It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Magee Secondary School

MISSION STATEMENT

Magee Secondary is committed to:

- Developing capable young people,
- Promoting creative minds, healthy bodies, ethical values,
- Providing a rigorous academic program, and
- Leading students to take responsibility for learning.
- Valuing community and the joy of learning.

GOAL: (Growth and Success)

To provide opportunities for each student to experience growth and success.

GOAL: (Global Citizenship and Environmental Stewardship)

To foster global citizenship and environmental stewardship.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
ASSESSMENT FOR LEARNING:
SUCCESS FOR EACH STUDENT

LEARNING
Diverse rates and styles

SAFE
Supportive and inclusive environment

NEEDS
Flexibility and choice

RELATIONSHIPS
Respectful, supportive and purposeful

EACH STUDENT

Which learners are we most concerned about?
What are the student(s) needs?
What steps do we take to address the identified needs?

How do we communicate and celebrate student success?
What adjustments need to be made?

What is the evidence of student success?
SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?
Who are our learners?
What is our vision of success for learning for each student?

Magee Secondary was opened in 1914, and is located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 48th Avenue, between Granville Street and East Boulevard. The school is named after Hugh Magee, a local pioneer farmer.

Maple Grove (adjacent to Magee) and McKechnie are Magee’s catchment elementary schools, although a significant number of students also come from both Osler and David Lloyd George Elementary Schools.

We are a comprehensive high school currently meeting the needs of 1,215 students enrolled in Grades 8 through 12.

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The Learning Support Program for 15 Grade 8 and 9 students with severe language learning difficulties. Each student has an Individual Education Plan (IEP) and works at his/her own level on adapted or modified core curriculum in a supportive setting. Upon completion of LSP 9, students then transition into either regular program studies in Grade 10, or another unique class setting elsewhere in the district.

- The Learning Assistance Life Skills Program for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.

- The Magee Leaders Program for 60 students in Grade 8 and 9. The program follows the Grade 8 and 9 IRP’s for Social Studies, English, PE and Drama with an emphasis on leadership and project based learning beyond the classroom.

- The SPARTS (Sports/Art) Program for 160 Grade 8 through 12 students. This program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, etc.) and enables the integration of training/study/competition schedules with academic studies.

Approximately 9% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Seven percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining two percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Magee’s Skills Development Centre is unparalleled in its successes through a highly
respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Our school population is ethnically diverse, speaking over 30 languages in students’ homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student population are enrolled in English Language Learning classes. We have also enrolled 110 International students during this past school year.

Less than one percent of our student population is Aboriginal.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics.

Magee has a very active and involved parent community. Not only do they hold regular meetings with current educational topics on the agenda but our parents have also been very involved in fundraising. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our dynamic Fine Arts programs enrol approximately one third of Magee students in bands and/or choirs, which have toured and performed across Canada, the United States, as well as Asia and Europe. Magee’s Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, put on drama productions usually twice a year and have competed successfully in competitions, both locally and provincially. Our school’s exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, Literature, and Visual Arts enable students to become accustomed to college level studies.

Our school’s growth plan places a strong emphasis on increasing student engagement, initiative and leadership within a culture of care and support. Our plan continues to evolve in both depth and breadth and now encompasses such areas as sustainability and successful citizenship for students within their school, and greater school community.
REFLECTIONS ON 2014-2015 SCHOOL PLAN

What was our goal?
What steps did we take to address the identified student(s) needs?
What was the evidence of success for each student?
How did we communicate and celebrate student success?

Goal #1: To provide opportunities for each student to experience growth and success.

Objectives:
- Staff will create a safe environment for students to take risks, experience challenges and reflect on the learning process, and
- Growth and success will be celebrated in a variety of ways.

What steps did we take to address the identified students’ needs:
Students who perform in the 45 – 65% range continue to receive individual support in a variety of ways. The structures in place that support these students are a strong resource team that includes a Skills Development Centre, a School Based Team that monitors the progress of struggling students, a Peer Tutoring program that operates on-timetable, and a comprehensive Math Peer Tutoring program that operates off-timetable.

