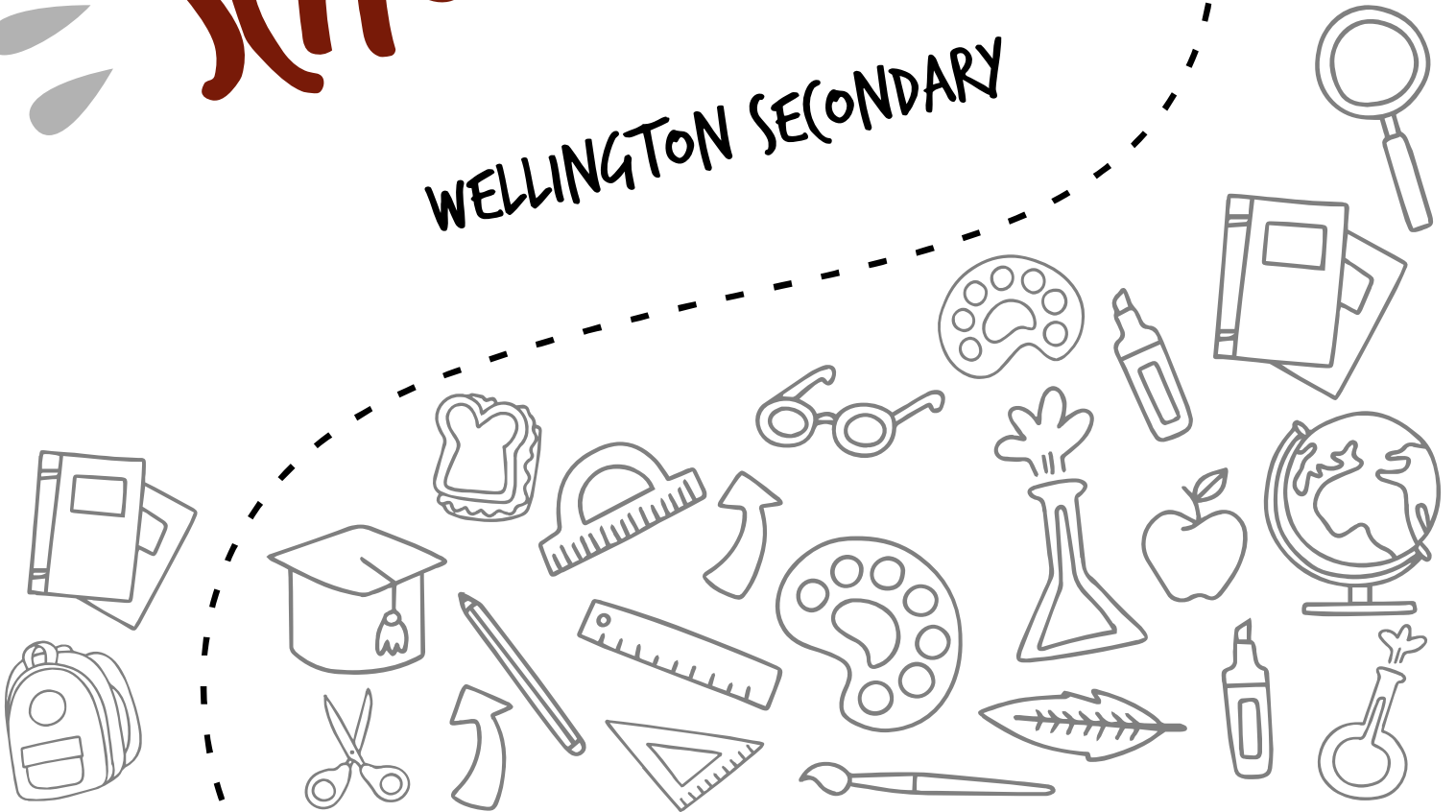


2019-20



SCHOOL PLAN

WELLINGTON SECONDARY





WELLINGTON
SECONDARY SCHOOL

2019-2020 SCHOOL PLAN

Wellington Secondary School, home of the Wildcats, is situated in a mixed residential and retail neighbourhood in Nanaimo, BC. It is a grade 8-12 secondary school with student population of 861 (as of November 30, 2019). With 70 students supported with a Ministry Designation, 111 Indigenous students, 60 International students, and 77 staff, the community of learners is diverse.

