

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Secondary School

2026-2027



Intellectual Development

Goal: Career Connections and Pathways

Rationale:

Staff want to continue to build/strengthen connections between course content and the careers, skills, and pathways students may pursue in order to garner success after high school and into their post-secondary endeavors.

Planned Actions:

In addition to building connections between what we do in class and how it connects to pathways/skills/competencies, we wanted to explore STEAM initiatives to further enhance students' understanding of possible post-secondary opportunities. We will be expanding and diversifying our career fair, guest speaker, and career exploration opportunities for students to investigate, and seeking ways to strengthen partnerships with Douglas College, the City of Coquitlam, etc.

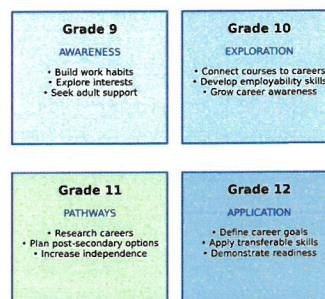
Indicators of Success:

We hope to see high participation rates in career and post-secondary related events and STEAM opportunities, and a continued increase in students working with counselors/career & post-secondary facilitator. In end of semester student self assessments, we will see evidence of students demonstrating increased career, post-secondary, and/or pathway awareness in all grades, with grade 12's consistently demonstrating evidence of understanding school/career/post sec. connections and applying their understanding in a variety of contexts.

School Community Engagement Process:

Make use of our career/post-secondary facilitator and school counselors, college and university reps (Douglas College partnership), local community members, 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, events, or career and/or information opportunities available to them or to students.

Career Readiness Progression by Grade



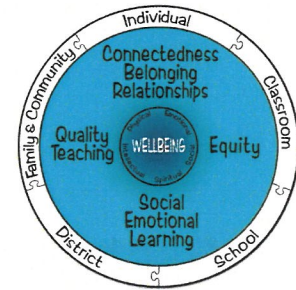
Overall Trend: Awareness → Exploration → Pathways → Application

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Secondary School**

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Human and Social Development

Area of focus:

SEL & Self-Regulation: Support students to manage emotions in healthy ways, develop greater resiliency & accountability when navigating challenges, and connect executive functioning and reg. attendance to employability/post sec. success.

Planned Actions:

Continue to be intentional about embedding SEL strategies in classes to support students in the management of stress, foster resiliency, and support the development of the core competencies. In Digital Learning 10 (grade 9 course) there will be a focus on executive function skills. In addition, these skills will be explicitly taught in Applications of Learning 10/11 and in Self Efficacy 10/11. We also plan to have a consistent, school-wide approach to improving student attendance.

Indicators of Success:

Evidence of an increase in students' ability to self reflect and independently use strategies to manage stress and demonstrate greater resiliency. A measured improvement in student attendance and punctuality. We will also track students' understanding of how employability skills/executive functionality connect to work habits with several questions 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 data, executive function focus, and school wide attendance initiatives.



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Embedding Indigenous Content/Worldviews in all Classes

Planned Actions:

We plan to embed Indigenous perspectives and Indigenous ways of knowing into everyday instructional practice and school-wide learning conditions as opposed to stand-alone activities. Through collaborative inquiry, staff will share responsibility for reconciliation, ensuring this work is sustainable and not dependent on individual roles or champions. We also want to look for ways to create more visual Indigenous imagery with which the community can interact (art, resources, language, Indigenous representation etc.).

Indicators of Success:

Visually, we will see evidence of Indigenous influence and perspectives within the building and highlighted at events such as the career fair. We will work to "pre-learn" when Indigenous guests are presenting/performing to enhance depth of knowledge. Staff work with TL to actively access school-based Indigenous data collections (Destiny/SORA) and/or co-create their own resource collections.

School Community Engagement Process:

We want to seek local Indigenous experts (perhaps from Kwikwetlem First Nation or local artist), we will also collaborate with the Indigenous youth worker, and the district Indigenous education department. We could explore during staff or department meetings, as well as professional development opportunities beyond the Indigenous focus day in April, to enhance student/teacher understanding of Indigenous perspectives/principles/content. We can highlight our goal and areas of school-based exploration through a range of communications as well as in PAC meetings.



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

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Reflection

In surveying staff, there was a strong desire to continue working on our career connections and pathways goal. We have made progress in this area through an increase in student trades applications and data that demonstrates that students are progressively understanding and applying their understanding of how content, skills, and competencies relate to post-secondary goals. We want to continue to build on the school based opportunities, such as engagement with speakers; the post-secondary info fair; a larger, more comprehensive career fair/speaker opportunity; and build connections to STEAM exploration and its connection to possible careers and pathways.

We also want to continue to explore SEL and self-regulation to support students with managing stress but through a lens of building resiliency and improving student attendance. We have been working to build students' understanding that there is a connection between strong work habits and career/post secondary expectations and we would like to build on that with a school-wide approach to improving student attendance and habitual tardiness.

For the last two years, we have had an Indigenous focus on building knowledge and understanding of local First Nation Peoples and we would like to shift that focus to embedding Indigenous content/world views in all content areas. We have built up our school-based resources and collections and we want to further explore/deepen what we do in classrooms. We also want to explore creating more visual Indigenous representation through art/speakers/language etc.

We look forward to continuing to collaboratively deepen our exploration of school-wide goals as we prepare students in grades 9 through 12 for the challenges of post-secondary pathways.

Signatures

Title	Name	Signature	Date
Principal	Janine Close		July 3rd, 2026
Assistant Superintendent	Paul McNaughton		July 6, 2026

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