

SCHOOL PLAN

Ecole Cariboo Hill Secondary School

Our Story

Who we are?

Cariboo Hill Secondary School tells the story of a dynamic and steadily growing learning community in Burnaby, one that continues to evolve in response to both its increasing enrolment and the diverse needs of its students. As a neighborhood school with strong community connections, Cariboo Hill is characterized by its expanding population and broad range of programs, including a well-established French Immersion pathway and five district programs that attract students from across the region. This creates a rich, layered learning environment where multiple pathways coexist—academic, experiential, and specialized—offering students varied opportunities for success.

The school is defined by its diversity, with a wide range of learners represented, including a growing English Language Learner (ELL) population that reflects the changing demographics of the community. Inclusive education programs are a cornerstone of the school's identity, ensuring that students with diverse learning needs are supported in meaningful and personalized ways. Staff are collaborative and increasingly focused on co-planning and co-teaching to meet students where they are, reinforcing a culture of shared responsibility for all learners.

Cariboo Hill also demonstrates a deep commitment to student well-being. With approximately 15% of the student population accessing food programs, the school recognizes and responds to the realities many students face beyond the classroom. This care is embedded in a broader, diversity-minded approach that values equity, belonging, and cultural responsiveness. The school continues to strengthen its focus on literacy development across subject areas and is actively working toward enhancing mental health supports and awareness, acknowledging that student success is closely tied to well-being.

Beyond academics, Cariboo Hill offers a wide range of extracurricular opportunities—athletics, arts, leadership, and clubs—that contribute to a strong sense of school spirit and connection. The school's story is one of growth, adaptability, and intentionality: a place where increasing complexity is met with thoughtful programming, where diversity is seen as a strength, and where staff and students are collectively working toward a more inclusive, academically flourishing, and mentally healthy school community.

What are we doing well?

Cariboo Hill Secondary School continues to demonstrate many strengths as a thriving and evolving learning community. The school's steady growth reflects the diversity of programs it offers, attracting students through its French Immersion stream and five district programs that create multiple meaningful pathways for success. Student achievement remains strong, with approximately 96% of students successfully completing their courses, and literacy and numeracy assessment results consistently at or above district averages. A flourishing Indigenous Education program further enriches the school's learning environment, strengthening students' understanding of Indigenous perspectives and fostering a deeper sense of connection, identity, and respect. Cariboo Hill is also characterized by strong relationships—students feel connected to staff, and staff are deeply committed to supporting student success both inside and outside the classroom. This culture of care extends to student well-being, where mental health initiatives are embraced and led by students through both school-based and community projects. While specific attendance figures are not detailed here, the school continues to prioritize engagement and connectedness as key drivers of consistent student participation. Together, these strengths reflect a school that is not only growing in size, but also in purpose, inclusivity, and impact.

Our *Focus*

Cariboo Hill Secondary's school plan is centered on two key priorities: strengthening student literacy and enhancing mental health and well-being. In the area of mental health, the school is focused on building both resiliency and awareness among students, ensuring they are equipped with the language, tools, and confidence to understand and advocate for their own well-being. This includes creating opportunities for students to engage in conversations around mental health, normalizing these discussions within classrooms and across the school community, and supporting a shift toward more student-driven approaches to wellness and self-advocacy. These efforts build on existing practices that promote mental health literacy and foster a culture where students feel supported, connected, and empowered.

In literacy, Cariboo Hill is prioritizing the development of resiliency and engagement in reading and writing, particularly within the junior grades. The school is working toward a more cohesive, school-wide, and cross-curricular approach to literacy by embedding consistent strategies and practices across departments. This includes assessing student readiness to provide targeted literacy supports, as well as increasing opportunities for students to build confidence and interest in literacy. Looking ahead, the school will pilot a literacy strategies course designed to reduce barriers and provide more targeted support for students with additional learning needs. Through these combined efforts, Cariboo Hill aims to create a culture where literacy is visible, shared, and supported across all areas of learning, while ensuring all students can access the supports necessary to grow as confident, capable learners.

Goal 1: *Mental Health*

Mental Health - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	To identify struggling students, we use data from various sources (e.g. counsellors, School Based Team, IEP's, Student Mental Health Forum, Safe School Specialist, Peer Mentorship students...). This information is shared, as needed and as deemed appropriate, with teachers, admin, parents, Inclusive Ed, and other support staff.
<i>Supporting Social-Emotional Learning (SEL)</i>	Improvement in student behavior, positive feedback from student surveys on SEL.
<i>Building Peer Leadership</i>	Increased collaboration among students, reports of positive peer relationships, greater student driven initiatives
<i>Family and Community Engagement</i>	Higher attendance at school events, increased family involvement in student learning.

Mental Health - Strategies

How are interventions identified and prioritized for your school?

