



REVELSTOKE SECONDARY

School Learning Plan

2025-2026 (October 5, 2025)



School Focus

Literacy

1



Numeracy

2



Social/Emotional

3



Our School Learning Story:

In our school, the academic success of students is woven together with their social and emotional well-being. We know that students who feel understood, respected, and connected are more engaged and motivated to learn. By emphasizing social emotional learning, we create a foundation where students can best learn. Our dedication to the First Peoples Principles of Learning further strengthens this foundation, promoting a culture of respect, community, and holistic growth. Together, these elements create a school learning story where every student has the opportunity to be themselves, be heard, and be successful.



Scanning:

**What do we, as staff and community, know about our students - their successes and challenges?
What's going on for them?**

At RSS, we pride ourselves on the close connections we've built with students, based on trust and respect. Students know that staff care and that we're always willing to help in their learning. Staff are skilled at assessing student abilities and student challenges which helps us support them effectively. With the work done in past years, we're seeing improvements in students' resiliency and coping skills.

Many students love and appreciate the outdoors, and enjoy being at school and feel safe and valued here. Students care about what staff think of them and their work, and they often seek feedback to improve. However, like many in the province, our students struggle with anxiety and mental health, too little sleep, and they have worries about their future. RSS has implemented a broad digital device policy that follows the Ministerial Order as well as School District Policy 5.15. Teachers and students are noticing a more focused learning environment as a result.

Focus:

From what we know, what is the most important work we can do to improve the success of our students? What key areas of learning will we focus on?

Literacy

The English Team is implementing a school-wide literacy screener for our youngest students since the Gates-McGinity tests from the early 1990's. Using the results of our literacy screener will better help teachers use formative assessment to understand where students are in their literacy and to hone in on best practices to help students who may be struggling in their reading and writing. Teaching staff will focus on Critical and Reflective Thinking competency skills throughout all curricular areas to support Literacy.

Numeracy

We are at the beginnings of using more school-based data to help learn and inform our instructional practices.

At RSS we have a high number of teachers who are provincially credentialed markers of the Grade 10 Numeracy Assessment. Their understanding of current numeracy practices and assessment is helping to guide improved numeracy instruction. In addition, our SD19 Numeracy Plan is further helping to guide our instructional practice. RSS is focusing on effective Communication competency skills to ensure that all students are able to demonstrate their learning in Numeracy (and will support Literacy as well).

Social Emotional Learning

Belonging and a feeling of safety are key markers in the social-emotional health of RSS. RSS will develop a whole school approach to anti-racism and anti-bullying this year, beginning with staff training. This will then expand to explicit work with our students and families. Continuing to focus on Social Emotional Learning and Mental Health education will reinforce the foundation that will lead to student success and an inclusive and welcoming environment. This is congruent with building skills in Personal Awareness and Responsibility competencies.

Question:

If we prioritize creating a safe and welcoming environment as well as creating inclusivity, building resilience, and addressing mental health, will it allow students to be more successful in their studies and reach their full potential? A greater emphasis on community, relationships, and respect for all forms of knowing and learning are some of tenets of the First Peoples Principles of Learning. Will a stronger emphasis on this also help students to reach their full potential?

Hunch:

The focus on Literacy and Numeracy Assessments will equip teachers with the ability to identify skills gaps, personalize learning and better inform intervention programs. The provincial Proficiency Scales will no longer reduce a student's learning to a single score; the scales will emphasize a student's strengths and areas of growth which helps build a more positive attitude toward learning and success. We wonder if a more intentional focus on anti-racism, anti-bullying, identifying privilege and inclusive practices will improve school belonging and feelings of safety.

Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

NUMERACY: Follow the suggestions in the SD19 Numeracy Plan Timeline for 2024-2025 which, for example, includes focussing on building smoother transitions from elementary to secondary school by learning about the Residency Model from Kendra Jacobs (Oct 3,4,5th). Several other Professional Learning Opportunities are listed, many of which involve the notion of balanced numeracy (using math skills and strategies to engage in everyday life and solve real world problems).

