

District Strategic Plan/Highland School Learning Plan 2020/2021

District Strategic Priority	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
HIGHLAND'S GOALS	Enhance learning opportunities for our students.	Connect our students with the community.	Provide opportunities for our students to be knowledgeable about environmental issues.	Provide opportunities for the school community to participate, celebrate and strengthen one's physical and mental being.
RATIONALE FOR SCHOOL GOALS	Our central concern is to continue to enhance and develop student-learning opportunities that engage, challenge and prepare students for their chosen future.	We believe it is vital to promote and pursue opportunities to partner and work together with our greater community to build relationships and embed authentic and long-lasting learning experiences for our students so that by the time our graduates leave Highland, they are connected and ready for the real world.	It is essential that we foster opportunities for the school community to enhance, protect and retain the environmental splendor both locally and beyond.	Without maintaining our holistic health, we as a learning community, cannot achieve success.
HIGHLAND'S ACTIONS	<ul style="list-style-type: none"> Develop and offer new courses in response to student interest and curriculum change: District Robotics, Criminology 9/10, Careers 8-12, Jewelry/Metal 8, District Musical 8-12. Embed inquiry projects into academic classes 8-10. Increase the number of our students taking Train-in-Trade, Apprenticeship, dual credit and Work Experience. Continue to develop and support Blended-Learning opportunities in our classes. Grade 8 literacy assessment. 	<ul style="list-style-type: none"> Increase the number of opportunities our students have to work with younger students from our feeder schools. Increase the opportunities for students to be placed in learning situations beyond the walls of our school Increase student awareness of community and global humanitarian and charitable causes. Increase the opportunities for students to engage in service activities in the community. Expand the number of students participating in the Big Brother/Big Sister program 	<ul style="list-style-type: none"> Regular use of the Outdoor classroom Renovation of outdoor gardens by the grade 8 leadership classes. Maximized the number of students who participate in the Youth Ecological program. Get all students/classroom participating in recycling/composting programs. Explore the development of an outdoor ed/environmental elective. Reactivate EAT (Environmental Action Team) to contact a waste audit, raise awareness, fundraise, and arrange events like clothing swaps. Explore the addition of a salad bar as a health meals option. Plan bike to school events. Increase awareness of the work being done by the Comox Youth Climate Council and support their initiatives. 	<ul style="list-style-type: none"> Embed and support Mental Health and Sexual Health curriculum in PHE 8-10 and Careers The Duenna Project: Comox Valley Services Association partnered with the Upper Island Women of Native Ancestry to offer an empowerment and skills-building group that will meet for 2 hours once per week for a period of 8 weeks during school hours with the intention of creating a space to explore and celebrate youth's identity, learn healthy coping strategies, build connections and confidence. Random Acts of kindness Group Two additional gender-neutral washrooms. Continue to develop and expand group support programs: boys' social group, girls' social group, anxiety group, GSA. "Inner Explore" mindfulness program. Facilitate assembly presentations like the White Hatter, MADD, ICBC etc. Develop intramural program. Increase the number of "fun" events planned throughout the year. Inservice for staff to enable them to better embed mental health awareness into daily activities.

