2024-2025
SCHOOL SUCCESS PLAN
Golden Secondary School

GOLDEN
SECONDARY
SCHOOL

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Golden Secondary School

PRINCIPAL MESSAGE

Over the course of the 2023-2024 school year, we monitored the ongoing progress of student growth in the areas of numeracy and literacy, community engagement, and students' sense of belonging. As a staff we also worked on growing our practice in the implementation of student self-reflection and self-assessment. What we noticed throughout the year is an increasing need to focus on building their sense of personal efficacy and to grow their confidence in a variety of situations so that they value themselves, their ideas and accomplishments and can advocate and express their needs seeking support when needed. From this we have identified target areas of need to focus our attention. What we saw throughout this year, told us a story that we shared at our Community Engagement that highlighted areas of continued focus as a school community.

At Golden Secondary School we would like to acknowledge the support and the feedback provided to us by parents and students who were willing to take the time to offer their insight through the engagement and feedback process. Overall, this plan and its strategies were strongly supported. The important feedback we received around promoting and nurturing student voice, supporting positive peer interactions and engaging students in learning was considered and reflected upon to help inform the revisions towards our final draft of the plan. You can see these aspects woven into our goals and present in how we are monitoring our growth throughout all the strategic priorities.

During this year of this strategic cycle, our focus will be to foster a greater sense of personal awareness and responsibility by building our capacity in student-centered practices at Golden Secondary School. The four priorities will be a focus of our Professional Learning Teams. Through collaboration and sharing our Professional Learning Teams will share their learning with staff to help enhance student learning.

As we embark on this journey, we look forward to supporting all students on their path to success.

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SCHOOL DEMOGRAPHICS

Staff

- 18 Classroom teachers
- 2 Learning Services Teacher
- 1 Counsellor
- 1 Teacher-librarian
- 7 Education Assistants
- 2 Youth Care Workers
- 2 Indigenous Education Student Support Worker
- 3 Admin Assistant
- 2 Principal/Vice Principal

Students

- 395 students
- 81 Indigenous students

Grades

- Grade 8 - 72
- Grade 9 - 86
- Grade 10 - 70
- Grade 11 - 99
- Grade 12 - 68

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VISION

Creating a community of learning through connection, integrity, and respect.

MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.

VALUES

Respect

We foster respectful relationships that build trust, safety, and wellbeing.

Inclusive

We strive to build learning environments that are inclusive that honour diversity and are safe, caring, and healthy places to work and learn.

Responsible

We take responsibility for our actions and our learning to have a positive impact on our own lives and the world around us.

Integrity

We nurture a sense of self-awareness, honesty, and fairness as we seek to build strong moral principles.

Community

We play a crucial role in fostering social connections, providing support networks, promoting shared values, and addressing common challenges.
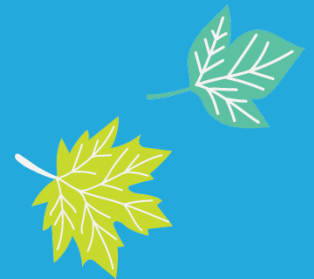
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THEMATIC NARRATIVE

Our story...
Student Learning Survey 2023-2024 Results

- 38% of students experience bullying all the time, most of the time or *sometimes*.
- 26% of students do not always or mostly feel safe at school.
- 35% of students are taught to take ownership of learning as compared to 31% in the previous year.
- 50% of students feel like they belong all the time and most of the time. This has been consistent for the past 3 years.

What are we seeing...

- Continued decrease in attendance (excused and unexcused).
- Many students are still focused on grades rather than areas of growth for learning. An example of this is when students share that learning does not matter in Grade 8 and 9 because the use of the proficiency scale.
- Teachers are noticing apathy in growing number of students who are disengaged from the learning.
- Staff are noticing an increase in the number of student's struggling to regulate emotions and manage stress.

What we want to see...
1. Safe caring spaces and a positive climate
2. Students having goals, monitoring their progress, and engaging in their learning journey.
3. Student-centered learning.
4. Students advocating for their needs and engaging in decision-making at the school level.

Goal

Enhancing student Personal Awareness and Responsibility will improve outcomes.
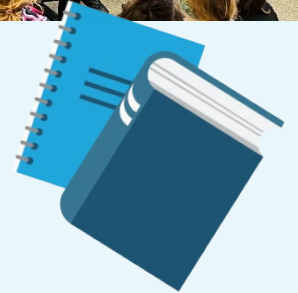
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EQUITY, DIVERSITY, AND INCLUSION
Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

To what extent will staff incorporating restorative practices increase students' sense of safety and personal awareness and responsibility?

Action

Teachers will learn, implement, and model the 5 Rs of Restorative Justice: Relationships, Respect, Responsibility, Repair and Reintegration.

Data and Monitoring

GSS Student Survey Results

Questions	Fall	Winter	Spring

- Co-creation of questions for the survey to be done with the Student Advisory Committee in the Fall to monitor this goal with the aim to understand how students feel about bullying, safety and conflict resolution amongst peers.

Attendance

Daily average by month (excuse and non-excused)

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun
8										
9										
10										
11										
12										

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Office Referrals

Month	Number	Grade		Month	Number	Grade
September				February		
October				March		
November				April		
December				May		
January				June		

Teacher anecdotal notes around the effective use of restorative practices

*Notes shared throughout the year

December Staff Meeting	
April Staff Meeting	

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SUCCESS FOR EACH LEARNER
Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

If we can teach students to understand themselves as learners will their achievement increase in all areas?

Action

Teachers will teach metacognitive strategies such as self-reflection, self-assessment, and goal setting to improve learner responsibility.

Data and Monitoring

GSS Student Survey Results

Questions	Fall	Winter	Spring

- Co-creation of questions for the survey to be done with the Student Advisory Committee in the Fall to monitor this goal with the aim to help students better understand themselves as learners.

Teacher Anecdotal Notes and Evidence of Students' use of Metacognitive Strategies

*Notes shared throughout the year

	Evidence
Term 1	
Term 2	
Term 3	
Term 4	

Provincial Assessment Results

(% of students achieving proficient and extending)	2023-2024	2024-2025
Graduation Literacy Assessment 10	60%	
Graduation Numeracy Assessment 10	54%	
Graduation Literacy Assessment 12	76%	

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Teacher Reflection on use of metacognitive strategies in their classes

- Teachers reflect 3 times in the year on where they would place their assessment practices that help students understand themselves as learners.

PRINCIPLE 3 – ASSESSMENT PRACTICES IMPROVE STUDENT LEARNING AND GUIDE TEACHING (CONTINUED)				
Students are Self-Directed	Students do not have access to assessment criteria to set personal goals; therefore, are unable to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.	Students do not have sufficient access to assessment criteria while learning and/or the criteria are so vague that they are of little help. Therefore students have limited opportunities to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.	Students have sufficient access to assessment criteria and feedback while learning and therefore are able to: i. identify proof of learning, ii. identify the gap between current achievement and expected achievement, iii. help monitor their own learning as it progresses, and iv. help establish learning goals.	Students have access to and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning and therefore are able to: i. produce proof of learning, ii. identify the gap between current achievement and expected achievement as well as plans for reducing it, iii. monitor and direct their own learning, iv. develop effective learning strategies, and v. establish important learning goals.

Teaching **effectiveness**: A **framework** and rubric. S **Friesen**. Toronto, ON: Canadian Education Association, **2009**.

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GROWING CAPACITY OF SELF AND OTHERS
Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

If as a staff we learn more about how to incorporate the 4 inquiry approaches, how students grow in responsibility of their learning?

Action

To increase teachers' knowledge of strategies that support student-led learning through the 4 inquiry approaches: structured inquiry, controlled inquiry, guided inquiry, and free inquiry.

Data and Monitoring

Examples from classroom evidence and sharing at learning staff meetings:

Course	Inquiry Approach	Notes

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Teachers' self-reflection on growth

Teachers will reflect 3 times throughout the year on their practice using the following rubric.

INQUIRY-DRIVEN TEACHING AND LEARNING: A general rubric

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Creando Comunidades de Indagación

