

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.

#### **University Hill Secondary**

#### **MISSION STATEMENT**

**To provide a learning environment that fosters and supports cooperation, responsibility and diversity and encourages students to reach their intellectual, social, physical and creative potentials.**

### **2015-2016 GOALS**

#### **GOAL 1: Literacy**

To continue to develop a comprehensive and effective ELL program that supports our ELL students' individual learning needs and diverse language acquisition levels.

#### **GOAL 2: School Life Balance and Health and Wellness**

To provide an environment that nurtures well-being, well-roundedness and a character of generosity, social responsibility and citizenship in our students.

**GOAL 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?**

University Hill Secondary School is located on the University of British Columbia's South Campus nestled in the Wesbrook Village area. Our relatively new building is designed particularly to create and provide a 21<sup>st</sup> Century teaching and learning environment for our staff and students. It is a growing school which offers a comprehensive academic program with many extra-curricular programs and activities as well. Our current total school enrolment is approximately 750 with 144 of those students being International students.

Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing Athletics department. Our students continue to perform well above the provincial average on provincial exams. We are a cohesive and close-knit school community, with parents, students, and teachers working together to create and maintain high quality well-rounded educational programs in a safe and supportive learning and social environment.

**Who are our learners?**

University Hill Secondary School is a multicultural school community that is committed to the pursuit of excellence through the provision of teaching and learning environments based on co-operation and social responsibility. Our focus is on ALL learners and each individual learner by adjusting programs and courses to suit each student's particular learning needs and profile.

We currently enroll:

- 49 Special Education Learners & 40 Gifted Education Learners
- 200 ELL Learners
- 144 International Students
- 8 Aboriginal students
- over 80% of our students do not speak English at home with many translating for their parents.
- approximately 20% of our students are born in Canada which is the smallest percentage among all Vancouver secondary schools

**What is our vision of success for learning for each student?**

Our vision of success for learning for each student is to create an atmosphere and provide a learning environment whereby students can reach their full potential. We strive to encourage students to challenge themselves not only academically but in all

facets of their educational journey. Our vision is that our students will become ethical and caring global citizens who live meaningful and mindful lives.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

#### **GOAL 1: Literacy**

To continue to develop a comprehensive and effective ELL program that supports our ELL students' individual learning needs and diverse language acquisition levels.

#### **GOAL 2: School Life Balance and Health and Wellness**

To provide an environment that nurtures well-being, well-roundedness and a character of generosity, social responsibility and citizenship in our students.

#### **GOAL 3: Aboriginal Cultural Enhancement**

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

### **What steps did we take to address the identified student(s) needs?**

#### **GOAL 1: Literacy**

To continue to develop a comprehensive and effective ELL program that supports our ELL students' individual learning needs and diverse language acquisition levels.

In the **English Department**, increased literacy testing was completed in ELL English classes to assure proper student placement and to guide instruction. There was a new focus on project based learning in ELL classes; as well, students had more opportunities to present speeches and projects. Movement between ELL levels remained fluid throughout the year. An ELL version of Poetry in Voice was held, and Transitional students participated in the mainstream Poetry in Voice competition. ELL and TREN students were invited to view a production of *A Midsummer Night's Dream*. New textbooks were bought for ELL level 1 classes. ELL students went to the Upper Learning Commons regularly for book circulation. ELL students completed creative projects and acting assignments, more in line with mainstream teaching strategies.

**Fine Arts Department:** By engaging students in diverse forms of visual expression, they were able to model and encourage use of English language that relates to cultural and social contexts of images as well as abstract and spatial concepts. By conveying thoughts, images and feelings through sound, they were able to engage students in a discussion of musical terms as a form of feedback on their progress, and a way to build on that knowledge of language specific to musical development. The use of text in choral music is also a powerful tool to cross disciplinary boundaries between concepts, emotions and multi-modal meaning, which also involves diction and pronunciation of

vowels and consonants in a specific way that brings about awareness of vocal technique through linguistic tools. By examining human experience through imagined roles and situations, they engaged students in the use of English language as it relates to meaning and context on a personal and universal level, encouraging use of a wider vocabulary.

