

School

Rockridge Secondary School

FESL Year

Two

School Context

Rockridge Secondary School is a comprehensive secondary school situated in the high socio-economic community of West Vancouver with considerable community involvement. The population is diverse and inclusive, averaging approximately 900 students including up to 80-100 International students. Rockridge Secondary School opened in 1996 as a Middle School and is 25 years old. It currently houses Grades 8 - 12.

All Grade 8, 9 and 10 students are enrolled in the International Baccalaureate Middle Years Programme (IB MYP). Students in Grades 11 and 12 have the option of participating in the Advanced Placement (AP) Program. Rockridge also has a strong work experience program that exposes students to work opportunities in the local community.

Parents may choose to enroll their students in one of the many District Academies offered. In the afternoon blocks, some students who meet the criteria for Pursuit status participate in elite level fine arts and/or competitive sport programs, typically at the provincial or national levels.

Students give back to their local and global communities through their participation in various clubs offered each year at Rockridge, including the Interact Club, Umoyo Club, Environmental Club and the Kanata Club. Service is also a requirement throughout the grades. Students are encouraged to take action as a result of their learning.

Students also participate in school activities such as the annual Terry Fox Run, Pink Shirt Day (anti-bullying) and Orange Shirt Day (educating and promoting awareness about residential schools).

Parent involvement is significant and valued at Rockridge. The Parent Advisory Council (PAC) is actively engaged in school activities. At monthly PAC meetings, speakers from within the school, district, or community are invited to share knowledge on topics including curriculum, health matters, career education, etc... Parents are keen on learning how best to support their children throughout their high school years. They are also committed in their support of one another. Parents have formed a “Parent to Parent” group to welcome and provide support for newcomers to the school.

Identified inquiry question or goal:

Is your inquiry or goal specific, meaningful, measurable and evidence informed?

Goal: To develop students who are actively responsible for their own learning and who respectfully interact with others and their environment within the school community

If the goal is broken down into two prongs, it provides more specificity and clarity:

- To develop **responsible** learners
 - Target self-management skills (affective skills to reduce stress and organizational skills)
- To develop **respectful** learners
 - Build culture and identity (school pride)

As outlined in the first year’s plan of our three-year FESL goal, the following evidence was provided. Staff identified the following challenges facing our learners (Anecdotal data from staff meeting May/June 2019). This evidence guided the direction of our goal.

- Managing stress
- Understanding how one’s actions affect the school community and environment
- Planning short- and long-term assignments and meeting deadlines
- Setting goals that are challenging and realistic; planning strategies and taking action to achieve personal and academic goals
- Arriving to class on time with the necessary equipment and supplies
- Keeping an organized and logical system for collecting and housing information
- Getting enough sleep (Bowen Island students have challenges with ferry schedule - getting up early to ensure they are on the ferry)

Specific data from the **2019 Student Learning Survey** which guided our 3-year goal was included in Year 1 of our FESL Plan. Data from 2020 and 2021 is included in this summary to date report.

The data and feedback gathered from parents, staff and students through surveys and anecdotal means provided key areas to target in our school goal. These included specific facets from the Ministry Personal and Social Competencies. As an IB World School, we recognize that the language inherent in the Approaches to Learning Skills (ATLs) aligns with the Ministry language of the Core Competencies.

The specific facets of Personal Awareness and Responsibility that will be our focus include:

- Self-regulating (developing students who take ownership of their choices and actions; set and monitor goals)
- Well-being (developing students who take increasing responsibility for caring for themselves by managing stress)

The specific facet of Social Awareness and Responsibility we will target is:

- Contributing to community respectfully (with the premise that a sense of pride in one's school affects one's behaviour; a strong school culture is built on respect)

Rationale for Goal

Why is this goal important to your school community? How will this goal improve educational outcomes for students?

Importance of goal:

We want all students to thrive at school. Pressures to be successful in school and post-secondary endeavours may be causing students to be stressed. These pressures may come from the home, the school system or may be self-imposed. By arming our learners with strategies to mitigate their levels of stress, we can hopefully help them cope better. It is reasonable to conclude that learners who have effective self-management skills and who are more responsible for their own learning have a greater likelihood of improving their educational outcomes.

