



2021-2022

Revelstoke Secondary School

SCHOOL LEARNING FOCUS



Our School Learning Story:

Revelstoke Secondary School is the sole high school in SD#19. As such, RSS is the place where all learners from the three SD#19 elementary schools, as well as the SD#93 elementary school come together. Our enrollment in grades 8-12 is currently 401 students, of whom 24 are international exchange students. Our self-identified Indigenous population is 13% of RSS students.

Scanning:

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

Our focus for the past two years has been for the adults in the building to learn and to discuss from a strength-based foundation specific areas for school growth. We have been informed from professional learning discussions, as well as data based on Student Learning Surveys, the pilot data from the Youth Development Index survey, and anecdotal data from student observations in classes.

On-going efforts in Literacy and Numeracy are seen as important areas for focus/maintenance at RSS as part of a strong dedication to academic excellence. The staff identify these areas as extremely important from a school-wide stance. The results from provincial assessments in Literacy and Numeracy are key indicators of these efforts.

Building positive relationships with students and increasing school belonging seem to be common themes to many areas for growth, and these themes are seen to be areas of strength for RSS according to survey data. However, there seems to be some lower results on survey data in these areas since the pandemic occurred. RSS is now in need of further data that reflects current culture and the learning environment.

Focus:

(From what we know, what is the most important work we can do to improve the success for our students? What key area of learning will we focus on?) (Literacy, Numeracy and Social Emotional learning)

RSS is currently performing an initial examination on all identified areas for school growth:

1. Building Student Resilience, Motivation, and Self-Confidence
2. Trauma-Informed Practice
3. SOGI and RSS Culture
4. Equity, and Truth and Reconciliation

Since 2019-2020 RSS has embarked on a strength-based examination of school culture and goals for school growth. Pre-pandemic work identified a goal to build student resilience, motivation, and self-confidence. Since the beginning of the pandemic, RSS has examined needs involving Trauma-Informed Practice, SOGI and RSS Culture, and Equity as it relates to the Calls for Action from the Truth and Reconciliation Commission.

This initial learning is scheduled to be completed by January, 2022. At that point RSS will begin to intentionally gather targeted data. We are coming to believe that RSS needs to concentrate our attention on one or two of these areas to achieve meaningful change. Already, themes of building positive relationships and school belonging are beginning to emerge from our learning to this point.

Hunch:

(What is leading to this situation for our learners?)

A major challenge in coming to grips with these school growth areas is determining to what extent RSS supports positive relationships and school belonging. Student voice must be heard in the current learning environment and pandemic context. As well, staff perceptions may not mirror student perceptions regarding these key areas. Bias and assumptions on the part of adults at RSS need to be examined to make effective change.

Learn:

(What do we need to learn? How will we learn this?)

Learning Intention #1

Since embarking on this learning journey in 2019, RSS has worked to learn more about all four of these focus areas. Staff discussions and professional development activities have created a base of knowledge for the staff. This learning will continue this year and will narrow in focus as in the last half of the school year as RSS determines how best to build resilience, trauma-informed practice, a SOGI inclusive culture, and equity.

Learning Intention #2

We will deepen our understanding of student perspectives on these areas of growth. Through the use of surveys, students will have the opportunity to voice their views on these areas. As well, classroom discussions will be facilitated to hear student discussion on these areas for growth.

The student voice will then be examined to see what areas of congruence and disagreement there may be regarding the adult perspective at RSS.

Learning Intention #3

Using our understanding and learning, RSS will examine practical and best practice strategies to facilitate these areas of school growth. Professional discussions and activities will facilitate these best practice understandings in building resilience, becoming more trauma-informed, SOGI inclusive, and equitable in dealing with indigenous students and communities. This learning will translate into whole-school strategies to make lasting and dynamic impact on RSS.

Taking Action:

(What can we do to make a meaningful difference? 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 outcomes for our students?)

Our goal is to create a positive learning environment through building resilience, being trauma-informed, being inclusive to LGBTQ+ students and staff, and ensuring indigenous students achieve equity.

This year, the staff of RSS has committed to examining personal and professional bias and beliefs to ensure that adult understanding of the RSS learning environment approximates the student understanding. We will:

- examine students and staff understanding of Trauma-informed practices
- in conjunction with students, design systems and understandings that promote resilience, confidence, and motivation
- design systems to improve equity for all at RSS
- specifically focus on truth and reconciliation to improve equity for indigenous learners.

Checking:

(Have we made enough of a difference? How do we know?)

