

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

KITSILANO SECONDARY SCHOOL

MISSION STATEMENT

KITSILANO
A place where you find
Safety, energy, respect,
Passion for learning
FIAT LUX!

2015-2016 GOALS

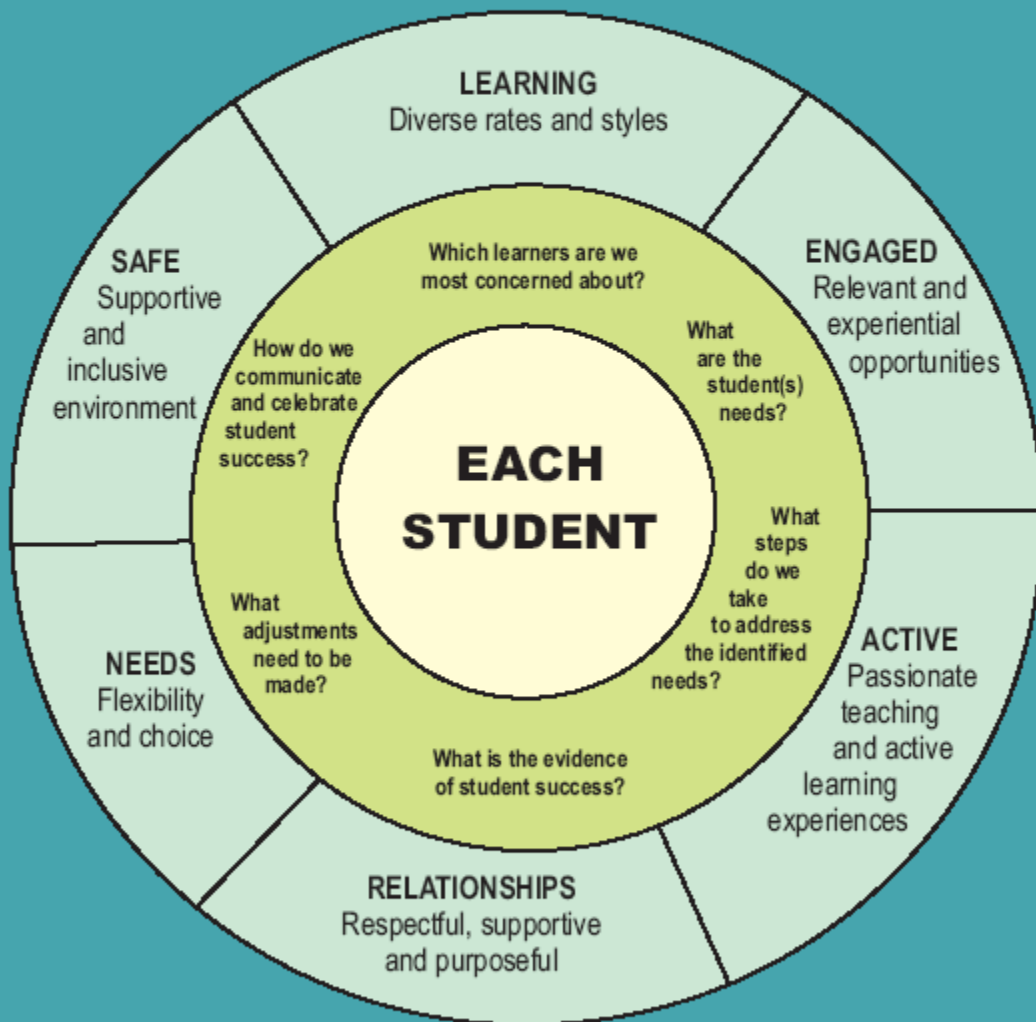
GOAL: Student Engagement

To increase belonging and engagement in the school community as a means of increasing student achievement.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Phase 1 of the new Kitsilano Secondary was completed in August 2016. The second phase will be ready to go for September 2017. In the 2015 - 2016 school year we have again increased our intake of International students, and anticipate a total school population of approximately 1325 students: 550 French Immersion students, 120 English Second Language learners, 35 Aboriginal learners, 150 students requiring Special Education support, and 123 International students.

