



2026 School Plan for Student Success

PREAMBLE:

We respectfully acknowledge that Prince George Secondary School is located on the unceded ancestral territory of the Lheidli T'enneh First Nation, whose stewardship, knowledge, and connection to this land continue to guide and enrich our community. We are grateful to learn, work, and grow on these lands and recognize our responsibility to advance truth, reconciliation, and meaningful relationships with Indigenous peoples. At PGSS, this commitment is reflected through Indigenous Education supports, Indigenous Social Worker, culturally responsive practices, and ongoing efforts to honour Indigenous perspectives and ways of knowing within our learning community.

Prince George Secondary School (PGSS) is a large, diverse secondary school in the heart of Prince George, British Columbia. As part of School District No. 57, PGSS provides a wide range of innovative programs and learning pathways, including Montessori, Project-Based Learning, Hockey, Polar Performing Arts, Outdoor Education, an Outdoor Learning Classroom, a Smokehouse, and a broad range of elective and extracurricular programs. The school strives to create an inclusive environment where students can pursue their individual interests, strengths, and post-secondary pathways while developing a strong sense of belonging and community.

SCHOOL LEARNING GOAL

School Learning Goal: Student Engagement, Belonging, and Achievement

Over the next five years, Prince George Secondary School will increase student engagement, sense of belonging, and academic success by creating responsive learning environments where students actively participate in their learning, connect to the school community, and experience success in ways that reflect their strengths, interests, and goals.

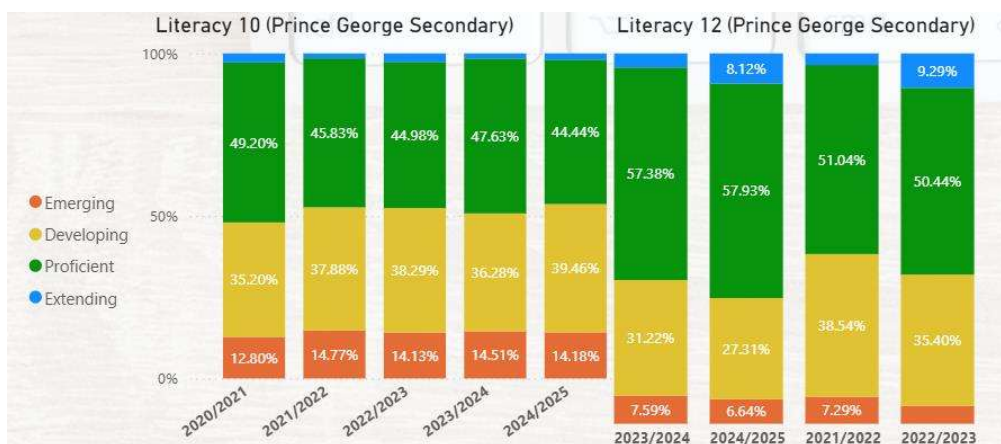
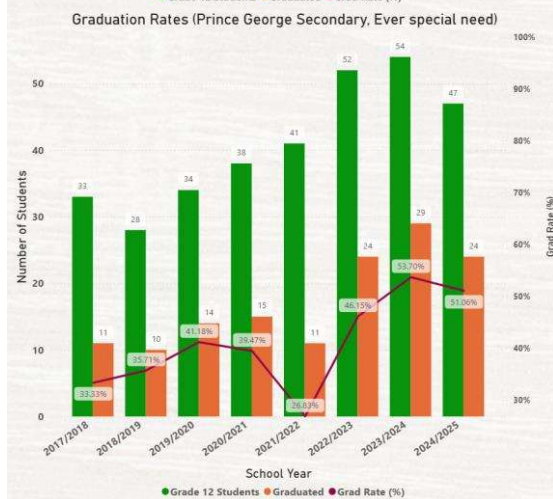
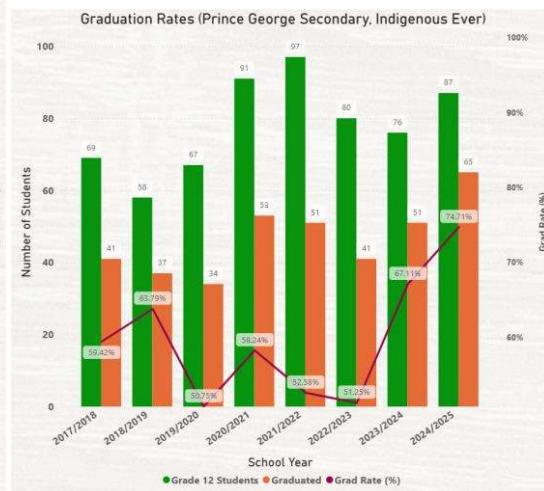
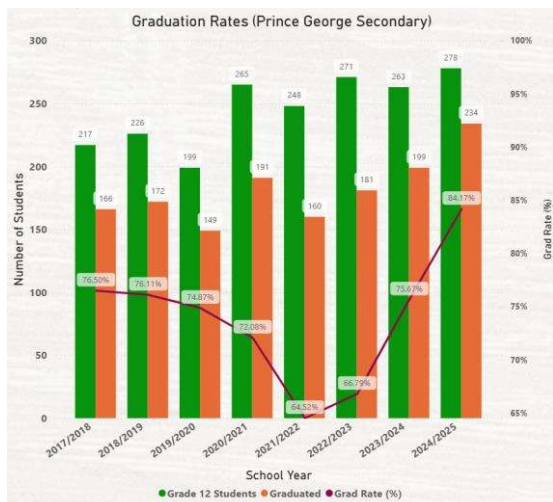
Particular attention will be given to improving outcomes for Indigenous learners, students with diverse abilities and disabilities, and children and youth in care.

