



Chatelech Secondary

GROWTH PLAN



Principal Mark Sauer
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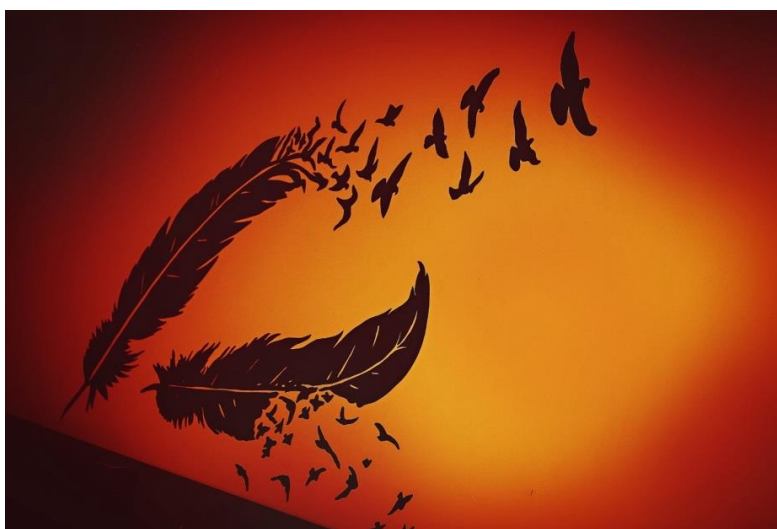
2024-2025 School Year

School Year: 2025-2026

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Chatelech Secondary School Growth Plan

School Year: 2024-2025



?umash ?umash. Welcome to Chatelech Secondary School, a place where the beauty of nature meets the pursuit of knowledge. Nestled on the edge of the breathtaking Salish Sea, Chatelech (Cha'litch) - which in the shíshálh language means "outer waters"—offers not just a rich educational experience but also an inspiring view that stretches across the water to the horizon. Here, students are immersed in a vibrant, supportive environment, surrounded by the serene beauty of the Pacific Northwest. Every day, they are reminded of the vast, open possibilities ahead, both in their studies and in life.

School Demographics

Our Connection to Land and Water

Chatelech Secondary is located on the unceded lands and waters of the shíshálh Nation, where we learn, collaborate, and grow together. We proudly serve a diverse



student body, including 22% Indigenous students, and we recognize the importance of honoring their cultures and perspectives. Our deep connection to this rich land enables students to embrace the **First Peoples Principles of Learning** and uphold our commitment to Truth and Reconciliation. This essential work is supported by local elders, the cultural teachings in our *she Shashishalhem* classes, the guidance of the District Indigenous Learning Team, and our dedicated teachers and staff. This academic year, our Leadership students created a wall fostering the work of Truth and Reconciliation including the 94 Calls to Action, Every Child Matters, First Peoples Principles of Learning, and Orange Shirt Day. We have much work to do; however, our staff and students continue to explore authentic ways to foster the First Peoples Principles of Learning both within our classrooms and in our school community. Graduation and proficiency rates on Provincial Assessments for our Indigenous youth have been on the rise (*see Appendix A*): however, concern about chronic absenteeism of our Indigenous students is a reality that continues to impact student learning

Our Commitment to supporting diversity of learning styles

As a strand of the SD46 Strategic Plan, we *acknowledge that **inclusion** is a right, not a privilege*. Our school is committed to fostering an inclusive and supportive learning environment for all students. Recent data indicates that our designated students are demonstrating increased success in Provincial Numeracy and Literacy Assessments and while the graduation rate for students with a designation has dipped in the last year (*See Appendix B*) our recent data and reports from our School based team meetings suggests we are making strides in bridging or exceeding the provincial average in academic performance.

Inclusion Support/ELL at Chatelech

At Chatelech, we continuously refine programs and supports to ensure equity for all learners. With one-third of our students on Individualized Education Plans (IEPs), our strong School-Based Teams (SBT) provide personalized support through weekly meetings to identify and address student needs. Additionally, our monthly Student Support Team meetings bring together Inclusion teachers, counselors, Indigenous support staff, Educational Assistants, and administrators to adapt structures that enhance student engagement. Data from attendance reports, CYMH/MCFD referrals,

Spiral of Indicators, Equity Scan results, staff feedback, and SBT notes guide our decision-making process. (See page for more details)

Trends and Changes at Chatelech

Since 2015, Chatelech Secondary has grown by approximately 200 students, driven by an influx of families to the Sunshine Coast, particularly the Sechelt area. This growth has brought diverse cultural backgrounds and experiences, enriching our school community. In response, we have prioritized a personalized approach to teaching and learning, ensuring all students feel connected and represented. Our staff have embraced **land-based/sustainable learning**, **flexible learning spaces**, and teaching methods that foster the foundations of learning - the core competencies of Thinking, Communicating, and Personal/Social Awareness.

