

CHARLES HAYS SECONDARY SCHOOL – SCHOOL GROWTH PLAN 2025

GOAL CYCLE 2025-2028

2026 Update

WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

Charles Hays Secondary School would like to acknowledge the traditional and unceded territory of the Ts'msyen the Sm'algyax speaking peoples who have been stewards of this land since time immemorial. The land we learn and work together on is rich with the language, culture, and history of the Ts'msyen people. CHSS acknowledges the responsibility to teach and learn about Ts'msyen culture and relationships to the land and is committed to pursuing ongoing and respectful education.

Charles Hays Secondary School (CHSS) is a grade 9-12 dual-track high school with a French Immersion Program and both Sm'algyax and French as second language courses. CHSS has a strong academic program, a trades program, a highly competitive sports program, and a vibrant fine arts program. Also, a diverse multicultural population, including 55% students of Indigenous ancestry. Our enrollment is stable and we are forecasted for 635 students in September 2026.

For the upcoming 2026/27 school year we will be continuing with the double block Semester System. The semester system is four classes per day from September to January, then four new classes from January to June. The double blocks on Tuesdays and Thursdays allow students and teachers to engage in deeper learning, discussion, outdoor learning, and hands-on learning.

Our staff consists of Teachers, Education Assistants, Secretaries, Counsellors, Fluent Language Speakers/Elders, Indigenous Family Resource Workers, an Equity Mentor, a Food Sovereignty Mentor, and an Indigenous Coach Mentor. We are thankful for our community partnerships that provide grant money for the Equity Mentor, Food Sovereignty Mentor, and our sports programs.

WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

CHSS is steps away from nature. In our backyard are outdoor learning opportunities that include learning about the local flora and fauna, the history of the territory taught by Indigenous Elders, and experiencing the beauty of Prince Rupert.

We have students with diverse needs and are thankful for the Community Link and Breakfast Club of Canada funding for our Breakfast Club and Lunch Program. We are also thankful for the support of the Lions Club, the KCSS/Reaching Home Grant, and the Feeding Futures program for helping with our healthy and cultural meal programs.

The majority of CHSS students live in Prince Rupert, we also have students arrive from Metlakatla by ferry and bus and from the village of Port Edward by bus every day.

The School District 52 (Prince Rupert) and Maxłaxaał First Nation signed a Local Education Agreement (LEA) as educational partners. This agreement outlines shared goals and priorities in education for Metlakatla students serviced by School District 52.

WHAT DO WE CELEBRATE? STRENGTHS AND STRETCHES?

Charles Hays Secondary School offers a vibrant learning environment where students thrive academically, socially, culturally, and creatively. Our school is grounded in equity, community partnerships, and strong student voice.

CHSS Areas for Celebration

Culture, Language, and Inclusion

- CHSS fosters a culturally aware community with Sm'algayax and French language programs, inclusive practices, and events like the Luulgit Learning Feast. Student leadership groups such as Student Voice, Young Matriarchs, Interact, and GSA reflect the diversity and interests of our learners. Cultural events like Orange Shirt Day, Black History Month, Multicultural Day, as well as a Truth and Reconciliation Committee, strengthen our commitment to anti-racism and inclusion.

Community and Student Leadership

- Students actively engage in service, fundraising, and volunteering. Strong partnerships with Elders, families, and local organizations—alongside support from agencies like CYMH, MCFD, and POPARD—help ensure all students feel supported and seen.

Athletics, Arts, and Enrichment

- CHSS offers competitive sports (basketball, volleyball, soccer, wrestling, and track), a Basketball Academy, French Immersion, and strong arts programs in music, drama, and visual arts. Clubs and student groups—ranging from Debate and Writers' Club to Git Waas Drum Group and Interact—foster creativity, leadership, and belonging.

Hands-On and Innovative Learning

- Our programs include trades training (Youth Train in Trades, WEX), EV Go Kart club, industrial robotics, a dynamic farm-to-table Foods Program, national math contests, and place-based learning. Across all areas, we focus on engagement, connection to land, and real-world learning. In 2026/2027 we will begin offering an alternative setting PE10 course instead of online PHE10, which has not been successful in student engagement. We continue to look at innovative practices to increase student engagement and will be tracking the success of this new course.

CHSS Areas for Growth and Continued Focus

Student Wellbeing and Resilience

- Support for mental health, anxiety, and self-regulation remains a priority. Initiatives are a good foundation, but consistent social-emotional learning across all classrooms is needed to build long-term student resilience.

Literacy, Numeracy, and Academic Engagement

- While student proficiency in literacy and numeracy is comparable to provincial averages, deeper engagement is needed. Literacy strategies should focus on building fluency, confidence, and enjoyment, while numeracy instruction should emphasize both real-world and academic applications. Improving accountability and preparedness as these skills are key to academic success.

