



G.P. Vanier Annual School Growth Plan

2026-2027

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Decolonizing, Indigenizing Commitment

Vanier Secondary School recognizes and respects that our school operates on the unceded ancestral territory of the Pentlatch, Ei'ksan, Sahtloot and Sasitla people of the K'ómoks First Nation and acknowledge our responsibility to create culturally safe, equitable, and inclusive learning environments that honour Indigenous rights, identities, languages, histories, and ways of knowing, being, and doing. Vanier Secondary School is committed to advancing reconciliation through meaningful partnerships with the K'ómoks First Nation, Indigenous students, families, Elders, Knowledge Keepers, and School District 71. We are also committed to aligning our school goals and growth plan with the Indigenous Education Enhancement Agreement, Local Education Agreement, and the Truth and Reconciliation Commission's calls to action.

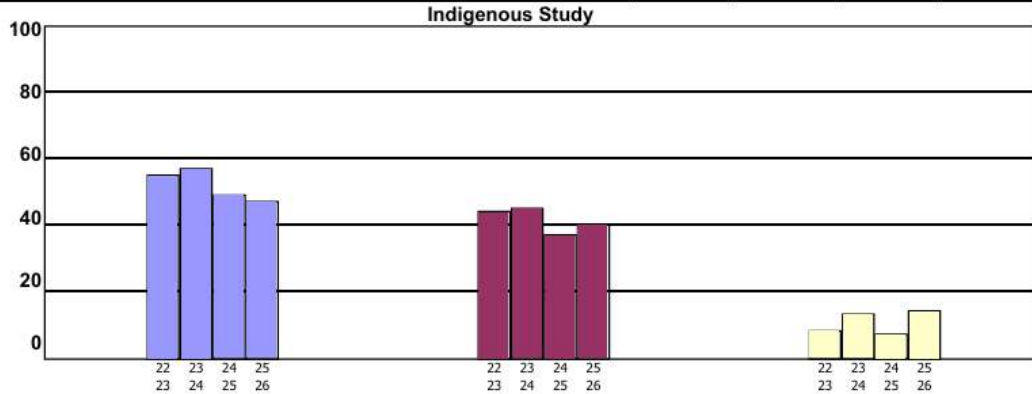
As part of our Growth Plan, we are committed to closing the achievement gap for Indigenous learners and increasing graduation success by fostering strong relationships, a deep sense of belonging, and personalized pathways that support every learner's strengths and goals. We do this by aligning with the Indigenous Education Department's goals of increasing Indigenous students' sense of belonging, supporting academic success, fostering leadership, and increasing awareness and understanding of Indigenous cultures for all learners. Our actions are guided by the spirit and intent of the K'ómoks First Nation and School District 71 Local Education Agreement, which emphasizes shared responsibility, collaboration, culturally relevant learning environments, and high levels of educational success for Indigenous students.

Central to our commitment is the understanding that learning is wholistic. We honour the interconnected development of intellectual, emotional, physical, spiritual, and social well-being. Student growth will be supported through flexible and personalized learning opportunities, strength-based approaches, culturally relevant experiences, and wraparound supports. By nurturing the whole learner and valuing multiple ways of demonstrating learning and success, we create conditions where all students can thrive and graduate with confidence, pride, and a strong sense of purpose.

Of particular note are the responses surrounding Indigenous study and Indigenous participation in the Student Learning Survey results. Reading especially low is the participation in Indigenous celebrations or activities and exposure to First Nations' languages. These have then become priority areas for our staff and school growth plan next year.

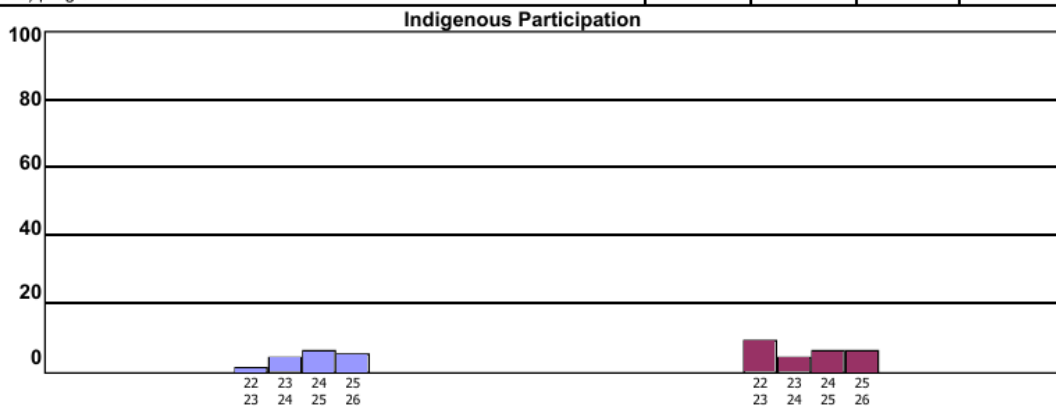
GRADE 10 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Indigenous Study	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	56	58	50	48
At school, are you being taught about local First Nations?	45	46	38	41
At school, are you being taught the local First Nations' language(s)?	9	14	8	15