Our School's Commitment to continuous growth and engagement

Student and parent feedback indicates that traditional teaching methods remain common in many classrooms. Additionally, absenteeism remains above average (Appendix C) and significantly impacts student success. Data from the 2023-2025 academic years highlight this issue, prompting efforts to prioritize in-class engagement. A staff committee is analyzing attendance trends and barriers to improve participation. To further address these challenges, staff discussions have identified gaps in core competency learning, though opinions vary on which areas need the most focus.

Reflections on Past Initiatives

Past work on the School Growth Plan was instrumental in establishing our School's Core Values and identifying the most valued learning skills required of our graduates. Through collaborative efforts from 2019 to 2022, students, parents, and staff recognized the following qualities as essential for future success:

- *21st Century Skills for Learning*
- *Character Building*
- *Personal Health and Wellness*

Although our exploration of these areas was interrupted by the global pandemic, we are now revisiting this work as part of our 2024-2025 school growth plan process. Guided by the SD46 Strategic Plan, the Core Competencies, and previous

collaboration, the staff at Chatelech are eager to create meaningful and authentic learning spaces for all students.

To engage in this work, we need to restate our values and create a mission statement.

Visions for growth: What we value

At Chatelech, we expect all members of our community to be:

- **Respected and supported** as learners, both students and staff.
- **Challenged** within a climate of high expectations for success.
- **Recognized** as individuals with diverse backgrounds.
- **Able to flourish** socially and emotionally in a safe, caring, and orderly environment.

These values ensure that everyone at Chatelech feels valued, supported, and empowered to succeed.

Therefore, our Mission is:

At Chatelech, we foster a respectful, supportive, and inclusive community where all learners are challenged to *succeed, recognized for their uniqueness, and empowered to thrive in a safe and caring environment.*

And our Mission is supported by our Core Values

WE ARE GUIDED BY OUR
Core Values

Respect is feeling regard and even admiration for yourself and for others; it is being thoughtful and considerate.

Empathy is the ability to move beyond ourselves, to identify with others, to respect the views of others.

Integrity is an extension of honesty; it is doing the right thing even if no one is watching.

Responsibility is being accountable, doing our best to meet our commitments, and to keep our word.

CHATELECH SECONDARY SCHOOL

As a learning community, we are committed to upholding these values. Developed collaboratively by students, staff, and community members during our 2020 school growth plan work, these principles continue to serve as the foundation of our school today.

We are dedicated to supporting a variety of needs to ensure equity for all learners.

Addressing equity requires a multifaceted approach that ensures all students, regardless of background, have the resources and support they need to succeed.

At Chatelech, we foster an inclusive school culture through our **Culture of Care**, which reflects our Way of Being and is guided by four core values: **Respect, Empathy, Integrity, and Responsibility**. These values create a welcoming environment where diversity is celebrated, relationships are prioritized, and every student has a trusted adult in the school (See Appendix D)

To remove financial barriers, our **Community School Coordinator** provides funding for school supplies, extracurricular activities, and field trips while also offering free or subsidized meals through grants and the Feeding Futures fund. The **Chatelech School PAC** further supports students' social-emotional, cultural, and academic needs by funding non-curricular activities, running a hot lunch program, and engaging parents in school decision-making.

Our **ELL programming** supports students learning English as an additional language, with plans to expand dedicated ELL time within the timetable. Meanwhile, our **Counseling team** provides academic advising, social-emotional support, and proactive learning sessions. Our **Leadership program**, modeled after the district's DSLT system, amplifies student voices, allowing them to contribute to school decisions, structural changes, and key issues through student forums with staff and administration.

Our **Youth Liaison Worker** identifies and supports students facing personal, social, or academic challenges, fostering trusting relationships and connecting them to resources. They also facilitate peer support programs and conflict resolution initiatives to strengthen school culture.

Introduced in 2018, **FLEX blocks** provide academic and emotional support while reinforcing student responsibility and independence. Alongside classroom teachers, our **Inclusion Support team, Indigenous Support team, and Educational Assistants** offer



personalized support. Using the **Spiral of Indicators**, we identify students facing learning challenges and leverage FLEX time for targeted interventions. Additionally, FLEX blocks host presentations and collective learning opportunities led by administration, counselors, and external agencies.

