

2025-2026 **School Learning Plan**

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam).

We are working to embed the First People's Principles of Learning across the curriculum as part of our Reconciliation journey.



The school is partnered with the following catchment elementary schools:

- Kitchener
- Queen Mary
- Jules Quesnel
- Queen Elizabeth

The local neighbourhood is richly resourced with Dunbar Community Centre and several parks, including Jericho Beach Park, Almond Park and Pacific Spirit Park. The school is also close to the University of British Columbia.

Byng respects and values diversity and embraces inclusion as a fundamental guiding principle. This guiding principle aligns with the district's Education Plan and BC's K-12 Student Reporting Policy. Teachers continue to develop and implement core aspects of the curriculum and to align pedagogical practices with district and Ministry guidelines.

The population of teaching and support staff at Lord Byng includes 80 teaching staff with 10 support staff. Staff at the school are actively engaged in ongoing professional development and the school

learning community makes effective use of our Collaborative Planning structure that provides staff with continued professional development and support.

The collective vision of the school is to support all learners to fully develop their intellectual, emotional, and physical potential to enable them to appreciate their own worth and the worth of others, as well as to function responsibly and effectively in a changing and increasingly technological Canadian society as Educated Citizens.

In support of that vision, the school offers a comprehensive curricular program for all students and has a very high graduation rate. The school offers outstanding programs in performing and visual arts, computer sciences, humanities, mathematics, science, and applied skills and design which are enhanced by the Byng Arts Mini School Program. The Byng Arts Mini School provides continuity of learning from grade 8-12 including a unique arts-focused Career Education and Capstone learning pathway. The Byng Arts Program is open to all students from across the Vancouver School District and enrolls 420 students.

The school also runs an LALS class for students with learning needs that has integrated classroom experiences and any student needing additional support is served by our counsellors and resource teachers who work collaboratively to provide continuity and who also liaise with families and classroom teachers.

All Byng students have access to a rich Career Education 8-12 program that provides excellent foundational skills and supports learners with school and community mentors during their senior years. The school showcases the Grade 11 student passion projects each year. The school also offers a comprehensive Work Experience learning opportunity for Grade 11 and 12 students with 200 students enrolled.

Students graduating from Byng transition into various post-secondary institutions including university, college, and trades and vocational training opportunities.

The school has a very active athletics and physical and health education program. The gymnasiums, fields, and fitness centre are busy before, during, and after school with students participating in curricular classes and extracurricular team sports during the Fall, Winter and Spring seasons. The school offers many other extracurricular activities as well, including clubs and community focused volunteer experiences. These offerings provide a rich resource for students to celebrate diversity; challenge their physical, intellectual and creative abilities; raise awareness of economic, social and environmental issues; and engage in community service and philanthropic work.

The school enjoys the support of a very actively engaged parent community and is well served by community volunteers who support school-wide events, graduation, athletics and active fundraising for school projects. The Byng PAC has generously and thoughtfully supported the students, staff, and administration as they work towards achieving school goals.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Byng student learning community is complex and multi-faceted with a rich diversity of learning preferences, needs and abilities. The current student enrollment is 1500 of which 240 are newcomer ELL learners, 180 have various Ministry learning designations, and 14 are Indigenous. Many students are academically focused and accomplished, a fact that is reflected by several indicators including Ministry of Education assessments in numeracy and literacy, senior academic courses taken by students at the school, the graduation rate for the students as well as the successful transition of Grade 12 students into post-secondary institutions.

Most newcomer ELL learners are from China and are Mandarin language speakers. Other recently arrived newcomers are from Latin America, Korea, Vietnam, and in smaller numbers from countries around the world. Many of the newcomer students to the school are focused on English Language acquisition. This language learning is supported by direct instruction within the ELL program as well as immersion in all their classes.

Most learners are actively engaged in the school community. Students are keen to participate in all kinds of active learning opportunities provided by the school including field trips, project-based learning, and artistic performances. They also showcase their learning through frequent exhibits, and through the Capstone Fair that is run annually at the school.

This year's Ministry of Education survey results show encouraging improvements in areas previously identified as challenges by students. While past surveys highlighted concerns such as anxiety related to testing, homework, and balancing schoolwork with other activities, recent data indicates progress in addressing these issues. These positive shifts suggest that efforts to provide more flexible and student-centered learning experiences are beginning to make a meaningful impact.

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

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

Goal 1: To support students in all grades to reduce stress created by school related learning activities. This goal was selected to address the concerns shared by students identifying testing and homework as the leading cause of school related stress with both Grade 10 & 12 students indicating this in the 2023-24 Ministry of Education Student Learning Survey.