Equity, Inclusion, and Representation

- We must continue to reduce barriers to participation in field trips, extracurriculars, and school programs for all students. Recognition systems should evolve to celebrate a broader range of student strengths, and student voice must be meaningfully included in school-wide decision-making and celebrations.

Indigenous Perspectives and Curriculum Balance

- Ongoing work is needed to meaningfully integrate Indigenous knowledge, language, and worldviews within a curriculum still shaped by colonial structures.

Environmental Stewardship

- A stronger school-wide commitment to climate action—through recycling, composting, waste reduction, and education—will deepen environmental awareness and responsibility, supporting our place-based learning goals.

Collaboration and Cross-Curricular Learning

- Staff need more time and structural support for interdisciplinary planning, co-teaching, and peer learning. Strengthening these collaborative practices will enhance student learning and build staff capacity.

Attendance and Engagement

- Attendance will be a focus in 2026-2027 as it is a key aspect of academic success. This complex issue requires collaboration with students, staff, families, and community partners to understand and address underlying causes.

Resource Access and Sustainability

- The rising cost of travel and extracurricular participation places a heavy burden on families and staff. Continued community partnerships (e.g., with Port of Prince Rupert, Trigon, Altagas, Pembina, and local businesses) are critical to ensuring equitable access for all students.

WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

At Charles Hays Secondary School, our guiding priorities are Equity, Mental Health Literacy, Truth and Reconciliation, and creating an inclusive learning environment. A central focus is addressing systemic barriers that affect Indigenous student success, while ensuring that all learners feel supported, respected, and engaged.

To advance these priorities, we aim to:

- Use the First Peoples Principles of Learning to shape both classroom instruction and school culture.
- Improve literacy outcomes by building skill, confidence, and a love of reading and writing.
- Strengthen numeracy by helping students apply math to meaningful, real-world contexts.
- Embed Social Emotional Learning (SEL) throughout the school to foster well-being, self-awareness, and healthy relationships.

WHAT ARE OUR SPECIFIC GOALS?

EQUITY

CHSS Commitment to Equity, Anti-Racism, and Truth & Reconciliation

Charles Hays Secondary School is committed to creating a welcoming, equitable, and inclusive learning environment where all students, staff, and families feel a deep sense of belonging. Our work is grounded in

the principles of anti-racism, Truth and Reconciliation, and a shared responsibility to challenge and dismantle systemic barriers.

In alignment with the B.C. K–12 Anti-Racism Action Plan, we are taking active steps to address racism and discrimination in education. This multi-year framework focuses on six priority areas: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support. Its goal is to improve outcomes for Indigenous, Black, and People of Colour while supporting system-wide growth in anti-oppressive practices and content.

At CHSS, we are enacting this vision through:

- Deepening our learning about systemic racism and what it means to be anti-racist.
- Updating our Code of Conduct to reflect anti-racism principles and expectations.
- Engaging in honest conversations, adopting new approaches, and recognizing our collective role in creating change.

Our staff commitment to Truth and Reconciliation is equally grounded in the values of Relationships, Capacity, and Łoomsk (Respect).

- Relationships: We prioritize social-emotional learning, trauma-informed practice, identity development, and understanding bias and privilege.
- Capacity: We grow through professional learning, reflection, collaboration, and the integration of true history, equitable assessment, and culturally responsive pedagogy.
- Łoomsk: We honour and respect Indigenous knowledge and rights holders, strengthen cultural connections, and emphasize the importance of the Sm'algayax language.

Together, these commitments shape a school culture rooted in equity, respect, responsibility, and transformative learning.

What will success in Equity look like in 3 years?

Strengthen Belonging and Identity

- Expand inclusive opportunities for student expression through clubs, leadership, classroom materials, and school-wide events. Keeping in mind mobility and support barriers.
- Personalize learning by incorporating student voice, identity, and interest into projects and daily instruction.
- Reinforce proactive staff collaboration around attendance and engagement to support marginalized learners.

Center Indigenous Knowledge and Leadership

- Embed Indigenous ways of knowing through land-based learning, Sm'algayax use, and community partnerships. Recognize the progress being made.
- Promote Indigenous student leadership in cultural events and school planning.
- Support staff learning around decolonizing practices and integrating local knowledge with tools and information on how to engage in this work.

Strengthen Student Voice and Flexibility in Assessment

- Expand opportunities for students to co-design learning goals, assessment methods, and success criteria.
- Use student feedback to shape inclusive, strengths-based learning experiences that reflect diverse abilities.
- Offer flexible assessment formats including oral, visual, written, digital, and land-based.
- Increase access to tools and supports that reduce barriers and foster meaningful participation.

Foster Equity Through Inclusive Practices

- Track and respond to student participation and engagement using real-time data and feedback.
- Expand supports such as peer mentorship, food access, and restorative approaches to promote equity.
- Ensure curriculum content reflects a wide range of identities and lived experiences.

