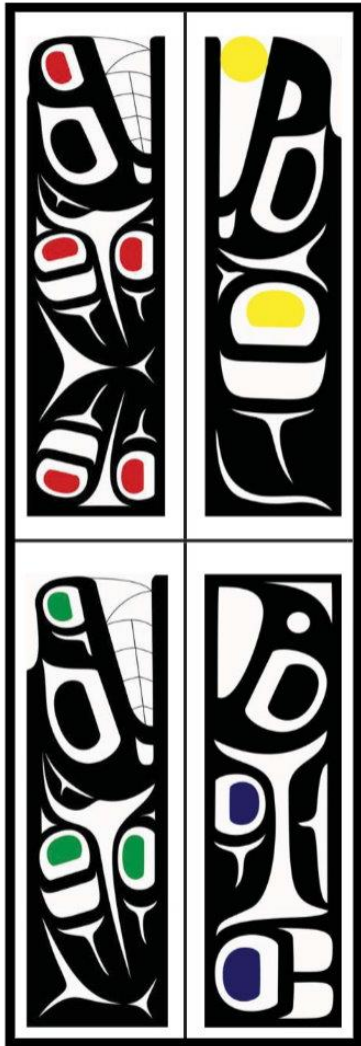


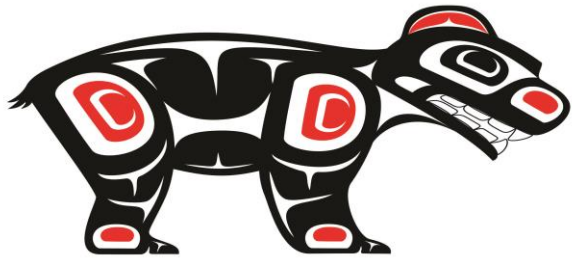
Esquimalt High School

Planning
Together for
our Students





A Journey of Good Hearts
and Good Minds
April Professional Development Day



How do we continue to support the AEA?

Goal 1 – to provide a sense of place, caring, safety and belonging for Aboriginal students in the GVSD

Goal 2 – to honour, nurture and support relationships between the GVSD, Local First Nations, Aboriginal Nations, families and community

Goal 3 – To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the GVSD

Goal 4 – To increase success of all Aboriginal students

School Goals

Transition

- a. To improve the learning and achievement of students in their Grade 9 year.

Wellness

- a. To improve the general health and social-emotional wellbeing of our local and wider school community.

June 2016

Personal Goals for 2016-2017:

Visibility in the school

Listening more deeply/extending trust to others

Aligning systems:

- clear goals and measures (set with departments and staff)
- gathering feedback from staff

Recognizing the contributions of others/giving feedback

Working towards increasing the connection/education/life chances of on-reserve students

Grade 9 Start Up

Wed/Thursday – Week one

- Team Building and Collaboration
- Honouring All Nations
- Paddling
- Writing Sample – Identity
- Study Skills/Wellness
- Digital Empathy





OUR SCHOOLS SUPPORT AND FOSTER:

Mission

WE *Nurture* EACH STUDENTS
LEARNING AND WELL-BEING
IN A SAFE, RESPONSIVE
AND INCLUSIVE LEARNING
COMMUNITY

AN INCLUSIVE AND ACCEPTING CULTURE



Vision

EACH STUDENT WITHIN OUR
World Class Learning Community
HAS THE OPPORTUNITY TO
FULFILL THEIR *POTENTIAL*
AND PURSUE THEIR *ASPIRATIONS*

SOCIAL RESPONSIBILITY AND JUSTICE

PARTNERSHIPS

RESPECT

EQUITY

INTEGRITY

RESPECT
LEARNING
DIFFERENCES

UNDERSTANDING
DIVERSITY

Open and Transparent

ENGAGEMENT

INNOVATION
AND POSITIVE CHANGE

MEANINGFUL

Connected

RELEVANT

GREATER VICTORIA SCHOOL DISTRICT



ONE LEARNING COMMUNITY

FOSTER
INCLUSIVE
CULTURE

Strategic Plan 2016-2018

Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Values

- **Engagement** – Students are actively engaged in their education and connected to our learning community.
- **Equity** – We give each student the opportunity to fulfill their potential.
- **Innovation/Positive Change** – We are innovative. We constantly seek ways to make positive change.
- **Integrity** – We are ethical and fair.
- **Openness and Transparency** – We are open about the decisions we make and how we make them.
- **Partnerships** – We create open and respectful partnerships with each member of our learning community.
- **Respect** – We respect ourselves, others, and our environment.
- **Social Responsibility and Justice** – It is our shared responsibility to work with and inspire students to create a better world.

