



**2025 – 26  
School Plan  
to  
Enhance Student Learning**



Daajing Giids, BC  
V0T 1S0

250-559-8822

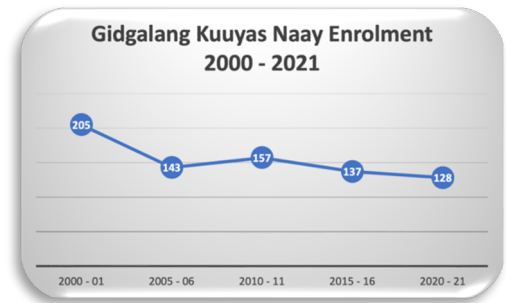
# TABLE OF CONTENTS

WORKING TOGETHER	4
GOAL 1	5
STUDENT WELL BEING	5
GOAL 2	5
GOAL 3	6
GOAL 4	7
EMBRACING UNIQUE CULTURE AND TERRITORY	8
GOAL 5	8

## ABOUT US

*Gidgalang Kuuyas Naay Secondary is located in Daajing Giids, Haida Gwaii.*

- *We currently enrol 129 students, after seeing steady enrolment decline from 157 in 2010.*
- *We offer small class sizes for most subjects and provide a good deal of support including:*
  - **11.085 FTE teachers**
  - **1 full time Learning Resource teacher**
  - **6 Educational Assistants (3 at full time)**
  - **1 full time Indigenous Resource Worker**
- *We serve students from T'lell, Port Clements, Sandspit, Skidegate and Daajing Giids.*
- *Our Parent Advisory Council (<https://sd50.bc.ca/qkn-pac/>) is a strong advocate for school success and student well-being.*
- *For a small school, we have much to celebrate.*
  - *Our sports programs are strong! This year:*
    - *Girls' Rugby qualified for the Provincials and competed against triple and quadruple A schools.*
    - *Boys' Single A basketball Zone Champions, 3<sup>rd</sup> place at Provincials*





## Working Together

The strategic goal of 'Working Together' is articulated in SD50's strategic plan and so Hawaa to our students, staff and parents who have passionately shared ideas specific to numeracy, literacy, mental health and wellness as all important priorities for our school to consider as we set goals for the coming school year.

Some of the initiatives we currently have in place to support student well-being, numeracy and literacy include:

- Academic Intervention (RTI)
- A full time Learning Resource Teacher
- Flexible scheduling including online, face to face, and blended course delivery models.

Although there continues to be an achievement gap between Indigenous and non-Indigenous learners, we are noticing that the achievement of Indigenous learners in our school is a growing area of strength. As an example, our school's first-time graduation data shows that we are slightly above similar provincial data, especially for our Indigenous students (see graph). It should be noted that due to the very small number of students in our school, data can be impacted year to year by cohorts.

An area of strength for our school continues to be our commitment to the Response to Intervention (RTI) model that we implemented in 2016. Students know our RTI time as 'Academic Intervention' which occurs once per week and allows them time to catch up on missed homework, tests and essential learnings. During the first semester of the 2023/2024 school year, we piloted a Professional Learning Community (PLC) model in our timetable. PLC time is meant for teachers to collaborate on the most effective use of RTI time. We used PLC time to:

- Collect writing samples from the school population to score according to the BC Performance Standards,
- Design interventions for instruction at targeted grade subjects,
- Allow for interdisciplinary instruction delivered by teams of teachers,
- Conduct School Based Team meetings to target individual students needs.

There were several logistical challenges to overcome related to staffing shortages. We hope that the implementation of Collaborative support teachers in the 2025/2026 school year allows us the chance to explore new ways to build collaborative time into our schedule.

**GOAL 1:** Explore a Professional Learning Community structure based on student and staff feedback given our new capacity for Collaborative Support Teacher Time.

## Student Well Being

We have discussed a number of goals under 'Student Well Being' that will support both student learning and student mental health.

As an area of focus for 2025/2026, we plan to restructure our approach to student discipline. Research is clear that restorative practices are more effective in reducing recidivism (the likelihood of undesirable behaviours repeating or getting worse) than punitive practices. Traditional exclusionary forms of school discipline have also been shown to exacerbate inequity where diverse populations are encountered.

"...exclusionary approaches to discipline are ineffective, contribute to imbalanced discipline data, exacerbate the achievement gap, and push minority students into the juvenile justice system.

Restorative practices are an inclusionary, nonpunitive alternative. This approach offers a preventive component as well as a responsive component" (Dana M. Stewart Kline, 2016).

<https://doi.org/10.1080/15210960.2016.1159099>

We intend to explore ways of avoiding out-of-school suspensions by focusing on supporting students in school and finding ways to make things right.

SD50 Haida Gwaii has hired a Wellness Support teacher to work with schools on this goal. We intend to explore restorative practice models, share with staff, and find a new way of addressing undesirable behaviours.

