

School Name 2026-27 School Growth Plan

School Context: Westshore Secondary is situated on the traditional territories of the Songhees and Esquimalt First Nations. Westshore Secondary is a Ministry Designated Type 3 facility for students from across SD62 requiring alternate school programming. Westshore Colwood offers 3 distinct programs: Cohort (grades 9-12), Individual Learning Program (grades 10-12) and the Take a Hike Program. These alternate programs focus on the educational, social emotional, mental health and well-being of students whose needs are above what can be supported in a traditional school program. Westshore programs provide support to students through differentiated instruction, specialized program delivery, and enhanced counselling services based on students' needs. Westshore Colwood provides educational programming to approximately 200 students.

Student Voice: Student voice was gathered through multiple channels, including “Why Westshore” year-end discussion groups, student leadership meetings, student learning and equity surveys, graduation assessment results and rates, and feedback from the WS PAC. Together, this input provided a clear picture of student experiences, needs, and priorities, directly informing our school plan.

Goal #1: Continue to implement strategies and supports to increase Dogwood Diploma completion and strengthen individual pathways for all learners

Actions/Strategies:

- Maintain a wraparound support model involving staff, families, and community partners
- Continue to conduct regular Student-Based Team (SBT) reviews to monitor progress toward graduation
- Track attendance and address barriers through individualized support plans
- Engage students in co-creating their graduation plans and pathway goals
- Continue to integrate culturally relevant content and Indigenous worldviews across the curriculum
- Expand access to adapted resources, flexible program delivery and differentiated instruction
- Continue to share progress and celebrate successes with the students, families, staff and community partners through newsletters, PAC meetings and school communication.

Data/Evidence of Impact:

- Increase the percentage of students earning a Dogwood Diploma compared to the 2025-26 baseline.
- Increase course completion rates across Cohort and ILP programs.
- Increase the percentage of students meeting the goals identified in their Student Support Plans (SSPs).
- Improve full day attendance rate (arriving late/leaving early)
- Student Learning Survey Data/ Equity in Action Survey Data

Goal #2: To improve student literacy and numeracy skills to support engagement, confidence, course completion and successful graduation pathways

Actions/Strategies:

- Implement consistent, school-wide approaches to literacy and numeracy instruction across all programs
- Use formative and diagnostic assessment data to monitor growth and inform instruction
- Provide targeted interventions and individualized supports for students requiring additional development
- Increase opportunities for applied, hands-on, and experiential learning
- Build staff capacity through professional learning focused on literacy and numeracy strategies for diverse learners
- Engage students in goal-setting, self-assessment, and reflection on their literacy and numeracy growth
- Review progress with staff throughout the year to inform next steps and ensure continuous improvement.

Data/Evidence of Impact:

- Improve completion rates in English and Mathematics courses.
- Increase the percentage of students demonstrating growth on literacy and numeracy assessments.
- Increased student engagement, confidence, and task completion
- Student self-assessment, goal-setting evidence, and reflections

Goal #3: Continue to enhance career, life and transition readiness through experiential learning opportunities for all Westshore students

Actions/Strategies:

- Continue to strengthen partnerships and collaborate with community, trades, and post-secondary institutions
- Expand experiential and land-based learning opportunities
- Offer certifications that will support job readiness (i.e. WHMIS, First Aid, Food Safe, etc.)
- Invite guest speakers and expand exposure to career opportunities
- Increase student voice and choice in career exploration through Student Support Plan and transition plan meetings
- Increase opportunities for mentorship and work experience
- Expand student leadership through authentic opportunities to plan and lead school and community initiatives, events, workshops, and work-based projects.
- Share information, opportunities and student success stories to students, families, staff, and community partners through newsletters, PAC meetings, and school communication platforms.

Data/Evidence of Impact:

- Increase in student participation in career-related learning activities, using 2025-26 as a baseline
- Improve student self-reported readiness for life after graduation.
- Evidence of student leadership in school and community initiatives
- Increase the number of students transitioning successfully to post-secondary education, trades training, employment, or other identified pathways using 2025-26 as a baseline
- Increase student enrollment and successful completion of trades related classes in trades related classes

2025-26 Reflections:

This year's continuous improvement process evolved naturally as we began to look closely at data, engage in thoughtful staff discussions and listen more intentionally to student voice. Through this process we discovered what is working well, implemented new strategies to support this year's goals, and made informed decisions to refine next year's goals. In many ways, this was a data collection year that will allow us to begin tracking progress more deliberately over time, compare outcomes year to year, and continue to refine our practice in a purposeful and responsive way. Across surveys and ongoing discussion, students consistently reported a strong sense of belonging and feeling supported in their learning. At the same time, they expressed a clear desire for more hands-on, and experiential learning opportunities, and to have a greater voice in school decisions. Academic data highlighted areas for growth, particularly foundational

literacy and numeracy skills. Graduation pathway data also showed a need to strengthen student progress and completion, despite increases in the number of students graduating with Dogwood Diplomas and improved outcomes in 2025–26. Based on what we learned this year, our 2026-27 goals have been refined with a combined focus on strengthening students' success and engagement.