



2025-2026

School Learning Plan

SCHOOL STORY

The Prince of Wales community takes pride in setting high expectations for student success, with most graduates advancing to college, university, trades training, or other post-secondary pathways. Our staff provides a comprehensive program for approximately 850 students in Grades 8–12. We celebrate achievements in academics, athletics, fine arts, leadership, service, citizenship, and personal growth, recognizing that student success takes many forms.

Prince of Wales continues to be a dynamic and evolving community. As new housing developments, transportation options, and increasing cultural diversity shape our neighbourhood, our school community has become increasingly diverse in experiences, perspectives, and aspirations. More than half of our students speak a language other than English at home, and many bring multilingual and multicultural perspectives that enrich learning for all.

Students at Prince of Wales have access to a wide range of learning opportunities including the Mini School Program, TREK Outdoor Education Program, GOLD, English Language Learning programs, the Learning Hub, athletics, fine arts, leadership initiatives, clubs, service opportunities, experiential learning, and place-based learning experiences. Through these opportunities, students develop not only academic skills but also confidence, creativity, collaboration, and citizenship.

Over the past several years, our staff has focused on building belonging, strengthening inclusion, amplifying student voice, and expanding opportunities for Indigenous learning and community engagement. Through student forums, FIT activities, leadership opportunities, and ongoing conversations, students have helped us better understand what matters most to them and how we can continue strengthening our school community.

As we reviewed Student Learning Survey data, parent feedback, staff feedback, and student voice this year, a common story emerged-



At the same time, many students are navigating significant pressures. Alongside academic expectations, students are balancing extracurricular commitments, social relationships, questions about identity, and uncertainty about the future. Students spoke about wanting stronger connections, opportunities to explore their interests and strengths, support in managing stress, and greater understanding of how their learning connects to life beyond graduation.

These conversations reminded us that while academic achievement remains important, success is also about belonging, resilience, purpose, and the ability to navigate an increasingly complex world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Prince of Wales accommodates a wide range of learners, each bringing unique strengths, challenges, experiences, and aspirations.

Student Learning Survey data (Grades 10-12) tells us that students generally feel safe and supported at school. Students report positive relationships with adults and indicate that support is available when they need it. Parents similarly describe Prince of Wales as a welcoming and supportive school community and continue to be strong partners in their children's learning. Staff survey results reflect a caring and committed professional community that values student well-being and success.

At the same time, our data suggests opportunities for growth.

Students report feeling welcomed at school, yet fewer students report a strong sense of belonging. Students also tell us they are looking for opportunities to have a greater voice in their learning, to connect learning more meaningfully to their lives and future goals, and to better understand themselves as learners and individuals. Across Grades 10, 11, and 12, students describe wanting stronger connections, greater agency, and more opportunities to find meaning and purpose in their educational experience.

Well-being also emerged as an important theme. Students report experiencing stress and anxiety related to academics, extracurricular commitments, social pressures, and uncertainty about future pathways. At the same time, students expressed a desire to develop stronger coping strategies, greater confidence, and the resilience needed to navigate challenge and change.

These findings were reinforced through staff conversations. Throughout the year, one question

surfaced repeatedly:

“How do we create belonging organically?”

Another staff member challenged us to think beyond traditional definitions of success:

“How do we give students experiences that broaden their idea of who they are and what they can become?”

As we reflected together, we recognized that belonging, well-being, and future readiness are deeply connected. Students are most likely to thrive when they feel connected to others, confident in themselves, able to manage challenges, and hopeful about their future.

These understandings have shaped our work for the coming year.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING:

This year, as a staff, we are focusing on deepening student resilience, supporting mental well-being, and helping students experience school in meaningful ways beyond grades. Central to this work is our commitment to amplifying student voice, fostering a strong sense of connection and purpose, and ensuring that every learner feels seen, supported, and empowered throughout their educational journey.

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

This year, our work is centred around three connected priorities:

Together, these priorities reflect what we have learned from students, families, and staff and support our goal of helping every student feel connected, capable, and prepared for life beyond graduation.

Belonging and Connection

Belonging remains at the heart of our work.

We know that students learn best when they feel connected to their school community. Belonging grows through relationships, participation, shared experiences, and opportunities to contribute.

This year we will continue to strengthen belonging through student voice initiatives, Grade 8 transition activities, peer mentoring opportunities, student leadership, FIT activities, clubs, athletics, fine arts, service learning, and school-wide events that bring students together. We will continue creating opportunities for students to connect with one another, build relationships with trusted adults, and contribute meaningfully to school life.

