



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) & salilwətał (Tsleil-Waututh Nation).

Windermere Secondary is a dynamic, inclusive high school offering a diverse range of courses and programs designed to support the unique learning needs of all students. The school community is dedicated to fostering students' self-development, nurturing a sense of belonging and positive connections with peers, staff, and the greater school community, celebrating cultural diversity, and deepening understanding and appreciation of Indigenous history and culture.

The catchment area for Windermere Secondary School, located in East Vancouver, primarily serves students who live in Renfrew-Collingwood and surrounding neighborhoods. The area is comprised of older single-family homes alongside an increasing number of infill housing developments (such as laneway houses, duplexes, and townhomes). It is home to a diverse range of families (young families, multi-generational households, and newcomers) who value the area's relative affordability, access to transit, and strong community connections, while the neighborhood also experiences regular turnover as families relocate due to evolving housing, employment, or educational needs.

Windermere Secondary School currently enrolls 1,076 students in Grades 8–12, including international students, a District Mandarin Bilingual Program, and a District Specified Alternate Program (Windermere Leadership Program). Enrolment in our catchment area has remained relatively stable over the past five years, with minor year-to-year fluctuations. Our school's five-year August new to catchment trend is as follows: 2021 – 23 students, 2022 – 30 students, 2023 – 26 students, 2024 – 29 students, and 2025 – 32 students.

Windermere Secondary has approximately ninety-three staff, including three school administrators, sixty teachers, twelve support staff workers, four office staff, three building engineers, seven custodial staff, and four cafeteria program staff.

Windermere offers three Vancouver School Board (VSB) Learning Services Support Programs: Learning Support, Life Skills, and Pre-Employment.

Windermere Athletics continues to offer a wide range of extracurricular opportunities that promote student engagement, teamwork, and school spirit. Students can participate in seasonal sports such as volleyball, basketball, soccer, badminton, ultimate, track and field, aquatics, hockey, and cross country.

Many teams are student-driven and run based on interest and available staff support, reflecting the school's commitment to inclusive and responsive programming.

Additional opportunities for students include targeted support programs such as the Leadership & Resiliency Program (LRP) and Supporting and Connecting Youth (SACY). The Leadership & Resiliency Program (LRP), offered in partnership with Vancouver Coastal Health (VCH), is a voluntary, prevention-based program for students in Grades 8–10 that builds leadership and resiliency through social connection, group activities, recreation, volunteering, and individualized support for both students and families. SACY (Supporting and Connecting Youth), also in partnership with VCH, supports student well-being through prevention, education, and support related to substance use and mental health. The program provides safe spaces for connection, promotes healthy decision-making, and offers engaging activities that build confidence and leadership.

Windermere offers a range of clubs that reflect the diverse interests and identities of the student community, including the Filipino Welcome Club, Best Buddies, Greening Windermere, Humanity Heroes, Sprouts Garden Club, and Windermere Culture Club, alongside academic and interest-based clubs such as STEM and Computer Programming Club, Math Club, and Writing Club.

Students also had opportunities this past year to participate in experiential learning through Spring Break travel programs, including a London Theatre Tour and a Grand Tour of Italy.

Several examples of how we celebrate the VSB Education Plan goals of student achievement, physical and mental well-being, belonging, equity, and reconciliation include a wide range of student-led and school-wide initiatives. Five Windermere student groups received 2025/2026 VSB Student Leadership Fund grants supporting initiatives such as an art charity auction focused on immigrant family mental health, a school-wide Culture Connection Week, student-led Spring Break athletic programming for elementary students, a collaborative cultural mural led by graduating students, and a school carnival. Two Windermere students also played a key role in organizing this year's VSB Diversity, Equity, and Inclusion (DEI) Conference, a district-wide event that brings students and staff together to explore issues of equity, identity, inclusion, and social justice through workshops, keynote speakers, and collaborative learning experiences. Windermere's Student Council continued to foster school spirit, student engagement, and leadership across all grades.

