

## 2022-2023 - Year 1 School Learning Plan

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### 1. GENERAL SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 930 learners and 85 educators and support staff that are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

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### 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we focus on connection and take time to get to know our learners. This past year during Staff Collaborative Planning Time, we ensured that for every learner in our school, at least one or two educators knew their name, a positive story about them, and a strength about them. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school that believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Drug, alcohol, and tobacco consumption are low for learners at our school, and most learners are involved in an array of extra-curricular activities. This past year, we had over 60 clubs that covered diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement and most graduates will go on to post-secondary studies. We have approximately 80 learners in our English Language Learning program as well as approximately 150 learners in the International Education program.

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### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey, the Youth Development Instrument (YDI) as well as the UBC CyberTeen research survey. We also analyze report cards and continuously track student attendance on a weekly basis, following up with any learners that have not been attending. This year, we also spent time connecting with a focus group of students, specifically asking them to share their thoughts on how to best implement Flexible Instructional Time (FIT) to meet their learning and wellness needs.

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### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Our focus next year will be on connection, well-being, and belonging. We will continue with our commitment to ensure that for every learner in our school, at least one or two educators knows their name, a positive story about them, and a strength about them. We are curious if this will have a positive impact on learners being able to identify at least two adults who believe they will be a success in life. As part of our focus, we will embrace the New Reporting Order and Assessment for Learning Strategies as a way to connect with our learners and have conversations about where they are at in their learning and empower them to take ownership over their own learning. In particular, we will have the opportunity to coach students on how to reflect and set goals in the communication, thinking, personal, and social competencies. Furthermore, an increase in Flexible Instructional Time (FIT) will allow for students to have more agency and choice in their learning and allow for a structure to focus on connection and development of the core competencies.

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### 5. INQUIRY QUESTION

The purpose of assessment is to facilitate learning and move it forward in an equitable and inclusive way, providing learners with meaningful feedback to guide their learning and reflect on their growth. How can we use Assessment for Learning strategies along with Core Competency self-reflection and goal setting to increase a sense of connection, well-being, and belonging with our learners?

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## 6. WHAT IS OUR PLAN?

- **Commitment to Connection:** We will continue to ensure that for every learner in our school, at least one or two educators knows their name, a positive story about them, and a strength about them.
- **Strengths-Based Feedback:** One aspect of the new reporting order is a focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: Where am I now? Where am I going? How do I get there?
- **Core Competency Self-Reflection and Goal Setting:** Three times over the year, learners will connect with their homeroom teachers over two scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.
- **Assessment for Learning Strategies:** We will work together to embrace proficiency-based assessment to bring clarity to learning goals and criteria for success.
- **Collaborative Planning Time (CPT):** Staff CPT will be essential for our educators to connect and learn together. We will have half of the CPT sessions dedicated to full-staff learning and connection, and half of the CPT for Departments to work together.
- **Parent Advisory Council (PAC):** We will work together with the PAC Executive to engage with our parent community to be part of our school plan focus and inquiry.
- **Flexible Instructional Time (FIT):** FIT is a period of instructional time built into the weekly schedule that gives our learners more agency in their learning, goal setting, and time management, empowering them to develop their thinking, communication, personal and social core competencies. FIT supports learning and well-being by enabling learners to have choice in how, when, and where their learning takes place. We will take time at the beginning of the school year to go over the purpose and expectations of FIT with all learners.
- **Homeroom Classes:** We will embrace the homeroom class structure as more than a place to get information. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. The official Core Competency reflections and goal setting will take place in homeroom classes throughout the year, scheduled during FIT periods.
- **Student Focus Group:** We will gather our student focus group throughout the year to (1) check in about the effectiveness of FIT time (2) check in about the process of core competency reflection (3) check in about how strengths-based comment on report cards are going, and (4) ask how we are doing in terms of connection, well-being, and belonging.

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## 7. WHAT SUPPORTS WILL WE NEED?

