



NPSS Framework for Enhancing Student Learning ELC/Main Campus 2018~2019

Vision/Mission:

Our goals for this school year continue to support our commitment to being a **safe and caring environment for all**. We continue to address the big questions around student learning and student assessment, and how to engage all students and motivate them to want to attend school. We believe the core mission of education is not simply to ensure that students are taught, **but to ensure that they learn**. This simple shift – from a focus on teaching to a focus on learning is making for powerful improvements in learning and teaching.

School Context:

North Peace Senior Secondary School is a **vibrant, dynamic and diverse school community of two campuses with more than 1300** students enrolled as of the September 2018. This includes approximately: 380 grade ten, 363 grade eleven, 569 grade twelve, which includes 110 un-graded (students in senior alternate, life skills or pre-employment). In addition, North Peace also has a number of adult students and returning graduates who are upgrading. Included in the population of our school community, are more than 200 Aboriginal students. The school was built in 1989 and is still a beautiful building! Nine years ago, we added a second campus – the Energetic Learning Campus. It is situated in the Pomeroy Sports Centre roughly a kilometer from main campus. This campus has a Grade 10 program that incorporates project-based learning as one of its main instructional strategies. In addition to the grade 10 program, other courses such as hockey and fitness training are part of the Energetic Learning Campus. As the only senior secondary school in the city proper, NPSS serves a population which is diverse in socio-economic demographics. We offer an array of courses and programs to meet the varied needs of our students, and we do our best to meet the unique needs of every student in our school.

Included in our course offerings are many courses that link directly to trades, including automotive, construction, drafting, transition to trades, welding and metal fabrication. We are very proud of the many course options which students may choose such as: Youth Work in Trades, Work Experience 12A and 12B, ACE-IT dual credit courses in partnership with Northern Lights College. The number of students participating in these programs continues to grow. We offer 17 ACE-IT programs in conjunction with Northern Lights College where students receive dual credit for Level 1 or Level 2 of their technical training. We are also proud of the fact that we offer Residential Construction and Hairdressing on site at our school. In addition to dual credit trades programs, our students can access a number of dual credit academic courses, such as Business Management 101 and English 100, to name just a few.

Every year, since 1992, our **Musical Theatre** class presents a full-scale musical for the citizens of Fort St. John; we are extremely proud of the long running tradition and tremendous support from the community. It is not rare to have 60+ students involved in this production. We have **5 computer labs and over 650 Chrome Books in classrooms on both campuses**; not only does NPSS have over 160 computers available for student use with industry standard software, our variety of courses teach skills that students can use in post secondary and industry, immediately. **Our school has an excellent balance of strong academics and career programs to meet the needs of students** moving on to the top universities and those going into the much needed trades.

We are also very proud of the many ways we support students academically as well as socially and emotionally. Both campuses have onsite counsellors who support our students through the process of looking at future careers, applying to post-secondary institutions as well as scholarship opportunities. Our counsellors are also qualified to work with students struggling with mental health concerns. Both



campuses also have Learning Assistant teachers who are available to help the complex needs of students who are identified as having specific learning disabilities as well as non-designated students who struggle academically and behaviourally. They help create and implement Individualized Educational Plans or Student Learning Plans and support classroom teachers with implementing Universal Design for Learning strategies that help meet the needs of all learners on both campuses.

Our Learning Support Department is diverse on main campus and includes a number of very exclusive programs for students whose learning cannot be met by regular programming. Our Resource Room program supports students with very specific learning needs that can only be addressed in a smaller classroom with one-to-one support with an Educational Assistant. Students are integrated into regular classrooms using UDL strategies working on a modified curriculum. Students in our Evergreen program focus on functional academics, life skills and career development. Students are provided an individualized program that will be at the student's level emphasizing academics, employability and independent living skills along with promoting personal and social development. These students also participate in elective courses where a focus on UDL strategies allow them to participate in these courses, at times, with minimal one-to-one support.

The goal for the Senior Alternate program is to provide students aged 16 – 19, who have specific challenges, an opportunity to succeed in their academic goals. The program encourages and supports students so that they can continue towards graduation, trades and apprenticeship or a post-secondary training program. There is a heavy emphasis on life skills, decision-making, conflict resolution and anger management. Students are referred through feeder schools or outside agencies such as Ministry of Children and Families or Probation.

The school also provides an excellent athletics program. Our students enjoy quality coaching and travel throughout the Province and beyond to participate in tournaments of all kinds – Basketball, Volleyball, Cross-Country Running, Golf, Track and Field, Wrestling, Soccer, Rugby, and Badminton. On a regular basis, many of our teams and individual athletes are very competitive within the North Central Zone and the Province. There is a Parent Advisory Council that meets monthly to discuss school-related issues. This group has grown significantly in participation this year but we would like to see it continue to grow in membership so that we have the true voice of parents in our school. The Student Council is a diverse group of students that meet at lunch to provide input on a wide variety of issues that affect students and the school community. We value their voice, opinions and advice and welcome them as partners in the decision-making processes in the school. They also help run the many activities that provide a happy, healthy culture for the school.

Students are well behaved, supportive and are becoming more accountable all of the time. Our school community culture is a very positive and safe place to be. Parents and students comment that the school “feels” welcoming and nurturing and that there is a sense of community within, on both campuses. Students are behaving more responsibly, as we hold them accountable for their behaviors. Our school-wide focus on Accountability, Integrity and Respect is having a very positive impact.

The process for **collaboration on this Framework for Enhancing Student Learning** is as follows: The staff met during the September Planning day to review and discuss the goals. Staff provided feedback on what strategies might help us achieve our goals. The department team leaders and the administration will meet all year to discuss the strategies we could look at implementing. Feedback from staff will be provided through department teacher leaders.

