



Goal #1- Academic

Scanning (What's happening for our learners?)

- Report card data from June 2025 shows that 18% of students are barely passing.
- On average we have two grade 12 students who do not graduate each year. (Average Grad classes at BCSS is between 22-24 students).
- Students' career awareness is limited to family networks and local jobs.
- Absenteeism and tardiness levels are elevated.
- Students feel disempowered about their learning. According to the 2024 Student learning survey, 63% of grade 10's and 49% of grade 12's reported that they do not feel "ownership of their learning."
- Further 28% of grade 10's and 16% felt they had little input into their learning.

Focusing: (What is going to give us the biggest impact?)

- Offer a rich curriculum with the best instruction and give all students voice and choice in their learning.
- We aim to understand every learner's individual learning style and work to encourage them to develop their resiliency.
- Staff continuing to focus on the new reporting order, staying focused on the Core Competencies, Self-evaluation. Student goal setting and providing regular feedback to students and parents.

Hunch: (Why is this happening?)

- Are we giving students agency for their learning. Are they feeling they have voice and choice? The are hallmarks of the BC revised curriculum? Data from Student learning survey suggests that we need to focus in this area.
- Our current demographic faces many systemic barriers to learning such as poverty, food security, mental health and neurological differences.
- Most of our students face a long commute to school. They live their lives in rural areas with minimal exposure to the choices that come from higher levels of education.

Learning: (What do we need to learn?)

- Develop more insight into our students and understand what motivates them to learn.
- Listen to students when determining academic course offerings.
- Keep growing in our instruction to involve students in the process.

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- Learn to do this in a way that doesn't feel like a loss of autonomy by the teacher.

Taking Action: (What will we do differently?)

- Continue to use varied teaching techniques and collaborative learning processes that will engage all students,
- Offer an engaging variety of courses that will appeal to the largest number of students.
- Help students see the benefit of academic course offerings beyond classroom learning. Expose them to post-secondary and career choices that utilize the skills learned in these courses.
- Continue to offer academic support to all students in the form of teacher assistance during lunch and after school.
- Encourage struggling students to attend our after-school homework club.
- Keep focusing on our staff's strength of student connection. 85% of our kids feel that they have 2 or more adults who care about them. This strong adult support is invaluable to a child's success at school. Who is falling through the cracks?

Checking: (How will know we made a difference?)

- Look to student input to check on our success.
- Are the students doing well? All students will pass their courses.
- 100% graduation rate.
- Are they coming to school and on time?
- Are they expressing enthusiasm about learning?
- Look to see if their engagement and enthusiasm is represented in academic achievement and self-assessments. Check on report cards, Grades 10-12 Honor Roll statistics student surveys, World Café, YDI.
- Continue to listen to our student body and ensure that we are being reactive to their voices by adjusting our course offerings and teaching styles to help them see purpose in their academic learning.
- Listen and empower Youth Advisory committee (YAC). Are staff doing what we set out to do? Are we giving the best instruction for all learners?

Goal #2- Mental Health & Belonging

Scanning: (What's happening to our learners?)

- Student surveys (BC Student Learning Survey, class discussions, school surveys) show concerns about mental health.

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- YDI tells us that 48% of our kids reported having a mental health condition such as depression, anxiety and eating disorders
- 70% of Grade 12s and 50% of Grade 10s reported they are not learning how to care for their mental health. Student Learning survey
- 60% of our students have food security issues and most do not eat breakfast before coming to school. Student Learning Survey and YDI
- Many students have experienced trauma; some cope with drugs or alcohol.
- YDI results show many students come to school hungry.
- Sports, arts, and clubs are highly valued—80% of students participate in at least one, and students report excitement for these opportunities. YDI and Student Learning Survey
- Students show joy and belonging during Spirit Club, Musical Theatre, sports, and Flex Fridays. YDI question that asks the following school programs add to my well-being: 78% musical arts, 75% hands on learning such as trades and cooking activities and 93% team sports.

Focusing: (What is going to give us the biggest impact?)