Promote Collaboration and Innovation in Teaching

- Support cross-curricular projects and co-teaching opportunities that increase relevance and engagement.
- Create time and structures (Flex funds) for interdisciplinary planning and shared professional learning.
- Recognize and celebrate diverse forms of student success through school-wide visuals and storytelling.

Consult with Indigenous members connected to our school community

- Update the Code of Conduct to include culturally appropriate restorative practice.
- Increase participation of Indigenous Families in the CHSS Parent Advisory Committee.

LITERACY

At Charles Hays Secondary School, we are committed to ensuring that every student graduates as a confident, capable, and engaged literate citizen. Our vision for literacy is comprehensive, equity-driven, and rooted in both academic excellence and personal relevance:

What Would Success in Literacy Look Like in 3 Years?

Literacy Growth for All

- Every CHSS student graduates reading and writing at or above grade level, or meeting personalized IEP goals.
- For students who meet or exceed Grade 12 standards before graduation, we provide meaningful challenges to extend their literacy to pre-university levels, ensuring continuous growth.
- They become critical consumers and creative producers of text in multiple forms.
- They apply literacy across disciplines such as science, math, law, philosophy, business, history, fine arts, and beyond.

Deep and Disciplined Thinkers

- Students can write focused, well-organized essays that apply systems-thinking, theoretical analysis, metacognition, and synthesis.
- They move confidently through a research and writing process: focusing, researching, organizing, drafting, revising, editing, and publishing.

Purposeful and Relevant Literacy

- CHSS students see reading and writing as relevant, empowering, and enjoyable.
- They connect literacy to their own lives, using it to express themselves, reflect, tell their stories, understand the world around them, and explore diverse perspectives
- Literacy is applied in practical ways, grant writing, job applications, credentialing, trades, and beyond.

AI and Media Literacy

- Students are AI-literate and can use tools like chatbots and other digital platforms critically and ethically.
- They engage thoughtfully with social media, news, marketing, and political content, discerning truth, bias, and manipulation.

CHSS Literacy Assessment & Engagement Ideas:

- English teachers collaborating and co-marking, using a shared rubric to align standards and inform support and placement.
- Students reflect on their reading and writing habits, confidence, attitudes, and number of books read through short self-assessments.
- Students collect samples of their best work from Grades 9–12 to demonstrate growth over time.
- Track book circulation to ensure that our library collection reflects student interest and need

NUMERACY

What Would Success in Numeracy Look Like in 3 Years?

- Students show measurable improvement in core math skills across grade levels.
- Class averages improve, reflecting deeper understanding and greater confidence with numeracy.
- Students effectively apply numeracy skills in science, trades, business, and other subject areas.
- A clear numeracy log (e.g., sticker or progress system) is implemented, and students show increased achievement and reflection through this tool.
- Students report greater confidence, less anxiety, and more interest in math as meaningful, useful, and connected to real life.

CHSS Numeracy Assessment & Engagement Ideas:

- Explore how growth in literacy and numeracy may support or reflect each other.
- Track individual and group progress using leveled assessments across grade levels.
- Observe how students apply numeracy in real-world and cross-curricular contexts, such as trades, science, and during hands-on activities like board work and group tasks.
- Implement a learning log for curricular competencies (e.g., blue stickers), and encourage students to recognize and track their own growth.
- Develop consistent, year-over-year in-house assessment practices at each grade level to identify trends and guide targeted supports.

MENTAL HEALTH LITERACY

What Would Success in Mental Health Literacy Look Like in 3 Years?

- Students are more consistently present and engaged at school, indicating stronger well-being and a greater sense of belonging.
- Students can identify their own mental health needs and confidently use strategies and tools to support themselves.
- Quiet or less visibly engaged students are noticed, supported, and meaningfully included in classroom and school life.
- Students recognize and challenge mental health stigmas and feel safe and supported when seeking help.
- At least one adult in the building knows something meaningful about each student; homerooms or advisory blocks may help support this connection.
- Students are more willing to take academic, social, and emotional risks.

WHAT WILL STAFF LEARN MORE ABOUT TO SUPPORT OUR GOALS?

The staff have brainstormed the following to support our goals:

- Strengthen Professional Learning through collaboration, access, and support
- Build structured collaboration time into the school schedule, including peer observation, co-teaching, and shared resource platforms like OneDrive.
- Provide subject-specific and secondary-focused Pro-D, with flexible options (virtual, in-person, and school-based) to increase accessibility
- Encourage mentorship through department heads, peer partnerships, and land-based or team-building opportunities tied to curriculum.
- Use Pro-D to foster a stronger culture of collaboration, equity, and wellness.
- Advocate for flex funds, remedy time, and sustainable resources to support meaningful, ongoing professional development.
- Ensure broader representation and responsiveness by contributing ideas to the Joint Pro-D Committee and prioritizing local facilitators.

WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

- Engage students through focus groups and leadership opportunities to better understand their experiences and needs.

- Collaborate with Wap Sigagtgyet to ensure authentic use of Indigenous resources, uphold protocol, and strengthen connections with Elders, mentors, and role models.
- Host meetings with parents and caregivers to co-develop strategies that increase family involvement in school life.
- Ensure an Indigenous Mentor is available to guide students through the transition from Grade 12 to adulthood, including post-secondary, employment, or training pathways.
- Continue building relationships and offering targeted support to help students complete essential courses and meet graduation requirements.
- Maintain weekly team meetings to review student progress and respond proactively to emerging needs.
- Use school-level and student-specific data to drive evidence-based planning and interventions.

WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

CHSS Data from 2025-26 we used this data to inform the creation of our new goals for 2025-2028, and update the data while we are in the goal cycle to track progress

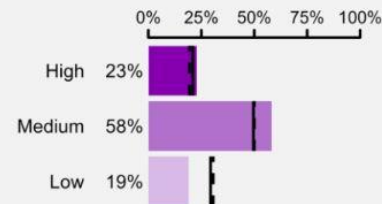
In 2026 we implemented the YDI (Youth Development Instrument), a survey focused on health, wellbeing, and social-emotional development. We administered the YDI to Grade 9 students, who do not participate in the Student Learning Survey, in an effort to gather data across more of our student population.

- We learned that CHSS Grade 9 students reported high positive mental health aligning with the other districts that participated, slightly higher in the medium range, and less in the low range than their peers in other districts. This measurement is based on the sum across seven mental health focused items in the survey.

POSITIVE MENTAL HEALTH

Positive mental health was assessed using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS; Tennant et al., 2007). The WEMWBS is a seven-item scale that asks how frequently youth have experienced clear and healthy thought patterns, positive self-perception, effective problem-solving abilities, and autonomous decision-making in the last two weeks.

Results are based on the sum scores across the seven items in the scale. The maximum score is 35. High (28+), Medium (21-27), and Low (0-20).



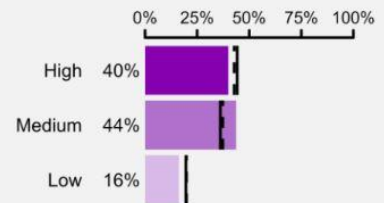
- Our Grade 9 student population reported slightly less than the provincial average of feeling a high level of school belonging, while more felt a medium level, and less felt a low level.

SCHOOL CONNECTION

SCHOOL BELONGING[†]

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school."

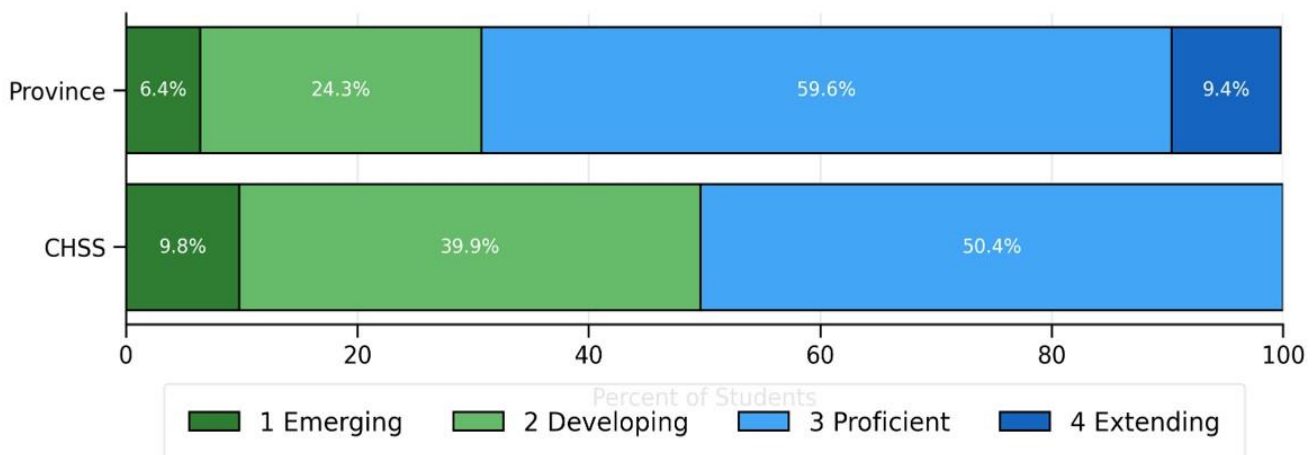


The Literacy 10 data is lower than the Provincial proficiency levels:

- 50% of CHSS students are proficient or extending in 2025/26
- 70% of students in the province are proficient or extending in 2025/26 (the main variation in these numbers is in the Extending category, where no CHSS students scored on this assessment this year).

