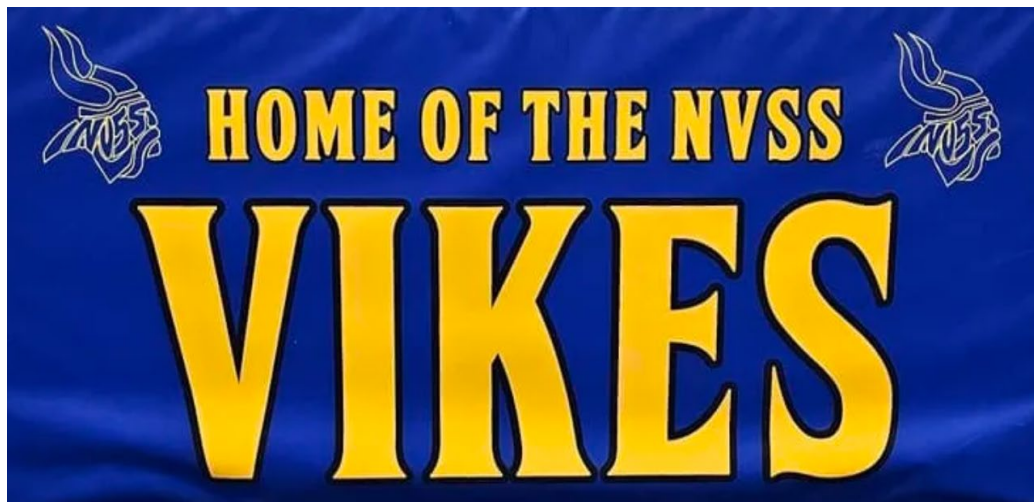


NECHAKO VALLEY SECONDARY SCHOOL



2025/2026 School Plan to Enhancing Student Learning

With gratitude, we acknowledge that NVSS resides on the unceded traditional territory of the Saik'uz First Nation. Twenty-two percent of our learners are Indigenous, bringing with them a rich and diverse culture. Through conscious acts of reconciliation, we continue to grow in the Indigenous ways of knowing and being, living on and caring for these lands with enduring respect.

At NVSS We Value

Kindness and compassion, Indigenous ways of knowing, a growth mindset, honesty and courage, connectedness and relationship.

At NVSS We Believe

All individuals can learn, success of learners is enhanced by a partnership of family, school and community, relevant programs, services and teaching enhance learning, education is more than academics and students are unique learners, with individual needs.

School Overview and Staffing

Located in the geographical centre of British Columbia, Nechako Valley Secondary School is the only secondary school in the Regional District of Vanderhoof. Part of Nechako Lakes School District No. 91, NVSS was established in 1955 and has a rich history in sports and fine arts as well as academic and vocational pursuits.

The current enrolment of 614 students includes learners at the NVSS main campus and the alternate Valhalla site. NVSS also includes a unique Middle Years Program specific to grades 7-8. Valhalla is an alternate program tailored to and focused on providing educational options and opportunities for those who need a more diverse structure and delivery to reach their educational goals. Total staffing consists of 70 made up of teachers, learning support, clerical and custodial staff under the guidance of the Principal, Mr. Ken Young, and Vice Principals Travis Himmelright and Stacey Soffel.

Goals, Values and Beliefs

As a school we are committed to the goals of improving skills in literacy, numeracy and social and emotional learning. In alliance with the [SD91 Strategic Plan](#), NVSS continues to focus on honouring diversity and creating opportunities for student success through relevance, engagement and enhancing connections.

Literacy Goal

- The goal at NVSS is for all learners to be **proficient or extending in literacy**. To increase the number of learners who are proficient or extending on provincial and school-wide assessments, specific interventions and support are needed. In 2025-26, NVSS has implemented additional training for staff in the Structured Literacy Reading Program and utilized Case Managers for both push-in and small group interventions. The District Literacy and Inquiry Support Teacher assists in finding resources and supporting teachers. The focus on all learners being proficient or extending will increase students' ability to use literacy skills to advocate for themselves in meaningful ways.

Numeracy Goal

- The goal at NVSS is to build and improve a culture of numeracy for all learners and staff. The intention is to make problem-solving processes embedded in curricular content more visible and empower learners to see the connections between mathematics and all aspects of daily life. Math specialists, Case Managers, training and support from the District Numeracy Support Teacher have benefited students and staff. This goal will empower learners to see themselves as being numerate and *good at math*, using and understanding math as more than a subject at school.

