

# **Burnaby Mountain's School Goals 2023-2024**

## **Goal 1: LITERACY**

### **SPECIFIC**

- Our learners need to be equipped to competently, and safely navigate our constantly shifting digital landscape in our ever-changing world. It is imperative that our learners are engaging in topics surrounding Digital Literacy in an authentic manner across all core subject areas.
- Our school goal has focused on fostering an educated, responsible and reflective community of digitally literate citizens for the past three years. Intensive education around Digital Literacy was originally identified in the Fall of 2020 as an area of need through a grade 8 wide survey conducted by the Literacy Team in response to behaviour noticed in classrooms and across the school. Additionally, it was deemed urgent to adopt this goal in preparation for BYOD implementation (2022/23).
- In the Fall of 2020, the Literacy Team used the data from the survey to determine areas of most urgent need and undertook several initiatives to address these: The committee revamped Literacy Week 2020 & 2021 to accommodate online participation, creating an interactive digital Choice Board filled with Digital Literacy activities that classes could take part in throughout the week. Library Digital Literacy sessions were held for all grade 8 classes, targeting areas such as, Digital Footprint, Citizenship, Self and Peer Responsibility, and Health and Wellness. These sessions were also explicitly connected to the core competencies. The team invited The White Hatter to present to the grade 8 and 9 community in both 2021 and 2022 (Digital Citizenship/Footprint and Appropriate Sharing of Digital Content & The Law). Additionally, we collaborated with our other school goal committee, Healthy Schools, to create a joint grade 8 wide retreat during assessment week/semester break. The groundwork that has been laid from 2020 to present provides a natural transition to undertake and build on our past work by implementing the District's Digital Literacy & Citizenship Initiative with our grade 8 and 9 population.
- Two surveys will be administered focused on Digital Literacy and Citizenship. The survey administered in the Fall will serve as our baseline of knowledge, in addition to informing which areas require targeted work. The semester end and year end survey will help us measure how effective the targeted lessons were and to inform our planning for the following year.
- It is evident that our grade 8 and 9 learners need further support with Digital Literacy, particularly in the areas of social, personal, and emotional well-being and regulation.
- We will continue to make use of a Digital Literacy blog (attached to our school's main website) in order to promote connections between our school, our students, and our community. Additionally, it will allow for transparency of our ongoing work to achieve our school goal.

- Our ADST classes will be delivering 75% of the District Digital Literacy & Citizenship module content to our entire grade 8 population through their existing curriculum (it should be noted that all grade 8s must take ADST as part of their schedule). The final 25% will be explored during the January 2024 retreat during semester break.
- Our tentative plan for the grade 9 community will be to work through the Digital Literacy modules within the core subject areas, linked to the curricular competencies in authentic and meaningful ways. Given that the modules and content have not yet been released, things may change or shift once it becomes available. We also plan to supplement the work happening in classrooms with a ½ day workshop offered to all grade 9s during semester break in January 2024.
- Our goal is to have meaningful buy in and support from all subject areas in delivering the Digital Literacy content and making purposeful connections to the content being delivered within subject areas – supplementary as opposed to in isolation. Since digital literacy is something that affects all students in all classrooms and in all subject areas, we believe it is something important for all teachers to be a part of. The committee will help to organize, facilitate, mentor, collaborate, and co-teach in order to support this work happening across the school. Further, the vision is to build community around our school goal with this shared purpose. Once again, this is something we look forward to starting once the modules and resources for grade 9s have been released.
- A teacher survey will be administered to grade 9 teachers at the end of the year to understand the impact of this work and how it has been successful/unsuccessful in delivering this content and embedding it within curricular areas (provided the modules are ready to implement this school year)
- Our student committee provides invaluable insight into what their peer group deems relevant in terms of topics, activities and speakers. In addition to their participation at meetings, they also help run activities and prepare for special events. Our student committee has been active members for two years and are now in grade 12. They are currently recruiting grade 10 and 11 peers to grow their presence and build capacity to carry on the work when they graduate.