LTE10 Comparison

LTE10 Proficiency Distribution: CHSS vs Province

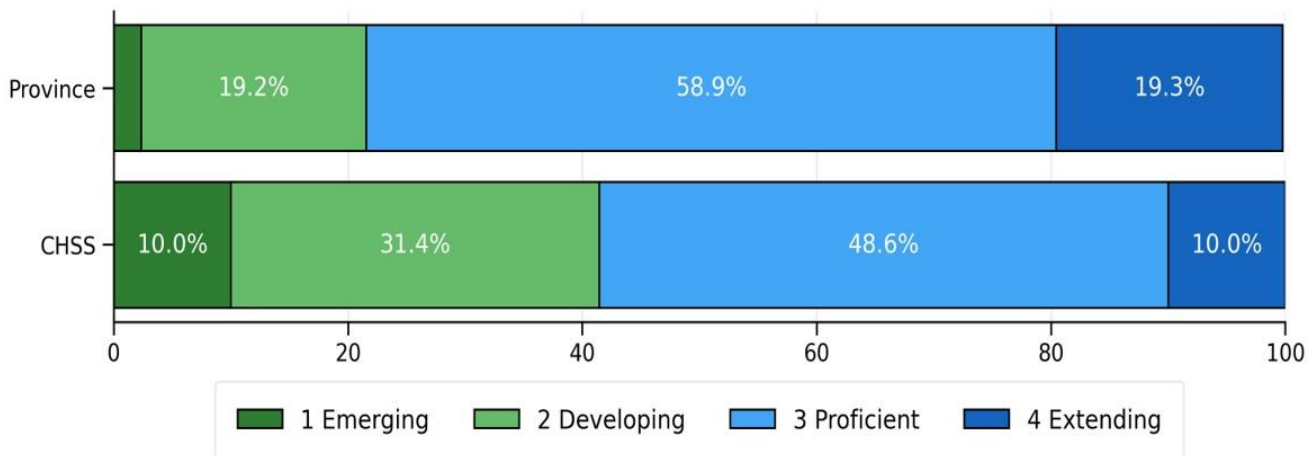


The Literacy 12 data shows a higher distribution of students across all 4 proficiencies:

- 59% of CHSS students are proficient or extending in 2025/2026, compared with 78% across the province.

LTE12 Comparison

LTE12 Proficiency Distribution: CHSS vs Province

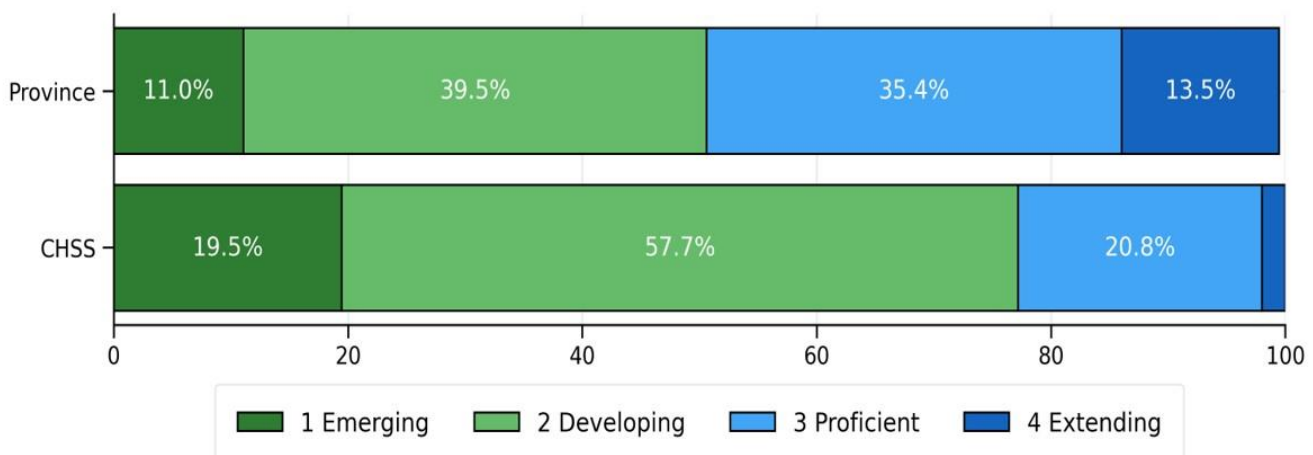


The Numeracy 10 data is lower than the Provincial proficiency levels:

- 23% of CHSS students are proficient or extending in 2025-26
- 48% of students in the Province are proficient or extending in 2025-26

NME10 Comparison

NME10 Proficiency Distribution: CHSS vs Province



Honour Roll and Proficiency Roll for 2025-2026

- Grade 9 Proficiency Award Semester One - 38
- Grade 10-12 Honour Roll Semester One - 80
- Grade 9 Proficiency Award Semester Two - 24
- Grade 10-12 Honour Roll Semester Two - 94

Grade averages 2025-26:

- Grade 10- 62.8%
- Grade 11- 66.4%
- Grade 12- 68.9%

Student achievement and transition rates

- In 2025/2026, of the 172 eligible graduates who entered CHSS (on both the 5 and 6 year completion pathways),
 - 74% Indigenous students graduated
 - 93% Non-indigenous students graduated
 - 4 students on the Adult Dogwood Diploma
 - 20 students are returning to complete their requirements in 2026/2027

The Aboriginal Report How are We Doing?

