



## 2022-2023 - Year 2 School Learning Plan

### 1. GENERAL SCHOOL STORY:

#### **Important Demographics**

Magee Secondary was opened in 1914, and is located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47<sup>th</sup> Avenue, between Granville Street and East Boulevard. The school is named after Hugh Magee, a local pioneer farmer.

Maple Grove (adjacent to Magee) and McKechnie are Magee's catchment elementary schools, although students also come from Osler, David Lloyd George and Kerrisdale Elementary Schools.

We are a comprehensive high school currently meeting the needs of 1038 students enrolled in Grades 8 through 12.

Our school population is ethnically diverse, speaking over 30 languages in students' homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student population are enrolled in English Language Learning classes. We enrolled 132 International students during the 2022-2023 school year.

Approximately 9% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). 77% of students identified with an IEP are fully integrated into regular programs at the school, and the remaining 23% percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

#### **The unique assets at Magee**

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

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School

offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The **Learning Support Program (LSP)** for 15 Grade 8 and 9 students with severe language learning difficulties. Each student has an Individual Education Plan (IEP) and works at their own level on adapted or modified core curriculum in a supportive setting. Upon completion of LSP 9, students then transition into either regular program studies in Grade 10, or another unique class setting elsewhere in the district.
- The **Learning Assistance Life Skills Program (LALS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at their own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.
- The **Magee Life Skills Program (LS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at their own level on a modified curriculum. On graduation, students are awarded a school-leaving certificate.
- The **SPARTS (Sports/Art) Program** for 150 Grade 8 through 12 students. This district program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, fencing, etc.) and enables the integration of training/study/competition schedules with academic studies.

Magee's Skills Development Centre is unparalleled in its successes through a highly respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics. Magee's clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community who value public education. Our PAC holds regular meetings with current educational topics on the agenda. A targeted fundraising program is underway to support school identified projects. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our dynamic Fine Arts programs enroll approximately one third of Magee students in bands and/or choirs, and have toured and performed across Canada, the United States, Asia and Europe. Magee's Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, stage drama productions six times a year and have competed successfully in competitions, both locally and provincially. Our school's exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, History, Literature, and Visual Arts enable students to become accustomed to college level studies.

### **What do we celebrate?**

Overall, school-wide, we celebrate student service, contributions, citizenship and personal achievement. We celebrate through department showcases in hallways throughout the school, student and staff bulletins, PA announcements, PAC meetings, school newsletters, a student written magazine, ebulletins, and the school website. Communication and celebration of student success also continues to be recognized through a section called “Did You Know?” in our daily bulletins, and term celebration assemblies. The school does not use social media apps for messaging.

The success we shared as a school community has left many positive memories from this past school year and will serve as the necessary scaffolding and inspiration for future student successes.

### **What did we focus on for Year 2 of our Plan?**

The focus that emerged for year two was to continue encouraging and enhancing positive mental health in all learners.

This focus relates to the VSB educational plan:

Goal #1: To “improve student achievement, physical and mental well-being”.

This focus also relates to the redesigned curriculum:

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

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

**Stated as an Inquiry Question we ask: How can we help our learners gain strategies to promote positive mental health?**

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## **2A. WHAT DID WE SEE?**

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% and over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a

positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities. Many students are environmentally conscious and are involved in clubs and activities at school that promote sustainability and awareness of global issues. They appreciate the value of service and volunteering. Magee students have great school spirit.

The needs of Magee learners include general well-being. Satisfaction Survey survey data indicate that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students struggle with defining and coping with stress, anxiety and depression. Many students are very mark focused and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university. The evidence from this past year indicates the same.

Apart from isolation and stress induced by Covid and Social Media, factors that may be contributing to our students reported lower levels of mental health may be the high expectations they and their families have. Increasing entrance requirements for university may also play a role. They may also struggle with resiliency in their ability to handle adversity and failure. Social interactions and pressure may be factors.

Student and staff both report a lack of time to attend to their learning and planning needs.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

In alignment with the district, we moved to a semester system to improve connections with students.

We also need to be mindful of our changing enrollment. In 2018-2019, we had 1044 students enrolled, 2019-2020, 983 students and in 2020-2021, 964 enrolled (partly affected by lower International and Sports enrolment due to Covid), and in 2021-2022, 899 students were enrolled (102 being international). This decrease in enrollment is largely due to 'bubble' years graduating which included many students that were originally cross boundary. We also know that there are students living in our catchment that choose to enroll at private or independent schools instead of at Magee. However, our projected enrolment in 2023-2024 is 1058 students, an increase shaped by 40 additional international students requesting Magee (to a total of 160 international students). To recruit and retain students in order to maintain and build our phenomenal programs, and continue to focus on the well-being of our students, we have ongoing conversations with our staff about programming and learning opportunities at Magee. These conversations underscore the importance of our inquiry question.

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### 3. INQUIRY QUESTION (previously known as “Goal”)

Our original inquiry question is to be continued for year 2, viz:

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

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### 4. WHAT IS OUR NEW PLAN?

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

- Engage health professionals to instruct students on how to address their needs and use tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
- Continue to communicate students learning of core competencies by a connection/interview process involving all staff and all Grade 8s and 9s.
- Continue with our Semester Turnaround experience with workshops and assemblies that focus on different aspects (Physical, social, individual) of adolescent mental health.

Actions that we further propose to take in year 2 are:

- Engage staff around conversations for revisioning, recruitment and retention into Magee programs. This could lead to a readjusted inquiry question for year 3.
- During semester turnaround, collaboration time, staff meetings, and admin days establish a program of staff ‘Teach-ins’ to support our identified goal.