## MEASURABLE

- Students will provide qualitative and quantitative data from the two surveys. Students will complete a short survey at the beginning of the year to gather their baseline understanding of Digital Literacy and Citizenship. A second survey will be delivered at the end of the year where students will reflect on the Digital Literacy opportunities provided and the impact of the learnings from them. Students will also be given an opportunity to make connections between this learning and the core competencies.
- Grade 9 teachers will provide anecdotal data by responding to a year-end survey regarding the efficacy of the module lessons and activities as well as providing input regarding how the process was for them to inform moving forward
- Grade 8 students will also take part in a joint Literacy-Healthy Schools Day during the week of January 22-26, 2024. Students will have a half day to engage with the Digital

Literacy & Citizenship lessons not covered through ADST and also their connections to our core competencies. Data will be collected through exit slips collected at the end of the sessions and collated into an Excel sheet to determine impact of lessons and recognition of connections to core competencies. Teachers will document active learning through anecdotal and photographic evidence.

- The Literacy Working Group will review data from the final survey and present key learnings with students, staff and families in a digital infographic report.

#### **ACHIEVABLE**

- Members of the Literacy Committee in tandem with ADST will collaborate to create relevant lessons related to the module topics that will promote Digital Literacy.
- The committee will also create the initiation and reflective surveys to be administered to all grade 8 students.
- Teachers are sharing anecdotal and photographic evidence of student learning throughout the different literacy opportunities. This will be shared with the committee, the school's instructional leadership group, and the family community (via our blog) throughout the year.
- Key data from surveys will be represented via infographic and shared anecdotally, and via blog with the students, staff, and families. A year end sharing of information gathered with key takeaways will be shared at a PAC meeting.

#### **RELEVANT**

- Acknowledging the First Peoples Principle of Learning that "Learning requires exploration of one's identity": Students will explore who they are as digital citizens, working towards an identity as educated, responsible, and reflective individuals.
- Acknowledging the First Peoples Principle that "Learning takes patience and time": Digital Literacy has been our school focus since 2020 and continues to expand, grow, and adapt to the ever-changing digital landscape. It has been our commitment to go deep with this work and honour the time required to make it meaningful and relevant to all members of our community.
- Emphasis on 21st Century Learning and the core competencies (communication, collaboration, personal awareness and responsibility and social responsibility): These competencies are naturally embedded in Digital Citizenship and, as such, students will engage in these authentically as they are imbedded in the module lessons.
- A focus on Digital Literacy skills will benefit students academically, personally and socially during their school years and beyond in an increasingly digital landscape.
- Building community and shared commitment amongst staff and students through our school goal and the inherent shared purpose: An environment whereas Thomas J Sergiovanni discusses, "...all efforts and energies join forces to improve the school as a whole".

#### **TIME-BOUND**

- The first, baseline survey was administered on September 25th, 2023. There will be two follow-up surveys with dates dependent on whether students completed ADST in Semester 1 or 2. Students who have taken the module lessons in Semester 1 will complete the final survey during the January 2024 retreat, while students engaging with the lessons in Semester 2 will complete the final survey on June 3<sup>rd</sup>, 2024.
- The Literacy working group will compare the data between these two surveys in order to measure progress of the work and determine where further work is needed the following year.
- The Literacy working group will also present our Digital Literacy goal and results at the end of the year to the district committee as part of our reporting out process.