LITERACY: Seek out professional development opportunities for teachers to better incorporate Writing Across the Curriculum.

SOCIAL/EMOTIONAL: As well as seeking out ProD opportunities on SEL, continue the learning and collaborating that happens among teachers using structures such as our Mental Health and Wellness Fair, the Preventure program in grade 8, and the grade 9 Mental Health Literacy programs. Training in Anti-Racism approaches as well as examining privilege are planned by staff.

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

Use various avenues and events to examine anti-racism, privilege and inclusiveness throughout the school and develop a whole school approach to these issues.

Work on learning how to best deliver and utilize literacy and numeracy screening assessments in grade 8

Work to increase both the junior and senior book club participation

Improve the communication of events to students, parents, and staff

Improve overall awareness of the core competencies for students, staff, and parents



Checking:

Have we made a difference? How do we know?

LITERACY: Annual goal of being at or above provincial average on the grade 10 and 12 BC Ministry of Education Literacy Assessment

NUMERACY: Annual goal of being at or above provincial average on the grade 10 BC Ministry of Education Numeracy Assessment

SOCIAL/EMOTIONAL: Monitor results of the Middle Years Development Index (gr8), Student Learning Survey (gr 10,12), Youth Development Index (gr11).

Data Story:

2024-2025 MDI – Grade 8's

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

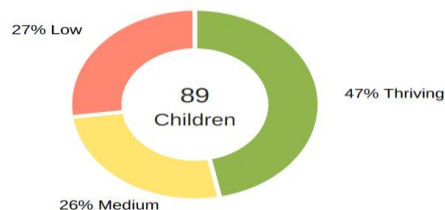


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

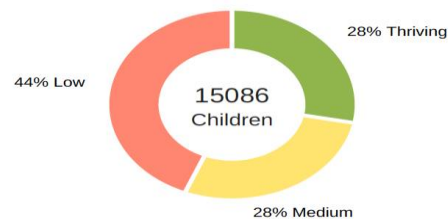


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

REVELSTOKE GRADE 8

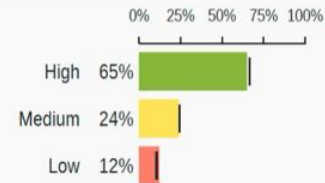


ALL PARTICIPATING SCHOOLS GRADE 8



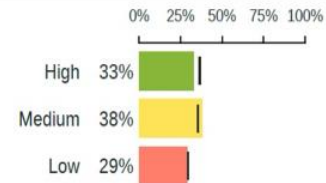
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



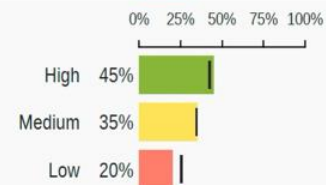
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

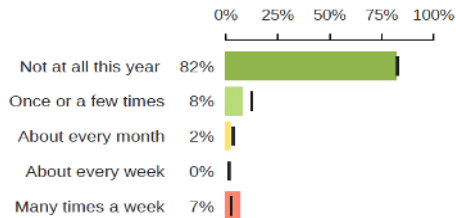
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



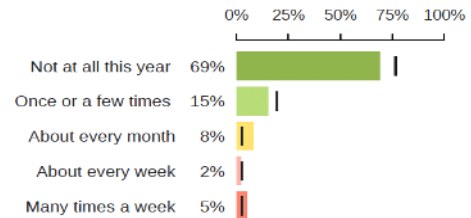
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

