

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Encompass 10-12

2025-2026



Intellectual Development

Goal: Development and offering of additional hands-on and experiential learning opportunities

Rationale: Students at Encompass have a broad range of personal interests and learning styles. To deepen their intellectual engagement, develop transferable skills, foster curiosity and encourage students to take ownership for their learning, our program will look to expand and improve upon hands-on learning opportunities across both core academic and elective courses as outlined by the BC Curriculum.

Planned Actions:

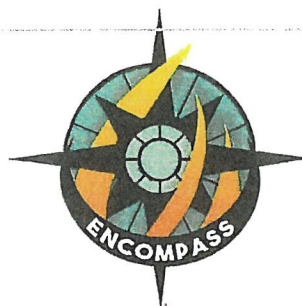
- Introduction of new ADST electives, including Photography 11/12
- Further refinement of existing arts-based electives, including Art Studio 12 & Instrumental Music/Guitar 12
- Developing learning activities for students involving community engagement (e.g., volunteer work, school beautification initiatives)
- Facilitating a Sept/one school-based professional development day focused on developing field-trip experiences that align with curricular competencies & cross-curricular learning opportunities

Indicators of Success:

- Qualitative data gathered from student reflections integrated into summary assessments
- Monitoring data including attendance, course completions and course enrollments to determine student engagement
- Progress reporting in both Student Learning Plans (SLPs) and quarterly Learning Updates
- Products/projects that can contribute directly to the culture and sustainability of the Vanier Centre learning community

School Community Engagement Process:

Staff and community meetings; attendance forms/evidence of participation; community meetings; staff professional development days; student surveys; course completion data; district STEAM/ADST team; feedback from students on school-wide events; field trips



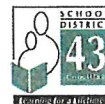
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

Encompass 10-12

Phone: 604-945-7311

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Human and Social Development

Area of focus:

Family-school-community relationships. Encompass 10-12 students have historically experienced the most amount of success when relationships between family, school and community are meaningfully cultivated. We are aiming to create and/or improve these relationships to the benefit of our students and their personal goals.

Planned Actions

- Continued monthly correspondence home to families regarding attendance, progress in relation to SLP goals, and pathways to success for Encompass learners
- Renewed Student Learning Plan forms/templates for case managers to comprehensively monitor progress and update three times a year (September, January & April)
- Inviting public speakers from local organizations to speak to students regarding issues or initiatives within the community
- Reaching out to local agencies to create opportunities for students to engage in volunteer work and/or work experience

Indicators of Success:

- Increased family engagement as measured by response rates to monthly communications
- Student Learning Plans (SLPs) updated consistently three times per year with clear evidence of growth or re-direction, including course progress & relevant anecdotes which emerge from family meetings
- Increased student involvement in volunteer work and/or work experience placements
- Observable improvements in attendance, engagement, or goal progression in alignment with updated Student Learning Plans (and follow-up recommendations)

School Community Engagement Process

- Monthly, reciprocal correspondence between families and schools
- Higher visibility of school events and achievements in the learning community (e.g., newsletters, advertisements through learning technologies like Microsoft Teams)
- Inclusion of student voice in community involvement initiatives and/or guest speaker opportunities
- New or strengthened partnerships with local organizations and agencies



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus: Encompass 10-12 has prioritized having Indigenous content and worldviews be incorporated into our courses over the past few years. This year, we are aiming to create more opportunities for Indigenous students to participate in culturally relevant activities, events, or feedback sessions where their voices can be heard and valued.

Planned Actions:

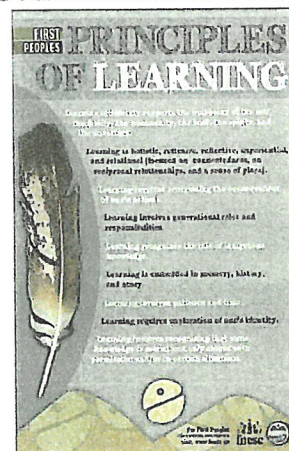
- Engaging in Indigenous Education workshops and resource exchanges with colleagues across multiple subjects
- Expanding the collection of Indigenous-focused classroom resources to support culturally responsive teaching
- Incorporating the First Peoples Principles of Learning into staff meetings and shared professional practices
- Utilizing circles and Indigenous ways of knowledge sharing to build community and relationships
- Welcoming district cultural facilitators to lead hands-on sessions such as beading and drum making within the school

Indicators of Success:

- Increased engagement and participation in academic activities across all subjects grounded in the First Peoples Principles of Learning
- Student work, reflections, or creative projects that reflect the continued implementation of Indigenous knowledge
- Strengthened sense of belonging and identity for Indigenous learners as expressed in student feedback, circles, or reflections
- Active participation in land-based learning, storytelling, or engagement (e.g., land stewardship practices in our community garden)

School Community Engagement Process

- Invitations to facilitators/Indigenous Ed. resource teachers to engage with students and staff
- Indigenous-focused events (e.g., Orange Shirt Day, Indigenous Peoples Day, classroom feasts, art installations) are planned and led with community input and authenticity
- Teachers and support staff access and use school- or district-provided Indigenous resources
- Evidence of cross-curricular incorporation of Indigenous perspectives in classroom instruction



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

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School Name

Reflection

Signatures

Title	Name	Signature	Date
Principal	Tara Marinkovic		July 3/25
Assistant Superintendent	for hunter		Aug 18, 2025

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