

*“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all”
Skeh Huhoont’i hodul’eh ti.*



Prince George Secondary School

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

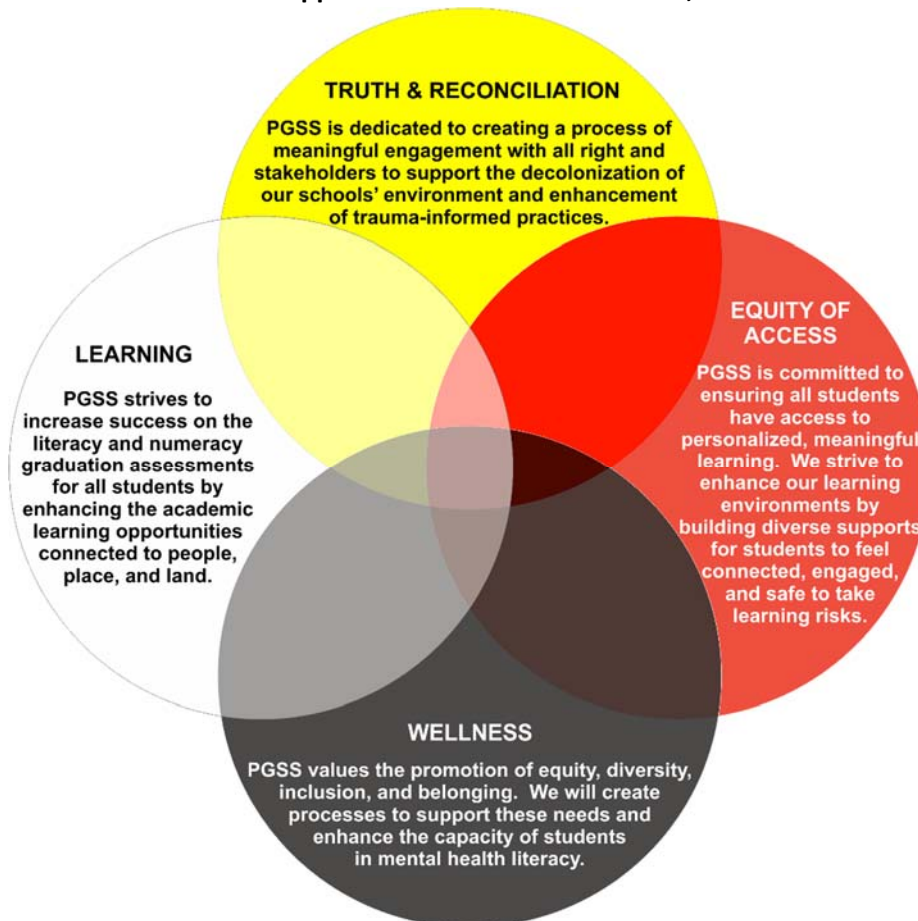
As we enter this cycle of planning, we with to move forward in the directions outline by the SD57 Strategic Plan with an engaged Indigenous, Parent, Staff, and Student community. We are planning several engagement activities throughout the year for all of our stakeholders to contribute to the direction 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, Health Science, Drama Film & Television, Food Studies, 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 program 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 its students, including the Wellness Centre and Eagle Centre serviced by a wonderful team of Youth Care Workers, Indigenous Education workers, social workers, 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 Students' Council, Save the Children Club, 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, Giscome, 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 Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 and 2 Goals

