

2024-2025 School Learning Plan

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wə́yəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



Lord Byng Secondary School is located on the unceded ancestral lands of the the x^wməθk^wə́yəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) and is working to create relationships with our local Indigenous communities as part of the School's Four Pillars of Learning and our Reconciliation journey.

The school is partnered with the following catchment elementary schools:

- Kitchener
- Queen Mary
- Jules Quesnel
- Queen Elizabeth

The local neighbourhood in which the school is located is richly resourced with Dunbar Community Centre and several parks within the catchment, including Jericho Beach Park, Almond Park and Pacific Spirit Park, the school is also close to the University of British Columbia. The current student enrollment is 1460 of which 270 are newcomer ELL learners. Most newcomer ELL learners are from China and are Mandarin language speakers, a smaller number of current students at the school are Cantonese language speakers. Other recently arrived newcomers are from Latin America, the United Kingdom, and several European countries as well as from Ukraine.

Byng respects and values diversity and embraces inclusion as a fundamental guiding principle of learning. This guiding principle aligns with the school's Inclusion and Diversity Pillar of Learning and reflects the Ministry of Education's (MOE) new reporting requirements that mandates equitable support for all learners. The school has a robust plan to develop and implement core aspects of the curriculum and is aligning our pedagogical practices to align with district and MOE guidelines.

The population of teaching and support staff at Lord Byng includes 80 teaching staff with 10 support staff. Staff at the school are actively engaged in ongoing professional development and the school learning community makes effective use of our Collaborative Planning structure that provides staff with continued professional development and support.

The collective vision of the school reflected in the Four Pillars of Learning is to create equity and support all learners to fully develop their intellectual, emotional, and physical potential to enable them to appreciate their own worth and the worth of others, as well as to function responsibly and effectively in a changing and increasingly technological Canadian society as Educated Citizens.

Supporting that vision, the school offers a comprehensive curricular program for all students and has a very high graduation rate. The school offers outstanding programs in performing and visual arts, computer sciences, and other academic areas, which are enhanced by the Byng Arts Mini School Program. The Byng Arts Mini School provides continuity of learning from grade 8-12 including a unique arts-focused Career Education and Capstone 11, 12 learning pathway. The Byng Arts Program is open to all students from across the Vancouver School District and enrolls 420 students.

Other programs at the school include the Experiential Learning Cohort (ELC) which provides a unique learning opportunity for students in Grades 10 and 11 with a focus on outdoor learning as well as project-focused learning experiences. The school also runs the LALS class for students with special learning needs that has integrated classroom experiences.

All Byng students have access to a rich Career Education 8-12 program that provides excellent foundational skills for all students and supports learners with school and community mentors during their senior years. The school showcases the Grade 12 student passion projects each year. The school also offers a comprehensive Work Experience learning opportunity for Grade 11 and 12 students.

Students graduating from Byng transition into various post-secondary institutions including university, college, and trades and vocational training opportunities.

The school has a very active athletics and physical and health education program with students able to participate in sports activities for all levels of sporting aptitude in the Fall, Winter and Spring seasons. The school offers many extracurricular activities, including clubs and community focused volunteer experiences. These offerings provide a rich resource for students to celebrate diversity; challenge their physical, intellectual and creative abilities; raise awareness of economic, social and environmental issues; and engage in community service and philanthropic work.

The school enjoys the support of a very actively engaged parent community and is well

served by community volunteers who support school-wide events, graduation, athletics and active fundraising for school projects that reflect our Four Pillars of Learning. The Byng PAC has actively supported the students, staff, and administration as they work towards achieving school goals.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Byng student learning community is complex and multi-faceted with a rich diversity of learning styles, needs and abilities. Many students are academically focused and accomplished, a fact that is reflected by several indicators including Ministry of Education assessments in numeracy and literacy, senior academic courses taken by students at the school, the graduation rate for the students as well as the successful transition of Grade 12 students into post-secondary institutions. A significant proportion of the student population has Ministry designations that reflect the diversity of learners at the school.

Many of the newcomer students to the school are focused on English Language acquisition and are keen to transition rapidly through the ELL Program to be fully integrated into mainstream classes.

Most learners are actively engaged in the school community, a fact reflected in the number of clubs, extra-curricular activities and athletics programs that run year-round. Students are keen to participate in all manner of active learning opportunities provided by the school including field trips, project-based learning, and artistic performances and to showcase their learning through frequent exhibits, and through the Capstone 12 Fair that is run annually at the school. A strong student voice is very apparent at the school, reflected by the student feedback expressed through the Ministry of Education Satisfaction Survey for students in Grades 10 and 12 as well as evidence gathered through separate student surveys for Grades 8, 9 and 11.

