

# Robert Bateman Secondary School Plan for Success



**Team Members:**

Team Members: Admin – Lance McDonald, Andrew Macphail, Alexandra Klassen

Instructional Leaders – Andrew Penner, Brian Lieuwen, Tesia Derksen-Bergen, Tamara Burk, Clementine Huff, Erin Barclay, Cameron Kenis, Nicole Calder, Jeff Dods, Byron Kask, Kristie Anderson, and Dave Martens

Our RBSS Growth Pack, entire staff of teachers, EA's, YCW's, secretaries, and custodians

**School Context**

Robert Bateman offers a wide range of educational programs with many opportunities for students to pursue their passions. We are embracing the core competencies of the B.C. curriculum as we delve deeper into inquiry and blended learning. The focus on academics is evident in all the core courses with an additional challenging opportunity of AP (Advanced Placement) courses. We pride ourselves in having a schoolwide approach to formative and summative assessment, where inquiry allows another means of assessment. Our school culture has been enhanced by our leadership courses, and the schoolwide work in SEL (Social Emotional Learning) across all school disciplines. Our opportunities in the Fine Arts, Applied Skills, and Athletics contributes greatly to a well-rounded educational experience. We are cognizant and invested in our role to emphasize equity in all sectors of our school (Individual, Interpersonal, Pedagogical, and Structural & Institutional).

Our website has more information [www.robertbatemansecondary.com](http://www.robertbatemansecondary.com)

**Inquiry Question**

What is the burning issue you want to address as a school in your *Secondary Strategic Operation Plan*?

How can our RBSS community create a trusting and safe environment for staff and students to be heard and supported regarding their essential learning needs?

How will the focus on our RBSS values and commitments improve student engagement (deeper learning) and ownership as we embrace the new curriculum competencies and core competencies (communication, collaboration, creativity, critical thinking, personal awareness and responsibility, personal and cultural identity, and social awareness and responsibility)?

Robert Bateman Staff Values:

- 1.) Growth Mindset/Self-Motivation/Critical Thinking
- 2.) Respect
- 3.) Perseverance/Resiliency/Grit
- 4.) Social Consciousness
- 5.) Independence/Personal Responsibility

Robert Bateman Staff Commitments to Students:

- 1.) Provide a safe and respectful environment
- 2.) Model and inspire life-long learning
- 3.) Encourage students to be socially responsible and appreciate their roles as global citizens
- 4.) Promote self-reflection, perseverance and autonomous learning
- 5.) Provide a variety of opportunities to help students achieve their goals

