



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), and səliłwətaʔ (Tsleil-Waututh Nation).

Vancouver Technical Secondary School, established in 1916, initially served as a technical school located at 12th and Oak. The current building, constructed in 1928, boasts state-of-the-art technical facilities and originally catered exclusively to male students. However, in 1940, female students were welcomed, and subsequent major additions in 1954 and a seismic upgrade in 2011 have shaped the school's physical space to meet the evolving needs of our community.

Van Tech thrives as a diverse learning community. Approximately 1600 students and over 100 staff members, including office and building support staff, multicultural workers, CST members, and VPD and VCH employees, contribute to its vibrancy. Our student body represents a rich tapestry of ethno-cultural backgrounds, spanning over fifty language groups. The programs and initiatives offered at Van Tech mirror this diversity, adapting to the ever-changing needs and values of our school community. Notably, we maintain strong partnerships with organizations such as Vancouver Coastal Health through our Leadership and Resiliency Program (LRP) and collaborate with Fresh Roots on our school farm. Additionally, our engagement with Frog Hollow Neighbourhood House further supports our students through the Community Schools Team (CST).

Van Tech's comprehensive school programs encompass Jr. and Sr. Learning Assistance (LAC), the Learning Support Program (LSP), Life Skills, Flex/Humanities Mini School, Summit Mini School, French Immersion, and English Language Learner (ELL) classes. We also welcome international students from Asia, Central and South America, and Europe.

The uniqueness of Van Tech lies in our commitment to social justice and reconciliation. We host an annual Indigenous Celebration week. Our schoolyard garden projects, including the Indigenous Garden, and Garden Club beds in partnership with Fresh Roots, contribute to our vibrant community. Notably, in September of 2023, we unveiled artwork by artist Xwalacktun (Rick Harry) at the front entrance—a tribute to the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətaʔ (Tsleil-Waututh Nation). In the fall of 2025, local artist Paige Jung will create a mural in Van Tech's foyer to honor the contributions of Black, Indigenous, and racialized communities to education. The

artwork will also reflect the values of unity, trust, justice, confidence, joy, positivity, and empowerment.

We actively foster community through events like the Grade 8 Family Welcome, an Indigenous Family Bingo night, and series of Family Nights focussing on student mental health. Our staff host numerous music concerts, drama performances and athletic events that are open to the public. Our commitment to community extends to supporting students from low-income families through the annual Holiday Hamper drive, which receives donations from local charities and Van Tech families.

At our school, we are deeply committed to recognizing and nurturing student growth, leadership, and a strong sense of belonging. Our annual Celebration of Champions honours students who exemplify Grit, Determination, Diligence, Improvement, Creative Thinking, and Inclusive Leadership. Leadership opportunities are plentiful—both formally through courses like PHE Leadership and Mental Health Leadership, and informally through school clubs, the CST, and LRP initiatives. In the winter of 2024, thanks to a generous grant from the Vancouver Police Foundation, we launched a free FIT Boxing Program for Grade 8 and 9 students, designed to promote physical activity and build community. In our ongoing efforts to empower student voice and agency, the Student Forum will be redesigned to serve as a vital platform for students to influence school operations and drive meaningful change.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Van Tech, 259 of our students have Ministry designations. We support 83 Indigenous students, 77 English Language Learners (ELL) students, and 39 international students. This year, we collected student data from:

Van Tech Senior Student Survey – September 2024 & April 2025

- Grades 10 -12s were surveyed as part of our school start-up.

Student Learning Survey – May 2025

- Completed by Grades 8-12

Student Forum – December 2024 & April 2025

- This event provided an opportunity for students to engage in conversations about their school experiences and the 3 foci of the School Learning Plan.
- We hosted 35 students (invited and randomly selected) to ensure full representation of student intersectionality.

Staff Survey – January & May 2025

- Baseline data, along with data collected toward the end of the 2024–2025 school year, was gathered to assess staff perceptions and beliefs regarding the actions outlined in our 2024–2025 School Learning Plan.

Van Tech student strengths:

- involved in a wide-range of school-based activities (clubs, athletics, events)
- care about the feelings, safety and fair treatment of other people in the building
- value diversity

Van Tech student support needs:

- dealing with mental health and wellness
- more opportunities for student-led initiatives (including during Flexible Instructional Time)
- developing a greater sense of agency
- more teacher involvement in clubs and events

The results of our data collection reveal that Van Tech students are socially conscious and have a clear understanding of what they want in and from their school. The themes that emerged from students' voices are what shaped the development of this plan.

