

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.

SIR WINSTON CHURCHILL (SWC) SECONDARY SCHOOL

MISSION STATEMENT

Sir Winston Churchill (SWC) Secondary School contributes to the intellectual, physical, aesthetic, moral and social development of its students by providing challenges and opportunities for them to gain the necessary knowledge, skills and attitudes to enrich their lives and society.

2015-2016 GOALS:

GOAL #1: Finding Success for Each Student

To implement strategies and activities that promote success for each student.

GOAL #2: Aboriginal Cultural Enhancement

To continue 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?

Who are our learners?

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

Sir Winston Churchill Secondary School is located in south-central Vancouver at the junction of West 54th Avenue and Heather Street. First opened in 1956, the school is home to over 2000 students who list as their places of birth in over 50 countries worldwide. The school has gained a reputation internationally for its highly successful International Baccalaureate Diploma Program, which was founded in the mid-1980s. In addition, Churchill School features an acclaimed French Immersion District Program, the District's Ideal Mini School, and one of only two District Autism Resource Programs, as well as an assortment of course and departmental offerings that include Technology, Home Economics, Visual and Performing Arts, Physical Education and Business Education. More recently, the school has adopted as its guiding principle **the belief that all students are able to achieve a high level in one or more areas of study and/or activity given the support and caring culture and high level of instruction that exists at the school.** This belief promotes 21st Century Learning as the staff continue to focus on individualized learning for all students that is supported with the integration of technology. In the spring of 2007, the school celebrated its 50th Anniversary with a highly successful school community celebration, past and present. This sense of community has continued to grow/expand as we continue to collect and analyze data looking to ensure true success for "each" learner.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL #1: Finding Success for Each Student

To implement strategies and activities that promote success for each student.

GOAL #2: Aboriginal Cultural Enhancement

To continue 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?

With a tradition of strong academics at Churchill, we continued to look at student engagement as strategies for success. Without losing sight of our strengths in academics, a major focus was on expanding school clubs to involve more students as the we exceeded over 130 clubs this year for the first time in school history, establishing a Boys' and Girls' Club to support our students at risk, and establishing a series of collaborative inquiry groups amongst our own staff, with our feeder elementary schools and with Britannia Secondary School in order to focus on students engaging in their own learning process and making learning more meaningful for them. To support teachers throughout the school, teachers involved with collaborative inquiry projects shared their learning and their project work with all staff on curriculum implementation days and professional development days. We also employed social-emotional support sessions for our ELL learners, particularly new immigrants.

Based on the previous year's Stakeholders' Forum consisting of students, staff and parents, recommendations came forward to implement an Aboriginal Awareness Day or Days. We implemented two days focusing on Aboriginal Cultural Awareness. We had speakers, media and performing artists and applied skills specialists in the foods area come to the school to share and teach their respective craft and traditions. The students embraced these activities with great enthusiasm and a genuine motivation to learn about the Aboriginal culture. All speakers and performers were shared with Britannia Secondary School during the week so that more students would be exposed to Aboriginal Culture. This sharing was a result of the teacher collaborative inquiry projects occurring. In addition, a multicultural week was planned and implemented that highlighted many cultures, including the Aboriginal culture as the students and staff experienced speakers and performing artists throughout the week. Also, we have discussed and approved an Aboriginal mural for the school.

What was the evidence of success for each student?

It became quickly evident that amongst our student population, that the majority of students were connected to the school in at least one capacity beyond their actual instructional time. With a minimum of five students in a club, there were approximately 1, 000 students involved in one or more clubs at Churchill. As we field over 40 athletic

teams, we have approximately 500 students involved with athletics as some students are involved with more than one team. There was a slight increase in Honor Roll and Principal's List recipients. Students deemed the most at risk stayed connected to the school and were less prone to depart because of that connection.

Our Churchill learning community enhanced their awareness significantly through the activities planned and it inspired teachers to actively seek out more resources pertaining to Aboriginal culture so they could be used for instructional purposes. There is a strong desire to create more of the same on a larger scale in order to learn more about and be aware of Aboriginal Culture. Teacher Collaborative Inquiry projects have enhanced the awareness of staff regarding Aboriginal Cultural Awareness and there is also a strong desire to continue with more of the same.

How did we communicate and celebrate student success

- Continued to recognize student success through public highlights of accomplishment, e.g.s, multi media presentations on the large screen in the cafeteria, PAC, School Goal Setting and Planning Working Group, staff meetings, student assemblies, SWC Website, PAC Website, Honour Roll/Principal's List, Athletic Banquet and point system for service and involvement in athletics, Daily Student and Staff Bulletins, BARK Cards, PAC Staff Appreciation, Staff Appreciation of PAC Tea/Luncheon, Graduation Awards.
- Continued to determine if student run assemblies have incorporated the recognition of Aboriginal lands
- Continued to enquire through Department Heads if they feel they have sufficient resources on numerous topics, particularly the environment, of Aboriginal peoples and culture to utilize with students
- Continue to compare baseline data with collected data to date to determine how SWC Aboriginal students are progressing academically with the goal of graduating each student
- Continued to focus on ensuring performing arts and artistic initiatives have been incorporated through discussion with staff
- Continued to promote social responsibility with an emphasis on the importance of kindness and compassion for children and their families in need

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:

Continue with the current goals as outlined in our reflections for 2015-2016.