1. **GENERAL SCHOOL STORY:**

John Oliver Secondary is a growing south-east Vancouver school with a diverse student population of approximately 1122 students, representing more than 35 home languages, and bringing with them a wide range of academic skills and experiences. The school will pursue the goals of building curiosity and imagination, making learning accessible, deepening social and emotional well-being and highlighting Indigenous education for its student population, which includes many new Canadians.

The school community acknowledges and values the histories of our Indigenous communities, and continues to promote awareness around Indigenous ways of knowing and learning, in our students and staff, through a variety of activities and practices throughout the school year.

John Oliver offers a strong, comprehensive curricular program designed to satisfy college, trades and university entrance requirements and prepare students for success in their chosen career trajectory. The school features excellent visual and performing arts, technical, and technological programs; a STEM and a Digital Immersion Mini School program; six unique special education programs; and Take a Hike, the highly acclaimed junior and senior alternative program. New and emerging programs designed to meet the practical needs of the 21st century learner, in recognition of the projected growth in various trades and economic sectors in the province, are well established and continue to evolve. John Oliver school has an impressive offering of extra-curricular activities, including a strong athletics program, and numerous clubs that celebrate cultural diversity, challenge the students’ physical, intellectual and creative abilities, and raise awareness of economic, social and environmental issues, while offering opportunities for service and philanthropic work.

John Oliver has formulated a robust plan to develop and implement many core aspects of the new BC curriculum. The collaborative planning (CP) structure has been utilized to both deepen staff understanding of the new curriculum, as well as provide a structure for implementation, targeted directly at impacting our learners. This has led to highly innovative programs and community outreach connections in building curiosity and imagination, making learning accessible, social and emotional well-being and Indigenous education, much of which has offered leadership development opportunities for students. John Oliver, the district leader in the integration of technology into teaching and learning, was one of the first schools to generate a student, parent and staff created digital code of conduct.

There is an active, engaged, and supportive Parent Advisory Committee at John Oliver with excellent commitment to supporting students, staff and administration as they work toward
achieving school goals. Specifically, PAC supports student leadership development by receiving student delegations throughout the school year. This strengthened the role of PAC in broadening the relevant learning platforms for students through the development and promotion of authentic learning opportunities.

The vision of successful learning for all our students is to develop their intellectual, emotional, and physical potential in order to enable them to appreciate their own worth and the worth of others, and to function responsibly and effectively in a changing and increasingly technological society. The school’s focus has also been to articulate and pursue these aims in the broader context of developing, in students, the skills and competencies, reflected in the redesigned curriculum, that will enable them to live a meaningful, happy and well-balanced life. To this end, John Oliver’s Honour your Education policy distils, into simple, practical actions, the embodiment of the value of education in a manner that is accessible for students.

Furthermore, John Oliver continues to emphasize the development of educated citizens. This is reflected in the school’s ongoing work around the recently redesigned code of conduct, based on the courage to show Compassion, Optimism, Unity, Responsibility, Adaptable, Gratitude, and Engagement, both in learning and in life. It is our hope that students, staff and parents will embrace the spirit of the redesigned code of conduct in the classroom, in the school, and in the community.

The current students’ demographic profile is reflected in the charts below. This data helps us better understand our clientele in order to tailor curriculum and instructional practices to address the unique learning and social/emotional needs of our students.

2A. WHAT DID WE SEE?
Our students are
- Diverse learners with diverse abilities/skill sets
- Developing foundational skills and curricular strengths
- Developing study habits and organizational skills
- Developing self-regulation, outlook on life, core competencies
- Developing academic engagement, motivation and confidence
- Developing good attendance patterns
- Representative of diverse home/life stories and backgrounds
- Community connected and socially engaged
The following data, collected via the Ministry of Education annual Student Satisfaction Survey, provide a snapshot of overall strengths and needs of our learners, and what is going on for them.

General observations indicate the following:

Within a margin of error, John Oliver results are on par with District results, as it relates to students feeling cared for by adults in the school. (Charts 3, 11, 22)

Results show that, in general, students feel safer at school all of the time as they move from grade 8, to 10 and to 12. (Charts 4, 12, 23)

In general, student perceptions of reading ability is consistent over grades 8 through 12. (Charts 5, 13, 24)

In general, student perceptions of mathematics ability is slightly reduced in senior grades. (Charts 6, 14, 25)

In general, student perceptions of their learning about human rights and diversity is relatively consistent over grades 8 through 12. (Charts 9, 20, 31)

In general, data for grades 10 and 12 students’ perceptions about being taught to take ownership of their learning, planning their learning based on their goals, and preparation for post-secondary education is similar. However, more students are feeling unprepared for a job in the future in grade 12 compared to when they are in grade 10s. (Charts 15, 17, 18, 19, and 26, 28, 29, 30)

In general, data regarding consideration of others when making decisions is similar from grades 8 through 12. (Charts 10, 21, 32)

**Grade 8 Student Learning Survey April 2019**

*Chart 1 – IQ 1 Social & Emotional Well-Being & IQ 3 Accessible Learning*

![Chart 1 - IQ 1 Social & Emotional Well-Being & IQ 3 Accessible Learning](image)
Chart 2 - IQ 1 Social & Emotional Well-Being & IQ 3 Accessible Learning

Grade 8 Week in September was a good way to get to know other Grade 8 students and made me feel welcome at John Oliver.

- STRONGLY DISAGREE: 3%
- DISAGREE: 5%
- NEITHER AGREE NOR DISAGREE: 9%
- AGREE: 31%
- STRONGLY AGREE: 17%
- DON'T KNOW: 0%

Chart 3 - IQ 1 Social & Emotional Well-Being

At school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)

- NONE: 11%
- 1 ADULT: 7%
- 2 ADULTS: 7%
- 3 ADULTS: 9%
- 4 OR MORE ADULTS: 12%
- DON'T KNOW: 32%

Chart 4 - IQ 1 Social & Emotional Well-Being

Do you feel safe at school?

- AT NO TIME: 2%
- FEW TIMES: 5%
- SOMETIMES: 18%
- MANY TIMES: 12%
- ALL OF THE TIME: 36%
- DON'T KNOW: 0%
Chart 5 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

I continue to get better at reading (for example, even if my spelling is already good, there is something else that is continuing to improve).