The Kitsilano neighbourhood community is very supportive of the school. The average education of parents of Kitsilano students is 16.4 years. The community consists of families who value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. More than 20 languages are spoken at home by Kitsilano students and their families. The community is in the middle of the affluent west side of Vancouver but it is as diverse socio-economically as it is ethnically, with almost 20% of our families living on less than \$30,000 household income.

At Kitsilano students can choose from a great diversity of programs: Advanced Placement and enriched courses, academic courses offering extra support, a large French Immersion program, an off-site alternative education programs, a special education Mini Program, as well as vibrant fine arts, applied skills, athletic and career programs.

Kitsilano Secondary School teaching faculty and staff offer strong educational programs provided in a friendly, cooperative atmosphere. The staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics and service oriented clubs.

The staff of Kitsilano continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, analysis of our teaching practices, and a yearly cycle of goal setting and collecting data in order to inform our decision making. Action research teams have set goals for the coming year and the data collected will be included in each year's reflections in the School Plan.

There is tremendous energy and pride in the school and an understanding, from both staff and students, that a good school is a combination of both in-class and out of school activities that provide opportunities for success for all students.

REFLECTIONS ON 2015-2016 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Goal # 1 in our 2015 – 2016 plan was: “To increase achievement of all students in all subject areas”, with special focus on our Aboriginal students and struggling learners. This is continuation of the same goal that we engaged in the past two years. As there was insufficient opportunity to come together as a staff last spring to set a new goal, we agreed to continue our work on school-wide achievement.

The intention of this goal was to continue to raise the bar across the school to see an improvement in achievement in all areas and by all students, in particular, our Aboriginal students. We are concerned that our Aboriginal students are not completing graduation requirements at the same rate as our non-aboriginal population, so together with the district, measures were put in place to monitor and support our Aboriginal learners. At Kitsilano, many of our Aboriginal learners are part of the Mini Program and Vinery Alternate Program. The teachers and support workers in those programs worked together with our Aboriginal Education Enhancement Worker to connect with and support those students.

The second part of this first goal addresses the needs of students not achieving success in school, and the particular strategies that we have put into place to support those students. We continued to run adapted classes in all grades in English and Social Studies and class in Math and Science in grades 8 – 10. We increased the offerings of our adapted program to include graduation requirement courses like Social Studies 11 and English 12. Until we had the adapted class of English 12, students were encouraged to take the less academic grad requirement, Communications 12. The students in the adapted course have ministry recognized learning challenges such as written output and processing issues that, once addressed in the classroom, allow the students to participate and successfully compete the more academic course. Teachers involved with the adapted program met together to continue their collaboration and learning about working with students with learning disabilities, and to examine their assessment and evaluation practices with those students.

We increased our after school Peer Tutoring program to 4 days per week, and welcomed the assistance of UBC students who assisted students with math and science. Many students took advantage of this very valuable opportunity. We also offered Peer Tutoring during our morning tutorial time and during most on-timetable blocks. While students did not always take advantage of this opportunity, students were able to seek help from a peer tutor almost any time of the day.

We continue to encourage students to use the tutorial time each morning to seek assistance from their teachers. Our sense is that more and more junior students are engaged during the tutorial period as it has always been part of their high school program. Teachers reports mid-year that many students were achieving success in their classes due in part to the extra time they devoted during tutorial time.

We developed some credit recovery strategies for students who were close to achieving a passing standard to enable them to move forward in their studies. Without summer school last summer, a number of students returned to school in the fall without having completed courses from the previous school year. In many situations, we worked with students to complete remaining work in order that they continue to work on pace with their peers this school year.

