

2024-2025 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 x^wməθk^wəyəm, Skwxwú7mesh Úxwumixw & səlilwətał.

In the heart of Vancouver's downtown West End, King George Secondary School is in the city's most densely populated and diverse community. Founded in 1914, the original King George building was situated at the corner of Burrard and Nelson. In 1963, the school was moved to our current location at Barclay and Denman, adjacent to the West End Community Centre. The original site is now home to the Wall Centre where there is a plaque on the grounds acknowledging the former building's site and history.

King George Secondary serves a diverse student body of approximately 650 students, with the majority coming from our Downtown Family of elementary schools, including Elsie Roy, Lord Roberts, Lord Roberts Annex, and Crosstown. As one of the most culturally diverse schools in the Vancouver School Board, over forty languages are spoken within our community. This diversity is a source of pride and strength, and we are committed to fostering a safe, inclusive, caring, and supportive environment for all students. Our dedicated team of 60 staff members work across a range of roles to support both students and families in meaningful and responsive ways.

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs, helping to foster a community of inclusivity amongst our students.

With a proud tradition and family feel to the school, King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, musical performances, Math and Science competitions, and Fine Art projects in cooperation with the Vancouver Art Gallery.

King George works in cooperation with our numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), Gordon Neighbourhood House, School Aged Children and Youth (SACY), and our King George Alumni Association. We believe strongly that working closely with our community partners greatly enhances our school's culture and provides valuable opportunities for student success and well-being.

Our vision of success continues to include community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion and compassion. In short, our school community's purpose is to provide a positive, inclusive learning environment for all students.

King George does not offer any special programs within the building, and as such, the school has gone to great lengths to ensure that the diverse learning styles and needs of all our students are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy, and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at King George have many strengths as learners, and our school community fosters a strong sense of connection among students, allowing them to feel a deep bond with both their peers and the school. This connection is further enhanced by the prevalence of multi-grade interactions, creating an inclusive environment where students of all ages are accepted and respected. Our student body comprises individuals from diverse socioeconomic backgrounds. We celebrate this diversity and believe it enriches the learning experience by fostering cultural understanding and promoting inclusivity. Diversity and inclusion are highly valued within our school, and students show willingness to advocate for themselves and others, making them exemplary members of our community. Interestingly, this strong sense of community has a profound impact on the students' choices, as they often decide to remain at our school despite being referred to other institutions for special programs.

One of the standout qualities of our students is their versatility, creativity, and innovation. They possess a remarkable ability to adapt to different situations and think outside the box, constantly coming up with fresh ideas and solutions. Their resilience shines through in the face of challenges, demonstrating a remarkable ability to bounce back and persevere. Moreover, our students are willing advocates for themselves, actively seeking opportunities to express their needs and assert their rights.

A strong emphasis on community is deeply ingrained within our students, as they exhibit a genuine concern for others and actively contribute to the betterment of their surroundings. This commitment to community is further reinforced by the diverse experiences our students bring with them, enriching the overall fabric of our school. In addition to being independent learners, our students are also receptive to feedback, always willing to listen and improve. Our students exhibit a remarkable level of maturity and confidence when engaging in conversations with adults, showcasing their ability to articulate their thoughts and ideas with poise and clarity.

At King George, we place a strong emphasis on developing the skills necessary for successful self-directed learners. We believe in providing opportunities for students to take ownership of their learning and actively engage in community service. This approach not only helps them develop a sense of responsibility but also cultivates personal accountability and time-management skills.

Particularly, we recognize the need to foster self-regulation in the use of personal electronics and social media. We provide guidance and support to help students develop a healthy balance in their digital lives, promoting responsible and mindful technology usage.

We strive to support our students in becoming active stakeholders in their own learning and fulfilling their academic commitments. We recognize the importance of fostering a sense of ownership and motivation within each student, enabling them to excel academically. We prioritize the development of perseverance and resilience among our students. We understand that facing challenges is an integral part of the learning process, and we equip our students with the necessary tools and mindset to overcome obstacles, learn from failures, and grow stronger.

