

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

**Suwa'lkh**

**2024-2025**



### Intellectual Development

Goal: Develop students confidence within their ability to learn and be successful

#### Rationale:

Many of our students have experienced significant gaps in their learning through traumatic events and/or absenteeism. The comment, 'I can't do \_\_\_' is used to exhibit behaviours to avoid learning. Building hope in the ability to learn is key

#### Planned Actions:

- embed self-efficacy in all classes - utilize UDL to plan lessons and assessment
- meet students where they are to build confidence - bring in goal setting and reflection on Curricular competencies - break work into manageable chunks for learning - embed FPPL into all lessons

#### 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

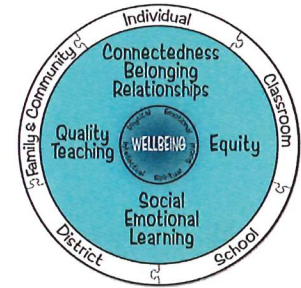


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Suwa'lkh**

***Increasing Success in  
Life for All***

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Human and Social Development

#### Area of focus:

To build an environment where all students demonstrate respect for themselves, others and their learning environment, therefore are able to build connections.

#### Planned Actions:

Intake interviews with students and families in September.

Connections class daily - begin and end the week with circles; other days will be activities which are lead by each YW/teacher.

Outdoor outings on Thursdays.

Student meetings - 1 x per month to review progress

#### Indicators of Success:

Attendance improvement from last year or previous school.

Students reaching out to adults for support

Student reflection - 3x per year on these goals

CORE competency reflection

#### School Community Engagement Process:

Intake interviews with families and students

Student lead conferences - December and April

Family invitations to engage in celebrations

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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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:

Embed First Peoples Principals of Learning in all teaching practice

Invite the local First Nation in for discussions and teachings

Embed Indigenous content in all courses

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

#### Indicators of Success:

Attendance improvements

Increase in discussions with local First Nation

Reflection - with families and students

Successful completion of grade level school work and curricular competencies.

#### School Community Engagement Process:

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

Student lead conferences.

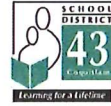
Invitations to family and community to engage with celebrations.

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

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### Suwa'ikh

## Reflection

The year continued the transition to being an 8 - 10 transition program. It had it's successes - 1 grade 10; 1 grade 8, and 1 grade 9 returning to their mainstream schools for 2024 2025. We also grew in numbers with an additional 16 students added over the course of the year, and attendance hovering between 30-60% of the students.

We continued to engage with Outward Bound (canoeing they liked, hiking not so much), Tzu Chi foundation, Children of the Streets, and Fresh Roots. We also brought in a partnership with SHARE Building Safer Communities, which has already provided our students with resources and connections to community supports. Building on outdoor education opportunities that meet our students where they are will be a focus for us next year.

The year did have challenges and adjusting to direction changes for the program are areas we continue to work through.

Our students continue to need support to build confidence in learning, in discovering their voice for their needs in learning, as well as building trust and connection with all adults who are part of the Suwa'ikh community. Continuing to focus on being a welcoming community, and recognizing that every student here has a story will be important as we move forward. Within the APL, all areas are intertwined as students cannot learn if they feel unsafe, if they lack confidence and are not met with the trauma informed lens.

We continue to gather data through conversations with students, in building in goal setting and reflections as well as family meetings.

## Signatures

Title	Name	Signature	Date
Principal	Judy Payne	<i>J. Payne</i>	June 19, 2024
Assistant Superintendent	Paul McNaughton	<i>Paul McNaughton</i>	June 27 2024

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