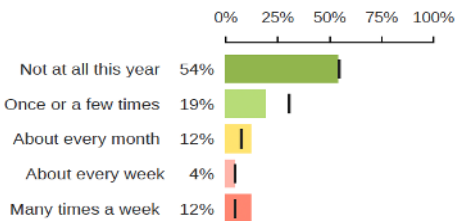
CYBER



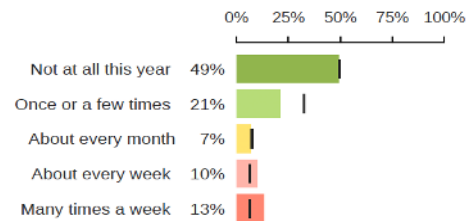
PHYSICAL



SOCIAL



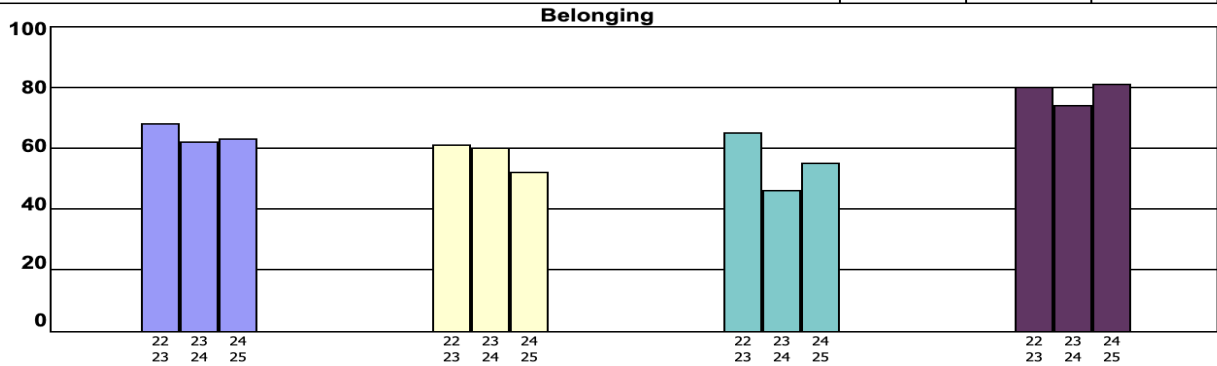
VERBAL



2024 Ministry of Education Student
Learning Survey – Grade 10's

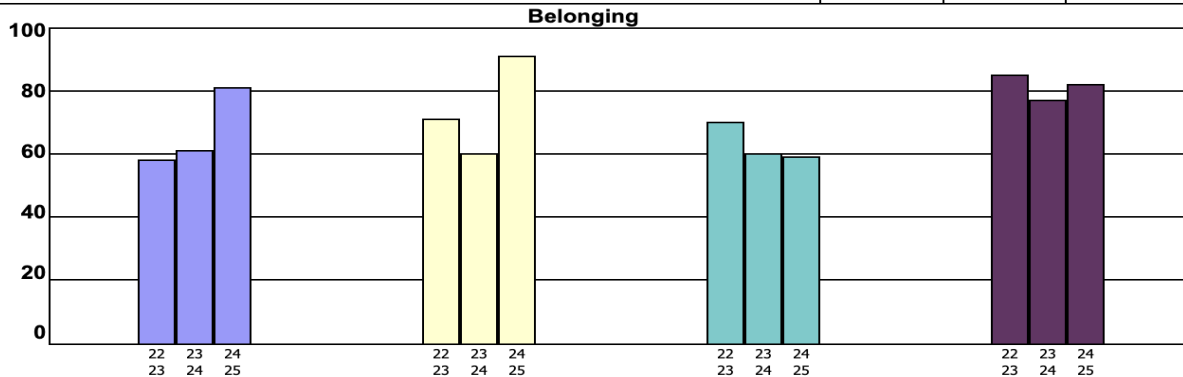
GRADE 10 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses				
Belonging		Revelstoke Secondary (01919003)		
		2022/2023	2023/2024	2024/2025
Is school a place where you feel like you belong?		69	63	64
Do you see diverse sexual orientations and gender identities represented in your school or activities?		N/A	N/A	N/A
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)		62	61	53
Do adults in the school treat all students fairly?		66	47	56
Do you feel welcome at your school?		81	75	82

