



Indigenous Education School Plan 2025 – 2026



School: Rockridge Secondary School

School Indigenous Education Committee Members: Sarah Conbere, Taylor Richardson, Nancy Sauve, Kaeleigh Hiebert, Trevor Kolkea

School Main Contact Person(s): Trevor Kolkea tkolkea@wvschools.ca

1. What is the focus of your Indigenous School Plan for 2025/2026?

Our focus for the 2025/2026 Indigenous School Plan is to increase student involvement in the Rockridge Indigenous Education Committee. By engaging more students in this work, we will strengthen their voice and input in shaping our school plan, learning experiences, and cultural events throughout the year for all members of our school community.

2. If you have students with Indigenous Ancestry attending your school, what Indigenous Student Outcome(s) are you working to improve? (**Attendance, Developing Sense of Belonging**, Literacy, Numeracy...) Please reference your school data.

Student Attendance

Improving and supporting student attendance continues to be a key priority for student success.

- Attendance data is reviewed twice each month.
- A collaborative team including our Indigenous Success Teacher, counsellor, Connect teacher, youth worker, and the principal and vice-principals supports this work.
- We celebrate positive attendance patterns and address concerns by strengthening connections between students, staff, and families. The goal is to build and maintain strong attendance habits.



- This ongoing process began in September 2025 and will continue through June 2026.

Sense of Belonging

Building a strong sense of belonging is another focus as students begin their “road to graduation” at Rockridge.

- Grade 7 to 8 transitions are supported through close collaboration within our Family of Schools (FOS).
- Students and families are given multiple opportunities to visit Rockridge, and Rockridge staff and students also visit FOS schools throughout the year.
- A comprehensive transition plan, running from January to June, guides this process. Additional personalized visits and tours are offered to students who benefit from extra time, support, and connection before entering secondary school.

3. How does your plan connect to the Enhancement Agreement and/or the Equity in Action Goals found in the (see WVS Indigenous Success Plan)

Theme: Enhancing student success by facilitating transitions and pathways throughout the K–12 journey.

- Building positive connections and a strong sense of belonging is central to helping students experience meaningful and successful transitions into secondary school. Early relationship-building, supportive environments, and intentional transition activities create a foundation for confidence and engagement as students enter Grade 8.
 - Supporting positive attendance at school and in classes reinforces student engagement and academic success. Consistent attendance strengthens learning continuity, helps students stay connected, and ensures they can fully participate in the opportunities available throughout their K–12 pathway.
 - Our continued commitment to these priorities from Grades 8 to 12 helps prepare students for a smooth and successful transition to post-secondary pathways and life beyond high school.
4. Highlight your school plans and learning intentions for the November 24th Indigenous Focused PD Day afternoon Session.

Theme: To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

This is the agenda that guided our day [November 2025 Pro-D Agenda](#)

There are six points that help define our learning intentions. As we have done in the past, our Indigenous Education Committee, partnered with our Por-D Committee to plan



and lead the day. In our planning we were mindful to provide each department a way to connect and engage with this professional learning opportunity.

- Begin in a good way with welcome, acknowledgement, and local Indigenous voices.
FPPL: Learning is relational and begins with respect, connection, and place.
- Deepen understanding through the teachings and perspectives shared by Dr. Dustin Louie.
FPPL: Learning is holistic, experiential, and involves exploring Indigenous knowledge and identity.
- Engage in reflective dialogue through school-based circles and conversation.
FPPL: Learning involves patience, time, and collective reflection to make meaning.
- Explore how Indigenous principles can guide our department goals and daily practice.
FPPL: Learning involves recognizing the roles of Indigenous knowledge and local teachings.
- Use shared resources (FNESC, district materials) to strengthen Indigenous-informed pedagogy.
FPPL: Learning is embedded in memory, history, and story — and grows through authentic sources.
- Commit to action by identifying next steps that support reconciliation, belonging, and ongoing growth.
FPPL: Learning requires responsibility and understanding the impact of our actions.

5. What are you most proud of with respect to your Indigenous School Plan?

Our school plan has come to life more this year with the infusion of student involvement through our Rockridge Indigenous Education Committee (club). We now have a Google Classroom, 10 student members and 4 staff members. We have a presence in the school and excitement among the student members to help highlight indigenous education opportunities.