

2022-2023 - Year 1 School Learning Plan

1. General School Story

Gladstone Secondary School is located in East Vancouver's Kensington-Cedar Cottage community. We draw our students from a neighbourhood that, although predominantly lower middle to middle-class in socio-economic status, is characterized by diversity. Our students' families include a higher-than-average (for Vancouver) proportion of low-income households. Our neighbourhood is ethnically diverse as well, with fewer residents reporting English as their first language as compared to the city-wide average. Gladstone's student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Chinese, English, Vietnamese, Tagalog, and Spanish being the most common. Our student body includes immigrants from every populated continent and we are host to thirty two International students. Gladstone's multicultural mix is a hallmark of the school, and is celebrated and valued by staff and students alike.

The school has approximately 1000 students with a number of different programs including Lifeskills grades 8-12, Learning Assistance Lifeskills grades 8-12, Mini School grades 8-10, Learning Support Program grades 8 and 9, and the Pre-Employment Program grades 10-12. For a small school, we offer a full range of electives including some AP courses, Culinary Arts, Dance, Robotics, Music, Theatre, Strength and Conditioning, Foods, and Technical Studies.

The school has excelled in the past couple of years in dance, music and athletics. For the past couple of years we have won first place nation-wide in the CBC music concert for both our jazz band and choir. Our competitive hip hop dance teams have won dance competitions on a regular basis in the Lower Mainland. In the past year, both of our Senior Volleyball teams went to the provincial championships. We have also been highly successful in basketball with our Senior Girls winning the city championship last year. Our students have also consistently won district-wide scholarships and entrance scholarships to University valued at \$40 000.

The school community prides itself on being a safe and friendly place. In the past couple of years, we have created new spaces for students to feel at home including a Sacred Room next to the counselling suite that is a dedicated place for Indigenous culture and a workspace of our Indigenous Enhancement Teacher and our Indigenous Support worker. We also have created a Welcome room as you enter the school that is staffed by our Multicultural Liaison workers as well as our Settlement Workers in Schools that is a place for students to connect, eat, sing, and generally belong. The school is also woven together by a Community Schools Teacher who coordinates opportunities for students to volunteer in the community and engage in the school. The student council is strong and active and has invested time and energy to making the community more diverse, equitable, and inclusive including organizing a Truth and Reconciliation Walk for the past two years.

The opportunity to try – acceptive and supportive – e.g. choir show – anyone can join or sing a solo, anyone into band, beginner dance, at dances everyone helps clean up, everyone dancing together.

2. What do we know about The Community of Learners?

Strengths:

- Our learners are deeply engaged in positive activities that allow them to belong, be generous, be independent, and develop self-mastery:
- large and very active student council (dances, theme days and weeks, spring carnival, etc.)
- supportive and successful nationally awarded music program (CBC and festival award winners, Cabaret Night with over 30 student performances)
- huge dance program (consistently place in top 3 at all competition levels, Showcase includes over 100 dancers from beginners to competitive in multiple styles)
- athletic teams getting to championship levels in basketball, volleyball, track and field, wrestling and soccer
- strong culture of clubs with wide diversity including: Acrobatics Foundations club, Anti-racism coalition, Chess club, Climate action, Cooking, Duke of Edinburgh, Feminism, Garden, Gender Sexuality Alliance, Improv, Giving and Gratitude, Hiking and Biking, Junior Robotics, Knitting, Library, Lighting Crew, Math, Origami, Sound crew, Stage Crew, Good Guys, Tabletop (Roleplaying), Ultimate, Welcome Circle
- Strong academic achievement
- Positive, supportive, welcoming environment including involvement of newcomers in planning and participating in activities that benefit themselves and others
- Leadership program that allows students to grow and help others, especially with partner elementary schools
- Culture of volunteerism that involves athletics (student scorekeeping, refereeing, and coaching) fine arts (sound crew, lighting crew, stage crew), peer tutoring, community service at Trout Lake, Cedar Cottage Neighbourhood house.

Needs:

- Financial support
 - over 270 students on the lunch card program (270 / 988 – 27%)
 - 1/4 of 2022-2023 Student Affordability Fund used for grocery gift cards to directly support families, especially at Christmas
- Multi-Cultural and Language support
- Multi-cultural liaison worker and settlement worker in school staff are frequently in the building and support many families with school and community interactions
- Increased support and opportunities for diversity in sexual orientation and gender identity
- Increased support and opportunities for students experiencing challenges with mental well-being
- More perspectives e.g. guest speakers in to talk e.g. dance choreographers for world dance, anti-racism [knowing the why of what is wrong]
- How to support friends with mental health

