

2023-2024 School Learning Plan

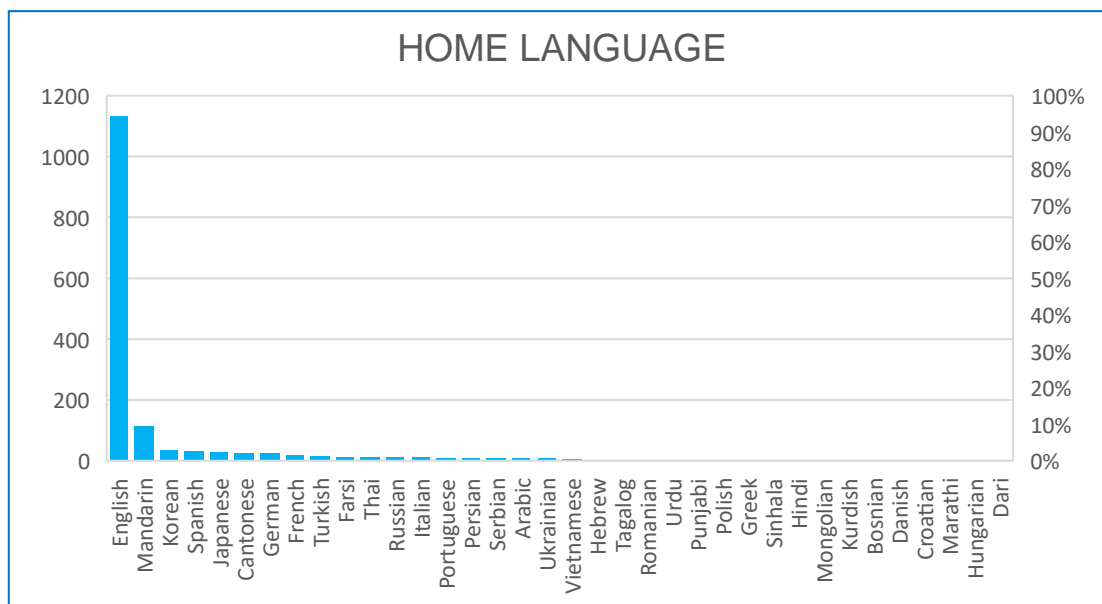
SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).

Kitsilano Secondary School is a dual track school that has a school population of approximately 1600 students in grades 8 to 12: 980 regular program students, 600 French Immersion students and 22 students enrolled in one of two onsite district education programs. These programs include:

- Life Skills Program enrolls 12 students in grades 8 to 12.
- Vinery Program has 10 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty-five different home languages with English identified as the most common home language. Our student population also includes 54 English Second Language learners, 25 Indigenous learners and 120 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area includes apartments 5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low-income households is 14.7%
- median household income is \$72 839
- population representative of single parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include over forty-five school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

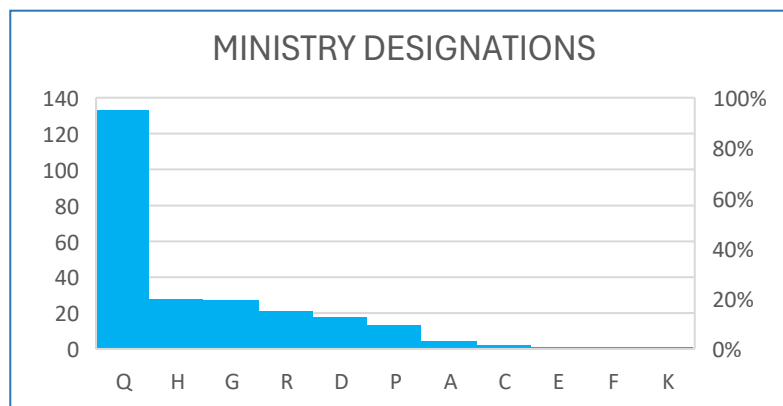
The Kitsilano Staff includes 120 teaching and support staff - 88 teaching staff, 29 support staff and three administrators. The Kitsilano teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The information that we know about our learners has come from school and district data, and data collected from surveys of students, parents and staff including the BC Ministry of Education Student Learning Survey, Youth Development Index (YDI) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Our community of learners consists of 980 regular program students, 600 French Immersion students and 32 students enrolled in one of two onsite district education programs. Our group of learners also includes 54 English Second Language learners and 25 Indigenous learners. There are 249 students who have Ministry Designations.



Our learners value school and are motivated to learn and complete school with goals of continuing their education at post-secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- curious, engaged, resilient
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates
- GLA 10 and GLA 12 results: 78% and 90% scored Proficient/Extending respectively

Needs

- increased levels of anxiety and depression
- lack of self-regulation of use of electronic devices, cell phones in school
- negative online behaviour
- substance use including vaping
- GNA 10 results: 62% of students scored Proficient/Extending

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

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. Our attention is on all learners with a specific focus on junior students, vulnerable students with lack of connection to community and students who struggle with attending school.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, that there is a greater likelihood for students to be mentally well and experience academic success.

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

Our goal is to adopt and implement a variety of strategies and initiatives to increase belonging and engagement for students to improve their social and emotional wellness and academic achievement.

