

## 2024-2025 School Learning Plan

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### SCHOOL STORY

Named after the first European settler, Mr. Hugh Magee, the school opened in 1912 with nine (European) students in a small, upstairs room in Marpole, the site of the present-day David Lloyd George School. Indigenous students at that time received a segregated education, were separated from their families, and were sent to Residential schools near the current Vancouver Airport, West Vancouver, and even as far as Sechelt. The school is currently located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47<sup>th</sup> Avenue, between Granville Street and East Boulevard. Maple Grove (adjacent to Magee) and McKechnie are Magee's catchment elementary schools, although students also come from Osler, David Lloyd George and Kerrisdale Elementary Schools.

We are a comprehensive secondary school currently meeting the needs of 1247 students enrolled in Grades 8 through 12.

#### The unique assets at Magee

The Magee staff are exceptionally dedicated, talented and experienced professionals. They are invested in the culture of the school and spend time outside of class supporting students academically and with clubs, sports, activities and field studies.

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The **Learning Support Program (LSP)** is for 15 Grade 8 and 9 students with learning difficulties. Each student has an Individual Education Plan (IEP) and works at his/her own level on an adapted core curriculum within a classroom setting, with support provided by the teacher and resource team. Upon completion of LSP 9, students transition into either regular program studies in Grade 10 or another unique class setting elsewhere in the district.
- The **Learning Assistance Life Skills Program (LALS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual

difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.

- The **Magee Life Skills Program (LS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum. On graduation students are awarded a school-leaving certificate.
- The **SPARTS (Sports/Art) Program** for 150 Grade 8 through 12 students. This district program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, fencing, etc.) and enables the integration of training/study/competition schedules with academic studies.

Magee's Skills Development Centre is unparalleled in its successes through a highly respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics. Magee's clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community who value public education. Our PAC hold regular meetings with current educational topics on the agenda. A targeted fundraising program is underway to support school identified projects. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our Fine Arts programs enroll approximately one third of Magee students in bands and/or choirs, which have toured and performed across Canada, the United States, Asia and Europe. Magee's Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, stage drama productions six times a year and have competed successfully in competitions, both locally and provincially. Our school's exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, History, Literature, and Visual Arts enable students to become accustomed to college level studies.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

Our school population is ethnically diverse, speaking over 30 languages in students' homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student

population are enrolled in English Language Learning classes. We enrolled 165 International students during the 2024-2025 school year.

Approximately 9% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). 95% of students identified with an IEP are fully integrated into regular programs at the school, and the remaining 5% percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### **Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging**

Our goal is to ensure all students' physical and mental health is enhanced; mental well-being and belonging are concerns raised in the school community. Across the year we will focus on supporting student's mental wellbeing and enhancing student's belonging.

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% or over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation, and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities.

However, the needs of Magee learners include general well-being. Satisfaction Survey data indicate that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students struggle with defining and coping with stress, anxiety, and depression. Many students are very focused on grades, and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university.

This data is consistent in our Satisfaction surveys, and is corroborated by teacher and Counsellor reports, and SBT meeting minutes.

Apart from isolation and stress, factors that may be contributing to our students reported higher levels of mental health may be the high expectations they and their families have; increasing entrance requirements for university; struggles with resiliency in their ability to handle adversity and failure.

Finally, data coming from a recent survey of our students indicated exceedingly high levels of climate anxiety.

### **We are doing the following ...**

- Engage health professionals to instruct students on addressing their needs and using tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
- Continue to communicate students' learning of core competencies in the classroom context. Align learning across subject areas and highlight skill acquisition over content retention.
- The Magee staff has participated in professional development on mental health at the district and school levels.
- We will continue to have dedicated time during staff meetings and staff professional development to focus on aspects of student mental health concerns.
- During collaboration time, staff meetings, and admin days establish a program of staff 'Teach-ins' to support this goal.
- Have parent workshops during PAC General meetings on aspects of teen mental health.

### **We settled on these actions because ...**

If there is one thing we know about adolescent learning, mental health and social and academic outcomes are related. The Research Institute's 40 Developmental Assets for Adolescents link the above actions to strengthening adolescent resiliency and reducing mental health concerns. Similarly, outcomes of the above actions reinforce executive skills identified by Mosiac Education that, when present and reinforced by explicit programs and actions, support positive mental health effects.

### **Improve equity**

Our goal is to further integrate students with different learning abilities into our school programs. This will be achieved by including LALS and LS students in Art, Foods, Shop, PHE, Music and Drama classes, and encouraging LALS students in school leadership opportunities (like Student Council and clubs' sponsorship).

**We selected this goal because** in the 2022-2023 school year a district LifeSkills (LS) program was added to the range of educational experiences available at Magee. After the first year, the staff were interested to explore how the different programs- LS, Learning Assistance and Life Skills (LALS), Learning Support Program (LSP), Skills, Regular, Advanced Placement, and Sports and Arts (SPARTS)- cohered together.

