

**2023-2024  
School Learning Plan**

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**SCHOOL STORY**

Killarney Secondary School serves a diverse student population of approximately 1600 students and is situated in the Southeast corner of Vancouver. Killarney offers a comprehensive program of studies for students. We offer a wide variety of course offerings including extensive Fine Arts (Theatre productions, Choir, Concert Band, and Orchestra) Applied Skills, Business Education, Cisco networking, an IT focused Mini School, three District Special Education programs, Technical Studies programs, and a large, comprehensive athletics program. There are many opportunities for students to connect with people, clubs, teams, performances, and the greater Killarney community. Dozens of school clubs, school presentations, student involvement in assemblies, and other points of connection help to create a sense of belonging for all students. Clubs include: Dance club, Mainstage Theatre Company, Operation smile, SPCA, book club, Anime club, VC packages Club, BC Children’s hospital club, Robotics, Programming, Cybeseurity, esports, Filipino Cultural club, Killarney Pride Club, Ceramics, Anti-bullying, STEM, Girls for Business, World Vision, Cancer Awareness, Library, International Culture, Cycling, Dragonboat, Strategy Games, Good Guys, Model UN, Gardening, Key, Female empowerment, Japan, Finance and Accounting, Youth Music, Flight, Chess, Crochet, Physics Olympics, Poetry, Jazz band, and Muslim. BC School Sports Competitive Athletics include: cross-country, soccer, ultimate, badminton, volleyball, basketball, ice hockey, and the largest track and field team in the district.

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**WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?**

Our community of learners is very diverse in terms of cultural background, socioeconomic status, language, and learning needs and desires. Overall, staff report that students are a pleasure to teach and engage with learning and assessment. Students are described as generally energetic, happy to be here, involved, diverse, helpful, and keen. There are many opportunities for students to shine and students take advantage of these opportunities excelling in district and provincial competitions.

Staff note that the range of abilities within the classroom has increased dramatically. More and more anxiety and mental health issues. It has been noted that student ability to focus has declined and cell phone use/social media use has become significant and pervasive. There are 127 ELL students, 46 Indigenous students, 50 International students.

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## 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

Continue to work collaboratively to implement cognitive and social-emotional strategies that will support an improvement in student achievement, physical well-being, and belonging. We plan to focus on ELL learners and neurodivergent learners; success will be demonstrated with improved course completion rates for these demographics.

### Improve equity

Increase equity at the school through the participation and representation of equity-seeking groups in the school. We aim to provide extracurricular opportunities including clubs, student bodies, and the visible celebration of different cultural and ethnic events. We also seek to increase equity through eliminating gaps in achievement and outcome among students.

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

Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners. We plan to do this by Engaging and gathering with the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səliiwətał (Tsleil-Waututh Nations). And through continued staff acquisition and implementation of Indigenous teaching resources.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by considering the following data:

- Student survey results including our work with UBC Cyberteens study as well the Ministry Satisfaction Survey
- Ministry assessment results in literacy and numeracy
- School data on evaluation
- Assemblies for students and workshops for teachers regarding inclusive practices and mental health
- Utilization of district and community resources to build capacity for inclusive and equitable practices
- Student participation in extra-curricular activities
- Staff reflection and utilization of UDL, Microsoft Teams, First Nations Principles of Learning
- Students will be able to confidently discuss history and present circumstances of Indigenous people in Canada.
- Students will take tangible actions to defend the rights of others, including Indigenous peoples.
- Having access to Indigenous teaching resources and, most importantly, feeling comfortable to teach it respectfully. Students can make connection between themselves and reconciliation to be an active citizen in Canada as a newcomer.
- Increased engagement; increased attendance
- Engagement and participation of students helping peers
- Engagement and participation of non-teaching staff in activities and offerings for ELL students and Newcomers.