



WELLINGTON
SECONDARY SCHOOL

Wellington Secondary School is an inclusive, caring and engaging educational environment.

We pride ourselves on a comprehensive program that offers a wide range of curricular and extra-curricular activities.

Wellington Secondary is located on the ancestral and unceded territory of the Snuneymuxw First People who have been stewards of this beautiful land since time immemorial.

SUCCESS IS A JOURNEY...NOT A DESTINATION

Success is felt in the heart

Success is embedded in belonging

Success is a reward for curiosity
and engagement

Success is born from struggle
and resilience

Success builds confidence and increases positive self-identity

Success, as a shared experience, plants the seeds of relationship



100% Graduation Rate

- Every learner will cross the stage with **dignity, purpose and options**
- Every learner will leave **more curious** than when they arrive
- Every learner will develop an understanding of, and respect for, Indigenous ways of knowing
- Every learner will contribute to the elimination of racism
- Every learner will have a sense of belonging and a confidence in self*

Continuous Improvement of Instruction and Assessment

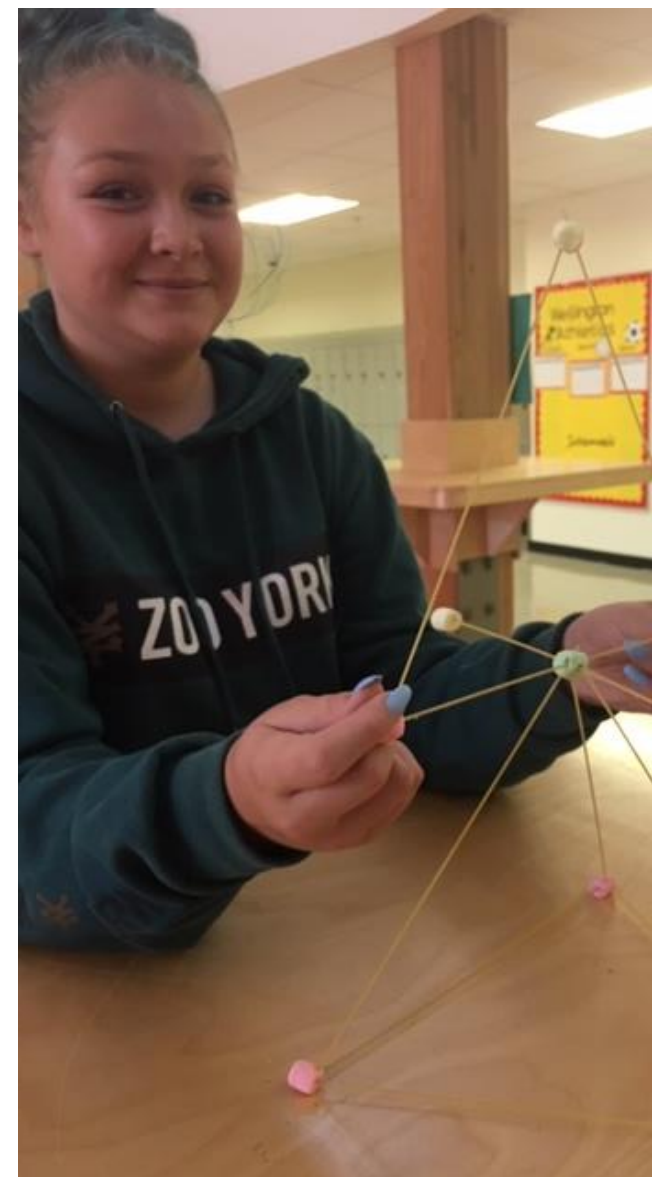
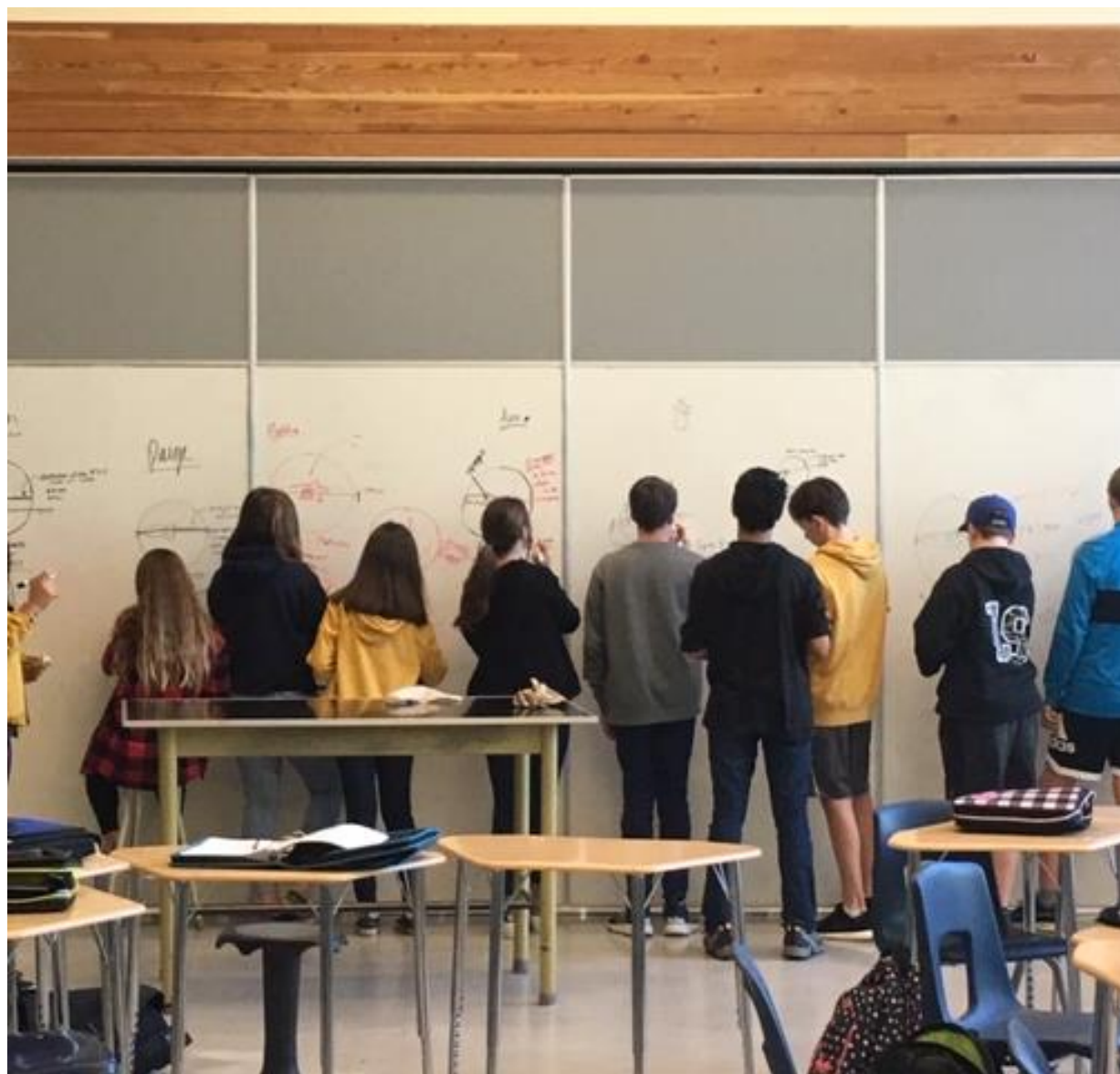
Improving student engagement through:

