

2024-2025 School Learning Plan

SCHOOL STORY

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

Windermere Secondary is a dynamic and inclusive high school offering a diverse range of courses and programs designed to support the unique learning needs of all students. The school community is dedicated to fostering students' self-development, nurturing a sense of belonging and meaningful connections with peers, staff, and the greater school community, celebrating cultural diversity, and deepening understanding and appreciation of Indigenous history and culture.

The catchment area for Windermere Secondary School, located in East Vancouver, primarily serves students who live in Renfrew-Collingwood and surrounding neighborhoods. The area is comprised of older single-family homes alongside an increasing number of infill housing developments (such as laneway houses, duplexes, and townhomes). It is home to a diverse range of families (young families, multi-generational households, and newcomers) who value the area's relative affordability, access to transit, and strong community connections, while the neighborhood also experiences regular turnover as families relocate due to evolving housing, employment, or educational needs.

Windermere Secondary School currently enrolls 1,103 students in Grades 8 – 12 (23 International students, a District Mandarin Bilingual Program for 20 students, and a District Specified Alternate Program (Windermere Leadership for 140 students). Enrolment in our catchment area has remained relatively stable over the past five years, with minor year-to-year fluctuations. Our school's five-year August new to catchment trend is as follows: 2020 – 8 students, 2021 – 23 students, 2022 – 30 students, 2023 – 26 students, and 2024 – 30 students.

The Ministry of Education and Child Care identifies priority learners as students who may face barriers to equitable access and outcomes in education. This includes Indigenous students, students with disabilities or diverse abilities, English Language Learners (ELL), children and youth in care, and those from low-income families. At Windermere, approximately 14% of the student population is identified as having disabilities or diverse abilities and hold a Ministry special education designation. These students, referred to as diverse learners, may have intellectual, physical, sensory, emotional, or behavioral disabilities, learning disabilities, or exceptional gifts or talents. All diverse learners are supported through an Individual Education Plan (IEP) and are

fully integrated into the school community unless their specific needs require alternative settings. Windermere offers three Vancouver School Board (VSB) Learning Support Programs: Learning Support, Life Skills, and Pre-employment. Additionally, 10% of students are enrolled in ELL classes, and 4% of the student population identifies as Indigenous.

Windermere Secondary, which opened in 1961, continues to grow as a vibrant, inclusive, and future-focused learning community. Several physical plant upgrades took place this past school year and have enhanced both the learning environment and school spirit, including a refreshed exterior, resurfaced tennis courts, and a contemporized library learning commons with new carpet, computers, and improved digital access. Additional improvements, such as a new boiler to our Tech Ed building, upgraded insulation to Rooms 116 and 118, and several renovated classrooms, support energy efficiency and student comfort. These updates reflect our school and District's ongoing commitment to a safe, engaging, and inspiring school environment.

This year, Windermere Secondary used funding from the Student and Family Affordability Fund to support families with school-related costs such as basic supplies, field trips, and clothing for school activities. These supports help ensure all students can fully participate in school life, regardless of financial circumstances. Windermere also participated in the VSB's LunchSmart Subsidized Nutrition Program, providing daily lunches to approximately 120 students through the school cafeteria. This program supports student well-being by ensuring access to nutritious meals, with subsidies available for families in need through the Feeding Futures initiative.

To support family engagement and student well-being, Windermere partnered with parents at a neighboring secondary school through events such as a district Family Night on social media and teen mental health, featuring the documentary Screenagers and a panel Q & A. A school counsellor also shared strategies with Windermere parents and guardians for managing student anxiety and strengthening school-home connections. Additionally, a Grade 8 Parent Night helped build early relationships with families, share key school information, and foster a welcoming, connected community.

