

# School Community Student Learning Plan

School: KSS



Central Okanagan  
Public Schools  
Together We Learn

## District Overview

### Vision

Together We Learn.

### Purpose

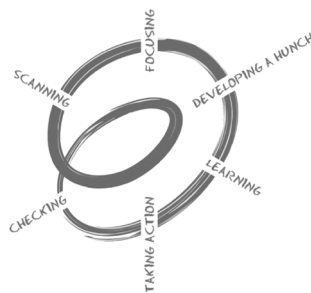
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

### Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

### Resources

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025



Equity in Action Agreement  
for Truth & Reconciliation  
2020 - 2025



Editor: Sylvia Bellucci  
Shelley Lamb / KSS Art Studio / Timothy Moore, Art Teacher  
KSS Annual Report

Fostering Indigenous student success through the lens of equity



# School Overview

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## School Information

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**School\***

Kelowna Secondary

**School Year**

2025-2026

**School Level**

Secondary School

**School Type**

Dual Track French Immersion

**Family of Schools\***

Central Family of Schools

**Overall Student Population**

1,892

**Student Population Indigenous**

177

**Student Population, Children in Care**

5

**Student Population, SPED**

260

**Student Population, ELL**

138

**Principal**

Jim Laird

**Vice Principal**

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**Vice Principal**

Julie Loveridge-Marks

**Vice Principal**

Mike Kormany

**Vice Principal**

Jeff Prasad

**Grade**

K  Gr.1  Gr.2  Gr.3  Gr.4  Gr.5  
 Gr.6  Gr.7  Gr.8  Gr.9  Gr.10  Gr.11  
 Gr.12

**Number of Administrators**

4

**Number of School-Based Teachers**

106

**Number of School-Based Support Staff**

78

**Additional Staff**

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**Staff****#****Additional School Information**



# School Learning Story

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## School Learning Story

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## Background

Kelowna Secondary School is one of five Secondary Schools in the Central Okanagan School District. KSS is located in the heart of the city and our campus borders with the Okanagan College Campus. Unique in character, Kelowna Secondary School offers two distinct programs – English and French Immersion. The approximately 1900 students who attend Kelowna Secondary School come from a diverse and active community of learners.

KSS has a proud history reaching back to the turn of the twentieth century rooted in academic, athletic, and community-building excellence. Many Kelowna residents are proud to call themselves Owls, and during school events proudly walk the halls sharing stories of their schoolmates, their teachers, and their positive experience. This pride lives and breathes with the staff and students each day and from year to year; many of our school community members volunteer time to make KSS the exciting, thriving place that it is. Over the years, many provincial championships have been won, and many memories (Air Band, Westerns, Best of the West, Band concerts, Drama festivals, etc.) have been made.

We also are seeing our demographics shift as Kelowna becomes more multicultural. This is exciting for us as a school community. We are proud as we look out over our student body and see the strength and diversity of Canada represented in our halls. As a result, we have many clubs that serve to build community and connection, such as Indigenous Leadership, BIPOC, Diversity, UNESCO, Interact, and more. As we work together as a staff, we are striving to have KSS's future be diverse, strong, and as proud as our past.

For students, learning is central to all we do. We pride ourselves as a staff on offering as many rich, diverse learning opportunities for our students. We have many elective courses that allow students to pursue their passions; we want each Owl graduating with dignity, purpose, and options while having the confidence to change the world. We collaborate closely with our neighbouring high schools in Kelowna to ensure that we network, so if KSS cannot offer a course opportunity (or if we can and other schools cannot), our SD23 students can cross-enroll and still pursue their passions. And as a school, we are always looking to innovate and be creative. When students and staff drive ideas for unique and exciting course proposals, we work hard to make these a reality.

Our staff learning story is currently being revamped and shifting toward a strong focus on learning. Since February, our entire staff has started engaging with the Core Competency of Critical Thinking. This is a good spot to start aligning our practices and beliefs around engaging our students and working to develop critical thinking skills. Although this work is newly getting off the ground, we have had all Department Heads and Curricular Leaders, our entire teaching staff, and many of our CEAs part of the process. We are hopeful for the future around this learning priority area, and as next year unfolds, more information will be included for the 26-27 Learning Plan, including evidential frameworks, strategies, and an examination of our impact. We may also develop a priority around the fostering of a more caring, safe school community in alignment with our Board's strategic plan, focused on intentional practices that will further enrich our school community.