“One Learning Community”



Strategic Issues, Goals, and Objectives

Strategic Issues are issues that will be given special focus over the next 3 to 5 years. This does not mean that other work will be ignored; everyday District operations will still be undertaken with diligence and a commitment to excellence. Following are the “big five” Strategic Issues for the District.

Issue #1 ~ Learner Success

Our top priority is clear – learner success. This means we do everything we can within our means to address each learner’s needs and to create physical and emotional environments that support our learners and our staff.

Goal

Create a Long Term Plan to Enhance Learner Success

Objectives

- 1.1 Increase student literacy
- 1.2 Increase student numeracy
- 1.3 Provide clear opportunities for students to identify life pathways
- 1.4 Support the mental health needs and well-being of students
- 1.5 Continue to develop appropriate and ethical use of technology
- 1.6 Increase student engagement



Issue #2 ~ Aboriginal Learners

The Greater Victoria School District is committed to closing the gap between Aboriginal and non-Aboriginal learners. The unique needs and strengths of Aboriginal learners must be addressed with sensitivity and vigour.

It is our shared responsibility to continue to have respectful dialogue and build positive working relationships with our Aboriginal partners and to honour the cultural differences and diverse needs of Aboriginal learners.

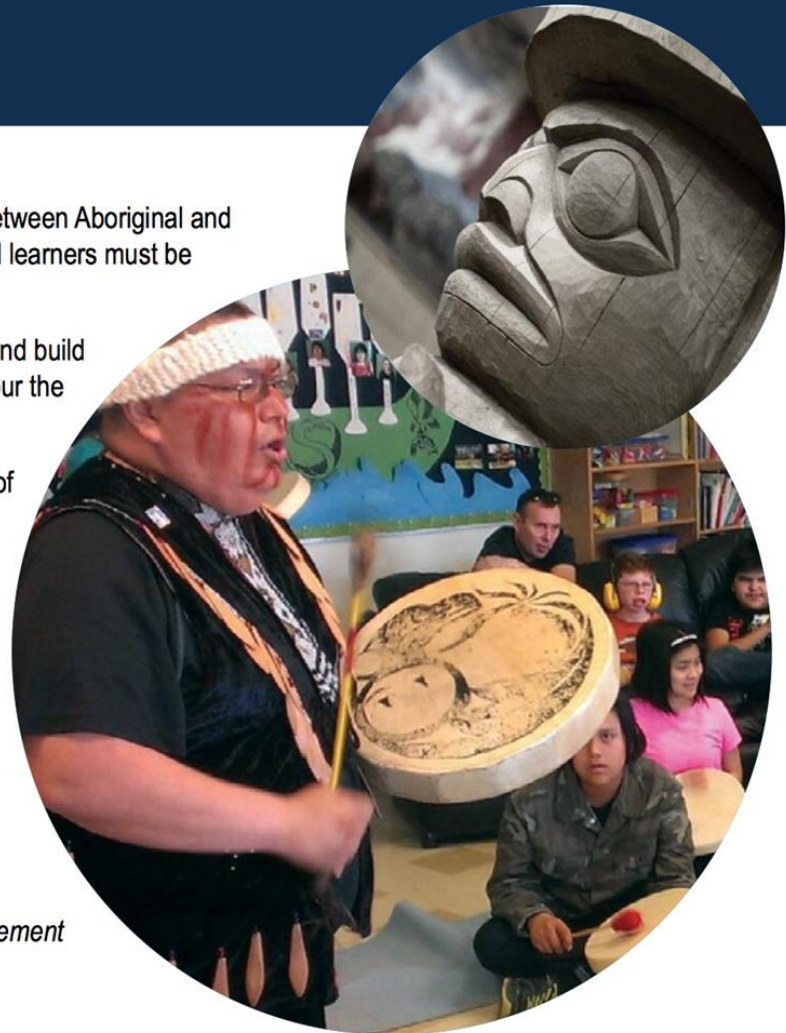
The Board of Education is firmly committed to meeting the four goals of the *Aboriginal Enhancement Agreement*.
(sd61.bc.ca/programs/aboriginal-nations)

Goal

Address the Unique Needs and Build on the Strengths of Aboriginal Learners

Objectives

- 2.1 Engage effectively with Aboriginal communities in our District
- 2.2 Improve the success of Aboriginal learners
- 2.3 Support the implementation of the *Aboriginal Enhancement Agreement*



Issue #3 ~ Vulnerable Learners

Many community respondents, as well as Trustees and Senior Staff, expressed concern about the shrinking levels of support for vulnerable learners, particularly those with learning and mental health challenges. As a result of budget reductions and the requirement to fund new provincial initiatives from existing resources, the District must continually find new and creative ways to meet the needs of our learners.

