



Vancouver School District

School Plan for Killarney Secondary School

Year 1: 2018/19 of 3 Year Plan, 2018 - 2020

● GENERAL SCHOOL STORY

Killarney Secondary 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 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:

School Motto: *'Semper Fidelis'* (Always Faithful)

School Colors: Green and Grey

School Emblem: Shamrock

Team Name: Cougars

Resiliency and connectedness have become a part of our school culture. We aim to 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 Killarney community. The dozens of 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 Pride Club has taken a prominent role in helping to celebrate diversity.

At Killarney we celebrate growth and every learner's journey. In grade 8, we have recently restructured our "Honour Roll" to become "On a Roll", which acknowledges individual student growth during the year, rather than just "high achievement".

- **WHAT DO WE KNOW ABOUT OUR LEARNERS?**

Strengths: Most Killarney students are engaged, motivated students who enjoy school. Many are driven by post-secondary aspirations and have a growth mindset. They are respectful, social, honest, and form strong relationships with peers and the school community. Killarney students are empathetic and create an environment of care and support in a socio-economically diverse population. Work on resilience as a whole school has resulted in students being more resilient, and more aware of how to foster resilience in themselves and with their peers.

Needs: Some Killarney students are still learning the skills of resilient students, and demonstrate low stick-with-it-ness and poor focus. Anxiety is increasing and is an ongoing concern for many students. Students continue to need support with organization and time management skills, and with maintaining balance. I-Time is an opportunity for students to improve in these areas, but it is not always used to maximum effect. Poor attendance, poor sleep habits, self-regulation and the distraction of technology continue to be barriers to success for these students.

- **WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?**

Formal evidence of our understanding of our learners comes in the form of our attendance data, report cards, including “in progress” I reports, student assessments in classes, an annual student forum, the wide range and number of initiatives, including clubs and fundraisers in the school, and the large number of students on the honour roll. We also have informal observations that have allowed us to form this understanding of our learners, including getting to know our students in the classroom and through extracurricular activities. For example, after 3 years of focusing on resiliency, Killarney students have developed a “resiliency” vocabulary. In their academic achievement, we see a need for them to set longer term goals regularly, and to develop a growth mindset.

- **WHAT FOCUS EMERGES FROM THIS EVIDENCE?**

As we begin to implement the new BC curriculum, it is clear that at the heart of our school growth plan is a continuing need to focus on fostering positive attitude and meaningful engagement of all students. As part of this overall focus, we need to pay particular attention to our more vulnerable diverse learners, especially now that the CORE program is gone and all students are integrated in the same classes. All learners also need to be supported in their learning by sharpening our focus on foundational skills (Multi-Literacies). Embedded in each of these areas of focus is a recognition that learning is rooted in many cultures, including the Indigenous Peoples’ principles.

Our three areas of focus connect to the VSB Strategic Plan as follows:

VSB Strategic Plan Goal 1:

Engaging our learners

- Enhance support for students with specific needs
- Support the implementation of the curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of grade 12
- Provide increased opportunities to connect students to their learning

VSB Strategic Plan Goal 2:

Building capacity

- Support Pro D opportunities for staff in the implementation of the curriculum
- Enhance and support opportunities for student voice (e.g. staff meetings, extra student forum)

VSB Strategic Plan Goal 3: Attitude and Engagement

Create a culture of care and shared social responsibility

- Increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools
- Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being
- Support effective, thoughtful transitions for all students at each stage of their development
- Respect and celebrate all forms of diversity

Connections to the Aboriginal Education Enhancement Agreement (AEEA)

Our 3 areas of focus connect to the AEEA in their recognition of inclusivity, resilience and meaningful engagement of all students. Specifically, the goals of Belonging and Mastery are integral to our school focus.

Connections to the New BC Curriculum:

- Valuing diversity and supporting all students’ learning needs
- Integrating Indigenous perspectives and knowledge
- Building skills in the Core Competencies
- Personalized, flexible and innovative approaches to teaching and learning across the curriculum
- Literacy and Numeracy foundations: Literacy and numeracy skills are fundamental to all learning

● **INQUIRY QUESTION**

Inquiry Question:

How can focusing on student engagement, achievement and multi-literacies foster inclusion and support all learners?

