

2025-2026 School Learning Plan

SCHOOL STORY

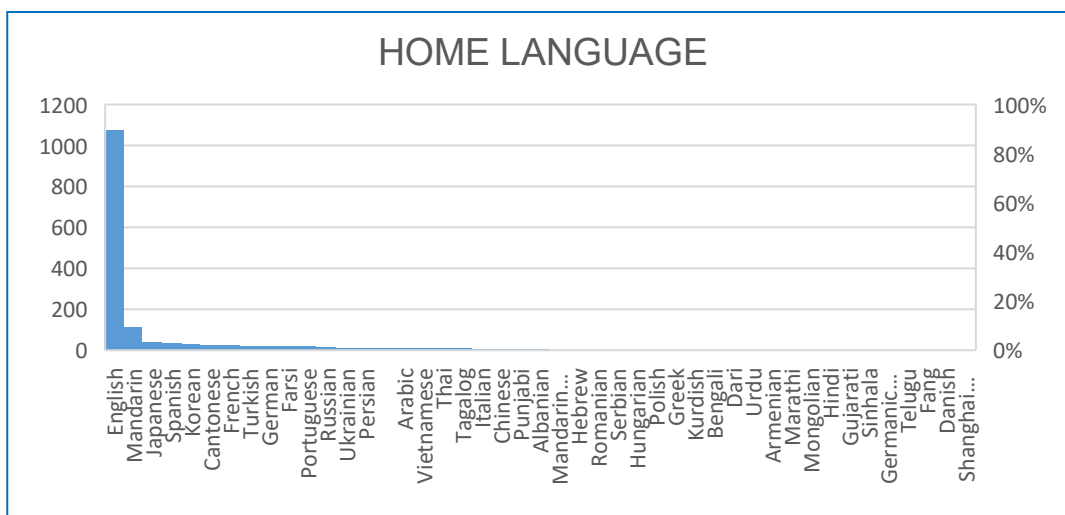
With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the

xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

Kitsilano Secondary School is a dual track school that has a school population of approximately 1575 students in grades 8 to 12: 1000 regular program students, 550 French Immersion students and 25 students enrolled in one of two onsite district education programs. These programs include:

- Life Skills Program enrolls 15 students in grades 8 to 12.
- Vinery Program has 10 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty-five different home languages with English identified as the most common home language. Our student population also includes 52 English Second Language learners, 27 Indigenous learners and 100 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area includes apartments

5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low-income households is 14.7%
- median household income is \$72 839
- population representative of single parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include over fifty school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

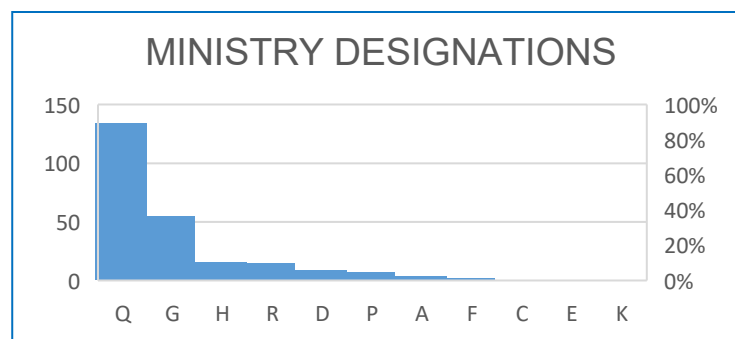
The Kitsilano Staff includes 113 teaching and support staff - 83 teaching staff, 27 support staff and three administrators. The Kitsilano teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The information that we know about our learners has come from school and district data, and data collected from surveys of students, parents and staff including the BC Ministry of Education Student Learning Survey and Youth Development Index (YDI). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Our community of learners consists of 1000 regular program students, 550 French Immersion students and 25 students enrolled in one of two onsite district education programs. Our group of learners also includes 52 English Second Language learners and 27 Indigenous learners. There are 245 students who have Ministry Designations.