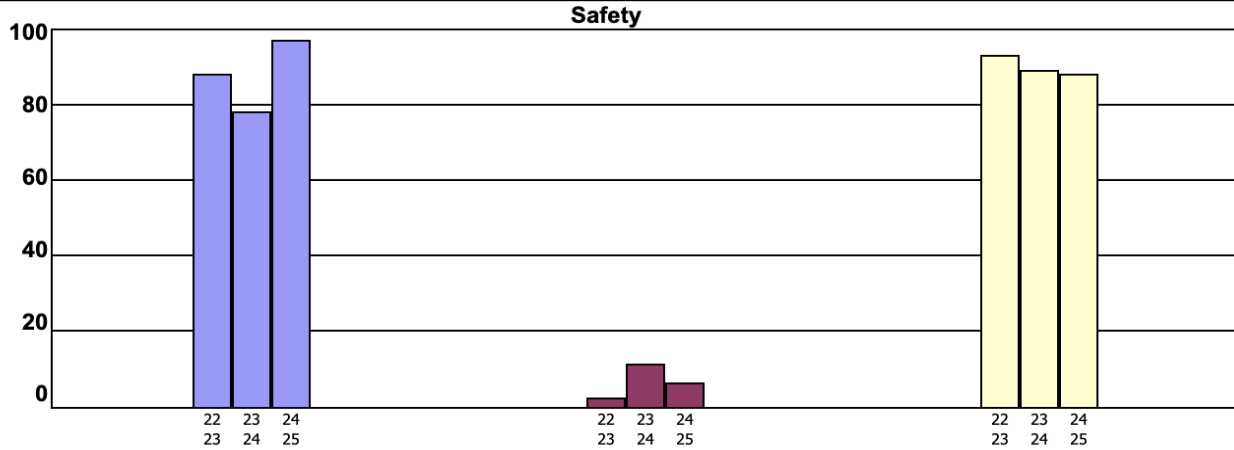


Grade 12 Results

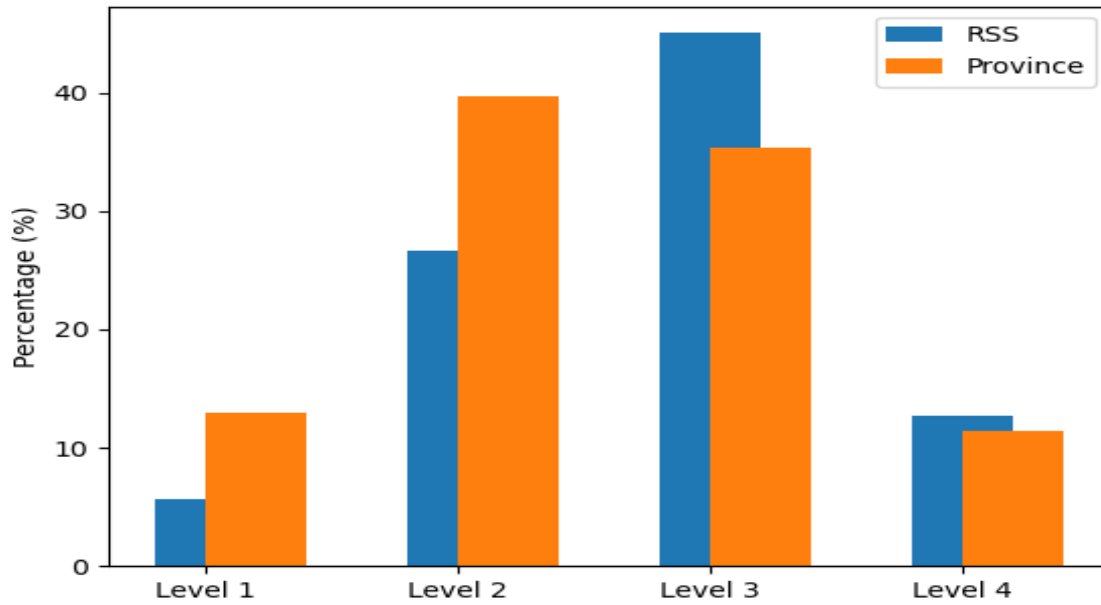
% Reporting Positive Responses				
Belonging		Revelstoke Secondary (01919003)		
		2022/2023	2023/2024	2024/2025
Is school a place where you feel like you belong?		59	62	82
Do you see diverse sexual orientations and gender identities represented in your school or activities?		N/A	N/A	N/A
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)		72	61	92
Do adults in the school treat all students fairly?		71	61	60
Do you feel welcome at your school?		86	78	83