## **Goal 2: HEALTHY SCHOOLS**

### **SPECIFIC**

- The purpose of having a school goal that improves the mental health of staff and students is to create a positive and supportive learning environment that fosters well-being, academic success, and social-emotional development. This goal is ongoing and includes inquiries about Mental Wellness that will continue throughout this year.
- We continue our collaborative work by looking at a variety of programs in the school and community to help and manage the daily stressors and traumas of life we are living in addition to dealing with the echoes of trauma from the global pandemic that amplified many struggles for our students, families, staff, and community.
- The healthy school's team includes students, staff, administration, community health partners, parents, and community programmers.
- For the past three school years, our school has been working in partnership with DASH BC (Ophea's Healthy Schools Certification). Our school was awarded a healthy school certificate in 2020, 2021 and 2022 for promoting and enhancing the health and well-being of students, school staff, and the broader community. DASH BC has since dissolved but we will continue to use their guiding principles in promoting Healthy Schools and get a new Healthy Schools certification from PHE EPS Canada.
- We also introduced a partnership last year with JACK.org which led to the creation of a Wellness council made up of students and sponsored by a school counselor. JACK.org provides training for students and works to support initiatives students can lead to promoting mental wellness and healthy connections to school. This year, the Wellness council has plans for Outreach program they will run at lunch to help foster social connections among isolated students in the building.
- Our school has 5 years of data and recommendations from the COMPASS survey conducted by Health Canada. Students from grades 9-12, are asked to complete a 30-minute questionnaire about healthy eating, physical activity, substance use, academic achievement, and mental health. The survey responses help researchers gather details about youth health, and the information brings awareness to youth health issues within our school and is shared with our school to help new initiatives and improve school

programs, activities, policies, and practices related to health. Our results for last year 2022-2023 showed more work needs to be done with improving mental health and physical activity. Through the survey findings, Health Canada recommended we find ways to help and encourage ways for students and staff to increase movement on a daily basis. For mental health, it is recommended we learn to provide culturally appropriate approaches when discussing mental health, understand what good and bad stress are and encourage a welcoming approach, teach and model positive mental health practices, teach mental health literacy, and reduce the stigma associated with mental health. In addition, the data around screen time use in teens has led to the development of an initiative for grade 8s called Phone Free Friday where they will be encouraged to not use their phones at school.

- Through these goals and initiatives, we hope to increase students' engagement, motivation, and achievement in school by creating a safe, caring, and inclusive environment that meets their diverse needs and interests while also supporting the staff's well-being and professional growth by providing them with training, resources, and tools to address their own and students' mental health needs.

#### **MEASURABLE**

- We will collect and use the data from the various health and wellness surveys and in our work with JACK.org. We are now able to compare results from the 5-year COMPASS survey. We know we need to focus on mental health, pandemic trauma, and physical activity. Our intention is to create ongoing dialogue with the school community in order to get real-time feedback that will help us ensure we are on the right track and allow us to adjust and modify our goals and initiatives as needed. We will do this by intermittently surveying specific populations of the school population as well getting regular updates from the Wellness council regarding their Outreach programs.

#### **ACHIEVABLE**

- As a collaborate group, we all bring various skills, knowledge and experience to the group. We will create a specific action plan for each goal that outlines the tasks, responsibilities, resources, timelines, and indicators of success. This can help the committee to organize our work, delegate roles, allocate resources, and monitor outcomes.
- We will continue to collaborate with Burnaby School District's Safe and Caring Schools Team, external organizations and community partners that can provide education, awareness, and support for the health and wellness topics and initiatives that we want to implement. This can help the committee to access expertise, resources, and networks that can enhance our impact.
- By collecting data and feedback from students, staff, parents, and other stakeholders to assess the needs, strengths, and challenges of the school community and to inform future planning and decision-making can help us identify gaps, opportunities, and best practices that can improve our effectiveness.

**RELEVANT**

- Improving the mental, physical and emotional of the staff and students in a school has many benefits including being able to cope better with stress, anxiety, depression, and other emotional challenges. They can also develop positive self-esteem, resilience, and social skills as well as enhanced academic performance and engagement. Students who are mentally healthy tend to be more motivated, attentive, and creative in their learning. They also have higher grades, test scores, attendance, and graduation rates. Students are less likely to engage in risky behaviors such as substance abuse, violence, or bullying. They are also less likely to experience physical illnesses, injuries, or chronic conditions. Students who have mental, physical and emotional supports feel more valued, respected, and cared for by their peers, and school staff. They also have more opportunities to participate in meaningful activities, collaborate with others, and contribute to their school community.

**TIME-BOUND**

- The Healthy Schools team will continue to collaborate monthly and deliver the programs and supports in order to achieve our goals and follow through with our initiatives. Each month a member of the healthy schools committee will share information at staff meetings. The Wellness council is planning monthly activities for students. The committee will also start planning for Mental Health Awareness Weeks in January and May.

***Improving student mental health by building their social connections and skills***