This year, Windermere Secondary used funding from the Student and Family Affordability Fund to support families with school-related costs such as basic supplies, field trips, and clothing for school activities. Windermere also participated in the VSB's LunchSmart Subsidized Nutrition Program, providing daily lunches to approximately 133 students.

Windermere continues to expand support for student well-being and equitable access through enhanced food programming. A Before School Breakfast Program now operates from 8:00–8:40 am, alongside nutrition break and lunch service. In partnership with the Greater Vancouver Food Bank and community donors, the school implemented a Fruit and Vegetable Snack Program, including a community fridge and pantry offering fresh produce and healthy snacks throughout the day for students.

In addition, the school accesses CommunityLINK funding and received approximately \$15,000 through an Adopt-a-School grant to support vulnerable students in the areas of academic achievement, social-emotional well-being, and community connectedness.

Windermere Secondary has also received additional supports through Community Connections, including CLICK gift cards and Firefighters' Charity gift cards. Students have also benefited from programs and donations such as Youth Lead Impact, Firefighters Snacks for Kids, Backpack Buddies, and the Firefighter Fresh Produce Program.

Key assets of the Windermere Secondary community include its diverse and multilingual student population, strong student leadership opportunities, inclusive and responsive programming, dedicated staff, and strong partnerships with families and community organizations.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Learners at Windermere Secondary represent a diverse student body from Grades 8 to 12. Our school serves local students from the Renfrew-Collingwood area and surrounding East Vancouver neighborhoods, as well as newcomer and multilingual learners supported through English Language Learning (ELL) programs. Our school also welcomes international students and offers specialized programs such as the District Mandarin Bilingual Program and the Windermere Leadership Program. This diversity reflects a wide range of socioeconomic and cultural backgrounds, including students from multi-generational households, young families, and those experiencing housing transitions.

The Ministry of Education and Child Care identifies priority learners as students who may face barriers to equitable access and outcomes in education. At Windermere, approximately 14 % of the student population is identified as having disabilities or diverse abilities and hold a Ministry special education designation. These students, referred to as diverse learners, may have intellectual, physical, sensory, emotional, or behavioral disabilities, learning disabilities, or exceptional gifts or talents. All diverse learners are supported through an Individual Education Plan (IEP) and are fully integrated into the school community unless their specific needs require alternative settings. Additionally, 10 % of students are enrolled in ELL classes, and 4% of the student population identifies as Indigenous.

The evidence gathered from assessments, surveys, and participation data shares information of a school that is inclusive, equity-focused, and student-centered. Windermere Secondary emphasizes student leadership, well-being, and cultural responsiveness, integrating Indigenous perspectives and celebrating diversity. Our school maintains strong community connections through partnerships and family engagement, while also preparing students for future success in post-secondary education and global citizenship. Programs like the Welcome Club, Wellness Wednesdays, and the Leadership & Resiliency Program highlight the school's commitment to holistic student development and continuous improvement.

Student voice plays a central role in shaping Windermere's planning and programming. Feedback from students has helped identify key focus areas such as literacy, mental health, and a sense of belonging. Leadership opportunities through Student Council, Youth Ambassadors, and Link Crew empower students to influence school culture directly. Regular surveys and informal check-ins provide ongoing insights into student experiences.

Windermere actively includes a wide range of voices in its decision-making processes. Newcomer students benefit from multilingual peer mentorship and partnerships with Settlement Workers in Schools. Indigenous students are engaged through leadership roles, cultural programming, and land-

based learning opportunities. Families are welcomed through events such as Grade 8 Parent Night and VCH parent workshops. Staff collaboration ensures diverse perspectives are considered, while community partners including Vancouver Coastal Health, Vancouver Police Department, Collingwood Neighbourhood House, and Renfrew Park Community Centre contribute additional expertise and support.