The **Modern Languages Department** created opportunities for students to learn and practice speaking French and Spanish and to celebrate the language. These opportunities to speak, share, and display new language and cultural understandings included teaming up with UBC for the Tandem Language Exchange Program, co-presenting with ELL at the Spring Festival of Languages, learning French songs and cooking, and teaching students of French at the nearby middle school. Students of Spanish incorporated Spanish social media and tools, used apps such as Duolingo to practice vocabulary and grammar, practiced Spanish dance, and prepared to attend the VAG Picasso Exhibit.

The **Library Learning Commons and Resource Services Department** worked collaboratively to plan, resource, and implement units of inquiry and to develop collections that meet the diverse interests, backgrounds, and needs of students who are engaged in reading for pleasure and/or for information. The focus of collection development to support students' learning and reading has been on the acquisition of fiction, graphic novels, Quick Reads, Popular Non-Fiction, and aboriginal materials and on collection and curation of online information sources in digital format.

The **Math department** worked with the ELL department again to make sure the ELL students have everyday Math terms in their vocabulary. The students created vocabulary lists of Math terms for themselves as they progressed throughout the year.

The **Applied Skills** department offered "play and experiment" sessions for students who are interested in Technology and Robotics where students could engage in learning in a relaxed and safe environment and practice developing English speaking skills connected to problem solving and solutions exploration. Leadership opportunities were provided for these students through the creation of the student-run Robotics club. Business Ed focused on programs that transcend language acquisition barriers through the initiation of a new offering of Blender which is a current and relevant 3D animation program. Business Ed made a class presentation to PAC to ask for funds for a 3D printer after researching the best possible printer, its application for many departments and the school population in general. They concluded the project with a field trip to Sony Imageworks to experience 3D animation and learn about the industry in such movies as American Sniper, The Angry Birds Movie, and Spider-Man and many others. In Foods, students participated in an "International Foods Around the World" event to foster the appreciation for multiculturalism and the "Universal Language of Food" that connects all learners. Foods worked collaboratively with Entrepreneurship 12 to develop transferable skills in: food safety, food hygiene, food storage, food preparation, quality and freshness of product, packaging, cleaning and sanitizing equipment, and timing and reliability of workers.

The **Science department** aligned their teaching scope and sequence of ELL concepts with the scope and sequence of the Science 10 curriculum in order to make the transition to regular classes easier for those ELL students moving throughout the year. The Science department also focused on stress and anxiety reduction around provincial exams by providing ELL students with a good working knowledge of the Science 10

concepts through this alignment in order to help improve their results on the provincial exam.

The **Special Education and Counseling Department** facilitated students entering into appropriate ELL levels working closely the teachers of ELL students. They facilitated an informal peer buddy system for new ELL students and provided counselling support to ELL families to empower them with strategies to increase language acquisition with our ELL learners.

In the **Social Studies** department the Social Studies 9 and 10 classes focused on learning about the reasons for the increase in immigration in the 19<sup>th</sup> and 20<sup>th</sup> centuries, as well as the early intolerance against Chinese migrants, many of whom were lured to BC to help complete the railway. ELL Social Studies students completed writing projects that compared their home cultures to Canadian history and culture, including a research project on Canadian values.

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

Across all curriculum areas and departments:

Students in TREN classes communicated verbally more confidently after the Poetry in Voice competition. The percentage of spoken English in class increased. ELL students completed more recreational reading than in previous years.

The number of ELL students who were capable of moving out of the ELL program and into regular classes increased.

The late arriving ELL learners experienced greater success with greater numbers transitioning successfully into regular English classes.

We retained more late-arriving ELL students who might normally left to go to private schools in order to be fast tracked.

Ongoing in-class assessments showed greater language acquisition proficiency.

Students were able to move into regular classes in each subject area independently.

