



*“Bringing Learning to Life”*

# Port Hardy Secondary School

## SCHOOL PLAN

2023-2024



Submitted: July 7, 2023

**SCHOOL PLAN 2023-2024**  
**PORT HARDY SECONDARY SCHOOL**

Principal: Ms. Jillian Walkus

**Introduction – School Context**

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 is the larger of two secondary schools located in Gwa’dzi (Port Hardy) on the unceded territory of the Kwakiutl. Projected student enrolment for the 2023-24 school year is 324 students in grades 8 to 12. We have a strong First Nations presence in our school, with approximately 60% of our student population identifying as Aboriginal or Metis. In addition to serving learners and families within the town of Port Hardy, our learners also travel by bus from the communities of Tsaxis, Storey’s Beach, Tsulquate, Quatsino and Coal Harbor. Our family of schools include two district elementary schools, three First Nations band-operated elementary schools, and a denominational independent school. Port Hardy Secondary is focused on quality instructional practice, improved student engagement and the development of respect and empathy through meaningful school experiences.

In addition to 17 classroom teachers, our teaching staff includes 2 administrators, 3.25 learning assistance and resource teachers, a .50 teacher-librarian, a .50 English Language Literacy teacher, a .50 counsellor as well as trades program teachers in metalwork, automotives, woodwork and cooking. Our support staff is comprised of Special Education Assistants, Child and Youth Care Workers, First Nations Support Workers, a First Nations Connections Worker, Administrative Assistants, Library Clerk, and Noon Hour Supervisors.

Port Hardy Secondary consists of one main building oriented around the main office and the learning commons with a variety of wings or hallways extending from the central radius. We have a well-maintained gymnasium, multi-purpose room and a mezzanine, which houses fitness and weight rooms. There is also space for counselling, a social emotional support zone, and learning zones for academic supports. Most recent capital projects include the installation of a shop extension. The shop expansion provides additional square footage for both metalwork and woodwork classes and ensures regular class size numbers can participate in trades programming. Creating an inviting and common area for learners to gather prior to school and during lunch hour is an identified need for future upgrades or projects. Our school grounds are well equipped with two sports fields, an asphalt track, a garden, outdoor basketball areas and a fire pit area. The installation of a roof structure over the fire pit is anticipated in the 2023/24 school year.

Summary of Student Body Assets

PHSS has a diverse group of students who are recognized and valued for their individuality. Students are friendly, capable, and inclusive. Students report feeling safe and welcomed at school<sup>1</sup>. They are supportive and loyal to their friends and demonstrate compassion for others. They know the academic and social-emotional supports available to them in school and actively seek these out for themselves or their peers when needed. Outside service providers frequent the school and utilize spaces on-site to connect with youth. Generally, students value relationships with adults in the building and a large

<sup>1</sup> 2022/23 and 2021/22 Student Learning Survey grade 10,12 and PHSS Wellness Survey 2022

**SCHOOL PLAN 2023-2024**  
**PORT HARDY SECONDARY SCHOOL**

number<sup>2</sup> can identify 2 or more caring adults at school. It is evident that clearly developed bonds with learners exist and these caring relationships extend to all staff members. Custodial staff report feeling valued and appreciated by learners and learners identify them as a supportive adult.

Student talents are visible in school and the community. Our students display their extraordinary gifts as art in hallways, drama productions, and music.

Learners have high expectations for their learning and work hard to achieve success. There is a strong commitment to achieving honor roll status and learner's pride themselves on reaching this each year. Honor Roll celebratory lunches are well attended; a fancy sit down lunch was well received by learners and extending an invitation to a plus 1 for each scholar adds further cache and acknowledgment for a job well done. Many students work or volunteer outside of school hours; local



businesses and community agencies speak highly of their commitment and acknowledge strong work ethics. Career Life Connections 12 learners volunteer on a weekly basis at the Port Hardy Seniors Centre and several grade 8 learners volunteer at Eagle View Elementary. This year 24 students were enrolled in Work Experience 12 and received additional credits towards graduation for their paid or volunteer work outside of the school.

“There are so many students who love the arts right now, who are bragging about the instruments they play and what creative things they made.”  
Staff member, 2023

There are many leaders among the student body. Student Council organized several large groups events such as dances, fundraisers, spirit weeks as well as celebratory days and these were well received by the student body. Student mentorship of grade 7 learners during transition activities included PHSS volunteers from all grade levels. This year's Youth Discover Trades event had Metalwork, Woodwork and Food Studies students partnering with over 50 students from our family of schools; each grade 7 student assembled a wooden planter box, planted seedlings, and cut a metal name plate for their take home project. Student-led sporting activities included a futsal match against North Island Secondary School players, an afternoon of volleyball, and a lunch hour staff vs students' soccer teams event. These friendly pursuits fostered fair play and inclusion as teams were multigrade and of mixed abilities.

Clubs, activities, and athletics provide opportunities for all learners to find a niche and pursue a passion after school hours. Organized weekly clubs include Weightlifting, Dungeons + Dragons, Music and Students' Council. The Athletic Department works closely with outside coaches and teacher sponsors to ensure a variety of sports teams exist every year including cross-country, volleyball, basketball, wrestling, track and field, as well as soccer.

**Summary of Student Body Needs**

<sup>2</sup> 2022/23 Student Learning Survey 54% of grade 10s and 68% of gr 12s, 2021/22 Student Learning Survey 78% of grade 10s and 70% of grade 12s

**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

PHSS students have diverse backgrounds, and we have a strong team to assist with needs related to socio-emotional supports, food security 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. Bi-weekly attendance tracking, outreach by support staff and attendance interviews to identify barriers and supports needed will be continued. We recognize that planned learning experiences need to be engaging, relevant and appropriate for each student. One-third of our learners meet provincial guidelines for designated student services and one-fourth receive English Language Learning support.<sup>3</sup> We continue to work as a teaching staff to develop learning opportunities that are differentiated and responsive to student needs.

