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**Q.C.S.S.  
School Plan**

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**2014/2015**

## **Mission Statement**

To undertake a meaningful review of operations, including challenges and successes, in order to continually work toward improvement.

# Improvement Committee Signature Page

The undersigned confirm that:

This document accurately reflects the activities of the School Planning Council.


Steering Committee Member

Signature

Deavlan Bradley



Russ Fleming



Lois Burkell



Christine Martyniuk



Kim Larocque



Darrien Pollard



Rachel Hageman



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**Describe your assessment process (e.g. who was involved, the activities undertaken).**

The Q.C.S.S. School Planning Council has identified that discerning areas for improvement is a complicated process. It is easy for anyone to criticize and offer opinions about what needs to be done in order to affect improvement. However, designing improvement projects based on opinion or perception can lead to wasted resources and misspent time and energy.

Q.C.S.S. is committed to improving the achievement of all students in all aspects of their educational careers. This year, we have:

- recognized that the formation of identity in adolescents is crucial to their success in school. Our pole project is aimed at allowing the healthy formation of identity for our students of Haida descent. Research overwhelmingly supports that this identity formation is essential to academic success. The project has involved local food gathering, the exploration of Haida protocols when holding a witnessing or celebration, and it has allowed us to begin a small dance group.
- committed to improving our capacity to deliver quality trades programming. Mr. Norm Wagner has secured at least \$40,000.00 worth of tools through a funding program at the British Columbia Construction Association. We have signed a one-year lease for the equipment at the cost of \$1.00. At the end of the lease term (September 2016) the equipment is gifted to the school. Teacher commitment to such improvement potential is key to the success of future programming.

The School Planning Council has also considered various areas of school programming where improvement might be warranted. The Council decided that the best feedback we could get would come from former graduates. We developed an online survey and spent some time gathering contact information for all Q.C.S.S. Alumni from the past five years. There were 47 respondents giving both anecdotal response data and some quantifiable data that we found quite useful in determining goals for future pursuit.

The data gathered has been included here in appendices.  
We have organized the information into five categories:

1. **Essay Writing**
2. **Planning 10/GT 12**
3. **Home Economics/Life Skills**
4. **Variety of Course Selection**
5. **A recognition that extra-curricular activities are a strength at QCSS.**

In the interest of focusing, we have chosen two goals for improvement in the coming year:

1. **Planning how to spread formatted (MLA, APA) essay writing conventions across grades.**
2. **Planning how to incorporate more life skill and real credentials into Planning 10 and GT 12 while considering how to restructure GT 12 in order to maximize the potential the course offers.**

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# **Part One**

## **Pole Project**

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The Pole Project started in the 2012/2013 school year. Katie Borserio and Robert Vogstad applied to Artists in Education for a \$10,000 grant to begin the project. Jimmy Jones began work on the first of two eight-foot poles in the school.

Initially, the challenge was how all teachers were to connect curricular content to the carving of the pole. Classes visited the carver as he worked, small groups spent time with the carver, and he tutored many students through small carving projects. Eventually, the project moved into the school's multi-purpose room where it was centrally located and a tangible presence in the school's hallways.

The completion date for the project was moved to an earlier date, commitment to the second pole was recognized as a necessity and costs began to go up. Two poles by a specific date meant an assistant carver needed to be commissioned. Fundraising efforts began to cover costs of two \$20k poles. Fundraising efforts raised close to \$7000.00 through the "Adopt an inch" strategy. Further efforts at fundraising as the school year wound down raised small amounts of money.

Gwail Trust eventually approved a \$10,000.00 grant to continue the Pole Project and Garner Moody was selected to carve the Eagle Pole. The poles are now completed and ready to be raised on June 12<sup>th</sup>. Our preparations have shifted to focus on the ceremony on that day. A huge benefit of this project has been our desire to offer locally gathered foods at the ceremony. Food gathering has been a major focus of several programs at the school. Hope to see you there!

