



## École Ballenas Secondary School 2025 – 2026

*Located on the shared territories of both the Qualicum and the Snaw'naw'as First Nations, École Ballenas Secondary is a dynamic learning environment of approximately 1000 students and 100 staff. Ballenas strives to create opportunities and structures for connection. Our Grade 8/9 program is linear and focused on connection. We have a weekly homeroom model to foster supportive connection and belonging amongst our staff and students. All students have multiple extra-curricular options to consider, and we are working with student feedback to be responsive in our offerings. Flexible learning (built into the timetable) provides students with time in their week for additional academic support, or to explore an area of interest. This structure also provides teaching staff with the opportunity to collaborate around areas of instructional challenge and share their professional learning with colleagues.*

*We are grateful for the support of our community, and we are very proud of our Ballenas students.*

### **SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE: LEARNER ENGAGEMENT**

*This focus area was identified going into the 2024-2025 school year. By integrating the First Peoples Principles of Learning (FPPL), current brain science, and the Qualicum School Districts strategic goals – Give, Grow, Belong, and Learn – our S-E-T vision builds a learning community rooted in identity, reflection, connection, and lifelong engagement.*

- **Engagement and attendance in classes remain priorities, alongside the importance of understanding and communicating barriers** (learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors)
- **Connection to adults, places, community** (Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- **Capturing student voice** (learning requires exploration of one's identity)
- **Understanding the teenage brain and metacognitive practice** (learning takes time, patience and understanding of self)

**As a result of what we are observing in our school and in the school community, our instructional challenge is learner engagement and involvement in the Ballenas Learning Community. We need to know our students – their story - and provide responsive learning opportunities.**

### **Observable Vision for Success Learner Engagement**

*Engagement at BSS: Being involved, invested, immersed, and passionate about what you're doing and learning about. What you're doing and learning has relevance and connection for you and involves choice.*

When our learners and our educators are being successful in this area of focus, you will observe the following in our classrooms:

	Our (S) students would be ...	Our (E) educators would be ...	Our (T) tasks would look like ...	Our (L) leadership would be ...
<p>To Learn</p> <p><i>FPPL: Learning requires exploration of one's identity</i></p>	<p>S1</p> <ul style="list-style-type: none"> <li>- Developing self-awareness and metacognitive strategies by exploring personal identity and understanding how the brain learns and grows through effort and reflection</li> </ul>	<p>E1</p> <ul style="list-style-type: none"> <li>- Reviewing transition documents and updating class profiles as living tools to inform practice</li> <li>- Using Indigenous knowledge and storytelling to deepen understanding</li> </ul>	<p>T1</p> <ul style="list-style-type: none"> <li>- Learner profiles as living documents to inform learning design</li> <li>- Opportunities for students to share stories and personal history</li> </ul>	<p>L1</p> <ul style="list-style-type: none"> <li>- Supporting and provide learning opportunities through staff meetings</li> <li>- Supporting staff collaboration</li> </ul>
<p>To Grow</p> <p><i>FPPL: Learning involves patience and time</i></p>	<p>S2</p> <ul style="list-style-type: none"> <li>- Building stamina, confidence, and cognitive strategies by engaging in challenging tasks and developing patience through repetition and reflection.</li> </ul>	<p>E2</p> <ul style="list-style-type: none"> <li>- Designing inclusive, engaging tasks based on student input and voice</li> <li>- Encouraging self-advocacy, executive functioning, and the normalization of supports</li> <li>- Facilitating experiential learning to support brain development and identity formation</li> </ul>	<p>T2</p> <ul style="list-style-type: none"> <li>- Flexible access and representation options</li> <li>- Embedded reflection and culturally responsive assessment practices</li> </ul>	<p>L2</p> <ul style="list-style-type: none"> <li>- Supporting and providing learning and sharing opportunities through staff meetings</li> <li>- Providing time for LST sharing at staff meetings</li> </ul>
<p>To Belong</p> <p><i>FPPL: Learning is holistic, reflexive, reflective, experiential, and focused on sense of place</i></p>	<p>S3</p> <ul style="list-style-type: none"> <li>- Fostering a sense of belonging and connectedness by building positive relationships and contributing to a safe, inclusive learning community.</li> </ul>	<p>E3</p> <ul style="list-style-type: none"> <li>- Greeting and connecting with students in relational ways throughout the school day</li> <li>- Identifying and reducing attendance and learning barriers through culturally responsive practices</li> </ul>	<p>T3</p> <ul style="list-style-type: none"> <li>- Activities that are designed to foster collaboration, care, and classroom community</li> <li>- Representation of students in learning materials in modes of expression</li> </ul>	<p>L3</p> <ul style="list-style-type: none"> <li>- Supporting and providing learning focused on the brain and belonging</li> <li>- Sharing student feedback/data from student learning surveys, etc.</li> </ul>
<p>To Give</p> <p><i>FPPL: Learning recognizes the consequences of one's actions</i></p>	<p>S4</p> <ul style="list-style-type: none"> <li>- Developing ownership of learning by clearly articulating goals, reflecting on actions, and understanding their impact on self and others</li> </ul>	<p>E4</p> <ul style="list-style-type: none"> <li>- Clearly communicating intentions and goals for learning and growth</li> <li>- Supporting student reflection and contribution through visible practices and community building</li> </ul>	<p>T4</p> <ul style="list-style-type: none"> <li>- Tasks that support contribution, responsibility, and impact in the school and broader community</li> <li>- Opportunities for students to reflect on impact of their choices and share their learning</li> </ul>	<p>L4</p> <ul style="list-style-type: none"> <li>- Providing RJ training and opportunities</li> <li>- Continued support of Circle Education for classrooms and homerooms</li> </ul>