Goals:

The school is focusing on two main Intellectual goals this year. 2018/19 will be the first year for the new secondary curriculum. Staff will be focusing on the opportunities that renewal and change will bring to their courses and their practice. New courses will be created! Secondly, we will be focusing on



implementing Universal Design for Learning. UDL is best practice! It allows all learners to demonstrate what they know in unique and different ways. We will be continuing our campaign of *Peace is in the Air*: we are working to make our student great citizens for the world! We do not have a specific goal for Career/Skill Development as we are already leaders in the Province in this area. Working with the District Principal of Careers - Brian Campbell, NPSS has a vibrant and robust Careers Program. With over 200 students annually enrolled in Work Experience courses, more than forty secondary school apprentices, and many students enrolled in College level trades and academic classes, we are doing great things for students in this area and will strive to continue to innovate in this area.

Goal #1 Intellectual ~ Curricular change and Universal Design for Learning

Curricular Change Rationale: New Provincial Curriculum for grades 10-12. There is also a desire and need to embed aboriginal content in many courses, as part of the TR report.

Process:

1. Departments will continue meeting to look at new curriculum (as they did last year) and to focus on new directions and courses that will need to be implemented.
2. Information (brief so far) has been shared with Parent Advisory Committee and will be shared as more decisions have been reached and courses finalized.
3. BAA courses will be re-written or converted/aligned with new Ministry courses.

Evidence:

1. New courses offered
2. Evidence of aboriginal resources in courses (Google doc will be shared with Principal of Aboriginal Education)

Implementation of Universal Design for Learning Rationale: The school has been struggling to effectively meet the needs of struggling learners. Past practice involved teachers sending students to the Learning Assistance teachers for quizzes and tests. The number of students continues to grow. LAT's were spending up to 60% of their time reading and scribing for students. They were spending very little time working with teachers to enhance opportunities for all students to be able to demonstrate their learning in a variety of ways.

Process:

1. Staff met in May 2017 for the Planning day to start the move forward. Principles for UDL were shared and discussed. A plan was put in place to have two master teachers freed up to be UDL coaches. They would meet with classroom teachers to help design lessons, administer assessments and team teach.
2. Staff meets again in May 2018 to plan for UDL implementation in 2018/19.
3. School year starts - LAT's/counsellors/admin look at all classes to assess needs
4. EA's are strategically placed based on a collaborative effort.
5. Teachers complete classroom profiles on their most challenging classes
6. LAT's meet with teachers to go over classroom profiles
7. UDL successful strategies are shared with staff during staff meeting
8. Collaboration time is accessed and LAT's meet with classroom teachers and EA's to discuss students, needs, processes and procedures for how to best help the students in the classes.
9. Jennifer Katz brought in to work with a select group of teachers/LAT's and admin from both campuses. This work will continue during the rest of this year.



successful and we make a draw (one of the postcards) to recognize the positive things students have done and are doing.

- Continue using Link Crew/Student Leadership team to initiate and mentor new students and having only grade 10 students coming for the first day of school in September.

Communication Plan

- Plan shared with Parent Advisory Committee
- Plan placed on school website

Dashboard Markers

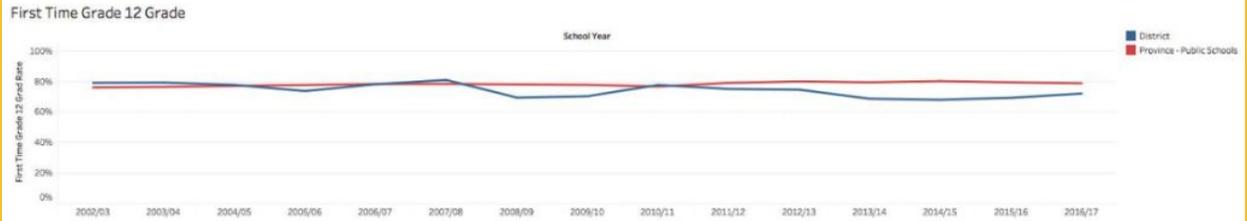
- “Learning Survey” and “School Connectedness Survey” Trends

Grade 10 Learning Survey Questions:	2014-15	2015-16	2016-17	2017-18
Do you feel welcome at school? (Many + All)	51%	58%	60%	54%
Do you like school? (Many + All)	36%	36%	39%	30%
Do you feel safe at school (Many + All)	60%	66%	72%	71%
Are you satisfied that school is preparing you for a job in the future?	45%	38%	32%	32%
Are you satisfied that school is preparing you for post-secondary education?	48%	42%	36%	38%
Grade 12 Learning Survey Questions:	2014-15	2015-16	2016-17	2017-18
Do you feel welcome at school? (Many + All)	66%	58%	66%	60%
Do you like school? (Many + All)	41%	36%	52%	41%
Do you feel safe at school (Many + All)	71%	69%	81%	71%
Are you satisfied that school is preparing you for a job in the future?	30%	34%	31%	29%
Are you satisfied that school is preparing you for post-secondary education?	44%	46%	39%	41%
SCHOOL CONNECTEDNESS SURVEY (FALL 2018)	GRADE 10 (/139)		GRADE 12 (/161)	
Teachers at NPSS treat students fairly	63.3%		62.7%	
I feel that my contributions to NPSS are valued	31.7%		26.1%	
I have pride in my school	43.9%		46%	
Teachers at NPSS care about me	49.6%		57.8%	



2. Grad Rates for all students

First Time Grade 12 graduation



6 Year Grad Rate: Indigenous

Completion Rate: 6 Year Model



3. Numeracy Assessment Trends

2018 Math Report Card Marks: C+ or better

