



School: Nakusp Secondary School

Principal/Vice-Principal: Mike Hibberson and Jaime Sing

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

Collaboration/ Wellbeing

How do we support meaningful student leadership across grade levels to improve student wellbeing?

Sub Question:

- How will this impact school pride and ownership?

B. Rationale (Why was this goal chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

This goal was chosen as a way to have more student voice and agency in our school community and continue to build a strong inclusive culture.

- Number of participants in students council, intramurals, SEL group, leadership class, house team activities
- Student learning survey results
- Anecdotal evidence and input from staff, students, parents
- Number of student generated events

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- SEL group attended by teachers and students on a weekly/biweekly basis, offering culture building initiatives that are greatly appreciated
- Students' council meetings, events, and leadership in school assemblies
- Youth Leadership training
- Leadership opportunities in PE 11/12 (intramurals)
- House team events and activities
- Positive Behaviour Supports Program focused on School Community Contributions (ROCKS)

D. Evidence / Evaluation / Feedback / Actions and Next Steps (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry? What are your next steps?)

- Student Learning Survey
- ROCKS (Respect, Ownership, Community, Kindness, Safety) awards given
- Decrease in reports on behavior issues that impact the student body
- Engagement in Student Leadership opportunities



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E. Promising Practices: (What are you most proud of?)

- Development of Student Council constitution, growth in attendance, and increase in number of student organised and run events
- Continued collaboration between teachers and students in SEL council to improve well-being school wide.
- Students are taking more leadership roles and supporting the needs of their peers.
- The student learning survey shows that students feel well connected to staff and the school
- Student voice is getting stronger, and we have a staff that is committed to helping support and encourage this
- Indigenous Day planning “Dream Team” continues to plan this large district wide event

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Competency

How do we continue to enhance student literacy and numeracy achievement?

Sub Questions:

- What role does instruction play in achievement?
- How can we improve intrinsic motivation in students to achieve?

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

Staff remain committed to improving teaching in learning in core curricular areas. We know that developing core competencies, student goal setting, and independent learning skills are keys to developing intrinsically motivated learners.

- Numeracy and Literacy Assessments
- District Assessments
- Anecdotal teacher feedback
- Number of graduates accepted into post-secondary programming
- Made for Trades, ECE Training acceptance

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Teacher and support staff collaboration
- Continued professional development through Communities of Practice
- Learning goals set by students and tracked through portfolios in linear X block
- Specific and goal relevant short- and long-term planning support to facilitate post-secondary transitions
- Engaging parents in planning through student conferences
- Diverse learning opportunities with targeted learning support for all students' needs
- Core competency emphasis in classes and extra-curricular opportunities
- Strategic timetabling including Linear, Semester, and Term based course to optimize learning



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D. Evidence / Evaluation / Feedback / Actions and Next Steps (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry? What are your next steps?)

- GLA and GNA assessment results
- Graduation rate
- Post-Secondary program enrolment
- Physical evidence of goal setting and achievement through learning portfolios
- Students will have post-secondary options and be well prepared for transitioning into careers
- Student Learning Survey Post-secondary planning questions

E. Promising Practices: (What are you most proud of?)

- We have seen an increase of students this past year, and those coming up, with concrete plans, hopes, and dreams for their future.
- We have many students enrolled or planning to enroll in train in trades programs
- Students are choosing courses that will support their post-secondary plans and are dedicated to working on areas that need improvement each semester.
- Students seek out adults in the building to help them with their academic needs.

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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

What opportunities can we provide to students that will allow them to engage with both local and external environments and contexts to have a great understanding of their future possibilities?

Sub-question:

- How can we best prepare our students for careers and post-secondary programming?
- How can members of our community and guests, provide examples of opportunities beyond the scope of local context?

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

As a staff we want our students to know about the endless possibilities that exists for them and the supports in place to help them get there. As we are a small rural secondary school, not all students are afforded the same opportunities within their family structures.

- Student Learning Survey
- Participation in: field trips, extracurricular opportunities, post-secondary trips and guest speaker opportunities
- Increased number of extra-curricular opportunities
- Community engagement

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- New opportunities for field trips, extracurricular oppoportunities, and course offerings
- Connection and collaboration with career counsellors, indigenous elders, community service providers, employers, and post-secondary institutions
- Dual credit programming
- Engaging with the First People's Principles of Learning
- Guest speakers from both local and external regions
- Community volunteerism, Interact club, summer learning opportunities



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D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

- Post secondary enrolment
- Student learning survey results
- Transitions to employment
- Extracurricular program engagement

E. Promising Practices: (What are you most proud of?)

- Students are confidently enrolling in Train and Trades programming in neighbouring communities
- Students are applying for and attending universities across the country
- We have a large number of students accessing summer learning opportunities, in particular indigenous students attending programs aligning learning and cultural and personal growth
- We have a very diverse staff that has diverse skills and worldly experience who are making strong connections with students and sharing personal experiences
- We offer a wide range of extracurricular opportunities, expanding from sports to include cultural and artistic offerings

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