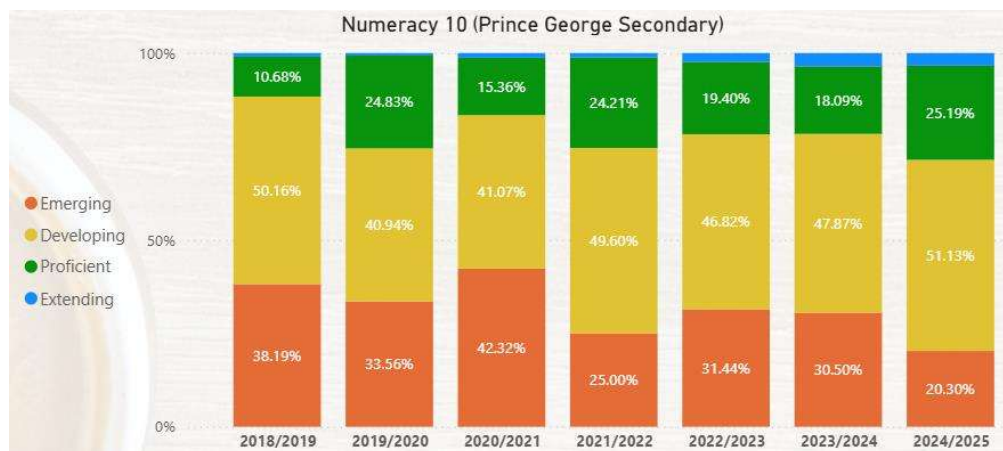
RATIONALE



Student engagement is one of the strongest indicators of academic success, attendance, well-being, and graduation. By creating inclusive, culturally responsive, and trauma-informed learning environments that honour student voice and provide equitable access to academic, athletic, extracurricular, and leadership opportunities, schools can strengthen both identity and engagement. As students feel seen, supported, and connected, they are more likely to attend regularly, persevere through challenges, take ownership of their learning, and experience greater academic, social, and emotional success.

