

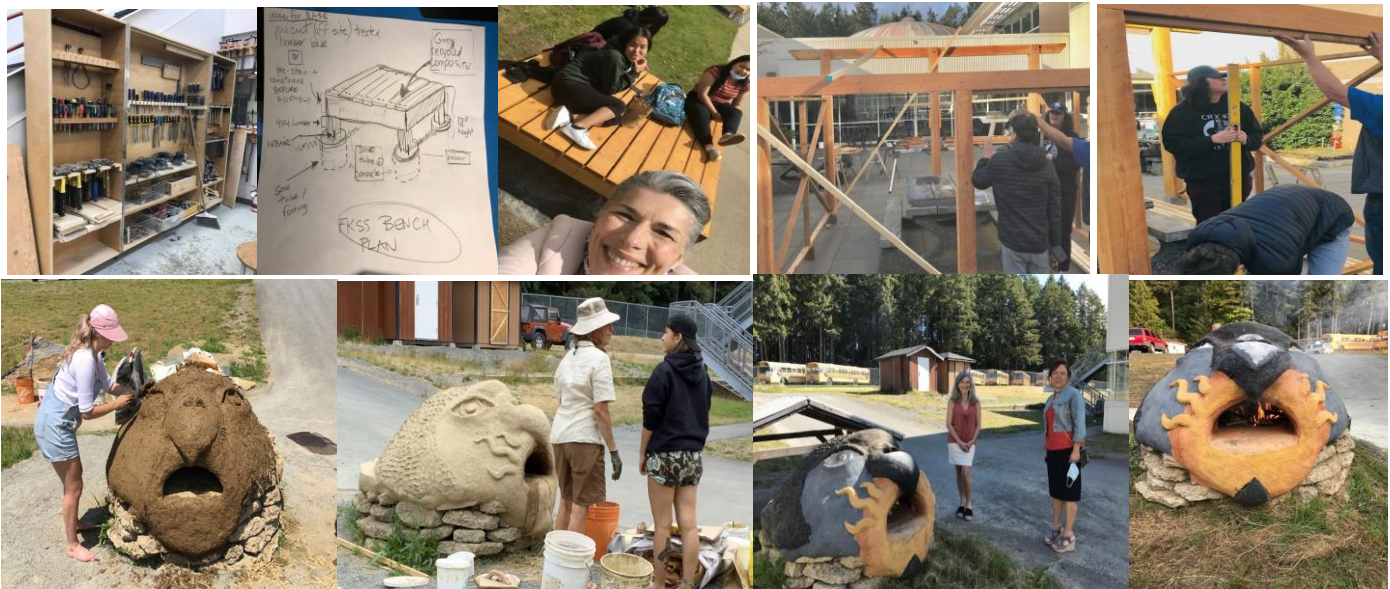


Framework for Enhancing Student Learning Frances Kelsey Secondary

Frances Kelsey Secondary School, in partnership with students, parents, and community, is dedicated to developing the individual potential of each student. By providing a co-operative, safe and caring environment, we encourage students to be self-motivated, self-directed, responsible citizens and life-long learners. (FKSS Mission Statement, April 2021).



