



2025-2026

School Learning Plan

SCHOOL STORY

Gladstone Secondary School is located in East Vancouver's Kensington-Cedar Cottage community. We draw our students from a neighbourhood that is predominantly lower middle to middle-class in socio-economic status and is characterized by cultural diversity. Our students' families include a higher-than-average (for Vancouver) proportion of low-income households. In our neighbourhood, fewer residents report English as their first language as compared to the city-wide average. Gladstone's student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Cantonese, Mandarin, English, Vietnamese, Tagalog, and Spanish being the most common. Gladstone's multicultural mix is a hallmark of the school and is celebrated and valued by staff and students alike.

The school has just under 1000 students with a number of different programs including Lifeskills in grades 8-12, Learning Assistance Lifeskills in grades 8-12, Mini School grades in 8 and 9, Learning Support Program in grades 8 and 9, and the Pre-Employment Program in grades 10-12. For a small school, we offer a full range of electives including some AP courses, Culinary Arts, Dance, Robotics, Music, Theatre, Strength and Conditioning, Foods, and Technical Studies.

The school community prides itself on being a safe and friendly place. The student council is strong and active and has invested time and energy to making the community more diverse, equitable, and inclusive.

Our Staff, represented by Department Heads, want to share that our school maintains strong ties to graduates and alumni. When people come to work at Gladstone they really want to stay here because of the nature of the community. We pride ourselves on being a safe and welcoming community in which students are accepted as they are and supported to excel.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community is diverse with many different languages spoken in homes. More than half of Gladstone students identify a language other than English as the language spoken at home. Our community has many first or second-generation immigrant students with more than a third of students being born in countries other than Canada. Demonstrating need, over a third of Gladstone students,

not necessarily the same third, are on the subsidized lunch card program, many receiving both breakfast and lunch. Many students have some or all of their school fees / expenses subsidized or waived. Approximately 197 students have Ministry designations and 96 students are English Language Learners. Close to 40 students have declared Indigenous ancestry (almost all of from nations and territories outside of our three Host Nations).

Gladstone students perform well in extracurricular areas of student choice. Athletics are well supported with 280 students participating in a team or as individuals with the school. Not limited to Athletics, Gladstone students participate in extracurricular activities from chess to multiple dance teams to multiple bands ranging from Jazz to Senior Band.

Participation in the Youth in Trades program is increasing and seems to be an option for success that may appeal to more students. Students entering the trades often rely heavily on school staff to help navigate processes.

Gladstone students would benefit from conditions that might improve scores in literacy and numeracy assessments as well as course marks.

Moving towards meaningful inclusion, programs within the school are PREP, LALS, LSP, LS. Students from PREP and LSP are integrated in all their electives. LALS students have one or two mainstream electives. LS students participate in electives as well.

For many students, often the first incident of discussing a mental health concern or crisis seems to be with a staff member. Often, students depend on staff to assist them in accessing follow-up mental health care as appropriate.

This school community can hold events with a level of trust that students will carry themselves in a manner that is respectful of each other and the school community itself. We know that our students, for the most part, meet expectations in classes and in school. Gladstone is highly regarded as a great place to work by its staff of teachers, administrators, and support staff.

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

As schoolwide work, we aspire to develop more staff-wide knowledge and competency in recognizing and mitigating the effects of anxiety and depression on our students. We intend to have counsellors organize learning sessions for teachers and students. Success will look like more students seeking support before there is a crisis, resulting in fewer crisis incidents for counsellors. Targeted work will be to have our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner. This can be done through staffing and timetabling decisions.

In alignment with changes to staffing procedures determined at the district level, we've been able to respond to student need by allocating fewer teaching blocks to counsellors while increasing their available time to manage Individual Education Plans of some students. We have also added a locally

developed Mental Health Leadership course to our offerings. We'll work to have the requisite number of students request it in years to come. We will continue to work with PAC who as supported and arranged for presentations and engagement with partners like FamilySmart to support parents of children experiencing mental health challenges.

In conjunction with mental health supports and advocacy, we've begun to have conversations as a staff about markers of student success. Staff meeting conversations have been guided to defining student success with prompts including: "As a school, what indicators should we look at for information about how we are doing in terms of student success? Based on the lists we create, how are we defining success? What types of success might be missing here?"

While we are comfortable including markers of success like belonging, engagement, kindness, taking chances, and caring, we are further growing our discussion of more easily measured markers like literacy and numeracy. We will begin to focus more on literacy and numeracy assessments in the coming year. Our goal is to improve scores schoolwide on Literacy and Numeracy assessments.

Improve equity

Our school will continue to develop increased capacity for counsellors and teachers to offer non-traditional paths to graduation for students who need and choose them. We've developed strong relationships with our VSB Career Programs partners and have successfully welcomed the BCIT Electrical apprentice program to our site. We will continue to leverage relationships to offer options to students.

We will be working with stakeholders to determine and implement targeted supports for ELL learners. For example, we will restructure ELL programming to include push in support with an ELL specialist. The changes made to ELL programming have benefited students and teachers alike. We've expanded the scope of the ELL push in support started this year. We will track graduation rates of ELL priority group students to see if the small sample size can point to trends before and after introducing the changes.

We will structure and re-structure programs, procedures, and plans to reflect UDL principles within the limits of staffing and collective agreements. We have not affected significant changes to our District program offerings for the coming year. We have, however, increased the number of mainstream courses some program students take in an effort to develop more meaningful inclusion. Similar to the work in ELL, we will introduce push in support/team teaching in our PREP program for the coming year. Next year, we will look at shifting the LSP program to be more inclusive.

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

We will continue to offer Indigenous Education courses. We have maintained enrolment in the Indigenous Education courses offered. We have not offered additional courses, but will look at opportunities to do so.

We will continue to advocate for more targeted, accessible, and consistent staffing, supports and space for Indigenous students. We will continue to advocate for more targeted, accessible, and consistent staffing, supports and space for Indigenous students. The Indigenous Education Worker has made

significant and profound connections with Indigenous students, tracking student progress and supports over time has been a challenge owing to limited access to students because of time. We will engage with our potential Indigenous Education Worker (IEW) or Indigenous Education Teacher (IET) to track student progress and supports over time.

We hope to advocate for more support in terms of time for the IEW to be here. We will also continue to engage and consult with the members of the Indigenous Education Department as we did this year on initiatives like choosing where our Reconciliation Blanket is displayed, to student carving, to beading, to schoolwide Red Dress Day Assemblies. We will look at school improvements through an indigenous lens by inviting partners to decision-making conversations.

HOW WILL WE KNOW WE'RE ON TRACK?

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

- While difficult to measure, our counselling team, administration, and staff should be able to report on the effectiveness of strategies on a schoolwide, gradewide, and individual basis. Whether strategies be schoolwide assemblies/speakers, gradewide foci, or individual strategies, we should be able to speak to effectiveness in reducing anxiety and depression.
- We will have adjusted programs and staffing so that our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner.
- We will offer students the opportunity to enroll in the Mental Health Leadership course.
- We will develop strategies to improve literacy and numeracy as measured in provincial assessments and by classroom teachers.

Improve equity

- We will have identified internal barriers to student success and put in place strategies to demonstrably mitigate them.
- We will have identified and implemented targeted support for ELL learners.
- We will see a greater number of students accessing non-traditional paths to graduation.

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

- Enrolment in Indigenous Education courses will hold or rise.
- Whether through Administration, Counsellors, or Indigenous Education Dept staff, we will see more consistent and stable connection and support for our indigenous students, increasing rates of graduation with dignity and options.