1. GENERAL SCHOOL STORY

John Oliver Secondary is a growing south-east Vancouver school with a diverse student population of approximately 1117 students, representing more than 35 home languages, and bringing with them a wide range of academic skills and experiences. The school will pursue the goals of building curiosity and imagination, making learning accessible, social and emotional well-being and Indigenous education for its student population, which includes many new Canadians.

The school community acknowledges and values the histories of our Aboriginal communities, and continues to promote awareness around Aboriginal ways of knowing and learning, in our students and staff, through a variety of activities and practices throughout the school year.

John Oliver offers a strong, comprehensive curricular program designed to satisfy college, trades and university entrance requirements and prepare students for success in their chosen career trajectory. The school features excellent visual and performing arts, technical, and technological programs; a STEM and a Digital Immersion Mini School program; six unique special education programs; and Take a Hike, the highly acclaimed junior and senior alternative program. New and emerging programs designed to meet the practical needs of the 21st century learner, in recognition of the projected growth in various trades and economic sectors in the province, are well established and continue to evolve. John Oliver school has an impressive offering of extra-curricular activities, including a strong athletics program, and numerous clubs that celebrate cultural diversity, challenge the students’ physical, intellectual and creative abilities, and raise awareness of economic, social and environmental issues, while offering opportunities for service and philanthropic work.

John Oliver has formulated a robust plan to develop and implement many core aspects of the new BC curriculum. The collaborative planning (CP) structure has been utilized to both deepen staff understanding of the new curriculum, as well as provide a structure for implementation, targeted directly at impacting our learners. This has led to highly innovative programs and community outreach in building curiosity and imagination, making learning accessible, social and emotional well-being and Indigenous education, much of which has offered leadership development opportunities for students. The district leader in the integration of technology into teaching and learning, JO was one of the first schools to generate a student, parent and staff created digital code of conduct.

There is an active, engaged, and supportive Parent Advisory Committee at John Oliver with excellent commitment to supporting students, staff and administration as they work toward achieving school
goals. Specifically, PAC supports student leadership development by receiving student delegations throughout the school year. This strengthened the role of PAC in broadening the relevant learning platforms for students through the development and promotion of authentic student learning opportunities.

The vision of success for learning for all our students is to develop their intellectual, emotional, and physical potential in order to enable them to appreciate their own worth and the worth of others, and to function responsibly and effectively in a changing and increasingly technological society. The school’s focus has also been to articulate and pursue these aims in the broader context of developing, in students, the skills and competencies, reflected in the redesigned curriculum, that will enable them to live a meaningful, happy and well-balanced life. To this end, John Oliver’s Honour your Education policy distils, into simple, practical actions, the embodiment of the value of education in a manner that is accessible for students.

Furthermore, John Oliver continues to emphasize the development of educated citizens. This is reflected in the school’s ongoing work around the recently redesigned code of conduct, based on the courage to show Compassion, Optimism, Unity, Responsibility, Adaptability, Gratitude, and Engagement, both in learning and in life. It is our hope that students, staff and parents will embrace the spirit of the redesigned code of conduct in the classroom, in the school, and in the community.

The current students demographic profile is reflected in the charts below. This data helps us better understand our clientele in order to tailor curriculum and instructional practices to address the unique learning and social/emotional needs of our students.
2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

Our students are
- Diverse learners with diverse abilities/skill sets
- Developing foundational skills and curricular strengths
- Developing study habits and organizational skills
- Developing self-regulation, outlook on life, core competencies
- Developing academic engagement, motivation and confidence
- Developing good attendance patterns
- Representative of diverse home/life stories and backgrounds
- Community connected and socially engaged

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

The following graphed data has been taken from the Grade 10 Ministry Student Learning Survey.

John Oliver Secondary

District
At school, do you get to discuss the quality of your work or other students' work?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>11%</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Few Times</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>Many Times</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>All of the Time</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Connection: Student engagement (IQ3). John Oliver’s *Honour Your Education* school policy was designed to address issues related to the quality of student work, attendance, and preparation for class.