Different departments chose goals that focused on different aspects of our school plan. The Mathematics department adopted a “no fail” policy in classes. Students were made to take responsibility for their learning and mastery as they were required to re-write any tests or quizzes they failed. In part, this strategy worked to motivate students to study hard to avoid having to come in on their own time to re-write tests, but it also took away some of the ‘high stakes’ anxiety that accompanies test-taking for many students; knowing there would be another opportunity if the student was not successful took away some of the pressure. Teachers reported that students did not come unprepared for the first test; they truly wanted to get it right the first time if they could. In business education, extra time for completing assignments, visual tools to assist with literacy and individualized tutorial time were all strategies aimed at increasing achievement in that curricular area.

Similarly, teachers in the art, science and social studies departments report more adaptations like extra time, use of computer, etc. being made available to any/all students requesting it. The overwhelming response reported by counsellors when students’ needs are met in these ways is a reduction of anxiety and increased capacity for success.

A goal within the Social Studies department was to increase engagement of students in classes in an effort to increase achievement. The overarching theme was to go beyond the traditional conventions of tests, quizzes and assignments, instead finding different ways to engage the youth. One approach was to integrate the use of technology in the classes through an expanded use of the “Civic Mirror” online activity in which students participate in online political, economic and legal simulations. Another project involving technology involved students on their smart phones interacting with a teacher-created program called “Dilemma 44” that documented the real-life experiences of Kitsilano grade 11 students in 1944 who faced the question of enlisting in the military during WWII. Students were situated in the documentary where they read primary documents and got to know real people their own age grapple with life-altering decisions. This was a very powerful learning experience for students.

In terms of achievement data, we examined the trends in achievement through Honour Roll and Principal’s List attainment, scores on Provincial exams, graduation rates, and participation and achievement on Advanced Placement Examinations. The chart below shows the numbers of students who achieved Honour Roll and Principal’s List standing at the end of June. The criterion was a minimum average of 80.0% for Honour Roll and 90.0% for Principal’s List. An important note is that in the 2010-2011 school year, the top 7 courses were used for Grade 8, 9 and 10 students, the top 6 courses were used for grade 11 students, and the top 5 courses were used for grade 12 students. In the 2011-2012 school year, the top 8 courses were used for Grade 8, 9 and 10 students, the top 7 courses were used for grade 11 students, and the top 6 courses were used for grade 12 students.

This change in calculation criteria from previous years accounts for an increase in Honour Roll and Principal’s List for 2010-2011 year that was not expected in 2011-2012. There were no changes in calculation for 2012-2013, so the expectation is that this current year and all years moving forward should more closely match levels of the previous year. It is important to remember that each class is a different cohort of students, so examining the same group of students progress over their five years of secondary school is more significant than comparing two groups at the same grade level.

Honour Roll

Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2010-2011	121*	120*	90*	164*	155*
2011-2012	98	93	86	115	146
2012-2013	89	76	73	72	63
2013 - 2014	82	72	66	95	79

*Significant increase attributable to change in calculation from 7 courses in grade 11 to 6, and from 6 courses in grade 12 to 5 (1 year only).

Principal's List

Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2010-2011	33*	45*	48*	83*	64*
2011-2012	35	26	30	42	49
2012-2013	39	33	18	41	36
2013-2014	15	30	29	30	52

*Significant increase attributable to change in calculation from 7 courses in grade 11 to 6, and from 6 courses in grade 12 to 5 (1 year only).

We look at a 'six-year' graduation rate, so this plan reports on the 2013-2014 graduation class, which is one year behind the current school year. There was a slight decrease in the rate of graduation in June 2014 and for students throughout this school year. For the 2013-2014 year, we identified all students who, at the end of second term, were not on the path to graduate in June, and found ways to support and adapted their educational plans to maximize their chances of graduating. Not every student will, but we hope that within one year, each will acquire all of the graduation requirements. A factor which we have heard anecdotally from students and parents that likely contributed to the lower graduation rates (both 5 and 6-year rates) was the teachers' job actin that resulted in online and other summer school learning opportunities to be cancelled in 2014. Students who normally would have completed their requirements by August 2014 are currently enrolled in year-long courses, so we hope that their graduations will be realized by June 2015.