### **We are doing the following in the 2024-2025 school year ...**

- Creating maximum opportunities for student integration in classes;

- Improving our professional literacies and understandings regarding aspects of integration, adaptation, and modification;
- Building on the culture of tolerance and non-judgement to integrate learners with different abilities in general school activities;
- Integrating students with different abilities in (among others) Capoeira, skateboarding,

### **We settled on these actions because ...**

Guided by John Hattie's (2009) *Visible Learning*, we decided to focus on these specific actions because they facilitate the greatest individual and collective effect sizes in influencing the outcomes of all learners, and, in particular, these actions lead to a greater effect size outcome for student with different learning abilities. In Hattie's terms, these actions fall within his "Zone of Desired Effects".

Similarly, Mitchell and Sutherland's (2020) *What Really Works in Inclusive Education* suggest that these actions are effective strategies to foster inclusion and broaden student's pathways to equity.

### **Continue on our journey of reconciliation with First Nations, Metis, and Inuit**

#### **We selected this goal because ...**

... it is essential for teachers to understand the role of education in shaping past and present societies, and that we need to model processes of learning and reflecting on our colonial and racialized experience. Our specific goal will be to increase Magee staff and student engagement at Indigenous focused events and learning opportunities.

#### **We are doing the following ...**

- Continuing to increase the representation of Indigenous art in the school. In addition to our Magee 2019 Grad class's Spindle Whorl, dedicated cabinet displaying Shane Point's traditional canoe carving, Kwagiulth (Alert Bay) carver Jimmy Joseph's Sun and Moon carvings on permanent display alongside Spindle Whorl; LALS 'Upon Reflection' (based on Susan Point's Salish Footprint) mural; transformation of the 'Princess Staircase' into the 'Musqueam Staircase'; Atrium's concrete pillars painted with traditional Musqueam woven design under Deborah Sparrow's mentorship.
- English First People's 11 and BC First Peoples 12 offered to meet Indigenous Graduation requirement.
- Support for district initiatives such as book launches of Indigenous authors and the inaugural Indigenous Allies Awards expose our students and teachers to extra-curricular aspects of supporting learners and teachers.
- Increased public display and public education regarding Musqueam art through information plaques alongside displays and outdoor mounted copy and artists statement of Spindle Whorl.

- Facilitate student-initiated displays helping students and staff understand indigenous experience Furthermore, we will sustain and enhance our understandings of indigenous perspectives and knowledges by
- Continuing a teacher's reading group that has focused on indigenous and anti-racist material. For example, this year books discussed over several sessions included Michelle Good's (2023) Truth Telling, and Jesse Wente's (2021) Unreconciled: Family Truth and Indigenous Resistance
- Link ProD with school initiatives. An example is staff participation in an Indigenous Walking Tour of Stanley Park. Staff also demoed an Indigenous Board Game that can be used in the classroom at all grade levels.

### **We settled on these actions because ...**

... we recognize that adolescents develop self-identity through the four basic components of self-esteem: significance, competence, power, and virtue (Bendtro, Brokenleg and Bockern (1990, p. 44). Indigenous educational practices nurtured (1) significance in a cultural milieu that celebrated belonging; (2) competence by guaranteed opportunities for mastery; (3) power was fostered by encouraging the expression of independence and (4) virtue was reflected in the value of generosity (ibid. 1990, p. 45). To foster significance, competence, power and virtue we have built on the schools' design to enhance a sense of belonging for indigenous students and community, and by extension to the broader school-community as part of unlearning processes. In addition, as outlined below, we intend to undertake several more initiatives.

### **We are undertaking the following actions in the 2024-2025 school year ...**

- We have implemented EFP11 and BCFP12;
- We have introduced a FIM (First Nations, Innu and Metis) library Collection. Magee's library has begun the process of reorienting its collection to elevate authentic indigenous voices. Working together with district Indigenous Education Department and Teacher Librarian Mentor the library's FIM Collection (First Nations, Innu and Metis Collection) has decolonized our collection and foregrounded local indigenous authors and scholarship. The vetted material and model are being shared with all Teacher-Librarians in the district. Ultimately, we will introduce Musqueam art into the library and we hope to have a name gifted to this learning space.
- a Musqueam House Post project completed and integrated into curriculum development in the school.

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## **HOW WILL WE KNOW WE'RE ON TRACK?**

We will monitor our progress toward achieving our school goals through multiple data sources and regular assessment cycles. Our approach emphasizes both quantitative measures and qualitative feedback to ensure we capture the full range of student experiences and outcomes.

## **Goal 1: Improve Student Achievement in Literacy, Numeracy, Physical and Mental Well-being, and Belonging**

### **Mental Health and Well-being Indicators:**

- **Satisfaction Survey Data:** Annual comparison of student-reported anxiety, depression, and self-esteem levels against Canadian norms
- **Counselling and Support Data:** Tracking referrals to external mental health agencies and alternative programs
- **Workshop Impact:** Feedback on student knowledge and application of stress management tools following mental health programming
- **Academic Pressure Indicators:** Understanding the relationship between grade-focused stress and student well-being through counsellor observations and student feedback

### **Belonging and Engagement Indicators:**

- **Club and Activity Participation:** Observing trends in student engagement in extracurricular activities and the diversity of participation
- **Student Voice:** Regular opportunities for students to share their sense of connection to the school community
- **Peer Tutoring Engagement:** Understanding how students are using the Skills Development Centre and peer tutoring opportunities
- **Patterns of Engagement:** Noticing attendance, participation, and other indicators that reflect student connection to school

### **Academic Achievement Indicators:**

- **Cross-curricular Literacy:** Observing growth in academic writing, critical thinking, and reflective journaling across English, Social Studies, and Math
- **Numeracy Application:** Reviewing student engagement with real-world problem-solving tasks and multiple solution pathway approaches in Math and Science
- **Core Competency Development:** Documenting personal and social awareness competency growth through classroom observations and student self-reflection



## Goal 2: Improve Equity

- **Integration Success Indicators: LALS/LS Student Participation:** Observing how well LALS and LS students are integrating into Art, Foods, Shop, PHE, Music, and Drama classes
- **Leadership Opportunities:** Documenting LALS student participation in Student Council and club sponsorship roles
- **Inclusive Classroom Practices:** Noticing evidence of equity-focused teaching and learning environments
- **Professional Learning Impact:** Understanding how staff are applying new knowledge about integration, adaptation, and modification strategies

### **Student Outcome Measures:**

- **Academic Progress:** Monitoring individual student growth for students with different learning abilities across integrated settings
- **Social Integration:** Observing peer interactions and gathering student feedback on inclusive classroom experiences
- **School Culture:** Understanding the level of tolerance, acceptance, and celebration of diversity among all student populations

## Goal 3: Continue Journey of Reconciliation with First Nations, Métis, and Inuit

- **Curricular Integration Indicators:**  
**Indigenous Content Integration:** Reviewing how Indigenous perspectives are being woven across all departments, not just specialized courses
- **First Peoples Principles Implementation:** Observing use of FPPL in instructional design, assessment, and classroom culture
- **Course Engagement:** Understanding enrollment and completion patterns in EFP11 and BCFP12

### **Community Engagement Measures:**

- **Event Participation:** Noticing staff and student involvement in Indigenous-focused events and learning opportunities
- **Partnership Development:** Assessing relationships with Indigenous artists, knowledge keepers, and community members
- **Cultural Learning Growth:** Understanding how staff and students are developing their knowledge of Indigenous perspectives

### **Physical and Cultural Environment Indicators:**

- Art and Display Integration:** Documenting Indigenous art installations and educational displays throughout the school
- **Library Collection Development:** Reviewing growth of the FIM Collection and authentic Indigenous voice representation
- **Student-Initiated Projects:** Celebrating student-led Indigenous education initiatives and displays



## Ongoing Reflection and Assessment

We will gather evidence of our progress through various means throughout the year, including:

- **Regular Conversations:** Staff meetings, collaboration times, and informal check-ins will provide opportunities to discuss what we're noticing about student progress and well-being
- **Student Feedback:** Creating multiple ways for students to share their experiences, including formal surveys, focus groups, and casual conversations
- **Family and Community Input:** Parent workshops, PAC meetings, and community events will help us understand broader perspectives on student growth.
- **Professional Observation:** Classroom visits, peer observations, and collaborative reflection will help us see evidence of our goals in action
- **Data Review:** Using various forms of information - from satisfaction surveys to participation rates to academic indicators - to understand trends and patterns

## Ensuring Diverse Student Voice

**Capturing student voice will be essential to hear from those most impacted by our choices. Ensuring diversity in voice is critical to understanding the full range of experiences and perspectives in our school community.**

- We will actively seek input from:  
Students across all program streams (Regular, LSP, LALS, LS, SPARTS, AP)
- Diverse cultural and linguistic backgrounds
- Various grade levels and achievement ranges
- Students with different mental health experiences
- International students and recent immigrants
- Students from different socioeconomic backgrounds

## Success Indicators

- We will know we are successfully achieving our goals when we see evidence such as:  
Students reporting improved mental health and stronger connections to school
- Increased opportunities and meaningful participation for students with diverse learning needs
- Growing presence of Indigenous perspectives throughout school life and learning
- Enhanced student engagement in school community
- Positive relationships between academic growth and student well-being
- Stronger partnerships with community and increased cultural understanding among staff and students

Our approach to assessment will be flexible and responsive, recognizing that meaningful change takes time and may be evident in both expected and unexpected ways. Regular reflection on these indicators will help us celebrate successes, identify areas for growth, and remain responsive to our diverse learning community's evolving needs.