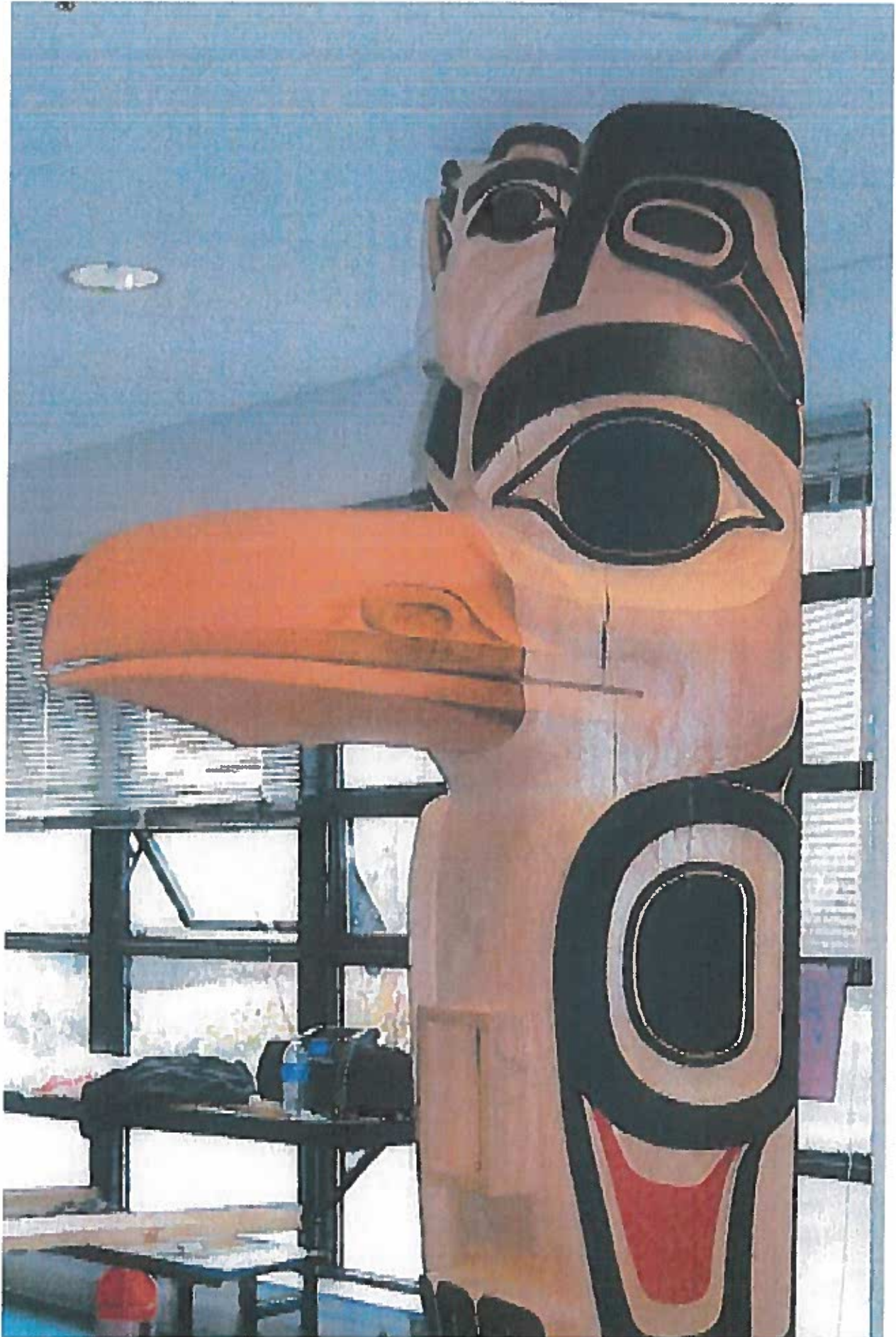












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# **Part Two**

## **Building Capacity for Trades**

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Trades programs have been increased at QCSS. We have assigned more teaching time to our trades programs over the past year. The shop was only occupied half the time and music was attached to that teaching assignment. We now have the shop open almost all the time offering Mechanics, Metalwork or Woodwork, Computer Assisted Drafting, and Applied Physics.

As mentioned above, the British Columbia Construction Association funds capacity building programs. At the initiative of Mr. Norm Wagner, we have received a large shipment of tools and equipment, which has been leased for \$1.00 until September 2016. At the end of the lease, the BCCA intends to gift the tools to the school. Expanding the program and timetabling is now the challenge as our enrolment continues to decline.