- There is still an equity gap to be closed in the Indigenous and Non-Indigenous completion rates, however, it is narrowing. We also need to focus on the disparity of letter grade achievement between Indigenous and Non-Indigenous students as Indigenous students have been achieving lower percentage grades in core classes.
- The number of students in Alternate Programs has decreased in the past 5 years.

HOW WILL WE SHARE OUR PLAN WITH STAFF?

Staff have been actively engaged in the development and review of our school-wide goals throughout this year. Since launching this process in the 2020–21 school year, we have completed a full three-year review cycle, which concluded in 2023–24. The current plan outlines our refreshed goals for the 2025–2028 cycle. We reviewed the 2025-2028 plan with our staff to update the document based on achievements and data in 2025/2026. The updates reflect CHSS progress towards the current School Improvement Plan 3 Year cycle.

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

We intend to share this plan with students through focus groups at all grade levels. Additionally, we gather student feedback through the Leadership Class, Student Voice Advisory Group, and the Young Matriarchs' Group.

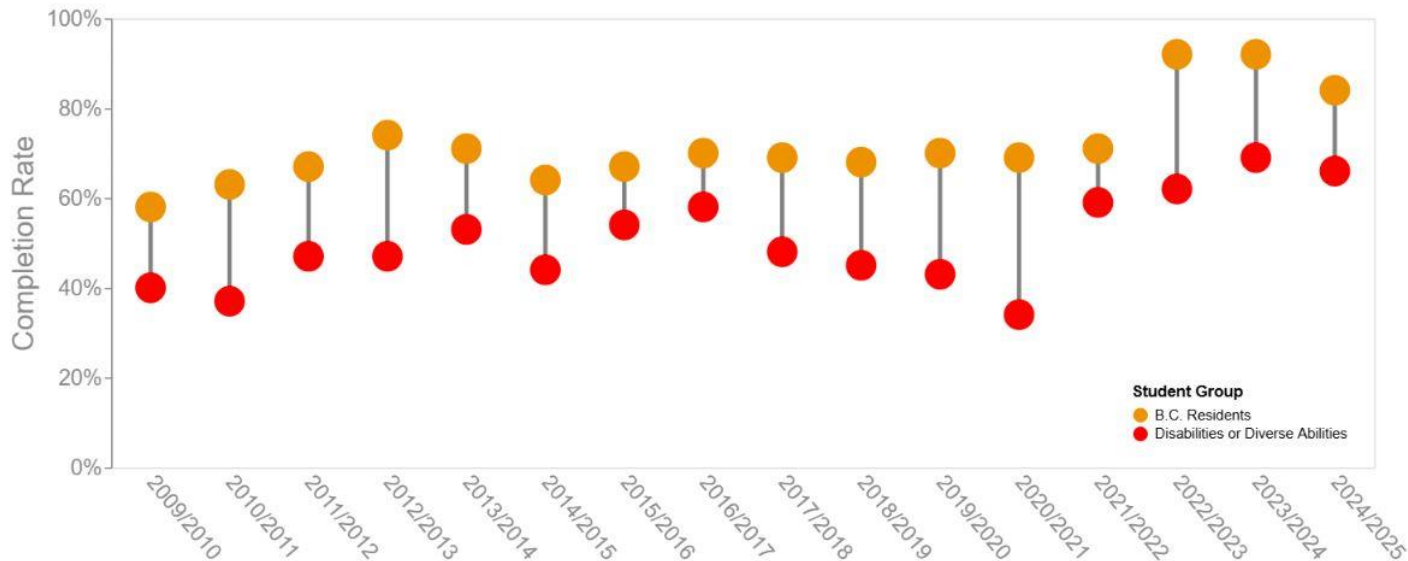
HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

We will be sharing the working school plan on our school website and inviting parents to review it and give feedback. We will also be updating it throughout the year.