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## Supporting Documents and Media

Westerns.JPG

4.25MB



Airband.JPG

2.34MB



## Online Resources

Please ensure each URL has "https://" at the beginning

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**Title**

**URL**

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# School Scan

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**Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.**

\*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

Our team has started the work around our priority of Critical Thinking. As we go deeper with this focus next year, we will be sure to include broad bases of data (both qualitative and quantitative) to best understand where we are starting from. What's critical in this work (as reflected by Shane Safir's writings around school transformation) is that the voices of our students will remain at the forefront. As educators, when we take the lead from the voices of our students, this data will guide crucial early steps. Along with these critical voices, we will be looking at our achievement data; our graduation rate at KSS is quite high (over 97% in 24-25), but by getting more granular will be necessary to have a better idea of where we can make the most difference. Critical thinking is a broad umbrella as a priority, and this gives us professional latitude to develop data frameworks to help better understand our impact in the work ahead.

## Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

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| Type of Student Learning Evidence | Description of Evidence   | Describe Trends and Patterns  |
|-----------------------------------|---|---|
| Empathy Interviews                | Weekly student empathy interviews alongside admin to gather student voice around their experience and their learning. | In progress: Students have shared both areas of success and areas of growth for the school. Around learning, we are identifying through student words how best to shift pedagogy. |
|                                   | Indigenous Student school scan led by our Teacher-Librarian and Indigenous department members.                        | In progress currently.  |
|                                   | ELL student scans to better understand our new learner experience to KSS and how best to support.                     | In progress: Students have identified that as a school we have growth to do around the accessible design of learning and around connection.                                       |

Student Achievement  
Data

Consulting achievement data through report cards to find trends in success at school.

Graduation rate has climbed 2.5% in three years to 97.8%

Other granular achievement data from the end of 25-26 will be examined starting the 26-27 school year to give us a clear idea where we are starting from.

In 26-27.

Pedagogical  
Documentation

Gathering data from learning in classrooms. Department Heads and Curricular leaders will be working to collaborate and gather documentation around Critical Thinking in classrooms.

In 26-27.

# Focusing

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Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### **Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)**

We have noticed some clear trends from what we've heard from students, as well as what we've heard from staff, that Critical Thinking is something that would benefit our students. In some learner scans, we have learned that disengagement from learning is more common than we would like. Many students reported that they complete assignments to get the assignments off their plates, rather than being excited or engaged by the learning itself. And when asked about their Core Competencies and how they feel they are developing, many students could not go into the depth we would hope for. When speaking with staff about what they feel would be an important area for us to focus on moving forward, nearly all departmental groups identified that a deeper dive into developing Critical Thinking in our pedagogy would be a great place to start. We also have done professional learning as a staff about the future of learning and what skills are necessary for today's children to thrive in their future, and Critical Thinking is consistently dominant in the growing body of literature. And although we do a really good job on ensuring high graduation rates at KSS, in order for students to thrive beyond our walls, between the voices of students and the educational professionals who serve them, this learning area will serve our students well.

### **School Learning Priority 1 (?)**

All learners will deepen and demonstrate their Critical Thinking competency by engaging in inclusive, inquiry-based, and cross-curricular learning experiences that build on individual strengths and perspectives, enabling them to analyze information, evaluate evidence, and make informed, reasoned decisions in school, community, and global contexts. Progress will be monitored through a triangulation of evidence including student voice and reflection, classroom assessments, and authentic demonstrations of learning (e.g., projects, presentations, and capstone work), with responsive instructional practices informed by ongoing school, classroom, and community data.

**SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)**

- ✔ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ✔ Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- ✔ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ✔ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ✔ Triangulated - involves collecting a variety of evidence to inform our progress

**Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026**

**Foundational Skills**

Literacy

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**Curricular Competencies**

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Critical Thinking

# Core Competencies

## Communication

- Connect and engage with others
- Acquire interpret, and present information
- Collaborate to plane, carryout, and review constructions and activites
- Explain/recount and reflect on experience and accomplishments

## Creative Thinking

- Novelty and value
- Generating ideas
- Developing ideas

## Critical Thinking

- Analyse and critique
- Question and investigate
- Develop and design

## Positive and Personal Cultural Identity

- Relationship and cultural contexts
- Personal values and choice
- Personal strengths and abilities

## Personal Awareness and Responsibility

- Self-determination
- Self-regulation
- Well-being
- Explain/recount and reflect on experience and accomplishments

