

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

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.

2015-2016 GOALS

1. **Growth and Success** To provide opportunities for each student to experience growth and success.

2. **Global Citizenship and Environmental Stewardship** To foster global citizenship and environmental stewardship.
3. **Aboriginal Cultural Enhancement:** To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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 150 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 120 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 enroll 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, History, 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.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

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 school and 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.
- Continuation 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.
- 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 Council are not able to support initiatives that are not entirely local.
- 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.
- The club held a successful fundraising campaign to support displaced residents of Fort McMurray.
- In the spring of 2016, the Global Connections Club partnered with the Modern Languages department to participate in the Nicaragua Development and Ecological Tourism Project to continue work that has occurred over the past 19 years. This was the twelfth trip organized by the GCC. As is tradition, the goal is to leave something of value in the community in which the group is honored to reside within. This project involved 22 students assisting and funding the labour and materials needed for the construction of a pre-school. The pre-school enabled mothers in the community to be able to continue to work and support their families. The students, in addition to working on the construction project each day, also attended Spanish language classes and workshops on the Nicaraguan culture and history.
- 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. Topics discussed this year included Syrian refugees in Canada and globally and income disparity related to the United States political climate.

During the 2015-2016 school year, the Magee 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 continued facilitation 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 including student activities during our 'Earth Week'. 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 was 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 has committed to not sell water in plastic bottles in our vending machines beginning the fall of 2015. Empty refillable Magee water bottles are 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 cleaning trails and 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 about farm to table sustainability 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. Produce from the garden continues to be used in our foods classes. 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 by organizing a bike to school week for all members of the Magee community.
- A number the MEC attended the district's sustainability conference held at Churchill Secondary to connect with and become part of a broader student community to support environmental sustainability.

Geography 12 students held their yearly sustainability fair in the spring of 2016. The students

created displays and booths that explained and highlighted local sustainable initiatives that are occurring throughout Metro Vancouver.

Magee hosted a town hall with the Canada's Environment and Climate Change Minister, Catherine McKenna. The Minister met with students in the auditorium to hear their ideas and suggestions to manage the environment and climate change. Students will be hosting their own town hall in June 2016 to provide an opportunity for all students to further voice their suggestions to Environment and Climate Change Canada.

Magee Leaders program continue to investigate topics including animal welfare at the Capilano river hatchery to the use of single use paper cups at Magee.

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.
- Continued tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students.
- 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.
- VSB Aboriginal Education Department Knowledge Keeper, Shane Pointe worked with Students and staff at Magee during the year to carve a canoe to contribute to an installation that will mark Magee's Centennial. The theme of Passage was used to help identify the many people who have had and continue to have a connection with Magee over the past one hundred years. This small canoe will be joining the many others build during our Centennial celebration in a permanent installation at the school. During this process students meeting with Mr. Pointe were enriched with aboriginal culture through his stories.
- Staff participated in a professional development workshop facilitated by members of VSB Aboriginal Education Department. The workshop provided many resources and included 'The Blanket' lesson which is an instruction tool designed to illustrate the history of the Aboriginal people in Canada.

What was the evidence of success for each student?

- Display of Aboriginal artifacts around the school.
- Collaboration between Aboriginal Knowledge Keeper Shane Pointe and students to carve a ceremonial canoe to be displayed at the school to mark Magee's centennial.
- 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.
- 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.
- 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.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Continue with the current goals as outlined in our reflections for 2015-2016.