For some learners, school is a place where something happens to them; many learners report not having ownership or control of their learning and not knowing WHY they are learning something.<sup>4</sup> Additionally, learners have identified limited opportunities to apply concepts learned in school to other areas of their life.<sup>5</sup> We want students to be able to apply the knowledge and skills they learn with us to other challenges inside and outside of school. Helping students maximize the possibility of transfer includes making learning visible, actively monitoring ones' learning, and receiving effective feedback. Staff have identified the need for greater student risk-taking and persistence when faced with challenges. Additionally, executive functioning skills of time management, organization and prioritization were listed as learner development areas.

“All learners need to understand that moving beyond one’s comfort level is inherent in the learning process and a willingness to make mistakes, try something new, and respond with resilience is something all learners need practice with.”

Teacher, 2023

Mental health is an area of concern and need amongst learners. Student Learning Survey results and a PHSS Mental Health Google Survey (n=109) show that students report feeling anxious and stressed at school, have problems with sleep, experience issues with esteem and body image, and need support with relationships. Staff identify sleep hygiene amongst learners as problematic; not only does poor sleep contribute to lateness and missed learning opportunities, but it also makes it harder to concentrate and remember things. One-third of grade 10 students report sleeping well 4 times or more per week and half of grade 12s report sleeping well 4 times or more per week. Staff have identified a need for sleep education and the promotion of sleep hygiene for students and families; they posit busy teenage lives, work and after school commitments, as well as social media and electronic devices as contributing factors. Collecting student data on sleep is an area to further explore at the school level. Student Learning Surveys for grade 10 and 12 learners show the following information.

Does School make you feel stressed or anxious?		Sometimes	Most of the time	All of the time
Grade 10s 2020/21		16%	16%	33%
Grade 10s 2021/22		22%	19%	31%
Grade 10s 2022/23		20%	28%	28%
Grade 12s 2020/21		20%	20%	38%
Grade 12s 2021/22		23%	23%	31%
Grade 12s 2022/23		25%	20%	22%

<sup>3</sup> English Language Learning enrollment criteria requires reading 2+ grade levels below current grade

<sup>4</sup> Student Learning Survey 2023 gr 10 54% and gr 12 53%, 2022 gr 10 55% and gr 12 54%, 2021 gr 10 54% and gr 12 44%,

<sup>5</sup> Student Learning Survey, 2023, 2022 and 2021

**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

Many students report not learning how to care for their mental health at school and have identified the following (in ranked order) as preferences for learning: workshops, in-class with my peers and teachers, and guest presenters coming into our school or class. This data gives our staff, students, community partners and Parent Advisory Committee (PAC) information about needs, areas of focus, and preference for learning but further work in creating a comprehensive and school-wide plan for delivery of Mental Health resources, workshops, and events. We are fortunate to have partnerships with outside agencies such as a North Island Crisis and Counselling (NICCS), the Foundry, the Y-Star referral team, First Nations Health Authority, and local First Nations Health and Family Services teams; we will continue to strengthen relations and communications. A Mental Health in Schools grant provided the opportunity to create and plan mental health initiatives for the 2022/23 school year. May 19, 2023, saw the return of a school-wide Mental Wellness Conference for learners and staff; community partners and guest presenters provided a variety sessions and students attended 3 workshops throughout the day. Workshops sessions included Aromatherapy, Lil Red Dress beading project, Trauma-informed Yoga, Music and Campfire cooking, Smoking Cessation by QuitNow, Self-regulation Strategies, Cardio Dance as well as Art therapy and Cedar Weaving. Positive feedback from participants, staff and presenters was received; an area of focus for next year would be to increase student attendance by having a later start time, include incentives and have students invested in planning the day.

School approach to Indigenous Education and Reconciliation  
Improve 5-year graduation rates Indigenous learners.

**Next Steps:**

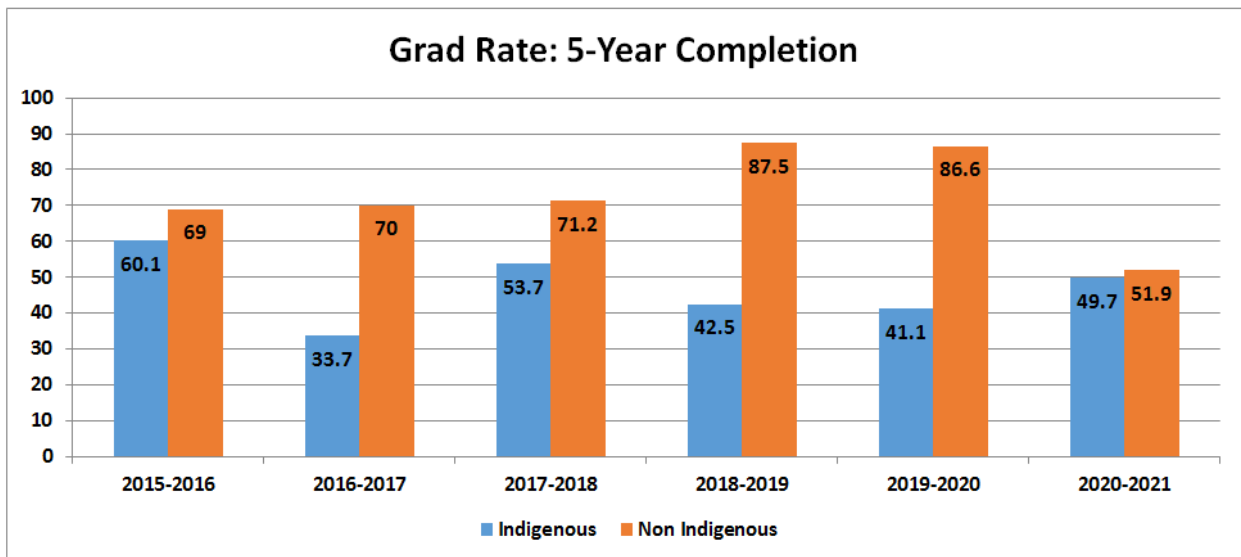
To achieve graduation parity for Indigenous learners, an examination of course completion and grade-to-grade transitions needs to be undertaken using the 2022/23 school year as the baseline.

