




Annual School Learning Plan 2023-2024

Last revised:





Barriere Secondary School is a public high school located in Barriere, British Columbia in School District No. 73 Kamloops-Thompson, on the traditional territory of the Simpcw First Nation. We serve 210 students in grades 7 through 12. Barriere Secondary is a close-knit, rural school that provides students with an opportunity to learn in a safe and friendly environment. BSS works closely with the one feeder school, Barriere Elementary School, to support the development in all five domains of the District's Strategic Plan - Intellectual, Social Emotional, Career, Systems as well as Cultural and Identity. Within this framework, we work with our family of schools across the Lower North Thompson ensuring a strong sense of community where students, teachers, and the surrounding community work together for the benefit of students.

Approximately twenty five percent of our student population is Indigenous. Several of these students commute to Barriere Secondary from Simpcw First Nation. Located fifteen kilometers north of Barriere Secondary. Simpcw First Nation has long placed a high value on education and we are grateful for their continuing support of their students in our school. We partner with the Simpcw Education Department to ensure that the philosophy of “making a difference by working together” is a lived experience. Foundational to our work within a Local Education Agreement, our partnership is one of mutual respect, consensus building, and maintaining a focus on the goal of academic and personal success for Nominal Roll students.

Following the District Vision Statement of

At Barriere Secondary improving outcomes for students is at the core of every decision that is made. Using the Spiral of Inquiry framework, we are working to target actions that will make the biggest impact for learners. We continue to strive to provide depth and breadth in all of our course offerings by first providing opportunities for student voice and choice. Learning opportunities are through face to face instruction, via video-conferencing that we share with our other rural partner schools, and through blended learning in some of our senior math and science courses. We also have a number of students who take advantage of district programs and we work hard to adjust their schedules to allow for these unique learning opportunities. Finally, we are proud of our grade 7 program, providing more choice for students and specialized teachers in the areas of Applied Skills.

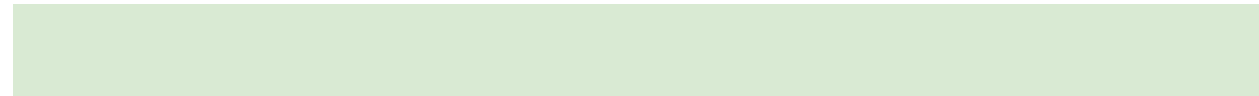
Staff models learning through active collaboration, focussing on school culture and connections to the community. We continuously scan to ensure we support students'

development of the five District Priorities:

As areas of growth become identified, focused professional development learning, and strategic action are put in motion to improve the learning environment for our students. For several years the Spirals of Inquiry approach has been central to our strategic planning and success.

We will continue consultations through the fall of 2023 to ensure that all partners are provided equity and voice. This will include student voice forums, parent surveys, and in person partner consultations within the community and with SIMPCW First Nations partners.

Each year we continue to seek ways to hear from partners through surveys, student and parent voice forums, community partner meetings and offering evening parent sessions at Simpcw First Nation.



A collective focus for all staff at BSS over the last several years has been on supporting school-wide literacy. In reviewing various data, we have seen an increase in students' abilities to analyze, reflect upon and critically think about various forms of text. This is something the staff are proud of and seek to translate to other areas of our practice.

Staff at BSS have identified that an area of growth across our population is needed in the area of numeracy. To support this growth, we will need to continue to address gaps in numeracy, exploring similar strategies that our strategies have gaps in building numeracy skills. We will continue to address gaps in building numeracy skills.

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To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

Every learner will develop competencies and skills to succeed academically.

Students will meet or exceed literacy/numeracy expectations for each level.

Based on recent results of standardized assessments and staff observations of students' abilities in the areas of design thinking and problem solving, we will focus on students' ability, willingness, and perseverance to interpret and apply mathematical understanding. At BSS, Mathematics is about counting, problem solving, organizing, measuring and estimating, as well as making patterns and sequencing. Mathematics is a part of numeracy.

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Number of Indigenous students successfully completing math courses grades 10 through 12.

To improve in numeracy across the school:

- we will support numeracy across all curricular areas:
- empower all teachers to assume responsibility for enhancing numeracy understanding;
- Work with learners to be self-reflective and advocate for their learning;
- Ensure all staff speak positively about numeracy/math;
- Seek cross-curricular opportunities to develop numeracy skills;
- Create more hands-on and real-life math connections;
- Organize presenters to teach skills about numeracy, taxes, phone contracts, rent, credit cards, banks – bring in trades people and business people to stress the importance of numeracy understanding and skills.
- Design and provide mathematics learning opportunities focusing on curriculum expectations;
- Continue to identify measures for ongoing improvements to school performance.