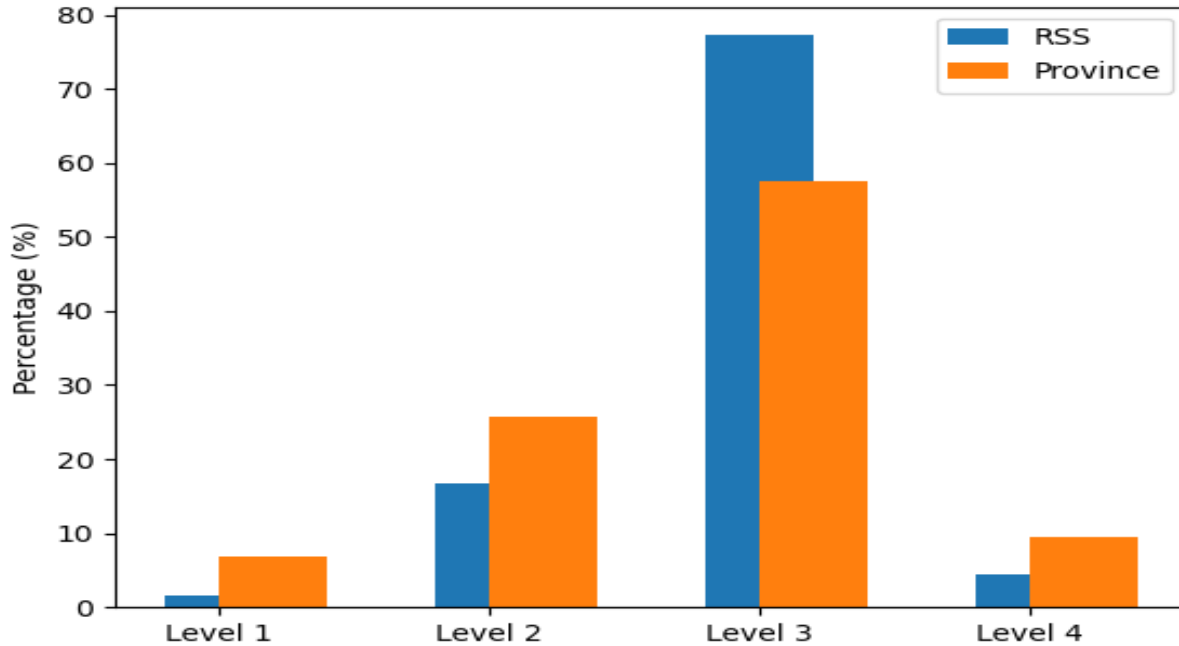
% Reporting Positive Responses				
Safety		Revelstoke Secondary (01919003)		
		2022/2023	2023/2024	2024/2025
Do you feel safe at school?		89	79	98
Have you ever felt bullied at school? *		***	12	7
I feel safe when I am going from home to school, or from school to home.		94	90	89

