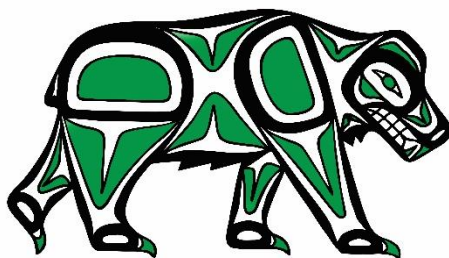


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Prince George Secondary School 2025/2026

School Plan for Student Success



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

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We respectfully acknowledge Prince George Secondary School (PGSS) resides on the unceded ancestral lands of the Lheidli T’enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

DISTRICT VISION

All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

DISTRICT MISSION

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners

School Planning Engagement Process

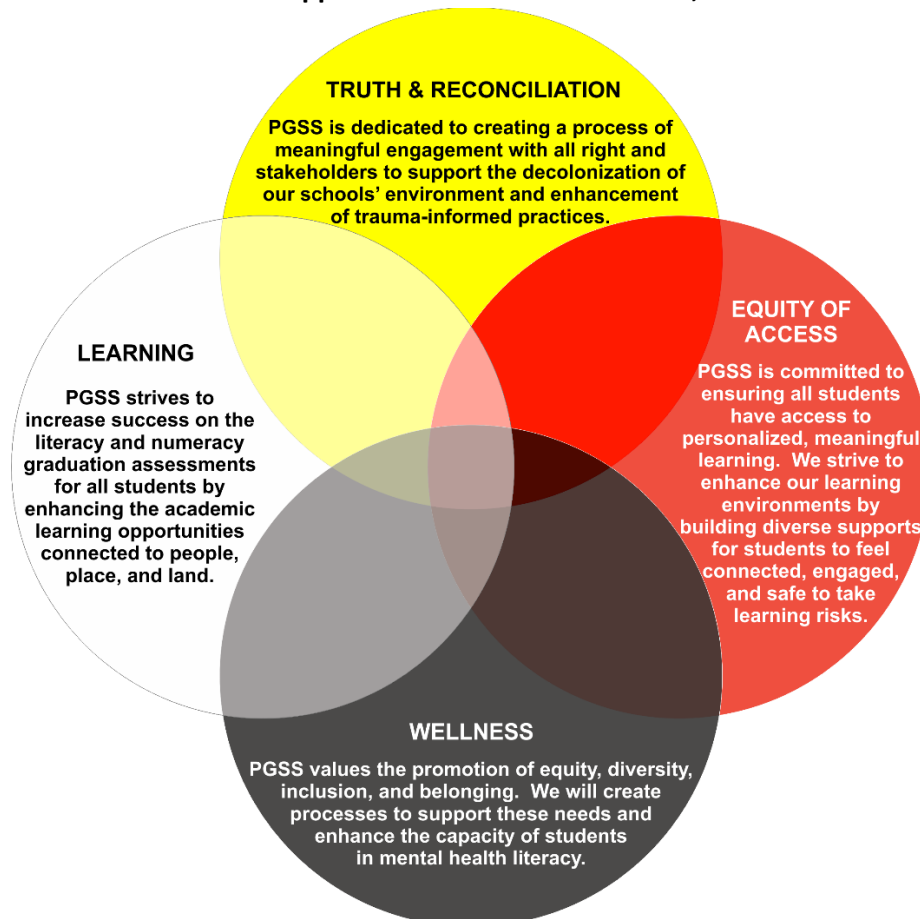
As we enter this cycle of planning, we wish to move forward in the directions outline by the SD57 Strategic Plan with an engaged Indigenous, Parent, Staff, and Student community. We are planning several engagement activities throughout the year for all of our stakeholders to contribute to the direction of our school. We will review our school plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review we will make adjustments to our strategies to support our goals.

School Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work at PGSS.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

In support of our district’s directions,



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Our School Values



First Peoples Principles of Learning are to be integral in all we do.

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

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

About our School

PGSS is a dynamic school that serves approximately 1400 students in grades 8 - 12. A committed group of teachers and support staff collaborate to provide a wide and rich variety of opportunities for the students here. PGSS prides itself on its ethnically diverse and welcoming nature, and the wide range of courses designed to meet the needs of all learners.