In Fine Arts specifically:

ELL students were able to successfully discuss and comprehend artistic concepts and give feedback on musical performances using language specific to music. They were also able to proficiently differentiate between the usage of different vowels and consonants and pronounce English words in a musically effective way that is compatible with vocal technique. They successfully engaged in discussions of the meaning of choral text and were able to effectively perform scripts by understanding the meaning behind the stories being presented.

### **How did we communicate and celebrate student success**

Regular e-bulletins describing events that took place at the school were sent home to parents. These updates highlighted school-wide activities and initiatives from the school year. We also highlighted student success in the following ways:

- Student of the Term – description of students and what they did to earn the award
- Interim Reports
- Presentations – Physics Team, Model United Nations Team, Math Contests Awards, Leadership Conference Attendees
- School Assemblies
- Report Cards
- Individual Parent Meetings
- Scholarships
- Honour Roll
- Updated the school website and placement of photo's/highlights of school trips/opportunities on the main page.
- Worked with parents to honour the work their children accomplished in learning the English language.
- Met specifically with our Chinese and Korean parents in language specific parent nights.
- Art displays on bulletin boards and in display cabinets
- Musical and theatre performances in school at assemblies, district nights and at festivals.
- Social Studies hosted a “gallery walk” to display and celebrate class projects and other student work.

**Goal 2: School Life Balance and Health and Wellness:**

**To provide an environment that nurtures well-being, well-roundedness and a character of generosity, social responsibility and citizenship in our students.**

**What steps did we take to address the identified student(s) needs?**

The **Fine Arts** program focused on Social Responsibility by teaching students the value of working together as an ensemble and the value of respecting and appreciating the diversity of expression of others. The Fine Arts program also focused on nurturing the intellectual, emotional and social development that is unique to the fine arts helping improve students' confidence, creative expression and self-image as an essential part of well-being and well-roundedness of character.

The **English/ELL** department invited students to a production of *A Midsummer Night's Dream*. English 9 students created 'Reach Out' campaigns encouraging others to seek help when struggling with emotional issues and/or stress. English 11 students practiced social responsibility and citizenship through literature circles. English 11 students applied Law 12 and Acting 11 knowledge in running a *Lord of the Flies* trial. A group of students travelled to Prince of Wales to view the Poetry in Voice final. A group of students attended a media awareness workshop. Grade 9 students engaged in a joint EN/SS research unit wherein the skills of paraphrasing and source citing were highlighted. English classes across all grades also attended the Writers' Festival to listen to the presentations of published authors in a variety of genres to enrich the curriculum.

The **Modern Languages** department prepared students for work and life in the 21<sup>st</sup> Century, empowered for work, study, and leisure pursuits by new languages, cultural understandings, and worldviews.

The **Physical Education and Athletics department** advocated for more diverse course options in senior PE – Warrior, Yoga, Recreational PE and Competitive PE to encourage well-roundedness and well-being. These courses are being offered for the 2016-2017 school year. A “well-rounded” fitness test was created to challenge students across all physical domains. Senior students were provided opportunities to become active citizens in the school community by volunteering time in the gym, weight room or dance studio during lunch. The PE facilities, including the gym, dance studio and weight room, were made available in the early morning, at lunch hours and after school. The Dance Studio was used for regularly scheduled Yoga and Zumba classes and made available for informal student use as well. Leadership opportunities in the classroom were created through the PE peer tutoring program. The Sports Education Model was implemented in grade 10 for a student centered approach to learning to encourage leadership, teamwork and sportsmanship. The Leadership class focused on community building within our school and community at large through event planning and fundraising (for scholarships as well as communities in need). Students were also given the opportunity to participate in CPR training and basic first aid to obtain certification as World Hosts and High 5 trainers. Students were given the leadership opportunity to learn how to plan, organize and implement events by organizing a variety of activities for the student population.

The **Science** department had students learn to collaborate on laboratory assignments, projects and group presentations. Students were given diverse opportunities to represent our school in the greater community and practice social responsibility by participating in numerous field trips, such as Playland, The Space Center and TRIUMPH Laboratories. Students collaborated on assignments, science concepts or even travel plans to arrive at the designated meeting spots. Field studies in the nearby forest focused on well-being, the environment and social responsibility for Biology 11 classes.

