2025-2026
SCHOOL SUCCESS PLAN
Golden Secondary School

GOLDEN
SECONDARY
SCHOOL

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École Golden Secondary School

PRINCIPAL'S MESSAGE

As we embark on the 2025–2026 school year, our collective focus is rooted in a deep commitment to **Equity, Diversity, and Inclusion**. We are dedicated to creating learning environments where every student feels seen, heard, and valued—spaces that reflect the richness of diverse identities, experiences, and perspectives.

This year, we will continue to prioritize the development of **Personal Awareness and Responsibility** in our students. By nurturing their understanding of themselves as learners, we empower them to take ownership of their growth and success. When students are equipped with the tools to reflect on their strengths, challenges, and learning strategies, their achievement naturally expands across all areas.

A core element of our work will also involve **Growing the Capacity of Self and Others**. As educators, leaders, and learners, we are committed to continuous professional growth and collaboration. By investing in our own learning and supporting the development of those around us, we build stronger, more resilient school communities.

Finally, we embrace our role as **Stewards for the Future**—guiding students not only in their academic journey, but also in their development as thoughtful, ethical, and engaged citizens. We will model and encourage a sense of responsibility toward each other, our environment, and the broader world.

Together, through intentional practice and shared purpose, we will support all students in realizing their potential—academically, socially, and personally.

Mike Archibald
Principal
Golden Secondary School

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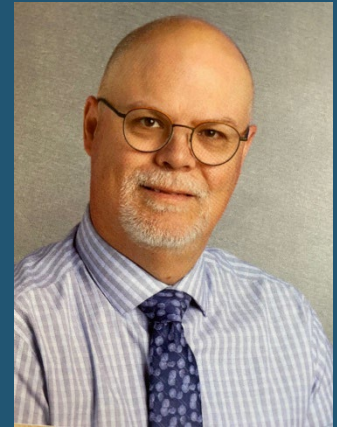
GOLDEN SECONDARY SCHOOL

SCHOOL DEMOGRAPHICS

Staff

- 18 Classroom teachers
- 2 Learning Services Teachers
- 1 Counsellor
- 1 Teacher-librarian
- 6 Education Assistants
- 2 Youth Care Workers
- 2 Indigenous Education Student Support Workers
- 2 Admin Assistants
- 1 Principal + 1 Vice Principal

Students

- 385 students
- 81 Indigenous students

Grades

- Grade 8 - 78
- Grade 9 - 73
- Grade 10 - 80
- Grade 11 - 65
- Grade 12 - 89

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VISION

Creating a community of learning through connection, integrity, and respect.

MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.

VALUES

Respect
We foster respectful relationships that build trust, safety, and wellbeing.

Inclusivity
We strive to build inclusive learning environments that honour diversity. We are a safe, caring, and healthy place to work and learn.

Responsibility
We take responsibility for our actions and our learning to have a positive impact on our own lives and the world around us.

Integrity
We nurture a sense of self-awareness, honesty, and fairness as we seek to build strong moral principles.

Community
We play a critical role in fostering social connections, providing support networks, promoting shared values, and addressing common challenges.

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THEMATIC NARRATIVE

Our story...
According to our Student Learning Survey 2024-2025 Results,

- 49% of students feel they contribute in meaningful ways to their community.
- 49% of students feel like school is a place where they belong all or some of the time (consistent with the past three years).
- 56% of students feel that they are learning to take care of the environment from school.
- 47% state they are learning to be a critical thinker all or most of the time.

What are we seeing...

- Stagnant attendance in homeroom block – 50% of students attend regularly, while 35% attend 2-3 days a week, and 15% attend one day a week or not at all – student surveys show a lack of understanding around why we have homeroom and what its purpose is.
- A lack of meaningful engagement within the community – 51% of students appear unaware of what community organizations exist to serve them and the community at large, as well as how students can make a positive impact on their community.
- Improved results in the Grade 8/9 numeracy and literacy assessments.

What we want to see...

- Improved attendance in homeroom to help promote a sense of community within the school, while addressing goal setting and social/emotional well-being.
- An improved understanding of what community organizations have to offer students and how they contribute to their community in a meaningful way
- Continued growth and improvement in numeracy and literacy results across all grades.

Goal

- Create a stronger sense of student belonging by improving homeroom engagement and meaningful connections within the school and broader community.