Students can choose from number of courses in core subjects from grades 8 - 12 as well as many unique elective courses such as Hockey, Electronics, Sc10 Project Wild, Drama Film & Television, Culinary Arts, Textiles and Visual Arts & Media Studies. In addition, the school also offers several alternate programs that offer course credit leading to a Dogwood diploma, and a work experience and dual credit programming where students learn the skills necessary in the workplace. PGSS also houses the district's Secondary Project Based Learning Program, Montessori Program, Performing Arts Program, and the land-based Grade 8 EPIC (Experiential, Project Based, Indigenous, Community) Program. The school has many supports for students, including the Wellness Centre and Eagle Centre serviced by a wonderful team of Youth Care Workers, Indigenous Education workers, a Community Schools Coordinator, and Indigenous Social workers who address individual student needs with tutorial support, community connections, healing circles, and a variety of other activities, along with infusing the school with Indigenous education. In addition to providing top-notch educational opportunities, the staff and administrators here are committed to ensuring that students also have access to a variety of extra-curricular activities including the District Student Advisory Council (DSAC), Drama Club, Chess Club, as well as a range of highly competitive junior and senior sports teams. The school building itself boasts a cafeteria unique to Prince George schools, a recording studio, the new Smoke House (slenyoh), and of course, Vanier Hall.

Each year we welcome Grade 8 students from eleven elementary schools (Peden Hill, Pinewood, Westwood, Hixon, Van Bien, Buckhorn, Blackburn, Nusdeh Yoh, Pineview, and Polaris Montessori).

We are proud of our motto - "PGSS is the Place to Be!"

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Truth and Reconciliation

Over the next 2 years, PGSS will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with our Indigenous communities to guide us in prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) which safeguards the individual rights of Indigenous Peoples.

Year 1 and 2 Goals

- 1. Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system.**
- 2. Enhance trauma-informed and resilience approaches in our school.**

Strategies for Student Learning

- ♦ Increase Elders and Knowledge Holders at PGSS to support and mentor students and staff in the education of Residential Schools, Indigenous culture and language
- ♦ Classroom and school wide activities focused in Truth and Reconciliation during the week leading up to September 30 (and extending throughout the year)
- ♦ Gather input from the Student Learning Surveys on how students feel supported in learning about Truth and Reconciliation and to identify areas for growth

Strategies for Adult Learning

- ♦ Increase Elders and Knowledge Holders at PGSS to support and mentor students and staff in the education of Residential Schools, Indigenous culture and language
- ♦ Working with our Indigenous community, staff will use collaboration time to review organizational systems and curriculum to support decolonizing and indigenizing of the environment and the curriculum
- ♦ Support professional growth plans for educators based on Standard 9 of the BC Teacher Regulation Standards
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
 - Staff book studies
 - Indigenous Day of Learning for all staff in September
 - Highlight Standard 9 staff learning at staff meetings

Strategies for System and Structure

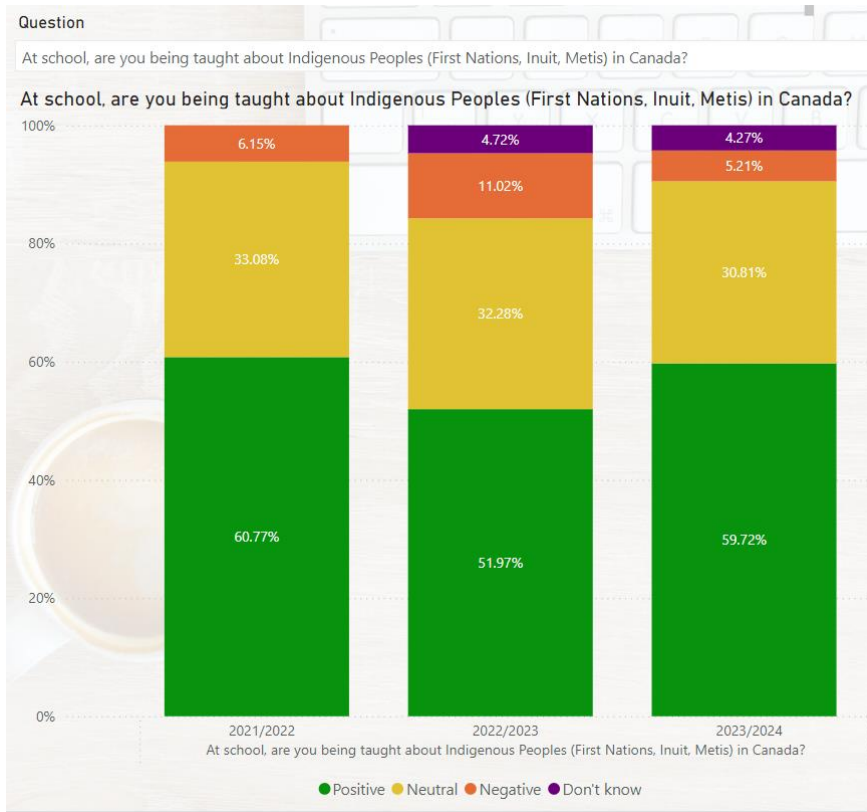
- ♦ Onboard at new staff orientation to review the TRC Calls to Action and Standard 9 of the BC Teacher Regulation Standards
- ♦ Use the EAGLE CENTRE and NORTHERN LIGHTS CENTRE as a cultural and connection centre for PGSS, and a place to connect with parents
- ♦ Host regularly scheduled Local Education Agreement (LEA) meetings to discuss and review the success of learners
- ♦ Increase the use of the Dakh language on signage and documents throughout our building
- ♦ Land acknowledgements (morning announcements, assemblies, staff meetings, tournaments, and other school events)