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 develop a sense of belonging amongst students and staff of the Van Tech community, working towards an increased sense of belonging. We aim to employ positive and sustainable practices to develop deeper connections, and feelings of belonging for our students and staff.

Why did we select this goal?

This goal is carried over from our 2023-2024 and 2024-2025 School Learning Plans. It connects to the Education Plan objective of improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families. A focus on belonging aligns with the Aboriginal Education Enhancement Agreement Belonging goal (to increase students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools). The data we collected from students this year indicates a need to continue our pursuit. We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have a significant impact on their academic achievement. Similarly, we believe that a staff community that feels a strong sense of belonging will be better placed to foster a sense of belonging in their classrooms.

What are we doing to address this goal?

Action #1 (continue from 2024-2025): Welcome students by name at the door as they enter the classroom.

In May 2024, staff agreed to implement this strategy. Feedback from the January 2024 and May 2025 staff surveys suggest that the practice has been successful and has become routine for many. Those who still find it challenging have expressed a desire to use it more consistently.

Action #2 (continue from 2023-2024 & 2024-2025): Increase staff's sense of belonging by offering ways for staff to connect.

We will continue the Van Tech TLC draw at monthly staff meetings to honour staff members who have been acknowledged by their peers for contributing to a collegial and positive school climate. We'll also continue to host 'Coffee Chats' every three weeks. These informal gatherings held before morning classes are designed to provide a social opportunity for staff members and are attended by about half of the educational staff.

Action #3 (continue from 2023-2024 & 2024-2025): Host Student Forums to foster student belonging and develop student agency

During the forums, students will share their school experiences, identify key issues, and explore ways they can contribute to positive change within the school community. A random selection of students will be invited, with additional participants included as needed to ensure diverse representation. Separate forums for junior and senior students are planned for November and March. We also aim to collaborate more closely in the design of the forums with Student Council Grade Representatives to shift the focus from dialogue to meaningful student action.

How did we come to the specific actions we plan to undertake to address the goal?

The School Learning Plan Working Group, consisting of eight staff members, met six times between December and May to review data on the belonging-related actions taken during 2024-2025.

Reference literacy / numeracy or achievement data

We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have a significant impact on their academic achievement. We will continue to monitor our students' literacy and numeracy results year to year.

Improve equity

Our goal is to increase the representation of equity-seeking groups in the school. We define equity-seeking groups as those communities that face significant collective challenges in participating in society because of barriers to equal access, opportunities and resources due to disadvantage and discrimination. (Ex: BIPOC, 2SLGBTQ+, persons living with a disability)

Why did we select this goal?

This equity goal is closely tied to the Education Plan's objective of eliminating racism and discrimination in all its forms. It also intersects with our goal of enhancing the sense of belonging for both students and staff. Additionally, it aligns with the Aboriginal Education Enhancement Agreement goal of Culture and Community (to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities). Effective strategies to promote equity, diversity, and inclusion include increasing the representation of equity-seeking groups in course materials and display cases. When we intentionally showcase diverse perspectives, identities, and cultures, it validates students' identities, provides positive role models, and enriches their overall learning experiences. Exposure to different viewpoints fosters critical thinking and empathy. Importantly, when students feel acknowledged, heard, and valued, they are more likely to thrive both academically and emotionally.

What are we doing to address this goal?

Action #1 (optional, continue from 2024-2025): Increase the number of staff and classes that create Indigenous-centered displays for the foyer-area display cases.

Our January and May staff surveys indicate a desire on the part of staff to continue to work with our Indigenous Education Teacher to create such displays. We will continue to remind teachers throughout the year that this support is available. A dedicated group of teachers— including those leading Indigenous-focused courses and student social justice clubs—regularly showcase student work. We hope they will share their expertise with colleagues who have yet to create Indigenous-centered displays.

Action #2 (optional, continue from 2024-2025): Increase representation of equity-seeking groups in course content and materials.

Staff surveys from January and May indicate strong interest in continuing this goal next year. We plan to explore the district's Equity and Anti-Oppression SharePoint site during a fall staff meeting. If there's interest, we'll invite the Van Tech team involved in last year's District Equity Scan, along with District Secondary Teacher Mentors, to share their work and support teachers in reviewing their resources through an equity lens to expand their collection of resources about equity-seeking groups.