## Social Awareness and Responsibility

- Contributing to community and caring for the environment

**C** **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

**T** **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

**T** **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

**PS** **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

**PS** **Personal Awareness & Responsibility**

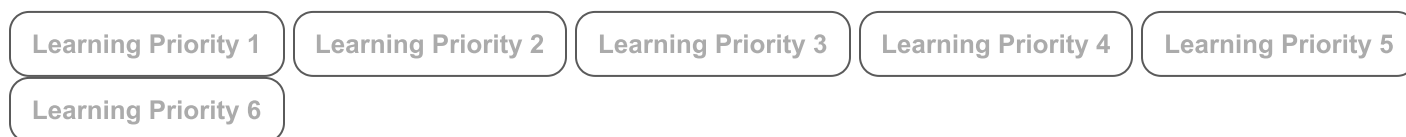
1. Self-determination
2. Self-regulation
3. Well-being

**PS** **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

- Solving problems in peaceful ways
- Valuing diversity
- Building Relationships

## Evidence of Impact



### School Student Learning Priority 1

#### School Learning Priority 1 (?)

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#### What evidence will we collect?

| Type of Evidence (?) | Short Description of Evidence  | Describe the Pattern and Trends in the Evidence (?)  |
|----------------------|--|--|
| 1 Qualitative        | Student scanning data over time to track progress on learning and perceptions on Core Competency growth (street-level data).   | As baseline so far, data has shown that we are inconsistent with where critical thinking skills are perceived to be developed alongside rich engagement. |
| 2 Qualitative        | Pedagogical documentation in departments as we implement practices (map-level data).   | For 26-27  |
| 3 Qualitative        | Staff scanning data reflecting perceptions of collective efficacy around this work together (street-level and map-level data). | For 26-27  |

- |          |              |  |           |
|----------|--------------|--|-----------|
| <b>4</b> | Quantitative | Departmental/subject/grade data around achievement related to the implementation of critical thinking strategies (map-level data). | For 26-27 |
| <b>5</b> | Quantitative | Student learning survey data with locally developed questions about Critical Thinking (map and satellite level data).              | For 26-27 |

# Taking Action and Learning

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Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### **School Learning Priority 1 (?)**

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### **Leading Professional Learning (?)**

Since February, we have worked collaboratively to build a shared foundation that will help guide our professional learning and collaborative work together moving forward. As a learning framework, our admin team has used Timperley, Ell, Le Fevre and Twyford's incredible book "Leading Professional Learning: Practical Strategies for Impact in Schools." We have been developing clarity and a shared understanding toward how best to lead pedagogical change in team and alongside each other. This resource speaks to the power of creating coherence through powerful inquiry learning cycles, relationships, and evidential frameworks. As a team alongside our Curricular Leaders and Department Heads, we started our shared learning by anchoring our Critical Thinking understanding in the BC Curriculum and in Ron Ritchhart's research around "Creating Cultures of Thinking" and "Making Thinking Visible." And it is important to share that admin has been collaborating and ideating alongside our district's Director of Innovation and Learning, Jordan Kleckner, and his Learning and Innovation Team. They have come alongside us in our framing of learning and will be helping lead work alongside us and our team in the future.

### **School Level Strategies and Structures (?)**

We are engaging the entire staff (teachers and CEAs) in staff meeting learning about Critical Thinking. Because we are so early in this work, the learning is ongoing and we have not landed on any specific strategies as of yet. That will be a focus of our work in 26-27.

### **Classroom-level Instructional Strategies (?)**

We are engaging the entire staff (teachers and CEAs) in staff meeting learning about Critical Thinking. Because we are so early in this work, the learning is ongoing and we have not landed on any specific strategies as of yet. That will be a focus of our work in 26-27.

## Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

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| <b>District Strategic Plan - Priorities</b>               | <b>Description</b>  |
|---|---|
| District Strategic Plan - Equity & Excellence in Learning | When we have the chance to develop more engaging pedagogy around critical thinking, we feel that students will experience more equitable and engaging learning. |
| Equity in Action Agreement - Pedagogical Core             | This work is all about the core, and shifting what happens for students each day.   |

## Budget Allocations

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| <b>Resource Type</b>  | <b>Resource Description</b>   | <b>Estimated Budget</b> |
|-----------------------|---|-------------------------|
| Learning Resource     | Leading professional learning resources for DHs and CLs             | \$1000                  |
| Learning Resource     | Critical thinking resources for staff                               | \$4000                  |
| Staffing, Supplies    | Additional DH and CL stipends                                       | \$25000                 |
| Professional Learning | Learning experiences, speakers, provocations, collaborative release | \$7500                  |

# Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

### School Learning Priority 1 (?)

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5 Quantitative Student learning survey data For 26-27  
with locally developed  
questions about Critical  
Thinking (map and satellite  
level data).