Investigate and track Indigenous student retention rates for grade 10, 11 and 12 starting in the 2022/23 school year.

Continue graduation tracking system with FN District Principal

Continue disaggregating attendance data, contact families and interview to identify barriers.

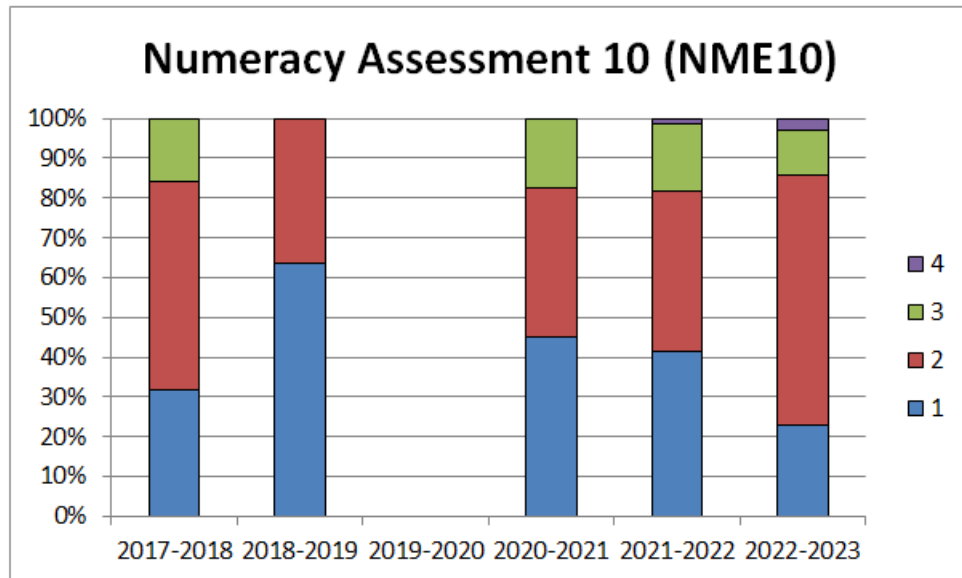
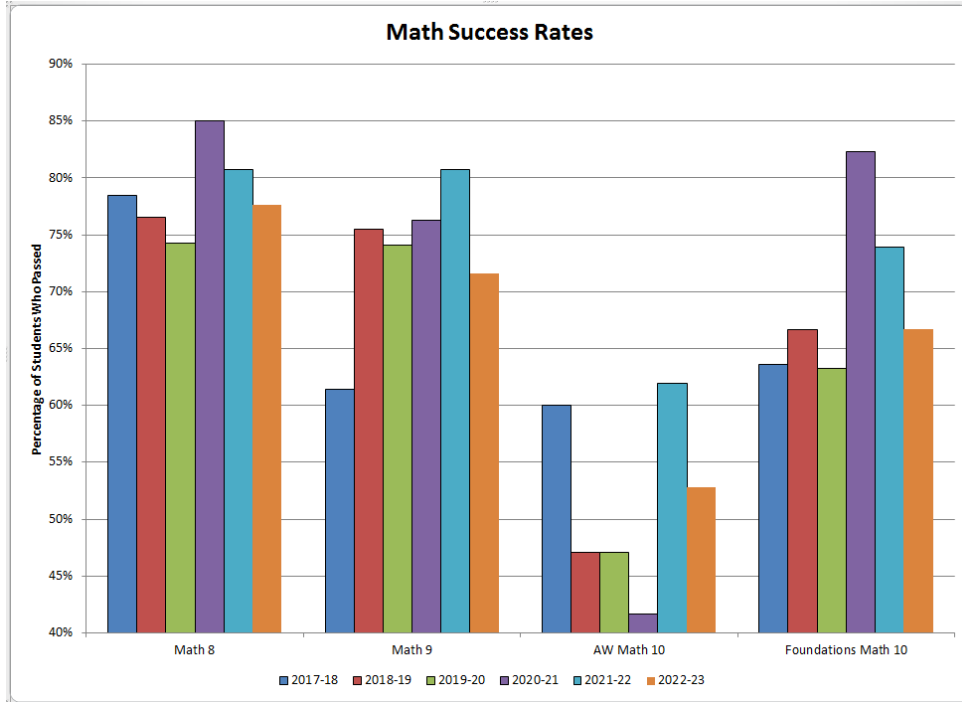
Launch an Attendance Matters campaign in September: involve stakeholders, families, and communities; use phone call out/email system to notify of AM and PM attendance for month of September; have Connections Worker promote use of MyEd Family portal app so caregivers can check attendance, progress, and communicate with staff.



