



2025-2026

School Learning Plan

SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 920 learners and 85 educators and support staff that are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey and the Youth Development Instrument (YDI), and feedback from our Student Focus Group. We also analyze learning updates and continuously track student attendance, following up with any learners not attending. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school that believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Many learners at UHill are involved in an array of extra-curricular activities. We have over 60 clubs that cover diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement, most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 90 learners in our English Language Learning program, 90 learners with diverse learning

needs, 20 learners that identify as Indigenous, as well as approximately 120 learners in the International Education program.

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

Our goal is to foster a sense of connection, well-being, and belonging for every learner in our school. We chose this goal to help our students gain strategies for their wellness and so that we can welcome all learners to our school community.

- **Action 1:** We will focus on connection and take time to know our learners. During staff collaborative planning time, we will ensure that for every learner in our school, at least one or two educators know their name, know a positive story about them, and know a strength about them.
- **Action 2:** We will utilize Flexible Instructional Time (FIT) to support learning and well-being by enabling learners to have a choice in how, when, and where their learning takes place.
- **Action 3:** We will use the homeroom class structure as a place to connect and create community. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. Three times over the year, learners will connect with their homeroom teachers during scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.

Improve equity

Our goal is to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership over their own learning. We chose this goal so that we can help our learners build their reflection, goal setting and resiliency skills.

- **Action 1:** We will focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: *Where am I now? Where am I going? How do I get there?*
- **Action 2:** We will coach students on how to reflect and set goals in the communication, thinking, personal, and social core competencies during our school-wide core competency self-reflection and goal-setting activities.

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

Our goal is to encourage land-based learning across the school. We chose this goal as a way to follow the First Peoples Principles of Learning which state that "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" and that "Learning is

holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”

- **Action 1:** At every staff meeting and staff collaborative planning time, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- **Action 2:** At every staff meeting, we will learn how to pronounce words in the hən̓q̓əmin̓əḥ̓ Language, following the guidance of the Musqueam teaching kit.
- **Action 3:** We will take classes on local field trips to Pacific Spirit Regional Park, UBC Farm, Wesbrook Village, and UBC Campus.

HOW WILL WE KNOW WE’RE ON TRACK?

The data provided below are the results from the Student Learning Surveys completed between February and April of 2026.

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Is school a place you feel like you belong?
- Do you feel safe at school?
- Do you feel welcome at school?
- How many adults care about you?

	Grade 10			Grade 12		
	2023/2024	2024/2025	2025/2026	2023/2024	2024/2025	2025/2026
Is school a place where you feel like you belong? (Most of time / All the time)	53	62	59	45	44	52
Do you feel safe at school? (Most of time / All the time)	79	86	83	71	72	82
Do you feel welcome at your school?	69	71	67	64	59	67
One or more adults who you feel care about you?	66	62	67	81	71	74

- Does school make you feel stressed or anxious?
- Do you feel good about yourself?
- How would you describe your mental health?

	Grade 10			Grade 12		
	2023/2024	2024/2025	2025/26	2023/2024	2024/2025	2025/26
Does school make you feel stressed or anxious? (most of time / all the time)	36	27	51	40	48	49
Do you feel good about yourself? (most of time / all the time)	45	51	51	42	47	49

How would you describe your mental health (good or better)?	50	58	55	48	45	53
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For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

	Grade 10			Grade 12		
	2023/2024	2024/2025	2025/26	2023/2024	2024/2025	2025/26
At school, are you provided with feedback on how you could improve your learning? (most of time / all the time)	57	61	56	55	51	56
At school, are you taught to take ownership or control of your learning? (most of time / all the time)	44	49	50	34	45	51

For our goal to encourage land-based learning across the school:

- At school, are you being taught about Indigenous Peoples in Canada?
- Do you have opportunities to learn in places outside of your school?

	Grade 10			Grade 12		
	2023/2024	2024/2025	2025/26	2023/2024	2024/2025	2025/26
At school, are you being taught about Indigenous Peoples in Canada? (most of time / all the time)	67	66	49	51	56	55
At school, do you go outside and learn about the land? (most of time / all the time)	44	45	47	27	43	62

June 2026 Reflection:

We continue to see improvement compared to previous years when it comes to a sense of belonging for students at the Grade 12 level, while we remain relatively flat when it comes to our Grade 10 students. We are intentionally implementing certain initiatives to improve this, which include: a more robust student leadership program which includes the ability for grade 10 students to enroll in our Student Leadership class, the introduction of a school mascot and naming competition (May 2026), increased number of spirit weeks and incentives for students to participate in them (ongoing), Grade 8 / Grade 12 Mentorship program (beginning September 2026), creation of Random Act of Kindness vouchers (February 2026). Some indicators that we are excited about include the largest Spring Dance turnout in recent memory (170 / 900 students in attendance) and the first time fielding a Varsity Rugby team in many years. We used our Student Council to share their thoughts and as the admin are the school sponsors, we intentionally said 'yes' to what this group identified as ways to improve a sense of

belonging and pride for our students. This led to greater excitement of the events they were planning as they felt empowered and supported.

The student population at our school has a strong focus on their academic success and future pursuits. The data reveals a significant portion of our student population feels stressed, anxious, or who rate their mental health as Fair or Poor. We will continue to be intentional about speaking about mental health and wellness to our staff and students, in staff meetings, with guest speakers, and by our admin / counselling team advocating for those students who need it at the classroom level. At the same time, it is noted by tenured U-Hill staff that the demographics have become more complex and diverse, a trend being seen district-wide due to a variety of factors, and there is the need to be intentional in making these students feel a sense of belonging through opportunities outside of the classroom (greater opportunities in the arts, athletics, student service programming). Our school will also be intentional in having conversations about what universal classroom supports are to be available for all learners, regardless of whether they are designated or not. The transition to the Learning Hub model, which will be rolled out at our school for September 2026, will help further these conversations.

We will continue to work with our staff when it comes to the work they do in providing descriptive strength-based feedback. To improve consistency and clarity for our students and families, we have shared with departments a tool to support them as they continue this transition as it is a change of long-standing practices for many of our staff members and will continue with this work in 2026/27.

Our staff continue to do great work when it comes to providing opportunities for students to learn outside of the classroom, particularly when looking at the data from our Grade 12 students. As admin, we will continue to support staff who are looking to provide these Field Studies opportunities, for our students to learn outside of the classroom walls, to learn on the land, and to embed the First Peoples' Principles of Learning.