



School: Garibaldi Secondary School

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning and Personal Wellness. Staff will continue working to empower school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practices, and positive relationships. We will support and emphasize the importance of continuous growth and learning, both for individuals and the community.

B. Rationale

During the October 2024 school planning day, the school administration presented data from the Youth Development Instrument (Grade 11), the student satisfaction survey (grades 10 and 12) and updated community census information. In the 2024 school year, we continued this practice, moving forward with conversations about how we support the diversity in our community. Specifically, we examined in-class mechanisms to support and enhance social growth. Working within our staffing allocations, we continue to collaborate and adjust our instructional patterns and strategies to ensure that our learning environments support our diverse learners, providing the necessary supports for stability and positive student behaviour.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Aspects of the international baccalaureate middle year program (IB MYP) tie nicely to our school goal. The Approaches to Learning (ATL) embedded in the IB program lay a foundation for thoughtfulness, open mindedness, positive personal strength, and the development of a growth mindset. As a part of our commitment to MYP, we need to complete a five year review. This review gives us a meaningful opportunity to survey and collect data and exemplars of how we are supporting the ATL's and the personal growth of our community.

D. Evidence / Data (how will you measure success?)

We continue to develop meaningful opportunities for students to demonstrate and grow in their social emotional health/wellness. Examples of departmental goals include noticing, naming and nurturing positive behaviors in one's spaces. Adjusting social expectations around cell phone usage and practice. Continuation of schoolwide Wellness Wednesday focus, physical health education, mental health and personal health modules. Creating a space for people to express and reflect on their feelings and amplifying that through various projects that allow students to have their voices heard. Staff members are individually working to establish themselves as safe and supportive adults that students can go to for help.

Principal:	Superintendent:	Board Chairperson:	Date:
Ian Liversidge	Teresa Downs		



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A. Goal (one goal per page)

Goal 2 : Garibaldi Secondary will continue to build a strong, inclusive team that values all community members and improves opportunities for communication and adaptation to better support each individual's strengths and challenges.

B. Rationale

We are working to make a change in the level of acceptance and understanding of all students. In the past, we have focused both on identifying the concern as well as understanding the depth of the concern while also engaging with district resources to help provide supports to all involved. We listened and we were reactive. This year, we want to build on this by being more proactive and educational. We will be talking, sharing, and practicing inclusive strategies. Garibaldi is teaching our community strategies and structures to address topics such as discrimination, stereotyping, and bullying. As well, we are looking at tools we can use in the classroom to keep our students connected to their learning spaces.

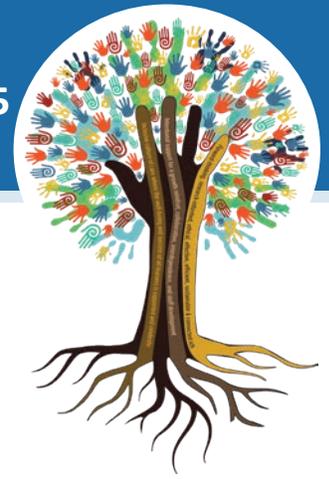
C. Action Plan (list specific actions, school level and district level resources or structures used)

Some school level actions include the following: using professional development and collaboration time to work on trauma informed practices and on defining inclusion; making literary choices that reflect all members of our community; focusing on our in-house gifted program; classroom work on Approaches to Learning (ALT) - social awareness - followed by reflection; engage in the TALL (tolerance, acceptance, love, learning) Project by using safe and caring blocks for classroom visits and leading discussions and activities around acceptance and understanding; staff meetings where there is targeted discussion time to look at what is happening in classrooms and where we can continue to build; and ensuring resources and examples are provided.

D. Evidence / Data (how will you measure success?)

Visual cues in classrooms guiding informed practice for valuing others. Community member surveys. Counselling department feedback/impact; safe and care schools referrals. More teachers including MS Teams as a classroom connection strategy. Parent Advisory Council feedback. Flex group feedback led by child and youth care workers and counsellors. Staff meeting presentations on "Universal Classroom Supports". By June 2025, student support department (in collaboration with the students) will share three areas that students felt needed tweaking to build connectivity in the school. Student/parent participation at Student Led Conferences (new format) to continue the connections and use the opportunity to open the doors of communication.

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A. Goal (one goal per page)

Goal 3: Garibaldi Secondary will continue to deepen our understanding of anti-racism pedagogy within the school setting and meaningfully engage in learning opportunities that foster understanding of ways of knowing and being, the histories, and cultures of First Nations, Inuit, and Metis as outlined in the 9th Professional Standard for BC Educators. We will also continue to explore culturally responsive practices.

B. Rationale

The October 2024 Growth Planning Day focused on developing department-wide 'street level' data measurement strategies to determine how our efforts to foster growth in the area of anti-racism and equity is impacting students' positive personal and cultural identity. Garibaldi Secondary continues to be committed to Truth and Reconciliation and to increasing awareness of student agency and voice for all.

C. Action Plan (list specific actions, school level and district level resources or structures used)

First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics, linking to curriculum and practice. Engagement of the Indigenous support worker in classrooms focusing on First Nations cultural experiences. Affinity spaces will continue to be offered to Black, Indigenous, and People of Colour (BIPOC) students as a protected space for dialogue and mentorship. Cultural awareness and activities that embrace and foster diversity will continue to be student-centered and the role of the student advisory on equity will help shape student engagement. Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan and Teachers' Guide. Individual department goals supporting school goal.

D. Evidence / Data (how will you measure success?)

Feedback from the school sub-committee focusing on anti-racism and equity which includes voices from staff and students. For the 2024/2025 school year, students will be invited to join a Student Voice for Equity Advisory Group, formally structured as Student Voices for Equity committee. Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation. Work towards inclusion of Indigenous voice in schoolwide celebrations/cultural activities. Continued learning through land acknowledgments and work on creating transformational land acknowledgements in each classroom will be a priority. Increasing the visibility of all students' cultural identities through our hallways and classroom spaces.

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