



School: Garibaldi Secondary School

Principal: Ian Liversidge Vice Principals: Wayne Chow and Karen Thompson

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning, Resiliency and Personal Wellness. Staff will continue our work towards empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practice and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

B. Rationale

At Garibaldi Secondary, we recognize that fostering social-emotional learning, resiliency, and personal wellness is foundational to both academic and personal success. Through staff observations and student voice, we have identified an increase in stress, social disconnection and helplessness particularly in grades 8-10. In an increasingly complex world, students and staff alike benefit from the ability to adapt to challenges, recover from setbacks, and maintain a sense of purpose and connection. By emphasizing trauma-informed practices, mentorship, and positive relationships, we aim to create an environment where our school community feels valued, supported, and equipped with the skills to navigate adversity with confidence and compassion. Teaching goal-setting, growth mindsets and reflection skills, teachers will be able to see demonstrations of resiliency. Building resiliency not only strengthens individual well-being but also cultivates a caring and inclusive culture that empowers all learners to reach their full potential as thoughtful and engaged citizens.

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

Building on last year's work, we will continue to strengthen our focus on resiliency through the framework of the Approaches to Learning (ATL) embedded in the International Baccalaureate program, which promote thoughtfulness, open-mindedness, positive personal strength, and a growth mindset. These ATL skills will guide us in measuring and identifying opportunities to build resilience across the school. Each department will implement at least one specific strategy designed to help students reframe mistakes as valuable steps in the learning process, emphasizing perseverance and reflection over perfection. In addition, teachers will intentionally integrate stories and examples of resiliency within their lessons to model adaptability, determination, and self-awareness, reinforcing the message that challenges are an essential part of personal and academic growth.

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

To measure progress toward our school goal of fostering social-emotional learning, resiliency, and personal wellness, teachers will intentionally design at least one structured learning-from-failure opportunity per term in each course. These activities will provide students with the chance to try, fail, reflect, and try again, emphasizing growth over grades. Reflection opportunities such as test or lab corrections, "Failure Résumé" exercises, and post-assignment reflections will be collected as evidence of student learning and growth. Lessons and discussions will intentionally include examples of resiliency, both historical and contemporary, to help students make personal connections and reframe failure as a valuable part of learning. Measures of Progress: Student reflections demonstrate increased metacognition, perseverance, and awareness of personal growth. Teachers observe greater student engagement and persistence during retry or reflection activities. School-wide survey or reflection rubric data indicate improved attitudes toward learning from challenges. Documentation (samples of reflections, retry assignments, or collaborative quiz data) collected twice per year shows increased participation in reflective and retry learning opportunities.

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Superintendent:

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Board Chairperson:

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A. Goal (one goal per page)

Goal 2 : Garibaldi Secondary will develop improved student achievement in literacy assessment as we build a strong, inclusive team that values all community members and improve opportunities to communicate with and adapt for everyone's strengths and challenges.

B. Rationale

We are working to improve our support of literacy across all subjects, a better understanding in Universal Design for Learning (UDL), and cultural bias. This is a literary based focus of our longitudinal goals, supporting the diversity of our learners. We have worked to recognize the increasing diversity of our learning within the Middle Years Program framework, and the strength generated by common assessment, shared and common unit preparation. This year, we want to build on that by being more adaptive. We will continue talking, sharing and practicing inclusive strategies while implementing these strategies into common units. Additionally, we have developed a targeted literacy program focused on students in Grade 9 with the goal to practice basic skills and build literacy confidence that could be applied to all subject areas.

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

Some school level actions include using professional development and collaboration time to work on trauma informed practices, working through literacy materials to focus on skills like reading fluency, word recognition and context clues and defining inclusion – linking to the trainer initiatives. Literary choices that reflect all members of our community with leveled accessible bins for literacy and numeracy circulating during tutorial. In-house gifted program. Data collected from the Grade 10 Literacy assessment can be collected and compared. Classroom work on Approaches to Learning (ATL) - social awareness - followed by reflection. Growth days and staff meetings where there is targeted discussion time to look at what is happening in classrooms and where we can continue to build and practice resources provided including a review of the potential cultural biases in significant summative evaluation; all reviewed with the UDL perspective.

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

1. School Climate and Belonging (Perceptual Evidence)
 - Annual student, staff, and family surveys measuring feelings of inclusion, belonging, and being valued within the school community. Example measure: “I feel that my strengths are recognized at school” or “I have opportunities to contribute to my school community.” Focus group or student voice sessions once per semester to gather qualitative evidence of whether students feel heard, respected, and supported. Increased participation in clubs, leadership programs, cultural events, and community initiatives that represent diverse groups within the school.
2. Communication and Collaboration (Practice-Based Evidence): Tracking teacher collaboration during professional development and department time — documenting shared strategies for inclusion and communication across learning needs. Evidence from classroom practice: Use of differentiated instruction or UDL strategies. Inclusion of diverse texts, voices, and literacy activities across departments. Student work that demonstrates effective communication, collaboration, and respect for multiple perspectives. Parent and family engagement data: attendance or participation in school events, family conferences, and community outreach opportunities.
3. Literacy and Contribution (Learning Evidence): Student literacy data (writing samples, reading comprehension, oral communication tasks) showing growth across diverse learners. Student reflections or self-assessments highlighting their understanding of how literacy connects to being a contributing member of the community. Cross-curricular projects or presentations where students communicate ideas, collaboration, and demonstrate their ability to adapt and contribute meaningfully.

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A. Goal 3 (one goal per page)

Garibaldi Secondary will continue to deepen the collective 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 and highlight the diversity that makes up the school community. This goal aligns with the K-12 Anti-Racism Action Plan framework of removing barriers and collaborative change.

B. Rationale

Garibaldi Secondary continues to be committed to Truth and Reconciliation and to increasing awareness of student agency and voice for all. As we continue this effort in the 2025/2026 growth planning day, the Garibaldi learning community's goal is to identify where these spaces currently exist and how cultural literacy is evolving within the school community. Staff has identified an equitable classroom as a fair and inclusive space where everyone is respected, supported, and treated equally. Students' needs are met without stigma, and resources like flexible seating, food, and learning tools are available to all. Everyone's voice and identity is valued, and learning happens in multiple ways so every student can succeed.

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 education support worker in classrooms focusing on increasing Indigenous voice. 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. 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. Departments will continue to embed cultural understanding into unit plans and provide access points for learning. A staff subcommittee focused on equity and inclusion will share opportunities to highlight the diversity within the school community, and a Student Voice committee on equity will support this initiative to contribute to the learning within the school community.

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

Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation. Additional data will be collected from both counselling and our anti-racism committee to note participation levels in various events. We will also quantify the diversity of culturally, inclusive events, such as food services, celebratory weeks or months bulletin boards identifying growth in this area and work towards increasing Indigenous voice in schoolwide celebrations/cultural activities.

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