Magee staff works hard encouraging students to take risks, make mistakes and reflect on the learning process. Strategies used include:
- Encourage spontaneous class discussion without judgment,
- Model the acceptance of making mistakes,
- Model learning from one’s mistakes,
- Support self-evaluation strategies.
- Collaboration within and between departments to share success of innovations, and
- Increasing opportunities for community engagement and collaboration

What was the evidence of success for each student?
We continue to see an upward trend in overall student academic achievement.
- We have numerous clubs and teams including many diverse opportunities in curricular and extracurricular areas. Students also engaged in school through lunch-time events, talent shows, rallies and dance and other skills performances.
- Celebration assemblies focus on success of every student and the group as a whole rather than the achievement of individual students.
- Many student IEPs are self-directed.
- Project based learning opportunities provided through the Model United Nations Club.
- “Kindness Project” where students wrote positive comments on each other’s lockers to encourage gratitude and kindness.
- Support of students by increasing their understanding of mental illness through guidance lessons by counsellors, the peer counsellors, grade assemblies and class presentations.
- Establishment of a Best Buddies program at Magee to foster the inclusion of students.
Goal #2: To foster global citizenship and environmental stewardship
Objectives:
- Provide opportunities to contribute to the well-being of others, and
- Develop strategies to reduce our environmental impact.

**What steps did we take to address the identified students’ needs?**

**What was the evidence of success for each student?**

Our school’s Global Connections Club, comprised of 60 students in grades 8 to 12, offers a venue for active voice and leadership at Magee by providing a forum to raise the consciousness of our Magee community by creating a respectful platform for staff and students to connect and to listen to each other. The club provided learning opportunities for club members and our greater school community to become further involved in global citizenship practices through a number of initiatives completed this past year.

- Over the years the club has truly evolved to an entirely student led organization. This year the format of the club shifted; students structured the year into themes based on student interest and initiative. Each month a topic was selected in which the students could engage in conversations and actions that reflected a deeper understanding of the issue. For example, for the first month of the school year, the students chose the complex issue of poverty on the eastside of Vancouver. To scaffold upon their group discussion, action items were also developed – members of the Vancouver Police Department came in as guest speakers on homelessness and a clothing and food drive was initiated. Other themes that were raised within the year were: animal rights, men’s issues, gender identity and human trafficking.

- In the fall the GCC participated in their annual bottle drive. This drive has been a tradition for many years at Magee and was again a tremendous success. Due to the global and local mandate of GCC, all funds raised are from the work of the members directly; financial support from PAC and Magee’s Student Counsel are not able to support initiatives that are not entirely local.

- Fundraising for disaster relief also occurred this year to contribute towards emergency aide to Nepal. Organization of the collection of funds was co-lead by GCC in collaboration with our Magee Leaders.

- In the winter the GCC engaged in their annual Food Drive Challenge at Magee, the Hunger Games. The competition aimed to increase awareness through activity in and outside of our curricular classes. Specifically the classes received points for food that they brought. Points were publicized and food was displayed; the collective energy in the school was clearly felt by all. Prior to the challenge, members from the GCC followed tradition by entering classes to speak to students about their work. Members also used social media (Facebook/Twitter) as well as traditional modes of communication at Magee. Funds and food collected this year were directed towards the Vancouver Food Bank. Thousands of food items were donated. Support was returned to the club by having the Vancouver Food Bank speak directly to the GCC at Magee.

- In the spring of 2014, the Guatemala Development Project took place to continue work that has occurred over the past 17 years, this was the eleventh trip organized by the GCC. Planning for the next global trip has taken on a larger mandate. The GCC have partnered with the Modern Languages Department and are at this time, looking to travel to other regions such as Peru or Nicaragua. As tradition, the goal is to leave something of value in the community in which the group is honored to reside within.

- This spring, food distribution within the downtown east side continued. Specifically, sandwiches were brought to the First United Church. The food was assembled at Magee
and served by club members. Again, a successful traditional event within the GCC community reflected much success.

- The GCC will continue to raise awareness about issues of international and local development and marginalized groups locally and globally.

- Next year Magee’s GCC will continue to raise awareness about issues of international and local development and marginalized groups locally and globally.

During the 2014-2015 school year, the Environment Club continued work in fostering environmental stewardship; strategies were developed and implemented to increase awareness and involvement of all staff and students at Magee.

- The communication of our new waste management system at Magee was taken on by both the MEC and Leaders at Magee. Students assisted in articulating to our student body the details of our new waste system. This took form in many ways, from speaking at assemblies and a staff meeting to informal information sessions within individual classrooms. MEC continued to provide a venue for students to donate refundable items to help fund the many initiatives that the club participates in.

- Due to this fundraising, a second water filtration system will be installed in the early fall of 2015. The second station reflects collaborative work from both our Dray Grad Committee and MEC. Again, multiple venues of information were used to communicate the details of this initiative: assemblies, blogs, Magee’s website, parent ebulletins, signage, PA announcements, staff and student bulletins.

