School: Samuel Robertson Technical Secondary

Principal: Ken Elphick

Director/Assistant Superintendent: Ken Cober

A. Goal *(one goal per page)*

To build a stronger sense of belonging among students at SRT so that they feel the support of our community as they learn, connect, and grow.

B. Rationale

There is a significant difference between the way SRT students in Grade 10 feel about their school experiences when compared to our Grade 12s. When asked the question "Do you like school?", as part of the most recent Student Learning Survey, the Grade 10s responded "agree or strongly agree" only 29% of the time. However, when Grade 12s were asked the same question, 53% "agree" or "strongly agree." The same trend holds for the questions "Do you feel welcome at school?" and "Is school a place where you belong?" The data clearly shows that the Grade 12s consistently reported positive feelings at rates above district averages while the Grade 10s consistently reported negative feelings at a higher rate than district averages. In discussions with staff and students, there was agreement that for two COVID years our younger students never had the opportunity to build connections with staff and students by participating in the full school experience. In contrast, our Grade 12s had already put down roots at the school before the onset of COVID. We feel that we need to make a concerted and intentional effort to connect our students to build a stronger sense of belonging and strengthen our school community.

C. Action Plan *(list specific actions, school level and district level resources or structures used)*

To create grade-specific activities and school-wide activities designed to maximize capacity to create or strengthen student connection to school community. To actively identify and support individuals and groups that feel disconnected by connecting them with other students, clubs, or resources that may help them. To create or expand clubs (ie. drama, computers, anti-racism). To open and supervise more classrooms at lunch to allow students greater choice in safe and supported social spaces. To create an Anxiety Support Group, which is now open to all students at flex every Tuesday and is run by our counselling staff. We have created a live calendar for students and have advertised it on posters throughout the school which displays the activities and events happening at the school.

D. Evidence / Data *(how will you measure success?)*

We will measure success by continuing to look at the data from the Grade 10 and Grade 12 Student Learning Surveys with specific focus on the questions cited above. We will review yearly to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2021-22 and 2022-23. We will also gather anecdotal student feedback throughout the year in various forms including grade-specific activities, school-wide activities, extracurricular activities, and participation levels in various clubs and voluntary group activities.

Principal:	Superintendent:	Board Chairperson:	Date:

School: Samuel Robertson Technical Secondary School

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A. Goal (One goal per page)

To build on the conversations and learning that came out of listening and learning with a group of our visible minority students to make SRT a better place for them.

B. Rationale

SRT is a predominantly white and white-passing school but is growing more diverse. We have had incidents of racism — some reported and some not — in the building. We are committed to continuing the momentum that the conversations, listening, and learning we did with 20 visible minority students last year carries on this year and into the future.

Among the things students shared, quotes like the following offer a strong need for this work to continue:
  o "We need staff members who are anti-racist, not just 'not racist.'"
  o "We all need to feel safe walking down the halls."
  o "We need to learn more about cultures that don't belong to white people."
  o "We need to learn about complete versions of groups, not just the trauma that has happened to them. What about the joy or resilience or innovation?"
  o "Minority students don't feel safe or included in our school community."
  o "I wish all the staff members knew how vulnerable and outcast you can feel sometimes."

In our student learning survey, two questions yielded responses that also speak to the need to continue this important work. To the question, "Do you respect people who are different from you?", 80% of our Grade 10s and 79% of our Grade 12s responded "Most of the time" or "All of the Time" which is 9% below the district average for the Grade 10s and 8% below the district average for our Grade 12s. To the question, "At school I am learning how to understand and support human rights and diversity?", 69% of Grade 10s and 41% of our Grade 12s chose either "agree" or strongly agree," which is 6% below the district average for Grade 10s and 19% below the district average for Grade 12s.

C. Action Plan (List specific actions, school level and district level resources or structures used)

We will continue to lean on our diversity and equity district leads - Amy Laidlaw and Wayne Chow - for consultation on our next steps as a school as well as bring them in to facilitate learning opportunities at staff meetings and during our late start collaboration mornings.

We will present student quotes to staff and have them set individual goals and support them as they move forward with their individual goals. Finally, we will synthesize and work towards staff-suggested school goals to support our visible minority students.

We will work with departments to teach a more full version of non-white cultures and help classrooms not just focus on trauma minority groups have faced but include joy, brilliance, and perseverance from these groups.

We will create a more inclusive cultural calendar for SRT and publicize and celebrate more diverse holidays and events.

We will create a flowchart for how to move through supporting all students when incidents of racism occur.

We will share the relevant Student Learning Survey results with staff and work with department heads to increase the dialogue and education about human rights and diversity.

D. Evidence / Data (How will you measure success?)

Based on the learning we did with our students last year, we have some tangible goals for this year that will provide evidence for success moving towards this goal. Among them are the following: ProD delivered to staff by equity scan committee as well as Amy and Wayne; department goals as well as individual lesson and unit plans that highlight more wide ranging experiences of minority groups besides only trauma; an inclusive cultural calendar created as well as displays, class and school wide events, announcements and publicity for these events and holidays; a flowchart for racist incidents will be created and refined, and district and staff feedback will be given on the draft of this flowchart; staff will then be trained in using the flowchart to work through problematic incidents.

The above items are smaller, more targeted points. Additionally, the Student Learning Survey and YDI will provide us with satellite data to compare with the data we have gathered and will continue to gather. We will continue to be explicit in the changes we are trying to make, and then follow up with conversations around the impact of those changes: this will also be valuable data and feedback for our efforts. Next year, we will compare the Student Learning survey data for the two questions listed above as well to track our progress.

Principal:

Superintendent:

Board Chairperson:

Date: