

# School Community Student Learning Plan

School: GES



Central Okanagan  
Public Schools  
Together We Learn

## District Overview

### Vision

Together We Learn.

### Purpose

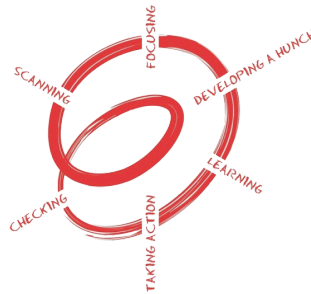
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

### Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

### Resources

- o Central Okanagan Public Schools Strategic Plan 2021 - 2026
- o Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- o SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025



Fostering Indigenous student success through the lens of equity



# School Overview

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## School Information

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### School\*

George Elliot Secondary

### School Year

2025-2026

### School Level

Secondary School

### School Type

English

### Family of Schools\*

Lake Country/Mission Family of Schools

### Overall Student Population

893

### Student Population Indigenous

151

### Student Population, Children in Care

6

### Student Population, SPED

43

### Student Population, ELL

8

### Principal

Rob Aviani

### Vice Principal

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#### Vice Principal

Jennifer Hall

#### Vice Principal

Colin Mayer

### Grade

K  Gr.1  Gr.2  Gr.3  Gr.4  Gr.5  Gr.6  
 Gr.7  Gr.8  Gr.9  Gr.10  Gr.11  Gr.12

### Number of Administrators

3

### Number of School-Based Teachers

51

### Number of School-Based Support Staff

16

### Additional Staff

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Staff

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### Additional School Information

École George Elliot Secondary is situated in Lake Country, and the school has a proud tradition of excellence that spans more than 60 years. As a community-focused school, we work in close partnership with the District of Lake Country, the RINK Hockey Program, and local organizations such as the RCMP and Lake Country Fire Department to bring community expertise into our classrooms and enhance student learning experiences. Beginning in the 2023–24 school year, we became a dual-track French Immersion school, welcoming our first cohort of Grade 9 French Immersion students from École H.S. Grenda Middle School. This expansion will continue in 2025–26 with the addition of Grade 11, and by 2026–27, French Immersion programming will be available across all grade levels. Although we are the smallest high school in School District 23, our staff remains committed to innovation, providing unique opportunities and programs that ensure students have a meaningful and rewarding experience in Lake Country while preparing them for success beyond graduation.



# School Learning Story

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School Learning Story

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## Background

Looking ahead to 2026-27, École George Elliot Secondary is entering the first year of a four-year learning plan. In this transitional phase, we have reaffirmed our commitment to our vision: Love, Learn, Thrive. Guided by these principles, we have engaged in an inquiry process to clarify our collective beliefs about learning. Love, Learn, Thrive represent interconnected elements of a holistic learning experience for our students. Through this process, we are bringing greater focus and clarity to our work.

#### LOVE

- A Safe, Caring, and Connected Community: students learn best when they feel emotionally safe, valued, and connected to others.
- An Inclusive Learning Environment: Learning environments with diverse learners are inclusive & personalized

#### LEARN

- Relevant, Purposeful Learning: Students engage more deeply when learning is meaningfully connected to real life & the future.
- Stretching ALL Learners: Students learn best when challenged appropriately and supported through feedback and practice.

#### THRIVE

- Engagement, Curiosity, Joy: Curiosity & positive emotions drive motivation and sustained engagement.
- Student Agency & Voice: Deep learning happens when students have ownership and voice for their learning.

During the 2025-26 school year, George Elliot has moved forward with many important programs which have supported all learners in the Lake Country Family of Schools. For example, the TRACKS program is a partnership between George Elliot Secondary and H.S. Grenda Middle School where Grade 12 students mentor Grade 8 students. The program supports a smooth transition to high school by helping Grade 8s build confidence, feel connected, and develop key personal, social, and academic skills, while also giving Grade 12s meaningful leadership opportunities. Another important partnership is the BRIDGE program. BRIDGE is a partnership between GESS and UBC Okanagan where Grade 12 students are mentored by university students to support a successful transition to post-secondary, build confidence, and develop skills for life after graduation. In addition, our Passion to Action students have been working with students from Lake Country's elementary schools to partake in many 'Do-Good' projects which give back to our community.

