



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

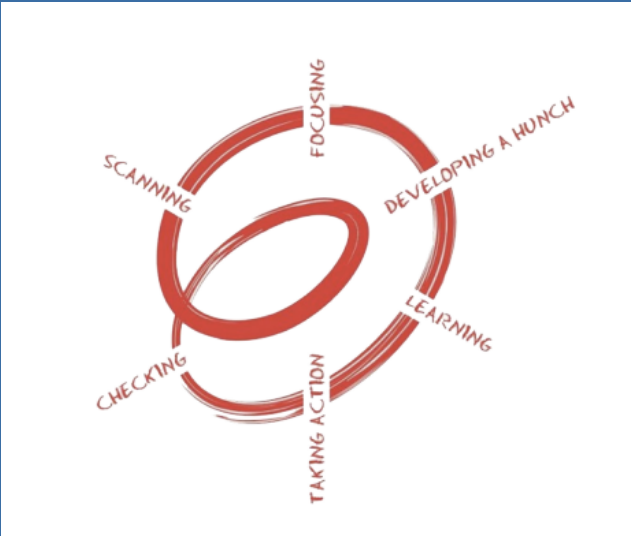
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)
[Spirals of Inquiry Playbook](#)
[Equity in Action Agreement](#)



Equity in Action Agreement
for Truth & Reconciliation

2020 - 2025

Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Mount Boucherie Secondary

School Year

2025-2026

Principal

Ryan Mansley

Vice Principal

Chris Cartwright
Randy Ellis
Scott Brown



Student Population
1,803



ELL
25



Indigenous
308



Children in Care
0



SPED
0



School Level
Secondary School



Grades
Gr.9 Gr.10 Gr.11 Gr.12



School Based Teachers
98



Family of Schools
Westside Family of Schools



School Type
English



Administrators
4



School Based Support Staff
74



School Learning Story

Background

Mount Boucherie Secondary is home to four sports academies that combine sport specific skills training with elements of physical fitness, nutrition, and health for student athletes. The MBS Baseball Academy encourages students to pursue their passion for baseball by developing their offensive and defensive mechanics and overall skill levels. The academy also includes inter-squad games to enhance teamwork and game experience. MBS Golf Academy students receive instruction from fully accredited C.P.G.A. professionals. Students learn golf theory as well as practice, play, and compete at local golf courses. Students enrolled at Mount Boucherie also have the opportunity to participate in the Hockey Canada Skills Academy. This program helps minor hockey players of all skill levels develop and improve their individual hockey skills while gaining course credits. The MBS Soccer Academy, open to players of all ability levels, allows students to improve their individual & team skills.

Mount Boucherie Secondary offers students the opportunity to participate in Pre-Advanced Placement and Advanced Placement (AP) Biology, Chemistry, and Physics courses.

K?u limt p cy?ap to our mountain! With gratitude, we acknowledge that we are privileged to be on the traditional, unceded territory of the Okanagan/sylix people, where we learn and grow together. Mount Boucherie Secondary is the only senior secondary school serving the Central Okanagan Public School's geographically large area on the west side of Okanagan Lake which includes the municipalities of West Kelowna and Peachland, as well as the Regional District of the Central Okanagan, and the territory of the Westbank First Nations. Our community of learners of 1773 students and 182 staff work together to make Mount Boucherie a comprehensive Secondary School with a wide variety of course offerings to help all learners find their passion. Mount Boucherie's diverse population of students and staff representing over 26 countries, and multiple Indigenous, Métis, and Inuit nations, contributes to a culturally rich learning environment.

Mount Boucherie Secondary offers a wide-range of academic, athletic, artistic, cultural, careers, and leadership development opportunities for our students. Through course offerings and extra-curricular teams, clubs and events, MBS students are able to study and gain experience in their areas of passion and interest from a variety of perspectives.