Success Measures

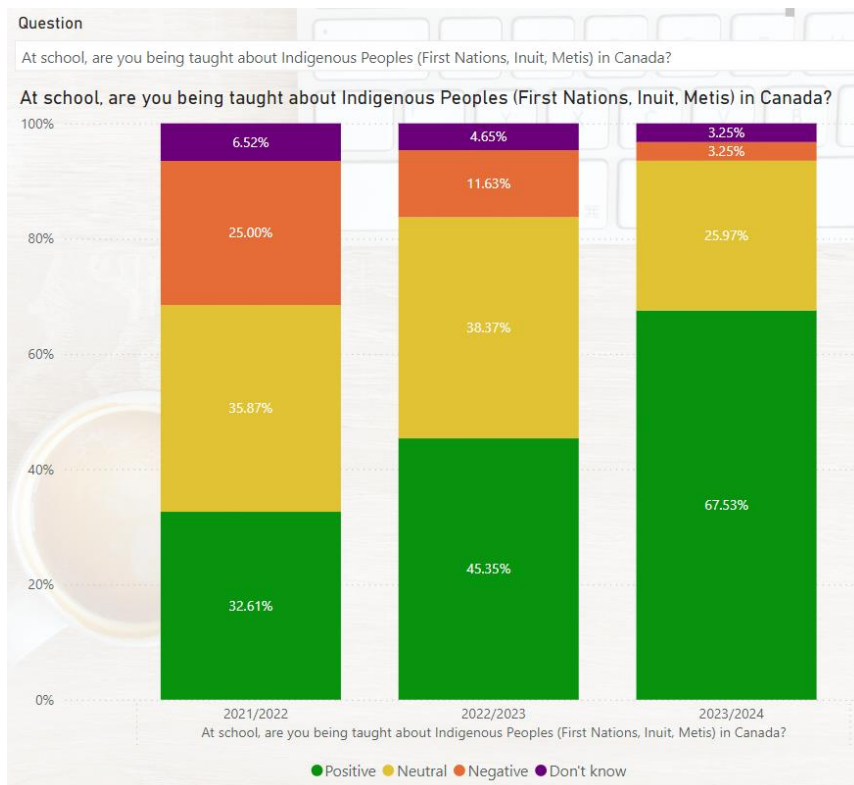
We will look to our Student Learning Survey administered at grades 10 and 12 to measure the percentage of students identifying that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting positive responses that they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.

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Success Measures (Truth and Reconciliation)