GRADE 12 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Indigenous Participation	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?	***	***	7	6
At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?	***	***	7	7



Context and Portrait of the School

G.P. Vanier Secondary is a diverse community of more than 1400 learners in grades 8 to 12 and 125 teachers and support staff. 21% of the student population is Indigenous and 14% of students are priority learners with a designation and IEP. Every year we host approximately 75 international students, many who go on to graduate from Vanier.

G.P. Vanier is the largest and oldest high school in the Comox Valley. We are a vibrant group with a catchment area of almost 80 kilometers from south to north, serving everywhere from Denman and Hornby Island up to Oyster River. The size of the catchment areas means that most of our students use school buses to arrive to school. We have entry into Vanier in grade 8 from some catchment schools, and in grade 10 from Lake Trail Community School and Cumberland Community School. The school therefore has a smaller group of students in grades 8 and 9. We sit on 96 acres next to the Comox Valley Sports Centre. Our school grounds also house the brand-new building of Today N' Tomorrow Learning Society, and two turf fields that are used by the school and community groups.

Vanier offers a wide range of programs, electives, and extracurricular opportunities designed to meet varied interests and post-secondary goals. We house three district programs: the Explore outdoor program, the Construction Trades Sampler, and the Transportation Trades Sampler. We also have a supportive life skills and transition program called Prep. The school includes a full teaching cafeteria, and a large technology education wing that includes shops for construction, auto mechanics, small engines, metalworking, electronics/robotics, woodwork, textiles, and drafting. We have a new blended learning program called Flow, where students can connect to teachers, while going at their own pace and learning online. We have also added a flexible and supportive alternate program called VALT (Vanier Alternate). We are known for our strong sports teams, especially rugby, wrestling, and track and field.

At Vanier, we value personalized learning and social emotional learning, with an increasing focus on strong relationships, and student voice and well-being. We want to create engagement for students through a sense of belonging and by responding to a changing world. Our School Growth Team focused on the following areas for growth this year:

- Universal Design for Learning (UDL) and Responses to Intervention (RTI)
- AI use
- Assessment practices
- Cross-curricular opportunities, especially through visual art
- PHE health curriculum
- Real world applications in ADST

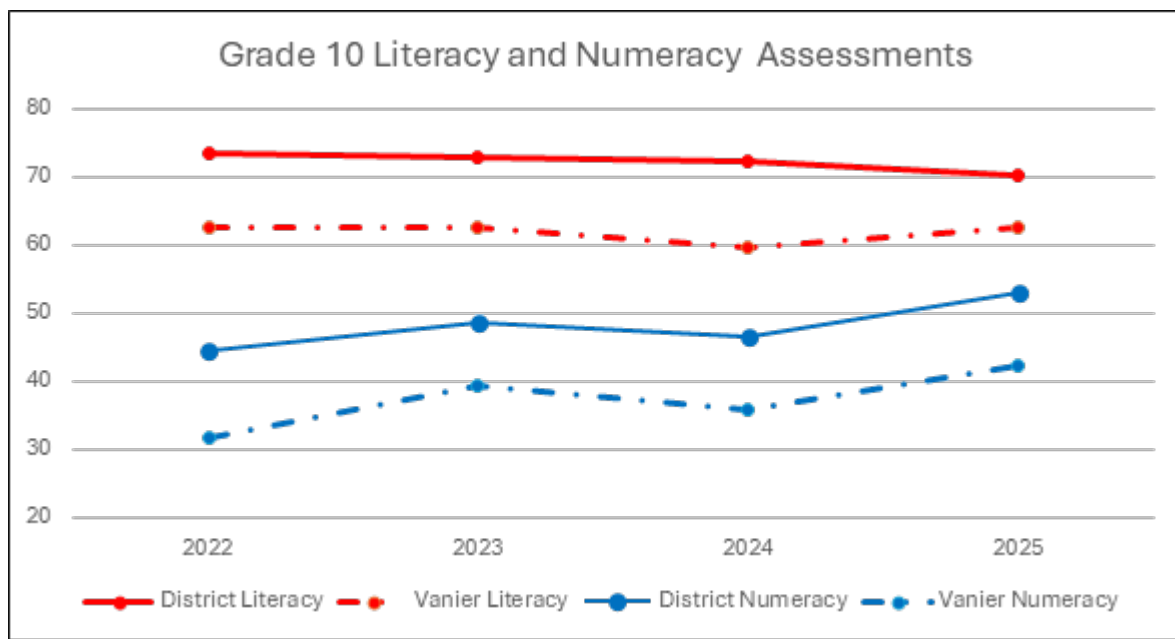
We have been tracking data through attendance, literary and numeracy assessment results, the Student Learning Survey results, the district's Equity Scan results, and through student voice and qualitative data. Next year we are connecting our focus areas to the goal of developing the personal and social core competency, especially looking at personal awareness and responsibility.

