



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm, Skwxwú7mesh Úxwumixw & səliwətaʔ.

In the heart of Vancouver's downtown West End, King George Secondary School is in the city's most densely populated and diverse community. Founded in 1914, the original King George building was situated at the corner of Burrard and Nelson. In 1963, the school was moved to our current location at Barclay and Denman, adjacent to the West End Community Centre. The original site is now home to the Wall Centre where there is a plaque on the grounds acknowledging the former building's site and history.

King George has a diverse population of approximately 650 students with the majority coming from our Downtown Family of elementary schools including Elsie Roy, Lord Roberts, Lord Roberts Annex and Crosstown. King George has one of the most culturally diverse student populations in the Vancouver School Board with over forty languages spoken. With such a diverse population, we pride ourselves on providing a safe, caring, inclusive, and supportive environment for our students. King George has a staff of 60 across many positions to support students and families in a variety of ways.

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs, helping to foster a community of inclusivity among our students.

As part of King George's transition from the Middle Years Programme (MYP) to the British Columbia (B.C.) curriculum, staff have been engaging in professional learning to support student engagement and connection to their learning. This work has focused on implementing the B.C. competency-based assessment framework, which emphasizes student agency, reflection, and growth.

King George offers specialized programming: KG Catalyst Mini School. The KG Catalyst Mini program focuses on leadership, service-in-action and enriched academics. This aligns with a proud tradition and family feel to the school, King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, KG Rocks musical performances, Math and Science competitions, and Fine Art projects in cooperation with the Vancouver Art Gallery.

King George works in cooperation with our numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), Gordon Neighborhood House, School Aged Children and Youth (SACY), and our King George Alumni Association. We believe strongly that working closely with our community partners greatly enhances our school's culture and provides valuable opportunities for student success and well-being.

Our vision of success continues to include community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion and compassion. In short, our school community's purpose is to provide a positive, inclusive learning environment for all students.

King George does not offer any special programs from District Learning Services or from VASS within the building, and as such, the school has gone to great lengths to ensure that the diverse learning styles and needs of all our students are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy, and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Student Strengths and School Culture

At King George, our students demonstrate a wide range of strengths as learners. They are versatile, creative, and innovative—consistently showing adaptability, resilience, and a willingness to think outside the box. Their ability to advocate for themselves and others is a defining characteristic, making them exemplary members of our school community.

A strong sense of connection is deeply embedded in our school culture. Multi-grade interactions foster inclusivity and mutual respect, allowing students to form meaningful bonds across age groups. This sense of belonging is so profound that many students choose to remain at King George, even when referred to specialized programs elsewhere.

Diversity, Inclusion, and Community Engagement

Our student body reflects a rich diversity of socioeconomic and cultural backgrounds. We celebrate this diversity as a strength that enriches the learning environment, promotes cultural understanding, and fosters inclusivity. Students actively contribute to the betterment of their surroundings and demonstrate a genuine concern for others, reinforcing a strong community ethos.

This commitment to community is further supported by students' openness to feedback and their maturity in engaging with adults. They articulate their thoughts with clarity and confidence, and they are receptive to growth and improvement.

Learning Independence and Digital Responsibility

We place a strong emphasis on developing self-directed learners. Students are encouraged to take ownership of their learning, engage in community service, and cultivate personal accountability. This

includes fostering time-management skills and self-regulation—particularly in the use of personal electronics and social media. Our goal is to support students in developing a healthy, balanced approach to technology.

Academic Engagement and Resilience

Our educational approach prioritizes student engagement and academic perseverance. We aim to instill a sense of ownership and motivation in each learner, equipping them with the tools to overcome challenges, learn from setbacks, and grow stronger. Students are supported in becoming active stakeholders in their learning journey, with a focus on fulfilling academic commitments and developing resilience.

Social Development and Wellness

We are committed to nurturing maturity in social relationships and promoting mental health and wellness. Our inclusive and supportive environment encourages healthy peer and staff interactions, while also providing strategies to manage stress and cope with personal challenges. Building strong interpersonal skills is seen as essential for both personal growth and future success.

Challenges and Support Systems

Information from the Newcomer Welcome Centre, psycho-educational assessments, and school counsellors highlights the diverse academic and personal challenges our students face. These include acquiring English language proficiency, navigating secondary school as neurodiverse learners, and connecting curriculum to personal and future goals.