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>4%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>John Oliver</td>
<td>District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chart 6 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve).

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
<td>22%</td>
<td>4%</td>
</tr>
<tr>
<td>John Oliver</td>
<td>District</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

5
IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning. Literacy and numeracy remain foundational skills embedded in a variety of interactive, team-building and problem-solving activities. From left to right: Slam poetry, senior indoor track meet, and drama productions.

Chart 7 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)

Chart 8 – IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

At school, do you get to discuss the quality of your work or other students' work?

Chart 9 - IQ 1 Social & Emotional Well-Being
**Chart 10 - IQ 1 Social & Emotional Well-Being**

**At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical and mental ability).**

<table>
<thead>
<tr>
<th></th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY DISAGREE</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>NEITHER AGREE NOR DISAGREE</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>AGREE</td>
<td>41%</td>
<td>45%</td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
<td>11%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**When I am making a decision to do something, I stop to think about how it might affect other people.**

<table>
<thead>
<tr>
<th></th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT NO TIME</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>FEW TIMES</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>MANY TIMES</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>ALL OF THE TIME</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Grade 10 Student Learning Survey April 2019*
Chart 11 - IQ 1 Social & Emotional Well-Being

At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers).

- **NONE**: 2% John Oliver, 7% District
- **1 ADULT**: 7% John Oliver, 9% District
- **2 ADULTS**: 14% John Oliver, 16% District
- **3 ADULTS**: 16% John Oliver, 16% District
- **4 OR MORE ADULTS**: 38% John Oliver, 31% District
- **DON'T KNOW**: 20% John Oliver, 20% District

Chart 12 - IQ 1 Social & Emotional Well-Being

Do you feel safe at school?

- **AT NO TIME**: 1% John Oliver, 1% District
- **FEW TIMES**: 4% John Oliver, 4% District
- **SOMETIMES**: 21% John Oliver, 16% District
- **MANY TIMES**: 34% John Oliver, 42% District
- **ALL OF THE TIME**: 33% John Oliver, 29% District
- **DON'T KNOW**: 3% John Oliver, 1% District

Chart 13 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning
I continue to get better at reading (for example, even if my spelling is already good, there is something else that is continuing to improve).

---

Chart 14 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning
I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve).

Chart 15 – IQ 1 Social & Emotional Well-Being

At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)

IQ 1 – Social & Emotional Well-Being and IQ 2 – Building Curiosity & Imagination. Taking ownership of learning through problem-based opportunities in STEM and IDS Projects.

Chart 16 - IQ 1 Social & Emotional Well-Being
Chart 17 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

At school, I take ownership of my own learning.

<table>
<thead>
<tr>
<th></th>
<th>John Oliver</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT NO TIME</td>
<td>1%</td>
</tr>
<tr>
<td>FEW TIMES</td>
<td>2%</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>23%</td>
</tr>
<tr>
<td>MANY TIMES</td>
<td>35%</td>
</tr>
<tr>
<td>ALL OF THE TIME</td>
<td>28%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>7%</td>
</tr>
</tbody>
</table>

Chart 18 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

I plan my learning based on my goals.

<table>
<thead>
<tr>
<th></th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>NEITHER AGREE NOR DISAGREE</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>AGREE</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>10%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Chart 18 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

Are you satisfied that school is preparing you for post-secondary education? (for example, college, university, trade school)

<table>
<thead>
<tr>
<th></th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT NO TIME</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>FEW TIMES</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>SOMETIMES</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>MANY TIMES</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>ALL OF THE TIME</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Chart 19 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

Are you satisfied that school is preparing you for a job in the future?

<table>
<thead>
<tr>
<th></th>
<th>AT NO TIME</th>
<th>FEW TIMES</th>
<th>SOMETIMES</th>
<th>MANY TIMES</th>
<th>ALL OF THE TIME</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Oliver</td>
<td>6%</td>
<td>14%</td>
<td>21%</td>
<td>31%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>District</td>
<td>5%</td>
<td>7%</td>
<td>14%</td>
<td>21%</td>
<td>30%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Chart 20 - IQ 1 Social & Emotional Well-Being

At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical and mental ability).

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Oliver</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>District</td>
<td>0%</td>
<td>5%</td>
<td>14%</td>
<td>20%</td>
<td>26%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Chart 21 - IQ 1 Social & Emotional Well-Being

When I am making a decision to do something, I stop to think about how it might affect other people.

<table>
<thead>
<tr>
<th></th>
<th>AT NO TIME</th>
<th>FEW TIMES</th>
<th>SOMETIMES</th>
<th>MANY TIMES</th>
<th>ALL OF THE TIME</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Oliver</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>28%</td>
<td>36%</td>
<td>18%</td>
</tr>
<tr>
<td>District</td>
<td>2%</td>
<td>6%</td>
<td>6%</td>
<td>21%</td>
<td>42%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Grade 12 Student Learning Survey May 2019

Chart 22 - IQ 1 Social & Emotional Well-Being

At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers).

<table>
<thead>
<tr>
<th>Number of Adults</th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>1 Adult</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>2 Adults</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>3 Adults</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>4 or More Adults</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td></td>
<td>13%</td>
</tr>
</tbody>
</table>

Chart 23 - IQ 1 Social & Emotional Well-Being

Do you feel safe at school?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Few Times</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Many Times</td>
<td>31%</td>
<td>38%</td>
</tr>
<tr>
<td>All of the Time</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td></td>
<td>3%</td>
</tr>
</tbody>
</table>

Chart 24 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

I continue to get better at reading (for example, even if my spelling is already good, there is something else that is continuing to improve).

<table>
<thead>
<tr>
<th>Agreement</th>
<th>John Oliver</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td></td>
<td>1%</td>
</tr>
</tbody>
</table>
Chart 25 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve).

Chart 26 - IQ 1 Social & Emotional Well-Being

At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)

Chart 27 - IQ 1 Social & Emotional Well-Being

At school, I take ownership of my own learning.
Chart 28 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

Chart 29 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning

Chart 30 - IQ 2 Building Curiosity & Imagination and IQ 3 Accessible Learning
IQ 1 – Social & Emotional Well-Being. Students continue to develop in this area through extensive and immersive learning opportunities (left to right): Understanding homelessness during the Old Vancouver Townsite Walking Tour; Indigenous history of Vancouver as it related to the Indian Act; Learning human rights through the Holodomor (Ukrainian genocide) mobile classroom.
2B. WHAT DO WE NEED TO RE-ADJUST?