At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>18%</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Few Times</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Many Times</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>All of the Time</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Don't know</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Connection: Student engagement (IQ3). This chart relates to the need to support authentic student engagement through innovative teaching and learning practices, such as Independent Directed Studies (IDS) project work and student led activities.
At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>At No Time</th>
<th>Few Times</th>
<th>Sometimes</th>
<th>Many Times</th>
<th>All of the Time</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td>17%</td>
<td>11%</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Connection: Building curiosity and imagination (IQ2). On April 18th, staff participated in professional development around critical and creative thinking and student engagement with the Critical Thinking Consortium TC² to enhance and develop student critical thinking.

At your school, how many adults do you feel care about you? (for example, teachers, counsellors, student helpers)

<table>
<thead>
<tr>
<th>Number of Adults</th>
<th>None</th>
<th>1 adult</th>
<th>2 adults</th>
<th>3 adults</th>
<th>4 or more adults</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11%</td>
<td>10%</td>
<td>15%</td>
<td>14%</td>
<td>27%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Connection: Social & Emotional Well-Being (IQ1). Strong and supportive social connections play an important role in children’s healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimize risks that may be present in children’s lives.

I like the social aspects of my school.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>9%</td>
<td></td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
<td>28%</td>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>47%</td>
<td></td>
<td>42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

Connection: Community connected and socially engaged (IQ1).

Do you feel good about yourself?

<table>
<thead>
<tr>
<th>Frequency of Feeling Good</th>
<th>At No Time</th>
<th>Few Times</th>
<th>Sometimes</th>
<th>Many Times</th>
<th>All of the Time</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>2%</td>
<td>4%</td>
<td>12%</td>
<td>13%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>Few Times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td>39%</td>
<td>36%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Many Times</td>
<td></td>
<td></td>
<td></td>
<td>24%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>All of the Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Connection: Social & Emotional Well-Being (IQ1).
How would you describe your health (mental or physical)?

<table>
<thead>
<tr>
<th>Health Status</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>15%</td>
<td>17%</td>
<td>32%</td>
<td>31%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Percentage</td>
<td>13%</td>
<td>22%</td>
<td>32%</td>
<td>20%</td>
<td>10%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Connection: Social & Emotional Well-Being (IQ1).

I feel that I can make a difference in my community (for example, by volunteering with local organizations).

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>5%</td>
<td>9%</td>
<td>28%</td>
<td>31%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Percentage</td>
<td>2%</td>
<td>7%</td>
<td>24%</td>
<td>46%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Connection: Social Emotional Well-Being, Building Curiosity & Imagination, Community connected and socially engaged (IQ1, IQ2, IQ3).
At school, are you being taught about Aboriginal or First Peoples in Canada?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>3%</td>
</tr>
<tr>
<td>Few Times</td>
<td>10%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24%</td>
</tr>
<tr>
<td>Many Times</td>
<td>33%</td>
</tr>
<tr>
<td>All of the Time</td>
<td>26%</td>
</tr>
<tr>
<td>Don't know</td>
<td>4%</td>
</tr>
</tbody>
</table>

Connection: Indigenous Education manifests itself in all three Inquiry Questions of the School Plan (IQ1, IQ2, IQ3). A significant amount of time, energy and resources has been given over to Indigenous education over the past three years and we have seen a significant development of student understanding and awareness in this area.

Do you like school?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At No Time</td>
<td>11%</td>
</tr>
<tr>
<td>Few Times</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>43%</td>
</tr>
<tr>
<td>Many Times</td>
<td>21%</td>
</tr>
<tr>
<td>All of the Time</td>
<td>7%</td>
</tr>
<tr>
<td>Don't know</td>
<td>5%</td>
</tr>
</tbody>
</table>

Connection: Student Engagement (IQ1, IQ2, and IQ3)
4. **WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)**

John Oliver school’s inquiry questions/goals are fully in line with the VSB Strategic Plan. Student engagement is central to the school’s goals of building curiosity and imagination, making learning accessible, social and emotional well-being and Indigenous education.

