

# **Valemount Secondary School**

## **SCHOOL PLAN 2025-26**

### **GOALS, STRATEGIES AND OBJECTIVES**

Valemount Secondary School Plan for Student Success  
2025-26



*We respectfully acknowledge Valemount Secondary School, resides on the shared, unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.*

### **About our School**

Valemount Secondary School is a small and awesome school nestled between the Rocky, Cariboo and Monashee Mountains. Students at VSS are members of a small, closely knit community of 94 students who reside in the communities of Dunster, Tete Jaune and Valemount, and are known for their academic success, intimate connection to the environment and ongoing commitment to community. It's a natural place to learn.

### ***Our Vision:***

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

### ***Our 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.**

Valemount Secondary School Plan for Student Success  
2025-26

***Our Values***

**Community**

We engage all members of our learning community through open and respectful relationships.

**Integrity**

We are ethical, fair and follow through on our commitments.

**Inclusion**

We ensure all students contribute and participate in all aspects of school life.

**Transparency**

We are open, honest and accountable for the decisions we make.

**Respect**

We demonstrate kindness and care for ourselves, others and the environment.

**Equity**

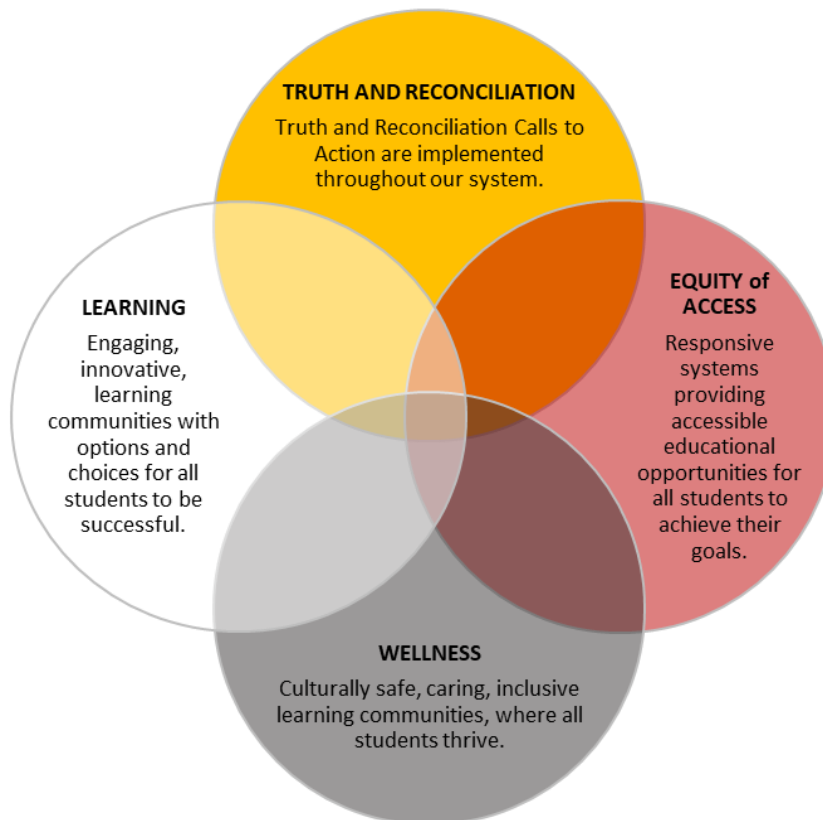
We create systems where every student has opportunities and supports to be successful.

***First Peoples Principles of Learning are 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.

Valemount Secondary School will use the following directions to guide our work.

- ♦ *All students acquiring the skills necessary to be successful in life*
- ♦ *All students graduating with a Dogwood Graduation Certificate*
- ♦ *All students being provided with options and choice for courses and programs and their future*
- ♦ *All students learning the importance of local Indigenous history, culture and language*
- ♦ *All students having strong Literacy and Numeracy skills*
- ♦ *All students learning in safe, inclusive learning communities with a sense of belonging and purpose*



## Valemount Secondary School Plan for Student Success 2025-26

- ♦ **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

### **Truth and Reconciliation**

We 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 help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

