



2025-2026

School Learning Plan

SCHOOL STORY

Killarney Secondary School serves a diverse student population of approximately 1600 students and is situated in the Southeast corner of Vancouver. Killarney offers a comprehensive program of studies for students. We offer a wide variety of course offerings including extensive Fine Arts (Theatre productions, Choir, Concert Band, and Orchestra) Applied Skills, Business Education, Cisco networking, an IT focused Mini School, three District Special Education programs, Technical Studies programs, and a large, comprehensive athletics program.

There are many opportunities for students to connect with people, clubs, teams, performances, and the greater Killarney community. Dozens of school clubs, school presentations, student involvement in assemblies, and other points of connection help to create a sense of belonging for all students. Clubs include: Dance club, Mainstage Theatre Company, Operation smile, SPCA, book club, Anime club, VC packages Club, BC Children's hospital club, Robotics, Programming, Cybesecurity, esports, Filipino Cultural club, Killarney Pride Club, Ceramics, Anti-bullying, STEM, Girls for Business, World Vision, Cancer Awareness, Library, International Culture, Cycling, Dragonboat, Strategy Games, Good Guys, Model UN, Gardening, Key, Female empowerment, Japan, Finance and Accounting, Youth Music, Flight, Chess, Crochet, Physics Olympics, Poetry, Jazz band, and Muslim. BC School Sports Competitive Athletics include: cross-country, soccer, ultimate, badminton, volleyball, basketball, ice hockey, and the largest track and field team in the district.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners is very diverse in terms of cultural background, socioeconomic status, language, and learning needs and desires.

Overall, staff report that students are a pleasure to teach and engage with learning and assessment. Students are described as generally energetic, happy to be here, involved, diverse, helpful, and keen. There are many opportunities for students to shine and students take advantage of these opportunities excelling in district and provincial competitions.

Staff note that the range of abilities within the classroom has increased dramatically. Also, lack of attendance has become a concern. It has been noted that student ability to focus has declined and cell phone use/social media use has become significant and pervasive.

There are 227 students with Ministry designations, 111 ELL students, 33 Indigenous students, 28 International students.

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

Continue to work collaboratively to implement cognitive and social-emotional strategies that will support an improvement in student achievement, physical well-being, and belonging. We plan to focus on ELL learners and neurodivergent learners; success will be demonstrated with improved course completion rates for these demographics.

Improve equity

Increase equity at the school through the participation and representation of equity-seeking groups in the school. We aim to provide extracurricular opportunities including clubs, student bodies, and the visible celebration of different cultural and ethnic events. We also seek to increase equity through eliminating gaps in achievement and outcome among students.

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

Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners. We plan to do this by engaging and gathering with the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nations). And through continued staff acquisition and implementation of Indigenous teaching resources.

HOW WILL WE KNOW WE'RE ON TRACK?

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

At the whole staff level, experts were brought in to work during collaborative time and pro-Days including experts on Artificial Intelligence, Universal Assessment Practices, and Well Being. The School-Based Resource Team set up separate settings for testing. The school worked as a community to design and implement a new model for students requiring management and executive functioning now designated as the Learning Hub. The Learning Hub will offer specific assistance for students enrolled in a Learning Hub block as well as assistance for other students non-enrolled who can drop in. This center has been re-located to offer a double classroom and will have four staff assigned to it. Two blocks of resource were specifically assigned to the English Language Learners Department to help improve learning in that area. During non-instructional and instructional time there are a number of school-wide initiatives and practices designed to enhance well-being and belonging. Supervised spaces such as the cafeteria and library allow safe places for students to socialize and work. Student and staff

use of the display cabinets at the entrance of the school allow for the display and knowledge of many different cultures and schools and to show that everyone belongs. The Principal and Vice-Principals consistently spend time in the hallways, cafeteria and other public areas ensuring students are seen and known and that these places are safe.

Staff have worked to help neurodivergent and ELL students succeed. Universal Design for Learning (UDL) practices in classes include: extended due dates, test preparation, variety of assessment methods, working one to one with students who struggle, giving multi-modal output options, reading out loud with students, providing templates, examples and scaffolding for students with writing assignments Collaborating with Tutorial Center and Resource Teachers to ensure success of students.

School departments have implemented a variety of strategies to support **literacy** development tailored to their subject areas. The Socials Department uses inquiry-based learning, critical thinking and communication and strengthens literacy by engaging students in research, argumentation, and analysis of complex texts. scaffolding for various social studies written assignments and research assignments - using various resources (What in the World and Monthly News Stories) to help with reading comprehension and knowledge of current events. ELL students are assisted with resources purchased for grade level and ELL level readings.