The Academy of Indigenous Studies provides a unique cultural experience for our students. While a broad focus on British Columbia First Nations culture is examined, students experience a more holistic approach with the local Okanagan culture. Students participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local culture while making a positive contribution to the community. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local First Nations culture has an effect on future generations of British Columbians. The Academy of Indigenous Studies includes a year-long, comprehensive learning community where students from grade 9-12 receive Indigenous Leadership and Careers credits. The year-long nature of the community allows for seasonal cultural learning.

The Mount Boucherie Hairdressing Academy is an Accelerated Credit Enrollment in Industry Training (ACE IT) programs. The Mount Boucherie Secondary Hairdressing Academy is designed for students who have chosen hairdressing as their primary career choice. The program is composed of hairdressing courses, practical skills training, practical and lab assignments, client work, and work experience placements. Students from this ACE IT program gain valuable skills and training that prepare them for successful careers after graduation.

The West Kelowna Fire Rescue Firefighting Academy is an amalgamation of courses that combines components of the Justice Institute of British Columbia's Basic Firefighting certification course, fundamental firefighter skills, St. John Basic First Aid, CPR training, collaboration and teamwork skills, and live fire training. Exceptional effort and completion of the course have led students directly into the adult Paid On-Call(POC) recruit classes and employment as POC fire fighters with WKFR before secondary school graduation.

School Scan

How we will gather Evidence

We have surveyed school staff on what they believe to be the needs of the building for our students. We have had empathy interviews with a wide range of our indigenous students as well as our student population as a whole through 1:1 conversation and classroom interviews.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	We started by selecting teachers who we know to have an ability to build strong relationships of trust and empathy with students from a variety backgrounds, academic pathways, and school experiences.	Through these interviews, we received a range of responses. However, when the data was interpreted and synthesized we recognized lots of the issues faced by students fell into 3 major categories: Empathy, resiliency, and (dis)connection.
Empathy Interviews	Indigenous students were brought together into small circle discussions around connection to school and adults in the building.	They all have a connection to at least two adults in the building, however they are primarily in our Indigenous Department.
Other	Staff were provided with a google survey to determine what they felt students needed in order to succeed and what positive culture at MBSS could look like.	The most frequent responses were related to achievement, belonging, safety, resilience, and connection.

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

Our students are lacking and wanting connection, safety, resiliency, belonging, and empathy.

▲ Student Learning Goal 1:

Each student will experience connection to the school community.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲ Foundational Skills

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Improvement in attendance patterns.	Remaining flexible to the varying needs of each student.
Qualitative	Experiencing positive energy, integrity, respect, and joy.	Honoring and highlighting a wide variety of awareness campaigns and opportunities for celebration.
Quantitative	Participation in school community opportunities/functions	Ensuring opportunities are available for all students to feel belonging and representation within the school community.



Taking Action and Learning

Leading Professional Learning

NOIIE Symposium; connecting on a three-year collaboration with RSS regarding improved connections with Indigenous Students; Shane Safir and Street Data; and Kimberly Schonert-Reichl.

School Level Strategies Structures

Grouped PGPs targeting school priorities; supporting a NOIIE team in our building through release time; supporting staff to attend professional development. For the 2024/25 school year we have added a strategy to create positive connections between students and staff members through the use of "Hear the Roar" slips which highlight and enforce positive aspects of student behaviour in the school around our B.E.A.R.S. acronym (Belonging, Empathy, Achievement, Resiliency, Safety).

- 2025/26 School Year:
- Continuation of the "Hear the Roar" and students have taken this idea and have now been doing it to recognize staff. Completely student led initiative from the work done last year with "Hear the Roar". Slips have increased again this year and even more students have received positive recognition and connection from staff.
 - Lunches with Admin. Gathering data from students about their experiences at MBSS. Will guide further work on Belonging in the 2026/27 school year.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Teachers focusing on relationship building activities, lessons, and culture (Learning is social).

2025/26 School Year:
1. Worked with students on CARE projects, students having a voice to propose changes to their school environment to create more connections to school. There projects were focused on creating more positive spaces for students around the building and making connections to the environment so that students were treating the spaces better.