#### **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 schools**

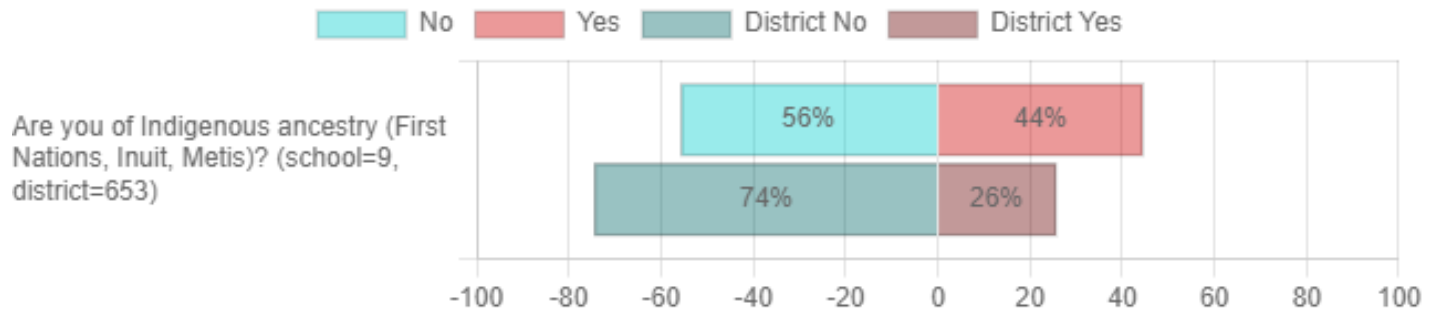
#### **Strategies**

- ♦ Increase Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ All staff will have professional growth plans that contain an element of indigenous learning

#### **Success Measures**

We will look to our Student Learning Survey administered at grades 10 and 12 to measure the % 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 they are learning about Indigenous and First Peoples in Canada each year.

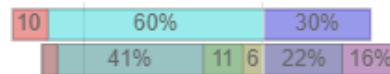
Valemount Secondary School Plan for Student Success  
2025-26



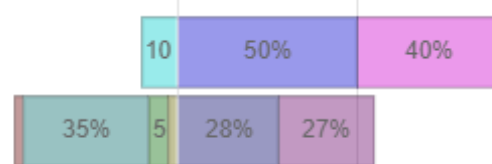
Grade 10:



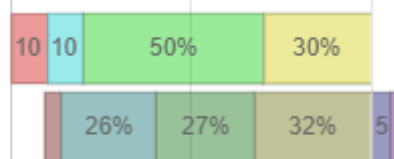
At school, are you being taught about local First Nations? (school=10, district=652)



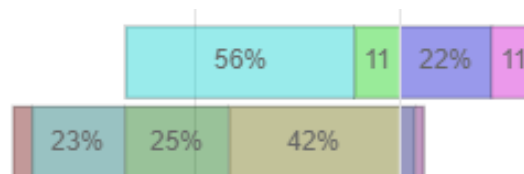
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada? (school=10, district=657)



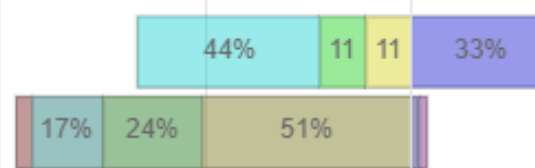
At school, are you being taught the local First Nations' language(s)? (school=10, district=653)