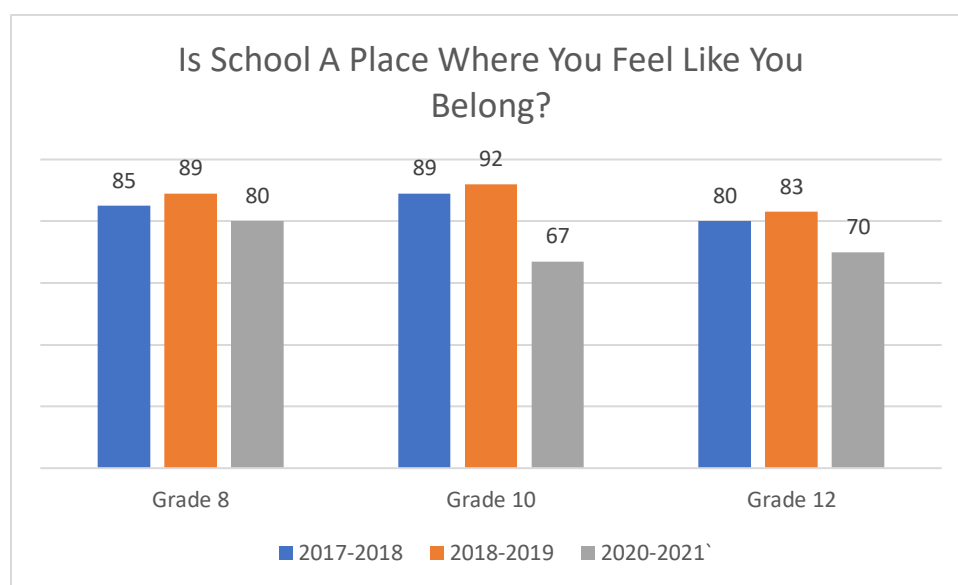
Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve outcomes for our students?)

Our action plan revolves first around the learning of the adults at RSS, and second incorporating student voice into designing the systems we desire. Targeted surveys and professional discussions and activities will continue to form the majority of data collection and of our dynamic understanding of RSS systems. Using this data RSS will endeavour to determine progress near the end of the school year and make plans for the next.

Data:

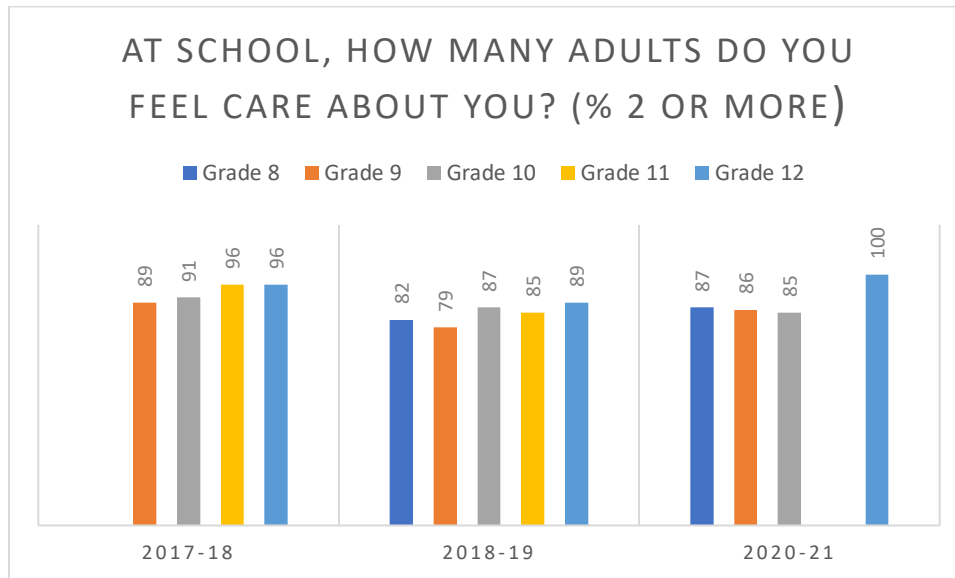
(For the most part, 2019-2020 is unreliable/unavailable due to disruptions in data collection during the severe COVID disruptions to classroom and in-school learning?)

Baseline data from the Student Learning Survey indicates that there is a discrepancy with school belonging with our students since the beginning of the pandemic.



Sense of belonging at school is an important indicator of students ability to learn and has been a strength of our school for many years. Clearly the pandemic year had an impact of that sense of belonging.

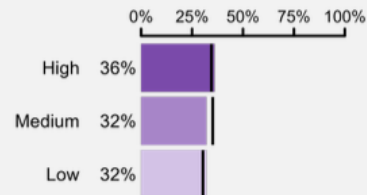
Relationship building continues to be strong at RSS. In 2020-2021, Grade 11 students report high connections with adults at RSS through the Youth Development Instrument (YDI). At the grade 8 – 12 level the Student Learning Surveys indicate that students know staff care about them.



SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

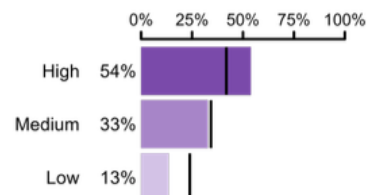
e.g., "I feel like I belong at this school"



SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

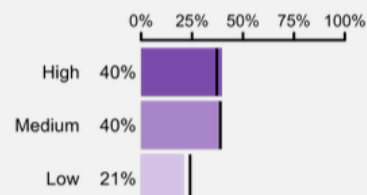


*called Adults at School on the MDI

SCHOOL ENVIRONMENT*

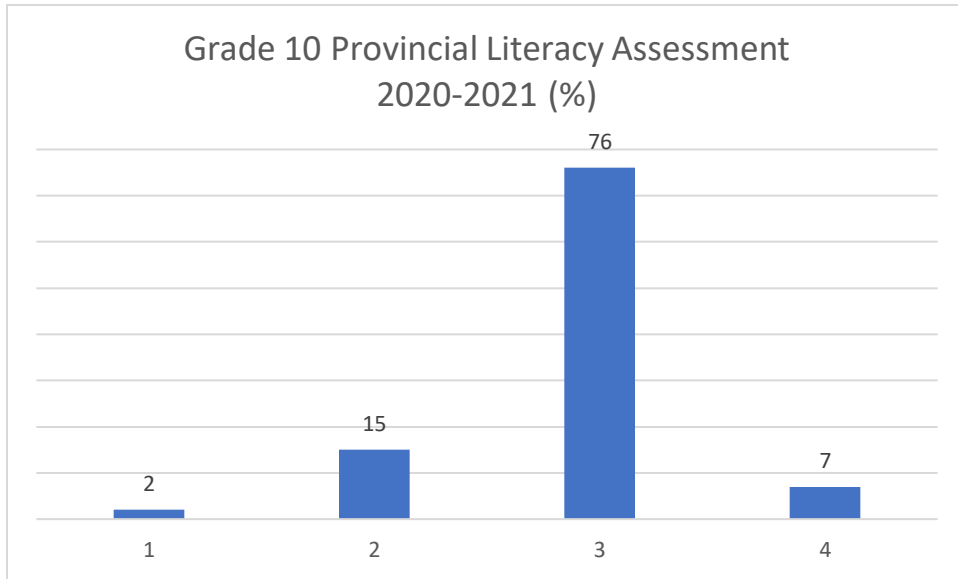
Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

e.g., "Teachers and students treat each other with respect in this school"

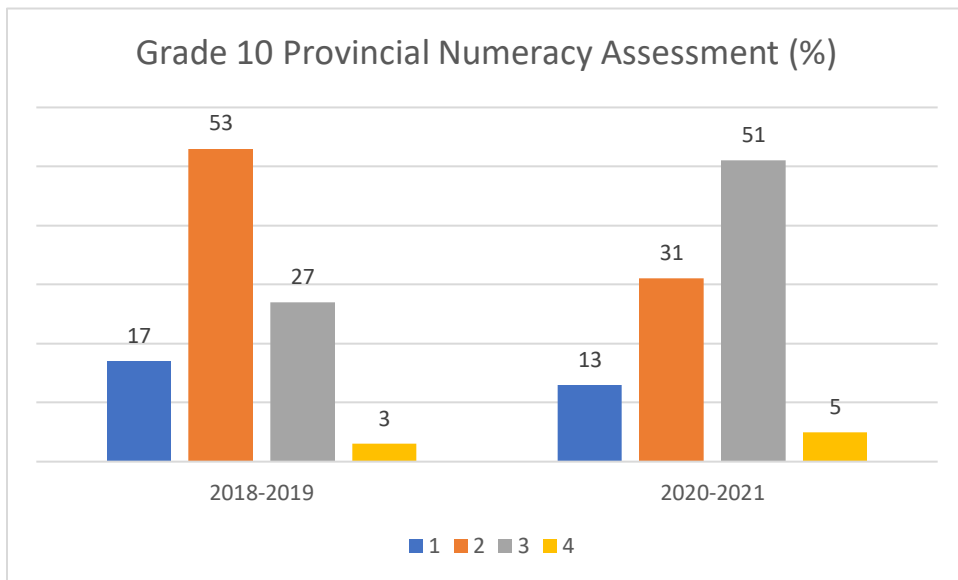


*called School Climate on the MDI

RSS has good Numeracy and Literacy results in comparison with the provincial results on the 1-4 rating scale, where 4 is highest.



2020-2021 Provincial Averages Grade 10 Literacy Assessment: 1—6%, 2—22%, 3—59%, 4—13%



2020-2021 Provincial Averages Grade 10 Numeracy Assessment: 1—19%, 2—38%, 3—37%, 4—6%

Student literacy and numeracy skills are the work of staff in all teaching areas.