Challenges expressed by students through the same school and MOE surveys include anxiety related to testing, homework and balancing schoolwork and other activities. Other highlights from the data included students wanting to find additional creative ways to express their learning. Students have identified that they want different ways to express their learning. An example of this is seen in the recent data gathered from the MOE Grade 10 Satisfaction survey with only 14.8% of student responses indicating that they can choose how they show their learning (Grade 10) while only 16.3% of Grade 12s indicated that they had opportunities to choose their learning methods all the time. Opportunities for students in Grade 10 to use creative methods" Most of the time" was 20.3% and 24.5% for students in Grade 12.

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

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

Goal 1: To support students in all grades to reduce stress created by school related learning activities.

This goal was selected to address the concerns shared by students identifying testing and homework as the leading cause of school related stress with both Grade 10 & 12 students indicating this in the 2023- 24 Ministry of Education Student Learning Survey.

To address this goal the following actions will be taken:

- Review assessment practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the four-point proficiency scale.
- Continue to provide staff with professional development support through Collaborative Planning Time to develop alternative assessment tools for summative assessment.
- The school will continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies (during FIT sessions and homeroom reflection periods).
- Provide additional support for stress management and academic support through a new realigned student support model combining the roles of key Student Support Team members into a Learning Hub model for learning.
- Develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Improve equity

Goal 2: To support students in all grades to experience equity for learning.

This goal was selected to address the concerns shared by students identifying that they wanted greater input into the types of topics and projects they could use to express their learning.

Only 11% of students in Grade 10 had an opportunity to choose their own topics and projects while 24.5% of Grade 12's had an opportunity to select topics and projects of their choosing. Evidence for this conclusion was found in the 2023-24 MOE Satisfaction Survey. Both responses came from students providing answers to the question:

At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)? (MOE Student Satisfaction Survey Grade 10 &12).

To address this goal the following actions will be taken:

- Develop strategies with teachers to provide learning opportunities for our diverse learners to allow for multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.
- Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.
- Continue to develop resources and support for the CLC Capstone 12 learning opportunities. Examples will include developing Career Education 10-12 for Byng Arts students.
- Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

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

The school has worked to develop and support the implementation of our Reconciliation with First Nations, Metis and Inuit peoples in alignment with the VSB Ed. Plan 2026 and MOE guidelines.

Strengths include the consistent year-over-year offerings of senior academic Indigenous focused graduation courses that are current graduation requirements. Each year the school has developed additional learning opportunities for students to meet their academic graduation requirements as well as to develop a deep understanding of Indigenous history, culture and teachings.

Current offerings 2023-24 and next year 2024-25 course offerings include:

- Senior academic courses introduced for graduation requirements in Social Studies: Current year SS Contemporary Indigenous Studies 12 & BC First Peoples 12. Next year Contemporary Indigenous Studies 12 and BC First Peoples 12.
- Senior academic English Courses: Current year English First Peoples Writing & Literary Studies 10, English First Peoples Writing & Literary Studies 10, English First Peoples New Media and Spoken Language 10, English First Peoples New Media & Spoken Language 10, English First Peoples 12. Next year English First Peoples 12, English First Peoples Literary Studies Spoken Language 11, English First Peoples Writing & Lit Studies 10, English First Peoples New Media & Spoken Language 10.
- Capstone 12 Indigenous Focused (LEAF) is being introduced for senior students who can opt to focus their required Capstone 12 project with an Indigenous focus based on LEAF pedagogy. The LEAF model allows students to complete their Capstone project using the First Peoples Principles of Learning in a way that develops leadership skills

in a place-based learning process. A LEAF Certificate is awarded at Graduation to recognize students' unique achievements in Leadership, Action, Environment and First Peoples Principles of Learning.

Along with the introduction of multiple learning opportunities for students in the core Social Studies and English Senior academic course offerings, students in all grades have benefitted from the continued opportunities to work alongside Indigenous Knowledge Keepers and Elders.

These include:

- Martin Sparrow (Musqueam Nation): Student Learning experiences include carving, cedar weaving, singing & storytelling.
- Dave Robinson (Iroquois): Student learning experiences include teachings from the First Peoples Principles of Learning (Indigenous Science and Ethics, storytelling & carving).
- Ray McKeown: (Lakota Metis): Student learning experiences include Indigenous Games and learning, cultural teachings and traditional artwork.

Students were given an opportunity to reflect on their learning experiences on this important school goal that is reflected in our Four Pillars of Learning and guiding question:

Truth and Reconciliation Through Indigenous Teaching and Learning: How do we authentically promote, embrace, and engage with the First Peoples Principles of Learning?

Student responses in both the Grade 10 & 12 Ministry of Education Satisfaction Survey as well as the school-wide 8, 9 and 10 survey indicated that students had a positive experience of learning about Reconciliation as well as First Nations, Metis and Inuit people's history, culture and teachings.