2025/2026 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“Is school a place where you feel like you belong?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
2%	8%	25%	44%	13%	5%

“Do you feel safe at school?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
0%	1%	17%	49%	28%	2%

“I am satisfied that in school I am learning basic social skills that I need for the future (build relationships, support others).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don’t Know
1%	7%	13%	50%	24%	3%

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

At Windermere Secondary, we are committed to creating learning environments that foster confidence, connection, and curiosity for all learners. Building on our learning from the previous year, we have refined our approach based on student voice, assessment data, and staff reflection to more intentionally support student achievement, well-being, and belonging.

Our most important work is strengthening literacy, well-being, and belonging in the early years of secondary school to support long-term student success. We continue to focus on students in Grades 8 and 9 as key transition years, while also prioritizing students who require additional support in literacy, mental health, and belonging, as well as those exploring career pathways and leadership opportunities. This work aligns with the VSB Education Plan goals of improving student achievement, well-being, belonging, equity, and reconciliation.

To support students, particularly those in transition years and those who may face barriers, we are deepening strategies that strengthen literacy, engagement, and well-being. All Grade 8 students

participate in a cross-curricular Skills Program that builds organization, study skills, and academic strategies. Students engage in career and wellness learning through initiatives such as Take Our Kids to Work Day, Wellness Wednesdays, and ongoing access to VSB Career Programs. School-wide opportunities including Link Crew, FIT for Learning, and community events continue to strengthen belonging and school connection. Health and safety education is supported through targeted presentations and learning opportunities on topics such as substance use awareness and digital safety.

This year, we are refining our approach to supporting students with diverse learning needs through a shift from stand-alone Learning Support classes in Grades 8 and 9 to a more inclusive, classroom-based model. Students are supported within inclusive classrooms, with targeted supports provided through scheduled support blocks, structured Flexible Instructional Time, and ongoing case management. Case managers remain with student cohorts across Grades 8 and 9 to ensure continuity of support and strong relationships. Learner Profiles support teachers in implementing universal design strategies and coordinated supports, while enhanced transition planning further supports student success. This approach strengthens both equity and belonging by increasing students' connection to peers, classrooms, and learning experiences.

Our work reflects a commitment to continuous improvement. Based on evidence from student voice, assessment data, and staff collaboration, we are refining our approaches to better meet the needs of our learners.

Provincial assessment data continues to inform our work in literacy and numeracy. Results show that most students are achieving at a proficient or extending level in literacy, particularly in Grade 10 and Grade 12, while numeracy results indicate a need for continued focus on supporting students in the developing range. These findings guide our efforts to strengthen foundational numeracy skills while maintaining strong literacy outcomes.

April 2026 Literacy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	100	4.00	21.00	66.00	9.00

April 2026 Numeracy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	103	9.70	44.66	37.86	7.76

April 2026 Literacy Assessment 12 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	104	.96	18.26	54.80	25.96

Student Learning Survey data highlights strengths and areas for growth in well-being and future readiness. A majority of students report learning about physical health, while fewer feel confident in managing their mental health, indicating a need for continued focus in this area. Responses also suggest variability in confidence around life skills and that many students feel only "sometimes"

prepared for career and post-secondary pathways. These findings reinforce the need to strengthen mental health literacy, student confidence, and real-world learning opportunities.

2025/2026 Ministry of Education Grade 11 School Student Learning Survey data indicated the following:

“I am satisfied that in school I am learning basic life skills that I need for the future (finances, setting goals, independent living).”

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
School:	13%	15%	27%	34%	7%	2%
District:	10%	18%	28%	28%	8%	5%

“At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).”

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
School:	12%	17%	34%	25%	7%	2%
District:	12%	21%	29%	25%	6%	5%

“At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).”

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
School:	3%	9%	22%	50%	11%	1%
District:	6%	15%	29%	35%	8%	4%

“Are you satisfied with how school is preparing you for a career?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
10%	15%	43%	17%	6%	5%

“Are you satisfied that school is preparing you for post-secondary education?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
7%	15%	42%	21%	7%	5%

We recognize that this work must be sustained over time. Our focus remains on strengthening foundational skills and well-being in transition years while expanding leadership, engagement, and career opportunities across all grades. Ongoing collaboration, professional learning, and partnerships with district specialists and community organizations support staff in implementing responsive, inclusive, and evidence-informed practices.