Our Learners: What the Evidence Tells Us

LITERACY AND NUMERACY ASSESSMENTS (grade 10)

District Context:

Every school will uphold and support literacy and numeracy development.



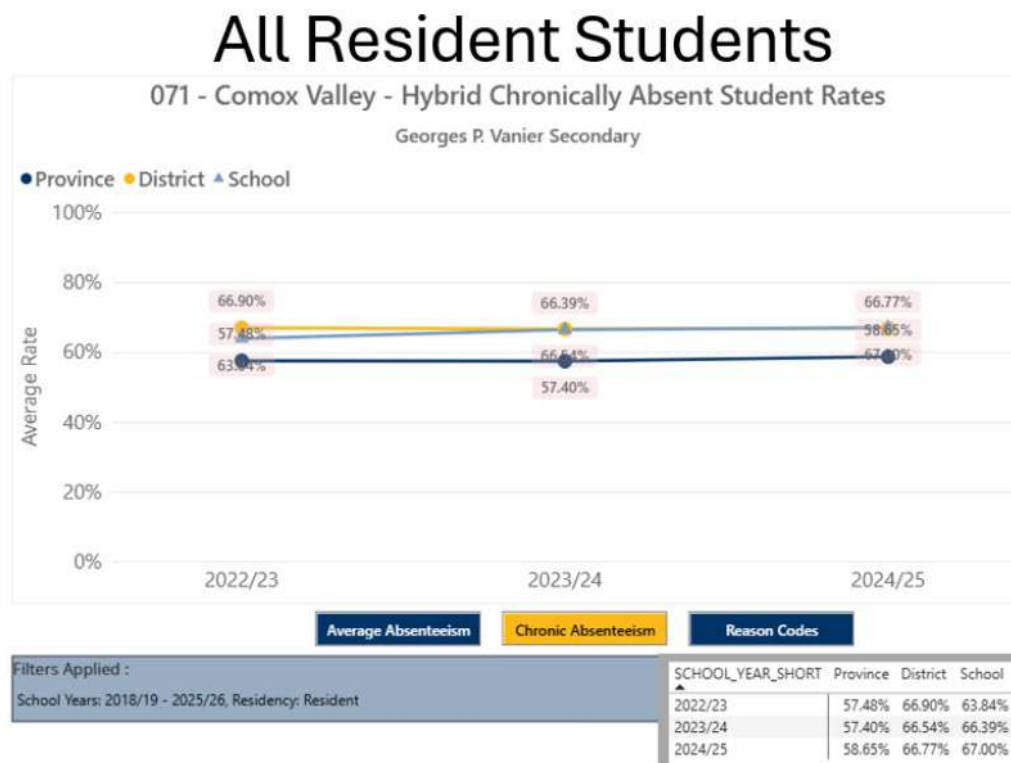
Trends and Interpretation:

- Over the last four years, we have seen an improvement in Numeracy 10 results, aligning with the same trends in district. Vanier still falls below the positive results of the district (meaning proficient or extending results).
- On the other hand, Literacy 10 results are staying steady, while the overall district is declining a bit.
- The data show two distinct patterns: Literacy achievement has remained relatively stable, with a modest recovery in 2025 after a decline in 2025, while

numeracy achievement has demonstrated steady growth over the four-year period.

- Although Vanier continues to perform below district averages in both areas, the school's positive gains in numeracy and stabilization of literacy results provide evidence that current instructional approaches are yielding results. The ongoing challenge is to accelerate achievement growth while reducing the gap between Vanier and district outcomes.

ATTENDANCE



Trends and Interpretation:

- There is increasing chronic absenteeism (missing more than 10% of school time) across the district, province, and at Vanier.
- Vanier's absenteeism is in line with the district, which both are above the provincial average. However, we have seen an absenteeism trend upwards and last year Vanier was slightly worse than the district.

