

2024-25 School reflections/Looking ahead to 2025-26

Reflection on 2024 - 25 goals

At Cedar Community Secondary, our story is one of resilience, renewal, and relationship—with one another, with the land, and with the cultural teachings that shape our shared identity. As the youngest secondary school in the district, our recent history includes closures and reopenings that have deepened our commitment to building a strong, sustainable, and inclusive school culture. This year, we continued to write that story with purpose, drawing on the Circle of Courage to guide us.

We made progress on our goal of increasing literacy success rates for all students through incorporating Tier 1 guided reading practice in grade 8 and 9 Humanities classrooms. By focusing on Tier 1 guided reading, we provided a foundation for all learners to engage with texts in deeper and more supportive ways. Teachers met in grade alike groups and collaborated to refine their use of small-group instruction, and apply targeted reading strategies. By working with a peer coaching model using the Six Minute Solution, student ability and confidence grew, showing stronger engagement with reading.

Looking ahead, we recognize the need for additional collaboration time to support consistency, especially as we consider expanding targeted literacy development to include comprehension and writing.

Grounded in the Circle of Courage and the values of community, identity, and respect, our wellness goal of increasing the number of students who feel welcome, safe, and have a sense of belonging in their school, focused on creating a culture where students feel seen, heard, and valued. We gathered student stories in many different ways to better understand the diverse identities that make up Cedar, and we continue to use those stories to shape inclusive practices across classrooms, assemblies, and staff development.

Our Weekly Gatherings became an anchor—where we noticed, named, and nurtured acts of belonging, independence, mastery, and generosity. Staff prioritized relationships, and we introduced cross-grade mentorship, a Wellness Forum, and Wellness Wednesdays to foster connection and regulation through an Island Health and Wellness grant. In addition, we used Open Parachute to help address student wellness based on data gleaned from the Adolescent Health Survey. While survey data and student voice indicated growth in a sense of belonging, we know that belonging is ongoing work.

This year marked a meaningful step forward in living out our commitments to Truth and Reconciliation. We worked to integrate Indigenous teachings and values not as an "add-on," but as a core part of how we teach, learn, and relate to one another, using staff education during staff meetings and professional development days as a time when we came together to learn and worked to build a shared language. The First Peoples Principles of Learning shaped unit design, classroom routines, and our approach to community engagement, helping us with our goal of greater connections with the Snuneymuxw community.

We are very much looking forward to welcoming a Hul'q'umi'num' language speaker, carver, and drummer into our school community next year. His regular Monday and Friday sessions will be opportunities for all students and staff to experience Indigenous language, song, and culture in a natural and relational way. His presence will also help deepen our understanding of reciprocity, respect, and land-based identity.

Looking ahead – Goals for 2025 - 26

Goal 1

Click on the headings below to select a goal and objective from the drop-down menus.

Truth and Reconciliation

Increase awareness of and access to resources available to support hul'q'umi'num language learning

School specific goal:

To continue our work of more seamlessly weaving Coast Salish language, culture, and world views, into our daily lives.

To continue to dismantle barriers, and create systems that allow for authentic, external, expressions of learning.

Why this goal:

Because First Nations, Inuit, and Métis students should be able to walk into Cedar and know exactly who they are in that space—not question it. Schools should reflect, honour, and uplift the identities of Indigenous students, making the act of learning and growing within the bigger school system, easier and something to be celebrated. Indigenous students have told us they have big feelings about the lack of hul'q'umi'num language learning at our school and we are glad to be able to incorporate some elements of this in our school this year.

We believe that language, culture, and worldview are not extras; they are essential parts of who students are and data from our Priority Population interviews share that students want to see more Indigenous culture in the school, through art, drumming, time, and language. When Coast Salish teachings, values, and language are naturally present in the daily rhythm of school life, Indigenous students see themselves reflected in ways that affirm their identity, strengthen belonging, and make space for pride, connection, and growth.

This goal also speaks to our collective responsibility. We all—students, staff, families—benefit from learning through Indigenous worldviews that emphasize respect, responsibility, and relationality and we carry a responsibility to walk this path together.

Goal 2

Click on the headings below to select a goal and objective from the drop-down menus.

Student Success

Increase the number of students who feel welcome, safe and have a sense of belonging in their school

School specific goal:

To strengthen literacy – fluency, comprehension, and writing – at the grade 8 and 9 level.

To strengthen numeracy at the grade 8 level.

To increase the number of students who feel welcome, safe, and a sense of belonging, at our school.

Why this goal:

Using the Priority Population Wellness Survey, many students identified that stress for them and their friends was at level 3 and 4. In addition, our own in-house annual Circle of Courage survey asked students to quantify their feelings and participation in those four quadrants. While that and the Exit Interviews of our graduating students showed that in general, belonging was rated as 3, 4, and 5/5, this is an area that is constantly in our focus, and we pay particular attention to vulnerable and the students in our Priority Populations. Learning can't happen without belonging and wellness; students must feel safe, valued, and connected before they can fully engage in learning. When students experience a sense of welcome and belonging at school, and have tools they can use and access, they are better able to take risks, grow academically, and imagine new possibilities for themselves.

Using report card data, the CBM Reading Screener, and anecdotal information from classroom teachers, too many grade 8 and 9 students lack confidence and fluency with reading. Literacy and numeracy are foundational tools for access, confidence, and lifelong learning. Our continued focus on improving fluency, comprehension, writing, and- this year- numeracy in Grades 8 and 9 ensures that students are equipped to succeed in their core subjects and feel a sense of competence and confidence early on, so they are able to make decisions about future pathways that widen their options, not narrow them.

We also want to make sure that success and options expands rather than narrows as students get older. We are committed to increasing student access and enrollment to enriched senior-level courses in math and science. This includes improving the visibility of options, removing structural barriers, and nurturing confidence—particularly for our First Nations, Inuit, and Métis students. This goal is about shifting the narrative and raising expectations—so that success is defined by growth, support, and opportunity.