



Fernie Secondary School (FSS)

Growth Plan

2023-2026



We see our school growth plan as a 3-year living document that will be updated as we progress in our learning and implementation stages.

Where We Are

Fernie Secondary School started the 2023-24 academic year with a new Principal. The direction of the 2023-onward growth plan was discussed initially with the new principal at the September staff meeting. Initial ideas for a new direction in 2023 were presented by staff informally and with email conversations that led up to department head meetings and a discussion at the October staff meeting when the staff felt like more work needed to be done on the previous academic growth plan goal for numeracy but that they were ready for a new goal for human and social development. The human and social development goal stemmed from a school planning session that was facilitated by District Vice Principal, Jaslene Atwal in June 2023. During this session staff collectively identified *goals, dreams, and magic*. One overarching theme that stemmed from this session was the need for a more consistent and effective approach to student discipline. Specifically, chronic student absenteeism was identified as a major concern. Staff agreed that they wanted to learn more about and implement restorative justice policies to shape a new approach to student discipline. The draft plan with the previous numeracy goal (#1) and a restorative justice goal (#2) was shared again with department heads and at the October Parent Advisory Council meeting.

School Context

- Fernie Secondary School has a student population of approximately 507 students and is the only public secondary high school in the town of Fernie.
- Grades 11 & 12 students from Jaffray Elementary Junior Secondary school typically come to FSS for grades 11 & 12.
- We have in increasing demand for out of catchment students (from Jaffray, Sparwood, & Elkford) to attend our school.
- We have 2 Administrators, 27 Teachers, 2.143 Student Services Teachers, 1 fulltime Counsellor (filled by 2 staff), 1 Indigenous Education Support Worker, 5 Education Assistants, 2 Youth Care Workers, 2 School Stenographers, 1 Cooks Assistant and 3 Custodians.
- Of the 507 students in our school, 82 have Indigenous ancestry, 9 are English Language Learners, and 79 have an Individual Education Plan and receive supports through our Student Services department.
- Our school continues to grow in population every year.
- FSS offers a French Immersion program for students in Grades 7-12. Currently 142 students are in our French Immersion program.
- The classes at FSS have students with a variety of academic, social-emotional and behaviour supports/needs.

Engagement Processes

- The School Growth Plan will remain a monthly item on the staff meeting agenda.
- Data will be updated throughout the year and the School Growth Plan will be treated like a living document.
- As a staff we will focus on our school goal during staff meetings, teacher release time and collaboration opportunities, at School Based Team meetings and during Pro-D opportunities.
 - Use of TEAMS to share files.
- Collaborative and professional conversations that occur daily in our staffroom and among staff and during staff-initiated planning meetings also provide invaluable communication and sharing opportunities.
- We will provide parents with information on our Action Plan via a range of means and media (PAC meetings, school website, monthly newsletters, and open houses).
- Organize workshops and events to engage parents and the local community in restorative justice practices.
- Establish partnerships with Indigenous organizations and community leaders for guidance and support.
- Students will be engaged through the leadership of student council.

FSS Strengths

- Our students and staff value inclusion.
- We have a sense of community and want everyone to belong.
- Students are keen to be leaders.
- Many students are involved in extra-curricular activities such as drama club, glee club, jazz club, rainbow club, student council, robotics, and a variety of school sports (volleyball, soccer, basketball, swimming, badminton, running, golf).
- Our school serves as hub for many community activities and sports.
- FSS has a Parent Advisory Council that provides financial support which adds additional resources, equipment and transportation helping to extend learning opportunities for all students.
- Our school has an active breakfast program that serves breakfast and snacks to any student in need.
- Supports to our students are available from our Student Services Teachers, Teacher-Librarian, Education Assistants, School Counsellors, Youth Care Workers, Indigenous Education Support Worker, French Teacher's Assistant

FSS Challenges

- We want to grow a stronger sense of community empowering all stakeholders: students, staff, parents and community partners.
- We want to evaluate our approach to behavioural issues to ensure it aligns with creating safe and connected environments.
- We are concerned with the outcome of unsafe behaviours and use of impolite/disrespectful language during instructional and non-instructional times (lunch, before and after school).
- We want to address reasons for chronic absenteeism and find ways to increase student engagement.
- Some students struggle with peaceful conflict resolution and impulse control.
- Students are working on taking responsibility: for their belongings, actions, and their learning.
- Some students struggle with keeping a positive attitude toward learning, staying calm, alert, and focused during lessons.
- Growing anxiety is seen among some students.
- Challenges still exist connecting and supporting students between home and school.
- Bullying behaviours exist in our school.
- Some students at FSS face challenges at home

GOAL #1- Numeracy: To improve our students' cross curricular numeracy skills in grades 7-10.

If we improve our students' numeracy skills, then we will see an improvement in our students' confidence and capacity for Numeracy. We will see an improvement in our results on our Graduation Numeracy 10 Assessment and students will improve their opportunities for success in Grade 11 and 12 math classes and have greater access to post-secondary opportunities.

Previous Successes:

We have been successful with improving the results of our Graduation Numeracy 10 Assessment to bring our school more closely in line with the province. In 2018 our results were nearly 20% below the provincial average. In 2020 and 2021 we were within 1% of the provincial average. Last year we were approximately 5% below the provincial average. Once we gather data from this year, we will have a better understanding of whether this drop was related to that cohort of students, or if the gap continues for another year.

