

SOSS School Plan Presentation

June 9, 2026



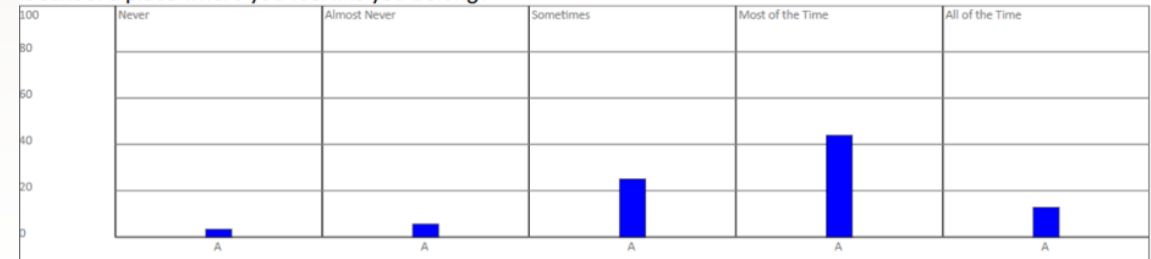
Scanning: Belonging (Gr. 12 SL Survey 2024-25)

- Celebrating success!
- SOSS Students are feeling a strong sense of belonging

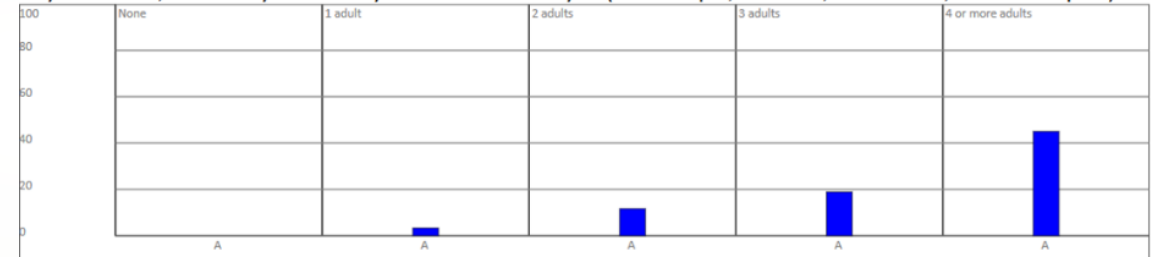
Grade 12 Student Learning Survey Unofficial Results Printed on August 22, 2025

A: Southern Okanagan Secondary

Is school a place where you feel like you belong?



At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?