Ongoing professional development around redesigned curriculum and revised assessment practices

Access to technology and design thinking to promote 21st century learning

Increased opportunities for cross-curricular, project-based learning

Building connected understandings through thematic/phenomenological learning



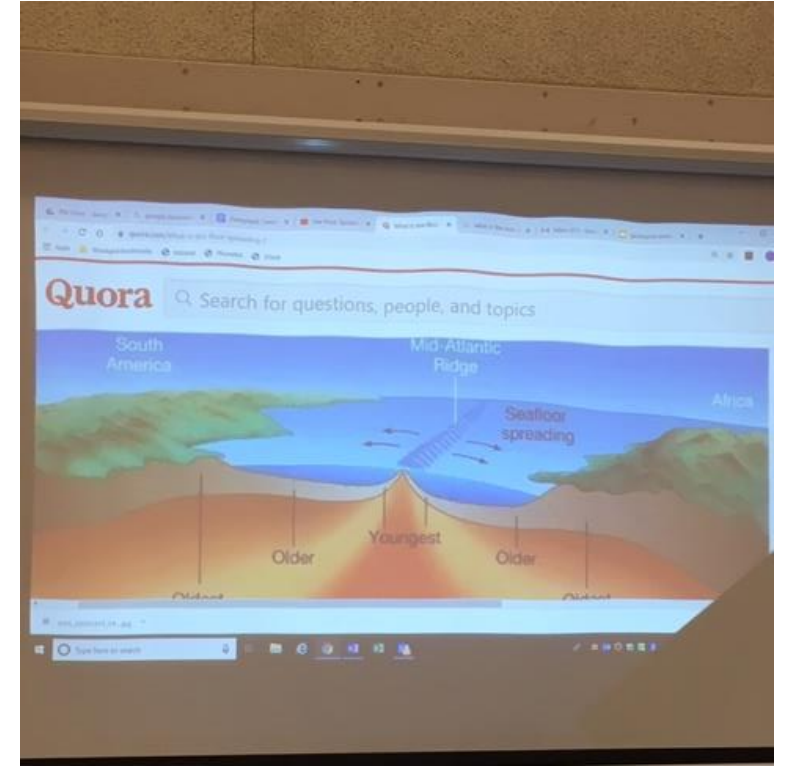


Plate tectonics

- Ms. Kenning's Class designed models of sea floor spreading using cardboard that was destined for the recycling bin



