

# GRSS School Planning Document



## Gold River Secondary School 2025-26

<h3>School Context</h3>	<p>Gold River Secondary School (GRSS) is a rural school serving the village of Gold River as well as the Mowachaht - Muchalaht community of Tsaxana. GRSS enrolls 93 Canadian students in grades 8 to 12, of which 53 (57%) identify as Indigenous. In addition, we have 11 international students as of this update. Three of these students are long-term and will graduate from GRSS. One is graduating this year. I</p>
<h3>Scanning</h3> <p>“What’s going on for our learners?”</p>	<p>Year 5 graduation rate data for GRSS (2019-20 to 2021-22) shows that the three year average graduation rate for non-Indigenous students was 94% while the graduation rate for Indigenous students was 67%. This highlights a significant gap in student achievement between Indigenous and non-Indigenous students.</p> <p>In 2021-22, 57% of Indigenous students met expectations (minimum C+ final grade or meeting IEP outcomes) in English Language Arts as opposed to 71% of Non-Indigenous students. There is a consistent year to year gap between Indigenous and non-Indigenous student achievement in this area. Neither group met the school plan target of 85% in 2021-22.</p> <p>Attendance data from the previous 3 Year School Plan shows a slight reduction in absences but does not show being close to meeting the targets that were set. Despite the slight improvement in school attendance rates, graduation rates have continued to be consistent and an overall trend of increasing. There was a significant drop in Indigenous students meeting or exceeding expectations in English Language Arts by Grade 12 in the 2022-23 academic year although the graduation rate improved from the previous year.</p>
<h3>Focus</h3> <p>“What does our focus need to be?”</p>	<p><b>GOAL:</b> The Indigenous grad rates will increase to match or exceed the provincial average for all students.</p> <p><b>Objective 1:</b> All students will report feeling engaged with their education and connected to the school. This data will be collected during the year from the Pathways Survey Interview.</p> <p><b>Objective 2:</b> Indigenous graduation rate averaged over the past three years will be at least 85%.</p> <p><b>Objective 3:</b> At least 85% of all students will meet or exceed grade level expectations (minimum C+) in English Language Arts (or the goals set in their IEPs) by the time they reach grade 12.</p>

<p><b>Developing a Hunch</b></p> <p><b>“What factors are leading to this situation?”</b></p>	<p>Many students have lower than average literacy skills, particularly Indigenous students. The discrepancy between Indigenous and Non-Indigenous students indicates that more work needs to be done at the school level to improve results.</p> <p>Attendance in classes is affecting student success more than school attendance. GRSS runs mostly traditional classroom based instruction which increasingly appears to not meet more and more of our students and their needs each year. This suggests that connection and engagement are more of an issue than attendance at school. Many of these students self-select alternate models of support and instruction when given the option (i.e. NEW, Learning Center, DL, Moodle) as opposed to being in the “regular” classroom. Making connection and engagement a measurable objective is an area for further development to support increased student success.</p>
<p><b>Professional Learning</b></p> <p><b>“How and where can we learn more about how to address this situation?”</b></p>	<p><b><i>Educators on staff will participate in professional learning on:</i></b></p> <p>Professional learning in the areas of Indigenous Pedagogy, Pathways to Learning, Literacy, Trauma Informed Practice, and UDL will develop educator skills and provide resources to support both Indigenous and Non-Indigenous students. Applying this learning and these resources will enable educators to support the achievement of the overall goal of improving Indigenous 5 year graduation rates, and the three objectives.</p> <p><b><i>Professional learning resources will include:</i></b></p> <ul style="list-style-type: none"> <li>• Curriculum Implementation (CI) Day</li> <li>• Collaborative AFL projects based on supporting student literacy.</li> <li>• Staff development as agenda items of regularly schedule staff meetings</li> <li>• District collaboration time</li> <li>• Accessing district level in-service opportunities supported by release time</li> <li>• Guest presenters / workshops</li> <li>• EDUC 450 (VIU)</li> <li>• ILRP 100 (VIU)</li> <li>• Nuu-chah-nulth Education Worker (NEW)</li> <li>• District Indigenous Education LART</li> <li>• MMFN Education Coordinator</li> <li>• MMFN elders and cultural experts</li> </ul>
<p><b>Taking Action</b></p> <p><b>“What will we do differently?”</b></p>	<p><b><i>Key strategies to improve graduation rates for Indigenous students:</i></b></p> <ul style="list-style-type: none"> <li>• Use of the Pathways Survey and Interview with students to gather qualitative data about student connection and engagement with school and staff</li> <li>• Increased involvement of YCCW with at risk students and grade 12s (work closely with school admin and Careers 12 teacher)</li> </ul>