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**Reflection on our collected evidence on our impact for this School Student Learning Priority (?)**

Our evidential framework and data collection strategies are very new and actively developing. So far, we are establishing a baseline to better understand the learning experiences of our students. We are not in a bad place by any means. We have pockets of engaging learning happening where critical thinking skills are being developed, nurtured, and demonstrated, and we have students who can articulate clearly how their learning is connected to this competency but also to their hopes and dreams beyond school. What the scanning causes us to reflect on is how better to identify our successes, articulate why, and how to leverage the lessons learned to other avenues in the school. After the 26-27 school year, our evidential framework will lead to much more reflection on next steps, how to iterate, and do better for those we serve.

**Recommendations for next steps for this School Student Learning Priority (?)**

We need to continue the work. We are only four months into something that has great potential to improve our pedagogy as a staff, but also to improve the learning experiences and efficacy of our school community. We are excited about the work ahead and can see the potential of this learning direction to make considerable improvements for all aspects of learning at KSS.

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# Plan Reflection

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**Date**

7/17/2024

**Assistant Superintendent's Reflection and Next Steps**

At École Kelowna Secondary School, efforts have been focused on fostering an environment that promotes approachability, care, effective communication, and a strong sense of belonging. The pandemic significantly impacted the culture of secondary schools, but KSS deserves commendation for providing numerous additional activities that contribute to a vibrant sense of community. Concerts, plays, sporting events, and charity fundraisers offer opportunities for both staff and students to engage and feel welcome. KSS has also taken a leadership role in facilitating challenging conversations around anti-racism, anti-prejudice, and anti-bias. The ongoing commitment to ensuring each student graduates with dignity and purpose is evident as the school begins analyzes various data sources. Congratulations to KSS for their remarkable work and continuous improvement strategies

**Date**

7/3/2025

**Assistant Superintendent's Reflection and Next Steps**

Kelowna Secondary School (KSS) has established learning priorities that reflect a deep commitment to student achievement, equity, and innovation. With a graduation rate that has risen by 2.5% over three years to 97.8%, KSS demonstrates measurable success in academic outcomes while embracing the increasing diversity of its student population, including a significant proportion of English Language Learners. The school's alignment with the OECD's 7 Core Principles of Learning is evident in its leadership structures and instructional strategies, ensuring that learning is personalized, socially grounded, emotionally supportive, and inclusive of individual differences. KSS's emphasis on data-informed planning, including the use of satisfaction surveys and post-secondary transition metrics, supports its continuous improvement efforts. Equally commendable is the school's focus on fostering a sense of belonging through initiatives that address Indigenization, anti-racism, mental health, and inclusion, supported by restructured staff meetings and student profile tools that promote equity and responsiveness. As KSS continues to evolve, further development in data collection for the 2025–2026 school year and deepening staff inquiries into digital equity and anti-bias practices will enhance its already strong foundation, positioning the school to sustain its culture of excellence and inclusivity.

**Date**

6/17/2025

### **Principal Reflection**

KSS continues to be a school rich in history and spirit. We have worked hard over the last 3 years to build connection to place, and the result has been increased participation in many school activities, both staff and student, from clubs, teams, performances to large school events. In turn, we have seen grad rates rise as the people in the school community feel more connected to school.

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### **Date**

5/27/2026

### **Principal Reflection**

This is an exciting time for KSS. There is an appetite for a return to a learning focus, not just for our students, but for the professionals who have dedicated their careers to making Kelowna Secondary the amazing school we know it is and can be. I am proud of the students for sharing their voices in this process; without their lived experience, we could not make the impact we're aiming for. When students share, it motivates us. And, when we hear things are not going as well as it could be, it drives our moral imperative to act. Most of all, as we start diving deeper into Learner Agency (our SD23 focus for the next few years), Critical Thinking classrooms and agency dovetail nicely. I also am proud of our staff and the leaders on staff - our curricular leaders, department heads, and vice-principals - for their shared dedication toward a vision of something greater for the school. The work heading into 26-27 will be one of establishing shared, distributed leadership systems that can help us to "Think Big, Act Small, and Learn Fast" toward what could make an incredible difference for our Owls not just now, but as they head off into the world.

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# Submit

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**Close Current Community Learning Form**

Archive Form