1. **GENERAL SCHOOL STORY**

In September 2017, there were 1,599 students enrolled at Eric Hamber Secondary, including 170 International students. Our school offers a District Fashion Program for 22 students, a Mandarin Bilingual Program (an extension from Jamieson Elementary’s Mandarin Bilingual Program) for 107 students, and Eric Hamber’s Challenge Studio Mini Program, a District Specified Alternate Program, enrolls 242 students. Total Education, an off-site Alternative Program for 100 students in Grades 10 through 12, is also part of our school community.

Eric Hamber Secondary School is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others. Eric Hamber’s drama, music, athletics, foods, fashion, computer programming, dance and multi-media programs are well known throughout the district for their high profile shows, awards in competitions, and success stories.

Approximately 7% of Eric Hamber’s student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Fifty-seven percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining forty-three percent of students identified with an IEP benefit from intense support in an enclosed program setting (Learning Assistance Junior, Learning Assistance Senior, Learning Assistance Lifeskills, and Lifeskills), with possible integration in one or more classes that support student growth.

Eric Hamber’s school population is ethnically diverse. Top languages spoken in students’ homes include English (54%), followed by Chinese, including Mandarin and Cantonese (28%). Seventy-three percent of our students are born in Canada. Thirteen percent of Eric Hamber’s total student population are enrolled in English Language Learning classes.

Just over one percent of Eric Hamber’s student population is Indigenous.

Based on whole staff, department, and small group discussions, Eric Hamber staff articulated that they value encouraging students to have fun, ensuring that there is relevance in what is taught, promoting life-long learning, creating a safe environment for students and ensuring fairness and consistency with our students. Staff value a variety of learning methods and programs that can accommodate different learning styles and different intelligences.
2. **WHAT DO WE KNOW ABOUT OUR LEARNERS?** (SCANNING)

During staff meetings this past school year staff brainstormed ideas on ‘what do we know about our learners?’ describing the overall strengths as well as the needs of the learners.

We noted the following strengths about our learners:
- A significant number of our students have natural leadership skills
- At-risk and special needs students exhibit resiliency in their own unique ways
- Our students are respectful, kind, conscientious, polite, and have good awareness of moral values
- Our students have great energy and enthusiasm and are socially aware and engaged both locally and globally
- Our students have strong verbal communication skills
- Project work and performances are at a high level
- Students are academically driven and are good at backwards design
- Students are well-rounded and take advantage of the diversity of extra-curricular opportunities both within and outside of our school
- Students have strong home support and come from diverse cultural, language, and socio-economic backgrounds
- Students regularly seek opportunities to go deeper with their school work and are familiar with many sources of learning (books, on-line, videos)
- There is a strong commitment to all that our students set their minds to

We noted the following needs of our learners:
- To continue broadening our students’ natural leadership skills
- To continue fostering our students’ global citizenship skills and environmental stewardship awareness
- To help our students’ further identify their learning style strengths and areas of growth
- To improve and extend students’ mental health education, specifically focused on depression and anxiety
- To increase students’ meta-cognitive skills, specifically the ability to think critically and problem solve ‘outside of the box’
- To increase students’ ownership, engagement, and self-direction for learning

We have also noticed the following in terms of “what’s going on for our learners?”:
- Cell phone culture, perhaps too much involvement with social media
- Consumer mentality
- Dropping courses to keep a high GPA
- Emotional development versus cognitive development
- May schedule holidays during school time which sometimes disrupts learning for all
- Perception that on-line courses are easier
- Some students have inconsistent school attendance
- Student council would like to see more students involved in whole-school activities
- Technology use – students are using photos rather than writing, intellectual property efficiency
3. **WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?**

(Scanning)

The evidence we use that supports what we know about our learners includes:

- Academic results continue to be above district and provincial averages
- Athletic team participation
- Specialized program options to support specific student needs such as ELL, Fashion Design, Mandarin Bilingual, and District Special Education classes
- Feedback from Teachers on Call and outside coaches
- Graduation rates
- Great representation of diverse cultures
- Individual Education Plans (IEP’s) – annual review and goal setting for specific student supports
- Interim reporting over three terms in the school year
- Large number of students articulate to post-secondary school
- Longstanding Peer Counselling program supporting Grade 8 students with high school articulation
- More than seventy clubs at the school
- Number of annual student performances in Fine Arts evening performances
- Ongoing Parent-Teacher communication
- Prevalence of technology has completely changed the virtual landscape and the school

4. **WHAT FOCUS EMERGES FROM THIS EVIDENCE?**

(Focusing)

Our 2018 – 2021 School Plan will continue to focus on supporting the needs of all of our learners in order for our students to demonstrate intellectual, social, aesthetic, and physical growth and excellence in a school setting that reflects diversity, fosters cooperation, mutual respect and individual growth, and prepares students to become responsible members of society.