Our goal is for every student to feel that they belong at Prince of Wales and that they are known, valued, and supported.

Resilience and Well-Being



As a school community, we recognize the increasing pressures many students experience.

Our goal is not to remove challenge from students' lives. Rather, we want to help students develop the skills, confidence, and support networks needed to navigate challenge successfully.

Building on wellness initiatives already in place, we will continue supporting students through counselling services, wellness education, classroom learning, advisory opportunities, FIT activities, and targeted interventions. We will focus on stress management, healthy coping strategies, self-awareness, self-advocacy, perseverance, and building resilience in the face of adversity.

We want students to understand that challenges are a natural part of growth and that they have the skills, supports, and capacity to overcome them.

Purpose and Future Readiness

Prince of Wales students are highly future-focused. For many, post-secondary education remains an important goal. However, students have also told us they want opportunities to explore who they are, understand their strengths, discover their interests, and see how learning connects to life beyond school.

This year we will continue strengthening opportunities for career education, pathway exploration, service learning, experiential learning, financial literacy, mentorship, and leadership development. We will continue supporting transitions throughout high school and beyond graduation while promoting multiple pathways to success.

Our goal is for students to graduate with a strong sense of identity, confidence in their abilities, and optimism about the future.

Improve equity

We continue to embed equity across all levels of school life. Ongoing work includes:

- Increasing access to technology and academic support
- Expanding Peer Tutoring and creating more culturally responsive resources
- Improving accessibility of our physical spaces, including the installation of a lift and development of additional all-gender washrooms and inclusive change rooms
- Strengthening outreach and inclusion of families through PAC, translated communication, and community partnerships

Student-led clubs and leadership initiatives address equity through events and campaigns during Autism Awareness Month, Black History Month, Asian Heritage Month, and 2SLGBTQ+ Pride Week. Staff continue to engage in professional learning on equitable assessment, inclusive practices, and culturally responsive pedagogy.

Equity is also about access to joy and opportunity. We are working to remove barriers so every student-regardless of ability, income, or identity-can participate fully in school life.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our journey of reconciliation continues to deepen through relationships, experiences, and curricular integration. Key actions include:

- Land-based learning opportunities rooted in Musqueam traditions and local sites
- Leadership classes highlighting Indigenous leaders and cultural events
- Curriculum integration through First Peoples Principles of Learning, literature, and language
- Experiential trips to Indigenous sites such as čəsnaʔəm and the Squamish Lil'wat Cultural Centre
- Expansion of our school garden to reflect Indigenous languages and food sovereignty
- Staff professional development in traditional teachings, language revitalization, and Indigenous art practices

We are working toward a school culture where Indigenous ways of knowing are not only acknowledged but embedded into how we teach, learn, and connect. A new Reconciliation Award with criteria developed by staff and students for graduating students will recognize leadership in truth and reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

This year, our conversations with students, families, and staff challenged us to think differently about success. While Prince of Wales continues to be a school where students achieve at high levels, we were reminded that students are looking for more than academic success alone. They are looking for connection, balance, purpose, and opportunities to discover who they are and who they might become.

Throughout our staff discussions, two questions stood out:

"How do we create belonging organically?"

"How do we give students experiences that broaden their idea of who they are and what they can become?"

These questions will continue to guide our work.

Over the coming year, we will continue listening carefully to students, families, and staff through Student Learning Survey results, student forums, parent feedback, staff collaboration, and the everyday conversations that help us understand the experiences of our learners.

As we reflect on our progress, we will look for evidence that more students:

- feel a genuine sense of belonging within the Prince of Wales community;
- feel known, valued, and supported by trusted adults and peers;
- have the confidence and resilience to manage stress and navigate challenges;
- participate in the life of the school through clubs, athletics, leadership, fine arts, service, and other opportunities;
- see meaningful connections between their learning, their interests, and their future goals;

- leave Prince of Wales with a stronger sense of identity, purpose, and possibility.

Ultimately, our goal is not simply that students graduate with strong academic skills. Our goal is that they leave Prince of Wales feeling connected to their community, confident in their ability to face challenges, and excited about the opportunities ahead of them. If more students can say, *“I belonged here, I grew here, and I am prepared for what comes next,”* then we will know we are moving in the right direction.