

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Secondary 2025-2026



Intellectual Development

Goal: Career Connections and Pathways

Rationale:

We want to continue to focus on our work in building connections between our course content and the careers, skills, and pathways students might pursue in order to garner success after high school and into their post-secondary endeavors.

Planned Actions:

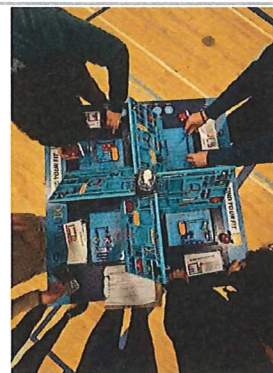
Last year, we shifted the September "Meet the Teacher" night to one that had a career/skill connections and possible pathways focus. We also want to continue to be mindful of building connections between what we do in class and how it connects to a pathway/skill/competency students will need. Last year, teachers sought "guest speaker" and field trip opportunities to highlight possible post secondary prospects and careers, and we want to continue to build on this success.

Indicators of Success:

Last year, we saw an increase in students proactively seeking advice from counsellors and the career/post secondary facilitator regarding scholarships and post secondary options and we saw an increase in trades applications. We want to continue to build on this and collect data through students' self assessment of their core competencies Form to track their understanding of how what they do in school connects to lifelong learning as well as post high school goals.

School Community Engagement Process:

Make use of our career/post-secondary facilitator and school counselors, college and university reps (Douglas College partnership), local businesses, the district's WEX program, and the principal of careers/trades/transitions to lend expertise and support. Communicate with the parent community (MySchoolDay app, newsletters, emails, PAC meetings) when we have speakers or career and/or information opportunities available to them or to students.

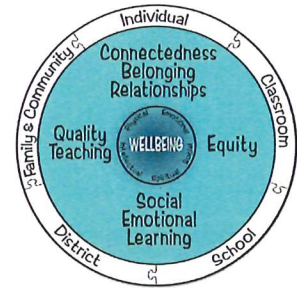


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Secondary**

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Life for All***

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Human and Social Development

Area of focus:

Social Emotional Learning & Self-Reg: Support students to manage emotions in healthy ways, develop resiliency when navigating challenges, and understand the importance of self-awareness and interpersonal skills in career/life goals.

Planned Actions:

Continue to be mindful of embedding strategies in classes that support students' ability to manage stress; develop their sense of resiliency, self, and self awareness; and help them feel connected (explore this and trauma informed practices through professional development opportunities, staff or PF meetings etc.). Explicitly build a link between "work habits" and employability skills (being on time, time management, meeting deadlines, appropriate device management etc.) and model expectations. Foster student mentoring opportunities, to connect and support younger students' development of healthy habits and skills for success.

Indicators of Success:

Evidence of an increase in students' ability to self reflect and independently use strategies to manage stress. Improvement in student attendance and punctuality. Students completed an equity scan at the end of last year; we will use the data results and compare it with this year's results, as well as expand to survey our adult community. We will also track students' understanding of how employability skills connect to work habits with a question in their self assessment of their core competencies Form.

School Community Engagement Process:

We will engage with the District Learning Services Department as well as educators/professionals trained in trauma informed practice and provide Pro D opportunities for staff. We will connect with the parent community through newsletters/emails/PAC to share survey data, as well as our "employability skills" focus. We will continue to have speakers who are presenting to students, connect work habits to professions and post secondary success.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Staff want to continue to learn about the history and culture of Coast Salish Peoples and the Kwikwetlem First Nation to increase our understanding of local history & traditions and embed content authentically and with more regularity.

Planned Actions:

We want to develop a more visual presence of authentic Indigenous content within the school (art, words etc.). We want to bring in speakers to teach us about local Indigenous history and traditions, both as staff Pro-D opportunities as well as for student learning and classroom experiences. In exploring career connections, we will strive to have Indigenous representation in our presentations. We also want to build/grow our Indigenous resources with the inclusion of local content to embed in the ways we explore the First Peoples' Principles of Learning.

Indicators of Success:

Students and teachers will understand why Indigenous content is important and have more awareness and understanding of local Indigenous traditions, culture, and history. We explored this in the student equity scan and teachers completed a reflection; we can compare the data from last year to this year's data.

School Community Engagement Process:

We want to reach out to local Indigenous experts (perhaps from the Kwikwetlem First Nation), work with the Indigenous teacher and youth worker, and the district Indigenous education department during staff meetings, as well as professional development opportunities beyond the Indigenous focus day in April, to enhance student/teacher understanding of the Coast Salish Peoples and the Kwikwetlem First Nation. We can highlight our goal and areas of school-based exploration through newsletters as well as PAC meetings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Last year we underwent a significant process to create a new direction for our APL with a career connections and pathways focused intellectual goal. We wanted to enhance students' understanding of how course content, skills, and competencies relate to post-secondary goals. We also wanted students to have a better understanding of navigating "next steps" when exploring post-secondary opportunities. Throughout the year, we saw teachers building more career/pathways connections through field trips, the inclusion of guest speakers, a career/pathways focus for "meet the teacher" and career related exploration opportunities. We feel like we have made headway, including seeing an increase in trades applications, and we want to continue to explore this area again this year. We were mindful of diversity and equity when selecting speakers, which enabled different cultures/genders to be represented.

We also wanted to continue to explore the area of social emotional learning and self regulation. As well, we have been building the connection between strong work habits and career/post secondary expectations. We want to continue to build on this and further explore strategies for students who struggle with stress, resiliency, and building positive connections. The Red Cross Leadership class will help to support this goal through well-being activities, the promotion of equity and inclusion, and student mentorship.

Last year, we wanted to build our knowledge and understanding of local First Nations' peoples to better embed content with more regularity and authenticity. We have made progress, which is reflected in our equity scan results, but we would like to continue to explore this area, and hope to have Indigenous representation when exploring career possibilities.

We look forward to further exploration and building on our successes in the next school year and we want to mindfully support departments through building collaborative opportunities to support their growth in these areas.

Signatures

Title	Name	Signature	Date
Principal	Janine Close		July 3rd, 2025
Assistant Superintendent	Paul McNaughton		July 3, 2025

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