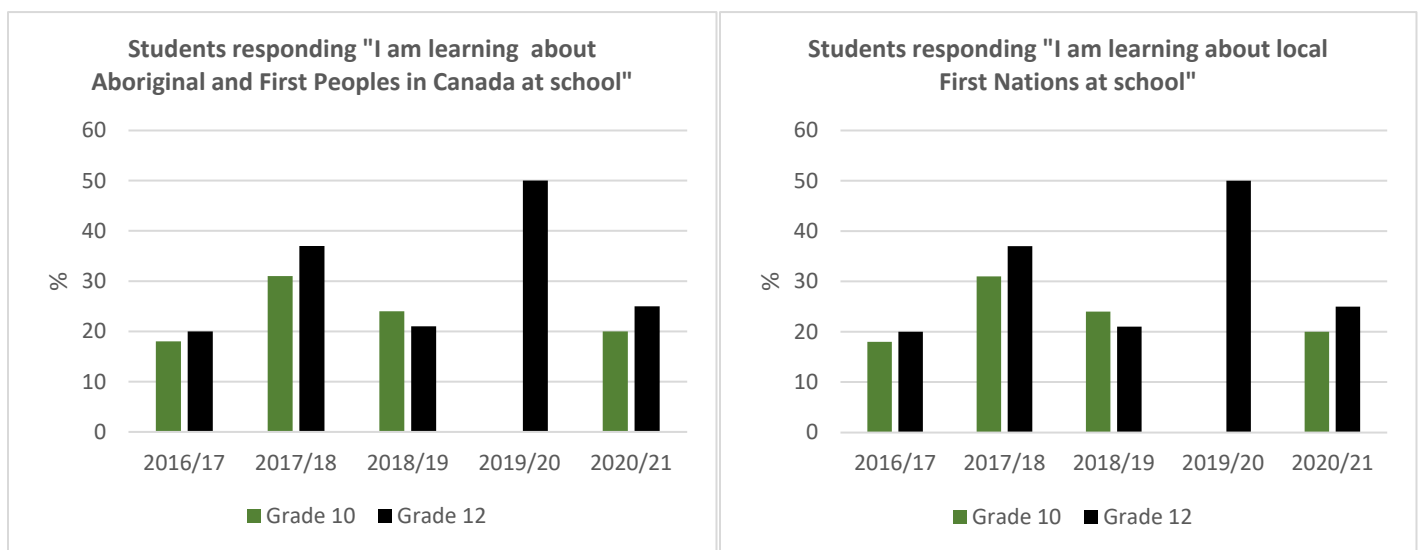
1. Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system.
2. Create a process to have meaningful engagement with the schools’ rightsholders and stakeholders in support of decolonizing PGSS’ environment.
3. Enhance trauma-informed and resilience approaches in our school.

Strategies

- ♦ Increase Elders and Knowledge Holders at PGSS to support and mentor staff in the education of Residential Schools, Indigenous culture and language
- ♦ Meet with our Indigenous Parent group to gather input into the school environment and systems
- ♦ 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
- ♦ Include custom questions in our student learning survey to increase input
- ♦ Provide professional learning opportunities for staff on Reconciliation, decolonization and trauma-informed approaches to instruction
- ♦ Increase the use of the Dakelh language on signage and documents throughout our building

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 they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.



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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

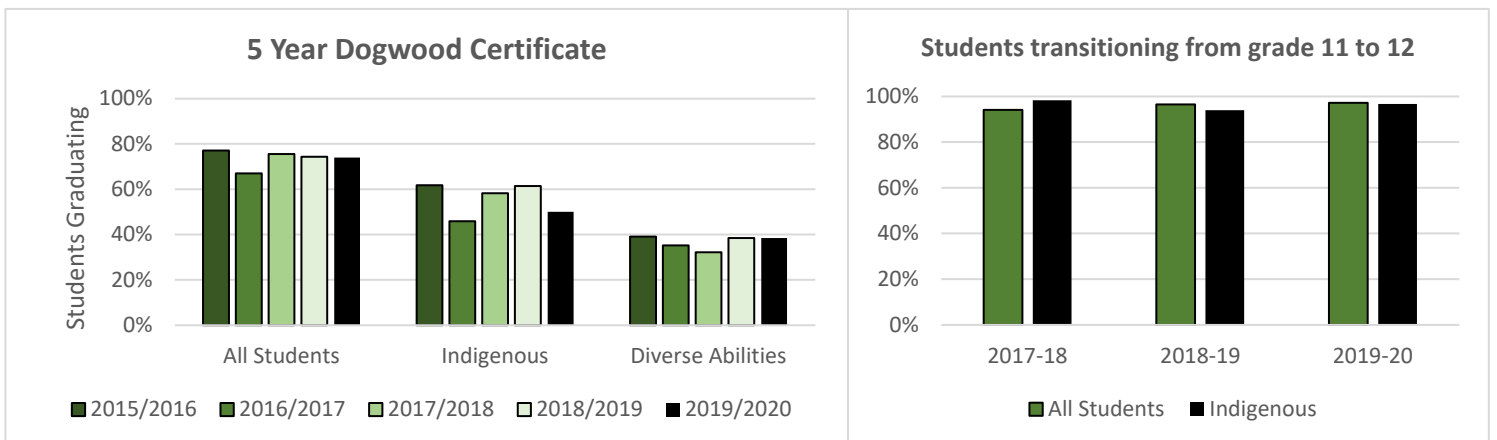
1. Create a process to utilize the continuum of supports to ensure all students have access to personalized learning.
2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