To address this goal we identified the following actions:

- Continue to review assessment practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the four-point proficiency scale.
- Continue to provide staff with professional development support through Collaborative Planning Time to develop alternative assessment tools for summative assessment.
- Continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies (during FIT sessions and homeroom reflection periods).

- Continue to provide additional support for stress management and academic support through a new realigned student support model combining the roles of key Student Support Team members into a Learning Hub model for learning.
- Continue to develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Improve equity

Goal 2: To support students in all grades to experience equity for learning.

This goal was established in response to student feedback indicating a desire for greater input into the topics and projects they use to demonstrate their learning. In previous years, only 11% of Grade 10 students and 24.5% of Grade 12 students reported having the opportunity to choose their own topics and projects, according to the 2023–24 Ministry of Education Satisfaction Survey. However, the more recent survey data shows that improvements have been made in this area. A growing number of students now report having increased choice and voice in their learning, reflecting the positive impact of targeted efforts to enhance student agency and personalize learning experiences.

To address this goal we identified the following actions:

- Develop strategies with teachers to provide learning opportunities for our diverse learners to allow for multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.
- Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.
- Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

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

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and to build on our strengths and accomplishments as a learning community.

To address this goal we identified the following actions:

- Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).
- Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students.
- Continue to provide ongoing professional development opportunities for staff.

HOW WILL WE KNOW WE'RE ON TRACK?

BELONGING:

Goal 1: To support students in all grades to reduce stress created by school related learning activities.

Evidence:

Student survey results show a slight improvement in areas that relate to stress management, for our grade 10 students. Results for our grade 12 students don't show the same growth. Either they're experiencing more stress as they prepare for a transition to the next stage and/or we could target their needs in this area more particularly. A sampling of survey questions that relate to this goal, comparing answers from 2023 to 2026:

At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)		
	2023	2026
Gr 10	32%	44%
Gr 12	31%	29%
Parents (their perception of how their kids are doing with this question)	53%	45%

At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).		
	2023	2026
Gr 10	44%	66%
Gr 12	43%	39%

When I'm stressed, there are things I can do to feel better.		
	2023	2026
Gr 10	49%	59%
Gr 12	45%	54%

I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.		
	2023	2026
Gr 10	39%	51%
Gr 12	40%	42%

Department feedback reflects a cohesive, school-wide effort to reduce student stress by increasing flexibility in assessment and deadlines, diversifying instructional approaches, and strengthening student supports. These changes have shifted classroom environments toward a greater emphasis on well-being, growth, and individualized learning, helping students feel more supported and better able to manage academic demands.

1. Flexible and Responsive Assessment Practices. Across departments, there was a strong move away from high-pressure, traditional assessment toward more flexible approaches. Assessment is being used more to support learning and reduce performance pressure.

- Use of proficiency scales and de-emphasis on grades as primary motivators

- Opportunities for self-assessment and peer feedback
- Allowing students to drop lowest marks (English)
- Inclusion of alternative assessment formats (e.g., presentations, creative projects, interdisciplinary work)
- Increased use of formative assessment and reduced reliance on tests
- Opportunities for quiz corrections and reassessment to support growth (Math)

2. Diversity in Instruction and Demonstration of Learning. Departments emphasized offering students multiple ways to engage and demonstrate learning. Increased personalization reduces stress by allowing students to use their strengths.

- Varied instructional approaches (interdisciplinary learning, integration of arts and humanities in IT)
- Multiple assessment formats (presentations, projects, creative outputs)
- Inclusive practices such as open-book assessments and use of translation tools

3. Focus on Student Well-Being and Classroom Environment. Several departments embedded well-being directly into classroom practice. Classrooms are becoming more supportive, inclusive, and responsive to student needs.

- Wellness activities such as meditation, yoga, and self-care planning (PE)
- Improvements to physical learning environments (lighting, temperature, comfort in IT)
- Creating low-pressure environments that encourage risk-taking and experimentation

4. Strengthened Support Systems and Relationships. Departments highlighted proactive and inclusive supports.

- Increased attention to individualized accommodations
- Early communication with families to support students needing more support
- Expanded ELL supports through co-teaching, targeted interventions, and parent workshops

EQUITY

Goal 2: To support students in all grades to experience equity for learning.

Evidence:

Student survey results show that students are noticing more opportunities for choice and personalization in their coursework.