Social Emotional Learning Goal

- The goal at NVSS is to create structures that focus on mental health and well-being both individually and as a community. The intention is to encourage positive relationships and build a community of learners that honours, accepts and celebrates diversity. This will be accomplished through positive adult connections at school and a sense of belonging amongst learners. Groups including the NVSS Alliance, the Indigenous Girls Group, Student Voice, various sports teams and the Student Council help foster a sense of belonging.

NVSS Plan to Strengthen Literacy

Introduction

Student ability in literacy is considered cross-curricular and applies to a variety of contexts and situations. Literacy skills include analyzing graphs or data commonly found in Social Studies or Science contexts, interpreting statistics presented in infographics and responding to a variety of written, visual and digital texts. The BC Ministry of Education defines literacy as “the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.”

Our Actions

NVSS staff are engaged in course development that meets diverse learner needs, utilizing professional development to support staff learning. In the Middle Years for example, teams of teachers are responsible for embedding literacy in all curricular areas. This is achieved through teacher-led course development supported by webinars. Peer tutor coaching support and encouragement for targeted learners is also a focus with flexible grouping and leveled texts to support student growth and independence. Additionally, teacher teams work with district support teachers and other schools in the marking of CCR and the collection, distribution, and use of data.

Resources

Resources include physical resources, current technology, and literacy integration into learning activities as well as the physical surroundings of NVSS for place-based learning opportunities. Stakeholders in the NVSS school literacy plan include learners, families, teaching staff and administrators, learning support workers, and the SD 91 Curriculum Services Team.

