



Vancouver School District

School Plan for Magee Secondary School

Year 3 (2016-2017)

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

School Context

Magee Secondary was opened in 1914, and is located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47th 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 1,115 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.

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.

Inquiry question(s) and where the need for this goal came from

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.**

This goal was 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 was planned to further build on this past year's successes. 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.

Implementation of the new BC Curriculum and Core Competencies has included encouraging and enhancing practices that support the cultural, emotional and mental well-being of our 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.**

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.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Indicators, Targets, Supports and Activities

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.**

Strategies used this past year to create a safe environment for students to take risks, make mistakes and reflect on the learning process were continued, thereby increasing the number of students who would have the opportunity to experience growth and success. Data was 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.

Our target is for every student to experience success. 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.
- Support self-assessment of the Core Competencies outlined in the new BC curriculum,
- Collaboration within and between departments to share success of innovations, and
- Increasing opportunities for school and community engagement and collaboration

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.**

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 Magee Environment Club continued work in fostering environmental stewardship, to develop and implement strategies to increase awareness and involvement of all staff and students at Magee.

3. WERE WE SUCCESSFUL?

- Outline results

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.**

We continue to focus on overall student academic achievement and to encourage and enhance practices that support cultural, emotional and mental well-being.

- All staff have been involved in implementing the new BC curriculums Core Competencies. Our Communicating Student Learning inquiry group organized a student self-assessment activity on May 17 that involved all students in grade 8 and 9 and all staff.
- 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.**

The Global Connections 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, 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 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 2016-2017 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.
- 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 of 2017 the school cafeteria and store committed to not sell water in plastic bottles.
- 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.
- 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 2017. The students created displays and booths that explained and highlighted local sustainable initiatives that are occurring throughout Metro Vancouver.

Magee hosted an all candidates forum in April 2017 prior to the provincial election. Candidates from all parties in the local constituency debate election issues in our auditorium. Students were able to ask questions directly to the candidates in the second half of the event. A student vote was held the day before the provincial election and the results were released on the day of.

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.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

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.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

In May 2017, the Magee staff met during a professional Day and began the process of developing a three year school plan using the Framework for Enhancing Student Learning through the spirals of inquiry. The staff referred to their own experience and the data from the 2016-2017 Tell Them From Me student survey. The staff discussed the following ‘Scanning, Focusing and Planning questions:

- What are the unique positive characteristics of our school?
- What are the overall strengths for our learners and how do we know?
- What are the overall needs for our learners and how do we know?
- What need for our learner would you consider to be a priority?
- How will we achieve this priority?
- How would you know if we have addressed the priority?
- How can we create opportunities to address our plans?

Staff will meet at the start of the next school year and continue our work focusing our ideas and the goal may shift in order to meet the perceived needs of our learners and to align with the VSBs Strategic Plan and the new BC curriculum and Graduation Program.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

There are 12 aboriginal learners at Magee in the 2016 – 2017 school year; 4 in grade 8, 3 in grade 9, 3 in grade 10, 1 in grade 11 and 1 in grade 12.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- We have increased our overall focus on our Aboriginal students' sense of pride, belonging, place, acceptance and caring at Magee by continuing to foster supportive relationships with adults and peers through day to day conversations.
- Held inter-agency meetings to support a sense of belonging for the families of our aboriginal learners.
- Use of the VBE's "AIMS", which is designed to encourage regular ongoing communication between each Aboriginal student, his/her parent/guardian, and greater Aboriginal community. The "AIMS" helps increase Aboriginal students' sense of place, caring and belonging in the greater school system. It also enables tracking of data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students, and tracking of both the participation rate and completion rate for our Aboriginal students on their provincial exams.
- Aboriginal learners through discussion participated in adjusting their schedules to include volunteer and leadership opportunism within the school.
- 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.
- Staff participated in a professional development 'Feather' workshop facilitated by a Magee staff member. 'The Feather' which is an instruction tool designed to facilitate story-telling, belonging and well-being. This is an ongoing practice in this teacher's classes.
- 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.
- Participating in Pow Wow workshops 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 including the annual First Peoples Festival.
- Two Magee classes participated in a workshop entitled 'Reframing Relationships' facilitated by Ronnie Dean Harris.
- 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 all 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.

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Continue our overall focus on our Aboriginal students' sense of pride, belonging, place, acceptance and caring at Magee.
- Continue tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students.
- Continue tracking both the participation rate and completion rate for our Aboriginal students on their provincial exams.
- Continue to use the VBE's "AIMS".
- Continue ongoing dialogue and tracking of the above mentioned data amongst teaching and support staff at department head meetings and staff meetings.
- Complete installation of canoe carved by aboriginal knowledge keeper Shane Point.
- Professional development committee is planning an activity for staff with an aboriginal focus.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

We will know that we are being successful in this area through staff participation in aboriginal education professional development, staff meeting discussions and anecdotal accounts of our staff. Student feedback can involve the Tell Them From Me survey and anecdotally from students. Parents can provide feedback at PAC meetings and through discussion with our staff.