## OUR IMPACT STATEMENT AND LEARNING PLAN:

To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff:

### If we do the following...

- Collaboration time: focus on instructional challenge strategy/model
- Staff meeting plan: profiles and models shared in the beginning of September and kept as a standing item through each staff meeting with discussion, sharing, and updating time
- Brain science time: take the time to understand the teenage brain and its development
- Short ignites at staff meetings
- Embed First People's Principles of Learning and the QSD Strategic Plan into planning and implementation of goals

### So we can design and implement...

- Clear processes for student/class profiles
- Engaging, flexible learning opportunities based in profiles: story/data/curriculum
- Short- and long-term plans for each learner
- Assessments to support learning moving forward
- Structures and opportunities for continuing to expand our connection as a community
- Structures and opportunities to continue supporting and uplifting student voice

### Then we will observe educators DOING AND DEMONSTRATING:

- Continually updating class profiles with new information and **designing learning from information sources - realizing that profiles are fluid**
- Sharing strategies and reflections from profiles and impact on design – changing approaches as needed
- Regular strategy sharing with colleagues identifying instructional challenges from information within profiles and using collaboration time to explore
- Sharing presentations of impact based on instructional challenges identified
- Giving students time and space for self-regulation so constructive conversations can be had

### And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Learning tasks and activities clearly linked to class profile and referencing curricular goals
- Assessments that are guided by profile work and transition documentation
- Learning tasks and activities linked to the core competencies – making them visible
- Learning tasks that allow students to practice metacognitive strategies (learning about their brain and how they learn – think about their thinking)

### And as a result, we will observe learners DOING AND DEMONSTRATING:

- Engaged in their learning; seeing themselves represented in learning and extracurricular options at Ballenas
- Increased connection (rebuild) = attendance rates
- Identifying two or more adults in the building to whom learners are connected

### And our DATA/EVIDENCE will show (enter evidence sources):

- Student/staff feedback (ongoing via Student Voice, staff meetings HR themes) – will provide feedback on opportunities within the school and student/staff perceptions of profile work
- Attendance/engagement – will this increase given profile creation and consideration?
- Staff presentations of impact (May) – instructional challenges named, and impact shared via PLC 2.0 questions
- Survey results (Student Learning Survey, YDI, BSS Surveys, Ed Plan insight Data)

## MAINTAINING MOMENTUM - OUR ONGOING CHECK-IN/REFLECTION PLAN

To ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following:

Formative checkpoints will be during staff meetings, and during May presentations of impact from staff collaboration groups. Protocols that we will use will be:

- Presentations of impact (Collaboration Groups)
- Instructional Challenge Focus Tool (Departments)
- Collaboration groups guided by focus areas
  - What is our evidence-based reality?
  - What is our learning? (resources needed?)
  - What is our action and observable impact?
  - What's our reflection?

**OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): January 2026 and May 2026**

[LINK TO PRESENTATION TEMPLATE/STRATEGY REVIEW](#)

**OUR DISTRICT PRESENTATION OF IMPACT DATE: May 2026**

**OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN**

**Engagement of learners**

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):

*(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)*

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
SD1 – Students contributing to learning profile and demonstrating how they learn best SD2 – Students starting and completing tasks SD3 – Students connected to school community: school/surveys/attendance/engagement in school activities SD4 – Student ownership of learning .	ED1 – Profile creation and sharing, professional learning, collaborative group presentations of impact ED2 – Tasks that involve choice ED3 –Meaningful and ongoing connection with home ED4 – Clear intentions in support of student reflection	TD1 – Decisions based on learner/class profile TD2 – Task completion TD3 – Student representation in tasks and assessments TD4 – Increased contribution and input in school and broader community