



1. **GENERAL SCHOOL STORY:**

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

What are the demographics of our learning community?

University Hill Secondary School is located on the University of British Columbia's South Campus nestled in the Wesbrook Village area. Our relatively new building is designed particularly to create and provide a 21st Century teaching and learning environment for our staff and students. It is a growing school which offers a comprehensive academic program with many extra-curricular programs and activities as well. Our current total school enrolment is approximately 780 with 144 of those students being International students.

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. Our students continue to perform well above the provincial average on provincial exams. We are a cohesive and close-knit school community, with parents, students, and teachers working together to create and maintain high quality well-rounded educational programs in a safe and supportive learning and social environment. A strong sense of community and appreciation for students from all cultures and backgrounds is evident in the way students interact with each other now at University Hill.

Who are our Learners?

University Hill Secondary School is a multicultural school community that is committed to the pursuit of excellence through the provision of teaching and learning environments based on co-operation and social responsibility. Our focus is on ALL learners and each individual learner by adjusting programs and courses to suit each student's particular learning needs and profile.

We currently enroll:

- 34 Special Education Learners & 40 Gifted Education Learners
- 64 ELL Learners
- 144 International Students
- 9 Aboriginal students
- Over 80% of our students do not speak English at home with many translating for their parents.

- Approximately 20% of our students are born in Canada which is the smallest percentage among all Vancouver secondary schools

What is our Vision for success for each student?

This year UHill had Literacy, School Life and Balance and Health and Wellness, and Aboriginal Education our core growth goals. We also worked to embed the core competencies from the revised BC curriculum as well supporting cross-curricular and inquiry-based teaching and learning. Along with working to achieve these aforementioned goals, we implemented this year new mission and vision for UHill that reflect what we collectively value in education for our students. Our Mission Statement is:

“We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively and mindfully.” Our draft Inquiry question for next year is:

“What inspires our 21st century learners to become ethical, caring and resilient global citizens who live meaningfully, creatively and mindfully?”

2. WHAT DID WE SEE?

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

Goal 1: Literacy: To develop a comprehensive and effective ELL program that supports our ELL students’ individual learning needs and diverse language acquisition levels.

- Effectively placed students to facilitate the transition and placement of students in the correct level of classes—in collaboration with ELL teachers
- Worked with ELL multicultural workers to enhance clear communication with ELL students, parents and guardians/custodians
- Worked with staff of international education to ensure clear communication for international student programming and placement
- Communicated with ELL parents about outside of school programs to English Department
- ELL classes offered with smaller class sizes with more one-on-one time with the teacher
- Visual and hands-on activities
- Peer activities
- When marking, especially in non-English subjects, not penalizing students for their lack of language fluency as long as the ideas are there
- Monitored Academic success of each student
- Encouraged involvement in school activities (clubs, student council...)
- Facilitated Movement to regular science classes
- Increased Oral and written presentations

- Conducted Booktalks at the library to encourage use of library services-interviewed students individually to assess oral/listening competence-met cross-curricular to discuss student progress and promotion between levels at different points in the year-vocabulary support and formative assessment to support language acquisition-communicated with colleagues around student engagement
- Encouraged peer relationships to support language learning
- Hosted Poetry In Voice competition to encourage student oral performance
- In Fine Arts, we reviewed how the fine arts relate to and serve our ELL programs through fostering respect for diverse forms of visual expression, engaging the mind, body and spirit to convey thoughts, images and feelings through sound and examining human experience through imagined roles and situations.
- Use of English language that relates to cultural and social contexts of images as well as abstract and spatial concepts.\By conveying thoughts, images and feelings through sound, we were able to engage students in a discussion of musical terms as a form of feedback on their progress, and a way to build on that knowledge of language specific to musical development. The use of text in choral music is also a powerful tool to cross disciplinary boundaries between concepts, emotions and multi-modal meaning, which also involves diction and pronunciation of vowels and consonants in a specific way that brings about awareness of vocal technique through linguistic tools.
- By examining human experience through imagined roles and situations, we engaged students in the use of English language as it relates to meaning and context What steps did we take to address the identified student(s) need
- Tested ELL students in Sept, Dec, & April; ongoing assessment throughout the year; collaborative meetings to discuss promotions; emphasis on oral skills & pronunciation and vocabulary; heterogeneous group work, self-directed testing in Socials; PowerPoints & other visuals; project based learning; library lessons on citing sources & paraphrasing; citizenship & general knowledge lessons as part of Canada unit; check ins with Department members & counsellors; review of oral presentation skills
- During the much-anticipated Dance Unit, students in grades 9-10 had been invited to use music that was not in English. Parents had been asked to validate that both lyrics and message of song was appropriate.
- As we do not have ELL classes, there is a strong emphasis placed on repetition of instructions, skill review and demonstration. There is an opportunity for students who share the same language to use it in class when there is a safety concern
- Students in all PE classes were able to participate in a martial art based self-defense class.
- At the time of publishing a mini-inquiry was created titled "*A Walk in the Woods: Realizing the Benefits of Forest Bathing*" This literal and metaphorical approach to taking in the forest atmosphere is practiced in China, Japan and Korea.
- There are some opportunities for students in grade 10 to introduce a new game to their peers via a "leadership/PE teacher for a day unit" and are usually based off games played in previous schools outside of Canada.

Goal 2: School Life Balance and Health and Wellness: To provide an environment that nurtures well-being, well-roundedness and a character of generosity, social responsibility and citizenship in our students.

- Conducted Stress management workshops (grade 11)
- Hosted Graduation and PSI planning (grade 12)
- Collaborated with PE and Planning to facilitate Safe Teen (grade 10), Blush (grade 9), SACY workshops (grade 9)
- Implemented Sexual health education (grade 9)
- Green Thumb Theater production on Youth homelessness (grade 9)
- Psychosis Sucks presentation (grade 11-12)
- Communicated with outside agencies...SACY, MCFD, CART, CYMH (grades 9-12)
- Continuation of Adam’s Apple Program to promote mental well-being and community mindedness through the principle of Take 2
- Collaborated with PE 9 to facilitate new HCE curriculum
- Ongoing collaboration with Planning 10 teachers
- Planned Workshops for parents on school/life balance
- Hosted UHill Parents, students and Student Teachers and Professors from China in a Forum on Educational Reform emphasizing the relationship between Social Emotional Learning, Inquiry and Foundational skills
- Supervised City University M.Ed. practicum student to support individual wellness
- The Fine Arts Department continued to develop programs in an inclusive learning environment that nurtures well-being, well-roundedness and a character of generosity, social responsibility and citizenship in our students through the arts by instilling confidence, creativity and a positive self-image through varied forms of expression.
- Theatre students watched the Arts Umbrella’s Laboratory Theatre piece centered on depression and anxiety. This mosaic piece was written and performed by students around the district. Many of the students identified with the message and became aware of the triggers of anxiety in their lives and how they can best help themselves.
- The junior Theatre Company of University Hill will be performed a short One Act Play entitled “Struggles” that deals with Dyslexia and ADD. The message is that though we are all forced to deal with struggles either externally or internally and it is important to realize that these struggles make us the person that we are. It is perseverance and determination that make the person, not the diagnosis.
- Theatre students are excited to pass this message on to the school and will be performing it to students during class time on a sign-up basis.
- The Senior Theatre Company finished an inquiry based assignment that gave students a chance to explore any genre, style, playwright, and time period as a means to answer their continuing question. This project continues to provide meaning through its success.
- Creative choral and instrumental workshop clinicians provided an opportunity for students to realize themselves as individuals within a collective with a common goal, achieved through individual and group performance during time outside of school where they can reflect using varied and creative rehearsal techniques.