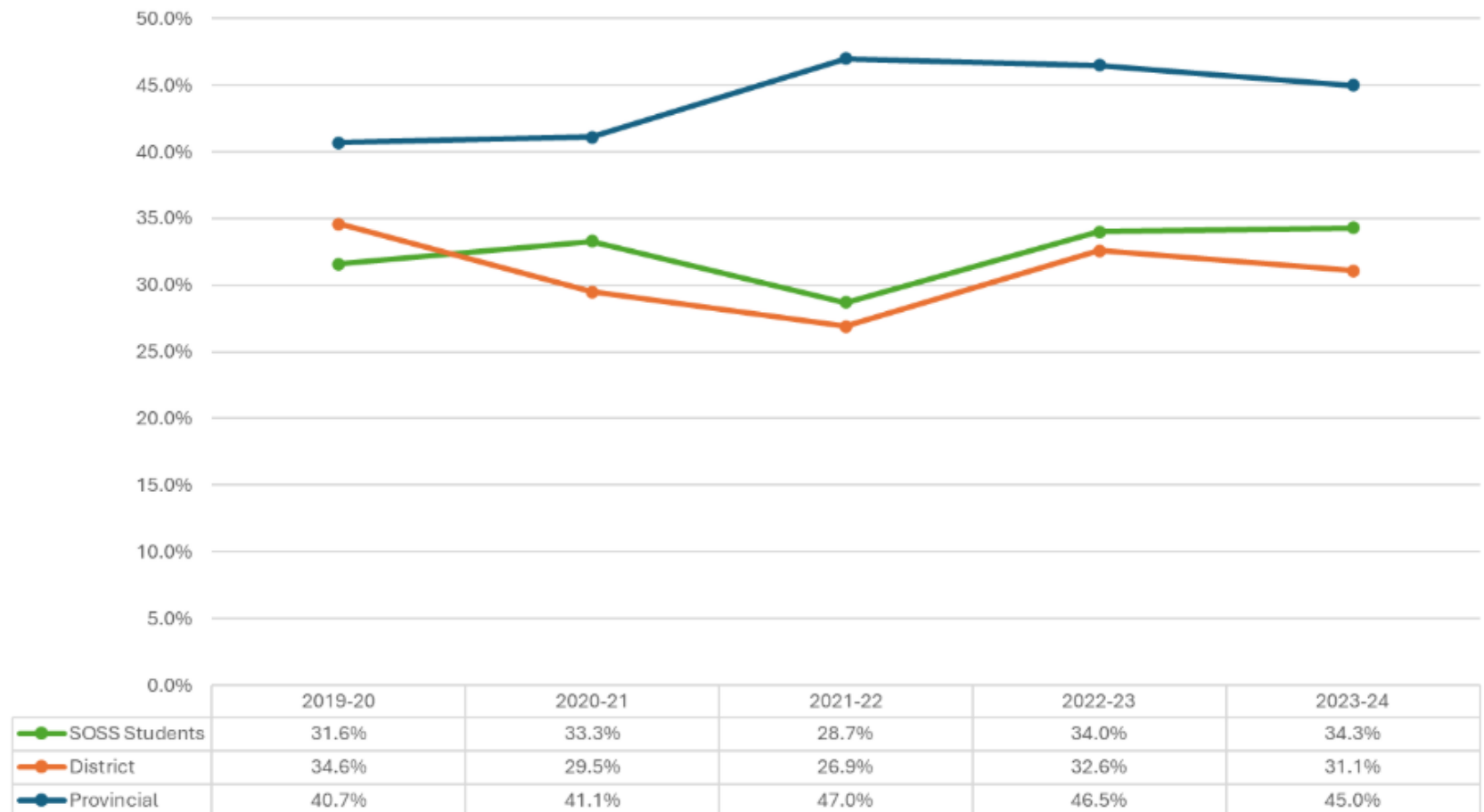


Do you feel welcome at your school?