The global pandemic has resulted in high levels of stress at the family level. This became apparent by the many families that administration had conversations with at the outset of the unusual 2020-2021 school year. In addition, many families opted for the Temporary Transition Program for their Grade 8/9 children, an opportunity to work remotely. This is another indication of worry and concern. With this increased concern, our goal is given further credence as we want to support our learners in uncertain times.

Feeling a sense of pride in one's school is an indication of learners who feel connected to their school. At Rockridge, it's important to provide as many opportunities that foster this connectedness. Students who feel a sense of belonging to their school may access support from teachers more readily and feel motivated to put forth their best effort.

As we head into the third year of our school goal, we are pleased and hopeful to be returning to a semester system with students attending 100% in person. What a great opportunity to continue to implement strategies to arm our students with tools to ensure they are successful and experience joy as learners.

Predicted Indicators of Success

How will you know your goal has made a difference?

What student performance data is guiding your goal?

Predicted indicators of success include:

- Improved results on key questions pertaining to social and personal responsibility from the Ministry Student Learning Survey
- Data from school developed surveys administered to staff and students
- Ministry Graduation Assessment results that show growth and indicate a high level of proficiency

Connection to the WVS Board of Education's Strategic Plan (link)

Our School Plan is connected to the Board's first goal (Education Excellence) and first

objective (Maintain core academic excellence). In particular, our goal focuses on, “Promote full integration and realization of BC’s Core Competencies of Communication, Thinking and Personal and Social Responsibility”.

Our Plan connects directly to our district’s self-regulation pillar. Self-regulation is about developing the skills students need to be able to focus their attention, control emotions and manage their thinking, behaviour and feelings. We will endeavour to improve students’ ability to be responsible, self-aware, independent learners who take ownership of their choices and actions.

Big Picture - Action Plan

What is your road map for each year?

Have you considered the following: strategies, resources, supports, professional learning, stakeholders collaboration, communication engagement...?

Year 1 Destination:

- Improve the culture of our school through the creation of “The Rockridge Culture Council”. This addressed one of the two prongs of our goal.
- As the second prong of our goal relates to developing students’ responsibility, supporting students’ organizational skills and helping them manage stress was our focus.

Year 2 Destination:

- Shift our year 1 focus away from organizational skills to focus on affective skills. Determine what is anxiety-provoking amongst our learners and employ strategies to mitigate levels of stress. We scanned our learners two years ago, yet so much has changed.
- Work on building a positive school culture. This includes fostering a sense of pride in one’s school. Positivity and joy are even more important given we are in the midst of a global pandemic.
- Form a committee consisting of stakeholders (parents, students, EA, counsellor, teacher, and administrator); ensure student voice is valued.

Year 3 Destination:

- Reflect on growth from the previous year and continue to implement strategies to reduce levels of stress and build a positive school culture.
- Continue to have conversations on assessment as ‘tests’ were identified as a stressor for our students. Having a more balanced approach to assessment may help support our learners.
- Use the RAVENS poster as a teaching tool with conversations focused around, “What does it mean to be a Rockridge Raven?”
- Continue to work with Stakeholder Committee to receive input and guidance.

Reflection/Summary of Learning/Next Steps (End of Year 1 and Year 2 included)

What are the highlights of your learning journey?

What progress have you made?

What is the data saying?

What are the next steps?

HIGHLIGHTS (End of Year 1):

1) **Developing Respectful Learners:**

- The launch of a Rockridge Culture Council to develop strategies encouraged students to contribute to the community respectfully and to care for the environment. The FESL Committee (Keegan K, Jennifer T, Rob B and Judy D) started meeting with students to hear their ideas on how to make improvements to the environment in our school community. We called this the “Rockridge Culture Council”.
- Grade 8 – 10 learners continued to undertake service initiatives
- With the success of our senior boys’ basketball team, the school was abuzz with excitement and positivity. Attendance at home games was greater than in any years in the past (according to a seasoned referee). Students demonstrated a sense of pride, and this joy transcended to many other areas of school life.