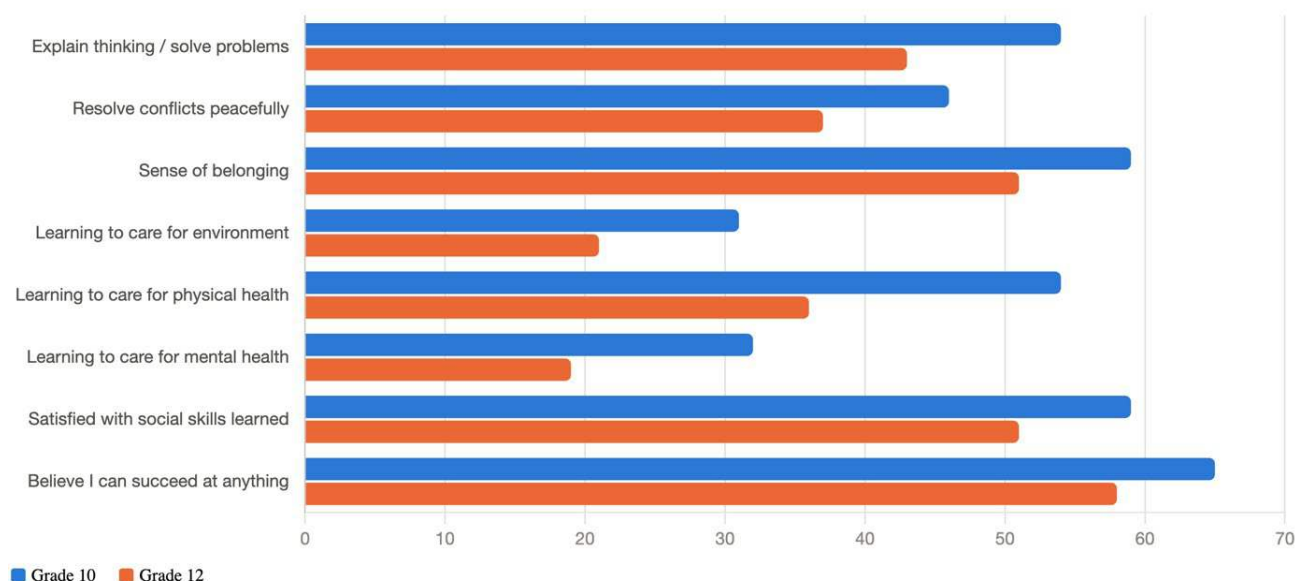
- This suggests that a growing proportion of students at Vanier are missing significant amounts of instructional time, potentially affecting academic achievement, engagement, and sense of belonging.
- What makes the data interesting is that attendance and achievement are moving in different directions.
 - Chronic absenteeism is increasing.
 - Literacy results have remained relatively stable.
 - Numeracy results have improved substantially, from 31.6% to 42.2% over four years.

Question: How is Vanier achieving gains in numeracy and maintaining literacy outcomes despite increasing rates of chronic absenteeism?

STUDENT VOICE AND STUDENT LEARNING SURVEY DATA

In analyzing student voice as found through the BC Student Learning Survey (Adult support, Belonging, Mental Health, etc.), there are some key themes that stand out:

1. Grade 12 students consistently report feeling less prepared than Grade 10s, on the same questions. Things like explaining your thinking, resolving conflict peacefully, feeling belonging, and "learning to care for my mental health" (32% → 19%) and "learning to care for my physical health" (54% → 36%) all drop noticeably between grades. For most of these, Grade 10 scores have been improving over the four years while Grade 12 has been declining on the exact same question.



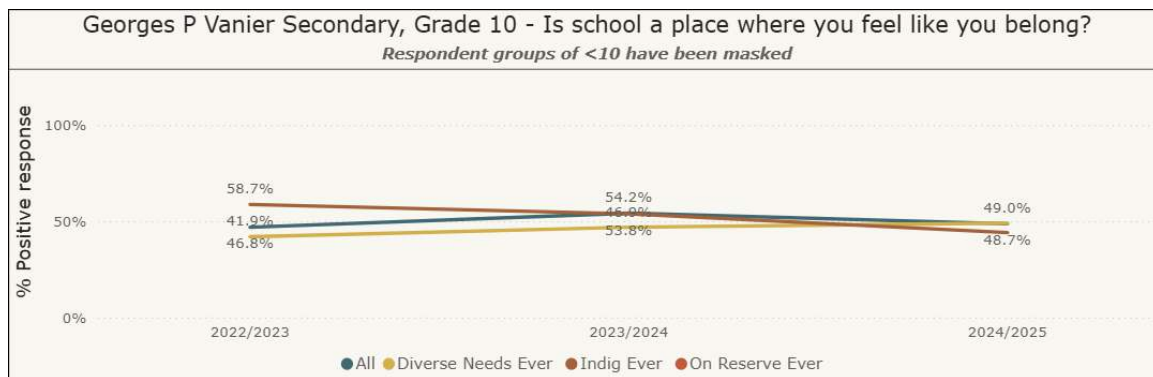
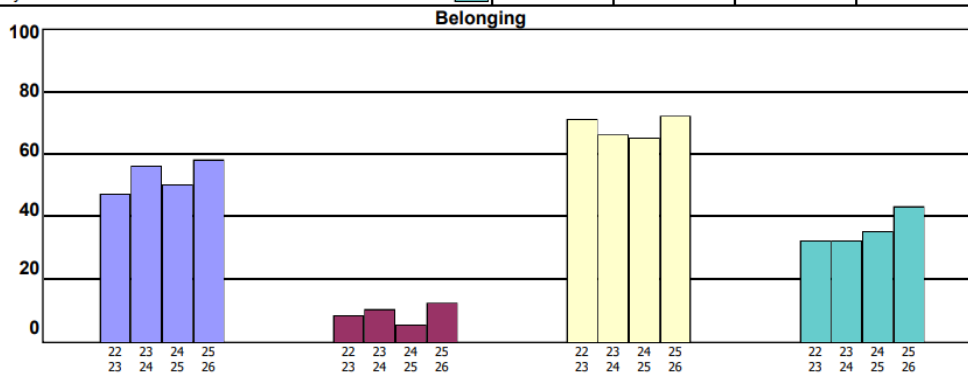
2. Physical health and exercise stand out as a genuine problem area. Self-rated physical health fell from 58%→45% (G10) and 60%→40% (G12) over four years. Only 18% (G10) and 12% (G12) report getting daily exercise that makes them sweat/breathe hard. It's the one metric that's flat or worsening in both grades.

