



Vancouver School District

School Plan for Prince of Wales Secondary

Year 2 (2021) of 3 Year Plan, 2018 - 2022

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

1. GENERAL SCHOOL STORY:

Our Demographics:

Currently, our community has high expectations for student success, and a high percentage of our students continue their education at college or university after leaving Prince of Wales. Our staff provides a comprehensive learning program for the approximately 860 students in grades 8 – 12. In addition to strong scholarship opportunities, Prince of Wales students excel in fine arts, leadership, service, and athletics. We have an engaged Parent Advisory Group that is very inclusive of our multicultural population. This group and all our parents are active in being part of PW, fundraising and providing support for our school. Prince of Wales is in a stable, middle to higher socio-economic community. Fifty-five percent of our students speak a language other than English at home, and about 25% of our students are enrolled as English Language Learners (ELL).

Our Learners:

Our learners are highly motivated students who have a strong desire to pursue some form of post-secondary education. Over 90 percent of our students go on to post-secondary education and over 80 percent go directly to a university following high school. The ELL program has grown over the past several years, reflecting our changing community; the school now includes approximately 165 international students from all over the world including countries such as China, Germany, Italy and Turkey.

Our Programs:

Prince of Wales offers several district programs to meet a diverse range of student needs. These include: the PW Mini School for academic and motivated students in grades 8 – 12; the TREK Outdoor and Environmental Education Program for grade 10s; an inclusive Learning Support Program (LSP) for grades 8 and 9 students with learning designations; and the GOLD program for twice exceptional students in grades 8 – 12. Our school has a strong extra-curricular program, an active Students' Council, a wide range of clubs, and intramural and school sports teams which all offer student opportunities for leadership and contribution beyond the academic program. We field teams in all three athletic seasons and in almost every high school sport. Several school teams competed at the provincial level this year including soccer, swimming, tennis, track and field and ultimate. Field study experiences are a big part of Prince of Wales. This school year our staff organized/supervised local and outdoor education fieldtrips including grade level teambuilding, gallery, and community building activities.

2018-19 Inquiry Question: "How can we increase student engagement through inclusive instruction, leadership development and relationship building?" This question reflected information gathered from the Tell Them From Me (TTTM) survey results, MDI data, and anecdotal information from staff, students and parents.

2A. WHAT DID WE SEE?

PW houses within its educational walls a group of learners much like any other school; learners who come with strengths – diligence, perseverance, socio-economic assets, intellectual opportunities and strong family connections and those who experience gaps in education, transiency, socio-economic shortfalls and learning difficulties. Yet, they are all learners wanting to do their best, needing direction on what their best can look like, wanting the opportunity to be viewed as individuals in a system of numerous hoops or criteria to be gotten through and wanting to have their strengths recognized and their weaknesses supported. Students here are expected to achieve and move onto post-secondary, deal with perceived and actual increased levels of stress and anxiety, manage the very busy life of school obligations, extra-curricular obligations, home/parental expectations and the hope of finding out who they are as a person and ultimately grow toward becoming that person.

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

We are going to be continuing to focus on all our learners through a number of initiatives in the areas of Inclusion, Communication Student Learning/Assessment, Diversity, Social Agency, and Intentionality with Tutorial Time.

These focal areas connect to the following goals within the VSB Strategic Plan:

Goal #1 – Engage our learners through innovative teaching and learning practices and all its objectives.

Goal #2 – Build capacity in our community through strengthening collective leadership and all its objectives.

Goal # 3 – Create a culture of care and shared social responsibility and all its objectives.

Goal # 4 – Provide effective leadership, governance and stewardship – objectives c and d

NOTE: These initiatives or focus areas holistically support the Aboriginal Education Enhancement Agreement in all its goal areas. We also believe that continuing with these initiatives will refine and further strengthen the work we do with our students. These are not initiatives that are finished in a one-year term, they are initiatives that are supportive of staff and student development in an ongoing way.

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

2019-20 Inquiry Question: Through consultation, it has been decided that our initial question was too complex. Our question for next year will be *“How can we increase student engagement through inclusive instruction and relationship building?”* This question comes from the fact that Staff at PW believe their content is valuable and believe that kids are valuable and should be honored as human beings navigating a complex system. And, student engagement is best achieved through inclusive instruction, robust assessment and creating community through relationships.

4. WHAT IS YOUR NEW PLAN?

1. Universal Design for Learning as a framework for engagement and inclusion for all our learners.

This began this year as we revised our resource model and supported our designated and twice exceptional students within the context of regular classroom settings. The number of staff who participated in professional development with Jennifer Katz increased and we supported teacher professional development with additional workshops with Shelly Moore. These sessions became the underpinnings for engaging in conversations about how we engage all our learners and provide access to curriculum content, meaningful assessment and more clearly link the core competencies to our work with students. This conversation was supplemented with Jennifer working directly with teachers in team taught classrooms. Moving forward, we will dedicate pro-d time to facilitate teacher growth in this area with more pro-d with Katz and Moore. We will revise our team-teaching model to include subject area teacher specialist to support staff as they plan, support and include all our learners. This will allow us to support more students – to meet them where they are at and provide varied opportunities for them to show what they have learned and create direction for their learning in a way that works for them. This also includes looking at assessment and linking that to our current work with CSL (Communicating Student Learning). Data collected from students, parent and teacher questionnaires support these adjustments in our planning for the upcoming school year.

