



**Parent Advisory Council Meeting
Principal's Report
Valleyview Secondary School**

October 7, 2020

New on Staff:

Office:

- Jose Van Berkel & Tia Lewis

Support staff:

- Kelsey Agar and Leah Haffnights in the District Resource room

Teaching staff:

- Michael Holbrook – Metal shop
- Sherri Rife – Home Ec & English
- Cassie Rerick – French
- Ryan Bourdeau – Math
- Jeremy McMullen - Career
- Jen Wraight – Math (Q1)
- Tyson McMillan – English (Q1)

What has been happening at Valleyview Secondary:

- Successful start up with the return of 95% of our students
- Athletic opportunities with just over 80 students participating in skill training in Volleyball
- Student leadership is working hard to build a sense of community with learning group competitions, wearing red day, pj days etc.
- Choir, band and drama are gearing up for a virtual Remembrance Day ceremony
- Parent teacher interviews will not be face to face this year. Teachers will be connecting with families of those students who are at risk of failing by phone and email during interim week.

Mark on your calendar:

Oct 5-9	Interim Week
Oct 12	Thanksgiving
Oct 23	Provincial Pro D day
Nov 2-6	Numeracy 10 and Literacy 10 provincial assessments for grade 11's
Nov 16	Last day of quarter 1
Nov 30	Q1 Report cards can be viewed in the portal

Our School Goals this year:

These school goals are something that the staff and I are committed to working on this year, and in order to do that, we will be doing some new learning during our professional development time as well as during our staff meetings once per month. These goals are based on international research from the OECD which is an organization that looks at influencing factors on economic development. I think many would agree that how well our students do in school really will have an impact on the Canadian economy. From this research then are our goals:

1. **Putting learners at the centre:** This means we are working at designing learning environments that focus on students' cognition and growth. It means exploring inquiry-based and co-operative learning experiences and it means developing self-regulated learners
2. **Building horizontal connections:** This means we are working at designing learning environments that focus on the core competencies that focus on thinking, communication and personal and social awareness that can be transferred to other new situations. It also means connecting the classroom environment to the wider environment and society.

Evidence of our work on these goals:

Tracy Ned's Secwepemctsin class focused on Orange shirt day in the month of September. Students not only learned more about the impact of residential schools on those who were directly affected, they also reflected on their own generation and how this impact has affected them.

As a result, the class launched a *movement* that focused on their own generation and used the colour blue to help others identify and ally themselves to their cause. This *Blue Generation* movement was picked up and promoted by the school district and other organizations like the NOIIE (a provincial Network of Inquiry and Indigenous Education). One student, Talise Seymour demonstrated her learning through video that was produced in collaboration with some of her friends and family. The video tells a powerful story and with Talise's permission has been shared with educators from as far away as New Zealand.

This is a clear example of **putting learners at the centre**. As well, students understood the meaningfulness of what they were learning and how it was connected to the much wider environment of their community and province.

Talise's video can be viewed here: [Weykt Xexweytep by Talise Seymour](#)