**GOAL 2:** REDEFINE SCHOOL DISCIPLINE

**Attendance:** Attendance has been a concern since the start of the Pandemic. There are several students that struggle with attendance, and we know that attendance is a big predictor of 5-year completion. Current school practice has been for teachers to make contact with families as soon as a concern is realized. The history of GKNSS is to place the onus on students to improve. School discipline has been a tool used in leveraging better attendance. But this has limited success. SD50 has been hosting an online school. However, it is difficult to keep students connected to their schooling from distance, and course completion rates are low.

1. Develop protocol that can be easily followed by existing staff (who makes contact with the families and at what point).
2. Determine appropriate supports that may include:
  - a. Flex scheduling
  - b. Online resources administered by school staff
  - c. Communication plans
  - d. Referrals to outside agencies

- e. School Based Team planning
- f. Counselling

**GOAL 3: Develop protocol to address chronic absenteeism, and attempt to intervene on a case-by-case basis.**

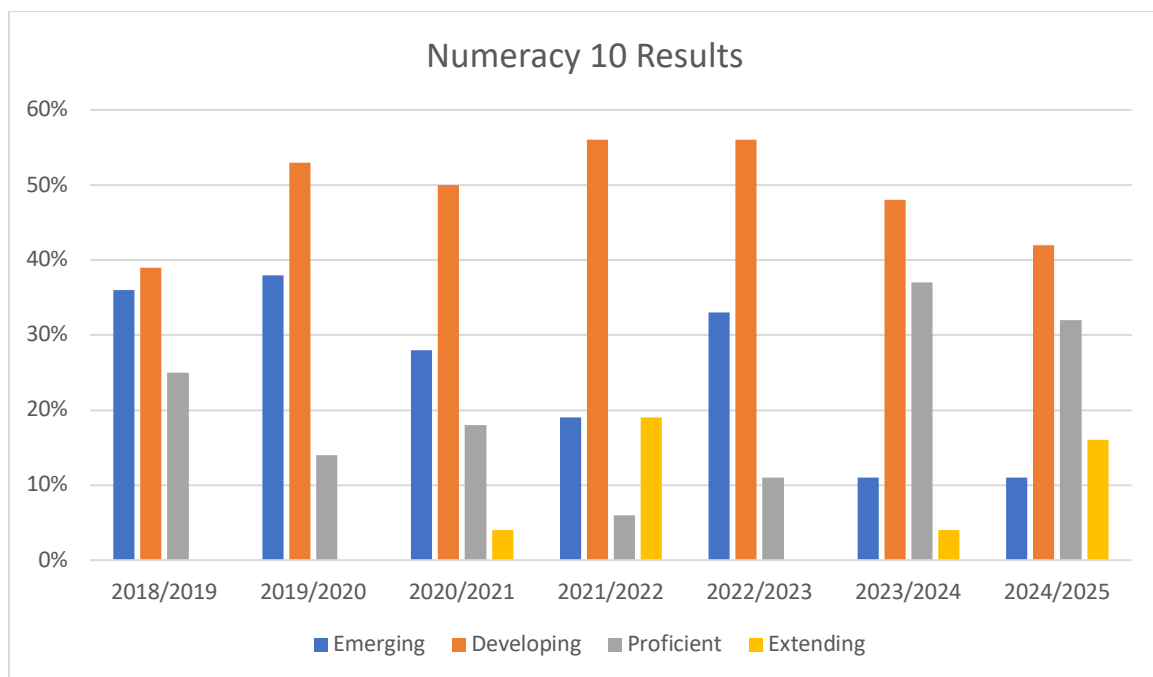
### Numeracy

When we examine Graduation Numeracy Data over time, we notice a trend that high percentages of students have consistently ending up in the emerging category.

**We are happy to show that, in the 2023/2024 assessment session, the percentage of students scoring in the emerging category dropped from 31%-36% in previous years to 11% in 2024.**

**In the 2024/2025 school year, results were similar to last year, with 11% achieving an emerging score. There was a slight reduction in students achieving at the Developing and Proficient levels, but a slight increase in students achieving at the extending level.**

**It is important to note that the size of the 2024/2025 grade 10 class is smaller than average (19).**



1. We assumed that literacy may be a barrier for accessing the assessment. We included more practice interpreting written instructions and data tables into classroom instruction and in preparation for the assessment.
2. In the 2023/2024 school year, we allocated Professional Learning Time for teachers to specifically review and prepare for the Graduation Numeracy Assessment. There are several resources online available for teachers to use to familiarize students with the format of the GNA.

3. We scheduled the grade 10 mathematics courses for the first semester and ran the assessment in January, near the end of those courses. This is likely the most significant factor to consider.
4. We communicate with families and students on a regular basis a month prior to the assessment date. We address individuals through counselling when we know that anxiety might be a barrier to performance, and we explicitly teach test writing skills.

We need also to keep an eye on equity as we explore the results of our numeracy data. Results of the GNA that separate and compare achievement differences between Indigenous and non-Indigenous students, were graphed for Administrative use, but they are not available for public viewing due to the small class size. In the 2024/2025 school year, no Indigenous students scored in the Emerging range. Although this is good news, neither did any Indigenous students score in the Extending range. And, there were more indigenous students scoring in the Developing range than non-indigenous students. Even though the grade 10 class is small, the disparity exists, and more work needs to be done to explore the systemic causes. As a first step, we intend to survey students about their experiences in math.

