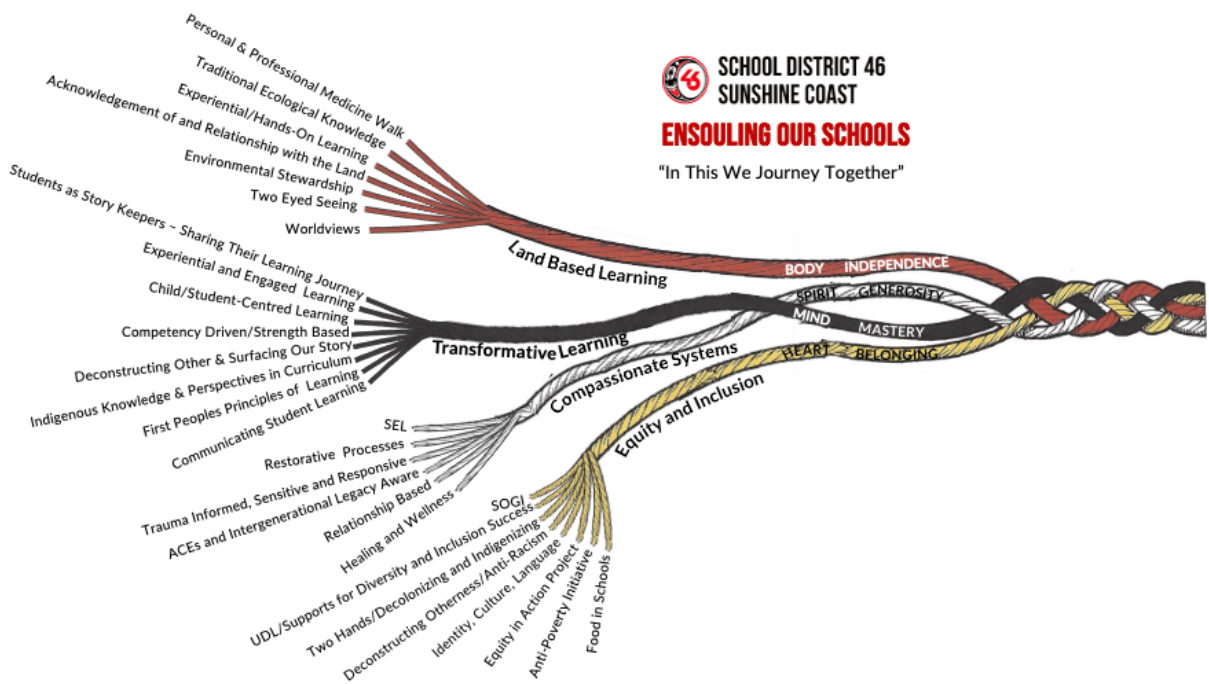




SCHOOL DISTRICT 46 SUNSHINE COAST

SCHOOL GROWTH PLAN for Elphinstone Secondary School: Our Story and Journey

Through the four strands of the braid, we learn together as a school community.



DEMOGRAPHICS

Gibsons is the entryway to the Sunshine Coast for many people, thanks to the fact that it's just a short 40-minute ferry ride from West Vancouver (Horseshoe Bay Ferry Terminal) to the Langdale Ferry Terminal. The community sits at the southwest corner of Howe Sound, perched on a hillside overlooking several small islands. The Town of Gibsons is located on the traditional territory of the Skwxwú7mesh (Squamish) Nation. Approximately 4,758 people call the Gibsons area home (with more people living in the Elphinstone and West Howe Sound areas surrounding the Town of Gibsons), and it's a popular spot for artists and outdoor enthusiasts alike.