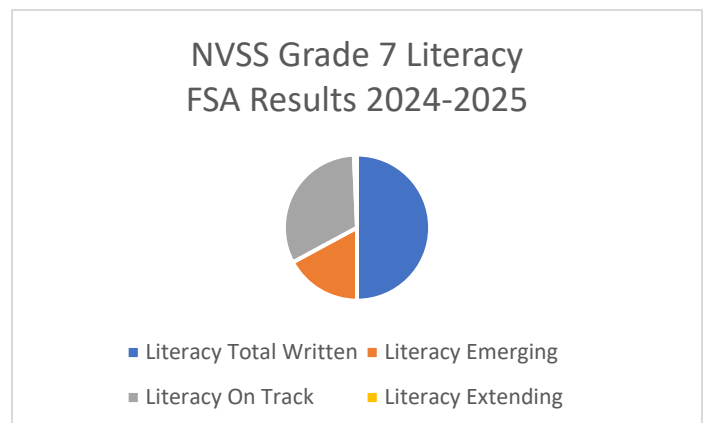
Evidence of Improvement

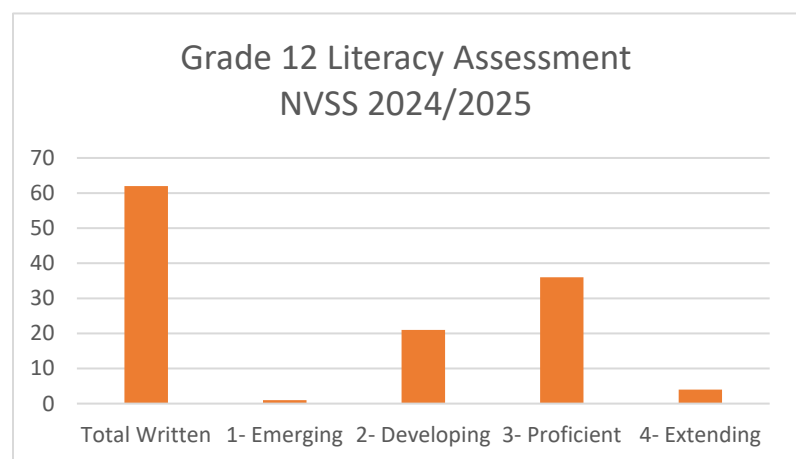
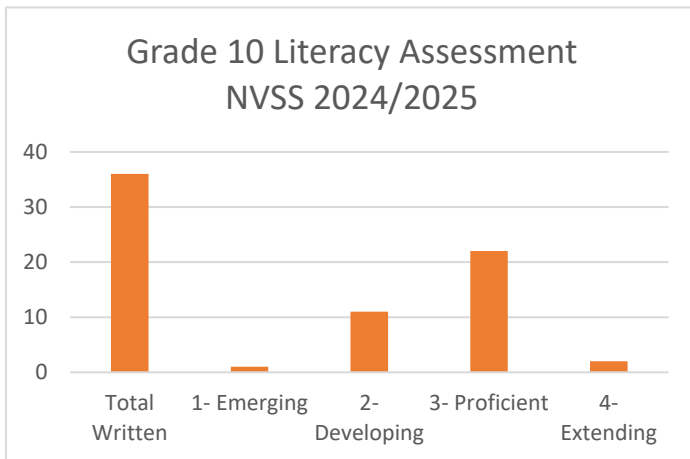
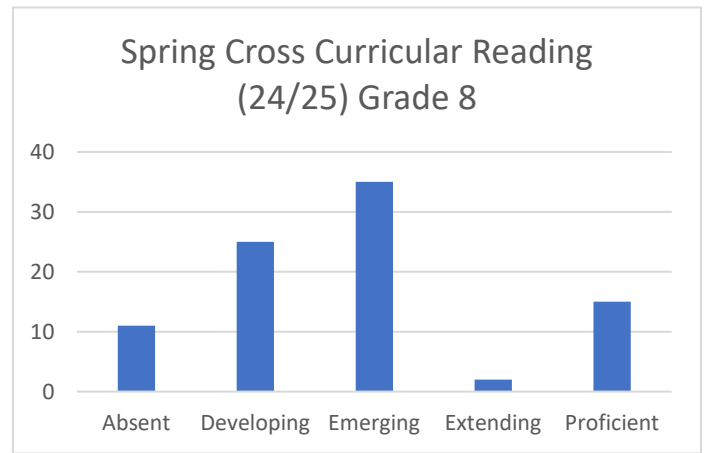
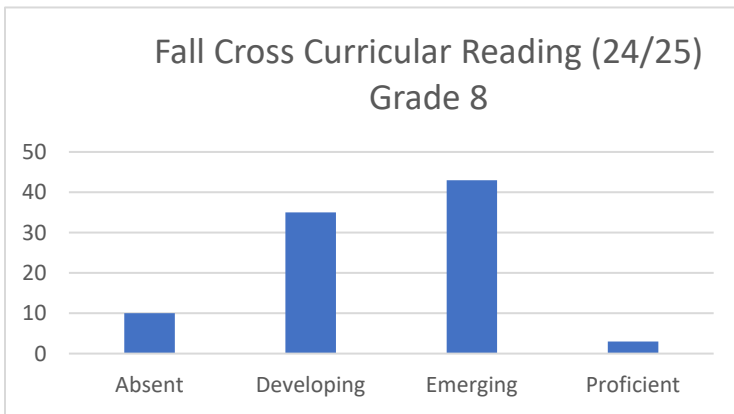
Results are reviewed annually from the FSA for Grade 7, CCR for grades 8-9, and the Provincial Graduation Literacy Assessments in grades 10 and 12. Results are used to monitor and guide the implementation of additional measures to the school literacy plan.

Results

The following charts highlight the FSA Literacy results for grade 7, spring and fall District CCR assessment results for Grade 8 and the Provincial Graduation Literacy exam results for students in grades 10 and 12.

With the goal of all learners being proficient or extending, we incorporated a focus on staff training in the delivery of the Structured Literacy reading program, Case Manager push in, small group intervention, and resources and support from the District Literacy Teacher.





On-going Literacy Support:

- Cross Curricular Reading Assessment Collaborative Marking
- Inquiry learning in the MYNVSS to help foster critical thinking and evaluation
- One-on-one intervention twice a week using *Words Their Way* for designated students
- Teacher-Librarian Team working in collaboration to create lesson plans for research skills, note-making, Literacy circles, etc.
- Reading incentive programs in the library.
- Infusion of First People's practices and literature in all courses 7 – 12
- Assistive technology, speech to text software, laptops and reading pens loaned through the library
- Shared rubrics for grades 9 – 12 ELA instruction
- Self and peer assessment
- Formative, summative and shared final assessment resources
- Use of hands-on activities and visuals to supplement reading
- Digital literacy resources including audiobooks
- LSW and PAA support
- One on one targeted interventions with Case Manager push in to classrooms
- Small group support and intervention
- Staff and PAA's trained in the District Structured Literacy Program
- Resources and support from SD 91 District Literacy and Inquiry Support Teacher

NVSS Plan to Strengthen Numeracy

Introduction

NVSS strives to support student learning regarding decision-making, flexibly using mathematical thinking, as well as interpreting and communicating successful strategies as part of the numeracy task solving process.