Our **restorative justice approach** replaces punitive discipline with practices that emphasize empathy, responsibility, and reconciliation. By embedding equity into our policies, teaching, and school culture, we ensure that discipline does not disproportionately impact marginalized students but instead identifies their needs and adapts supports to help them succeed. Through these intentional efforts, we create a learning environment where all students can thrive

Strategic Goals and Objectives

We are committed to upholding the aspirational goal of the SD46 Strategic Plan which is:

We believe that when we create authentic and inclusive learning environments, then we will enhance each student's development of the core competencies over time.

Inspired by the SD46 Writing Team, our District's aspirational goal, and our experience with the 2019-2020 School Growth Plan process, our learning team recognized the need for dedicated collaboration time to develop a growth plan that aligns with the district vision while addressing our school's unique needs. District support provided funding for SD46 schools to hire **Learning Guides** – teaching staff whose role would be to support the school growth plan and the process of Core Competency work. These Learning Guides have been essential contributors to the work that is currently being done in our building. Through staff discussions, and working sessions, the suggestion was made to return to a department-based model where teachers and support staff could examine current structures of learning, assessment, engagement, and personal connection within their area of teaching expertise.

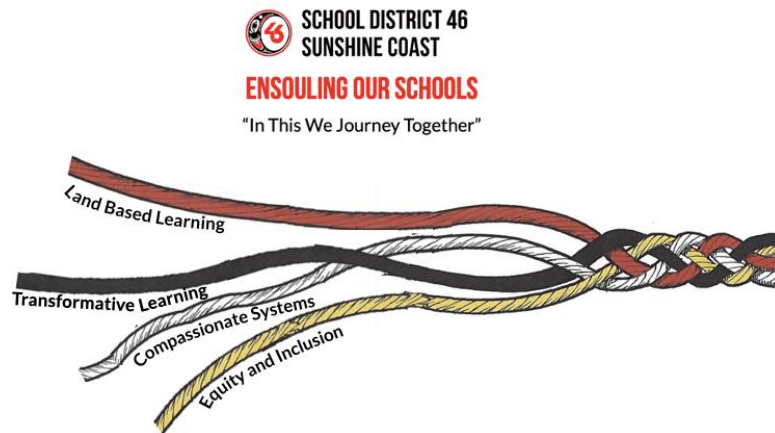
To tackle these challenges in a meaningful and transformative way, our staff prioritized collaboration and connection time, focusing on smaller, high-impact areas within our learning community. This led to the creation of specialized learning teams in three key areas: *Humanities* (Social Studies, Languages, and English), *STEM* (Sciences and Math), and *Elective-Based Learning* (Art, Technology, Home Economics, Physical Education, and Land/21st Century Learning). Each of these learning teams will be supported by a

Department Guide whose role will be to facilitate/organize collaboration sessions, determine targeted focus for learning, collect data and evidence, and report out on the results to administration and staff.

These teams targeted specific core competencies for growth, with a particular focus on *Critical and Reflective Thinking*, as well as *Personal Awareness and Responsibility*.

Strands:

- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments



Selected Strands for Core Competency Development

If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands...

1. *Authentic Real-World Learning (Humanities)*
2. *Authentic Relationships (Elective Based Learning)*
3. *Experiential Hands-On Learning (STEM)*

...Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.



Competency Work: Department Guides

Our Humanities department has selected the Core Competency goal of **Personal Responsibility and Awareness**

Evidence to support the Core competency

Learning Guides presented data to our staff from our MDI, YDI, Student Learning Survey, Numeracy/Literacy Assessment results at a staff meeting. After discussion and a staff survey, staff identified competencies that required growth.

Rationale

The Humanities Department would like to initially focus on the **Core Competency of Personal Awareness and Responsibility**. We have paired this with the strand of ***Authentic Real-World Learning***. Our goal is to work on developing students' goal setting skills in order for them to find more meaning in the practice, and to strive to always be working to learn and improve. We believe that goal setting fits in well with the facets of Personal Awareness and Responsibility quite well. Goal setting is self-advocating. The students are stating what it is they are hoping to work for, thereby

advocating for themselves. It shows that they value themselves and their ideas/accomplishments. It is also self-regulating, as the curriculum document shows under this facet that “Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress...using that understanding to regulate actions and reactions” (*Personal Awareness & Responsibility | Building Student Success - B.C. Curriculum*). The process of goal setting and working to achieve those goals will help students to overall improve their well-being.

Resources Required: What resources do you need to complete the work?