Income disparities across the District, lack of resources to implement Individual Education Plans, and other constraints place increasing numbers of children in a vulnerable position. This affects not only their ability to learn, but also the quality of learning for everyone. These challenges also place additional pressure on teachers.



Goal

Provide Greater Support for Vulnerable Students with Diverse Needs

Objectives

- 3.1 Develop a District Plan for vulnerable learners
- 3.2 Provide support and educational opportunities to teachers and staff who work with vulnerable learners
- 3.3 Continue to develop respect for learning differences

Core Competencies:

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

Three areas:

Communication

Thinking - Creative and Critical

Personal and Social

Positive Personal & Cultural Identity

Personal Awareness and Responsibility

Social Responsibility



Aboriginal Knowledge and Perspectives

An important part of curriculum transformation is the authentic and respectful inclusion of Aboriginal content, culture, and knowledge. Aboriginal peoples are part of the historical and contemporary foundation of British Columbia and Canada, and an introduction to Aboriginal perspectives provides BC students with an opportunity to develop empathy, respect, and good citizenship. Aboriginal knowledge and perspectives have been integrated throughout all areas of learning. From Kindergarten to graduation, students will experience Aboriginal perspectives and understandings integrated with what they are learning.



Example

Goals	Wellness	Connection	Literacy/Numeracy	Indigenizing Curriculum	??
All Students					
Vulnerable Learners					
Aboriginal Students					

Process

Whole Staff

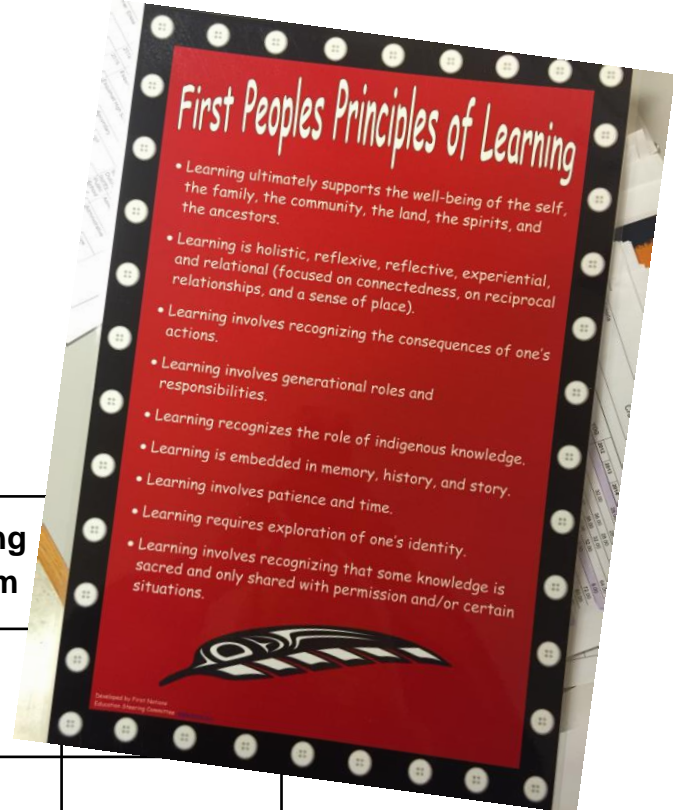
Department Heads - to departments

Department Heads - report out and refine

Staff Committee

Whole Staff





Goals	Wellness	Connection	Literacy/Numeracy	Indigenizing Curriculum
All Students				
Vulnerable Learners				
Aboriginal Students				



Sample Goals	Wellness	Student Engagement	Literacy/ Numeracy	Indigenizing Curriculum	??
All Students					
Vulnerable Learners					
Aboriginal Students					

Ideas/Thoughts

Skyler: student could see health, wellness, health related things in... could be on their own... all ways of knowing for student - eg. John history, indigenous

Daeng: anxiety/normative pres. eg. Maslow needs.

