



## 1. GENERAL SCHOOL STORY:

### **Important Demographics**

Magee Secondary was opened in 1914, and is located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47<sup>th</sup> Avenue, between Granville Street and East Boulevard. The school is named after Hugh Magee, a local pioneer farmer.

Maple Grove (adjacent to Magee) and McKechnie are Magee's catchment elementary schools, although a significant number of students also come from both Osler, David Lloyd George and Kerrisdale Elementary Schools.

We are a comprehensive high school currently meeting the needs of about 1000 students enrolled in Grades 8 through 12.

Our school population is ethnically diverse, speaking over 30 languages in students' homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student population are enrolled in English Language Learning classes. We have also enrolled 128 International students during this past school year.

Approximately 9 % of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Seven percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining two percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

### **The unique, positive characteristics of Magee**

The Magee staff are dedicated, talented and experienced group of professionals. They are invested in the culture of the school and spent a lot of time outside of class supporting students academically and with clubs, sports, activities and field studies.

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The **Learning Support Program** for 15 Grade 8 and 9 students with severe language learning difficulties. Each student has an Individual Education Plan (IEP) and works at his/her own level on adapted or modified core curriculum in a supportive setting. Upon

completion of LSP 9, students then transition into either regular program studies in Grade 10, or another unique class setting elsewhere in the district.

- The **Learning Assistance Life Skills Program** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.
- The **Magee Leaders Program** for 60 students in Grade 8 and 9. The program follows the Grade 8 and 9 IRP's for Social Studies, English, Science and Drama with an emphasis on leadership and project based learning beyond the classroom.
- The **SPARTS (Sports/Art) Program** for 150 Grade 8 through 12 students. This program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, etc.) and enables the integration of training/study/competition schedules with academic studies.

Magee's Skills Development Centre is unparalleled in its successes through a highly respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics. Magee's clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community. They value education. Not only do they hold regular meetings with current educational topics on the agenda but our parents have also been very involved in fundraising. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our dynamic Fine Arts programs enroll approximately one third of Magee students in bands and/or choirs, which have toured and performed across Canada, the United States, as well as Asia and Europe. Magee's Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, put on drama productions usually twice a year and have competed successfully in competitions, both locally and provincially. Our school's exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, History, Literature, and Visual Arts enable students to become accustomed to college level studies.

### **What do we celebrate?**

Overall, school-wide, we celebrate student service, contributions, citizenship and personal achievement. We celebrate through department showcases in hallways throughout the school, student and staff bulletins, PA announcements, PAC meetings, school newsletters and ebulletins, the school website, and Twitter. Communication and celebration of student success also continued to be recognized through a section called "Did You Know?" in our daily bulletins, through Power Point presentations on our hallway TV monitors, and term celebration assemblies.

The success we shared as a school community has left many positive memories from this past school year and will serve as the necessary scaffolding and inspiration for future student successes.

### **What did we focus on for Year 1 of our Plan?**

The focus that emerged for year one was to encourage and enhance positive mental health in all learners.

This focus relates to the VSB strategic plan:

**Goal #3:** To create a culture of care and social responsibility;

- Objective: To encourage and enhance practices that support cultural, emotional and mental well-being.

This focus relates to the Indigenous Education Enhancement Agreement:

**Goal:** To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

- Objective: Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities.

This focus also relates to the redesigned curriculum:

**Core Competency: Personal and Social** - which is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

**Facet: Personal awareness and responsibility** – which includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

**Inquiry Question: How can we help our learners gain strategies to promote positive mental health?**

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## **2A. WHAT DID WE SEE?**

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% and over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities. Many students are environmentally conscious and are involved in many clubs and activities at school that promote sustainability and awareness of global issues. They appreciate the value of service and volunteering. Magee students have great school spirit.

The needs of Magee learners include general well-being. Tell Them From Me survey data from two years indicated that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students would appear to struggle with defining and coping with stress, anxiety and depression. Many students are very mark focused and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university. The evidence from this past year indicates the same.

Factors that may be contributing to our students reported lower levels of mental health may be the high expectations they and their families have. Increasing entrance requirements for university may also play a role. Students may struggle with defining and coping with stress, anxiety and depression. They may also struggle with resiliency in their ability to handle adversity and failure. Social interactions and pressure may be factors.

