



School: Nakusp Secondary School
Sing

Principal/Vice-Principal: Mike Hibberson/Jaime

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

How do we build meaningful student leadership across the curriculum and grade levels?

Sub question:

- Will this increase accountability in learning?
- How will this impact school pride and ownership?

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

This goal was chosen as a way to have more student voice and agency in our school community and continue to build a strong inclusive culture.

- Number of participants in : students council, intramural's, SEL group, leadership class, house team activities
- Decrease in reports on behavior issues that impact the student body
- Student learning survey
- Anecdotal evidence from staff, students, parents

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- SEL group attended by teachers and students
- Students' council
- Youth Leadership class/course/training
- Leadership opportunities in PE 11/12 (intramurals)
- House team events and activities
- Elder in Residence: teachings school-wide, classroom-based, and 1:1 intervention
- Guest speakers: sexual health, relationships, addiction prevention
- Trauma informed practices school wide

SCHOOL GROWTH PLANS 2024/2025



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E. Promising Practices: (What are you most proud of?)

We are very proud of the relationships and connections we have made with most of our students. We are seeing students taking more leadership roles and supporting the needs of their peers. Student voice is getting stronger, and we have a staff that is committed to helping support and encourage this.

Principal/Vice Principal

Superintendent

Board Chair



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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

How do we continue to enhance student literacy and numeracy levels in unison with our increased focus on the emotional and social well-being of students?

Sub-Question:

- Can flexible learning environments be useful for this goal?

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

This was chosen as staff want to leverage the strong relationships that have been built in our school community to enhance learning.

- Numeracy and Literacy Assessments
- District Assessments
- Anecdotal teacher feedback
- Number of graduates accepted into post-secondary programming
- Made for Trades, ECE Training acceptance

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Learning goals set by students
- Diverse learning opportunities
- Core competency emphasis in classes
- Out of district opportunities
- Dual credit programming
- SEL team
- Student voice in library purchase
- Teacher collaboration
- Timetabling with focused support needs in mind

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E. Promising Practices: (What are you most proud of?)

We have seen an increase of students this past year, and those coming up, with concrete plans, hopes, and dreams for their future. Students are choosing courses that will support their post-secondary plans and are dedicated to working on areas that need improvement each semester. Students seek out adults in the building to help them with their academic needs.

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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

What opportunities can we provide to students that will allow them to engage with both local and external environments and contexts to have a great understanding of their future possibilities?

Sub-question:

- How can the First Peoples Principles of Learning guide learning in our local context?
- How can members of our community and guests, provide examples of opportunities beyond the scope of local context?

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

As a staff we want our students to know about the endless possibilities that exists for them and the supports in place to help them get there. As we are a small rural secondary school, not all students are afforded the same opportunities within their family structures.

- Participation in: field trips, extracurricular opportunities, post-secondary trips and guest speaker opportunities
- Increased number of extra-curricular opportunities
- Community engagement

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- new opportunities for field trips, extracurricular and course offerings
- guest speakers
- community volunteerism
- using local and external resources

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D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

E. Promising Practices: (What are you most proud of?)

We have a very diverse staff that has diverse skills and worldly experience. We are aware of the strengths and limitations of our small community and want to be actively involved with helping students see the potential in our area and beyond.

Principal/Vice Principal

Superintendent

Board Chair