George Elliot Secondary staff have engaged in meaningful professional learning through the study of Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education by Jo Chrona and Pedagogies of Voice: Street Data and the Path to Student Agency by Shane Safir. Through Wayi Wah!, staff deepened their understanding of Indigenous perspectives and the importance of embedding First Peoples' principles of learning in respectful and authentic ways. Learning from Pedagogies of Voice has supported staff in strengthening student-centred practices by prioritizing student voice, identity, and agency in the classroom. Together, these readings have helped guide a more inclusive, responsive approach to teaching and learning that values relationships, belonging, and the diverse experiences of all students.

This document will focus on the progress of Love, Learn, Thrive in the 2025-26 school year.

#### LOOKING BACK AT GEORGE ELLIOT'S PREVIOUS LEARNING PLAN CYCLES

École George Elliot Secondary has maintained a strong tradition of academic and athletic excellence since its founding in 1959, with a consistent commitment to supporting students in graduating with dignity, purpose, and a range of future opportunities. Beginning in 2015, the school's learning journey shifted toward reimagining education to better meet student needs through a focus on learner agency. This included critically examining assessment and grading practices, as well as deepening understanding of curricular competencies. Supported by a dedicated and student-centred staff, this work was embraced with enthusiasm and further strengthened through engagement with the OECD 7 Principles of Learning and

insights from the Modern Learners movement, leading to the emergence of new approaches to meaningful and impactful teaching and learning.

Moving toward 2017 and through to 2020, the staff worked collaboratively with students and the greater community to create a new vision statement for George Elliot. What was developed helped to unite the staff with common purpose through its inspirational message. "Love, Learn, Thrive" has been a cornerstone of George Elliot's work from then on. This vision helped to guide and align the professional learning/actions to make a bigger difference - the end goal of which is having our learners 'Thrive' and graduate as outstanding, capable, and skilled members of Lake Country and society in general. As part of this work and a highlight to share, our senior Science department has been a leader in our school and across the district re-imagining what year-end could be with their Science Olympics. This collaborative, cross-subject and cross-grade process encourages students work come together and use their core and curricular competencies to solve a unique problem and present out their findings.

From 2021 to 2025, George Elliot Secondary developed a strong culture of inquiry, collaboration, and innovation grounded in the Spirals of Inquiry. Staff built professional learning practices, strengthened evidential thinking, and implemented systems to track and measure impact aligned with school and district priorities. The Coyote Council played a key leadership role in refining priority areas, creating data frameworks, and expanding innovative programming such as senior science courses, a nationally recognized AP Seminar program, the Fire Academy, and mentorship partnerships with UBC. The school also engaged in both global learning through the OECD Schools+ Network and local collaboration to co-develop a Pedagogies of Agency framework. The introduction of Teaching Sprints further supported focused, data-driven action, resulting in measurable improvements and enhanced opportunities for students, while reinforcing a culture of shared leadership and continuous improvement.

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### Supporting Documents and Media

<a href="#">George Elliot Secondary School.pdf</a>	89.79KB
<a href="#">École George Elliot School Community Student Learning Plan CENTRAL OKANAG...</a>	463.49KB

### Online Resources

Please ensure each URL has "https://" at the beginning

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Title	URL	
OECD Schools+ Network	<a href="https://www.oecd.org/en/about/projects/schools-network.html">https://www.oecd.org/en/about/projects/schools-network.html</a>	<a href="#">Open Link</a>

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Title	URL
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# School Scan

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## **Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.**