Our learners value school and are motivated to learn and complete school with goals of continuing their education at post-secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- curious, engaged, resilient
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates

Needs

- Increased levels of anxiety and depression
- lack of self-regulation of use of electronic devices, cell phones in school
- negative online behaviour
- substance use including vaping

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

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. Our attention is on all learners with a specific focus on junior students, vulnerable students with lack of connection to community and students who struggle with attending school.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, there is a greater likelihood for students to be mentally well and experience academic success.

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

Our goal is to implement some new initiatives while maintaining current ones to continue to foster a greater sense of belonging and engagement for students. By nurturing a supportive and inclusive school culture, we aim to enhance students' social-emotional wellness and academic achievement across all grade levels.

Current initiatives include:

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in dialogue with students
- Student Voice and Leadership
 - Kitsilano Parliament, Student Council, Student Forum, Kitsilano Ambassadors
 - student and staff collaboration and planning for school wide initiatives
- Schoolwide Learning/Initiatives
 - lessons/activities for events such as, but not limited to Truth and Reconciliation, Pride, Black History Month, International Women's Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - assembly/class presentations that support student physical and mental well-being
- Grade 8 Transition
 - Spring Grade 7 Day, Grade 8 Welcome + Orientation by Link Crew who will mentor grade 8 students
 - Grade 8 Team - grade 8 teachers who will meet regularly to discuss grade 8 transition support
- Organized Student Activities
 - school clubs, athletic teams, theatre productions, films, music concerts
 - annual school events: Grade 8-12 Indoor Track Meet, Fine Arts Night
 - Leadership Resiliency Program implemented to support our vulnerable students

New initiatives include:

- Literacy and Numeracy

- implement literacy and numeracy strategies across the different curricular areas
- FIT sessions for literacy and numeracy graduation assessment preparation
- Physical and Mental Well-Being
 - implementation of physical and mindfulness activities into classes
 - more physical and mental well-being activities for students during FIT, i.e., walking club, health presentations
 - more consistent application of electronic device policy during instructional time
- Belonging
 - Anti-Oppression presentations for students and staff
 - strategies to improve student attendance
 - implementation of an Athletic Council
 - Kitsilano Ambassadors lunch group

Improve equity

Our focus remains to create an inclusive, supportive, and empowering academic environment for all students. We will continue to focus on enhancing our UDL practice, resource support model, and targeted interventions to meet the evolving needs of more learners and ensure that academic support is accessible to all students.

UDL Strategies

UDL strategies allow for the needs of all students to be met.

- Teachers will implement UDL strategies in their planning and assessment to support a diverse range of learners in their classes.
- Teachers will be provided support through in-service, workshops, and professional development Opportunities.
- Learning Resource Support
 - The increased number of Resource Teachers (RT) allows for the support of more students with their learning and educational goals and promotion of student self-advocacy.
 - Resources teachers will primarily case manage and support students with Ministry Designations but will also provide support to the general student population and teachers.
 - Each block will have at least two RTs available to support students. One RT will enroll students in a Skills class while another RT will provide support for students who 'drop-in' for help.\
 - When RTs are not teaching an enrolling class, they will be able to support classes, targeted students, and teachers.
 - Skills classes will teach key foundational skills for students to be independent learners and will enroll students prioritized with the greatest need for academic support.
- Targeted Academic Support

The focus and efforts of the Counselling and Resource departments will be to Identify our vulnerable learners (IEP, Indigenous students, junior students, absentee students, students with mental health

concerns) who experience the greatest challenges. Counsellors and RTs will work together to provide/coordinate wrap-around support for our vulnerable learners.

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

Our journey of reconciliation with First Nations, Metis, and Inuit continues through learning opportunities in classes and school wide. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities. Our goal will be to build more opportunities for acts of reconciliation and to learn about Indigenous culture.