No changes or adjustments at this time; will consult as a staff in further consideration of the above data and whether changes/adjustments need to be made (e.g. In areas concerning achievement, attendance, engagement).

1. INQUIRY QUESTION (PREVIOUSLY KNOWN AS “GOAL”)

Student input into the creation of school goals is highly valued. The following student themes and inquiry questions were generated by students during this year’s two student forums:

**Theme 1: Life Skills (IQ1)**
**How do we expand life skill opportunities for ALL students?**
- Offer relevant workshops during Mid-Year-Experience Week regarding life skills (Get grade 11’s and 12’s to help put this forward and into action)
- Create an environment where students can get the chance to be engaged in these opportunities
- Implement certain life skill as a unit for certain classes (e.g. budgeting into math)

**Theme 2: Passion and Interest (IQ2)**
**How do we foster student interest and passion within learning?**
- Students should be given opportunities to be inspired outside the classroom.
- Teachers should take into account the broad interest of each individual class and student while teaching.
- Students should be encouraged to incorporate passion into learning (e.g. cross curricular projects, passion projects within classrooms).
- More interactive events/workshops based on students’ passions and interests.

**Theme 3: Learning Supports (IQ3)**
**How can we provide students with adequate support in their learning?**
- Updated teacher blogs for students to access resources outside of school (notes, links).
- Teachers should provide times (morning, lunch, after school) for students to ask for help.
• Students needing extra support should be linked up with specifically trained, hand chosen student tutors.
• Students should be linked to a teacher mentor to address social and emotional concerns (monthly check-ins for grade 8s).

Theme 4: Focus on Learning (IQ4)
How do we keep the focus on learning, instead of percentages and grades?
• Offer parent workshops and newsletters about focusing on work habits instead of percentages and grades.
• Students should be awarded for their achievements based on effort both inside and outside of school.

IQ 2 – Building Curiosity & Imagination and IQ 3 – Accessible Learning. Community partnerships with TEALS Digital Immersion Program, SFU Harbour Centre and SFU Venture Labs, Ironworker’s Union, Trades and Industry partners, and others, provide augmented learning opportunities, increasing student engagement, and stimulating students’ imagination and curiosity.

2. WHAT IS YOUR NEW PLAN?

The year 2 plan involves the continuation of common goals and activities across departments, including:
• Implementation and development of new curriculum
• Developing core and curricular competencies achievement and assessment
• Transition students to post-secondary schooling or career paths, as well as fostering life-long learning.
• Focus on the 4 pillars of student engagement: Social and Emotional Well-Being, Building Curiosity and Imagination, Accessible Learning, District-wide Indigenous Goal

The following are examples of specific activities, current and continuing, related to each pillar, as submitted by departments. Please see Appendix 1 for individual department submissions.

Social & Emotional Well-Being
• Facilitate all-around development of students, in both mind and body, through formal instruction on, and informal approaches to, resilience, as well as mental, physical and social health.
• Build relationships within the classroom through group work and individual work.
• Conduct meaningful and authentic student self-evaluation, both formal and informal, to promote self-awareness and self-regulation.
• Encourage re-submission of student work to promote mastery.
• Foster a sense of ownership and control over one’s learning by providing student choice.
• Maintain and grow inclusive classrooms, to build student safety, confidence, self-awareness, self-advocacy, and self-actualization and to maximize success for all students.
• Encourage self-reflection by students through various means and activities.
• Emphasize the positive impact of regular and consistent attendance on school success.
• Pursue approaches to teaching and learning that consider trauma, anxiety, and other lived experience by students.
• Focus on sustainability, environmental stewardship and ethical approaches to real world issues.
• Support students and their families through in-school and community partnerships (eg. Multicultural worker, SWIS workers, SACY, VPD, SUCCESS, VCH, and many more).

**Building Curiosity & Imagination**

• Facilitate student generated project design and implementation through creating and modifying projects based on student interest.
• Promoting student ownership of learning to increase successful completion of, and engagement with, the project.
• Support creative pursuits through the provision of state-of-the-art equipment, space, and resources where possible.
• Encourage students to think broadly across the curriculum.
• Nurture student choice to intensity curiosity and imagination.

**Accessible Learning**

• Provide varied instructional formats and delivery methods to accommodate a broad range of learning styles.
• Provide extra time for knowledge acquisition and mastery.
• Use various digital platforms (such as OneNote, Phet, etc.) and technologies to access resources and engage in various learning activities, as well as help students use technology appropriately and safely.
• Allow for differing student abilities, levels of language acquisition, skills and experience by providing differentiated learning.
• Provide multiple modes of learning opportunities (e.g. kinesthetic, auditory, visual).
• Coordinate with support staff and the Skills Center to have students practice critical skills.
• Foster a growth mindset for students regarding their learning through standards-based (e.g. beginning, developing, meeting, extending) assessment and feedback.
• Provide clear pathways for students to improve and succeed.
• Infuse the foundational skills of numeracy and literacy in all areas.
• Encourage play and exploration in the learning process in a variety of ways.
• Welcome and encourage access to school staff to enhance student connection and engagement, and to facilitate inclusion and mentoring opportunities.
• Build on existing professional resources and opportunities for staff to continue to support all learners.
• Deliver ongoing accessible curriculum for ELL students.
• Provide opportunities for students to engage with the local community, such as through symposia, guest speakers, conferences, leadership opportunities, fairs, competitions, district work experience placements, apprenticeship and transition programs, thereby enabling students to hone their inter/intrapersonal skills and employment training in a workplace of interest.
• Encourage the demonstration of student learning in a variety of ways.
• Showcase, celebrate and acknowledge student learning in a variety of ways.

**District-wide Indigenous Goal**

• Promote the awareness of college opportunities for Indigenous students (e.g. Access Trades).
• Encourage students to make connections with in school professionals and post-secondary supports.
• Provide opportunities for deepening understanding of Indigenous cultures through various curricular areas, as well as the design and production of student projects.
• Include Indigenous voice, experts, resources across the curriculum, including artists in residence and various creative partnerships.
• Explore Indigenous culture through field studies in the community.
• Co-create learning environments that support Indigenous students and provide opportunities for the sharing of Indigenous stories and culture.