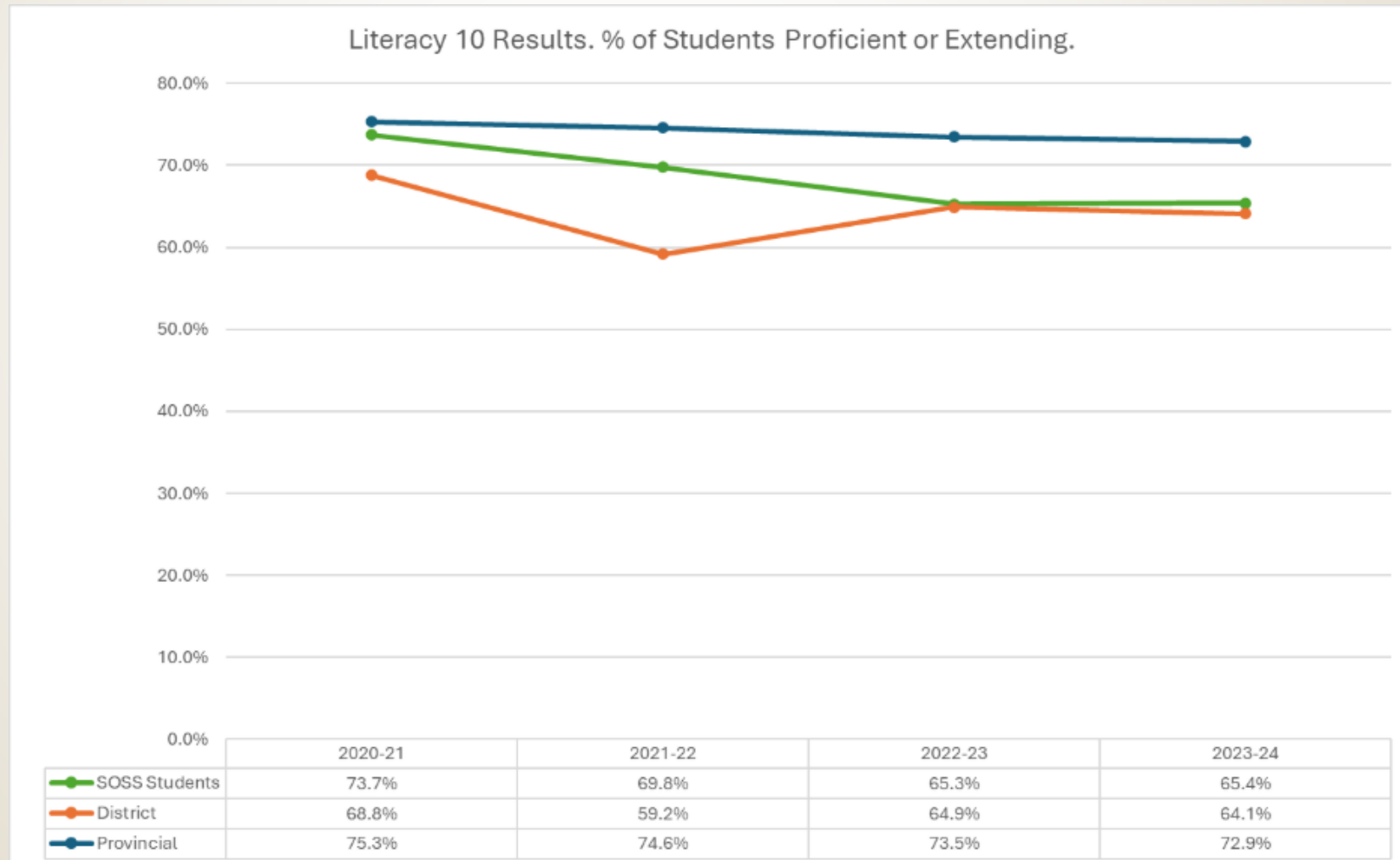


Scanning: Mastery – Numeracy 10 Assessment

Numeracy 10 Assessment. % of Students Proficient or Extending.



Scanning: Mastery – Literacy 10 Assessment



Driving Question

How might we, as a collective across departments, nurture belonging, independence, generosity, and mastery so that students strengthen foundational skills and develop motivation and grit for lasting success?