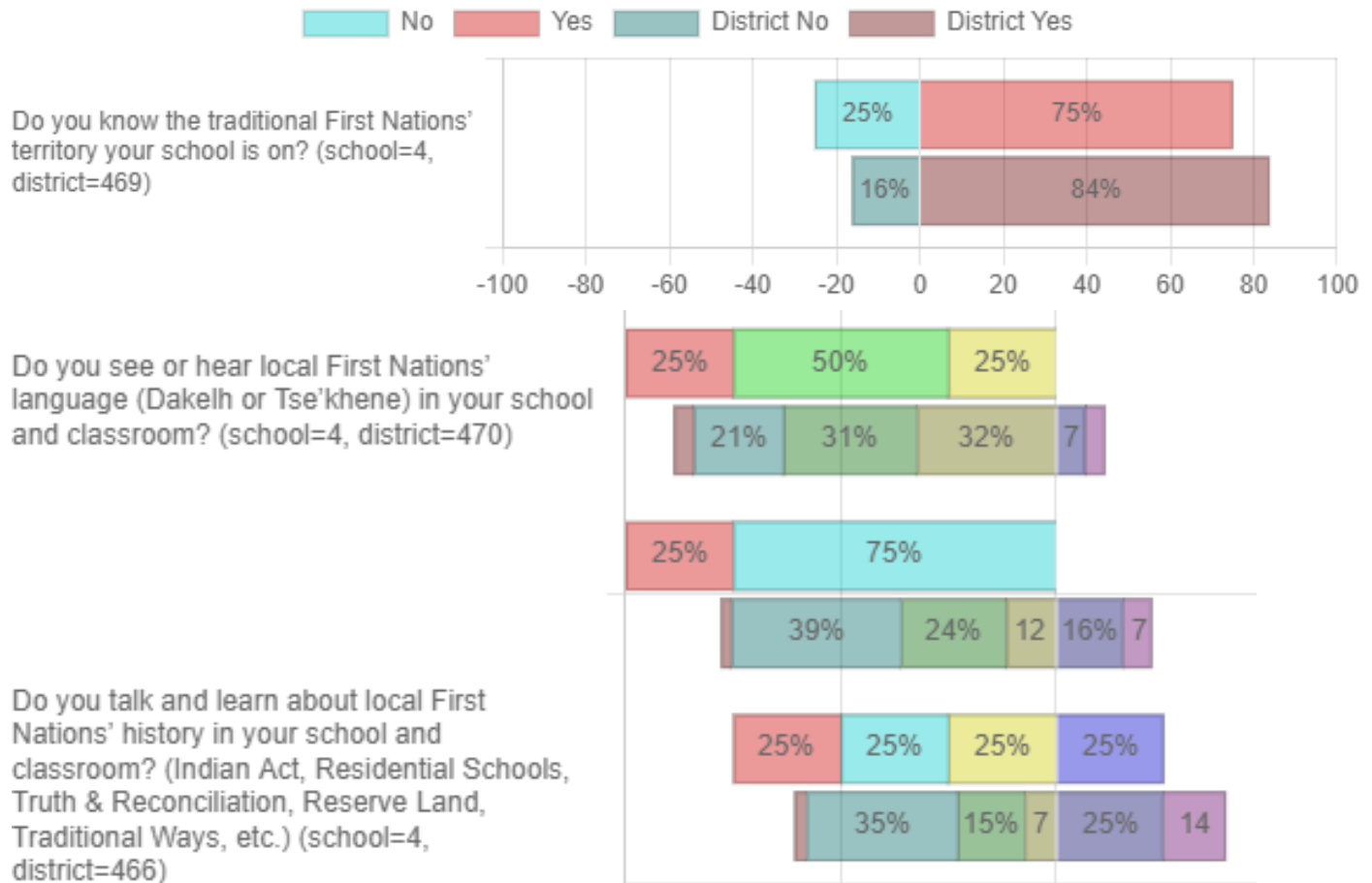
At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities? (school=9, district=651)