Action #3 (continue from 2024-2025): Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black History Month, International Women's Day, Asian Heritage Month)

Data from the Student Forum and Senior Student Surveys as well as the two staff surveys indicate that equity-seeking groups -related announcements have been noticed and appreciated. This action will be spearheaded by our student communication team and supported by our Administration and other staff. The team will meet in September to create a purpose statement, and they will meet regularly to select equity-seeking group announcement topics.

How did you come to the specific actions you plan to undertake to address the goal?

When the School Learning Plan Team considered actions to build and increase a sense of belonging for all members of the Van Tech community, we considered how to best serve equity-seeking groups. We believe that increasing the representation of equity-seeking groups in our school community demonstrates our belief that everyone matters and will ultimately improve student engagement and achievement.

Reference literacy/numeracy or achievement data

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. We will continue to monitor our students' literacy and numeracy results year to year.

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

Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners.

Why did we select this goal?

Our goal is the same as a district Education Plan objective. It aligns with the aforementioned Aboriginal Education Enhancement Agreement Culture and Community goal as well as BCTF Professional Standard 9 and the BCPVPA Leadership Standards. Interest in Indigenous histories, traditions, cultures and contributions is strong at Van Tech and continues to grow in our community. Reconciliation - engaging in the work of reconciliation through action - by students and staff is ongoing at Van Tech and the actions they have taken in this regard over the last several years are numerous.

What are you doing to address this goal?

Action #1 (continue from 2024-2025): Increase the use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular).

Teachers who incorporated the First People's Principles of Learning in 2024-2025 into their planning (about 30% of the teaching staff), reported positive outcomes, and there is strong interest in sharing our practice at a staff meeting again in the 2025-2026 school year. A new group of teachers has already volunteered to share their work.

Action #2 (continue from 2024-2025): Organize an Indigenous Celebration Week to be held in June of 2026.

June 2025 activities and events, which we will likely replicate, included:

- daily announcements with songs by Indigenous musicians;
- display cases highlighting student research projects and staff picks of their favourite Indigenous authors, artists and athletes;
- a field trip to MOA for Indigenous students;
- FIT activities for all students including Indigenous Math Games, TedTalks and Tea in several classrooms, and beading and weaving.

In April, we'll strike an Indigenous Celebration Week organizing committee and invite Indigenous students to join.

How did you come to the specific actions you plan to undertake to address the goal?

Van Tech teachers prioritize Indigenous knowledge and worldviews and are committed to learning more about culturally responsive pedagogy. By trying again to intentionally involve Indigenous students in the planning and execution of Van Tech's Indigenous Celebration Week, we aim to amplify their voices and enhance their sense of belonging and agency.

Reference literacy / numeracy or achievement data.

When students feel seen, heard, and valued, they are more likely to thrive academically and emotionally. Van Tech's Indigenous Education teachers, counsellors, and administrators will continue to work together to support our Indigenous students and monitor their literacy and numeracy results year to year.

HOW WILL WE KNOW WE'RE ON TRACK?

To assess the effectiveness of our actions, we will compare data from the 2024–2025 and 2025–2026 school years using the Student Learning Survey, Van Tech Student Surveys, Student Forums and Staff Surveys.

In April 2026, two additional surveys were developed to enhance this data collection: one for Queer and Trans students involved in Van Tech's Gay-Straight Alliance, and one for Indigenous students. These surveys were created by staff members who identify with these communities. A total of 10 students responded to the Sexual Orientation and Gender Identity survey, while 3 students completed the Indigenous survey. The lower response rate for the Indigenous survey was partially due to the limited time frame, as it was distributed with only a few days for participation. If these surveys are administered again next year, providing a longer response window may help increase participation. Given the small sample sizes, these findings should be interpreted cautiously, as they may not fully represent the experiences of all students within these groups.

Some of our actions will require additional progress checks, as noted in the three sections below. We will also continue to track Literacy and Numeracy Graduation Assessment scores from year to year.

We will continue to share updates, activities, and events connected to our School Learning Plan with the Van Tech community through monthly Family Bulletins and PAC meetings.

Belonging

Action #3: (continue from 2023-2024 & 2024-2025): Host Student Forums to foster student belonging and develop student agency

- We will engage in discussions with Student Council Grade Reps to determine the success of the Student Forums.