We will continue our journey of reconciliation through:

- **Professional Development**
Supporting staff with workshops, courses, and training in Indigenous knowledge and pedagogy
- **Curricular Integration**
Expanding Indigenous content and perspectives across all subjects and growing our library's Indigenous resources
- **Community and Resource Integration**
Welcoming more Indigenous voices into our classrooms to share lived experiences and cultural teachings
- **Student Involvement and Empowerment**
Continuing to decolonize our learning spaces and practices, and creating more opportunities for students to engage in meaningful reconciliation
- **Cultural Recognition and Awareness**
Honouring Indigenous protocols and traditions in our daily practices and school events.

HOW WILL WE KNOW WE'RE ON TRACK?

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures to track the effectiveness of strategies implemented. The data will be used to inform changes and modifications to the plan of increasing belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

Student achievement, physical and mental well-being, and belonging

- Ministry Student Learning Survey Results 2025 and 2026
 - review results of specific questions related to belonging, connectedness, self-esteem, anxiety
- Student Survey (belonging, mental wellness)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Attendance records for all students
 - specific focus on vulnerable students and junior students

- Literacy and Numeracy Assessment results
 - track progress of students in English and Math courses at mid-semester and final term
 - review GNA 10, GLA 10, GLA 12 results from 2024-25 and 2025-26

Equity

- Ministry Student Learning Survey Results 2025 and 2026
 - review results of specific questions related to academic and learning support
- Student Survey (learning support)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Staff Survey (UDL strategies)
 - collect quantitative and qualitative data through fall and spring surveys
- Student Achievement Data
 - review achievement results of vulnerable students at mid-semester and final term for progress

Reconciliation

- Student Survey
 - collect student experience of Indigenous ways of knowing and learning in classes and school and ideas for continued learning
- Staff Survey
 - collect data on how Indigenous ways of knowing and learning are being implemented into their classes; goals for future practices, projects; support and resources

Final Reflection – June 2026

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

Throughout this year, we have implemented some new strategies and initiatives aimed at fostering a more inclusive, supportive, and engaging school environment. These efforts have been guided by our goal to improve student achievement in literacy and numeracy, enhance physical and mental well-being, and foster a strong sense of belonging. We focused on:

- implementation of literacy and numeracy strategies across the different curricular areas
- implementation of sessions for literacy and numeracy graduation assessment preparation
- implementation of physical and mindfulness activities into classes
- more consistent application of electronic device policy during instructional time
- Anti-Oppression presentations for students and staff
- creating increased opportunities for student voice
- creating increased opportunities for student connections

1. Literacy and Numeracy

Strategies were implemented in classes across the different curricular areas, to increase student achievement in literacy and numeracy. A grade 10 English cross-grade was also implemented to inform strengths and needs of learners and to establish consistent assessment practices across all teachers in the department. In comparing last year's and this year's course averages, Math 8-11 marks were consistent, and English 10 marks were higher. Additionally, sessions during FIT were made available for students to prepare for graduation assessments. Grad assessment results showed a decrease in Numeracy 10 results compared to the previous year whereas, Literacy10 and Literacy 12 results were higher compared to the previous year.

2. Physical and Mental Well-Being

Many classes have implemented or continue to include physical activity and mindfulness activities into lessons. We have continued to organize presentations for students in areas that promote mental wellness including this year presentations on healthy relationships and consent. Student Learning Survey results indicate that 82% of students report their mental health as being "fair" or better.

3. Belonging

New opportunities were created for students to be involved in school activities and to provide voice and input into school decisions. An athletic council was formed to provide student voice for student athletes, and a lunch activities group was started to provide a space for students to connect with others. Student Learning Survey results indicated that 76% of students reported feeling welcome "most of the time" or more, and 88% of students reported that they felt like they belonged "sometimes/most of the time/all of the time".

Looking Ahead

We feel positive about the new initiatives implemented to create a greater sense of belonging. We will continue these efforts to ensure that every student feels a strong sense of belonging and engagement. By nurturing a supportive and inclusive school culture, we aim to enhance students' social-emotional wellness and academic achievement across all grade levels. We will also continue to build on current strategies to improve student achievement in literacy and numeracy, and physical and mental well-being.