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### 5. WHAT SUPPORTS WILL WE NEED?

The Magee staff has participated in professional development on mental health at the district and school levels. Student grade assemblies have also focused on this topic in addition to other aspects of the redesigned curriculum’s core competencies. This will continue to be a topic of staff professional development and student assemblies. Further professional development on assessment strategies has provided new learning to benefit our students. These sessions will continue (in, for example, our upcoming admin directed “Teach-in Extravaganza’ with facilitators delivering plenary and break-out sessions on different aspects of assessment and youth mental health.

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

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## 6. HOW WILL WE KNOW WE'RE ON TRACK?

We will receive feedback from teachers through focused discussion, regular check-in surveys, individualized check-ins, and through discussion at department head's meetings. Students are surveyed each year. Student self-assessment of the core competencies will provide anecdotal data on personal values and choices, self-regulation, relationship building and well-being.

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## 7. HOW WILL WE SHARE?

This information is shared with parents through our website, at PAC meeting and through our parent ebulletins ("Magee News").

Students will become aware through grade assemblies and class discussions.

Feedback is shared with staff at Department Heads and staff meetings, administration day workshops and during collaboration sessions.



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

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## 8. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS WITH REGARDS TO THIS FOCUS?

- Increased our overall focus on our Indigenous students' sense of pride, belonging, place, acceptance and caring at Magee.
- Continued tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Indigenous students.
- Continued tracking both the participation rate and completion rate for our Indigenous students on provincial literacy and numeracy assessments.
- Ongoing dialogue and tracking of data takes place amongst teaching and support staff, at department head meetings, and at staff meetings. Necessary adjustments are identified and support plans made accordingly.
- Magee participated in Orange Shirt Day which is recognized as part of the Truth and Reconciliation process to bring awareness about residential schools.

- Increasing the representation of Indigenous art in the school: our Magee 2019 Grad class gift (a carving by Chris and Crystal Sparrow) is complete; we have a dedicated cabinet displaying Shane Point's carving of a traditional canoe on permanent display; Kwagiulth (Alert Bay) carver Jimmy Joseph's Sun and Moon carvings on permanent display alongside Spindle Whorl; LALS 'Upon Reflection' (based on Susan Point's Salish Footprint) mural on permanent display (see Appendix One. Photo 1).
- Lisa Printz's Art 11/12 students worked alongside Deborah Sparrow to transform the 'Princess Staircase' into the 'Musqueam Staircase'. This, and the Atrium's concrete pillars were painted with traditional Musqueam woven design (see Appendix One. Photo 2).
- A staff committee is coordinating the development of a Musqueam House Post project and integrating the planning and carving into curriculum development in the school.
- Increased public display and public education regarding Musqueam art through information plaques alongside displays and outdoor mounted copy and artists statement of Spindle Whorl. Video recording project of artists Chris and Chrystal Sparrow to be digitized and accompany information plaques (see Appendix One. Photo 3, for example).
- FIM Collection. Magee's library has begun the process of reorienting its collection to elevate authentic indigenous voices. Working together with district Indigenous Education Department and Teacher Librarian Mentor the library's FIM Collection (First Nations, Inuit and Metis Collection) has decolonized our collection and foregrounded local indigenous authors and scholarship. The vetted material and model is being shared with all Teacher-Librarians in the district. Ultimately, we will introduce Musqueam art into the library and we hope to have a name gifted to this learning space.
- Support for district initiatives such as book launches of Indigenous authors and the inaugural Indigenous Allies Awards expose our students and teachers to extra-curricular aspects of supporting learners and teachers in this focus.
- Facilitate student-initiated displays helping students and staff understand indigenous experience (see Appendix One. Photo 4).

## 9. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will sustain and enhance our understandings of Indigenous perspectives and knowledges by

- Continuing a teacher's reading group that has focused on Indigenous and anti-racist material. For example, this year books discussed over several sessions included Jo Chrona's *Wayi Wah! Indigenous Pedagogies*, and Akiwenzie-Dunn (Et.Al.)'s *This Place: 150 Years Retold*.
- Link ProD with school initiatives. For example staff attended a full day place based pedagogies session at Musqueam on 24 April, and followed this up with a whole staff session on Bob Joseph's *21 Things you may not know about the Indian Act* (an extended learning opportunity that allows staff to use online learning platforms to help understand the ongoing consequences of the Act).



## Appendix One.

Photo One (Right): Reverse side of Musqueam Stairs: LALS program's Upon Reflection mural, an interpretation of Susan Point's Salish Footprint. Haphazard tile placement indicates unique nature of individual's lifepath; complete and incomplete tiles indicate ongoing process of reconciliation.

Photo Two (Below): Musqueam stairs and pillars. Students worked with Deborah Sparrow on traditional textile and woven design symbolizing relationships with Mother Earth.



Photo Three (Below right): Public art and information- examples of explanatory plaques used to educate students, staff and visitors regarding various examples of Musqueam and Coast Salish art in the school.

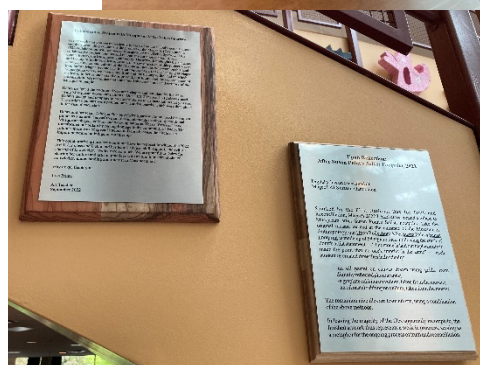


Photo Four (Right): Decolonization Display as information space. Student independent study display in the school.

