

SCHOOL NAME: New West Online Learning – Home of VirtualSchoolBC

RATIONALE

New West Online School is part of the Provincial Online Learning School (POLS) offered by New Westminster Schools. We provide flexible, high-quality online learning options for students in Grades 9 through 12 taught by certified BC teachers. Our program is designed to support a wide range of learners—whether they are working toward secondary school graduation, upgrading for post-secondary entry, or building foundational skills in core subjects like English, Math, Science, and Social Studies. Students can choose from a variety of self-paced and scheduled courses to suit their individual needs.

Our student population includes:

- **Part-time students** who take most of their courses at a brick-and-mortar school.
- **Full-time students** who complete all their coursework with us.
- **Adult learners**, including both graduates upgrading courses and non-graduates completing their diploma.

While some students thrive in the flexibility of online learning, many face challenges with engagement and course completion. Our teachers have also identified key areas for growth, including:

- Continued implementation and use of Brightspace (Learning Management System Platform) tools and course design features
- Ensuring academic integrity in an increasingly AI-driven learning environment
- Increased First Peoples imagery and content to reflect Indigenous perspectives and histories meaningfully across curriculum

Together, these efforts aim to create a more inclusive, authentic, and successful online learning experience for all students.

GOAL

Increased student engagement and course completion rates in our online courses.

This goal addresses key challenges in online learning—low engagement, academic integrity concerns, and the need for accessible inclusive curriculum. Our intention is to achieve these outcomes by end of school year with progress reviews at each reporting period in order to monitor and adjust strategies.

Connection to First Peoples Principles of Learning:

This goal reflects the principle that “learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal

relationships, and a sense of place)”, by designing learning opportunities that are accessible and meaningful to diverse learners.

District Strategic Focus Area:

Student Experience – Foster an inclusive learning community where every student has the opportunity and supports to reach their full potential.

Strategic Plan Objectives Supported:

Provide innovative and relevant learning experiences that develop critical thinking, communication, and problem-solving skills.

OBJECTIVES	STRATEGIES
<ul style="list-style-type: none"> • Improved course completion rates • Improved alignment of course structure with best practices for instructional design • Improved tracking and communication about progress. • Clear communication of expectations for use of AI tools • Revision of assessment methods to ensure genuine evaluation of student learning • Indigenize coursework through visuals and content • Strengthen student-teacher relationships and support systems 	<ul style="list-style-type: none"> • Continued implementation and use of the multitiered student support framework to increase success rates for all students, especially for those from priority populations • Integrate the Brightspace Progress & Pacing tool in all courses for <ul style="list-style-type: none"> • Students – set and revisit goals • Teachers – monitor progress and communicate with parents and counsellors • Parents/Guardians – receive ongoing progress reports • Broaden the use of Intelligent Agents (IAs) to monitor progress and to communicate with students, counsellors, and parents. • Add our school's Academic Integrity Guidelines to each course and display the Student AI Usage Continuum for Empowered Learning visual on assessments. • Assessment changes/strategies include: <ul style="list-style-type: none"> • Submission of student's learning process documents (binder notes, outlines, research, drafts, revisions) in addition to the final product • Change in assessment formats from written or quiz to video or oral • Increased invigilated assessments (once early, once later in course) to assess growth • Exploration of the use of H5P to create interactive activities for students to check their understanding

- Collaborate with the Indigenous Curriculum Coordinator

WHAT DOES SUCCESS LOOK LIKE?

- Increase in successful student course completion rates
- Reduction in student withdrawals
- Year over year Schedule A – POLS Three Year Plan and Annual Reports * Online Learning Survey improvement
- Majority of students are using the P&P tool to set their schedule and to meet their goals
- Regular use of P&P tool by teachers to communicate progress to parents and counsellors between reporting periods
- Broader use of IAs by teachers to flag inactive students and to communicate with parents and counsellors
- Fewer students requesting extensions at year's end compared to last year
- Academic integrity guidelines uploaded to every course and Student AI Usage Continuum on all assessments
- Increased visibility of Indigenous imagery content in coursework
- Increased use of Room 3039 for in-person and of online meetings for student support through tracking

COMMUNICATION/REFLECTION

- Share progress through monthly staff and collaboration meetings
- Reflect as a team each term using student data and feedback
- Adjust strategies based on evidence of impact and student needs
- Engage students and families in conversations about academic integrity and cultural learning