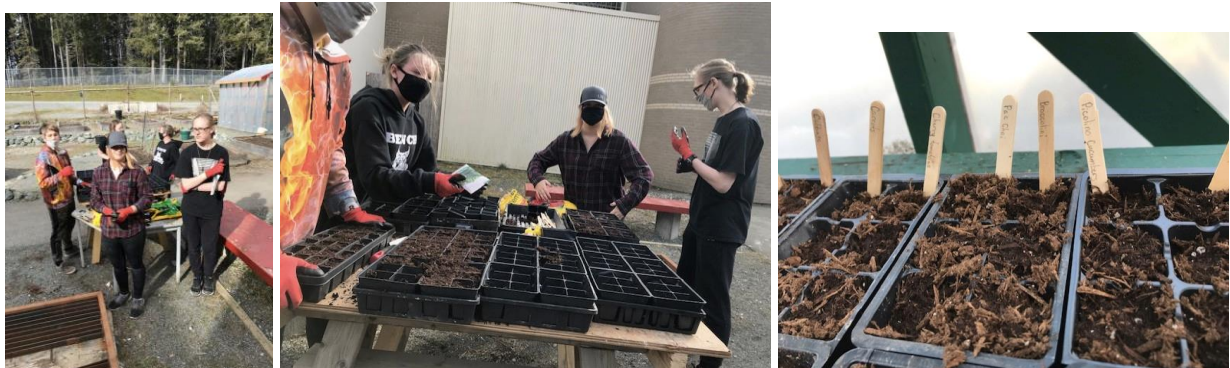
Trades Sampler with Camosun



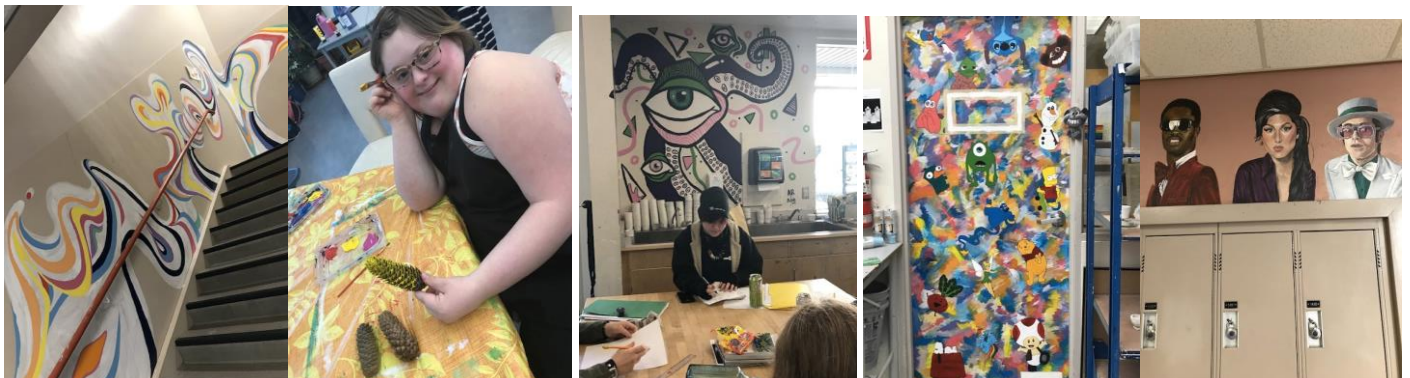
Outdoor Placemaking



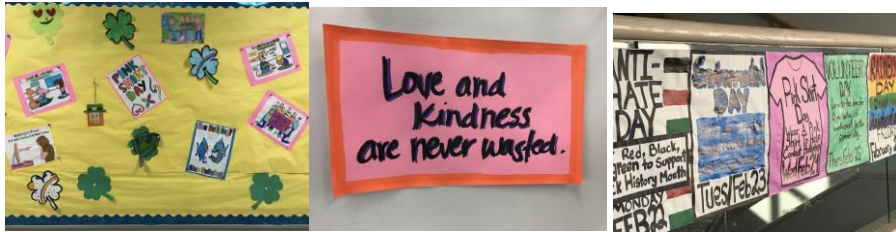
Using a game engine to learn math



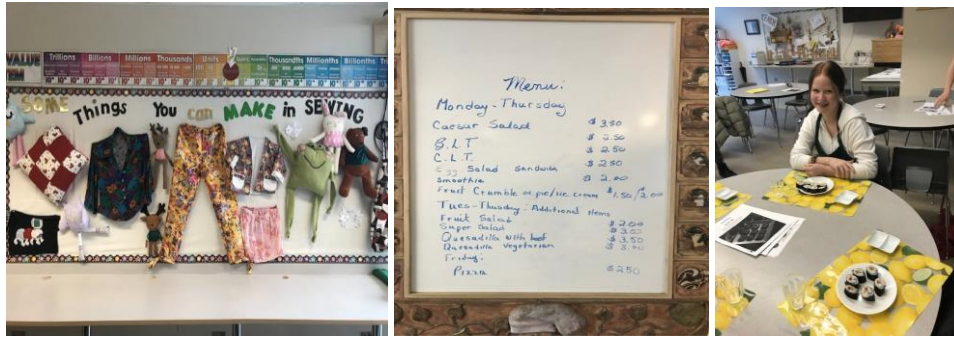
How does our Garden grow?



Art from the Heart



Compassion Week



Learning by Making = Engagement + Action = Achievement!

