

2023-2024 School Learning Plan

With deep gratitude and respect, We are honoured to be learning and unlearning on the ancestral and unceded lands of the x̣m̄əθk̄w̄əȳəm (Musqueam), Sk̄wxw̄ú7mesh Úxwumixw (Squamish Nation) & sə̄lilwə̄tə̄ł (Tsleil-Waututh Nation).

SCHOOL STORY

John Oliver Secondary School catchment area falls within the South Vancouver-Fraser area of Vancouver. The school runs along 41st Avenue East and Fraser Street with the catchment extending south to the Fraser River, West to Main Street and East to Knight Street. The catchment is primarily single family residential, multi-dwelling apartments along with retail stores of all types along each of the main arteries.

John Oliver Secondary's diverse population is approximately 965 students, representing over 35 home languages being spoken. Over 65% of the population reports speaking a language other than English at home with Tagalog and Punjabi being the greatest percentages. Indigenous students comprise four percent of the school population. John Oliver students span the spectrum of academic abilities from gifted learners to those with learning challenges. Approximately eighteen percent of students are supported by Individual Education Plans.

John Oliver offers a strong, comprehensive curricular program designed to satisfy university, trades and college entrance requirements and prepare students for success in their chosen career trajectory. The school's strong academic focus is complemented with excellent visual and performing arts, technical, and technological programs. Our Technical Education program is one of the largest programs in the province for mechanics, metalwork, woodworking, and robotics where many students carry-on into post-secondary opportunities. Our growing Music program features our famous Jazz Band/Choir ensemble the 24 Carats and Culinary Arts program provides students with the opportunity to learn industry standard skills.

John Oliver secondary also hosts numerous District Programs including six unique special education programs from Life Skills to a Learning Support Program. These district special education programs provide small supportive classes and/or support for students without any designations to those with complex learning profiles. Depending on the program, the support provided focuses on building organizational and academic skills, to improving social, behavioral and communication skills. The last two district programs on site are the JO Digital Immersion Mini-School and the Take-A-Hike Alternative Program. The JO Digital Immersion Mini-School hosts an innovative digital component which includes mentorship from technology professionals and courses with digital focus along with the traditional courses and enhancement activities found at other Mini-Schools. The highly acclaimed Take-a-Hike Alternative Program is for students who thrive in a non-traditional classroom. The program focuses on all the academic courses while building self-confidence, motivation, and skills with weekly field trips and longer wilderness experiences.

John Oliver school has an impressive offering of extra-curricular activities, including a strong athletics program, and numerous clubs that celebrate cultural diversity, challenge the students' physical, intellectual, and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

This question was posed to the Staff as a whole and Department Heads on a subject/department basis and through student discussions and surveys. Overall, we found that our students are keen learners who have a genuine commitment to the school and the people within. They have good relationships with each other and have a good tolerance for differences. Our students value family and the JO community, show empathy and are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. They are multi-skilled and diverse with a range of ability levels but all striving to reach their maximum potential

John Oliver students continue to develop their core competencies, building on their classroom experiences with critical and creative thinking. They are developing and fine tuning their ability to reframe their strengths and weaknesses by building on what they do well and using it to learn what they do not do well. This is developing their confidence as they learn to communicate their successes.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Over the next three years, by implementing Universal Design for Learning cross-curricular approaches, the school will show improvement in student achievement in Literacy and Numeracy across all learners. The improvement will be indicated in the number of students at or above proficient in the Numeracy 10 and Literacy 10 and 12 Provincial assessments.

Improve equity and Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Over the next three years the school, will actively promote cultural awareness, indigenous ways of knowing, and connection to self in order to further enhance equity and inclusion. We will monitor the Student Learning Survey for a positive trend in questions related to the previous statement.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor and modify our goals we will be using data from various sources:

- We will be looking for a positive trend over three years for our Literacy 10 and 12 and our Numeracy 10 Provincial Assessments compared to our historical results and a comparison to the district and provincial averages.
- At the same time, we will be monitoring our achievement levels for Mathematics classes and English classes as a base value for the Numeracy and Literacy assessments.
- We will be surveying our teachers to assess the impact of UDL strategies on building our students' competencies within all subject areas.
- We will be looking for positive trends in the Student Learning Survey on questions regarding equity and feelings of discrimination or bias. We will be expecting a trend towards feelings of more equitable conditions and away from feelings of discrimination or bias.
- We will be looking for positive trends in the Student Learning Survey on questions regarding learning about Indigenous Peoples and histories.

While our focus is to build our successes over a three-year window, we will be continually assessing and shifting strategies if needed. For instance, if we need more support to build capacity with UDL we will look to do that through our collaborative time and professional development activities.