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<p><b>Rationale</b> What are we doing?</p>	<p>Student engagement has been a focus for our school for the past few years. Our Abbotsford School District is encouraging our educators to embrace deeper learning as we navigate our way through the new curriculum. We will be focusing on emergence and symmetry where educators are continuing to learn and collaborate much like our students. This past year we have become so much more knowledgeable in the area of blended learning, social emotional learning with a goal of celebrating student voice. This past year, our Friday morning SLOs (Staff Learning Opportunities) continued to support our department goals regarding inquiry in the classrooms.</p>		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>Work in collaborative teams to better educate our staff and students for the 21<sup>st</sup> century (communication, collaboration, creativity, critical thinking, personal awareness and responsibility, personal and cultural identity, and social awareness and responsibility).</p>	<p>Admin: Provide support via resources and time for staff to plan for new curriculum. Our 2023/24 schedule will assist with many of our initiatives here at RBSS (SLO and Flex Time). Support SLO (Staff Learning Opportunities) for sharing, designing, and planning lessons that better support the new curriculum (5 district sessions and 5 RBSS sessions and 5 department sessions). To encourage and support all staff to build knowledge and practice in new pedagogies for deep learning. We have co-constructed a block schedule that suits the needs of our RBSS students (flexibility, individual needs, allow time to strengthen relationships, and time for deeper inquiry).</p> <p>Teacher Leaders: Provide guidance &amp; leadership while working with teams on new curriculum. Encourage the use of SLO for new curriculum planning and leading departments in inquiry. Support SLO (Staff Learning Opportunities) for sharing, designing, and planning lessons that better support the new curriculum.</p> <p>Educators have modeled risk taking and provided feedback regarding the process of learning new material and trying new things (ie: BC First</p>	<p>All our staff participated in the Trevor MacKenzie professional development sessions on inquiry (2021/22). Our departments developed inquiry questions specific to their courses and content. We were committed to building and designing one inquiry unit per course this past year (2022/23). This was shared at staff meetings.</p> <p>Student Voice: Equity Challenge: How do we foster inclusive, empathetic, trusting relationships that lead to inclusive spaces? Student Voice Inquiry Question: What is something small that a RBSS staff member could do to improve student / staff relationships?</p> <p>Students presented some “street data” information to our staff this past May with suggestions and strategies to address these questions. We will build on this conversation as we continue to move forward with this district initiative.</p> <p>Collect appropriate resources for new curriculum &amp; PBL (project-based learning / Inquiry strategies). We have purchased several new literacy resources to support our new Indigenous courses and some resources that will assist in Indigenous other courses.</p> <p>We continue to be successful at implementing platforms like MyBlueprint and the self-assessment of the Core Competencies. We are now working on our transition from Google Classrooms to a new platform in Microsoft.</p>	<p>Departments will continue to present new initiatives (ie: work in inquiry) regarding the new curriculum at staff meetings this coming year (2023/24). More and more staff are using projects and culminating activities that require their students to go deeper with their understanding and their ability to show their learning.</p> <p>The move to provide credit recovery support at the end of the semester has helped with another intervention to aid our students’ learning progress which is more targeted and individualized. It helps to extend the “finish line” slightly to focus on some much-needed competencies.</p> <p>The initiation of a Student Voice Group (6 grade 11 students, and 6 grade 12 students), has really given us a vehicle to transform parts of our education system. We have a diverse group of students working alongside a group of adults (2 administrators, and 3 teachers), which will really assist with some necessary changes.</p> <p>We are very excited to have our new Indigenous courses in our timetable for second semester (BC First Peoples 11 and 12, and Contemporary Indigenous Studies 12). Our teachers have been collaborating with district staff and teachers across the district to align strategies and share best practice.</p> <p>This will be our third year where our leadership students will be mentoring our grade 9 students, while at the same time assisting them with their Career 9 competencies.</p> <p>Our core competencies self-assessment has continued to be addressed through our classroom teachers. Students are</p>

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	<p>Peoples 11 and 12 &amp; Contemporary Indigenous Studies 12).</p> <p>Our staff all took part in the Walking Forward Together pro-d in September of 2022. Our English and Social Studies Departments have really embraced the necessary courses and resources to support our students with this necessary reconciliation work. Our enrollment in these courses has grown exponentially this past school year (2022/23).</p>	<p>We have a new schedule where staff and students have helped to design a weekly rotation of blocks that will assist with balance and flexibility.</p> <p>This past September (2022) we had the privilege of a professional development session with Kevin Lamoureux regarding inclusion and support for all students.</p>	<p>required to know their areas of growth and where and what they might do to improve competencies moving forward. All our classrooms will continue to embrace our district initiatives regarding SEL (Social Emotional Learning), blended learning, and student voice. We will continue to reflect on the YDI (Youth Development Instrument) to help us move forward in the areas of equity and inclusion.</p>
	<p>Staff: Develop courses and unit plans for new curriculum while embracing a necessary move to a more inquiry-based approach to teaching and learning. We will be using a new platform (Microsoft) for the 2022/23 school year. Our SLOs have been very useful for staff to transition their material over to Microsoft.</p> <p>Our staff are becoming more accustomed to teaching in a blended learning environment.</p> <p>The term “deeper learning” will start to become more a part of our RBSS language as we continue to allow students to take risks and learn through discovery.</p>	<p>Continue to explore and be able to plan for “Do, Know, &amp; Understand” along with Core Competencies and Curriculum Competencies.</p> <p>SLO (Staff Learning Opportunities) will continue to support staff with collaboration and areas of growth (For example: inquiry and project-based learning, social emotional learning, equity, student voice, blended learning, and many more staff-initiated growth areas).</p>	<p>Courses and unit plans completed with a focus on big Ideas and Learning Standards / Competencies. The pandemic really forced our students to become familiar with blended learning. This online version of learning has allowed students to embrace a new form of education that will complement their ability to share their knowledge in different ways. Students enjoyed the freedom and flexibility that this blended experience created for them. This area of growth and understanding will continue to support them in the next stages of their education journey.</p>
<p>Continue building tools for student ownership, resiliency, grit &amp; responsibility.</p> <p>Continue to support and share student voice here at RBSS.</p>	<p>Admin: Provide support to staff as they experiment with new student ownership strategies and school systems.</p> <p>Our hope is that the new schedule (two flex blocks per week) will allow more self-reflection and time management. This commitment to assisting our students with self-regulation will support their needs of social responsibility.</p> <p>Teacher Leaders: Examine and implement innovative flex options to engage various student groups. Our staff also have collaboration time (SLO) on Friday mornings. Another example of symmetry where our staff are modeling that collaboration is important and helpful for learning.</p>	<p>Flex Block - is a gift of time to allow our students to reflect on an area where they may need more time and support. They use this self-directed time to seek out help from staff and peers. This time will allow for time management and personal responsibility. It will help our students take ownership of their education. This time will also assist with the support of social emotional learning (SEL).</p> <p>Examine Flex options within the new schedule where the two sessions per week will allow for more self-directed time. We have monitored this new schedule and we feel it is a good amount of time for students to seek support with their individual educational needs. Teachers also benefit from this time by reteaching concepts that some students might not have grasped the first time it was taught.</p>	<p>We will once again visit the use of this time and our new schedule at our grade assemblies (classroom visits) in September 2023. Our goal is to have students own some of this time, and can assess where they are, and what they need, and where they might go to achieve the needed support. Help them understand - What does personal responsibility look like and feel like?</p> <p>Flex and the self-assessment of core competencies have given our students an opportunity to reflect on their learning and needed areas of growth. The deeper learning will be supported by collaboration, inquiry, digital literacy, critical thinking, problem-solving, exit interviews, etc.</p>

