



Vancouver School District

School Plan for Lord Byng Secondary School

Year 3 (2017)

1. GENERAL SCHOOL STORY:

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

- MISSION STATEMENT

At Lord Byng Secondary School we provide a safe learning community that enables students to challenge their intellectual and creative abilities and allows them to meet their full potential as citizens.

Goal: Student Learning –

To strengthen learning, engagement and pride in our school community.

Goal: Aboriginal Cultural Enhancement

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

Demographics of Our Learning Community

- Lord Byng is located on a nine acre site at the western end of the Vancouver peninsula in an area called West Point Grey, approximately two kilometers from the campus of the University of British Columbia. The school serves all of West Point Grey, as well as parts of the Kitsilano and Dunbar neighbourhoods. The catchment area of the school includes the provincial electoral district of Vancouver-Point Grey and Vancouver-Quilchena. Census data tells us that the top three occupations in these areas include: teacher, professor, and professionals in science.

Our Learners

- Lord Byng is a comprehensive secondary school with a population of 1320 students in grades 8 through 12. It offers a full program with high enrolment in both academic and elective areas. The school is home to 2 district programs – a Life Skills class, and a Learning Assistance/Life Skills class. Our DSAP, the Byng Arts Academy, offers an outstanding program to 450 students from across the school district with a Fine Arts orientation. Entrance to the Byng Arts Academy is by audition and the program spans grades 8 to 12. Career Preparation enrolment at Byng is exceeding 200 students this year. Within our student body there are fewer than 10 students identified as of Aboriginal heritage, along with approximately 150 who are identified as having special learning needs; 100 English language learners and 17 International students add further to the diversity to our student body.

Our Vision of Success for Learning for Each Student

- Our school's mission is to provide a "safe, caring, learning community that enables students to challenge their intellectual and creative abilities and allows them to meet their full potential as citizens". Building on our strong academic foundation, character development and citizenship at Byng continues emphasized and reinforced through our school code of conduct: C.A.R.E.S. (Community, Accountability, Respect, Effort, Safety). The following focus areas have emerged

from our inquiry work around success for each student and have been reinforced by the results of the TTFM Secondary School Survey Report on Student Outcomes and School Climate: positive mental health, wellness and balance; the growth mindset, grit and resilience; community, belonging and connectedness: and intellectual engagement in meaningful learning experiences. Looking ahead to 2017-18, we are committed to further inquiry in these areas and taking action in ways that support student success

1. WHAT DID WE SEE?

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

Our 2016-17 Goal = To continue to stimulate **learning, engagement** and **pride** in our school community.

Steps Taken to Address Identified Student(s) Needs

Staff have continued to take direct steps (informal and formal) to monitor and address student needs in and outside of class. Concerns are taken further to discuss with counsellors, SBRT, various district Resource Teachers, parents and sometimes outside support providers.

Teachers continued to work in teams and departments exploring student engagement in learning and formative assessment practices. Teachers have worked together on Pro-D days and during Collaborative Time, discussing strategies and sharing ideas. Discussions around a shift toward Project-Based Learning and Authentic Enrichment Clusters have begun in various departments.

Staff continued a focus on technology and using it differently (to engage students) at Byng. We have shared resources and ideas at Staff Meetings, on Pro-D days and through our Collaborative Time. The Technology Committee has actively sought funding and supported staff interested in using technology (differently) to engage learners (differently).

We continued to focus on inclusion and integration of all students in our diverse community of learners. Through the work of our SBRT, Special Ed program teachers, Student Services Department, SWIS worker, ELL Department, and others we continue to support student connections to the school and the community. As has been our practice for the last few years, students in our LALS class were included (with support, if required) in regular program classes.

We continued to use preventative and pro-active programs to develop resiliency and socially responsible student behaviour (ie. Mindfulness workshops, Mindcheck Mondays, SACY, Pizza Group [a lunch program for students with anxiety issues, staffed by a psychologist and a counselor]), Tea and Talk (for Grade 12s), Cocoa and Chat (for Grade 8s) and restorative practices when opportunities arose. Our Psychology class has become involved in the community, working on a lunch program with a downtown eastside service provider. We have begun to teach the growth mindset to our Grade 8s through Health & Careers 8.

We continued to offer many clubs and activities to engage students and to work on a few newer programs to support students' inclusion and connection at Byng:

- Best Buddies
- Student Voice
- Balance Your Mind @ Byng Pacific Mobile Depot visits Byng monthly to provide the community with an opportunity to recycle items not picked up from their homes

A number of established school programs and initiatives, all designed to instill a sense of connection, engagement and citizenship in our school community, continued this year:

- We trained a cohort of Peer Counsellors, and had them facilitate connections with new Grade 8 students at our annual Grade 8 Camp
- Our Byng Link program continued to reach out to Grade 7 students throughout the spring articulation process and Grade 8 students in the summer and fall
- The In-School Mentoring Program, offered in partnership with Big Brothers, continued to provide Big Buddies to vulnerable students at Queen Elizabeth Elementary School
- We continued to promote our school code of conduct, CARES, in assemblies and in our discipline procedures
- Student groups travelled again this year, to Music festivals in Whistler and Seattle, and our Senior Wind players performed at Carnegie Hall in New York
- Students shared their talents and hard work at our 17th annual Swyng with Byng, as well as the Byng Arts Gala, Strings Benefit Concert, Music Monday, Artists in our Midst, Word Show, Philosopher's Cafes, our local Scotiabank branch

