

Glacier View Secondary Centre School Goals 2021-2022

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.
GLACIER VIEW'S GOALS	<ul style="list-style-type: none"> Provide personalized and student-centred programs and pathways to graduation for all students 	<ul style="list-style-type: none"> Create relationships that build community within the school and create commitment to support the school in parents and community partners 	<ul style="list-style-type: none"> Improve environmental awareness and stewardship of both staff and students. 	<ul style="list-style-type: none"> Provide opportunities for students, staff, parents, and community partners to create and sustain mental well-being and a sense of belonging.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Students are coming to Glacier View because they need a different experience from a mainstream school. Students are entitled to learning activities and opportunities that are reflective of current practice and the redeveloped curriculum. When students attend because they are engaged and we are meeting their individual needs, they are accessing important learning and resources. Last year there was an average 42% absenteeism rate 	<ul style="list-style-type: none"> 35% of our students have Indigenous ancestry and deserve to see themselves, their families and their culture reflected in the school. Wrap-around support is integral to our students getting their mental health, physical health, and learning support needs met. Student success is rooted in relationships with adults in their lives. Our students need around the clock supports in place outside of the school. PAC is not well attended 	<ul style="list-style-type: none"> Students benefit from outdoor and environmental learning opportunities that give them hands-on learning and connect them to place. Our school garden is well-supported by the community and can be a place of learning for all our students. 	<ul style="list-style-type: none"> Many of our students struggle with mental health and benefit from positive supports for skill-building self-regulation and empathy. In the MDI, the Comox Valley scored lower in peer relationships, friendship intimacy, and peer belonging and so we want to create positive social places for students to connect. A sense of belonging is the most important factor for school success.
ACTION PLAN	<ul style="list-style-type: none"> Improve attendance by: <ul style="list-style-type: none"> developing student and parent understanding of the connection between attendance and learning Offering programs and opportunities to incentive attendance Develop and deliver new curricular offerings that strengthen academics AND broaden the range of experiential and hands-on learning available Connect course materials to Core Competencies and Indigenous Ways of Being and Knowing Develop inquiry projects, multi-media resources, and experiential learning opportunities to supplement or replace paper-based activities Maximize students writing the literacy and numeracy assessments by increasing the supports available Rework the intake and transition plan for new students coming to Glacier View over the year. 	<ul style="list-style-type: none"> Create opportunities for students to work with community organizations and support community events and/or charitable causes Create and maintain partnerships with local service clubs/volunteers Explore opportunities to partner with Nala'atsi for programming, events, and field trips. Explore an Elder In-Residence program Partner with Lelaina Jules, Indigenous Support Teacher, to help our teachers integrate Indigenous Ways of knowing into curriculum Improve communication around PAC meetings 	<ul style="list-style-type: none"> Maintain a high level of support for existing staff, their professional learning, and their well-being Increase the opportunities for students to participate in land-based or outdoor learning programs Have more students connect with the garden through Environment Club or through helping build the garden. Create opportunities to 'play' and connect with nature Improve recycling signage 	<ul style="list-style-type: none"> Focus on building relationships and building resilience for staff and students Provide reflection spaces Model, teach, and reward empathy Create time and space for positive social connections and student leadership through clubs and groups

<p>RESOURCES NEEDED (INCLUDING BUDGET)</p>	<ul style="list-style-type: none"> From last year's surplus, buy 10 laptop computers (use for Careers, Calm Room) Training for Admin Assistant and teachers for MyEd attendance Time for SBT to go over transition procedures 	<ul style="list-style-type: none"> Space for community organizations to meet at GV Time for teachers to meet with Lelaina Budget for field trips, guest speakers Budget for Indigenous resources (novel studies) Budget for Indigenous activities (e.g. beading, masks) Shared cost of Elder Budget for Bannock and food to support Indigenous events 	<ul style="list-style-type: none"> Budget for garden repairs, plants, soil Budget for field trips Outdoor classroom? Signs for recycling 	<ul style="list-style-type: none"> Budget to support clubs and groups: Leadership, GSA, Talking Circles, Art Club, Boys Club (pizza, Sandwich Day, release time for Dave to attend conferences) Fun Day costs Space for Clubs and Groups to meet (InEd space, Student HUB) Regular meeting times with community partners
<p>EVIDENCE</p>	<p>Attendance</p> <ul style="list-style-type: none"> Improved follow-up and contact with home on absenteeism: daily emails, all teachers using MyEd BC teachers reported more contact from parents/guardians about absences due to this system Offering attendance incentives: bus passes for 80% attendance, pizza Creating space and opportunities for students to gather to incentivize attendance: Boys Club, Art Club, Breakfast Program, GSA, Talking Circles, Leadership, Fun Day, special food days More students attended special clubs and groups <p>New Curricular Offerings</p> <ul style="list-style-type: none"> PHE 10-12 Leadership (Mental Health Advocates) 10-12 IDS-Art Studio 10-12 Collaborated with Youth and Ecological Restoration for Leadership credits <p>Hands on/Inquiry learning</p> <ul style="list-style-type: none"> Mental Health Advocates: partner with Seniors Village, Collaborate with grade 7s at Queneesh Elementary, DI challenges Building Greenhouse Helping in garden: planting, soil, seeding Drone video and photos Creating Pathway to Hope rocks Student took Yoga teacher training 	<p>Community Partnerships</p> <ul style="list-style-type: none"> Duenna Project Stevenson Place for Christmas and Art Project with Leadership class Queneesh: Leadership class presented on Mental Health Literacy to two grade 7 classes Foundry: provided drop-in counselling while Foundry building being completed Youth and Ecological Restoration Project: 6 youth completed the phase 1 program and were awarded credits for working with local environmental organizations John Howard: Boys Club support, outreach worker connected to many students, referred parents to, provided information on substance use impacts to junior classes, Naloxone training EDAS: made cards and envelopes for Christmas project Lush Valley soup program once a week LINC Youth Centre: provided information and prizes to students for Youth Week Volunteers: for kitchen, Talking Circles and Art group, garden Youth Justice: provided students with support for restorative practices Inter-agency meetings every 2 months to talk about students RCMP: Monika regular meetings and visits to support students CYMH DBT group ICY space Students picked up garbage at neighbour's complex <p>Indigenous Education</p> <ul style="list-style-type: none"> Truth and Reconciliation events 	<p>Infrastructure Optimization</p> <ul style="list-style-type: none"> Replacing all fluorescent lighting with LED lighting this summer Use of garden for building, Science and learning from different classes Developed Student HUB Art Space Developed Indigenous Education room to be used by all classes <p>Environmental Stewardship</p> <ul style="list-style-type: none"> Environment and Garden Club: meets once a week-worked on improving signage for recycling, planting the garden, researching fall vegetables to plant, composting Use of reusable dishes for all events and meetings Worked closely with Youth and Ecological Restoration for environmental projects. 6 students completed program. Glacier View student organized Earth Day Free Clothing and Repair Fair at Lake Trail Community School More students are submitting work online (reduced paper usage) Garden party 	<p>Social Connections</p> <ul style="list-style-type: none"> Student HUB and Indigenous space created for student gatherings Calm Room used for students who need a quiet, regulating space Talking Circle Boys Club GSA Art Club with Youth and Family Worker Mental Health Leadership Group Environment and Garden Club PHE class Open gym 4 times a day Chess Club Garden Party Fun Day Grad events: grad breakfast, meetings, movie night Noxsola-connects with and shares stories with students <p>Mental Health</p> <ul style="list-style-type: none"> Mental Health Leadership Group: worked with grade 7s at Queneesh and presented on Mental Health Literacy Mental Health Day-stations activities and food Duenna Project Drop-in Counselling with Foundry ISW does outreach Fridays to touch base with students who are not coming to school Work with Outreach counsellors with many of our students Integrate mindfulness into classrooms and meetings Offer three healthy meals a day to our students ArtStarts play on Mental health