Our Priority and Actions

NVSS is committed to building and improving a *culture of numeracy for all learners*. Problem-solving processes are visibly embedded in curricular content to empower learners to see *connections between mathematics and all aspects of daily living*. Teaching, learning and assessments, as well as targeted interventions are designed and reviewed to create a school community that recognizes numeracy as an important aspect of being educated citizens.

Resources

Stakeholders include learners, families, teaching staff, administrators, support workers and the SD 91 Curriculum Services Team. Resources include texts, manipulatives, current technology, and integration into learning activities. The physical surroundings of NVSS provide place-based learning opportunities and the Library Scientific Calculator Loan Program provides equitable access to all learners.

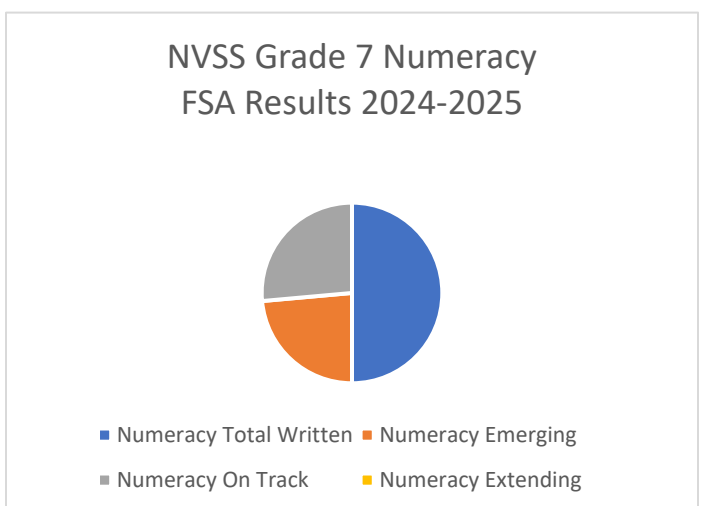
On-going Numeracy Support:

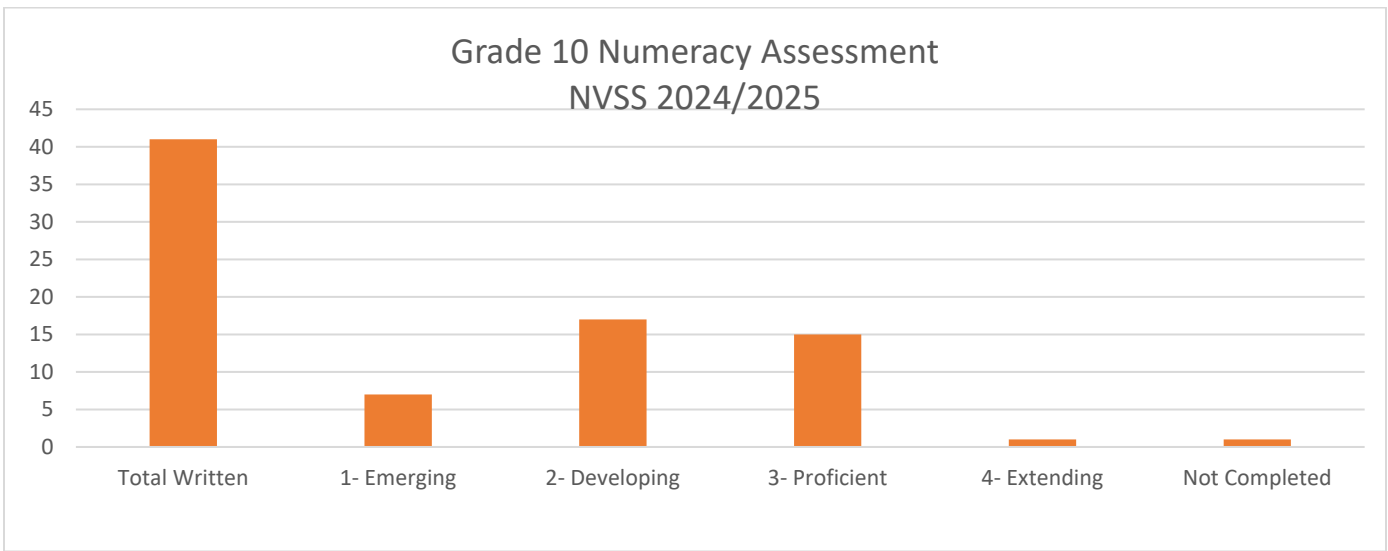
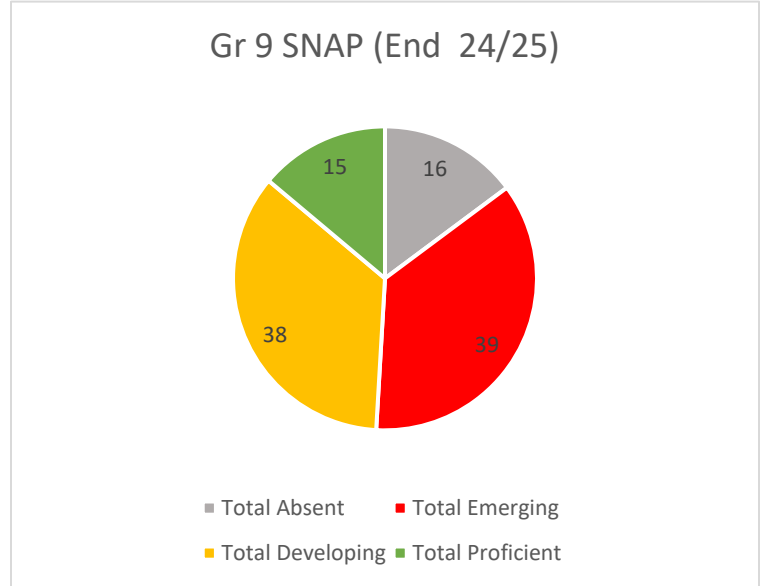
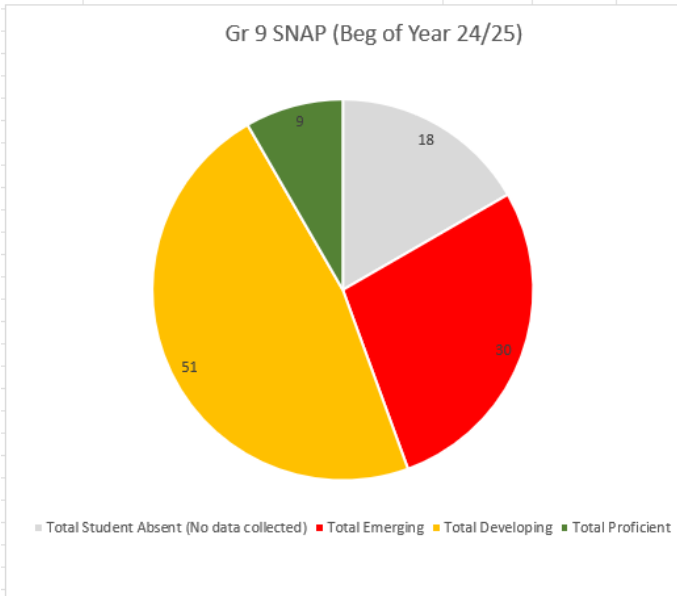
- Use collaboration to create school-wide content including input from Student Voice
- Promote dialogue about instructional strategies and opportunities to stimulate creative thinking
- Include “take home” resources in newsletters, mailouts and online presence
- Provide individualized student support and programming
- Promote numeracy-based resources in the library for “anytime” access
- Retain and promote math specialist teaching and support worker positions
- Promote math contests problem-solving fairs within school/cross school

Evidence of Improvement

Data is collected for grade 7 students through the Foundation Skills Assessment (FSA). The Student Numeracy Assessment and Practice (SNAP) is the District Numeracy Assessment tool and implemented in grades 8, 9 and 10. The SNAP occurs in both the fall and the spring. Grade 10 students also write the Provincial Graduation Numeracy Assessment. Results are reviewed annually and used to monitor and guide the implementation of additional measures to meet the numeracy goals for NVSS.

