

School Name: École Cariboo Hill Secondary    Principal: Andy Chin    School Goal: To increase student and staff mental health literacy.    Date: March 2019

SCANNING

Following our previous goal which was to strengthen student connectedness and engagement in the school community, our scanning indicated students maintained or increased their level of connectedness to school community. Through the Compass survey, 84% of our students noted having positive relationships with their teachers and staff. Although the majority of our students are integrating volunteerism into their school days regularly, we continue to see that our grade 8 and 9's are struggling with focus and commitment to learning.

Through teacher observation and report card data we continue to identify a significant number of students who were satisfied with minimum requirements rather than their best work, particularly in grade 8-9.

Through teacher observation and conversation, we identified a significant increase in students' self-reporting and self-identifying with mental health issues. In particular, staff has noticed increased effects of stress and anxiety on our students. Compass Survey results from this year indicate that 27% of our students report feeling "nervous, anxious or on-edge" most days in the last 2 weeks.

CHECKING

Reviewing data around attendance, academic success and rates of behaviour incidents for students involved in volunteerism or Mentorship programs.

Student survey in areas of mental health, school/course engagement and community connectedness will continue – both with District based (DSAC) and community partner (Compass) surveys.

Parent feedback from student led conferences

Articulation and retention numbers from Family of Schools grade 7's

Use of District-created PHE 8/9 survey around Health topics and stress.

WHAT DOES OUR FOCUS NEED TO BE?

Evidence: Student connectedness and engagement continues to be a strength at Cariboo

Students at Cariboo feel connected to the school's community, and the larger Family of Schools. Levels of volunteerism are at an all-time high (60% of our grade 11 and 12's volunteer regularly). Our focus is now to be deliberate in identifying aspects of connectedness that lead to increased academic focus and success.

Students continue to be supported in their volunteer role as social-emotional mentors with our vulnerable or disengaged elementary student counterparts through our Family of Schools Mentorship Program. Targeted matching and ample opportunity for training and mentor time will continue to be supported and encouraged. In addition, many other opportunities for volunteering in after-school programs in partnership with our Family of Schools will be presented for students grade 10-12.

Struggling learners in grade 8 and 9 have been identified and will be supported through timetabling, cohort groupings, intensified literacy targeting, EA allocation and inclusion-modeled classes.

NEXT STEPS:

Continue to develop collaboration opportunities within courses: partnerships with Biology and Physical and Health Education in experiential and place-based learning out trips.

Continued development of outdoor education and place-based learning opportunities. Encouragement and capacity-building in general teaching staff to take their students outside for experiential learning opportunities within our property. Further development of outdoor learning space and strength partnerships between Metro Vancouver and Cariboo. Partnership with the Duke of Edinburgh program for students who excel in experiential learning capacities.

Create more "learner spaces" for collaboration time where students have access to technology and resources needed to complete project based classroom work. Investigate creation of "maker spaces" or integration of learner/maker spaces accessible throughout school day.

Continue to support initiatives/events/traditions aimed at student engagement and school connectedness.

Closely monitor connection between levels of volunteerism, mental health and academic success rates. Use Compass Survey results to analyze reported levels of mental health by grade and gender.

SPECIFIC GOAL YOU ARE ADDRESSING:

To build a community of learners in which students are engaged in learning through interactive and collaborative learning experiences. To create increased opportunity for teacher-student interaction and support. To develop opportunities for inter-disciplinary connections.

Students will have increased opportunity to learn in a classroom environment that strengthens student engagement through experiential learning and provides increased opportunity for teacher support and interaction through a team-teaching model.

To build on our existing structures and opportunities within our Family of Schools to strengthen the focus of students' personal academic accountability and volunteerism.

To increase staff and student literacy around Mental Health awareness through presentations, partnership with DSAC, a Mental Health awareness week and in-service training for staff. To build on this mental health literacy to include student self-efficacy and help-seeking behaviours.

To strengthen the focus of the school culture toward pride and celebration of good work.

HOW AND WHERE CAN WE LEARN MORE?

School collaboration: self-regulated learning, social-emotional learning, inclusion models, interdisciplinary learning, student led conference, assessment practices.

District learning teams: Communicating Student Learning (5 staff) focusing on Core Competencies. Students' Core Competency self-assessment through Office 365 at multiple points during the year. Personal connection with the staff through this process will be continued through one on one interviews after completion of their self-assessment survey.

District learning team "Go To" Mental Health Literacy training, and UBC MOOC with same curriculum for all interested staff. Main ideas and applications in pedagogy will be delivered to all staff.

What has started and needs to continue: Research into creative, flexible timetabling to support interdisciplinary learning, cohort student groups, focus on experiential learning, strong connections with Family of Schools, and examining reasons behind declining enrolment.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

Implemented co-teaching blocks to support vulnerable and disengaged learners: Students were identified through report card attendance data and team meetings. Staff consultation process recommended continuing the support structures of co-teaching classes, deliberate focus on literacy strategies, targeted focus on behaviour interventions for specific struggling learners and looking to remodel our LSS delivery structure.

Promoting place-based learning experiences- Ministry-written Outdoor Education 12 course continues to focus on specific skill development, self-reliance and resilience in an outdoor learning environment.

Supported growth of Engineering program to increase engagement and understanding of math, science concept when paired with a hands-on, problem-solving environment.

Supporting growth of evening of excellence to celebrate the Above and Beyond awards. These focus on all aspects of excellence: academic, social-emotional, service-related, athletic and artistic.

Deliberately drawing connections for students between engagement in school's community and success in mental health, volunteerism and academic success.

Providing clear and supportive paths to help for students self-reporting mental health issues or complexities. Using a comprehensive approach to train staff on basic Mental Health Literacy: social emotional skills and positive mental health practices involving students, staff, parents and community partners.