Evidence

- Recruitment for Student Forums remained a challenge this year. Many students were reluctant to miss instructional time, and some expressed concern that their participation might not lead to meaningful change. To address these barriers, the Leadership Resiliency Program Youth Worker invited students with whom they work directly, and teachers were encouraged to “shoulder tap” students to broaden representation across diverse identities. Student Council Grade Representatives also supported additional recruitment efforts. While all students were invited to participate, a selection of students from each grade also received a formal invitation through a random draw.
- Student feedback on “hot topics” remained consistent with previous years. Key themes included the need for improved bathroom upkeep and supplies, adjustments to the FIT schedule, and a preference for completing Core Competency self-assessments during class time rather than during FIT-freeze sessions. In response, a review of required bathroom repairs was conducted. Additionally, teachers were encouraged to implement a process in which students gathered evidence of their learning and growth across courses in the two weeks leading up to the Core Competency self-assessment sessions.
- While the forums did not appear to result in a significant increase in students’ sense of agency, there were targeted successes. Students were connected to opportunities for involvement, including participation on the school mascot review committee and the planning committee for Van Tech’s centenary celebrations in 2028.
- Student Council members noted that the forums were effective in generating actionable feedback. For instance, input from Grade 8–10 students resulted in the organization of a junior school dance, scheduled for early June—the first such event in several years.

Action #2: Increase staff’s sense of belonging by offering ways for staff to connect.

- We will track staff involvement in our coffee chat mornings and compare it to the 2025-2026 data.

Evidence

- The April Staff Survey indicates that the coffee chats continue to be well received, with attendance similar to 2024–2025 and approximately half of staff participating throughout the year. This year, most staff also attended the turkey dinner held in the staff cafeteria at lunch just before Winter Break, and many reported that it was both appreciated and enjoyed.

Evidence

- **Positive Adult Connections:** Staff who completed the April 2026 Staff Survey report feeling positive about the practice of welcoming students at the door, which is being implemented frequently and consistently. Even those who find it challenging express a desire to use it more often. This is consistent with the findings of the May 2025 Staff Survey. The March 2026 Student Learning Survey showed that 93–98% of students across all grades reported having at least one adult at school who cares about them, an increase from 90–96% in February 2025. Similarly, the February 2026 Van Tech Student Survey showed that 87% of students could name two or more adults who care about them and believe in their success. Among students who completed the Sexual Orientation and Gender Identity survey, 90% agreed or completely agreed with the statement, *At school, I have two or more adults who I feel care about me (teachers, counsellors, support staff)*. Similarly, all of the Indigenous students who responded agreed or completely agreed with this statement.
- **Student Perceptions:** Feedback from the November Student Forum and February Student Survey confirms 2024–2025 findings: students see staff as friendly, supportive, and inclusive.
- **Student Learning Survey:** Questions from the Student Learning Survey indicate that many Van Tech students feel a strong sense of belonging and that they are welcome at school.
 - *Is school a place where you feel like you belong?* The percentage of students reporting “sometimes,” “most of the time,” or “all of the time” has remained stable over the past three years:

2024	2025	2026
		Gr 8 – 89%
Gr 7– no data	Gr 8 – 88%	Gr 9 – 86%
Gr 8 – 81%	Gr 9 – 84%	Gr 10 – 85%
Gr 9 – 82%	Gr 10 – 77%	Gr 11 – 82%
Gr 10 – 83%	Gr 11 – 82%	Gr 12 – 90%
Gr 11 – 81%	Gr 12 – 80%	graduated

- *Do you feel welcome at your school?* The percentage reporting “sometimes,” “most of the time,” or “all of the time” has remained stable over the past three years:

2024	2025	2026
		Gr 8 – 82%
Gr 7 no data	Gr 8 – 88%	Gr 9 – 90%
Gr 8 – 88%	Gr 9 – 90%	Gr 10 - 87%
Gr 9 – 87%	Gr 10 – 90%	Gr 11 – 87%
Gr 10 – 92%	Gr 11 - 88%	Gr 12 – 90%
Gr 11 –88%	Gr 12 – 88%	graduated

- **Van Tech Sexual Orientation and Gender Identity Student Survey:** Responses suggest comparatively lower levels of belonging and feeling welcome:
 - 70% sampled feel like school is a place where they belong.
 - 50% sampled feel welcome at school.
 - 10% sampled experienced discrimination on the basis of their sexual orientation or identity at school during this school year.
 - 60% sampled responded “agree” or “strongly agree” to the statement: *I have experienced or witnessed queerphobic or transphobic behaviour or harassment in classrooms.*
 - 70% sampled responded “agree” or “strongly agree” to the statement: *I have experienced or witnessed queerphobic or transphobic behaviour or harassment outside the classroom.*

*we note that the last two questions should have *stipulated during the school year*, and the last should have stipulated *at school*.