The following charts showcase results for grade 7, grade 9 and grade 10 students.





NVSS Plan to Strengthen Social Emotional Learning

Social Emotional Learning is anchored in the belief that students need to learn about their identity in the world, as individuals and members of their community. The BC Ministry of Education defines personal and social competency based on three subcategories:

Personal Awareness and Responsibility involve understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

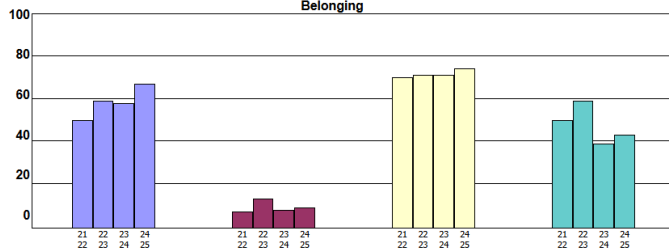
Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Social Awareness and Responsibility involve the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focus on interacting with others and the natural world in respectful and caring ways.

- NVSS supports learners and staff to create structures to focus on mental health and well-being. Connections and relationships are priorities with a focus on Belonging and Adult connections.

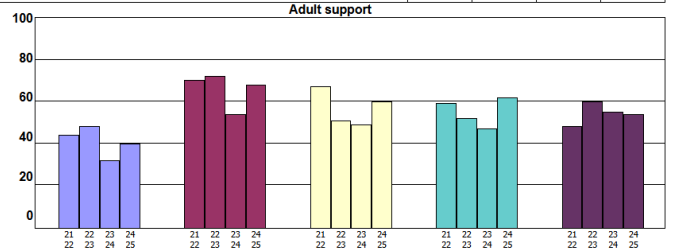
Grade 7

Belonging	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
Is school a place where you feel like you belong?	51	60	59	68
I would like to go to a different school.*	8	14	9	10
Do you feel welcome at your school?	71	72	72	75
Do you like school?	51	60	40	44



The sense of belonging has continued to improve for Grade 7 learners after a prior three-year decline.

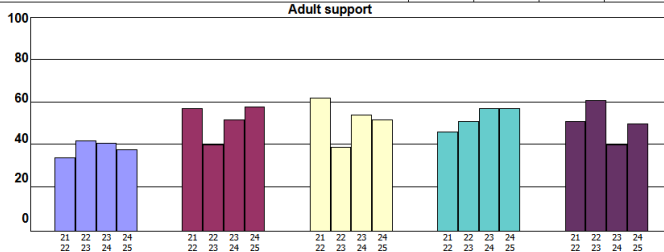
Adult support	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
How many adults do you think care about you at your school?	45	49	33	41
Are you able to get the information and advice that you need from adults at your school?	71	73	55	69
Do the adults at your school value and welcome your questions?	68	52	50	61
At school, are you able to get extra help when needed?	60	53	48	63
At school, how often are concepts explained in ways that you can understand?	49	61	56	55



Adult connections and support have increased in all areas with a slight decrease only in support for conceptual understanding.

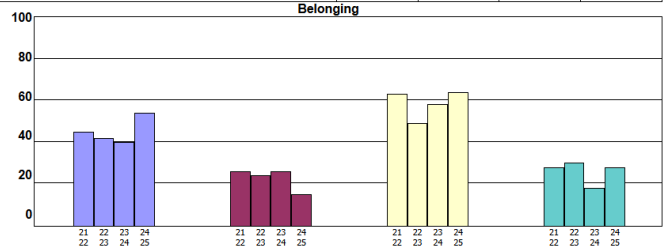
Grade 10

Adult support	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)	35	43	42	39
At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)	58	41	53	59
Do the adults at your school value and welcome your questions?	63	40	55	53
At school, are you able to get extra help when needed?	47	52	58	58
At school, how often are concepts explained in ways that you can understand?	52	62	41	51



There was a decline in the number of Grade 10 learners who felt adults cared about them and valued their questions. This will become an area of focus moving forward.