<i>Collaboration</i>	● Counsellors, teachers, admin, support staff, Mental Health Committee, Inclusive Education team
<i>Staff</i>	● Resource sharing at staff meetings. ● Professional development workshops on mental health. ● SBT and Mental Health Week initiatives. ● Mindfulness Monday initiative
<i>Students</i>	● Student Mental Health Forum for feedback on preferred interventions. ● Annual Mental Health Week with classroom presentations and lunchtime activities promoting mental health literacy and awareness.

What is your school doing to adapt and/or adjust interventions to support student success?

Student Mental Health Committee is utilized to connect with the student population and drive our interventions.
Pro D Committee is utilized to create opportunities for staff to build mental health awareness and literacy.
Counsellors - inform and collaborate with teachers/admin/SSS/SBT regarding struggling students, pressing new issues, helpful adaptations and interventions...

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

The Mental Health Committee is a diverse, well-represented group that includes a broad range of student voices and perspectives. It has intentionally evolved into a student-driven committee that plays an active role in shaping school-wide planning and decision-making. The committee collaborates on strategies to support well-being across the school, including contributing to the organization and approach for AP Assessment Week, Graduation Assessment Week, mental health pop-up initiatives, and connections to classroom curriculum. The Pro-D Committee complements this work by coordinating professional learning that builds staff capacity to support student well-being. It draws on the strengths and expertise of staff through colleague-led presentations, with a strong emphasis on Indigenous education, anti-racism, and asset-based approaches to working with youth. The committee also supports intentional opportunities to incorporate and respond to student voice, ensuring that professional learning remains relevant, inclusive, and reflective of the diverse experiences within the school community.

Goal 2: Literacy

Literacy - Data

Question	Details
How is your school using data to identify students who are struggling?	Analyzing past Literacy Graduation Assessment results, tracking attendance patterns and ongoing learning updates, and documenting interventions and areas of concern through the Vulnerable Learners tracking tool.

<i>How is your school explicitly identifying these students in your school plan and goals?</i>	Prioritizing culturally responsive and strengths-based approaches to support the literacy growth of Indigenous learners and other students facing systemic barriers, while affirming their identities, strengths, and potential.
<i>How are teachers able to identify struggling students who may not show in the data?</i>	Using a strengths-based approach, the Vulnerable Learners document is used to collaboratively share insights, emerging needs, and areas for support with counsellors, LSS staff, and administrators. School-Based Team referrals, along with ongoing relationship-based check-ins with counsellors, administrators, LSS staff, and Literacy Committee teachers, help build a comprehensive understanding of each student's strengths and needs. Insights from Grade 7 articulation meetings are also used to proactively recognize and support incoming Grade 8 students, ensuring a smooth and responsive transition into secondary school.

Literacy - Strategies

How are interventions identified and prioritized for your school?

The Literacy Committee collaborates with classroom teachers to design responsive interventions and resources based on ongoing feedback and identified classroom needs. Supports are prioritized for Grade 8 students and others who may benefit from additional, targeted literacy development, with a focus on inclusive, strengths-based practices.

Student-specific strategies are developed through the School-Based Team process, ensuring coordinated and responsive support within an inclusive education model. In addition, the committee works closely with family of schools to support Grade 7 students transitioning into secondary school, proactively identifying those who may require additional literacy supports and planning for a smooth, supported transition.

What is your school doing to adapt and/or adjust interventions to support student success?

Flexible learning opportunities and environments are provided through a range of supports, including the Connect Room, online learning teams, peer tutoring, and individualized interventions tailored to student strengths and needs. Ongoing check-ins and consistent academic monitoring help foster engagement, track growth, and ensure timely, responsive support.

Staff meet monthly with the Literacy Committee to collaboratively review student progress, share effective practices, and refine interventions based on emerging needs. In addition, the committee leads annual literacy initiatives designed to spark student interest, build engagement, and promote a positive culture of literacy across the school.

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

Through a collaborative Literacy Committee model, staff are supported through in-class (push-in) collaboration and shared instructional practices. Ongoing professional learning and the regular sharing of effective strategies and successes at monthly staff meetings help build collective capacity and promote consistent, responsive approaches to literacy instruction across the school.

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children and youth in care?

Our school plan takes an equity-centered, strengths-based approach by focusing on responsive supports, relationship-building, and collaborative problem-solving to promote success for all learners. We prioritize ongoing communication with classroom teachers to share insights, identify emerging needs, and build on effective, asset-based strategies that recognize students' strengths and identities.

Indigenous students are supported through culturally responsive programming and targeted academic support provided by the Indigenous Success Teacher, with an emphasis on affirming identity, belonging, and connection to community.

Through the School-Based Team, a coordinated and inclusive approach supports students with disabilities and diverse abilities. This includes individualized learning plans, strengths-based goal setting, outreach support through flexible drop-in opportunities, and collaborative consultation with teachers to ensure inclusive and accessible learning environments.

Children and youth in care are supported through consistent monitoring, relationship-focused check-ins, and coordinated planning, ensuring that their unique strengths, experiences, and needs are recognized and supported in ways that promote well-being, engagement, and academic growth.

