



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

In September 2016, there were 1,475 students enrolled at David Thompson Secondary, including 80 International students. Our school offers a Cook Training ACE-IT district program for 8 students, and David Thompson's Odyssey Program, a District Specified Alternate Program, enrolls 150 students.

David Thompson Secondary is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others.

Approximately 8% of David Thompson's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Three percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining five percent of students identified with an IEP benefit from intense support in an enclosed program setting (Junior Learning Support, Senior Learning Support, Gold, Social Development, and Autism Resource Program), with possible integration in one or more classes that support student growth. David Thompson Secondary also offers a number of Core grade 8 and 9 classes in English, Math, and Social Studies to further support academic skill building at the junior level.

David Thompson's school population is ethnically diverse. The top languages spoken in students' homes include Cantonese (37%), English (17%), Punjabi (12%), Tagalog (9%), Mandarin (8%), and Vietnamese (6%). Ten percent of David Thompson's total student population are enrolled in English Language Learning classes.

Just over one percent of David Thompson's student population is Aboriginal.

Approximately four percent of David Thompson's students are children in MCFD care and/or children in families on income assistance.

David Thompson Secondary's vision of success for each student is that he/she reaches his/her full potential as he/she graduates from high school. Our aim for our students is that they take ownership of their learning, develop their abilities to self-direct themselves toward stated goals, contribute to their greater community, and increase their understanding of available career opportunities.

Our 2016/2017 School Goals were as follows:

- Goal 1: To foster student engagement and critical thinking.
- Goal 2: To increase literacy across the curricula.
- Goal 3: Aboriginal Cultural Enhancement - to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions amongst all students.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

In relation to Goal #1, to foster student engagement and critical thinking, a number of objectives were set-out to address the identified students' needs, these included:

- To increase students' ownership and self-direction for learning,
- To increase students' ability to problem solve and think 'outside of the box',
- To improve students' abilities to adapt in 'real life' situations, and
- To improve and extend students' mental health education, specifically focused on depression and anxiety.

In relation to Goal #2, to increase literacy across the curricula, a number of objectives were set-out to address the identified students' needs, these included:

- To improve the number of students meeting expectations in reading across the curriculum,
- To improve student achievement in all subject areas, and
- To increase the number of students meeting or exceeding expectations for literacy based tasks across the curriculum.

In relation to Goal #3, to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students, an objective that was set-out to address the identified students' needs included:

- To build awareness of Aboriginal culture within the greater school community as a whole.

3. WERE WE SUCCESSFUL?

- Outline results

In relation to Goal #1, objectives were measured for success through a variety of means including: student self-assessment rubrics, school-wide student surveys, student forums, and term report card summative data.

There were also a number of teacher inquiry projects completed at David Thompson Secondary this past year related to Goal #1, they included:

- How can we enhance students' Core Competencies (communication, thinking, and personal and social) and Curricular Competencies by developing Science-based activities in our school garden spaces?
- How can we enhance students' critical thinking and problem-solving skills, as well as their engagement in and understanding of Science 8, by using two strategies, (1) incorporating more hands-on, personalized, and inquiry-based activities, and (2) making use of more formative assessment (assessment for learning) techniques in our Science 8 classes?
- Through continuing to develop a set of cafeteria kitchen recipes that are student friendly and comply with the BC Food & Beverage Nutritional Guidelines, conform to the ACE-IT and Cafeteria curriculum - can we better facilitate self-directed learning for our ACE-IT Professional Cook Level One and Cafeteria students? Will the process of developing the recipes deepen their understanding of the ingredients for healthy recipes that will pique students' interest and taste buds? Can the recipes progress to higher level techniques and ingredients by scaffolding the recipe complexity? Can we incorporate ELL adaptations?
- And, a David Thompson Secondary Science teacher participated in a cross-district inquiry with three other teachers and two teacher librarians from four different Vancouver schools running from primary schools to secondary schools that examined how the introduction of digital technologies such

as iPads, Raspberry Pi, Ozobots and web-based coding resources impacts computational thinking through coding lessons. As coding will soon be mandated, this group hoped to share their insights gathered from this inquiry with teacher colleagues at their own schools and across the district at professional development days, workshops, and at the annual District Inquiry Fair.

Overall, all teachers worked on implementing a process whereby a number of student self-assessment techniques and rubrics were used to help students engage more fully in understanding and responding to their own learning needs and styles.

110 of our students became David Thompson Secondary School Community School Team Leaders this past year where they trained to become after school and Saturday school leaders for 500 local elementary school aged youth. This after school and weekend programming sees all students more connected to school and their greater community helping to improve students' attendance, connecting younger students with older students (mentoring), cooking programs focused on health, wellness, and good nutritional habits, and movement programs encouraged students' physical literacy and connection to nature and social responsibility.

In relation to Goal #2, David Thompson's English department administered the Gates-MacGinitie reading test and a grade-wide write to all students in the department early on in the fall. Midyear all English department students wrote a cross-grade exam. English teachers also gathered evidence from term report card data and Language Arts provincial exams to measure students' growth in literacy skills.

English department students regularly measure their learning through project assessment rubrics, many of these measurement rubrics are designed by the students themselves.

David Thompson Secondary staff continue to support a silent reading period as teachers see the direct benefit of the program and research strongly supports this model.

There were also a number of teacher inquiry projects completed at David Thompson Secondary this past year related to Goal #2, they included:

- How can we deepen, expand and enhance our cross-curricular inquiry from last year to best facilitate students transferrable skills and learning across multiple curricular areas? (The new BC redesigned curriculum was included this year.)

In terms of measuring success for each student we continue to see an upward trend in overall student academic achievement. Listed below are June 2016 Provincial Exam results in required courses for a Dogwood Diploma:

ENGLISH 10:

| | | Number Counted | Average Score | Standard Deviation | A | B | C+ | C | C- | F |
|--------------------|-------------------|-----------------------|----------------------|---------------------------|----------|----------|-----------|----------|-----------|----------|
| School Mark | School | 310 | 72.51 | 11.53 | 12.90 | 43.87 | 16.12 | 16.45 | 7.74 | 2.90 |
| Exam Mark | School | 303 | 69.45 | 13.41 | 11.22 | 27.72 | 24.75 | 20.46 | 8.25 | 7.59 |
| Final Mark | School | 302 | 72.48 | 10.34 | 11.25 | 41.39 | 19.20 | 17.54 | 8.27 | 2.31 |
| | District | 4,198 | 74.75 | 11.62 | 17.86 | 44.97 | 15.12 | 11.14 | 8.28 | 2.59 |
| | All Public | 26,809 | 73.41 | 13.02 | 18.82 | 38.08 | 14.71 | 13.33 | 11.09 | 3.93 |

COMMUNICATIONS 12:

| | | Number Counted | Average Score | Standard Deviation | A | B | C+ | C | C- | F |
|-------------|------------|----------------|---------------|--------------------|------|-------|-------|-------|-------|------|
| School Mark | School | 46 | 63.50 | 10.05 | .00 | 23.91 | 23.91 | 21.73 | 26.08 | 4.34 |
| Exam Mark | School | 45 | 67.75 | 9.27 | 4.44 | 15.55 | 35.55 | 33.33 | 6.66 | 4.44 |
| Final Mark | School | 45 | 65.64 | 7.41 | .00 | 15.55 | 37.77 | 24.44 | 20.00 | 2.22 |
| | District | 237 | 64.94 | 8.52 | .42 | 18.98 | 24.89 | 28.27 | 23.62 | 3.79 |
| | All Public | 3,011 | 65.55 | 10.11 | 1.82 | 22.88 | 22.88 | 27.00 | 19.49 | 5.91 |

ENGLISH 12:

| | | Number Counted | Average Score | Standard Deviation | A | B | C+ | C | C- | F |
|-------------|------------|----------------|---------------|--------------------|-------|-------|-------|-------|-------|------|
| School Mark | School | 225 | 73.35 | 13.57 | 14.66 | 45.77 | 17.33 | 12.44 | 5.33 | 4.44 |
| Exam Mark | School | 212 | 71.11 | 11.57 | 11.79 | 35.84 | 21.22 | 14.62 | 13.20 | 3.30 |
| Final Mark | School | 206 | 72.77 | 10.47 | 11.65 | 41.74 | 21.35 | 16.01 | 7.28 | 1.94 |
| | District | 3,511 | 74.99 | 11.25 | 18.34 | 44.51 | 15.23 | 12.16 | 7.46 | 2.27 |
| | All Public | 20,603 | 72.70 | 11.74 | 14.10 | 40.06 | 17.13 | 14.77 | 10.56 | 3.34 |

In relation to Goal #3 results please see questions 6 – 10 below.