In the **Social Studies** department used targeted project-based learning to explore the history and evolution of “citizenship” and what it means to be a good citizen. The grade 8 Social Studies classes featured visual/oral projects on the Middle Ages while the grade 9 classes took part in an “Invention Convention” and a “Dragon’s Den” project related to a unit on the Industrial Revolution. The grade 10 classes focused on treaty-making in Canada and a board game centered on the construction of the CPR and the History 12 students created two video news stories about the fall of Communism. The Law 12 classes had their annual field trip to the Law Courts and the Socials 11 classes held a mock election as part of a citizenship unit.

The **Applied Skills** focused on social responsibility and community connections by hosting a Pancake Breakfast involving community service students and cafeteria helpers. The Foods students completed a Gingerbread House Project culminating in a contest held at a local Home for Seniors and then students donated their gingerbread houses to those residents.

The **Student Services and Counseling** department worked with community agencies to bring the following resources, presentations and workshops to our students using an assembly model: Condomania - grades 8 – 10, Safeteen - grade 10, Crisis Centre presentations - Grade 10/11, Stress/Anxiety Workshops - Grade 10, ICBC presentation

grade 12, Internet Safety – grade 8, Relationship with Self – grade 9, Getting to Know You – grade 8, Philosophy Club, and ongoing access of outside agencies as needed such as Child and Youth Mental Health, CART, Pacific Spirit Health Unit, SACY, MCFD.

We supported students' well-being by incorporating additional school-wide events for the students that were educational in nature, but not necessarily based within a classroom.

These events included:

- Ski Day
- Sun Run
- Chinese and Korean Parents Nights
- ICBC safety presentation
- Monthly updates to the school calendar so that teachers could plan exams and events and provide a balanced workload for students.
- More Grade-wide Field Studies, and two School-Without-Walls days for multi-graded, community-based, and special interest Field Studies opportunities
- School Dances
- Student Council led events: Dances, BBQ, Theme Days
- Outreach to ELL parents by the PAC
- New Canadian meetings run by SWIS workers at the school
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#### **What was the evidence of success for each student?**

The biggest shift has been the palpable and positive shift in our school culture where the sense of community and connection to each other permeates through all interactions between staff and students. Other key indicators of success have been the dramatic increase in school spirit shown amongst students at UHill and the significant increase in students' engagement in all aspects of school life. Students across all grades enthusiastically participate in many of the events and clubs that our school has to offer and enjoy being at school. Although academics are still a strong focus for our students, it is no longer the only focus as they have come to value their well-being, well-roundedness, having a character of generosity, social responsibility and citizenship. This is a huge success for our students and school community! "We take care of ourselves and each other" has become our way of being.

There are two blocks of Yoga 11/12 slated for the 2016-2017 year. There were numerous field trips and activities that focused on well-being, well-roundedness and community citizenship. These included: Grade 8-10 – 3 classes of dance instructors (Hip Hop, Dance Party, Breakdance, Ballroom dance). Performances have become a tradition the week before the Winter Break. Grade 9 and 10 – UBC Tennis Carnival which was the first step in initiating a community link. 2016-2017 will see our grade 9 and 10's involved in a short tennis unit at UBC Tennis providing our students with the potential opportunity to become club members and/or be supported as a member of the UHill tennis team. Grade 10 – Indoor Rock Climbing, Stand up Paddle boarding, Kayaking, Grade 11/12– Indoor Rock Climbing, Ski Trip to Whistler, Kayaking, Stand up Paddle Boarding, Fencing, Taekwondo, Muay Thai, All grades – 2016-2017 Skating and Stick and Puck unit at UBC Thunderbird Rink. This program could lead the way to an eventual hockey program at UHill.

The creation of the "UHILL SPORTS HALL OF FAME" has students vying to do their best and beat times and repetition records with students actively using the weight room



and running around the field to get fit!