The primary resource that the Humanities Department will need is time to meet to get together and discuss our specific plans and goals. We will also work towards developing some resources to help students with setting goals, and some specific templates that they can use to keep track of their goals and their progress with working towards them.

Success Indicators

Here are a few ways we could evaluate our progress in developing student goal setting skills:

1. Conversations in class with students about their goals
2. Establishing goal setting as an important part of our classroom process, and having students reflect back on that goal that they have set to evaluate their progress and reflect on their goal setting
3. Educating students on the importance of goal setting

Reflection and Evaluation of the Plan: Seasonal Round

We will endeavor to meet monthly (as much as is possible) to collaborate on strategies and create resources. Eventually, we will use these meetings to evaluate our progress and discuss how it is going.

Works Cited

Personal Awareness & Responsibility | Building Student Success - B.C. Curriculum.
<https://curriculum.gov.bc.ca/competencies/personal-and-social/personal-awareness-and-responsibility>. Accessed 28 Feb. 2025.

The Elective Based Learning Department's Core Competency goal is Personal Responsibility and Awareness. This goal was chosen based on the following rationale:

Evidence to support the Core competency

Learning Guides presented data to our staff from our MDI, YDI, Student Learning Survey, Numeracy/Literacy Assessment results at a staff meeting. After discussion and a staff survey, staff identified competencies that required growth.

Rationale

The goal is to improve the ***Personal and Social Responsibility Awareness*** using ***Authentic Relationships as the strand***. This strand was chosen because authentic relationships in electives-based programs require a higher degree of teacher-student trust and a social generative field that facilitates taking risks.

Implementation Plan

ACTION 1 Dates: Feb 11-Feb 28

Observations: What are the areas for improvements/challenges you see?

- What are students doing (behaviour) that causes a need for change?
- What are students not doing that causes a need for change?
- What are the ongoing challenges that arise, where an improvement in their core competencies is needed?

ACTION 2 Dates: Mar 1 - April 15

Create Explicit Language that Embeds the Facets to Foster Change

- What phrases you can use, ***Naming the Competency*** to foster change in the areas observed in Step 1.
- Create language that embeds the facets for Personal and Social Responsibility.

Specific Action: Place Phrases onto Temporary Posters

ACTION 3 Dates: April 15- May 30



April 15: Pre-self - assessment

- Have students select a goal on Personal or Social Responsibility. Have them assess themselves using the Proficiency scale and Frequency

ACTION 4 Dates: May 1 - June 11

***Update Posters: Good Copy Posters for Department**

June 1: Post Self-Assessment

- Have students assess themselves on the same goal and see if there is change using the Proficiency scale and Frequency

ACTION 5 Dates: June 11

Evidence & Data

- Re-record the observations in the classroom: what was said, what happened? What changes are you noticing?
- Team will bring their observations and notes to discuss changes.

Implementation – use the language and take notes of changes you see (data collection)

Resources Required

- Commitment from Elective teachers
- External Support (possibly)
- Connect with Staff from the District who have previously made posters
- Material resources (technology, equipment, supplies)
- Poster Creation Program, or Hired Services
- Connect with
- Financial resources (funding, grants, budget allocations)
- Cost of Posters

Success Indicators

Consider the impact on **staff, students, and families** by identifying:

- **Metrics or observations** that will indicate progress and success.
Observations, making notes and pre/post assessment tools
- **Developing and employing growth indicators** for evaluating the development of the Core Competencies in students.

Reflection and Evaluation of the Plan: Seasonal Round



- **Review Schedule:**

Establish a timeline for assessing progress.

Is this for ongoing years? If so, repeat this work using other core competencies and strands...

- **Evidence Collection & Analysis:**

Describe how data will be gathered and analyzed.

As a team, we need the involvement and investment to see if all or some staff are willing to analyze the results of possible surveys and assessment tools.

- **Plan Adjustments:** Outline how findings will inform modifications to the strategy.

Our Science and Math department has selected the Core Competency goal of Critical and Reflective Thinking

Evidence to support the Core competency

Learning Guides presented data to our staff from our MDI, YDI, Student Learning Survey, Numeracy/Literacy Assessment results at a staff meeting. After discussion and a staff survey, staff identified competencies that required growth.

Rationale:

The STEM department choose ***Critical and Reflective Thinking*** as it applies across both Science and Math applications. There are an array of assessment methods and activities we can engage in to improve the school in this area. To accomplish this goal the STEM department will be using the ***strand of experiential learning***.