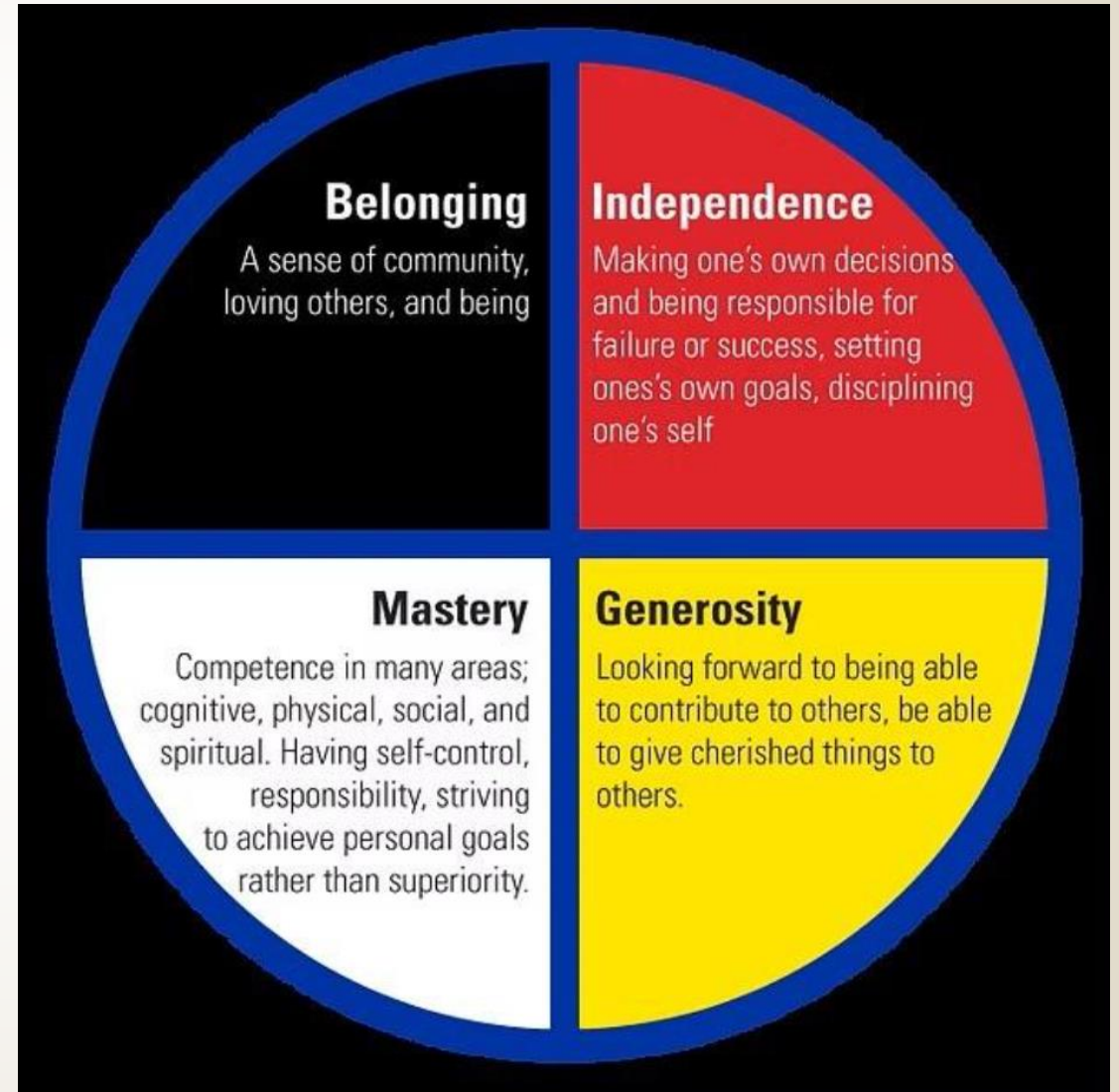


Framework for Inquiry

The plan is grounded in Dr. Martin Brokenleg's Circle of Courage:

- Belonging
- Mastery
- Independence
- Generosity

These provide the foundation for our inquiry.



The Why...



- Need to engage our most vulnerable students to feel like they belong
- Need to improve transitions for our grade 8's
- Need to look at skills vs content
- The importance of developing a common language in Literacy, Numeracy and Core Competencies
- Need to improve giving back to the community