		<ul style="list-style-type: none"> Downie-Wenjak week projects: painting rocks for Pathway to Hope, building beaded timelines Kookum Sheila joined the Glacier View team (met with Boys Club, made Bannock, presented to classes on trapping, connections to Metis culture) Weaving lessons for Indigenous Peoples Day Lelaina met with teachers three times at beginning of year to develop relationships and start discussions about Indigenous content Talking Circles with ISW looking at the Seven Sacred Teachings Beaded timeline videos and teachings for junior classes with ISW Wellness Wednesdays: yoga, reflection, journaling Development of the Indigenous room in the annex <p>Parents</p> <ul style="list-style-type: none"> Sent out letters explaining PAC and inviting parents to join Ask parents to join PAC in intake meetings PAC-initiated Fun Day Continuous parent-teacher contact 		<ul style="list-style-type: none"> Wellness Wednesdays with ISW-Yoga, meditation, journaling. Was full every session <p>Substance Use</p> <ul style="list-style-type: none"> Naloxone Training JHS Substance use and impacts presentations to Junior classes Close collaborations with John Howard Society Outreach support <p>Sexual Health</p> <ul style="list-style-type: none"> Counsellor presented monthly sessions to PHE class on sexual health, consent, mental health, healthy relationships <p>Staff</p> <ul style="list-style-type: none"> Provided food for all meetings Bought staff t-shirts and sweatshirts and started GV Spirit Fridays Counsellor part of District Mental Health Initiative and district Grief and Loss resource development Principal is District SOGI rep and part of District Mental Health team-Mental Health Literacy Staff meeting training On SOGI and Mental Health issues 						
DATA	<p>Attendance tracking</p> <ul style="list-style-type: none"> Attendance improved by 10% throughout the year, however it just caught up to around last year's absenteeism rate 37 students with recurring absences tracked throughout year <p>Of the students absent:</p> <ul style="list-style-type: none"> Alternate part time/ offsite program: 9 Mental health: 13 (working with outreach counsellors: 4) Going through court system: 1 Transferring to NIC: 1 Health: 1 <p>Sample Absences:</p> <table border="1" data-bbox="515 1608 1081 1778"> <thead> <tr> <th>Date</th> <th>Absentee rate</th> <th>2020-2021 year comparison</th> </tr> </thead> <tbody> <tr> <td>January 18, 2022</td> <td>56%</td> <td></td> </tr> </tbody> </table>	Date	Absentee rate	2020-2021 year comparison	January 18, 2022	56%		<p>Indigenous students</p> <ul style="list-style-type: none"> 60 identified Indigenous Students=33% of our students 2 graduates were Indigenous: only 8% Two teachers have looked at curriculum for EFP11 and BC First Peoples 12 Ordered 13 Indigenous books to supplement curriculum <p>Students</p> <ul style="list-style-type: none"> 12 students working with district outreach counsellors 7 students referred to ICY 45 students on High Needs list <p>YDI results were not able to be separated out for Glacier View</p>	<p>YDI results for district</p> <p>Climate concern</p> <p>High 71% Medium 22% Low 6%</p> <p>Members of Environment Club: 10</p>	<p>Levels of absenteeism and leave use</p> <ul style="list-style-type: none"> Attendance improved by 10% throughout the year, however it just caught up to around last year's absenteeism rate 37 students with recurring absences tracked throughout year Leaves for illness were hard to track as most staff had COVID at some point <p>Mental Health and Substance Use</p> <ul style="list-style-type: none"> Caseloads of counsellor and Youth and Family Worker were higher than last year Suicide Risk protocols submitted: 17 Suspensions for fighting: 6 (less than last year) Increased use of Marijuana noticed by teachers Anxiety linked to high absenteeism Students using calm room: 17
Date	Absentee rate	2020-2021 year comparison								
January 18, 2022	56%									

January, 19, 2022	53%	39%
January 24, 2022	50%	41%
January 25, 2022	50%	
February 10, 2022	54% (9% illness)	44%
May 2, 2022	42%	46%
May 3, 2022	42%	
May 4, 2022	45%	
June 6, 2022	45%	

Grades

7-6 students
8-22 students
9-29 students
10-65 students (45 students are grade 11 age or older)
11-38 students (26 are grade 12 age or older)
12-25 students

Course Completion

Courses completed: 339 or average of 1.88 classes per student
Courses incomplete: 371
Students who did not complete a course: 55 or 31% of our students did not complete a course this year

Graduation rates

51 students of graduation/grade 12 age
Graduated 24 students (47% of age eligible students)
2 graduates were Indigenous: only 8%
Adult grad: 18 or 75%
Dogwood Diploma: 5 or 21%
Evergreen: 1

Number of students writing literacy and numeracy

2021-2022 (no June results)

Numeracy: 20

assessment score	Number of students
1	6 or 33%
2	7 or 39%
3	5 or 28%

	<p>Literacy 10: 13</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>5 or 42%</td> </tr> <tr> <td>3</td> <td>7 or 58%</td> </tr> </tbody> </table> <p>Literacy 12: 9</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>5 or 71%</td> </tr> <tr> <td>3</td> <td>2 or 29%</td> </tr> </tbody> </table> <p>2020-2021 Numeracy: 6</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Literacy 10: 1</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>2019-2020 Numeracy: 4</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Literacy 10: 1</p> <table border="1"> <thead> <tr> <th>assessment score</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> </tbody> </table>	assessment score	Number of students	1	0	2	5 or 42%	3	7 or 58%	assessment score	Number of students	1	0	2	5 or 71%	3	2 or 29%	assessment score	Number of students	1	4	2	2	assessment score	Number of students	2	1	assessment score	Number of students	1	1	2	3	assessment score	Number of students	1	1			
assessment score	Number of students																																							
1	0																																							
2	5 or 42%																																							
3	7 or 58%																																							
assessment score	Number of students																																							
1	0																																							
2	5 or 71%																																							
3	2 or 29%																																							
assessment score	Number of students																																							
1	4																																							
2	2																																							
assessment score	Number of students																																							
2	1																																							
assessment score	Number of students																																							
1	1																																							
2	3																																							
assessment score	Number of students																																							
1	1																																							
<p>REFLECTION</p>	<ul style="list-style-type: none"> • Hard to track numeracy and literacy when so few assessments written before. Feedback from all math teachers is that there has been a significant drop in numeracy and math skills. We see this in Numeracy results this year. • How can we re-work the written curriculum to reflect core competencies and Indigenous Ways of Knowing? • Indigenous grads: how to improve this? • How can we get more students in grade 10 working towards a full Dogwood diploma? • There is a bubble of students in grade 10 and 69% are older age. What can we do to move this bubble and move students past grade 10? 	<ul style="list-style-type: none"> • PAC involvement is very low and involves the Principal running it and a teacher as secretary. How can we get more parents/teachers involved? • Indigenous Ways of Being need to be integrated into all courses. Teachers will need time to look at their courses and adapt • The community story/narrative of Glacier View is often negative and this comes from other schools and administration and staff. How can we change the narrative to be that Glacier View is a school of choice? • Leadership has been a very positive way to connect with other schools and the community. This should be supported next year and can grow. • Working with ICY to offer wrap around supports and work as a team 	<ul style="list-style-type: none"> • Can we reduce even more paper usage by moving away from booklets and to more hands-on learning? • Are there more ways to be outdoors? Use the garden, field trips, science? • Is the Take a Hike program viable at Glacier View? • The environmental focus has not been prioritized at the school as we are so often dealing with primary tier needs. 	<ul style="list-style-type: none"> • Lots of feedback from staff that students have trouble meeting the counsellor due to involvement in other areas: can we have set days for and times for one-on-one counselling? • Staff feedback in Roses and Thorns is that attendance and cellphones are major issues in classroom • Could we fill out Satisfaction Survey or an Exit Survey to get health information and feedback from students? • Relationships with students is the strength of the school. What are ways we can have staff work mental wellness into the classroom? • What other Clubs and Groups? Warriors? 																																				

<p style="text-align: center;">NEXT STEPS</p>	<ul style="list-style-type: none"> • New school goals for next year around numeracy and course completion/graduation for our Indigenous students • Look at having all grade 10 write the numeracy and literacy assessments • Develop other literacy and numeracy testing instruments for teachers • Look at having teachers teach numeracy and literacy skills to classes-Math Club, Poetry Club • Release staff to visit other alternate schools • Expand offerings of electives: Looking at ADST support from Steve Claassen and a volunteer to do Makerspace Club • Buy Indigenous resources to support EFP and BC First Peoples courses • Develop clear attendance expectations with students during intake meetings • Rework Student Learning Plan templates and Intake Meeting questions 	<ul style="list-style-type: none"> • Invite more cultural presenters into the school • Meet regularly with Rory at Nala'atsi to align Learning plans and Indigenous Resources • Develop brochures regarding PAC for intake meetings • Train teachers and families to use MyEd for reporting next year • Expand Leadership and collaborate with other schools to develop program • Have a Welcome Back family BBQ 	<ul style="list-style-type: none"> • Have more students participate in YER by visiting and presenting the information to the classes in the fall • Education to classes about recycling • Move classes outside (take a walk, look at garden) • Create an outdoor space for reflection near the annex • District Outdoor Learning teacher to work with our classes • Get more staff on board to support the Environment Club 	<ul style="list-style-type: none"> • Get more teachers to use Inner Explorer • Keep building opportunities for students to have positive social interactions • Look at collaborating with the LINC or Boys and Girls Club to run before school, lunch and after school programs • Work Sexual Health and Mental Health education into all classrooms • Have a Fun Day and Welcome Back Day earlier in the year • Build Community as a school goal
--	---	--	---	---

NIDES School Goals 2021-2022

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.
SCHOOL GOALS	<ul style="list-style-type: none"> Personalization of Learning: Students will demonstrate increased autonomy in the direction of their learning. 	<ul style="list-style-type: none"> Engagement: Students will develop their individual passions, mastery and sense of pride in their learning. 	<ul style="list-style-type: none"> Environmental Learning: Students will be afforded learning opportunities that will connect them with and enhance their awareness and concern for their environment. 	<ul style="list-style-type: none"> Sense of Belonging: Students will feel connected, safe and valued as members of the Navigate learning community.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> In response to the new BC curriculum, the BC Education Plan and current educational research, the personalization of learning is a priority for Navigate and the District. Navigate has been a provincial leader in the development of Student Learning Plans (SLPs) for many years. The need to provide choice in learning activities and assessment, as well as greater student voice in the direction of their learning is essential to develop a sense of autonomy and executive functioning. 	<ul style="list-style-type: none"> Increasing student engagement in learning is critical to student achievement and the professional efficacy of staff. Developing dynamic and engaging curriculum and assessment practices that address student diversity is a critical component of student success. 	<ul style="list-style-type: none"> Parents in HLC programs cite environment and outdoors as key features they are looking for in the creation of the HLC. Currently, more HLC programs are environment-based than any other kind (ie STEM-based). NIDES students have to spend time at a computer, and there is a deliberate effort to offset this time with time spent in nature. 	<ul style="list-style-type: none"> Social, cognitive and teacher presence are all critical components of student success in online and blended learning environments. Having a sense of safety and belonging, as well as feeling valued by peers, mentors and teachers are all essential aspects of connecting students to their learning community. Developing a sense of belonging is a critical factor in fostering self esteem.
ACTION PLAN	<ul style="list-style-type: none"> Students will develop a sense of their own learning style and creative passions, as well as opportunities to reflect on their personal growth on a continuing basis. Students have increased opportunities for choice in their assignments and assessments. Students will demonstrate growth in their ability to actively participate in the direction of their learning. Inquiry projects are embedded into academic courses 	<ul style="list-style-type: none"> Students will have increased opportunities to engage in project-based learning. Students will be able to assess and communicate their learning using a variety of methods. Students will have more opportunities to engage in multi-grade learning environments and have mentorship opportunities. Students will grow from their ability to explore, take risks and experience failures as part of the normal learning process. Increase student awareness of community and global humanitarian causes. Increase service learning opportunities for students. Support sister school in Mexico 	<ul style="list-style-type: none"> Regular forest walks Extensive use of school garden Environment-themed instruction in many of our blended programs. School recycling program Pack in/pack out lunch program to reduce waste. Outdoor classroom currently under construction for extensive use next year. 	<ul style="list-style-type: none"> Students will have increased access to forums for social belonging that enhance connection and collaboration. Students will have expanding opportunities for extra-curricular participation in clubs, teams and activities. Students will have increased opportunities for developing their social-emotional skills and awareness, to practice mindfulness and kindness in their relationships in both face to face and online learning environments. The school will provide greater opportunities for community building, collegiality and communication across distance and programming. Mental health and sexual health curriculum is embedded in PHE and Careers courses. Inner Explore Mindfulness program PAC supports presentations like White Hatter, online safety, coping with anxiety, Multiverse Fusion, games, hobbies, and projects, ...

RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • Course revisions (course development time) • Travel and accommodation expenses to support retreats • Book club expenses 	<ul style="list-style-type: none"> • Guest speakers (honoraria) • Field trip expenses • Totem carving fee • Exploration week expenses 	<ul style="list-style-type: none"> • School garden (maintenance, renewal, irrigation issues) • Transportation costs 	<ul style="list-style-type: none"> • Jump Rope for Heart • Physical activity resources (PE and Playground equipment) • Travel costs
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Created HLC Book Club for teacher connection and professional development. • FAe program puts on a Celebration of Learning at the end of each of the four learning cycles. • NIDES staff organize and lead the Blended Ed Conference on the Provincial Pro-D day. • Heartwood creates Multiverse Fusion to enhance professional development and sharing between teacher and parent. • VEX robotics team compete under NIDES 7842 and enjoy growth and success in competition. • Special Education Department participates in a successful mock audit • NIDES staff play prominent roles in the organization and delivery of the Can E Learn conference. • HLC hold two regional retreats for staff, in Parksville and Summerland. • LST Reading Training Pro-D session 	<ul style="list-style-type: none"> • Recognized National Day for Truth and Reconciliation throughout all sites. • Fae and Compass put on four Exploration weeks, which allow our students to interact with community agencies. • NIDES staff participate in Indigenous Education professional development on February PD day. • Indigenous Carver Randy Frank visits classes, with a totem ultimately being commissioned for the school. • NIDES staff enter a team in the local Snow to Surf event • Indigenous Learning day for all FAe students, hosted by community presenters. 	<ul style="list-style-type: none"> • Participated in the Great BC Shake Out • Victoria HLC works in partnership with Wise Earth and Thriving Roots. • FAE students recognize Earth Day through instruction and activities. • FAe students attend Tribune Bay day camps. • Avalanche safety course for Seven Summits students • Students attend beach Day 	<ul style="list-style-type: none"> • “Coffee and Chill” events put on to enhance morale and improve wellness. • Staff “jam sessions” offered in Music Room on Fridays • FAe and Compass students participate in Ski Day while under COVID guidelines. • Staff versus students’ basketball game held for the first time in several years • Tsolum students participate in intramural volleyball, basketball, cross country running and track and field. • Compass students embark on fitness activities field trip to Nanaimo
REFLECTION	<ul style="list-style-type: none"> • The effort and energy to be named a Provincial Online Learning School has consumed much of the focus and efforts of school administration this year. • The need to be presented in the best possible light meant that an extra effort had to be put into serving our special needs students in the manner intended by the Ministry, no matter where in the province those students lived. We showed extraordinary growth in this area in only one year. 	<ul style="list-style-type: none"> • Students and parents engaged staff to an unprecedented level this year. A positive effect of this was a higher completion rate and generally a quicker pace of work for many students. • NIDES PAC has dramatically reorganized to become a content provider to all school sites. They have offered an array of programming, cultural and social opportunities and activities to parents and students. 	<ul style="list-style-type: none"> • Environmental learning remains a prominent feature of many of our programs, either because the parents chose not to have their kids sit in classrooms all day, or because we recognize the need to get outside to offset the screen time our program requires. 	<ul style="list-style-type: none"> • Mental health has become a significant consideration for our program, given that many of our post-pandemic enrollees cite anxiety as their reason for coming to us. • We need to continue to train our teachers to support and promote physical and mental health. • Counselling staff, Learning Support Staff and admin must seize opportunities to enhance physical and mental health for the whole school community, including staff and parents.
NEXT STEPS	<ul style="list-style-type: none"> • As a named POLS, NIDES must consolidate our position as the leader in online instruction in BC. Courses converted to the new LMS system will likely possess technical glitches, and these must be addressed quickly so that our reputation as a curriculum leader is not tarnished. • NIDES must provide excellent support and professional development to teachers 	<ul style="list-style-type: none"> • NIDES can enhance what we do by reinforcing the link we have already established with school counsellors and administrators in conventional school settings. We already enjoy a reputation for working with the home school to put the needs of the student first. We need to ensure this reputation proliferates. 	<ul style="list-style-type: none"> • The outdoor classroom at the Tsolum campus will see a lot of use next year. • Staff and parents continue to volunteer their time and effort to enhance our school garden. 	<ul style="list-style-type: none"> • Working at NIDES does not always have the same opportunities experienced in a regular school setting and has the potential to become routine. Extra activities need to be implemented to maintain interest and morale. • Given that staff remain at their desk for hours on end, physical activity must be encouraged. Social interaction should also