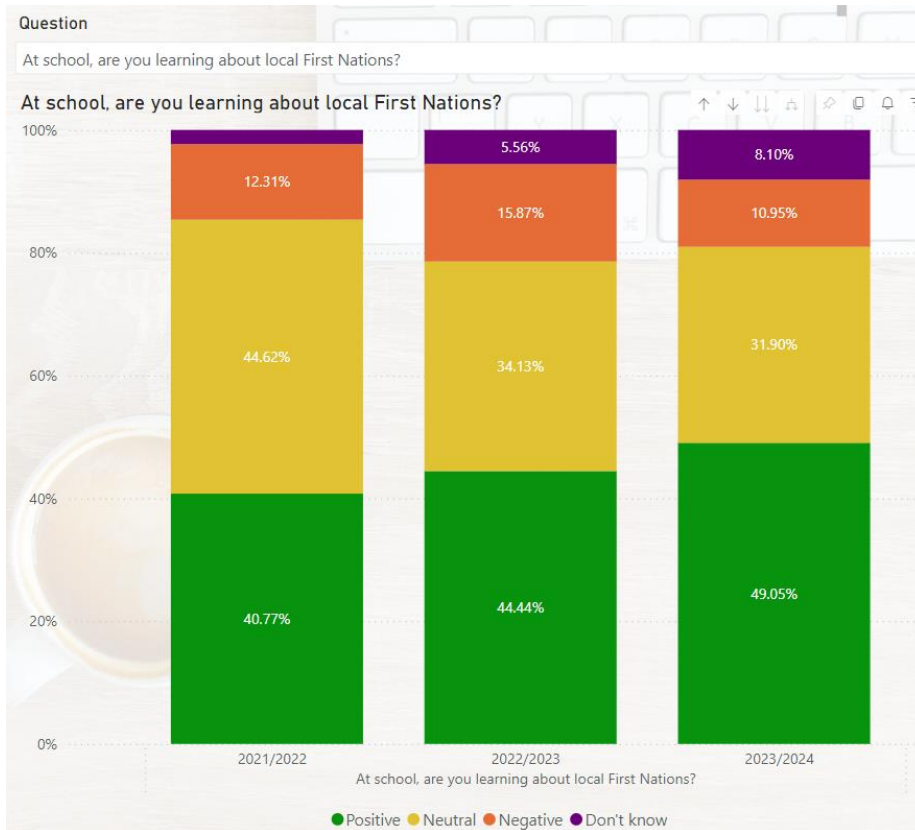


Grade 10

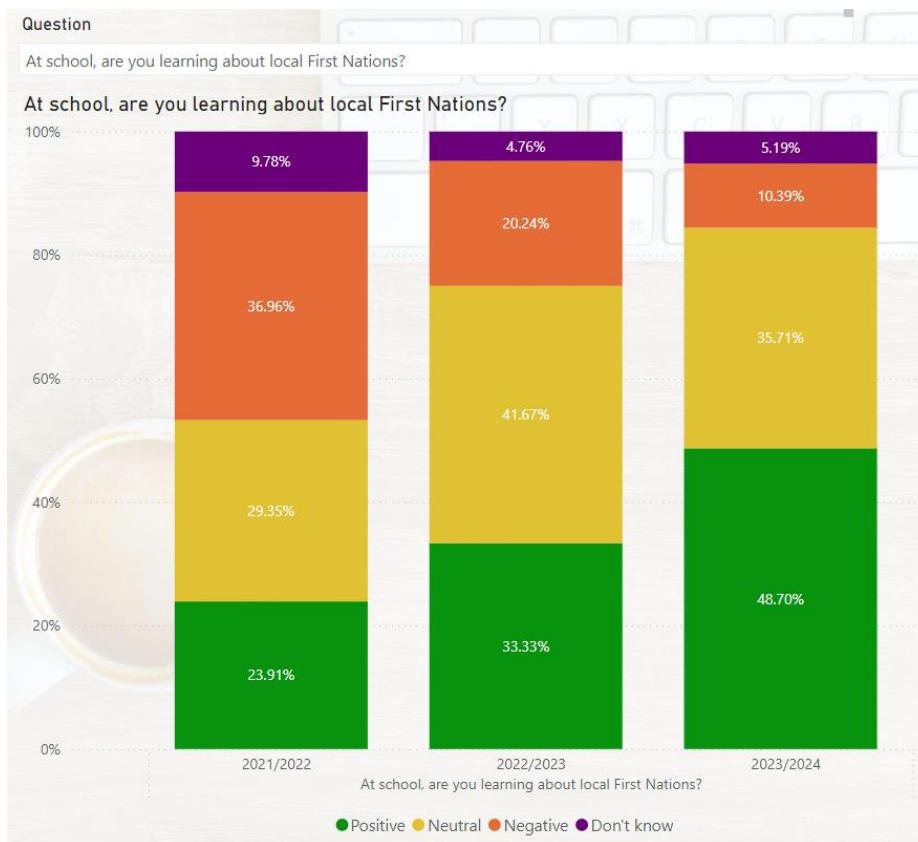


Grade 12

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Grade 10



Grade 12

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Equity of Access

PGSS will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities/disabilities and our students learning in rural and remote communities.

We acknowledge that not all children learn the same way, and require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning path.

Year 1 and 2 Goals

- 1. Create a process to utilize the continuum of supports to ensure all students have access to personalized learning.**
- 2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.**

Strategies for Student Learning

- ♦ Continue to identify and provide equitable learning opportunities for our students to personalize their learning pathways (TekX, Dual Credit, CTC, etc...)
- ♦ Provide access to Office 365 for students to utilize learning through technology and supports

Strategies for Adult Learning

- ♦ Provide learning opportunities for staff around the use of the school’s continuum of supports that aligns with the district’s continuum of supports
- ♦ Staff participation in professional development and/or in-service opportunities on supporting students with diverse abilities