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	Focusing on learner well-being and connection.
Equity in Action Agreement - Learning Environment (School Culture)	Focusing on learner well-being and connection.

Resource Type	Resource Description	Estimated Budget
Learning Resource	Book and resources	1000
Other	Multiple SEL grants awarded to support initiatives in our school.	5000
Professional Learning	Sending staff to learning and collaborative opportunities.	3000



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Students and staff (regardless of how data was collected) shared the same concerns: improved need for connection, resiliency, empathy, safety, and belonging. By spelling out what our expectations are, we have seen an improvement in the areas of Belonging, Empathy, Achievement, Resiliency, & Safety (BEARS).

These expectations have helped to set the tone for a positive school year with our agreed upon understanding of what healthy relationships with self, each other, and school will look like for our students and staff.

2024/2025 School Year - Our introduction of "Hear the Roar" slips highlighting positive connection between Staff and Students is creating a stronger sense of connection to the school community. It may be a small thing, but it really does have a large impact on some of our staff and students. We were focused upon actions that fit with Empathy and Achievement for this year. We are forecasted to have put out over 4000 Hear the Roar Slips this year! We have also connected with our DH/CL's this year to see what has worked well this year and and where we can focus on for next year. They are in agreement to continue to focus on Empathy, but highlighting more around Achievement.

2025/26 School Year - Hear the Roar has progressed with quantity and quality of connections between students and staff. It has engrained itself into the school culture. It is clear that students have more empathy for each other and respect for the school in general. Year over year data on suspensions have shown that Out of School Suspensions are down from last year and the incidents of fighting and assaults have dropped by 50%.

Recommendations for next steps for this School Student Learning Priority

We want to build connection with our school community by establishing culture and by making our school community proud of what we do at Mount Boucherie.

2024/2025 School Year - We will continue to use our Hear the Roar slips next year, continuing the emphasis on Empathy and Achievement for another year. Although we have had a chance to talk to some of our teachers, we have not had the opportunity to reflect upon this year with our entire staff and our students. We will be looking for feedback from our entire staff during our May staff meeting. We will also be starting some lunchtime connections with students to hear directly from our students how our priorities have gone this year.

2025/26 School Year - We will continue to highlight Empathy in the building with Hear the Roar, but we will circle back to Belonging as a stronger focus in this area next year. Our newest preliminary YDI data is still showing that connection to school is still slightly lower than the district average. We will be more explicit with what Belonging and school can look like for our students next year. We will continue to have lunches with admin where students can provide suggestions for improvements to the school and we will focus on trying to make some of their suggestions happen.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Each student graduating with dignity, joy, options, and purpose.

Student Learning Goal 2

Regular attendance and class participation are supported as constructs of student achievement. Students will continue to earn credits towards graduation and participate in a variety of opportunities in the school community to improve quality of the schooling experience and future opportunities.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational_Skills



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Regular attendance and class participation are supported as constructs of student achievement.	Strength-based and individualized approaches and expectations focusing on connection to adults in the building.
Quantitative	Students will continue to earn credits towards graduation and participate in a variety of opportunities in the school community to improve quality of the schooling experience and future opportunities.	Empowering students to embrace opportunities to explore areas of passion and interest through unique programming in our building.



Taking Action and Learning

Leading Professional Learning

Inquiry and collaboration with and other schools and the attendance patterns and struggles they are facing, as well as the strategies they have implemented; working to create diverse collaborative groups that are cross curricular and cross departmental.

2025/26 School Year:

1. Admin took a BCPVPA course on attendance to gather strategies from other jurisdictions in the country.
2. Curricular Leaders and Department Heads read and started to implement ideas from Simon Breakspeare's book The Teaching Sprints.
3. KinShift learning with staff and other SD23 schools.
4. Communities of Practice with Shane Safir and our Westside Middle School Teams.

School Level Strategies Structures

Homework club; support from non-enrolling teachers and learning environments (Attendance teacher, counsellors, SEL Teacher and CEA, LATs, RTs, and Indigenous Advocates and Tutors); specific supports for students who have difficulty attending that create opportunity for adult connection where adults can learn more about what is behind the lack of attendance; and close relationships with students AND their families.

