



Vancouver School District
School Plan for Gladstone
Year 3: 2020 of 3 Year Plan, 2019 - 2020

May 27, 21
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Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

- 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 is known at the district level for its thriving Fine Arts program including, Music, Theatre, and Dance.
- The school is known throughout the province and internationally for its Robotics program and team that regularly competes in the Robotics World Championships.
- We offer outstanding support for students with special learning needs.
- We offer a DSAP Mini program as well as AP courses at the senior level.

Inquiry Questions

How can we incorporate the Core Competencies into our classrooms and at the school-wide level?

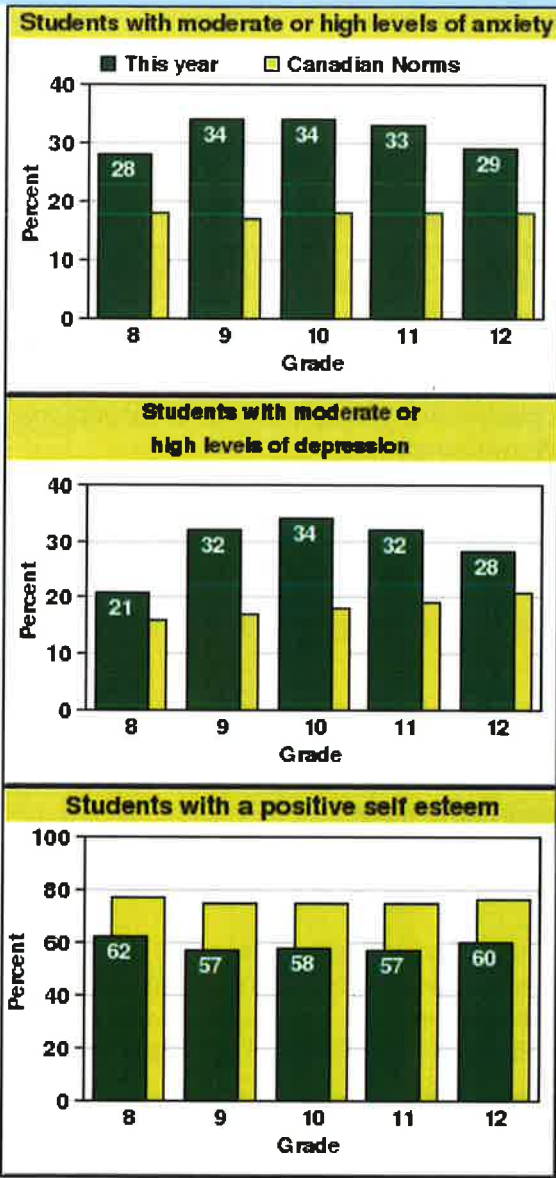
What opportunities can we provide for students to demonstrate Personal and Social Responsibility at the school?

Where the need for this goal came from

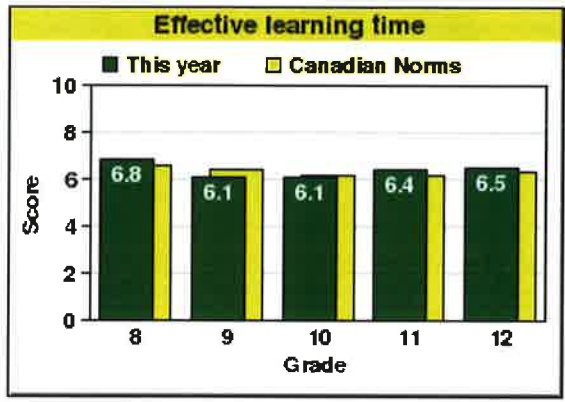
- We will be focusing on the core competencies and providing students opportunities to engage with them in an explicit and constructive manner in all of their courses. As such, we will be focusing on our grade 8 and 9 students.
- Staff have identified the Personal and Social Competencies as the main areas requiring our attention based on their lived experience at the school as well as information from the Tell Them From Me Survey and earlier Student Surveys
- Approximately half of the staff chose to focus on Personal Awareness and Responsibility Strategies

These competencies and our approach to fulfilling them fit well with Goal #3 of the District Strategic Plan: Create a culture of care and shared social responsibility

- Our Tell Them From Me Survey in the spring of 2017 indicated that we are at the national average for most things reported in the survey
- However, in the area of social emotional outcomes there were some noticeable differences as indicated below
- Social-Emotional Outcomes



- Given the new curriculum on the Core competency of Social and Personal Responsibility this was an area identified for focus
- The survey also looked at effective learning time, and although we are at the Canadian average, staff are interested at considering changes to how we structure our timetable at various times.





