



“Bringing Learning to Life”

Port Hardy Secondary School

SCHOOL PLAN

2020-2021



Principal: **Rena Sweeney**
Submitted: **June 15, 2020**

Introduction – School Context

The School describes the contextual elements that have a major impact on its decision-making, including the assets and challenges that affect the school's response to improving student achievement.

School Mission Statement

At PHSS we provide an inclusive learning environment, embrace diversity, and help students develop a sense of self through engaging learning experiences.

School Context

Port Hardy Secondary School has a projected student enrolment of 278 students in grades 8 to 12 for the 2020-2021 school year. Approximately 62% of the student population is of First Nations ancestry, with many of our students coming from schools in the Kwakiutl, Gwa'sala 'Nakwaxda'xw, and G̓usgimukw communities in our catchment area.

During the 2019-20 school year, we were excited to start our school pole project. With the donation of a log from Western Forest Products and the support of the Kwakiutl Band and the First Peoples' Cultural Council, we were able to hire carvers Mervyn Child and David Knox to begin carving our school pole. The shared vision between the school, the Kwakiutl Band, and the carvers was that we would weave the traditions, technique, and protocols of pole carving and raising throughout the year's curriculum so that all students would be involved in, and connected to, the experience. Our ultimate goal is that the pole will recognize and announce our identity as a school and will further promote a sense of being, belonging, and becoming for all members of our school family. We also see that through this time of exploration and discussion about our identity, it will be a powerful year to revisit our school vision statement with students, families, and community with the intent to capture a revised statement of who we are.



Unfortunately, due to factors outside of our control, our pole project was delayed several times. Carving is now well underway on the pole with a new date for raising the pole on June 21, 2021 (National Indigenous Peoples' Day). Students in our Shared Understandings courses (grades 8 and 11), Kwak'wala 8-12, Textiles 9-12, Canadian Indigenous Studies 12, Foods 8-12, and Woodwork 8-12 will work throughout the year to plan for our pole raising celebration. Elders and other role models regularly work with students in the school, and we know that they will play an essential role in helping us to prepare for this community event. In addition to the specific preparations for the celebration, all students will be involved in learning about the customs, protocols, and symbolism of carving and raising our pole through cross-curricular connections in other classes, and through specific learning opportunities in Homerooms.

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For the last several years, PHSS students have taken part in Homerooms. During the 2019-20 school year, Homeroom was scheduled once weekly but teachers felt that this timing did not allow us to maximize opportunities to build connections with students as we had been able to do previously when Homeroom was scheduled four mornings a week. For the 2020-21 school year, we will return to beginning Monday-Thursdays with a short Homeroom. These blocks are designed for teachers to build a stronger connection with students and for students to have a consistent check-in and start to each day. They also serve to build a stronger sense of community among our school, as the multi-graded groupings in each room take part in projects, challenges, and campaigns involving social issues throughout the year.

We will continue our focus on building engaging learning experiences through our community connections in all areas of curriculum. Elders, role models and other community members regularly take part in many of our learning experiences through presenting to classes, leading activities, and accompanying field trips. Many teachers take advantage of the afternoon long blocks to plan field trips in the community or in the local natural world. We are fortunate to have many local recreation facilities, businesses, professionals, and field experts generously share their time to make these trips possible. With the return of Social Justice and Outdoor Education courses this year, we anticipate even more opportunities for community engagement and land-based learning opportunities. We will also continue to work with local industry to support students in Work Experience and Youth Apprenticeship placements.

For two years, PHSS has held a Student Health and Wellness Conference in the fall. Students have been involved in suggesting and selecting topics for workshops, which have then been facilitated by community members and agencies. In the past, students' workshop requests have included information on depression, art therapy, eating disorders, eating for fitness, weight training, anxiety, and online safety. We hope to continue with our planned Health and Wellness Conference in October 2020, but will need to first ensure we can gather in this manner. It is possible that information on topics of importance to our youth can be shared through Homerooms if we are not able to gather in larger mixed groups in a conference forum.

Summary of Student Body Assets

PHSS has a diverse group of students with high expectations for their learning, and a strong desire to be recognized and valued as individuals. Our students take pride in their First Nations culture and many are involved in in-school and out-of-school cultural activities. We will continue to build leadership in our student-led Culture Club, who meet weekly and sharing dances and song at school events.

