



School: Westview Secondary
Principal: Darren Rowell
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Community and Connection

To build a student community that is connected in positive ways to our school community and to continue to building a school grounded in diversity, equity, inclusion and anti-racism

B. Rationale

At Westview we have worked hard to build a sense of community among our students and staff. Our students feel welcome and cared for in school by our staff. When asked, "Do you feel welcome at your school?" 60% of our Grade 10s and 77% of our Grade 12s answered "Many Times" or "All of the Time," which is the district average for the Grade 10 and 10% above district average for our Grade 12. We continue to strive to have students feeling like they are meaningfully connected at school. Student Voice meetings happen monthly. This is where students gather to talk about their school experiences and hopes for the school. The meeting is attended by both a principal/vice principal and teacher who listen to how they feel, both positive and negative, regarding school life. Student Voice also includes listening to initiatives that students would like to start/see happening at the school and district level.

Westview students feel like they are engaged in learning about First Nation communities. When asked, "At school, are you being taught about local First Nations?" Both our Grade 10s and Grade 12s answered "Many Times" or "All of the Time" above district average. As a school, Westview students recognize that we have a diversity of sexual orientations and gender identities being represented. "Do you see diverse sexual orientations and gender identities represented in your school or activities?" 63% of our Grade 10s and 83% of our Grade 12s answered "Many Times" or "All of the Time" which is the 3% above district average for the Grade 10 and 5% above district average for our Grade 12. We continue to learn about and support human rights and diversity. When asked, "At school, do you respect people who are different from you (for example, think, act, or look different)?" 91% of our Grade 10s and 90% of our Grade 12s answered "Many Times" or "All of the Time" which is the district average for the Grade 12 and above district average for our Grade 10.

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

As a school, we have re-introduced our Tuesday and Thursday Breakfast Club which is organized by our youth care worker (YCW) in collaboration with our Aboriginal support worker (ASW), teachers and education assistants and typically feeds 50 to 75 twice a week. Our counsellors and YCW and ASW, will expand their small groups, which focus on SEL and well-being for small groups of students in grades 8, 9 and 10. Westview has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Pride Club, Feminist Fight Club, Carving Club, and Book Club. There have also been a number of initiatives to empower student leadership. These include: Weight Room Leadership, Courtyard Garden Club, Student First Aid, and Student Voice.

Westview has student representatives that will attend the Black Futures Canada Conference at UBC.

Our focus is to continue to build and foster relationships with our students and have them build relationships out in our local community. We will continue learning about local First Nation groups, how our actions affect the environment and how we are impacting the globe.

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. For the areas where we are ahead of district average, such as, "Do you feel welcome at your school?", "Do you see diverse sexual orientations and gender identities represented in your school or activities?", "At school, do you respect people who are different from you (for example, think, act, or look different)?" we will review to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2020/21 and 2021/22. We will also gather anecdotal student feedback throughout the year in various forms as well - from the monthly Student Voice and other clubs like the Feminist Fight Club, students are quick to share their input in order to make Westview a better place for all students.

Principal:

Darren
Rowell

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Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Social-Emotional Learning (SEL)

To build a student community that feels connected in positive ways to each other, the staff, their classrooms, and the community.

B. Rationale

At Westview, there are many ways we seek to improve the way our students feel about themselves, their peers, and the school community. Breakfast club meets twice a week, Tuesday and Thursday mornings, in Room 1077 with our Youth Care worker and other staff. This same space also serves food throughout the day for students in need and as a means to connect. Small group counselling sessions are coordinated by the Counsellors and Youth Care Worker, meeting weekly in order to address challenges and create support. Student aides continue to help support students learning in the classroom and peer tutoring is set up and available every day after school so students can assist each other. Senior students are seeking to give back, volunteering at elementary schools, and gaining valuable experience through connecting with younger students. It is these opportunities, supports and connections that lead to a positive social-emotional connection to school. When asked, "Does school make you feel stressed or anxious?" Both our Grade 10s and Grade 12s answered "Many Times" or "All of the Time" above district average (the Grade 10s 4% and the Grade 12s 7% above).

