



**GOLDEN
SECONDARY
SCHOOL**

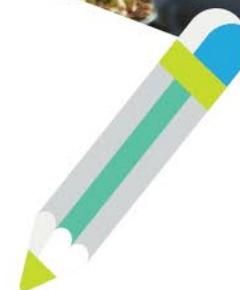
THE FREEDOM TO SOAR



2023-2024

SCHOOL SUCCESS PLAN

Golden Secondary School



School District No. 6 (Rocky Mountain) is located on the unceded lands of the **Secwépemc** and **Ktunaxa** People, and the chosen home of the **Métis** People of B.C.

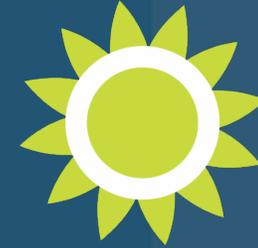


PRINCIPAL MESSAGE

Over the course of the 2022-2023 school year, we monitored the ongoing progress of student growth in the areas of numeracy and literacy as well as teachers' growth in inclusive practices and students' sense of belonging. From this data we continue to be able to identify and target areas of need to focus our attention. This data told us a story that we shared at our Community Engagement that highlighted areas of continued focus as a school community.

During this strategic cycle, our target areas continue to center around belonging, critical thinking in numeracy and literacy, self-assessment and providing service-learning opportunities for students within the community. These four priority areas continue to be a focus of our Professional Learning Teams (PLTs). Through collaboration and sharing of instructional strategies during our monthly learning staff meetings, PLTs will share their learning with staff to help enhance student learning.

As we embark on this journey, we look forward to supporting all students on their path to success.



Kelsey Doolaar
Principal
Golden Secondary School



SCHOOL DEMOGRAPHICS

Staff

2 Administrators
21 Teachers
16 Support Staff

Students

327 Students

81 - Grade 8
66 - Grade 9
82 - Grade 10
52 - Grade 11
49 - Grade 12

15 International Students

Grades

8 - 12





MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.

VISION

Creating a community of learning through connection, integrity and respect.



VALUES

Respect

We foster respectful relationships that build trust, safety and well-being.

Inclusive

We strive to build learning environments that are inclusive that honour diversity and are safe, caring, and healthy places to work and learn.

Responsibility

We take responsibility for our actions and our learning in order to have a positive impact on our own lives and the world around us.

Integrity

We nurture a sense of self-awareness, honesty and fairness as we seek to build strong moral principles

Community

We play a crucial role in fostering social connections, providing support networks, promoting shared values, and addressing common challenges

STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion



Goal

To improve students' sense of belonging.



Evidence Narrative

Student feedback in the School Belonging survey shows that relationships with friends and peers play an important role in their sense of belonging at school. Students who feel that they belong sometimes, rarely, or never, also noted that they do not have connections to peers or are feeling bullied at school. Given this, our focus will be on improving peer-to-peer relationships.



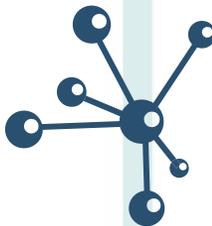
Concept Focus



Building Connection

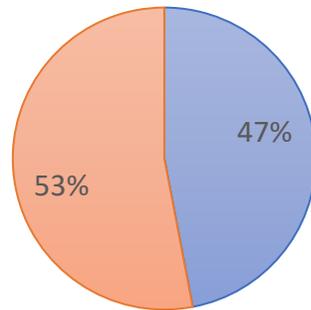
Strategic Inquiry

To what extent will incorporating Social Emotional Learning activities weekly in newly created homerooms, increase students' sense of connection with their peers?



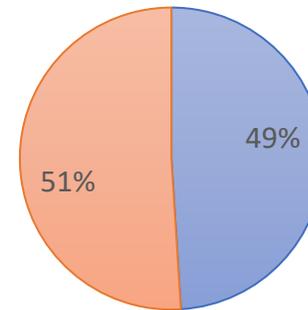
DATA

GSS Belonging Survey Spring 2023:
Is school a place where you feel like you belong?



