



School: Westview Secondary School (WSS)

Principal: Cathryn Blanco

Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Goal 1: Community and Connection. To foster a community at Westview that is connected in ways that are inclusive and supportive of our diverse population of learners, staff and caregivers/guardians/parents. Our school culture is built on a foundation of First Peoples Principles of Learning, Universal Design for Learning, Anti-Racism and Sexual Orientation and Gender Identity (SOGI) to promote equity and inclusion among our community.

B. Rationale

The SD42 vision is for every individual to feel valued and for all learners to reach their potential. Students, staff and all adults should feel connected and safe. Our staff is focusing their professional learning in the areas of First Peoples Principles of Learning and Anti-Racism to shift their pedagogical practices so our students feel greater connection and purpose in their education. The 2023 Youth Development Instrument (YDI) indicates only 23% of our students feel like they belong at WSS. This result indicates that our practices still largely reflect a colonial structure and we need to improve. We need all of our students to feel a sense of belonging through the courses we offer, the lessons we teach and the sports and clubs we offer at WSS. We need to do more to ensure our teaching, interventions, resources and processes are more inclusive and reflect the lived experiences of all our learners. We need to be intentional about building connection.

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

Advisory Class - dedicated time once per week for forty minutes for school staff to meet with a small group of students. The purpose of this time is to build relationships through activities and conversations focused on student well-being, so we help students feel connected, cared for, and consequently calmer and ready to learn. Teacher Led Anti Racism working group that includes a movie club. Teacher participating in Aboriginal Education Cultural Learning projects. Staff meeting and professional development activities to encourage connection among the adults in the building. The intent is to create a professional environment where staff feel cared for and safe to take risks and shift practice. Staff workshops in Universal Design for Learning. Offer a variety of extra-curricular clubs (ie. Art Club, Games Club, Pride, Student Voice) and sports, organize assemblies and spirit events that foster pride in Westview.

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

Student Learning Survey results
 Youth Development Instrument data
 Student Voice feedback
 Student conversations, teacher/support staff conversations, classroom and school wide observations
 Parent/Guardian/Caregiver feedback through Student Learning Survey Parent Advisory Council (PAC) meetings, conversations.
 Increased engagement in our PAC and Dry Grad parent committee.



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Goal 2: Create spaces and opportunities outside of math class for students to practice numeracy as a helpful, normal part of every day life; and develop staff knowledge around how to notice, name and nurture numeracy skills outside of math and science classrooms.

B. Rationale

We need to be intentional about making the connections with kids that math is a language; creating the mindset in our community regarding the power of transferable skills between language learning and math. Current data from Provincial Numeracy Assessment continues to indicate that students at WSS are below average in numeracy when comparing our results both locally and provincially. Universities, colleges and employers are looking for a graduate that can apply numeracy skills to solving everyday problems. We need to continue to support students to ensure they are increasingly skilled and numerate citizens.

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

Staff working group to find/use more texts and activities across all curricular areas that develop numeracy skills. For example, students in Criminology are rating and graphing their opinions on the severity of punishments for crimes.

Numeracy sessions on Friday Collaboration Days to discuss, explore, create and plan activities for cross curricular activities and learnings already occurring in areas other than math (for example, textiles, social studies, shop classes, foods classes, visual arts, PE classes).

Offer Flex and After School sessions for students to attend to work on numeracy skills that will support them in Numeracy Assessment.

Explore resources by Carole Fullerton

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 Parent Advisory Council (PAC) meetings, Student Led conferences
Student Learning Survey Data (parents, students and school staff), Youth Development Instrument (YDI)



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Social-Emotional Learning
Continue to develop our repertoire of knowledge about how trauma impacts student learning and mental health with a particular focus about how racism, intergenerational trauma and anti-SOGI (Sexual Orientation and Gender Identity) rhetoric can be traumatic and tremendously impactful on a child’s social-emotional development and achievement.

B. Rationale

Results from the Youth Development Instrument indicate that 49% of students selected “Low” to the question “teachers and students treat each other with respect in this school” and 50% of our students rated their general mental health and fair or poor. Additionally, when asked “I can calm myself down when I am excited or upset,” 47% of students rated this as low. We need to continue to support our students in identifying and supporting their social-emotional and mental health needs. We need to focus on connecting our students with services and identifying why they struggle with mental health. Additionally, we need to focus on developing compassionate responses in both our students and adults so that students feel they are treated respectfully. We need to continue to develop our understanding about the impact of racism, intergenerational traumas and anti-SOGI rhetoric as this is deeply impactful on our students.

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

Staff participation in District Inquiry, Collaborative Network, Advisory
Art teacher continuing professional development series on “Designs for teaching cross curricular: Diversity and Art with a SEL focus”
Teaching a staff meeting session on Universal Design for Learning (UDL)
Connection with Aboriginal education department and anti racism helping teacher to support learning about the impacts of intergenerational trauma and direct connections to inequity and racism.
Share staff learning at Parent Advisory Council (PAC).
Incorporated learnings from Andrea Chatwin sessions in our school based team meetings.
Shift school awards to focus on Core Competencies — honour greater variety of students.

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

Youth Development Instrument Data
Student Learning Survey Data
McCreary Adolescent Mental Health Survey Data
Student Voice, classroom observations conversations with students, teachers, support staff, parents/guardians/caregivers
Improved attendance data