



2025-2026 School Learning Plan

SCHOOL STORY

Located in south-central Vancouver at the corner of West 54th Avenue and Heather Street, Sir Winston Churchill Secondary School has been serving students since 1956. Today, the school community includes approximately 2,020 students and 140 dedicated staff members.

Our students come from a wide variety of cultural, racial, and experiential backgrounds both within Vancouver and internationally. Approximately 9% of our students participate in English Language Learning programs. Our educators and the Learning Hub offer continuous support to all students, including our diverse learner population, which constitutes 9% of the total student body. Indigenous youth represent 1% of our students. Additionally, each year, we host approximately 65 international students, whose diverse perspectives enrich our collaborative and inclusive learning community.

In addition to a full range of academic courses, SWC offers a variety of district and school-based programs that support students in pursuing their interests, strengthening their skills, and achieving their educational goals.

French Immersion Program (Grade 8 – 12) – District Program

Students take four classes taught in French: two French language classes, Social Studies, and Science; along with the remainder (English, Math and electives) in English.

Autism Resource Centre (Grade 8 - 12) – District Program

This Centre is designed for students that are diagnosed with autism and able to meet secondary school expectations with minimal adaptations and support. The Centre provides a place for students to enhance their social, executive functioning, and organizational skills.

Synergy Program (Grade 8 and 9)

A Grade 8 and 9 program designed for Churchill students who have demonstrated excellence, have a positive attitude toward learning, are highly motivated and reliable, are curious, critical and creative thinkers and are open to learning in new ways and places. Courses are taught in an interdisciplinary manner, to meet the unique needs of highly capable learners and to foster curiosity, social responsibility, personal and intellectual growth, and leadership.

Prelude Program (Grade 10)

This Churchill Grade 10 program consists of challenging courses that place emphasis on the skills of independent research, analysis, and communication in a variety of forms. Collaboration and self-motivation are key. At the heart of Prelude are two program-specific courses designed to promote international awareness, leadership, and community engagement: International Studies and Prelude Leadership.

International Baccalaureate Diploma Program (Grade 11 & 12) – District Program

The IB Diploma Program is designed as an academically challenging and balanced program that encourages community involvement and service while also preparing students for success at university. The IB Program values 21st century learning, with a focus on the development of specific approaches to learning: communication, social, self-management/executive functioning, research, and thinking. The IB Learner Profile and Approaches to Teaching and Learning are frameworks that encourage a holistic approach to education. All teachers and students strive to be:

Ideal Mini (Grade 8 - 12) – District Program

This district program is a unique, self-contained, family like “school within a school” offering a safe, collaborative and enriching cohort-based learning environment for academically motivated and creative students. The program fosters a school community which emphasizes social responsibility, collaboration, mentorship, and leadership. Ideal Mini is located in a self-contained space within the Churchill main building.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Sir Winston Churchill Secondary is home to a diverse, motivated, and high-achieving group of students with a wide range of strengths, interests, and lived experiences. Our learners value both academic success and personal growth, and many are highly engaged in school life through athletics, clubs, leadership opportunities, the arts, and service. Students frequently report strong connections with teachers and peers and identify Churchill as a safe and welcoming school community.

Academic achievement is a strength at Churchill. Provincial assessment results show consistently strong performance in literacy, with over 90% of students meeting or exceeding expectations in both Literacy 10 and Literacy 12. Numeracy results are also strong, with about three-quarters of students meeting expectations in Numeracy 10. School-based Grade 8 screening data reflects a similar pattern: students typically enter secondary school with strong literacy skills, while numeracy skills show more variation. This helps us identify areas where students may benefit from additional support as they progress through high school.

While students are academically capable and motivated, many also experience significant pressure related to grades, workload, and future planning. Both students and staff describe school life as busy and, at times, stressful. Student surveys show that although most students feel safe and supported, many report ongoing stress and fatigue. Encouragingly, recent data suggests that anxiety levels are decreasing, but supporting student wellbeing remains an important priority.

Wellbeing data also highlights challenges with balance. Some students report limited sleep, high screen use, and difficulty maintaining regular physical activity and healthy routines. These patterns reinforce the importance of helping students develop habits that support both learning and overall wellness.