IQ-2 Building Curiosity & Imagination and IQ-3: Accessible Learning. Building resilience and providing varied entry-points for learning (i.e. greater engagement with and enjoyment of math) during Grade 8 Math Olympics, through playful activities, and active problem solving.

3. WHAT SUPPORTS WILL WE NEED?

The following are examples of specific supports, current and continuing, as submitted by departments. Please see Appendix 1 for individual department submissions.

• Up to date technology (tablets, mobile labs, audio/video equipment, mini lap tops, headphones, software,
• Greater access to technology (mobile labs, static labs)
• Bus subsidy
• EOC coverage for field studies, release time
• Collaborative and/or release time to work with colleagues and to share resources
• Specialized training for certain subject areas
• Indigenous learning resources
• Extra supports/funds for field studies
• Smaller class sizes
• Textbooks
• Placement exams for new/international students
• Administrative assistance for mini school
• Equipment specific to programs (science lab, weight room, outdoor, etc)
• Funding expert speakers and resources related to new curriculum
• New display cases/corkboards (and maintenance of existing) to showcase student work
• Developing a bank of community resources accessible to students
• Review of process around contacting home/parent for at-risk students
4. **HOW WILL WE KNOW WE’RE SUCCESSFUL?**

Success at John Oliver is measured by providing educational experiences for students and increasing student engagement in their own learning and demonstrating good citizenship in the school community. Literacy and numeracy continue to represent growth areas in the school, due to the complexity and breadth of learning needs and styles. The school continues to provide educational activities that promote and emphasize the contribution of numeracy and literacy in leading a meaningful, happy, and well-balanced life.

Consistent implementation of the redesigned school code of conduct, “COURAGE,” will play an integral part in guiding expectations around being a socially responsible, educated citizen. Student success may further be monitored through the following means or tools: improved student attendance; improved student understanding of concepts through application; increased student modeling of inquiry-based learning; increased personal and cross-curricular connections in student learning; Ministry Student Learning Survey; student forum, anecdotal records, and core competency indicators.

5. **HOW WILL WE SHARE?**

Throughout the school year, multiple means of communication were used to connect with students, staff, parents and the broader community:

- Assemblies, announcements
- JO Agenda App – iTunes and Android app for student calendars
- **John Oliver school website**
- News media
- PAC
- Synervoice – school based communication system (email and phone)
- VBE School District website
- Week at a glance (WAAG) – weekly school newsletter
- Principal’s Weekly Updates
- Community Open House
- Independent Directed Studies (IDS) and other Fairs
- Articulation Process
- School Growth Committee

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

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

The John Oliver Secondary School includes 30 Indigenous students that represent a variety of Indigenous communities.
Many of John Oliver’s Indigenous students have embraced leadership opportunities and have been instrumental in designing, contextualizing and delivering the various Indigenous educational experiences in the school and in the community.

IQ 1 – Social & Emotional Well-Being and IQ 4 – District-Wide Indigenous Goal. J&O Upcycling Event Anti-Bullying Day. Medicine Wheel Project symbolically started off with community partners, staff and students signing their names on a plank of ancient yellow cedar.

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

Many Indigenous-focused activities and learning experiences were provided for students throughout the school year, through guest speakers, guest facilitators, special collaborations, and special events, including:

- Coast Salish anthem opening school events and ceremonies, including school leaving ceremony
- Orange Shirt Day
- Pink Shirt Day anti-bullying event launching the medicine wheel project with students signing the cedar plank, Dave Robinson and Janet Fraser
- Social Justice event for students, Dave Robinson in collaboration with VSB Inclusion and Diversity
- Joint Diversity and Indigenous Day
- Netherlands Visit - Indigenous components of education highlighted for visitors
- Canoe project, Dave Robinson
- UBC Farm Visit Ceremonial Sculpting Activity
- Takaya Tours – Staff Professional Development
- New school logo: Trickster - co-created in collaboration with artist Maria Point, grad committee of the class of 2018, and the Fine Arts department; incorporated into all publications, equipment, athletics
• Ceremony to present new Trickster logo, including trickster story by Brandon Peters and artist Maria Point
• Trickster mascot and logo unveiled at Joker’s Classic Regional Basketball Tournament; Officiant James Kew of Musqueam First Nation
• Redesign of athletics uniforms to include Trickster mascot
• Mural Project, Ernie La Rochelle
• Squamish Nation Trades Centre Field Trip, Take a Hike and Tech Studies students
• Community partnership with Squamish Nation Trades Centre – Bennie Graydon
• Indigenous Trades Sampler workshop
• Awakening - The Big House Event recognition ceremony, Templeton Secondary School
• Connecting core competencies with Indigenous stories and symbols
• Various ongoing collaborations with Artists in Residence and community elders
• Mid-Year Experience with an extensive Indigenous Education component
• Creative Commons, Dave Robinson, Ernie La Rochelle, Bennie Graydon
• Own the Journey, Alexandra O’Donaghey, Heiltsuk Xaxlip Nation, opening speaker
• Plant Teachings Walking Tour, Cease Wyes
• Pow Wow Dancing, Shyma Priya
• Cedar Weaving, Loretta Williams
• Meaning of Animals & Block Printing, Casey Edgar George
• Trickster Stories, Brandon Peters
• Medicine Wheel Puzzle Project highlighting the mental wellness continuum framework, Dave Robinson
• Channie Wenjack story English 8 Project, and the movie The Secret Path by Gord Downie
• Angry Inuk screening, JO Film Festival, Reel to Reel
• Indigenous artwork, Ernie La Rochelle
• Drum Making, Davita Marsden in collaboration with Fine Arts department
• Historic walking tour of Vancouver, including the Indigenous history teachings at Strathcona

IQ 1 – Social & Emotional Well-Being and IQ 4 – District-Wide Indigenous Goal. Deepening understanding of Indigenous history through the Annual Orange Shirt Day.