Our Story

Frances Kelsey secondary school is an 8-12 high school, uniquely positioned in a rural community on the traditional lands of the unceded territory of the Malahat first people. We are between Duncan and Victoria, in Mill Bay, B.C. The area hosts many recreational and sport activities, and draws tourists to the area year-round in order to enjoy the beautiful lakes, rivers, and amenities here in the Cowichan Valley.

Our school was designed in 1992 with a unique layout; and the school's environment and structures promote cross-curricular and cross-grade opportunities. As a result, Frances Kelsey secondary has a tradition of "breaking the mold" with its innovative processes and practices. The many spaces in the school allow for mixed groupings and performances and other celebrations. Examples of this are: the community garden, the central "great space" called the "dome", the courtyard amphitheater, multi-class pod spaces, and the many outdoor learning spaces. Originally a self-paced and self-directed school, Frances Kelsey has shifted yet again, emerging as a forward-focused innovative learning environment. Frances Kelsey now offers some of the most unique coursework in the province: place-based cross-curricular learning such as the Streams and Trails program; a full recording studio and Rock Band course; Horticulture and Permaculture Art classes; and a unique blended Boxing / Gamers Phys Ed course, just to name a few.

We have 880 students currently registered (July 2021). We are a school that is fully inclusionary, with a wrap-around care approach to supporting each and every student. The benefits of our daily Advisory system are many and this approach has been a corner-stone for the school's foundation of relational caring. The relationship with the advisor and the family of the student served deepens over grades 8-12, and there is a real joy in being able to be a constant and consistent support through all the years of high school. The connections with our families are stronger with the "power of 3" - advisor, counsellor, teacher.

We have noted an increasing number of students with identified special needs joining us. In 2014/2015 there were 90 identified students, and now with 147 identified students, 17% of our learners benefit from adaptations or modifications and the care that goes along with the Advisory system. Approximately 3% of our students are also supported with social workers and or foster care: so a culture of care is important to our students' success.

9 % of our population identify as Indigenous, while 66 students, or 8% of our population are visiting International students; 3% of our students identify as LGBTQ+. We sit on the lands of the Malahat nation and are so thankful for our relationship with this Nation. While we do have some different languages, and histories, as a population of learners we do not have a huge array of cultures and languages represented. However, our students are accepting and have different experiences, interests, orientations, and abilities. We see every and all of our students as potential change-makers of the future.

Our Learners

We celebrate relationships, student leadership, and engagement. Our school has an actively engaged "student parliament" that represents student voice, and also is represented in our District Student Council. In 2020 there were 39 student-led clubs, which are spear-headed by a club leader who is an active member and coordinator who sits on Student Parliament. FKSS clubs are initiated by students, organized, and run by students with the support of a volunteer staff mentor. Students experience a variety of ways they can lead, and be a part of a team; students find others with common interests and passions, and also do good philanthropic work in the community through club involvement. Many of our clubs raise awareness; and students spend many hours to help those in need. Example clubs Interact Club, Me to We, and Red Cross.

We surveyed staff and students:

Strengths:

A wide variety of learning styles

-embracing diversity, tolerant of others (one result of the informal peer to peer mentorship in multi-grade classes)

-enthusiastic, active learners who are future and forward-focused.

- This year, over 80% of graduating students attend post-secondary institutions or training, and approximately \$250 000 in scholarships were awarded to our grads this year.
- Every year, more than 100 students are formally acknowledged for their school and community leadership and involvement through the awards and certificate process.
- Of our 75 indigenous learners, 6 students continue to be in need of resources beyond what the school has been able to currently provide. 50 students are experiencing success, and 25 students are achieving success with some extra support from our Indigenous Support worker and our Support teachers.

Stretches :

Improving basic real-life skills, such as time management, and academic (reading/mathematical) skills

- Report card data: student math and science performance scores drop between grades 9 and 10.
- School Based Team weekly referrals: The majority of referrals to School Based Team were grades 8 and 9 age this year, the theme being learning support needs- this was at the core of most referrals.
- Reading for information: Over the last 4 years we see Emerging and Developing performance scores on the rise. The good news is 70% on average of our grade 9s continue to perform in the "proficient" and "extending" range when these are considered together. (DART data)

Grade 9 Students DART Results			
Level 1-Emerging	Level 2-Developing	Level 3-Proficient	Level 4-Extending
<i>Percentages</i>			
<i>Comparison Data 2016</i>			
6%	14%	37%	44%
<i>Comparison Data 2017</i>			
5 %	29 %	33%	34%
<i>Percentages 2020</i>			
9 %	20%	48%	23%

Anxiety and mental health challenges and strategies. We need to build mental health resiliency:

- Our two counsellors were booked solid daily with referrals by students. This amounts to almost 950-1000 contact points on average monthly between the two counsellors. (Counselling schedule book).
- Technology addiction gets in the way of learning, with this being one concern that touches on mental health and wellness for teens (anecdotal teacher observation/office referrals).