■ Most of the time & All of the time ■ Sometimes, Rarely, Never

Provincial Student Learning Survey
2023: Is school a place where you feel like you belong?



■ Most of the time & All of the time ■ Sometimes, Rarely, Never



This data shows that we need to work on creating a stronger sense of belonging for all students. From the GSS Belonging Survey feedback there was a strong correlation between students' responses of sometimes, rarely, or never, and those that do not have connections to peers or are feeling bullied at school.

TARGETS, MEASURES & SUPPORTS



STRATEGIC PRIORITY TWO

Success for Each Learner



Goal

To improve student achievement in literacy and numeracy.



Evidence Narrative

Over the course of the year, students showed growth and proficiency in critical thinking. Once they were able to understand the text, they were able to think critically and support their thinking with evidence. It was noted and is evident in assessment results that students continued to be challenged in both Numeracy and Literacy tasks by reading comprehension and finding meaning within a text. Given this, our focus will be on teaching students to summarize by using tools to find the main idea, make inferences and filter relevant and irrelevant information.



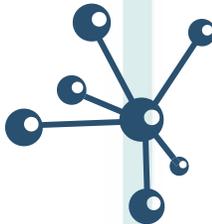
Concept Focus



Interpretation, Summary
and Big Idea

Strategic Inquiry

To what extent will teaching students summarizing strategies daily, across all learning areas, improve students' comprehension of numeracy and literacy tasks?



DATA

Junior 2022-2023 Assessment Data

	Grade 8 School Reading Comprehension 2022-2023	Grade 9 School Reading Comprehension	Grade 8 District Numeracy Assessment	Grade 9 District Numeracy Assessment
Proficient and above	41%	50%	48%	44%