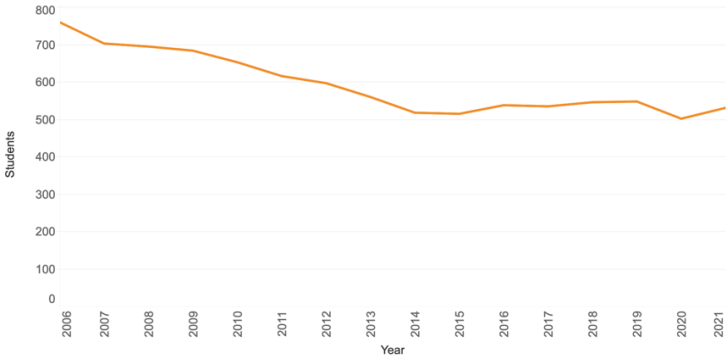
Elphinstone Secondary School supports the flow of 4 elementary feeder schools each year, making the student population from grades 8-12 approximately 550 students. The staff of 55 members work together to provide dynamic, relevant and diverse offerings

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that promote high academics, enjoyment of learning, athletic prowess, fine arts achievement and the importance of land/water appreciation, conservation and global stewardship.

Historical Student Enrollment:

Student Enrolment Over Time



Student Demographics:

Number of Students Across All Grades 2021/22

Student Group	8	9	10	11	12	Total
All Students	119	99	114	116	82	530
Indigenous	18	15	15	15	10	73
Special Needs	22	33	27	26	18	126

VISION

The Elphinstone staff believe it is their responsibility to make meaningful student connections that promote caring, guidance and thoughtfulness, so that students can enjoy school, pursue a curiosity of learning and knowledge by understanding who they are and how they can successfully navigate their varied communities.

- A robust foundation of personal pride and confidence in one’s self, beliefs and culture, opens up an eagerness to learn, to interact and to retain knowledge.

VALUES

Elphinstone Staff value:

- **Strong Teacher/Student Relationships:** we understand that connections with students must be meaningful, mutual and authentic. The 5 years of high school provides a long opportunity to build trust and a relationship with students so that each student feels cared for and valued. For many students, this adult connections is crucial BEFORE deep, purposeful curricular learning can take place.

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- **Seeing Students through a Compassionate Lens:** in our learning environment, students are the focus and the curriculum is secondary. We understand that students come to school with complex backgrounds and experiences that require reflexive, student-centered instruction. This emphasizes a shift from *content-led* to *learning-led* classrooms. A focus on student needs and strengths when planning curricular activities fortifies teacher/student bonds and results in stronger learning connections to the curriculum and the connection to the real world.
- **Collaboration to Build Success:** we understand that learning is a social construct where collaboration around a topic leads to a deeper understanding of purpose and where big idea connections occur. As adults, we become more impactful in student relationships and success levels when we, as a staff, collaborate around classroom challenges and student achievement. Having an effective, efficient and caring School Based Team that is open, compassionate and proficient while maintaining a high level of individual performance expectations intensifies the need to share our stories (challenges and celebration) with each other. This mindset is a shift away from “target groups” achieving “targeted goals” and moves towards a universal design where all students become the focus and equitable supports are established.
- **The Complexity of Learning:** the learning culture in Elphinstone must be dynamic and participatory, where teachers and students actively engage in discussions that foster wonder, exploration and a celebration of discovery.

CURIOUS EVIDENCE/DATA

Student (H Cat) Survey Questions:

What is the purpose of school?

How does ESS meet or miss the purpose of school?

What does school mean to you?

- Classroom, Common Areas, CLC, Hallways, Other

In the following areas, what would help you to feel more comfortable/successful?

- Classroom, Common Areas, CLC, Hallways, Other

What do educators need to do or know about you so you feel successful?

What would help you in these areas to feel more comfortable/successful at school?

- Attendance, Behaviour, Academics, Peer interactions, Adult interactions, Post-graduation

Rationale: A personal interview with H category students occurred where each student provided in-depth answers to the recorded. We will be using this student data to redesign our student supports at ESS.

Grad Rates: Power BI

Grade 8 enrollment / Grade 12 enrollment: Power BI (unable to access at this time)



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Rationale: Using these 3 data points, we would determine when a grade 8 student stays at ESS for all 5 years of high school, they would have a higher probability to graduate at the end of grade 12.

Clevr data from SBT:

Rationale: Identify students who are repeat referrals in classify referrals: attendance, work ethic, behavior, social interaction, mental health and academic achievement/performance concerns.