**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

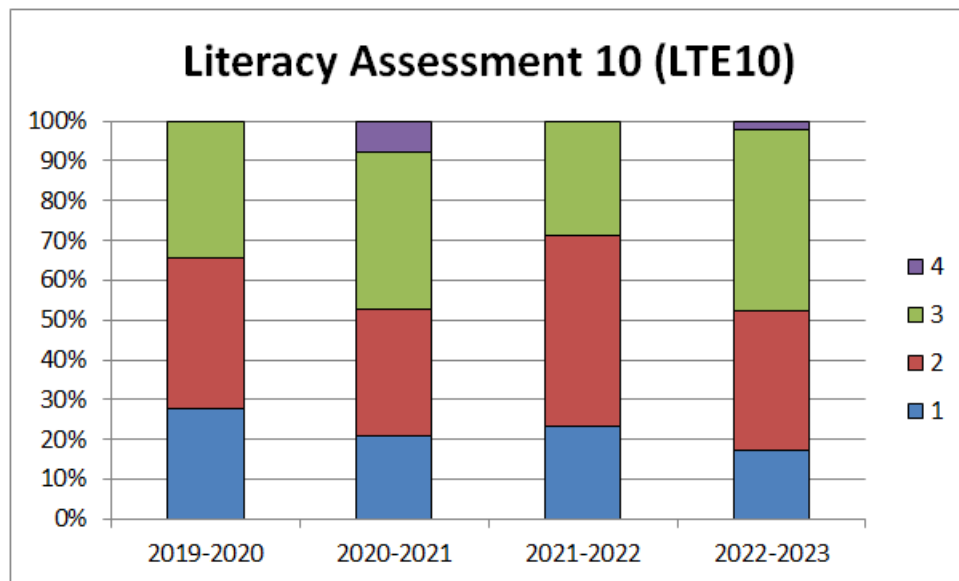
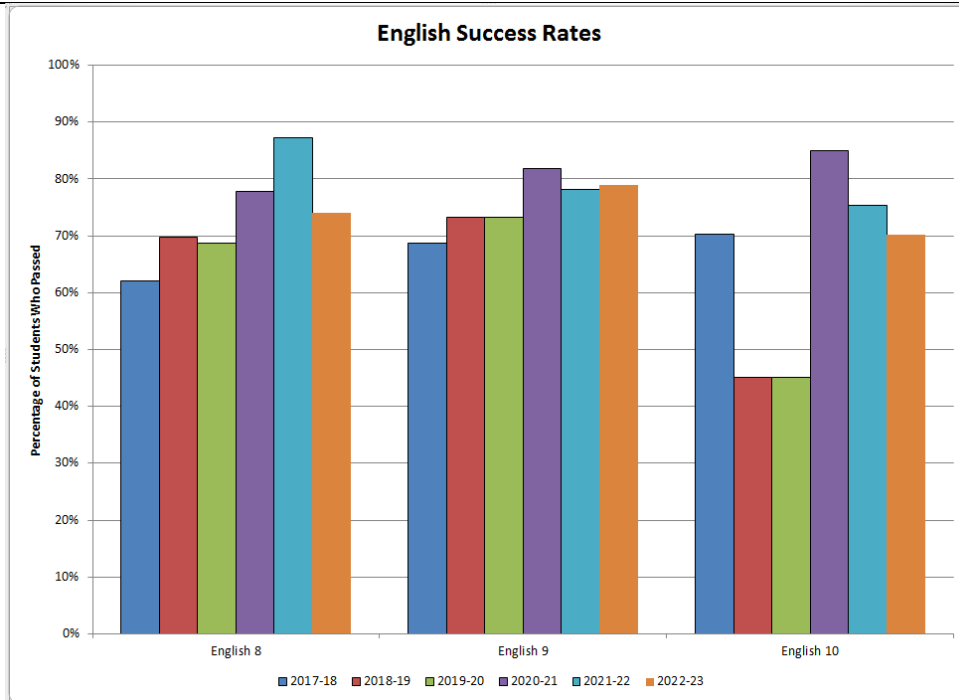
**Section 1 – Student Achievement Profile**

**Math 8, 9 and 10 pass rates and NME 10 assessment**



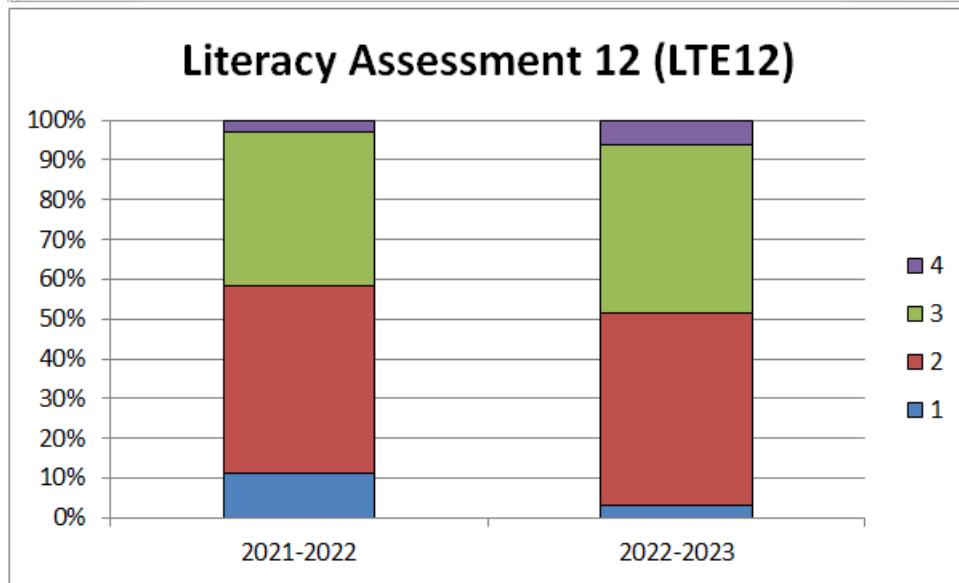
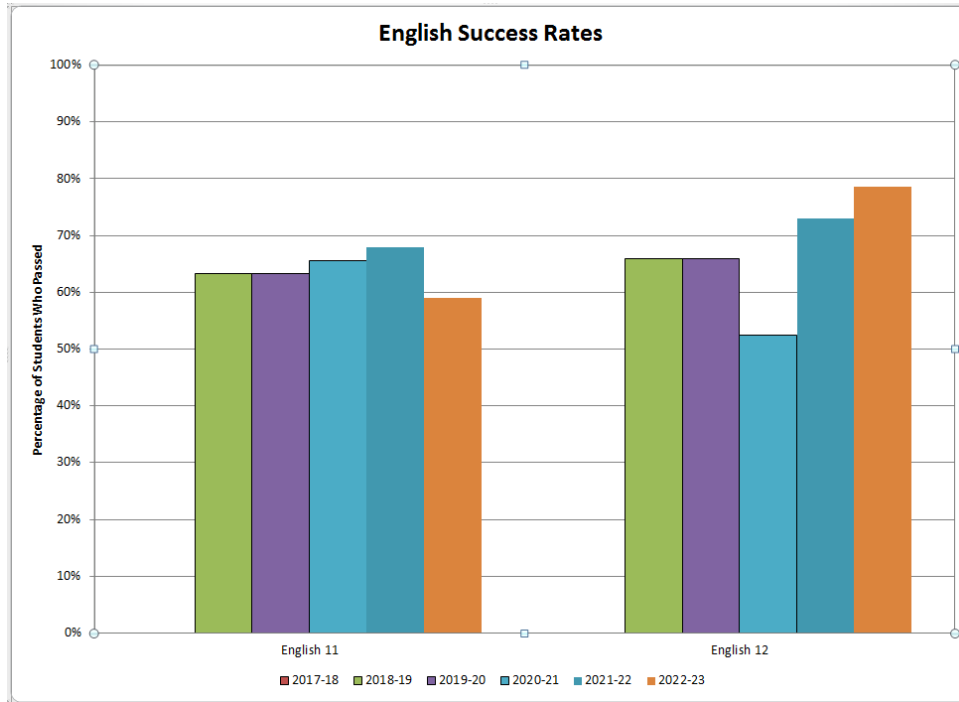
**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