Students' sense of confidence and readiness grows over time. Younger students, particularly in Grade 10, report lower confidence in areas such as managing stress, maintaining wellbeing, and developing life skills. By Grade 12, students generally feel more optimistic and better prepared for their futures. Most students plan to pursue post-secondary education, though many say they would benefit from additional guidance around future pathways, career options, and life beyond secondary school.

Overall, our learners are capable, ambitious, and engaged. At the same time, their voices remind us of the importance of maintaining a strong focus on balance, belonging, wellbeing, and meaningful preparation for the future, alongside continued academic excellence.

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

In our vibrant school community, we recognize that literacy and numeracy are foundational skills essential for success in all aspects of life. And while SWC fares well in our Ministry Assessment results, as educators, parents, and students, we collaborate to create an environment that fosters growth and proficiency in these critical areas. Our goal here is to maintain and/or improve outcomes on the Ministry Assessments in both areas of literacy and numeracy. Our work this year with targeted RTI supports with grade 8s make the 2027-2028 Ministry Assessments a place to review those outcomes. Last year, we started by scanning the staff for their thoughts on these school goals and received the following feedback about how we are currently supporting our students.

Tailored Approaches for Diverse Learners: We celebrate the uniqueness of each student. Our teachers employ a variety of teaching methods, catering to different learning styles. Visual aids, hands-on activities, storytelling, and technology integration ensure that every student can engage with math and language effectively.

Real-Life Connections: Learning doesn't happen in isolation. We weave real-world examples into our lessons. Whether it's calculating grocery bills, analyzing news articles, or exploring scientific phenomena, students see the relevance of literacy and numeracy beyond the classroom.

Empowering Student Agency: We encourage students to express their understanding in creative ways. Whether through writing, presentations, or artistic projects, they learn that literacy and numeracy are tools for self-expression and problem-solving.

Learning Hub: Recognizing that some students require additional support, we provide targeted interventions and connection through our School based resource teachers in collaboration with classroom teachers, school administrators, educational assistants and peer tutors.

Reading for Pleasure: We advocate for reading beyond textbooks. Our library is a treasure trove of diverse books, enticing students to explore different genres. Reading for pleasure enhances vocabulary, comprehension, and critical thinking. Literacy and numeracy aren't just academic skills, they empower our students to navigate a complex world, make informed decisions, and contribute meaningfully.

Well-being and belonging – classroom practices: Teachers foster inclusive and supportive classrooms through regular check-ins that give students opportunities to share how they are feeling. Offering multiple ways for students to demonstrate learning, including written, oral, visual, and collaborative tasks, along with flexible presentation formats, allows students to showcase their strengths and supports diverse learning needs.

Circle discussions, open-door classrooms, and respectful encouragement create safe spaces where students feel confident to participate. Teachers build strong relationships by personalizing instruction and getting to know students as individuals. Group and pair learning activities are used to promote connection and engagement.

Response to Intervention (RTI):

To better support student success in literacy and numeracy, SWC launched a pilot Response to Intervention (RTI) program this year. The goal of the program uses data from school-based literacy and numeracy screeners to identify students who may benefit from timely, focused instructional support. By providing short-term, targeted interventions, we aim to address learning needs early and prevent achievement gaps from widening.

This initiative is a collaborative effort involving the Learning Hub, school administration, and the Math and English departments. Interventions will be delivered during Flexible Instruction Time, allowing students to receive extra help while remaining fully engaged in their regular classes. The RTI program supports our ongoing focus on inclusive practices and responsive teaching that meets the needs of all learners.

Improve equity

Equity – classroom practices: In pursuit of equity, teachers engage in conversations and observations without judgment. They take a deeper dive into understanding the needs of students with diverse learning and language requirements. Reflecting on existing policies, they question whether these policies truly promote equity or if there's room for improvement. Flexibility and understanding that everyone learns differently are key to achieving equitable practices. Teachers also recognize the limited diversity represented in the literature taught in high school and emphasize the importance of authentic voices. Incorporating field trips, case studies, and art—guided by the principle of 'nothing about us without us'—allows students to explore different perspectives and contexts. Additionally, teachers strive to implement Universal Design for Learning (UDL) by providing visual and verbal instructions and offering various ways for students to engage in learning. Promoting cooperation over competition, allowing multiple formats for assignments (online or hard copies), and implementing small strategies like movement breaks and mindfulness contribute to making content accessible and creating an inclusive classroom environment.

