

Southern Okanagan Secondary School



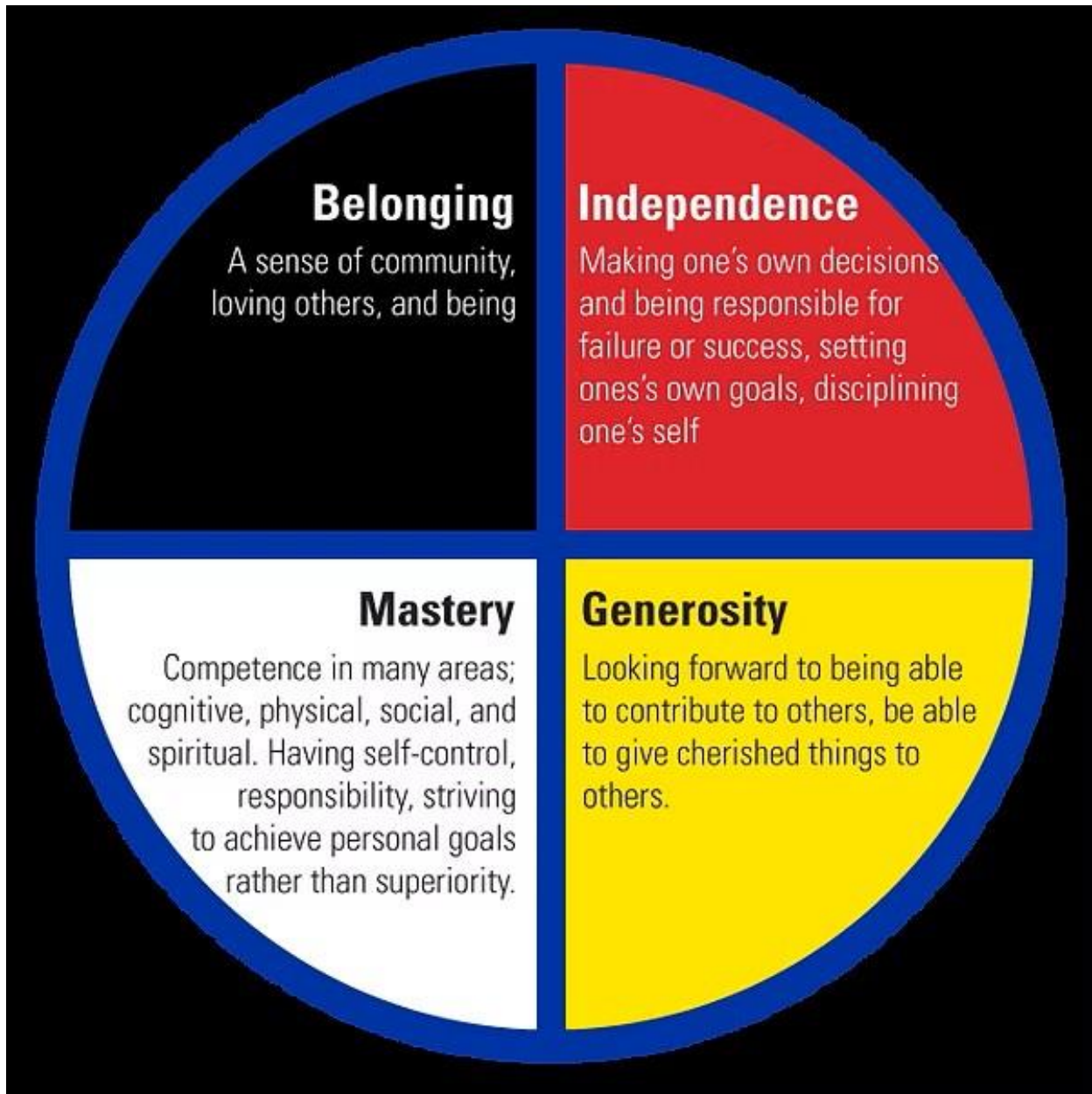
School Plan 2025-26

School Context:

Southern Okanagan Secondary School (SOSS) has a student population of approximately 490 students in grades 8-12. Of these students, 18% are of Indigenous ancestry, with 30% of our Indigenous students living on reserve. Additionally, 18% of students are supported with an Individual Education Plan (IEP).