Creative Pie Crusts Class



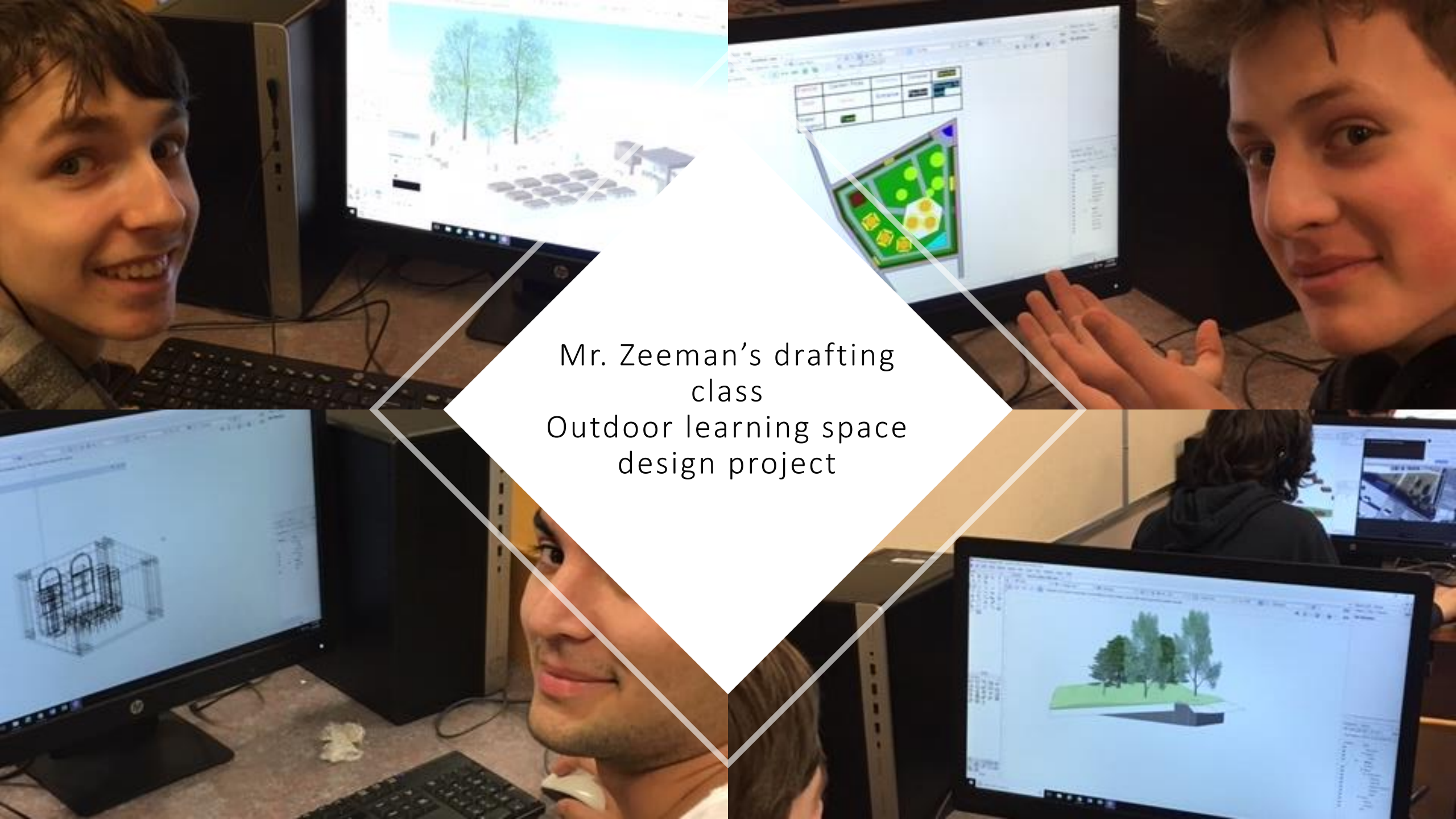
Science and Engineering

- Learning about acid reflux
- Building Da Vinci's bridge (no nuts, no screws, no bolts)



