

2024-2025 School Learning Plan

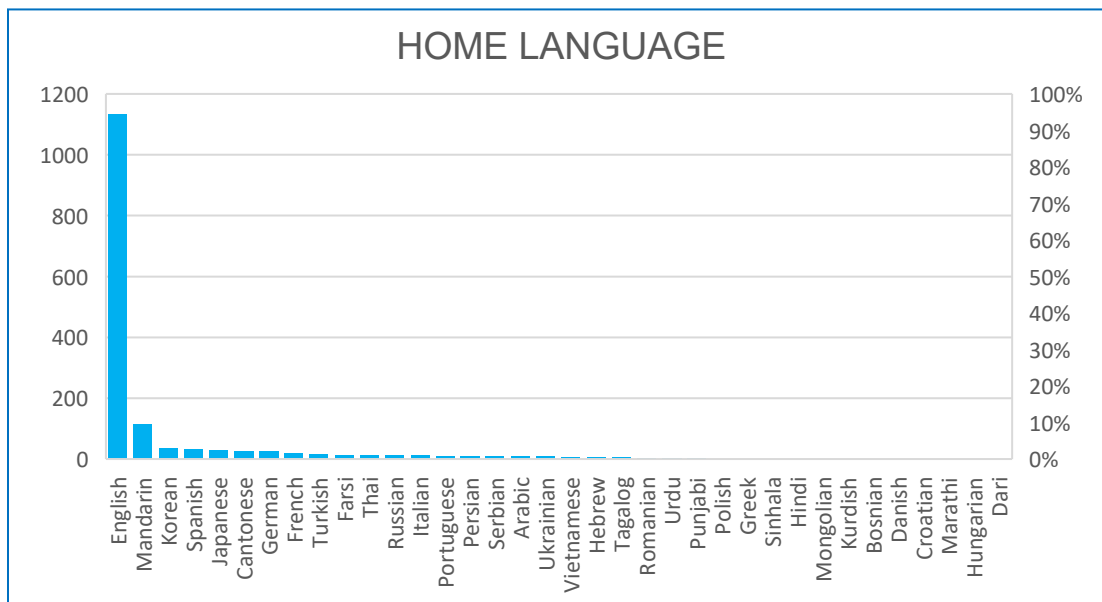
SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

Kitsilano Secondary School is a dual track school that has a school population of approximately 1600 students in grades 8 to 12: 980 regular program students, 600 French Immersion students and 22 students enrolled in one of two onsite district education programs. These programs include:

- Life Skills Program enrolls 12 students in grades 8 to 12.
- Vinery Program has 10 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty-five different home languages with English identified as the most common home language. Our student population also includes 54 English Second Language learners, 25 Indigenous learners and 120 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area includes apartments 5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low-income households is 14.7%
- median household income is \$72 839
- population representative of single-parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extracurricular programs that help support students based on their personalized needs. These include over forty-five school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

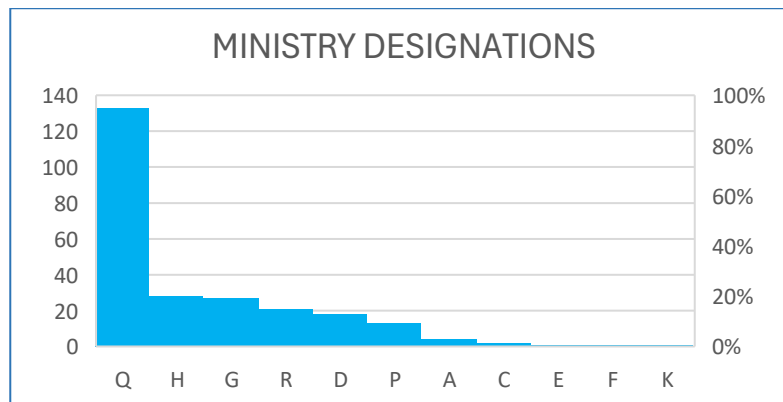
The Kitsilano Staff includes 120 teaching and support staff - 88 teaching staff, 29 support staff and three administrators. The Kitsilano teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences, and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

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 of students, parents and staff, including the BC Ministry of Education Student Learning Survey, Youth Development Index (YDI) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Our community of learners consists of 980 regular program students, 600 French Immersion students and 32 students enrolled in one of two onsite district education programs. Our group of learners also includes 54 English Second Language learners and 25 Indigenous learners. There are 249 students who have Ministry Designations.