We also prioritize the development of maturity in social relationships. Our goal is to create an inclusive and supportive environment that encourages students to engage in healthy interactions with their peers and staff. We believe that building strong interpersonal skills is crucial for their personal growth and future success. Additionally, we are committed to promoting mental health and overall wellness. We provide a nurturing environment that supports students' emotional well-being and helps them develop strategies to manage stress and cope with challenges effectively.

Overall, our program aims to create an educational environment that nurtures the holistic development of our students, empowering them to become responsible, self-directed learners who are well-prepared to navigate both academic and personal challenges. Information coming from the Newcomer Welcome Centre, psycho-educational testing and from counsellors indicates that students have a wide array of academic challenges. They include things such as: acquiring English competency, navigating secondary school as a neurodiverse learner and relating the curriculum to their own lives and future. Personal challenges that students experience are regularly connected to their mental health or socio-economic situations in their home and community, and are often visible as poor attendance and/or connectedness to the school and thus overall achievement. Staff and students identify that connected learners who can identify a staff member who supports them and sees them as an individual experience better outcomes at school.

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

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs and speaks more than forty languages in their homes.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Academic Strategies

UDL – Universal Design for Learning is essentially teaching to the diversity at King George. Instruction, activities and assessment meet the students where they are in their learning and provide opportunities for students to have multiple access points to access the curriculum and to demonstrate their learning. Additionally, using a UDL approach to engage students in their learning and expression of their learning.

RTI – Response to Intervention is used across the school, from the Pyramids of Intervention and how we deal with issues of discipline, to how students are supported by RISE classes. RTI will be used to schedule classes and support students in a new Math recovery model where two blocks of Learning Support Services are allocated to primarily support students in Junior Math (Grade 8 & 9) classes and Workplace Math 10 and Workplace Math 11 classes. Results in the Numeracy 10 Assessment have been identified as an area where there is room for growth and improvement.

Academic Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions have been shared for staff to work with students and families if academic concerns are observed.

Attendance Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions has been shared for staff to work with students and families if attendance concerns are observed.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Social Strategies

Anti-Racism – Recognition of a diverse community, celebrating the cultural differences and accepting students who have different backgrounds and beliefs. Students are supported by various multicultural workers, settlement workers, and Indigenous Enhancement Teacher and participate in activities and projects in classes and clubs to build their knowledge and competencies in this area.

Trauma-Informed – Staff support students and families by recognizing that some members of our community have experienced trauma. This means maintaining appropriate boundaries for students, while also offering flexibility and support to help them as learners and individuals.

Leadership and Community Connections – Connecting and involving students in their city and school community will be a priority. A newly developing Grade 8 Leadership Model will support Grade 8s in their transition to secondary school life. Students enrolled in Senior Leadership are taught foundational leadership skills and then allowed to follow individual leadership passions in the areas of athletics leadership, community leadership, peer tutoring.

The King George Catalyst Mini Program will begin a renewed focus on community connections and a leadership focus as it continues to provide enrichment and immersion opportunities for students.

Community School Team programming begins with building connections to the Grade 7 transition and building community among the downtown family of schools. CST has many community connections with the City of Vancouver & non-profit organizations in Vancouver. The Community School Team works to support students in building leadership experience as they transition away from secondary school.

King George Secondary has a growing and evolving number of ways for students to connect to the school and to individualize their learning through participation in clubs and teams. KG Athletics offers a diverse offering of athletics opportunities in all seasons of the school calendar. There are opportunities for students to participate recreationally and competitively in more than twenty teams. Clubs and councils at KG vary from year to year based on student interest, but usually include Student Council, Interact, SOGI club, and Green Team. We believe that students who are connected to the school through clubs, teams and service are more connected to the school, do better academically and share learning from their club with the rest of the student body.

Behaviour Pyramid of Intervention - Following the school-wide RTI, staff will take a progressive approach to issues of behaviour concern. They will align to the BC Core Competencies.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

All students enrolled in English 11 complete First Peoples English 11, so students meet the Indigenous graduation requirements and learn about Indigenous history and lived experience through Indigenous authors and storytellers. Social Justice classes recognize Red Dress Day in May with a sidewalk display, posters around the school and shared classroom resources. Metis elder invited in to work with First Peoples English 11 classes, Textiles 9-12 classes and Physical and Health Education classes to share knowledge, beading and traditional games. Land acknowledgement is used at all staff gatherings, assemblies, announcements and Coast Salish anthem shared at School-Leaving Ceremonies.

