



2025-2026

School Learning Plan

SCHOOL STORY

John Oliver Secondary School catchment area falls in the South Vancouver-Fraser area of Vancouver. The school is adjacent to 41st Avenue East and Fraser Street with the catchment extending south to the Fraser River, West to Main Street and East to Knight Street. The catchment is primarily single family residential, multi-dwelling apartments along with retail stores along the main arteries. John Oliver Secondary's diverse population is approximately 965 students, with over 35 home languages being spoken. Over 65% of the population reports speaking a language other than English at home with Tagalog and Punjabi being the greatest percentages. Indigenous students comprise four percent of the school population. John Oliver students span the spectrum of academic abilities from gifted learners to those with learning challenges. Approximately 18% of students are supported by Individual Education Plans. John Oliver offers a strong, comprehensive curricular program designed to satisfy university, trades and college entrance and prepare students for success in their chosen career trajectory. The school's strong academic focus is complemented with visual and performing arts, technical, and technological programs. Our Technical Education program is one of the largest programs in the province for mechanics, metalwork, woodworking, and robotics where many students continue into post-secondary opportunities. Our growing Music program features our Jazz Band/Choir, the 24 Carats ensemble, and our Culinary Arts program that provides students the opportunity to learn industry standard skills.

John Oliver secondary also hosts numerous District Programs including six unique special education programs from Life Skills to a Learning Support Program structured around a Learning Hub model. These district special education programs provide small supportive classes and/or support for students without any designations to those with complex learning profiles. Depending on the program, the support provided focuses on building organizational and academic skills, to improving social, behavioral and communication skills. The last two district programs on site are the JO Digital Immersion Mini-School and the Take-A-Hike Alternative Program. The JO Digital Immersion Mini-School hosts a digital component which includes mentorship from technology professionals and courses with digital focus along with the traditional courses and enhancement activities found at other Mini-Schools. The Take-a-Hike Alternative Program is for students who thrive in a non-traditional classroom. The program focuses on academic courses while building self-confidence, motivation, and skills with weekly field trips and longer wilderness experiences. John Oliver secondary has an impressive offering of extra-curricular activities, including a strong athletics program, and numerous

clubs that celebrate cultural diversity, challenge the students' physical, intellectual, and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students have a genuine commitment to the school and our staff. They have good relationships with each other and have a high tolerance for differences. Our students value family and the JO community, show empathy and are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. They are multi-skilled and diverse with a range of ability levels but are all striving to reach their maximum potential: John Oliver students continue to develop their core competencies, building on their classroom experiences with critical and creative thinking. They are developing and fine tuning their ability to reframe their strengths and weaknesses by building on what they do well and using it to learn what they do not do well. This is developing their confidence as they learn to communicate their successes.

We observe these patterns through amongst others: referral data, councillor and school based team meeting minutes, class visits, formal and informal staff and DH meetings, records of club activity, observations of student behaviour, satisfaction survey analysis, and student focus group comments.

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

Since 2024/25, the school has focused on implementing Universal Design for Learning cross-curricular approaches, intending to show improvement in student achievement in Literacy and Numeracy across all learners. The improvement will be indicated in the number of students at or above proficient in the Numeracy 10 and Literacy 10 and 12 Provincial assessments.

Another important component of improving student achievement in literacy and numeracy was the establishment of a research partnership with UBC, now in its second year, and now focusing on English language learning (the project's first year of implementation had a broader focus to include science, math, and career life connections classes). The project's approaches to language acquisition and use are helping teachers find a balance between classroom structure and student choice; the approach has improved English language arts grades by allowing students to make stronger connections to their learning, to think more critically about media and communication, and helped students to display their learning in different ways- as shown, for example, in the digital multimodal composition collaboration session that we held on June 10th.

Subsequent to the events on the evening of April 26th we pivoted to emphasizing physical and mental well-being and belonging by focusing on communities of care in the school and building on school-community partnerships to support students. For example, Child and Adolescent Response Team

(CART) workshops for parents and students have occurred. Some of these were arranged essentially by the VSB support colleagues, while further workshops were arranged between JO and CART. We have also improved our student peer tutoring and counseling programs and have found a higher level of student professionalism in student: student interactions as peer counselors and tutors.

The research literature speaks to the importance of positive home and school relationships. Improving these relationships has been another one of the school's action items that has an indirect effect on our core focus on literacy and numeracy. Our engagement with parents through parent bring and shares, at music concerts and school plays, at potluck suppers, at the inaugural Spring Fair, at our second annual Alumni Choral Evening, at parent-student film nights (6 held this year), at PAC meetings, and at parent workshops (for example on parenting and AI), during our in-person parent teacher conferences, through follow up regarding parent enquiries, and by having an open door policy for parents is changing the home-school dynamic and resulting in greater support for JO programmes ... and in turn helping drive improved literacy and numeracy rates.

Finally, peer influence is a significant driver of learning (Hattie, 2009, p. 104-5). The school has attempted to shape peer influence through the already noted enhanced peer tutoring and counseling programs, but also by introducing school based referral processes and follow up to reduce disruptive behavior and change classroom cultures to focus on learning rather than behaviour. In addition, through a year long professional focus in 2005 teachers explored ways of improving relationships with students and changing the culture of the school. This resulted in improved student morale and a sense of greater student efficacy and agency (Data sources: Student focus groups; counselor reports; parent reports; club sponsor reports; MCW meeting minutes; Records of student initiated activities and engagement at school; referral data).

Improve equity and [Click or tap here to enter text.](#)**continue on our journey of reconciliation with First Nations, Metis, and Inuit**

The school will continue to promote cultural awareness, indigenous ways of knowing, and connection to self in order to enhance equity and inclusion. We will continue to monitor the Student Learning Survey for positive trend in questions related to promoting cultural awareness. A school team consisting of the principal, English department head and a socials teacher participated in three district workshops that focused on school equity initiatives. Following the workshops the school team conducted equity scans in classrooms and corridors and library. The school team also lead to report back sessions during staff meetings. The first report back focused on classroom, corridor and library material and resources. The second session focused on resources intrinsic to colleagues-specifically, the importance of reflection on race, class and positionality.

We have also had a more active support for indigenous learners through our aboriginal support worker. This included engagement with indigenous students in the first honoring of the tragedy where to indigenous students worked with the aboriginal support worker and members of the community who lost family in a healing practice. Our aboriginal support worker also advised as on the structure of the student dash parent bring and share evening, drawing on a model initiated in October 2025.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor and modify our goals we used data from various sources:

- We examined trends of Literacy 10 and 12 and our Numeracy 10 Provincial Assessments compared to our historical results and district and provincial averages.
- We monitored achievement levels in Mathematics and English classes as a predictor value of Numeracy and Literacy assessments.
- We surveyed our teachers and Department Heads to assess the impact of UDL strategies (and other supports and programs) on building our students' competencies within all subject areas.
- We examined trends in the Student Learning Survey on questions regarding equity and feelings of discrimination or bias, and experiences of bullying or exclusionary behaviour. We have observed a trend towards feelings of more equitable conditions and away from feelings of discrimination or bias.
- We see positive trends in the Student Learning Survey on questions regarding learning about Indigenous Peoples and histories. While our focus is to build our successes over a three-year window, we assessed and shifted strategies if needed. For instance, when we needed support to build capacity with UDL and social-emotional learning we used our collaborative time, staff meetings, Department Head meetings and professional development activities.
- We observe greater parent engagement in the school, and greater parent support for the school. (Data sources: Head counts of parent engagement in events; PAC minutes; Parent reports to staff; increasing feeder Elementary parent engagement with JO).