- **Van Tech Indigenous Student Survey:** Responses also suggest comparatively lower levels of belonging and feeling welcome:
 - 66.7% sampled reported that they “neither or agree” or “disagree” to the question, *Is school is a place where you feel like you belong?*
 - 66.7% sampled feel welcome at school.
 - No students sampled experienced discrimination on the basis of their indigenous ancestry at school during this school year.
 - 33% sampled responded “agree” to the statement, *I have experienced or witnessed racist behaviour or harassment in classrooms.*
 - 66.7% sampled responded “agree” or “strongly agree” to the statement, *I have experienced or witnessed racist behavior or harassment outside the classroom.*

*we note that the last two questions should have *stipulated during the school year*, and the last should have stipulated *at school*.

Final Reflection, May 2026

Van Tech was largely successful in fostering a sense of belonging among students and staff, likely supported by initiatives in the 2025–2026 School Learning Plans and earlier efforts. While overall belonging has remained stable over the past three years, recent survey results from Queer and Trans students and Indigenous students suggest that further efforts are needed to better support these groups.

Equity

Action #1 (optional, continue from 2024-2025): Increase the number of staff and classes that create Indigenous-centered displays for the foyer-area display cases.

- We will monitor the data from 2025–2026 and compare it with data from 2024–2025.

Evidence

- In 2025-26, the number of staff creating displays jumped from four to seven, and the number of courses represented moved from five to six. Displays were placed in two areas that had not previously featured Indigenous-focused content.
- Three teachers from Visual Arts, Music, and English who had not previously created displays developed Indigenous-centred displays for three courses for the first time. These teachers collaborated with the school’s Indigenous Education teacher, as well as an Indigenous Social Studies teacher who has been a long-time contributor to school displays.

Action #2 (optional): Increase representation of equity-seeking groups in course content and materials.

- Teachers who participated in the 2024-2025 district equity scan and equity-seeking groups resource collection process will be asked to share their experiences.

Evidence

- After staff spent time during the October staff meeting exploring the District Anti-Oppression and Equity website, one sharing session with teachers who participated in the equity scan was held. Anecdotal feedback, along with results from the April staff survey, suggests that teachers are interested in increasing the representation of equity-seeking groups in their course content. They indicated a preference for release time, Pro-D opportunities, or access to ready-made, vetted resources to support their continued learning.
- This goal may be more effectively supported through professional development workshops or collaborative opportunities and, as a result, will not be formally pursued in the 2026–2027 School Learning Plan.

Final Reflection, May 2026

We made meaningful progress toward increasing the representation of equity-seeking groups within the school, although consistency across student experiences remains an area for continued growth.

There has been increased staff engagement in school-wide initiatives, including a notable rise in contributions to Indigenous-focused foyer displays. While many teachers express interest in strengthening the representation of equity-seeking groups in their classroom materials, progress in this area appears uneven. This may be influenced by competing demands on staff time, which can limit the extent to which changes are consistently implemented across classrooms.

Efforts to increase visibility have also continued through daily school announcements, with contributions from both students and staff. According to the April Staff Survey, all staff reported noticing these announcements, and a majority believe that students are also aware of them.

Data from the 2024–2025 and 2025–2026 Van Tech Student Surveys provide important context. Across both years, a consistent majority of students reported that representation of equity-seeking groups in classroom materials occurs “sometimes,” indicating moderate but inconsistent integration. Reports of representation outside the classroom were somewhat more frequent, with most students selecting “sometimes” or “often,” suggesting greater visibility at the school level, though not uniformly experienced.

Feedback from the November Student Forum reinforces the importance of this work. Students emphasized the value of diversity and inclusive school communities, expressed appreciation for speakers representing a range of identities and lived experiences (including mental health, racial identity, and 2SLGBTQIA+ perspectives), and identified a desire for more cultural celebrations and student clubs. This feedback highlights areas where students would like to see continued growth and expanded opportunities for engagement. It is worth noting that this feedback was collected early in the school year, prior to many events and celebrations that highlight equity-seeking groups, such as Black History month, Asian Heritage Month, Indigenous Celebration Week and the Pride Night talent show.

