



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

Community & Connection
To build a strong community at Westview Secondary School that is connected in positive ways, open to feedback and working to build a culture grounded in equity, inclusion, First Peoples Principles of Learning, Anti-Racism and SOGI.

B. Rationale

It is essential students feel welcome and connected to the culture at WSS. We continue to try to have all students connected through sports, clubs and curricular choices. We seek to embed the First Peoples Principles of Learning and Anti Racism in all we do because if our students see themselves in our pedagogical practices they are more likely to be successful. In the student learning survey when asked, "At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?" 36% of WSS students responded Most or All of the Time, which is higher than the district average however we recognize we need to strive for 100%. We feel this indicates our practices still largely reflect a colonial structure and we need to do more to ensure our teaching, culture building, resources and structures are more inclusive and reflect the lived experiences of all our learners.

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

Offer a variety of clubs & sports activities outside of regular school hours (Student Voice, Pride etc)
Teacher Led Anti Racism working group - participate in District Inquiry, Collaborative Network and Lunch & Learns; Staff Book Club studying "Street Data" by Jamila Dugan and Shane Safir
Teacher participation in Aboriginal Education Cultural Learning projects
Student Leadership opportunities including Feminist Fight Club, Garden Club, Athletic Leadership, Student Voice at District Level, Students participating in "Black Futures" at UBC
Collaboration with ASW and Aboriginal Resource Teacher to support student success/belonging

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

Student Learning Survey
Youth Development Index Data
Student Voice Feedback
Street Data (student conversations, teacher/support staff conversations, classroom and school wide observations)
Parent feedback via Student Learning Survey, PAC meetings, conversations

Principal:

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Board Chairperson:

Date:



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Develop our repertoire of knowledge about how trauma impacts student learning and mental health. Develop skills and knowledge in trauma informed approaches and compassionate systems to strengthen our ability to develop a learning community for students and adults that is rooted in supporting the social emotional and mental health needs of all our learners.

B. Rationale

53% of our students rate their mental health as fair (20%) poor (21%) or not sure (12%) while 34% rate their mental health as good(18%) very good (12%) or excellent (4%). This demonstrates to us that we need to some work around supporting our students in identifying and supporting their social emotional and mental health needs. Additionally, we need to learn why their mental health is impacted with a focus on how generational trauma connected to racism and inequity negatively impact student learning and mental health. It is critical that we develop our knowledge through this lens so we can better support our students. As educators, it is our responsibility to engage in life long learning to foster an inclusive and caring school so our students know they are heard, seen, valued and supported.

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

Staff participation in Andrea Chatwin “Teaching the Hurt Child” Trauma Informed Practice workshops, school based pro d & school based case study; Staff Book Club, “Street Data” by Dugan & Safir Participate in District Inquiry, Collaborative Network and Lunch & learns;
 Art teacher leading pro-d “Designs for teaching cross curricular: Diversity & Art with a SEL focus”
 Collaboration Friday topics on supporting student mental health
 Connection with AbEd department and Anti Racism Helping teacher to support our learning about the impacts of generational trauma that are rooted inequity and racism; share staff learning with PAC

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

YDI Data, Student Learning Survey Data, Mcreary BC Adolescent Mental Health Survey Data
 Street Data (Student Voice, Classroom observations, conversations with students, teachers, support staff, parents/guardians)
 Student attendance data (improved mental health will likely result in better attendance)

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A. Goal (one goal per page)

Numeracy:
Create spaces and opportunities where students feel brave and safe to take risks when practicing numeracy activities the development of confident, numerate citizens.

B. Rationale

At Westview we want our students to graduate with strong critical-thinking and problem-solving skills. We want students to have skills that allow them to create, apply, and conceptualize mathematics in real world situations. Our current data from Provincial Numeracy Assessment indicates that we are below average in numeracy when comparing our provincial results both locally and provincially. Universities, colleges and employers are looking for a new and different type of graduates than 10 years ago, ones that can apply their knowledge to a deeper learning. We need to continue to support students and we are dedicated to ensuring that all students become increasingly proficient in numeracy.

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

Staff connect on Friday Collaboration Days to discuss, explore, create & plan activities for cross curricular activities in classes other than Math; and, Notice, Name & Nurture activities and learnings already occurring in areas other than math, for example, Textiles, Social Studies, Shop class, Foods Classes, Visual Arts
Offer Flex & After School sessions for students to attend to work on numeracy skills that will support them in the Numeracy Assessment
Explore resources by Carole Fullerton; Apply for JECIC in January to explore numeracy resources

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

Results from Numeracy Assessment
Feedback from students on how they feel they are learning about Numeracy in their different classes
Feedback from staff
Classroom observations
Conversations with parents at PAC meetings, Student Led conferences,
Student Learning Survey Data (parents, students & school staff), YDI Data

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Superintendent:

Board Chairperson:

Date: