



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2024-25 School Growth Plan

School: Grand Forks Secondary School

Principal: Tom Eccleston

Vice Principal: Jon Dowswell

A. Goal (One goal per page) (Please insert/attach links to any external documents)

Intellectual Development (2-3 year goal):

*How can using the concept and core value of **Mastery** (from Circle of Courage) be a catalyst for students' meta-cognition in numeracy, literacy, and thus, strengthen their concept of self-success?*

B. Rationale

- Benefits of Indigenous Ways of Knowing – self, others' perception of knowledge
- Literacy 10, 12 and Numeracy 10 – inequitable achievement for Indigenous students
- Lagging critical thinking and dialogical engagement in some groups (anecdotal)

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- Strengthen progressive pedagogies (i.e., experiential, inquiry, universal design for learning (UDL), social-constructive, innovative, problem-based, design-thinking, differentiated, First Peoples Principles of Learning, curiosity & question-based, 21st century skills, deep learning, etc).
- Teacher-led collaborative inquiry (professional learning communities and Pro-D)
- Self-reflection on Core competencies (critical/creative) and Circle of courage (Mastery)
- Check for balanced enrolment (curricular areas and learning support).

D. Evidence/Data (How will you measure success?)

- Provincial Assessment data
- Teacher anecdotes (re: progressive pedagogy)
- Balanced future enrolments (Arts, Athletics, Humanities, Learner Support, Math and Science)
- Course completion rates



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Human and Social Development (1-3 years):

How do we equip our students with an appreciation for differences in perspective and to act responsibly to strengthen an equitable and just society?

B. Rationale

- Staff and PAC: identify urgency and priority (anecdotal)
- Attendance apathy (lack of student engagement, lowered enjoyment of school)
- Student Learning Survey (10, 12, staff), Youth Developmental Instrument (11)
- Conduct violations (verbal & physically abusive behaviours: harassment, bullying, washroom safety, bigotry)
- Lagging personal/social skills in sub-groups of students

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- Track & review student conduct (detect patterns--intervention: attendance, behaviours)
- Administrative procedures – code of conduct, communication with school (handbook)
- Re-invigorate student voice and collective agency (Student Council) – GFSS ownership.
- Social engagement (collaborative learning experiences and extra-curriculars)
- Staff communication – modelling high expectations for social-constructive learning
- Self-reflection on Core competencies and Circle of courage (Belonging, generosity, personal and social, communication)
- Indigenous pedagogies and anti-racist education – professional development and practices (Jo Chrona)
- Facilitate listening forums for cohorts (8, 9) – What is going on (in students' voice) for students (including systemic inequities)?

D. Evidence/Data (How will you measure success?)

- Conduct violations data patterns
- Extra-curricular Activities, Student Council engagement rates
- Attendance data
- Anecdotes (parents and staff)
- Student Learning Survey (10, 12, staff), Youth Developmental Instrument (11)



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Career Development (1-2 years)

How do we prepare students to thrive in an interconnected world, for jobs that have yet to be created?

B. Rationale

- Rapid pace of change (and uncertainty) in the workplace and workforce
- Lagging essential skills: adaptability, flexible with competencies, post-grad readiness & transferable skills
- Student Learning Survey 12: 25% of students feel unprepared for transition to gainful employment or post-secondary.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- Goal setting in each curricular area or course
- Self-reflection on Core competencies and Circle of courage (Independence)
- Increase experiences with information/ communications technologies
- Strengthen existing purposes for dual credit-courses, community connections
- Review and improve on Career Education programs

D. Evidence/Data (How will you measure success?)

- Completions Career Education 8 (Wolf Academy 8), Take-our-Kids-to-Work (grade 9) Career-Life Education & Connections, Capstone
- Completions of personalized goal setting
- Increase Indigenous students 5- & 6-year graduation and course completion rate
- Acquire data on transitions to post-secondary, workforce, and other post-grad activities.