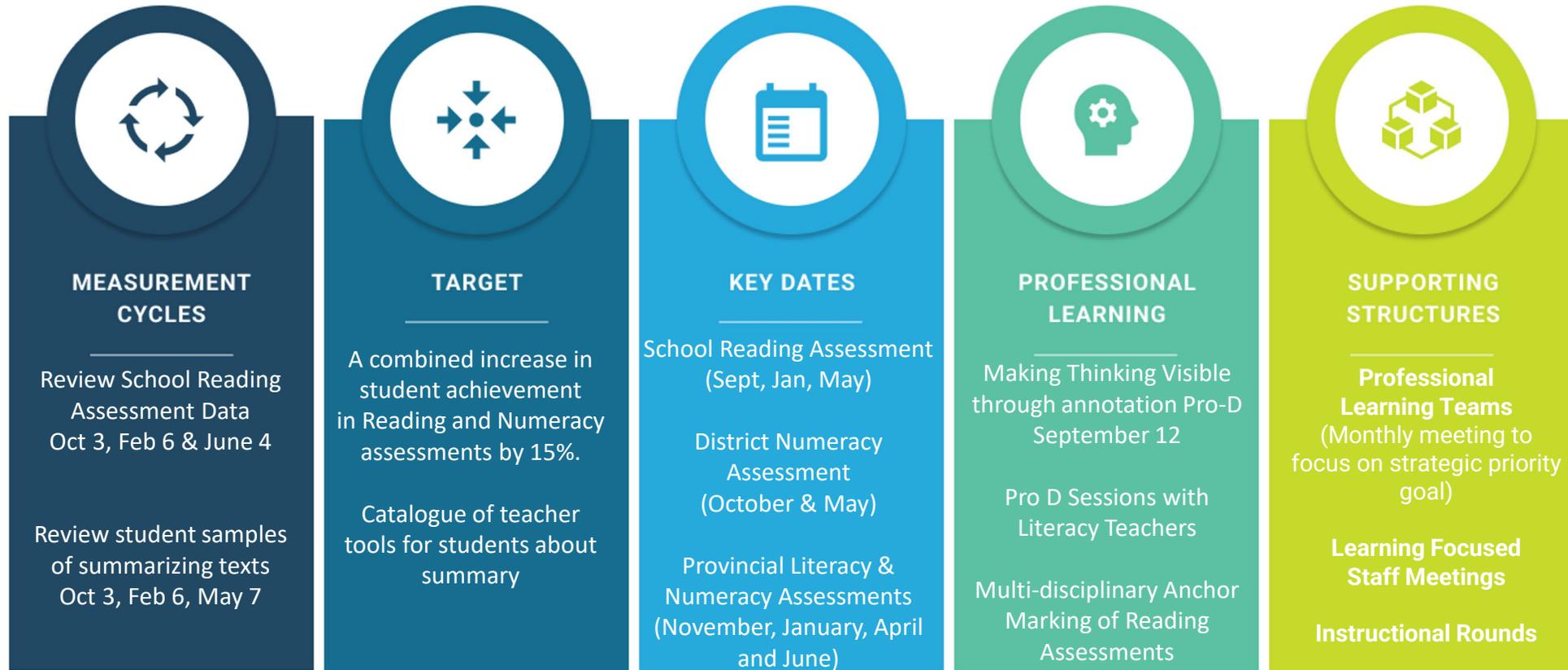
Senior 2022-2023 Assessment Data

	GLA 10	GNA 10 (Winter 2023)	GLA 12
Proficient and above	76%	47%	86%

This data provides evidence of the need for growth in the area of reading comprehension as it applies to Literacy and Numeracy Tasks.



TARGETS, MEASURES & SUPPORTS



STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others



To improve students' personal responsibility.



Evidence Narrative

At this time, students are providing surface level reflections that do not support a deeper understanding of themselves and their learning. In order to scaffold students' ability to reflect on themselves as learners it is important for students to be knowledgeable of learning intentions in each of their classes. They can then use success criteria to set goals for themselves in their learning in order to accurately reflect on their growth as learners.



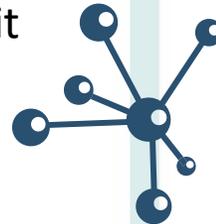
Concept Focus



Understanding one's self as a learner

Strategic Inquiry

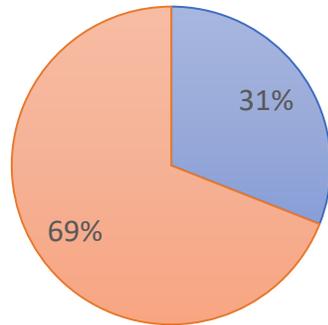
If, as a staff, we build our understanding and capacity to use learning intentions and teaching the use of success criteria, will teachers use these strategies? If teachers are using these, will it improve student learning?



DATA

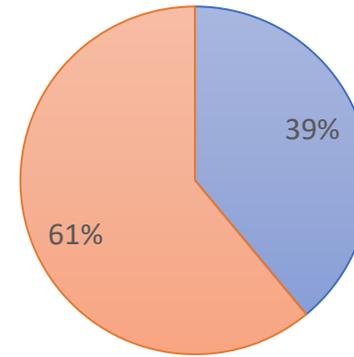
2022-2023 Student Learning Survey

At school you are taught to take ownership or control of your learning



- Agree or Strongly Agree
- Strongly Disagree, Disagree, Neither Disagree nor Agree, or don't know