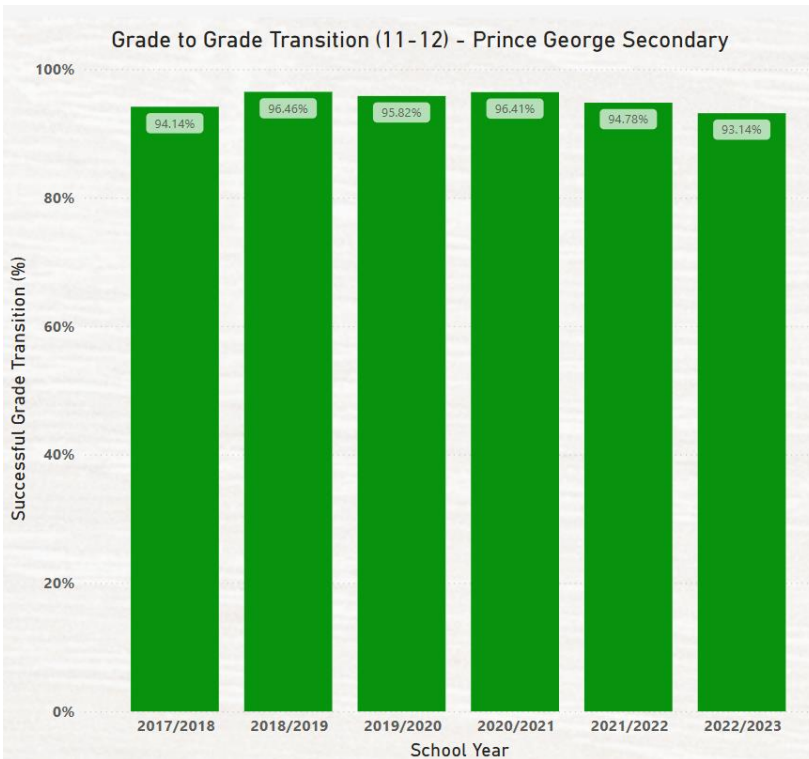
Strategies for System and Structure

- ♦ Increase our communication with staff, students and families while developing personalized learning supports to remove barriers for their success including regular Graduation Status Updates
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity (Backpack Buddies program, Feeding Futures Program, etc...)
- ♦ Clarify and communicate our school process for addressing racism and discrimination
- ♦ Continue our partnership with the YMCA - Back on Track program for students

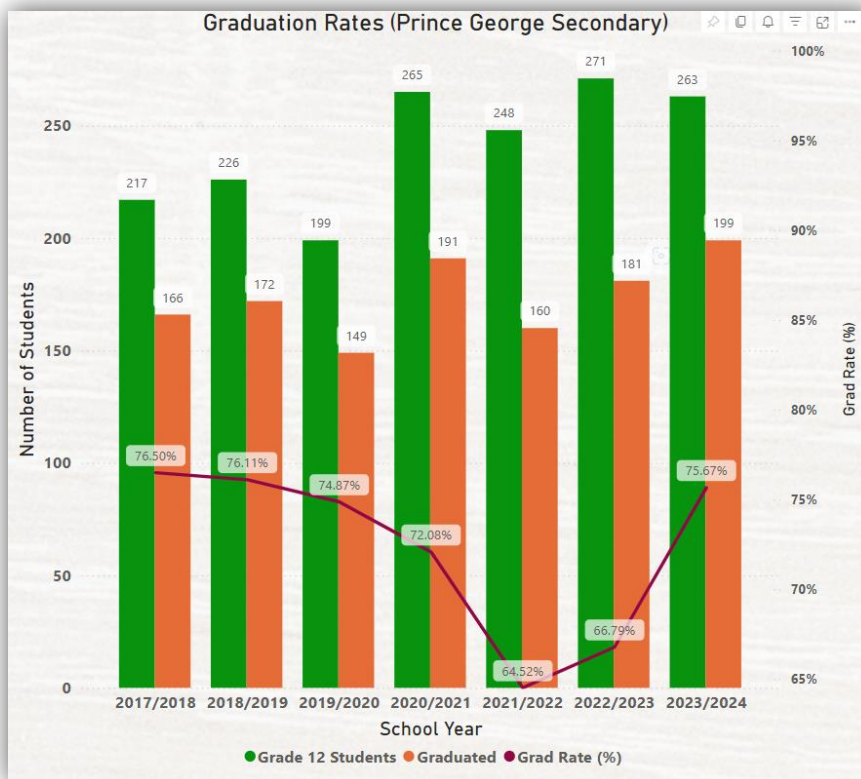
Success Measures

We will closely monitor the success of our goals by reviewing our 5-year graduation. We will pay attention to the results of our students with diverse abilities and our indigenous learners. By the end of year 2, we expect to see a 10% increase in our students who graduate with a Dogwood Certificate after 5 years of starting grade 8 and we expect to see an up to 10 increase of students transitioning from grade 11 to 12.

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Grade 11 to 12



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Wellness

We believe that in order for students to learn, they need culturally safe, caring, and inclusive learning communities. As our world moves out of a pandemic, now more than ever, we need to emphasize the supports for mental health, physical health and overall well-being of our students, staff and families.

Year 1 and 2 Goals

- 1. Create processes to support equity, diversity, inclusion and belonging.**
- 2. Enhance Mental Health Literacy understanding and its implementation.**

Strategies for Student Learning

- ♦ Work with education researchers and curriculum developers to support the implementation of the course on Communities and Cultures at the grade 8 level.
- ♦ Investigate and implement alternatives to suspension that use restorative philosophies to maintain relationships and better protect the well-being of our students.
- ♦ Administer the MDI (Middle Years Development Instrument) at grade 8 every second year
- ♦ Utilize the district supports available to support Mental Health Literacies to staff and students.
- ♦ Provide ongoing student access to the wellness center and sensory room for students requiring immediate and longer-term supports.
- ♦ Review the school’s code of conduct to ensure our expectations match student capacity.