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

The school will continue to undertake a variety of reflections on what constitutes success for all students, emphasizing strong graduation rates, attendance patterns, and school engagement.
With school-based supports and community engagement, it is our goal to transition students to post-secondary schooling or career paths, as well as fostering life-long learning.

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

Comparison of the Grade 8 and 10 responses below regarding the frequency of First Peoples and Indigenous learning opportunities indicate that opportunities for learning in these areas is increasing over the course of the Grade 8 – 10 years.

Continued emphasis on further increasing the frequency of these learning opportunities is in keeping with school goals.
Grade 8 Student Learning Survey (April 15th, 2019)

Chart 33 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal

Chart 34 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal
Grade 10 Student Learning Survey (April 15th, 2019)

Chart 35 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal

Chart 36 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal
Grade 12 Student Learning Survey (April 15th, 2019)

Chart 37 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal

At school, are you being taught about Indigenous or First Peoples in Canada?

Chart 38 - IQ 1 Social & Emotional Well-Being, IQ 2 Building Curiosity & Imagination, IQ 3 Accessible Learning and IQ4 District-wide Indigenous Goal

At school, are you being taught about local First Nations?

SCHOOL PLAN SUMMARY
The John Oliver school plan continues to evolve, as we endeavour to meet the needs of our learners as they grow and develop in the areas of the “Four Pillars” (Social & Emotional Well-Being, Building Curiosity & Imagination, Accessible Learning, District-wide Indigenous Goal).

Theme 1: Social & Emotional Well-Being (IQ1)
How do we nurture the social and emotional well-being of our students?
- Build capacity around students’ self-regulation
- Foster resilience in our students, so that they may be able to embrace their failures, face their fears, and confront their challenges in life
- Encourage students to take ownership for their actions through strategy development

Theme 2: Building Curiosity & Imagination (IQ2)
How do we build students’ curiosity and imagination in this process of life-long learning?
- Help students see the importance of learning beyond extrinsic rewards
- Help students develop intrinsic motivation through discovering their passions and talents
- Support students in developing strengths around inquiry-based learning
- Create opportunities for students to find their passions(s)/interest(s)

Theme 3: Accessible Learning (IQ3)
What instructional strategies can we use to support our diverse learners?
- Foster student engagement to improve their school experience and achievement
- Encourage students to represent their learning in a variety of ways
- Create learning environments to inspire invitations to learn
- Create access points for all learners (Universal Design for Learning)
- Organize our classes so as to instill confidence in all our learners, those who are approaching, meeting, and exceeding expectations

Theme 4: District-wide Indigenous Goal (IQ4)
How to increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students?
Applied Skills Department

1. What are major goals that your department/s are undertaking this year?
   ▪ We are currently working on implementing our new curriculum. Curricular content, core competencies and evaluation have been our major focus.
   ▪ We are exploring opportunities for cross-curricular projects within our department’s subject areas.
   ▪ We are exploring ways to assist students with the transition to post-secondary.

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Well-Being
   ▪ We work a lot in groups, we also allow students to work individually, beside their peers. This builds relationships in our classrooms as well as content knowledge. Students often help each other problem solve as well as having teacher support.
   ▪ Students self-evaluate in our classes regularly (formally and informally, weekly and in some cases daily). This reinforces the evaluation criteria and classroom expectations. It helps students to decide if they need to come in for extra help/work sessions. Often students ask if they should redo something; we will ask them if they feel they could or should do better rather than give them a teacher directed answer.
   ▪ Students are allowed to resubmit assignments (when appropriate) that they want to do better on. When an assignment does not turn out; they are able to do better on the next one. In a creative setting, students may experience a day where things don’t go according to plan. It is useful to learn that the next day will possibly be better.
   ▪ When working on a project, students have to set out a plan on what will be accomplished during each class. This gives them a way to measure longer term projects as well as mini due dates.

Building Curiosity & Imagination
• Students are able to design the projects and make modifications to suit their own needs. Students make projects that they use personalized creative elements encouraging engagement and increases successful completion of the projects.
• Students are rewarded extrinsically with completed end products. Intrinsic rewards are the acknowledgement of a job well done and a feeling of pride and success.

Accessible Learning

• We provide instructions in a number of different formats: written, demonstrations, instructional videos, ....
• We encourage students to do their best and provide opportunity for students to have extra time to complete their work.
• In many of our classes have been using OneNote classrooms to store videos on specific techniques as well as photos, instructions and instructional videos. Students who need to re-watch many times are able to do so, students are able to work at their own pace, they are able to use the mode that works best for the individual student to be successful. Students with differing abilities, levels of language acquisition, skills and experience are all able to complete work. Students are also able to use translation online when the material we provide is in a digital format.
• We provide multiple modes of learning opportunities. Our students use the kinesthetic mode as they perform tasks in our classes. We use visual and auditory cues in our demonstrations, instructions and lessons.
• We work with support staff and the Skills Center to have students practice critical skills (i.e. measuring).

District-Wide Indigenous Goal

• We promote the awareness of Access Trades as well as other College Opportunities for Indigenous students. We encourage our students to make connections with in-school professionals and post-secondary supports.
• We learn about Indigenous content in our various content area classes. Students can be inspired by Indigenous cultures in the design and production of their projects.

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
ELL Department

1. What are major goals that your department/s are undertaking this year?

- SIOP, Reading Coach, Movie Club, Welcome Club, Tutoring. Helping to connect students to the school.

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Learning

   - Work with multicultural worker to develop resilience

   Building Curiosity & Imagination

   - Financial literacy unit for SS created (levels 1-3). Welcome Club students volunteer in the community, J&O Club,

   Accessible Learning

   - Inclusion - SIOP model adopted & implemented with support

   District-Wide Indigenous Goal

   - Bought a novel “Fatty Legs” for literary circles: novel tells the experiences of the residential schools; also teach a unit of indigenous content in SS.

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?

Language acquisition is the main focus of all courses. Academic Strategies was added to provide additional credits for students to support their learning and improves success.
English Department

1. **What are major goals that your department/s are undertaking this year?**
   - Formalization of ‘I can’ statements for use in self-assessment of independent reading progress.
   - Enhancement of literature circle and independent reading components in teachers’ curricula through sharing of best-practice ideas and techniques, and the ongoing purchasing of IR & LC materials.
   - Finalizing the design for new ELA 11 modules for Fall 2019, and ongoing review and updating of ELA 10 modules currently in their first year of implementation at JO.
   - Developing standards-based approaches for communicating learning at GR 8&9 levels.