According to Ministry of Education data, the Grade Point Average (GPA) of the graduates of Kitsilano in 2013-2014 was 3.30, or represented as a percentile, 90%ile. This is significantly higher than the GPA of the two years previous. With a GPA of 3.0 indicating "Honours Standing", 72.8% of the 2014 graduates achieved Honour Standing. This represents the highest percentage of the grad class earning this recognition since 2006.

Our increased enrollment of international students who enter the school in grades 10 or 11, the majority of whom receive English Language support in their first year or two at Kitsilano, will likely account for higher number of students completing their graduation requirements in the year after leaving Kitsilano, as many require additional time to complete English 12 credits.

We monitored report card data closely this school year, involving student services (counselling) and families in meetings when students showed evidence of not succeeding. Interventions including assignment of a Skills Development Block, work with Peer Tutors, support from our Aboriginal Education Enhancement

Worker and School Aged Children and Youth (SACY) prevention specialist, and referral to assistance from outside agencies for issues not directly related to the school system. In some instances, referrals to other VSB programs that offered enhanced support were recommended.

YEAR	(5 year grad rate)	(6 year grad rate)
	GRADUATED IN JUNE	GRADUATED FOLLOWING JUNE
2009 – 2010	75.4%	82.6%
2010 – 2011	78.2%	85.5%
2011 - 2012	83.3%	91%
2012 - 2013	89.3%	91%
2013 - 2014	83.1%	87%

A third area of interest in measuring student success is the data from the Provincial Exams, namely Foundations and Pre-Calculus Math 10, Apprenticeship and Workplace Math 10, Science 10, Social Studies 11, Francais Langue 12, English 12, and Communications 12. The following tables display the Kitsilano school mark, exam mark, and final mark, compared to the Vancouver School District and British Columbia results. French Immersion courses are noted with an FI abbreviation. The number in parentheses represents the number of students who wrote the exam.

Again, although it is a different cohort each year that takes these exams, a trend of increasing percentages over time could be an indicator of increased student success. Kitsilano has demonstrated excellent results consistently in the areas of English 10, English 12 and Communications 12, Math 10 and Essentials of Math 10, and the French immersion courses Sciences 10 and Sciences Humaines 11. These results are shared among department members, and dialogue about best practice is encouraged to maximize the potential of all teachers to support their students in attaining their best results possible.

Cells coloured **blue** indicate very close alignment between the school mark and provincial exam; cells coloured **yellow** indicate areas where Kitsilano scored higher than the district and/or province. The 2013-2014 results are very strong in English 10, English 12, Francais Langue, Sciences Humaines, and Foundations of Math 10.

ENGLISH 10 (267)				
		2011 - 2012	2012 - 2013	2013 - 2014
School Mark	Kitsilano	71.31	71.63	72.64
	District	72.46	73.17	73.93
	Province	71.63	72.55	72.38
Exam Mark	Kitsilano	72.20	76.10	76.66
	District	69.91	73.77	72.59
	Province	69.05	72.17	69.83
Final Mark	Kitsilano	71.82	73.69	74.45
	District	72.01	73.98	74.44
	Province	72.11	73.57	72.91

SOCIAL STUDIES 11 (267)				
		2011 - 2012	2012- 2013	2013 - 2014
School Mark	Kitsilano	67.48	70.93	71.15
	District	72.97	74.22	74.18
	Province	72.66	73.40	73.12
Exam Mark	Kitsilano	70.77	75.08	71.59
	District	70.34	71.75	72.24
	Province	69.48	70.25	69.81
Final Mark	Kitsilano	69.56	73.83	72.34
	District	73.53	74.96	74.88
	Province	73.23	73.82	73.65

FI SCIENCES HUMAINES 11				
		2011 - 2012	2012 -2013	2013 - 2014
School Mark	Kitsilano	82.36	84.38	84.32
	District	78.59	82.20	79.89
	Province	78.81	79.98	79.91
Exam Mark	Kitsilano	76.76	76.07	80.60
	District	73.54	74.84	78.63
	Province	72.17	71.76	72.98
Final Mark	Kitsilano	81.18	82.64	83.65
	District	77.80	79.88	79.66
	Province	77.77	78.53	78.78