Goals

- Encourage depth of learning versus breadth of learning
- Target resources to grade 8-10 students needing academic intervention and supports
- Increase the ways generally all students can show their learning, thus tapping into the variety of strengths
- Earlier preparation and discussion of post -secondary options, scholarships, opportunities during a specially designed "Q" block.
- More outside, field-based hands-on learning opportunities
- Continue a caring adult mentorship and relationship-building.

Actions/Strategies

- Remedial reading scaffolding and/or alternatives for students struggling with reading and writing, using our larger space this year. We have moved the LART to a big space in 126
- Collaborative, in-class, LA and Resource teachers, will support educators and co-develop approaches to promote success using Moore's Backward design for teaching to diversity.
- Teachers will work together in departments and across departments on school-wide Core Competencies, Communicating Student Learning
- Project-based, performance-based assessment –think Howard Gardner's Multiple Intelligences. We have committed to changing assessment approaches having closed the centralized assessment center, and are working as departments to review and shift practice.

- Connect with post-secondary and communicate with colleges and universities, with senior math and sciences especially- scope and sequence, assessment, what is best practice and how does this connect? Using professional development time.
- PLCs will be teams-approach to explore school plan topics of Culture of Care, Indigenous ways of Knowing, Future forward structures (technology) and thinking, Curriculum, and Mental Health
- Daily multi-graded Advisory with a caring adult
- Our "double block" once a week will allow for field-based and more in-depth class learning
- Explore resources with our district support staff and librarian, to embed, create understanding, and continue learning together
- Mental Health is a topic for an important PLC team working over the year at ways to address school needs. We have completed a pre-survey, confirming the need for trauma-informed strategies, and there will be a post-survey to follow up next year.
- Use literature / content to practice and develop empathy (through narratives) in our classes
- Encourage student self-efficacy and belonging with school clubs
- Build community and school spirit

Evidence of learning

- Mental Health Survey information, Search Institute's Developmental Asset inventory
- Staff and student learning surveys
- Referrals to LART, SBT, Counselling Department
- Reading and Writing Performance Rubrics (samples)
- PLC minutes and synthesis of data.
- Indigenous Support teacher data
- Reporting data

Our story is beyond . . .

At FKSS we are always looking for opportunities to engage our students and are open to trying any new ideas to see what emerges. This past year we applied for and received a grant to build outdoor learning spaces as part of the district Covid plans. What started as building some benches with a woodshop class evolved into a great opportunity to engage our Indigenous learners in a different way as we discovered that our Indigenous Support Worker was also a Red Seal carpenter. But there was even more yet to be discovered.

Warren began his project, measuring, cutting and building with a small team of students. The next thing we would see is our inner courtyard became a hive of activity and enthusiasm. Students would join each other, drawn to the team; there was sanding and building and painting. Lunch times became learning times. As the days passed and summer arrived, there were always different faces filled with smiles, with our ISW at the heart of the action. One structure developed, and sits proudly in our courtyard throwing its shade on the Koi pond. This is where students, proud authors of the Carving House, now spend time relaxing between tasks, classes, and at lunch.

But that was not the only shift and change. Next the decrepit concrete picnic benches were quickly transformed into rubble; and solid new outdoor seats were assembled in both of our courtyards – six in total, with concrete bases mixed and poured by students, and measured and assembled together with our Indigenous Support Worker. There is a lot of pride in the work that has been done so beautifully, not in the least because the students know what was built with their hands will stand the test of time.

The cap-off was on the last day of classes, when the courtyard was filled with the sound of music, with Warren on guitar, Cori on bass, and Helmut playing and singing (the band Teunissen) to celebrate good work done, and bring us all together.

Where are You?
Helmut Teunissen

Raven, take this note and fly away, high above and see if you can find me
A boat to pick me up
I've been waiting, I've been watching, I've been hoping in your coming
Rescue me and my sister
To the land where I'm not mister
I'll be dancing, I'll be singing, I'll be clapping
When I see you...smile on me.