



School District 70 (Alberni)
Ucluelet Secondary School
2017-2018 Goal: Wellbeing

System Goal: All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.

School Goal: To improve student's social and emotional wellbeing through enhancing school connectedness and socially responsible behaviours.

2017-2018 Objectives:

1. Students will build school connection with school through accessing and participating in extra curricular school programs
2. Students will participate in social responsibility programs and demonstrate positive, socially responsible behaviour.

Rationale:

Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles and physical and psychological well-being.

As an element of developing students' social and emotional competency, "School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for (BC School Based Mental Health Coalition, 2013). The focus in school connectedness is on building strong, positive relationships: among students, between students and school staff; between school staff, families and the larger community. The presence of caring relationships in schools — the heart of school connectedness — is increasingly recognized as a vital component of successful schools. The research is strong and consistent; students who feel connected to school do better academically and are healthier."

(<http://healthyschoolsbc.ca/key-focus-areas/school-connectedness/>)

In further developing social and emotional competency, students who demonstrate social responsibility are active, caring, and responsible members of society. They collaborate effectively with others, demonstrate a strong sense of community-mindedness, and take actions to support diversity and the environment. They show respect for everyone's rights, and demonstrate empathy and a sense of ethical care as they develop relationships and consider differing perspectives.

(<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/SocialResponsibilityCompetencyProfiles.pdf>)



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Evidence:

Key Indicator:

- Provincial Satisfaction Survey Results
- Middle Years Development Instrument (MDI): Grade 7 – from both feeder elementary schools (UES and WCS)
- Locally developed questionnaire

Other indicators:

- Provincial Satisfaction Survey Results with addition of locally developed questions specific to self regulation and social responsibility
- Student Behaviour Reporting – incident referrals from staff

Success/Results

Evidence shared with PAC, staff and students

2015-16 School Satisfaction Survey Results

At school, do you respect people who are different from you (for example, think, act, or look different)?

2011/12	-	-	-	-	34	89	18	94
2012/13	-	-	-	-	37	90	24	100
2013/14	-	-	-	-	18	95	14	88
2014/15	-	-	-	-	18	90	25	89
2015/16	-	-	-	-	21	95	18	89

At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?

2011/12	-	-	-	-	12	32	8	44
2012/13	-	-	-	-	14	34	14	58
2013/14	-	-	-	-	15	68	7	44
2014/15	-	-	-	-	5	25	12	43
2015/16	-	-	-	-	7	33	10	53

Students Reporting "Many Times" or "All of the Time"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

At school, are you learning how to do things to care for the environment (for example: recycling, waste reduction, energy, land and water conservation)?

2011/12	-	-	-	-	18	41	7	39
2012/13	-	-	-	-	12	29	17	71
2013/14	-	-	-	-	8	29	4	25
2014/15	-	-	-	-	5	24	10	37
2015/16	-	-	-	-	5	24	8	32

**2017/18
 Targets
 Expected
 results**



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School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

How many adults at your school care about you? (percentage responding 2 adults or more)

2011/12	-	-	-	-	33	85	14	78
2012/13	-	-	-	-	33	79	24	96
2013/14	-	-	-	-	21	95	14	88
2014/15	-	-	-	-	11	52	27	96
2015/16	-	-	-	-	18	76	18	80

Students Reporting "Many Times" or "All of the Time"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

Do you feel welcome at your school?

2011/12	-	-	-	-	28	67	13	72
2012/13	-	-	-	-	29	71	22	88
2013/14	-	-	-	-	17	77	11	69
2014/15	-	-	-	-	12	57	25	86
2015/16	-	-	-	-	18	76	18	80

Students Reporting "Many Times" or "All of the Time"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

Do you feel safe at school?

2011/12	-	-	-	-	34	89	17	94
2012/13	-	-	-	-	36	88	22	88
2013/14	-	-	-	-	18	86	14	88
2014/15	-	-	-	-	13	68	23	82
2015/16	-	-	-	-	17	77	20	100

At school, are you bullied, teased, or picked on?¹

2011/12	-	-	-	-	1	3	0	0
2012/13	-	-	-	-	2	5	0	0
2013/14	-	-	-	-	1	5	2	13
2014/15	-	-	-	-	2	11	0	0
2015/16	-	-	-	-	1	5	1	5

¹ For this question, a low percentage of students reporting "Many Times" or "All of the Time" is desired.