Personal challenges often stem from mental health concerns or socio-economic factors, which can manifest as poor attendance or limited school connectedness—both of which impact overall achievement. However, both staff and students recognize that learners who feel connected and can identify a supportive adult at school experience significantly better outcomes.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs and speaks more than forty languages in their homes.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Academic Strategies

Core Competencies – King George Secondary is transitioning from the International Baccalaureate Middle Years Programme (MYP) Approaches to Learning (ATLs) to the British Columbia (BC) Core

Competencies to align more closely with provincial curriculum standards. This shift emphasizes a more localized and holistic approach to student development, focusing on Communication, Thinking, and Personal & Social competencies. While the MYP ATLs provided a strong foundation in skills like self-management and collaboration, the Core Competencies offer a broader framework that supports personalized learning and student reflection. The transition will involve professional development for staff, curriculum adjustments, and the integration of FIT reflective practices that help students connect their learning to real-world contexts.

Provincial Proficiency Scale – King George Secondary will transition from the MYP assessment model to the British Columbia Proficiency Scale to better align with provincial reporting practices and support student-centered learning. While MYP assessments focus on criterion-based evaluation across subject-specific objectives, the BC Proficiency Scale emphasizes descriptive feedback and student growth over time in relation to curricular competencies. This shift will involve reworking assessment rubrics, training staff on the four-point proficiency scale (Emerging, Developing, Proficient, and Extending), and guiding students in understanding how their learning progress is measured. The goal is to foster deeper reflection, self-assessment, and a clearer understanding of learning goals.

UDL – Universal Design for Learning is essentially teaching to the diversity at King George. Instruction, activities and assessments meet the students where they are in their learning and provide opportunities for students to have multiple access points to the curriculum and to demonstrate their learning. Additionally, using a UDL approach to engage students in their learning and expression of their learning.

RTI – Response to Intervention is used across the school from the Pyramids of Intervention and how we deal with issues of discipline, to how students are supported by RISE classes. RTI will be used to schedule classes and support students in a new Math recovery model where two blocks of Learning Support Services are allocated to primarily support students in Junior Math (Grade 8 & 9) classes and in Workplace Math 10 and Workplace Math 11 classes. Results in the Numeracy 10 Assessment have been identified as an area where there is room for growth and improvement.

Academic Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions have been shared for staff to work with students and families if academic concerns are observed.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Social Strategies

To strengthen student connection to the school community and deepen engagement in learning, King George students and staff have started to collaborate throughout the year to create a new school acronym. Through a series of consultation and collaboration sessions, the community worked together to refresh and modernize the existing acronym, ensuring it better reflects the identity and evolving needs of today's learners.

This process not only fostered a sense of ownership and belonging among students but also supported the school's ongoing transition to the B.C. Curriculum for Grades 8 to 10 by encouraging meaningful dialogue around B.C.'s Core Competencies.

In the 2025–2026 school year, the staff will explore ways to implement the new acronym—F.I.R.E. (Focus, Integrity, Respect, Engagement)—will serve as the foundation to reinforce a positive and inclusive school culture. The staff will spend their Collaborative groups time developing lessons and resources to support the school's transition to the new acronym that also aligns with Core Competencies. Student and parent/guardian voice will also be essential to have a ready-to-go program for the 2026-27 school year.

Efforts will be made to incorporate the work and themes of anti-racism, trauma-informed, leadership and community connections, into the school acronym conversation and lessons.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

All students enrolled in English 11, complete First Peoples English 11 so students meet Indigenous graduation requirements and learn about Indigenous history and lived experience through Indigenous authors and storytellers. Observances such as the Truth and Reconciliation (Orange Shirt Day), Red Dress Day and Indigenous Heritage Month are supported by our Student Council, Social Justice classes, in addition to Indigenous content across the curriculum.

A Metis elder is invited in to work with First Peoples English 11 classes, Textiles 9-12 classes and Physical and Health Education classes to share knowledge, beading and traditional games. Land acknowledgement is used at all staff gatherings, assemblies, announcements and the Coast Salish anthem is shared at Remembrance Day Assemblies and School-Leaving Ceremonies.

HOW WILL WE KNOW WE'RE ON TRACK?

Throughout the year staff will seek input from the community, parents/guardians, staff and students on how they observe if supports are successful. Some of the feedback will be data and others will be anecdotal.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

We will continue to discuss and seek feedback and observations from staff about our challenges and successes at staff meetings, Professional Development days and collaborative times throughout the year. Review of academic results such as report cards and failure lists

Review of school and district results of Numeracy 10, Literacy 10, and Literacy 12 Assessments

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Year-End Update, June 2026:

Over the course of this school year, our staff remained focused on improving student achievement in literacy and numeracy through targeted instructional practices, ongoing assessment, and timely intervention. In literacy, teachers continued to embed reading, writing, and communication strategies across subject areas, helping students strengthen their comprehension and critical-thinking skills. Staff were actively involved by participation in the Literacy Residency, supporting pedagogy and lessons targeting students' ability to decode language and increase fluency. For the coming school year, staff will use DIBELS with incoming 8s, to get an understanding of students' literacy readiness.