2) **Personal Awareness and Responsibility (Self-regulation and Well-being)**

- With the implementation of FIT this year, we leveraged this time to help support students with their self-management skills. We used FIT Home as a means of delivering:
 - information/instruction on reducing stress (e.g., mindfulness)
 - strategies to help students organize homework
 - providing tech support (utilization of Google Calendar) to help our students reduce stress level

HIGHLIGHTS (End of Year 2): Strategies and Progress outlined below

- A working group of community stakeholders was created to collaborate and provide input into our Plan. The group consisted of:
 - 2 Grade 11 students (Zoie B and Anthony L)
 - 2 Parents (Tammy Hester and Kelli Vukelic)
 - 1 Educational Assistant (Nicole Adie/Clare Johnston)
 - 2 Teachers (Counsellor Mr. Pandher and Careers Teacher Ms. Ferrajohn)
 - 1 Administrator (Ms. Duncan)
- **STUDENT SURVEY:**
A two-part student survey was administered to students to find out what was going on with our learners. Part 1 was designed to determine what is causing our students to be stressed and anxious. Part 2 was focused on building a positive school culture.

Part 1: (developing responsible learners)

Reducing Levels of Stress

- Survey results indicated that test-taking, presentations and post-secondary decision-

making were identified as the top causes of stress.

- Teachers Mr. Anthony and Mr. Pandher shared strategies at staff meetings to address this issue.
- Other teachers noted how they are taking students outside, allowing students to play the drums during breaks to release energy, and how they are incorporating physical literacy breaks into their classes.

Parent Education (Two presentations supported by our PAC):

- We continue to value the support of our parents and collaborated closely with PAC to offer sessions aligned with our school goal.
- District Principal Maureen Lee spoke at a PAC Meeting about *Resilience in a Pandemic*
- Rockridge Counsellor Jennifer Radcliffe joined Maureen Manning, a clinical psychologist, for a parent education session entitled, *Student Stress and Anxiety During the Pandemic*

Physical Literacy:

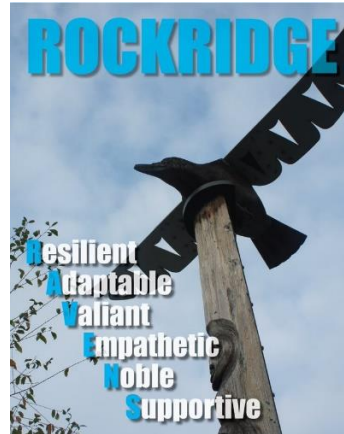
- Teachers attended a workshop on Physical Literacy in February facilitated by district experts. Staff learned a variety of strategies and were provided with tools to use in their classrooms to provide quick activity breaks. A circuit was placed in our cafeteria.

Assessment:

- Conversations on **assessment** have been ongoing this year. Teachers are sharing how their assessment practices have been changing to provide more opportunities for students to share what they have learned. This is helping decrease levels of stress as marks are not solely contingent on summative assessments. Formative assessments, conversations, and teacher observations are considered as well.
- Resources on assessment (3 different books) were purchased for Coordinators; these prompted professional conversations
- Some departments have identified assessment as a goal they are working on
- Opportunities to view webinars focusing on 'assessment' were offered to staff

Part 2: (developing respectful learners)

- The second part of the student survey focused on building a positive school culture.
- We also leveraged the Leadership and Mentorship students as a means to elicit student input and gather data. Leadership students work with Mentorship students to complete a survey responding to questions about being responsible learners and building a positive school culture at our school. Overarching question: *What does it mean to be a Rockridge Raven?* Students were asked what each letter of the word "RAVENS" could stand for in our quest to develop a positive school culture. The students voted and the winning traits were: **Resilient, Adaptable, Valiant, Empathetic, Noble and Supportive.** A poster was created by Mr. Taguchi using a photo taken by one of our students.



- Mentorship students worked with Grade 8 homerooms to develop school spirit; each homeroom was assigned one of the letters of RAVENS and students came up with a name, colour and cheer. Points were awarded in this friendly competition
- On June 17th, the Leadership 11/12 students organized a Grade 8 Bonanza (friendly competitions between the six homerooms)



- Student-initiated action was encouraged and celebrated. Examples include:
 - Students spearheading activities for Do1Give Day
 - Students starting a RAK (Random Act of Kindness) Club
 - Members of our QSA Club prepared a presentation for interested classes. This helped students understand what it is like for students to 'come out' and what pronouns are appropriate to use.
 - Two students created a website for teachers who may be looking for volunteers to provide assistance
 - A group of students participated in the Mayor's Community Clean-up Challenge
- **Professional Development**
 - Professional Development in August focused on anti-racism (promoting inclusivity and developing a culture of respect)
 - Following the Professional Day in January that focused on Indigenous Education, regular

learning sessions facilitated by our Indigenous Support Teacher, Ms. Langlois, are held. Videos from the ProD Day are viewed and discussed by teachers