What teachers wonder about: Teachers harbor several curiosities related to equity and inclusion in their classrooms. Firstly, they wonder how banning phones might impact equity and access. While the ban could discourage distractions, teachers recognize that some students rely on phones for notetaking or catching up on Teams. Secondly, they inquire about structured opportunities for individualized learning support at Churchill.

Are there daily chances for students to receive personalized assistance? Additionally, teachers seek ways to change their class openers to be more inclusive, fostering a welcoming environment for all. They also express interest in securing funding for sensory equipment in the ARC (Alternative Resource Center). Regarding Universal Design for Learning (UDL), teachers desire more information on implementation and assessment, especially for eighth graders who are developing social and executive functioning skills. Exploring professional development opportunities, including a full-day session with Destine Lord, remains a curiosity. Lastly, teachers emphasize that student accountability is not synonymous with equity; they aim to redefine inclusion and promote social justice. In working through these curiosities and wonderings we hope to improve our measurements in the 2024-25 Compass Survey discussed on p. 3.

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

Classroom practices: Acknowledging the ongoing journey of reconciliation, teachers actively weave indigenous learning into their class routines and lessons, making it a natural part of the course. Talking circles and sharing circles provide spaces for open dialogue and community-building. Storytelling, a powerful tradition, occurs almost daily, emphasizing patience and the time required for meaningful learning. Teachers encourage each

other to ‘just do it’—to try out lessons and strategies that have been shared within the educational community. Recognizing colonial attitudes that historically separated nature and humans as distinct entities, teachers now strive for an equal human-environment framework. They draw insights from research, personal experiences, conversations, and historical and current perspectives. Appropriation is acknowledged, and teachers engage in circle check-ins, where they buy and give students small snacks to foster class community. Actively participating in local indigenous activities further strengthens connections. Teachers realize that even seemingly ordinary activities can be approached with an indigenous lens, fostering community and appreciation for outdoor spaces. Despite uncertainties, teachers aim to bring more circle storytelling into the classroom, applying basic principles and ensuring students see the connections.

What teachers want to know more about: Teachers often wonder about how to further indigenize their practice, seeking ways to incorporate Indigenous ways of knowing into their teaching. The goal being to support one another and learn together to improve the depth and breadth of Indigenous content in courses, thus further deepening student appreciation and knowledge of Indigenous culture and traditions. A secondary goal is to further embed the First Peoples Principles of Learning in their practice. Here are some considerations:

1. **Math Class Integration:** Teachers explore how to infuse Indigenous issues into math lessons. This involves connecting mathematical concepts with indigenous perspectives, history, and cultural contexts. For instance, exploring traditional Indigenous counting systems or incorporating land-based mathematics can deepen students’ understanding.

2. **Authenticity and Inclusivity:** Teachers strive for authenticity in their teaching, ensuring that Indigenous content is presented respectfully and without burdening Indigenous communities. Inclusive teaching practices within constraints (such as curriculum requirements) allow for meaningful integration.
3. **Cultural Awareness:** Teachers recognize the need for continuous learning and cultural awareness. They seek resources, attend workshops, and engage in professional development to deepen their understanding of Indigenous cultures, histories, and worldviews.
4. **Advocacy for Funding:** Teachers advocate for equity and reconciliation practices to receive adequate funding. They recognize that these practices are essential but may not always be prioritized within educational systems.

HOW WILL WE KNOW WE'RE ON TRACK?

- Student Voice through ongoing conversations and anecdotal data
- Reviewing student learning survey data. Analysis of student assessment data, such as test scores, grades, and attendance records, will measure academic progress and engagement.
- Checking in with staff during Department Head meetings, staff meetings and surveying staff using Sli.do.
- Teacher Feedback: Gather feedback from teachers about the impact of the plan on their practice and on student learning will provide important information about what is working well and what needs improvement.
- Parent Feedback: Gather feedback from parents about their perceptions of the school's culture and the learning experiences of their children will provide important information about the impact of the plan on the school community.
- Review resources and find appropriate resources that will work.
- Seek additional district/education partner support: If the school is facing challenges that cannot be addressed through internal changes, it may be necessary to seek outside help, such as consulting with experts in the field or reaching out to other schools that have successfully implemented similar plans.
- Maintain communication: Regular communication with all stakeholders about the progress of the plan and its impact on student learning will be important in building support and maintaining momentum, even if there are setbacks.
- Ministry Student Learning Survey