Students have strong social responsibility skills and a high number of students are willing ask for help to discuss concerns and work out solutions. Students know the supports available for them in the school and actively seek these out for themselves or their peers when needed. Through student suggestion and leadership, clubs sponsored by staff in the previous year included SOGI Club, Drama Club, Games Club, Fitness Group, and Culture Club. A large number of our students are passionately involved in basketball, soccer and volleyball teams at both the junior and senior level at the school. We will continue to support extra-curricular activities and sports in areas of student interest, as we are able to,

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within any parameters set by social distancing guidelines.

A large number of our students take part in shop classes, and are strong with hands-on activities. During the 2019-20 school year, woodwork students completed two outhouses and a storage shed for community members, and metalwork students designed and created metal art for donation to a Rotary Club fundraiser. Plans for fall 2020 include the construction of a covered outdoor learning place in the garden, with which Carpentry and Joinery 12 students will assist. We will continue to seek opportunities for partnerships between school and community in the future to increase “real world learning” and school pride.

Summary of Student Body Needs

With grade eight students coming from three Band schools as well as from three School District 85 schools, a significant focus each spring is to provide transition opportunities to bring the grade seven students together for tours, activities, and informal opportunities to spend time with each other. Students, along with their grade seven teachers and parents, have let us know that these opportunities help to alleviate much of the anxiety that students and parents feel at the transition to the secondary school. As it was not possible to bring students together at the school in the spring of 2020 due to social distancing measures, staff met with students through Zoom calls and online activities, and shared videos made by current students to give insight into what it means to be a student at PHSS. We will begin the 2020-21 school year with a focus on welcoming our new students and providing opportunities for them to get to know support staff and teachers. Current students will play an important role in this through mentoring and supporting.

Our students come from diverse backgrounds, and we have a strong support team to assist with needs related to food security, social-emotional supports and other factors which can impact student attendance and achievement. Our intent is to assist with these factors so that students are ready to engage in their learning. We recognize that planned learning opportunities need to be engaging, relevant, and appropriate for each student. We continue to work as a teaching staff to develop lessons that are diversified and responsive to student needs.

Throughout the recent online learning necessitated by the pandemic, all our staff worked together with a focus on reaching out to all students, including and especially those who were hesitant to engage. When teachers could not contact a family during the week, the name was passed on to the support team who reached out in different ways (eg, professional accounts on Snapchat and Facebook) to make contact. This has led to deepened connections between students and various school staff, which in turn has positively impacted learning engagement. We want to maintain and further build on these relationships for learning by collecting data on “student contact” and continuing to be as persistent in reaching out to those who have not contacted us.

Our hope is that student attendance will increase if we keep this “outreach” up in a structured fashion. Furthermore, we are seeking student input in finding out what may keep a student from attending in order to respond better to their needs. We will build “Attendance Focus Groups” of students who have improved their attendance, to discern factors under our control as educators and as a school to