Several examples of how we celebrate the VSB Education Plan goals of student achievement, physical and mental well-being, belonging, equity, and reconciliation include a wide range of student-led and school-wide initiatives. Two Windermere student groups received 2024/2025 VSB Student Leadership Fund grants: \$4,000 for Patchwork, a district-wide sustainable fashion show led by a Grade 11 student, and \$2,000 for Windermere's second annual school-wide Carnival, organized by Student Council. Windermere's Student Council continues to foster school spirit, student engagement, and leadership across all grades. A major highlight was the successful Winter Formal, the first in over a decade, which brought together 200 students for a phone-free evening of music, dancing, and community connection. Other council-led events included multiple Spirit Weeks and a Windermere Warrior Wear design contest, with additional events such as Clubs Day, the Terry Fox Run, the Halloween Fashion Show, Rose grams, and the Vancouver School District's annual Sister School Switch.

Led by a Grade 11 student and founder, Humanity Heroes, Windermere's new humanitarian club, led a variety of student-driven initiatives throughout the year to promote compassion, service, and community engagement. Their projects included school-wide food drives, handcrafted bracelet fundraisers supporting local charities, a Pink Shirt Day mural promoting anti-bullying

commitments, a Valentine's card campaign for healthcare workers, and a community clean-up to encourage environmental responsibility. Windermere Athletics continues to offer a wide range of extracurricular opportunities that promote student engagement, teamwork, and school spirit. Students can participate in seasonal sports such as volleyball, basketball, soccer, badminton, ultimate, track and field, aquatics, table tennis, and cross country. Many teams are student-driven and run based on interest and available staff support, reflecting the school's commitment to inclusive and responsive programming.

Windermere is grateful to offer the Leadership & Resiliency Program (LRP), a no-cost, VCH/VSB partnership that empowers students in Grades 8 – 10 to build leadership skills, strengthen social connections, and give back to their community through group activities, volunteering, and one-to-one support. Windermere also participated in the VSB's Flexible/Soft Plastics Collection Program, a district pilot aimed at reducing landfill waste. Led by the Environment Club, the initiative collected soft plastics on-site and raised funds to support student-led sustainability projects. This Spring Break, Windermere students in Grades 10 - 12 traveled to the Dominican Republic with Live Different to help build a home for a local family, an inspiring opportunity that fosters global citizenship, compassion, and student leadership beyond the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Learners at Windermere Secondary represent a diverse student body from Grades 8 to 12. Our school serves local students from the Renfrew-Collingwood area and surrounding East Vancouver neighborhoods, as well as newcomer and multilingual learners supported through English Language Learning (ELL) programs. Our school also welcomes international students and offers specialized programs such as the District Mandarin Bilingual Program and the Windermere Leadership Program. This diversity reflects a wide range of socioeconomic and cultural backgrounds, including students from multi-generational households, young families, and those experiencing housing transitions.

The evidence gathered from assessments, surveys, and participation data shares information of a school that is inclusive, equity-focused, and student-centered. Windermere Secondary emphasizes student leadership, well-being, and cultural responsiveness, integrating Indigenous perspectives and celebrating diversity. Our school maintains strong community connections through partnerships and family engagement, while also preparing students for future success in post-secondary education and global citizenship. Programs like the Welcome Club, Wellness Wednesdays, and the Leadership & Resiliency Program highlight the school's commitment to holistic student development and continuous improvement.

Student voice plays a central role in shaping Windermere's planning and programming. Feedback from students has helped identify key focus areas such as literacy, mental health, and a sense of belonging. Leadership opportunities through Student Council, Youth Ambassadors, and Link Crew empower students to influence school culture directly. Student-led initiatives like the Patchwork fashion show, Humanity Heroes club, and Indigenous Film Day reflect students' interests and values. Regular surveys and informal check-ins provide ongoing insights into student experiences, informing shifts toward experiential learning, digital wellness, and inclusive practices.

Windermere actively includes a wide range of voices in its decision-making processes. Newcomer students benefit from multilingual peer mentorship and partnerships with our Settlement Workers in Schools. Indigenous students are engaged through leadership roles, cultural programming, and land-based learning opportunities. Families are welcomed into the school community through events such as Grade 8 Parent Night and mental health workshops. Staff collaboration ensures diverse perspectives are considered in planning and reflection, while community partners like Vancouver Coastal Health, Health Canada, Collingwood Neighbourhood House, and Renfrew Park Community Center contribute additional expertise and support, enriching our school’s overall learning environment.