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

This year, Westview will serve one of two Integrated Child Youth "hubs" in SD42. Westview also has strong connections to community programs, referring students and families to the Foundry, and also district programs like Reconnex and Riverside Centre. The PE department is also teaching mental health literacy in all PE classes, taking time to address the many challenges and topics facing our students. Data which demonstrates a strong connection between students and adults at school can be seen in the following Student Learning question and response: "How many adults at your school care about you?" In both cases our Grade 10s and Grade 12s exceeded the district average with our Grade 10s and 12s 5% reporting a strong connection to two or more adults within the school.

Compassionate Systems has started in Global Education with Grade 11 and 12 students and will bring a deeper level of understanding and problem solving skills to their school environment. Westview is also using the collaboration time and literacy blocks for co-teaching and also creating opportunities for case managers to meet with classroom teachers and better improve the learning environment.

Some areas that we aim to focus on this year are ensuring that we support students and their mental health. We know that there are many anxiety triggers for students and we want to support students through informal and formal conversations with staff, classroom activities, and bringing in speakers to support culture and community.

Our focus is for Westview students to continue to feel good about themselves and feel that the school is a place they feel welcome and comfortable; a place where they feel they are supported and connected.

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. For the areas where we are ahead of district average, such as, "Does school make you feel stressed or anxious?" and "How many adults at your school care about you?" we will review to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2020/21 and 2021/22.

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A. Goal (One goal per page)

Student Engagement

To continue to provide meaningful, relevant, authentic and deep learning experiences for students. The specific areas of meaningful learning are in areas such as human rights and diversity, Aboriginal Peoples in Canada, making a difference in the community, learning about how human activity affects and is connected to the local environment and community.

B. Rationale

The 2020/21 Student Learning Survey provided many areas where Westview were ahead of the district average in both grades 10 and 12 in areas related to student engagement and meaningful learning. For example: “At school, I am learning to understand and support human rights and human diversity”, “At school, are you being taught about Aboriginal peoples in Canada?”, “Do you see diverse sexual orientations and gender identities represented in your school or activities?”, “I like the academics aspects of my school”, “At school, do you get to work together on projects with your classmates?” and importantly, “At school, do you respect people who are different from you (for example, think, act, or look different)?”

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

An area of growth is helping make real world connections for our students. In the 2020/21 Student Learning Survey, as a school we were behind the district average on the following questions: “I feel that I can make a difference in my community”, “At school, are you learning about how human activity affects the environment”, and “My learning is connected to the local environment and community”. To begin to address these areas, our Global Education classes are participating in Compassionate Systems training, which is designed to foster a sense of well-being and provide tools for students to be active and engaged in their school, community, and the world. The training is done via Zoom with a facilitator in Denmark and includes the classroom teachers, school administration, and our school youth care worker.

An area of growth is ensuring students engaged in their learning and view their learning as preparing them for life after high school. In the 2020/21 Student Learning Survey, as a school we were behind the district average on the following questions: “I plan my learning based on my goals”, “At school, I provide input into what I learn, and how I learn”, and that students are “satisfied that school is preparing you for post secondary.” To begin to address these areas, we will utilize two collaborative structures: a literacy and numeracy team. As a school we will initiate a review of our Grade 10 numeracy assessment with the specific task of supporting our students’ numeracy acquisition across all curricular areas as the assessment includes word-problems, problem-solving, graphs, and many skills that are taught across all curricular areas.

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. For the areas where we are ahead of district average, such as, “At school, I am learning to understand and support human rights and human diversity” we will review to ensure continued growth. In areas where we are behind district average, such as, “At school, I provide input into what I learn, and how I learn” we will monitor to see if growth is occurring. We will also analyze trends from the Grade 10 numeracy and literacy assessments to guide our work in these areas.

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