SCIENCE 10 (289)				
		2011 - 2012	2012 - 2013	2013 - 2014
School Mark	Kitsilano	70.92	66.29	68.93
	District	72.41	74.68	74.19
	Province	71.75	72.61	72.38
Exam Mark	Kitsilano	69.87	71.94	70.92
	District	71.91	73.22	72.67
	Province	69.18	70.26	68.86
Final Mark	Kitsilano	71.66	69.35	70.82
	District	73.29	75.04	74.59
	Province	72.52	73.26	72.94

FI SCIENCES 10				
		2011 - 2012	2012- 2013	2013 - 2014
School Mark	Kitsilano	73.09	74.48	72.85
	District	76.38	75.84	77.35
	Province	75.62	76.34	77.55
Exam Mark	Kitsilano	76.14	80.19	74.76
	District	75.84	76.35	75.27
	Province	73.26	74.01	71.70
Final Mark	Kitsilano	73.53	75.63	73.38
	District	76.26	76.00	77.04
	Province	75.54	76.11	76.47

72.74

FOUNDATIONS OF MATH 10 (251)				
		2011 – 2012	2012- 2013	2013 - 2014
School Mark	Kitsilano	74.40	72.49	71.29
	District	70.99	71.94	72.02
	Province	71.71	72.92	72.74
Exam Mark	Kitsilano	78.12	78.44	80
	District	75.08	75.66	77.51
	Province	70.87	70.34	72.47
Final Mark	Kitsilano	75.83	74.53	73.92
	District	72.69	73.35	73.69
	Province	72.64	73.25	73.54

APPRENTICESHIP AND WORKPLACE MATH 10 (52)				
		2011 – 2012	2012 – 2013	2013 - 2014
School Mark	Kitsilano	68.36	58.26	59.98
	District	61.24	63.93	61.42
	Province	62.59	63.56	62.78
Exam Mark	Kitsilano	56.24	47.74	54.36
	District	53.86	52.60	51.95
	Province	55.47	54.45	53.15
Final Mark	Kitsilano	66.04	61.96	60.14
	District	61.60	63.26	61.17
	Province	63.45	64.19	63.48

FI FRANCAIS LANGUE 12				
		2011 - 2012	2012 - 2013	2013 - 2014
School Mark	Kitsilano	75.55	74.06	83.72
	District	75.78	77.34	79.82
	Province	76.77	77.70	78.79
Exam Mark	Kitsilano	74.61	74.19	76.50
	District	75.12	74.07	75.44
	Province	71.47	71.40	70.53
Final Mark	Kitsilano	75.00	74.18	80.88
	District	75.56	76.11	78.03
	Province	74.89	75.34	75.57
COMMUNICATIONS 12 (20)				
		2011 - 2012	2012 - 2013	2013 - 2014
School Mark	Kitsilano	65.56	69.56	65.87
	District	63.43	66.19	64.89
	Province	64.54	65.50	64.79
Exam Mark	Kitsilano	65.57	63.09	63.60
	District	62.55	66.76	70.24
	Province	60.87	63.69	66.34
Final Mark	Kitsilano	68.00	67.23	65.50
	District	63.70	67.67	68.21
	Province	64.31	65.67	66.75
ENGLISH 12 (222)				
		2011 - 2012	2012 - 2013	2013 - 2014
School Mark	Kitsilano	75.61	76.42	76.85
	District	75.05	75.89	76.38
	Province	74.00	73.80	74.10
Exam Mark	Kitsilano	74.47	74.67	74.39
	District	68.71	70.09	69.71
	Province	67.50	68.39	66.83
Final Mark	Kitsilano	75.42	75.80	75.98
	District	73.60	74.23	74.65
	Province	72.36	72.68	72.12

Advanced Placement:

Kitsilano offers five courses that prepare students to write Advanced Placement examinations, put on by the College Board of the United States. We offer Calculus, Physics, European History, English Literature and Composition and Psychology. Many other AP courses and exams are offered at other schools and online, and some Kitsilano students challenge themselves by taking additional examinations at a VSB centralized test site. In 2014, the following numbers of students wrote AP exams and scored a 4 or 5 (excellence) in those examinations:

SCORE	Eng Lit	French Lang	Macro Econ	Micro Econ	Psych	Calc AB	Calc BC	Phys B	Phys C	Music theory	Total Exams	%
# Students	17	1	1	1	40	23	4	19	2	1	109	
Scores of 4 or 5	12	1	1	1	20	22	4	18	2	1	82	75%

The percentage of scores of 4 or 5 dropped from 82% in 2013 to 75% in 2014. The greatest drop was in Psychology, where half of the students did not score a 4 or 5. This result is not surprising, as many more students choose to study this one AP course as an expression of their interest in psychology, but find the theoretical nature of the course content very challenging.

GOAL 2

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Our second goal in 2014 – 2015 was **“To build cultural awareness of and strengthen ties with our local Aboriginal community”**. This was the second year of our Aboriginal cultural enhancement goal, which gave staff increased opportunities to incorporate Aboriginal culture, content and learning into their classes. Due to the late start in the fall, we did not facilitate grade-wide assemblies to which we would normally invite Aboriginal elders and other speakers. In that respect, we missed natural points of entry for Aboriginal community members to be part of the school culture, but we did so in other ways.

Through IPP (teacher collaboration) time and district-supported collaborative inquiry funded time, teachers have been able to devote time to learning more, accessing resources and finding ways to incorporate Aboriginal culture into our school.

Being his second year in the school with great familiarity with Kitsilano’s Aboriginal students, our Aboriginal Education Enhancement Worker was able to begin working with individual students right at the beginning of the school year. We worked together on the Aboriginal success plans, and the AEEW continued to track meetings and progress in the AIMS program. He was present at student services (counselling) department meetings and integral in working with grade counsellors in supporting Aboriginal students, but connecting with families, and helping to find cultural, financial and academic support for our Aboriginal students.

One teacher in the Mini Program, where many of our Aboriginal students attend, continues to work with the Musqueam community to support students at Kitsilano. He has raised issues of transportation and engagement within the Musqueam community. Late in the school year, we met with the UBC Professor in the Languages Institute who offers a course in the Musqueam language of “həŋqəmiñəm”. Our goal is to set up 4 Mini Program students in the course at UBC together with their teacher, to earn 4 language credits toward their graduation. This is a very exciting initiative that we hope will get off the ground in the fall of 2015.

Several departments enriched the curriculum of their classes by introducing Aboriginal content – historical, cultural, and social – into their lessons. The math department incorporated “Math First Peoples” content into the grade 8 and 9 classes. In science, Aboriginal perspectives in ecology were stressed in the science 10 curriculum, specifically in the area of traditional Aboriginal Resource Management in local BC areas.

In Business Education, teachers are incorporating Aboriginal culture into economics and Marketing classes in the discussion of marketing must be adapted to ‘translate’ into different cultures effectively. Within a discussion of “fair trade” with junior business education students, “fair employment” is also explored, with special attention focused on aboriginal peoples and employment standards worldwide.

In Social Studies, teachers incorporated Aboriginal perspectives into different curricular areas: the students in Philosophy 12 took part in a Restorative Justice Project that focused on Aboriginal cultures and also engaged in lessons on Aboriginal culture and social stigmas in their Social Justice unit. Colonization and Exploitation of Indigenous Peoples was a major theme in Enriched History 12, which provided an authentic opportunity for students to engage in Aboriginal issues in Canada and abroad. Other Social Studies classes were involved in an inquiry project on race and racism in Canada that saw students ask uncomfortable but important questions about Aboriginal culture as it exists in our urban setting.

In the French Immersion language science and social studies classes, topics including a study of residential schools, traditional medicines being used for cancer treatments, First Nations legends leading to the production of a movie, were all part of this year’s curriculum. Teachers report eye-opening discussions in classes as their students were exposed to stories of local Aboriginal culture.

Aboriginal themes were explored in English, in particular through the study of Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian*, students discussed Aboriginal history, traditions and culture in the USA and Canada while focusing on the mechanisms of racism and what we, as individuals, can do to respect and honour all peoples.

