



Vancouver School District

School Plan for Kitsilano Secondary School

Year 3 (2017)

1. GENERAL SCHOOL STORY:

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.

This year is the last year of the inquiry question: How do we increase a sense of belonging and engagement in the school community as a means of increasing student achievement?

2. WHAT DID WE SEE?

Inquiry Question: How do we increase a sense of belonging and engagement in the school community as a means of increasing student achievement?

Indicators & Targets

- Increased Peer Tutoring program
- Encouraged use of Tutorial Time
- Departmental Goals including "No Fail" policies, increased adaptations and accommodations in classrooms, innovative teaching and learning strategies (e.g. learning games & web tool assessments games)
- Increased trends of success in: graduation rates, Provincial Exam marks, and students achieving Honor Roll and Principal's List

Activities & Support

Each of our departments supported student activities and projects aimed at increasing student engagement and achievement.

Applied Skills Department

- Junior Achievement Company Program
- Marketing 11/12 Special Projects – creating, producing, selling
- Business Club – 1x/month - guest speakers from business speaking to Gr 8-12 students
- Yearbook
- Virtual Reality Club

English Department

- HT English 12 enabled students to have all adaptations to enable students to gain skills to successfully write the English 12 Provincial to graduate.

ELL Department

- Multicultural Fair
- ELL students relating lessons to students' own culture and history/ cross cultural references with respect to language
- Differentiated classes and levels for ESL

Fine Arts Department

- Fine Arts night – almost 600 students involved
- Focus – second season of our TV series with staff and student involvement
- Hip Hop Club and Performances
- Junior Production
- Acoustic Glee Club

French Immersion Department

- Concours d'Art Oratoire (competition)

Math Department

- Math/Science competitions (Michael Smith Challenge, Pascal)

Physical & Health Education Department

- School Athletics – Social responsibility & understanding of roles and teamwork
- Indoor Track Meet – increase student sense of belonging and sense of community
- Yoga classes and an increased focus on mindfulness in the classroom
- Fitness club
- SACY Health Presentations - SAFETEEN, BLUSH

Science Department

- Science Fair
- Robotics Club
- Ecology Club

Social Studies Department

- History Round Table Debates

Student Services Department

- School Parliament - leadership, understanding of democracy
- Student involvement in SACY lunch hour program for girl empowerment, leadership and mentoring of younger students
- WE club fund-raising and awareness-raising
- Link Crew
- Pink Day organized by Pride Team
- Work Experience
- Two international Exchange School Partnerships, with 3 students exchanging, 20 more travelling
- Fundraiser for Lily Hall established a sense of community and care
- SACY – Capacity Café, STEP, SAFETEEN, BLUSH

3. HOW HAVE WE SHARED?

- PAC communications
- Tweet announcements
- Website announcements
- School Bulletin – poster bulletin boards advertising clubs and activities
- Frequent communication with parents of students not meeting with success

4. WHAT ARE OUR NEXT STEPS?

We will be establishing a set of core values as a community in an effort to improve our school culture. The focus will be on encouraging personal awareness and social responsibility. This goal aligns with the VSB Strategic Plan Guiding Principles of Collaboration, Engagement, Inclusion, Excellence and Transparency and Goal 3: Create a culture of care and shared social responsibility. As well, this goal aligns with the Ministry of Education Core Competencies curriculum.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

5. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

We have 26 Aboriginal Learners in our school; 6 in Grade 8, 3 in Grade 9, 8 in Grade 10, 4 in Grade 11, and 5 in Grade 12. Approximately 7 of these students are in our District Special Education program and 2 are in our Alternative program.

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- Social Justice Units in the classroom
- Recognize Musqueam heritage
- Display traditional artwork in the school
- Focused on emphasizing an inclusive classroom that is able to discuss complex history, culture, and literature.
- Teachers who completed the UBC MOOC: Reconciliation Through Indigenous Education
- Collaborative Inquiry focused on Aboriginal Education

7. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Create an "in the round" space for performances and presentations
- Create an Indigenous Awareness Week; bring in elders, speakers and workshops for classes
- Continue collaboration with community partners in order to support the success of our Aboriginal learners
- Model and teach more of a "cultural anthropological" perspective with our subject areas/literature that encourages individual voices from many perspectives/cultural backgrounds, including First Nations; incorporate an Understanding by Design model in lesson planning

8. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Increased grad rates, attendance and engagement
- Greater appreciation of Aboriginal culture and heritage amongst all students
- Increase in pedagogical material made available to teachers and students