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 is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- curious, engaged, resilient
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates
- GLA 10 and GLA 12 results: A High percentage of students scored Proficient/Extending

Needs

- increased levels of anxiety and depression
- lack of self-regulation of the use of electronic devices, cell phones in school
- negative online behaviour
- substance use, including vaping

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

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. Our attention is on all learners with a specific focus on junior students, vulnerable students with a lack of connection to the community and students who struggle with attending school.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, there is a greater likelihood for students to be mentally well and experience academic success.

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

Our goal is to adopt and implement a variety of strategies and initiatives to increase belonging and engagement for students to improve their social and emotional wellness and academic achievement.

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in dialogue with students
- Student Voice and Leadership
 - Kitsilano Parliament, Student Council, Student Forum
 - Kitsilano Ambassadors - welcome and provide orientation for new students, provide service to the school for various school events
 - Student and staff collaboration and planning for school-wide initiatives
- Schoolwide Learning/Initiatives
 - Students and staff co-plan and organize lessons and activities for events such as but not limited to, Truth and Reconciliation, Pride, Black History Month, International Women's Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - Assembly/class presentations: digital literacy, cyberbullying, healthy relationships, consent, mental health, substance use, vaping
- Grade 8 Transition

- Spring Grade 7 Day for all incoming students
- September Grade 8 Welcome, Orientation and Tours by Link Crew
- Grade 8 Team - grade 8 teachers who will meet regularly to discuss what they're noticing and strategies to address concerns and opportunities to assist their transition to high school

- Link Crew

- Multiple activities throughout the school year, planned and facilitated by Link Crew leaders, teachers
- Ongoing meeting/mentoring - Link Crew meets with the grade 8 students
- Presentations/visits to Grade 7 feeder schools

- Organized Student Activities

- Over 45 active school clubs
- Full complement of fall, winter, and spring athletic teams
- Theatre productions, films, music concerts
- Annual school events: Grade 8-12 Indoor Track Meet, Fine Arts Night

- Targeted small group support

- Leadership Resiliency Program implemented to support our vulnerable students
- Kitsilano Neighbourhood House lunch drop-in

Improve equity

Our focus will be to improve academic support that is accessible to all students. It is our hope that all students feel valued and supported in their educational goals. The focus of our work has included staff in-service on Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and targeted academic support for our vulnerable learners.

- UDL Strategies

- UDL strategies allow for the needs of all students to be met.
- Teachers will implement UDL strategies in their planning and assessment to support a diverse range of learners in their classes.
- Teachers will be provided support through in-service, workshops, and professional development Opportunities.

- Learning Resource Support

- We have increased the number of Resource Teachers (RT) to allow for the support of more students with their learning and educational goals and promotion of student self-advocacy.
- Resources teachers will primarily case manage and support students with Ministry Designations, but will also provide support to the general student population and teachers.

- Each block will have at least two RTs available to support students. One RT will enroll students in a Skills class while another RT will provide support for students who 'drop-in' for help.
- When RTs are not enrolling a class, they will be able to support classes, targeted students, and teachers.
- Skills classes will teach key foundational skills for students to be independent learners and will enroll students prioritized with the greatest need for academic support.

- Targeted Academic Support

The focus and efforts of the Counselling and Resource departments will be to identify our vulnerable learners

(IEP, Indigenous students, junior students, absentee students, students with mental health concerns) who experience the greatest challenges. Counsellors and RTs will work together to provide/coordinate wrap-around support for our vulnerable learners.

- Homework Help Club

The Homework Help Club is open to all students seeking academic support for their class(es). The support is provided by peer tutors in the senior grades. Peer tutors are provided with training and guidance from the Resource Teachers.

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

Our journey of reconciliation with First Nations, Metis, and Inuit continues through learning opportunities in classes and school wide. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities. Our goal will be to build more opportunities for acts of reconciliation and to learn about Indigenous culture.

