

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Suwa'lkh

2026-2027



Intellectual Development

Goal: develop students confidence in learning through the use of UDL

Rationale:

Our students have experienced significant gaps in their learning through traumatic events and/or absenteeism.

Planned Actions:

Bridge gaps through the use of cross curricular programming
Build in place based learning opportunities

Indicators of Success:

- attendance improvement
- student portfolios of learning
- reflection on goals
- parent feedback--formally through conferences and informally through discussion

School Community Engagement Process:

Family meetings at the start of the year

Connections blocks with student

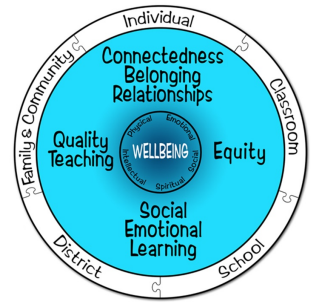
Student lead conferences, at mid point and year end

**DIRECTIONS 2025: ACTION PLAN FOR LEARNING
STRATEGIC GOAL #1**

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Human and Social Development

Area of focus:

To build an environment where all students build connections to their community, both at school and in the larger surrounding spaces.

Planned Actions:

Connections class

Community volunteer work - local elementary school, senior centre, SPCA

Intentional planning of curricular outcomes with place based learning and cross curricular planning

Bringing in of community partner groups

Indicators of Success:

Attendance improvement from last year or previous school.

Students reaching out to adults for support

School Community Engagement Process:

Intake interviews with families and students

Student lead conferences - December and June

Family invitations to engage in celebrations

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Build on success of our Indigenous learners through providing a holistic learning experience with connectiveness and a sense of place

Planned Actions:

Connections with IYW and staff to build on learning

Embed Indigenous content in all courses

Connect with Indigenous Education department for consultation and development of best practice

Indicators of Success:

Record of connections with staff

In review of teacher planning and lessons, obvious evidence of FPPoL.

School Community Engagement Process:

Intake interviews with families and students to identify hopes for youth and what works/doesn't.

Student lead conferences.

Invitations to family and community to engage with celebrations.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Suwa'ikh

Reflection

We continue to build on our transition program for students in Grades 8–10, with a strong focus on supporting learners who have experienced gaps in their education due to trauma, absenteeism, and disengagement. Across all areas it is clear that intellectual, social, and emotional development are interconnected. A key area of growth has been in student confidence and self-efficacy. Through embedding Universal Design for Learning (UDL), intentionally bringing in place based learning, students have begun to demonstrate increased willingness to engage. While the “I can’t” mindset is still present for some learners, there is evidence of gradual change, particularly as students experience small successes and see their progress. In the area of human and social development, efforts to build relationships and a sense of belonging have been essential. Daily Connections classes, outdoor learning opportunities, and regular check-ins have supported students in forming positive relationships with peers and trusted adults. Attendance has shown improvement compared to previous years, and more students are beginning to seek support proactively. Creating a respectful and inclusive environment remains a priority, as strong relationships continue to be the foundation for both well-being and learning. Our commitment to Indigenous ways of learning has supported the development of a more holistic and culturally responsive program. By embedding Indigenous perspectives across subject areas and strengthening connections with Indigenous staff and community partners, students are developing a stronger sense of place and belonging. Continued collaboration with the Indigenous Education department will remain important next steps to deepen this work. Community partnerships have also strengthened the program. Collaborations with organizations such as the Tzu Chi Foundation, Children of the Streets, Yo for Youth, Access Youth, and others have provided students with meaningful opportunities.

Signatures

Title	Name	Signature	Date
Principal	Judy Payne	<i>J Payne</i>	May 25 2026
Assistant Superintendent			

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