2. **How do these goals align with the Four Pillars of the School Plan?**
   
   **Social & Emotional Well-Being**
   - Choice over stories to read for independent reading fosters a sense of ownership and self-control over one’s learning.
   - Direct instruction in self-assessment of independent reading progress teaches self-regulation skills.

   **Building Curiosity & Imagination**
   - Development of standards-based approaches for communicating student learning builds a growth mindset for English learners at JO.

   **Accessible Learning**
   - Choice involved in independent reading & lit circles increases accessibility of meaningful reading for diverse readers, both in areas of interest and for diverse reading levels.

   **District-Wide Indigenous Goal**
   - Independent reading and lit circles allow for an increased number of First Nations writers to be included in the main curriculum.
3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?

- Use of Creative Writing Club as an extra-curricular venue for students to explore the creative and artistic aspects of writing more deeply has resulted in expanded interest in Creative Writing at the GR 10, 11, & 12 levels. This could develop towards possible Capstone projects based on writing and publishing.
- Independent reading and lit circle programs are just starting to show promise in increasing students’ self-awareness as readers.
Exceptional Students Department

1. What are major goals that your department/s are undertaking this year?
   - CBIEP Pilot (Competence Based –IEP)
   - transition into community (outings, and post-secondary and work exploration)
   - to support/encourage a love of reading
   - to cultivate self-expression, self-reflection and self-efficiency
   - LSP Pilot Program
     - 2-year pilot program and year end evaluation. How will we be able to measure success for all students, specifically the Gr.9’s?
     - Fostering independence on public transit.
     - We are working toward creating greater opportunities for inclusion for the LSP 8/9 students.
     - Increasing understanding of UDL practices which allow for greater student choice in demonstrating learning.
     - UDL can benefit all students.

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Well-Being
   - The Inclusive classroom has been an initial challenge for the grade 9’s but as we have moved forward in the school year, they all have settled in and are building relationships slowly. For the most part, as each student gains more self-awareness and confidence in themselves, they can better self-advocate, and make decisions that they feel are good for them.
   - Through district work experience placements, students have an opportunity to practice and hone their inter/intrapersonal skills, and train for employment in a workplace of interest.
   - Through the Zones of Regulation, students are able to identify personal feelings in relation to events of the day. They are encouraged to also identify how others are feeling based on body language

Building Curiosity & Imagination

   - Extending classroom interest to future employment through promotion and support for transition programs i.e. Youth Train in Trades, GTE, GPS, TeenWork
▪ Self-reflection using the medium of Art e.g. Arts Start: Art of Belonging


Accessible Learning

▪ UDL – finds an entry point for all learners, allows for student choice and voice – we are still learning how to do this
▪ Essential to have ongoing support, learning and time for teachers to collaborate
▪ The CBIEP fosters a deeper understand of a student’s interests, their learning profile, preferences, strengths, stretches and supports

District-Wide Indigenous Goal

▪ Incorporation further Indigenous writings
▪ Explore indigenous culture through field trips in the community

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
▪ Further inclusion: ideally all students participate in all school wide organized events
▪ Supporting students’ metacognitive awareness to help build capacity in areas of stretch
▪ Access to a full kitchen (3 ovens) for one afternoon every two weeks at least
1. What are major goals that your department/s are undertaking this year?

- Learning to teach students who are more and more dealing with anxiety and trauma. (All Content Areas)
- J&O up cycling, empathy-new world business ethos. (Business Education)
- Indigenous education, CSA! Logo, Ernie paints, Indigenous drums for the music program. (Music & Visual Art)
- Redefining and streaming the flow of the digital course offering here at JO. Trying to get a peripherals lab up and running in 303b. This would be a place for copping, and printing, various materials, object, files into various mediums. Ie colour, fabric, vinyl, 3D etc. It would serve students in Graphics, Art, English, Socials, Science etc. Basically, it could be an in-house Design studio. (ICT-Digital Arts & Visual Art)
- Teaching Proficiency through Reading and Storytelling (TPRS). (Modern Languages)

2. How do these goals align with the Four Pillars of the School Plan?

**Social & Emotional Well-Being**

- Empathetic new Business models.

**Building Curiosity & Imagination**

**Accessible Learning**

- Literacy in a visual sense... revamping the digital flow. TPRS.

**District-Wide Indigenous Goal**

- Indigenous education – Music & Visual Arts

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?

- We need a second art room with art sink. (Visual Arts)
• Better use of our clay room. All grade 8 students and students in general studio classes, as well as the 3D classes (if we can get one up and running), should have at least one unit in clay. Our clay room is excellent, and students are missing out by not being exposed to clay. (Visual Arts)
• Group PD for all ML teachers around TPRS.
• Money for an indigenous musician to work with our music students to create JO song/dance with the Musqueam Nation. (Music)

Math Department

1. What are major goals that your department/s are undertaking this year?
   • We are attempting to find more ways to integrate technology into our teaching.
   • Working towards more meaningful self-evaluation

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Well-Being
   • Giving students better ownership of their learning as well as more clarity in how they might improve their work over the course of their time in school.

   Building Curiosity & Imagination
   • Introducing novel approaches to the material in a way that "gamifies" learning and puts ideas into motion.

   Accessible Learning
   • Introducing ideas across a broader spectrum of presentation to be more accessible.

   District-Wide Indigenous Goal

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
   • We continue to have a difficult time integrating indigenous learning with our content.
   • Most of our physical resources in the school no longer align with curricular content. We need updated materials.
Digital Immersion Mini-School Department

1. What are major goals that your department/s are undertaking this year?

Three areas of focus in student development:
A. Academic Achievement
   - Provide academic acceleration and/or enrichment
     - provide relevant, hands-on experiences that enrich and augment curriculum and JO DI MINI School’s four points of emphasis - academics, leadership, outdoor education and digital immersion
     - provide meaningful learning experiences beyond the conventional classroom environment in an optimal and affordable manner
     - provide cross-curricular learning opportunities to engage and interact in meaningful ways across their respective grades and classes

B. Physical Fitness
   - Skill acquisition and development in traditional physical education as well as outdoor education activities
   - Field trips and outdoor education are integral components of this program and are used to enrich and enhance student learning

C. Leadership
   - Opportunities in individual and collective leadership in the school and in the community
   - Student leadership and service to the school and community are essential requirements of the program.