- Group music performances took place at local festivals and on international tour to Hawaii
- Students self-published work in the community using themes that they care about and are related to the community
- Students involved in community outreach. Documented the process and report back (one group went to Downtown Eastside Women's shelter and presented back to the class)
- Taught Mission Statement in Grade 9 classes as a part of new curriculum
- Implementation of grade 9 cross-curricular trip to Grouse Mountain followed by Pecha Kucha presentations around familiarity with the school's mission statement. Made activities that encouraged knowledge and skills from other classes e.g. Parachute project, sustainability fair
- Student participation in other areas including the activities mentioned above: dances, intermural sports, sign up for other AP subjects
- Promotion of Socials electives in grade 10 & 11 classes; Model Parliament unit (gr. 11); Student Vote in provincial election; focus on social justice issues in Socials and Law classes, and climate change and resource management in Geography; discussion of child labour, past & present; encouragement of ELL students to partake in all areas of school life, such as intramurals, school dances, etc. ; Encounters with Canada program (students to Ottawa); mock parliament with Faculty of Political Science at UBC
- School participation in SunRun and Terry Fox run
- Leadership classes engaged in planning school spirit days such as Welcome Back Carnival, Winter Dance Assemblies and May Spots Day.
- Partnership with Fir for Life
- Strengthened partnership with UBC Tennis Centre resulting in increase in programming as well as volunteer opportunities for students
- PE facilities are available in the morning from 7 am-8:20am, and every lunch hour and at least three days after school – students encourage each other to work out together.
- Identified and need and offered a Basketball 11 class
- Students in grade 9 have had benefited from workshops in Anti-bullying, SACY (substance use and abuse awareness), and Save Somebody's Life (non-certified CPR training from the Vancouver Fire Fighters)
- Most Grade 9 and 10's have been involved in a Sports Education Model in as a student centered approach to learning. This model encourages leadership, teamwork and sportsmanship.
- Development of the Intramurals program – students are encouraged to help out and get involved.
- Continuous posting and facilitation of community endeavors such as the UBC Tennis Center Volunteer Program and Community Runs
- Athletic director facilitated more sports teams – students are involved as players as well as team mangers.
- Leadership class focuses on community building within our school and community at large. Event planning, fundraising (for scholarships as well as communities/charities in need), problem solving, communication, conflict resolution, recycling. Students run a 4 day recreation program for elementary catchment schools in the last term.

- Promotion of a wide array of activities both in and out of the school – rock climbing, hiking, water sports, skiing (x-country as well as downhill and snowboarding) biking, forest baths, tennis, yoga as well as tradition.
- Opportunity for students to spend a pro-d getting CPR A certified
- Strategies PE joined yoga classes for integrated introduction (3 months)
- Strategies PE utilized weight room to develop skills set to use in community centre weight rooms
- 20-20-20 – Strategies PE used this format for cardio-strength-flexibility segments
- Strategies students encouraged to develop community based recreation skills – UBC tennis, badminton, Musqueam golf

3. WERE WE SUCCESSFUL?

- Outline results

- Top place ranking in a wide variety of Provincial and National Math and Science competitions
- An ever increasing expansion of the UHill athletics Program
- Transition to upper levels of ELL/ into academic English classes is facilitated by three assessments during the school year.
- Large number of ELL students involved in the school community (volunteering, music, sports, clubs etc.)
- Intercultural activities and events occur for/by parents and students (Ex; multicultural luncheon, Persian NY celebration, Chinese NY celebration, teacher appreciation evening etc.)
- Booktalks for silent reading communicated increased student enthusiasm for reading
- Observed improvement in student speaking through reading aloud in class-test scores and written assessments demonstrated student eligibility for movement through ELL levels student engagement in lessons and classroom demonstrated students' commitment to personal success-increased Participation rate in discussion within health and wellness sessions
- Students reported back on the successes and failures of their projects in the community
- Grade 9 students are able to articulate connections between the mission statement and their performance in classes/the purpose of their projects
- Student attitude towards others in classes is encouraging and supportive
- Student ability to work in groups or understanding of group accountability is evident
- Students are engaged, attending regularly
- Students participated in online dialogue; 3 Bills passed in Model Parliament; Bill defeated at UBC mock parliament; results of Student Vote; evidence of ELL International students attending school events;
- Positive Tell Them From Me Survey results
- Significantly increased participation in School Athletics
- Hosted a series of successful school dances