Overall, the data indicate that progress has been made in increasing the visibility and inclusion of equity-seeking groups, particularly at the school-wide level. At the same time, variability in classroom-level implementation and student experience suggests that ongoing, targeted efforts may be needed to deepen and consistently embed these practices across all learning environments.

Truth and Reconciliation

Action #1 (continue from 2024-2025): Increase the use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular)

- We will track the 2025-2026 data and compare it to the 2024-2025 data.

Evidence

- At the January 2026 staff meeting, five teachers representing five different departments shared how they integrate the First Peoples' Principles of Learning into their practice. The reduction from seven presenters the previous year was intentional, allowing for deeper engagement and more time with each presenter.
- According to the April 2026 Staff Survey, at least 50% of teachers are intentionally designing learning experiences through the lens of one or more of the First Peoples' Principles of Learning, which is an increase of 20% compared to the previous school year.

Action #2 (continue from 2024-2025): Organize an Indigenous Celebration Week to be held in June of 2026.

- We will gather feedback on the event from Indigenous students who were involved in its planning and facilitation and/or who participated in the event.

Evidence

- The 2025–2026 Indigenous Celebration Week was consistent in size and scope with the 2024–2025 and 2023–2024 celebrations.
- For the first time ever, a small group of Indigenous students participated in the planning and facilitation of the activities. These students put on workshops on hoop dancing, cedar weaving, and beading, with the support of Indigenous staff.
- The students' feedback indicates that they felt supported and culturally safe while facilitating workshops. These students had positive experiences when the classes they worked with were carefully selected and prepared, and they emphasized the importance of respectful participation during cultural workshops. Additionally, these students want their knowledge-sharing to be valued in the same way as outside facilitators, and emphasized the importance of honorariums as recognition of their cultural knowledge, skills, and protocols. These students also hope that their leadership and sharing will inspire other students to connect with their own cultures and identities.

Final reflection, May 2026

We continue to work towards our goal of increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions among all learners.

The January 2026 staff meeting was highly engaging, with many educators expressing inspiration from their colleagues' shared practices and interest in repeating this format in the 2026–2027 school year. Additionally, the April 2026 Staff Survey indicates that most teachers who incorporated the First Peoples' Principles of Learning into their planning reported positive outcomes.

The 2025-26 Van Tech Student Survey were asked how often students learn about the histories, traditions, cultures, and contributions of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation) at school. Most students reported that this occurs “often” or “sometimes.” These findings suggest that Indigenous perspectives and the presence of local First Nations are meaningfully included in the school experience, but not yet consistently embedded across all classrooms.

Reflection regarding the connection of actions to student achievement, May 2026

We know that a strong sense of belonging positively influences students’ engagement, motivation, and perseverance, and can significantly impact their academic success. When students feel seen, heard, and valued, they are more likely to thrive both academically and emotionally. However, it is difficult to make a direct correlation between our belonging, equity and Truth and Reconciliation actions and our students’ Literacy and Numeracy Assessment marks.

Van Tech’s Graduation Assessment results for 2025–2026 remain consistent with trends observed since 2021–2022.

For the second consecutive year, the percentage of students achieving Proficient or Extending on the Numeracy 10 assessment is slightly above the district average. This year’s result represents a 14.4% increase from its lowest point in 2022–2023.

The percentage of students achieving Proficient or Extending on the Literacy 10 assessment has generally remained a few percentage points above the district average since 2021–2022, with the exception of 2024–2025. This year’s result is 14.5% higher than its lowest point in 2024–2025.

The percentage of students achieving Proficient or Extending on the Literacy 12 assessment has fallen a few percentage points below the district average for the second consecutive year. However, results in this area have fluctuated only slightly since 2021–2022.

In anticipation of a shift in the 2026–2027 School Learning Plan toward student achievement, students who attended the March Student Forum were asked two guiding questions: *What helps you learn?* and *What gets in the way of your learning?* Feedback was collected in small groups facilitated by the Leadership Resiliency Program Youth Worker and three grade counsellors. Key themes were shared with staff through Student Support, Department Heads, and whole-staff meetings, contributing to ongoing professional dialogue focused on improving student achievement. This evidence has informed the school’s decision to prioritize student achievement in the 2026–2027 School Learning Plan.