The English department engaged Natalie Wai (VSB Literacy Mentor) for a collaborative session to look at supporting low reading students within regular classes and implemented strategies including: direct instruction of prefixes, root words and suffixes, reading strategies, vocabulary building and anticipation exercises. The department also increased its focus on non-fiction readings to support students with comprehension of text features such as what they will find in other content areas. Other strategies include: personal responses, reading journals and other texts to show their understanding. In Literature Circles, students have a choice of texts so we can better match students to texts at their reading levels. An assortment of texts at varied levels supports all students in classes that have such wide reading abilities. In the ELL department, many lessons focus on reading comprehension, new vocabulary, and phonetics for beginning students. ELL reading involves many library trips and frequently checking out new books. Higher levels work on reading for information and reading critically to make connections. ELL students are taught how to question texts, how to analyze vs. summarize, vocabulary, sentence and paragraph structure small group instruction. Two blocks of a designated ELL, non-enrolling, Resource teacher were added to the timetable to help both students and teachers address students' literacy needs.

The Library also provides a crucial support for all subjects with literacy. They regularly invite classes to browse books and offer Book Talks for all grades. Various grade 8/9's, Inclusive Education, SPED, and ELL classes come in for regular book exchanges. ELL classes come for silent reading and they provide 1:1 reading support. They also host adult volunteer readers who regularly meet 1:1 with ELL students. They hold two reading challenges/contents each year: Reading Around the World and Mystery Reads this year, encouraging students to read for pleasure. They have an exceptional FICTION collection, PNF - popular non-fiction collection, and QR-QUICK READS collection of Science & Humanities books. A majority of Sc 8/9 classes come for 'Rad Science Reads' to read and critique their choice of books twice a semester. Environmental Science 11 classes and Biology 11 classes come in for 'EnvSc / Bio 11 Reads' making exciting deep thinking connections to literacy and learning.

Several departments are actively supporting **numeracy** development through subject-specific strategies. For example, in Socials 8 students use mapping and graphing skills to demonstrate their knowledge of geographic sense of place. In grade 10 and 11 students look at demographic patterns and apply graphing to real life scenarios about population and migration. Numeracy is supported as students interpret data, analyze statistics, and evaluate evidence to make informed conclusions about historical and contemporary issues. In Physical Education, students are tasked with calculating their fitness testing scores, totalling and figuring out if there are improvements in their scores. Scorekeeping and refereeing skills are taught throughout all units applicable. In Business Education, entrepreneurship activities involve: estimating costs, projecting revenues, and calculating profit margins. Stock Market Simulations involve students practice buying and selling stocks, tracking market trends, and calculating gains and losses in investing. In Home Economics, there are activities where students compare prices of different products, calculate discounts, and determine the best value for money. This develops practical numeracy skills that are useful in everyday life. In Mathematics, the department has improved student achievement in numeracy by strengthening foundational number sense, explicitly teaching problem-solving strategies, and embedding real-world applications into instruction.

School-wide, students are being supported in the pursuit of **physical and mental well-being**. Workshops are held at the school-wide level such as the relationship lab delivered by Carlie Phee which focuses on adolescent relationships and how to manage them successfully and the workshop presented by ICBC to grades 11 and 12 on making good choices in driving and life. There is also a thriving number of sports teams available for inter-school competition from grade 8 to 12 including: cross-country, volleyball, basketball, badminton, ultimate, track and field, and soccer. All students can play in various lunch-time offerings, including most commonly, open gym. Students are also able to use the fitness room for cardio and weight training after school twice per week. Students are immersed in the theory of well being through classes in Psychology and Science including brain structure and functions as well as how to grow new brain cells through various healthy activities. Students are also shown how to connect their own actions with positive brain hormones. In grade 8 English teachers created a “Hack Your Mind” project that had students adopt a new practice that expands their creativity or other aspect of their personal wellness. Students learned about the Indigenous wellness wheel and then enlisted parent support for this project. They wrote about their new habits and the personal growth opportunities from the project. On a practical level, many classes are now using physical activity in the classroom from theme walks to mindfulness exercises that help students regulate their bodies and emotions.

Killarney places an emphasis on providing opportunities for students to **belong**. On a day-to-day basis this includes having safe and supervised places for students to connect and pursue their interests – in general this includes the cafeteria, the gymnasium, and the library. There are also a wide variety of clubs and activities that allow for a wide range of interest and within these areas students are shown how to work with others. For example, the theatre company produces a play that involves over 200 students from set building to acting. Over 400 students participate in school athletics. There are choir showcases, multiple band and strings performances and talent nights. In the classes themselves, there is a focus on ensuring students have a sense of belonging. For example, In Socials, students are invited to reflect on their own personal histories (as they are “experts” on their own experience) and apply the historical thinking concepts to their own lived history. Socials 8 curriculum has been designed to

create points of connection for our diverse student body. Studies focus on Europe, Asia, Africa, Indigenous North America and Latin America in order to provide students with a well-rounded picture of world history. Additionally, students from a variety of backgrounds will be provided the opportunity to connect with their learning and succeed due to seeing themselves in the curriculum. Similarly, in English, students are encouraged to share their ideas, to show tolerance for those ideas that we may disagree with. Many teachers have students explore the theme of "place" so students can celebrate places that are special to themselves and their culture. The Personal culture project is still an important project for many grade 8 teachers so students can share their cultural identities and personhood.

