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## 1. GENERAL SCHOOL STORY:

The school offers a comprehensive program of studies for students with diverse learning needs. We offer remedial programs and enrichment programs; an extensive Fine Arts program; and a large, comprehensive athletics program. There are three Alternate Programs connected to Killarney Secondary (Foundations: grades 8, 9, and 10 – WEST: grades 9 and 10 and Spectrum: grades 10 and 11). These specialty programs provide opportunities for students to learn in a smaller more specialized school setting. Killarney students, graduates, staff, and parents have developed many traditions and take pride in the history and accomplishments of our school community.

**It is the mission of Killarney Secondary School to provide an environment within which all learners can be successful.**

Aspects of life at Killarney have been built around the various cornerstones, which are:

<i>School Motto:</i>	<b><i>‘Semper Fidelis’</i></b> ( <i>Always Faithful</i> )
<i>School Colors:</i>	<b><i>Green and Grey</i></b>
<i>School Emblem:</i>	<b><i>Shamrock</i></b>
<i>Team Name:</i>	<b><i>Cougars</i></b>

Resiliency and Connectedness has become a part of the school culture. We put students first and provide a friendly welcoming environment. There are a multitude of opportunities for students to connect with people, clubs, teams, performances, and the greater community. The many school clubs, school presentations, student involvement in assemblies, and other points of connection help to create a sense of belonging for all students.

Acceptance of Diversity is evident in the halls, on posters, and in the daily interactions between all members of the school community. The recently formed Pride Club has taken a prominent role in helping to celebrate diversity.

### 2016-2017 GOALS

1. **Resiliency:** To build students’ resiliency in the areas of prioritizing, problem facing, and persevering.
2. **Technology:** To increase student engagement through the embedded use of technology in instruction – using technology to augment pedagogy and learning.
3. **Aboriginal Enhancement Goal:** To increase awareness and appreciation of Aboriginal Peoples and contributions among all staff and students through the implementation of the Circle of Courage philosophy.

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## 2. WHAT DID WE SEE?

### Resiliency Goal

- September 2015 – SHFIT Project introduced, ‘What I do with my life makes a difference in the world’ (working with Denise Buote, PhD) the Grade Ten classes are the identified cohort. Students are surveyed and work with facilitators and counsellors in small groups over a ten-month period. Medium-term goals include:

Youth experience an increase in community connectedness

Youth increase their critical thinking and problem solving skills concerning healthy relationships

Youth increase their understanding of their behavior (as it relates to relationships)

Youth feel an increased sense of responsibility to address gender-based violence

- October 2015 and ongoing – Staff members sharing research articles school-wide regarding Mindfulness and Student Learning
- November 2015 and ongoing– Staff meeting – presentations by students (Ted X, Recycling and Environment Club, Core Competencies) demonstrating connection and giving back to the Killarney School Community
- February 2016 – ELL Department meet to discuss and report out progress and connections made by ELL students within the Killarney community
- February 2016 – PDK lecture (Fostering Resilience Among LGBTQ and Straight youth – Dr. Saewyc) attended by teachers, counselors, and, administrators
- March 2016 – LOVEBOMB presentation for all Grades Nine and Ten students
- April 2016– Professional Development Day – Reducing Anxiety in Our Students (workshop led by teachers based on research by Dr. Gordon Neufeld and Gabor Mate).
- April 2016 – Student Forum. Killarney Leadership students asked a random selection of students - focusing on questions regarding connection to school and attendance. The responses were collected, collated, and an Attendance Committee was created to expand the conversation
- May 2016 – Tell Them From Me Survey continued with the use of Resiliency Committee questions created in 2013 to survey cohort graduating in June 2018.
- 2016 – 2017 SHIFT PROGRAM AND ASSEMBLIES
- Counselling Dept. provided workshops to Mentorship Students who are then able to apply their learning in a classroom setting to assist their peers.
- Gathering stories of Resilience from staff and using those as a teaching tool in guidance.

Ongoing – vulnerable students connected with resources within the community (Boys Club, Girls Club, CART, Mental Health Resources, and SACY, ARtS Another Route to Success, and EIYP Engaged Immigrant Youth Program).

Continuation of implementation of PBIS practices.

Refocus on the Killarney Code of Conduct

Continue to gather results and recommendations from Attendance Committee

## Technology Goal

May 2017 Professional Development Day – Overview of Office 365 presented by Microsoft Team of Educators. Topics included:

- How to use Office 365 to implement the new curriculum
- Tools included in Office 365 and how to use in the classroom
- Privacy concerns when using 365
- How to integrate different types of student work (videos, artwork) and collect and submit it
- How to use 365 to help students self-assess the core competencies
- Using 365 to collaborate with colleagues
- Beginner and Advanced use of OneNote to manage class notes and assignments

Teachers continue to present “Tech Moments” at staff meetings to share their examples of new technology in use in their classrooms.

Tech Resources continue to be acquired for staff use to aid in teaching and learning.

Student use of technology is encouraged to conduct research in classrooms.

Transition from overhead projectors to Doc Cams

Purchase of a second school I-Pad Cart

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## 3. WERE WE SUCCESSFUL?

### Resiliency Goal Highlights

- Has become embedded in school culture
- Resiliency is the focus of opening day assemblies
- School counsellors present different facets of resiliency (e.g. Grit and Perseverance) in guidance classes.
- The Valedictorian Speech has embraced the theme of Resiliency “Fall Down & Get Back Up”
- Individually departments are exploring resiliency strategies during Collaborative Time
- Classroom teachers provide opportunities for students to recover from academic let downs by providing extra time and a sense of caring and understanding.
- Survey results (Tell Them From Me) indicate a high level of connectedness to the school

## Technology Goal Highlights

- Staff members are providing examples of their use of new technologies during monthly staff meetings in the form of a “Tech Moment” where teachers show their colleagues how they have used technology in the classroom.
- More classrooms are attempting to go to a “paperless” model
- Use of student devices in the classroom for learning is increasing
- There is an observed increase in the purchase and use of technology by a greater percentage of staff members beyond just the “early adapters”.