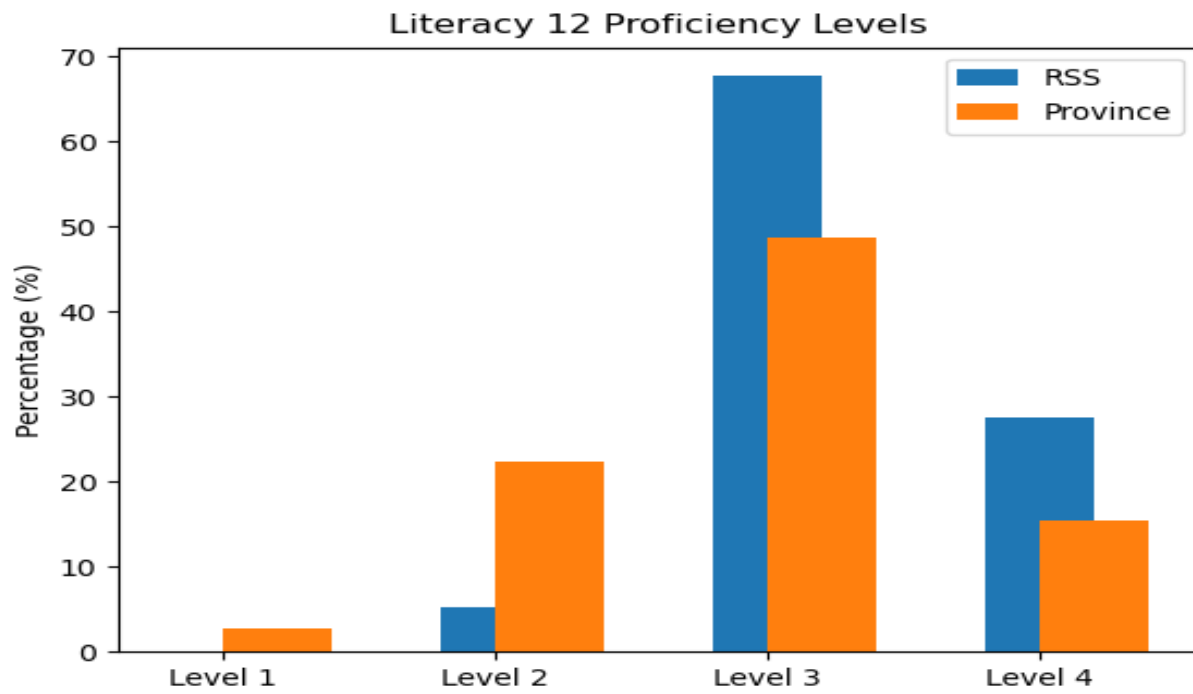


Numeracy 10 Proficiency Levels



Literacy 10 Proficiency Levels





SUMMARY: STRENGTHS & AREAS OF FOCUS |

We have highlighted some areas that differ between your school or district and the average of all participating districts. Please note that these areas may not be related to students' school experiences. Students' experiences with friends, family, and community, and access to assets such as nutritious food, green space, secure housing, extracurricular activities, and safe neighbourhoods may contribute to the differences reported here. Schools may use this information to help better understand the strengths and challenges faced by their students. Note: If the sentence states "trended towards..." it means it was a trend in the data but not a statistically significant difference (which can be influenced by sample size).

STRENGTHS

1. Students trended toward being more likely to report participation in art lessons at school in your district compared with students in other districts (39% vs. 25%)
2. Students trended toward being less likely to rate their social media use as '3 or more hours/day' in your district compared with students in other districts (23% vs. 36%)
3. Students trended toward being more likely to rate their perception about mental health support in schools as 'high' in your district compared with students in other districts (64% vs. 50%)

AREAS OF FOCUS

1. Students trended toward being more likely to rate victimization/bullying as 'high' in your district compared with students in other districts (>2% vs. 2%)
2. Students trended toward being less likely to report participation in volunteering at school in your district compared with students in other districts (9% vs. 24%)
3. Students trended toward being more likely to rate their externalizing behaviour (aggression) as 'high' in your district compared with students in other districts (>3% vs. 3%)