



Garibaldi Secondary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Social Emotional Learning, Resiliency, and Personal Wellness

Staff will continue the work 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.

OUR KEY ACTIONS

- Teachers continued to design activities in Middle Years Programme (MYP) classes that allow students to try, reflect, and try again - emphasizing growth.
- The MYP with an upper-level thinking skills emphasis.
- This year there has been an expansion of interdisciplinary units.
- Increased participation in Grade 10 Personal Projects and the number of projects around wellness and mental health.

OUR SIGNS OF SUCCESS

Year over year, the incremental increase in selecting International Baccalaureate (IB) courses is an indicator of students choosing to seek challenge.

- The number of Certificate Students has increased. Additionally, we continue to see noticeable increases in more “path driven” course selection by students who are more goal focused.
- We offer a grad lanyard to students once they have completed a secondary transition plan/conversation with counseling, admin, or career planning staff. This has become a voluntary, formalized holistic exit planning structure for Grade 12 students. Grade 12 participation with a traditional Grad Lanyard Conversation exit strategy has increased.

NEXT STEPS

- We are entering the required five-year review for MYP. This will include reflective criteria in the MYP Staff Study Questionnaire. The five-year review will require staff to evaluate structures and strategies related to student social emotional learning and personal wellness. This review will inform all staff on school wide next steps.
- The Grad lanyard initiative will continue. Staff will continue to support and empower Grade 12 students at a significant stage in their public education journey.



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OUR GOAL(S)

Student Literacy

Garibaldi Secondary will improve student achievement in literacy by building a strong, inclusive culture that values all community members and by adapting opportunities in all subject areas to students' strengths and challenges. Specifically, our goal is to improve the current percentage of students receiving more than a 1 or 2 in the Grade 10 Literacy Assessment.

OUR KEY ACTIONS

IB Middle Years Programme (MYP) classrooms collected evidence of learning through differentiated instruction or UDL (Universal Design for Learning) strategies. We increased inclusion of diverse literacy activities across departments in all grade levels. We will continue to monitor and collect evidence of student literacy (i.e., writing samples, reading comprehension samples, oral communication collected tasks) and analyze student reflections and self-assessments. We have also piloted a Literacy 9 intervention class structure, which included up to 15 Grade 9 students.

OUR SIGNS OF SUCCESS

Student engagement and skills progression in the Literacy 9 intervention class have increased.

For the first year, we implemented an MYP interdisciplinary unit involving the English and Science department, which has improved student literacy across these disciplines.

NEXT STEPS

We will:

- Continue with the Literacy 9 intervention class structure and expand to a transition skills course offering for Grade 8.
- Continue with the MYP IDU for Science and English 8.
- We will review the 2026 Literacy assessment data to see where learning interventions can support growth.



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OUR GOAL(S)

Anti-Racism and Inclusion

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.

OUR KEY ACTIONS

- * Cultural events highlighting cultural history and hands on cultural activities. For example, Student Voice have highlighted the Dreidel game during Jewish Heritage Month, and celebrated various heritage events, including Black History Month and Black Excellence Day. The library supported cultural learning through the curation of diverse authors and stories. Indigenous Leadership continues to offer opportunities for students to learn.
- * Facilities renovation to expand the Indigenous space.
- * Invitation of keynote speakers to share a message of diversity and community.

OUR SIGNS OF SUCCESS

- * Overall student involvement and interest in the Student Voice Equity Committee events and information share outs.
- * Feedback from staff and students indicate that the renovation for the Indigenous space has enhanced the success of both formal and informal cultural learning.
- * Student feedback of the BC Lions, and Black History Month keynote speakers was positive.
- * The fourth year of the GSS Glow up event, organized by the Rainbow Rebels.

NEXT STEPS

- The library will continue to expand the collection of diverse authors and stories.
- The GSS Student Voice and Equity Committee will continue to offer cultural events and information that are student and staff led.
- GSS will continue to bring in a diversity of keynote speakers.
- We will provide more opportunities for staff professional development on diversity.
- We will continue to promote the use of the renovated Indigenous space and increase the overall number of GSS students accessing this space for cultural and curricular purposes.