Improve equity

At Windermere Secondary, we recognize that students experience school in different ways and may face barriers related to language, culture, financial circumstances, and access to supports. Building on last year's work, we continue to refine our approach to equity by focusing on reducing barriers, strengthening student voice, and ensuring all learners experience a strong sense of belonging and connection.

A key area of focus remains supporting newcomer and multilingual learners as they navigate language development, social integration, and new school systems. The Welcome Club continues to provide a consistent space for students to build relationships, access support, and develop confidence. This work is strengthened through the Youth Ambassadors Program, where senior students provide peer mentorship and language support, helping to bridge cultural and linguistic gaps and foster a more inclusive school community.

Student-led initiatives continue to play an important role in advancing equity and inclusion. Events such as a Welcome Party co-organized by the Welcome Club and Filipino Club support incoming students in building connections and accessing school and community resources. School-wide celebrations, including multicultural events such as *Fun in the Courtyard*, create opportunities for students to share their cultures, learn from one another, and strengthen community connection. Initiatives such as the Damayan fundraising tournament further reflect students' commitment to global citizenship and social responsibility, raising funds to support families in need while building empathy and collective responsibility within the student body. Participation in inclusive Life Skills events, including a multi-school celebration hosted at Windermere, also provides valuable opportunities for students across programs to connect, increasing visibility, inclusion, and shared experiences within the school community.

Our commitment to equity extends to a broader, school-wide approach. The shift to a more inclusive Learning Support model ensures that students with diverse learning needs are supported within classroom environments, with targeted supports embedded in daily practice. This approach prioritizes equitable access to learning, active participation, and advancing a stronger sense of belonging for all students.

Staff continue to engage in professional learning focused on inclusive practices and culturally responsive teaching. Student voice remains central to this work through surveys, leadership opportunities, and ongoing feedback, ensuring that our practices remain responsive and reflective of the needs of our school community.

Student Learning Survey data continues to inform our work in equity and inclusion. Results indicate that a strong majority of students report learning to understand and support human rights and diversity, with approximately 75% selecting agree or strongly agree. In addition, most students report that they have not experienced discrimination based on sexual orientation or gender identity, with over 90% selecting never or almost never. While these results reflect a positive and inclusive school environment, a small number of students continue to report occasional experiences of discrimination, reinforcing the importance of continuing to strengthen inclusive practices and proactively address identity-based harm.

2025/2026 Ministry of Education Grade 12 School Student Learning Survey data indicated the following:

“At school, I am learning to understand and support human rights and diversity.”

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
School:	2%	6%	22%	52%	23%	1%
District:	2%	4%	19%	51%	16%	4%

“During this school year, have you experienced discrimination on the basis of your sexual orientation or gender identity?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
66%	24%	5%	0%	0%	1%

This work aligns with the VSB Education Plan by supporting student well-being, belonging, and equity. Through these efforts, we aim to ensure that all students have equitable access to learning opportunities and feel welcome, connected, and valued within the school community. Progress will continue to be monitored through Student Learning Survey data and student participation in school programs and supports.

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

At Windermere Secondary, we are committed to deepening our understanding of Indigenous perspectives and advancing reconciliation through ongoing actions. Building on previous years, we continue to refine our approach by embedding Indigenous worldviews across learning experiences and strengthening opportunities for student engagement and voice.

Throughout the year, students and staff engage in learning that supports understanding of Indigenous histories and contemporary experiences. School-wide recognition of events such as Orange Shirt Day and the National Day for Truth and Reconciliation encourages reflection on the impacts of residential schools, while learning connected to Musqueam Day and Remembrance Day highlights the contributions and rights of First Nations, Inuit, and Métis peoples.