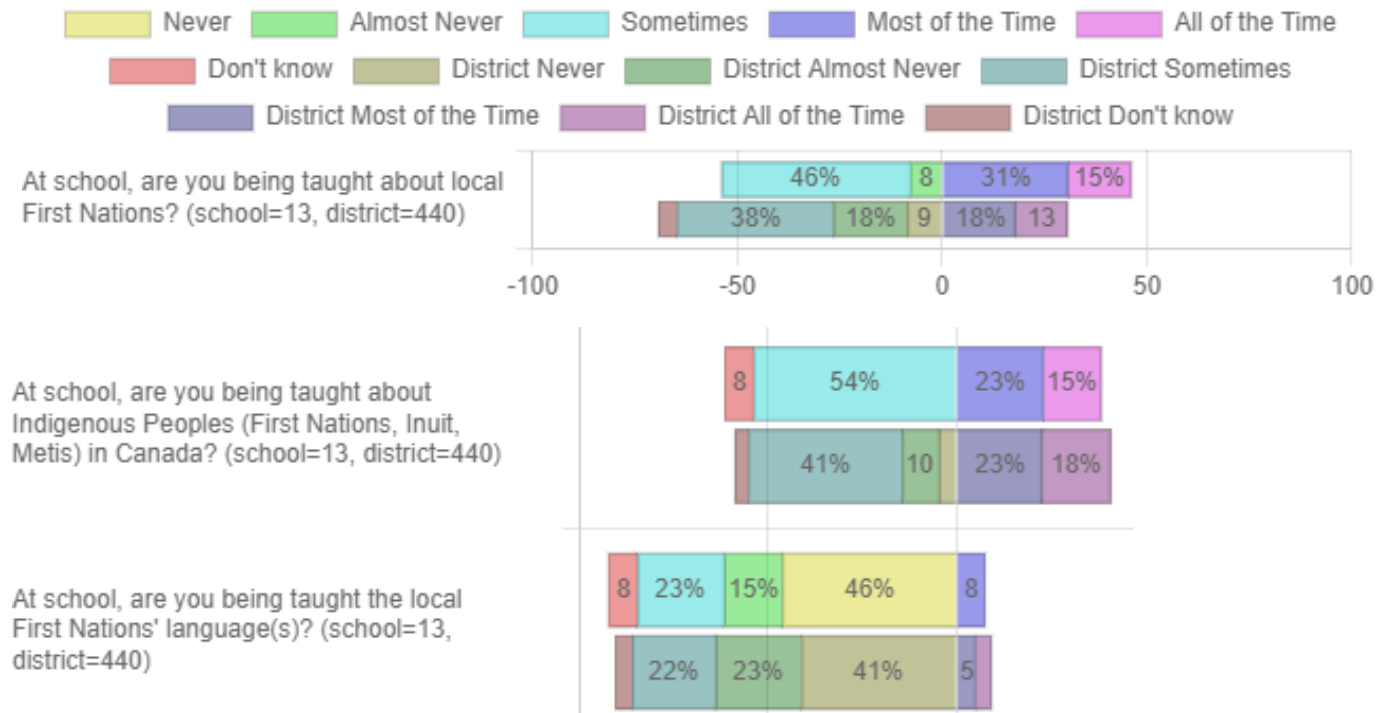
At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities? (school=9, district=647)



Valemount Secondary School Plan for Student Success  
2025-26

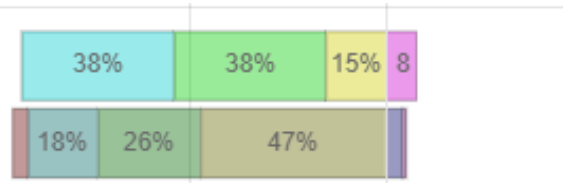


Grade 12:

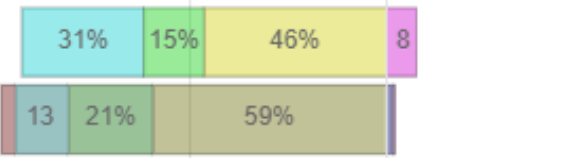


Valemount Secondary School Plan for Student Success  
2025-26

At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities? (school=13, district=446)

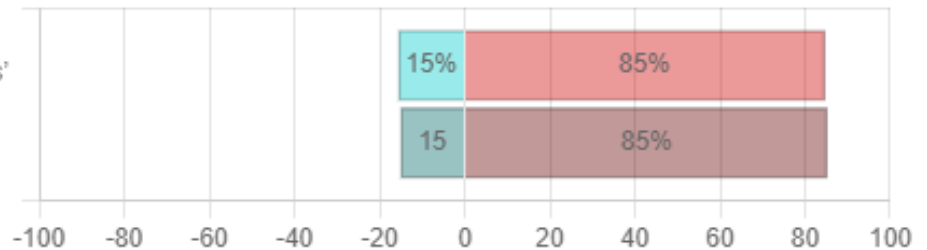


At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities? (school=13, district=444)

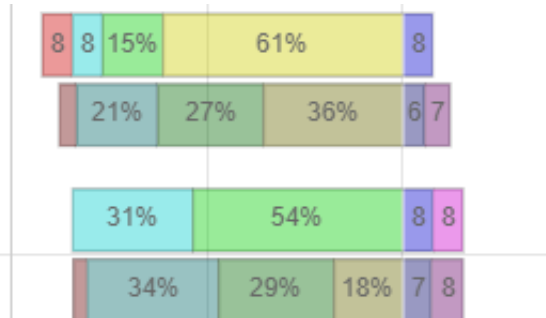


No Yes District No District Yes

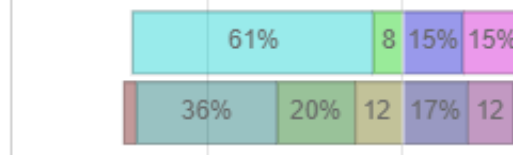
Do you know the traditional First Nations' territory your school is on? (school=13, district=342)



Do you see or hear local First Nations' language (Dakelh or Tse'khene) in your school and classroom? (school=13, district=341)



Do you talk and learn about local First Nations' history in your school and classroom? (Indian Act, Residential Schools, Truth & Reconciliation, Reserve Land, Traditional Ways, etc.) (school=13, district=341)



## Equity of Access

Valemount Secondary 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 our 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.

