



École Ballenas Secondary School 2024-2025

Located on the shared territories of both the Qualicum and the Snaw'naw'as First Nations, École Ballenas Secondary is a [dynamic learning community](#) of approximately 950 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 also 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.

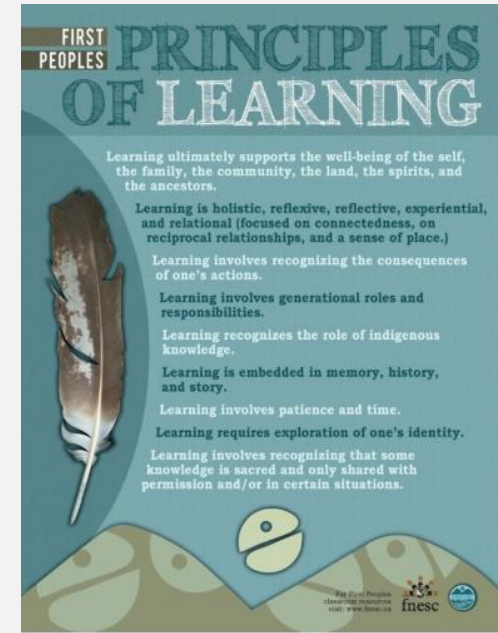
We are grateful for the support of our community, and we are very proud of our Ballenas students.

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

This focus area was identified going into the 2024-2025 school year.

- **Engagement and attendance in classes are still priorities** (learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors)
- **Understanding and communicating barriers** (learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations)
- **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)
- **Students need more opportunities to learn and practice metacognitive strategies** (learning involves patience and time)

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 IN STUDENT ENGAGEMENT

When our students 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, activities and assessments in our classrooms would look like...
<p>S1 – Students will contribute to their learning profile by sharing who they are and how they learn best</p> <p>S2 - Start and complete engaging learning tasks based on their learning profiles</p>	<p>E1 –</p> <ul style="list-style-type: none"> - Review transition documents from previous homeroom teacher (Gr. 8, 9, 10) - Class profiles created in September and updated regularly - Class profiles used to support class reviews with learning support (Grade 8/9 - Grade 10 cohort) - Assessment and Attendance data via Ed Plan Insight <p>E2</p> <ul style="list-style-type: none"> - Providing engaging tasks based on student input and choice - Providing access points for all learners - Providing choice in representation of learning 	<p>T1 -</p> <ul style="list-style-type: none"> - Transition documents/Learner profiles/Class profiles used as living documents - Articulation of relevant information based on transition and profile documents <p>T2 –</p> <ul style="list-style-type: none"> - Students will have context specific options in how to access and represent their learning - Assessment will be varied

<p>S3 – Students are connected to the school community. (Belonging care connection)</p>	<ul style="list-style-type: none"> - Connecting with students through the learning process: working alongside, and providing ongoing and specific feedback in a timely manner - Universal supports available for all; essential supports available and in place for those who need - Encouragement of self-advocation skills - “Normalization” of supports <p>E3 –</p> <ul style="list-style-type: none"> - Greeting students in the hallway between classes - Name and identify barriers for students in their homeroom/CLC groupings - Understanding barriers to attendance, and working collaboratively to remove these - Connecting with students who are missing class in a proactive manner - Following Attendance Protocols <p>E4 –</p> <ul style="list-style-type: none"> - Intention/goal for the day and steps to reach the goal(s) are clear - Core Competency language is used, and visible in classroom spaces (magnets with ONE) – students can - Ongoing opportunities for reflection and self-assessment 	<ul style="list-style-type: none"> - External data sources included - Use and visibility of universal and essential supports - Strategy sharing opportunities at staff meetings <p>T3–</p> <ul style="list-style-type: none"> - Families will be contacted proactively and regularly regarding attendance - BSS Levels of Support Document will be utilized - HR/CLC lessons supported and encouraged by all - Strategy sharing opportunities at staff meetings - Opportunities for student voice to be shared <p>T4 –</p> <ul style="list-style-type: none"> - Daily use of learning intentions/goals - Core Competency language infused: notice, name, nurture - Strategy sharing opportunities at staff meetings
<p>S4 – Students can state what they are learning, why they’re learning it, how they are learning, and what their next steps are</p>		

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 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 reflections from profiles and impact on design
- Strategy sharing with colleagues on a regular basis – changing approaches as needed
- Identifying instructional challenges from information within profiles and using collaboration time to explore
- Sharing presentations of impact based on instructional challenges identified

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 how to 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 that the learners are connected to

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

- Student/staff feedback (ongoing via Student Voice, staff meetings HR/CLC 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?
- What's our customized support?

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): January 2023 and May 2024

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

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 14, 2024

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 SD2 – Students starting and completing tasks SD3 – Students connected to school community: school/surveys/attendance/engagement in school activities SD4 – Student feedback/voice/self-reflection .	ED1 – Profile creation and sharing, professional learning, collaborative group presentations of impact ED2 – Tasks that involve choice ED3 – Teacher contact with parents (track), meaningful and intentional SBT consults, connection with counsellors ED4 – Visibility of intention/goal/Core Competencies in class/HR/CLC connections	TD1 – Decisions based on learner/class profile TD2 – Task completion TD3 – Parent/guardian contact, regular attendance reviews TD4– Use of language, student self-reflections