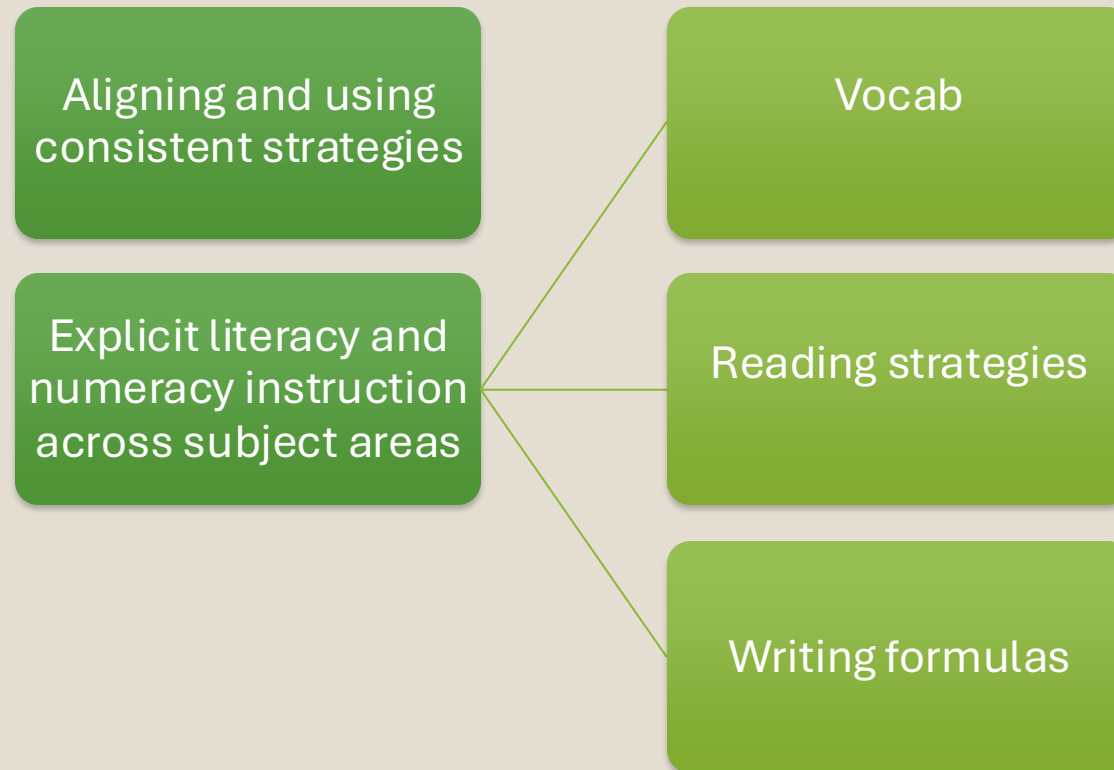
The collaboration

- Groups formed based on their hunches and common reflections.
 - Belonging- vulnerable engagement
 - Generosity- giving to the community
 - Mastery – Literacy and Numeracy
 - Independence- transitions



Mastery

Literacy and Numeracy Strategies





Mastery: Literacy and Numeracy

- Are we making a difference?
 - Early assessment results show strong results in Literacy and Numeracy results for 2025-26
 - NFRA grade 8-9 results show teacher learning around Literacy is positively impacting student literacy results

Independence

Core Competency Reflections

Exploring Core Competencies:

- Finding accessible language
- How to reflect and report on

Actionable Items:

- Survey on 'Superpowers'
- Tools for reflecting on learning
- Teams Assignments and Forms for gathering student reflections
- Embedding student reflection in report card comments





What we found out?

- Students could articulate how their classes and learning help them build competency in communication, problem solving, and critical thinking.
- In the lower grades (8-10), students struggled with personal responsibility.

What we are doing next?

- Support staff in the process and implementation of core competencies and student reflections to be shared in report card comments.

Belonging

➤ Scanning:

- Students who are "under the radar"
- Lack a sense of belonging at SOSS.

➤ Focusing:

- Narrowed to grade 8 students specifically.
- Decided to use input from semester 1 teachers
- 3-4 students as our pilot group.

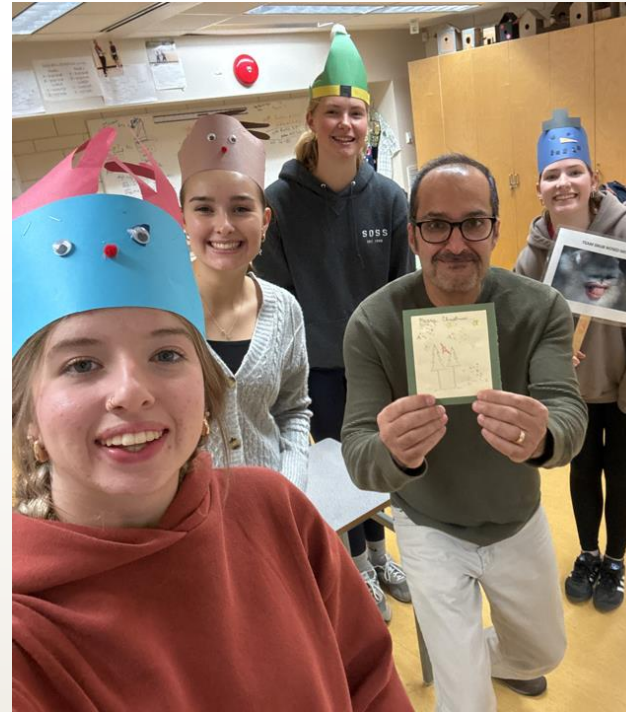
➤ Hunch:

- Need input from previous teachers to facilitate a deeper connection with our grey area students.
- Using empathy interviews and/or wunderkind structures will help these students' sense of belonging in our classroom.