3. What evidence supports what we know about THE learners?

- Satisfaction Survey - Grade 10
 - “At school, are you being taught about local First Nations?” 37% agreed, 14% disagreed
 - “I am satisfied that in school I am learning basic social skills that I need for the future (build relationships, support others).” 65% agreed, 4% disagreed
 - “At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?” 69% never or almost never, 19% sometimes
 - “At school, I am learning how to resolve conflicts with others in peaceful ways.” 45% agreed, 15% disagreed
 - “Is school a place where you feel like you belong?” 7% Never or almost never, 57% most or all of the time
 - Do you feel welcome at your school? 66% most or all of the time, 7% never or almost never
 - Do you feel safe at school? 79% most or all of the time, 3% never/almost never
 - “At school, I am learning to understand and support human rights and diversity.” 63% agreed, 3% disagreed
 - At school, have you experienced discrimination on the basis of your sexual orientation or gender identity? 81% Never or almost never, 1% all of the time, 12% sometimes
 - At school, do you respect people who are different from you (for example, think, act, or look different)? 86% most or all of the time, 2% never/almost never
 - This school year, how often have you felt hungry because there was not enough food to eat? 20% sometimes, 20% most of the time, 11% all of the time
- Cyberteens Survey – UBC (year 3)
 - FIT and teachers using Teams with their classes are very helpful for support, review and organization.
 - Students are still struggling with gaps (learning and memory) from Covid schooling and want more review opportunities.
 - Students would like more individual support for both mental health and academic challenges, more understanding for the complexities of their realities, and more flexibility within their schooling.
 - Lots of teens felt depressed and anxious, but it hasn’t changed over the pandemic.
 - Going back to school helped even more teens feel connected, but more than 10% still feel disconnected.
- MDI grade 7 Vancouver School District and Community Report – Kensington Cedar Cottage Community - 268 children in study.
 - Well-Being Index [composite score of 5 measures that are of critical importance during the middle years – children in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be “thriving”] 20% experiencing thriving, 27% medium to high well-being, 52% low well-being
 - Assets Index - % of students reporting the presence of these assets in their lives: Adult Relationship – 69%, Peer Relationship – 76%, Nutrition and Sleep – 59%, After-school activities – 76%
- Feedback from GSA, Feminism Club and Diversity Leads
 - *Washrooms continue to be a concern for students and staff,*
 - *Use of correct pronouns and names continues to be a challenge some students face*

Provincial Assessment results

April 2022

EXAM	TOTAL	1 – Emerging	2 - Developing	3 – Proficient	4 – Extending
Literacy 10	12	2	4	6	0
Numeracy 10	10	2	5	2	1
Literacy 12	209	5	36	135	33

June 2022

EXAM	TOTAL	1 – Emerging	2 - Developing	3 – Proficient	4 – Extending
Literacy 10	180	16	35	117	12
Numeracy 10	187	35	69	65	15
Literacy 12	9	1	6	2	0

4. What is the focus for our community of learners based on the evidence?

- We need to gather better data around Equity and Reconciliation including student surveys, listening campaigns, equity participation trackers.
- We know that there are students who don't feel connected, but we need more data to establish who they are and how we can best support them.
- From the CyberTeens survey, we see that there is a significant percentage of the student population that doesn't feel connected at Gladstone; finding out how we can help them feel more connected
- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Results from the Numeracy assessment indicate a gap in performance between literacy and numeracy. This is something we should investigate.

5. Inquiry Question

How can we create a more equitable school community?
How can we support reconciliation in our school community?

6. What is our plan?

- Offer multiple perspectives where possible in classes and presentations including bringing in other voices to complement our staff voices
- Offer First Peoples courses at the school and creating the capacity to offer more Change participation, grading structures, more group work
- Use inquiry-based learning
- Select texts from BIPOC authors
- Encourage personal reflection in assessment and in student planning.
- Use First Peoples Principles of Learning as a guide for student learning and assessment
- Continue to ask students about their challenges and what they feel they need to be more successful/comfortable/safe/happy.
- Use more of the Gladstone Way of Being framework to be explicitly communicated during FIT time.
- Bring in more local, relevant land based problems for students to explore. Allowing students to learn from the land gives a deeper connection and appreciation for things around us.
- Move away from content-based curriculum. Looking at exploring my students's likes and passions. This is a huge part of the core competencies, especially the social and personal.
- Use Place-based learning
- Work with small groups of students on Equity, Diversity, and Inclusion issues. Students have expressed the desire to working with small groups of students rather than assemblies Students – mental health – small, focused groups – e.g. circle of sisters, multi-grade might be better

7. What supports will we need?

- All staff to receive a copy of Wayi Wah Indigenous Pedagogies
- Indigenous, BIPOC, LGBTQ pro d
- More Indigenous “teachers” to the school including guest speakers, performers
- Science teachers to show others how they are incorporating places-based learning into their courses
- Release time to watch others who are incorporating Way of Being, First People’s Principles and Indigenous ways of knowing
- Lesson plans / guides
- Help from the district in different departments such as Information Technology to allow MyEd to show preferred gender for EOCs who work with our students, and the Gardens and Facilities to include native species in their inventory of plants and trees for gardens.

