

Parkside Secondary School

2024-2025 School Improvement Plan

Our Learners

Parkside Secondary learners come from a wide range of social and cultural backgrounds. Approximately 70% of our students identify as Indigenous, and approximately 40% of our students have ministry learning designations. For many reasons, conventional school settings have not met the learning, social and emotional needs of our students.

Many Parkside students have faced a myriad of intersectional traumas in their lives and now face daily social, mental health and skill challenges due to these traumas. Social challenges that may impact our students are homelessness, poverty, food security, transportation, substance use and intergenerational trauma. Parkside students navigate many mental health challenges, among them is anxiety, which impacts many aspects of their lives, including their confidence in attending to challenges, sleep habits, coping strategies and self-care. Many of Parkside students' skills are impacted by trauma and may be observed tangibly in students': social media addiction, ability to attend school regularly, follow through on goals, social skills and emotionally reactive communication strategies.

In the face of these many challenges, Parkside students arrive at school and regularly showcase their many strengths in the face of adversity. Parkside students are resilient, adaptable, supportive and accepting of one another. Parkside students are understanding and empathetic, there is a camaraderie among students here, they show up in support of one another.

Our learners understand that learning is a personal journey that requires them to explore their identities and develop awareness and empathy for others. Learners are encouraged to develop and strengthen their self-advocacy skills, they take control of their learning and define and explore areas of interest, working alongside one another to learn while fostering understanding and working together to create a supportive and empathetic community.

Our learners respect diversity and inclusion, participating in and celebrating cultural activities to foster understanding and increase awareness of issues in our communities. Students are connecting with their cultural identities, while learning to value and appreciate the strengths of other cultures. Students learn with a strong connection to the First Peoples Principles of Learning, as well as through lenses of Social Justice.

Our learners are able to identify pathways to success through a broad range of learning experiences and contexts. At Parkside, students can choose to participate in specialized programs and activities that are designed to broaden their understanding of their aptitudes and interests. Programs such as Outdoor Education, Art Therapy, Equestrian Therapy, Physical Education, Art

Education provide opportunities for students to explore interests beyond the academic requirements. Parkside's flexible context allows students to engage in external programs with community partners such as Kermode Friendship Society, K5T, Coast Mountain college and the Piping Institute without disrupting their academic studies.

Our broad focus for Parkside's Improvement Plan lies within the Personal and Social aspects of BC's Core Competencies. We want to support students as they find their way in the world, acquiring the knowledge and skills they will need to thrive, to understand themselves and to care about themselves and others, and to find their purpose and navigate their lives successfully because of these developing understandings. Specifically, we will work with students to ensure that attendance is consistent to ensure that they are able to make significant progress towards their academic, social and emotional goals. This matters because Parkside is one of the last opportunities for students to find success in our community, and as such, we much work with students and families to ensure that students who leave Parkside are leaving with the knowledge, skills, experience and supports to create lives full of success for themselves on their terms, once they leave our school.

Our learners demonstrate personal awareness and responsibility, demonstrating self-respect, perseverance in challenging situations and responsibility.

Our learners understand that there are consequences for their decisions and actions, taking steps to ensure their wellbeing, achievement of progress towards individual goals, regulates emotions and manages stress, while recognizing and advocating for their rights.

Our Focus

Parkside is what some have termed a 'Lighthouse School,' as we are often a guiding light for students and families as they find success on a journey that has been fraught with challenges. We want to work with students to create an environment fueled by high expectations and flexibility, grit and celebrations of success. We want to ensure that Parkside students find the support necessary to engage deeply with their learning, and to realize that success is possible for all. We want Parkside students to understand themselves as continuously growing and striving for the understandings they will require to tend to themselves and thrive in life beyond our walls.

Specific Student Learning Goals:

- Students understand the importance of consistent, daily attendance.
- Students understand the importance of a strong work ethic as it pertains to incremental and long-range success in life, making steady academic progress towards graduation.
- Students understand that learning supports their overall wellbeing of the self, the family, the community, the land, the spirits and the ancestors.
- Students understand that learning involves recognizing the consequences of one's actions.

- Students understand that learning requires exploration of personal identity.

Specifically, we are selecting these goals as our school attendance records highlight the reality that students are not attending consistently, which is having negative impacts on graduation success.

Our Next Steps

Establishing high expectations and supporting students to take responsibility for their actions.

- Attendance expectations will be used to ensure students arrive at school consistently.
- Expectations around course completion will be maintained to ensure that there are goals for students to strive towards.
- Celebrations of student success!! We want to ensure that we are providing not only the support but incentives and celebrations of all the small goals that lead up to reaching a milestone achievement. We will be celebrating attendance successes, unit/module completion within courses, behavior successes, positive behaviors and social and emotional growth. We are going to celebrate what we want to see more of.
- We will measure our success with regular, tracked check-ins on attendance and progress made towards course completion.
- We will measure success by asking students about the impacts of high expectations on their daily choices, actions and motivations.