

Vancouver School Board

SCHOOL PLAN

2016-2017



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.

Lord Byng Secondary

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.

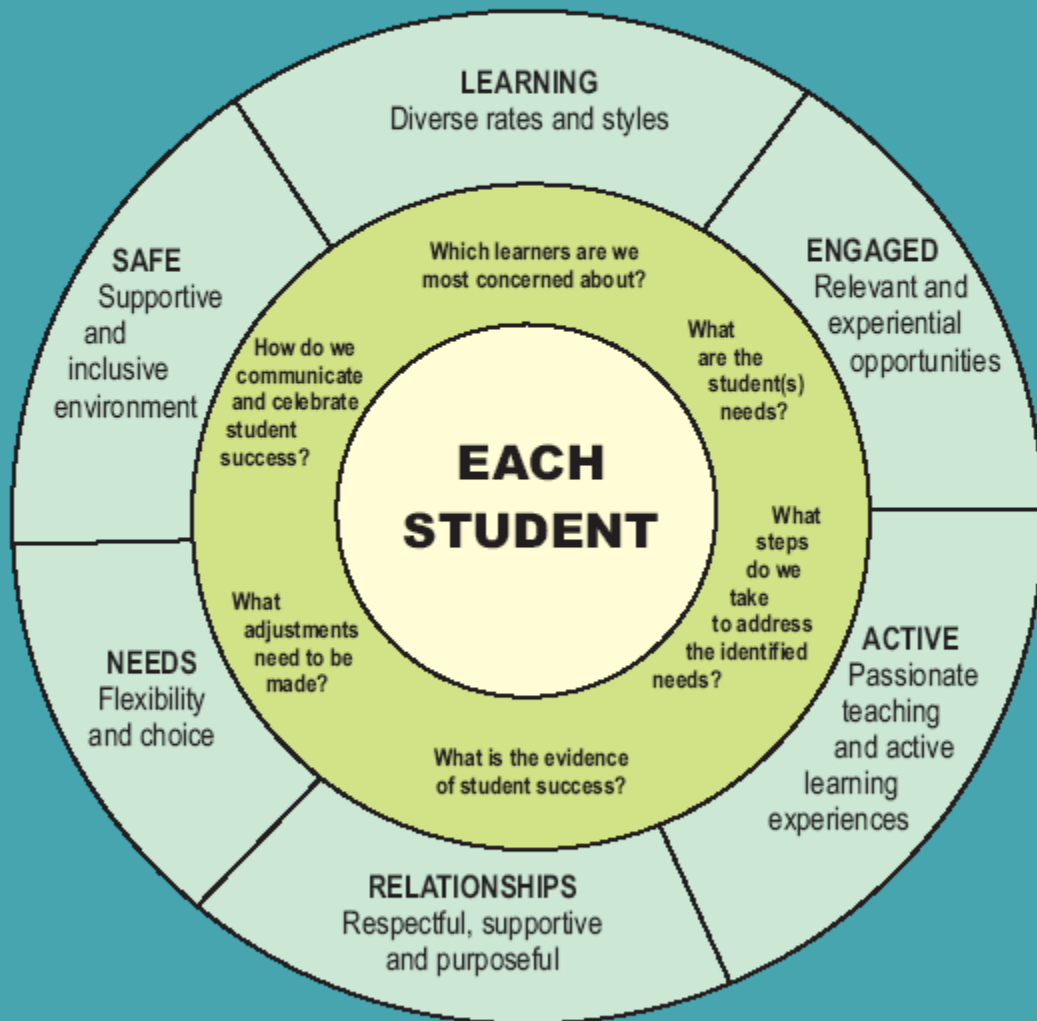
GOAL: Student Learning

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.

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



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?

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 130 who are identified as having special learning needs; 140 English language learners and 24 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 is 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 2015-16, we are committed to further inquiry in these areas and taking action in ways that support student success.

REFLECTIONS ON 2015-2016 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?

Our 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

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!

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.

2016-2017 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: To strengthen learning, engagement and pride in our school community.

Objectives:

To improve students' sense of belonging and connection to the classroom and the school, while encouraging students to make a difference in the lives of others in our community

To support the development of positive mental health and balance in our school

To promote the development of a sense of passion and purpose, grit and a resilient, growth mindset for each student at Byng

To engage students intellectually in learning that is relevant, authentic and meaningful to them, while encouraging them to take ownership of their own learning

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?

