

School Learning Plan

October 2021/22

THE CURRENT CONTEXT

- NWSS is the only secondary school in New Westminister, BC, with roughly 2000 students between the grades of 9-12. We service a very diverse population. At NWSS, there are many strong connections among staff, students, parents and the community. As the only high school in the city, NWSS offers many different types of programs for students including International Baccalaureate, Construction Diplomas, Red Seal Apprenticeships, Alternate Education, French Immersion, Sports Academies, and one of the largest online virtual schools in BC.
- The 2020-21 school year was a monumental one for our NWSS community as it marked our transition to our new, state of the art school. Despite the pandemic, our school community successfully moved and transitioned to our new learning space – a testament to the resilience, flexibility and collaborative work ethic of our staff and students.
- SLP Background: Last year we revisited our school learning plan in January following the move to our new school. Given this transition and what teaching and learning had looked like over the past year, we needed to reconsider what should be our priority and focus in regards to our School Learning Plan. Through online Padlet exercises, staff brainstormed, discussed and prioritized what would be the most important work considering the current educational landscape. As learning had been split between online and in class, the staff expressed concern for both staff and student connection to the school community and that the new school did not yet have a sense of 'home' for our NWSS community. Next, we began the process of collecting data from both our student and parent communities. In the spring we sent a series of surveys to our students, parents and staff. These surveys focused on the current learning environment, that of 'blended learning' with online and face-to-face teaching and learning, the overall connectedness to the NWSS educational learning environment and a targeted survey with a focus on 'Equity, Diversity and Inclusion'. All these surveys quickly revealed that students, parents and staff were feeling a loss of connectedness to NWSS and that redefining the school culture given the current educational landscape would be our most important work moving forward into the 2021-22 school year. During our September and October staff and department head meetings we have begun to engage in the exploration of what actionable work can we do to support our community and redefine the NWSS school culture.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

This is the big overall goal/objective (must be measurable)

- To ensure NWSS is a place where our culture fosters a learning environment that is accepting of diversity, provides equitable opportunities for all learners and inclusion is at the centre of our work.**

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

Include how you will use resources (professional development, learning tools, etc.)

- Review of, and reflection upon, data from the previous current school year (Student Learning Survey, report cards, attendance records).
- Establish staff working groups to further break down the key areas of focus: Community, Collaboration, Connectedness, Communication and Celebration
- Engage 'Student Voice' in exploring School Culture and our 5 key areas of focus: Community, Collaboration, Connectedness, Communication and Celebration.

Timeline

- Semester 1:**
 - Revisit department goals, initiatives, and progress
 - Engage with staff through staff and department meetings to chart our current initiatives and create action plans
 - Identification of key areas of focus: Community, Collaboration, Connectedness, Communication and Celebration
 - Staff working to support key areas of focus
 - Student Voice to begin work with key areas of focus

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- Presentations to staff: Trans and Non-Binary Students: What are they dealing with emotionally?
- Presentations to students to be explored.
- Review/explicit teaching of concepts and language that are consistent with redefining school culture, student engagement and ownership of learning and their behaviours.
- Surveys of students and parents to be administered, reviewed and action items identified.
- Intentional learning opportunities and experiences provided for students to demonstrate what it means to be a 'Hyack' and what an Inclusive, Diverse and Equitable learning environment should look and feel like.

Semester 2:

- Actionable items put into motion by staff and Student Voice
- Ongoing check-ins and sharing with staff at our monthly staff and department meetings, engage staff in continual reflection about school culture
- Focused efforts during collaboration and Pro D Days

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

- Evidence of teachers trying new strategies:
 - teachers sharing examples at monthly staff meetings, collaboration days, Pro D days;
 - creation of teacher lessons and resources (that focus on student engagement and ownership) on MS Teams and our shared drive;
 - teacher participation/enrolment in professional, online learning opportunities.
- Evidence of students demonstrating qualities of an engaged learner (i.e. an engaged learner: takes responsibility for their own learning, thinks critically about their learning by asking questions, etc.), for example, through ongoing Core Competency development:
 - Reflection and goal setting will encourage students to take responsibility and ownership of their learning and behaviour.
 - Goal attainment will strengthen our students' sense of accomplishment
 - Self and peer assessment will develop students' critical thinking skills as well as their ability to identify their strengths and challenges and help students to direct their efforts toward greater engagement and control over their learning
 - Communication skills will be developed through regular opportunities for self-reflection, self/peer assessment, and demonstration of their learning
- Feedback from parents and students pertaining to our objectives considered and incorporated into our implementation of the School Learning Plan throughout the year.
- Evidence of student voice and engagement within the school (Student Learning Survey, parent engagement survey data, Student Voice club surveys, attendance data)

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

Consider multiple forms of communication (newsletters, social media, bulletin boards)

- Announcements, class discussions, and student leadership initiatives (including Student Voice club)
- Self-Assessment of Core Competencies
- Parent engagement through weekly parent bulletin, email, school messenger, school website, social media, PAC meetings, and parent and student surveys
- Communicating student learning informally (parent/teacher interviews) and formally (report cards) in student and parent friendly language
- Make our school learning focus visible in our school (posters, art displays, etc.)

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