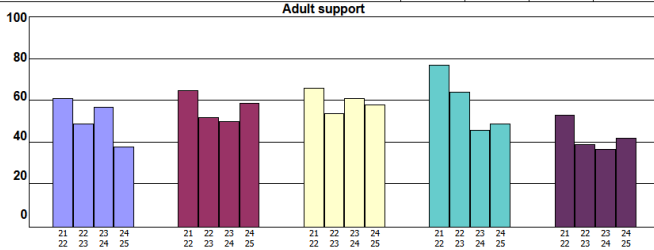
Belonging	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
Is school a place where you feel like you belong?	46	43	41	55
I would like to go to a different school.*	27	25	27	16
Do you feel welcome at your school?	64	50	59	65
Do you like school?	29	31	19	29



The number of learners who feel a sense of belonging increased last year for grade 10.

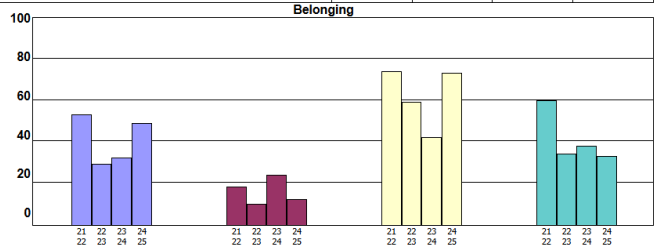
Grade 12

Adult support	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)	62	50	58	39
At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)	66	53	51	60
Do the adults at your school value and welcome your questions?	67	55	62	59
At school, are you able to get extra help when needed?	78	65	47	50
At school, how often are concepts explained in ways that you can understand?	54	40	38	43



There was a noticeable decrease in the number of Grade 12 students who felt they had adults who cared about them at school.

Belonging	Nechako Valley Secondary (09191024)			
	2021/2022	2022/2023	2023/2024	2024/2025
Is school a place where you feel like you belong?	54	30	33	50
I would like to go to a different school.*	19	***	25	13
Do you feel welcome at your school?	75	60	43	74
Do you like school?	61	35	39	34



NVSS saw a slight decrease in the number of learners who indicated they liked school.

Our Actions

NVSS strives to recognize students as individuals and honour everyone's learning journey, providing support where needed. SD 91 counsellors are in the building twice a week, and the School Based Team ensures learners are identified who need additional support. Case Managers are assigned to specific individuals with different learning needs, and as another avenue of communication between home and school. NVSS strives to continue improving in the areas of belonging and adult connections as it pertains to SEL.

Stakeholders

Stakeholders include learners, families, PAC, learning support, teachers, case managers, administration, professional health service providers, Carrier Sekani Family Services, Ministry of Children and Family Development, RCMP, Connexus, professional development instructors and professional autism assistants.

On-going SEL Supports in 2025-26:

- Access to medical appointments, mental health counselling and in-school counselling services
- Mental health, sexual health, SOGI learning opportunities and external presenters
- After school sports and clubs, CARES leaders, Student Council, Student Voice, NVSS Alliance
- Professional learning opportunities and district initiatives including mental health awareness
- Promote physical well-being and healthy habits
- Breakfast and hot lunch programs
- Physical activity as part of student programming
- BC Employee and Family Assistance program (free confidential counselling)
- Gender-neutral washrooms
- Wheel-chair accessible building (water fountains and elevator)

Opportunity for involvement in Sports/Clubs/Fine Arts and Athletic Programs:

- | | | |
|-------------------|--------------------------|-------------------|
| • Basketball | • Volleyball | • Golf |
| • Soccer | • Curling | • Ski Club |
| • Badminton | • Football | • Drama |
| • Wrestling | • Cross Country | • Band |
| • Track and field | • Community Theatre | • Mountain Biking |
| • Rugby | • Student Voice | • Student Council |
| • NVSS Alliance | • Indigenous Girls Group | • Chess Club |

Evidence of Improvement – How will we ensure we reach our goals?

NVSS students in grades 7, 10, 11 and 12 complete the student learning survey covering various aspects of social-emotional well-being and self-reflection every school year. In 2025/2026 grade 11 students are being added to the survey. Results are reviewed annually and used to monitor and guide the implementation of additional measures to the school social and emotional learning plan. Ongoing collaboration with learners, staff, PAC, parents/guardians is in place to ensure that the SEL goals continue to grow and improve.