Framework for Inquiry

This plan is grounded in Dr. Martin Brokenleg's "Circle of Courage", which emphasizes Belonging, Mastery, Independence, and Generosity. These values provide a holistic, strengths-based foundation for our inquiry, ensuring student growth is nurtured in multiple dimensions.



Scanning: What do we as a staff currently know about our students – What is going on for them as learners?

Over the past four years, SOSS has framed its inquiry through the Circle of Courage. The first two years focused on Gratitude and Belonging, while the 2024-25 school year emphasized Mastery and

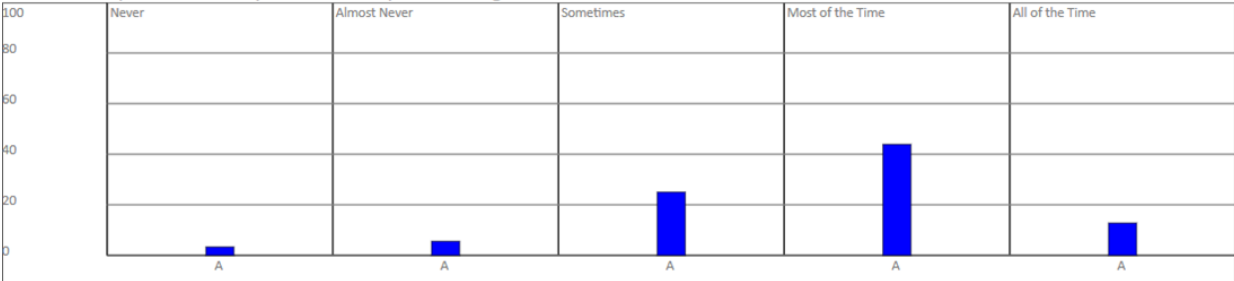
Independence. Students and staff have seen the impact of the focus on these areas. For 2025-26, the plan builds on assessment data, student surveys, and anecdotal evidence to identify areas of strength and need. This satellite data will be used in connection with more personalized and anecdotal evidence as our school moves through this Inquiry cycle.

Scanning Data from the 2024-25 Grade 12 Student Learning Survey

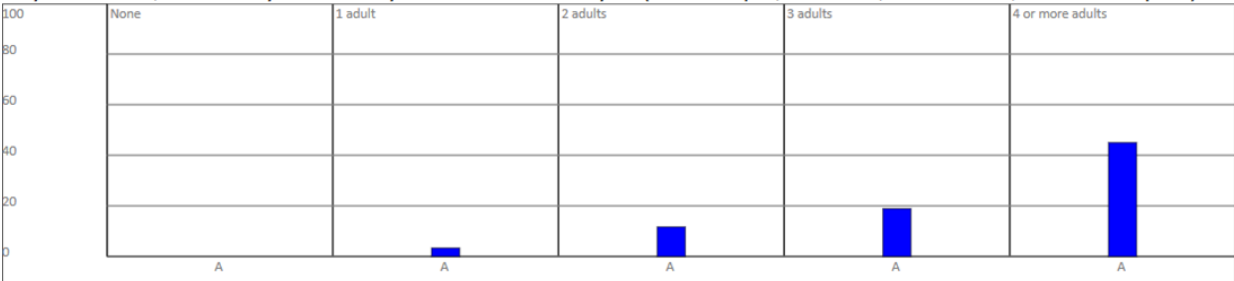
Grade 12 Student Learning Survey
Unofficial Results
Printed on August 22, 2025

A: Southern Okanagan Secondary

Is school a place where you feel like you belong?