In art classes, Aboriginal themes continue to be explored and brought into the curriculum seamlessly and naturally. Native artists’ work is incorporated into presentations of all genres of artwork, including portraiture, landscape, pattern design and installation and performance. Aboriginal students in our art classes are encouraged to explore themes from their culture in the work they produce in class.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

For the past 3 years, our achievement goal has been to increase the achievement of all students, particularly Aboriginal students and those struggling at school. Much work has been done in this area, including the development of a comprehensive adapted program that runs grade 8 – 12. Staff will continue to support all learners at the school, but as the strategies and practices have become embedded in the school culture, the staff has decided to move forward with a new school goal this year.

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL: To increase a sense of belonging and engagement in all subject areas and the school community.

Objectives:

- To increase engagement and belonging levels in the classroom
- To create a more welcoming and caring school culture
- To create wide opportunities for student participation in curricular and extra-curricular activities

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

- Create methods and systems for students to provide feedback to staff including town halls and student forums
- Create better communication systems for parents and students so they will know the opportunities that are available for extra-curricular activities
- Work with staff focus groups and consider research and data on increasing student intellectual engagement as well as interest and motivation in students' learning
- Consider and pilot strategies for decreasing student anxiety – especially at the grade 10 level
- Provide increased drug and alcohol education for parents and students
- Staff to consider implementation of strategies to improve attendance
- Staff to consider and implement strategies to create a positive learning climate
- We will continue to work within departments as action research teams to develop inquiry questions that ask important questions that get at the needs of our learners at Kitsilano;
- Instructional practice is a key part of engagement and we will continue to use collaborative time at the school to develop new / different and best practices in teaching and assessment within departments and across the school;
- We will look for opportunities to incorporate technological skills to use in the classroom as a means of promoting personalization of student learning and hence engagement
- We will build in more opportunities for our newest students in grade 8 to work with our Link Leadership students to establish connection to the school and a positive start to their high schooling;

What will be our assessments and evidence of student success?

- The “Tell Them From Me” survey has provided us with baseline data in these areas.
- We will conduct a follow-up survey in December of 2015 that will provide a twenty page report. This survey gives thorough student data on these topics.
- We will hold multiple sessions where students can provide us with oral and anecdotal evidence
- Improvements in student attendance
- Improved participation in school clubs and sports
- We will create data measurement tools for student misbehavior ex: bullying.
- We will continue to share and evaluate results of departmental action research;
- We will see an increase in transition and graduation rates;
- We will see an increase in participation rates and results in provincial exams;

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

We have a committee of staff moving forward who will meet to discuss the progress of our initiative.

We will have regular student forums to discuss the progress of our initiatives.

We will collect information, as well as reflect on and adjust, at our staff meetings, department meetings and department head meetings.

How will we communicate and celebrate student success?

- As a staff, we will continue to give consistent, immediate and frequent feedback to students acknowledging their success and commitment, and encouraging continued excellence;
- As a staff, we will continue to inform parents of student success, as well as concerns when students are having difficulty;
- Teachers will continue to publish and post student work throughout the school;
- We will plan for a meaningful awards presentation in late spring to honour students who have excelled throughout the year;
- We will continue to publish student successes in our e-bulletin that is sent home weekly;
- The athletics program will plan a year-end event to recognize the contributors to our strong athletics program;
- All students involved in Fine Arts will have the opportunity to showcase their work during our annual Fine Arts week;
- We will work once again with the PAC toward recognizing students who contribute to the school through their positive action and exemplary citizenship;

How will we engage all members of the school community to ensure sustainability of student success?

Parents are invited and encouraged to meet with teachers, counsellor and administrators. Communication occurs weekly through electronic bulletins to the school community, daily website updates, including the posting of our daily student bulletin, broadcast voice messages, Parent-Teacher conferences, monthly PAC meetings, PAC sponsored student award initiatives and parent educational initiatives and communicating about student success through regular formal reporting.