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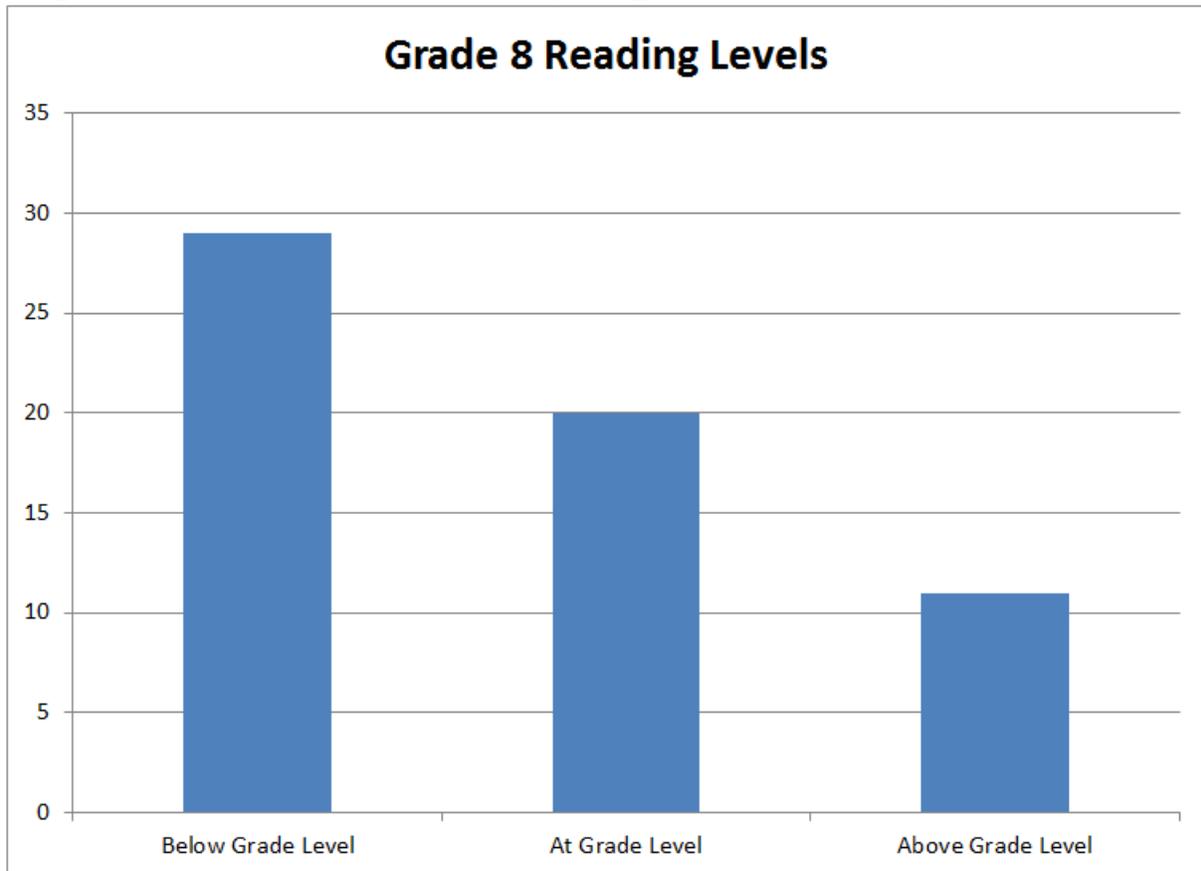
improve student attendance.

Within the past three months, staff capacity in terms of technology has increased tremendously. Offering online learning has had its challenges, and we were able to support our students with technology needs, lending out over 40 laptops. Students who had challenges with accessing on-line learning received hard paper copies on a weekly basis by door-to-door delivery. Other students thrived with technology-focused instruction and urged us to keep offering differentiated instruction, including online. During the times of distance and blended learning, staff increased, more than ever, the modalities of information delivery and choices of how students could demonstrate learning. We want to keep this momentum and expand it. A focus of our September Inservice will be the implementation of Google Classrooms to ensure that in the case of a return to remote learning, all students will be accessing their online learning on the same platform. Ideally, we will return to in-person instruction as usual in the fall, and students will continue to benefit from teachers' consistent use of Google classrooms to differentiate instruction and provide a similar structure for course organization and communication.

Section 1 – Student Achievement Profile

Course Marks:

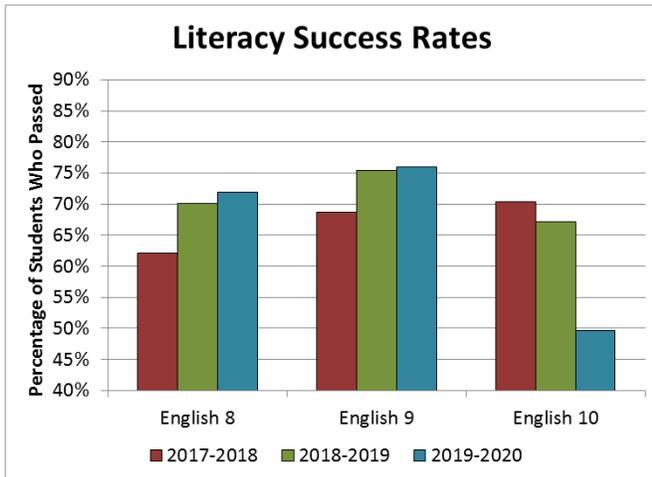
Reading Assessment Grade 8: Fall 2019 (spring 2020 not available)