NVSS Plan to Strengthen and Honour Diversity

In alignment with the SD91 Strategic Plan, NVSS is committed to continuing the work of growing a stronger connection with the neighbouring community of Saik'uz through community celebrations, ceremonies, Indigenous knowledge holders and simple social opportunities. Collaboration activities started in 2024-25 continue between a dedicated group of educators, Administration and community partners are working toward a plan to support and provide a wraparound program for youth at risk.

After two successful years of hosting and Elder in Residence from the local community of Saik'uz, NVSS lost that Elder as she took on new roles within her community. Currently plans are underway to have a few Elders in Residence to continue on with that work of connecting NVSS learners (both indigenous and non-indigenous) with Elders so that the sharing of culture and knowledge can continue. NVSS is working with Saik'uz to have recommendations of Elders of who to approach for this important work.

Student and Staff Leadership in the school had a major hand in the creation of the Share the Love annual day in SD91. The logo and artwork for the event were designed by an NVSS student. The NVSS Queer Alliance and NVSS Student Voice reps were advocates in the sharing of ideas and planning in the past for the event and will continue to do so in the future.

In 2025-26 the Alliance group worked with the Principal and Vice Principals to set up monthly check-ins with PVPs at the school. This connection has been invigorated by the discussion and collaboration with students regarding the plans to create new “inclusive” bathrooms in the school. The students have been very collaborative in sharing ideas around this topic with administration and those ideas have been shared with the new Maintenance Director of SD91.

The student representatives from the Alliance group will continue to meet with the Principal to share more insight into how to improve daily experiences for students at NVSS in order for all to feel safe, connected and consistently welcomed at the school.



NVSS Plan to Enhance Community Connections

NVSS continues to operate the Bottle Depot recycling station. This is an opportunity for students to interface with the community as well as gain funds to support extracurricular events and programs at the school.

Currently NVSS is collaborating with members of the community, landowners and SD 91 on a plan to continue creating Outdoor Learning classrooms. We are looking to have classrooms associated with properties in the municipality and RDBN which will include ecosystems tied to wetlands, Clear Creek, Redmond Pit, the Nechako River and the possibility of a small lake. Our Grade 8 classes are continuing to work closely with the staff and students at Mapes Elementary in a trail project on SD91 property near the elementary school. These projects will connect our students to the land on which they live, learn and play. Students will be exposed to local knowledge from both members of Saik'uz as well as those from Forestry and Farm/Ranching communities.

The YELL (Entrepreneurship 12) program has been completed for 7 years at NVSS and is continuing in 2025-2026. This program connects students to many key components to understand the business world while still in high school. Business leaders and entrepreneurs have inspired students and mentored their progress. A strong community connection has been made through this option for students. In addition, JABC continues as a project in the Middle Years, culminating in a Community of Schools project where students could market their wares.

Staff and students are working on ensuring that we continue our partnerships with the Omenica Medical Clinic, Northern Health, Connexus, the RCMP and others to facilitate good relationships that translate into successful interactions with our students.



Engaging Our Workforce

Currently at NVSS, our staff is utilizing Collaboration time to focus on improving opportunities for our students through some of our Teacher-led collaborative groups.

After looking at the data from the “Our School Surveys” as well as the Student Learning Surveys conducted each year, there were 3 specific groups created based on teacher interest and passion to improve.

- 1) Improving School Culture and Inclusiveness – this group has met to discuss and work on how to ensure that ALL students are feeling connected to NVSS. The team is creating school-wide activities, vetting at speakers and presentations as well as assemblies and other options that will create an inclusive and supportive environment. The team will look at ways to incorporate viewpoints from Student Council, Alliance Group as well as Student voice and other surveys to move this work forward.
- 2) Place-Based Learning - this collaborative group is focused on how to take their passion for place-based learning and engage students in learning on the land. Staff have created lesson plans, worked on creating Pro-D offerings (2 this school year) and ensuring that all staff are exposed to the possibilities of taking students out “on the land” for educational purposes. This has been a highly successful venture with a positive teacher buy-in.
- 3) Graduation Coaching Focus – This core team is looking at how to ensure all students “make it across the stage”. The teachers are focused on removing barriers for all students as they journey through the last 2 years of high school. Looking at utilizing counsellors, understanding the Capstone process, going through the scholarship process etc. This staff also coordinates much of the graduation ceremony to ensure that it is a success for all involved.