HOW WILL WE KNOW WE'RE ON TRACK?

Throughout the year we will seek input from the community, parents/guardians, staff and students on how they observe if supports are successful. Some of the feedback will be data and others will be anecdotal.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Action Items:

We will continue to discuss and seek feedback and observations from staff about our challenges and successes at staff meetings, Professional Development days and collaborative times throughout the year.

Review of academic results, such as report cards and failure lists

Review of school and district results of Numeracy 10, Literacy 10, and Literacy 12 BC Assessments

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Year-End Update, May 2025:

As part of King George's transition from the Middle Years Programme (MYP) to the British Columbia (B.C.) curriculum, staff have been engaging in professional learning to support student engagement and connection to their learning. This work has focused on implementing the B.C. competency-based assessment framework, which emphasizes student agency, reflection, and growth. Through staff meetings, collaborative planning, and release time, educators have explored ways to align their assessment practices with the provincial proficiency scale and deepen their understanding of the Core Competencies. These efforts are helping to create more consistent, meaningful learning experiences that support students in developing key skills and feeling more connected to their school community.

The school strongly believes that adopting B.C. assessment standards will:

- Enhance communication of student learning with students and families,
- Better support families who are new to the area or country, and
- More effectively meet the needs of King George's diverse student body.

In the first year of implementing Numeracy Support Teacher blocks, we've seen encouraging progress in targeted math courses. Comparing results from 2023–24 to 2024–25:

- Grade 8 Math marks remained consistent,
- Grade 9 Math marks improved by an average of 6%,
- Workplace Math 10 marks rose by an average of 7%, and
- Workplace Math 11 results are still in progress, with final data expected at year-end.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Action Items:

Ministry of Education Student Learning Survey.

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Year-End Update, May 2025:

To strengthen student connection to the school community and deepen engagement in learning, King George students and staff collaborated throughout the year to create a new school acronym. Through a series of consultation and collaboration sessions, the community worked together to refresh and modernize the existing acronym, ensuring it better reflects the identity and evolving needs of today's learners.

This process not only fostered a sense of ownership and belonging among students, but also supported the school's ongoing transition to the B.C. Curriculum for Grades 8 to 10 by encouraging meaningful dialogue around B.C.'s Core Competencies.

Beginning in the 2025–2026 school year, the new acronym—F.I.R.E. (Focus, Integrity, Respect, Engagement)—will serve as the foundation for a positive behaviour intervention strategy. F.I.R.E. will help guide student conduct, promote social-emotional development, and reinforce a positive and inclusive school culture.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Action Items:

We will review the Indigenous success plans for each of our Indigenous students to ensure they are successful and to provide the necessary support when needed.

The Indigenous Enhancement Worker will meet with students and families regularly to seek feedback

Year-End Update, May 2025:

To advance our goal of increasing knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, cultures, and contributions, King George has implemented a range of intentional strategies across all grade levels during the school year.

In the junior grades, we have focused on fostering meaningful connections with Indigenous students by building trust and strong relationships among families, teachers, administrators, and support staff. These efforts help create a safe and welcoming environment that supports student identity and belonging.

In the senior grades, the focus has shifted toward supporting academic success, meeting graduation requirements, and encouraging students to explore and pursue their individual passions. All Grade 11 students continue to engage in First Peoples English 11, where they demonstrate growing capacity to apply their learning through a social justice lens. This has been enriched by the involvement of a Métis Elder, who shares cultural teachings and perspectives in both First Peoples English 11 and Grades 9–12 Textiles classes, deepening students' understanding of Indigenous knowledge and traditions.

Grade 12 students with Indigenous ancestry have successfully completed graduation requirements and developed clear pathways for post-secondary education, training, or employment.

A review of AIMS plans highlighted the importance of regular check-ins with counsellors as a meaningful practice that supports connection, relationship-building, and student well-being. These ongoing conversations provide Indigenous students with opportunities to reflect on their goals, celebrate their strengths, and stay engaged in their learning while affirming their cultural identity.