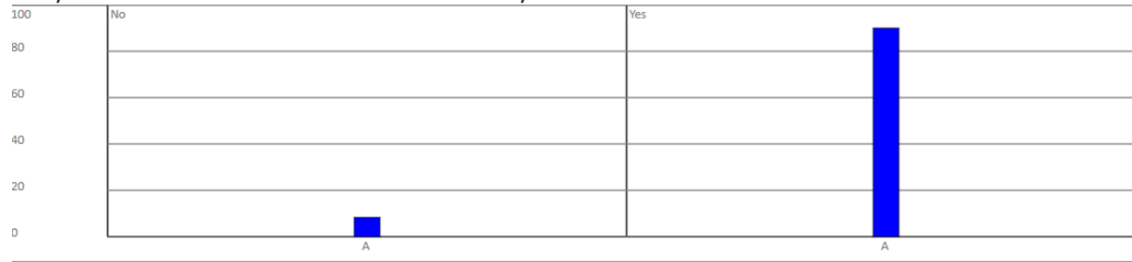
At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?



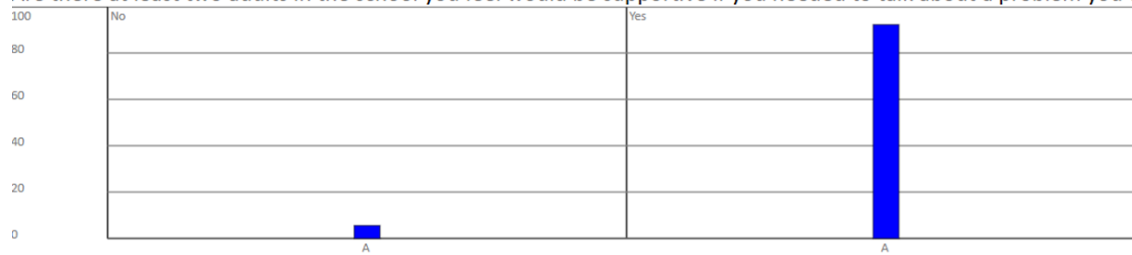
Do you feel welcome at your school?



Can you name two adults in the school who believe you can be successful in life?



Are there at least two adults in the school you feel would be supportive if you needed to talk about a problem you were having?