Strategies

- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Develop a recognition program that is accessible to all learners
- ♦ Provide learning opportunities for staff around the use of the district’s continuum of supports
- ♦ Clarify and communicate our school process for addressing racism and discrimination

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.



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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

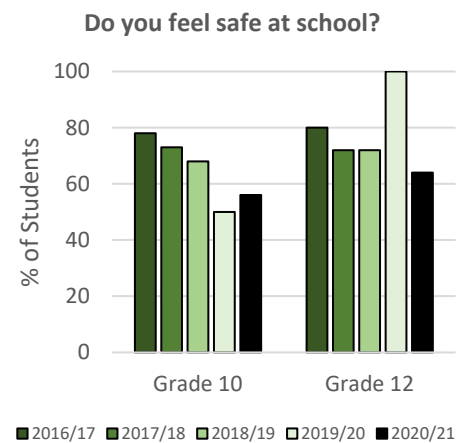
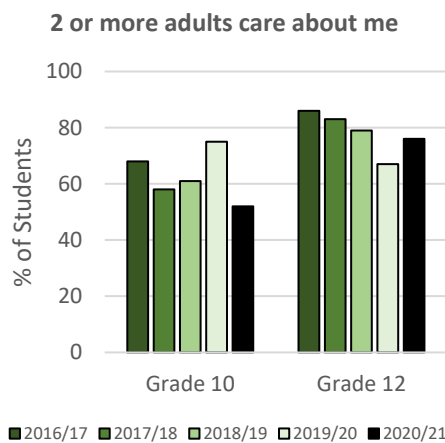
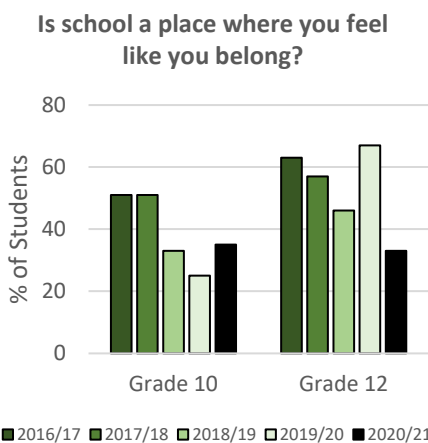
- 1. Create processes to support equity, diversity, inclusion and belonging.**
- 2. Enhance Mental Health Literacy understanding and its implementation.**

Strategies

- ♦ Investigate and implement alternatives to suspension that use restorative philosophies to maintain relationships and better protect the well-being of our students.
- ♦ Work with education researchers and curriculum developers toward the implementation of a new course on Identity at the grade 8 level.
- ♦ Administer the MDI (Middle Years Development Instrument) at grade 8.
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives.
- ♦ Utilize the district supports available to instruct Mental Health Literacies to staff and students.
- ♦ Development of the wellness center and sensory room for students requiring immediate and longer-term supports.
- ♦ Focus on transitions of our students from elementary grade 7 to our grade 8 program.
- ♦ Review the school’s code of conduct to ensure our expectations match student capacity.

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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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 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

- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ 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 equity in our school with professional development and supports for teachers to provide intervention in both literacy and numeracy
- ♦ Continue to support the land-based learning opportunities provided for students through EPIC
- ♦ 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 a new assessment will be administered annually in grade 8 and 9 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 and Numeracy Assessment of students meeting or exceeding expectations after two years.

