1. **GENERAL SCHOOL STORY** (TO BE UPDATED EACH YEAR)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

## Important Demographics

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 1,040 students enrolled in Grades 8 through 12.

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.

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.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.
The unique, positive characteristics of the Magee

The Magee staff is a dedicated, talented and experienced group of professionals. They are invested in the culture of the school and spend a lot of time outside of class supporting students academically and with clubs, sports, activities and field studies.

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, Science 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.

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.

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’s clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community. They value education. 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.

**What do we celebrate?**

Overall, school-wide, we celebrate student service, contributions, citizenship and personal achievement. We celebrate 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.
2. **WHAT DO WE KNOW ABOUT OUR LEARNERS?** (SCANNING)

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% and over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities. Many students are environmentally conscious and are involved in many clubs and activities at school that promote sustainability and awareness of global issues. They appreciate the value of service and volunteering. Magee students have great school spirit.

The needs of Magee learners include general well-being. Tell Them From Me survey data indicated that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students would appear to struggle with defining and coping with stress, anxiety and depression. Many students are very mark focused and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university.

Many of Magee’s ELL students struggle to learn material in a second language. These ELL students have low comprehension in reading and writing which can lead to increased stress and lower self-esteem.

The proliferation of personal technology has increased the distractedness of Magee students. Students struggle with self-regulation with their devices during instructional time.
3. **WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?**

(Scanning)

- What is the evidence that we already have that supports this hypothesis?
- School and district data, letter grades, attendance anecdotal, surveys, etc….EDI, MDI, student voice such as TTFM, etc.

Evidence that would support what we know about our learners is:

- TTFM survey data
- School achievement data
- Anecdotal information from teaching staff
- School calendar of Events
- School club list
- School Based Team meetings
- School Data
WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

- Which learners and which areas will we be focusing on?
- Where are we connected?
- How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
- How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
- How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

A focus that has emerged is encouraging and enhancing positive mental health in all learners.

This focus relates to the VSB strategic plan:
Goal #3: To create a culture of care and social responsibility;
Objective: To encourage and enhance practices that support cultural, emotional and mental well-being.

This focus relates to the Aboriginal Education Enhancement Agreement:
Goal: To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
Objective: Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities.

This focus relates to the redesigned curriculum:

**Core Competency: Personal and Social** - which is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

**Facet: Personal awareness and responsibility** – which includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.
5. **INQUIRY QUESTION** (FOCUSBING) – PREVIOUSLY KNOWN AS “GOAL”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

Factors that may be contributing to our students reported lower levels of mental health may be the high expectations they and their families have. Increasing entrance requirements for university may also play a role. Students may struggle with defining and coping with stress, anxiety and depression. They may also struggle with resiliency in their ability to handle adversity and failure. Social interactions and pressure may be factors.

The most important work that we can do to improve the success for our students is to be literate with regards to mental health. We need to be aware of what contributes to positive mental health and what detracts from it. Strategies to promote positive mental health should be further explored and implemented throughout the school.

Inquiry Question: How can we help our learners gain strategies to promote positive mental health?

6. **WHAT IS OUR PLAN?** (PLANNING)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
  - Year 1, Year 2, Year 3

Actions that we propose to take related to our inquiry are to:

- Use calendar to align collaborative time and staff meeting opportunities to revisit and develop plans in regard to school goals and new curriculum’s core competencies
- Engage health professionals to instruct students on how to address their needs and use tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum and introduce it to Magee
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
7. **WHAT SUPPORTS WILL WE NEED? (PLANNING)**

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum

The Magee staff has participated in professional development on the topic of mental health both at the district and the school level. Student grade assemblies have also focused on this topic in addition to other aspects of the redesigned curriculum’s core competencies. This will continue to be a topic of staff professional development and student assemblies. Further professional development on assessment strategies will provide new learning to benefit our students.

The BC Mental Health Curriculum will be a useful resource as well as the BC Ministry of Educations ‘Managing School Health’ website.

8. **HOW WILL WE KNOW WE’RE SUCCESSFUL? (CHECKING)**

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

We will receive feedback from teachers through focused discussion. Students will be surveyed each year by Tell Them From Me which will also provide our baseline data. This survey tool also enables longitudinal tracking over time and the 2018-2019 school year will represent the fifth year the data has been collected on this topic. Student self-assessment of the core competencies will provide anecdotal data on personal values and choices, self-regulation, relationship building and well-being.

If no change is seen, we will refer to the Framework for Enhanced Learning to complete further scanning and focusing in order to plan for further strategies and practices that support student well-being.
9. **HOW WILL WE SHARE THIS INFORMATION? (CHECKING)**

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

This information will be shared with parents through our website, at PAC meeting and through our weekly parent ebulletins.

Students will become aware through grade assemblies and possibly class discussions.

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

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10. **WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?**

- Include numbers of students, grade levels, etc.

There will be 9 Indigenous learners at Magee in the 2018 – 2019 school year; 1 in grade 9, 2 in grade 10 and 3 each in grade 11 and 12.

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11. **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.

- Increased our overall focus on our Indigenous students’ sense of pride, belonging, place, acceptance and caring at Magee.
- Continued tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Indigenous students.
- Continued tracking both the participation rate and completion rate for our Indigenous students on their provincial exams.
- Use of the VBE’s “Connections Tool” which is designed to encourage regular ongoing communication between each Indigenous student, his/her parent/guardian, and greater
Indigenous community. The “Connections Tool” helps increase Indigenous students’ sense of place, caring and belonging in the greater school system.

- Ongoing dialogue and tracking of the above mentioned data takes place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly.
- VSB Indigenous Education Department Knowledge Keeper, Shane Pointe worked with Students and staff at Magee during the year to carve a canoe to contribute to an installation that will mark Magee’s Centennial. The theme of Passage was used to help identify the many people who have had and continue to have a connection with Magee over the past one hundred years. This small canoe will be joining the many others build during our Centennial celebration in a permanent installation at the school. During this process students meeting with Mr. Pointe were enriched with Indigenous culture through his stories.
- Staff participated in a professional development workshop facilitated by members of VSB Indigenous Education Department. The workshop provided many resources and included ‘The Blanket’ lesson which is an instruction tool designed to illustrate the history of the Indigenous people in Canada.
- Magee participated in Orange Shirt Day which is recognized as part of the reconciliation process to bring awareness about residential schools.
- Students have been involved in numerous activities including the blanket exercise, the ‘Reframing Relations’ workshop at the UBC MOA and ‘Pow-Wow Hip Hop’ dance workshops in social studies and PE classes.

**WHAT WILL WE CONTINUE TO DO IN THIS AREA?**

- List continuing and new initiatives
  - Continue our overall focus on our Indigenous 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 Indigenous students.
  - Continue tracking both the participation rate and completion rate for our Indigenous students on their provincial exams.
  - Continue to use the VBE’s “Connections Tool” which is designed to encourage regular ongoing communication between each Indigenous student, his/her parent/guardian, and greater Indigenous community. The “Connections Tool” helps increase Indigenous students’ sense of place, caring and belonging in the greater school system.
  - Continue 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.
  - Complete installation of canoe carved by Indigenous knowledge keeper Shane Pointe.
  - Professional development committee is planning an activity for staff with an Indigenous focus. This includes opportunities to partner with UBC and the Musqueam Nation to explore the incorporation of the Indigenous Principles of Learning.
13. **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 Indigenous 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.