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# **Part Three**

## **Essay Writing**

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**TOPIC: Essay Writing**

<i>Opportunities Provided</i>	<i>School-Wide Indicators / Survey Results</i>
<p>English programs grade 8-12</p> <p>Writing 12 offered occasionally</p> <p>Some humanities courses</p>	<p>Alumni survey overwhelmingly communicates that graduates felt underprepared for essay writing. Specifically in research, citing sources, MLA, APA, and Chicago formatting styles.</p>

**Summary Statement:**

With turnover on staff over the past few years, it has been difficult to keep all English teachers on the same page about curricular focus, methodology, or assessment philosophy. Recent attempts at teaching essay formatting and the responsibility of the student for academic rigour in writing is good. However, more is needed.

<b>TOPIC: Planning 10/GT 12</b>	
<p style="text-align: center;"><b><i>Opportunities Provided</i></b></p> <p>GT 12 is currently offered on the timetable as a 4 credit course. A program guide is followed.</p> <p>Planning 10 is offered on the timetable as a 4 credit course and is required by the Ministry of Education.</p> <p>Work Experience is a component of GT12. Meeting requirements under Ministry requirements is a highly flexible business.</p>	<p style="text-align: center;"><b><i>School-Wide Indicators / Survey Results</i></b></p> <p>Survey responses were mixed. Some respondents valued their experiences in Planning 10, but indicated that the strengths of the program were real certifications being available (Pleasure craft license, WHMIS, Foodsafe, etc.)</p> <p>A Grade 12 transition course on university preparation was identified by some older alumni as something that would have helped. Some more recent graduates were critical of the program as it exists.</p> <p>It is expressed by some that Work Experience Programs could be more structured within the existing GT12 course.</p>
<p><b>Summary Statement:</b>            GT12 certainly addresses the desire for transition programs. There are many models of delivery across the Province, but GT12 remains a graduation requirement. We do have some flexibility in terms of delivery. Academic Advisor, SPC, and students all seem to agree that we could examine the structure, pace of delivery across grades, and content of both GT12 and Planning 10.</p>	



**TOPIC: Extracurricular Activities**

*Opportunities Provided*

QCSS teachers volunteer to coach basketball, soccer, cross country running, track and field and various other sports depending on expertise and student interest

Outdoor Education is a priority. Mount Moresby Adventure Camp grade 9 and 11, Limestone trips, surf club, outdoor ed. Classes.

Indoor Trackmeet

University Tours

*School-Wide Indicators / Survey Results*

The Alumni survey revealed that these were all valuable experiences.

**Summary Statement:**

Staff turnover and labour disputes have made it difficult to keep many of these initiatives consistent. In particular, the indoor track meet did not happen for at least one year. However, the staff has ensured that the indoor track meet has happened the past two years.

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**Growth Plan**  
for  
**Queen Charlotte Secondary**

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**2014/2015**

**Growth Plan**  
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## School Growth Plan

### Goal # 1 Essay Writing

**Objective #1**

To improve the delivery of accepted academic, formatted essay writing instruction across grades.

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
<b>Strategy 1</b> Establish a committee to "scope and sequence" the needs at each grade level.	None	Release time for committee teachers	Principal, Three teachers from the English department	Oct. 2015	May 2016	\$1000.00	A document that outlines the concepts taught at each grade level to support expertise in formatted essay writing.
<b>Strategy 2</b> Communicate the School Plan to all teachers/Share results of survey Evaluation Plan Continued alumni surveys	None	None	Principal	Sept. 2015	May 2016	\$230	Establishment of the committee first staff meeting.

**Communication Plan**

Newsletters communicated through email list and staff meeting

**\* School Growth Plan**

**Goal #2 Evaluate Planning 10 and GT 12**

**Objective #2**

To examine options for delivery of the GT12 requirements

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
Strategy 1 Review GT course binder	none	None	Academic Advisor, Principal	Oct. 2015	Dec. 2015	\$0.00	Recommendations about course delivery structure

**Evaluation Plan**

Principal will determine whether the recommended structure fits within the current 4x8 timetable model.

**Communication Plan**

Reports to the School Planning Council/PAC and to staff at regularly scheduled meetings.