\*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

School-based scanning at George Elliot Secondary had been ongoing since the 2015–2016 school year, initially focusing on understanding students' overall experiences through the Spirals of Inquiry framework. Over time, this work evolved to include deeper, more targeted conversations with students aligned to the school's priority areas, with scanning becoming an ongoing process rather than a one-time activity. Staff increasingly triangulated evidence using Safir's Street Data approach and explored qualitative data, including social-emotional learning insights in collaboration with SFU through the Youth Development Index (YDI). This sustained and intentional scanning helped establish clear baseline data to inform beliefs and practices in teaching and learning, while ensuring that all learners—including those on the margins such as Indigenous and exceptional learners—were meaningfully represented in the data.

## **Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:**

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### **Type of Student Learning Evidence**

### **Description of Evidence**

### **Describe Trends and Patterns**

Empathy Interviews

Scanning data and empathy interview transcripts.

More than 90% of students reported that at least two adults in the building believed in their success, highlighting strong relational connections. At the same time, many students found it challenging to clearly articulate their strengths and areas for growth and felt they were not consistently receiving meaningful feedback. Students also expressed a desire for learning experiences that were relevant and connected to their future goals. Ongoing feedback from graduates about their post-secondary experiences has further informed this work, helping refine school targets and strengthen instructional practices.

Other	Artifacts of student learning.	We observed a wide range in the quality and depth of student learning artifacts. Through the lens of the OECD 7 Principles, both strengths and areas for growth became evident. In response, we have been working to more intentionally embed the Core Competencies into classroom practice, and we are beginning to see increased and more consistent evidence of these competencies reflected in student work.
Other	YDI Survey through SFU on social emotional development.	Compared to other high schools in SD23, our scores tend to be more positive across the assessment. Saying that, we have areas that we have identified that will provide insight toward the lived experience of our learners in the school.
Student Achievement Data	Learning Update Results	In English Language Arts, our Grade 9 students are earning Proficient and Extending at a rate on par with other schools. For Math, our Grade 9 students are earning Proficient and Extending at a higher rate than other district schools. Our Indigenous and Inclusive students, however, are less likely to score Proficient and Extending in comparison to our other students.
Other	Attendance	Our students are demonstrating better attendance in comparison to other district schools with Grade 9 - 12.

# Focusing

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Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

Scanning across large groups of students has evolved over time with numerous scans. The scans back in 2016 and onward led toward the creation of 'Love, Learn, Thrive': scans were clear at the time that students needed connection and love and although they felt this, there was room for improvement; scans showed that the learning experience for students could be improved and could be more engaging and relevant; and lastly, that students and staff wanted GESS graduates to thrive in their lives after school. As we continued to scan, these themes continued to emerge and motivated staff to focus in on specific learning priorities in two of these areas.

### School Learning Priority 1 (?)

Love: In alignment with our district's Strategic Plan, our priority is to cultivate a dynamic learning environment centered on inquiry-based group learning, fostering a profound sense of belonging among our students at George Elliot Secondary. Through the strategic application of Social and Emotional Learning (SEL) strategies, we aim to instill a culture of LOVE - where Learning, Openness, Valued connections, and Empathy thrive. SMART goal: to enhance student engagement, forge meaningful connections, and cultivate supportive relationships between teachers and students. By integrating foundational skills and competencies, we are committed to nurturing an inclusive and empowering educational experience that equips our students with the tools they need to succeed academically, socially, and emotionally.

### SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

### Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

#### Foundational Skills

Literacy

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#### Curricular Competencies

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# Core Competencies

- Communication
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experience and accomplishments
- Creative Thinking
  - Novelty and value
  - Generating ideas
  - Developing ideas
- Critical Thinking
  - Analyze and critique
  - Question and investigate
  - Develop and design
- Positive and Personal Cultural Identity
  - Relationship and cultural contexts
  - Personal values and choice
  - Personal strengths and abilities
- Personal Awareness and Responsibility
  - Self-determination
  - Self-regulation
  - Well-being
  - Explain/recount and reflect on experience and accomplishments
- Social Awareness and Responsibility
  - Contributing to community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity
  - Building Relationships

The infographic consists of six horizontal bars, each representing a core competency. Each bar has a colored triangle on the left containing a letter or letters, and a list of sub-competencies on the right.

