

2024-2025 School Learning Plan

SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 960 learners and 90 educators, and support staff who are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts, with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high-quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey and the Youth Development Instrument (YDI), and feedback from our Student Focus Group. We also analyze learning updates and continuously track student attendance, following up with any learners not attending. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school who believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Many learners at UHill are involved in an array of extra-curricular activities. We have over 60 clubs that cover diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement, most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 90 learners in our English Language Learning program, 90 learners with diverse learning needs, 20 learners who identify as Indigenous, as well as approximately 150 learners in the International Education program.

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

Our goal is to foster a sense of connection, well-being, and belonging for every learner in our school. We chose this goal to help our students gain strategies for their wellness, and so that we can welcome all learners to our school community.

- **Action 1:** We will focus on connection and take time to know our learners. During staff collaborative planning time, we will ensure that for every learner in our school, at least one or two educators know their name, know a positive story about them, and know a strength about them.
- **Action 2:** We will utilize Flexible Instructional Time (FIT) to support learning and well-being by enabling learners to have a choice in how, when, and where their learning takes place.
- **Action 3:** We will use the homeroom class structure as a place to connect and create community. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. Three times over the year, learners will connect with their homeroom teachers during scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.

Improve equity

Our goal is to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership over their learning. We chose this goal so that we can help our learners build their reflection, goal-setting and resiliency skills.

- **Action 1:** We will focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: *Where am I now? Where am I going? How do I get there?*
- **Action 2:** We will coach students on how to reflect and set goals in the communication, thinking, personal, and social core competencies during our school-wide core competency self-reflection and goal-setting activities.

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

Our goal is to encourage land-based learning across the school. We chose this goal as a way to follow the First Peoples Principles of Learning which state that "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" and that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)."

- **Action 1:** At every staff meeting and staff collaborative planning time, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- **Action 2:** At every staff meeting, we will learn how to pronounce words in the [hənq̓əminəm Language](#), following the guidance of the Musqueam teaching kit.
- **Action 3:** We will take classes on local field trips to Pacific Spirit Regional Park, UBC Farm, Wesbrook Village, and UBC Campus.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to participate in the Student Learning Survey (SLS) and the Youth Development Index (YDI). We are particularly interested in the following questions and how the responses may change over time:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Is school a place you feel like you belong?
- Do you feel safe at school?
- How many adults care about you?
- Do you feel welcome at school?
- Does school make you feel stressed or anxious?
- Do you feel good about yourself?
- How would you describe your mental health?
- Can you name two or more adults who believe you will be a success in life?

Final Reflection May 2025

University Hill staff maintained a strong focus on building connections and getting to know our learners. During collaborative planning sessions and staff meetings, intentional activities were implemented to ensure that each student had at least one or two educators who knew their name, could share a positive story about them, and recognized one of their strengths. To further support this work, a guest speaker was invited to share strategies for fostering connection through a trauma-informed lens.

Despite these efforts, Student Learning Survey (SLS) data, shown in the following table from the 2024–2025 school year, indicated a decline in students' perceptions of adult care. Among Grade 12 students, 71% reported feeling that at least one adult cared about them, down from 81% the previous year. Similarly, in Grade 10, the percentage dropped from 66% to 62%. These results highlight the need to continue strengthening relationships and ensuring that every student feels seen, supported, and valued.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025

One or more adults who you feel care about you?	66	62	81	71
Can name two or more adults who believe student will be a success in life?	53	56	54	57

In relation to belonging and safety, Grade 10 students reported a notable improvement in their sense of belonging, rising from 53% in 2023/2024 to 62% in 2024/2025. Feelings of safety also increased significantly from 79% to 86%, while the percentage of students feeling welcome rose slightly from 69% to 71%.

In contrast, Grade 12 students showed a slight decline in their sense of belonging (from 45% to 44%) and feeling welcome (from 64% to 59%), while feelings of safety remained relatively stable, increasing marginally from 71% to 72%.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
Is school a place where you feel like you belong?	53	62	45	44
Do you feel safe at school?	79	86	71	72
Do you feel welcome at your school?	69	71	64	59

With respect to well-being, grade 10 students reported a significant decrease in school-related stress or anxiety, dropping from 36% in 2023/2024 to 27% in 2024/2025 as indicated below. At the same time, more students felt good about themselves (rising from 45% to 51%) and rated their mental health as good, very good or excellent (increasing from 50% to 58%).

In contrast, Grade 12 students experienced an increase in stress or anxiety, rising from 40% to 48%. However, there were modest improvements in self-esteem (from 42% to 47%), while the percentage reporting good, very good or excellent mental health declined slightly from 48% to 45%.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
Does school make you feel stressed or anxious?	36	27	40	48
Do you feel good about yourself?	45	51	42	47

How would you describe your mental health (good or better)?	50	58	48	45
---	----	----	----	----

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

Final Reflection May 2025

In Grade 10, students showed a positive trend in receiving feedback on how to improve their learning, with responses increasing from 57% in 2023/2024 to 61% in 2024/2025. In contrast, Grade 12 students experienced a slight decline in this area, dropping from 55% to 51%, which may point to a need for more consistent feedback as students advance through school.

Regarding ownership of learning, both grades demonstrated improvement. Grade 10 students increased from 44% to 49%, while Grade 12 students showed a more significant gain, rising from 34% to 45%. These results suggest growing efforts to empower students—particularly in senior grades—to take greater control of their learning journey.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
At school, are you provided with feedback on how you could improve your learning?	57	61	55	51
At school, are you taught to take ownership or control of your learning?	44	49	34	45

For our goal to encourage land-based learning across the school:

- At school, are you being taught about Indigenous Peoples in Canada?
- At school, do you go outside and learn about the land?

Final Reflection May 2025

In Grade 10, the percentage of students who reported being taught about Indigenous Peoples in Canada remained steady, with a slight change from 67% in 2023/2024 to 66% in 2024/2025. In Grade 12, there was a modest improvement, increasing from 51% to 56%, suggesting some progress in integrating Indigenous content at the senior level.

When it comes to learning outdoors and about the land, Grade 10 students showed a small increase from 44% to 45%. However, Grade 12 students reported a more substantial rise—from 27% to 43%—indicating a growing emphasis on land-based education in the upper grades.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
At school, are you being taught about Indigenous Peoples in Canada?	67	66	51	56
At school, do you go outside and learn about the land?	44	45	27	43

We will also continue to meet with our Student Focus Group to ask about how their learning and well-being are going. In conversations with students, we will ask:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their learning:

- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

For our goal to encourage land-based learning across the school:

- At school, do you go outside and learn about the land?

Final Reflection May 2025

The school was not successful this year in organizing a Student Focus Group, and this will be a priority for the 2025-2026 school year.

Parents have received multiple communications regarding the goals of the school learning plan and have been prompted to start conversations with their children regarding all of the questions that were to be asked during the student focus group.