2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Steps taken:

- This year we added in self-reporting to accompany report cards 1 and 2 as well. These student self-reports were uploaded into Myed.
- Half of the collaborative days for staff were directed towards development of the core competencies in classrooms
- Silent reading time was expanding to become silent reading and well-being time
- Teachers have explored a diverse number of self-regulation and well being practices ranging from knitting to walking and guided meditation. 7/10 staff meetings began with a guided meditation for staff.
- The PE department implemented and improved a rubric for students to self-identify. PE has also worked over the last three years to create and implement new health and wellness curriculum including lessons from the Canadian Red Cross anti-bullying program, and conflict resolution.
- The science department held another science Olympics for the grade 8s and 9s with explicit sheets for the students to recognize their use of the core competencies – especially the social responsibility facets. This included self-assessment questions on a Likert scale such as “I am aware of how others may feel and take steps to help them feel included.”
- The Science department has also engaged in these regular initiatives: deeper student self-assessment and pre-testing rather than retesting, place-based learning, the use of mobile whiteboards for group learning
- In the Applied Skills, Design, and Technology department self evaluation rubrics were used for both the curricular competency and social responsibility.
- In the Fine Arts, assignments were purposefully created to allow students to explore their identity. Graphics students also create, print and distribute thank you cards. Theatre students created plays together to portray contemporary social issues and create dialogue around these issues.
- The Skills center created a number of student-centered documents to help them identify and log social responsibility outcomes such as clarifying a problem, considering alternatives, and evaluating strategies.
- A school pro-d day was held in April with Dr. Martin Brokenleg to examine youth behaviours and help students (including those experiencing inter-generational trauma) through the ‘Circle of Courage’ which is comprised of 4 parts – Belonging, Independence, Mastery, and Generosity.
- Three staff members took part in the district pilot program in conjunction with UBC called “Supporting Mental Health in our Schools” that was designed to help reduce stress, and improve students’ wellness and learning
- A school-wide breakfast initiative was created through the Vancouver Sun adopt a school program and staff and students worked together to provide breakfast every morning in a room that was repainted and made beautiful with student art work. This provided a warm and caring place for belonging in the school.
- The White Hatter came to the school to provide a workshop for students on Social Media Safety.
- The Engaged Immigrant Youth Program continued to provide school-wide opportunities for student to engage in positive personal and cultural identity as well as Social responsibility such as an anti-bullying workshop.
- The Community Schools Team brought in a volunteer program named Project Backpack that enlisted Gladstone students to help with Selkirk elementary students and pack backpacks for Directions Vancouver to distribute to disadvantaged youth.
- The YWCA Mentorship Program completed its 28th year. In this program Senior female students are matched with a mentor based on their career area of interest and together they explore the realities of that professional world.