- Strengthened partnership with Me to We and increased number of school social-responsibility projects
- grade 9 student self-reflection
- High School Spirit Day and School Sports Day participation rates
- High numbers of students joining school Clubs
- Strengthened relationship with Norma Rose Point with particular emphasis on math scope and sequence
- Students have excelled in dance and have engaged in more dance opportunities in the school – dance club as well as using the dance studio during off timetable hours. Music selections are multicultural.
- Students are able to write a test and if they do not do well, and are identified as ELL, they have the opportunity to advocate for themselves and discuss test components one-on-one with the teacher. Drawing instead of written responses have also been allowed.
- Students were very engaged in the self-defense classes
- Many students reflect on their experiences from schools they have previously attended or game shows (Korean – Running Man) that promote cultural appreciation during the Teacher for a Day unit. These games usually spill over to sports day, battle of the grades and the welcome back carnival.
- A sign-in binder has indicated that students are using the weight room more this year than ever before (during all open hours)
- Dance studio is well utilized by students
- Award students at end of in in PE 9-12 with “all in” Hawk award (heart, attitude, work ethic, kinesthetic)
- Tennis program continues to engage students and fulfills both our facility needs as well as community programming needs (students engage in tennis lessons outside the class and have become members of the tennis team as well as volunteers for UBC Tennis)
- Many students participated in outdoor pursuits and expressed an interest to do an outdoor program
- Creation of the “UHILL SPORTS HALL OF FAME” has students vying to do their best and beat times and repetition records – student seen in weight room and running around the field to get fit!
- Intramurals has seen more students and staff participate in lunch time basketball, dodgeball, volleyball, soccer competitions. Looking to host softball in May/June. The sheer numbers of teams who enter and the crowds that come to watch provide the evidence necessary to deem this successful (Thanks to James and Jeff!)
- We have increases numbers for the Sun Run from a team of 20 three years ago to 75 in the 2016-2017 school year. Students get bonus marks in PE for engaging in community events (must provide evidence).
- Sports Education model was used to design a grade 10 unit in Ultimate and grade 9/10 unit in Volleyball. Students have proven to be up to the challenge of leading meaningful activities such as leading well - structured warm ups, drills and spirit activities. The goal of teamwork, collaboration, skill analysis and reiteration of game knowledge has been very successful. Spill out effects from the volleyball unit was lunch

hour play offs (no extra marks – students just wanted to play.) This was a grade 9/10 community builder!

- Athletics have been very busy this year as we have seen the commitment of students in a variety of sports. This school year the athletics department has grown from 10-15 extra-curricular team.
- Very well attended Welcome Back Carnival, Haunted House and Battle of the grades, Pumpkin Carving events.
- Sports Day has been given into the hand of the leadership class who then seeks the participation of the student council and many other members of the school community for the event to take place (recruit student leaders, ask for advice and support from teachers) . Leadership instructor is acting as facilitator.
- Recycling efforts of leadership class have resulted in a recognition certificate
- Basketball Class had students score keep, time and referee for multiple games
- Have increased PE 11/12 by one more block for 2017-2018 school year.
- Strategies: all students began to wear appropriate gear for PE activities - increased interest in fully participating by diverse learners

4. HOW HAVE WE SHARED?

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

- Student work was displayed and used as exemplars
- Grade 9 Pecha Kucha presentations were presented to entire grade at the end of Flex day sharing
- Student work was published, students' work was taken to the district for sharing and around the province
- Regular e-bulletins describing events that took place at the school went home to parents. These updates highlighted school-wide activities and initiatives from the school year.
- Celebrating students and learning through school twitter site
- Visual and 3d art displays: painting, drawing, ceramics and photography
- District concert choir, senior and intermediate band nights,
- Performing choral music as a community service for the elderly at Tapestry
- Winter evening concert choir and wind orchestra concerts
- Lunchtime and sign-up performances in the atrium and music room
- Participating in the Kiwanis festival for choir and concert band
- Participating in an international performance tour to Honolulu Hawaii
- Performing at both Remembrance Day and end-of-term assemblies
- Dance performances have become a tradition the week before the Winter Break - reflection of student expression – this was especially relevant to our school goals as we had numerous K-Pop dance routines and one rather enchanting dance created by two

girls who used their knowledge of traditional Chinese dance to choreograph a perform
UHill Sports Hall of Fame

- Top PE students awards and certificated
- Athletic awards and PA announcements to encourage support for school teams (intramurals, PE classes, athletics)
- Battle of the Grades Trophy
- Sports Day Banner
- Scholarships for Leadership and Physical Activity
- Pep Rally was held for senior basketball team – first ever!!!
- We have students who compete in dance
- Conducted a cross grade student forum on competency-based learning and shared results on staff pro-d.