- To support the usage of the water stations, Magee made a commitment to not sell water in plastic bottles in our vending machines beginning the fall of 2015. Empty refillable Magee water bottles will be sold in the vending machine as an alternative.

- In the spring, the members of the MEC travelled to Squamish to attend an environmental retreat. This retreat, offered by the North Vancouver Outdoor School, included volunteerism to assist with stream remediation and trail maintenance. Specifically members were involved in maintaining a salmon habitat. This time together continued to serve as an opportunity for members to connect and plan for the year to follow.

- MEC will continue to work on ensuring the garden is part of Magee’s culture and community by providing information and access to the garden year round. MEC will further continue to compost bio waste from the student body at Magee to use in the garden. This initiative has continued to be successful on all levels.

- Summer care of the garden will continue to provide opportunity for mentorship. Existing grade 10 and 11 students will be signing up each week to visit and care for the garden. During these visits, Grade 8 and 9 members will be partnered and provided one-to-one mentorship from their peers.

- A sustainability grant offered by the Vancouver School Board will be utilized this year by the purchase of a picnic table. This table will be placed by our community garden for all to be enjoyed.

- Students will be wrapping up the year again by experiencing “sustainable transport” by biking around Stanley Park in June.
Goal #3: Aboriginal Cultural Enhancement - To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified students’ needs?

- Increased our overall focus on our Aboriginal students’ sense of pride, belonging, place, acceptance and caring at Magee.
- Established baseline data and improvement targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students.
- Continued tracking this data.
- Continued tracking both the participation rate and completion rate for our Aboriginal students on their provincial exams.
- Use of the VBE’s “Connections Tool” which is designed to encourage regular ongoing communication between each Aboriginal student, his/her parent/guardian, and greater Aboriginal community. The “Connections Tool” helps increase Aboriginal students’ sense of place, caring and belonging in the greater school system.
- Ongoing dialogue and tracking of the above mentioned data takes place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly.

What was the evidence of success for each student?

- Display of Aboriginal artifacts around the school.
- Singing Aboriginal music in our Choir program.
- Aboriginal stories and resources available in our school’s Learning Commons (library).
- Ongoing consultation with our school’s Aboriginal Enhancement Worker.
- Learning lacrosse in our Physical Education programs.
- Ongoing regular discussion and story-telling throughout the year of Aboriginal history, traditions, and cultures in English, English Language Learners, Modern Languages and Social Studies classrooms.
- Field trip discussions while interacting with Aboriginal cultural artifacts at UBC’s Museum of Anthropology.
- Exploration of Aboriginal art in Social Studies classes.
- Class field trip to the Truth and Reconciliation Conference.
- Ongoing discussion throughout the year of Aboriginal knowledge of star constellations and ecology in Science classes.
- Ongoing discussion throughout the year of Aboriginal traditions and cultures in Performing Arts and Visual Arts classes.
- Discussion throughout the year in Modern Language classroom settings comparing Aboriginal culture to other cultures, for example compared to Japanese culture.
- Aboriginal acknowledgement at Magee’s 100th birthday celebration
- Leaders 8 and 9 mini-program students study aspects of an aboriginal world view as part of their Field Studies experiences at their annual “Sea to Sky” overnight camping trip.

How did we communicate and celebrate student success?

Overall, school-wide, we communicated and celebrated student success through department showcases in hallways throughout the school, student and staff bulletins, PA announcements, PAC meetings, school newsletters and ebulletins, the school website, and Twitter. Communication and celebration of student success also continued to be recognized through a section called “Did You Know?” in our daily bulletins, through Power Point presentations on our
hallway TV monitors, and term celebration assemblies.

The success we shared as a school community has left many positive memories from this past school year and will serve as the necessary scaffolding and inspiration for future student successes.

2015-2016 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL #1: To provide opportunities for each student to experience growth and success.

Objectives:

1. Staff will create a safe environment for students to take risks, experience challenges and reflect on the learning process.
2. Growth and success will be celebrated in a variety of ways.

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

This goal is an extension of last year’s goal and objectives. Progress has been made in this area and this goal supports an overall vision for Magee’s School Plan. Continued work in this area will further build on this past year’s successes. Our target is for every student to experience success. We continue to be focused on the needs of students who score between 45 – 65 % academically. The students will be identified through data collected from term report cards and can be disaggregated by gender and grade.

Strategies used this past year to create a safe environment for students to take risks, make mistakes and reflect on the learning process will be continued, thereby increasing the number of students who will have the opportunity to experience growth and success. Data will be collected using the ‘Tell Them From Me’ student survey on our student’s perception of the learning environment. Staff continue to focus on making classrooms a ‘safe container’ where students feel that they are not judged negatively or penalized for making mistakes. Staff believe that the ‘safe container’ approach strongly supports the needs of learners in relation to the stated goal.