### Goals

1. **Create a continuum of support for each student 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

- ♦ Support RVCS to build and be a partner in the creation of a Situation Table program
- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Continuums of Support at the school level.

### Success Measures

We will closely monitor the success of our goals by reviewing our 5-year graduation rates and our grade to grade transitions. We will pay attention to the results of our students living in care, our students with diverse abilities/disabilities and our indigenous learners. 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 all students transitioning from Grade 11 to 12 this year but do recognize the data for 2025-26 will be skewed due to 1/5 of the cohort attending CTC this year.

## Wellness

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

### Goals

1. **Enhance Mental Health Literacy understanding and its implementation**

#### Strategies

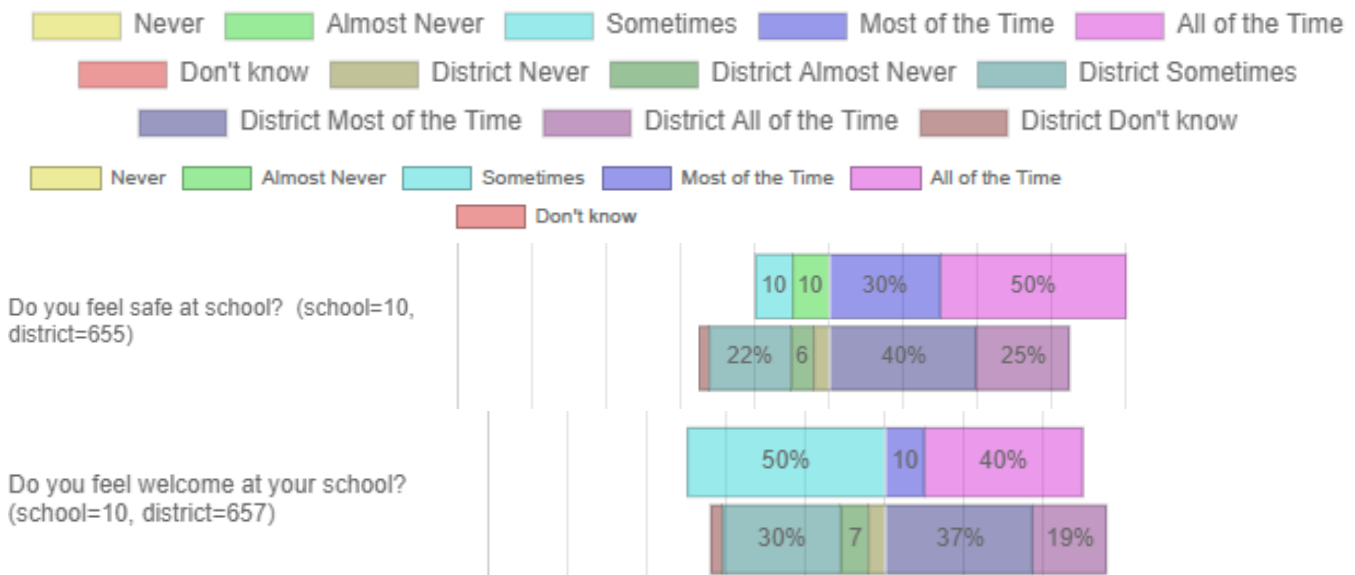
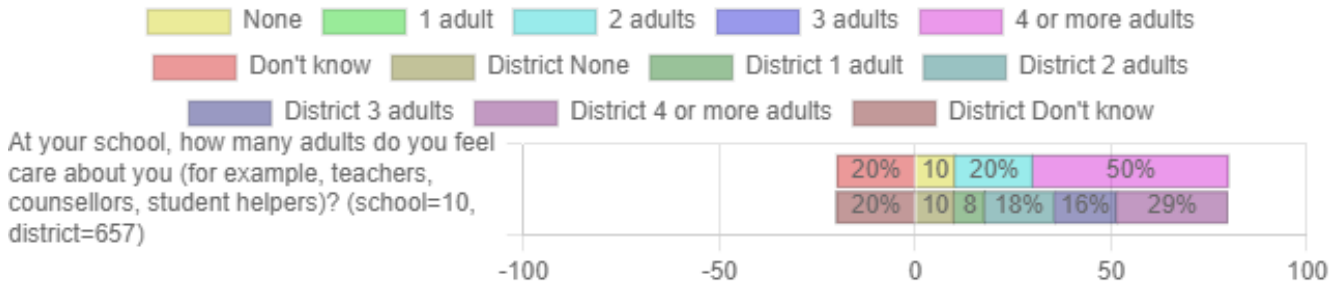
- ♦ Continue work towards schools that provide a sense of belonging for all students through the development of deep and sincere relationships with each individual, as well as various other strategies which will include partnering with the coordinator of Planet Youth project to bring healthy activities to the youth.
- ♦ Share professional learning to staff about Compassionate Systems Leadership.
- ♦ Focus on transitions from grade to grade, between elementary and secondary school and from secondary to post-secondary
- ♦ Provide instruction for Mental Health Literacies to staff and students
- ♦ Continue to partner with Northern Health to develop stronger supports for students struggling with mental health and/or addictions