Windermere Secondary was also a host site for this year’s district-wide Indigenous Focus Day in April. Staff participated in keynote presentations and workshops to deepen understanding of Indigenous perspectives, histories, and ways of knowing. The theme, *The Frog: From Transformation to Emergence*, highlighted that learning develops over time through relationship, reflection, and ongoing practice. These experiences support continued efforts to strengthen classroom practices and integrate Indigenous knowledge across subject areas.

Indigenous students also participated in ACCESS Programs and Services sessions held in the school’s Sacred Room, where they were introduced to employment and training opportunities in a culturally responsive environment.

Our approach to reconciliation continues to focus on integrating Indigenous perspectives across subject areas so that learning is embedded throughout the school year rather than limited to specific

events. Staff are supported through collaboration and professional learning to deepen their understanding of Indigenous ways of knowing and being.

Student Learning Survey data continues to inform our focus on reconciliation and Indigenous education. While many students report learning about Indigenous Peoples and local First Nations, responses indicate variability in student experience. Approximately half of students report only sometimes being taught about local First Nations, and many indicate limited participation in Indigenous activities or programs. In addition, most students report little exposure to local First Nations languages. These findings invite us to deepen and expand consistent, connected, and experiential Indigenous learning across our school community.

2025/2026 Ministry of Education School Grade 12 Student Learning Survey data indicated the following:

“At school, are you being taught about local First Nations?”

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
School:	0%	11%	35%	24%	24%	3%
District:	2%	7%	36%	29%	19%	4%

“At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
45%	24%	23%	3%	0%	1%

“At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
49%	25%	19%	1%	2%	0%

“At school, are you being taught the local First Nations’ language(s)?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
31%	30%	21%	5%	6%	4%

This work aligns with the VSB Education Plan commitment to reconciliation by strengthening student understanding of Indigenous histories, perspectives, and contributions, while supporting a respectful and inclusive learning environment. Ongoing efforts will continue to focus on embedding Indigenous perspectives and expanding opportunities for learning across the school community.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know our efforts are making a difference when we see increased student engagement, improved well-being, stronger academic achievement, and a greater sense of belonging across all student groups. To assess progress, we will use a combination of quantitative data, student and staff voice, and ongoing reflection aligned with our school goals.

We will draw on baseline and longitudinal data including:

- Literacy and Numeracy Graduation Assessments
- Student Learning Survey results (well-being, equity, and Indigenous learning)
- Attendance and course completion data
- Participation in programs such as Wellness Wednesdays, clubs, leadership opportunities, and inclusive supports
- Student access to and participation in programs for newcomer, multilingual, and learning support students

We will also gather qualitative evidence through student reflections, classroom observations, and staff collaboration in department meetings, case management discussions, and school-based team meetings. These conversations will help us better understand how students are experiencing learning, including their sense of belonging, engagement, and access to supports.

Progress will be monitored through ongoing check-ins across the school year. Staff will engage in regular conversations during collaboration time, professional development days, and school-based team meetings to review data, share observations, and adjust practices. Department Head meetings, introduced this year with a rotating structure, will support shared instructional leadership, cross-curricular collaboration, and increased visibility of classroom practices across the school.

If we observe limited progress or unexpected outcomes, we will respond by reviewing our strategies collaboratively, seeking additional input from students and staff, and refining our approaches. This may include adjusting instructional practices, increasing targeted supports, or strengthening opportunities for student engagement and voice.

We will continue to celebrate success by sharing examples of student learning and engagement through newsletters, assemblies, and school events, including student-led initiatives and community celebrations. These moments help reinforce a culture of inclusion, growth, and shared success.

Student and staff voice will remain central to our process. Feedback will be gathered through surveys, informal check-ins, and leadership opportunities such as Link Crew, Youth Ambassadors, and student-led groups. This ongoing input helps ensure our work remains responsive, inclusive, and aligned with the evolving needs of our school community.