8. How will we know we’re on track?

- We have used the Provincial Assessments and the CyberTeens results as baseline for this year. There is one more year of CyberTeen participation, which will give us a place to track changes, as well as ministry assessment results.
- We will continue to confer and plan with the clubs and groups who support equity and diversity.
- We will see more teachers including diversity, Indigenous content and ways of knowing in their courses and activities.

9. How will we share this information?

As part of the monthly parent newsletter, we can highlight actions and activities happening in the school that build connections and deepen understanding around diversity, equity and inclusion.

The rotating photos in the front hall display will show students in action around the school. We will ensure that the full diversity of our student population is highlighted in these photos.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. What learning have we done at our school to support and enhance our understanding of indigenous worldviews and knowledge?

- Indigenous acknowledgement before all morning announcements and meetings.
- September 20 Pro D with Takaya Tours paddling in Deep Cove
- September 20 Pro D from BCTF on Infusing Aboriginal content
- Attendance of English Dept staff in 3 part series of workshops by Carolyn Roberts on Indigenous Grad Requirement
- Working with Circles of Sisters Mentorship program which provides personal growth opportunities for self-identified Indigenous girls 12-18. The program aims to empower Indigenous girls to explore and celebrate their cultural identities and build personal skills in a safe, supportive group environment.
- November 25 Pro-D – Indigenous Focus Day – to hold space for discussions and information sharing our collective responsibility as educators in providing all students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada.
- Nov 28 All staff were given a copy of Jo Chrona's book Wayi Wah!: Indigenous Pedagogies, An Act for Reconciliation and Anti-Racist Education
- Book Club
- Opportunity to work with Jo Chrona during May 19 Pro-D day
- Indigenous Allies working group – monthly
- Indigenous Ed worker and teacher sponsoring the We Are One Club. Painting and Beading with the students in the club.

11. What Evidence of understanding of indigenous worldviews and knowledge have been fostered within your school community? Please share how it is embedded throughout.

The school has embarked in a number of activities and initiatives to increase our understanding of Indigenous worldviews and knowledge. The School's expectations around behaviour and conduct were revised from a RESPECT placemat to a WAY OF BEING that was based on the work of Dr. Martin Brokenleg and has four categories for conceptualizing behavioural aspirations including Belonging, Independence, Self-Mastery, and Generosity. A new school logo and banners were created with the artwork of Robin Roberts, a member of the Skidegate Band Council of the Haida Nation. The Way of Being is addressed at school assemblies and in individual interactions with members of the school community. Most recently, our athletic awards were revised to reflect accomplishment in athletics through these 4 aspects. Similarly, our After School Tutorial Program has used this approach in its work.

This year, additional First Nations courses were added to our timetable – English First Peoples Literary Studies and Writing 11 – in addition to English First Peoples 12 which has been offered for a number of years. Next year, we have also added Contemporary Indigenous Studies 12 and English First Peoples 10 as well.

Teachers have utilized First Peoples Principles of Learning in a variety of ways throughout the year, including the science department who have explored how learning ultimately supports the land and is an experiential and relational undertaking by exploring and working with the land and Indigenous plants in the school garden which has been turned into a bustling and vibrant place

Specific calendar events have been recognized and acted on including a school-wide march for reconciliation on September 29 and a display and reading for the school for Red Dress Day .

Author David Robertson, a member of the Norway House Cree Nation, addressed students at an assembly. His book Barren Grounds is read by all students in grade 8.

The school garden has been used by Science class and also by the Garden club

There were a number of field trips that took place that incorporated place-based learning as well as First Nation guides. These included: (1) a trip for Life Sciences 11 and Anatomy and Physiology 12 students

to x̣ẉməṁq̣ẉe:m Camosun bog to look at the place where the double headed serpent emerged in the Creation Story for the Musqueam People, a Tree Walk that received Indigenous Education Cultural Project Funding, a field trip to Grouse Mountain that included a First Nations Cultural Program

A student-organized and led Truth and Reconciliation Walkathon

Observation of Red Dress Day with a Display in the front foyer as well as a document to be read to classes that was prepared by our Leadership class and a short video to share.

12. How will we sustain and enhance our understanding of indigenous perspective and knowledge?

- Greater incorporation of the Way of Being probably through FIT time and student planning
- Continue to collaborate with Indigenous academics and colleagues
- Use pro d opportunities
- Incorporate intersectionality
- Continue to use First Peoples Principles of Learning
- Utilize First Peoples content
- Share perspectives