We are committed, as a school staff, to further our professional and personal learning around this goal in 2016-17. We are also committed, as a school community, to this focus and to taking action in ways that support student success. We plan to:

- continue to identify and more precisely meet the needs of our students not achieving to potential, students with special education designations (including mental health concerns), students in our district Special Education programs and our English Language Learners;
- continue to conduct student, parent and staff focus groups and surveys, along with student forums and grade meetings to assess and effectively address the needs of our school community;
- further explore and implement blended-learning (a combination of face-to-face teaching and online learning), flipped classrooms and support for online learners;
- continue to consider and implement, where and when students would benefit from, a hybrid timetable (we currently offer one semesterized course);
- continue with our efforts to establish a deeper system of support for students with learning challenges, in part by adding more peer supports (i.e. Peer Counselling, Byng Link, Best Buddies, Leadership, Peer Tutoring);
- continue to foster a collaborative work environment and collaborative inquiry, in order to enhance teaching practices and improve learning and achievement at Byng;
- continue with our inquiries into Differentiated Instruction and Assessment for Learning, along with Grit;
- continue to organize our student services and school-based

resource/intervention models around identified and emerging student needs.

To improve students' sense of belonging and connection to the classroom and the school, while encouraging students to make a difference in the lives of others in our community

- Provide even more opportunities for students to have a voice - through Student Voice Forums and their Facebook page, Student Council and various clubs, councils and service opportunities
- Provide opportunities for students to connect with and support other students – through Peer Counselling, Peer Tutoring, Best Buddies, Leadership, Byng Link and other mentorship programs
- Support students through the transition from elementary school to secondary school and secondary school to post-secondary life – through Byng Link, Peer Counselling, CAPP Conference, Tea and Talk and our GT program
- Provide opportunities for students to put their stamp on the school – through Student Voice; art installations; input into changes to school practices, policies and procedures
- Organize events which bring students and staff together – spirit days, pep rallies, a Byng day or days
- Offer opportunities for students to give back to the school and the community – through clubs and councils, school-wide activities (like the Terry Fox Run)
- Offer choices where and when possible – through our course offerings, extra-curricular opportunities and activities
- Offer more opportunities for students to hear from members of our community and to learn and give back in community (experiential and service learning)

To support the development of positive mental health and balance in our community

- Pursue professional learning and development around adolescent mental health, in partnership with our PAC and other schools within our Family of Schools
- Create (students and staff together) a proactive Community Agreement around Promoting Positive Mental Health at Byng
- Support the continued work of our Balancing Our Minds @ Byng group, who have started Mindcheck Mondays, Inside Out Day and are keen to work with the results of the TTFM survey and their peers
- Teach students about mental health, wellness and balance - through HCE 8 and 9, Planning 10, the CAPP Conference, Tea and Talk, Cocoa and Chat and GT
- Continue to adjust our assessment practices in light of what we are learning about assessment for learning and adolescent mental health
- Encourage the idea of gratitude projects and other opportunities for students to give back to community
- Continue to encourage students to choose a balanced program of academics and electives

To promote the development of a sense of passion and purpose, grit and a resilient, growth mindset for each student at Byng

- Support our the continued work of our Collaborative Inquiry group that began a focus on this objective for 2014-15

- Teach students about the brain and how it works - through HCE 8 and 9, Planning 10, the CAPP Conference and GT (focusing on Grades 8 and 12, our two areas of most concern)
- Teach learning and study strategies, goal setting and time management skills – through Grade 8 Camp, HCE 8 and 9, Planning 10, GT, SDC, Tea and Talk
- Use language that promotes a growth mindset in the classroom and community
- Examine and continue to implement changes to our assessment, grading and reporting practices to ensure that they recognize students' progress, efforts and work habits
- Recognize and celebrate participation, effort and risk-taking – through inclusion in Awards Evening, Grad Scholarships and Awards, term recognition
- Provide opportunities for students to connect and apply their learning to real-life problems
- Provide opportunities for students to reflect and connect with real and fictional people around elements of character

To engage students intellectually in learning that is relevant, authentic and meaningful to them, while encouraging them to take ownership of their own learning

- Provide opportunities for students to use and engage with available technology in the classroom
- Provide inquiry, experiential, challenge, enrichment, service and project-based deep learning activities, in school and community
- Offer flexibility and choices where and when possible, along with opportunities for students to pursue their own interests and passions
- Expand the newly implemented IDS course opportunities for students interested in designing their own learning
- We have partnered with others within our neighbourhood and Family of Schools to offer a day-long pro-d opportunity with Ron Ritchhart (author of Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools and Making Thinking Visible)

What will be our assessments and evidence of student success?

