



Grand Forks Secondary School

School Plan 2025-2026

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Purpose and Vision:

School Plans are school-specific strategic plans that are

- Collaboratively developed
- Focused on student learning goals
- Aligned with the District Strategic Plan
- Evidence-informed using a cycle of improvement
- Specific, measurable, achievable, relevant, and time-bound

Scanning: What is going on for our learners?

Positive School Culture Concerns

- *Student Learning Survey (2025)*: Early indicators suggest mixed results around belonging, safety, and student voice, with some students reporting strong connections and others noting gaps in inclusivity.
- *Monthly Student Conduct Reports (2024–2025)*: Trends in disciplinary incidents highlight both areas of growth (e.g., increased student-led conflict resolution) and persistent challenges (e.g., vaping, attendance, and respectful behaviour).
- *Staff Observations and Anecdotes*: Teachers and support staff note growing student engagement in extracurriculars but also report concerns about classroom attendance, student resilience, peer conflict, and the impact of digital distractions.
- *PAC and Parent Anecdotes*: Parents share both positive experiences of staff care and communication, alongside concerns about student stress, screen time, and social dynamics.

Health and Well-being Concerns

- *BC Adolescent Health Survey (McCreary Report, 2023)*: Data shows rising levels of stress, anxiety, and mental health concerns among adolescents, alongside gaps in sleep, nutrition, and physical activity. These trends provide a broad backdrop for understanding our local context.
- *GFSS Student Forums (2025)*: Students identified concerns about school stress, the need for supportive relationships, and requests for improved facilities and services that impact their well-being (e.g., nutrition, comfortable spaces, and access to mental health supports).

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

Inquiry Question: *How can we create a school where students feel safe, well, and inspired to engage deeply in learning that matters to them and their families?*

Our efforts will focus on three interconnected priorities:

1. **Positive school culture:** strengthening sense of safety, fairness, and shared responsibility in building a learning community.
2. **Engagement as learners:** supporting attendance, belonging, and thriving in learning.
3. **Health and wellness:** addressing mental health, vaping, and the impact of social media.

We recognize the need to move students from apathy to curiosity and to ensure that school truly matters to both students and families.

Developing a Hunch: What is leading to this situation? What are we doing to contribute to this?

Our scanning suggests that what students are experiencing is not only shaped by external pressures but also by how we, as a school community, structure learning and relationships.

Internal to the school (within our sphere of influence):

- Emphasis on effort, engagement, and sense of community can improve.
- Conduct and consequences are not always experienced as fair or shared.
- Staff impact on culture and relationships is significant and requires continued reflection.

External to the school (out of our control):

- Shifts in social norms and digital culture affect resilience and behaviour.
- Economic pressures and uncertain futures heighten stress for families and students.
- Access to drugs and substance addiction presents health and conduct challenges.

Learning: What do we need to learn? How will we design new learning?

To shift student experience, we will deepen our understanding in several areas:

- **Principles of positive school culture:** frameworks for safety, belonging, and restorative practice.
- **Understanding and responding to challenging behaviour:** upstream approaches that explore root causes and strengthen self-regulation.
- **Student engagement:** instructional and assessment practices that build curiosity and relevance.
- **Technology and social media:** the effects on development, mental health, and engagement.
- **Anti-vaping tools and prevention strategies:** evidence-based approaches and peer-led initiatives.

- **Well-being fundamentals:** mental health, nutrition, sleep, and resilience in adolescence.

Our formats for learning may comprise of (a) inquiry groups to research and pilot strategies, (b) cultural trips that broaden perspectives and social-emotional growth, and (c) workshops with guests and experts on targeted topics.

Questions to drive our learning:

School Culture and Belonging
• How can we strengthen a positive, safe, and inclusive school culture where conduct and consequences are a shared responsibility? • What approaches best foster a sense of belonging for all students, and how can staff model and reinforce these consistently? • How can we involve families and the wider community in making school meaningful for students?
Engagement in Learning
• What instructional strategies, project designs, or classroom practices most effectively move students from apathy to curiosity? • How can we create authentic learning experiences that connect with students' interests, identities, and future goals? • What practices help bridge home and school, so students see learning as relevant and purposeful?
Wellness and Resilience
• What supports (systemic and classroom-based) help students manage stress, navigate social pressures, and build resilience? • How can staff proactively address health and wellness issues, including vaping, social media influence, and mental health, in ways that empower students rather than simply policing behavior?

Taking Action: What can we do differently to make enough of a difference?

Building on our learning around engagement, wellness, and school culture, GFSS will act in ways that are both systemic and practical, focusing on culture, education and services, and conduct/expectations.

Culture: Ongoing Practices to Foster Belonging and Engagement

- Assemblies, Spirit, and Fun Fridays: Regular events that build a sense of community, celebrate successes, and create joy.
- Supervision as a Group Effort: Staff collaborate to ensure safety and presence across the school, modeling shared responsibility.
- Student & Staff Relations and Check-ins: Intentional opportunities for connection, mentoring, and dialogue to strengthen relationships.

- Common Purposes: Consistently reinforce shared goals around success, enjoyment, and resilience.
- Community Connections: Collaborate with organizations such as FIS, Foundry, and RCMP to enhance support networks and real-world learning.

Education & Services: Targeted, Ad Hoc Supports

- Anti-vaping/addiction workshops and campaigns.
- Mental health awareness sessions and guest speakers to inspire reflection and provide strategies for wellness.
- Short-term programs and events designed to respond to emerging student needs and interests.

Conduct, Consequences, and Expectations

- Upstream Approach: Explore root causes of challenging behavior, vandalism, or disrespect before responding, ensuring interventions are meaningful and restorative.
- Bottom-Line Consequences: Maintain clear expectations and fair, non-negotiable consequences for serious infractions to preserve safety and good order.
- Attendance Tracking and Communication: Whole staff approach, including PVP-led sweeps and follow-up.
- Ongoing Tracking and Reporting: Continue gathering data on conduct and attendance to inform action.
- Staff Participation in Restorative and Reflective Consequences: Staff engage actively in supporting students to repair harm and learn from missteps.

Checking: Have we made enough of a difference?

We will monitor a variety of indicators to understand the impact of our actions.

- Attendance rates and trends.
- Number of conduct referrals and patterns of behavior.
- Student achievement metrics, including course completion and assessment engagement.
- Incidents of vandalism.
- Informal student surveys and Student Learning Survey (SLS) responses regarding belonging, engagement, and well-being.
- Reports of students' feelings of safety and connectedness.
- Staff observations and reflections shared during monthly meetings.