2025/26 School Year:

1. Homework Club has become more of a student led opportunity for students to help each other and study together, with teacher guidance and support.
2. Admin and curricular leaders worked on establishing what achievement means to us as a school.
3. Curricular Leads continued Teaching Sprints focused on providing more opportunities for students to experience achievement while at MBSS.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- 2025/26 School Year:
1. Curricular Leads continued Teaching Sprints focused on providing more opportunities for students to experience achievement in their classrooms.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Pedagogical Core	Continue to foster community relationships through ongoing collaboration.
District Strategic Plan - Family & Community Engagement	Including the voices of the adult caregivers of students as early and frequently as possible in order to understand the dynamic of the whole family unit and come alongside each student's whole support team.
District Strategic Plan - Equity & Excellence in Learning	Meeting each learner where they are at and seeking first to understand what needs are not being met so they have a chance to thrive.

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	.5FTE	50000
Learning Resource	Books	1000
Professional Learning	NOIIE	3000

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Strategies implemented by a dedicated and caring staff member have shown success for students struggling to attend.

Many students who were struggling to attend also found that if we were able to make changes to their schedule that they were able to put strategies into place to more regularly attend, stay in class, and actively participate in the learning.

2024/25 - Our main goal to achieve this has been creating greater connections between staff and students. We have supported this through our Hear the Roar Slips this year, improving positive connections. We have a staff member dedicated to providing an easier entry point for students into the building who struggle to attend school due to social/emotional reasons. This approach has enabled some students to continue to come to the school who may have not been able to in previous years. To target achievement and classroom improvements, we used Simon Breakspear's book "Teaching Sprints" to encourage small changes in our DH/CL classrooms.

2025/26 School Year - We have continued the work we started last year. Some staff who were doing PGP's this year, also read and attempted their own Teaching Sprints this year. A group of teachers also were involved in the KinShift workshops, bringing Indigenous Learning strategies into their classrooms. Work with the Communities of Practice also led to a focus on Student Agency in some of our teacher's classrooms.

Recommendations for next steps for this School Student Learning Priority

Ensure interventions happen earlier; sooner and clearer home/school communication. This will include clearer expectations for students, their care givers, and staff at the start of the school year and exploring ways to keep students attached to MBSS even when there are challenges to meet their individual needs and/or they require an alternate learning environment. We have a staff member 'tracking' attendance and contacting families to devise plans to better support students.

2024/25 - We will continue to dive into "Teaching Sprints" next year with our entire staff. The purpose is to make small, meaningful changes in classrooms that can encourage connections and positive achievement for our students. We will continue to put resources into our staff member who supports attendance and continue the work that was started this year.

2025/26 School Year - We will focus on re-engaging with the curricular competencies at our school. These skills are what students need in order to find achievement as they exit high school. We will assist our curricular leaders and department heads with integrating practices into their practice that primarily focus on the curricular competencies. We will have presentations to staff about how this work is progressing so that it will become a part of the culture at MBSS.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Our students are lacking and wanting connection, safety, resiliency, belonging, and empathy.

Student Learning Goal 3

Positive use of technology and social media promoting digital well-being.



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Decreased office referrals for issues relating to social media and the consequential negative effects.	Every student benefits from positive use of technology and digital well-being.
Quantitative	Increased number of students having access to technology at home and in school.	District program for long term technology loans.



Taking Action and Learning

Leading Professional Learning

Digital Equity team with district level meetings providing opportunities for learning and connections with other schools; presented opportunities for in-services for staff in August.

- 2025/26 School Year
1. Working with the LIT team to lead learning with curricular leaders around the impact of AI in our schools.

School Level Strategies Structures

- 2025/26 School Year:
1. Shifting the strategies around concerns with AI and technology in the classroom from avoidance and rules to a focus back on the BC curriculum and the importance of the curricular competencies in every course and how the development of these skills will put less emphasis on the use of AI in our school.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Explicit teaching of how to safely share and manage personal information and data; explicit teaching about how to critically examine online content and influencers.