**English 8,9 and 10 pass rates and LTE 10 Assessment**



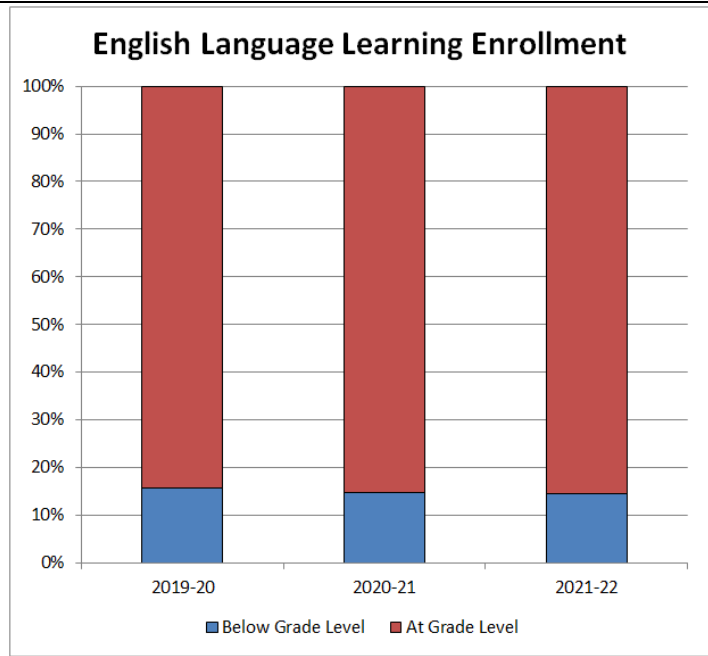
**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

**English 11 and 12 pass rates and the LTE 12 assessment**

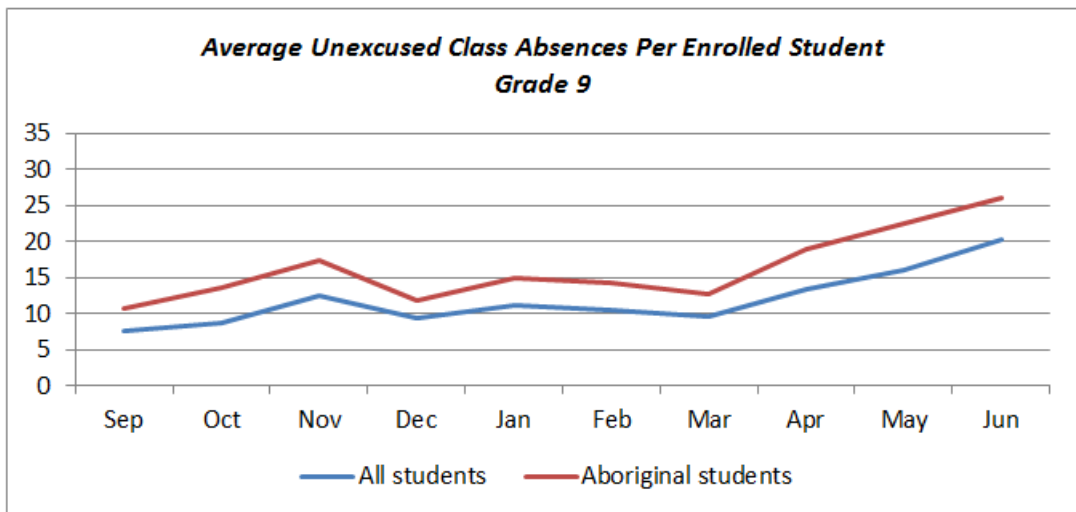
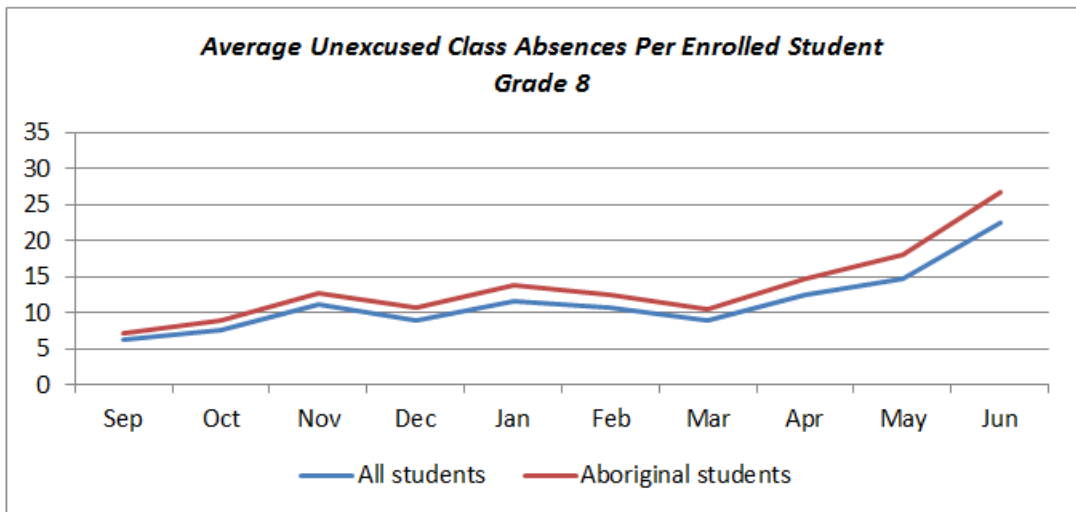