- At our May, 2021 staff meeting, Ms. Langlois shared information on understanding one's privilege
- Teacher sharing at staff meetings on assessment
- Books on the topic of 'Assessment' available for Coordinators to borrow

DATA: (Data from Student Learning Surveys and Graduation Assessments are included below)

Ministry Student Learning Surveys (administered to Gr. 10 and 12 students regarding their well-being - results compared over **three** consecutive years)

The data is telling us:

- About one half of our learners do not feel they are learning how to care for their mental health at school
- About one-third of our learners are not satisfied that they are learning how to express emotion, and deal with emotional problems that they may face in the future
- School continues to make one-half to nearly two-thirds of our learners feel anxious or stressed
- We could be using a better, perhaps different, approach to supporting our students in taking ownership or control of their learning. However, it is encouraging to note that nearly half our Grade 12s indicated that they are being taught to take control of their learning 'many times' or 'all of the time' in the 2020-2021 school year. This is nearly a 10% increase from the previous year. Additionally, two-thirds of our parents reported that they feel the school is teaching their child how to take ownership over their learning.

Survey Questions and Responses over 3 years

Question	2019	2020	2021
	Grade 10 (185 responses)	Grade 10 (169 responses or 84%)	Grade 10 (115 responses or 68%)
I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future (for example, self-regulation, empathy, compassion)	Disagree/ Strongly Disagree: 32% Agree/ Strongly Agree: 34%	Disagree/ Strongly Disagree: 28% Agree/ Strongly Agree: 33%	Disagree/ Strongly Disagree: 33% Agree/ Strongly Agree: 33%
At school, I am	Disagree/	Disagree/	Disagree/

learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills)	Strongly Disagree: 41% Agree/ Strongly Agree: 36%	Strongly Disagree: 44% Agree/ Strongly Agree: 27%	Strongly Disagree: 53% Agree/ Strongly Agree: 24%
Does school make you feel anxious or stressed?	Many times or all of the time: 59%	Many times or all of the time: 64%	Many times or all of the time: 59%
At school, are you taught to take ownership or control of your learning?	At no time/few Times: 40% Sometimes: 26% Many times/all of the time: 30%	At no time/few Times: 33% Sometimes: 30% Many times/all of the time: 32%	At no time/few Times: 33% Sometimes: 32% Many times/all of the time: 32%

Question	2019	2020	2021
	Grade 12 (146 responses)	Grade 12 (133 responses or 79%)	Grade 12 (120 responses or 62%)
I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future (for example, self-regulation, empathy, compassion)	Disagree/ Strongly Disagree: 28% Agree/ Strongly Agree: 45%	Disagree/ Strongly Disagree: 33% Agree/ Strongly Agree: 38%	Disagree/ Strongly Disagree: 19% Agree/ Strongly Agree: 39%
At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills)	Disagree/Strongly Disagree: 43% Agree/ Strongly Agree: 32%	Disagree/Strongly Disagree: 50% Agree/ Strongly Agree: 22%	Disagree/Strongly Disagree: 37% Agree/ Strongly Agree: 26%

Does school make you feel anxious or stressed?	Many times or all of the time: 56%	Many times or all of the time: 65%	Many times or all of the time: 50%
At school, are you taught to take ownership or control of your learning?	At no time/few Times: 24% Sometimes: 28% Many times/all of the time: 43%	At no time/few Times: 34% Sometimes: 25% Many times/all of the time: 37%	At no time/few Times: 23% Sometimes: 27% Many times/all of the time: 46%

Parent Student Learning Survey

(Please note that with only 34 and 28 parent respondents in 2019 and 2020 respectively, data is not necessarily valid)

	2019	2020	2021
Question	34 respondents	28 respondents (8%)	27 respondents (7%)
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	YES: 71% NO: 15% Don't Know: 12%	YES: 59% NO: 29% Don't Know: 11% (Target of 80% not achieved)	YES: 60% NO: 30% Don't Know: 8% (Target of 66% not achieved)