We also highlighted student success through:

- School Spirit Days
- Sports Day (banners)
- Student Council events
- Breakfast Assemblies
- Awards Assemblies
- School Dances
- Interim Reports
- Presentations – Physics Team, Model United Nations Team,
- Math Contests Awards, Leadership Conference Attendees
- Report Cards
- Individual Parent Meetings
- Scholarships
- Honour Roll
- Parent Newsletters
- Updating of school website and placement of photo's / highlights of school trips / opportunities on the main page.
- UHill sports hall of fame
- Top PE students for each grade
- Junior Athletes awards
- Battle of the Grades trophy
- Displaying student work such as the carved pumpkins and gingerbread houses.
- Student success was celebrated through art displays on bulletin boards and in display cabinets, musical performances in school at assemblies, evening concerts, community performances
- PAC meetings Principals reports/student presentations

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?
 - UHill's new mission statement will set the course of our Inquiry over the next three year's. Our school already experiences high rates of academic success and its student population is extremely engaged in the learning process. Our inquiry intends a focus on excellence with a commitment to inspire the development of our students into ethical, mindful, creative and healthy globally minded citizens. In particular, we will be focusing on strategies to promote school/life balance within our students. A recent survey has indicated indicates that many of our students are experiencing higher than average rates of anxiety and lower than average emotional connection to the school community. We will continue to develop and implement school Programs and educational initiatives that will help students toward living more balanced and emotionally connected lives. We intend to do this under the umbrella of Social and Personal Awareness competency that is a pillar of the B.C.'s new curricular framework. To meet this goal, we will be taking the following steps:
 - Offer a wider array of post-secondary alternatives.
 - Parent workshops on the causes of youth anxiety along with helpful strategies about how to best support their children
 - Increased mental health programming and supports for students
 - Increased emphasis on the importance of Athletics and Fine Arts as modes of self-expression
 - Partnership with the Whitecaps Residency Program to help diversify school population
 - Continued support and encouragement for student outreach into the community
 - Increase display of student-made work in the hallways and classrooms of the school
 - Development of digital portfolios of exemplars that could be displayed physically on a touchscreen in the building
 - Prizes and certificates for Poetry In Voice competition
 - Continuation of regular testing to assess improvement; interviews & presentations; ongoing support for language acquisition; new opportunities for real world experiences; opportunities for critical thinking
 - Continue to implement the new competency-based curriculum in all ELL classes
 - Continued promotion of First Peoples course; continued focus on increasing understanding and empathy of First Nations' history and current concerns
 - Posted; classroom displays of student work
 - Continued support and promotion of the Fine Arts; including: Fine Arts Teachers will continue to encourage meta-awareness, Encouragement in using language focusing on reflection, to encourage mindfulness of the present through an analysis of the past and anticipation of the future, Performing at area schools Southlands, U Hill Elementary and Norma Rose Point, Hosting a vocal solo night
 - Theatre performance runs, In-class sign up for theatre performances
 - Expanded use of Social media – school website, Twitter; awards ceremonies; informal discussions and feedback in class

- Continued use of School App to promote positive messaging and school spirit
- Partnership with Children’s Hospital and UBC school of Psychiatry to do International research project the neuro-science of stress and stress management techniques.
- Continue to strengthen the relationship and articulation of students between UHill and Norma Rose Point
- Continue to offer Staff Pro-D in support of further implementing the new BC curriculum
- More students using the PA to inform student population of much anticipated events (e.g.: Battle of the Grades Trophy, Grade 9 Basketball Team ongoing results in Provincials)A gallery walk will be established by the grade 10’s to display the benefits of walking in the woods
- Next year we would like to continue to develop the dance curriculum and hope to engage in a music and dance appreciation unit where the students will identify and study a genre of music and its influences on the dance “scene/history”. It would be great to see a multicultural approach so students can form an even stronger connection to physical literacy in this domain.
- Continue to look for cultural connections
- As our enrolment numbers increase, it would be wonderful to have an ELL reception level students
- Cross-curricular integration with ELL department to encourage/share in language acquisition
- Continue to provide more field trip options/new experiences in all grades
- Senior students should become active citizens in the school community by volunteering time in the gym, weight room or dance studio during lunch
- Advocate for more options in senior PE – Warrior, Yoga, Recreational PE and Competitive PE.
- Start to develop an outdoor education course
- We need to find ways to continue to encourage staff members to be available to open the facilities for student use – this has been done by PE department and they have been compensated for their time. If this is not continued, there is a risk of student rebellion!
- Continue to encourage participation in physical literacy outside of class time.