Improve equity

This past year, we continued with our collective efforts on a shared vision: to improve academic support that is accessible to all students. Through intentional planning, collaboration, and implementation, we have continued to make progress in three key areas: Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and providing targeted academic support for our most vulnerable learners.

1. Universal Design for Learning (UDL) Strategies

Through staff in-service sessions and collaboration with the Resource department, teachers continued their efforts to design lessons to meet the diverse needs of their students. Teacher confidence continues to grow in applying UDL principles to both planning and assessment. This has led to more flexible learning environments where students can access content in multiple ways and demonstrate their understanding

through various methods.

2. Learning Resource Support Model

- Our restructured learning resource support model has resulted in an increased number of students being supported with their learning. Resource Teachers (RTs) provided learning support in enrolling support classes,
- and Learning Hub drop-in. In addition, RTs have also collaborated with teachers and provided in-class support. This model has increased our capacity and ability to support student learning and allowed us to
- continue to be more responsive to student needs, promote self-advocacy, and provide foundational skills that foster independent learning.

3. Targeted Academic Support for Vulnerable Learners

Counsellors and RTs worked together to provide wrap-around support for our vulnerable learners. This collaborative approach has led to earlier interventions, stronger relationships, and more personalized academic pathways. We've seen some increased engagement and resilience among these students.

Looking Ahead

We are encouraged by the positive outcomes and the collaboration that has driven this work. Our focus remains to create an inclusive, supportive, and empowering academic environment for all students. We will continue to focus on enhancing our UDL practice, resource support model, and targeted interventions to meet the evolving needs of more of our learners.

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

This year, our school community has taken meaningful and increasing steps toward reconciliation with First Nations, Métis, and Inuit peoples. These efforts reflect a growing commitment to truth, understanding, and respectful integration of Indigenous perspectives into our educational environment.

1. Professional Development and Staff Engagement

Staff have engaged in district-led professional development focused on Indigenous education. This included:

- Sharing land acknowledgments during meetings/gatherings
- Attending Indigenous-focused professional development days
- Collaborating across subject areas to deepen understanding and application of Indigenous content

2. Curricular Integration

We made strides in integrating Indigenous content into our curriculum. This included:

- Incorporating Indigenous perspectives and ways of knowing, and Principles of Learning across all curricular areas including more place-based learning
- Offering courses such as EFP 10, EFP 12, CIS 12 (English and French)

3. Community and Resource Integration

We have strengthened our connection with the broader Indigenous community by:

- Inviting Indigenous guests into classrooms
- Utilizing community resources to enrich learning experiences

4. *Student Involvement and Empowerment*

Students have been involved in various initiatives that promote reconciliation:

- Participation in art projects and installations
- Learning and practicing land acknowledgments
- Engaging with guest speakers and Indigenous community members

5. *Cultural Recognition and Awareness*

Our school has actively participated in events and initiatives that honor Indigenous cultures and histories:

- Observances such as Orange Shirt (NTR) Day, Red Dress Day, and Indigenous Peoples Day
- Art installations and displays, including the Truth and Reconciliation installation in the atrium, display of indigenous content in student work/learning, Red Dress display

Looking Ahead

Reconciliation is an ongoing journey. We remain committed to building a school culture rooted in respect, understanding, and reconciliation. We will continue our journey with focus on the following areas:

- **Professional Development:** Supporting staff with workshops, courses, and training in Indigenous knowledge and pedagogy.
- **Curricular Integration:** Expanding Indigenous content and perspectives across all subjects and growing our library's Indigenous resources.
- **Community and Resource Integration:** Welcoming more Indigenous voices into our classrooms to share lived experiences and cultural teachings.
- **Student Involvement and Empowerment:** Continuing to decolonize our learning spaces and practices and creating more opportunities for students to engage in meaningful reconciliation.
- **Cultural Recognition and Awareness:** Honoring Indigenous protocols and traditions in our daily practices and school events.