ADST IN ACTION

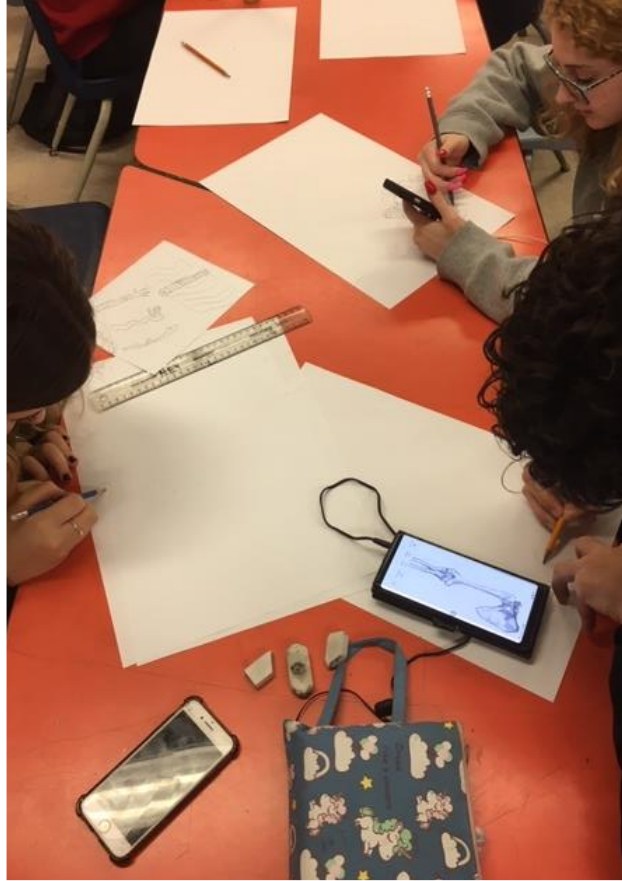
Virtual Reality Experiences and 3D printing



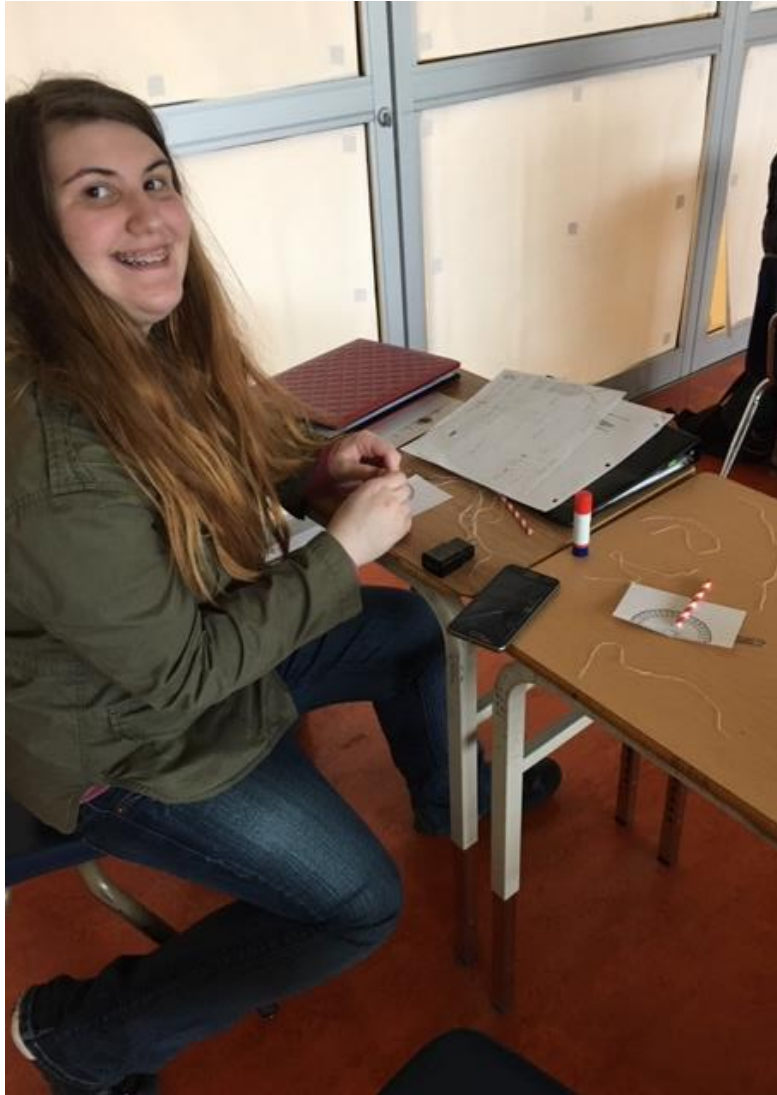
Mr. Zeeman's drafting
class
Outdoor learning space
design project