Evidence and Analysis:

We will be *reflecting and assessing* students through a survey to measure the degree of students' critical thinking skills. Students will begin with 'KWL' activity and assess their

- *Science:* This especially applies to the cross-grade science contests we will be holding. Teams will get to work together and design hands-on strategies to succeed in the Egg Drop and the Bridge Building contests.

Math: The math department is keen on using math contests such as *Gauss and Euclid* to track the long-term progress of students analyzing, questioning, and investigating skills.

- **Implementation Plan**

The STEM department has the following projects planned for this school year.

1. Egg Drop Contest (grade 8,9,10, with senior students providing mentorship and volunteer hours)
2. Bridge Building Contest (grade 8,9,10, with senior students providing mentorship and volunteer hours)
3. Field trip to Sargent's Bay for the salmon run and other biology/physics applications
4. Math contests and team (Gauss this year if we have enough interest)

Materials:

In the planning phase, there is an interest to use RC cars to increase the dynamics and skill level of the bridge building contests.

Success Indicators

Consider the impact on **staff, students, and families** by identifying:

- **Metrics or observations** that will indicate progress and success.
- Observations, making notes and pre/post assessment tools from students.
- Analysis of what they know at the outset compared to what they knew after the activity
- Review Numeracy Assessment results and compare them to previous year

Reflection and Evaluation of the Plan: Seasonal Round

- **Review Schedule:**
- **Evidence Collection & Analysis:**

Describe how data will be gathered and analyzed.

As a team, we need the involvement and investment to see if all or some staff are willing to analyze the results of possible surveys and assessment tools.

- **Plan Adjustments:** Outline how findings will inform modifications to the strategy.



Our Inclusion Support Team supports the work of the departments to ensure that equity and inclusion are prioritized in our work



Our **Inclusion Support Team (IST)** is dedicated to helping students succeed by providing support for their learning and well-being. To improve literacy and numeracy skills, we introduced **Prodigy 8**, a new Grade 8 elective for the 2024-2025 school year. This program gives students extra support in math through hands-on learning, taught by IST teachers. Its success will be measured by how well students are prepared for Grade 9 math. We also offer **various learning spaces and programs** to meet different student needs. The **Choices Space** is a safe and welcoming area where students can get help with self-regulation, schoolwork, and social connections. The **Shine On Program** helps students learn important life skills with personalized support, while the **Foundations Program** provides a structured learning space for students with special needs. The **Connects Program** supports students with **Autism Spectrum Disorder (ASD)**, learning disabilities, and chronic health conditions, helping them grow academically, socially, and emotionally.

Our school focuses on **building strong thinking skills, self-awareness, and independence (Personal and Social Awareness and Responsibility)** for all students. We provide support for **organization, emotional well-being, peer connections, and self-advocacy**.

The Choices Space is especially helpful for students in care, as it connects them with Child Youth Mental Health (CYMH) and Ministry of Child and Family Development (MCFD) services.

The Connect Room is a quiet space with sensory supports, one-on-one learning help, and guidance for students who need extra assistance. We also connect students with **community resources** like **CLBC and autism social groups**.

The **Foundations Program** follows the **BC Curriculum's Core Competencies**, using different teaching methods to match students' learning needs. It helps students gain life skills and prepares them for work or community involvement after high school.

The **Shine On Program** supports students with complex needs, helping them grow emotionally and socially. We measure success by looking at **goal progress, social skills, independence, and student feedback**. These programs create a supportive learning environment where all students feel valued, understood, and prepared for the future.

Engagement and Communication Plan

We provide release time for staff collaboration through FLEX time, after-school sessions, pull-out assemblies, and dedicated staff meeting time. To ensure students understand Chatelech's learning focus, we hold assemblies and small group sessions, including those with Core Leadership groups. Additionally, PAC-supported parent evenings offer families valuable information about academic goals while providing opportunities for engagement and feedback. To keep our community informed, we regularly communicate event details and student learning priorities through email updates.