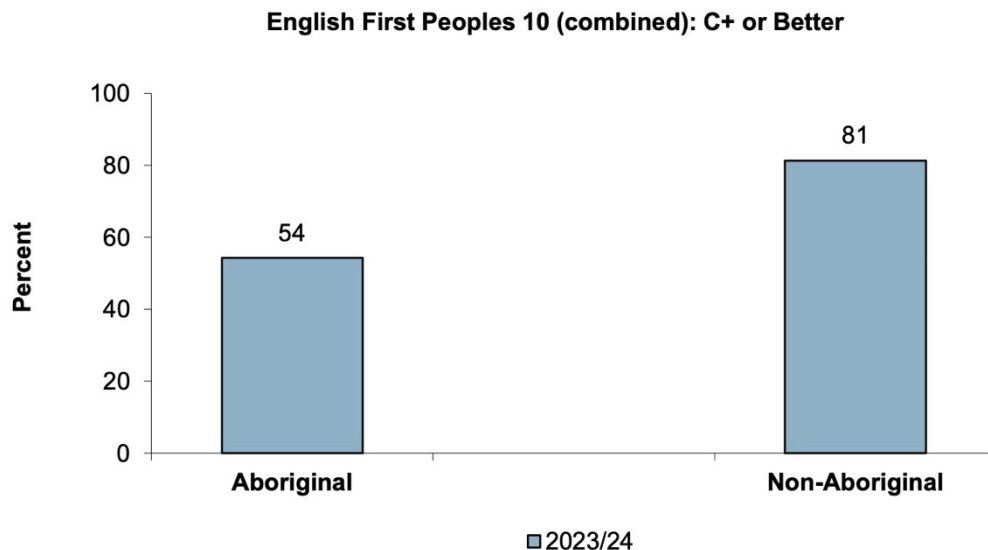
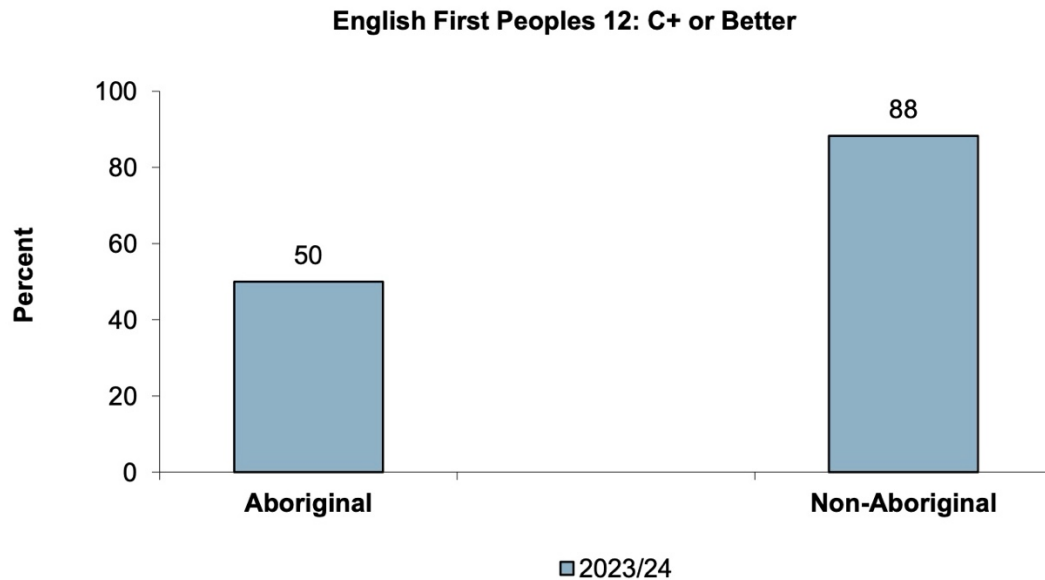
**GOAL 4:** Continue to provide a focus for students on preparing for the GNA. Continue to provide a focus for staff on issues of inequity and preparation for the GNA.

---

## Embracing Unique Culture and Territory

We implemented English First Peoples 10 (EFP10) as the only English option in our school in 2014. In 2016, we implemented EFP12 exclusively. Interestingly, the highest marks in EFP classes are still being achieved by non-Indigenous students. However, course completion rates for EFP courses (which count as graduation required courses, is higher for our Indigenous learners than our non-Indigenous learners.

District Average for EFP:



We believe that when our Indigenous students see Indigenous authors prioritized in our English programs, they are more likely to feel successful in academic programs. We are interested in learning if similar initiatives will make a difference in other courses. However, there is an achievement gap in the EFP programs that we need to explore. We intend to consult with teachers of the courses and build collaboration opportunities to attempt strategies to intervene.

**GOAL 5:** Use collaborative opportunities to plan student supports in a more equitable way. Using existing funds (Student Affordability as well as Transportation budget allocations) to support land-based learning is where we plan to start.