

2024-2025 School Learning Plan

SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 960 learners and 90 educators and support staff that are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey and the Youth Development Instrument (YDI), and feedback from our Student Focus Group. We also analyze learning updates and continuously track student attendance, following up with any learners not attending. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school that believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Many learners at UHill are involved in an array of extra-curricular activities. We have over 60 clubs that cover diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement, most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 90 learners in our English Language Learning program, 90 learners with diverse learning needs, 20 learners that identify as Indigenous, as well as approximately 150 learners in the International Education program.

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

Our goal is to foster a sense of connection, well-being, and belonging for every learner in our school. We chose this goal to help our students gain strategies for their wellness and so that we can welcome all learners to our school community.

- **Action 1:** We will focus on connection and take time to know our learners. During staff collaborative planning time, we will ensure that for every learner in our school, at least one or two educators know their name, know a positive story about them, and know a strength about them.
- **Action 2:** We will utilize Flexible Instructional Time (FIT) to support learning and well-being by enabling learners to have a choice in how, when, and where their learning takes place.
- **Action 3:** We will use the homeroom class structure as a place to connect and create community. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. Three times over the year, learners will connect with their homeroom teachers during scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.

Improve equity

Our goal is to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership over their own learning. We chose this goal so that we can help our learners build their reflection, goal setting and resiliency skills.

- **Action 1:** We will focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: *Where am I now? Where am I going? How do I get there?*
- **Action 2:** We will coach students on how to reflect and set goals in the communication, thinking, personal, and social core competencies during our school-wide core competency self-reflection and goal-setting activities.

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

Our goal is to encourage land-based learning across the school. We chose this goal as a way to follow the First Peoples Principles of Learning which state that "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" and that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)."

- **Action 1:** At every staff meeting and staff collaborative planning time, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- **Action 2:** At every staff meeting, we will learn how to pronounce words in the [hənq̓əminəm Language](#), following the guidance of the Musqueam teaching kit.
- **Action 3:** We will take classes on local field trips to Pacific Spirit Regional Park, UBC Farm, Wesbrook Village, and UBC Campus.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to participate in the Student Learning Survey and the Youth Development Index (YDI). We are particularly interested in the following questions and how the responses may change over time:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Is school a place you feel like you belong?
- Do you feel safe at school?
- How many adults care about you?
- Do you feel welcome at school?
- Does school make you feel stressed or anxious?
- Do you feel good about yourself?
- How would you describe your mental health?
- Can you name two or more adults who believe you will be a success in life?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

For our goal to encourage land-based learning across the school:

- At school, are you being taught about Indigenous Peoples in Canada?
- At school, do you go outside and learn about the land?

We will also continue to meet with our Student Focus Group to ask about how their learning and well-being is going. In conversations with students, we will ask:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

For our goal to encourage land-based learning across the school:

- At school, do you go outside and learn about the land?