To reiterate, John Oliver Secondary has a very diverse student population with diverse needs. Hence, a wide range of programs, activities, and interventions have been designed to address student engagement, social responsibility, collective leadership supported strong community connections:

**Numeracy**

Students need to build on the numeracy skills they have developed from the elementary school level. The goal is to introduce numeracy skill development from students' arrival in grade 8 in all subject areas through games and real world applications, and see those skills increase throughout their secondary school years by building numeracy assessment into exams and projects.

**Literacy**

Literacy continues to be a main focus at John Oliver Secondary. While literacy is a central goal for all teachers and departments, the English department remains especially committed to the support of reading and literacy. In line with new curricular goals, the English department continues to expand our independent reading program in classes, which allows students to choose their own reading materials and self-assess their project. The department will also once again offer experiential literacy modules during our mid year experience week. The learning from this week is tied into everyday literacy goals in the classroom. The department also remains committed to the inclusion and valuing of aboriginal literature and culture in English classrooms.

**Exceptional Students**

The school is continuing to develop appropriate programming for students who are academically vulnerable. Real-life experiences that match the interests of the students, who are transitioning from high school into career and life, are being provided. Currently, these students are engaged in work experience and/or appropriate adult learning environments (e.g. VCC, Gateway Program).

**Youth Facilitated Programs**

A wide range of supports have been put in place to address and accommodate the needs of our most vulnerable students, including the Empowerment Group (sponsored by SACY), Safe Space (with the assistance of mental health trainers), Healthy Youth Relationships (sponsored by Red Cross), Violence Prevention, Here for Peers (mental health intervention sponsored by the Vancouver Police Department with start up in 2018-2019), and Guidance Week (a pull out program whereby counselors provide training in health, wellness, and accessing health resources).

**New Canadian/ELL Learners**

As reflected in the Home Language chart, the unique social, emotional, and academic needs of ELL learners require the development of effective adaptations and supports. These supports include the introduction of a new model of ELL service delivery that will be piloted in the 2018-19 school year. This SIOP model allows students to transition more effectively into the regular school environment with the assistance of a dedicated Sheltered Instruction Observation Protocol (SIOP) support teacher. Additional supports provided by the school include extending the period that ELL students can attend school beyond the age of 18, as well as supporting students that require the opportunity to graduate with an adult graduation certificate. With the assistance of VSB Career Programs transition plans into career and life include accessing
ACE-IT and other career focused programming. Additional supports include clubs (e.g. Filipino Club), programs (e.g. Resilience Program) and community partnerships.

Inquiry-Based Learners

In order to provide increased opportunities to connect students to their learning, the following frameworks will continue to be implemented:

- Student leadership (e.g. Leadership 11/12, John Oliver Ambassadors, LINK Crew, Student Council, Student led field studies)
- Student forums
- Mid-Year Inquiry & Experience Week
- Independent Directed Studies (IDS) & IDS EXPO
- Science Technology Engineering & Math (STEM)
- Project-based learning
- Portfolio development
- JO Reads (to support the school’s ongoing literacy focus)

Indigenous Education

Indigenous Education continues to be a focus at John Oliver Secondary. The school will continue to work with the VSB Indigenous Education partners, community partners, the Indigenous Education Enhancement Worker and the Indigenous Education Enhancement Teacher to make Indigenous education relevant in classrooms. In other words, to enhance, embed and authenticate Indigenous teachings and learning through all curricular areas.
5. **INQUIRY QUESTION** (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

- **Theme 1: Social & Emotional Well-Being**
  
  How do we nurture the social and emotional well-being of our students?

- **Theme 2: Building Curiosity & Imagination**
  
  How do we build students’ curiosity and imagination in this process of life-long learning?

- **Theme 3: Accessible Learning**
  
  What instructional strategies can we use to support our diverse learners?
6. **WHAT IS OUR PLAN? (PLANNING)**

The JO learning community will take an organic approach to addressing the inquiry themes/goals, including Social & Emotional Well-Being, Building Curiosity & Imagination, and Accessible Learning, as well as Indigenous Education. The action plan involves implementation of clear objectives outlined below. The plan is to have ongoing conversations throughout the school year that address the overarching theme of student engagement which encompasses all of the school’s inquiry questions/goals.