	<p>working in various locations around the province. These teachers must experience being part of something bigger and having the full benefit of the support of a larger school. Doing this would place NIDES in sharp contrast to other schools offering similar programs.</p> <ul style="list-style-type: none"> • NIDES must continue working with sites and the Ministry to efficiently and effectively deliver a graduation program online and in a blended environment. Currently, this is still very difficult to do. 	<ul style="list-style-type: none"> • NIDES can grow by supporting student athletes who need to have flexible schooling that complements rather than competes with their training and competition schedules. • NIDES can support students with autism and may be in a position to take over existing autism programs that currently have non-POLS schools as educational partners. • NIDES can support students with anxiety to keep them learning while they are not attending school. 		<p>be encouraged, and productivity is enhanced when monotony is averted.</p> <ul style="list-style-type: none"> • Students are coming to NIDES with mental wellness concerns. Staff are aware of this and have been making the adjustments necessary for students to feel safe and respected, rather than overwhelmed and anxious.
--	--	---	--	---

Highland School Goals 2021-2022

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.

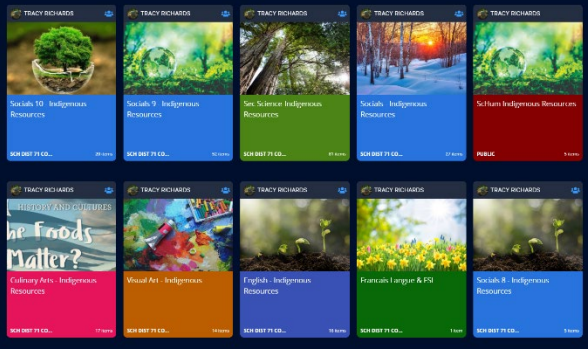
				<ul style="list-style-type: none"> • Inservice for staff to enable them to better embed mental health awareness into daily activities.
<p>HIGHLAND'S EVIDENCE</p>	<ul style="list-style-type: none"> • Bringing in Case Studies for the Anatomy & Physiology Biology class to work through. • School wide Geography 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. 	<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. 	<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.

		<ul style="list-style-type: none"> Multiple events to raise awareness and fundraise for the Ukraine Humanitarian Crisis. Interac Club collected donated supplies for the Transition Society. Also raised \$500 to donate to CVTS. Interact made cards and posters thanking health care workers for their dedication. Rotary then delivered these to the hospital. Interact Club did a school wide clothing and sleeping bag drive for the Comox valley Street Outreach Program. Numerous guest speakers on humanitarian issues in Genocide Studies 12: Holocaust survivor, Ukrainian refugee, Myanmar Crisis. Mo Moshiri sharing personal story of being a refugee to English 10 classes. JoAnne Roustoule and Trish MacFail sharing their residential school experiences to students. Band/Choir program visited all feeder schools. Band trips visited schools across BC and Alberta. Guest instructors for theatre in the areas of technical lighting, sound and stage fighting. Cross-Country Team volunteered at Brooklyn's XC Race. Union Bay Dive presented to our Marine Biology classes. 	<ul style="list-style-type: none"> Science 9 classes participated in "Broom-busting" around the school. 	<ul style="list-style-type: none"> Advantage overnight canoe trip to Buttle Lake. "Out of their heads and into their bodies". Used "Inner Explore" to provide anxiety reduction in Math. Using Kerri Isham (Certified Sexual Health Educator) to support the curriculum for students in grade 8-10 and for presentation for our 11 and 12 students.
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%</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>

	2 Developing 20% 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 Grades 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.

Mark R. Isfeld School Goals 2021-2022

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.
SCHOOL GOALS	<ul style="list-style-type: none"> Develop core competencies at all levels and all disciplines through a variety of learning opportunities and innovative practices. 	<ul style="list-style-type: none"> Foster and pursue opportunities to collaborate with our community partners to provide authentic real world learning experiences to prepare our students for the post-graduation world. 	<ul style="list-style-type: none"> Encourage and foster environmental awareness to develop global citizens able to act on the United Nations seventeen Sustainable Development goals. https://sdgs.un.org/goals 	<ul style="list-style-type: none"> Promote healthy living and provide opportunities for students and staff to develop the skills and knowledge needed to flourish socially, emotionally, physically, and mentally.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Students need intellectual, personal, and social and emotional proficiencies in order to engage in deep, lifelong learning and develop into independent learners. 	<ul style="list-style-type: none"> Schools exist within communities. This relationship influences students' transitions and connections to school. Community involvement in schools provides local cultural relevance to content and learning. 	<ul style="list-style-type: none"> Today's students need to be globally-minded and environmentally aware of sustainable development to improve human lives and protect the environment. 	<ul style="list-style-type: none"> Mental and Physical Health has profound impact on student learning, development, and achievement.
ACTION PLAN	<ul style="list-style-type: none"> Ensure staff are aware and knowledgeable about the Core Competencies Ensure students are aware and can define the Core Competencies Ensure students have opportunities to develop core competencies at all grade levels and can identify these opportunities Ensure students self - reflect on their core competency development at the end of the year. 	<p>Community, Parents and Educational Partners:</p> <ul style="list-style-type: none"> Participate and have a school presence in community events. Develop and support fundraising opportunities for local charities – “give back” culture. Connection to community members as school volunteers in a various roles (share, inspire and connect) Ensure students have opportunities to enrich learning via field trips. 	<p>Environmental Stewardship:</p> <ul style="list-style-type: none"> Support and further develop an Active Environment Club – composting initiative, tree planting, recycling, etc Provide Sustainability initiatives in Sciences Humaine 11 Inquire about solar panels on the roof and the installation of electric car chargers 	<ul style="list-style-type: none"> Provide a variety of clubs to develop a sense of belonging (Dungeons & Dragons, Minecraft, etc.) PHE Curriculum to incorporate mental wellness as well as emotional and social wellness. Provide PD opportunities for staff in this area Provide a full complement of extra-curricular sports teams, Band/Choir Trips and field trips
RESOURCES NEEDED (INCLUDING BUDGET)		<ul style="list-style-type: none"> List of available Community Speakers Budget for field trips and guest speakers 	<ul style="list-style-type: none"> Eco-Fair 2022 – April 22 Composting Bins Outdoor Classroom and Front Entrance Upgrade (postponed) 	<ul style="list-style-type: none"> Field Trip Budget Inner Explorer Cost Club Supplies Cost
QUALITATIVE EVIDENCE	<p>Personal & Social Responsibility:</p> <ul style="list-style-type: none"> Holocaust survivor Zoom presentation with Vanier and Highland (Personal & Social Responsibility) Canadian Museum for Human Rights Field Trip BC Legislature & BC Museum field trip School-wide focus throughout May and June on reducing lates <p>Thinking:</p> <ul style="list-style-type: none"> Inquiry Projects & Presentations 	<p>Indigenous Education:</p> <ul style="list-style-type: none"> Integrate Truth & Reconciliation Week activities through TA and classes Downie-Wenjack Legacy School Projects Ni'noxsola – involvement and space Library: Indigenous minecrafts, Indigenous novels curated for grade 8&9 FI, large collection of Indigenous nonfiction and fiction, subject lists with Indigenous connections to curricula: 	<p>Infrastructure Optimization:</p> <ul style="list-style-type: none"> Discussed solar panels and electric car charger installation with Director of Operations. Not financially feasible in conjunction with the environmental gains. Front Entrance upgrade postponed until Summer 2023 <p>Environmental Stewardship:</p> <ul style="list-style-type: none"> Environment Club – composting initiative, tree planting and recycling Life Science students examining plankton from Discovery passage as part of food pyramid ecosystem 	<ul style="list-style-type: none"> September Spirit Week – set the tone and energy in the school Terry Fox Run Initiative TA Competitions Reconnection to sports teams, leadership, clubs, field trips, cultural events, etc. Dungeons & Dragons and Minecraft clubs during Flex Inner Explorer links sent to all staff <p>Inclusion Services Dept:</p> <ul style="list-style-type: none"> We have a focus on bringing mental health initiatives into the classroom - we