Is your child learning how to care for their mental health (anxiety or stress management, conflict management, relationship skills)?	YES: 63% NO: 27% Don't Know: 9%	YES: 50% NO: 34% Don't Know: 15% (Target: Increase YES to 75% - not achieved)	YES: 56% NO: 26% Don't Know: 3% (Target: Increase YES to 66% - not achieved)
Does school make your child feel stressed or anxious?	YES: 68% NO: 31%	YES: 72% NO: 28% Don't Know: 0% (Target: Decrease YES to 50% - not achieved)	YES: 69% NO: 21% Don't know: 8% (Target: Decrease YES to 66% - not achieved)
Is your child taught to take ownership or control of their learning?	YES: 57% NO: 33% Don't Know: 9%	YES: 44% NO: 33% Don't Know: 22% (Target: Increase yes to 65%- not achieved)	YES: 66% NO: 25% Don't Know: 8% (Target: Increase yes to 65%- Achieved!)

Ministry of Education Graduation Assessment Results (Years 2019 - 2021)

Data will be added throughout the three-year goal time frame as it becomes available.

Graduation Numeracy Assessment 10 (Proficiency Level Distribution %)

1 = Emerging 2 = Developing 3 = Proficient 4 = Extending

NC = % of students who did not complete enough of the assessment

Session	Grade	# Students	1	2	3	4	NC*
2019/06	11	173	7.51	39.31	45.66	7.51	0.00
2019/11	11	214	6.07	29.92	52.80	10.75	0.47
2020/01	10	207	9.66	35.27	47.34	7.25	0.48
2021/04	10	161	5.59	37.27	46.58	10.56	0.00

Graduation Literacy Assessment 10 (new assessment in 2020-21)

Session	Grade	# Students	1	2	3	4	NC*
2020/11	11*	184	3.80	6.52	67.93	21.74	0.00
2021/01	10	161	1.86	10.56	62.73	24.84	0.00

**Due to suspension of in-person instruction in Spring 2020, the GLA 10 was written in November 2020 by our Grade 11 students*

Follow-up on GNA results:

Particular attention is paid to students who achieve a '1'. In the November, 2019 session, 13 students received a '1' and in the January 2020 session, 20 students received a '1'. We looked at these students at our Coordinators' meeting and to see if there were any surprises or unexpected results. If so, we followed up with these students.

In the January 2020 session, 65% of the 20 students scoring a '1' had a designation, one of whom is on a modified program.

At a staff meeting in the fall of 2019, time was provided for all teachers to review the GNA to better understand why it is called a 'numeracy' rather than a 'mathematical' assessment. It was interesting for teachers to appreciate the various curricular areas touched upon in the questions. This helped all teachers support the development of students' numeracy skills.

GLA Results:

At the April 2021 staff meeting, results of the GLA 10 were shared. The November results indicate that 90% of our current grade 11s scored a '3' (proficient) or a '4' (extending). January results indicate that 88% of our current grade 10s scored a '3' (proficient) or a '4' (extending). The mean score of Rockridge is 6% higher on comprehension tasks and 10% higher on communication tasks than the mean result of all BC public schools.

Very few students scored a '1' (Emerging) on both GLA assessment sessions. Follow up was done with these students. One will re-write as this student has acquired more English skills throughout the year and hopes this will improve the level of proficiency.

NEXT STEPS: Strategies for 2021-2022

- September 2021: Homeroom periods will be part of the first block of the day. In these homeroom classes we hope to share the RAVENS poster and discuss the meaning of each trait associated with the letters. What does it look like, sound like and feel like to be respectful, adaptable, valiant, empathetic, noble and supportive?
- Targeted lessons on ways to mitigate stress will be shared during homeroom periods. Mindfulness techniques and the headspace app (Mr. Pandher) are just two strategies that could be shared.
- Build on the Physical Literacy momentum created in Year 2 of our goal. Continue to tap teachers to share their successes in the classroom.
- Continue to meet with the FESL Committee to review data, discuss strategies and share ideas.
- Continue to encourage student-initiated action, especially initiatives related to developing respectful learners. Consider ways of highlighting these actions especially as they are linked directly to the trait 'Respectful' in our RAVENS poster.
- In order to determine progress with our school goal, a student survey should be administered. Ideas of timing and content to be discussed with FESL Committee and at staff meeting.
- Track Indigenous students' data and ensure they are receiving supports as needed