Lifesaving Lessons
with Mr. Dang



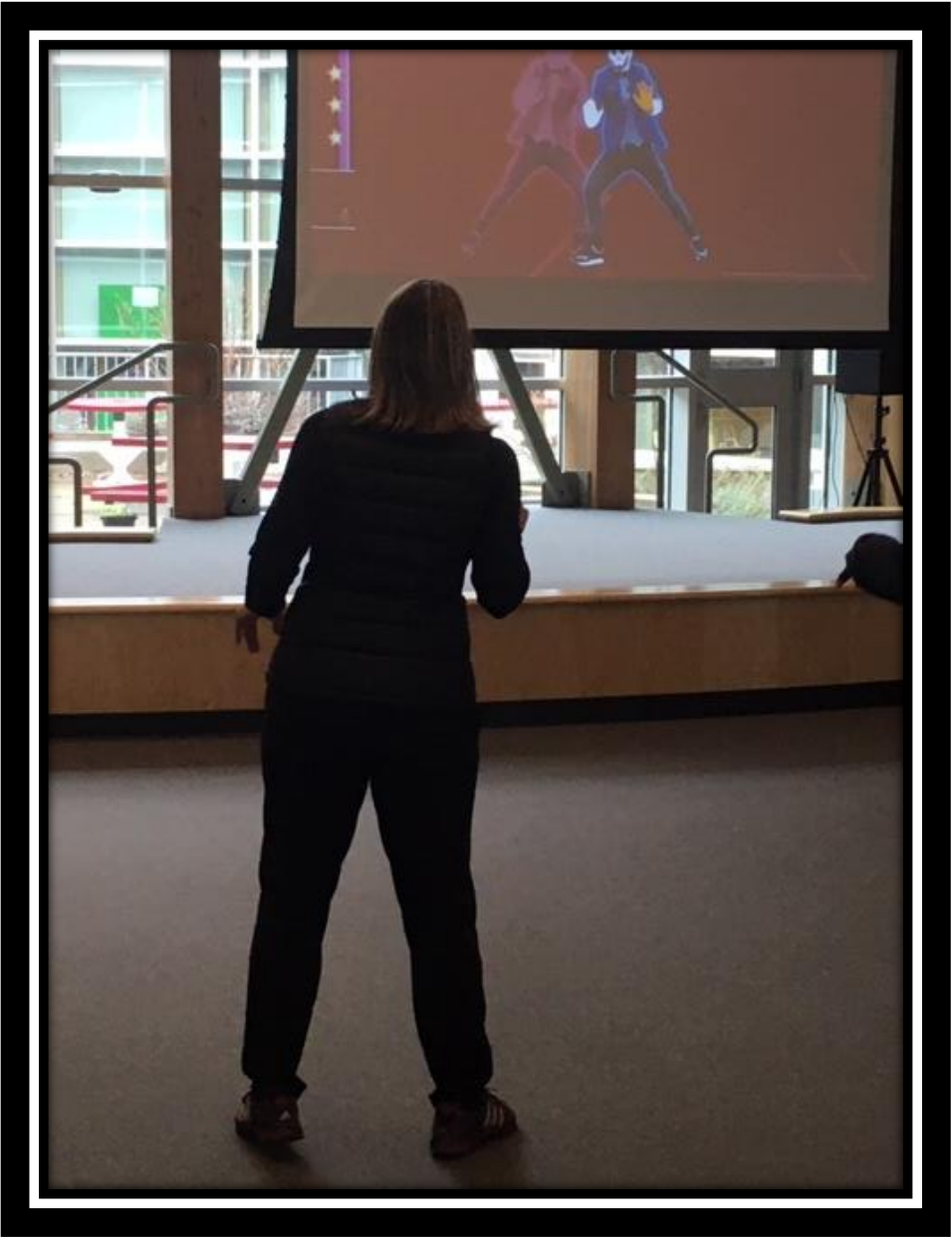
Collaborative sketch assignment in Holly's class and learning the delicate art of silk screening with Ms. Balcombe



Hands-on
mathematical
learning in Ms.
Baldwin's
class...how to
measure angles of
really tall things.



Learning Dance Moves in
Physical and Health
Education



Ms. Aitken modelling the
behaviour she wishes to
see





No Sunshine?
No Problem!



Collaborating at home
and on the road...

Safe, Caring and Healthy Environment that is Inclusive of Diversity

Improving student engagement through:

Review and revision of current student support model to create a continuum of interventions that better meet the diverse needs of our students

Fostering belonging through extra-curricular activities, including a wide range of clubs and sports teams

Increased understandings of universal design for learning, differentiation, and ways to engage reluctant learners