## Aboriginal Goal Highlights

- The Aboriginal Resource Room has become a regular meeting place for our Aboriginal Learners where they can access extra help with school work and various links to community resources/programs
- Partnership with Big Brothers is ongoing
- Mentoring Program with 6 students at Champlain Elementary (year 2)
- Participation of Killarney students in the Aboriginal Achievement Celebration
- Grade 12 Aboriginal Leadership Camp in October

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## 4. HOW HAVE WE SHARED?

- a.) How will we make parents, students and other members of the community aware and involved?

### **Communication**

Our school website encourages our community members to:

KEEP INFORMED

ALWAYS go to our social media sites for various information. Do not expect your friends to keep you updated. DIY - DO IT YOURSELF!

Website: [killarneysecondary.com](http://killarneysecondary.com)

Facebook: [facebook.com/killarneysec](https://facebook.com/killarneysec)

Twitter: [twitter.com/killarneysec](https://twitter.com/killarneysec) (Pauline Wong)

### **Student Voice**

Every year, student leaders are assembled to conduct a Student Forum. The student leaders facilitate a school wide session where representative from every grade level are selected randomly to participate in a learning and sharing session. During the forum, the participants share their values, opinions, beliefs, perspectives, and cultural backgrounds, with respect to a focused question pertinent to Killarney

Secondary School (usually aligned with school goals). The 2016 school forum was centered on Resiliency. The 2017 focus was on the definition of Core Competencies and how this learning is made visible in the classroom and in the school. The student leaders then compile this data in the form of a presentation or as a graphic that can be shared with staff and students. Ultimately, the student forum acts to inform school-wide instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

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## 5. WHAT ARE OUR NEXT STEPS?

**Killarney Secondary will continue with the same goals. From discussions with staff, the following areas of need will be addressed:**

**Resiliency:** To build students' resiliency in the areas of prioritizing, problem facing, and persevering.

To expand on the concept of Resiliency by exploring the following ideas:

- a) Growth Mindset Interventions: Students benefit from learning that intelligence is not fixed:
- b) Purposeful Learning Mindset: As another way for students to persevere in their studies by having a "bigger sense of purpose"

<https://ww2.kqed.org/mindshift/2014/07/16/new-research-students-benefit-from-learning-that-intelligence-is-not-fixed/>

<https://ww2.kqed.org/mindshift/2014/08/18/how-a-bigger-purpose-can-motivate-students-to-learn/>

**Technology:** To increase student engagement through the embedded use of technology in instruction – using technology to augment pedagogy and learning.

To expand on our current use of technology by:

- a) Learning to use to technology in the context of the New Curriculum. For example, by using Technology in the Student Self-Assessment of Core Competencies.

**Aboriginal:** To increase awareness and appreciation of Aboriginal Peoples and contributions among all staff and students through the implementation of the Circle of Courage philosophy.

To continue past practice as outlined by the examples in Section 3 and Section 7 of this plan and to implement strategies at Killarney that align with the following district goals as outlined below:

**Belonging:** To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

**Mastery:** To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

**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



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

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

Killarney's Aboriginal Learners by Grade:

- Grade 8: (10 Female, 6 Male) 16
- Grade 9: (6 Female, 3 Male) 9
- Grade 10: (3 Female, 10 Male) 13
- Grade 11: (5 Female, 7 Male) 12
- Grade 12: (7 Female, 4 Male) 11

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

- Aboriginal students at Killarney continue to receive support services provided by an Aboriginal Education Enhancement Worker; Trent Gauthier
- Aboriginal Success Plans are completed each term for individual students by a team consisting of the Aboriginal Enhancement Worker, Grade Counsellor, and Grade Administrator.
- Department Heads are researching and acquiring a variety of Aboriginal Texts to bring into their classrooms. These texts reflect Aboriginal culture, myths, and legends.
- In Law 12 students are learning about Aboriginal issues (land claims and reconciliation) through case law
- In Choir, students are singing Traditional Aboriginal songs.
- In Foods and Nutrition, students are cooking Bannock and other traditional foods. They also learn about culture and traditions that revolve around food.
- In Science, students are learning about the traditional uses of plants for medicine, and about the principles of “sustainable living”.
- During Collaborative time, the English Department invited Chas Desjarlais, the VSB Consultant on Aboriginal Education to provide training and support for the Aboriginal Goal.
- Our School-Wide Remembrance Day Assembly now includes a story of Aboriginal contributions to the wartime efforts of Canada.

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to support all learners by:

- Encouraging Departments to continue their efforts in this area and to continue doing all of the above and more.
- Offering pro-d opportunities
- Promoting Field Trips to explore Aboriginal Culture and History (eg. Musqueam Learning Centre)
- Continue to bring in speakers on Aboriginal Topics

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## **9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?**

The awareness and appreciation of Aboriginal culture has grown amongst students and staff as evidenced by adaptations made to lesson plans by teachers in an effort to weave Aboriginal culture, traditions, and ways of learning into the regular curriculum.

Workshops and cultural activities are developed and presented by the district on an ongoing basis. These activities are also accessed through our Aboriginal Enhancement Worker.

A conscious effort has been made to reflect, support and encourage displays of Aboriginal art throughout the school.

A team consisting of the Aboriginal Worker, the grade counsellor, and the grade administrator who meet with each student three times per year to review the plan and take necessary steps to ensure success continuously monitors individual Aboriginal Success Plans.