2 engagement - with across - of Rob Nash.

action-peer mentoring

Math 9C - Math 9B.

for older students, younger

Ondrea: wellness, intro, sleep, connect to adult

Sharon: connection 1. sense safe welcome 2. diff learning styles

Jeff: 1. build on success of q transition year on year. 2. mental health anxiety/wellness



MENTAL (EMOTIONAL) COMPONENTS

Sample Goals	Wellness	Student Engagement	Literacy/ Numeracy	Indigenizing Curriculum	??
All Students					
Vulnerable Learners					
Aboriginal Students					

Wellness

- eating habits
- physical activity w. dance
- positive relationships peer/peer
- staff wellness with adults

Our goal previously: "To improve the general health and social-emotional wellbeing of our local and wider school community."

Increase connection to adults and peers within the school.

- Inclusion to curric - photo
- relationships to transition

Revisit grade 9 curriculum of what it takes with more to attain "grade program" success. Grade 9 is a developmental year. DON'T WANT TO GRAB TEEN TO PUSH "GRADE PROGRAM".



Sample Goals	Wellness	Student Engagement	Literacy/ Numeracy
All Students	Self esteem/ self care/ confidence		
Vulnerable Learners			
Aboriginal Students			

Monthly Assembly to address self esteem, sexuality, healthy relationships, ed. - a wellbeing

Ideas/Thoughts

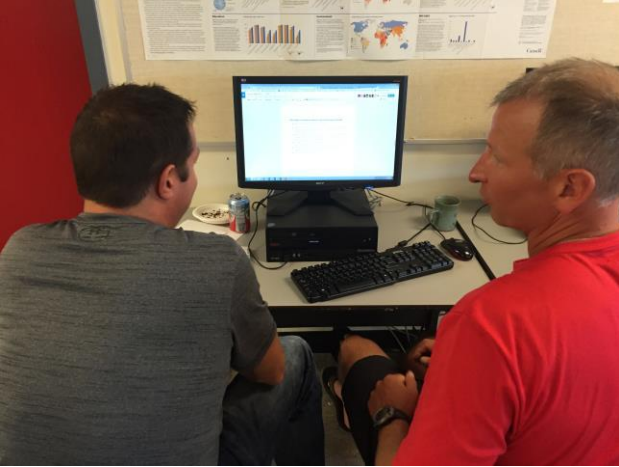
#1 helping students to feel comfortable with themselves (sexually, healthy relationships, self esteem)

#2 creating more alternative ways of learning for all students especially first nation students who historically learned in a different way than main stream education offers

Skyler Waddington

Temporary New Goals:

- 1. Improve the general health and social-emotional well-being of our local and wider school community.**
- 2. Increase students' sense of connection to adults and peers within the school.**



Google Doc in Departments to answer the following:

- How does this school goal apply to our department?
- What will we do on purpose to help move this goal forward?
- How will we know what our kids know within our department? What is our evidence/indicators for learning?
- What supports or resources are required in order to move forward on this goal?

School goal: Improve the general health and social-emotional well-being of our local and wider school community.

How does this school goal apply to your department?

- We deal with a lot of test and general anxiety in Math and Science.
- These are the things we do in our language classes (2nd Lang and immersion) to assist this goal:
- Give students the opportunity to write reflections / facilitate classroom discussions
- Conduct interviews in target language with class so that students get to each other—give students and ‘out’ if they don’t want to participate
- In our language classes, we give our students the language needed to express themselves in a meaningful way.
- This goal epitomizes our counseling department— this is what we do!
- Feel comfortable in all the classroom. Increase self esteem. More inclusion in all cla
- Giving choice, grade 9 Humanities project – increase engagement, improve attendance, ,
- In Physical Education, we give our students the physical literacy needed to express themselves in a meaningful way.

Next Steps:

1. Department Head Meeting this week to report back and refine goals, indicators and resources.
2. Need academic goals articulated.
3. We will be **shading** in our recommended areas for targeting.
4. Reporting back to staff committee and then full staff.
5. Working towards aligning financial and human resources to support our goals.

Example

Goals	Wellness	Connection	Literacy/Numeracy	Indigenizing Curriculum	??
All Students					
Vulnerable Learners					
Aboriginal Students					