We will continue our journey of reconciliation through:

- Professional Development

- Providing teachers and staff opportunities to attend workshops, conferences, and training sessions, courses on Indigenous knowledge and perspectives

- Curricular Integration

- Implementing Indigenous perspectives and ways of learning into all curricular areas - English, ELL, Social Studies, Modern Languages, Applied Skills, Fine Arts, Math, Science, PHE, FRIMM
- Schoolwide lessons and activities on reconciliation, celebration of Indigenous culture

- Growth of library resources containing Indigenous content
- Speakers/Presentations
 - Inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - Collaboration with our Indigenous Enhancement Worker to support learning in various classes
 - Presentations/performances that foster learning about and celebrating Indigenous culture
- Reconciliation
 - Decolonizing the classroom: incorporating indigenous culture and ways of learning
 - Change in school mascot (from blue demon to TBA) and re-design of athletic logo, 'Raven K'
- Routines and Customs
 - Continue to include land acknowledgement for gatherings and daily announcements
 - Using the correct pronunciation of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation)

HOW WILL WE KNOW WE'RE ON TRACK?

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures before and after to track the effectiveness of strategies implemented. The data will be used to inform changes and modifications to the plan of increasing belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

Student achievement, physical and mental well-being, and belonging

- Ministry Student Learning Survey Results 2024 and 2025
 - Review results of specific questions related to belonging, connectedness, self-esteem, and anxiety
- Student Survey (belonging, mental wellness)
 - Collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Attendance records for all students
 - Specific focus on vulnerable students and junior students
- Literacy and Numeracy Assessment results
 - Track progress of students in English and Math courses at mid-semester and final term
 - Review GNA 10, GLA 10, GLA 12 results from 2023-24 and 2024-25

Equity

- Ministry Student Learning Survey Results 2024 and 2025
 - Review results of specific questions related to academic and learning support
- Student Survey (learning support)

- Collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Staff Survey (UDL strategies)
 - Collect quantitative and qualitative data through fall and spring surveys
- Student Achievement Data
 - Review achievement results of vulnerable students at mid-semester and final term for progress

Reconciliation

- Student Survey
 - Collect student experience of Indigenous ways of knowing and learning in classes and school and ideas for continued learning
- Staff Survey
 - Collect data on how Indigenous ways of knowing and learning are being implemented into their classes; goals for future practices, projects, support and resources

Final Reflection – May 2025

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

Throughout this year, we have adopted and implemented a variety of strategies and initiatives aimed at fostering a more inclusive, supportive, and engaging school environment. These efforts have been guided by our goal to improve student achievement in literacy and numeracy, enhance physical and mental well-being, and foster a strong sense of belonging. We focused on:

- Using the K.I.T.S. Code of Conduct for consistent language and behavioural expectations
- Creating increased opportunities for student voice
- Creating increased opportunities for students to get involved with extracurricular activities (clubs, athletics, government)
- Enhancing Grade 8 Transition
- Increasing targeted small group support for building student connections

1. Literacy and Numeracy

Across the different curricular areas, strategies were implemented in classes to increase student achievement

in literacy and numeracy. In comparing last year's and this year's course averages, Math 8, 9 and 11 marks

were consistent, and Math 10 and English 10 marks were slightly higher. Additionally, FIT sessions were made

available for students to prepare for graduation assessments. Grad assessment results showed a slight

decrease in the Literacy 10 and Numeracy 10 results compared to the previous year, whereas, Literacy 12

results were consistent compared to the previous year.

2. Physical and Mental Well-Being

To promote physical and mental well-being, many classes have implemented physical activity and mindfulness

activities into lessons. Student Learning Survey results indicate that 71% of students report their mental

health as being “fair” or better.

3. Belonging

Many opportunities were created for students to be involved in school activities and to provide voice and

input into school decisions. Student Learning Survey results indicated that 76% of students reported feeling

welcome “most of the time” or more, and 89% of students reported that they felt like they belonged

“sometimes/most of the time/all of the time”.

Looking Ahead

We feel positive about the initiatives implemented to create a greater sense of belonging. We will continue these efforts to ensure that every student feels a strong sense of belonging and engagement. By nurturing a supportive and inclusive school culture, we aim to enhance students’ social-emotional wellness and academic achievement across all grade levels. We will also look at implementing additional strategies to improve student achievement in literacy and numeracy, and physical and mental well-being.