APPENDICES DATA

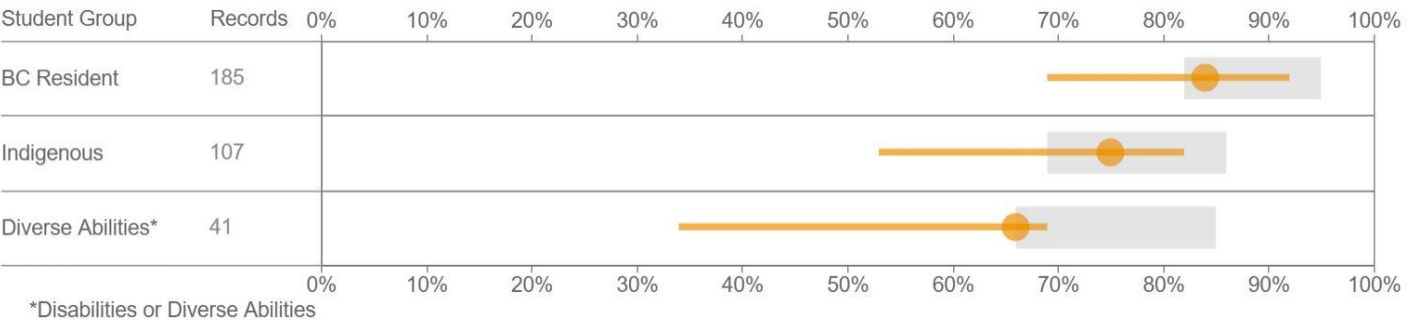
Data for 2024-25

Completion Rate Over Time for Students with Disabilities or Diverse Abilities and BC Residents

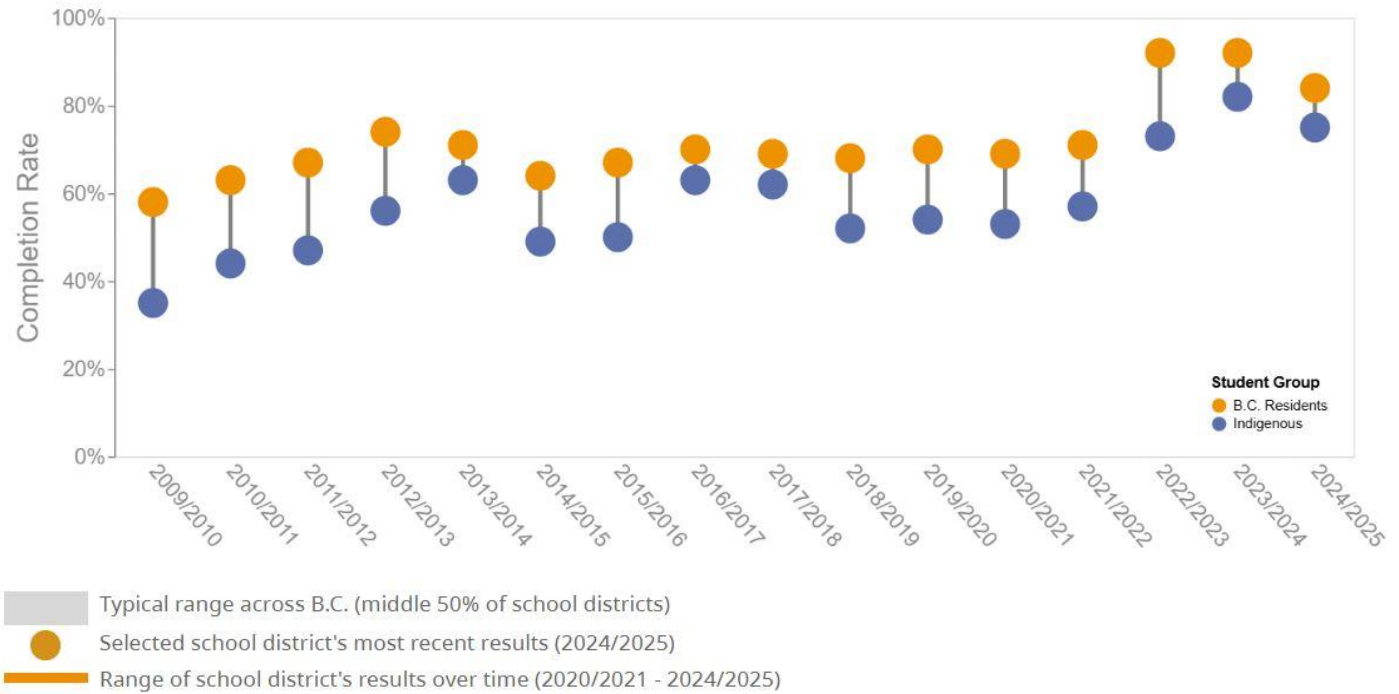


- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2024/2025)
- Range of school district's results over time (2020/2021 - 2024/2025)