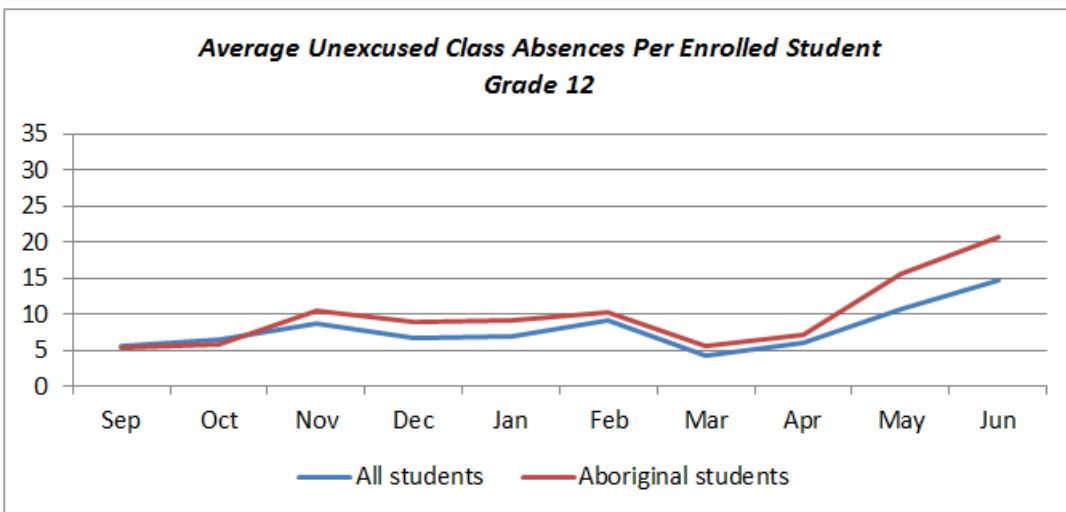
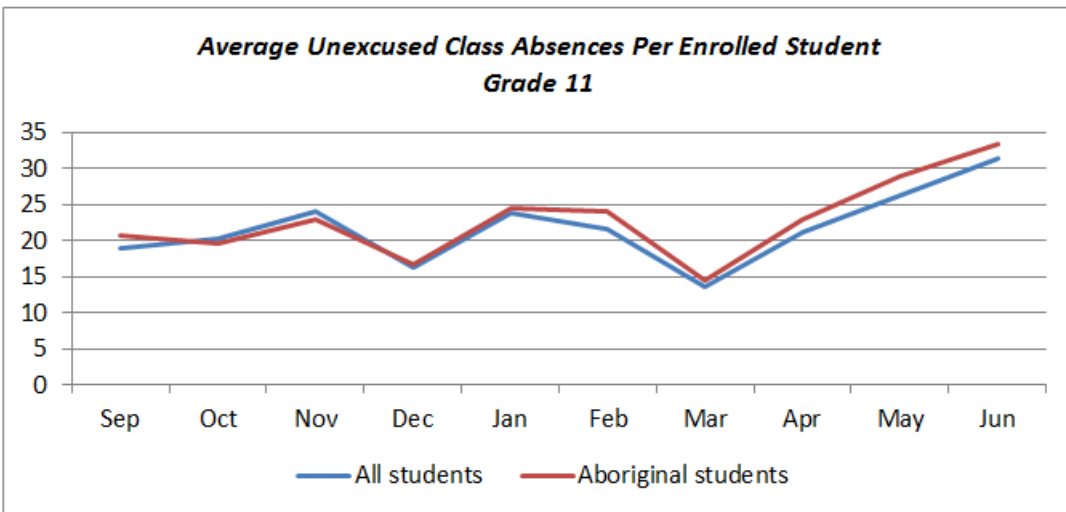
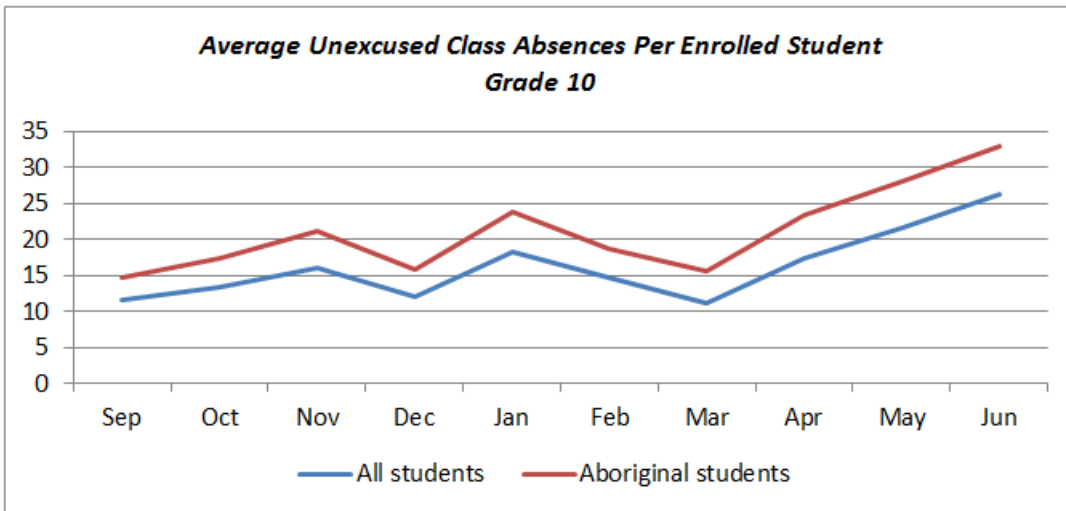
**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**