		Threshold signs of inquiry	Constrained or limited inquiry	Promising signs of inquiry but some missed opportunities	Deeply embedded inquiry
1	Teacher role	There is a strong impression that the teacher's overriding priority is to stick to the provided lesson content and instructions. The teacher presents themselves as an expert on the topic.	The teacher may talk about pursuing inquiry and learning along with the students. However, the general impression is that the teacher's priority is to stick to the provided lesson content and instructions and that they are the expert.	The teacher tries to model what it looks like to be curious and open-minded through the way they talk and lead class discussions. However, the teacher does not fully position themselves as learning alongside their students.	The teacher does a good job of modeling what it looks like to be genuinely curious and open-minded. The teacher presents themselves as learning alongside their students.
2	Type and use of questions	The teacher asks questions with correct answers in mind, which does not allow students to explore their own interests, questions, or ideas.	The teacher occasionally asks open-ended questions, but rarely uses students' answers or ideas to explore the topic further.	The teacher asks open-ended questions, trying to pique students' interest and occasionally encouraging students to make connections to prior ideas, knowledge, and experiences.	The teacher asks open-ended questions that capture students' attention and interest. The teacher encourages students to make connections to prior ideas, knowledge, and experiences with the apparent overarching goal of developing critical, reflective, and empowered learners.
3	Facilitation of class discussion	During class discussions, the teacher rarely invites students to share their ideas or questions.	During class discussions, the teacher invites students to share some ideas but the teacher's questions are generally closed and interesting points or questions by students are not attended to. The teacher only occasionally encourages students to listen to their fellow classmates or to make connections to other learning experiences.	During class discussions, the teacher invites some students to ask questions and share their own ideas but in a way that is rather limited in scope and mostly focused on factual recall or demonstration of a specific skill. The teacher encourages students to listen to their fellow classmates or to make connections to other learning experiences. However, these opportunities can feel rushed or superficial.	During class discussions, the teacher actively includes diverse perspectives and allows students to generate their own questions and develop their own ideas, which they are encouraged to pursue beyond the lesson. The teacher creates powerful opportunities for students to listen to one another and to make substantive connections to other learning experiences and areas of knowledge.
4	Response to the needs and interests of students	The teacher sticks tightly to the prescribed lesson content and materials, not appearing to make any adaptations that might account for the evolving needs and interests of students.	The teacher appears willing to respond somewhat flexibly to the evolving needs and interests of students but for the most part sticks tightly to the prescribed lesson content and materials. The teacher does not seem particularly aware of students' needs and interests.	The teacher is attentive and willing to respond flexibly to the evolving needs and interests of at least some students. The teacher shows some awareness of students' needs and interests.	The teacher is attentive and willing to respond flexibly to the evolving needs and interests of students and shows excellent awareness of those needs and interests.

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INQUIRY-DRIVEN TEACHING AND LEARNING: A general rubric (continued)

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		Threshold signs of inquiry	Constrained or limited inquiry	Promising signs of inquiry but some missed opportunities	Deeply embedded inquiry
5	Observation and reflection	The activities students engage in are quite rushed or superficial. They generally involve retrieving or copying information, even if they have some choices regarding style and presentation.	Class activities, including discussions, may encourage students to observe the world carefully and be reflective, but they are rushed or superficial. Furthermore, the opportunities to do so are somewhat constrained and/or used in a rather mechanical way rather than as a means to promote inquiry.	Class activities, including discussions, may encourage students to observe the world carefully and be reflective. However, the teacher does not take full advantage of these activities to try to extend students' thinking or pursue inquiry.	Class activities, including discussions, are designed to let students observe the world carefully and be reflective in ways that extend their thinking or understanding of the focus of inquiry.
6	Pursuit of ideas and solutions	Class activities are quite prescribed and generally involve repetition, identification, or memorization of content, with no clear purpose beyond that.	Class activities may invite students to try out different ideas or seek solutions. However, the purpose of the activities may be very limited and/or used in a rather mechanical way rather than as a means to promote inquiry.	Class activities give students some opportunities to try out different ideas or seek solutions. However, the activities may offer students only limited opportunities to extend their thinking or pursue inquiry.	Class activities are designed to give students opportunities to genuinely try out different ideas and to seek solutions to problems they have identified.
7	Documentation	There is very little or no attempt to document learning.	There is some attempt to document learning but it is not clear how it is promoting learning.	Documentation is practiced in the classroom but its purpose is not always clear.	Documentation is practiced in the classroom as a way of advancing students' thinking and pursuing inquiry.
8	Critical thinking and autonomy	Students accept information without questioning. There are occasional moments where students have the opportunity to contribute ideas. If a student makes an interesting point or asks a novel question, it is not pursued or attended to.	Students ask some questions but are still dependent on the teacher or leader to tell them what to do or think.	Students ask questions, including critical ones, and have opportunities to direct their own learning. The teacher may give students some limited choices about how they approach certain activities.	Critical thinking is clearly valued in the classroom. Students may be periodically consulted on their own learning process (e.g. the format and/or timing of an activity), in ways that encourage them to develop autonomy as learners.
9	Student engagement	Students are generally quite passive: they follow instructions but there is not a high level of energy or curiosity in the room.	Most students are moderately engaged most of the time in the process of learning, showing some curiosity about the topic at hand.	Most students are engaged in and curious about their learning and the process of inquiry for large parts of the lesson.	Virtually all students are actively engaged in their learning and the process of inquiry.

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STEWARDSHIP FOR THE FUTURE
Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

In what ways will increasing all student's engagement with the student advisory committee, improve overall student advocacy?

Action

Provide opportunities for the student advisory committee to engage students in advocating for their learning, for school initiatives, changes they want to see within the school and in community building initiatives.

Data and Monitoring

GSS Student Survey Results

Questions	Fall	Winter	Spring

- Co-creation of questions for the survey to be done with the Student Advisory Committee in the Fall to monitor this goal with the aim to understand the level of student engagement in advocacy and decision making.

GSS Student Engagement Opportunities

Date	Engagement Reason	Student Participation %	Student Response