Completion Rates

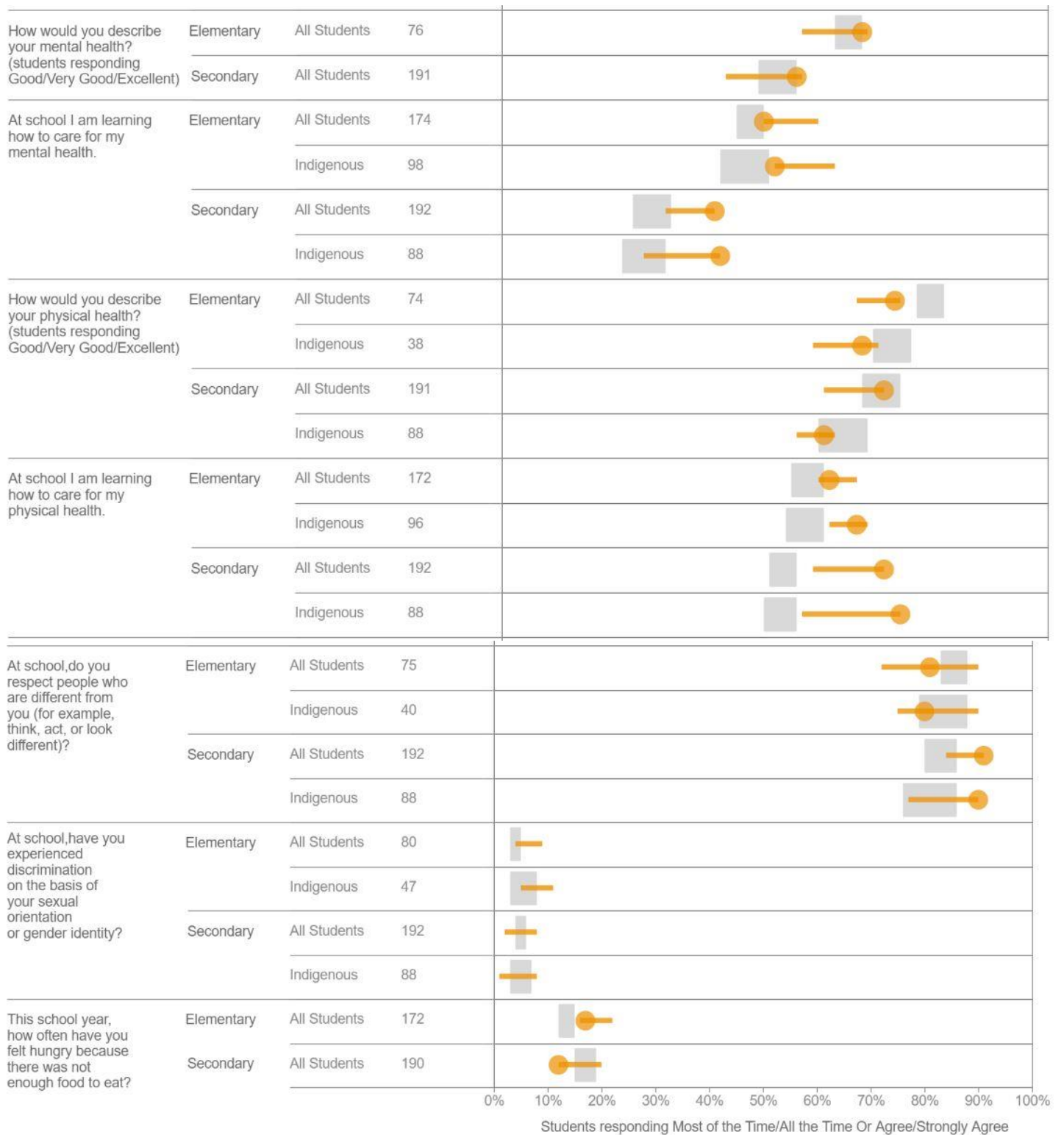


Completion Rate Over Time for Indigenous and BC Residents



Student Satisfaction and Wellness

Question	Grade Level	Student Group	Total Responses	Students responding Most of the Time/All the Time Or Agree/Strongly Agree										
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Do you feel welcome at your school?	Elementary	All Students	171											
		Indigenous	95											
	Secondary	All Students	193											
		Indigenous	89											
Do you feel safe at school?	Elementary	All Students	176											
	Secondary	All Students	193											
I feel safe when I am going from home to school, or from school to home.	Elementary	All Students	82											
	Secondary	All Students	193											
Is school a place where you feel like you belong?	Elementary	All Students	170											
		Indigenous	97											
	Secondary	All Students	193											
		Indigenous	89											



	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	82	45	55	32	39	95	90	95	77	81
English First Peoples 10 (combined)*	115	46	40	36	31	26	22	85	20	77
Foundations of Math and Pre-calculus 10	38	18	47	12	32	58	35	60	28	48
Workplace Math 10	61	15	25	10	16	11	Msk	Msk	Msk	Msk
Science 10	104	43	41	33	32	58	51	88	49	84
Life Sciences 11	31	15	48	11	35	41	36	88	34	83
Pre-calculus 11	18	10	56	Msk	Msk	44	36	82	30	68
Science for Citizens 11	18	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
BC First Peoples 12	62	44	71	41	66	13	12	92	12	92
English 12 (combined)*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English First Peoples 12	58	26	45	20	34	63	51	81	45	71
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	16	16	100	12	75
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Pre-calculus 12	10	Msk	Msk	Msk	Msk	36	30	83	27	75
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

Course Mark Overview: Aboriginal Students 2024/25