	<p>Communication:</p> <ul style="list-style-type: none"> • PHE Assessments incorporate Core Competencies at all grade levels • Competency-based IEPS 	 <ul style="list-style-type: none"> • Science Humaine 9 final project on First Nations. Local members of Komox First Nation invited to Isfeld for presentation and discussion. • Indigenous Education culture presentation in all Life Sciences 11 classes – understanding of life and how it is sustained through indigenous belief system. • Share Indigenous Kinship Systems through cradle board project • Jingle Dance presentations • First Annual Indigenous Education Graduation Luncheon • Indigenous Peoples Day Assembly <p>Community Partners:</p> <ul style="list-style-type: none"> • Inclusive Services connections to outside agencies • Interact – local & global projects - Book Drive • Fitness Knowledge Practicum placements • Careers Programs • Christmas Community Art Bags • Foundry • Lush Valley for Salad Bar • Community Service and WEX • Art Show at Pearl Ellis with all three high schools • Promise Project - \$10 000 raised for the Foundry • Guest Speakers – Cold War <p>Parents & Educational Partners:</p> <ul style="list-style-type: none"> • Terry Fox Run Initiative • Sports Teams representing Mark Isfeld across the Island • Grade 12 students to Valleyview every Wednesday to mentor elementary 	<ul style="list-style-type: none"> • Life Science students looking for micro/macrosopic organisms in immediate school environment. • Garden Club • Plantafuture.org • Compost program in pods – expand to classroom • Foods program – speakers about reducing food waste • Bike to School Week • Isfeld Clothing Swap • Oceans Art Contest using Recyclables • Environmental Science 11 class 	<p>presently have John Howard coming for 4 sessions with each grade 9 class</p> <ul style="list-style-type: none"> • on the topic of Mental Health and Substance Use. • We have the Duenna Project here once a week through Comox Valley Family Services for an 8-week anxiety and mindfulness support program. • We run weekly Queer Alliance Club meetings and special group sessions and activities to support our 2SLGBTQ+ students. • We have a food program that spreads nourishment, love, and connectedness that runs through our InEd Support workers in Student Services. • We have our JoAnn Restoule, our Ni Noxsola here part time to connect with and support our Indigenous students. • We bring in community partners to Inclusive services, our Public Nurse is here Bimonthly, and we are just now organizing Foundry counsellors to be at Isfeld once a week to further help • reach students with mental health concerns. • Parent Teen mediators and Outreach counselling referrals are also a part of our resources to support students. • Peer Leaders will be focusing even more on mental health support this coming semester in their work with younger peers. • Lunch food program – IN. Ed. • Outdoor programs The pandemic – takes priority over other initiatives due to on-going changes and the impact. Has provided reasons for students to stay at home more often and for longer losing their connection with the school and the supports available. • ArtStarts play on Mental Health • Sexual Health presentations for grades 11/12
--	---	---	--	---

		<p>students playing chess. Building connections with our feeder school and engaging senior students in mentorship skills</p> <ul style="list-style-type: none"> • Little Buddy book project – Grade 11 Francais Langue class with Robb Road Grade 1/2s • Prevention One Act plays – Inviting feeder schools to view at Isfeld • Science Humaine 9 final project on First Nation • Hosted Grade 7 Basketball District Tournament • Speakers – child care, social justice, genocide studies • Continuous reporting to keep parents aware of student progress • Two Parent/Teacher communication weeks with scheduling flexibility • Mathematics information night for families • EDAS • Capstone presentations with parents – hoping to expand • Guest Speakers – CR Community Outreach Team – Naloxone training, Gus Valen - Community Justice, Jon Ambler – Ukraine, Charlotte Harvey – Israel 		
<p style="text-align: center;">QUANTITATIVE DATA</p>	<ul style="list-style-type: none"> • Literacy 10 Assessments Emerging – 2% Developing – 14% Proficient – 72% Extending – 12% • Literacy 12 Assessments Emerging – 1% Developing – 13% Proficient – 70% Extending – 16% • Numeracy 10 Assessments All students wrote in June – results not available yet. January session was cancelled. 	<ul style="list-style-type: none"> • Grade 11 YDI Results: <u>Social Well-Being Index</u> Isfeld - Community-Belonging – 33% All Districts – 44% • Student Learning Survey <i>I contribute in meaningful ways to my community.</i> Agree/Strongly Agree – gr. 10s – 8%, gr. 12s – 13% Disagree/Strongly Disagree – gr. 10s – 10%, gr. 12s – 6% <p><i>At school, are you being taught about Indigenous Peoples?</i> Most to All of the time – gr. 10s – 63%, gr. 12s – 51% Almost Never or Never – gr. 10s – 6%, gr. 12s – 4%</p>	<ul style="list-style-type: none"> • Grade 11 YDI Results: <u>Climate Concern</u> High – 70% Medium – 24% Low – 6% • Student Learning Survey <i>At school, are you learning about how human activity affects our environment?</i> Most to All of the time – gr. 10s – 46%, gr. 12s – 50% Almost Never or Never – gr. 10s – 11%, gr. 12s – 9% <p><i>At school, are you learning how to do things to take care for the environment (recycling, waste reduction, water conservation)</i> Most to All of the time – gr. 10s – 41%, gr. 12s – 43% Almost Never or Never – gr. 10s – 24%, gr. 12s – 18%</p>	<ul style="list-style-type: none"> • Grade 11 YDI Results: <u>Well-Being Index</u> Isfeld - 26% Thriving, 52% Low All Districts – 20% Thriving, 46% Low <u>Social & Emotional Development</u> Scored above the average in the following areas of “High” ranking: Empathy – 43% Growth Mindset – 81% Perseverance – 65% Engagement – 47% Noticeably below in: Purpose & Meaning – 26% <u>Physical & Mental Well-Being</u> Overall Rating: High - 41% Medium – 34% Low – 25% <u>General Mental Health</u> High – 18% Medium – 33% Low – 49%

				<p><u>Positive Mental Health</u> High – 20% Medium – 42% Low – 38%</p> <p><u>Impact of Covid-19</u> Mental/Emotional Health rated poor/fair Before Covid-19 – 23% After Covid-19 – 49%</p> <ul style="list-style-type: none"> • Student Learning Survey <i>How would you describe your Mental Health?</i> Good to Excellent – gr. 10s – 45%, gr. 12s – 57% Poor to Fair – gr. 10s – 47%, gr. 12s – 43% <i>How would you describe your Physical Health?</i> Good to Excellent – gr. 10s – 74%, gr. 12s – 80% Poor to Fair – gr. 10s – 23%, gr. 12s – 18%
REFLECTION	<ul style="list-style-type: none"> • Need to utilize PD and greater collaboration • How can we quantitatively measure this? • Staff feel Core Competencies are being done in classes in a variety of ways – how do we report on this to the district and parents? 	<ul style="list-style-type: none"> • School events build a positive overall learning community • Share more about community involvement • Integration of Indigenous Knowledge and events is progressing and on-going. 	<ul style="list-style-type: none"> • Seeing a reduction in our environmental footprint • Need to tie in more to the UN Sustainability goals 	<ul style="list-style-type: none"> • Need to foster appropriate use of cell phones and focus on Mental Health aspect of technology use • Cell Phone Survey could have been done earlier • New Counselling team – what effect does this have?
NEXT STEPS	<ul style="list-style-type: none"> • Need to develop focus areas and follow through • Review Honor Roll and criteria • Develop an action plan to meet these goals • Time for staff to share ideas and resources on what has worked well; not operate in silos. • Determine how to report on this and integrate into all classes. 	<ul style="list-style-type: none"> • Continue to encourage a high level of involvement and pursue even more variety for students/parents • Continue social media and LED sign use • Focus on advertising successes • Increase financial support for field trips, guest speakers for students. • Develop greater opportunity with other schools and groups • Develop awareness of community opportunities and events 	<ul style="list-style-type: none"> • Environmental Action needs to have more of a presence in every classroom. • Better education around recycling & compost • Show students our waste reduction and waste impact • Ensure students & staff are aware of the UN Sustainability goals – specific awareness goals throughout the year 	<ul style="list-style-type: none"> • More training and professional development for staff/ educators to strengthen the tools and resources needed to embed mental health and wellness into the classrooms • Staff in-service for Inner Explorer & Mindfulness • Lessons on drug health, suicide prevention from Island Health • Develop Use of Technology Policy • New Counseling team as an opportunity – develop roles and responsibilities as well as priorities.