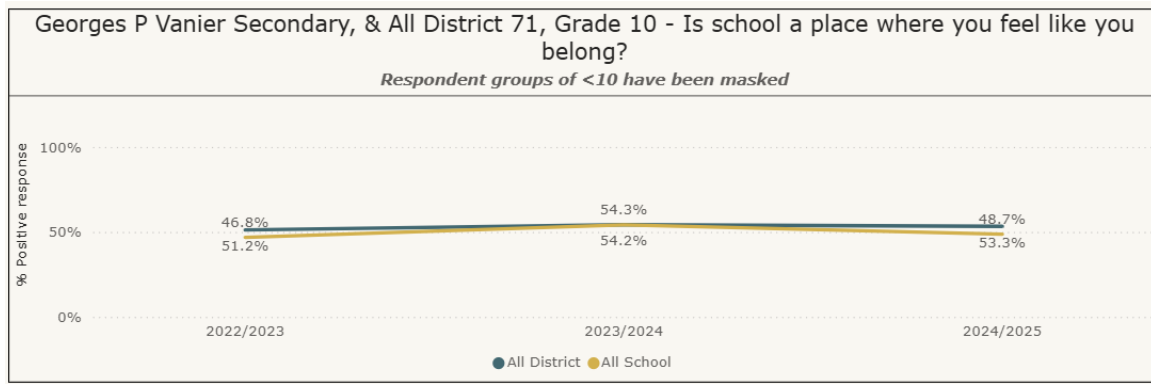
3. Safety, belonging-on-arrival, and respect for diversity are genuine strengths. "Feel safe at school," "feel welcome," "school provides enough materials/tech," and "respect people who are different" are all high (mid-70s to low-90s) and improving over time, especially for Grade 12 (e.g., feeling supported "when I moved to a higher grade" jumped from 58%→67% for grade 12s).

BELONGING

GRADE 10 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Belonging	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
Is school a place where you feel like you belong?	48	57	51	59
I would like to go to a different school.*	9	11	6	13
Do you feel welcome at your school?	72	67	66	73
Do you like school?	33	33	36	44





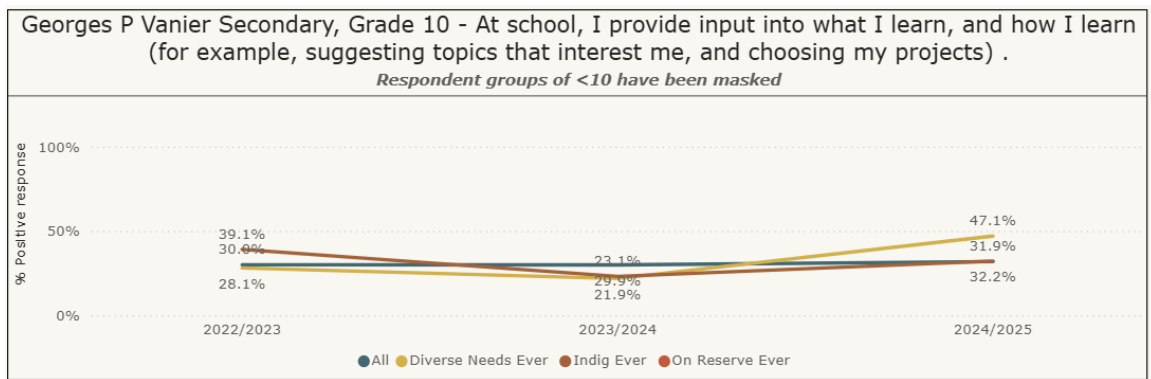
Trends and Interpretation:

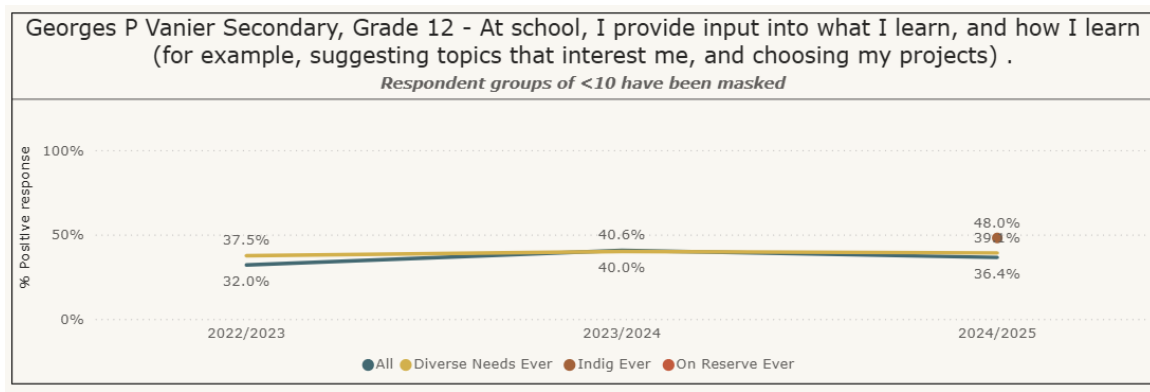
- Overall, the sense of belonging at the school is a little below district level in the last school year. It will be interesting to see if it has gone up with the focus this year on connecting students to personalized learning and social emotional learning. It does show that a focus on sense of belonging has been an important strength of the school. Another thing of note is the decrease in sense of belonging for Indigenous students, while Diverse Needs students' sense is increasing.

4. Post-secondary/future readiness satisfaction is soft and slipping for grade 12s.

"Satisfied school is preparing me for post-secondary" dropped to 35% (G12), down 15 points, alongside a similar drop in "preparing me for a job."

CHOICE





NOTES

- One of the questions on the SLS was about being able to provide feedback on what a student was learning. This tied into the focus this year on personalized learning and personal awareness. Over the past three years, we have seen an improvement in personalization especially for Indigenous students, who rank above all students and diverse needs students in grade 12; However, the highest ranking in grade 10 is for Diverse Needs students.

Summary:

Two areas stand out for focused growth next year:

Growth Area 1: Relevance and Ownership in Learning

Goal: Students see clearer connections between what they're learning and their own interests, lives, and futures.

Measure (survey question)	Current (2025/26)
Work on things you're interested in as part of coursework	22% (G10) / 29% (G12)
Apply concepts learned to other areas of life	33% / 29%
Have input into what/how you learn	40% / 39%
Satisfied with life skills learned for the future	40% / 22%

- Build structured choice points into assignments (topic, product, or pacing choice). "Show your learning in different ways" already scores 53%, so differentiated output is working; the gap is upstream, in input and relevance.
- Add explicit real-world application to units
- Review whether senior electives/pathways deliver more autonomy than they currently appear to, given Grade 12's declining trend on ownership and control.

Growth Area 2: Grade 12 Wellbeing & Self-Care Skills

Goal: Reverse the downward trend in grade 12 wellbeing measures

Measure (survey question)	Current (2025/26)
Learning to care for physical health (G12)	36% (-20 pt trend)
Learning to care for mental health (G12)	19% (-14 pt trend)
School makes you feel stressed/anxious (G12)*	52% (worsening)
Sense of belonging (G12)	51% (-9 pt trend)

Possible opportunities

- Review whether wellness programming (assemblies, curriculum blocks, counsellor time) reaches Grade 12.
- Introduce targeted senior check-ins tied to known stress points: course selection, applications, exams.
- Investigate senior engagement infrastructure (clubs, events, advisory) — belonging is declining for seniors while rising for Grade 10, suggesting a cultural or structural gap rather than a universal one.
- Survey grade 12s who are leaving early (early grad) and who are requesting spares: why are they choosing this?

Another priority: Indigenous programming and language exposure are the three lowest raw scores in the survey (6–15%). This is treated as a distinct equity priority requiring community partnership and dedicated resourcing, rather than folded into the two instructional growth areas above.