2. CSL – Communicating Student Learning, Standards Based Grading and Proficiency Scales

PW actively participated in this year's pilot project and, with the additional DRT block in Curriculum and Assessment, will continue its participation. The focus will be to take those conversations one-step further and look at cumulative marking and more robust self-assessment models. Staff have used collaborative time throughout the current school year to engage in these conversations. We will continue to support the use of collaborative time to continue these conversations and invite subject specialist to better understand what Standard Based Grading looks like. In consultation with staff and department heads, we will be using proficiency scale for reporting student progress for our grade 8s in advance of the expected Ministry Reporting Order.

3. Social Emotional learning and SOGI initiatives

The PW Here4Peers mental health program and training was very successful this year. Twenty students attending the VPD/VCH training and diligently honed their understand of mental health and their presentation skills. This group has visited several of our feeder schools and conducted Gr. 7 workshops with the mission to improve mental health literacy and help reduce the stigma associated with mental health. This initiative has allowed PW youth to directly connect with students who will soon be transitioning to high school and create stronger community links and will continue into the next school year. PW will also continue its youth work in SOGI initiatives. This year, with VSB support, our students created and participated in workshops for students within PW and we look to continue this next year and bring these student-led sessions to our feeder schools.

4. Tutorial time

How do we work with students to better use this instructional time? As a staff, we have committed to being intentional and explicit with the students about taking responsibility of this time as a means of connecting areas of the curriculum and core competencies. We hope to challenge staff and students to use this instructional time with respect and ownership. We will set up an informal recording process where students will sign-into the class they are going to for tutorial and this data will be used to support parent conversations and inform teacher practice as this contact with students will provide formative data and indicate areas of concern for the students that may need further remediation in class.

NOTE: While “relationship building” is not a specific item in this section, all the items listed above are dependent upon and can in turn foster the development of community and relationship. Relationship that encompasses teacher-student relationships and student-student relationship.

5. WHAT SUPPORTS WILL WE NEED?

Supports for next year:

Supporting our diverse learners and all learners through the lens of inclusion and relationship building continues to be an area of learning for all. Staff will continue their training with Jennifer Katz and Shelly more. This will continue with ongoing support at the school level including reallocating resources and ongoing in-house training through staff meetings and collaborative time.

SOGI and Here4Peers will be areas of ongoing and new learning for staff and students. This will require continued organization to bring trainers to the school and extend the training to a new group of students. It will also require ongoing work with feeder schools and scheduling opportunities for these groups to work with other targeted age group at those schools.

This year with the support of our school Curriculum and Assessment teacher we ran a book club and read two educational texts. The first was *Collaborative Professionalism* by Andy Hargreaves and Michael T. O'Connor; the second, *Standards Based Learning in Action* by Tom Schimmer, Garnet Hillman and Mandy Stalets. We plan to continue this book club practice into next year.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

Inclusion Framework: Working with data collected through this research and anecdotal feedback from stakeholder groups, we will be able to compare progress from previous years reporting data to access progress and inform next steps/plans.

Tutorial Time: Informal data collection by teachers recording – this data will be used to support parent conversations and inform teacher practice as this contact with students will provide formative data and indicate areas of concern for the students that may need further remediation in class.

SOGI, Here4Peers and Next Generation: Data here regarding efficacy of the programing will be dependent on feedback from stakeholder groups to inform continued development/implementation. This may be anecdotal or through a survey process built into the program.

7. HOW WILL WE SHARE?

We have shared with students, staff and parents the following:

Student successes and achievements; challenges and target areas for growth at our school; curricular change; shifting perspectives on assessment and reporting; changes to the daily schedule (Tutorial time); increasing onus on students to take charge of their own learning; information on school activities and events

We have shared this in the following ways:

Open houses, meetings/discussions through the Parent Walkabout, guest speakers; communication via synervoice, the weekly edition of the PW News and our website; PAC meetings and management of PAC website; special school programs such as Mini, TREK and Music host parent nights as well; a very active articulation program to our family of schools.



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

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

At PW next year, there will be seven Indigenous Learners. Three each in grade 9 and grade 10, and one in grade 12.

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

Based on feedback and participation, staff Pro-D and collaboration has expanded staff understanding of aboriginal perspectives and the need to incorporate these perspectives across the curriculum. English, Social Studies, Science and Fine Arts curriculums both incorporate substantial aboriginal content and perspectives already, and substantially more than they did a year ago. We continue to support staff initiatives in Pro-d – this year our Fine Arts department participated in a District wide learning opportunity focus on Indigenous perspectives and ways of doing art. Additionally we did a pro-d session with Brandon Peters who guided staff through a historical context of Colonialism and the Indian Act. More recently he did the Blanket activity with several Social Studies classes. And, during our Social Studies week we had the Qwalena performance for our students which demonstrated the generational impacts of residential schools.

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

We will continue our overall focus on our Aboriginal students' sense of pride, belonging, place, acceptance and caring at PW; tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students; tracking both the participation rate and completion rate for our Aboriginal students on their provincial assessments; to use the VBE's "AIMS"; ongoing dialogue and tracking of the above mentioned data amongst teaching and support staff at department head meetings and staff meetings; and, seek professional development opportunities that fit into our focal areas/initiatives.

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

We will know that we are being successful in this area through staff participation in aboriginal education professional development, staff meeting discussions and anecdotal accounts of our staff. Student feedback can involve the Tell Them From Me survey and anecdotally from students. Parents can provide feedback at PAC meetings and through discussion with our staff.