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Well-Being

   - Philosophy of the program is to encourage the all-round development of each student, in mind and in body, each student is expected to further their areas of strength while also working on areas that need improving
   - Accessibility of teachers regardless of subject-area for student-consultation, mentoring and counselling
• Communication well-beyond conventional means to support this
• Cross-department meetings and on-going communication with teachers on student progress and issues

Building Curiosity & Imagination

• Involvement in IDS and IDS Fair
• Every student will pursue an area of interest, an opportunity to explore an area of technological interest or produce an original work in their field of choice or area they are passionate about
• Field studies are designed to encourage/inspire beyond conventional parameters

Accessible Learning

• Multi-modal learning/techniques are used
  - both tech-based as well as non-tech based
• Devices to enhance learning as well as education on appropriate usage

District-Wide Indigenous Goal

• Field studies such as this year's Seattle field trip include content on indigenous history and cultural elements of the local area (Pacific Northwest, Seattle, etc.)

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?

• The program is continually evolving and striving to provide students with a technology supported and enhanced learning environment with the aim of nurturing students in their goal to learn, adapt, and thrive in our new technology rich world.

• Release time/funding support to explore areas and directions that the program needs to expand to in the future to remain at the leading edge and proactive rather than follow and be reactive (this includes providing ability to properly vet alternate choices for field studies).

• Time to allow for proper training/professional development to continue running the program.
1. What are major goals that your department/s are undertaking this year?

- Working on improving assessment throughout the department.
- Developing various assessment tools and methods that are more in line with the new curriculum.
- Working on increasing student engagement through delivery methods of content, as well as meeting each learner where they are at.
- Exploring various means and developing lessons and tools to help our department deliver new curricular areas (mental health, sexual health, drugs, alcohol & substance awareness, healthy relationships, gender identity, media literacy)).
- Attempting to deliver new areas of the curriculum (listed above) while trying to maintain each student’s engagement and literacy in physical (psychomotor) activity, as well as still achieving their DPA.
- Improving the equipment and environment in the Weight Room so that it is a more comfortable and welcoming environment that has equipment suited to all needs/goals. We’ll also need to purchase new equipment as well as maintain and repair older equipment.
- Increasing the number of Senior Students taking Phys Ed electives.

2. How do these goals align with the Four Pillars of the School Plan?

Social & Emotional Well-Being

- Developing increased student engagement as well as delivering content around mental and social health are definitely in line with the students’ Social & Emotional Well-Being.
- I also believe that Phys Ed has always been a subject that has focused on S & E WB as we have always looked to develop Personal and Social Responsibility even before the curriculum was redesigned. This is also in line with the Personal Social Core Competencies.
- Fostering Resilience is also something that has been valued and nurtured in the past in Phys Ed and I believe we continue to do a good job in this area.
Expanding a student’s knowledge and skill base, as well as their kinesthetic awareness and abilities results in broadening their willingness to take on challenges. This in turn increases a student’s confidence, passion and motivation.

Having students set their own fitness goals results in better engagement, motivation, and caters both the learning environment and the content to the learner.

We play many cooperative minor games which develop community and cooperation.

**Building Curiosity & Imagination**

- Playing a variety of games or sometimes games at different levels so that students can engage at their own level.

**Accessible Learning**

- Developing and using different instructional strategies to meet each learner where they are at.
- Using a holistic approach to teaching we attempt to engage and develop each students sense of self, sense of family, and sense of community.
- When delivering our curriculum, we convey to the students that learning is experiential and reflexive.

**District-Wide Indigenous Goal**

- We incorporate First Peoples Principles throughout the delivery of our curriculum, as well as some of the curriculum itself.

3. **What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum.**

- It’s difficult to get beyond the scope of what was outlined above in question #1.
3. What are major goals that your department/s are undertaking this year?

- Goal 1 Formalizing the information literacy continuum for grade 8 through 12
- Goal 2 Increasing student involvement in recreational reading
- Goal 3 Expanding teacher access to professional and academic resources

4. How do these goals align with the Four Pillars of the School Plan?

Social & Emotional Well-Being

- The second goal aligns strongly with IQ1, the question exploring ways to nurture the social and emotional well-being of our students. Time spent reading for pleasure directly correlates with reading ability. Students are more successful academically in all subject areas when they are capable readers. However, the process of free selection of reading material fosters student curiosity and independence, while practicing responsibility to the wider school community when using the library collection and LC space. The reading of fiction has been shown to expand the capacity for empathy and the growth of social/emotional understanding.

Building Curiosity & Imagination

- The first goal aligns directly with the IQ2, the question concerning building curiosity and imagination. In order to support inquiry-based learning, the students need to build fundamental skills and ongoing capacity to utilize all stages of the inquiry process to gradually move away from teacher-directed projects as they prepare for more and more autonomy. Students with robust information literacy skills are able to overcome frustrations and persist with learning, without as much reliance on external motivations. They are able to delve more deeply into subject and passions in order to fulfill stimulating intellectual pursuits.
Accessible Learning

- The third goal supports all of the school growth goals and professional teaching needs of staff, but aligns closely to IQ3 in providing professional resources to staff examining instructional strategies and resources with the aim to support all learners. Teachers need to continue to build their repertoire of approaches for all of the varied needs and classes now and with the new curricular updates.

District-Wide Indigenous Goal

5. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
   - Continued involvement teaching and supporting students using My Education software to work on metacognitive skills and their ongoing CLE/CLC progress
   - Collaborating with teachers to expand the information literacy skills of our students to use confidently the inquiry based learning model in all subject areas.
   - Develop the scope and sequence with departments such as English, social studies and science to implement the information literacy plan for the all grades.
School Growth Committee

1. What are major goals that your department/s are undertaking this year?
   - Goal 1 Conduct John Oliver Secondary Student Forum
   - Goal 2 Development of Student Inquiry Questions for the JO School Plan
   - Goal 3 Facilitate ongoing conversations around school growth, including the sustainability of existing programs (e.g. JO Reads, Honour Your Education, JOSS “Courage” Code of Conduct, CLC & Capstone, CP, school visitations)
   - Goal 4 Assist in the preparation and assembling of the School Plan Year 2 document
   - Goal 5 Keep the “Four Pillars” of the JO School Plan at the forefront of SGC discussions throughout the school year

2. How do these goals align with the Four Pillars of the School Plan?

   The SGC will continue to facilitate conversations, as well as, provide direction/guidance to staff regarding the ongoing development of the School Plan.