Vanier School Goals 2021-2022

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 and knowing Foster relationships with community, parents, and educational partners 	<ul style="list-style-type: none"> Foster environmental stewardship Optimize infrastructure to support learning 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people
VANIER'S GOALS	<p>Encourage educational excellence in all we do. (Vanier goal #3)</p>	<p><i>With respect to community partnerships and Indigenous ways of knowing –</i></p> <p>Positively impact the culture of Vanier by acknowledging accomplishments, fostering positive relationships, and celebrating diversity, while ensuring good mental and physical health and wellbeing of all members of Vanier. (Vanier goal #1)</p> <p>Provide opportunities for students to grow as global citizens through school activities (curricular and extracurricular activities) and community involvement, as well as deepening understanding of Indigenous ways of knowing. (Vanier goal #2)</p>	<p><i>With respect to environmental stewardship -</i></p> <p>Positively impact the culture of Vanier by acknowledging accomplishments, fostering positive relationships, and celebrating diversity, while ensuring good mental and physical health and wellbeing of all members of Vanier. (Vanier goal #1)</p> <p>Provide opportunities for students to grow as global citizens through school activities (curricular and extracurricular activities) and community involvement, as well as deepening understanding of Indigenous ways of knowing. (Vanier goal #2)</p>	<p>Invest in the holistic well-being of our Vanier community by raising awareness of mental and physical health and wellness.</p>
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> We would like to give students every possible advantage as they go out into the world and pursue their future path. By making learning accessible, relevant, engaging and challenging students have more opportunities to be prepared for success. 	<ul style="list-style-type: none"> As opportunities to make connections between school (students) and our community increase, so do educational opportunities. We see a direct correlation between community engagement and educational opportunities for students. There is also an added benefit to our community when relationships have been fostered between school and community. We also believe there to be a strong correlation between volunteerism / citizenship activities and student engagement at school 	<ul style="list-style-type: none"> Promoting personal awareness and growth leading to lifelong expressions of those values for all members of the Vanier community Increase opportunities for students and staff to take on leadership roles and have a positive impact on Vanier 	<ul style="list-style-type: none"> To help students recognize the ways mental illness impacts their lives. Educate students about available services, and ways to advocate for themselves. Recognition and education are important ways to remove the stigma associated with mental illness. Talking openly about mental health can reduce the misconceptions and stigma and can encourage those who are suffering to seek help.

<p>VANIER'S ACTIONS</p>	<ul style="list-style-type: none"> Develop and offer new courses in response to student interest and curriculum change: Aspire to Action Service Learning (Genocide Studies, Social Justice, English First Peoples), Adventures in the Outdoors (Science and PE-Outdoor Ed), Sports Leadership, Inquiry 9/10 Continue to offer innovative programs like Creative Collective, Improv, Environmental Sciences (cross curricular) Community Events and Planning, Leadership, Increase the number of our students taking Train-in-Trade, Apprenticeship, Dual Credit, and Work Experience. Flex Day opportunities – for extra help, enrichment, and out of the classroom learning opportunities ILC – flexible learning opportunities Extra-Curricular involvement and success Co-curricular involvement and success 	<ul style="list-style-type: none"> Increase student awareness of community and global humanitarian and charitable causes. Increase the opportunities for students to engage in service activities in the community. Increase adult – student mentorship opportunities with community engagement 	<ul style="list-style-type: none"> To encourage environmental awareness inside and outside the classroom Reduce Vanier's impact on the community and increase care of our property Get more students/classroom participating in recycling/composting programs inside and outside the classroom. Reduce trash around the building – encourage students to take pride in the school, put awareness signs up Promote trash sorting and recycling what can be recycled in all areas To engage community members/expertise to promote environmental awareness Promote leadership in all areas of the building, and passion projects 	<ul style="list-style-type: none"> Increased staff awareness to include mental health in classes daily. Feed a significant portion of our population through different programs/rooms Increase staff awareness on SOGI topics. Counselling department to host small groups on a variety of mental health topics. Encourage student leadership and peer mentorship on mental health topics. Sports Leadership class intramural options. Inner Explorer mindfulness program. Visuals around school to promote self-care. Develop a school wide cell phone policy. Increased awareness of Indigenous Ways of Knowing and Being Ongoing awareness of social justice causes and social rights.
<p>RESOURCES NEEDED INCLUDING BUDGET</p>	<ul style="list-style-type: none"> TOC days to release staff to work on literacy writes for grade 8's (School growth) Awards, engraving Photocopying & Print shop – posters, booklets, Information sessions for students and parents (time) 	<ul style="list-style-type: none"> Most resources are in the form of people. Recruitment and retention of community partners. TOC support for approved field trips Travel costs for approved field trips Room allocation for Grad Attire Program- may need to look across district 	<ul style="list-style-type: none"> Purchase small compost bins for classrooms and larger compost bins for outside. Contract Earth Warriors for removal of compost Posters and stickers from the print shop TOC days/Cover field trip expenses to support staff initiatives in this area 	<ul style="list-style-type: none"> Community Links money Resources used for in class presenters, supplies for poster making. Print shop producing posters and other awareness campaign materials Field trip supports – travel assistance and staffing/chaperones
<p>VANIER'S EVIDENCE</p>	<ul style="list-style-type: none"> Maintained Honour Roll: 227 students Maintained Honour Roll with Distinction: 205 students Maintained Principal's Honor Roll: 88 students Construction Trade Sampler- 8 Vanier students 	<p>Community members in the school:</p> <ul style="list-style-type: none"> Elders, knowledge keepers as guests in the school (classroom and Indigenous learning centre) Ni'noxsola- Evelyn Voyageur working with students and classes (Weekly) Cultural presenters invited into classes Guest speakers in classes and Clubs RCMP as Guest Speakers in the class (several times per year) 	<ul style="list-style-type: none"> New Bike Rack to encourage students and staff to ride their bikes Plan bike to school events for staff and students. Go By Bike has expanded to three different 	<ul style="list-style-type: none"> Jack.org - training and empowering young leaders to revolutionize mental health, Vanier chapter. 8 students were involved in peer support training, creating safe spaces for students to eat lunch, poster campaign