# Valemount Secondary School Plan for Student Success 2025-26

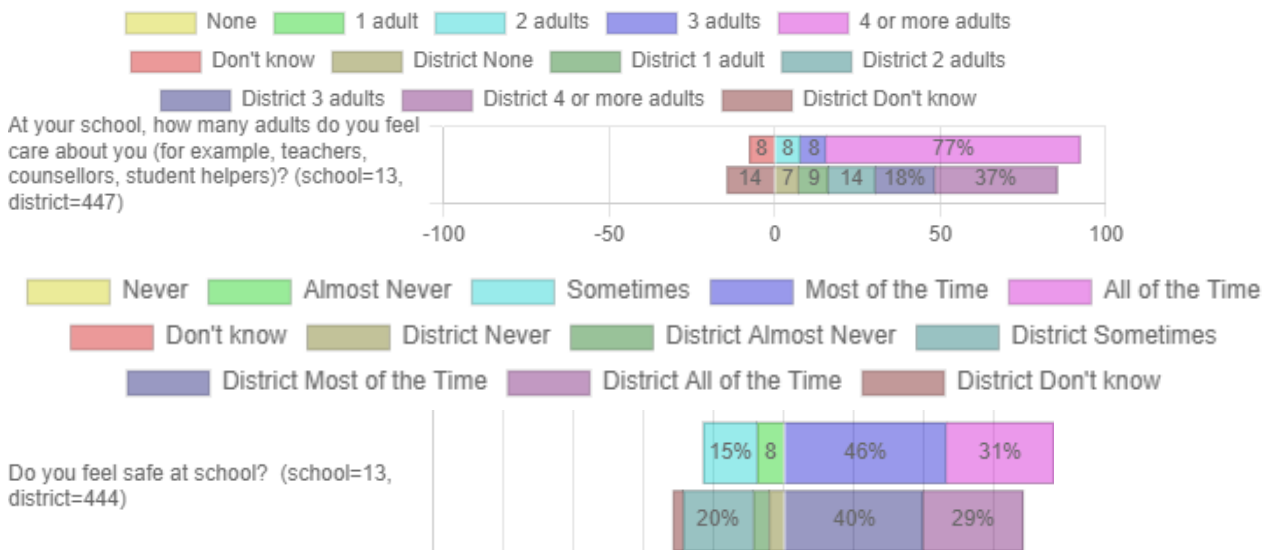
## Success Measures

Our Student Learning Surveys for our Grades 10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. 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.

