



2025-2026 School Learning Plan

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. The school is currently located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47th 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 1230 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 HUB (formerly the Resource Centre)** has been reimagined this year. The HUB serves the entire student population of Magee and is available throughout the day. Support is provided on an as-needed basis and can be delivered in real time or scheduled with the assistance of the classroom teacher. Students can access the HUB with permission from their teacher or when an opportunity presents itself in their schedule. If a consistent support system is required, the student can be enrolled in a support block. The HUB has teachers, support staff, and peer tutors available to provide academic assistance and executive functioning support.
- The **Learning Support Program (LSP)** is for 15 Grade 8 and 9 students with diverse learning abilities. Each student has an Individual Education Plan (IEP) and works at his/her own level on an adapted core curriculum within a regular classroom setting, with support from the 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 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. This year, PAC partnered with SACY to organize a parent workshop on substance use with the intention of continuing with additional workshops in the new year.

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.

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 185 International students during the 2025-2026 school year.

Approximately 7% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). 97% of students identified with an IEP are fully integrated into regular programs at the school, and the remaining 3% 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.

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

Improve student achievement in literacy, numeracy, 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. This will be tracked using attendance data, learning updates, counselling referrals, and anecdotal information.

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% and 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. Student Learning Surveys 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 mark focused 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 Student Learning Surveys, and is corroborated by teacher and Counsellor reports, and School-Based Team (SBT) meeting minutes.

Apart from isolation and stress, factors that may be contributing to our students reported higher levels of mental health challenges 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.

We are doing the following ...

- Engaging health professionals to instruct students on addressing their needs and using tools and strategies to promote positive mental health.
- Establishing Magee Support Team Meetings to develop a holistic view of students to ensure wrap around support is provided and encouraged amongst the school team.
- Exploring the BC Mental Health Curriculum. A pilot of Open Parachute is being launched in Physical and Health Education classes, with the support of our Counselling team.
- Continuing our work with the personal and social awareness core competency in the New BC curriculum.
- Expanding on assessment strategies to better align with the new BC curriculum.
- Continuing to communicate students' learning of core competencies in the classroom context. Aligning 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 in 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.

We anticipate the following new areas of learning

We anticipate new learning in the areas of student and teenager personal values and choices, self-regulation, relationship building and well-being. Student-voice surveys are being implemented to obtain real-time feedback from students on a range of topics. This information will be brought to staff meetings to encourage dialogue on ways we can support students. This occurred once this year, with the intention to continue this work into the next school year.

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 an initial implementation 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 2025-2026 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;
- Providing additional educational space for teachers to fully develop programs with the range of students in mind.
- Establishing a new Department Head position that includes Social Studies, Equity, Inclusion and Anti-Racism. The intent of this position is to provide a school-wide mandate in these areas.
- Continuing to develop an AI framework to support teaching and learning. Our Department Head for Technology and Innovation has been working on a framework that will fully launch in the 2026-2027 school year.

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.

We anticipate the following new areas of learning ...

Among others, we expect to learn about how not to fail and exclude learners of diverse abilities. Furthermore, we hope to learn how all student and teacher's lives are enriched from integration programs and an equity lens.

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.
- Supporting 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.
- Increasing public displays and public education regarding Musqueam art through information plaques alongside displays and outdoor mounted copy and artists statement of Spindle Whorl.
- Facilitating 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
- Linking staff professional development 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. This year staff participated in a Kayaking trip with Indigenous guides to gain a greater appreciation for the land we are fortunate to reside on, the culture that permeates this land and the oneness required to successfully navigate a kayak.

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 2025-2026 school year ...

- We have implemented EFP11 and BCFP12. These courses meet the graduation requirement and are scaffolded to encourage an exploration of Indigenous ways of knowing in both senior years of high school. Work done at the junior level is intended to feed into this deeper exploration at the senior levels.
- 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, Inuit 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. A video documenting the project is currently under development.

We anticipate the following new areas of learning

Essentially, we anticipate greater awareness of Indigenous experience in the school, and a shifting within the school towards creating spaces for resurgence and reconciliation, while aligning our school's actions more closely with calls from First Nation's leadership (such as the TRC's Calls to Action).

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, Shop, PHE, Music, and Drama classes. Integrating students into Foods classes will be new for the 2026-2027 school year.
- **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

- **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.