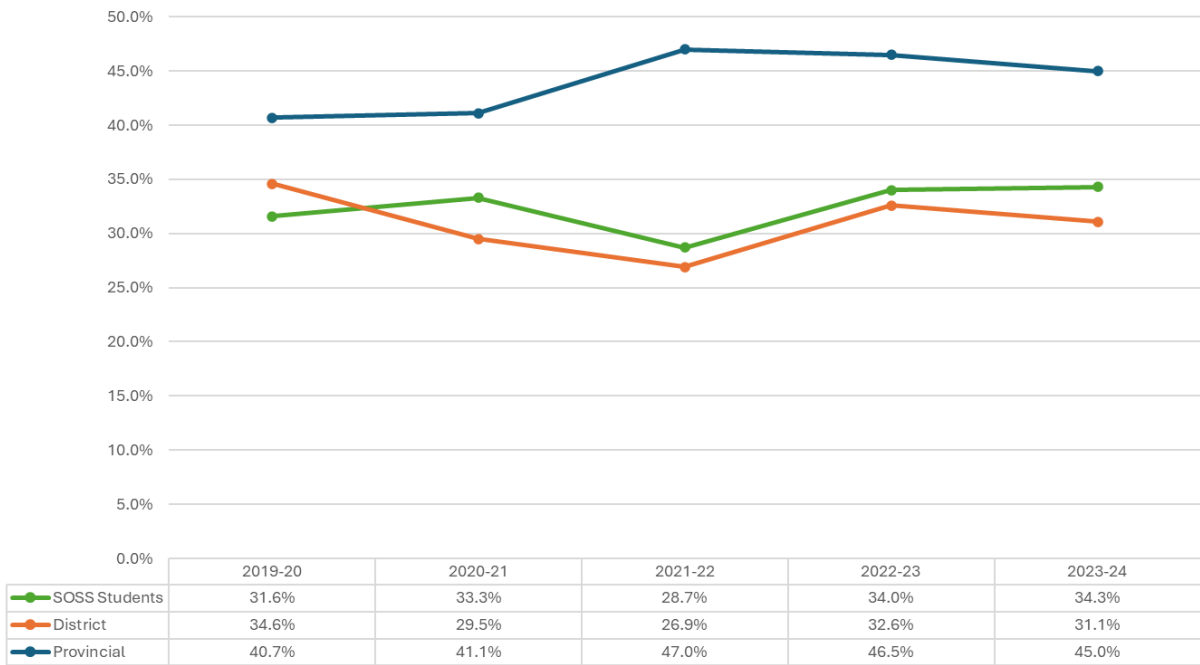


Grade 12 Student Learning Survey (2024-25)

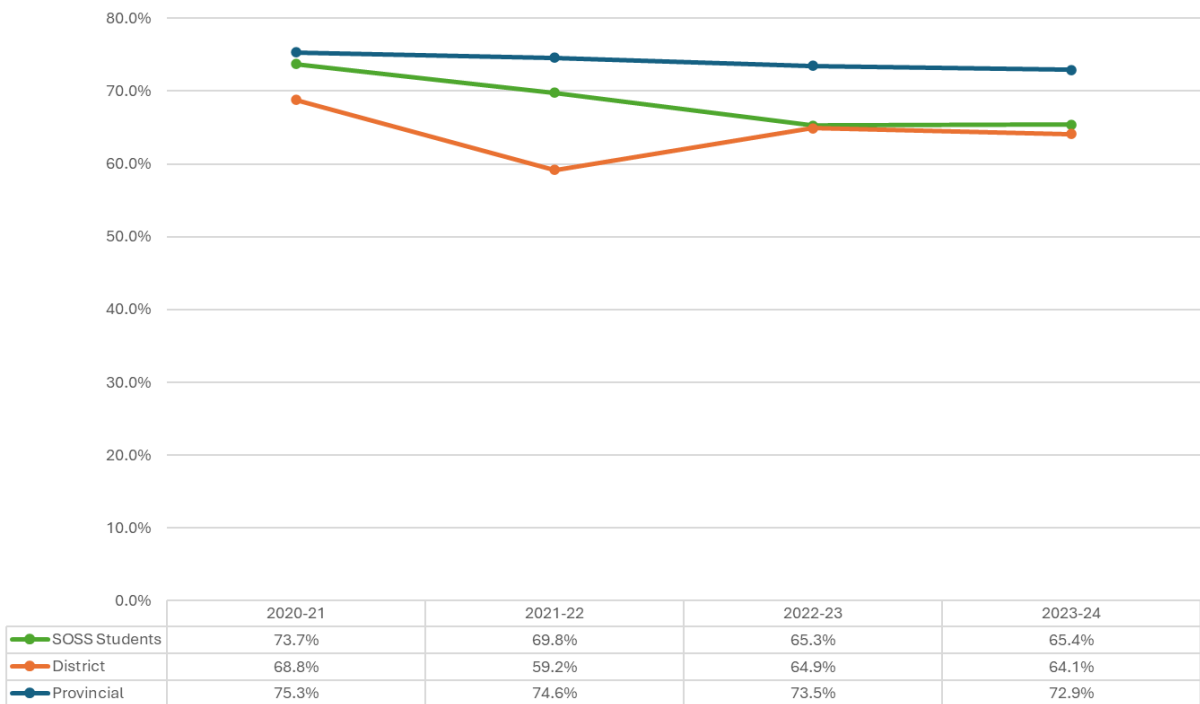
- Evidence shows that SOSS Students are feeling a strong sense of belonging.
- Most SOSS students report that adults at school care about them and feel welcome at school and believe in their success. Nearly all students could name two or more adults who would support them.
- These results reflect the positive impact of the school's past focus on belonging. We hope to continue these positive efforts to create a school culture of belonging while also recognizing that we are achieving our goal in this area and need to focus specifically on some groups of students and in other areas of need.