We will use a variety of tools to assess student learning, engagement and pride:

- Formal and informal, in and outside of class, individual and group assessments of student learning, growth and development
- Teacher collaboration around students of concern, as well as those who are not meeting expectations or are minimally meeting expectations
- Student and parent surveys, including Tell Them From Me
- Student forums and feedback
- Tracking student attendance, participation, discipline and vandalism rates

We are hoping to see:

- Reduction in interim reports for students who are struggling
- Reduction in students struggling with mental health concerns

- Increased student involvement in school programs, events and activities
- Students taking advantage of opportunities for self-assessment and refining their skills through different forms of assessment;
- Increased resiliency in students as they encounter academic and personal challenges, as evidenced in the work of our Student Services Department and/or referrals to outside agencies
- Improvement in vertical and horizontal articulation as evidenced in our Grade 8 and 12 student stress levels
- An increasing number of students playing an active role in designing their own learning through IDS courses

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)?

Multiple methods are used to monitor student engagement, learning and success at Lord Byng - interim/term-end reports, district/in-school/educational partner surveys and reports, School-Based Team meetings, grade teacher meetings, reports to counsellors and administrators, parental contact with staff, as well as participation in events, activities, athletics and clubs.

Considerations for supports and/or program changes will be driven by student needs and the collaborative inquiry work of staff

How will we communicate and celebrate student success?

Successes at Lord Byng are shared in a wide variety of ways: at assemblies, staff meetings, PAC/SPC meetings, awards evenings, athletic banquets, grad ceremonies; through the TV Announcement system, weekly e-bulletins (translated into Mandarin), P.A. announcements, bulletin board displays, school sign and Grey Ghost Gazette; on Twitter and the school website. These methods will continue to be used, improved upon and added to, in 2015-2016. Plans are in place to make better use of Twitter and Facebook to communicate with students and parents and a blog to share success stories with our community.

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

Through the continued work of the Lord Byng staff, along with our PAC and the numerous teams continue to work together and which will continue to spring up around issues of concern, (ideally including administrators, staff members, parents and students) the inclusion of all the Lord Byng community's stakeholders will be continued and strengthened. We will continue to support and reinforce team structures in the school through collaborative team planning, inquiry and action research.

Our collaborative work as a staff will continue to follow the *Spirals of Inquiry for Equity and Quality* outlined by Judy Halbert and Linda Kaiser, considering:
What is going on for our learners?

What does our focus need to be?

What is (or might be) leading to this situation?

How and where can we learn more about what to do?

What will we do differently?

Have we made enough of a difference?

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 and it continues.

For 2016-2017 Lord Byng will continue to build on plans, current practices, and access district supports regarding . Schools will also continue to collect and analyze preliminary data.

Reflections on Current Practice, 2014-2015

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?

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.

Our Social Justice 12 students complete a comprehensive unit on Aboriginal Issues. For the last two years they made a trip to Mt. Currie in keeping with the national focus on Reconciliation. We continue to welcome artists of Aboriginal heritage into our community.

In May 2016 in pursuit of these goals we invited **Aboriginal storyteller Dallas Yellowfly to share with us the story of "Qualena: the Wild Woman Who Steals Children"**. This presentation brought a traditional indigenous story to life to use it as a tool to explore the history and legacy of the Indian Residential Schools. There was a fulsome discussion following the presentation. 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.

Throughout 2015-2016 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 2015-16. 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.

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.

We have a traditional welcome to our Grad Ceremonies at the Chan Centre at UBC, by a Shane Pointe a Musqueam Elder. A welcome to traditional territories was incorporated into other assemblies and events in 2015-16. This practice will continue.

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 2015-16, and our Pro-D committee is exploring options in this vein

Lord Byng Secondary

Submitted by School Planning Council

	(name)	(Signature)
Principal	Annette Vey-Chilton	_____
Teacher	Scott McKeen	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	Tommy Wu	_____
Date	_____	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	