

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Secondary School

2022-2023



Intellectual Development

Goal: Numeracy

Rationale:

- students accessing peer tutors/leadership students and homework club predominantly for math.
- grade 9 numeracy skills when they enter high school vary.
- gaps in numeracy due to pandemic.

Planned Actions:

- create math tutorial block staffed with math teachers to assist students who are struggling in math.
- grow language of numeracy across curricula - math is everywhere.
- streams (Foundations, Work place, Bridge) in math.
- build capacity with support staff in their understanding of math.
- build on math support blocks within our math department.

Indicators of Success:

- grade 9 student math averages improve.
- Grade 10 Numeracy Assessment scores improve.
- increased number of students taking foundations.

School Community Engagement Process:

- PAC
- newsletter
- communicate supports that are available within the school
- Parent learning survey
- math competitions
- Calculus Cup
- Mathletes in Motion



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Student Mental Health and Wellness
School Climate
Connections

Planned Actions:

- promoting ways for students to connect to building. school climate - clubs, intramurals, SEL Leadership.
- Connections 11 course, Immigrant Youth Club, Lunch club for at risk students
- staff professional development
- Homework club
- district mental health literacy team meeting regularly with staff to assist with integrating MH curriculum into their class. Piloting curriculum in CLE , Chem/Bio 12, PHE.

Indicators of Success:

- staff/student learning survey, YDI - using the results
- debriefing with students
- pre & post interviews with Connections students
- increased participation in

School Community Engagement Process:

- PAC
- newsletter
- Engaging leadership students with at risk students
- Parent learning survey
- student volunteering in the community
- Reinforcing to families the supports that are available to students - common language.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

- building relationships with with Indigenous learners and their families.
- Utilize First People's Principles of Learning in practice.
- Embed Indigenous content into all classes.
- unpack the Truth and Reconciliation Calls to Action

Planned Actions:

- provide awareness of career pathways for indigenous students.
- provide teachers access to resources, time, and support for Indigenous curricular materials
- create a Land Acknowledgement unique to Pinetree
 - Land Acknowledgement.
- Indigenous flag hoisting celebration - invite indigenous families to the event.
- include Indigenous focussed questions on the Student Learning Survey.
- Invite INDigenous speakers/elders into to school to speak at assemblies

Indicators of Success:

- increased engagement of Indigenous learners. 100% graduation.
- Student Learning Survey results.
- Improved communication between Indigenous families and school staff.
- Land Acknowledgement used at every gathering.
- Teachers are using First People's Principle's of learning in their classes

School Community Engagement Process:

- PAC
- School based Indigenous focus pro-d and Staff meetings- allow staff to share indigenous materials and lessons as well as collaborate to to cretae new resources.
- Commission Rick Henry (Indigenous Artist) to create an Indigenous Pinetree logo: Two Wolves (started Jan 2022). The logo will be included on Pinetree cards and letterhead.
- Include Indigenous focussed section in all school newsletters.
- Work with Aboriginal Ed Youth workers and teachers to support Indigenous learners.

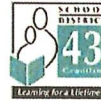


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

As we came out of pandemic and protocols eased, we have been able to offer more opportunities for students to connect to the building, the staff, and each other (Athletics/Intramurals, Graduation events, clubs, fairs, concerts, performances, etc). In June, during our school based ProD, we made "Connection" the theme. Teachers had the opportunity to connect through collaboration, activities, and a first nations finger weaving project. Many staff reported having a great time connecting to their colleagues. While continuing to encourage staff, students, and community to connect in meaningful ways, we will continue to offer a variety of ways for people to come together.

Traditionally, Mental Health Literacy has been taught in certain subject areas only. We will commit to having Mental Health Literacy/awareness delivered at all grades in a variety of subject areas (PE - Grade 9, Grade 10 - CLE, Grade 11 - Science/English, Grade 12 - CLC). This will not only increase the consistency and frequency of mental health and wellness strategies, but also help those students who may be struggling with mental health.

Teachers are incorporating First People's Principle's of learning in their classes more frequently. Offering teachers opportunities to expand their understanding and confidence with First People's curriculum as well as mental health and wellness literacy would be advantageous. Our plan is to use school Pro-D time to work on these areas.

In the Spring, we commissioned a local Indigenous artist to create a new "Timberwolf" logo (as seen in the Indigenous Learners goal section of this document) to be used on all clothing, stationary, etc.

We will would like to continue to work with our librarians to build resources particularly with English First People's Principles curriculum design.

We will also look into into speakers / workshops that offer staff opportunities to share instructional design strategies as well as an opportunity to connect through collaboration.

Signatures

Title	Name	Signature	Date
Principal	Jeremy Clarke		June 30/22
Assistant Superintendent	Rob Zambrano		June 30/22

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