Four years ago staff moved away from term honor roll/principal’s list assemblies to term celebration assemblies. Our school community wanted to move assemblies away from just being about passing along information and acknowledging students who do well academically, to celebrating and showcasing success and excellence at Magee. This will continue to be done through both live and recorded performances. Student work is also displayed in these assemblies as we continue to acknowledge students’ achievements and academic excellence.
What will be our assessments and evidence of student success?

Assessments will include both the ongoing assessment for learning and the periodic assessment of learning that occurs within each course throughout the school year. Survey results will gather information of the learning environment.

Term 1, 2 and 3 report card data, including failure lists and grade distribution summaries, will provide us with a snapshot of how students are progressing with their achievement in various courses. We will then look for evidence that students are moving from not meeting or minimally meeting expectations to fully meeting or exceeding expectations by course and grade level.

We will continue to monitor attendance data and meet with students who are developing irregular attendance patterns in order to help these students understand the importance of regular attendance and the corresponding effect it has on their achievement.

Term celebration assemblies will guide our efforts in increasing the number of students being recognized for their successes.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

Ongoing dialogue and tracking of data will take place amongst teaching and support staff at department meetings, staff meetings, department head meetings, and collaborative instructional planning meetings regarding student achievement. Necessary adjustments will be identified and plans made accordingly.

Ongoing dialogue and tracking of data will take place amongst parents, students, and school administration at regularly scheduled School Planning Council meetings.

Ongoing dialogue will occur as required between students and their parents/guardians and school staff when specific goal setting measures for student achievement need to take place and/or adjustments are necessary to a student’s overall timetable or overall school placement. This dialogue will be based on the tracking of data on each of the action items.

How will we communicate and celebrate student success?

Students: assemblies, PA announcements, hallway TV monitors, student bulletins, student posters, student forums, agenda books, class discussions, meetings with counselors and administrators, conferences, concerts, art shows, awards ceremonies, athletic banquet, student council, school website, Twitter

Staff: staff meetings, department meetings, instructional planning time, committee work, staff handbook, professional development, staff bulletin, memos, school newsletters, school plan document, school website, Twitter

Parents: parent-teacher interviews, interims, report cards, PAC meetings, SPC meetings, school newsletters and ebulletins, school website, phone messages, Twitter
How will we engage all members of the school community to ensure sustainability of student success?

Magee Secondary has a long and rich history of including parents and students in discussions about student success. Keeping stakeholders informed and continually inviting them to our planning days is imperative for the successful implementation of our school plan.

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL #2: To foster global citizenship and environmental stewardship.

Objectives:
1. Provide opportunities to contribute to the well-being of others.
2. Develop strategies to reduce our environmental impact.

What steps are we planning to address the needs of the identified learners, including our aboriginal learners? i.e. What strategies and structures do we believe will lead to student success?

Staff believe that it is important for students to be made aware of global citizenship practices and environmental issues and how the choices they make can greatly impact the planet. This is achieved through curriculum as well as through extra-curricular opportunities.

Magee teachers have incorporated the topics of global citizenship and environmental stewardship into their curricula in an effort to help grow students’ knowledge and awareness of making a difference for themselves, their families, and their world.

School staff continue to sponsor clubs and support student driven initiatives that support global citizenship and environmental stewardship.

Many initiatives and projects are well underway in the school that support the goal.

This coming school year will also see our school community modeling a greater awareness of waste reduction, recycling and composting through expansion of garden initiatives that promote public awareness and environmental stewardship. The school will also continue to refine our procedures and systems with the new waste and recycling containers issues this year by the VSB facilities department.

Our school continues to grow its profile of giving in both our local and greater community and we continuously strive to increase the number of students participating in globally minded, environmentally responsible activities and to increase the number of those activities. Our mission statement states that Magee is dedicated to pursuing creative minds, healthy bodies, and ethical values. This goal is all about helping our students realize and develop their values.

We will continue to make information available on how students can become involved in sustainability and global citizenship opportunities through a variety of means including student agendas, PA announcements, bulletins, school website, Twitter, and posters.
What will be our assessments and evidence of student success?

Success will be measured by continued growth in our already established environmental stewardship initiatives and by the number of new ones that emerge during the year. As well, we will monitor the efforts of our students to engage in global citizenship initiatives. Magee is fortunate to have staff who will support and mentor students who want to take on projects to support the goal.