Warrior Program students have been trained and have taken shifts in the weight room at lunch to assist fellow students with technique and safety. The weight room has become virtually full before school and at lunch.

Intramurals has seen more students participate in lunch time basketball, dodgeball, volleyball, and badminton competitions and are looking to host soccer and softball in May and June. The Sports Education model was used to design a grade 10 unit in Ultimate which successfully engaged and challenged students in leading meaningful activities such as leading well - structured warm ups, drills and spirit activities with the goal of teamwork, collaboration, skill analysis and reiteration of game knowledge.

Athletics have been very busy this year as we have seen the commitment of students in a variety of sports. This year we have had 10 teams. The tennis team achieved second place in the city championships and have qualified for provincials. Our basketball teams have improved their performances and results from last year.

Successful student-initiated and student-led activities included:

- The creation of a pumpkin carving event where all grades came together in the cafeteria.
- The “Vancozy Project” where students sold scarves to make money to make more scarves for the homeless. These students also held an extremely successful warm clothing drive.
- A field trip to the Covenant House educated our students on the types of programs available to youth in need, the types of situations that create this need, and the demands that are placed upon those youth to get continued support at the Covenant House.
- We were invited by UHill Alumni currently going to UBC (and formerly leadership students) to engage in a 7 day Random Acts of Kindness Project. For each themed day shared on social media, \$1 would go to charity. This was a UBC community based project.
- Students created the very successful and popular “Battle of the Grades” which was three days of activities that encouraged teamwork in a variety of problem solving activities, relays and games such as bingo. All students in all grades were actively challenged to “get involved”.
- Leadership students collaborated with Student Council to create UHill’s first Sports Day which involved a month of planning that in the end was rewarded with school-wide participation of students across all grades. This event proved to be one of the most effective community-building activities that students in our school have ever created.
- The creation of a recycling campaign aimed at educating and encouraging proper recycling behavior which increased the amount of money we receive from recycling our containers.
- 30 hours of volunteer work in the school or community is a requirement and has been valued with great enthusiasm by students. Students have worked for school events such as the Debate Tournament, Model UN and in various club support roles. They have also been active in the community working in hospitals and community centers.

School dances were consistently well attended and helped create a sense of community and connectedness as well as balance. Organizational skills and strong leadership proved to be a great foundation for the events. Students were pleased with the events

and demonstrated this by purchasing tickets and participating in the events (BBQ, dances, UHill Idol, Intramurals, games, etc).

There has been a continued decrease in outside referrals for stress and anxiety has been noted by the counseling department. We have also seen a marked decrease in the number of academic integrity infractions referred to administration. Staff members continue to work closely with students to prevent such incidents and to deal informally with any situation that arises. This decline has been noted for the past several years.

### **How did we communicate and celebrate student success?**

Regular e-bulletins describing events that took place at the school went home to parents. These updates highlighted school-wide activities and initiatives from the school year.

We also highlighted student success through:

- School Spirit Days
- Sports Day (banners)
- Student Council events
- Breakfast Assemblies
- Awards Assemblies
- School Dances
- Interim Reports
- Presentations – Physics Team, Model United Nations Team, Math Contests Awards, Leadership Conference Attendees
- Report Cards
- Individual Parent Meetings
- Scholarships
- Honour Roll
- Parent Newsletters
- Updating of school website and placement of photo's / highlights of school trips / opportunities on the main page.
- UHill sports hall of fame
- Top PE students for each grade
- Junior Athletes awards
- Battle of the Grades trophy
- Displaying student work such as the carved pumpkins and gingerbread houses.

### **Goal 3: Aboriginal Cultural Enhancement:**

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

### **What steps did we take to address the identified student(s) needs?**

In the English/ELL department, aboriginal texts were studied in various English classes i.e. *Absolutely True Diary of a Part Time Indian*. In English 11, components of Martin Brokenleg's *Circle of Courage* were integrated into everyday delivery of content and were worked into evaluation rubrics. English 11 students studied aboriginal poet Kinnie Starr and identified spoken word techniques. English 12 students used First Peoples

practice exams and discussed natural imagery and themes.