Student Learning Survey:

2021-22 ESS Student Learning Survey - Grade 10 (~85 students polled)			
NQ16 - Do you feel welcome at your school?	71%	60	Most/All of the Time 1.Positive
NQ16 - Do you feel welcome at your school?	-24%	20	Sometimes 2.Neutral
NQ16 - Do you feel welcome at your school?	-2%	2	Never/Almost Never 3.Negative
NQ16 - Do you feel welcome at your school?	-4%	3	Don't know 4.Don't know
Q22 - Do you feel safe at school?	82%	69	Most/All of the Time 1.Positive
Q22 - Do you feel safe at school?	-12%	10	Sometimes 2.Neutral
Q22 - Do you feel safe at school?	-6%	5	Never/Almost Never 3.Negative
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	68%	58	2 or more adults 1.Positive
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-5%	4	1 adult 2.Neutral
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-7%	6	None 3.Negative
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-20%	17	Don't know 4.Don't know
Q3 - Do you like school?	31%	26	Most/All of the Time 1.Positive
Q3 - Do you like school?	-40%	34	Sometimes 2.Neutral
Q3 - Do you like school?	-28%	24	Never/Almost Never 3.Negative
Q3 - Do you like school?	-1%	1	Don't know 4.Don't know
Q8 - How many teachers help you with your schoolwork when you need it?	70%	57	Many/All 1.Positive
Q8 - How many teachers help you with your schoolwork when you need it?	-5%	4	Few 2.Neutral
Q8 - How many teachers help you with your schoolwork when you need it?	-7%	6	None 3.Negative
Q8 - How many teachers help you with your schoolwork when you need it?	-17%	14	Don't know 4.Don't know
S110 - At school, are you able to get extra help when needed?	65%	53	Most/All of the Time 1.Positive
S110 - At school, are you able to get extra help when needed?	-28%	23	Sometimes 2.Neutral
S110 - At school, are you able to get extra help when needed?	-6%	5	Never/Almost Never 3.Negative
S110 - At school, are you able to get extra help when needed?	-1%	1	Don't know 4.Don't know
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	57%	48	Agree/Strongly Agree 1.Positive
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	-30%	25	Neither agree nor disagree 2.Neutral
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	-10%	8	Disagree/Strongly Disagree 3.Negative
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	-4%	3	Don't know 4.Don't know
S122 - Do you feel good about yourself?	43%	36	Most/All of the Time 1.Positive
S122 - Do you feel good about yourself?	-42%	35	Sometimes 2.Neutral
S122 - Do you feel good about yourself?	-15%	13	Never/Almost Never 3.Negative
S81 - Is school a place where you feel like you belong?	48%	40	Most/All of the Time 1.Positive
S81 - Is school a place where you feel like you belong?	-33%	28	Sometimes 2.Neutral
S81 - Is school a place where you feel like you belong?	-17%	14	Never/Almost Never 3.Negative
S81 - Is school a place where you feel like you belong?	-2%	2	Don't know 4.Don't know
S99 - Do the adults at your school value and welcome your questions?	69%	59	Most/All of the Time 1.Positive
S99 - Do the adults at your school value and welcome your questions?	-18%	15	Sometimes 2.Neutral
S99 - Do the adults at your school value and welcome your questions?	-13%	11	Don't know 4.Don't know