2024/2025 Ministry of Education Grade 12 School Student Learning Survey data indicated the following:

“I am satisfied that in school I am learning basic reasoning skills that I need for the future . . . ”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
2%	3%	31%	52%	12%	4%

“I am satisfied that in school I am learning basic social skills that I need for the future . . . ”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	5%	17%	46%	25%	3%

“Is school a place where you feel you belong?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
3%	3%	32%	38%	19%	1%

“Do you feel safe at school?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
0%	0%	13%	49%	33%	1%

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

At Windermere Secondary, we are committed to creating learning environments that foster confidence, connection, and curiosity. Our approaches emphasize early intervention, real-world learning, and student voice to ensure all learners feel supported and empowered.

We are focusing on students in Grades 8 and 9, recognizing these as key transition years where foundational skills, habits, and relationships are formed. Our efforts target literacy, digital safety, mental health, and civic engagement. We also support students exploring career pathways and

those who benefit from structured opportunities to build belonging and leadership. These areas were identified through staff observations, student feedback, and alignment with district and provincial priorities.

To support students across all grade levels, particularly those in transition years, those exploring career pathways, and those needing additional support in literacy, well-being, and belonging, we have implemented a wide range of actions. All Grade 8 students participate in a cross-curricular Skills Program, where they learn academic strategies such as digital and binder organization, study techniques, and test preparation. Library programming supports literacy and community connection, while the 4x4 Reading Challenge encourages independent reading and goal setting. Students engage in civic learning through the Student Vote initiative and develop career awareness through Take Our Kids to Work Day and weekly office hours with VSB Career Programs staff. Wellness Wednesdays promote mindfulness through tech-free activities, and the Windermere Fitness Park encourages physical activity for students and families. Safety and health education are addressed through presentations on transit safety, opioid awareness, and digital exploitation. Link Crew events, FIT for Learning sessions, and the Athletic Banquet all contribute to a strong sense of school spirit and belonging.

To improve learning experiences and equity, we are doing more to center student voice, hands-on learning, and wellness. We are shifting away from passive, lecture-based instruction and toward experiential, student-led opportunities that promote agency, relevance, and real-world application. We are also reducing distractions through the implementation of the Personal Digital Device Policy, which supports focused learning and healthy digital habits. These changes reflect our commitment to creating inclusive, engaging, and equitable learning environments.

In Semester 2, we continued to focus on mental health and screen time, aligning our efforts with the BC Ministry of Education and Child Care and VSB policies regarding mobile devices. Our approach emphasized using devices as tools for learning rather than sources of distraction, while promoting self-regulation and positive mental health outcomes.

To better understand student experiences, we intentionally gathered feedback from students across Grade 10 to 12 about their use of technology and mobile devices at school. The data revealed encouraging trends:

- Grade 12: 16% of students reported that their focus became somewhat better, and 7% said their focus significantly improved. Additionally, 27% felt positively impacted in their ability to connect with peers.
- Grade 11: 23% of students experienced improved focus, and 20% felt better connected with peers.
- Grade 10: 26% of students reported improved focus, and a notable 38% felt better connected with peers.

These findings suggest that implementing mobile device restrictions to reduce distractions and multitasking during instructional time can positively influence both academic focus and social connection.

We also used the Student Learning Survey (SLS) to further explore the impact of these changes on academic achievement. Student self-reporting indicated:

- Grade 10: 31% of students shared that their grades improved.
- Grade 11: 20% of students reported improved grades.
- Grade 12: 15% of students noted academic improvement.

This data suggests that targeted interventions around mobile device usage may be most impactful when introduced earlier in students' high school journeys. As a result, we plan to continue leveraging student voice through the SLS and other feedback mechanisms to inform staff practices and enhance student achievement and well-being.