To improve classroom practices, we will (PD strategies):

- Identify, learn about and implement research-based instructional and assessment strategies;
- Explore and integrate the innovative use of emerging technologies and resources to enhance and transform teaching practice and student learning experience;
- Utilize staff meetings and professional learning for teacher collaboration time to support a cross-curricular approach to numeracy.

To improve in grade-to-grade transitions, we will:

- Create supports for educators in building safe, responsive and inclusive mathematics learning environments to reduce math anxiety;
- Arrange for lunchtime / after school /tutorial opportunities with a variety of teachers;
- Offer one-to-one and small group 'burst' lessons based on regular ongoing assessments;
- Further develop the understanding of the scope and sequence of math remediation plans;
- Create a year long math program to support students who require additional time to develop a deeper understanding of various concepts.

To improve school completion we will:

Re-introduce the use of Alternate delivery literacy and numeracy blocks - a personalized learning opportunity for disengaged students with the intent of providing individualized pathways to successful graduation;
Continue to utilize Completion Days at the end of each Semester.

To improve Aboriginal student learning, we will:

Implement a leadership coordinator position to support all staff in taking meaningful steps towards reconciliation while giving voice and choice to our students in their academic endeavors.

Support the development and implementation of transition programs to assist Indigenous students as they transition from an Elementary school model to our Secondary School model.

Support teachers in developing and applying foundational knowledge and understanding about Indigenous peoples for the benefit of all students. This includes working to ensure all staff meet the related Standard 9 of the BC Teacher Certification Standards, while also recognizing that this is essential to long-term reconciliation.

Facilitate an Indigenous Student Voice program for First Nations and Metis students, fostering youth engagement and creating a dialogue with students focused on learning together.

Continue to provide counseling and school support to Indigenous students.

Continue to partner with the Education Department at Simpcw First Nations in closely monitoring students academic progress and responding to behavioural needs.

Regular meetings with Education Coordinator;

Communication from Classroom teachers to Education Coordinator and ensure teachers provide information to Parents regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);

Explore parent-teacher evening at Chu Chua.

Embed Secwepemctsin language course in regular scheduling

Promote the offering of, and enrollment in, English First Peoples 10, 11 and 12 and BC First Peoples 12 and Contemporary Indigenous Studies 12, or any successor courses for all students.

To improve in learning, we are ensuring that our resources meet our students' needs through:

Continue to increase inventory of Chromebooks to achieve a 1:1 ratio;
Strongly supporting extracurricular opportunities

Continue to seek out curricular resources that promote First Nations identities and support the First Peoples Principles of Learning.

Using Secwepemctsin and English on all signage inside the school.

Exploring the use of Secwepemctsin on number lines in Mathematics class.

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Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

Students will feel welcome, safe, and connected to their school.

In fostering an inclusive culture we will focus on all students feeling safe and welcome. This will become a priority for staff to ensure students feel welcome and for students to ensure they are supporting their peers.

All students feel welcomed in classrooms and spaces throughout the school.

There is a strong sense of community within the grade 9 cohort. This cohort had a significant amount of targeted support in the 2020-2021 school year to develop this culture. Teachers have developed a foundational knowledge of Restorative classroom practices in response to students' behaviours, changing the way in which we respond to traditional discipline issues.

There are 2 cohorts of concern identified in the Dewars Survey. These 2 cohorts are noticeably below District averages when it comes to a positive sense of belonging.

At BSS we will work to achieve this goal through the following strategies:

- Creating Camp Cougar (School Wide Retreat) to establish consistent expectations and routines for all students at the start of the school year.
- Provide Professional Development and continue to discuss Trauma Informed Practices on a regular basis;
- Continue with the annual Health and Wellness day;
Increase focus on Mental Health and Wellness.
- Continue to utilize the Aboriginal Education Worker to provide support, both in the classroom and in small groups on cultural, academic and social emotional support;
- Continue to utilize restorative practices in responding to students' behaviours.

Comparing year over year office referrals, suspensions and other interventions;
The trend has been a reduction in student suspensions from 2020-2021 to 2022-2023

School-based leadership team to determine frequency of review and exact data to collect in September;

Every 2 weeks attendance review,
Every month, discipline log review,
Exploring office referral log system.

Continuing staff book study in collecting non-traditional data (Street Data, Shane Safir);

Students' connections to school is a primary focus at BSS and this is dependent upon positive working and learning environments, access to needed supports and trust in those who work with students on a daily basis. Stronger connections to school will lead to increased resilience and in turn, higher achievement . To ensure the success of our students, we need to plan and assess how our students are doing. As we move forward, we will work to ensure these needs are met through a variety of strategies and assess our progress using various tools that reflect not only academic achievement but also social, mental health and wellness.

To develop a sense of identity in individuals and cultural safety and humility in communities.

Every learner will feel safe and thrive personally and culturally.

Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