Strategies for Adult Learning

- ♦ Provide an opportunity for staff engagement and instruction for Mental Health Literacies
- ♦ Provide professional learning to staff about Trauma Informed approaches

Strategies for System and Structure

- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives.
- ♦ Focus on transitions of our students from elementary grade 7 to our grade 8 program including a grade 8 camp prior to school start up.
- ♦ Work with post-secondary institutions on seamless transition out of our school including Careers Programs, PSI visits to PGSS and Dual Credit Programs.
- ♦ Continue to partner with District staff/programs, Northern Health and other community agencies to develop stronger supports for students struggling with mental health and/or addictions

Success Measures

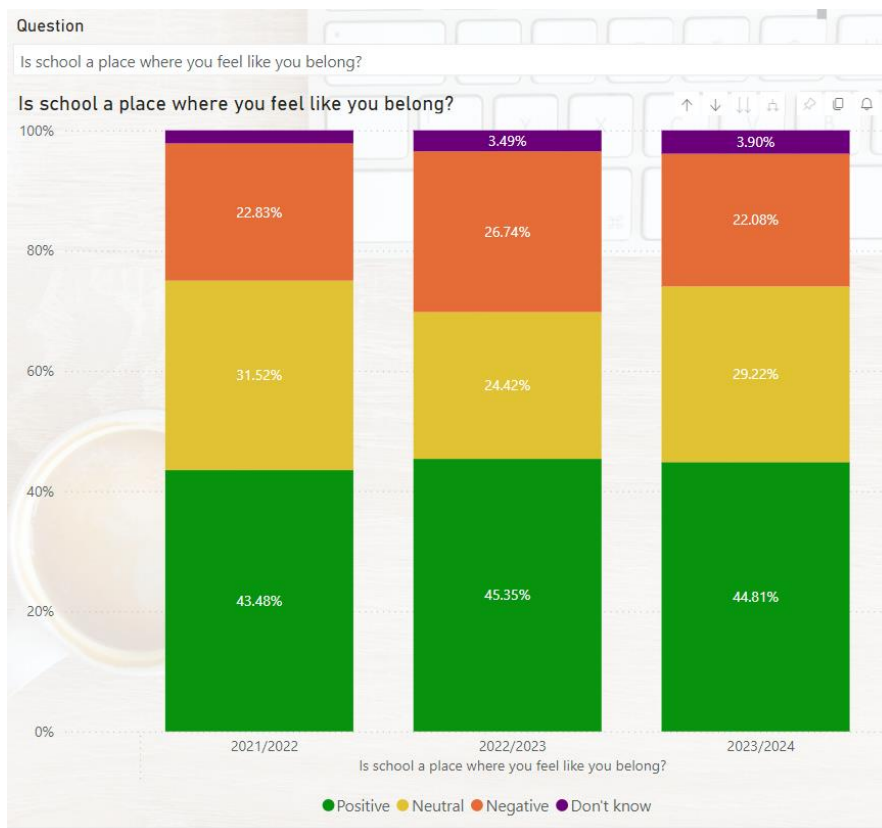
Our Student Learning Surveys for our Grades 10 and 12 students help us identify the level of belonging our students feel. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2023, we expect to see a 10% increase in students feeling like they belong for each year. We will also be looking for an increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2023.

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Success Measures (Wellness)