We have already started this process this year of bringing in outside expertise on how to implement practical strategies of the New Reporting Order and Assessment as Learning into the classroom. We also have started learning about Strengths-Based Descriptive Feedback from our District Resources Teachers for Curriculum and Assessment. We will continue to use the supports of the District Curriculum and Assessment Team, Collaborative Planning Time, and Professional Development Days to support us in our new learning. Also, we will continue to tailor our Staff Meeting and Department Head Meeting agenda to be focused on student learning and our school inquiry.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK?

- We will continue to participate in the Student Learning Survey, the Youth Development Index (YDI) and the UBC CyberTeens Research. We are particularly interested in the following questions to see how the responses may change over time:
  - At school, are you taught about local First Nations?
  - Is school a place you feel like you belong?
  - Do you feel safe at school?
  - How many adults at your school care about you?
  - Do you feel welcome at your school?
  - At school, are you provided with feedback on how you could improve your learning?
  - At school, are you taught to take ownership or control of your learning?
  - Does school make you feel stressed or anxious?
  - Do you feel good about yourself?
  - How would you describe your mental health?
  - Can you name two or more adults in this school who believe you will be a success in life?
- We will continue to meet with our Student Focus Group to ask how their learning and wellness is going. Along with this, through our commitment to connect with our learners, we will be able to gather anecdotal feedback to help us with our plan. In conversations with students, we will ask:
  - Can you name two adults in this school who believe you will be a success in life?
  - What are you learning and why is it important?
  - How's it going with your learning?
  - What are your next steps?

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## 9. HOW WILL WE SHARE THIS INFORMATION?

- We will communicate with learners through Teams, Focus Groups, Grade Assemblies, and Homeroom Classes.
- We will ensure our educators are involved through Teams communication, Staff Meetings, Collaborative Planning Time, and Department Structures.
- Our PAC will be a key way for us to include our parents in supporting our students in connection, well-being and belonging. Our monthly newsletters are also a structure that will allow us to share our inquiry and focus for the school.



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## 10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- The First Peoples Principles of Learning is the grounding of our curriculum.
- This year, a team of teachers participated in a book club focusing on Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education by Jo Chrona.
- At our September Professional Development Day, our Indigenous Education Support Worker led our staff through a sharing circle. Many teachers continue to use sharing circles embedded in their classroom learning activities.
- During our November Indigenous Focus Day, our staff participated in a virtual workshop lead by Carolyn Roberts titled “Walking Alongside Indigenous Education”
- During the May Professional Development Day, many of our staff attended a joint workshop with Jo Chrona, cohosted with two other schools.
- At every staff meeting and full staff collaboration this year, we have taken turns as educators offering the Indigenous Land Acknowledgement.
- At staff meetings, we have been learning how to pronounce key words in the hənqəminəm Language.
- We have been participating in professional development to embrace Indigenous Focused Graduation Requirement courses. This past year, we highlighted English First Peoples Literacy Studies and Writing 11. Next year, we will add English First Peoples Literacy Studies and Writing 10 as well as Contemporary Indigenous Studies 12.

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## 11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Many teachers use sharing circles embedded into their learning routines.
- Learners and Educators have had rich learning discussions in English First Peoples Literary Studies and Writing 11.
- Our University Hill Secondary Student Choir was gifted the Coast Salish Anthem to be able to sing at our school events. At every student assembly and celebratory event this year, we begin with the Coast Salish Anthem sung by our students.
- Students learn about Coast Salish Art in both 2D and 3D Fine Arts Classes.

## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- We will continue to work to embrace [First Peoples Principles of Learning](#) as a school.
- We will continue to support our colleagues in teaching the Indigenous Focused Graduation Requirement courses.
- We will continue taking turns as educators to share Indigenous Land Acknowledgements at staff meetings, collaborations, and Professional Development.
- We will continue to learn how to pronounce words in the [hən̓qəmin̓əm̓ Language](#) at Staff Meetings.
- We will invite learners to give Indigenous Land Acknowledgements at school events.