2. WERE WE SUCCESSFUL?

- Outline results

Evidence of Success for Each Student

- The sheer number of students signed up for clubs at Byng is evidence that we are offering opportunities that students are interested in!
- Student Council, the Helping Hands Club, the Environment Club, the 3B's and numerous other student-led groups organized awareness and fundraising campaigns around issues of concern to them in our local and the global community
- Students signed up again for Balance Our Minds and have started their own group and campaign to promote mental health and balance through Balance Your Mind @ Byng
- Lord Byng athletes have continued to excel in many areas
- Our artists and their work were celebrated in galleries, shows, performances, competitions in the city and beyond
- Lord Byng students have continued to excel at a wide range of academic, artistic, and citizenship endeavours, winning many contests, scholarships, and awards; receiving recognition for their work at juried shows, performances and competitions!

3. HOW HAVE WE SHARED?

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

Communication and Celebration of Student Success

We continued with past practice in this area, with added attention to Twitter, weekly eBulletins to parents, translated eBulletins (and other messages), the school websites and our new free Byng App. We had our internal TV announcement system upgraded this year. Our students are able to have their work displayed in our Art Gallery, in our hallways, and on our stage.

- We have revised our year-end Awards to recognize and celebrate students who have persevered, in addition to all those that have excelled in academics, athletics and citizenship. We have

combined in-class recognition with whole-school recognition in a system that celebrates all levels of student success. Our first-ever Athletic Awards Banquet was held this year.

4. 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?

We have already begun to plan for the next year and multi-year goals through a variety of means.

- A school growth inquiry group was created with the goal of exploring how best to move forward with the staff to look at creating a new group of goals and increasing authentic engagement in the process.
- Several staff meeting and collaborative days have already been spent discussing and surveying the staff on what areas of focus should be explored for the creation of our new school goals.
- This year's admin day was a led in combination with teacher leaders to share what has been learned through the staff surveys and discussions.
- During department head meeting visioning sessions have occurred looking at how we can align our potential school goals, code of conduct and district goals together.
- Next year several collaborative planning days have been set aside to allow for school growth planning
- Additional school based questions have been added to the TTFM to gather student data related to interests, engagement and wellness. This information will be used to ensure that our goals are not entirely staff driven but come from the entire community.



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

5. WHAT DO WE KNOW ABOUT THE ABORIGINAL CULTURAL ENHANCEMENT IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Currently at Byng we have 7 students with Aboriginal Ancestry. Four grade eights, Two Grade nines, One grade 10 and One grade 11.

6. 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.
 - Throughout 2016-2017 a group of staff met during Collaborative Time to explore and discuss ways that we can build knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions and cultures in their Art, Social Studies, Music and English classes. We were pleased to be working even more closely with one of the district's Aboriginal Education Consultants in 2016-17. Chas Desjarlais has worked at Byng offering support to individual students and teachers as we continued work on this important goal, and Shane Pointe has been out to share lunch and wisdom with the staff.
 - Byng continues to offer First Peoples' English 11/12 this coming year. Efforts have been made to embed more and more of this content into our regular English 12 classes.
 - We continue to welcome artists of Aboriginal heritage into our community.
 - Two of our Social Studies teachers are continuing to build connections in the Aboriginal community, and our staff are increasingly engaged in Professional Development to enhance understanding.
 - Students in our Social Justice Class and First Peoples English 11/12 attended a district wide festival around indigenous education
 - Students in First peoples English class had an opportunity to meet with the carver working on the reconciliation pole at UBC
 - Teachers and students participated in the raising of the reconciliation pole at UBC
 - Artist James Harry has been working in conjunction with Byng Arts students and others in the creation of an original Aboriginal art piece to adorn our Byng Art Gallery doors.
 - The grad gift for this year will be a plaque recognizing that we are learning on traditional unceded territories. This plaque will be displayed inside the main entrance to our school underneath or Susan Point artwork.
 - A staff event was organized for Lord Byng staff to visit Musqueam and learn from educators present in their community.

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

- List continuing and new initiatives
 - We have identified further opportunities to build knowledge, acceptance, empathy and an appreciation of Aboriginal histories, traditions and cultures through student learning in Social Studies (particularly SS 10, and SS 9), English, Science, Law, Fine Arts, PE/Dance, and Home Economics. Byng Arts has embraced this as a focus.
 - Staff have also expressed strong interest in further Professional Development around this goal for 2016-17, and our Pro-D committee is exploring options in this vein.

8. 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

A survey was run for the staff through our school growth committee where they were asked:

- In the past three years, how well have we addressed the issue of aboriginal education in your classroom?
- In the past three years, how well have we addressed the issue of aboriginal education within our school?
- How should we work on this issue together?

For the first two questions staff were asked to give a score from one to four, with four being the highest. The third question allowed for open ended answers.

A majority of the staff responded and several classrooms participated as well. From the data we collected we were able to draw the following conclusions about how well we have been working together on the school/district goal.

The first two questions had similar response breakdowns with 29% of staff answering with a 3 out of 4 while 25% responded with a 1 out of 4.

We then looked at the written responses to flesh out this quantitative data. Many of the respondents who ranked us low felt that they would like more professional development and felt like they were not knowledgeable enough to provide a high level of aboriginal education. This points to there being a level of engagement but also points to the need for further professional development. These results led us to believe that we are increasing the knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students and staff. That being said we have ways to go but the willingness among our staff and students to work towards learning more is heartening.