- C** Communication
  - 1. Connect and engage with others
  - 2. Acquire, interpret, and present information
  - 3. Collaborate to plan, carry out, and review constructions and activities
  - 4. Explain/recount and reflect on experiences and accomplishments
- T** Creative Thinking
  - 1. Novelty and value
  - 2. Generating ideas
  - 3. Developing ideas
- T** Critical Thinking
  - 1. Analyze and critique
  - 2. Question and investigate
  - 3. Develop and design
- PS** Positive Personal & Cultural Identity
  - 1. Relationship and cultural contexts
  - 2. Personal values and choice
  - 3. Personal strengths and abilities
- PS** Personal Awareness & Responsibility
  - 1. Self-determination
  - 2. Self-regulation
  - 3. Well-being
- PS** Social Responsibility
  - 1. Contributing to community and caring for the environment
  - 2. Solving problems in peaceful ways
  - 3. Valuing diversity
  - 4. Building Relationships

# Evidence of Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### What evidence will we collect?

Type of Evidence	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Quantitative	Staff surveys on overall school culture, and our last two years of YDI data	Data is helpful for the team to gather baselines with different aspects of the school community, and our YDI data (which was not run by SFU this year, sadly) is still helpful as a benchmark of progress on our goals.
2 Qualitative	Interviews and scans on the benefits of nature-based learning (re: Gillian Judson's work on Walking Curriculum)	Students and staff in over 10 classrooms. Data shows that pre and post nature-based learning experiences students make new social connections, feel more connected to the community, and learning engagement is higher during and after.
3 Qualitative	Pedagogical documentation on social engagement in class	Observations and documentation during class discussions related to meaningful actions students take during inquiry strategies. This data is overwhelmingly positive and helps to build culture for all learners.
4 Qualitative	Core Competency self-reflection data	Examining how students reflect on the Core Competencies related to SEL and connection.
5 Quantitative	Grad rates	We will be tracking cohort graduation data from year to year. We know that this data is particular to specific cohorts, but over time hope to see trends moving toward 100% grad rates.

# Taking Action and Learning

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Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### Leading Professional Learning (?)

The inquiry group working around our Love goal have collaborated and designed learning for the school-based inquiry team based on the data we have collected. The Coyote Council members leading their SEL groups taking a learning leadership role in leading their groups with readings and professional discussion. One of our Vice Principals is supporting this work. A main source of SEL-related professional learning has been Jessica Minahan's "Small Meaningful Actions" research. This has helped the group do some digging into strategies that will make a difference. Also, we have had inservice alongside our district's Inclusion Team, Rene.

### School Level Strategies and Structures (?)

In 2025–26, the Coyote Council continued to meet monthly to analyze evidence, plan professional learning, and guide staff actions. The team drew on school scan data and previous YDI results to inform targeted strategies aligned with the "Love" priority, identifying both school-wide and classroom practices, monitoring impact, and refining approaches through ongoing cycles of inquiry. Initiatives included community beautification projects, the postcard project recognizing individual student strengths, and the sharing of "small meaningful actions" to build connection and belonging. Throughout the year, staff remained engaged in continuous learning, using emerging evidence to determine next steps and ensure that data and reflection continued to guide school improvement efforts.

### Classroom-level Instructional Strategies (?)

Staff continue to analyze data from school scans and previous YDI results to inform both school-wide and classroom strategies, regularly reflecting on progress through ongoing cycles of inquiry. Drawing on resources such as Jo Chrona's Wayi Wah! and Shane Safir's Pedagogies of Voice, educators implemented targeted approaches in classrooms, including a strong focus on SEL-informed pedagogy led by the Love team. As these practices expanded across the school, increased staff uptake was evident, and early indicators of impact began to emerge. Through the Teaching Sprints process, the team identified strategies showing positive results and worked to scale these practices more broadly, using evidence to guide next steps and sustain improvement.

## Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

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**District Strategic Plan - Priorities****Description**

District Strategic Plan - System Wellbeing

Our Love goal really focuses on system wellbeing for our learners.

Equity in Action Agreement - Learning Environment (School Culture)

Again, our Love goal is all about purposeful connection to the greater school community and to improving school culture.

## Budget Allocations

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<b>Resource Type</b>	<b>Resource Description</b>	<b>Estimated Budget</b>
Staffing, Supplies	Additional Coyote Council Members	15000
Learning Resource	YDI Fee	1000 or more
Learning Resource	Copies of books/resources	5000

# Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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5 Quantitative	Grad rates	We will be tracking cohort graduation data from year to year. We know that this data is particular to specific cohorts, but over time hope to see trends moving toward 100% grad rates.

### **Reflection on our collected evidence on our impact for this School Student Learning Priority (?)**

This marked our third year of developing and refining an evidential framework to triangulate data, establish benchmarks, and track progress related to our Love priority. The team continued to build on strong foundations, using ongoing learning and data analysis to implement and adjust targeted strategies. With a clearer understanding of our current state, we more consistently examined our impact over time, incorporating indicators such as graduation rates and other key data points. As a result, we saw more refined strategies supported by increasingly robust evidential frameworks, allowing us to better measure and respond to the impact of our work.

### **Recommendations for next steps for this School Student Learning Priority (?)**

Moving forward our work in the Love goal will reflect the clarity that we have identified.

#### **LOVE**

- A Safe, Caring, and Connected Community: students learn best when they feel emotionally safe, valued, and connected to others.
- An Inclusive Learning Environment: Learning environments with diverse learners are inclusive & personalized

Over the past year, the school deepened its use of data, supporting teams in becoming more precise and intentional about the impact they aimed to achieve as the work moved beyond year three. Continued focus was placed on identifying and addressing the professional learning needs of leaders, with dedicated time and funding supporting this growth. Ongoing opportunities through staff meetings and Implementation Days provided space for deeper collaboration and reflection. As evidence clarified which strategies were most effective, the school increasingly focused on scaling these approaches to broaden and strengthen their impact across classrooms.

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# Plan Reflection

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## Date

7/12/2024

## Assistant Superintendent's Reflection and Next Steps

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## Date

5/5/2025

## Principal Reflection

This was a really good year of learning and work on our school priorities. As the principal, it's a large commitment to fund the additional department head/curricular leader positions on the Coyote Council, but as a distributed leadership model, it's a great way to build leaders when it comes to transforming a learning community. We're always told to put our money where the biggest impact on learning is (and where we care about) and this structure is critical. I know that we will be heading deeper with fewer strategies next year, branching out where the biggest leverage points in our school are around Love, Learn, and Thrive. I am proud of the staff for their hard work and their leadership, of the VPs for their outstanding service to their teams, and of the students who have been eager partners in this process. Admin will be scanning the Coyote Council for feedback on next year's direction and are looking forward to that process to help guide the work.

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## Date

5/21/2026

## Principal Reflection

As the new, incoming principal to George Elliot, I am excited to begin this journey with such a high achieving school and to build on the many strengths that already define this community. Our learning plan reflects a deep commitment to growth, and it is inspiring to see how the motto "Love, Learn, Thrive" has served as a powerful guiding force over the years. "Love, Learn, Thrive" has shaped both culture and student outcomes. I am especially proud of how reflective our staff have been in reviewing their achievements, demonstrating a genuine dedication to continuous improvement. Through this thoughtful process, the school has now identified clear targets for each domain of the theme, I look forward to seeing how these focused goals will translate into meaningful progress and an even greater positive impact on student achievement.

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# Submit

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## Close Current Community Learning Form

Archive Form