To improve outcomes for our students, starting in September 2018, the school will implement a Grade 8 Transition Week. Emphasis will be to build peer-to-peer and student-to-teacher relationships, foster social & emotional learning skills, and develop both fundamental academic and executive functions skills, including organizational skills. Key to the success of the program is a large support network, including Grade 8 teachers, who will bring learnt concepts into the classroom, Community Schools team, Welcome Club, and JO Oasis Club.

In addition, counseling services will be restructured to respond to address the social/emotional needs of Grade 7 students transitioning into Grade 8. That is to say, there will be a dedicated counselor to serve the Grade 8 class.

To provide ongoing support for our new Canadians, the school will continue its work in the following areas: be informed of prevailing social issues per ethnic group; understand cultural norms that affect social relationships of students; bridge ethnic cultures with Canadian culture of self-advocacy to become active learners; set goals with immigrant students to help them make responsible choices; revisit students’ goals and dreams and support them in their pursuit of their vision; recognize the skills and knowledge that immigrant youth bring with them from their own countries and encourage them to use their skill sets to grow their self-confidence; use cultural norms when accessing services like homework club, tutorials, and other clubs; have translations available to assist as needed.

For all students, the school will reflect and review existing programs and learning opportunities with the view of improving student success, in particular student engagement. To this end, the school will continue the dialogue around how new curriculum implementation can facilitate and support greater student engagement, specifically at the senior levels. For example, looking at creating opportunities for senior students to pursue and explore new areas of passion or interest. Also, the school is investing time to align students’ pursuits with new curriculum planning and the unveiling of their capstone projects.

### Theme 1: Social & Emotional Well-Being (IQ1)

**How do we nurture the social and emotional well-being of our students?**

- Build capacity around students self-regulation
- Foster resilience in our students, so that they may be able to embrace their failures, face their fears, and confront their challenges in life
- Encourage students to take ownership for their actions through strategy development
Theme 2: Building Curiosity & Imagination (IQ2)

How do we build students’ curiosity and imagination in this process of life-long learning?

- Help students see the importance of learning beyond extrinsic rewards
- Help students develop intrinsic motivation through discovering their passions and talents
- Support students in developing strengths around inquiry-based learning
- Create opportunities for students to find their passions(s)/interest(s)

Theme 3: Accessible Learning (IQ3)

What instructional strategies can we use to support our diverse learners?

- Foster student engagement to improve their school experience and achievement
- Encourage students to represent their learning in a variety of ways
- Create learning environments to inspire invitations to learn
- Create access points for all learners (Universal Design for Learning)
- Organize our classes so as to instill confidence in all our learners, those who are approaching, meeting, and exceeding expectations

7. **WHAT SUPPORTS WILL WE NEED?** (PLANNING)

The following supports will be needed to address the redesigned curriculum:

- Sheltered Instruction Observation Protocol (SIOP) Model (for integration of ELL learners)
- Professional development (e.g. TC² or Critical Thinking Consortium, Backward Design)
- Learning resources (TC² or Critical Thinking Consortium, inquiry-based learning materials)
- TOC costs
- Field study opportunities
- Technology support
- Mid-Year Inquiry & Experience Week
- Community partnerships [e.g. REEL Canada, VSB Indigenous Education partners, Vancouver Sun, Technology Education and Literacy in Schools (TEALS)]
- Resiliency support programs
- Informed teaching around what works for ethnic cultures through presentations by multicultural workers and others
8. **HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)**

Success at John Oliver is measured by providing educational experiences for students, and increasing student engagement in their own learning and demonstrating good citizenship in the school community. Literacy and numeracy continue to represent growth areas in the school, due to the complexity and breadth of learning needs and styles. The school continues to provide educational activities that promote and emphasize the contribution of numeracy and literacy in leading a meaningful, happy, and well-balanced life.

Consistent implementation of the redesigned school code of conduct, “COURAGE,” will play an integral part in guiding expectations around being a socially responsible, educated citizen.