<p>HIGHLAND’S EVIDENCE</p>	<ul style="list-style-type: none"> • Bringing in Case Studies for the Anatomy & Physiology Biology class to work through. • School wide Geography Challenge. • Collaborate/Mentorship with Isfeld, Vanier and Highland in National Improv Competition. Resulted in National Championship for Highland and multi-school field trips. • Scholarship and Early Entrance Seminars for grade 10/11 students in Flex Block. • Linking 11/12 students with NIC Train in Trades programs. • Implement “Thinking Classroom” approach in junior Math. • Math Club Fridays. • Science 9 students completed a “Science Expo” inquiry project based on their interests in a Science Fair format. 	<ul style="list-style-type: none"> • Had Avalon Wasterneys (2020 Olympic Gold medalist) in the school for the day to present, meet with students and inspire. • Students in Career Education 8 and Career Education 9 engaged with lessons that developed their understanding about the causes of homelessness in our community and reflected on the values of volunteering. Students then put this knowledge to action as they participated in the "Everyone Deserves A Smile" project by creating the envelopes and cards for the care packages. • Teacher Book Club read the Potlatch as Pedagogy, by Sarah Florence Davidson and Robert Davidson. The discussion centered around how to the traditions of the Haida practiced by the author's father-holistic, built on relationships, practical, and continuous-could be integrated into contemporary educational practice. • At Christmas students in grade 8 through 12 made Christmas treats that were distributed in festive homemade bags, they were dropped off at St George's church in Courtenay to be given out with their hot lunches. • Senior Foods classes have given fresh food as well as homemade treats to The Care a Van which helps people throughout the Comox Valley. They gave out the treat bags to those people all throughout the valley who use this resource. • Hosted the District Musical performance of “Sponge Bob Square Pants the Musical”. Sold out live performances and free showing to feeder school students. • Students in cross-curricular English/Socials 10 had Indigenous community members (elders and hereditary chief) share stories and recognition. • Big Brothers and Big Sisters volunteer at Brooklyn. • Multiple events to raise awareness and fundraise for the Ukraine Humanitarian Crisis. 	<ul style="list-style-type: none"> • Whole School viewed "The Unauthorized Biography of Carbon" - a Nature of Things documentary • Librarian provided resources and lesson plans for teachers to use around sustainability/climate crisis themes • Earth Week climate facts and quiz activity inside of AGs • Students and staff signed the Climate Action Pledge • Tina from the CVRD gave away upcycled reusable mugs and talked to students about reducing waste strategies • In partnership with the Indigenous Student Council, a plant-based meal was offered for free to over 80 students on Earth Day • The Comox Youth Climate council visited the Interact Club talk about Climate Actions and Politics • A new Highland Green Station is encouraging students to recycle more plastic that typically has been thrown in the garbage. • Environmental Action Team is painting a collage of climate actions that will be displayed beside the school concession. • Highland’s Garden Club meets several times a week to renew and maintain the school’s vegetable garden. • Grade 10s researched and prepared presentations on Environmental topics. • Use of outdoor classroom. • Sharing of theatre sets and costumes across three schools to reduce waste. • Comox Regional District Waste Management invited to come into Culinary Arts classes to show food waste and conservation. • Concession selling plant based meals on Friday’s. • Culinary Arts focussing on Plant Based diet and Vegan dishes. • Science 9 classes participated in “Broom-busting” around the school. 	<ul style="list-style-type: none"> • Annemieke Smulders from John Howard Society delivered class presentations to all Grade 8s on Drug & Alcohol Prevention/Early Intervention. There are 4 sessions per class/division. Topics covered include: <ul style="list-style-type: none"> ○ Intro to Vaping and general drug and alcohol information (knowledge assessment) ○ Depressants -- Alcohol/Decision making tools; Risk, boundaries, and safety ○ Cannabis ○ Spectrum of Use & Substance Dependence -- Refusal skills • Took 15 at-risk students to Strathcona Park Lodge for a Mental Health day: Out of your head into your body; out of your phone into nature. • Students in PHE 9 are engaging in ongoing lessons to increase their understanding of mental illnesses and mental wellbeing. • Using the district program of inner explorer with my A & P Bio 12 class to address increased levels of stress and anxiety around grades and university. • Teacher Book Club began Onward: Cultivating Emotional Resilience in Educators. It is chaptered based on the months of the year so will resume in September. It provides a proactive, practical framework to tackle educator stress and burnout. • With the addition of Disc Golf, Badminton, Girl’s Rugby and Ultimate Highland now offers more extra-curricular sports opportunities than ever before. • The school community participated in the “12 days of Wellness” just prior to Christmas. • The addition of new student generated clubs: Book Club, Mah-jong Club and Chess Club. • Advantage overnight canoe trip to Buttle Lake. “Out of their heads and into their bodies”.
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RESOURCES NEEDED				
EVIDENCE AND DATA	<p>Literacy 10 Assessments 21/22 1 Emerging 3% 2 Developing 12% 3 Proficient 74% 4 Extending 11%</p> <p>Numeracy 10 Assessments 21/22 1 Emerging 8% 2 Developing 38% 3 Proficient 43% 4 Extending 11%</p> <p>Literacy 12 Assessments 21/22 1 Emerging 3% 2 Developing 20%</p>	<p>Student Learning Survey “I contribute in meaningful ways to my community” Agree or Strongly Agree: Gr. 12 25%, Gr. 10 11% Disagree or strongly disagree: Gr. 12 44%, Gr. 10 43%</p>	<p>Student Learning Survey “At school, are you learning how to do things to care for the environment (recycling, waste reduction, water conservation)?” All the Time, Most of the time: Gr. 12 34%, Gr. 10 37% Never, Almost never: Gr. 12 15%, Gr. 10 26%</p>	<p>Student Learning Survey “How would you describe your mental health?” Excellent, Very Good: Gr. 12 14%, Gr. 10 11% Poor, Fair: Gr. 12 47%, Gr. 10 27%</p> <p>“How would you describe your physical health?” Excellent, Very Good: Gr. 12 32%, Gr. 10 44% Poor, Fair: Gr. 12 25%, Gr. 10 14%</p>

	3 Proficient 61% 4 Extending 16%			
REFLECTION	Literacy results continue to be strong while Numeracy results indicate a high percentage in the Emerging/Developing Areas. Implementing some diagnostics math assessments in Grade 8 and 9 may provide more insight and allow us to better prepare our students.	Due to COVID many of the community-based initiatives took place later in the year and after students complete the Student Learning Survey. Still more work can be done to connect Highland students to the community outside the school.	Good work has begun but more is needed.	Data and anecdotal evidence suggest students' struggle with their mental health. Needs to be a continued area of focus.
NEXT STEPS	Introduce school wide Math assessments in grades 8 and 9. Use data in a formative manner and track results over multiple years.	Continue with this work but include a goal specific to Indigenous learning.	Continue on with the work that has begun.	Explore and discuss trauma informed practice.