What's Working: Areas of Strongest Improvement

Measure (survey question)	Grade 10 (2025/26, trend)	Grade 12 (2025/26, trend)
Feel safe at school	79% (+3)	86% (+14)
Feel safe going to/from school	83% (+2)	91% (+13)
Rules/expectations for behaviour are clear	70% (+14)	71% (+10)
Feel welcome at school	73% (+1)	76% (+15)
Drink alcohol*	6% (-6)	7% (-10)
Use tobacco/nicotine*	9% (-5)	11% (-10)
Eat fresh vegetables regularly	74% (+13)	69% (+11)
Felt supported moving to a higher grade	58% (+0)	67% (+16)
Learning to be a critical thinker	48% (+11)	50% (+7)
Contribute meaningfully to community	48% (+10)	49% (+11)

Nearly everything that improved relates to structure, safety, and relational climate: clear rules, feeling safe and welcome, adults being approachable, and support through the transition to senior grades. Nearly everything that declined relates to personal relevance and self-care skills: interest-driven learning, applying concepts to life, and caring for mental/physical health. Vanier appears to be succeeding at making itself feel safe and orderly, with room to grow in making learning feel personally meaningful and equipping students with self-management skills.

Our School's Core Competency Focus Area(s) for This Year

“Putting Core Competencies into Action”

Core Competency Focus Area 1: Personal Awareness and Responsibility

Increasing Student Ownership, Agency, and Relevance in Learning

Student Outcome Shift

We will know we are making progress when we see students:

- Making meaningful choices about topics, products, and pathways for learning.
- Explaining how classroom learning connects to their interests, future goals, and life beyond school.
- Demonstrating greater ownership of their learning through goal setting, reflection, and self-assessment.
- Reporting increased satisfaction with life skills and future readiness.
- Choosing more classes in their final year (fewer spares or early grads).

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Intentionally design learning experiences that include structured choice and student voice.
- Embed real-world applications, career connections, and authentic audiences into units of study.
- Provide opportunities for students to co-construct aspects of learning and assessment.
- Review senior programming and pathways to ensure meaningful autonomy and engagement opportunities exist for Grade 12 students.

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student learning surveys	Spring	Admin	Review classroom implementation and provide additional support
Student course and program selection	Quarterly	Teachers, admin, counsellors	Increase opportunities for student choice and goal-setting
Classroom walkthroughs	Monthly	Administration	Identify and share effective practices
Course and pathway feedback from Grade 12 students	Semester-based	Counsellors & Admin	Re-examine course offerings and student supports and reasons for early grad/spares

Impact Indicators

Quantitative

- Increase student agreement on:
 - "Work on things you're interested in"
 - "Apply concepts learned to other areas of life"
 - "Have input into what/how you learn"
 - "Life skills learned for the future"

Qualitative

- Student reflections demonstrate stronger connections between school and future goals.
- Increased evidence of student-directed learning and personalized demonstrations of learning.
- Greater participation in career, pathway, and experiential learning opportunities.

Core Competency Focus Area 2: Personal Awareness and Responsibility

Strengthening Student Wellbeing, Resilience, and Self-Care

Student Outcome Shift

We will know we are making progress when we see students:

- Using strategies to support their physical and mental well-being.
- Identifying trusted adults and support systems within the school.
- Demonstrating resilience during periods of increased academic pressure.
- Reporting a stronger sense of belonging and connection to school.

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Consistently integrate wellness, self-regulation, and mental health literacy into student experiences.
- Conduct targeted Grade 12 check-ins during known stress points throughout the year.
- Identify and respond early to signs of disengagement or stress.
- Intentionally create opportunities that strengthen senior student connection and belonging.

Design Principles

- Safe, caring, and inclusive environments
- Responsive support systems
- Strength-based approaches
- Relationship-centred learning

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student wellness surveys	Fall, Winter, Spring	Admin & Counselling Team	Adjust support programming
Grade 12 focus groups	Quarterly	Counsellors	Modify wellness interventions
Attendance and engagement data	Monthly	Admin & Student Support Team	Target interventions for disengaged students
Senior student participation in school activities	Quarterly	Admin and teachers	Increase participation opportunities

Impact Indicators

Quantitative

- Increase Grade 12 agreement on:
 - Learning to care for physical health
 - Learning to care for mental health
 - Sense of belonging
- Reduce reports of school-related stress and anxiety.

Qualitative

- Students can identify personal wellness strategies.
- Increased participation in clubs, activities, leadership opportunities, and school events.
- Improved student feedback related to support, connection, and belonging.

Core Competency Focus Area 3: Positive Personal and Cultural Identity / Social Responsibility

Increasing Indigenous Learning, Cultural Understanding, and Community Connections

Student Outcome Shift

We will know we are making progress when we see students:

- Demonstrating increased knowledge of local Indigenous histories, cultures, and perspectives.
- Engaging respectfully with Indigenous ways of knowing and being.
- Recognizing Indigenous language and cultural connections within school experiences.
- Expressing greater confidence discussing reconciliation and cultural understanding.
- Taking on Indigenous leadership opportunities (e.g. Circle of Truth).