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# **Appendix A**

## **Toolset List**

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Schedule A – attached hereto and forming part of this Shop Class Equipment Lease Agreement

TOOL QTY

Carpentry

Hack saw 6

Hand saw 8

4' level 4

2' level 4

nail puller 20

block plane 4

jack plane 4

screwdrivers, Robertson #1 20

screwdrivers, Robertson #2 20

screwdrivers, Phillips 10

screwdrivers, flat head 10

chisels 10

caulking gun 4

combination square 10

hammer 20

sledge hammer 2

hole saw kit 4

Utility knife 20

25' measuring tape 20

100' measuring tape 4

nail set 20

stapler 4

speed square 20

wood spade bit set 4

chalk line 20

C - clamps 20

Fast acting clamps 20

framing square 10

drill bit sets 4

carpenters pouch 24

Electrical

lineman pliers 10

needle nose pliers 10

side cutters 10

scale rulers 12 " 20

wrecking bar 6

step ladder 6' 4

wheelbarrow 1

adjustable wrench 6

broom 6

rubber mallet 2

flashlight 4

wood auger bit, 1/2" & 3/4" 6

wire strippers 10  
continuity tester 2  
neon voltage tester 2  
Fish tape 2  
plumb bob 4  
digital multimeters 4  
Plumbing  
tin snips 2  
14" pipe wrench 10  
basin wrench 1  
socket set 2  
files 20  
striker 6  
faucet seat wrench 2  
copper tube cutter 4  
plastic tube cutter 10  
Crimp ring cutter 6  
1/2" crimping tool 2  
pipe reamer 2  
tee squares, drafting 20  
set squares, drafting 40  
drafting tools, erasers, pencils 20  
snap cutter 1  
Chain vise, portable 2  
Water pump pliers 6  
Hydrostatic pump 1  
torches 6  
Auto Mechanics  
Air Tools  
Impact gun 2  
Die grinder 1  
Air drill 1  
Air ratchet 1  
Air gauge/tire inflator 3  
Cut off wheel 1  
Air hammer 1  
Blower nozzle 2  
Air hose 4  
Tool cart, 4' 4  
Vehicle inspection  
Jacks, 3 ton 4  
Jackstands, 3 ton 4  
Wheel Chocks 4  
Tire tread depth gauge 5  
Antifreeze tester 4  
Battery load tester 2



Battery charger 2  
Oil filter wrench kit 2  
Road side service  
Battery booster 2  
Battery jumper cables 1  
Tire iron 1  
knife 2  
scissors 2  
Miscellaneous  
Bench vise, 6" 6  
Centre punches 3  
Tap set/same size tap set 3  
Torque wrench click style 2  
Torque wrench (deflection) 2  
Thread gauge 1  
Heli coil kits 4  
Tap drill charts 6  
Auto hand tools  
Ballpeen hammer 2  
Punch set 2  
Dead blow hammer 2  
Rubber mallet 2  
Screwdriver set 3  
Hacksaw 6  
Socket set 4  
File sets 3  
Chisel set 2  
Wrenches 2  
Open end wrench 3  
Box end wrench 1  
Combination 1  
Flare nut 1  
Micrometer 5  
Digital calipers 5  
Welding Oxy/Acetylene  
Bottles 2  
Strikers 2  
Regulator hose set 2  
Welding gloves 4  
Face shield 4  
tinted safety glasses 6  
Compression test  
spark plug sockets 3  
Magnets 8  
spark plug boot removal tool 2  
Oil cans 4

Compression tester kits 4  
Shop jumper battery 2  
Tires  
Wheel weight tool 1  
Tire irons 2  
Manual tire removal jig 1  
Tire plug insert tool 2  
Valve stem removal tool 1  
Tire stem install tool 2  
Soldering wires  
Heat gun 2  
Soldering irons 6  
Crimp tools 6  
Power Tools  
portable table saw 1  
mitre saw 2  
mitre saw stand 2  
circular saw, corded 6  
1/2 drill 1  
offset drill 1  
cordless drill/impact combo 6  
3/8"drill, corded 2  
palm sander 4  
belt sander 2  
reciprocating saw 2  
jig saw 2  
vacuum 1  
Portable compressor, 30 gal 1