The key areas of learning that we will focus on are:

- 1. Attitude and Engagement:** to foster and enhance positive attitudes and meaningful engagement by promoting a culture of care, respect and participation, continuing to nurture mindfulness and resiliency in our school community.
- 2. Achievement:** To enhance student achievement by fostering an inclusive school environment that recognizes, supports and meets the needs of our diverse learners in the context of the new BC curriculum.
- 3. Multi-Literacies:** To continue to grow the range of literacies through increased focus on foundational skills, such as reading comprehension, math skills, and critical thinking.

* Our school goals recognize that learning is rooted in many cultures, including the Indigenous Peoples’ principles, which highlight the importance of:

- developing relationships
- respecting distinct cultures
- honouring the perspectives of others in our communities
- connecting to land, culture and spirit
- honouring our Ancestors, Elders, Knowledge Keepers and Descendants
- practicing courage, patience and humility on our learning journey

Source: BCTF Indigenous Ways of Knowing and Being

• WHAT IS OUR PLAN?

- **What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?**
- **How can we break it down into a manageable and realistic 3 year plan:**

Goal #1: Attitude and Engagement

- Encourage students to work together on projects and to help each other in completion of projects.
- Develop strategies to use cell phones more appropriately and encourage students to 'tune in' to physical surroundings and not just 'cyberspace'
- Expand and continue "On a Roll" to support growth mindset
- Continue student recognition GREEN cards
- Use the new Killarney App to keep students connected and engaged
- Expand opportunities for ongoing student dialogue and feedback to grow positive teacher-student relationships, for example with more frequent student forums (2x/year).
- Continue to include student component at staff meetings whenever possible
- Continue with project and theme based learning, units and field trips that allow students to learn about and appreciate other cultures, more choice and self-assessment for projects that can highlight student strengths and encouraging class participation for all learners by providing a safe environment where students feel respected and cared for and are willing to take risks.
- Mentorship 11 will have a goal to INSPIRE next year; they will learn ways in which to make more personal connections with the Grade 8 students through workshops on communication, active listening, growth mindset and empathy.
- Continue Feeder Elementary Schools Partnerships such as such as Choir concerts, I-Mentorship internet safety and privacy workshops, Sneak-a-Peak Killarney visit and book sign out, and ELL Authors and books for K's collaborative project, to build community and connections with our feeder schools.
- Continue to and grow student activities like clubs to welcome all students from all areas of the school including Indigenous, ELL, SPED, and International students
- Continue to embrace the Library Reading Program for ELL Level 1-3 students & awards presentation at end of each term ELL & Library.
- Lunch time socials events for ELL learners and non-ELL learners to mingle e.g. pumpkin carving, cookie decorating, etc.
- Encourage ELL student involvement in school community: library monitors, clubs, athletics, CS students, etc.
- ELL student Multi-level, multi-grade, multi-class fieldtrips, year-end party, year-end awards ceremony increasing communication between ELL counsellor and students.
- Visible & accessible, consistent socio-emotional supports for ELL learners who are new to Canada, through SWIS workers & MCLWs.

- PE: continue to place emphasis on personal and social responsibility which focuses on effort, behavior, teamwork, fair play and respect; emphasis in all units on participation and effort rather than skill; and continue team teaching of multi-age classes for certain units.
- CST: adapt Community School Team space and move to more central area in the school, making it more student-friendly.
- Encourage students to use CST space for downtime, homework, lunchtime hangout space, a safe place to engage with peers and safe adults and request help with problems.
- Continue CST out-of-class time supports like Open Gym, Homework Club.
- Explore opportunities to offer Mindfulness supports to students.
- Arrange neighbourhood services briefing for Counselling and other key student support workers (by South Vancouver Neighbourhood House) so staff can effectively refer students and families to community services.