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	Staff: Establish routines and educate students on effective ways to utilize the flex block. Flex needs to continue to stress self-regulation where our students embrace this opportunity to evaluate where they are, and where they need to go for extra support.	Self-reflecting on strategies being used to improve their knowledge base can be explored within the inquiry units. This is an ongoing growth area for our students that will allow for some continued work in the areas of their core competencies.	Flex was difficult to assess in past years with respect to improved student achievement. We do believe that a large portion of our students were using this gift of time as it was intended. A chance to work on needed material they or their teacher deemed necessary. Our end of the semester credit recovery time will be an extension of flex time where students are given some time to work on non-negotiable competencies.
Examine ways to utilize our established School Values & Commitments to assist our LSS students and their learning experience.	Admin: Focus on school values and commitments at staff meetings & daily conversations with staff and students. School Based Team will continue to challenge the status quo as we look for more interventions and solutions to support students and their specific needs.	Continue to build on the coaching conversations of the past year. Find ways to utilize all our human resources in our LSS department, and the sharing of LSS space. We will work as a cohesive group of educators to share the human resources between all the different programs within the LSS department. Continue to support the much-needed equity work across all disciplines.	Monitor our designated students and their progress in their courses. Case managers will supervise and communicate with fellow educators, parents, and outside agencies when needed.
	Teacher Leaders: Our School Based Team will continue to work on a holistic approach to supporting our designated students.	Access speakers or resources to further our conversations in various group settings. Encourage LSS staff to attend the Alternative Education Conference in Vancouver.	Teachers will communicate with case managers regarding the needed competencies required by the students. Our teacher (Indigenous Success) has increased to .857 FTE to better support our Indigenous students. We will have a Science 10 / Socials 10 Cohort where two teachers will co-design units that are cross curricular.
	Staff: We will continue to find ways to integrate our students into classrooms where the learning is meaningful and engaging.	Examine classroom data for LSS students to ensure supports are in place for success. Design and support an Alternative to Suspension approach within our school.	Examine semester end marks and success rates of LSS students. Case managers will continue to monitor all aspects of their students' educational experience. Our in-school suspensions will be similar to the experience at Alternatives to Suspension (workshops on behaviours and choices).