2025/26 School Year:
1. We have not had the opportunity to really dive into this work into the individual classrooms. This will be our primary focus for the 2026/27 School Year.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Safe way to ensure all students have access to technology.

Resource Type	Resource Description	Estimated Budget
Learning Resource	Books	500
Professional Learning	Collaborative learning opportunities	5000



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

There have been more conversations in our school community about appropriate use of technology, such as AI. Our Digital Equity team has led sessions to increase the knowledge and abilities of our staff to use technology and advancements in technology to enhance instruction, pedagogy, and positive digital citizenship.

2024/25 - Our focus this year was on how to ensure AI is being used ethically in classes for teachers and students. Also looking at pedagogy and how it needs to be adapted with students access and usage of AI.

2025/26 - This has been a part of our work on Achievement and understanding what skills are important for our students to learn.

Recommendations for next steps for this School Student Learning Priority

Continue professional development around the impacts that technology and social media can have on our school community, creating awareness around these issues. As well, we have provided learning opportunities for students and staff to better understand technology and its benefits and challenges.

2024/25 - Digital Equity committee providing learning opportunities for staff at lunch time meetings this year. This will change and be focused on staff meetings in the next year, to have a larger audience.

2025/26 School Year - This work will continue through our focus on the curricular competencies with students and staff next year.



Principal Reflection

We have continued our work with Empathy and Achievement this school year. "Hear the Roar" has continued, creating further connections between staff and students. We will have collected well over 6000 Hear the Roar slips this school year. this has created a visible, positive outcome for our school culture. Students have taken the initiative to do something similar to appreciate staff at MBSS. We have instituted lunches with admin on a biweekly basis where we receive street data from our students around their experiences at MBSS. This data has shown us that our focus on Empathy has been working, and students have good things to say about positive connections with staff. Our work on areas in the school to create a sense of community, like our Breakfast Cafe, have encouraged more connection and positivity towards school.

Our focus on Achievement this year included work by our curricular leaders to establish what this means for our students in the building. As we furthered our learning and discussion around achievement and the effects of AI on education, we have developed a focus area for our school next year. It is imperative that we re-familiarize ourselves with the curricular competencies of the curriculum and focus on developing engaging tasks and lessons that allow students to grow their skills in these areas. This is being presented to staff in June and is also a part of our advertisement for curricular leader positions for the 2026/27 school year.

This school year we dived deeper into what it means to be a student in our school through our B.E.A.R.S. acronym (Belonging, Empathy, Achievement, Resiliency, Safety). Having read our results from the Ministry Student Learning Survey and the YDI data for our school from the 2023/24 school year, we knew that we needed to do more work with helping students generate positive interactions with their peers and staff. We decided to implement a "Hear the Roar" slip that would highlight positive actions of students by staff members. This has had a tremendous impact on our school community. Students and have been engaged with the process, creating greater positive connections in the building. Students have expressed to numerous staff members their appreciation for being recognized for doing positive things in the building, no matter how big or small. By the end of this school year our staff will have handed out close to 4,000 Hear the Roar Slips to students. We have noticed that reinforcing positive interactions has also led to a down-turn in the number of serious offences we have had in the school this year, as well as a general downward trend in suspensions compared to last school year. We will continue to focus on this work next school year, with more of an emphasis on recognizing achievement (in all its forms) in our school.

We have started the process of encouraging our staff to make small incremental changes to their practice in order to provide more opportunities for students to find success in school and recognize their achievements. We introduced the book "Teaching Sprints" with our curricular leaders/department heads this year. A Teaching Sprint provides a framework for teachers to try a new teaching strategy in the classroom, observe it's effects on students, and reflect on the value of that strategy on student learning and achievement, all in a relatively short amount of time. This went very well with our curricular leaders/department heads, and we will bring this work to our entire teaching staff early next school year.