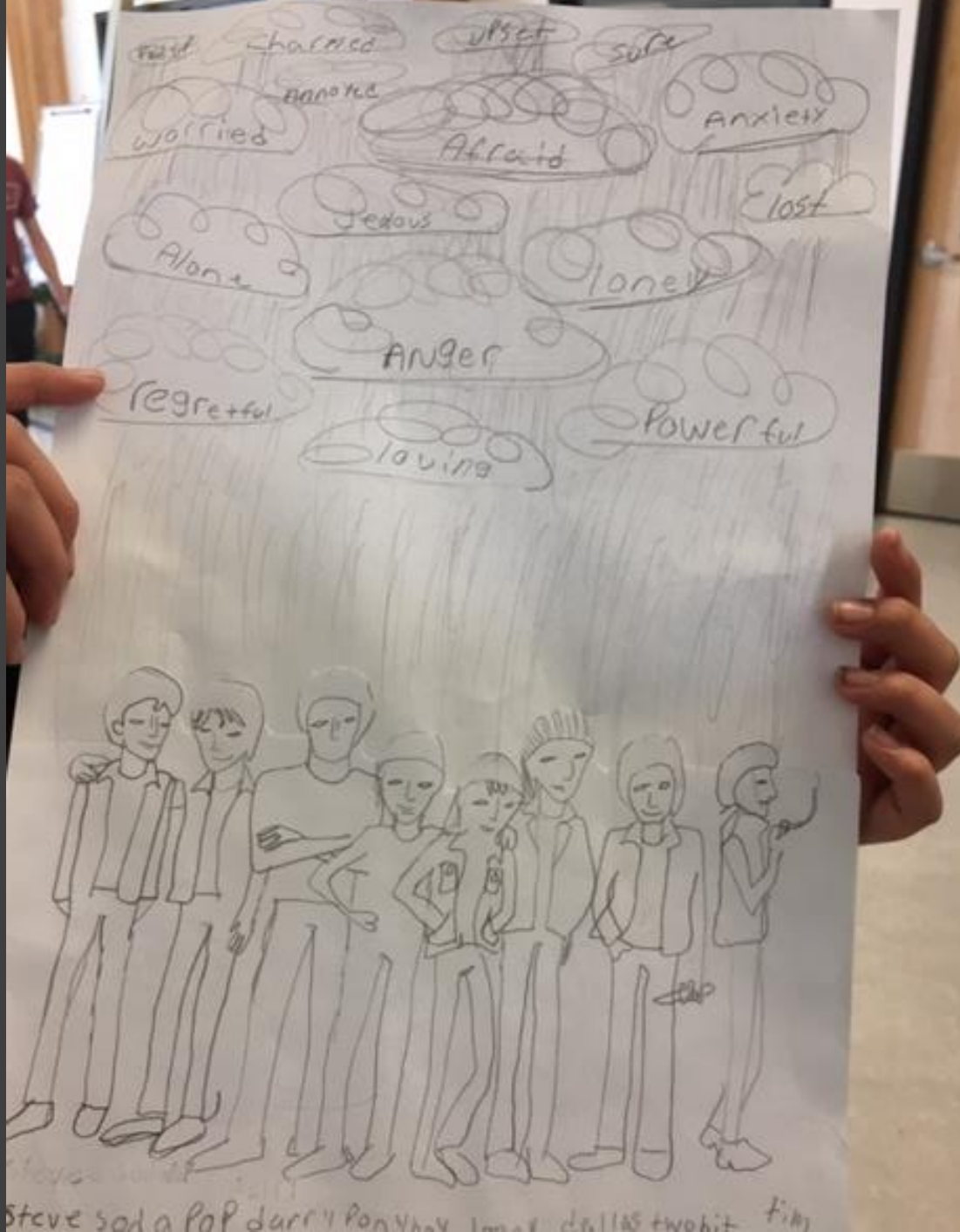


Skills for Life Classroom Expansion

Awesome Adapted Assignment

Novel study: The Outsiders in Ms. Thomas' class

- Student, who did not want to be identified, drew a picture of the cast of characters and the emotional storm that surrounds them. She explained that all of the emotional rainclouds rain down on them and they support each other through the storm.
- She was able to communicate her learning both visually and verbally 😊