Numeracy remained an important area of focus throughout the year. School-wide data from provincial assessments shows that student performance in numeracy is improving, reflecting the impact of intentional instructional strategies and increased opportunities for students to engage in problem-solving and mathematical thinking. While this progress is encouraging, numeracy continues to be an area where further improvement is needed. Our first step in the fall is to work with MathUp and Grade 8 assessments. Moving forward, the school will continue to refine its approaches and provide targeted support to ensure that all students are able to build confidence and proficiency in mathematical concepts and skills.

Moreover, staff embraced the BC Curriculum and reporting order as we shifted from the Middle Years Program. In collaborative department groups staff created rubrics to demonstrate clear and consistent assessment practices. A school wide approach to the Core Competencies created a unified approach to our FIT sessions and student self-assessment/reflection practices.

Overall, the school experienced strong student success throughout the year, with very few course failures across all grade levels. This positive outcome reflects high levels of student engagement, effective teaching practices, and the commitment of staff to identifying and supporting students before they experience significant academic difficulties. There were only 68 total failed classes and 29 students who failed a class resulting in a more than 95% successful completion rate. As we reflect on the year, we are encouraged by the progress made and remain committed to further strengthening literacy and numeracy outcomes while maintaining the high levels of student success that characterize our school community.

Goal 2 – Improve equity

Ministry of Education Student Learning Survey.

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Staff work towards gender equity, anti-racist and anti-homophobic language / behaviour collectively.

Year-End Update, June 2026:

During the 2025-2026 school year, staff identified that further revision and development needed to be done on the new school acronym. Staff meetings and Collaborative time were used to strengthen the staff understanding and the lessons and activities that would be used to support student connection to a new school acronym. The community worked together to refresh and modernize the existing acronym, ensuring it better reflects the identity and evolving needs of today's learners.

Beginning in the 2026–2027 school year, the new acronym—F.I.R.E. (Focus, Integrity, Respect, Engagement)—will serve as the foundation for a positive behaviour intervention strategy. F.I.R.E. will

help guide student conduct, promote social-emotional development, and reinforce a positive and inclusive school culture.

Student Learning Survey results highlight meaningful connections between students and staff, with the percentage of students reporting caring adults at school increasing from 47% in 2022/23 to 69% in 2025/26. Access to extra academic help remains strong at 72%, and students' willingness to seek assistance has nearly doubled since 2022/23, demonstrating growing confidence in available support systems. These are an indication of the impacts of staff working on supporting, and connecting with students, particularly marginalized students, has made an impact.

Throughout the year, stakeholders including parents, administration and staff have identified a growing concern in student absenteeism. Further work is needed in this area and will be important work in the 2026-2027 school year and beyond.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

We will review the Indigenous success plans for each of our Indigenous students to ensure they are successful and to provide the necessary support when needed.

Indigenous Enhancement Worker will meet with students and families regularly to seek feedback

Year-End Update, June 2026:

Over the past year, the school has continued to strengthen its commitment to Indigenous reconciliation by building meaningful relationships, increasing Indigenous perspectives throughout the curriculum, and examining practices through an equity lens. A significant development has been the addition of a new Indigenous Enhancement Worker, who has begun establishing strong connections with Indigenous students and their families. Through regular check-ins, family outreach, and collaboration with staff, this role is helping to strengthen students' sense of belonging and ensure families feel welcomed and supported within the school community.

The school has also engaged in important conversations regarding the Indigenous-focused graduation requirement course, with staff recognizing that aligning the course with English 10 may provide a more meaningful and accessible learning experience than pairing it with English 11. Indigenous knowledge and perspectives have continued to be embedded across the school through the work of a Métis Elder, who has shared teachings, stories, and cultural knowledge in multiple classrooms and departments. These experiences have enriched student learning, fostered greater understanding of Indigenous histories and worldviews, and supported staff in deepening their own learning journeys. In addition, the school-wide equity scan has prompted valuable reflection on policies, practices, and student experiences, helping identify strengths as well as opportunities for growth.

While many students with Indigenous ancestry are achieving strong academic and personal success, the school recognizes that some students will require additional support to fully realize their potential. Moving forward, the focus will be on strengthening targeted supports, continuing to build trusting relationships with students and families, and using data to identify barriers and opportunities so that every Indigenous learner can thrive and experience success.