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EQUITY, DIVERSITY, AND INCLUSION
Build a stronger community by improving regular homeroom engagement.

Inquiry

How can teacher-led homeroom activities, aligned with B.C.'s Core Competencies, improve student engagement and meaningful participation?

Action

Implement teacher-led homeroom activities that promote engagement, equity, diversity, and inclusion, while regularly tracking student attendance, participation, and feedback to improve belonging and meaningful involvement over time.

Data and Monitoring

Measurable Action Plan: Teacher-Led Homeroom Activities for EDI and Engagement

Action Step	Measurement Tool	Target/Success Indicator	Timeline
Deliver teacher-led homeroom activities focused on engagement, equity, diversity, and inclusion	Participation tracking sheet	Minimum **1 activity per week per homeroom**	Weekly
Track homeroom attendance	Attendance records	**80% or higher regular attendance**	Monthly
Track student participation in activities	Participation logs	**Increased participation rates** over time	Monthly
Gather student feedback on belonging and inclusion	Quick student surveys or exit tickets	**20% increase** in positive responses from baseline	Every 4-6 weeks

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Teachers reflect on activity impact and engagement

Teacher reflection form

100% teacher completion per cycle

Every 4-6 weeks

Adjust and improve activities based on feedback

Team discussion or shared notes

Adjustments made based on student input

After each feedback cycle

Daily attendance average by month (excused and non-excused absences reported)

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun
8										
9										
10										
11										
12										

From Daily Attendance Totals Report:
Total absences / 5 blocks = Number of absent days of students in the grade / number of instructional days = average # of students absent per day / # students in grade = daily average by month

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SUCCESS FOR EACH LEARNER
To improve numeracy and literacy achievement.

Inquiry

If teachers use the BC Learning Pathways to teach Developing Ideas, will this lead to better student outcomes?

Action

Teach and reinforce organizational, critical thinking, and communication strategies aligned with B.C.'s Learning Pathways, measuring progress through assessments, self-reflections, and student work.

Data and Monitoring

Multi-Step Problem-Solving Project for each grade level:
Students will complete a real-world project (e.g., budgeting for a trip, designing a small business plan, or analyzing sports statistics) that requires:
- **Organizing information:** Students must create a clear plan, including charts, tables, or diagrams.
- **Critical thinking:** Students must explain their problem-solving process, justify their methods, and explore alternative solutions.
- **Effective communication:** Students must present their findings in a written report and a short oral presentation using appropriate mathematical language and visual supports.

Measurement:
- Use the learning pathways to assess organization, reasoning, accuracy, and clarity of communication.
- Include a self-reflection where students evaluate their use of organizational strategies and problem-solving skills.
- Conduct three check-ins: project proposal, mid-project progress, and final presentation to track growth over time.
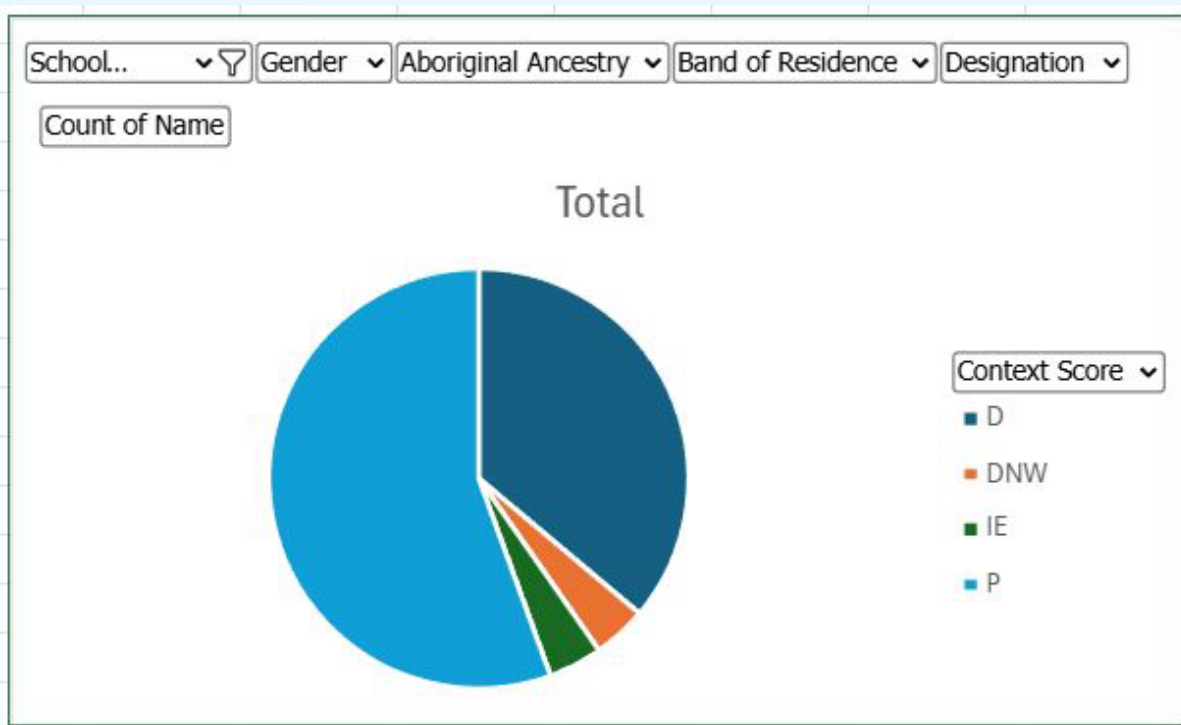
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Grade 8 Numeracy – Fall 2024