Steve sad a Pop darril Pon Vito Jay lonel dallas twobit Fim

Wellington Student Activities/Clubs

Student Leadership Council

Creative Writing Club

Homework Club - 4 days/week

Art Studio - 4 days/week

Weight room - 3 days/week

Dance team

Climate action group

Social Hub

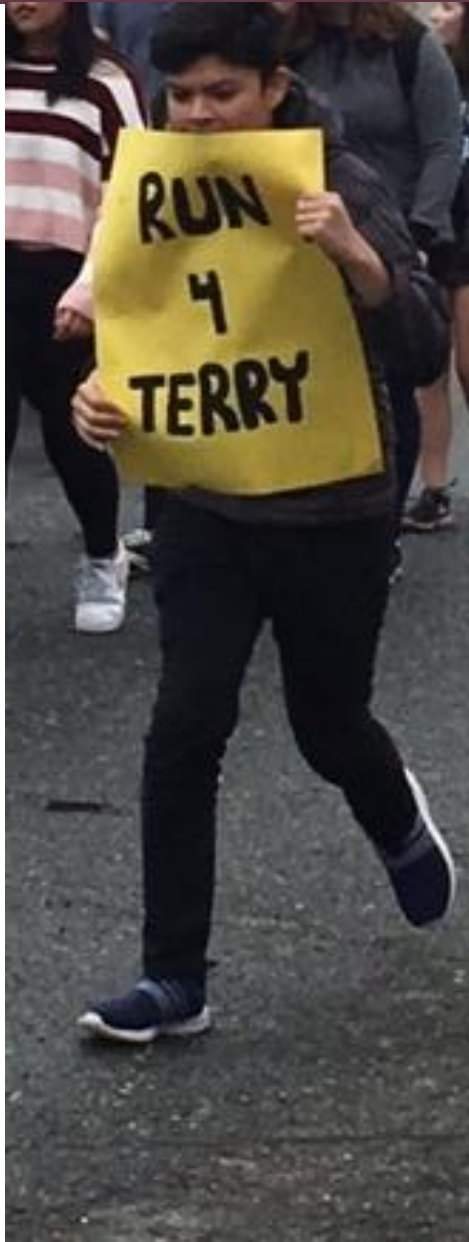
QSA

Robotics

Maker Space

Board games club

Talk Thursday - Ted Talks and Discussion

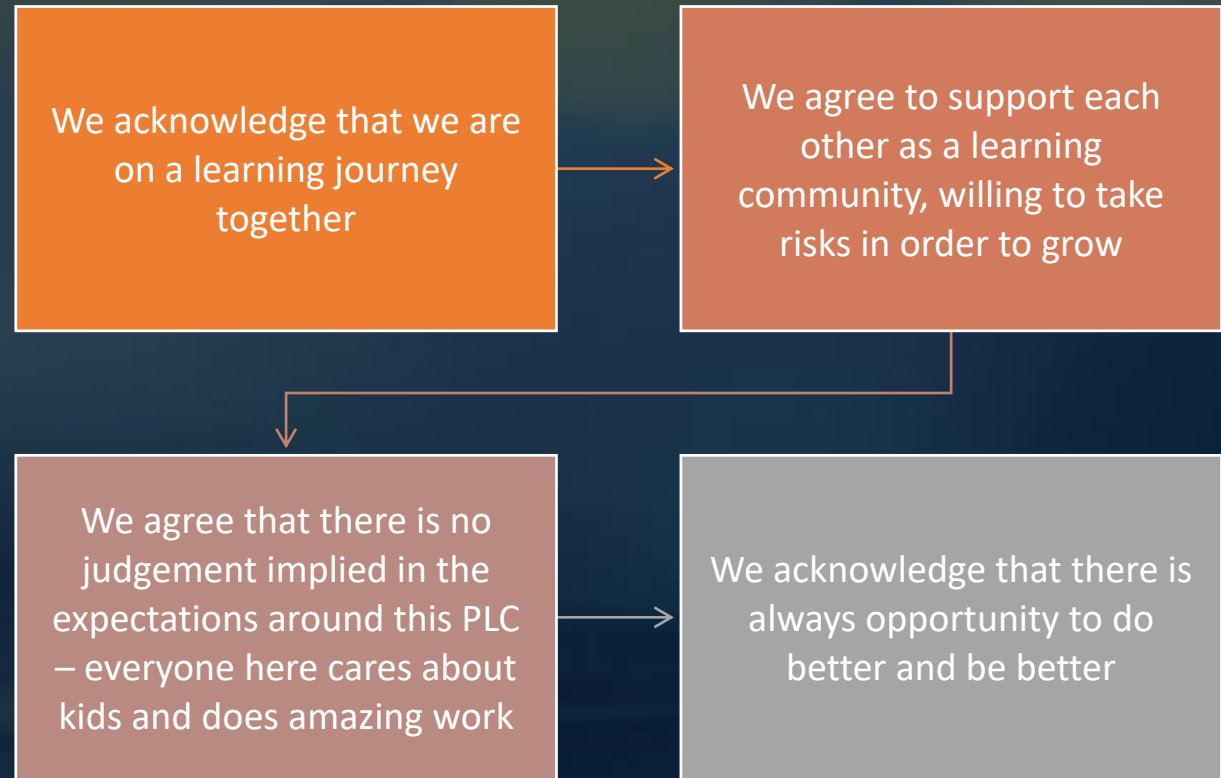






Elf on the Shelf and
Pi Day

Agreements and Acknowledgements





Next steps...

- Conduct an environmental scan of your classroom...what does your classroom say about what matters to you as an educator?
- Select one (or two) of your students who appear disengaged for one or more possible reasons and complete an empathy analysis
- Identify social-emotional and learning needs that might be uncovered and then begin to identify supports that could possibly assist
- Be prepared to share at our next CR4WS one or two strategies that are proving effective. Are we making a difference? Where to next?



Leader in Environmental Sustainability

Improving

- Improving student engagement through:

Increasing

- Increasing opportunities for land-based, place-based learning that is connected to sustainable practices

Promoting

- Promoting school-wide and district initiatives around environmental sustainability through our student-led Climate Action Group



Climate Action Plan at Wellington



Sustainable Resource Use – October 2019



Oceans – November 2019



Water Rights / Water Security – December 2019



Extreme Weather - January 2020



Sustainable Transportation / Renewable Energy – February 2020



Protecting Important Ecosystems – March 2020



Year-round Zero Waste Initiative and Ongoing Waste Audits



This group of students and teachers will work with district and community staff to implement Green initiatives throughout the school.



