

Walker Development Centre

School Plan 2025-2026

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Purpose and Vision:

School Plans are school-specific strategic plans that are

- Collaboratively developed
- Focused on student learning goals
- Aligned with the District Strategic Plan
- Evidence-informed using a cycle of improvement
- Specific, measurable, achievable, relevant, and time-bound

Scanning: What is going on for our learners?

Students at Walker Development Centre (WDC) have unique learning profiles, with shared needs for intellectual growth and meaningful successes.

Observations:

- Elevated enrolment of priority students:
 - Students with diverse abilities or disabilities
 - Students with Indigenous ancestry
 - Students identifying as LGBTQ2S+
- Many face trauma, challenging life circumstances, or histories of disengagement.
- Success is critical for impressionable learners (ages 12–19).
- Adult graduation rates in this population impact life chances.
- Limited cross-enrollment reduces social and experiential learning opportunities.

Focusing: What is going to give us the biggest impact?

Targeting the areas where we can most influence student outcomes will help maximize success.

- **Social-Emotional Growth & Resilience:** Develop age-appropriate skills for thriving in school and community settings.
- **Successful Transitions:** Increase student transitions back to traditional high school or community integration/grad.

Inquiry Questions: *How can students develop resilience, social-emotional skills, and independence? How can we support meaningful transitions for students?*

Developing a Hunch: What is leading to this situation?

Understanding the underlying causes can help us identify the most effective interventions.

- Communication opportunities among students, families, and staff
- Flexible scheduling within open hours presents opportunities
- Limited cross-enrollment and shared programming
- Transportation barriers affecting attendance and participation

Learning: What do we need to learn?

Staff need to explore strategies and knowledge that will help address both academic and social-emotional needs.

Focus Areas and Methods

- Art therapy and creative emotional supports
- Safety, student wellness, and mental health
- First aid and life skills
- Differentiated instruction and innovative pedagogy
- Trauma-informed practices, Indigenous pedagogies, and anti-racist approaches
- Staff inquiry groups, workshops, and professional development

Taking Action: What can we do differently?

Applying what we learn in concrete ways allows us to make a meaningful difference for students.

Strategies

- Monitor attendance and engagement closely
- Strengthen partnerships with agencies, RCMP, Foundry, FIS, CYMH, and local employers
- Deliver specialized, personalized instruction and assessment
- Innovate teaching practice through professional growth
- Update referral and intake processes
- Enhance counselling and trauma-informed supports
- Integrate Indigenous pedagogies and anti-racist education
- Provide adaptive social skills development opportunities
- Track student transitions to high school or graduation
- Expand cross-enrollment opportunities
- Offer certifications (First Aid, Food Safe, WHMIS, Driving)
- Promote pro-social engagement through community experiences and role models

Checking: Have we made enough of a difference?

Reflection and evidence help us determine what is working and where we need to adjust.

Possible Indicators:

- Course completion rates
- Demographics and outcomes for priority students
- Empathy interviews with students
- Responsiveness of programs to student needs
- Participation in pro-social activities
- Growth in attendance and positive relationships
- Conduct violation trends
- Transition tracking (high school return, graduation)
- Success of partnerships with schools and community organizations