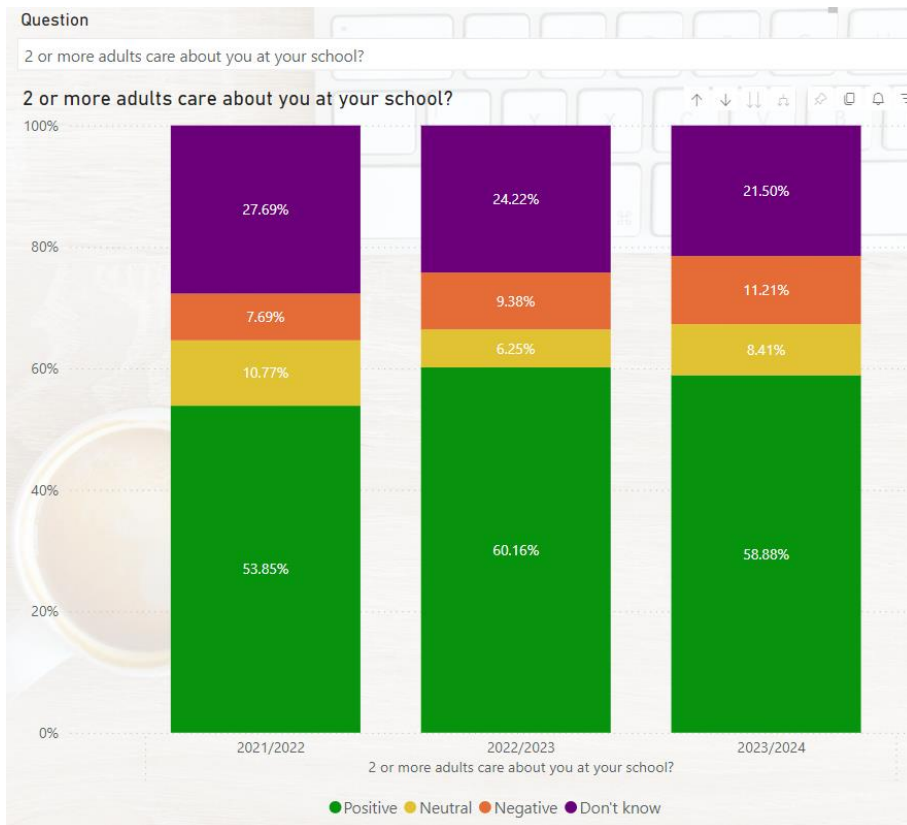


Grade 10

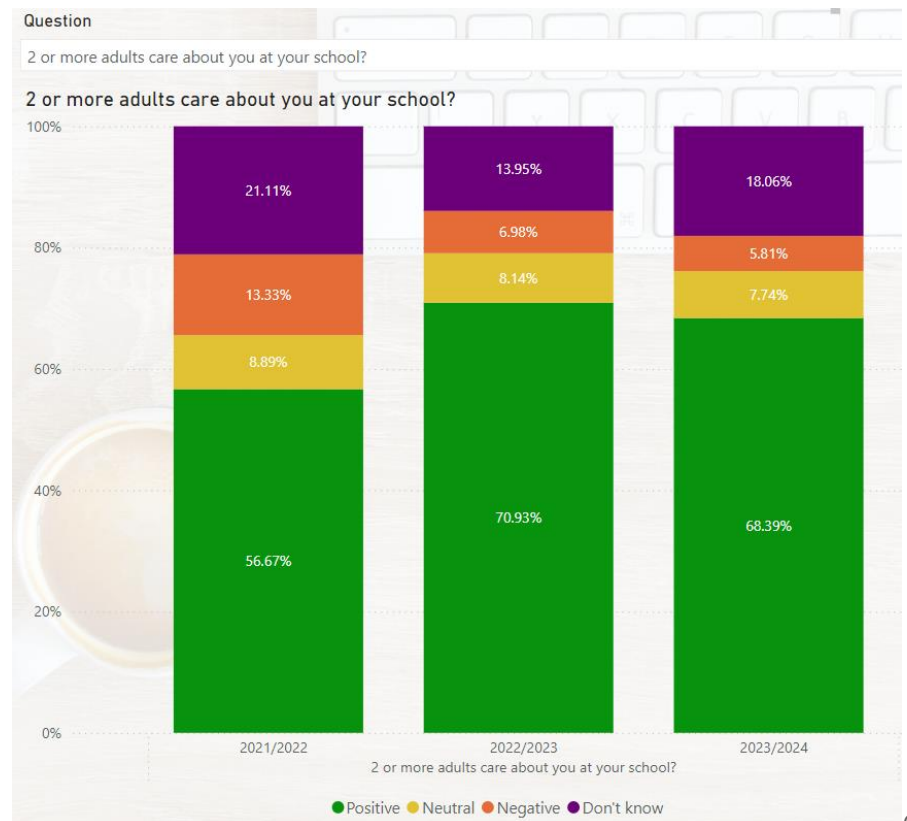


Grade 12

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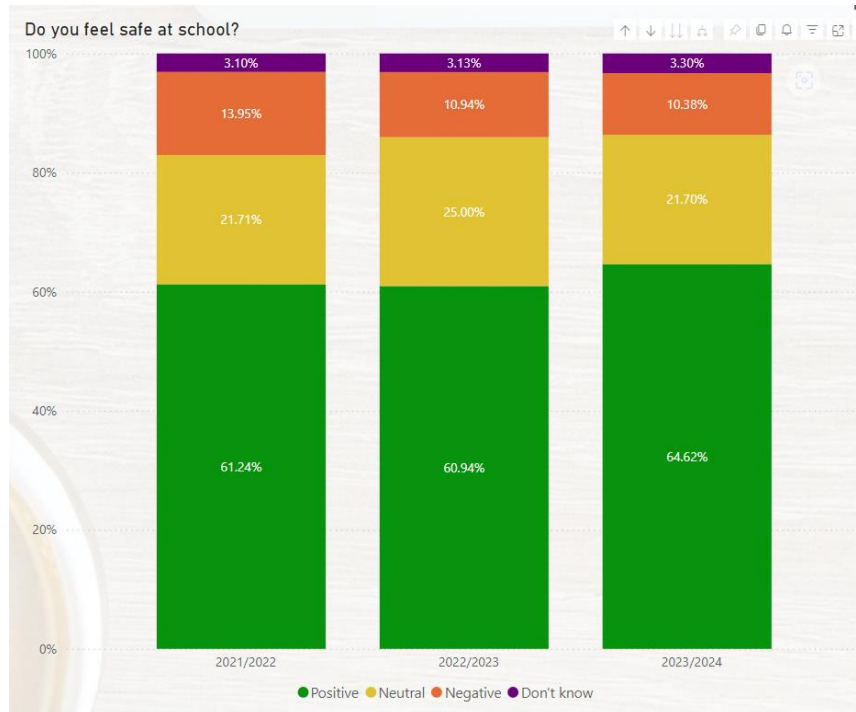