Improve equity

Over the past year, our collective efforts have centered on a shared vision: to improve academic support that is accessible to all students. Through intentional planning, collaboration, and implementation, we have made significant progress in three key areas: Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and providing targeted academic support for our most vulnerable learners.

1. Universal Design for Learning (UDL) Strategies

Through UDL staff in-service sessions, workshops, and ongoing professional development, teachers were

better able to design lessons that meet the diverse needs of their students. We observed a growing

confidence among educators in applying UDL principles to both planning and assessment. This shift has led to

more flexible learning environments where students can access content in multiple ways and demonstrate

their understanding through varied means.

2. Learning Resource Support Model

Our learning resource support model was restructured to better support an increased number of students.

We increased the number of Resource Teachers (RTs) and scheduled each block to have at least two RTs—

one dedicated to Skills classes and another available for drop-in support. This structure has allowed us to be

more responsive to student needs, promote self-advocacy, and provide foundational skills that foster

independent learning. Teachers have also benefited from increased collaboration and in-class support,

enhancing the overall learning environment.

3. Targeted Academic Support for Vulnerable Learners

Counsellors and RTs worked closely to identify our vulnerable students and provide wrap-around support.

This proactive strategy has led to earlier interventions, stronger relationships, and more personalized

academic pathways. We've seen some increased engagement and resilience among these students.

Additionally, some of these students have attended the Homework Help Club, which has provided support

for academic achievement and fostering connection and mentorship within our school.

Looking Ahead

We are encouraged by the positive outcomes and the collaboration that has driven this work. Our focus remains to create an inclusive, supportive, and empowering academic environment for all students. We will continue to focus on enhancing our UDL practice, resource support model, and targeted interventions to meet the evolving needs of more of our learners.

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

This year, our school community has taken meaningful and increasing steps toward reconciliation with First Nations, Métis, and Inuit peoples. These efforts reflect a growing commitment to truth, understanding, and respectful integration of Indigenous perspectives into our educational environment.

1. Professional Development and Staff Engagement

Staff have engaged in district-led professional development focused on Indigenous education.

This included:

- Sharing land acknowledgments during meetings/gatherings
- Attending Indigenous-focused professional development days
- Collaborating across subject areas to deepen understanding and application of Indigenous content

2. Curricular Integration

We made strides in integrating Indigenous content into our curriculum. This included:

- Incorporating Indigenous perspectives and ways of knowing, and Principles of Learning across all curricular areas, including more place-based learning
- Offering courses such as EFP 10, EFP 12, CIS 12 (English and French)

3. *Community and Resource Integration*

We have strengthened our connection with the broader Indigenous community by:

- Inviting Indigenous guests into classrooms
- Utilizing community resources to enrich learning experiences

4. *Student Involvement and Empowerment*

Students have been involved in various initiatives that promote reconciliation:

- Participation in art projects and installations
- Learning and practicing land acknowledgments
- Engaging with guest speakers and Indigenous community members

5. *Cultural Recognition and Awareness*

Our school has actively participated in events and initiatives that honor Indigenous cultures and histories:

- Observances such as Orange Shirt (NTR) Day, Red Dress Day, and Indigenous Peoples Day
- Art installations and displays, including the Truth and Reconciliation installation in the atrium, a display of indigenous content in student work/learning, Red Dress display
- Assemblies and community circles that foster dialogue and awareness

Looking Ahead

While these efforts mark significant progress, reconciliation is an ongoing journey. We remain committed to building a school culture rooted in respect, understanding, and reconciliation.

Moving forward, we will continue our journey with a renewed focus on:

- **Professional Development:** Supporting staff with workshops, courses, and training in Indigenous knowledge and pedagogy.
- **Curricular Integration:** Expanding Indigenous content and perspectives across all subjects and growing our library's Indigenous resources.
- **Community and Resource Integration:** Welcoming more Indigenous voices into our classrooms to share lived experiences and cultural teachings.
- **Student Involvement and Empowerment:** Continuing to decolonize our learning spaces and practices, and creating more opportunities for students to engage in meaningful reconciliation.
- **Cultural Recognition and Awareness:** Honoring Indigenous protocols and traditions in our daily practices and school events.