Our goal for this area of learning will be:

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and to build on our strengths and accomplishments as a learning community.

To address this goal the following actions will be taken:

- Continue to develop relationships with the local Indigenous community through developing project-based experiences for all students in Grades 8-12 (e.g. Capstone 12 LEAF focused learning opportunity).
- Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).
- Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students.
- Continue to provide ongoing professional development opportunities for staff.
- Develop school-based distributed leadership at the school level to support school-wide initiatives for learning (For example the Social Studies Department is now the Social Studies & Indigenous Education Department).

HOW WILL WE KNOW WE'RE ON TRACK?

Success at Lord Byng will be measured through the ongoing outcomes. Indicators of success will include:

Belonging

Goal #1: To support students in all grades to reduce stress created by school-related learning activities

Action #1: Review assessment practices in all curricula areas practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the Four Point Proficiency Scale.

Evidence:

Teachers in all curricula areas have continued to introduce the Four Point Proficiency Scale as a tool for assessment and formal and anecdotal reporting, as well as for both summative and formative assessment of student learning.

Course outlines in all curricula areas include the Four Point Proficiency Scale

Action #2: Continue to provide staff with professional development support through Collaborative Planning Time & Professional Development learning opportunities

Evidence:

Collaborative planning initiatives and professional development learning opportunities have continued to provide support for staff to create instructional practices and assessments in alignment with reducing student stress and anxiety. This includes strategies to support staff with the use of Student Learning Plans for any student requiring support, as well as adaptations made to support student IEPs and AIPs.

Action #3: The school will continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies

Evidence:

Staff have been trained on the new self-reflection tool, which enables students to report on their learning.

Students have been trained by staff to use the new tool during specific FIT periods that align with reporting timelines in both semesters.

Action #4: Provide additional support for stress management and academic support through a new, realigned student support model combining the roles of key Student Support Team members (SSAs, DRT, Skills Teacher, Counsellors) into a Hub Model for Learning.

Evidence:

The introduction of the Hub Model provided support for learners in all grades 8-12 with a minimum of two teachers and one SSA in the room at any one time.

Frequent communication with the Counselling Team provided ongoing support for all students in the Hub while addressing anxiety and stress concerns through intervention, referrals to the

School-Based Team and continued support for student social and emotional needs.

Action #5: Develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Evidence:

The new Hub model utilizes the four FIT Time sessions per week (Monday, Tuesday, Thursday, Friday), which is a total of 160 minutes each week for students to access Hub Learning Support.

Any student with a Skills block in S1 can access the Hub during FIT in S2, likewise any student scheduled with a S2 FIT can access the Hub during weekly FIT periods in S1.

Learning Hub usage statistics indicate high student engagement and satisfaction (student attendance records reflect a very high level of student participation at 90% or higher on any given day).

Equity:

Goal #2: To support students in all grades to experience equity for learning.

Evidence:

Action #1: Develop strategies with teachers to provide learning opportunities for our diverse learners to allow multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.

The weekly School Newsletter provides anecdotal evidence throughout the school year for students learning through a variety of experiences, including projects, experiential learning opportunities, field trips, guest speakers, group work, peer-to-peer support and a variety of other ways for students to demonstrate their learning.

Action #2: Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.

Evidence:

The following activities were observed throughout the school year:

Creative Arts Activities

- Art exhibitions: Students were able to showcase drawings, paintings, or crafts. Success is based on effort and creativity, not technical skill.
- Drama and role-play: Students were encouraged to express their learning through teamwork. Everyone contributes to different roles—acting, directing, costume design, etc.
- Musical performances: Group singing, percussion circles, or digital music creation can include all skill levels.

Academic Enrichment Activities

- Project-based learning: Students work in groups on real-world problems, allowing them to contribute based on their strengths (e.g., research, design, presentation).
- Math or science activities focused on encouraging exploration and innovation. Success is measured by curiosity and effort, not just results.
- Reading circles are routinely used to promote discussion and comprehension in a supportive environment.

Physical and Outdoor Activities

- Inclusive sports days included non-competitive games like relay races, obstacle courses, or team-building challenges (Grade 8 Camp and Sports Day).
- Gardening clubs: Hands-on and therapeutic, suitable for all learners.
- Nature walks or scavenger hunts: Encourage observation and collaboration. Students frequently take walks in the Camosun Bog for Land Based Learning opportunities.

Social and Emotional Learning Activities

- The Peer Counselling Programs led by the Counselling Department support confidence and leadership in both mentors and mentees throughout the school year.
- Student Council provided frequent opportunities for everyone to have a voice and to shape school culture through clubs and frequent student-initiated activities.