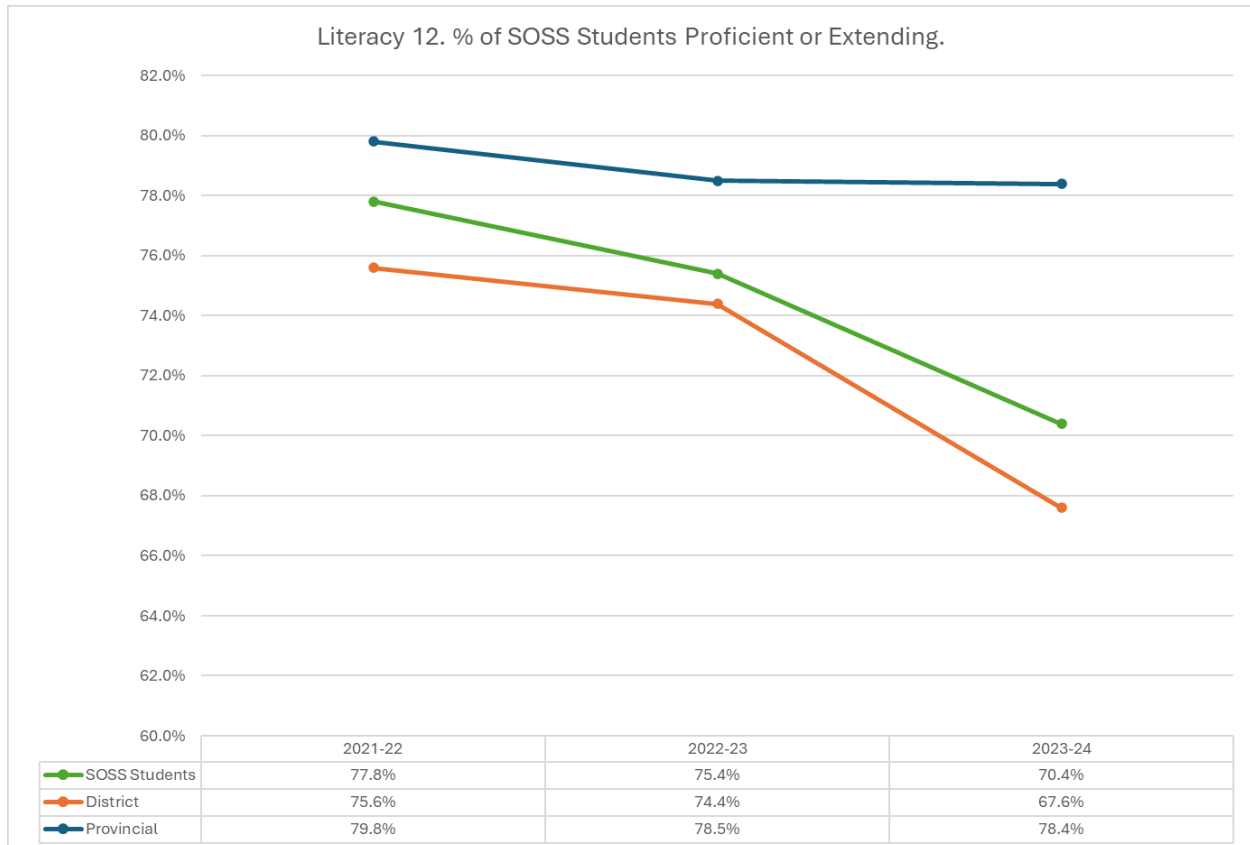
Scanning Data from the Numeracy 10, Literacy 10, and Literacy 12 Results

Numeracy 10 Assessment. % of Students Proficient or Extending.