Place-based/Land-based Professional Learning

Truth and Reconciliation

Improving student engagement through:

- Creating ways to improve Indigenous students' sense of belonging and connectedness to the school
- Increasing Indigenous representation around the school site
- Ongoing professional development around seamless integration of Indigenous ways of knowing, being and doing across the curriculum and grades



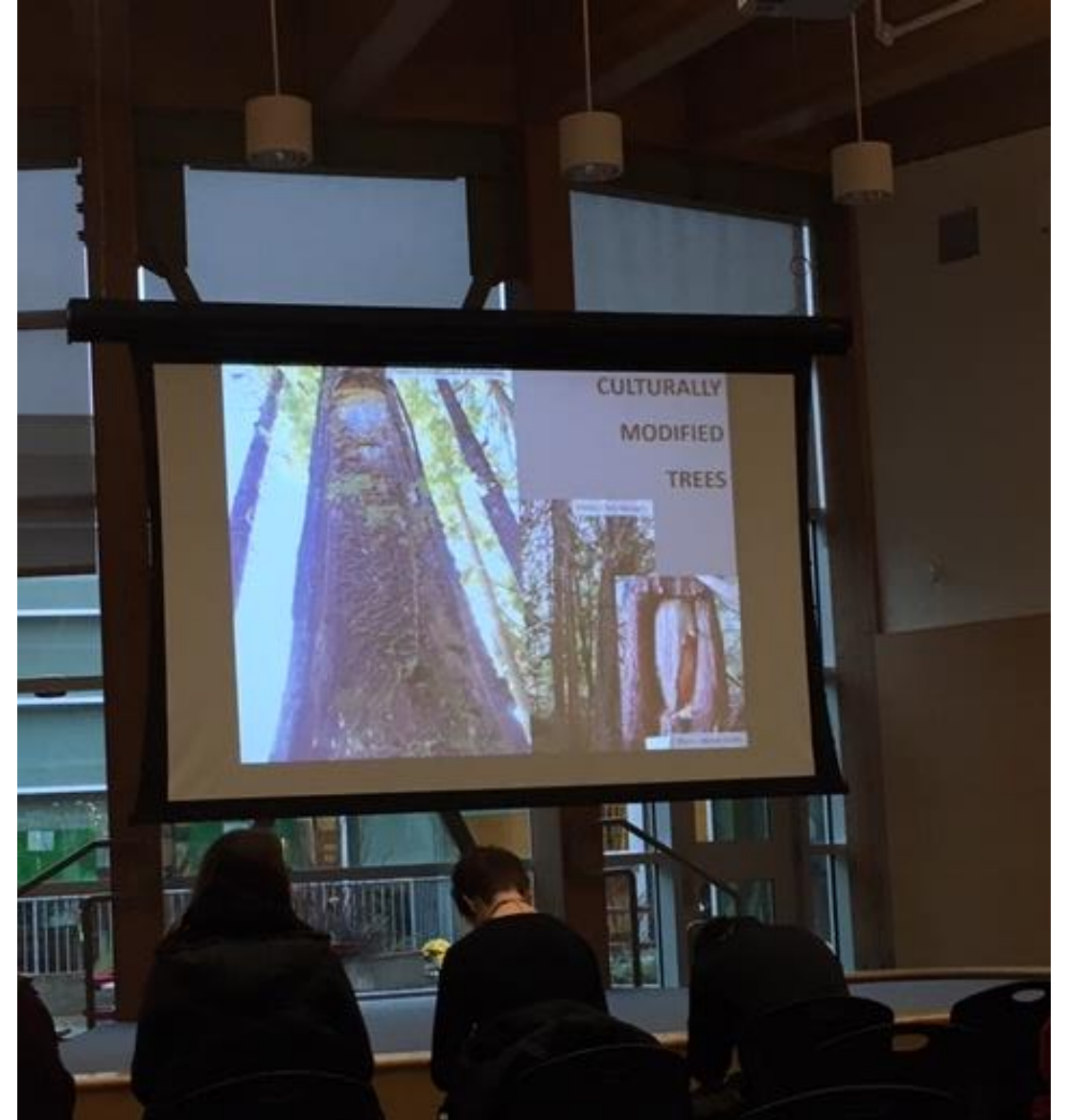


Community Building and Professional Learning



every child







Indigenous Student Success

A person wearing a black graduation gown and a black mortarboard cap. Their hands are visible, adjusting the cap. The background is a soft, out-of-focus light blue and white.

Graduation Rates (based on the information we currently have on hand)

- Wellington's five-year graduation rate for the 2019-20 school year sits at 88%
- We expect a 95% graduation rate for all students provided that 12 students follow through on their sixth-year plan
- Wellington's five-year graduation rate for Indigenous students is currently at 85% with plans in place for the three students who require an additional year
- If these three students follow through with their sixth-year plan, we will see a 100% Indigenous student graduation rate

TOGETHER