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Purposefully integrate Indigenous perspectives across learning areas.
- Build and sustain partnerships with the K'ómoks community, Indigenous Education, Knowledge Keepers.
- Expand authentic opportunities for Indigenous language exposure.
- Ensure Indigenous content is embedded throughout the year rather than delivered as isolated events.

Design Principles

- Equity and inclusion
- Community partnership
- Place-based learning
- Respectful and authentic Indigenous perspectives

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student survey results	Spring	Admin	Refine implementation priorities
Indigenous education participation data	Quarterly	Indigenous Education Team	Increase learning opportunities
Teacher self-reflection and planning reviews	Semester	Admin & Indigenous Education Team	Provide additional professional learning
Community partner feedback	Annual	School Leadership Team	Adjust partnership activities

Impact Indicators

Quantitative

- Improvement in Indigenous learning and language exposure survey measures.
- Increased student participation in Indigenous learning opportunities.

Qualitative

- Evidence of Indigenous perspectives in student work.
- Student reflections demonstrate deeper cultural understanding.
- Increased engagement with community-based and land-based learning experiences.

Implementation, Capacity Building & Resource Alignment

Professional Learning Required

Student Agency and Relevance

- Assessment for learning and student voice
- Designing authentic, project-based, and career-connected learning
- Strategies for increasing learner choice and autonomy

Wellbeing and Belonging

- Trauma-informed practice
- Mental health literacy
- Student engagement and relationship-based approaches

Indigenous Education

- Indigenous cultural competency
- K'ómoks history and perspectives
- Authentic integration of Indigenous ways of knowing and learning

Collaboration Structures

- Monthly School Growth Team meetings
- Department and grade-level planning sessions
- Indigenous Education Team (teachers) collaboration
- Student Support Team meetings
- Quarterly admin reviews of growth plan progress

Resource Alignment

Staffing

- Counsellor and Student Support Team involvement in Grade 12 wellness initiatives.
- Dedicated Indigenous Education collaboration team
- School Growth Team
- New support program teachers-FLOW and VALT

Time

- Professional learning days
- Collaboration release time
- Advisory/check-in opportunities for senior students

Budget

- Indigenous community partnership and honoraria
- Wellness programming and student engagement activities
- Professional learning resources and facilitators
- Computer and classroom setup for two new programs

Monitoring & Reflection Commitments**Formal Checkpoints****Fall Review**

Who: School Leadership Team, School Growth Team Leads, Counselling Team

Evidence Reviewed:

- Student survey baseline data
- Attendance patterns
- Participation data
- Teacher implementation evidence

Decisions:

- Identify early successes and barriers.
- Allocate additional supports where needed.

Winter Review

Who: Leadership Team, Staff Representatives, Indigenous Education Team

Evidence Reviewed:

- Mid-year student survey data
- Student work samples
- Focus group feedback (NEST)
- Wellness and belonging data

Spring Review

Who: School Community Leadership Team

Evidence Reviewed:

- Final survey data
- Attendance and participation trends
- Student reflections
- Staff reflections

Decisions:

- Evaluate annual impact.
- Identify priorities and next steps for the following year.

If progress is not evident at any checkpoint:

- Increase coaching and collaborative planning support
- Reallocate resources
- Conduct additional student voice activities to identify barriers

Community Communication Plan

This year, our school is focusing on three priorities:

1. Increasing student ownership, voice, and relevance in learning.
2. Strengthening student wellbeing, resilience, and belonging, with a special focus on Grade 12 students.
3. Expanding Indigenous learning and cultural understanding through meaningful community partnerships.

Why It Matters

Student survey results show that students want stronger connections between their learning, their interests, and their future goals. We also identified declining wellbeing and belonging among Grade 12 students. In addition, students reported limited exposure to Indigenous language and learning opportunities.

Addressing these priorities will help create a school where students feel engaged, supported, connected, and prepared for life after graduation.

How Success Will Be Measured

We will monitor:

- Student survey results.
- Student reflections and learning artifacts.
- Attendance and engagement data.
- Participation in school activities.
- Student wellbeing and belonging indicators.
- Indigenous learning and cultural opportunities.

How Families Can Support Learning

Families can:

- Discuss learning goals and future aspirations with their child.
- Encourage participation in school activities and clubs.
- Support healthy routines and wellness habits.
- Engage in conversations about Indigenous cultures, histories, and perspectives.
- Provide feedback through surveys and school engagement opportunities.

Communication Methods

Progress updates will be shared through:

- PAC presentations.
- School website updates.
- School newsletters.
- Student and family surveys.
- School Growth Team reports.
- Community engagement events.

Together, we will work to ensure every student experiences meaningful learning, strong relationships, personal wellbeing, and a sense of belonging within our school community