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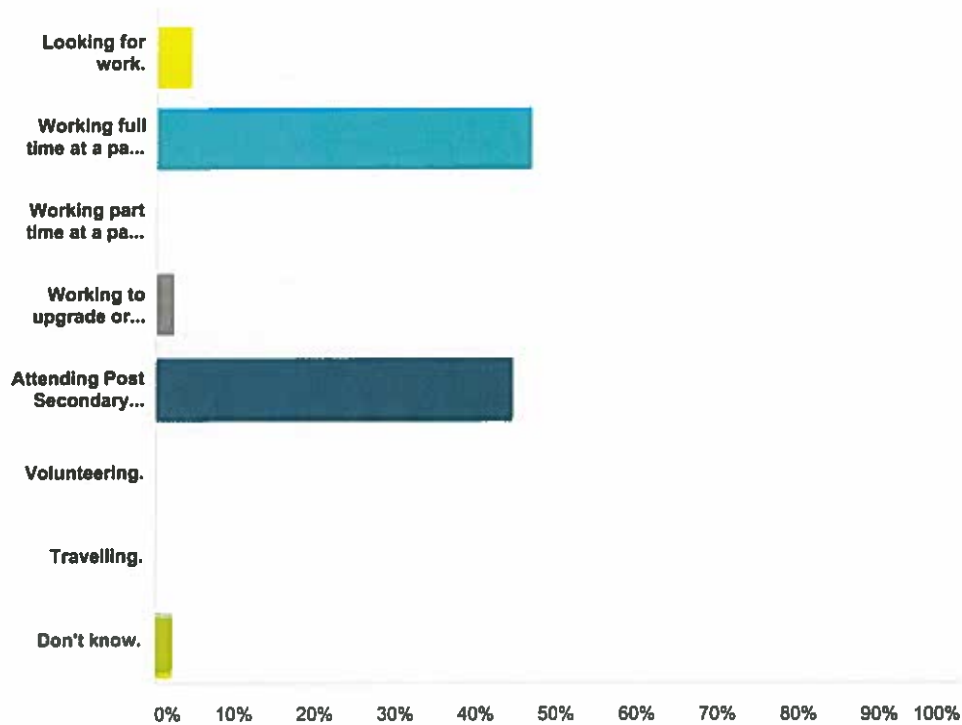
# **Appendix B**

## **Survey Results**

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### Q1 What do you plan to be doing in September 2015?

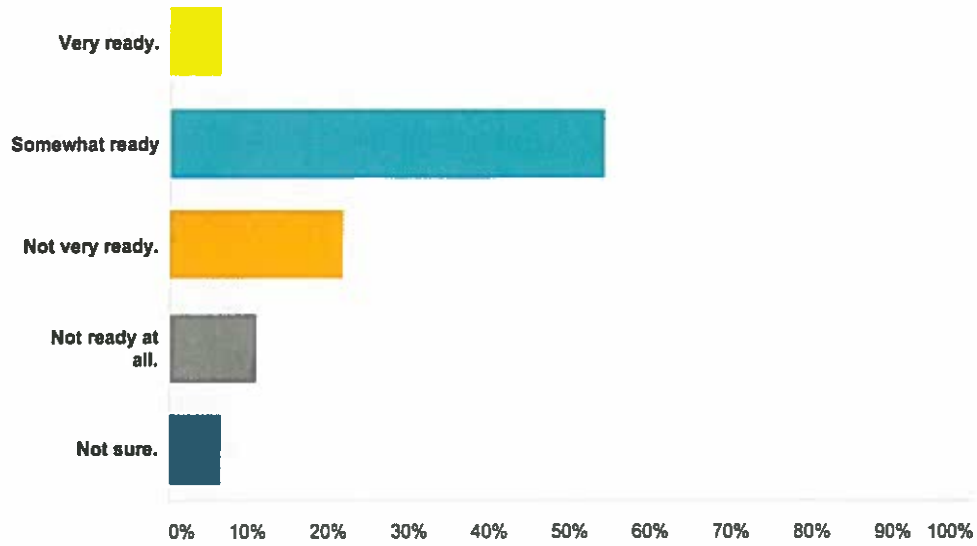
Answered: 45 Skipped: 2



Answer Choices	Responses
Looking for work.	4.44% 2
Working full time at a paid job.	46.67% 21
Working part time at a paid job.	0.00% 0
Working to upgrade or complete high school courses.	2.22% 1
Attending Post Secondary Institution.	44.44% 20
Volunteering.	0.00% 0
Travelling.	0.00% 0
Don't know.	2.22% 1
<b>Total</b>	<b>45</b>