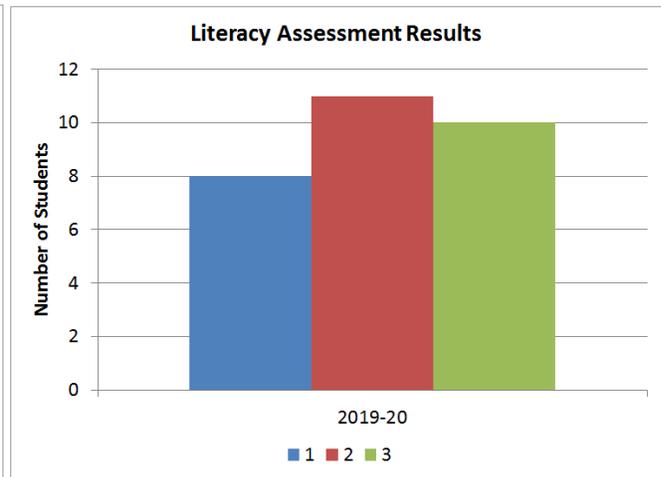
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Literacy 10 Assessment:

Course Marks Grade 8-10

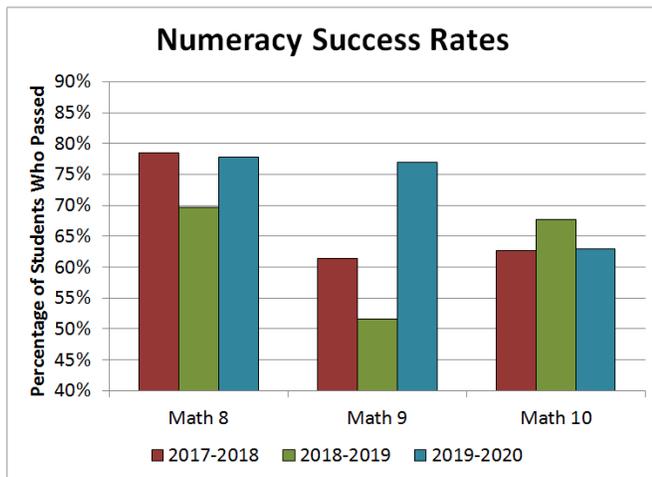


Grade 10 Provincial Assessment

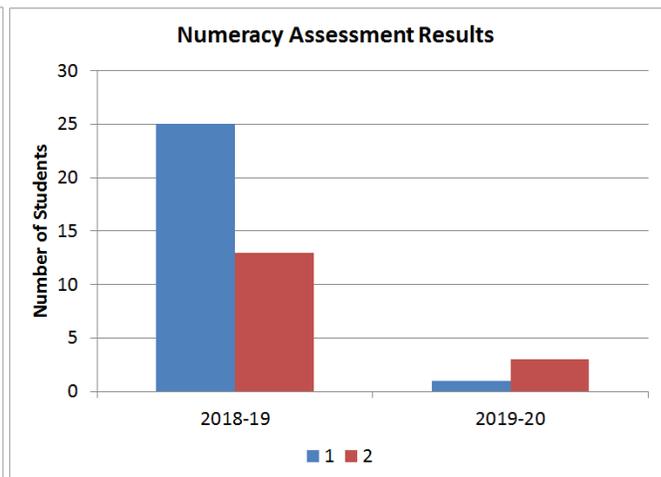


Numeracy 10 Assessment:

Course Marks Grade 8-10



Grade 10 Provincial Assessment



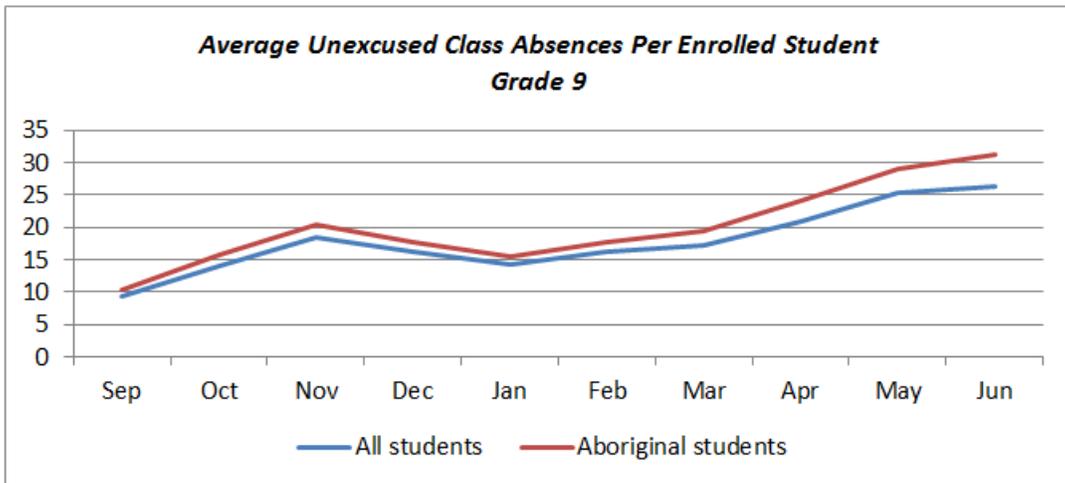
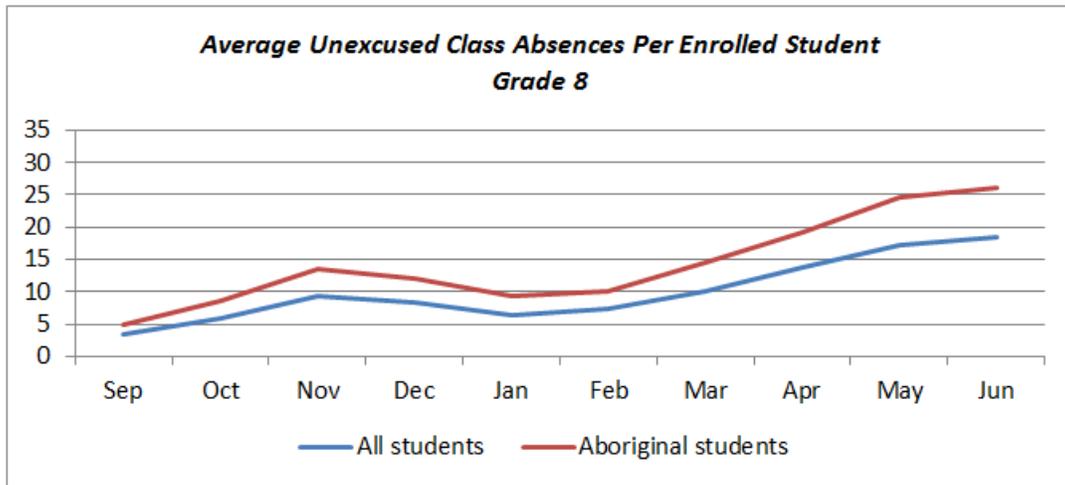
Graduation Rates (Six Year Completion): to be added

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Attendance:

Attendance (2018-19): Average Unexcused Class Absences Per Enrolled Student										
Grade 8	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All students	6.6	11.1	15.1	13.1	12.3	13.2	15.3	13.7	17.3	18.3
Aboriginal students	8.6	15.2	20.5	17.9	16.6	17.1	20.8	19.2	24.6	26.0