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in dialogue with students
- Student Voice and Leadership
 - Kitsilano Parliament, Student Council, Student Forum
 - Kitsilano Ambassadors - welcome and provide orientation for new students, provide service to school for various school events
 - student and staff collaboration and planning for school wide initiatives
- Schoolwide Learning/Initiatives
 - students and staff co-plan and organize lessons and activities for events such as, but not limited to Truth and Reconciliation, Pride, Black History Month, International Women's Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - assembly/class presentations: digital literacy, cyberbullying, healthy relationships, consent, mental health, substance use, vaping
- Grade 8 Transition
 - Spring Grade 7 Day for all incoming students
 - September Grade 8 Welcome, Orientation and Tours by Link Crew
 - Grade 8 Team - grade 8 teachers who will meet regularly to discuss what they're noticing and strategies to address concerns and opportunities to assist their transition to high school
- Link Crew
 - multiple activities throughout the school year, planned and facilitated by Link Crew leaders, teachers
 - ongoing meeting/mentoring - Link Crew meets with the grade 8 students
 - presentations/visits to Grade 7 feeder schools
- Organized Student Activities
 - over 45 active school clubs
 - full complement of fall, winter, spring athletic teams
 - theatre productions, films, music concerts
 - annual school events: Grade 8-12 Indoor Track Meet, Fine Arts Night
- Targeted small group support
 - Leadership Resiliency Program implemented to support our vulnerable students
 - Kitsilano Neighbourhood House lunch drop in

Improve equity

Our focus will be to improve academic support that is accessible by all students. It is our hope that all students feel valued and supported in their educational goals. The focus of our work has included staff in-service on Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and targeted academic support for our vulnerable learners.

- UDL Strategies

UDL strategies allows for the needs of all students to be met.

- Teachers will implement UDL strategies in their planning and assessment to support a diverse range of learners in their classes.
- Teachers will be provided support through in-service, workshops, and professional development Opportunities.

- Learning Resource Support

We have increased the number of Resource Teachers (RT) to allow for the support of more students with their learning and educational goals and promotion of student self-advocacy.

- Resources teachers will primarily case manage and support students with Ministry Designations, but will also provide support to the general student population and teachers.
- Each block will have at least two RTs available to support students. One RT will enroll students in a Skills class while another RT will provide support for students who 'drop-in' for help.
- When RTs are not enrolling a class, they will be able to support classes, targeted students, and teachers.
- Skills classes will teach key foundational skills for students to be independent learners and will enroll students prioritized with the greatest need for academic support.

- Targeted Academic Support

The focus and efforts of the Counselling and Resource departments will be to Identify our vulnerable learners (IEP, Indigenous students, junior students, absentee students, students with mental health concerns) who experience the greatest challenges. Counsellors and RTs will work together to provide/coordinate wrap-around support for our vulnerable learners.

- Homework Help Club

The Homework Help Club is open to all students seeking academic support for their class(es). The support is provided by peer tutors in the senior grades. Peer tutors are provided training and guidance from the Resource Teachers.

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

Our journey of reconciliation with First Nations, Metis, and Inuit continues through learning opportunities in classes and school wide. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities. Our goal will be to build more opportunities for acts of reconciliation and to learn about Indigenous culture.

We will continue our journey of reconciliation through:

- Professional Development
 - providing teachers and staff opportunities to attend workshops, conferences, and training sessions, courses on Indigenous knowledge and perspectives
- Curricular Integration
 - implementing Indigenous perspectives and ways of learning into all curricular areas - English, ELL, Social Studies, Modern Languages, Applies Skills, Fine Arts, Math, Science, PHE, FRIMM
 - schoolwide lessons and activities on reconciliation, celebration of Indigenous culture
 - growth of library resources containing Indigenous content
- Speakers/Presentations
 - inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - collaboration with our Indigenous Enhancement Worker to support learning in various classes
 - presentations/performances that foster learning about and celebrating Indigenous culture
- Reconciliation
 - decolonizing classroom; incorporating indigenous culture and ways of learning
 - change in school mascot (from blue demon to TBA) and re-design of athletic logo, 'Raven K'
- Routines and Customs
 - continue to include land acknowledgement for gatherings and daily announcements
 - using the correct pronunciation of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation)

HOW WILL WE KNOW WE'RE ON TRACK?

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures before and after to track the effectiveness of strategies implemented. The data will be used to inform changes and modifications to the plan of increasing belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

Student achievement, physical and mental well-being, and belonging

- Ministry Student Learning Survey Results 2024 and 2025
 - review results of specific questions related to belonging, connectedness, self-esteem, anxiety
- Student Survey (belonging, mental wellness)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Attendance records for all students
 - specific focus on vulnerable students and junior students
- Literacy and Numeracy Assessment results
 - track progress of students in English and Math courses at mid-semester and final term
 - review GNA 10, GLA 10, GLA 12 results from 2023-24 and 2024-25

Equity

- Ministry Student Learning Survey Results 2024 and 2025
 - review results of specific questions related to academic and learning support
- Student Survey (learning support)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Staff Survey (UDL strategies)
 - collect quantitative and qualitative data through fall and spring surveys
- Student Achievement Data
 - review achievement results of vulnerable students at mid-semester and final term for progress

Reconciliation

- Student Survey
 - collect student experience of Indigenous ways of knowing and learning in classes and school and ideas for continued learning
- Staff Survey
 - collect data on how Indigenous ways of knowing and learning are being implemented into their classes; goals for future practices, projects; support and resources