Belonging and Equity go hand in hand. Killarney has placed an emphasis on ensuring the representation and participation of equity seeking groups. Some of the key events and practices from the school this year include the creation of a universal changeroom, a massive multicultural day celebration put on by the Multicultural Liaison and Settlement Workers (included tables and performances from the following ethnic groups and/or nationalities – South Korean, Filipino, Kurdish, Iraqi, Syrian, Latin American, Hong Kong, Vietnamese, Chinese, Indian, Bangladeshi, and African), a district-wide Palarong Pinoy celebration of Filipino Culture, and staff participation in an equity scan of our current books and texts. We successfully ensured that the display cases at the front of the school recognized international days, special days for equity seeking groups, as well as months and times of representation. Examples include displays for Black History Month, Autism acceptance, Prevention of violence against women, Pride Month, Asian Heritage month, Ramadan, and Red Dress day. The following clubs supported equity-seeking groups: Muslim students association, Filipino cultural club, Safe Space club, Pride club, Anti-Bullying club, Girls for Tech, Female Empowerment club, International Culture Club, and Social Justice club. A prayer room has been established for student who need to pray during school hours. Support for SOGI students is provided through clubs, resources, and external support. Through external organizations we also receive funding to support students who are challenged financially.

Departments across the school also contributed to improving equity. In the Counselling department, cultural responsiveness is emphasized through collaboration with Indigenous, multicultural, and settlement workers. In Social Studies, Field Trips for SS 10 and Asian Studies, have included visits to Vancouver's Chinatown for historical walking tours and workshops at the Chinatown Storytelling Centre. Law Studies promotes Equity by having students understand their rights under the law and the Charter of Rights and Freedoms. Students gain a clear understanding of how their equality is protected and protects them from discrimination. It is all encompassing and includes: age, gender, gender identity, sexual orientation, race/religion. The whole Asian Studies course has a focus on celebrating Asian cultures through examination of food, festivals, and spiritual beliefs. Students are encouraged to explore the uniqueness of their cultural identity within the context of Canadian society. Many Socials courses teach an Anti-racism Unit, talk about microaggressions, cultural appreciation vs appropriation. Socials teachers address issues related to newcomer experiences, racism, identity and equality vs equity, access to resources/services. In ELL, students are assessed at "where they're at" and growth is measured by examining their own language learning. They discuss topics in ELL SS about diversity, inclusion and equity through themes such as anti-racism, colonialism/imperialism, Indigenous Studies, comparative cultures. They promote & practice self-reflection, cultural appreciation, diversity and celebrate our similarities and differences.

As a school community we have continued on our journey of Reconciliation with First Nations, Metis, and Inuit peoples. To begin the year for National Day for Truth and Reconciliation a gigantic 20x 8 foot woven tapestry was created. To create the tapestry students were given a strand of orange cloth and on it they wrote an idea of how they want the future of Canada to look like, what decolonization means to them, or what steps they can take towards reconciliation. Then leadership students took the strands and wove them onto a gigantic wire structure that was fabricated by staff and created a magnificent installation for the caf for the next few months. Similarly, Red Dress day was recognized with a hanging red dress installation created by students and mounted at the entrance to the school, along with Red Dresses hung outside the school, A Red Dress Day Film screening, and the use of the school display to explain to students the meaning and significance of the day. Our Indigenous Enhancement worker collaborated in many ways with teachers to bring Indigenous perspectives and learning opportunities into classrooms. She also led specific events for Indigenous students at the school including a trip to the Museum of Anthropology, helping students access BCIT Indigenous Day, SFU Indigenous Welcome Day, and the Grouse Mountain Indigenous Leadership trip. A new, larger, and better equipped All Nations room was also created in the school.

In addition to school-wide activities, various and diverse classrooms have made their own journeys in reconciliation. These include the use of gathering circles, the use of First Peoples' principles of learning, field trips to watch and engage in Indigenous theatre, and the use of Indigenous art such as the work of Jamie Black. Social studies courses play a major role in this journey including using historical empathy to understand the significance of the 94 Calls to Actions & UNDRIP and Taking classes to the Cinematheque to participate in their Indigenous Perspectives workshops looking/learning about the contributions of Indigenous filmmakers in Canada as well as their impact. ELL students work on projects about Indigenous Changemakers. One teacher is preparing to enhance their First Peoples 12 course through practice with Halkomelem. Science classes explore Indigenous definitions of life versus scientific version, connect reciprocity and interconnectedness with ecological perspectives and understand that Indigenous groups consider themselves a part of the ecosystem unlike western cultures. In Business Education, case studies of successful Indigenous businesses and entrepreneurs are incorporated. In Home Economics, Indigenous recipes and cooking techniques are incorporated into the curriculum. Students can learn about traditional foods, their cultural significance, and the history behind them. The Killarney library has an outstanding collection of Indigenous fiction and non-fictions resources: Our collection encompasses all books authored by First Nations, Inuit/Peoples of the North, and Metis and our IC collection are books with Indigenous content. These are rich resources that help facilitate discussions/dialogue and debate. This collection was carefully curated by our teacher-librarians in consultation with an Indigenous educational support worker and teachers of English and Socials First Peoples courses.