Technology-Based Activities

- Digital storytelling has been introduced in several classes combining writing and art, with students narrating their own stories using multimedia.
- Coding clubs: Use beginner-friendly platforms like Scratch to make learning fun and accessible.
- Assistive tech projects: Encourage students to design tools that help others, fostering empathy and innovation.

Action #3: Continue to develop resources for the CLC Capstone 12 learning opportunities. Examples will include developing Career Education 10-12 for Byng Arts students.

Evidence:

Grade 11 & 12 students completed Capstone 12 projects. A total of 600 students completed their final projects and met with teacher mentors for final evaluation in exit interviews. All Grade 11 students showcased their final projects in a final year-end Capstone 12 Fair open to students in all grades and for parents and community members to attend.

Action #4: Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

Evidence:

Capstone 12 Leaf students demonstrated their deep understanding of the First Peoples Principles of Learning

Byng Arts Career Education 10 & 11 students experienced a newly introduced model of learning that reflected, enhanced and extended their arts education.

Byng Arts CLC 12 students (Grade 11) completed their final project and participated in the Capstone Fair.

Reconciliation

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and build on our strengths and accomplishments as a learning community.

Action #1: Continue to develop relationships with the local Indigenous community through developing project-based experiences for all students in Grades 8-12 (e.g. Capstone 12 LEAF focused learning opportunity).

Evidence: The school community, alongside local Indigenous artists from the Musqueam Nation carving a Welcome Figure House as well as carving paddles for the school's 100 Year Celebrations. Over 300 students worked on the carving projects for this event.

Action #2: Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).

Evidence:

Throughout September, staff and students engaged in projects related to recognizing and understanding the Residential School's experience in Canada and taking action to support and honor victims. One example of this was the Orange Shirt Project that was developed by the Textiles Teacher working with Indigenous Elder and Artist Ray McKeown.

National Day of Reconciliation was acknowledged and recognized by a school-wide assembly with students, staff and members of the local Indigenous community participating.

Action #3: Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students

Evidence:

The school collaborated with the VSB Indigenous Education Department throughout the school year.

Examples of this collaboration included:

- Planning in collaboration with the Indigenous Education Department, the celebration and recognition of the House Post unveiling ceremony in May.
- Participating in the Horizons Program led by the VSB Indigenous Education Department. Students from Byng worked with Faculty and Staff from UBC Sauder and Junior Achievement British Columbia to develop CLC Capstone Projects. Completing the Program, students received credit in either CLC 12, Entrepreneurship 12 or Independent Directed Studies.

Action #5: Continue to provide ongoing Professional Development opportunities for staff.

The school hosted the Indigenous Focused Training Day in April, with multiple Byng staff leading workshops and training sessions at Byng (one of the secondary host school sites).

The school learning community completed an Inquiry Project focused on the First Peoples Principles of Learning, led and facilitated by the school's District Resource Teacher.

The school facilitated and supported staff and their classes working with local artists and elders.

Evidence:

Action #6: Develop school-based distributed leadership at the school level to support school-wide initiatives for learning (For example, the Social Studies Department is now the Social Studies & Indigenous Education Department).

Evidence:

Counselling staff worked with Indigenous youth to develop and create an Indigenous focused youth lounge, the Many Nations Room.

Media Arts Projects this year included the creation of two film productions:

- The Porcupine: A film inspired by the teachings of Lakota Metis Elder Mr. Ray McKeown
- The Woman of the Grass House Post Unveiling, a recording of the historic House Post unveiling event at Byng that took place on May 9th.

This year a staff member at the school was recognized with an award by the Indigenous Education Department, the Bryce Henderson Allyship Award. Three Byng staff have now been recognized with this award.

Summary

Byng Secondary School has made significant strides in aligning its teaching and learning with the VSB Education Plan 2026 through a wide range of inclusive, culturally responsive, and student-centred initiatives during the 2024–25 school year. The school implemented the Four Point Proficiency Scale across all departments, supported by collaborative planning and professional development to reduce student stress and enhance assessment practices. The introduction of a new Hub Model provided integrated academic and emotional support, while the Learning Hub offered consistent, high-engagement support during FIT periods. Equity was advanced through diverse learning experiences such as project-based learning, arts showcase, land-based education, and technology integration. Reconciliation efforts were deeply embedded through partnerships with the Musqueam Nation, student participation in cultural carving projects, and school-wide recognition of Indigenous events. Collaboration with the VSB Indigenous Education Department led to impactful programs like the Horizons Capstone initiative, while staff-led professional development and the creation of the Many Nations Room further demonstrated a commitment to Indigenous education and distributed leadership. These initiatives collectively reflect Byng's strong alignment with the VSB's goals of belonging, equity, and reconciliation.