Grade 10

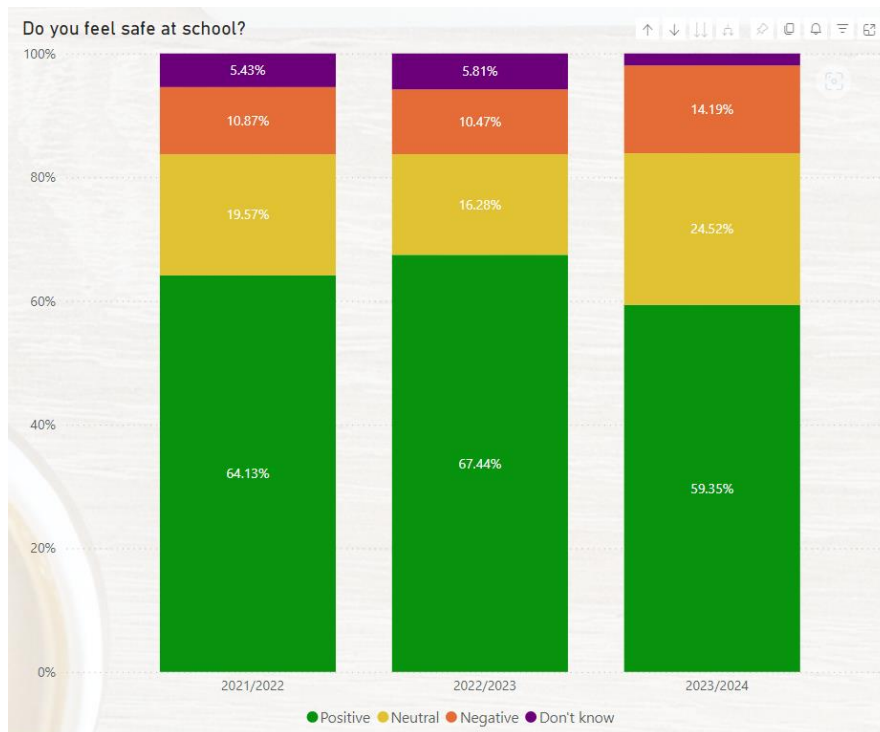


Grade 12

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Grade 10



Grade 12

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Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Year 1 and 2 Goals

- 1. Increase success on the literacy and numeracy graduation assessments for all students and to close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.**
- 2. Increase the graduation rates for all students and close the gap for Indigenous learners.**
- 3. Enhance the academic learning opportunities connected to people, place and land.**

Strategies for Student Learning

- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ English First Peoples 10 is a required 4 credit course for grade 10 students. Other options will be available to support the Indigenous Focused Graduation Requirement (4 credits) including English First Peoples 11, English First Peoples 12, and Contemporary Indigenous Studies 12.
- ♦ Utilize the [MyBluePrint](#) to support students developing their graduation pathway.
- ♦ Review resources for both literacy and numeracy to ensure current and culturally responsive resources are being used with students.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Continue to support the land-based learning opportunities provided for students.

Strategies for Adult Learning

- ♦ Employ an Indigenous Grad Coach teacher in grade 7-9 and in grade 10-12
- ♦ Utilize collaborative time on Wednesdays twice per month to have staff working collaboratively together to co-create and implement student engagement strategies in the classroom
- ♦ Provide support and learning to staff for Numeracy and Literacy instruction. All teachers are teachers of Literacy and Numeracy.
- ♦ Continue to support equity in our school with professional development and supports for teachers to provide intervention in both literacy and numeracy
- ♦ Connect staff with training and learning opportunities for the Indigenous Focused Graduation Requirement.

Strategies for System and Structure

- ♦ Administer grade 8 numeracy, reading, and writing snapshot assessments.
- ♦ Utilizing restorative programs and practices as well as community supports.

Success Measures

We will look to our Graduation Assessments to monitor our progress towards our goals. Our numeracy results continue to be of concern. We will provide more focus on numeracy instruction at the 8-9 levels and an assessment will be administered annually in grade 8 to monitor our progress in a timelier manner. With enhanced focus on instruction, and ongoing assessment we expect to see a 10% increase on our Grade 10 Literacy, Grade 12 Literacy, and Grade 10 Numeracy Assessments of students who are “Proficient” or “Extending” after two years.

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Success Measures (Learning)