### Student Engagement 2022-2023



**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**



**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

**Section 2 – School Goals**

Briefly describe the school’s 3 goals for the year based on the broader areas identified in the Ministry’s [Policy for Student Success: The Educated Citizen](#).

**Goal 1 - Intellectual Development**

<p><b>Goal:</b> <b>Increase student engagement by being clear with learning intentions and providing effective feedback.</b></p>
<p><b>Rationale: (the why to support this as a school goal)</b> Student Learning Survey results for students identify that they do not understand WHY they are learning something. During 2021/22 staff meetings, teachers identified goals of providing meaningful feedback, assessment, and increasing student agency.</p>
<p><b>Action Plan: (specific actions, structures or resources that are needed or that you plan to do to work on this goal)</b></p> <p>Actions</p> <ul style="list-style-type: none"><li>• Be explicit with learning intentions.</li><li>• Provide meaningful feedback.</li><li>• Make connections to learning in class with other areas of their life.</li><li>• Allow students to see + work with Core Competencies and Big Ideas.</li><li>• Backwards design – begin with the end in mind.</li></ul> <p>Structures</p> <ul style="list-style-type: none"><li>• Increase student agency with course selection and graduation planning. Shift to paper selection as opposed to online so that learners have time to take the course selection home to their parents. Updated the PHSS Student Course Selection Handbook and posted it on school website and emailed it to all caregivers and learners in the Spring. Next steps: March PTI event to have course selection information and graduation planning documents information session for caregivers.</li><li>• Increased focus on graduation planning, resume, cover letters in all Career Education classes.</li><li>• Improve scholarship preparation for learners (tutoring and meetings).</li><li>• Continued Attendance tracking and Graduation tracking.</li><li>• Weekly parent update or newsletters to include an example of this goal.</li></ul> <p>Resources</p> <p>Competency-Based goals The Teacher Clarity Playbook by Fisher, Frey, Amodor &amp; Assof Standards-Based Learning in Action by Schimmer, Hillman &amp; Stalets</p>

**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

**Evidence/Data: (how will you measure progress toward this goal)**

- Two-week progress reporting scheduled for all academic courses. The shift to MyEd Family Portal will support this for teachers, learners, and families.
- Learner reflection re: What am I learning? How am I doing with it? Where to next?
- Continue with Bi-weekly Attendance tracking and support team outreach.
- Graduation tracking for all learners and in collaboration with FN District Principal.

**Goal 2 - Human and Social Development**

**Goal:**

**Increase student acquisition of mental health literacy skills, strategies and supports at school.**

**Rationale: (the why to support this goal)**

Many students report not learning how to care for their mental health at school and have identified the following (in ranked order) as preferences for learning: workshops, in-class with my peers and teachers, and guest presenters coming into our school or class. A small percentage identified having evening sessions that they can attend with their parent. This data gives our staff, students, community partners and Parent Advisory Committee (PAC) information about needs, areas of focus, and preference for learning but further work in creating a comprehensive and school-wide plan for delivery of Mental Health resources, workshops and events will be developed in the fall of 2023.

**Action Plan: (specific actions, structures or resources needed)**

- Integration of Mental Health Literacy and substance abuse within all Career and PHE classes.
- Offer mental health workshops and Stuart Shanker online courses through CYCW room.
- Explore the use of Everyday Anxiety Strategies for Educators (EASE) 8-12 in classrooms.
- Grade 8 teachers to establish same expectations embedded in course outlines to create consistency for new learners including executive functioning skills of organization, prioritizing, and time management.
- Code of Conduct review for 2023-24 school year; with students, staff, PAC, and stakeholders.
- Weekly parent update or newsletters to include an example of this goal.

**Evidence/Data: (how will you measure success)**

- Workshop attendance
- Meetings with parents/stakeholders/students re: updates to Code of Conduct.
- Tracking of number of learners accessing services in support rooms (CYCW, Resource and FN Support rooms, Guidance counsellor or outside agencies on-site).
- YStar and NICCS referrals – enquire about number of learns on outside service providers case-loads.
- Grade 8 course outlines with similar behavior code and expectations.
- Decrease in office referrals for non-compliance and disrespect.

**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

**Goal 3 - Career Development**

**Goal:**

**Focus on the acquiring of skills (vs content) that transfer beyond school into community and work.**

**Rationale: (the why, include evidence analyzed to support this goal)**

To prepare for lifelong learning to ensure that students have purpose and options at school and following graduation. Student learning survey results show that students and parents are not satisfied that school is preparing them for a job in the future, for post-secondary or providing life skills used in the future.