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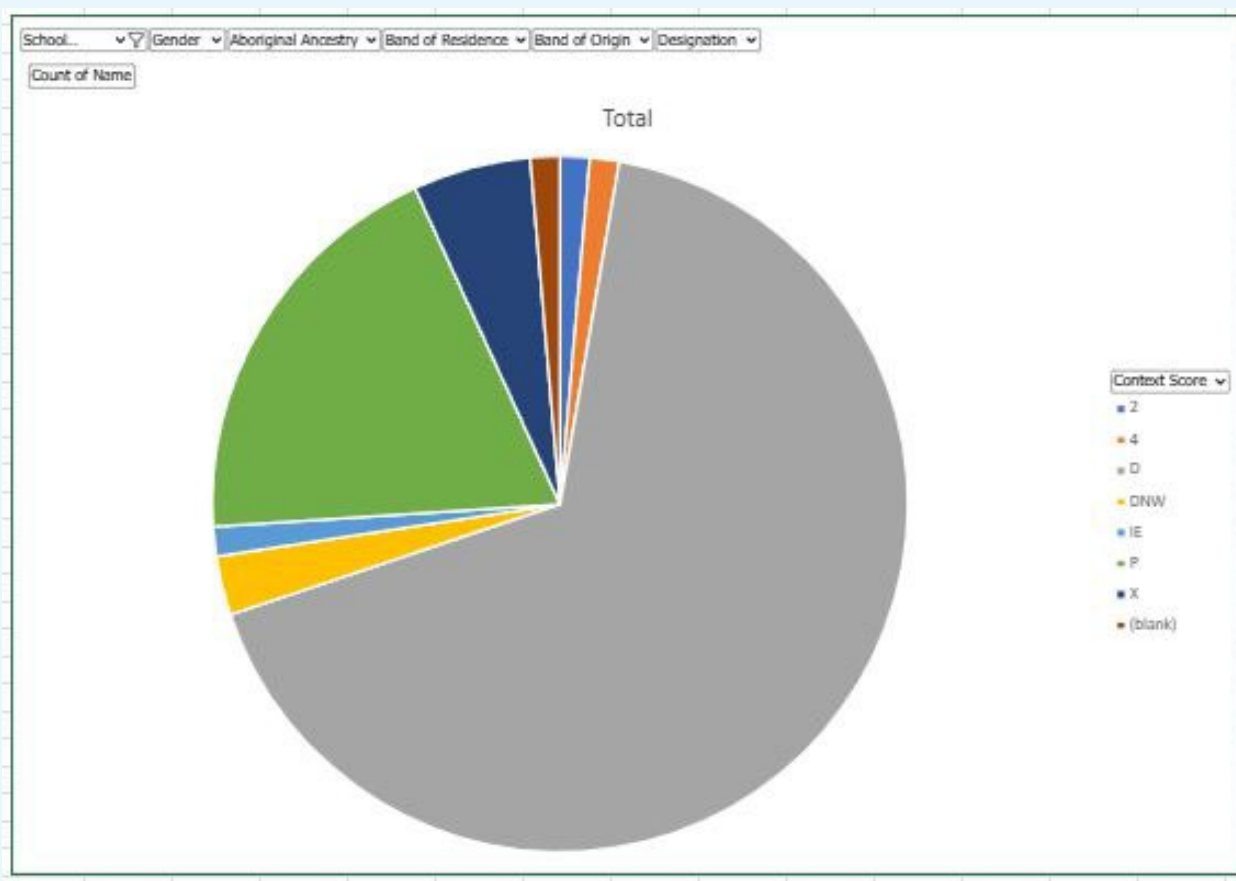## École Golden Secondary School

