

## 2024-2025 School Learning Plan

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### SCHOOL STORY

#### Neighbourhood

Windermere is located on the east side of Vancouver in a neighbourhood primarily composed of single-detached and detached duplex housing, the majority of which are occupied by the owner. Other housing in the area include apartments under five storeys, apartments five or more storeys and row houses. The rising cost of living is impacting our families and there is greater financial need and food insecurity than in the past.

#### Programs

In June 2023 there were 1009 students enrolled at Windermere. This included 44 students in Special Education Programs, 30 Indigenous students and 18 International students. The Special Education Programs include Life Skills, Learning Support and Pre-Employment. The school's Leadership Program is a District Specified Alternative Program with an enrollment of 110 students. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs.

#### Students

The student body comprises of a diverse population originating from more than 40 different countries. There are 38 different languages identified as the language spoken in the home. The most common are Chinese, English, Vietnamese, and Tagalog. The total number of ELL students is 85.

Our student body is also diverse in terms of learning needs and goals. Almost 80% of current Grade 10 students indicate plans to attend post-secondary school.

#### Community School

Windermere's Community School model, that has built strong links with community agencies such as Collingwood Neighbourhood House and Renfrew Community Centre, has been used as a model for the district's Community School Teams that were established in September 2004. Our school has a vibrant culture of service and community involvement.

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### 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 with students, parents and staff. The information is also gathered through conversations with our learners.

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 are a few different segments of the student population that should be highlighted and noted - new students to Canada who are adapting to the culture and their new environment; students with limited adult support at home; and students who have a job and who may be contributing to support the household.

#### Strengths of our Learners

- kind, respectful, inclusive
- hardworking, motivated, and conscientious
- service, volunteer oriented
- strong peer support
- strong student-teacher relationship
- high community involvement
- high graduation rate
- enjoy hands-on, experiential learning especially when there is student choice

#### Challenges for our Learners

- social and emotional needs
- anxiety, depression
- low self-esteem
- inconsistent attendance
- distracted by electronic devices, cell phone use
- lack good self-care strategies, e.g., poor sleep
- family & work responsibilities

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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 building collective capacity and utilizing engaging instructional strategies to support the improvement of literacy and numeracy achievement rates, especially for students with academic learning or language learning needs to ensure that all students are meeting graduation requirements. Initial exploration will target grade 8 students to determine baseline support and help understand their literacy and numeracy levels.

Continuing to provide experiential, place-based, and hands-on learning through classroom activities and field studies.

Continuing to work with external sources on workshops and presentations for students and families on self-care and mental health and continuing to provide mental health awareness and mindfulness activities for students. Initial work with focus on cyber safety, equity and anti-oppression workshops organized by the District Equity and Anti-Oppression team and Safe and Caring Schools departments.

Support grade 8 transition to secondary school through our Community Building & Leadership course. This course is supported by the Community Schools Team LINK Crew.

Continuing to hold engaging and inclusive school-wide & community events such as environmental clean-ups, a fun run, etc.

## Improve equity

Encouraging students to work with peers to build connections and provide more opportunities for creation and collaboration. This work will be initially supported by the District EAO team.

Developing a scope and sequence across departments to encourage character education and fostering the habits of mind needed for success and social-emotional growth and learning. Ministry of Education and Child Care Core Competencies, which are components of every MECC course, form the foundation of this work. In addition to regular focus during all classes, the school will support this work via sessions during Flexible Instructional Time.

Continuing to work with district staff to develop Windermere student workshops on topics such as anti-racism and sexual orientation/gender identity.

Providing differentiated and personalized learning that is culturally responsive through workshops with the Curriculum and Instruction team to support Universal Design and Learning (UDL) for staff.

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

Continue our work embedding the First Peoples Principles of Learning in all curricular areas and explore place-based learning. The Truth and Reconciliation Commission Calls to Action include specific actions related to education. Authentically embedding this work in staff practices, including lesson planning, course design, and assessment requires on-going professional development. This work is the responsibility of all staff.

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

We will continue to:

- Compare student learning survey data over the years and look for improvement and progress related to belonging and well-being.
- Track attendance, achievement, and graduation data including report data, graduation numeracy and literacy assessments to measure literacy and numeracy progress.
- Engage district staff to support our staff and students with literacy, numeracy and mental well-being.
- Support and track activities and events that promote physical and mental well-being.
- Provide curricular and extracurricular activities which promote school belonging and pride.
- Anecdotal evidence gathered from staff through department head and staff meetings with respect to implementation and adaption of UDL and Indigenous Ways of Knowing.
- Feedback from staff who attend workshops and professional development sessions.
- Feedback from staff with respect to implementation of new practices in classrooms.