In **Social Studies**, our junior Social Studies classes focused on learning about the cultures of First Nations groups in general, including the roles they played in the early settlement of Canada. Specifically, students learned about the negative effects that European exploration and settlement had on Aboriginal peoples in Canada and throughout the world. Socials 9 students participated in a “potlatch” and a field trip to the UBC Museum of Anthropology. Socials 10 and 11 students explored the effects of the residential school system (“Fallen Feather” video and lessons) and treaty process in Canada while Law 12 focused on the issue Native land claims. In all Social Studies classes, the students’ diverse backgrounds were used as a basis of comparison and contrast to First Nations and Canadian societies.

The **Science Department** provided opportunities for all students to see how Aboriginal culture is related to the Science curriculum. In both Science 9 and 10 all students explored the connections between the concepts covered in the Astronomy and Sustainability units and the teachings of Aboriginal people in these particular areas.

The **Student Services** department focused on targeted support. The School-Based Resource Teacher/Strategies Program Coordinator, Counselors and Administrators worked closely with the newly appointed Aboriginal Enhancement Teacher and Aboriginal Enhancement Support Worker to provide a number of opportunities for the Aboriginal students at University Hill. This has included a newly formed math support group that meets once per week, a lunch club that meets every Friday, an annual visitation to the First People’s Festival, and weekly student communication opportunities with the Aboriginal Support Worker. We held regular monthly meetings with parents, counselors, teachers, administration and our Aboriginal Support Worker to develop, update and review our aboriginal students’ success plans as part of their Aboriginal Education Support Plans.

The **Fine Arts** department engaged students in the meaning, social and cultural contexts of different art forms to nurture respect for and appreciation of diverse traditions and cultures. They encouraged aboriginal worldviews and perspectives through peripheral aspects like connectedness and relationship, a positive learner-centered approach, and the experiential learning and “power of story-telling”. Parts of the choral repertoire that were chosen for the 2015-16 school year included songs that reflected aboriginal themes and songs that were composed by aboriginal artists.

The **Physical Education and Athletics** department incorporated Lacrosse (Inter-Lacrosse) into the curriculum of studies as Canada’s national sport of Aboriginal origin.

We ensured inclusion of aboriginal themes in our staff and department head meetings for school-wide discussions to keep our aboriginal students a priority in our discussions, planning, teaching and learning. We focused on experiential learning opportunities that helped build connections and relationships within the context of Aboriginal culture. We continued our focus on Multiculturalism in general, through student video productions and other student initiatives.

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

A strong sense of community and appreciation for students from all cultures and backgrounds is evident in the way students interact with each other now at University Hill. Positive stories of aboriginal students' experiences and happiness at school, improvement in attendance and course marks, and increased involvement and participation in student activities, clubs and school functions are indicators of success. One-on-one conversations with our aboriginal students about their experiences throughout the year, Informal and Formal case meetings to review the Aboriginal Education Support and Success Plans, and regular review of attendance records and classroom and report card marks all indicate improvement.

**How did we communicate and celebrate student success?**

We provided feedback directly to each student and with their parents, in the classroom both verbally and by displaying and honoring students' work, at the Aboriginal Student Luncheons, at achievement and celebratory assemblies and through awards and certificates and during such events as School Spirit Days, Sports Day, Student Council events, breakfast assemblies, school dances and musical and theatrical performances.

**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 begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

**Areas for Development of New Goals**

This school year we decided to create a new mission and vision for UHill that reflects the 21<sup>st</sup> Century world around us and what we collectively value in education for our students. As part of this process, we have also been working on embedding the core competencies from the revised BC curriculum and 21<sup>st</sup> Century teaching and learning practices into our Grade 9 program. We are exploring creative and innovative ways to structure time for teachers and students through our calendar and timetable to support cross-curricular inquiry-based and passion-based projects. Our new mission statement is: "We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively and mindfully." We are currently working on an action plan to enact our vision and we will be revising our school goals so that they are aligned with our new school mission, vision and values.