At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).		
	2023	2026
Gr 10	46%	55%
Gr 12	39%	54%
Parents (their perception of how their kids are doing with this question)	60%	48%

At school, do you get to work on things you are interested in as part of your course work?		
	2023	2026
Gr 10	28%	47%
Gr 12	33%	34%
Parents (their perception of how their kids are doing with this question)	63%	60%

At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)?		
	2023	2026
Gr 10	42%	51%
Gr 12	39%	47%
Parents (their perception of how their kids are doing with this question)	42%	51%

Byng has a strong, school-wide commitment to improving equity by increasing student choice, accessibility, inclusion, and responsive supports. Across subject areas, staff focused on removing barriers and ensuring all students have meaningful opportunities to succeed.

1. Increased Student Choice and Voice. A consistent theme across departments was providing students with greater choice in how they learn and demonstrate understanding:

- Choice of topics, projects, and formats (e.g., inquiry projects, presentations, digital creations, design-based work)
- Opportunities for self-directed and personalized learning (ADST, Tech Studies, Business Ed, Fine Arts)
- Emphasis on student creativity, identity, and personal interests in assignments
- Inquiry-based approaches that promote student agency and ownership (Social Studies, Math, Science, Fine Arts)
- Self-paced learning models supported by video instruction and flexible structures (Information Technology)
- Scaffolded support for ELL learners, including co-teaching, adapted materials, and language supports

2. Inclusive and Accessible Learning Environments. Departments worked to remove barriers and increase access. Students are challenged appropriately, with supports that enable success.

- Integration of adaptive and inclusive programming (e.g., inclusive PE units, adapted activities)
- Providing technology access for students with IEPs (e.g., secure laptops for assessments in English)
- Flexible project design allowing for modifications and accommodations (Home Economics, Tech Studies)
- Ensuring equitable access to curriculum content for students facing language or learning barriers
- Maintaining high standards while providing multiple entry points and supports
- Designing tasks that are accessible to all learners but allow for deeper extension and complexity

- Encouraging reflection and ownership of learning

3. Representation, Identity, and Belonging. Several departments emphasized reflecting student identities in learning:

- Inclusion of diverse perspectives and identities in course content
- Projects designed to help students explore personal identity and positionality
- Opportunities for students to connect learning to real-world contexts and community engagement

RECONCILIATION

Goal 3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and to build on our strengths and accomplishments as a learning community.

Evidence

Byng continues to deepen its commitment to reconciliation through experiential learning, authentic engagement with Indigenous voices, and alignment with the First Peoples Principles of Learning (FPPL). Students aren’t reporting being taught about Indigenous Peoples or local First Nations in the numbers we’d expect, even though the numbers are going up. Strengths include the consistent year-over-year offerings of senior academic Indigenous focused graduation courses that are current graduation requirements. Each year the school has developed additional learning opportunities for students to meet their academic graduation requirements as well as to develop a deep understanding of Indigenous history, culture and teachings. Even on the last day of classes, students in our English First Peoples classes had the opportunity to hear from David Robinson, Algonquin sculptor and educator, and to work alongside him sanding a sculpture.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?		
	2023	2026
Gr 10	60%	67%
Gr 12	49%	54%

At school, are you being taught about local First Nations?		
	2023	2026
Gr 10	52%	60%
Gr 12	41%	54%

Some of the ways departments have integrated the FPPL in classes this year:

- 1. Experiential and Authentic Learning Opportunities.** Departments provided students with meaningful, hands-on experiences:
 - Participation in Indigenous-led experiences (e.g., Talaysay walking tours, workshops on weaving, quilling, pemmican, archery, and games)
 - Engagement with Indigenous knowledge keepers and community members across multiple subject areas

2. Integration of Indigenous Perspectives into Curriculum. Staff incorporated Indigenous content and voices across courses. Indigenous perspectives are becoming more embedded in curriculum rather than treated as add-ons.

- Study of Indigenous entrepreneurs and businesses (Business Ed)
- Use of Indigenous-authored resources (e.g., CRITR workbook)
- Offering of English First Peoples courses and senior Social Studies electives
- Inclusion of Indigenous knowledge and worldviews in daily classroom learning
- Designing learning experiences grounded in community, sustainability, and holistic learning
- Use of project-based and inquiry-based learning aligned with FPPL

3. Professional Learning and Capacity Building. Staff demonstrated ongoing growth in knowledge and practice:

- Participation in Pro-D opportunities and workshops focused on Indigenous education
- Collaboration with external partners (e.g., UBC, Indigenous presenters)
- Efforts to build continuity and capacity in courses and programs, including ways to limit energy use in computer labs at a time when technology use is impacting energy supply