4. HOW HAVE WE SHARED?

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

Students: TLC cards (CARES Code of Conduct recognition), assemblies, PA announcements, student bulletins, student posters, student forums, agenda books, class discussions, meetings with counselors and administrators, conferences, concerts, plays, awards ceremonies, student council, school website, Twitter.

Staff: staff meetings, department meetings, instructional planning time, committee work, staff handbook, professional development, staff bulletin, memos, school newsletters, school plan document, school website, Twitter.

Parents: parent-teacher interviews, interims, report cards, PAC meetings, school newsletters, school website, phone messages, e-mail messages, Twitter.

The success we shared as a school community has left many positive memories from this past school year and will serve as the necessary scaffolding and inspiration for future student successes.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Our school began brainstorming ideas this past school year for our next multi-year goal through departmental and whole school conversations focused on where we see areas of need amongst our students.

Ideas expressed to date on possible ideas for our school's 2018 – 2021 school plans include:

- Keeping our current three school goals.
- Adding on objectives to further understand and support student mental health needs – focusing on the wellness of our students – further developing student responsibility and self-reliance.
- Supporting students with study strategies that help decrease their overall anxiety.
- Preparing students for future employment opportunities that might not yet exist.
- Ensuring that students have the technological tools in place to support their overall learning.
- Extending further academic and social-emotional support to our second language and International student populations.
- Setting improvement targets with environmental education.
- Providing more 1:1 support for our at-risk learners through the implementation of Tutorial Time during the 2017-2018 school year.
- Looking for ways to sustain and increase student engagement and active learning and an emphasis on inquiry-based teaching/learning across our school community.
- Having a goal about empathy – or extending beyond the self- such as social justice. Be concerned with the bigger picture. How does my action impact society as a whole?



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

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

- Include numbers of students, grade levels, etc.

David Thompson Secondary School enrolled eighteen Aboriginal learners this past school year: three Grade 8 students, six Grade 9 students, four Grade 10 students, four Grade 11 students, and one Grade 12 student.

Our Aboriginal learners are supported on a weekly basis by our school's Aboriginal Education Enhancement Teacher (AEET).

Our AEET:

- works alongside teachers, support staff, administrators and parents to monitor and track Aboriginal student achievement and support Aboriginal students with successful grade-to-grade transitions and in meeting graduation requirements,
- collaborates with our School Based Team and other enrolling and non-enrolling and support staff to analyze Aboriginal student needs and to develop individual student learning goals,
- consults with enrolling classroom teachers on Aboriginal student assessment, evaluation and programming strategies, and
- provides targeted instructional support to Aboriginal students by working within the classroom, and in small group settings.

Blair Goodwill worked with our nine male Aboriginal learners during ten small group meetings to teach Aboriginal traditional culture, emotional management, brotherhood and connections.

The Circle of Sisters (Anna Soole) through the YWCA worked with our nine female Aboriginal learners every two weeks in an empowerment class, which combined self-defense knowledge with identity and Aboriginal cultural teachings.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

David Thompson Secondary School staff work to build knowledge, acceptance, empathy, awareness and an appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Strategies used include:

- **English** – First Nations writers, making First Nations Principles a part of classroom conversations, projects using First Nations Principles of Learning, looking at contemporary First People’s lives.
- **Math** – Web site Math catcher – First Nations culture based stories (little stories 3-4 minutes each Math related), students create their own stories based on previous example.
- **Science** – activities using Aboriginal knowledge of local flora to help identify and understand the potential use of certain plants around campus, currently we are connecting with Davita Marsden and Gene Gallant, work is ongoing to find alternative resources to enhance our teaching regarding this subject, we meet informally to discuss strategies or we apply to get collaborative inquiry time to collaborate.
- **Social Studies** – in class sessions with indigenous issues – presented by AEET – blanket activity, guest speakers – Shane Point, Social Studies 8 – 11 – main focus in curricular areas (old and new), field studies field trip to Victoria (SS 10 and 11).
- **PE, HMEC, TEEd, BE, ELL** – using First Nations Learning Principles, Aboriginal Tourism, Textiles button blankets, Business Ed discussion around trade and barter system – evolution of retailing covered including First Nation influences, Family Studies Museum of Anthropology trip, creation of story – ELL.
- **Modern Languages** – French 8 celebrations unit – foods and customs, French 10 Canada unit, songs and videos, French 9 showcase a First Nations celebrity, French 10 Canada unit incorporates discussions on “les Autochtones”, Spanish courses all have many opportunities to discuss the peoples of Latin America – Aztecs, Nahuatl, Huichol, Mayan, Inca
- **Fine Arts** – videos, discussions – historical, political, cultural, philosophical.
- **Library** – The Library’s aboriginal cultural enhancement goal included the following: attending a workshop on the role school libraries can play in aboriginal education, liaising with Aboriginal Ed Consultant, Chas Dejarlais and Cultural Coordinator, Trudi Harris, acquiring materials from publishers that focus on First Nations books and resources, facilitated Shane Pointe, (Elder, VSB Knowledge Keeper) for presentations, facilitated Blair Goodwill (First Nations Worker) and Davita Marsden (First Nations Teacher) in the Library as they worked with David Thompson Aboriginal students.
- **SPED** – infuse Aboriginal culture where possible – such as using a medicine wheel to find where the students lack balance (Social Skills and Planning 10), one person is starting a jewelry club and they will be making some things that pertain to Aboriginal culture.

Our AEET helps promote and model the integration of Aboriginal cultural and traditional knowledge into classroom curriculum and the overall school setting. Our AEET also shares knowledge of Aboriginal curriculum resources and professional development opportunities with colleagues. A number of David Thompson Secondary School teachers and support staff attended the VBE’s Aboriginal Education Professional Development Day in December 2016 at Britannia Secondary.

There was also a teacher inquiry project completed at David Thompson Secondary this past school year related to the District-wide Aboriginal Goal:

- How does incorporating Aboriginal Culture and Content in authentic, placed-based ways enhance students’ understanding of the First People’s principles of learning and interconnections between their community, environment, and ecology curriculum?

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

- List continuing and new initiatives

We will continue to specifically support our Aboriginal students by:

- establishing improvement targets and tracking data with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students, and
- monitoring the participation rate and completion rate for our Aboriginal students on their provincial exams.

Ongoing dialogue and tracking of the above mentioned data will take place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments will be identified and plans made accordingly.

We will measure our school's overall growth in becoming more aware of Aboriginal culture by increasing the number of Aboriginal artifacts displayed around the school, bringing in cultural presentations (for example, Teddy Anderson, Hoop Dancer) and increasing the number of classroom discussions and school conversations specifically related to Aboriginal history, traditions, and culture.

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

- Include both data-driven and anecdotal examples
 - Give opportunities for student, staff and parent voice
- **English** – students are very engaged at Grade 10 with specific resources, First Nations Principles can be included in other areas, tales of origin in Grade 8.
 - **Science** – awareness of ecological connectedness, awareness of First Nations scientific knowledge of the land and that scientists are accessing this knowledge to help better understand ecosystems.
 - **Social Studies** – greater appreciation of Aboriginal cultural values, aware of past/present injustices.
 - **PE, HMEC, Ted, BE, ELL** – District Cross-Curricular Pro-D day, shared learning, First Nations woodwork course ideas, speakers and artists visiting classrooms, Family Studies housing project, Business Ed studying currency and trade.
 - **Modern Languages** – showing empathy toward First Nations, discussing similarities between our cultures and First Nations.
 - **Library** – The Library has acquired a variety of materials relating to Aboriginal culture that is utilized more and more by students and staff. As a result, students have an increased knowledge of Aboriginal histories, traditions, and cultures. Students are also more aware of First Nations Principles of Learning.
 - **Counselling** – encourage participation in Aboriginal conferences/job opportunities, increased focus on scholarship opportunities in conjunction with the District Career Centre, Aboriginal lunch group with First Nations workers from UNYA, guest speakers – encourage the discussion of cultural aspects in presentations, student referral book for meetings with Aboriginal worker, Blair Goodwill – Young Men’s Circle Aboriginal Group, goal-setting meetings with Davita Marsden for all Aboriginal students, YWCA First Nations Leadership Group – Sacred Sisters, Inspiration Award was awarded to a First Nations student in Grade 9 this past year, learning from different generations.
 - **SPED** – some students will talk about the history of Aboriginal treatment in Canada, they have a familiarity with many of the issues, such as residential schools.