The school has undergone a significant amount of change in previous years, inclusive of a massive seismic upgrade, 30% staff turnover, administrative changes, and integration of students and staff from a recently closed secondary school. As well, staff are undergoing major educational transformation with the redesigned curriculum and the pilot for communicating student learning.

Success for all students is what drives the teaching and learning environment at Wellington. We are moving towards a more integrated model of student support and we continually seek out ways to utilize collaborative structures. The goal is to continue to develop collaboration, as well as a clearer understanding of how student support works, and how to use it more efficiently and effectively.

Wellington provides a comprehensive offering of academic and elective programming. Students are encouraged to choose courses that are connected to their personal interests as well as to their long-term planning for career and post-secondary pursuits. There is a healthy culture of engaging students in extra-curricular activities through leadership, athletics and special interest clubs.

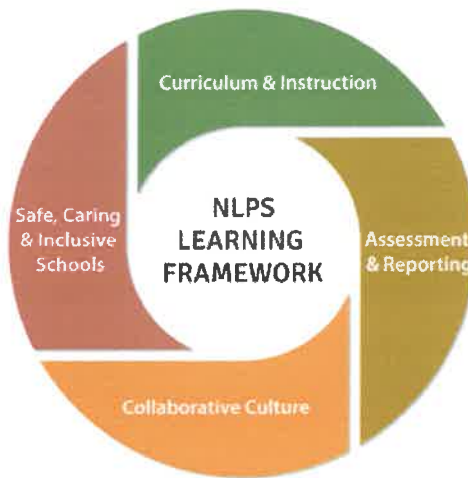
Technology is readily available to students and teachers who are working from a twenty-first century skillset mindset. While we are confident in student access to technology to support learning, we recognize that there is considerable room to grow in the area of land-based/place-based learning that would provide a balance to our information technology focus. We have a great deal of student and staff interest and impetus to engage in embedded enviro-conscious practice through curriculum implementation and through climate action clubs.

At Wellington we celebrate diversity, inclusive and engaging learning environments, and a strong sense of belonging. We recognize that reconciliation in action is about learning to walk in both worlds and we embrace opportunities to learn from and about Indigenous ways of knowing and doing.



WELLINGTON SECONDARY SCHOOL

The Nanaimo Ladysmith Public Schools (NLPS) Learning Framework provides a road map for the entire NLPS educational community, where student learning is at the centre. It delivers learning objectives that are specific, tangible, measurable and are aligned to the NLPS strategic goals that guide our collective efforts.



Employing the NLPS Learning Framework as our roadmap for school improvement, and directly linking our good work to the goals in the NLPS strategic plan, we have developed a two-year school plan that includes action items to be implemented this school year, as well as long-term goals based on continuous scanning of our learners to ensure we are meeting the learning and social-emotional needs of our student population.

One area of particular focus that will determine the directions we take as a school is through collecting student voice, something that has largely been missed in determining school goals. This process will take time and we look forward to learning from our kids about ways we can do better to instill in all our students a desire to be lifelong learners.

No one area of the learning framework is discrete and isolated. We take a holistic approach to the learning framework and so, while we have attempted to categorize our school goals, we view them as interconnected.



WELLINGTON SECONDARY SCHOOL

WELLINGTON SECONDARY TWO-YEAR SCHOOL PLAN

CONTINUOUS IMPROVEMENT OF INSTRUCTION AND ASSESSMENT

2019-2020 school year

- Presentation room technology improvements / increased use of presentation room
- Improved communication to parents around assessment practices
- Ongoing conversations around cross-curricular learning opportunities
- Review of facilities plan to ensure space and resources are meeting the needs of our learners and teachers
- Discussions regarding restructuring the timetable to better meet the students' needs