- Embedding mental-health literacy into curriculum (PHE, Careers 10/12).
- Continuing to build on our string staff student connections.
- Strengthening access to counselling and wellness supports.
- Providing food security through school programs. Breakfast and lunch available daily.
- Expanding opportunities for connection and belonging through sports, arts, clubs, and (Flex Fridays?).

Hunch: (Why is this happening?)

- Mental health education is not yet consistent across subjects.
- Trauma, poverty, hunger, and substance use affect student wellness.
- Students thrive when given opportunities for belonging (teams, clubs, service, arts).
- Learning: (What do we need to learn?)
- Effective strategies for teaching mental-health literacy to adolescents.
- Trauma-informed practices and Indigenous ways of wellness (Medicine Wheel, Circle of Courage).
- More ways to incorporate place-based learning and outdoor education for our students. Nature heals.
- How to build stronger peer-to-peer and student-to-adult support systems.

Action: (What will we do?)

- Curriculum: Teach mental-health strategies in PHE and Careers 10/12.
- Nutrition: Provide breakfast, lunch, and snacks daily.
- Counselling Supports:
- Wanda Sexton (clinical counsellor) weekly.

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- Holly Hulme (substance use, Freedom Quest) weekly with 15 students.
- Jennifer Mallach (CYCW) supports wellness and food prep.
- Carol Mitchell leads GSA (gay-straight alliance) monthly.
- Elder Joanie Holmes teaches Medicine Wheel, Circle of Courage, Indigenous wellness weekly.
- Sports: Rebuild and sustain athletics programs; continue rigorous PHE.
- Arts: Support full Musical Theatre classes; encourage performance for school and community.
- Clubs & Belonging: Continue Spirit Club, service projects, and leadership opportunities.
- Flex Fridays/House Teams: Team building based on Medicine Wheel values (Belonging, Generosity, Mastery, Independence).
- Checking: (How will we know)
- Student and parent surveys (formal and informal).
- Youth Advisory Committee feedback.
- Staff observations, NID discussions, and grade group meetings.
- Work habits, goal setting, and self-reflection on report cards.
- Circle of Courage student self-assessments.
- Participation rates in sports, clubs, and arts.
- Annual LIF tool and Provincial Student Learning Survey results.

Goal# 3 – Career Preparedness

Scanning: (What’s happening to our learners?)

- Local economy is struggling, our local mill closed. Many local jobs were lost. Students often only know the careers of family members. There is a need for skilled trades around the province. Options seem limited to students due to our remote location and/or financial hardship.
- 44% of our students polled on the annual Student Learning Survey don’t feel they are learning basic life skills at school.
- 44% of our grade 10’s and 51% of grade 12’s reported on the Student Learning Survey that school is not preparing them for a job post high school.

Focusing: (What is going to give us the biggest impact?)

- Broaden career awareness early (Gr 8–12).
- Grow Youth Work in Trades and Youth Train in Trades participation.

Hunch: (Why is this happening?)

- Limited exposure to careers and post-secondary options narrows student ambition.

Learning: (What do we need to learn?)

- Stay current on emerging and lesser-known trades.
- Strengthen partnerships with local employers and colleges.

Action: (What will we do?)

- Promote Youth Work/Train in Trades and dual-credit college courses.
- Host career fairs, tradespeople guest speakers, and college tours.
- Integrate career research projects into Careers 10 and 12.
- Expand work-experience placements (currently 15 students) on average each school year.

Checking: (How will we know?)

- Track number of apprentices, work-experience students, and dual-credit participants.
- Follow up on graduates’ employment or post-secondary enrolment.

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Suggested Additions:

- Alumni networking: invite graduates working in diverse fields to speak or mentor.
- Career portfolio: have each student maintain a digital career plan updated yearly.

Overall Recommendations

- Consistency in measurement: create a simple dashboard (attendance, survey results, program participation) reviewed at each staff meeting.
- Student leadership: give the Student Advisory Committee a formal role in reviewing progress on all three goals.
- Communication: share successes with the community via newsletters or social media to build pride and attract partners.