Strategies:

- Connect with the district Numeracy Support teacher for ways she can support (selecting assessments, targeted support strategies, and professional development for teachers on implementing cross curricular numeracy activities/lessons)
- Investigate and select a screener assessment for (Wechsler Fundamentals: Academic Skills)
- Use screener assessment with Grade 7's initially to identify students who are low.
- Gradually build screener assessments in Grades 8 & 9.
- Create a numeracy support block (for identified students)

STUDENT PERFORMANCE DATA ANALYSIS AND INTERPRETATION:

Fernie Secondary School Students receiving a 3 or 4 on the Grade 10 Numeracy Assessment

	<u>FSS Results</u>	<u>All Public Schools (BC)</u>
2018	17%	36%
2019	22%	29%
2020	37%	36%
2021	38%	43%
2022	38%	43%
2023-24		

This data is based on the Provincial Graduation Numeracy 10 Assessment since 2018. The proportion of Fernie Secondary students achieving a 3 or 4 on this assessment has improved significantly since 2018 and is much more closely aligned with the provincial average.

We would like to see at least **60%** of our students achieve a 3 or 4 on the Numeracy 10 Graduation Assessment.

Goal # 2- Human and Social Development: To implement restorative justice practices that are culturally responsive and tailored to the needs of Indigenous students, diverse learners, students at risk and children and youth in care.

The measurable outcome of achieving this goal is a reduction in office referrals, disciplinary actions, and suspensions. The anticipated intangible result is a more positive and inclusive school culture with improved student behaviours. With restorative justice, students will learn about the impact of their actions, reflect upon their membership in the FSS community and learn how to take responsibility and repair the harm that was caused.

Strategies:

- Provide staff with training on restorative justice principles and practices.
- Create a staff committee to plan and implement professional development around restorative justice practices.
- Incorporate culturally sensitive and awareness training into professional development.
- Create restorative spaces within the school for dialogue and conflict resolution.
- Implement mentorship programs for at-risk students.
- Look for ways to support 2SLGTBQ students who struggle at FSS.
- Collaborate with community organizations to provide additional resources for students.
- Develop and implement an attendance policy that is based on restorative justice principles.
- Collect Data from the Youth Development Instrument to inform our growth plan.

Student Data Analysis and Interpretation

The Middle Years Development Instrument provides us with valuable information on how our Grade 8's self-report about their thoughts, feelings, and experiences in school. There are areas of the assessment that we would expect to see improvement in because of successfully implementing a restorative justice approach to school discipline.

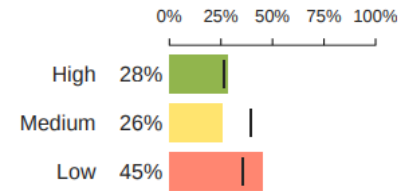
These areas are School Climate, Responsible Decision Making, Self-Awareness, Empathy, and Victimization and School Bullying (see appendix A)

We will be tracking office referrals for behaviour and student conduct reports (entered in MyEd). We expect to see the frequency of these decrease as we implement restorative justice policies. (see appendix B)

Appendix A: DATA from the Middle Years Development Instrument (MDI) 2022/2023

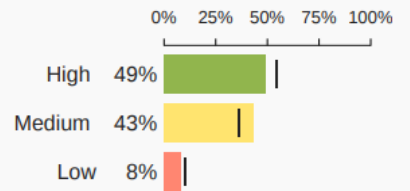
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



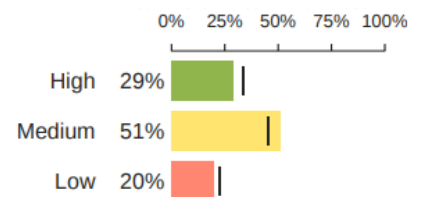
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



SELF-AWARENESS

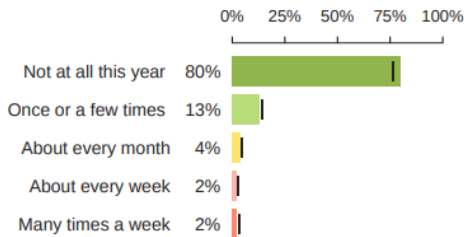
Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



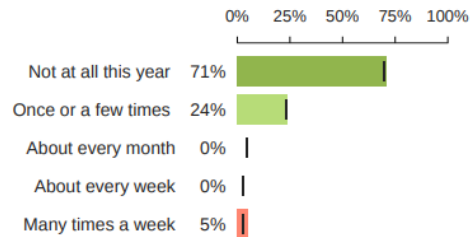
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

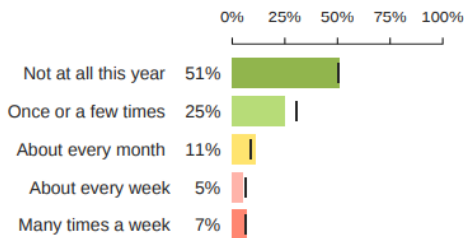
CYBER



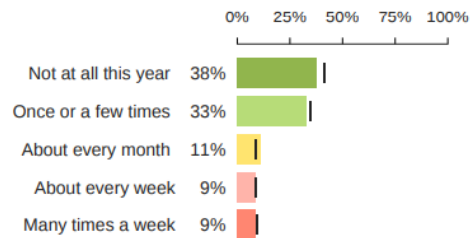
PHYSICAL



SOCIAL



VERBAL



Appendix A:
DATA from Office Referrals/Student Conduct

Type of Referral	2021-22	2022-23	2023-24
Substance Use	16	6	
Physical Aggression	10	7	
Technology Misuse	3	2	
Defiance	6	7	
Offensive Language	4	7	
Weapon	1		
Truancy	4	8	
Bullying	2	2	
Vandalism	1		
Admin Concern	11	15	
TOTAL	58	54	