Professional Learning

Professional learning of our teachers and support staff are important indicators of success at Chatelech. District professional development initiatives have provided the following to our staff:

- *First Peoples Principles of Learning* – Wesley Jefferies (scheduled for April)
- *Tom Schimmer and Katie White* – Transformative Assessment practices
- SCTA sponsored Professional Day – AI, Neuro-diverse learning

- Collaboration time/Release time for teachers/staff to engage in Core Competency learning
- Individualized learning by teachers and support staff to empower continuous learning (further Education including personal growth in learning i.e Master's programs, Local Specialist Associations)

Budget Considerations

- We value the work that is being done in our departments and plan to continue providing a budget to keep our guides beyond 2024-2025 academic year.
- We are also looking at ways we currently track our data to ensure that we have a consistent template to record absenteeism. This may include more clerical time for the 2025-2026 academic year.
- Funding of specialized student support programming such as Choices, Foundations, and Connects to ensure that all students have the necessary supports to be successful.
- Continuation of the Youth Liaison position
- Developing and sustaining electives in Grade 8-9 that support Core Competency learning (sustainability, land-based learning, technical skills acquisition)

Conclusion

At Chatelech, we remain committed to ongoing professional learning and to fostering an inclusive environment that supports our diverse student population. Grounded in the First Peoples Principles of Learning, we strive to cultivate a culture of care that values relationships, respect, and holistic growth. By embracing flexible, personalized, and engaging learning environments, we empower all students to thrive academically, socially, and emotionally, ensuring that every learner has the opportunity to reach their full potential.