Belonging and Generosity

- Generosity amongst our grade 12 cohort.
- Building Capacity through student agency and leadership
- Events included:
 - Amazing Race
 - SOSS Community Garden Work
 - Hornet Hunt
 - Monthly Pancake Breakfasts
 - Hoops for Hope





Generosity: what we learned...

- Students still need the guidance, but more and more they want to take part...

- "I've been waiting for this since grade 8."

-Ava Kosaka Re: *Amazing Race*

- Areas of future exploration:
 - Establish succession plans, i.e., grade 12s mentor grade 11s...
 - How to create belonging for students on margins**

BELONGING THROUGH CONNECTION TO OUR LOCAL LAND

Our inquiry group spent time on the land in the Okanagan-Similkameen region to learn the history, culture, and stories that shaped our community. By building our own understanding, we can share this knowledge and sense of place with our students in meaningful and authentic ways.

OUR PURPOSE:

To strengthen our sense of **Belonging** by connecting to the land, the history, and the people of our local community—so we can share this culture and knowledge with our students.

WE EXPLORED AND LEARNED ABOUT:



The Town of Oliver Archives and our community history



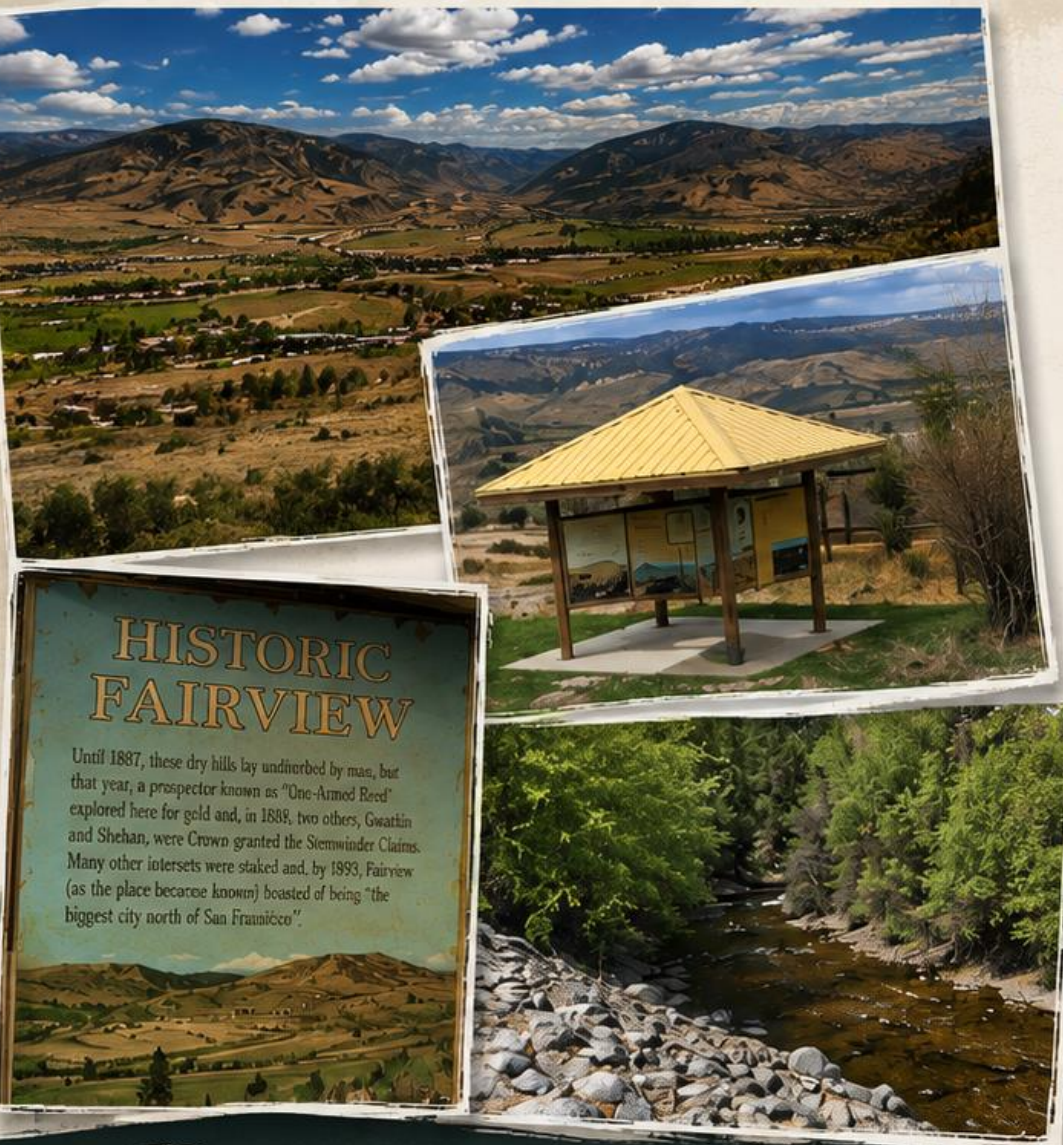
Irrigation development and the ditch system that transformed our region after WWI