These findings align with our broader efforts to support student well-being and achievement through early, targeted, and sustainable interventions.

We recognize that this work must be manageable and sustainable. Our initial focus is on strengthening foundational skills and wellness support, particularly for students in key transition years. As our initiatives grow, we will continue to expand leadership and career readiness opportunities across all grades. Ongoing reflection and evaluation will guide us in refining our programming and scaling successful practices to ensure long-term impact and equity for all learners.

While the areas of focus, such as literacy, well-being, and student engagement, are not new, our deepening understanding continues to shape and strengthen our practices. As our learning grows, we are refining how we support students through more responsive, inclusive, and evidence-informed approaches. For example, our implementation of Wellness Wednesdays reflects a growing emphasis on proactive mental health support and mindfulness, offering students and staff regular opportunities to pause, reset, and build healthy habits. Staff are supported through ongoing professional learning, collaboration with district specialists, and partnerships with community organizations such as Health Canada, the Vancouver Public Library, and VSB Career Programs. These efforts ensure that our practices remain relevant, sustainable, and grounded in the evolving needs of our learners.

November 2024 Literacy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	108	3.70	14.81	62.04	18.52

April 2025 Numeracy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	114	14.91	39.47	35.09	10.53

November 2024 Literacy Assessment 12 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	205	2.93	18.54	62.44	16.10

2024/2025 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
8%	18%	27%	30%	6%	5%

“At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	7%	14%	61%	14%	1%

“How would you describe your mental health?”

Excellent	Very Good	Good	Fair	Poor	Don't Know
5%	19%	30%	25%	9%	8%

“How would you describe your physical health?”

Excellent	Very Good	Good	Fair	Poor	Don't Know
11%	23%	28%	27%	5%	3%

Improve equity

At Windermere Secondary, we recognize that newcomer and multilingual students often face barriers such as language challenges, social isolation, and unfamiliarity with school systems. To address these inequities, we have developed a multi-layered approach that fosters belonging, builds confidence, and supports academic and emotional well-being.

Our Welcome Club, meeting weekly on Tuesdays at lunch, provides a safe and inclusive space where newcomer students can connect, build friendships, and access support. This initiative is complemented by our Youth Ambassadors Program, where trained Grade 11 and 12 students offer peer mentorship and language support in Tagalog, Vietnamese, Chinese, Spanish, and Russian. Our ambassadors, trained by VSB Settlement Workers in Schools (SWIS), help bridge cultural and linguistic gaps throughout the school year.

To further support student well-being, weekly SWIS sessions, in partnership with LOVE BC (Leave Out Violence British Columbia), focus on healthy communication, self-defense, and creative expression, helping students build resilience and confidence. Events like our ELL Meet and Greet early on in the school year, organized by Youth Ambassadors and SWIS Youth Workers, foster community and connection among ELL and International students.

We are also expanding our equity lens through community partnerships. Our collaboration with Collingwood Neighbourhood House brings a Peer 2 Peer Program to Windermere, empowering youth through mentorship and health education rooted in social justice. Additionally, all Grade 8 students participate in a field trip to local places of worship, deepening their understanding of religious diversity and promoting intercultural respect.

To sustain and grow this work, we are committed to ongoing professional development for staff in inclusive practices and culturally responsive pedagogy. By centering student voice, strengthening community ties, and embedding equity into our school culture, we aim to ensure that every student, regardless of background, feels seen, supported, and empowered to succeed.

2024/2025 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning to understand and support human rights and diversity.”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	0%	14%	61%	15%	7%

“During this school year, have you experienced discrimination on the basis of your sexual orientation or gender identity?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
61%	20%	10%	3%	0%	3%

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

Windermere Secondary has engaged in a range of meaningful initiatives to deepen understanding of Indigenous worldviews and knowledge. Our school was honoured to receive a Reconciliation Blanket, gifted by Musqueam artist Debra Sparrow this past school year. Now displayed in our school’s main entrance’s central hallway, the blanket, paired with a QR code linking to a video of the artist sharing her teachings, offers a meaningful opportunity for daily reflection and learning about Indigenous culture and reconciliation.