Appendix: Data sets to support work

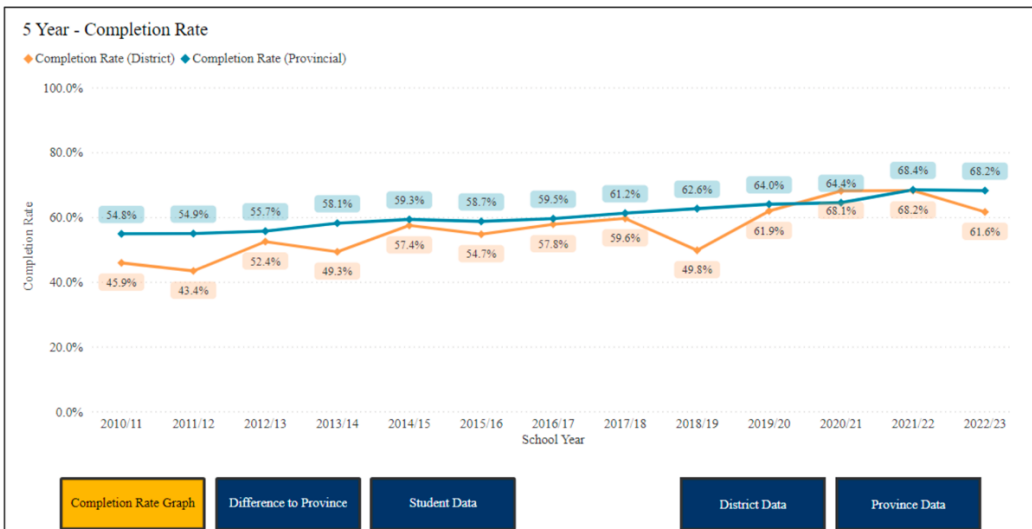
Appendix A & B



5-yr Completion / Indigenous Students



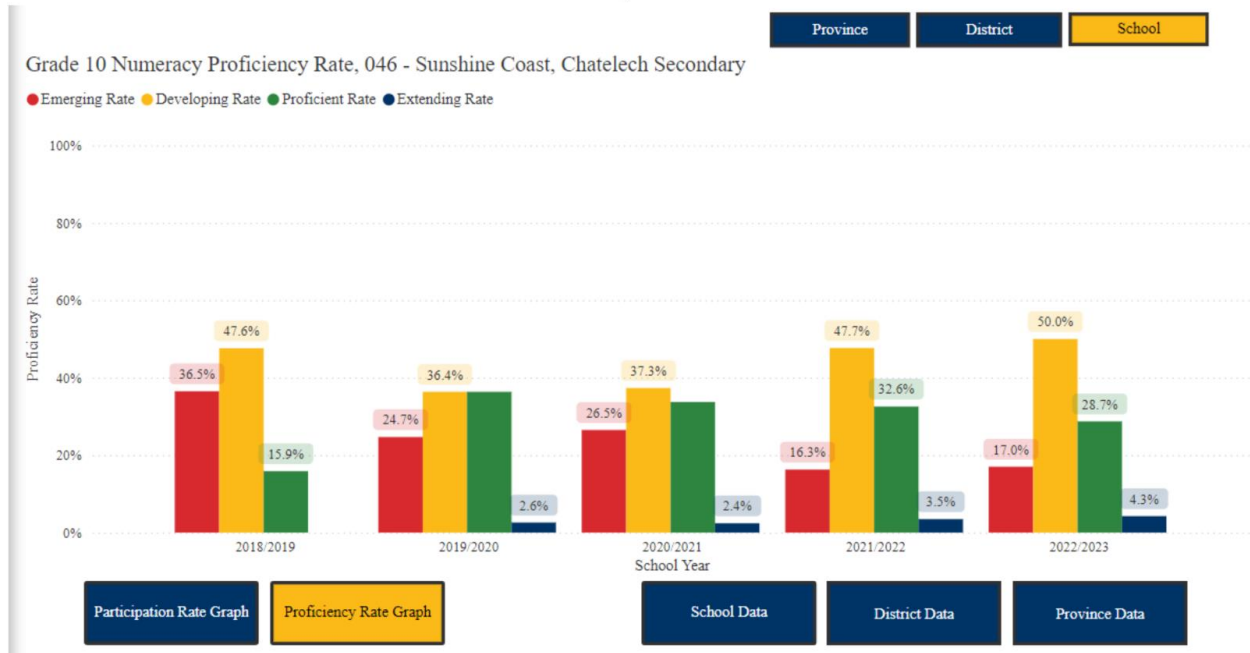
5-yr Completion / Designated Students



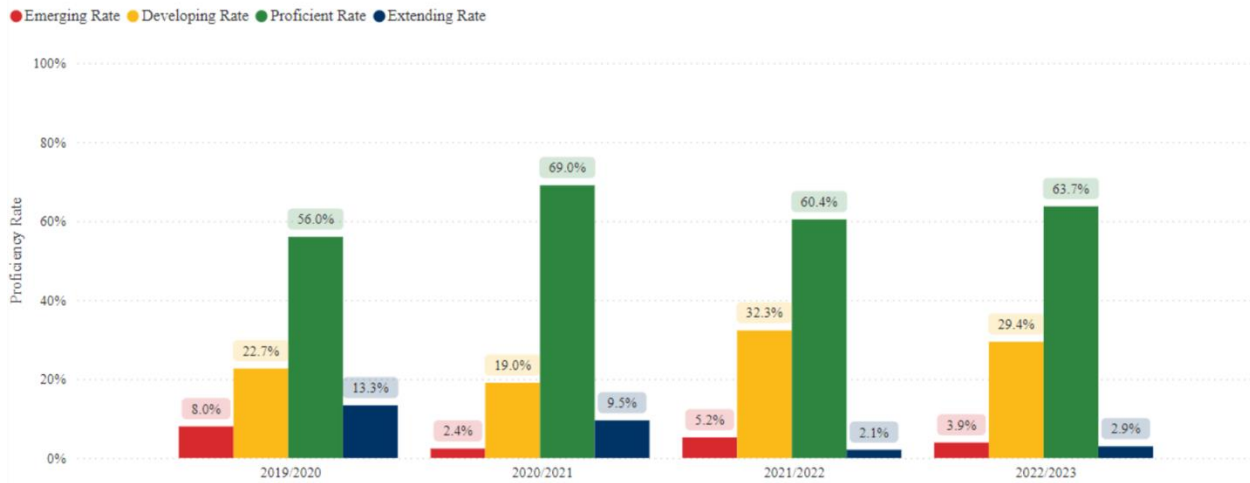
While we continue to meet or exceed the graduate rates provincially, we recognize that there has been a dip in our district results. Factors that we will be examining include: attendance (MDI, YDI), CYMH/MCFD referral data, and Student Learning Survey.

