

2024-2025 School Learning Plan

SCHOOL STORY

John Oliver Secondary School catchment area falls in the South Vancouver-Fraser area of Vancouver. The school runs along 41st Avenue East and Fraser Street with the catchment extending south to the Fraser River, West to Main Street and East to Knight Street. The catchment is primarily single family residential, multidwelling apartments along with retail stores along the main arteries. John Oliver Secondary's diverse population is approximately 965 students, representing over 35 home languages being spoken. Over 65% of the population reports speaking a language other than English at home with Tagalog and Punjabi being the greatest percentages. Indigenous students comprise four percent of the school population. John Oliver students span the spectrum of academic abilities from gifted learners to those with learning challenges.

Approximately eighteen percent of students are supported by Individual Education Plans. John Oliver offers a strong, comprehensive curricular program designed to satisfy university, trades and college entrance and prepare students for success in their chosen career trajectory. The school's strong academic focus is complemented with visual and performing arts, technical, and technological programs. Our Technical Education program is one of the largest programs in the province for mechanics, metalwork, woodworking, and robotics where many students continue into post-secondary opportunities. Our growing Music program features our Jazz Band/Choir the 24 Carats ensemble and our Culinary Arts program provides students with the opportunity to learn industry standard skills.

John Oliver secondary also hosts numerous District Programs including six unique special education programs from Life Skills to a Learning Support Program. These district special education programs provide small supportive classes and/or support for students without any designations to those with complex learning profiles. Depending on the program, the support provided focuses on building organizational and academic skills, to improving social, behavioral and communication skills. The last two district programs on site are the JO Digital Immersion Mini-School and the Take-A-Hike Alternative Program. The JO Digital Immersion Mini-School hosts a digital component which includes mentorship from technology professionals and courses with digital focus along with the traditional courses and enhancement activities found at other Mini-Schools. The Take-a-Hike Alternative Program is for students who thrive in a non-traditional classroom. The program focuses on all the academic courses while building self-confidence, motivation, and skills with weekly field trips and longer wilderness experiences. John Oliver secondary has an impressive offering of extra-curricular activities, including a strong athletics

program, and numerous clubs that celebrate cultural diversity, challenge the students' physical, intellectual, and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

This question was posed to the Staff as a whole and Department Heads on a subject/department basis and through student discussions and surveys. Overall, we found that our students are keen learners who have a genuine commitment to the school and the people within it. They have good relationships with each other and have a good tolerance for differences. Our students value family and the JO community, show empathy and are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. They are multi-skilled and diverse with a range of ability levels but all striving to reach their maximum potential. John Oliver students continue to develop their core competencies, building on their classroom experiences with critical and creative thinking. They are developing and fine tuning their ability to reframe their strengths and weaknesses by building on what they do well and using it to learn what they do not do well. This is developing their confidence as they learn to communicate their successes.

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

Over the next three years (2024/2025/2026), by implementing Universal Design for Learning cross-curricular approaches, the school intended to show improvement in student achievement in Literacy and Numeracy across all learners. The improvement will be indicated in the number of students at or above proficient in the Numeracy 10 and Literacy 10 and 12 Provincial assessments. Our 2024 and 2025 assessment data indicates a slight improvement in literacy and numeracy achievement.

Translating ideas and programs into classroom and curriculum change isn't it challenge for administrators and teachers. To implement UDL innovations in the classroom and in curriculum we have used flexible collaboration time, staff reading groups, coordinated staff professional development, and a research partnership with UBC faculty of education team. The research partnership emphasized digital multimodal composing to further universal designs for learning in the classroom. A teacher and student show and tell of digital multimedia work will be presented in September 2025.

In addition to the UDL focus, we have also concentrated on improving student physical and mental wellbeing, and belonging. Various acts of vandalism and anti-social behaviour occurred in the 2023-2024 school year both in the school and in our surrounding community. From September 2024 to April 2025 we focused on improving student connections to the school by working with student clubs and members of the local community. For example students from different communities worked together under the direction of the Filipina club to paint a series of murals to beautify the cafeteria response to these murals by students has been overwhelmingly positive and

affirming of their home communities and respect for John Oliver secondary. A second example can be found in outreach to and increased supervision at local businesses during lunch and FIT times. At local businesses students have observed close interaction between admin and business managers: Vandalism and antisocial behavior declined completely.

Impactful events in the community and globally required the school to focus on mental well-being and supports for students and teachers. Various partnerships with district and provincial counselling and psychological support services occurred. Limitations to the clinical model of service provision were noted; partnerships with local service providers and neighborhood houses helped address deficiencies of the individualised clinical model. This was also part of building belonging in the school and fostering a sense of pride in the school and community.

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

We have actively promoted cultural awareness, indigenous ways of knowing, and connection to self in order to further enhance equity and inclusion. We have monitored the Student Learning Survey for positive trends in questions related to cultural awareness. In addition we have included several indigenous focus activities in our semester turnaround program held at the end of January 2025. Other reconciliation work includes extensive focus in our LAC program on Coast Salish myth making and identity formation. This unit culminated in a 10 panel stained glass that will be displayed permanently in the school, along with student artist statements and a student multimedia documentary on their learning. A follow-up project included a carving unit done in collaboration with David Robinson.

In our digital mini program, reflection using First Nations ways of knowing occurred as part of the grade 12 Capstone and exit interview processes. This activity directly linked our learning about indigenous knowledge systems, and the emphasis on personal and social relationships that are constructed in place.

In our science department units within specific courses and our environmental science course focus on indigenous teachings and learnings and are oriented to helping students understand the relationships between people and the land we have settled on.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor and modify our goals we will be using data from various sources:

- We have seen a positive trend over three years for our Literacy 10 and 12 and our Numeracy 10 Provincial Assessments compared to our historical results and a comparison to the district and provincial averages.

- We continue to monitor achievement levels in Mathematics classes English classes as a base value for Numeracy and Literacy assessments.
- We surveyed our teachers to assess the impact of UDL strategies on building our students' competencies in all subject areas.
- We found positive trends in the Student Learning Survey on questions regarding equity and feelings of discrimination or bias. We are observing a trend towards increased experiences of equity in the school and classrooms and away from reported experiences of discrimination or bias.
- We observed positive trends in the Student Learning Survey on questions regarding learning about Indigenous Peoples and histories. While our focus is to build our successes over a three-year window, we have assessed and shifted strategies when needed.