	<ul style="list-style-type: none"> Automotive Trade Sampler- 7 Vanier students Work Experience – 161 WEXs completed by Vanier students Dual Credit Academic – 20 Vanier students, 33 courses completed Train in Trades – 17 Vanier students completed Work in trades - 24 Vanier students in progress <ul style="list-style-type: none"> Literacy Assessments 10 Spring Emerging 3% Developing 34% Proficient 61% Extending 1% <ul style="list-style-type: none"> Literacy Assessments 10 Fall Emerging 8% Developing 29% Proficient 61% Extending 3% Literacy Assessments 12 Spring Emerging 0% Developing 22% Proficient 71% Extending 7% <ul style="list-style-type: none"> Literacy Assessments 12 Fall Emerging 3% Developing 27% Proficient 61% Extending 9% Numeracy Assessments 10 Spring Emerging 20% Developing 49% Proficient 25% Extending 5% <ul style="list-style-type: none"> Numeracy Assessments 10 Fall Emerging 23% Developing 31% Proficient 42% Extending 4% YDI School Report Opportunities for Skill development Agreement with statement: "I have 	<ul style="list-style-type: none"> Ongoing Partnerships with outside Agencies – CYSN, CYMH, MCFD, STADD, VIVRS... Rotary members directly working with our Interact club in the school North Island College advisors working with our Senior students (Weekly) - Career pathways North Island College Nursing Students- Anxiety workshops (All Grade 8-12 classes) Hosting of TIG Welding workshops Hosting of District Skills Canada Competition –Community Volunteers play a significant role. Jackie Hildering presentation –Marine Mammal expert with Explore Program Tsolem River Society - Environment Club / Science classes Dave Clough –Stream Biologist – Environment Club / Science classes City Counsellors / Community leaders invited to several school events. Ie. Bike rack grand opening (GP Vanier Go by Bike initiative), guest speakers – community improvement / involvement projects. Hiroshima survivor guest speaker via zoom ICBC Road Safety Speaker presentation to grade 11 / 12 students –John Westhaver Lush valley Food Program supporting vulnerable Students ADAPT program (formerly known as PARTY Program) - Fire Department, RCMP, ER Doctors, BC Ambulance, Georgia Straight Towing, MADD Canada Career Life Education 10 mock interviews (3 times per year) with various community members from- RCMP, Courtenay Fire Department, Paramedics, Comox valley Chamber of Commerce, Local Mayors, Physicians, Radio Station Staff, City Counsellors, Lawyers, Business Owners, etc... Trade Sampler 4-month Placement with Community / business partners- often leading to student employment Community Career Placements <ul style="list-style-type: none"> Aspire to Action Volunteer connections Variety of Trades related connections for students and Work Experience office Grad Class Attire Program (formerly the Cinderella Project) <ul style="list-style-type: none"> Community Donations of Formal Attire for our graduating students across all Comox Valley Schools Collaboration of Vanier Staff, District staff, parents, and community members Our school in the community: <ul style="list-style-type: none"> Neighborhood clean-up, shovelling of driveways, letters of appreciation Food drive for homeless EDAS drive Mountain biking / Trail building Vanier GSA – Trans Day of Remembrance in Cumberland (November) Distribution of cards for shut-ins / nursing home Comox Valley Sports Centre 	<p>weeks/contests to promote healthy living</p> <ul style="list-style-type: none"> Adventures in the Outdoors class, Explore and Environmental Social Sciences raising awareness of environmental concerns and human impact on the environment Support Environmental Club initiatives, including invasive species removal Working with Tsolum River and Garry Oak organizations to ensure the grounds of Vanier are Recycling paper and cardboard, recycle poster paper and science project cardboard Clean up Vanier grounds by clubs or classrooms. CEP went out weekly to clean up the community Pen and Sharpie recycling in the photocopy room Battery recycling in the photocopy room Teach sustainable ways of being in classrooms (foods/textiles/humanities classrooms), including 100 mile diet, home gardens Encouraged use of the Outdoor classroom Renovation of outdoor gardens by the Foods classes. Encouraging students to be hands on learning in Vanier Courtyards and gardens Linking of Health and Wellness to gardening/care of plants, linking acts of kindness that promotes environmental sustainability and care Spuds and Tubs program started in Prep and foods classes. 	<p>for hallways, Mental health survey, display case on mental health, crisis support after a traumatic event (lock down, student death) colouring books, cards, thoughts poster.</p> <ul style="list-style-type: none"> Beyond the Hurt – Bullying, harassment, conflict, and digital presentation by gr 11/12 students for gr 8 students. Created a school map of safe/unsafe spaces in the school. Open gym at lunch. NIC (North Island College) nursing students' presentation on mental health and managing anxiety to all classes. Girls group, hosted by counsellors – Big feelings. Boys group, hosted by Youth and Family Program Worker – Social skills. Duenna Project – counsellors from Upper Island Women of Native Ancestry delivered an 8-week program for students to explore identity, building resilience, and confidence – 8 students participated. Foundry Comox Valley - offering young people 12-24 access to mental health and substance use support, primary care, peer support and social services. 2 counsellors provided support on Fridays for 20 students over a 6-week period. Visiting every class to introduce the community services available. SOGI Bytes – monthly themed information for staff on all things SOGI.
--	--	--	---	--

	<p>opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)...</p> <p>Agree a lot: Vanier 33% (Provincial YDI sample 25%)</p> <p><u>Extracurricular</u> 294 Vanier Students were registered on teams with BC School Sports (105 of them were multisport student-athletes) 148 Girls/146 Boys Hosted 3 Island Championships Island Championship Junior Boys Rugby Provincial Champions – 2 individual gold medals in Track and Field Top 10 provincial finishes in Aquatics, Gymnastics, Ski and Snowboard, Wrestling, Track and Field Sr Boys Rugby 7's 4th in Province Sr Girls Rugby 15's 5th in Province</p> <p><u>Service Clubs</u> Environmental Club, Rotary Interact, Jack.org</p> <p><u>Co-curricular</u> – outside the timetable grade 8-12 classes Improv Results: National Finals of Canadian Improv Games Sr Team 3rd in Canada, Jr team 1st in Canada Jazz Band</p>	<ul style="list-style-type: none"> ▪ Field Trips to Alert Bay – U'mista Cultural Centre. Residential School reconciliation work ▪ 4 –5 Field trips to Victoria and Vancouver. ▪ Community Events and Planning Class –clean-up of school grounds and neighborhood ▪ Community Events and planning Class – student led assemblies and leadership activities with Junior grades ▪ Try-A-Trade Program- Students gaining real life work experience in the trades. ▪ STEP 1 and STEP 2 program at Sandwick Technical Education Centre ▪ Ongoing interactions with the Today and Tomorrow Day Care Centre ▪ Prep program- students connecting with community members and assisting with shopping for the program <ul style="list-style-type: none"> • Our community partners with GP Vanier Social and Environmental Sciences <ul style="list-style-type: none"> ▪ Tsolum River Restoration Society ▪ Project Watershed ▪ K'omox First Nations ▪ Vancouver Island University ▪ Courtenay and District Fish and Game Protective Association ▪ MARS ▪ Lush Valley ▪ BC Hydro ▪ Mosaic Forest Management ▪ Comox valley Waste Management Centre ▪ Comox valley Exhibition Grounds <p>Much of the evidence can be found in the following ways:</p> <ol style="list-style-type: none"> 1. The overwhelming amount of support from community partners as seen above. 2. The large number of Vanier students (too many to accurately count) willingly taking part in the above-mentioned programs (many of which are volunteer programs and many of which run outside of a traditional school timetable). 3. A noticeable increase in students selecting programs that have a focus on community engagement, such as Aspire to Action and Community Events and Planning. <ol style="list-style-type: none"> a. Aspire to Action 2021 = 34 students / 2022 = 57 students selected =40% increase b. Community Events and Planning 2021 = 22 students / 2022 = 88 requests (42 enrolled) = 48 % increase 	<ul style="list-style-type: none"> • Grade 8 exploratory Outdoor Survival Skills new at Vanier this year, encouraging students to “get outside” • Fundraiser for Indigenous access to clean water • Awareness campaign for Earth Day • Repair and maintenance of vehicles, teaching students the connection between cars and environmental impact • Raising Coho salmon in class, capture and move salmon from ponds on school property back to the Tsolum River • Explore classes maintain stream health and restoration projects • Composting in classrooms has increased from 10 staff members, to 25 classrooms, with 5 more asking for a compost bin • Bike rack has 12+ bikes on a daily basis • Students at Vanier are environmentally conscious, as evidenced by the YDI meeting provincial norms • Students at Vanier are civically engaged, as evidenced by the YDI, meeting provincial norms • At school, are you learning how to do things to care for the environment (recycling, waste reduction, water conservation)? Grade 10 <ul style="list-style-type: none"> ○ Never/Almost Never 37% ○ Sometimes 34% ○ Most/All of the time 25% • At school, are you learning how to do things to care for the environment (recycling, waste reduction, water conservation)? Grade 12 <ul style="list-style-type: none"> ○ Never/Almost Never 20% ○ Sometimes 39% 	<ul style="list-style-type: none"> • “Inner Explore” mindfulness program. Students and staff learning critical life skills, such as self-awareness, self-regulation, empathy, and resilience. • Counsellors delivering a Mental Health curriculum in PHE 8-10 classes. • ADAPT program (formerly Party Program) delivered to 300 grade 10 students. • District Outreach Counsellors were used to support 10 students and families. • Counsellor referrals to parent/teen mediation. • Collaboration between CYMH/Counsellors/students for online appointments – providing a safe space to have meetings. • Gr 9/10 Health and Wellness class learning about the 8 dimensions of Wellness, including resilience and coping skills, 100 students. • Counsellor/teacher participation in Ministry ICM • Students working in the courtyard garden • Sexual health presentations by Jessica Woolen to gr 11/12 classes. • GSA support from 3 teachers and hosting the district GSA event at Vanier. • Indigenous classes once a week walk to connect and learn about the land • Implementing in class breathing and stretching exercises to refocus • Providing food and snacks to students throughout the day.
--	---	---	---	--

