

# School Learning Plan

## 2020/2021

### THE CURRENT CONTEXT

Our student body consists of 360+ students at any one time; more over the course of our school year. Our learners are diverse in age and origin, and from a broad variety of educational backgrounds. While the largest single segment consists of adults who have completed secondary to advanced post secondary education in another country and who are seeking upgrading in English or specific qualifications for their professional advancement, we also have a significant portion of students who have never completed secondary school education, or who have recently done so in British Columbia but are seeking an additional courses. Our students are typically highly motivated, but they have multiple responsibilities for family and work that may limit the times at which they can access courses or may interrupt their planned trajectory. Often our students have limited knowledge of the British Columbia educational system, and need information so that they can plan their next steps.

### GOAL: WHAT WE HOPE TO ACHIEVE

We hope to become better engage with our students about their learning through a focus on a revision of our assessment and communication practices, so that our students advance more quickly towards their goals. In the current circumstance we are seeking to enhance online engagement.

### PLAN: THE STEPS WE WILL TAKE

#### Actions

1. Timely communication with students about their progress and prospects through each term and semester.
2. Ongoing professional development with staff regarding assessment and reporting
3. Surveys of student needs regarding courses
4. Outreach to students who for one reason or another cease to attend
5. Revised student advisory system
6. Ongoing exploration of new tools and techniques to enhance online learning.

#### Timeline

Revisions began in September 2019 & have been further refined based on staff and student feedback.

Workshops and collaborative sessions ongoing this year and last; since March 2020 these have been online rather than in person. The primary focus in 2019-20 was on assessment and reporting; the focus so far this year has been on engaging with students online.

Student surveys started June 2019 have been ongoing preceding each term and semester; we omitted this for September 2020 and February 2021 as we adjusted our program to new parameters but plan to take it up again ahead of our summer 2021 sessions.

Student withdrawals are a common feature of CE programs. Beginning in late July 2019 we began a new process of teacher and admin contact with students to discover reasons if a student leaves the course, and what their reasons might be and what alternatives we might offer to allow course completion.

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A new student advisory system began September 2019 and was revised again September in 2020. This has allowed an integrated approach to student planning.

### **SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT**

Students receive and understand formal and informal reports

Student rates of attendance and course completion rise as compared to earlier periods

Students are able to articulate what courses they have, and what courses they need to complete their goals

### **COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY**

Ongoing classroom-level presentations and discussions.

Enhanced e-mail communication to student body.