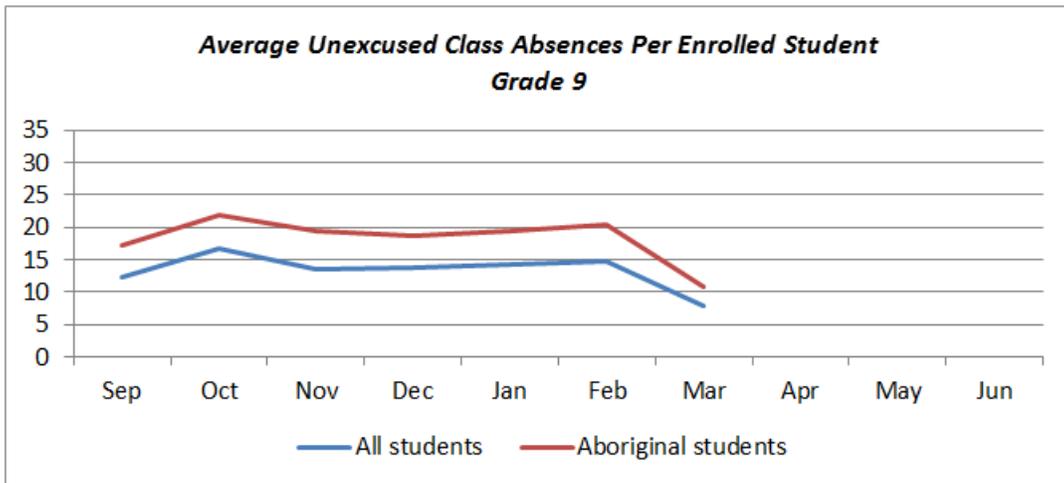
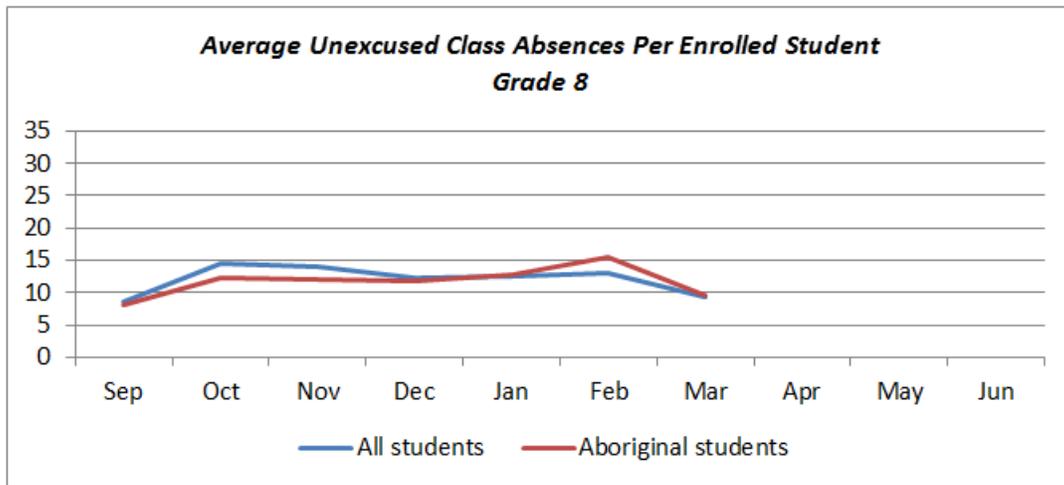
Attendance (2018-19): Average Unexcused Class Absences Per Enrolled Student										
Grade 9	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All students	9.4	14.1	18.4	16.1	14.4	16.4	17.3	21.0	25.4	26.3
Aboriginal students	10.3	15.8	20.4	17.7	15.5	17.8	19.4	24.2	29.0	31.3



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Attendance (2019-20): Average Unexcused Class Absences Per Enrolled Student										
Grade 8	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All students	8.5	14.4	14.0	12.4	12.6	13.2	9.4	No data due to Covid-19		
Aboriginal students	8.0	12.2	12.1	11.9	12.8	15.6	9.7			

Attendance (2019-20): Average Unexcused Class Absences Per Enrolled Student										
Grade 8	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All students	12.4	16.7	13.5	13.8	14.2	14.8	8.0	No data due to Covid-19		
Aboriginal students	17.2	21.9	19.5	18.8	19.5	20.4	10.9			



Section 2 – Professional Inquiry

School Inquiry Project - Application (2020-21)

School: Port Hardy Secondary School

Question: To what extent will school-wide activities improve the school community, spirit and respect among staff and students?

Scanning: *What's going on for your learners? How do you know? What student achievement evidence are you looking at? What is your baseline data?*

We have decided to continue with the same Inquiry question from last year's project, because we were not able to complete the tasks and inquiry as planned as a result of the covid-19 global pandemic but could see the beginning of positive changes in attitude.

Over the past few years, staff observed what appears to be a lack of school spirit and sense of belonging for many students. There are students who are physically present in the school building but are not attending their classes. A consequence of student absenteeism is course failure. Students that attend class participate in more instruction and guided practice, and are therefore more successful with course work. A sense of school belonging has been documented as a predictor of academic and psychosocial success. We also observed that the level of participation in interactive school-wide events, such as theme days and student council assemblies, is low. These activities are aimed at engaging and including all students in the school community, and we believe students at present are not getting the benefit of a sense of belonging in their school unless we increase our focus on this area.

During the 2018/19 school year, students attended a daily homeroom Monday through Thursday. Classes were made up of multi-graded groups to allow students to build connections across the grades and to provide older students with mentorship opportunities. Mornings began with announcements, and then moved into a discussion or activity often related to a theme connected to core competencies. For 2019/20, homeroom was reduced to one morning per week and the majority of teaching staff felt this resulted in decreased attendance to homeroom as well as decreased student engagement and sense of belonging.

