



School: Cedar Community Secondary School

Year: 2024-2025

Principal: Theresa Kraeker

Cedar Community Secondary School is a semi-rural, and semi-remote school serving 370 students, with 25% identifying as First Nations, Inuit, or Métis.

Situated in a close-knit area where the land is not just a backdrop but a lifeline; our students are deeply connected to their surroundings. They, and their families, engage with the land not only for recreation but as a source of nourishment and livelihood.

This connection is woven into the identity of our school and informs our commitment to be good ancestors, honoring the land and community that sustain us.

Despite being the youngest secondary school in our district, Cedar Community Secondary has closed its doors twice in the past decade. Each reopening has been an opportunity for renewal, strengthening our resolve to write a resilient, inclusive school story. Through these experiences, we've learned the importance of continuity and adaptability as we build our school identity.

Our school values community, identity, and mutual respect, and we embrace the Circle of Courage framework to foster a sense of belonging, mastery, independence, and generosity among our students. This approach supports self-identity while building a shared identity rooted in our commitment to one another and to the land.

Our School Goals

Student Success

Increase literacy success rates for all students.

- Incorporate Tier 1 guided reading practice in all grade 8 and 9 Humanities classrooms.

Student and Employee Wellness

Increase the number of Students who feel welcome, safe and have a sense of belonging in their school.

- Collecting student stories that represent the diversity of our school population. Continuing our whole school work within the framework of the Circle of Courage.

Truth and Reconciliation

Create and share district-wide, Syeyutsus Principles of Teaching and Learning

- Embedding First Peoples Principles of Learning along with local Coast Salish, First Nations, Inuit, and Metis culture in our school and classrooms.



Our Celebration Story

Last year marked a significant turning point for Cedar Secondary as we began intentionally implementing the Circle of Courage framework, a philosophy that weaves together the values of mastery, generosity, independence, and belonging. By embedding these values into our daily interactions, activities, and school culture, we took important steps toward rebuilding Cedar's identity and strengthening our sense of community.

Last year, our students and staff worked together to build school wide and student friendly definitions of each of the values within the Circle of Courage.

Through this framework, students are encouraged to achieve personal mastery, recognizing and celebrating their growth in academics, arts, sports, and personal development. We defined mastery as: "We keep trying to get better and learn new things, even when it's tough." This understanding of mastery supports a growth mindset, motivating students to recognize challenges and view setbacks as opportunities to learn and improve.

In practicing generosity, students contribute to our school and wider community, taking on roles of leadership and volunteerism that foster mutual support and respect. Our definition of generosity is: "We strengthen our community by being helpful and encouraging one another." By encouraging students to give back, we nurture their sense of purpose and help them see the value they bring to others.

We promote independence by helping students make the right decisions that lead to success, whether academically, socially, or personally. Students are supported in making thoughtful, responsible choices that contribute to their own growth and future achievements. We define independence as: "We make decisions that lead to our success."

Finally, and perhaps most importantly, we focus on belonging. We've not only created spaces and activities where each student feels seen, valued, and supported, but as a staff we are actively educating ourselves about compassionate and inclusive systems. Last year, our students and staff defined belonging as: "I belong, you belong, we belong." By emphasizing inclusivity, we help each student find their place within the school, strengthening their connection to the community and to each other.

One of the key ways we notice, name, and nurture these values is through our weekly school assemblies. These gatherings bring our school community together to share information on upcoming events, celebrate student successes, coach, educate, and recognize students for their active participation in the quadrants of the Circle of Courage. Through these assemblies, our students come to see real life examples of how mastery, generosity, independence, and belonging are lived out daily within our school.

This shared commitment to the Circle of Courage values is giving Cedar Secondary a foundation on which to rebuild its school story. We're proud of the positive changes we've seen in student engagement and school spirit, and we look forward to continuing this journey, knowing that we are working towards a united, resilient, and connected Cedar Secondary community.

