



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

2023-24 School Growth Plan

School: Boundary Central Secondary

Principal: Bo Macfarlane

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

We will offer interesting, engaging curriculum that meets the needs of all our learners.

B. Rationale

We have a refreshed curriculum and new reporting order. Many of us are adjusting the way we teach to reflect the needs of our learners. These adjustments include goalsetting, self-evaluation, understanding their learning process and developing resiliency. Tools or processes to help staff do this include implementing the new reporting order, continuing to incorporate the Core Competencies and The Circle of Courage. Due to the disruption of education since 2020, we continue to repair the knowledge gaps that many students still experience.

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

Our motto captures the heart of Boundary Central Secondary School, *"Together we learn; whatever it takes."*

We offer English First Peoples 12. Through this course we support The Circle of Courage: mastery, generosity, belonging and independence. All classes continue to develop their technology proficiency through the use of Chromebooks. Examples include web-based classrooms (Teams, Google Classrooms, SpacesEDU), classroom notes, journal articles, online research, or software for creating videos, slide shows, etc.

Our staff have embraced learning in place and outdoor education. We live and work in a beautiful area that gives us the ability to be outside at Raven Park, on the trails, in the school garden, as well as numerous places outside the traditional classroom in our communities. We believe that activities outside the classroom can further help teachers create enthusiasm for learning and the environment. Some of our outdoor learning activities include: field trips, expert speakers, specialized courses (such as Environmental Education), maintaining the school garden, curricular and extracurricular focused outdoor lessons.

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

Teacher evaluations and observations will point to our success. Are the students doing well? Are they coming to school and on time? We know if our students are engaged in interesting learning activities then they will be excited and enthusiastic about the learning. Students will show it by attending school, arriving on time, and having a high level of engagement in class discussions and learning, and ultimately this will be reflected in their achievement in school and on their self-assessments. Report cards, honour roll standings (grades 10-12), effort roll (grades 8-9, possibly 10-12) and student surveys formally measure the impact our changes are making. Attendance, lates, discussions, listening activities, surveys, parent conferencing, etc. will be used to gage the impact of this goal. We will continue to re-evaluate and adjust our curriculum as needed.



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

Teach our students to understand, advocate for, and manage their mental health.

- B. Our students will find joy at school.
- C. Our students will feel like they belong here at BCSS

D. Rationale

Mental health is important for everyone and BCSS students are no different. Our students have asked for help through the BC Student Learning Survey, as well as during class discussions and school surveys. "At school I am learning how to care for my mental health. Example: anxiety, stress and relationship skills." 70% of our grade 12's said no to this question, while 50% of grade 10's said no. These numbers are from Student Learning Survey. We are trying to change this. Some of our students have shared with us that they have experienced trauma in their lives and for some, drug and alcohol use are their way of coping.

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

We ensure mental health is part of the curriculum through PHE and Careers 10 and 12. We offer breakfast, lunch and snacks for students who are hungry. We employ and source counsellors and mental health advocates. Wanda Sexton clinical counsellor works at BCSS one day a week. Wanda sees student individually and works with groups on all matter of relevant mental health needs. Jennifer Mallach, the CYCW at BCSS, sees students throughout the week. Jenn's key role in wellness is through food prep for our kids as we know from this year's YDI results many students come to school hungry. Holly Hulme, drug and alcohol counsellor from Freedom Quest, sees 15 kids per week at our school. She visits once a week. In addition, Carol Mitchell runs our "gay club" and meets monthly at our school as well as organizes events in GF. Indigenous Elder Joanie Holmes attends our school on Mondays and teaches our population about the Medicine Wheel, Circle of Courage and other Indigenous ways of being healthy.

Sports are a huge priority at BCSS our kids need the physical and competitive outlet, and they love to play. It gives them a sense of Belonging and helps with mental health and anxiety, while working towards Mastery in specific skills. Sports and a rigorous PHE program are key strategies in our work towards helping kids manage their wellness. "Exercise is really for the brain, not the body. It affects mood, vitality, alertness, and feelings of well-being. Exercise is the single most powerful tool you have to optimize your brain function. Exercise has a profound impact on cognitive abilities and mental health." -Prof John Ratey author of *Spark*. There was a significant decline in our students' mental health as a result of not having sports teams for two years. Practices and regular competition fulfill this aspect of their development. Students have already shown great excitement for sports during the 2022-23 year. We estimate that 80 % our kids are involved in either one or more sports/activities offered.

Fine Arts also play a significant role in mental health and offer a creative outlet for energy and passion. Musical Theatre is one of most popular programs, these classes are always full. Students of all abilities, gain a sense of

Belonging, through the arts as they work towards Mastery and Independence in creativity, acting, musical skills and performing in front of paying audiences. They also learn about Generosity when performing for our seniors at the Manor.

Spirit Club is an important club and attracts students from all grades. Generosity and Belonging are key components of Spirit club as they endeavour to bring joy to our students and staff through Spirit Days, but also to the community with their annual Food drive. We know that doing service for others has a positive effect on mental health.

New this year are Roadrunner Days. The students and staff have been split into four House Teams which correspond to the colours of the Medicine Wheel: Bears (black), Cougars (red), Elk (white) and Moose (yellow). Each Friday afternoon, different staff will take the lead in a fun-filled afternoon that promotes all four components of the Medicine Wheel: Belonging, Generosity, Mastery and Independence through a variety of activities/games/service. House Teams will earn points and will be vying for the newly resurrected House Team Trophy which will be awarded at the end of the school year. We held our first Roadrunner Day on Friday, September 8th and there was much laughter, joy and comradery throughout the school. Students are already talking about the next Roadrunner Day!

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

Through observations and surveys, both formal and informal. We will monitor the impact of our strategies. Staff meetings, NID's and "on the fly" discussions of how students are doing are important ways for us to monitor our students informally on a day-to-day basis. We regularly meet with students though grade group meetings. Last year we began a Student Advisory Committee which polled students and as such we will ask them to continue with their surveys. Report cards are another important tool for us to measure as we look at Work Habits, Core Competencies, Goal Setting and Self-Reflection and the increased use of the Circle of Courage as all areas of our teaching. We use several student surveys during class time which also address how students are doing and feeling. Formal measures we use include our annual LIF tool and the annual Provincial Student Learning tool



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

1. Help students discover future careers.

B. Rationale

There are employee shortages in many fields. We believe students should be aware that trades and vocational activities are not a lesser option to university. High tech and well-paying jobs are available to grads. Students have several options to get started in high school from earning credit for work experience to completing college level courses and have them paid for by the ITA and the education system giving them a leg up upon graduation.

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

We will expose students through word of mouth, assemblies, college campus tours, trades people guest speakers and class research. As well as implementing career sections in our Careers 10 and 12 courses.

We will promote Youth Work in Trades and Youth Train in Trades formerly known as ACE-It.

We will help student apprentices to attend college while in high school and to take advantage of school district and ITA sponsorship. We had 7 student apprentices (Sept 2021), 4 of whom are now in or have been recently in college. Currently we have 3 apprentices and growing. We are actively working with students and employers to find workers through our Work Experience program.

We currently have 15 students working and gaining credit for Work Experience. We have a close relationship with Vaagen who employs a number of our students, we will continue to growth this area and others.

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

Our students will find work in skilled trades during high school.

Our students will work at jobs that they may pursue after graduation.

We will have some of our Youth Work in Trades students go to college during grade 12.

Our numbers will continue to grow in Youth Work in Trades and work experience