



School: Westview Secondary School
 Principal: Darren Rowell
 Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

Goal #1 for Westview is to promote Engagement, Place and Purpose.

We want to promote engagement, place and purpose in order to improve student engagement in learning, ensure students have a place of connection and a voice within the school, and help students find a meaning and purpose in their learning that is connected to life beyond the classroom.

B. Rationale

As Westview works to inspire and encourage students to strive for excellence, a focus on innovative teaching practice to spark engagement and curiosity among our students continues to be an overarching school goal. To help attain this goal, Westview staff is committed to collaboration and the continued growth of co-planning, co-teaching, co-creating, cross-curricular assessment, and cross-curricular collaboration opportunities. As a school, we are committed to fostering a school environment in which students have a voice - a voice to address issues of concern, advocate for school improvement and what learning looks like, and a voice to address social justice issues and create a more positive and caring school environment.

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

Co-planning, co-teaching, co-creating & cross-curricular collaboration will be a continued focus. Recent examples of this work include the following: the development of Aboriginal Arts 8 course; the development of a Woodwork/Entrepreneurship class that creates products being marketed and sold in our community; co-teaching sexual and mental health units by our counsellors and physical education department; our Basketball Academy; the Aboriginal education department's use of The Giving Tree as a book study for personal growth; a partnership between English 9 and Indigenous Studies; and our annual Pi Day, a partnership with Math, English, ELL, Cooking, Woodwork, and Metalwork. Our learning services department is introducing a new Student Intervention Team process built on a collaborative model to support student success. Co-planning will continue with participation on Secondary Teacher Inquiry and School Teams.

Developing a strong student voice will continue to be an emphasis this year that will allow us to assist students in developing a greater attachment to their school. A student voice monthly meeting with both teacher and administration involvement will continue. Student surveys, similar to our Quarter Review (Fall 2020), to gauge student feedback regarding a move from a linear to quarter model. Student surveys will be conducted at the beginning of each quarter. Continued participation in district-based student forums as well as quarterly school-based student forums will be organized initiated. A Student Book Club will be launched using the resource - This Book is Anti-Racist (Fall 2020).

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

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) At school, do you get to work on things you are interested in as part of your course work? 32% responded Many Times (25%) or All of the Time (7%). (2) Are you satisfied that school is preparing you for a job in the future? 16% responded Many Times (15%) or All of the Time (1%). (3) At school, are you taught to take ownership or control of your learning? 27% responded Many Times (19%) or All of the Time (8%). (4) Are you satisfied that school is preparing you for post-secondary education? 32% responded Many Times (26%) or All of the Time (6%)

Principal:

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Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Goal #2 for Westview is a focus on Social-Emotional Learning

Westview will continue an intentional focus on Social-Emotional Learning in order to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

B. Rationale

Social Emotional Learning is tied to SD42 district vision: for every individual to feel valued and for all learners to reach their potential. At Westview, we know our students will strive to achieve greater heights when they feel connected to their school community and the people with whom they interact daily. More specifically, we want to foster the resilience, confidence and drive of our students, and for our students to be more supportive of one another and treat each other well.

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

The Trauma Informed Practice work begun with staff in 2019-20, and will be a continued focus for staff development with the aim to better support the diverse needs of our students. To support the well-being of students, a counsellor and child care worker-led boys group has been launched in the fall of 2020 with a girls group to follow. Our counsellors have partnered with our Phys. Ed. to deliver the Mental Health Curriculum, which includes defining stigma, mental health, and identify mental illness vs distress. A new Breakfast Club program is being launched in grab-n-go format to comply with provincial COVID guidelines to support the health and well-being of students. Our Learning Services department is introducing a new Student Intervention Team process built on a collaborative model to support success for all learners.

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

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) Is school a place where you feel you belong? 51% responded Many Times (30%) or All of the Time (21%). (2) At school, I am learning how to care for my mental health. 19% responded Agree (16%) or Strongly Agree (3%). (3) At school, I am learning to understand and support human rights and human diversity. 55% responded Agree (39%) or Strongly Agree (16%).

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