We will also seek anecdotal feedback from students about how they interpret the quality of activities they engage in. If our overall goal is to improve citizenship and involvement in the school community, we must ensure that students’ overall enjoyment level is validated.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

Ongoing dialogue and tracking of data will take place amongst teaching and support staff at department meetings, staff meetings, department head meetings, and collaborative instructional planning meetings regarding student achievement. Necessary adjustments will be identified and plans made accordingly.

Ongoing dialogue and tracking of data will take place amongst parents, students, and school administration at regularly scheduled School Planning Council meetings.

How will we communicate and celebrate student success?

Students: assemblies, PA announcements, student bulletins, student posters, student forums, agenda books, class discussions, meetings with counselors and administrators, conferences, awards ceremonies, athletic banquet, student council, school website, Twitter

Staff: staff meetings, department meetings, instructional planning time, committee work, staff handbook, professional development, staff bulletin, memos, school newsletters, school plan document, school website, Twitter

Parents: parent-teacher interviews, interims, report cards, PAC meetings, SPC meetings, school newsletters and ebulletins, school website, phone messages, Twitter.

How will we engage all members of the school community to ensure sustainability of student success?

Magee Secondary has a long and rich history of including parents and students in discussions about student success. Keeping stakeholders informed and continually inviting them to our planning days is imperative for the successful implementation of our school plan.
GOAL: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Objectives:
The Aboriginal cultural enhancement goal was introduced in 2013-2014.

For 2015-2016 schools will continue to plan, identify current practices, and access district supports. Schools will also continue to collect and analyze preliminary data.


What steps did we take that built knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students?

What data are we using to guide and adjust our practices?

The Aboriginal Enhancement Agreement signed June 25, 2009, by stakeholders of the VBE, Ministry of Education, the Urban Aboriginal Committee, Métis Nation BC, and Musqueam Indian Band is a five year agreement extending to June 25, 2014. It recognizes that Aboriginal learners should experience a sense of belonging in schools where their cultures, histories and contributions are respected and reflected. Three goal areas were identified in this document: belonging, mastery, and culture and community.

At Magee Secondary there are comparatively few Aboriginal students. We have four Aboriginal learners projected to be enrolled at Magee this coming school year. It is important that these students feel a sense of belonging in our school and pride in their culture through being able to recognize their culture and values as being respected and valued by our school community.

Steps we took this past school year specifically related to our Aboriginal students included the following:

- Increased our overall focus on our Aboriginal students’ sense of pride, belonging, place, acceptance and caring at Magee.
- Established baseline data and improvement targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students.
- Continued tracking this data.
- Continued tracking both the participation rate and completion rate for our Aboriginal students on their provincial exams.
- Continued use of the VBE’s “Connections Tool” which is designed to encourage regular ongoing communication between each Aboriginal student, his/her parent/guardian, and greater Aboriginal community. The “Connections Tool” helps increase Aboriginal students’ sense of place, caring and belonging in the greater school system.
- Ongoing dialogue and tracking of the above mentioned data takes place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly.

Magee staff works hard to build knowledge, acceptance, empathy, and an appreciation of Aboriginal histories, traditions and cultures among all students. Strategies used included:

- Display of Aboriginal artifacts around the school.
• Singing Aboriginal music in our Choir program.
• Aboriginal stories and resources available in our school’s Learning Commons (library).
• Ongoing consultation with our school’s Aboriginal Enhancement Worker.
• Learning lacrosse in our Physical Education programs.
• Ongoing regular discussion and story-telling throughout the year of Aboriginal history, traditions, and cultures in English, English Language Learners, Modern Languages and Social Studies classrooms.
• Field trip discussions while interacting with Aboriginal cultural artifacts at UBC’s Museum of Anthropology.
• Exploration of Aboriginal art in Social Studies classes.
• Class field trip to the Truth and Reconciliation Conference.
• Ongoing discussion throughout the year of Aboriginal knowledge of star constellations and ecology in Science classes.
• Ongoing discussion throughout the year of Aboriginal traditions and cultures in Performing Arts and Visual Arts classes.
• Discussion throughout the year in Modern Language classroom settings comparing Aboriginal culture to other cultures, for example compared to Japanese culture.
• Aboriginal acknowledgement at Magee’s 100th birthday celebration
• Leaders 8 and 9 mini-program students study aspects of an aboriginal world view as part of their Field Studies experiences at their annual “Sea to Sky” overnight camping trip.
# Magee Secondary School

## School Plan 2015-2016

Submitted by School Planning Council

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Recommended Approval by Superintendent

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Board Approval

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School Plan 2015-2016

Page 15