

2025-2026 School Plan – Fredericton High School

VISION

FHS: Leaders in Academic Excellence and Inclusive Education.

MISSION

FHS values academics, inclusion, diversity, respect and responsibility as the foundation of our learning community.

VALUES

Our School:

- *Promotes academic excellence through inclusion and collaboration.*
- *Celebrates diversity by recognizing that our differences enrich and strengthen our community.*
- *Creates a safe, supportive and respectful environment where students can thrive academically, socially and emotionally.*
- *Partners with parents and community to enable students to reach their potential and become responsible, productive, global citizens.*

Broad School Goals	Actions	Indicators of Success	Positive Learning and Working Environment Component:
<p>(1) At Fredericton High School, we commit to the enhancement of quality planning and preparation, ensuring lessons are grounded in curricular outcomes, engaging, and inclusive of all learners.</p>	<p>SPRs and teaching staff have co-created department specific goals related to the broad school goal. For example:</p> <p>-Creative Arts... <i>...each teacher in the department will co-plan and implement a small unit that is cross-curricular within the creative arts disciplines.</i></p> <p>-Science... <i>...the high school science department will develop and implement a common framework for grades 9 and 10, including shared content outlines, key activities, and core lab experiences, that will be documented and communicated to grades 11 and 12 science teachers which will inform instructional planning.</i></p>	<p>These will vary from department to department, depending on the co-created department specific goal. For example:</p> <p>-Creative Arts... <i>...Power School Data (student performance); anecdotal teacher feedback; collection of plans in a department repository (online and in physical form); artifacts for assessment produced by students that reflect this cross-curricular learning.</i></p> <p>-Science... <i>...Power School Data (student performance); anecdotal teacher feedback; creation of a living document; completion of a feedback form for staff.</i></p>	<p><input type="checkbox"/> Safety</p> <p><input type="checkbox"/> Relationships</p> <p><input checked="" type="checkbox"/> Teaching and Learning</p> <p><input type="checkbox"/> Institutional Environment</p> <p><input type="checkbox"/> Improvement Process</p>

* If you would like to review the School Plan in greater detail, please reach out to the school principal.



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	<p>-Mathematics... ...the FHS Math Department will research, develop, and implement a variety of engaging and student-centered instructional strategies and activities that foster active learning, critical thinking, and collaboration in the classroom:</p> <ul style="list-style-type: none"> • Explore evidence-based practices and resources for interactive and inclusive lesson planning. • Integrate at least one new engaging activity per chapter/topic that aligns with curriculum outcomes and student interests. • Seek out feedback from students and colleagues to refine and improve the effectiveness of implemented strategies. • Reflect regularly on student engagement levels and adjust instructional approaches accordingly. <p>-Etc.</p>	<p>-Mathematics... ...Power School Data (student performance); anecdotal teacher feedback; resource creation; increased student participation and enthusiasm during lessons; observable improvement in student collaboration and ownership of learning; collection of positive feedback from students and peers regarding classroom activities.</p> <p>Etc.</p>	
<p>(2) At Fredericton High School, we commit to the improvement of student well-being by focusing on social-emotional supports.</p>	<p>Establish the use of the well-being data dashboard (attendance, behavior, survey results); set benchmarks and review progress quarterly (2 weeks prior to mid-term/semester end); adjust counselling programming based on data trends and feedback proactively.</p> <p>Expand awareness of Tiered Mental Health Supports.</p>	<p>- Data-informed decision-making evident in planning; timely adjustments to individual supports and counselling programming; improved student outcomes over time.</p> <p>- Increased number of students accessing supports; reduced wait times for counselling services; improved student attendance and engagement.</p>	<p><input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input type="checkbox"/> Improvement Process</p>

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