**Action Plan: (specific actions, structures or resources needed)**

- Continue teaching soft skills and employability skills in junior Career Education classes.
- Continue focussing on graduation planning, resume, cover letters in all Career Education classes.
- Continue providing scholarship preparation for learners (tutoring and meetings).
- Increase student agency with course selection and graduation planning.
- Increase parent knowledge of course selection and graduation planning.
- Re-install Career trip and post-secondary visitations.
- Build and strengthen relationships with community organizations such as NVIATS, NIEFS, Community Futures, and Sacred Wolf to provide opportunities for further training and employment readiness.
- Build on the Alumni speaker series (2021/22) and have a variety of local careers represented. Partner with First Nations communities for grant proposal.
- Increased focus on the trades to expand the programs. Parent engagement night.
- Track number of learners participating in Forestry Academy, Work Experience, Youth Explore Trades, and Youth Work/Train in Trades programs.
- Build on certificates ie: FoodSafe, Forestry Academy, Emergency First Aid, Small craft, MED, radio operators.
- Weekly parent update or newsletters to include examples of Career Development sharing and highlights.

**Evidence/Data: (how will you measure success)**

- Parent attendance at course selection and graduation planning meeting.
- Parent and learner attendance at Explore trades evening session.
- Number of learners successfully receiving certificates/training.
- Number of learners successfully completing Trades courses and programs.
- Speaker series event, attend and student reflection.

**SCHOOL PLAN 2023-2024**  
**PORT HARDY SECONDARY SCHOOL**

**Section 3 – Professional Inquiry (expansion of one of the above school goals, based on the Spirals of Inquiry).**

**School Inquiry Project Application (2022-2023)**

1. Scanning:

In the fall of 2021, staff began looking at school data and focused on two questions: What is going on for our learners? Where can we invest our energies? Data included Grade 10 Student Learning Survey (2021, 2022), Grade 12 Student Learning Survey (2021, 2022) Wellness Survey 2019, PHSS Student Mental Health Student Survey 2021 (n=109), Literacy 10 results, Numeracy 10 results, 2021 and 2022 ‘T’ reports, and attendance data. The shift to a Proficiency Scale in reporting has solidified the need for staff to continue with this school-wide inquiry focus. Group discussions and learning experiences from staff contributed to support the emergence of the following findings:

- Learners acknowledge not being taught how to be accountable for their own learning and staff identify lack of learner engagement and ownership of learning.
- Learners report not being able to explain WHY what they are learning is important.
- Results in graduation assessments are not indicative of course grades and further probing is needed.

2. Focusing:

From the scanning phase, three themes were established by staff as areas we could focus our energies: a) provide a meaningful experience at school; b) be explicit with our learning intentions; and c) provide additional supports in Literacy and Numeracy. Continuing to prioritize positive relationships, a strong sense of belonging and safety, and high expectations for all learners was articulated by staff but an opportunity to build capacity around the language of learning existed. Staff posit that this focus would enable us to make learning more visible and explore opportunities to increase learner engagement.

3. Developing a Hunch:

Positive examples of high engagement and learner ability to demonstrate or articulate their learning were noted and include projects, capstones peer coaches in junior mathematics as well as hands-on learning and outside experiences that build connections. During this stage, staff discussed the importance of brain science, proximal development, what do we do in our classrooms to include all learners (low floor/threshold high ceiling activities), how do we make connections to learning in class to other areas of student life, what can teachers do differently to ensure learners can answer the Spiral questions – What am I learning? How is it going? There was robust conversation about assessment and its purposes, what are we doing and to what extent are learners’ self and peer assessing? This was suggested as a future focus or next direction once we ensure learners can articulate what they are learning, how they are doing with their learning and why what they are learning is important.

**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

4. Professional Learning:

Areas of professional learning that emerged from our hunches included:

Strategies and techniques for making learning and thinking visible.

Standards-based learning – analyzing and unpacking standards to create meaningful learning progressions.

Articulating learning intentions so that students know.

The shift to a Proficiency Scale means that a learning intention could have multiple success criteria. Success criteria, therefore, communicates the level of performance that students are expected to make.

Assessment – criteria for success, self-assessment, and peer assessment.

5. Taking Action:

This stage requires staff to understand that effectiveness is judged by impact on learners and their learning and that some practices are more impactful than others. This year, staff will engage in ongoing professional learning in the areas of making thinking more visible and increasing standards-based learning and assessment practices. Collaboration time for teams to develop and share practices for improving student communication of learning and creating success criteria.

Learning will occur throughout the year and include school In-Service Days (2), monthly staff meetings as well as District days.

6. Checking:

During the 2023/24 school the following sources will be used to inform our inquiry:

Student learning Survey for grade 10 and 12 learners with analysis/comparison of past two years for the following questions—Do you know WHY what you are learning is important? At school are you taught to take ownership or control of your learning? At school are you helped to understand how you can improve your learning? At school do you get to discuss the quality of your work or other students work?

Staff discussion about creating a survey or using the same questions (above) with all learners not just the 10s and 12s to establish a baseline for this project. TBD in Fall 2023 by staff during In-service day.

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School Principal Signature

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Staff Rep Signature

Date of Signatures: mm/dd/yr

*Adapted from Dr. Judy Halbert and Dr. Linda Kaser “Spirals of Inquiry: For Equity and Quality”*

**SCHOOL PLAN 2023-24  
PORT HARDY SECONDARY SCHOOL**

**Section 4 – Focus on Learning**

<b>Summary of Priorities based on selected data</b>						
<b>1. Student Learning</b>	<b>Target</b>	<b>Interventions/Actions</b>	<b>2. Professional Learning/Supports</b>	<b>Monitoring Plan</b>	<b>3. Roles and Responsibilities</b>	<b>4. Resources</b>
Improvement in number of students reading at grade level.		Fall 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 attendance rates.	All students.	Monthly attendance tracking. Weekly attendance incentives.  Teacher initiates communication home and journals in MyEd.  The School Based Team will follow up and support using a problem solving. Model. Student Focus Group.	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.  SBT: follow up with students who are below 50% attendance.  Admin and support staff: working with families to create attendance support plans.	



**SCHOOL PLAN 2023-2024  
PORT HARDY SECONDARY SCHOOL**

					Principal: Monitoring student attendance data, giving out attendance incentives.	
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.