   Social & Emotional Well-Being
   - CP: Core Competencies
   - CP: SOGI
   - CP: Mental Health & Anxiety

   Building Curiosity & Imagination
   - CP: CLC & Capstone 12

   Accessible Learning

   - Conduct JO Part I Student Forum (Nov 27th, 2018); students representing from all grades and academic backgrounds reflected on their school experience, identified successes and challenges related to their educational experience, then recorded, organized/prioritized, synthesized and finally communicated their ideas to the group;
   - Attend Vancouver District-Wide Student Forum (Feb 7th, 2019)
   - Conduct JO Part II Student Forum (Mar 12th, 2019); students created their own inquiry questions/goals that will be added to the School Plan Year 2. Students who attended
the JO Student Forums shared their inquiry questions and student forum process at a Staff Meeting.

- CP: Adaptations in the Classroom

District-Wide Indigenous Goal

3. **What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?**
   - Discussion and exploration re school-wide direction of student generated inquiry questions/goals
Science Department

1. What are major goals that your department/s are undertaking this year?
   - Continue providing an engaging program of study for science students, supporting and challenging students as per their individual learning needs/strengths, and ensuring the science classroom is inclusive, welcoming and safe for students
   - Continue developing meaningful learning activities in line with the redesigned curriculum
   - Continue to deliver an accessible curriculum for ELL students with the help of SCIOP resource teacher (Alina C.)
   - Continue to incorporate elements of UDL (universal design for learning) in classes where possible
   - Continue to incorporate Indigenous ways of knowing/learning and relevant knowledge in the science curriculum
   - Continue focusing on the core competencies and helping students develop language to understand/consider their growth in these areas
   - Consider offering students science challenge opportunities such as national tests and/or other competitions in some subject areas
   - Continue to develop and provide self-assessment opportunities for students
   - Continue to develop and trial various standards-based assessment methods in order to determine a department-wide common system for future implementation according to the ministry/district timeline
   - Trial working with a single, shared class set of new science 10 textbooks to determine if this is a feasible option for junior science moving forward *Please see #3, below.

2. How do these goals align with the Four Pillars of the School Plan?

   Social & Emotional Well-Being
   - Safe and inclusive classrooms in which all students can feel successful

   Building Curiosity & Imagination
   - Engaging and challenging science curriculum
Accessible Learning

- Providing a variety of classroom activities, assessments and approaches so that all students can be successful

District-Wide Indigenous Goal

- Incorporate Indigenous ways of knowing and learning into science subjects

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
  - Continued collaboration on student self-assessment opportunities as well as standards-based assessment models for use in the department
  - Continued collaboration on developing activities and lessons for the redesigned curriculum
  - Seeking out opportunities for cross curricular collaboration with other departments (e.g. Math, English Language Arts, Fine Arts, etc.)
1. What are major goals that your department/s are undertaking this year?

- JO Hosting the 2018 Vancouver District Holocaust Symposium; the Mid-Year Experience Week (e.g. Old Vancouver Townsite Walking Tour; Youth and Civil Liberties Conference); JO attending 44th Annual Holocaust Symposium hosted by VHEC; JO SJ12 participating in the cross-Canada tour on the Ukrainian Holocaust HOLODOMOR; LAW12 guest speakers and visit to Law Courts; Junior Leadership class projects in event management and community engagement

- Exploring different means and resources to deliver and assess the new curriculum
  - Portfolio assessments
  - Guided self-assessments
  - Project fairs

- Accessible Learning
  - Expanding multi-media resources (digital files/DVDs)
  - Guest speakers
  - Field Experiences off-campus
  - Access to technology/devices to enhance learning and research

2. How do these goals align with the Four Pillars of the School Plan?

*Social & Emotional Well-Being*

- Portfolio and self-assessment offer opportunities for student feedback/insight as well as choice and ownership

*Building Curiosity & Imagination*

- Variety and diversity of approaches
- Emphasis on connections to student experiences and relevancy

*Accessible Learning*
• Multi-modal approach; expansion and alternatives to conventional text and structure
• Positive leveraging of personal technology/device use in class
• Access to technology for those in need
• Multiple ways to show student-learning

District-Wide Indigenous Goal

• Indigenous components in new curricular areas
• Extension/experiential activities to augment curricular inclusion

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?

• Continuation of professional autonomy
• Freedom from bureaucratic/overly administrative exercises that take time away from meaningful growth and implementation of the new curriculum
Student Services Department

1. What are major goals that your department/s are undertaking this year?

Our major goals are:
- Goal 1 Teach students and parents about balance and self-care. Learning ways to de-stress and spending time doing things that give us joy, helps us to keep Balance in our lives.
- Goal 2 Working with our Multicultural workers to teach our parents the importance of connection with their teenagers. Feeling connected is a critical to emotional well-being.
- Goal 3 Working with our at-risk students to help them feel engaged in their schooling. Finding Alternate Placements including Work Experience and Ace It Program in order to engage them in their schooling.
- Goal 4 Work with our Indigenous students to motivate them to pursue areas of interest and encourage them to share their stories and culture.

2. How do these goals align with the Four Pillars of the School Plan?

Social & Emotional Well-Being
- The first two goals deal with the Social and Emotional Well-Being of our students.

Building Curiosity & Imagination
- The third goal deals with Building Curiosity and Imagination when students can find their passions and pursue Work Experience and/or Ace It Program in the areas that interest them.

Accessible Learning

District-Wide Indigenous Goal
- The fourth goal deals with the District-Wide Indigenous Goal.

3. What other opportunities do you see for growth within your department and for the school that align with the implementation of the redesigned curriculum?
- Encouraging students to engage in their schooling, find their interests, and take responsibility for their educational direction.
- Support and teach students to manage their stress and promote Balance in their lives.