At PGSS, several indicators suggest an opportunity to strengthen student engagement and connection. Graduation data demonstrates achievement gaps between the general student population and several equity-deserving groups, including Indigenous students and students with diverse learning needs. In addition, provincial Literacy and Numeracy Assessment results indicate that some students are not yet consistently demonstrating their learning in formal assessment settings. Student Learning Survey data, attendance data, and school-based evidence further suggest that a stronger sense of belonging and increased participation in learning and school life can positively impact both academic and social outcomes. By intentionally increasing engagement in classrooms, extracurricular activities, leadership opportunities, and school decision-making processes, PGSS aims to improve achievement, well-being, and successful transitions for all learners.





STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Over the next five years, PGSS will focus on creating conditions where every student feels valued, connected, and empowered to participate fully in school life. We will achieve this by:

Student Learning

- Increase opportunities for student voice, choice, and ownership within classroom learning experiences.
- Expand inquiry-based, project-based, experiential, land-based, and collaborative learning opportunities across subject areas.
- Utilize Universal Design for Learning (UDL) and differentiated instructional practices to support diverse learners.
- Develop meaningful assessment practices that allow students multiple ways to demonstrate their learning and growth.
- Strengthen literacy and numeracy instruction across all curricular areas.
- Continue the development of adapted and modified assessment tools and learner profiles to ensure success for students with diverse learning needs.

Student Connection and Belonging

- Increase participation opportunities in athletics, clubs, arts, leadership, cultural activities, Indigenous programming, and community service initiatives.

- Strengthen transition supports for Grade 8 students and other vulnerable learners.
- Expand opportunities for student leadership, student advisory groups, and student-led initiatives.
- Continue to strengthen the role of the Wellness Centre, Eagle Centre, Youth Care Workers, Indigenous Education staff, counsellors, and support teams in fostering student connection and success.
- Provide purposeful opportunities during Wednesday T-Block to support academic intervention, enrichment, mentorship, wellness, and student engagement.

Adult Learning

- Engage staff in collaborative inquiry through the Observable Impact initiative, focusing on the relationship between instructional practices, student engagement, and achievement.
- Support professional learning focused on engagement, assessment, Universal Design for Learning, Indigenous ways of knowing, culturally responsive teaching, and trauma-informed practice.
- Utilize formative and summative data to monitor and respond to student learning needs.

Structures and Systems

- Review school structures and practices to identify and remove barriers to participation and achievement.
- Strengthen communication with families and caregivers regarding student learning, attendance, and engagement.
- Continue to develop equitable pathways and flexible learning opportunities that support successful graduation and post-secondary transitions.

MONITORING for IMPACT – Student Learning Change

Success will be evident when:

Belonging and Engagement

- A greater percentage of students report a positive sense of belonging, connection, and engagement on the Student Learning Survey.
- More students report having a trusted adult at school.
- Participation in clubs, athletics, leadership opportunities, performing arts, and other extracurricular activities increases annually.

Learning and Achievement

- Literacy and Numeracy Assessment results demonstrate improvement over time.
- More students successfully complete courses and achieve credit accumulation targets appropriate to their grade level.
- Observable Impact inquiry teams demonstrate measurable improvements in student achievement within their identified focus areas.
- More students demonstrate ownership of their learning through goal setting, reflection, and self-assessment practices.

Attendance and Graduation

- Student attendance rates improve across all grade levels.
- Five-year completion rates improve for all students.
- Graduation rates improve for Indigenous students, students with diverse abilities/disabilities, and children and youth in care.
- Achievement gaps between student groups are reduced over time.

REFLECTIONS and OUTCOMES

PGSS will review progress toward this goal annually using multiple sources of evidence, including Student Learning Survey results, attendance data, graduation and transition rates, provincial Literacy

and Numeracy Assessment data, extracurricular participation data, and evidence gathered through staff collaborative inquiry.

Annual reflection will include consultation with students, staff, families, Indigenous Education staff, and community partners. Based on the evidence collected, strategies will be refined to ensure continuous improvement in student engagement, belonging, achievement, and successful transitions for all learners.