Student and staff both report a lack of time to attend to their learning and planning needs.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

We need a structural change in our timetable to allow for students to have more time for their learning and to allow them to connect with their teachers. This need has led to a proposal for the implementation of flextime in Sept 2019. A committee of staff examined various models that other schools around BC have implemented and gathered feedback from those schools regarding the success of flextime. The committee has proposed a flextime schedule as follows:

- Monday: Regular day
- Tuesday: Flextime in the afternoon from 2:30pm-3:03pm
- Wednesday: Flextime in the afternoon from 2:30pm-3:03pm
- Thursday: Flextime in the morning from 8:40am-9:15am
- Friday: Flextime in the morning from 8:40am-9:15am

Care was taken to not disrupt the fixed block schedule that Magee has which supports our SpArts program. On Tuesday/Wednesday, both fixed afternoon blocks are shortened to compensate, and on Thursday/Friday, both fixed morning blocks are shortened to compensate.

Ultimately, we want our students to be able to name two adults in the building that believe they will be a success in life. By incorporating flextime into our instructional time, it allows for connections about learning to flourish. It also allows for time for explicit teaching and learning of strategies to promote positive mental health.

We also need to be mindful of our decreasing enrollment. In 2018-2019, we had 1044 students enrolled, and for 2019-2020 we have 983 students enrolled. This decrease in enrollment is largely due to a 'bubble' year graduating which included many students that were originally cross boundary. In contrast, our incoming Gr 8 cohort is limited in the amount of cross boundary allowed. We also know that there are students living in our catchment that choose to enroll at private or independent schools instead of at Magee. In order to recruit and retain students so that we can maintain and build our phenomenal programs, and continue to focus on the well-being of our students, we need to start having conversations with our staff about programming and learning opportunities at Magee.

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### 3. INQUIRY QUESTION (previously known as “Goal”)

Our original inquiry question is to be continued for year 2:

**Inquiry Question: How can we help our learners gain strategies to promote positive mental health?**

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### 4. WHAT IS YOUR NEW PLAN?

Actions that continue to take related to our inquiry are:

- Engage health professionals to instruct students on how to address their needs and use tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
- Continue to communicate students learning of core competencies by a connection/interview process involving all staff and all Grade 8s and 9s.

Actions that we further propose to take for year 2 are:

- Implement flextime as a way for students and staff to connect about their learning.
- Engage staff around conversations for revisioning, recruitment and retention of Magee programs. This could lead to a readjusted inquiry question for year 3.

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### 5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

The Magee staff has participated in professional development on the topic of mental health both at the district and the school level. Student grade assemblies have also focused on this topic in addition to other aspects of the redesigned curriculum’s core competencies. This will continue to be a topic of staff professional development and student assemblies. Further professional development on assessment strategies will provide new learning to benefit our students.

The BC Mental Health Curriculum will be a useful resource as well as the BC Ministry of Educations ‘Managing School Health’ website.

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## 6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We will receive feedback from teachers through focused discussion. Students will be surveyed each year. Student self-assessment of the core competencies will provide anecdotal data on personal values and choices, self-regulation, relationship building and well-being.

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## 7. HOW WILL WE SHARE?

This information will be shared with parents through our website, at PAC meeting and through our weekly parent ebulletins.

Students will become aware through grade assemblies and class discussions.



*District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.*

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## 8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

There are 9 Indigenous learners at Magee in the 2018 – 2019 school year; 1 in grade 9, 2 in grade 10 and 3 each in grade 11 and 12. We are celebrating the graduation of three indigenous learners this year from Magee.

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## 9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- Increased our overall focus on our Indigenous students' sense of pride, belonging, place, acceptance and caring at Magee.
- Continued tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Indigenous students.
- Continued tracking both the participation rate and completion rate for our Indigenous students on their provincial exams.
- Use of the VBE's "Connections Tool" which is designed to encourage regular ongoing communication between each Indigenous student, his/her parent/guardian, and greater Indigenous community. The "Connections Tool" helps increase Indigenous students' sense of place, caring and belonging in the greater school system.
- Ongoing dialogue and tracking of the above mentioned data takes place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly.
- Magee participated in Orange Shirt Day which is recognized as part of the truth and reconciliation process to bring awareness about residential schools.

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## 10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Continue our overall focus on our Indigenous students' sense of pride, belonging, place, acceptance and caring at Magee.
- Continue tracking data and progress towards targets with reference to improving success rates in reading, writing, and numeracy for our Indigenous students.
- Continue tracking both the participation rate and completion rate for our Indigenous students on their provincial exams.
- Continue to use the VBE's "Connections Tool" which is designed to encourage regular ongoing communication between each Indigenous student, his/her parent/guardian, and greater Indigenous community. The "Connections Tool" helps increase Indigenous students' sense of place, caring and belonging in the greater school system.
- Continue ongoing dialogue and tracking of the above mentioned data takes place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly.

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## 11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

We will know that we are being successful in this area through staff participation in Indigenous education professional development, staff meeting discussions and anecdotal accounts of our staff. Student feedback can involve the Tell Them From Me survey and anecdotally from students. Parents can provide feedback at PAC meetings and through discussion with our staff.