## Q2 How would you describe your post secondary readiness after attending QCSS?

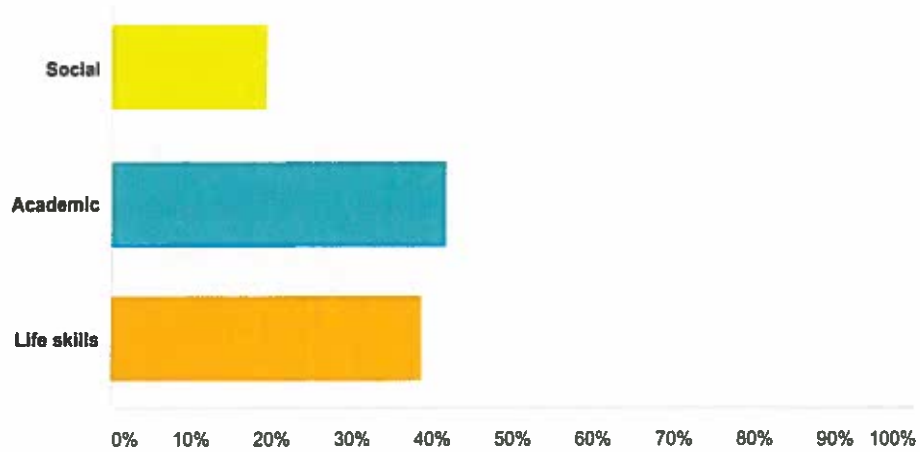
Answered: 46 Skipped: 1



Answer Choices	Responses
Very ready.	6.52% 3
Somewhat ready	54.35% 25
Not very ready.	21.74% 10
Not ready at all.	10.87% 5
Not sure.	6.52% 3
<b>Total</b>	<b>46</b>

**Q4 What were the biggest challenges you faced when transitioning from high school to post secondary life? Would you describe them as:**

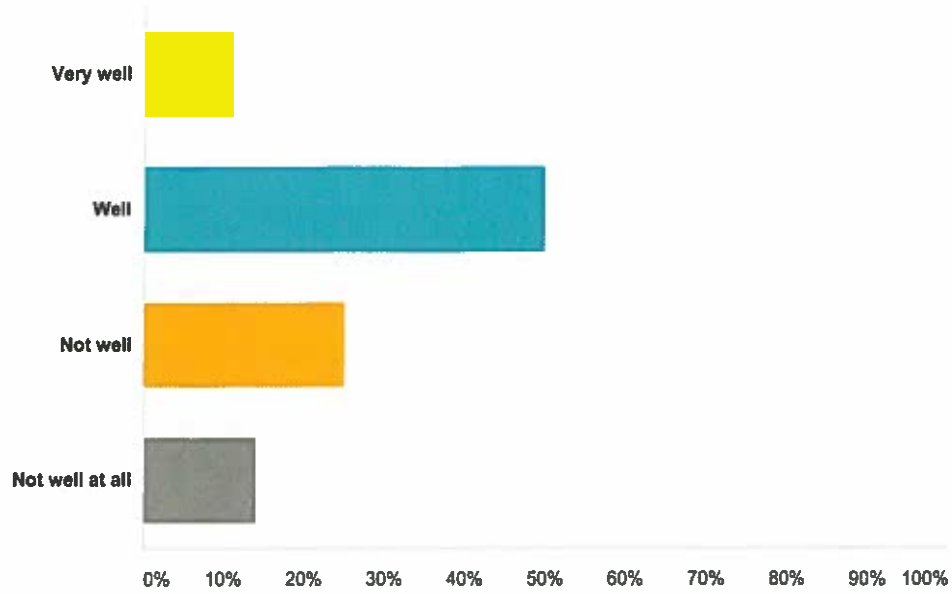
Answered: 36 Skipped: 11



Answer Choices	Responses
Social	19.44% 7
Academic	41.67% 15
Life skills	38.89% 14
<b>Total</b>	<b>36</b>

### Q5 If applicable, how would you describe the way QCSS prepared you for the job market?

Answered: 36 Skipped: 11



Answer Choices	Responses
Very well	11.11% 4
Well	50.00% 18
Not well	25.00% 9
Not well at all	13.89% 5
<b>Total</b>	<b>36</b>