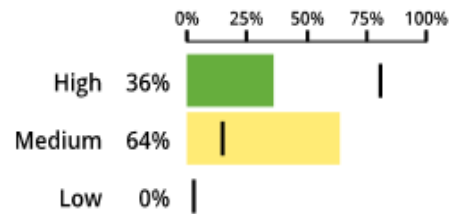


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Grade 7 UES MDI Survey

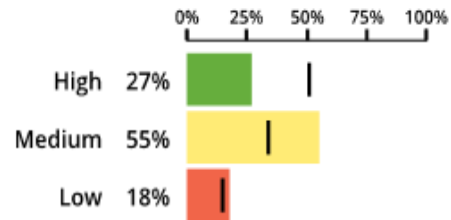
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



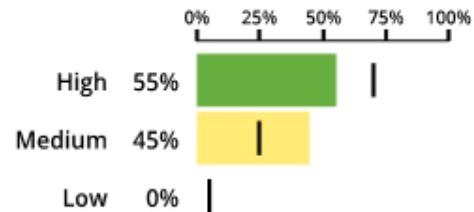
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



ADULTS AT SCHOOL

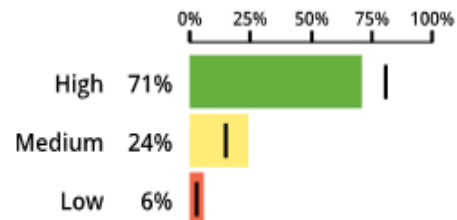
Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



Grade 7 WCS MDI Survey

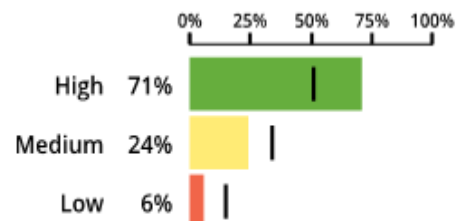
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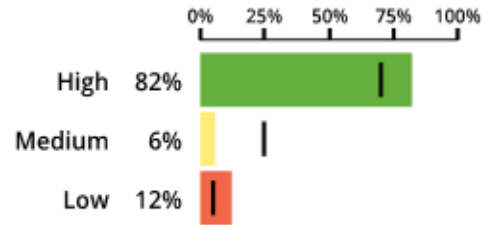




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ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



Organizing for Improvement

Strategies and Structures

What have we been doing to increase student outcomes in the areas of social and emotional well-being, particularly the school connectedness and social responsibility competency....

Connection with the school through the development of healthy relationships with adults in the school beyond the curricular classroom setting has been ongoing at USS for many years. We have offered sports, arts, leadership and academic extra curricular programs over the years and continue to do so.

We have offered, and continue to seek out new, programs, workshops, strategies and educational opportunities to promote socially responsible behavior among students within the school. These include:

- Administrative addresses, grade by grade, with all students to discuss school code of conduct and behaviour expectations
- Healthy relationships education for all grade 8s delivered by community counselors and teaching staff in pe classes
- PARTY program delivered through Island Health to all grade 10s
- After PARTY delivered to all grade 11s through VIU and RCMP
- Before PARTY delivered to all grade 8s through VIU and RCMP
- Road Sense awareness delivered to all grade 10-12s through ICBC
- Ongoing extra curricular clubs such as Student Leadership, Queer-Straight Alliance and Student's Council that promote school wide social awareness activities
- School wide participation in events such as Remembrance day, Anti-Bullying day and Earth day
- Locally developed leadership courses such as Kayaking 11/12, Global Education 12 and Sustainability Studies 12
- Clubs and courses that promote cultural awareness through travel to places such as Ontario, Quebec, Mexico, Peru and China



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We plan to develop and internally administer a survey of grade 8 and 9 students using questions drawn from surveys such as the MDI, Canadian Student Tobacco, Alcohol and Drug Survey (CSTADS) and provincial satisfaction survey to compare results from elementary school and get a better idea of which aspect of social well being to target for improvement annually. Intention is to establish baseline data to track cohorts from year to year. We will also seek to identify new data methods to provide evidence for our goals such as qualitative or anecdotal reporting from student's parents and staff.

We will continue to offer programs that encourage students to get involved and foster a sense of school pride and ownership while encouraging new students to join up in a program area that interests them. We will also seek input from students about what types of extra programs they would like to see at school in a further attempt to promote student engagement. This information will be shared with the adult caregivers at USS in an effort to connect students and adults in a wider variety of ways within the school. Examples of new initiatives in 2017 include:

- Training student leaders to teach Red Cross Healthy Relationships program to younger students
- Formation of 'House Teams' system by Student Union to promote school spirit, connection and student/teacher/peer relationships
- Partnering with Surfrider Foundation to start USS chapter to promote environmental awareness through beach clean ups and surf days

We will track the number of students actively participating in extra-curricular programs at USS. We will attempt to identify those students who are not involved and seek ways to connect them with adults or programs offered at USS.

Communication

How will we communicate progress

Progress will be communicated to parents, staff, School Board meetings and applicable professional development forums.