Goal # 2: Achievement

- Ensure hands-on electives are there for all students, and particularly those that may struggle in academic classes. Hands-on learning allows all students to feel a sense of accomplishment in their achievements.
- Continue to encourage participation in sports and in particular for ELL students, sports like table tennis that are popular in their home countries, which can help foster a sense of belonging
- Improve communication and increase focus and target more support to students with specific learning needs through SBT
- Continue regular communication to parents and students about the new curriculum
- Recognize and adapt to the diverse learning styles of students, making adaptations for those who need them, and using scaffolding and collaboration to support all learners.
- Deploy mentors to help individual students and during iTime.
- CST - continue to make volunteer training and volunteer opportunities increasing accessible to all students (for example, targeted outreach / recruitment of ELL students, newcomer students, LAC students).
- Meet learners where they are
- Pro-D for teachers on differentiated instruction early in the school year
- Expand and continue “On a Roll” to support growth mindset and recognize journey of learning for all students, including ELL students.
- Improve tracking between grades to keep tabs on kids that are “at risk” – help us to see if students are improving from year to year, involved in clubs, ensuring students are part of a group
- As a staff, identify socially vulnerable kids in our classes, and make a commitment as a staff person to check in regularly with that student; the goal is to build relationships with their peers
- ELL students have to finish certain points in terms of their reading. They have different goals about where they want to reach by the end of the term
- Encourage a growth mindset about assessment and reporting. Reframe as building a foundation in a subject as opposed to retaking a course because they can’t do it.

Goal #3: Multi-literacies

- Metal work: Continue emphasis on measuring and learning to interpret measurements in technical drawings. Separating the differences between imperial and metric system, but recognizing the value of both systems.
- Continue to offer students a variety of choices where they can showcase their skills and talent.
- PE: continue to support cross-curricular units such as Orienteering, Dancing, and Active Health
- Art: outline foundation skill set for art (principles and elements of design) in junior grades - application of basic skills taught in other subject areas such as measuring in art projects
- Work 1:1 with kids on how to value the courses they are in and how to overcome hurdles within them and supporting those students with IEPs through advocacy and self-advocacy.
- Modern Languages: focus on reading comprehension and a variety of reading strategies, transferable skills across the curriculum
- Use project-based learning activities that incorporate dual language story-telling, e.g., digital story telling.
- ELL students: continue to teach strategies to help decode & critically analyze written texts; teach reading strategies that can be transferred to other subject areas (word problems, decoding in math); provide time for silent reading and visits to the library; model an appreciation for literature; continue to embrace the Library Reading Program for ELL Level 1-3 students; awards presentation at end of each term; research projects incorporating multi-literacies & technology
- Mentoring younger students to teach strategies that can help with numeracy and literacy skills across the curriculum
- Pro-D to build awareness and develop multi-literacy approaches and students' foundational skills
- Dialogue with elementary schools about building skills
- Descriptive reports to pinpoint exactly the strengths and weaknesses of each student
- Core units in Math that students must master -> Have many chances to prove they can do it; can come back as many times as they want to get help to grasp the material
- Social Media/Internet -> Students are learning to scan for information instead of reading and comprehending. Need a strategy to foster these literacies
- Emotional literacy is important – building mindfulness strategies will help this skill set

• WHAT SUPPORTS WILL WE NEED?

- Pro-D: on differentiated instruction, multi-literacies and integrating Indigenous Education across the curriculum
- In-house teacher mentoring and support to implement the new curriculum
- Mindfulness Training
- Compassion Training
- Focus on Core Competencies
- Develop in-house Indigenous Education Resources

• HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Anecdotal evidence such as: school clubs and activities, atmosphere in the hallways, improved behavior/fewer discipline issues, "Good News" stories
- GREEN Card examples of positive student behaviour
- Monitoring progress through "Our School" survey and regular Student Forums
- Baseline student achievement data – report cards, honour roll, provincial assessment data (Numeracy Assessment, English 12 Provincial Exam).
- Student self-assessment on Core Competencies, particularly Communication and the Personal and Social competencies (Positive and Personal Cultural Identity, Personal Awareness and Responsibility and Social Responsibility)
- As a staff, we will review our progress as part of the School Growth cycle and adjust as necessary.

• HOW WILL WE SHARE THIS INFORMATION?

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!**
- **Download the Killarney App to your phone**
- **Website: killarneysecondary.com**
- **Facebook: facebook.com/killarneysec**
- **Twitter: 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 a representative cross section of students from every grade level are selected 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 2018 school forum was centered on Student Success. 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. One of our goals is to increase the frequency of our student forums from just once to twice per school year.



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

• What do we know about the Indigenous Learners in Our School?