Literacy 10 Results. % of Students Proficient or Extending.





Provincial Literacy and Numeracy Results

- Results indicate that SOSS students score below the provincial average in Literacy 10, Literacy 12, and Numeracy 10. These findings highlight the need for stronger cross-curricular approaches to building literacy, numeracy, and critical thinking skills.
- Within mastery, the learning evidence shows a need to shift the focus to address what mastery looks like in curricular areas within classes, and across teaching disciplines with a specific focus on Literacy and Numeracy skills.

Focusing: What are the key areas of learning we will focus on?

Driving Question: *How might we, as a collective across departments, nurture belonging, independence, generosity, and mastery so that students strengthen foundational skills (literacy & numeracy), and through cross-curricular collaboration develop the motivation and grit to achieve lasting success in learning?*

For 2025–26, the primary focus areas are Mastery and Independence. Belonging and Generosity will remain as maintenance goals, with additional attention given to groups of students for whom the school has had less success.

Developing a Hunch through the Circle of Courage: What is leading us to this focus for our learners?

Mastery

- How can departments share responsibility for ensuring students strengthen and apply foundational skills (literacy, numeracy, critical thinking) in multiple subject areas?
- What interdisciplinary approaches can be designed so that mastery is celebrated as a shared outcome, developed through the combined efforts of different disciplines?

Independence

- How do cross-curricular experiences and strategies help students see connections between subjects, set meaningful goals, and take ownership of their learning journey?
- What structures and strategies can departments co-create that support students in building perseverance and resilience when faced with challenges across multiple disciplines?
- How can we intentionally cultivate student leadership and student-directed learning so that learners build independence, voice, and agency in their educational experiences?

Belonging (maintenance)

- How can collaboration across subject areas strengthen a culture where all students feel a consistent sense of belonging and support in all their classes? (focus on diverse learners and Indigenous students)
- In what ways can we create inclusive spaces where students see their learning and identities valued across the curriculum?

Generosity (maintenance)

- How might collaborative efforts that are shared with peers, families, and the wider community deepen students' sense of purpose and motivation?
- In what ways can we create service-oriented, inquiry-driven learning experiences that highlight the value of persistence and mastery beyond a single subject?

Learning: What new areas of professional learning are we engaging in and how will we design new learning for our staff that will have an impact on our students?

Here are some areas we are thinking about prior to narrowing our action plans:

- Assessment practices: consistency across and within departments in communication and expectations with the proficiency scale (defining proficient and extending), co-marking some assignments.

- How to teach and work on consistency of literacy skills across departments
- How to motivate students to achieve mastery
- Core competencies across subjects and grades with a particular focus on grades 10-12.
Can students recognize their own areas of growth?
- Explicit teaching of Executive Functioning skills, time management, metacognition and reflection.
- Improving independent skills so that students work through steps, problems, and processes – how can we teach to improve this?
- How do we recognize all students in our awards system and extracurricular leadership opportunities?
- How can all staff improve positively impact student attendance in classes and at school?

Taking Action: What strategies will we implement to have the most impact?

Monitoring and Checking: How will we know if we have made enough of a difference?

Provincial Assessments:

- Grade 10 Literacy Assessment
- Grade 12 Literacy Assessment
- Grade 10 Numeracy Assessment

School-Level Indicators:

- Report card proficiency scale (Emerging, Developing, Proficient, Extending)
Departmental teams review report card proficiency data each term.

- Classroom-based assessments
- Non-fiction Reading Assessment Grades 8 & 9

Student Attendance Data

Student Learning Survey

Empathy Interviews

- Analysis of student attitudes and motivation – what is leading to suboptimal motivation
- In what ways can staff respond to improve student attendance

Attendance at Events (Generosity)

Level of Student-run events (Generosity)

DRAFT