The Parent Advisory Committee (PAC) convenes meetings attended by the school administration and an appointed teacher representative. Teachers and students are invited to present to PAC about particular events / initiatives at the school level. The school supports PAC in inviting guest speakers to meetings and to school-wide evening events to provide parents with relevant information on school / parenting issues. Parent volunteers are involved at the school level in supporting athletics, the library, providing fundraising for school trips, grad activities and extra-curricular endeavours, as well as resources for teaching and learning.

Our Students Services Department, including counsellors, our School Based Resource Teacher and Psychologist, work proactively and in concert to support students in all areas of schooling and in promoting good physical and mental health. They, too, provide opportunities for other staff and parents to learn about issues (eg - concussion, anxiety, social media) affecting adolescents.

VSB multicultural liaison workers, SWIS (Settlement) workers, Community School Team members, SACY and Vancouver Coastal Health staff and Aboriginal Support staff are all available at the school to provide assistance with ELL, new Canadian and Aboriginal students in the classroom and, when needed, in the home. All provide invaluable services at Parent-Teacher Conferences and orientation events.

We will continue to provide students opportunities to have a voice at the school. In addition to students' council and grad council, we will facilitate student forums for students at each grade level to receive feedback on school initiatives, specific teaching and learning activities and assessment practices. These forums will also assist in planning extracurricular assemblies and student workshops.

As we prepare to move into the new school as the first phase of our seismic renewal project, staff, students and parents, will be included and involved in planning and assisting with the transition.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Objectives:

The Aboriginal cultural enhancement goal was introduced in 2013-2014.

For 2016-2017, schools will continue to plan, identify current practices, and access district supports. Schools will also continue to collect and analyze preliminary data.

Our Aboriginal Education Enhancement Worker (AEEW) has been a key staff person helping us build knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students.

As noted in our data collection, the AEEW was part of a group that spent a pro-d day on school planning with the Musqueam First Nation. This was a first meeting to find and discuss issues of common concern to the band and the school regarding the young people that are members of both communities.

Common areas of concern identified included attendance, graduation rates, transportation, and communication between the two communities.

The next steps will be to create a communication system that works for all parties, and to jointly create strategies for dealing with the area of concern.

At a school-wide level we also hope to implement three things that will create an atmosphere of awareness, appreciation of, and respect for Aboriginal cultures. One is the recognition of Aboriginal territories at the beginning of all of our assemblies. Second, is the incorporation of an Aboriginal art installation in the floor of the foyer of the new building. This will hopefully see the coming to fruition of a project that was started over five years ago between a local Aboriginal artist and a member of the Kitsilano art department who received a federal grant. Third, is the creation of a "sacred room" at Kitsilano where Aboriginal students can feel a sense of belonging and a home base for projects and group activities and group academic support and would be organized by AAEW.

In our classrooms, we will continue to provide opportunities to build knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures. We will also ensure that sharing takes place amongst staff to learn from each other regarding the "what" and "how" of doing this. These opportunities will take place during various staff meeting times such as department meetings, collaboration days, staff meetings and pro-d.

As seen in the reflections of current practice, our Mini, Math, Science, Business Education, Social Studies, French Immersion, English, and Art all incorporated

curriculum and themes of Aboriginal culture into their lessons.

One teacher in the Mini Program, where many of our Aboriginal students attend, continues to work with the Musqueam community to support students at Kitsilano.. Late in the school year, we met with the UBC Professor in the Languages Institute who offers a course in the Musqueam language of “hən̓q̓əmiṇəm”. Our goal is to set up 4 Mini Program students in the course at UBC together with their teacher, to earn 4 language credits toward their graduation. This is a very exciting initiative that we hope will get off the ground in the fall of 2015.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Continue with the current goals as outlined in our reflections for 2015-2016.

Kitsilano Secondary School

Submitted by School Planning Council

	(name)	(Signature)
Principal	Jim Burnham	_____
Teacher	_____	_____
Parent		_____
Parent		_____
Parent		_____
Student		_____
Student		_____
Date	May 30, 2016	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	