2021-22 ESS Student Learning Survey (~50 students polled)			
NQ16 - Do you feel welcome at your school?	64%	30	Most/All of the Time 1.Positive
NQ16 - Do you feel welcome at your school?	-26%	12	Sometimes 2.Neutral
NQ16 - Do you feel welcome at your school?	-4%	2	Never/Almost Never 3.Negative
NQ16 - Do you feel welcome at your school?	-6%	3	Don't know 4.Don't know
Q22 - Do you feel safe at school?	75%	33	Most/All of the Time 1.Positive
Q22 - Do you feel safe at school?	-11%	5	Sometimes 2.Neutral
Q22 - Do you feel safe at school?	-9%	4	Never/Almost Never 3.Negative
Q22 - Do you feel safe at school?	-5%	2	Don't know 4.Don't know
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	68%	32	2 or more adults 1.Positive
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-2%	1	1 adult 2.Neutral
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-6%	3	None 3.Negative
Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	-23%	11	Don't know 4.Don't know
Q3 - Do you like school?	34%	16	Most/All of the Time 1.Positive
Q3 - Do you like school?	-43%	20	Sometimes 2.Neutral
Q3 - Do you like school?	-23%	11	Never/Almost Never 3.Negative
Q8 - How many teachers help you with your schoolwork when you need it?	65%	30	Many/All 1.Positive
Q8 - How many teachers help you with your schoolwork when you need it?	-7%	3	Few 2.Neutral
Q8 - How many teachers help you with your schoolwork when you need it?	-4%	2	None 3.Negative
Q8 - How many teachers help you with your schoolwork when you need it?	-24%	11	Don't know 4.Don't know
S110 - At school, are you able to get extra help when needed?	72%	33	Most/All of the Time 1.Positive
S110 - At school, are you able to get extra help when needed?	-20%	9	Sometimes 2.Neutral
S110 - At school, are you able to get extra help when needed?	-4%	2	Never/Almost Never 3.Negative
S110 - At school, are you able to get extra help when needed?	-4%	2	Don't know 4.Don't know
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	57%	26	Agree/Strongly Agree 1.Positive
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	-24%	11	Neither agree nor disagree 2.Neutral
S111 - At school, I have felt well supported when I moved to a higher grade (for example, by having course choices and timetables or calendars explained).	-20%	9	Disagree/Strongly Disagree 3.Negative
S122 - Do you feel good about yourself?	48%	21	Most/All of the Time 1.Positive
S122 - Do you feel good about yourself?	-39%	17	Sometimes 2.Neutral
S122 - Do you feel good about yourself?	-7%	3	Never/Almost Never 3.Negative
S122 - Do you feel good about yourself?	-7%	3	Don't know 4.Don't know
S81 - Is school a place where you feel like you belong?	55%	26	Most/All of the Time 1.Positive
S81 - Is school a place where you feel like you belong?	-28%	13	Sometimes 2.Neutral
S81 - Is school a place where you feel like you belong?	-15%	7	Never/Almost Never 3.Negative
S81 - Is school a place where you feel like you belong?	-2%	1	Don't know 4.Don't know
S99 - Do the adults at your school value and welcome your questions?	70%	33	Most/All of the Time 1.Positive
S99 - Do the adults at your school value and welcome your questions?	-17%	8	Sometimes 2.Neutral
S99 - Do the adults at your school value and welcome your questions?	-6%	3	Never/Almost Never 3.Negative
S99 - Do the adults at your school value and welcome your questions?	-6%	3	Don't know 4.Don't know

School Growth Plan

Rationale: Using this data as a baseline and implementing and practicing our value/visions, determine the impact on future student answers regarding teacher/student connections/relationships.

NEXT STEPS

More Student Voice:

- Lead Teacher Roles: All of our Lead Teachers' work is centered around the District Braid: Land-Based Learning, Transformative Learning, Compassionate Systems, and, Equity and Inclusion. Our Leads work directly with Indigenous students to build authentic, impactful relationships so we can learn what tools they need in order to be successful. These dialogues need to expand so we can map clearer pathways of support so our students can achieve their aspirations at Elphinstone Secondary School and beyond.
- We have reimaged our student services at ESS. We built a student survey focusing on students who significantly struggle in school (Category "H") and will compile, collaborate and actively respond as we redesign our supports to, not only these students, but for all students.
- Continue to find new innovative ways to support teacher/student connections. We implemented a "Braid Program" this year where grade 7 teachers co-taught with our ESS grade 8 teachers for one full day (morning at elementary, afternoon at ESS). Teachers learned the different environments and school expectations, and gr 7 students were able to ask questions and connect to an ESS teacher. We would like all feeder schools to participate next year in this program.
- Take advantage of the Learning Survey question creation tool to get specific data we seek.
- Continue to work on Ensouling Our Schools and using the Equity Scan data to drive professional development into classrooms and teaching practices. Although this is occurring, more time and higher expectations are needed to reach the balancing point of Indigenous teachings inclusivity in all our classrooms and school practices.
- Check our assumption:
 - o Within 5 years at ESS, when the ESS staff,:
 - build strong student relationship
 - collaborate around student struggle and celebrations
 - acknowledge student complexities and practice compassionate teaching/leadership
 - design dynamic student-centered classrooms,

students will:

- feel strong connection to school, education and their learning
- be proud and confident people



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- value knowledge and understand how to implement/transfer it to real world situations
- respect differences and be responsible global citizens.