Grade 8 numeracy – Fall 2025

Over the last few years we have noticed increased improvements in numeracy rates. In November 2024, 40% achieved a Developing score, while In April of 2025, 62% of our grade 8's achieved a Developing score.

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GROWING CAPACITY OF SELF AND OTHERS

To increase student self-awareness of digital habits like screen time and social media use in order to improve their focus, well-being, and academic success.

Inquiry

If homeroom teachers teach healthy digital habits, will students improve their digital citizenship?

Action

The school will launch a 6-week "My Best Self Challenge" during homeroom block. Each week will focus on a theme like digital habits, time management, sleep, nutrition, gratitude, or stress management. Students will set goals, track their habits, and share progress with peers. Teachers will guide and support them through short lessons and regular check-ins, with occasional guest speakers to add real-life connections.

Data and Monitoring

📆 **My Best Self Challenge – Tracking Chart (6 Weeks)**

Week	Focus Area	Daily Habits Tracker (✓ = completed)	Weekly Reflection Prompts
1	**Digital Wellness** (Limit screen time, turn off notifications)	M ☐ T ☐ W ☐ Th ☐ F ☐	**What did I learn about my screen time habits this week?** **How did this affect my mood, focus, or sleep?**
2	**Time Management** (Use a planner or checklist)	M ☐ T ☐ W ☐ Th ☐ F ☐	**What helped me stay on task? What distracted me?** **What can I do better next week to manage my time?**
3	**Healthy Habits** (8 hrs sleep, physical activity, healthy food)	M ☐ T ☐ W ☐ Th ☐ F ☐	**Did I get enough sleep and stay active?** **How did this affect my energy or focus?**

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École Golden Secondary School

4	**Gratitude & Positivity**	**M ☐ T ☐ W ☐ Th ☐ F ☐**	**What am I grateful for this week?**
	(Write 3 things you're grateful for)		**Did this change how I interacted with others?**
5	**Stress & Emotion Management**	**M ☐ T ☐ W ☐ Th ☐ F ☐**	**What triggered stress for me this week?**
	(Practice deep breathing, journal, or talk it out)		**What strategy helped me stay calm or refocus?**
6	**Personal Growth Goals**	**M ☐ T ☐ W ☐ Th ☐ F ☐**	**What is one habit I want to continue? Why?**
	(Choose 1 personal goal from earlier weeks)		**How have I grown since Week 1? What's my next step?**

Students will complete the survey once every term and then use their data to do a self-reflection summary to see if their habits have changed and what impacts any changes may have had on their own wellness.

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STEWARDSHIP FOR THE FUTURE

To foster stewardship in students by connecting them with community organizations through field trips and guest speakers.

Inquiry

How can connecting students with community organizations foster greater community understanding?

Actions

1. Invite a minimum of 4 guest speakers from local environmental or community organizations throughout the school year (1 per term). They would conduct presentations during our homeroom block to reach the maximum number of students.

2. Teachers will collaborate to arrange one field trip per semester to a local organization to provide students with in-person learning opportunities about that organization.

Data and Monitoring:

What to Measure	Tool/Method	When
Student attitudes/awareness	Pre/Post Surveys	Start & End of Program
Participation rates	Attendance Records	Ongoing
Personal reflections	Journals/Exit Tickets	After Each Activity

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Student-led project outcomes	Project Tracking	Ongoing
Community partner feedback	Feedback Forms	After Each Activity

Data will be collated at the end of each semester to measure changes in student attitudes and participation rates.