	<ul style="list-style-type: none"> <li>● Regularly scheduled homerooms as a fixed and structured feature of the timetable to provide consistent staffing and support for student engagement via activities such as circles, workshops, Pathways, and home contacts.</li> <li>● Increased SBT role bi-weekly meetings; more student/parent/staff involvement; greater attention to creating actions plan and follow-up; review of the connection and engagement surveys to identify individual and trending areas of concern for support and action</li> <li>● More alternate program delivery to maximize student options inside of the regular schedule</li> <li>● Use of staffing and flexible spaces to increase student options and blended learning</li> <li>● Improve the support network for students by engaging in meaningful and regular consultation with the Nuu-chah-nulth Education Worker (NEW) the Mowachat-Muchalaht First Nation Education Coordinator and our partners at the Nuu-chah-nulth Tribal Council. Consultation will focus on the graduation program and will provide regular updates with families about the progress of their student(s) towards graduation. Consultation will be better tracked and documented.</li> <li>● Provide intervention plans for students who need additional literacy support (e.g. use of schedule support blocks)</li> <li>● Regular review and collaboration of literacy, attendance, and academic progress of at-risk students</li> <li>● More connection with and presence at Tsaxana</li> <li>● Reporting back to staff from collaboration sessions</li> <li>● Staff development at targeted staff meetings: core competencies review, student self-assessment planning, goal setting strategies review and planning</li> <li>● increase in referrals for counselling services</li> <li>● increase in access to LART services</li> <li>● Staff reviews of school plan and district assessment data and learning review</li> <li>● Staff review of Pathways Survey and Interviews to identify larger patterns of engagement and connection in the school and address needs as identified by individual student responses</li> <li>● Focused assessment and survey data collection during the first week of school with an aim to use assessment data and student voice to set the tone and guide the year</li> </ul>
<p><b>Checking</b></p> <p><b>“Have we made enough of a difference?”</b></p>	<p><i><b>We will know we are making a positive difference when:</b></i></p> <ul style="list-style-type: none"> <li>● At least 85% of our Indigenous students are graduating within 5 years of entering high school.</li> <li>● At least 85% of students are meeting or exceeding expectations in English Language Arts (C+ or higher / meeting IEP Learning Outcomes)</li> <li>● All students will report feeling engaged with their education and connected to the school.</li> </ul>

## Measures – How are we doing?

### Indigenous Students Graduation Rates

Measures					TARGET
		2022-23	2023-24	2024-25	85%
<b>Year 5 Grad Rate</b> (3 year average – the current column year and two preceding years; e.g. 2022-23 is a 3 year average of 2020-21/2021-22/2022-23)		90%	90%	71%	86%

<b>Year 5 Grad Rate</b> (Annual Results)		100%	100%	78%	
---	--	------	------	-----	--

### Connection and Engagement Survey

Measures		2022-23	2023-24	2024-25	TARGET
<b>Students:</b> <ul style="list-style-type: none"> <li>Communication</li> <li>Connection</li> <li>Engagement</li> <li>Support</li> </ul>		Set baseline with results from first survey	Surveys and Interviews completed.	<ul style="list-style-type: none"> <li>Focused on increasing student participation</li> <li>Year Start and Year End school-based surveys completed</li> </ul>	<b>100%</b> (Measure to be reviewed)
<b>Families</b> <ul style="list-style-type: none"> <li>Communication</li> <li>Connection</li> <li>Engagement</li> <li>Support</li> </ul>		Set baseline with results from first survey	Did not survey families this year	Focused on increasing family participation in SLS	<b>100%</b> (Measure to be reviewed)

Percentage of Indigenous Students Meeting or Exceeding Expectations in English Language Arts by end of Grade 12					
Measures	2021-22	2022-23	2023-24	2024-25	TARGET
Meeting or Exceeding in English Language Arts	50% (grades only)*	55% (grades only)*	40% (grades only)	71% (grades and IEP outcomes)	85% (Work in Progress)