Because we are continuing with last year's inquiry, we will use the same baseline data of 2018/19 attendance reports, marks, student council reports from school activities, as well as the 2019/20 attendance reports, marks and student council activity reports. Anecdotal evidence from students and staff was collected via online surveys and post-event surveys in the first half of the 2019/20 school year. We will include these data in our findings, rather than as part of our baseline, since we are combining our findings from 2019/20 and 2020/21.

Focusing: *Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?*

Our focus will be on the students' sense of belonging and engagement within the school and the classroom. Educators know that having a sense of belonging has a positive impact on individual academic and social emotional success. We believe that a sense of belonging will improve with inclusion and engagement. We strive to increase both inclusion and engagement by asking our students for more feedback and input. Our baseline data show that students who have a higher absentee rate are more likely to have lower grades. Being successful in school, means passing classes and graduating within 5-6 years of beginning grade 8. Students that attend class receive more guidance and support and are therefore more successful in their courses and more likely to achieve graduation within the 5-6 year goal.

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In our 2019/20 inquiry proposal we noted that staff observed students were comfortable socializing in the hallways but that they (students) may misinterpret this comfort as a sense of belonging. Our focus has been to shift that sense of belonging into one that aligns with the objectives of the school. The PHSS mission statement refers to developing “a sense of self through engaging learning experiences”. The staff will work together to provide engaging learning experiences in the classroom and they will work with the student body to provide engaging learning experiences within the school as a whole that will contribute to a sense of ownership on the part of the students. With the students being involved in creating the school-wide engagement activities, we anticipate greater involvement and sense of belonging on the part of the students.

Developing a Hunch: *What’s leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)*

Absenteeism, even legitimate absence, has a negative impact on student achievement. Gaps in knowledge/learning result from past absenteeism and compound student frustration. We have found that students in grades 8 and 9 tend to have consistent attendance but when they reach the older grades, some have fallen into a habit of not attending classes. We want to break this pattern by focusing specifically on instilling more of a sense of belonging, student engagement and a responsibility for learning in the younger students. We think that students who have a sense of belonging within the school community will have greater desire to be at school. This will lead to better attendance and subsequently improved successes in the classroom.

There are many possible reasons why students choose not to attend class. It is our belief that some students do not see the relevance or value in the skills and content being taught in the classroom or they do not find the school or classroom as a fun and engaging environment and therefore choose not to attend. We hypothesize that student engagement suffers when students think the work is too easy or moving too slow; when they are not interested in the subject or topic; find the work is too difficult or moving too fast and they get overwhelmed; or they do not feel a sense of comfort and belonging in the school building and/or classrooms. We will build focus groups of students to more deeply explore reasons for skipping vs attending classes to increase engagement.

Student engagement at school can be further impacted by reasons outside of the educators’ control, including student or family belief that school is not important; past patterns of interaction between school and home (rooted in colonialism); and family/personal life challenges, including a lack of sleep or nutrition. While we do not have direct control over some of the aforementioned reasons, through our interactions with students and our planning of differentiated lessons we can mitigate some of the effects. We do need to be cognizant of these possible reasons. Educators in their classes can control how they plan and deliver lessons, support and promote school policies, their own interactions with students, and their own participation in school-wide activities. As a school, we can and will decide to have our students’ voices heard and to ask them for feedback in order to foster school belonging.

Professional Learning: *What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?*

To build on last years’ plans, we will increase teamwork and participation. The first change we will make is that teachers and support staff will work together, to deliver relevant and engaging homeroom lessons. Education Assistants will be assigned a homeroom for the school year to help build the sense of community and consistency among the students in the room.

Secondly, staff will have the opportunity at our September Inservice Day, to collaboratively plan for making

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lessons as relevant as possible, for both homeroom and scheduled classes. During the past year of remote and blended learning, staff cooperation and learning from each other has increased. We want to keep this momentum going. We will plan together how to extend learning into the community. In return, we want to invite more community members to come into our school (eg, First Nations role models), to share their learning with students. Learning is a deeply social process; and we want to strengthen learning by modelling and supporting social connections.

We will continue the monthly themes from last year for homeroom lessons and challenges, thereby providing a unified approach to the homeroom topics while still respecting teacher autonomy in the delivery of the lessons. We would like to provide opportunities for this collaboration to continue throughout the year. This may be through TTOC coverage, or through providing meals for after-school meetings if TTOC coverage is not available. We would also like to provide opportunities for team building activities among staff so that we may lead by example the value of inclusion and camaraderie.