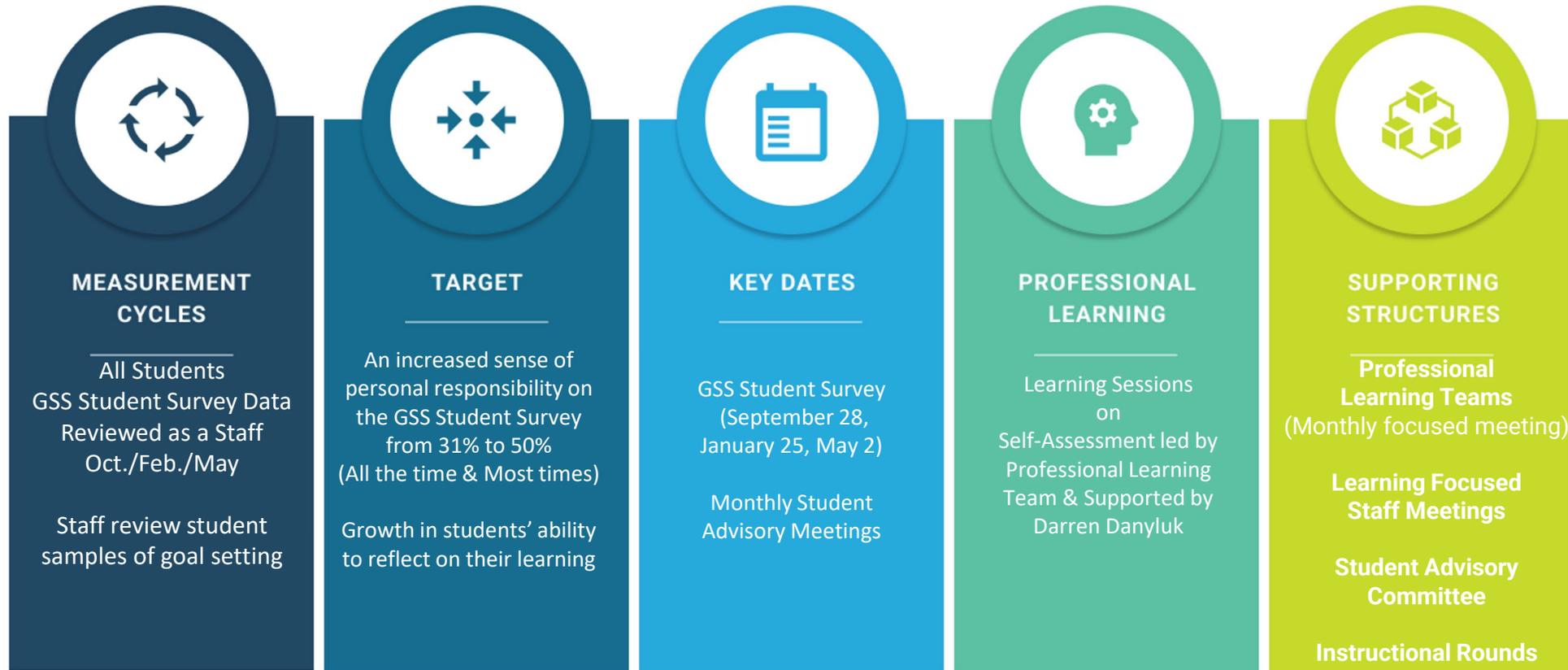
I plan my learning based on my goals



- Agree or Strongly Agree
- Strongly Disagree, Disagree, Neither Disagree nor Agree, or Don't Know



TARGETS, MEASURES & SUPPORTS



STRATEGIC PRIORITY FOUR

Stewardship for the Future



Goal

To increase students' community contributions



Evidence Narrative

During the previous strategic cycle, COVID restrictions caused a disconnect between the school and the community. This resulted in fewer opportunities for classes to engage in learning opportunities within the community.



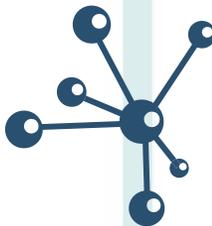
Concept Focus



Building Community Connection

Strategic Inquiry

To what extent will teachers' inclusion of community service objectives in their classes increase students' sense of connection to the community?

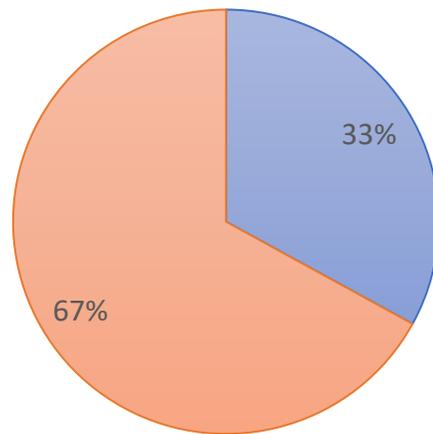


DATA

2022-2023 Student Learning Survey

I contribute in meaningful ways to my community.

Grades 8-12



■ Agree or Strongly Agree

■ Strongly Disagree, Disagree, Neither agree nor disagree and don't know



TARGETS, MEASURES & SUPPORTS