3. WERE WE SUCCESSFUL?

- Outline results

- Staff have become highly familiar with the core competencies. Through meetings during collaborative time and staff meetings strategies were discussed and implemented to help student self-regulation.
- Grade 8 and 9 students have become highly familiar with the competencies and increased the speed and quantity of what they were able to report during the self-reporting after term one and two.
- The TTFM survey is only half complete at the time of this report and will be completed in early June.
- Consultation with students through regular meetings had indicated...results were a number of school wide initiatives that helped created relationships and contributed to our community including events like Cancer Awareness week, Organized Chaos which stands for Caring Honestly About Other Students and is a type of Olympics for non-sports people
- The school has provided a number of different opportunities for students to demonstrate Personal and Social Responsibility at the school including: Athletics, minor officials and scorekeepers, Leadership classes that work with the elementary schools, Drama performances for the whole school, Dance Performances for the whole school, Music performances including a night in which the students choose the songs they want to perform, a gardening club, a mural club that chose parts of the school to beautify, and a marketing club that renewed the school store.
- A new class was added to the school to encourage greater leadership and social responsibility at the school for school leaders including student council and club leaders. This group learned and developed communication, teamwork, delegation, problem-solving, and decision-making skills. Specific projects included: Remembrance Day ceremony, Earth Week, Organized Chaos, and a school carnival.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - We celebrated student successes on our School website, through daily student/staff bulletins and PA announcements, through Social Media such as GSS Updates and our Gladstone Twitter account @GladstoneSec. There were often many postings in one day including pictures and video
 - We also celebrated student success through performance. These included Athletic games and tournaments, Wrestling tournaments, Music concerts, Drama productions, Dance performances and Improv shows, the Musical Theatre Showcase and VEX Robotics Competitions.
 - This information will be shared with staff on an ongoing basis during staff meetings and staff memos
 - This information will be shared with students through student forums and with parents through emails and PAC meetings once/month

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?
 - We will be continuing with the same goal for the last year of this three year cycle.
 - Staff have expressed an interest in exploring Standards-Based Grading, E-portfolios, Personalized learning and Flexible learning environments



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

6. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

- 2 grade 8 students
- 4 grade 9 students
- 5 grade 10 students
- 9 grade 11 student
- 10 grade 12 students

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - A school pro-d day was held in April with Dr. Martin Brokenleg to examine youth behaviours and help students (including those experiencing inter-generational trauma) through the 'Circle of Courage' which is comprised of 4 parts – Belonging, Independence, Mastery, and Generosity.
 - This year we recognized Orange shirt Day with: (1) announcements about local Indigenous culture and history, focusing on Strengths, success and challenges (2) Mini lessons about Indigenous culture and history, and specifically the Residential School System, in social studies classes throughout the week leading up to Orange Shirt Day (3) Large Orange Shirt Day Banners created for the event and set up at the front entrance of the school, in the main foyer and in the cafeteria (4) Orange Shirt Day Wristbands (inscription "Orange Shirt Day Every Child Matters with VSB Artist Orange Shirt Day logo) – handed out to students in the main foyer throughout the day at the information display table (over 800 wristbands distributed) (5) Interactive orange wall: "To me, Orange Day Means....." and students used sharpies to write messages with their own thoughts (based on their life experience and knowledge, as well as what they had learned in classes that week and in previous years)
 - In Fine Arts, the Art teacher engaged students in a drum design project using the concept of circular drawings and the student work was displayed in the main foyer in May and June
 - The Science department has been conducting an inquiry with a focus on place-based learning that includes an indigenous perspective. Indigenous consultants have worked to incorporate place-based plants into the school grounds which are a living lab for the science department. Indigenous consultants have also done pro-d with the science department in Central part to show us how her people interact the forest ecosystem.
 - ADST 8 textiles invited in an Indigenous speaker to discuss natural fibres and where they come from. Student planted linen seeds in the school garden
 - In Physical Education Indigenous games are played during a unit and have been incorporated into the Fitness Testing that takes place each term
 - In English Language Arts all classes from grades 8-12 incorporate Indigenous Literature
 - The school runs both First People's Literature 10 and First People's English 12 courses annually
 - Language classes explore indigineous groups world-wide through various forms of story
 - Field trip to UBC museum of anthropology
 - Students participated in the Loon Lake retreat

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - We will continue to support our Aboriginal students through a student-by-student analysis at the end of each reporting period.
 - We will continue to provide field trips to a variety of settings and experiences
 - We will continue to offer learning experiences for staff and students based on indigenous knowledge.
 - We will continue to offer First Peoples 10 and 12 on timetable
 - We will offer opportunities for students to attend events such as the Loon Lake retreat
 - Continue to offer workshops for First Nations students

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - Students share their success stories anecdotally with their Indigenous Education Worker
 - Students demonstrate their connection during events like Orange Day
 - Students needing support have received significant interventions numbering as high as the 40s for the year