Appendix C/

NUMERACY 10 GRADUATION ASSESSMENT / RESIDENT STUDENTS



Grade 10 Literacy Proficiency Rate, 046 - Sunshine Coast, Chatelech Secondary

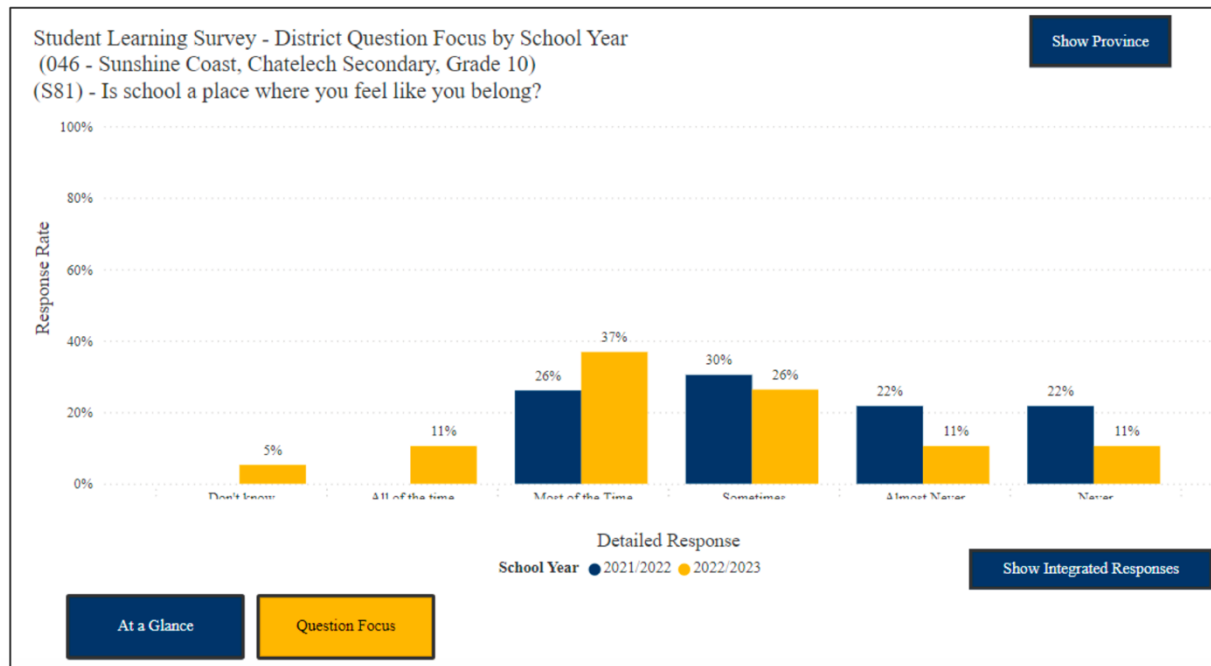


Numeracy and Literacy results support our Critical and Reflective Thinking competency as it provides specific data that shows growth over a specific amount of time.

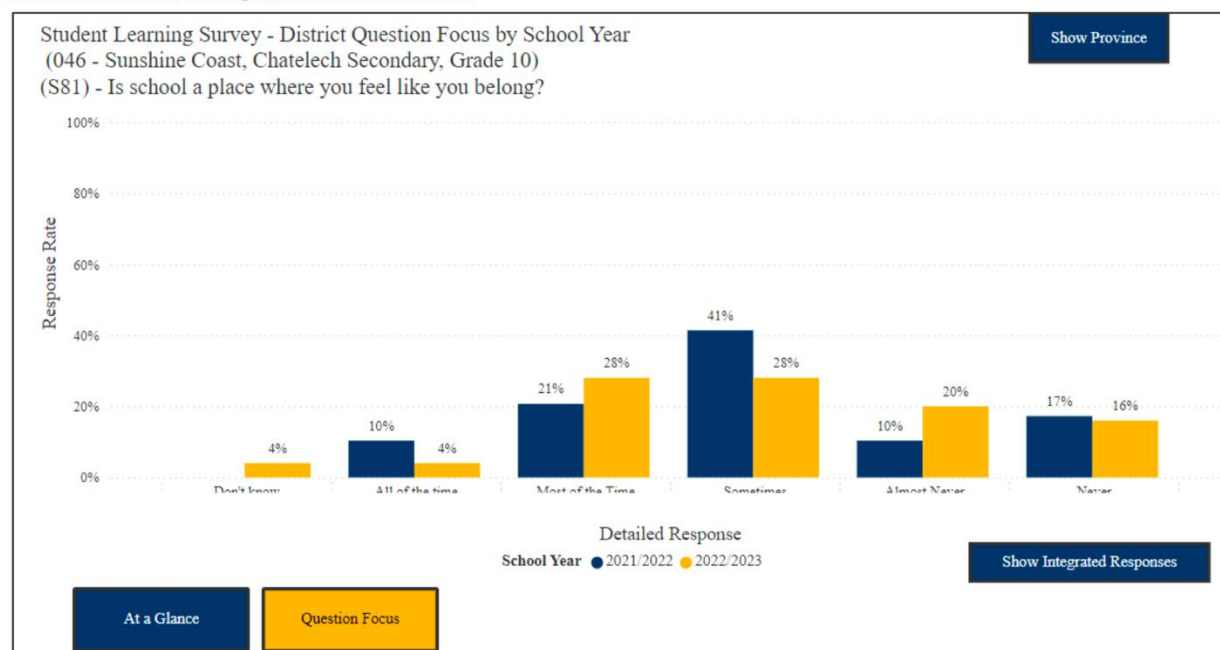
Appendix D/



Grade 10 – Indigenous Students



Grade 10 – Designated Students



We use MDI/YDI data to assess student well-being and target potential barriers to students feeling supported in the school ..