Grade 10:

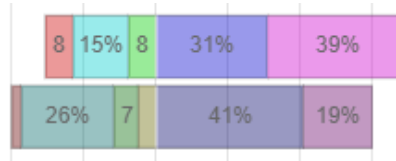


Grade 12:



## Valemount Secondary School Plan for Student Success 2025-26

Do you feel welcome at your school?  
(school=13, district=442)



### Learning

We will work to achieve an engaging, innovative, learning community 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

#### Goals

1. Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Create a system where all students develop a graduation success plan before transitioning to secondary school to help guide them towards their goals.
3. Enhance the school's academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)

#### Strategies

- ♦ Utilize the newly created collaboration time (outside of instructional minutes) to improve student learning through the examination of such topics as collaborative assessment, identifying exemplars of proficiency, Cross curricular planning of assignments and units of study, focus on student development of executive function, and planned staff activities to create a positive work-life balance through such things as nature journaling, physical activities, and art/cultural sessions.
- ♦ Support continued work on looking for evidence of learning in multiple ways
- ♦ English First Peoples 12 to be used for all grade 12 students
- ♦ Utilize the [MyBluePrint](#) to support students developing their graduation pathway before entering secondary.
- ♦ 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 equity in our school with professional development and supports for teachers to provide intervention in both literacy and numeracy

#### Success Measures

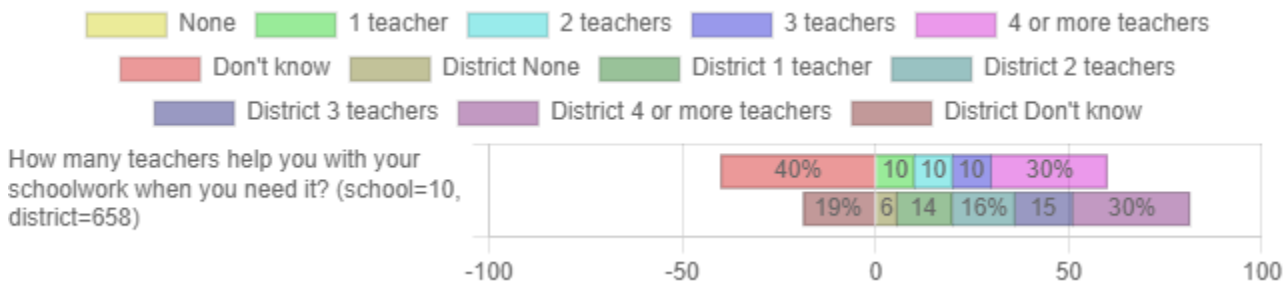
We will look to our Graduation Assessments and the grade 8 level assessments (comparing the results to the same cohort results in grades 10/12) to monitor our progress towards our goals. With enhanced focus on instruction, and ongoing assessment we expect to see a 10% increase on our Grade 10 Numeracy Assessment of student meeting or exceeding expectations.

As part of SD57, our school has been on a literacy journey for several years. We have implemented many different instructional strategies to provide intervention. Over the duration of this implementation plan, we will continue to build teacher capacity in reading intervention to support our struggling readers at all grade levels; we want all students to be literate. We will look to

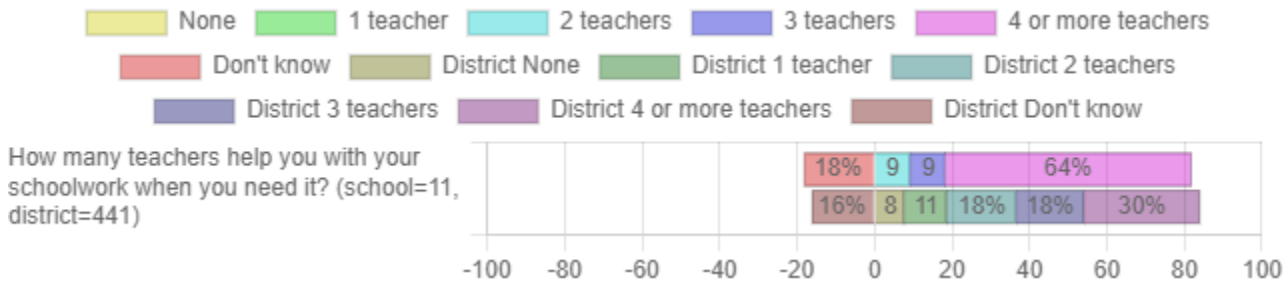
Valemount Secondary School Plan for Student Success  
2025-26

classroom based reading assessments collected at the district level to help inform interventions. With our continued focus on literacy we expect a 10% increase in the number of students who are meeting or exceeding reading expectations. \*\*Each cohort and its data will be considered as a separate identity as we know the composition of each one can be significantly different from the previous year and direct comparisons are not reflective of successful strategies that may be in place.

Grade 10:



Grade 12:



### Summary

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 adjust our strategies to support our goals toward the District Directions.