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.

There are nine Aboriginal learners attending UHill secondary school in grades 9 to 12. Our students represent a broad cross section of band with the majority coming from Musqueam. Our students are enrolled in regular courses as well as in the Strategies Program and are given a broad range of supports throughout the year. This year, one of our First Nations students, along with her parent, participated in a school-wide Pro-D on the First People's Principles of Learning. One grade 12 student will be attending the Aboriginal Graduation Ceremony but will likely be staying at UHill for an extra year. First Nations student participation in student activities, clubs and school functions were also indicators of success; classroom and report card marks all indicate improvement.

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.

Goal 3: Aboriginal Cultural Enhancement: To increase knowledge, acceptance, empathy awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students

- We provided feedback directly to each student and with their parents, in the classroom both verbally and by displaying and honoring students' work, at the Aboriginal Student Luncheons, at achievement and celebratory assemblies and through awards and certificates and during such events as School Spirit Days, Sports Day, Student Council events, breakfast assemblies, school dances and musical and theatrical performances.
- Took a group of students to the First Nations Festival.
- Took a group of students to the Sun to Midnight Film at the Vancouver International Film Festival
- Created/updated Aboriginal Success Plans
- Admin hosted Aboriginal lunches
- School-wide pro-d on First Nations Principles of Learning. This Pro- d session included aboriginal students and parents as well members of the VSB Aboriginal education team.
- Strengthened our school's relationship to the Musqueam band through the creation of two-school wide projects.

- Shared positive stories of aboriginal students' experiences and happiness at school,
- Improvement in attendance and course marks, and increased involvement and
- One-on-one conversations with our aboriginal students about their experiences
- Throughout the year, Informal and Formal case meetings to review the Aboriginal
- Education Support and Success Plans, and regular review of attendance records and
- We provided feedback directly to each student and with their parents.
- Events, breakfast assemblies, school dances and musical and theatrical performances.
- In the Fine Arts, we encouraged Aboriginal worldviews and perspectives through peripheral aspects like connectedness and relationship, a positive learner-centered approach, experiential learning and the power of story, the Fine Arts are able to engage learners in preparation for specific cultural and aboriginal content.
- Art students were asked to compare their knowledge of Western Art History to that of the Indigenous Northwest Coast, and were able to assess the imbalance in their knowledge and how that could affect their view of aboriginal cultures.
- All art students had to research, present and be tested on their knowledge of eleven contemporary Northwest Coast Artists, including being able to distinguish characteristics of each from slides. Their accumulated knowledge of design elements was then used to create their own artwork.
- Grade 9 choir students are encouraged to listen critically to different styles of vocal music ranging from Finnish Choral, African-American spiritual, Zulu IsiCathamiya, Latin Contemporary Choral, Scottish folk, Cuban Rumba Guaguanco, South Indian Carnatic Konnakol, Pakistani Qawwali, baroque Opera, Texan Yodelling, Croatian Choral, Indonesian Kecak, Kpop, Chinese GuQin, Tuvan throat singing, Burundian Akazehe, Alabama Prison work songs, Vocal music from Laos, and discuss specific cultural performance aspects live or in studio, texture, timbre, melody, harmony, rhythm, and the meaning of the text and poetry within the social context of each
- Music students participated in performance exchanges at Kaiser and Kalani high schools during their international performance tour to Hawaii to encourage knowledge of being a global citizen, and also took Hula and Ti Leaf Lei making lessons from Kumu Ululani Duncan to broaden their understanding of indigenous Hawaiian culture
- Music students reflected and wrote about how songs they are performing relate to their own lived experience in relation to the latter experiences
- Art students will unveil later in the year the results of their study in Northwest Coast Art in June to show a Hawk mobile for the Grand Staircase Atrium, a Salmon Spindle Whorl cedar carving, a new Hawk Logo for the school, and possibly gym window blinds silk screened with the new school logo
- Performance of choral songs in the Xhosa, Zulu, Sotho, Swahili, Maori, and ancient Finnish indigenous languages and a discussion of performance traditions specific to each culture
- Performance of instrumental songs in varied cultural styles such as anime and through-composed thematic music from Japan, British Wedding processionals, Celtic Reels and Samba from Brazil provide a basis of comparison of different cultural traditions and musical practices
- Grade 12 camp for Aboriginal students