We will build upon the success of our last two Health Conferences. This day-long event allowed many community agencies to offer workshops on topics requested by students. These topics included self care, sports nutrition, art therapy, and information on addiction. Students and staff took part together in the day of learning, and we closed the event with an active, fun competition in the gym. We intend to host a similar event in the fall of 2020. We hope to continue the theme of mental health and self-esteem with a presentation by Green Thumb Theatre in the spring of 2021. This will be a learning experience for both students and staff.

It is our intent a team of two teachers attend the NOIIE conference in the 2020/21 school year, and work with the staff upon their return to share strategies learned to further motivate and engage students.

Taking Action: *What are you doing about it? What will staff do differently? How will you know if it's working? What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*

The goal of our inquiry is to improve students' overall engagement and sense of belonging in the school. We expect that achieving this goal will result in a more positive and respectful school environment and improved attendance and marks for students. Staff has expressed an interest in returning to 4 days a week with the homerooms as they were started in 2018/19. We will continue the calendar of school-wide themes and scheduled events and/or competitions to help unify the homerooms and develop the sense of belonging and inclusion in the school. Following the successes of the Fall Health Conferences and Spring Sports Day, we will be running similar events again this year.

Student Council runs a number of events and assemblies at PHSS. Those events will continue this year and there will be an increased effort on the part of staff to assist and/or participate in those events to encourage more student involvement.

Checking: *Have you made enough of a difference? What evidence will you be seeking to know you are making a difference? When will you check in and how often? How can you do it in a way that allows for immediate adjustment?*

We will be using attendance data, student engagement surveys, and anecdotal evidence from both students and staff. Engagement surveys will be conducted following large school events, such as the health and wellness day, as well as a mid-year survey on homeroom. We are using student engagement surveys and staff feedback on homeroom and engagement from both the 2018/19 and 2019/20 school years to guide us in our actions for our 2020/21 inquiry. Students have expressed a desire for more school-wide events and staff have identified homeroom as being successful in creating a sense of community at PHSS. We will be surveying students mid-year about homeroom and will make adjustments as the results suggest. Attendance records, report cards and a

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year-end satisfaction survey of staff and students will also be used to assess the impact of our actions.

Itemize Your Budget Request:

- Inquiry conference - IOP and/or NOIIE
- Time in lieu for staff working on inquiry and staff collaboration time
- Day planners for students (for those students whose teachers or case managers recommend them)
- Attendance rewards (for individuals and/or homerooms)
- Contest prizes (for homeroom challenges)
- Health conference and prizes (gold stars)
- \$845 Green Thumb Theatre performance (mental health, spring 2021)
- Sports day events and prizes
- September in-service (google classroom)

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Section 3 – Focus on Learning

Summary of Priorities based on selected data						
1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
Improvement in number of students reading at grade level		Fail assessment with ELL teacher to identify new students who may be struggling; regular reading support (targeted interventions)	ELL Teacher to work with support staff to familiarize them with Corrective Reading program	Spring assessment	ELL Teacher/ LARTs: Assessment and reading support; EAs: Regular reading with individuals and groups	Corrective Reading
Improvement in graduation rates	All Grade 12 students	Early identification of grade 12 students who are struggling; meetings with students/ parents/ staff and documented plan for support.	Staff collaborating on supports available to help students who are struggling.	Ongoing monitoring of grade 12 students	Classroom Teachers: Keeping students/ parents/ admin informed of progress and concerns. Principal: Monitoring progress. Support Staff: Supporting student in creating and following plan. Student/ Parents: co-writing and following support plan	Support plans
Improvement in attendance rates	All students	Monthly attendance tracking. Weekly attendance incentives. Teacher initiate communication home. The School Based Team will follow up and support.	Staff collaborating on developing and refining strategies for improving student engagement	Data Tracking	Teachers: collaboration to adapt lessons to promote engagement in learning; regularly communicating attendance concerns to families as per policy.	

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		problem solving. Student Focus Group.			SBT: follow up with students who are below 50% attendance. Admin and support staff: working with families to create attendance support plans. Vice-Principal: Monitoring student attendance data, giving out attendance incentives	

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Additional School Goals (Optional)

Goal #1 •
Goal #2 •

School Name: Port Hardy Secondary School
School Year: 2020-2021
Date of Plan: June 15, 2020

Ratified by School
Staff: _____

Signature of Principal: _____