2020-2021 school year

- Implementation of a revised timetable (phase 1) with advisory block
- Explore shifting the timetable to a 5-block model with an X block to create flexibility in program delivery
- Implement a linear program at the Grade 8 and 9 level to increase opportunities for theme-based/cross-curricular/phenomenological learning and to provide a continuum of learning in core academic subjects

SAFE, CARING AND HEALTHY LEARNING AND WORKING ENVIRONMENT THAT IS INCLUSIVE OF THE DIVERSITY OF OUR ENTIRE LEARNING COMMUNITY

2019-2020 school year

- Changing Results 4 Wellington Students – focus on students who are disengaged, who are lacking challenge, or who are struggling with finding success in learning – intentional model of school-wide support – to be implemented through existing PLC structure
- Review Student Support Models – explore the possibility of creating a non-enrolling learning hub that will allow for short-term interventions and long-term support without committing to a semester or year of student support when it may not always be needed.
- Engage in collecting student voice around all aspects of their educational experience through student surveys, forums and advisory groups
- Investigate a system of belonging and connectedness for students through a “house” structure

2020-2021 school year

- Implement a linear program at the Grade 8 and 9 level to increase student connectedness
- Implement a revised student support model



WELLINGTON SECONDARY SCHOOL

TO BE A LEADER IN ENVIRONMENTAL STEWARDSHIP AND SUSTAINABILITY

2019-2020 school year

- Continue to support the Student Climate Action Group and connect this group to district initiatives
- Participation in the Energy Cup
- Work with Wellington's family of school's to build community around environmental stewardship and sustainability
- Organize community events such as Unplug and Play which promotes sustainable, screen-free family engagement
- Explore funding and design possibilities for an outdoor learning space
- Build professional resources and capacity
- Explore the possibility of expanding our Outdoor Education Program

2020-2021 school year

- Continue the important work of the Student Climate Action Group – expand group to include more members and more initiatives
- Expansion of Outdoor Education Program – connections between active living/place-based learning with Indigenous ways of being on the land and knowing about the land – connected to environmental stewardship and sustainability
- Start building the outdoor classroom space/outdoor learning environment

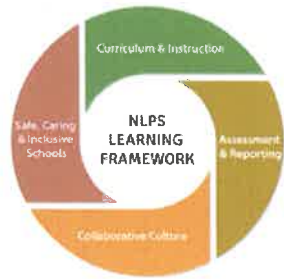
TRUTH AND RECONCILIATION

2019-2020 school year

- Collect Indigenous student voice – respond with interventions where needed
- Increase Indigenous representation in the school (medicine wheel in the circle)
- Grant application – application to create a sacred space for healing ceremony purposes
- Ongoing professional learning and pedagogy around integration of Indigenous content across the curriculum
- Building community in the school population using traditional Indigenous protocols such as talking circles
- Review names of community spaces within the school – rename using local Indigenous language
- Look at cost of installing the Snuneymux flag alongside Canadian and BC flag

2020-2021 school year

- Depending on grant, refurbish one of the portables to create belonging space/sacred space
- Explore a place-based, Indigenous focused overnight camp for all Grade 8 students



WELLINGTON SECONDARY SCHOOL PLAN

IMPROVING STUDENT ENGAGEMENT THROUGH:

Continuous Improvement of Instruction and Assessment

- Ongoing professional development around redesigned curriculum and revised assessment practices
- Access to technology to promote 21st century learning
- Increased opportunities for cross-curricular, project-based learning
- Building connected understandings through thematic/phenomenological learning

Safe, Caring and Healthy Environment that is Inclusive of Diversity

- Review and revision of current student support model to create a continuum of interventions
- Extra-curricular activities including a wide range of clubs and sports teams
- Increased understandings of universal design for learning, differentiation, and ways to engage reluctant learners

Leader in Environmental Sustainability

- Increasing opportunities for land-based, place-based learning that is connected to sustainable practices
- Promoting school-wide and district initiatives around environmental sustainability through our student-led Climate Action Group

Truth and Reconciliation

- Creating ways to improve Indigenous students' sense of belonging and connectedness to the school
- Increasing Indigenous representation around the school site
- Ongoing professional development around seamless integration of Indigenous ways of knowing, being and doing across the curriculum and grades