Student success may further be monitored through the following means or tools: improved student attendance; improved student understanding of concepts through application; increased student modeling of inquiry-based learning; increased personal and cross-curricular connections in student learning; Ministry Student Learning Survey; student forum, anecdotal records, and core competency indicators.
Throughout the school year, multiple means of communication were used to connect with students, staff, parents and the broader community:

- Assemblies, announcements
- JO Agenda App – iTunes and Android app for student calendars
- John Oliver school website
- News media
- PAC
- Synervoice – school based communication system (email and phone)
- VBE School District website
- Week at a glance (WAAG) – weekly school newsletter
- Principal’s Weekly Updates
- Community Open House
- Independent Directed Studies (IDS) Fair
- Articulation Process
District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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

The John Oliver Secondary School includes 30 Aboriginal students that represent a variety of Aboriginal communities. The students are distributed throughout the five grade levels as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10</td>
<td>2 (LSP), 1 (LAC)</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>2 (LAC)</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>1 (TAH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 (LAC)</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>1 (LAC), 4 (TAH)</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>4 (TAH)</td>
</tr>
</tbody>
</table>

Many of John Oliver’s Aboriginal students have embraced leadership opportunities and have been instrumental in designing, contextualizing and delivering the various Aboriginal educational experiences in the school and in the community.

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

Aboriginal educational enrichment activities:

“Courage” Conference Inquiry & Experience Week – focused on social responsibility and Aboriginal history and culture

- Christie Lee, Chas Desjarlais & Chad Carpenter, “Courage an Indigenous Perspective”
- Trudi Harris & Heather Froste, Indigenous history, including the Indian Act
- Dave Robinson, “Medicine Wheel Puzzle” sculpture, Indigenous ways of learning, being, and teaching
- Brandon Peters, Indigenous oral tradition storytelling (Coastal Trickster stories)
- Shane Pointe, “Courage an Indigenous Perspective”
- Ernie LaRochelle, Haida artist
- Indigenous Education Department, B.C. Blanket Activity
- Pow wow dancing
- Indigenous drumming

District Aboriginal Conference – hosted at John Oliver

District Indigenous Career Fair (Career Programs)

Orange Shirt Day Assembly “Every Child Matters”
- Chad Carpenter, Brandon Peters, Wes Nahanee
- Arran Roy (JO student)

Indigenous Education Enhancement Worker and the Indigenous Education Enhancement Teacher to support social and emotional needs of our Indigenous learners, as well to infuse and embed Indigenous education into classroom across curriculum and academics support for Indigenous students in line with district goals.

June 21 National Indigenous Peoples Day acknowledged at JO’s June 21st Awards Ceremony
12. **WHAT WILL WE CONTINUE TO DO IN THIS AREA?**

To address the district-wide Indigenous goal, John Oliver Secondary will implement the following actions:

- Continue to develop and expand offerings and learning opportunities for John Oliver students, including visiting speakers, cultural experiences, and activities.
- Continue to collaborate with the Aboriginal enhancement worker, school based counselors, Take a Hike Alternative Program staff, District Resource staff, and families, will occur to monitor progress and growth of learners.
- Continue to host Indigenous cultural events and extended them to the community and to families, creating meaning and connection through shared activities and experiences.
- Host an Indigenous Family Night event
- Grant the Indigenous Recognition “The Wes Nahane“ Award (for overcoming adversity)
- Create an Indigenous Mural Project
- Develop a greater understanding of Indigenous education
- Further infuse and embed Indigenous education into classroom activities
- Maximize the use of the Indigenous Education Enhancement Teacher in the classroom with mainstream students
- Further the inclusion of Indigenous students into the regular mainstream
- Have the Indigenous Education Enhancement Teacher work with the school choir on the Coast Salish anthem

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

The school will continue to undertake a variety of reflections on what constitutes success for all students, emphasizing strong graduation rates, attendance patterns, and school engagement. With school based supports and community engagement, it is our goal to transition students to post-secondary schooling or career paths, as well as fostering life-long learning.