- Aboriginal Students and a parent spoke with staff at Pro-D event spoke about their experience of being aboriginal in our school system
- Promotion of First Peoples 12 course; First Nations unit in Socials 9; treaty process, land claims and residential school units in Socials 10; Focus on Native self-rule and healing circles in Law 12
- Student familiarity with important First Nations figures; students exhibited a verifiable understanding of First Nations issues; exposure of Native cultures to international students; students know difference between European and Native view of resources; comparisons of “rites of passage”, social organization in modern vs. Native societies
- Shane Pointe visited school and talk about the power of language and story to grade 10 classes
- Students incorporating Aboriginal knowledge on storytelling techniques into Poetry in Voice performance
- Texts by First Nations authors used in various classes i.e. Absolutely True Diary of a Part Time Indian by Sherman Alexie, "Totem" by Thomas King, "Queen of the North" by Eden Robinson, spoken word poetry by Kinnie Starr etc.
- Discussed issues around privilege, cultural appropriation, trauma, Residential Schools etc. through various texts
- Grade 9 field trip to Grouse Mountain incorporated piece on Aboriginal storytelling
- Students reflected on Shane Pointe visit and wrote letters to communicate their learning which were sent to him
- Acknowledged and commended the work of the students creating art in the style of the First Nations
- Students demonstrated understanding of FN issues through summative written assessments and formative discussions in classrooms
- Student work exploring First Nations themes was displayed and used as exemplars
- Our aboriginal learners in grade 9 benefitted from the inclusion of Lacrosse.
- Forest Bath Inquiry relates to Aboriginal culture

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

- List continuing and new initiatives
 - Art students will continue to learn about contemporary Northwest Coast Art
 - Grade 9 rotation in order to educate all students at U Hill.
 - The new school logo and art installations in the Grand Staircase Atrium and gym will become a school legacy.
 - Music students will continue to learn musical styles from different cultures around the world and reflect on how the music relates to their own lived experience
 - Bring in more speakers and experts from the local Aboriginal community to speak to some of the issues we will be addressing in classes
 - Continue to build our resource collection of First Nations texts and films

- Provide increased staff training on how to properly integrate First Nations material into our class in an authentic way
- Continue to host aboriginal lunches
- Continue to use AIMS documents to provide FN students with wrap around support
- Create school-wide celebration for the unveiling of two large scale First Nations Art Projects
- Continue to monitor attendance and achievement data
- Continued outreach to the Musqueam Band
- Annual visits to both the Reconciliation Pole and the MOA.
- Continued integration of First Nations Learning Principles across all curricular areas
- Increase Leadership opportunities for First Nations students
- Continue support for First Nations cultural activities and performances
- Staff Pro-D to support or Aboriginal Education goal

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
 - Successful performance and representation of diverse views through artistic medium builds student capacity for intercultural understanding, empathy and mutual respect. Positive engagement with cultural forms of expression as well as teacher modeling through instruction and discussion helps to overcome racism and correct faulty generalizations about history and peoples.
 - Improved Reports cards and attendance data for Aboriginal students
 - Increased understanding in all student of First Nations History and Culture
 - Increase visual presence of First Nation's values and cultures within the walls of the school
 - Increased sense of belonging within our First Nations students
 - Increased UHill Parent support and appreciation for First Nation's culture and world views
 - Students appreciated the skills and the structure of the game of lacrosse. This is evidenced by engagement.
 - Gallery walk from the Forest Bath Inquiry will be made along the PE Corridor