Killarney's Indigenous Learners by Grade:

- Grade 8: (5 Female, 8 Male) 13
- Grade 9: (11 Female, 5 Male) 16
- Grade 10: (11 Female, 7 Male) 18
- Grade 11: (2 Female, 9 Male) 11
- Grade 12: (5 Female, 5 Male) 10

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

- Indigenous students at Killarney continue to receive support services provided by an Indigenous Education Enhancement Worker and Indigenous Education Teacher
- Indigenous Success Plans are completed each term for individual students by a team consisting of the Indigenous Enhancement Worker and Indigenous Education Teacher, Grade Counsellor, and Grade Administrator.
- Department Heads are researching and acquiring a variety of Indigenous Texts to bring into their classrooms. These texts reflect Indigenous culture, myths, and legends.
- In Law 12 students are learning about Indigenous issues (land claims and reconciliation) through case law
- In Choir, students are singing Traditional Indigenous 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”.
- PE classes practice group reflections (Circle of Courage)
- English Department is integrating works by indigenous authors such as Richard Wagamese and Eden Robinson at every grade level.
- IAW lead a circle ceremony in the English 8 classes related to the novel Touching Spirit Bear. Students were taught the purpose and symbolism of circles to Indigenous communities. Students role-played a healing circle.
- Teachers have been trained in the territorial acknowledgement to begin a lesson.
- CST: partnered with Big Brothers Indigenous Teen Mentoring Program to identify and train Killarney students who identify as Indigenous to mentor elementary school students at Champlain Elementary.
- Modern Languages: is building awareness and appreciation of Indigenous peoples by including Indigenous music in the French 9 music unit, Indigenous history and cuisine in the French 11 Ethnic Food unit and in Spanish when learning Chilean land titles. In French 12, some reading comprehension exercises come from a French novella about residential schools. Students also went to see Les Filles Du Roi, a play performed in English, French and Mohawk. Learning circles are incorporated into lessons.
- Science: Grade 10 field trip to First Nations workshop of chemicals of dying natural materials. Grade 8 exploration of indigenous plant uses for medicine and food in the pathogen unit Opportunities to explore First Nations issues in pathogen and society project. Gr 9 for the ecology unit, connecting to the concept of sustainability, discuss sustainable practices done by First Nations like building clam gardens and plant management.
- Drama: Attended a play about residential schools “Children of God” at the York theatre; Pro D on curriculum day for drama teachers on Principals of Learning and working with an Elder in conjunction with the Vancouver Opera Education Dept. Students in Drama classes always begin in a circle and tell /answer a question of the day (form of storytelling).
- Our School-Wide Remembrance Day Assembly includes a story of Indigenous contributions to the wartime efforts of Canada.

● WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Post “First Peoples’ Principles of Learning” in every classroom to help embed Indigenous Ways of Knowing and Being in daily learning
- Post a Territorial Acknowledgement in every classroom.
- Offer pro-d opportunities to teachers to strengthen understanding of Indigenous culture and history and the confidence to bring this understanding to the classroom (eg. Blanket Activity with VSB’s Indigenous Education staff.
- Plan an Orange Shirt Day Assembly and/or Indigenous experience day.
- Incorporate Indigenous music in programs (eg. teaching the Coast Salish Anthem to choirs).
- Promote Field Trips to explore Indigenous Culture and History (eg. Musqueam Learning Centre)
- Continue to bring in speakers on Indigenous Topics.
- CST: work towards including indigenous local stories / music / crafts into CST programming. Killarney volunteers working with elementary students would benefit from the learning.
- CST continues to work with the IEW and share snacks etc. for identified students.
- CST continues to focus on relationship-building as the foundation for all of programs.
- Foster the expectation of mutual respect throughout the school.
- Diversify instruction practices/content/learning objectives to more authentically engage the personal and social curricular competency. Also diversify the context of learning and get out of the classroom.
- Concentrate on basic values of respecting, valuing and honouring difference
- Build community by building relationships; be present, connect with students on a daily basis, provide safe spaces.
- Champion a Multicultural week that allows an appreciation of many cultures to foster tolerance, respect and an appreciation of our similarities, not differences.
- Incorporate Indigenous learning strategies into our classroom practices such story-telling and learning circles.
- Use new textbooks that have Indigenous content and connections.
- Encourage teachers and departments to continue to do all of the above and more.

- **HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?**

The awareness and appreciation of Indigenous culture has grown amongst students and staff as evidenced by adaptations made to lesson plans by teachers in an effort to weave Indigenous 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 Indigenous Enhancement Worker and Teacher and are helping to build knowledge and confidence in teachers.

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

A team consisting of the Indigenous Worker and/or Indigenous Education Teacher, 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 Indigenous Success Plans.