

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Secondary School

2024-2025



Intellectual Development

Goal: Career Connections and Pathways

Rationale:

We want to focus on building connections between our course content and the careers, skills, and pathways students might pursue in order to garner success after high school and into their post-secondary endeavors.

Planned Actions:

Shift the September "Meet the Teacher" night to one that enables departments to work collaboratively to provide students/parents with career/skill connections and possible career pathways. Be mindful of building connections between what we do in class and how it connects to a pathway/skill/competency students will need. Provide "guest speaker" opportunities and field trips to educate students and/or parents about post secondary opportunities and careers.

Indicators of Success:

Students will proactively seek advice from counsellors and the career facilitator regarding scholarships and post secondary options. We will also see an increase in trades applications as well as student independence and engagement. For data, we will embed several questions in students' self assessment of their core competencies Form to track their understanding of how what they do in school connects to life long learning as well as their post high school goals.

School Community Engagement Process:

Make use of our career facilitator and counsellors; college and university reps (Douglas College partnership); local businesses; the district's WEX program; and the principal of careers, trades, and transitions. Communicate with the parent community (MySchoolDay app, newsletters, emails, PAC meetings) when we have speakers or career and/or information opportunities available to them or to students.

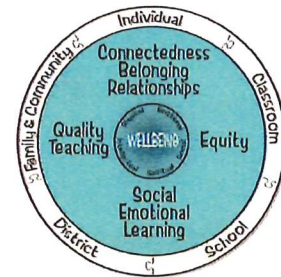


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Secondary School**

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Human and Social Development

Area of focus:

Social Emotional Learning & Self-Reg: Support students to manage emotions in healthy ways, develop resiliency when navigating challenges, and understand the importance of self-awareness and interpersonal skills in career/life goals.

Planned Actions:

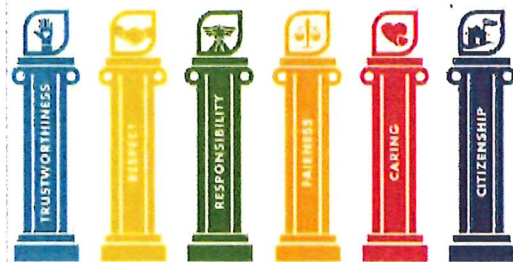
Be mindful of embedding strategies in classes that support students' ability to manage stress; develop their sense of resiliency, self, and self awareness; and help them feel connected (explore this and trauma informed practices through professional development days, meetings, "lunch and learn" opportunities etc.). Explicitly build a link between "work habits" and employability skills (being on time, time management, meeting deadlines etc.) and model expectations. Foster student mentoring opportunities to connect and support younger students' development of healthy habits and skills for success.

Indicators of Success:

We will see an increase in students' ability to self reflect and independently use strategies to manage stress. We will see an improvement in student attendance and punctuality. Students will be completing an equity scan this year and we will include several questions around "feeling connected". We will track their understanding of how employability skills connect to school work habits with a question in their self assessment of their core competencies Form.

School Community Engagement Process:

We will engage with the District Learning Services Department as well as educators/professionals trained in trauma informed practice and provide Pro D opportunities for staff. We will connect with the parent community through newsletters/emails/PAC to share survey data, as well as our "employability skills" focus. We will have speakers who are presenting to students connect work habits to professions and post secondary success.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Staff want to learn about the history and culture of Coast Salish Peoples and the Kwikwetlem First Nation to increase our understanding of local history & traditions and embed content authentically and with more regularity.

Planned Actions:

We want to bring in speakers to teach us about local Indigenous history and traditions, both as staff Pro-D opportunities as well as for student learning. In exploring career connections, we will strive to have Indigenous representation in our presentations. We also want to build/grow our Indigenous resources with the inclusion of more local content to embed in the ways we explore the First Peoples' Principles of Learning. Finally, we want to develop a more visual presence of Indigenous content within the school.

Indicators of Success:

Students and teachers know why Indigenous content is important and have more awareness and understanding of local Indigenous traditions, culture, and history; we can explore this in the student equity scan and have teachers complete a reflection.

School Community Engagement Process:

We want to work with local Indigenous experts (perhaps from the Kwikwetlem First Nation), our Indigenous teacher and youth worker, and the district Indigenous education department during staff meetings, PF meetings, as well as professional development opportunities beyond the Indigenous focus day in April to enhance student/teacher understanding of the Coast Salish Peoples and the Kwikwetlem First Nation. We can highlight our goal and areas of school-based exploration through newsletters as well as PAC meetings.



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

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Reflection



In surveying staff, we determined that we wanted to move away from our STEAM focused goal of 2023/2024 and embrace a new career-focused goal. We feel that students don't always make connections between course content, skills, and competencies and how these relate to their post secondary goals. Students are often unclear about the steps necessary to navigate post secondary opportunities. We want to mindfully make a few adjustments to what we do so students connect what they are doing within their courses to possible careers and skills/habits necessary for success in post secondary opportunities and adulthood.

We have also noticed that, socially, students struggle with stress, resiliency, and the skills to build/make strong connections. In addition, we have seen an increase in student lateness and a decrease in valuing strong work habits. We want to explore some ways to offer support to students to decrease their stress and make positive connections (which correlates with improved student performance). We also see an opportunity to connect strong work habits to our career goal through explicitly linking them to job/career/post-secondary success.

Finally, staff want to build their collective understanding of local First Nations' peoples, believing that it will enable us to build our understanding and authentically embed content with more regularity. Staff wanted to hear from speakers, which has the potential to connect our Indigenous goal to careers if we ensure speakers sharing career possibilities also have Indigenous representation.

We are looking forward to seeing how our APL goals might positively impact students as they navigate secondary school and beyond.

Signatures

Title	Name	Signature	Date
Principal	Janine Close		June 30, 2024
Assistant Superintendent	Robert Zubizar		June 30/24

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