

New Westminister Secondary School & SIGMA

RATIONALE AND CURRENT CONTEXT

New Westminister Secondary School (NWSS), located in New Westminister, BC, serves approximately 2,550 students in Grades 9–12, including 49 students enrolled in our alternative SIGMA program. Our dedicated team includes 5 administrators, 5 clerical staff, 27 educational assistants, 130 teachers, and a range of support staff who collectively lead this vibrant and diverse school community.

NWSS offers a wide array of programs to meet student needs and interests, including International Baccalaureate, Construction Diplomas, Red Seal Apprenticeships, Alternate Education, French Immersion, Sports Academies, and one of BC’s online virtual schools. Strong connections among staff, students, families, and the broader community are central to our identity. We continue to embody resilience, adaptability, and a collaborative spirit that drives our shared success.

As a supportive and inclusive learning environment, NWSS is committed to nurturing educational success for all learners. We strive to empower students to achieve their personal best, uphold high standards, and take ownership of their learning. Our ongoing efforts to enhance school culture are aligned with the New Westminister School District’s 2025–2030 Strategic Plan and grounded in the First Peoples Principles of Learning.

This year marks the launch of our new 5-block schedule, extending the school day and creating new opportunities for deeper learning and engagement. In response, our school growth plan prioritizes student experience, well-being, and achievement, while reinforcing NWSS as a caring, inclusive, and innovative environment. Informed by feedback and observation, this plan is essential to ensuring our entire school community continues to thrive.

GOAL

Goal #1 in alignment with District Strategic Priority “Student experience and enhancement of student engagement, well-being, and achievement”:

Reinforce NWSS as a supportive learning environment through the continuous improvement cycle, which is directly connected with First Peoples Principles of Learning connection where “Learning is holistic, reflexive, reflective, experiential, and relational. Learning involves recognizing the consequences of one’s actions.”

Goal #2 in alignment with District Strategic Priority “Caring and supportive systems to foster inclusive, safe, and welcoming environments”:

Strengthen NWSS school community and connectedness among students, staff, and families, which is directly connected with First Peoples Principles of Learning connection where “Learning is relational and respects connectedness to family, community, and the land. Learning requires exploration of one’s identity.”

OBJECTIVES	STRATEGIES
Goal #1 in alignment with District Strategic Priority “Student experience and enhancement of student engagement, well-being, and achievement”: We will continue implementing the Positive Behaviour Interventions and Supports (PBIS) framework to proactively foster a positive, respectful, and safe school culture centered on the core values of respect, responsibility, and safety. In parallel, we will strengthen our student attendance tracking system to set clear, measurable targets that support academic success, specifically in the realms of literacy and numeracy. This data-driven approach enables us to monitor attendance trends, identify patterns, and track student progress over time to inform timely interventions. Goal #2 in alignment with District Strategic Priority “Caring and supportive systems to foster inclusive, safe, and welcoming environments”: We will continue to host a wide range of school-wide and community events that foster an inclusive, safe, and welcoming environment at NWSS. In support of student well-being, we will also advance our student support and progressive discipline plan, alongside regular surveys to assess and strengthen students’ sense of belonging and safety.	• Implement PBIS with Indigenous-informed values • Increase student participation in cultural and leadership activities • Improve Student Learning Survey results on belonging and safety • Continue to encourage students that when they see or hear something, they say and report it. Usage of erase report tool to send a secure, anonymous and confidential message to your school or school district’s safe school coordinator

WHAT DOES SUCCESS LOOK LIKE?

- During monthly staff meetings, department meetings, and Collaborative Days, we will provide ongoing professional development focused on embedding the First Peoples Principles of Learning, Indigenous pedagogies, and inclusive practices into curriculum and assessment. These sessions will also serve as opportunities to gather qualitative and quantitative feedback to monitor progress in equity and inclusion across classrooms.
- Weekly Student Voice meetings will continue to be a platform for collecting student feedback on their experiences of equity and inclusion, providing valuable insights into both the cultural and academic climate of the school.

COMMUNICATION/REFLECTION

Progress will be shared on how NWSS will reflect on the school growth plan's effectiveness by:

- Internal School-Based Sharing – Monthly staff and department meetings where sharing of data trends, including student survey results, office referrals, attendance records, as well as analysis of literacy, numeracy and engagement data are studied.
- Student and Family Engagement – Weekly Student Voice meetings where students reflect on their experiences and provide feedback on school climate and learning, showcasing student-led initiatives and cultural learning. Present progress reports at monthly Parent Advisory Council (PAC) meetings and invite feedback on family engagement strategies and school climate.