The Fairview gold mining history and the town site above Oliver



Indigenous cultures through visits to pictograph sites on Okanagan Band land



HISTORIC FAIRVIEW

Until 1887, these dry hills lay undisturbed by man, but that year, a prospector known as "One-Armed Reed" explored here for gold and, in 1888, two others, Gwatkin and Shehan, were Crown granted the Stenwinder Claims. Many other intersets were staked and, by 1893, Fairview (as the place became known) boasted of being "the biggest city north of San Francisco".



Belonging is the foundation

When we connect to our local land, history, and cultures, we build a stronger sense of identity, community, and place—for ourselves and for our students.



By experiencing and understanding the richness of our local land and stories, we are better equipped to share and honour these teachings with our students, helping them feel a deep sense—for **Belonging** in their own community.

Belonging THROUGH CONNECTION 

LOOKING AHEAD: BUILDING A **DIGITAL** MAP

A RESOURCE FOR LOCAL LEARNING & FIELD EXPERIENCES

Our inquiry is not finished. We are continuing to develop an **electronic map of the Okanagan-Similkameen region** that will highlight points of interest connected to specific curricular areas. This resource will support educators in planning meaningful, place-based field trips that build belonging, understanding, and curiosity.



POINTS OF INTEREST

Highlighting important historical, cultural, environmental, and community locations across the region.



CURRICULAR CONNECTIONS

Each location will be linked to curriculum outcomes and learning opportunities across subject areas.



TEACHER RESOURCE

A user-friendly tool to support educators in planning meaningful, place-based field experiences.



STUDENT ENGAGEMENT

Encouraging curiosity, connection, and a deeper sense of Belonging to the land, history, and community.



By continuing this work, we hope to support educators in creating rich, relevant, and local learning experiences that help students build identity, understanding, and **Belonging** within the Okanagan-Similkameen region.





Key learning

- Need to do some early check ins to ensure everyone is on track
- Need to do some check ins to ensure there is a process of collecting data along the way
- It takes more time than what we have, to complete the process



Areas requiring continued attention

- We have not come to conclusion on some aspects of our school plan
- Continue to work on transition, mastery, and engagement
- Literacy and Numeracy learning and implementation across all courses and grades
- Continue working on the inquiry cycle to help us collect different forms of data to improve the school



Next steps...

- We need to scan again and explore the data
- Complete a couple of surveys with students around how some of the work we have done has impacted them to help guide our decisions for next year.
- Continue some of the good work we have been doing to see the impacts of the initial work being done
 - planning grade wide field trips, using common language using the NFRA as a base, transition testing with the 8s