In the fall, students and staff wore orange and participated in reflective activities to learn about the legacy of residential schools in advance of the National Day for Truth and Reconciliation. We also recognized Musqueam Day on November 1, learning about the 1984 Guerin decision and its significance in affirming Indigenous rights, and on November 8, we honored the military contributions of First Nations, Inuit, and Métis peoples.

Throughout the year, students engaged in experiences that fostered cultural learning and belonging. All students participated in a session with Indigenous artist Andy Everson, who shared how his heritage influences his work. This session helped students connect with Indigenous perspectives through art and storytelling. Indigenous students in Grades 8 – 12 also attended an ACCESS Programs and Services session held in our school’s Sacred Room, where they were introduced to employment and training opportunities in a culturally welcoming environment.

In January, Indigenous students were invited to a volunteer session to help plan Windermere’s Indigenous Film Day, led by the District’s Indigenous Education Curriculum Consultant. This session provided students with leadership opportunities and a platform to contribute ideas in a supportive space. As a result, the entire school community was invited to a screening of *The Water Walker*, a powerful documentary about Anishinaabe youth water protector Autumn Peltier. The film highlighted the clean water crisis affecting many Indigenous communities and showcased

Autumn’s advocacy journey from Wiikwemkoong Unceded Territory to the United Nations, deepening awareness and inspiring action among students and staff alike.

At Windermere, we are committed to sustaining and deepening our understanding of Indigenous perspectives and knowledge through meaningful, ongoing action. We continue to honour Indigenous cultures by maintaining annual observances and expanding opportunities for learning. These include guest speakers, workshops, and land-based learning experiences that connect students and staff to Indigenous ways of knowing and being.

We continuously embed Indigenous worldviews across all subject areas, ensuring that these perspectives are not limited to specific events or months, but are integrated throughout the school year. This approach helps students develop a more holistic and respectful understanding of Indigenous histories, cultures, and contributions.

2024/2025 Ministry of Education School Grade 10 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
1%	2%	50%	29%	14%	1%

2024/2025 Ministry of Education School Grade 12 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
1%	3%	29%	34%	28%	2%

HOW WILL WE KNOW WE’RE ON TRACK?

We will know our efforts are making a difference when we see increased student engagement, improved well-being, and stronger academic confidence across grade levels. To assess this, we will use a combination of quantitative data, student and staff voice, and ongoing reflection.

We will draw on baseline and longitudinal data including:

- Literacy and Numeracy Graduation Assessments
- Student Learning Survey results
- Attendance records
- Participation rates in programs such as Wellness Wednesday’s and Student Vote
- Feedback from newcomer students involved in Welcome Club, SWIS sessions, and cultural events

We will also track qualitative indicators such as student reflections, classroom observations, and staff discussions during department meetings and collaborative planning sessions. These will help

us understand how students are experiencing school and whether they feel a sense of belonging, purpose, and growth.

If we observe no change or unexpected outcomes, we will respond by reviewing our strategies collaboratively, seeking student and staff input, and adjusting our approach. This may include revisiting how programs are delivered, increasing support, or shifting focus based on emerging needs.

We will continue to celebrate success by sharing stories of impact through our school newsletters, assemblies, and by recognizing student and staff contributions at events like the Athletic Banquet. These celebrations reinforce a culture of growth and community.

Student and staff voice will be central to our ongoing planning and reflection. We will gather feedback through surveys, informal check-ins, and leadership opportunities such as Link Crew, Youth Ambassadors, and project-based working groups. This inclusive approach helps us create a school environment where students feel valued, supported, and connected, cultivating both a love of learning and a strong sense of belonging. In alignment with the Vancouver School Board's vision, Windermere Secondary is committed to preparing our students to be active, engaged, and socially responsible citizens who thrive as lifelong learners.