



School Growth Plan

School: Brooks Secondary School

Principal: Jasmin Marshman

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Brooks Secondary is the sole secondary school in qathet School District. Brooks serves all students, grades 8-12, in the qathet region, with offsite campuses to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 960 students and will host over 100 international students this school year. Brooks strives to meet the needs of diverse learners, as all students in the area attend Brooks. We have a strong French Immersion program, 8-12; a well-established music program, both band and choral; athletic teams that compete with Vancouver Island; a successful trades and dual credit program; an accredited grade 8-12 ayajuthem language program and the Guided Indigenized Journey to Excellence (GIJE) Program to share Indigenous learning by local knowledge keepers. We are constantly seeking to improve and expand what we offer our students to create opportunities for them past our walls.

Our Learners

Brooks students represent every corner of the qathet Regional District. From Saltery Bay to Lund to Texada Island and all points in between. Over its long history, first built as an 8-room schoolhouse in 1926, Brooks has always reflected big changes in the area. From boom times and expansion, changing social values, changing economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and emotional needs are our first priorities. Our learners range from 4th generation Brooks, born and raised in the qathet region to students new to the area, each with their own needs and goals. Our objective is for all students to graduate from Brooks with dignity, purpose and options.

Inquiry Question

Will improved attendance and student engagement increase our grad rate?

Goal 1

To increase our graduation rate.

Through improved student engagement and achievement, we will increase the number of students meeting the graduation requirements.

Exceptional efforts will be placed on our priority populations:

- Indigenous students

- Students with disabilities and diversibility
- Youth in care

Aligned with:

District Strategic Plan-Foster deep learning so all students can flourish in a rapidly changing world, support students with setting goals for the future.

Continue to create and promote safe, welcoming, and inclusive learning environments

Embedding First Peoples Principles of Learning-Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)

Action

1. Through an inquiry framework, staff will collaborate to improve practice, assessment and reporting practices to improve student outcomes
2. Improve daily attendance and engagement. By supporting students in developing stronger feelings of being welcomed, connected and sense of belonging in our school community, students will want to be present at Brooks more.
3. In collaboration with the Tla'amin Nation, provide culturally relevant supports and safe educational spaces
4. Identify and address knowledge learning gaps from 2020 and on, providing interventions as needed
5. Engage in professional development to improve our practice using trauma-informed practice, Universal Design for Learning, Project Based Learning, Formative Assessment, Strength based descriptive feedback, etc.
6. Admin following a structured plan to be in classrooms to support instruction, provide feedback and collaborate for improvement. In class visits will be noted and tracked for equity and transparency.
7. Increase student voice through surveys and meetings with a variety of student groups
8. Tracking Learning Update results (monitoring IEs & Fs), to ensure grad requirements and credits can be met on time
9. Weekly meetings to identify at risk students, attended by admin, counsellors, students support services, Indigenous student success teacher, Tla'amin nation staff, Family School Liaison Workers
10. Monthly evaluation of attendance records, families contacted of concerned students to offer support
11. Provide alternate learning spaces, such as quiet room in the library, Flex online room, Grade 8/9 learning support room, Indigenous Student Success room, Resource room
12. Increase variety of clubs/extra curricular/intramurals including activities for grade 8 & 9 specifically
13. Improve our new staff/student orientation

Evidence

- Grade 12 students meeting Ministry Graduation requirements [1, 2, 3, 4, 5, 8, 9](#)
- Grade 8/9 assessments exhibiting proficient [1, 2, 4](#)
- Grades 10/12 Provincial Assessments completed successfully with greater proficiency [1, 2, 4](#)
- All priority populations seeing improved graduation rates [1, 2, 3, 4, 5, 8, 9, 11](#)
- Improved attendance, evident through monthly examination through MyEd [1, 2, 3, 5, 7, 9, 10, 11](#)
- Student Learning Survey results [2, 3, 5, 7, 11, 13](#)
- School based student, staff, family surveys [2, 3, 6, 7, 10, 11, 12, 13](#)
- High engagement in extra curricular activities [2, 7, 12](#)
- Increased involvement/connection for families [8, 9, 10, 13](#)

Like many secondary schools in the province Brooks is in a transition phase. We are still determining what students, and their families are seeking from school post-Covid. Programs previously successful are not being requested, while other courses and programs are now in demand. Students are back to attending full time, but we are noting that students are not keen to be off campus impacting programs offered off-site. Academic electives are now in greater demand. With our student population numbers and available staffing, this can pose challenges in providing all programs/courses that students are seeking. We are continuing to adapt to ensure each of our students have a fulfilling high school experience and graduate with dignity, purpose and opportunities.