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<p><b>Connections to the District Strategic Plan</b></p> <p>Excellence in teaching          Excellence in leadership          Flexibility &amp; access to programs / services          Ethical &amp; innovative use of technology          Parental &amp; community engagement</p>	<p>The RBSS growth plan is highly invested in improving student engagement (deeper learning) and ownership through teacher leadership and training. As a staff, we are committed to supporting our students through our agreed upon values and commitments. This belief system directs all our decisions when supporting our students and staff at Robert Bateman Secondary School. The new B.C. Curriculum allows for flexibility in teaching and learning. This is a challenging and exciting time in education that will positively benefit the learning experience for all our educators and our students.</p> <p>Robert Bateman Staff Values: Growth Mindset / Self-Motivation / Critical Thinking / Respect / Perseverance / Resiliency /Grit / Social Consciousness / Independence / Personal Responsibility.</p> <p>Robert Bateman Staff Commitments to Students: Provide a safe and respectful environment / Model and inspire life-long learning / Encourage students to be socially responsible and appreciate their roles as global citizens / Promote self-reflection, perseverance and autonomous learning / Provide a variety of opportunities to help students achieve their goals.</p>
<p><b>Connections to the Secondary Operational Plan</b></p> <p>Assessment Practices          Inquiry Based Learning – PBL          Blended Learning/Digital Literacy &amp; Flexible Spaces          Leadership for Learning: Instructional Coaching</p>	<p>The RBSS school growth plan has a direct correlation to the Secondary Operation Plan. We are focused on inquiry learning &amp; good assessment practices which embrace the new curriculum. This past year our staff have made good progress with provincial and district initiatives. As a staff we will continue to support coaching conversations that will guide and clarify the direction for the new curriculum. We will work as a group of professional educators to collaborate within our school, and to collaborate with educators across the district and province. Keeping the importance of equity at the centre of all of our decisions will help to assist in our day-to-day work. Our “Big Rocks” (Student Voice, Blended Learning, and Social Emotional Learning) will all assist with the strategic and operational plans. Equity will be at the centre of all our decisions.</p> <p>In the past we have had staff volunteer to team teach courses, and other staff experiment with some cross curricular teaching. We will continue to build capacity by sharing out at staff meetings, presenting new ideas, and attending more conferences that broaden our learning. Our Learning Commons continues to be used for student and teacher collaboration, sharing and presenting what students and staff are learning (symmetry between adult learning and youth learning).</p>

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## Connections to the Aboriginal Enhancement Agreement

Increase Student Pride  
Increase reading scores  
Increase sense of belonging  
Increase graduation rates

### GRADUATION RATES:

- We will continue to educate staff on the New Enhancement Agreement and the three goals (Student Success, Cultural Identity, and Equity and Access). This will guide their practices and instruction. Our district administration day is scheduled for September, where all secondary schools in the district will be collaborating and learning ways, we can improve and support the Indigenous Principles of Learning. We will have the privilege of a professional development session with Kevin Lamoureux regarding inclusion and support for all students. His message will be cutting edge with respect to embracing some much-needed work in our education system.
- First Peoples “Principles of Learning” poster in every classroom.
- Aboriginal Role Model posters displayed in a prominent.
- We have an Experiential Cohort (Social Studies 10 and Science 10) scheduled in the timetable for 2022/23.

### CAREER PROGRAMS:

- Enroll more Indigenous students in Career programs. Career teacher to hold information session on different career options

### SENSE OF BELONGING & CULTURAL PRIDE

- Land Acknowledge at all formal assemblies – We acknowledge that we work and learn on the Traditional, Ancestral, Unceded, and Shared territories of the Stó:lō people, Sema:th and Matheqwi First Nations. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.
- Explore culturally based activities and events to increase a sense of belonging and cultural pride. Our Teacher for Indigenous Success will continue to support teachers to connect Indigenous learning to curricular competencies, in all RBSS courses. We also have a fulltime Indigenous EA available to support both our students and staff.
- Encourage all Indigenous youth to participate in at least one area at RBSS (athletics, music, clubs, etc.)
- Have an environment of inclusion for “ALL” at RBSS (for example: continue to support “Rock your Mocs” day, Orange Shirt Day, Red Dress Day, etc.).
- Use our Indigenous room to honour Indigenous culture through local artists’ work (i.e. carving, mural, drum making, etc.)

### PERFORMANCE INDICATORS GRADE 8 TO 9 TRANSITIONS

- Connect with the Indigenous Support Worker at Clayburn Middle School and transition our Indigenous students in gr. 8 in the spring to meet with the ISW and Indigenous Teacher here at RBSS.
- We will make sure we know them well prior to them entering the building in September.
- We will greet incoming Indigenous students, give them a tour of the school and point out the many supports in place throughout the school.

# **Robert Bateman Secondary School Plan for Success**