			<ul style="list-style-type: none"> ○ Most/All of the time 37% ● At school, are you learning about how human activity affects our environment? Grade 10 <ul style="list-style-type: none"> ○ Never/Almost Never 12% ○ Sometimes 43% ○ Most/All of the time 41% ● At school, are you learning about how human activity affects our environment? Grade 12 <ul style="list-style-type: none"> ○ Never/Almost Never 10% ○ Sometimes 41% ○ Most/All of the time 45% ● Adventures in the Outdoors (new course combining PHE 10 and Science 10 with an outdoor education component) had 88 student requests only its second year being offered ● Explorations in Social Studies and Environmental Sciences (SS/Sc 11 with an environmental-outdoor focus) is now self-sustaining with 53 students requesting the course, with only 24 seats. ● Distributed leadership (Organizational stability), encouraging staff and students to step up. Teacher leaders on staff supported in their initiatives ● Student leadership courses encourage students to take on projects (Sports Leadership, Community Events and Planning, Leadership 8, Leadership) 	<ul style="list-style-type: none"> ● Teacher book club: Onward – Cultivating Emotional Resilience in Educators. ● Go by Bike initiative – Vanier is promoting biking to school and has built a new bike rack to encourage. ● Physical activity – providing opportunities for students to take charge of their physical activity/fitness so they feel confident to continue their own after PE class has ended. ● Inquiry class – Personal passion projects to improve physical, mental, spiritual well-being (yoga, calm app, journaling, walk/running, sport skill development). ● Utilizing medicine wheel teachings in classes to help model balancing physical, spiritual, mental, and emotional well-being (students and staff). Every Friday is “cultural sharing” day, and we engage in a cultural teaching that gets us out of our seats and often out for walks. These activities strengthen all aspects of well-being. ● PE teachers release time to build and develop strong comprehensive units for sexual and mental health. ● Aspire to Action class focus topics – Black history, Pride, Truth and Reconciliation, Chanie Wenjack, Transgender day of Remembrance, Elimination of Violence Against Women, Human Rights Day, Pink shirt Day, Anti-poverty, Volunteerism, Indigenous history.
--	--	--	--	---

				<ul style="list-style-type: none"> • Aspire class participation in EDAS program. • Students utilizing flex days to complete assignments, passion projects, take part in extracurricular events, or take time at home for their own mental health. <p>YDI School Report – Adolescent well-being can be defined as “[having] the support, confidence, and resources to thrive in contexts of secure and healthy relationships, realizing their full potential and rights.</p> <ul style="list-style-type: none"> • Vanier students (207 who completed survey) are within the average for all districts participating – Vanier Thriving 17% (20%), Medium 36% (34%) and low 46% (46%) <p>Physical Activity – number of days per week youth reported engaging in moderate to vigorous physical activity for at least an hour:</p> <ul style="list-style-type: none"> • 32% (30%) 5-7 days • 34% (28%) 3-4 days • 33% (42%) 1-2 days <p>Depression and Anxiety:</p> <ul style="list-style-type: none"> • Vanier students reported 44% have felt this in the past 2 weeks (which is 4% higher than average of other reporting districts). <p>Mental Health Care Access:</p> <ul style="list-style-type: none"> • Vanier students reported 45% have an unmet mental healthcare need, which is 8% about the average of other districts. <p>Student Learning survey:</p>
--	--	--	--	---

				<ul style="list-style-type: none"> How would you describe your mental health? Grade 10 – Excellent/Very Good/Good - 41%, Fair/Poor - 44% Grade 12 – Excellent/Very good/Good - 49%, Fair/Poor - 42% How would you describe your physical health? Grade 10 - Excellent/Good/Very Good – 67%, Fair/Poor - 25% Grade 12 – Excellent/Good/Very Good – 74%, Fair/Poor - 21%
REFLECTION	<ul style="list-style-type: none"> Our Literacy and Numeracy Assessment Results were lower than the district average. Because of multiple entry points to our school (more than 50% of students transition to Vanier for grade 10) this is difficult to improve, instead we will focus our efforts and interventions on increasing the results in Literacy for grade 10s by grade 12. Numeracy results are significantly lower than literacy and the provincial and district averages. 	<ul style="list-style-type: none"> We recognize the need for an ongoing year-round communication and awareness campaign through Week At A Glance (WAAG), monthly calendar, PAC reports and monthly newsletters. We can improve communication with our school and surrounding community. 	<ul style="list-style-type: none"> Students are becoming more environmentally aware, however sometimes situational awareness (or lack thereof) is occurring. We have work to do around learned behaviours in the cafeteria and other open spaces to encourage responsible recycling, as well as reduce trash in our wooded areas. Continue to support leadership opportunities when they present themselves in our Vanier community whether inside or outside the school. Our Environmental Club has 7/8 of its members graduating this year. A concerted effort will be needed to revive this club. PAC has been very supportive in getting composting underway, by covering the cost of Earth Warriors Composting, and new buckets Adoption of environmental initiatives is haphazard. Having a classroom or department responsible for certain environmental drives would ensure that these happen on a regular basis. 	<ul style="list-style-type: none"> Although we are providing many opportunities for student growth in the areas of physical health and mental well-being, the data suggests ongoing focus in both areas is needed.

<p>NEXT STEPS</p>	<ul style="list-style-type: none"> • More math interventions • Increase numbers participating in extra-curricular activities • Encourage excellence in classrooms. A focus on improving our student attendance should increase demonstrations of student learning 	<ol style="list-style-type: none"> 1. Ongoing recruitment of Interested Community Partners with our school and our students. 2. Assisting with the sports medicine program (new next year at Vanier) <ol style="list-style-type: none"> a. Placing students in the community for a 3-day placement in various sports medicine fields <ol style="list-style-type: none"> i. Physiotherapy ii. Chiropractor iii. Massage therapy iv. Occupational therapy b. Having community partners/experts come in to speak to students on the various areas of sports medicine 3. New vision is to get back into the hospital for various medical field careers to show students the opportunities in health care 4. As we find so many opportunities for students here at Vanier, we recognize a need to commit to the process of better communicating these opportunities with our staff, students, parents, and community partners. 	<ul style="list-style-type: none"> • Work with the cafeteria program teacher to promote recycling inside the cafeteria classroom, and the cafeteria as a whole, as this is a central hub to the school and an opportunity for this initiative to have a large impact on our building. • Work with the Environment Club sponsor to increase club membership so they can take a central role in raising awareness of environmental issues (Student leadership). • Continue to support staff and students when they take initiative in leadership roles. 	<ul style="list-style-type: none"> • Implement a cell phone use policy • Begin discussions with all staff around attendance, specifically why students are not attending and develop a plan to encourage regular attendance. • Continue to provide mental health supports within the building, and advocate for external supports (Foundry, School Nurse visits, Jack.Org, Counsellor training)
--------------------------	--	---	--	--