Our school focus connects directly to Goals 1, 2, and 3 of the District’s VSB 2021 Strategic Plan:

- Goal 1 – engage our learners through innovative teaching and learning practices,
- Goal 2 - build capacity in our community through strengthening collective leadership, and
- Goal 3 - create a culture of care and shared social responsibility.

There are also links between our school focus and the three goals of the Aboriginal Education Enhancement Agreement (June 2016 – June 2021):

- Goal 1 – Belonging – to increase Aboriginal students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools,
- Goal 2 – Mastery – to ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from Kindergarten through to the completion of Grade 12, and
- Goal 3 – Culture and Community – to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within our school and the Vancouver school district learning communities.
Furthermore, our school focus relates entirely to the BC Ministry of Education’s mandate for the “Educated Citizen”. To enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. The Ministry of Education further defines the Educated Citizen as having:

- Intellectual Development – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression,
- Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others, and
- Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

5. **INQUIRY QUESTION** (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

From what we know, the most important work that we can do to improve the success for our students is to keep our former school goals and continue our inquiry work on:

- How can we further enhance students’ current classroom engagement, initiative, and leadership to improve student success and learning while facilitating our students’ future successful citizenship as young adults within their greater community?
- How can we deepen, expand and enhance our students’ current sense of belonging while increasing their community, environmental, and personal responsibility?
- How does incorporating Indigenous 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?
6. **WHAT IS OUR PLAN? (PLANNING)**

In relation to “how can we further enhance students’ current classroom engagement, initiative, and leadership to improve student success and learning while facilitating our students’ future successful citizenship as young adults within their greater community?”, we will:
- Support and encourage professional learning groups that focus on academic and classroom engagement,
- Promote students’ enjoyment in learning,
- Nurture students’ multiple intelligences, and
- Adapt instruction for different learning styles.

In relation to “How can we deepen, expand and enhance our students’ current sense of belonging while increasing their community, environmental, and personal responsibility?”, we will:
- Enhance connections and students’ sense of belonging within the school community, and
- Promote students’ environmental awareness.

In relation to “How does incorporating Indigenous 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?”, we will:
- Continue to build awareness of Indigenous culture within the greater school community as a whole.

We are currently working on breaking down our plan into a manageable three year focus for Year 1, Year 2, and Year 3.
7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

There was a teacher inquiry project completed at Eric Hamber Secondary School this past school year that relates well to both our School Plan focus and our school’s implementation of the redesigned curriculum:

- How is student learning and engagement impacted by engaging parents and the broader community in discussion about and assessment of the core competencies as these relate to career education? How can such community engagement help to highlight the relevancy and significance of these competencies for our students?”

Work will continue on this inquiry project for the upcoming school year that will help inform our school community on our students’ successes and areas of need as we implement the new Career Education curriculum, and more specifically on understanding our students’ needs within the Career Life Education 10 – 12 curriculum.

Beyond engagement in Professional Development activities related to the successful implementation of BC’s redesigned curriculum, we will also explore Professional Development and instructional planning activities related to Indigenous Education, Sexual Orientation and Gender Identity, and Student Mental Health.

8. HOW WILL WE KNOW WE’RE SUCCESSFUL? (CHECKING)

Data that we will use to check to see if what we are doing is working and is making a difference for our learners include:

- Classroom evidence – student learning evidence, rubrics, performance standards, assessment results, classroom tests, IEP’s for Special Needs students, parent teacher conferences
- School evidence – Graduation Numeracy Assessment results, English 12 exam results, report card marks, ELL assessment matrix data, grade to grade transitions, club and athletic participation data,
- Achievement of specific groups of students - Indigenous learners, ELL learners
- Demographic data – ethnicity, socio economic data
- Perception data – student self-assessments, school developed surveys and forums

We will be forming our baselines for measuring our student’s success during this upcoming school year. Baselines will be monitored and adjustments made as necessary to our School Plan.
9. **HOW WILL WE SHARE THIS INFORMATION?**

Students: agenda books, assemblies to share information and celebrate student success, class discussions, conferences, hallway display cabinets showcasing student work and awards, meetings with counsellors and administrators, PA announcements, school term newsletters, school website, student bulletins, student council, student forums, student posters, Twitter, yearbook.

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, meet the teacher night, report cards, PAC meetings, school newsletters, school website, phone messages, e-mail messages, Twitter.
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?

Eric Hamber Secondary School enrolled eighteen Indigenous learners this past school year: Two Grade 8 students, two Grade 9 students, two Grade 10 students, five Grade 11 students, and seven Grade 12 students. Five of the Grade 11 and 12 students are attending Total Education Alternate program and five students are enrolled in one of our District Special Education classes.

Our Indigenous learners are supported on a weekly basis by our school’s Indigenous Education Enhancement Teacher (IEET).

Our IEET:

- works alongside teachers, support staff, administrators and parents to monitor and track Indigenous student achievement and support Indigenous 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 Indigenous student needs and to develop individual student learning goals,
- consults with enrolling classroom teachers on Indigenous student assessment, evaluation and programming strategies, and
- provides targeted instructional support to Indigenous students by working within the classroom, and in small group settings.

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?
Eric Hamber Secondary School staff work to build knowledge, acceptance, empathy, awareness and an appreciation of Indigenous histories, traditions, cultures and contributions amongst all students.

Every formal meeting, assembly, or event is opened with an acknowledgement of our presence on Indigenous territories.

During a November instructional planning morning interested staff connected for a discussion on the VSB’s District Wide Aboriginal Goal. Our discussion focused on what do we know about our eighteen Aboriginal learners at Eric Hamber?, What are we doing at our school this year to support all learners in regards to this goal?, and, How do we know we are being successful in this area?

Strategies teachers shared with one another that morning included:

- Our Learning Commons supports a growing collection of Indigenous resources (fiction and non-fiction) for students and staff
- Members of the Social Studies department address specific Indigenous issues as a focus area within the redesigned curriculum
- Members of the English department purchase books by Indigenous writers for study
- Science department teachers lead students through activities using Aboriginal knowledge of local flora
- Math teachers use examples from Indigenous culture and history as examples to teach concepts
- Modern Languages are seeking further information on the bands our students come from so as to further personalize language support based on that information

Our IEET helps promote and model the integration of Indigenous cultural and traditional knowledge into classroom curriculum and the overall school setting. Our IEET also shares knowledge of Indigenous curriculum resources and professional development opportunities with colleagues. A number of Eric Hamber Secondary School teachers and support staff attended the VBE’s Indigenous Education Professional Development Day in February 2018 at John Oliver Secondary.

First Nations 12 students organized and led their 5th annual Indigenous Awareness Assemblies, this year on the theme of “Dispelling Stereotypes”. The five hundred students who attended the event grew in their awareness of Indigenous culture and resiliency, as well as an understanding of how we all play a part in dismantling the behaviors and/or systems which perpetuate stereotypes.

Our Dance Teacher brought in a guest Dance Instructor to work with students in April 2018. The project, titled “Rectifying Stereotypes”, led students through the learning of traditional aboriginal dance genres and styles, challenging students to further explore their own movement and awareness of the piece through self-reflection and dialogue with one another.
12. **WHAT WILL WE CONTINUE TO DO IN THIS AREA?**

We will continue to specifically support our Indigenous students by meeting as a team of administrators, counsellors, IEET, and IEEW each term to review Indigenous student progress and plan for student recognition, encouragement, support, and interventions as required.

This data will be shared more widely with teaching and support staff at department head meetings and staff meetings. Necessary adjustments will be identified and plans made accordingly to best support the needs of our Indigenous learners.

We will measure our school's overall growth in becoming more aware of Indigenous culture by increasing the number of Indigenous artifacts displayed around the school, bringing in cultural presentations and increasing the number of classroom discussions and school conversations specifically related to Indigenous history, traditions, and culture.

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

- Continue to acknowledge local territory at school events and meetings
- Continue to track student support and interactions through the use of AIMS (Aboriginal Information Management System)
- Investigate possible reasons for Indigenous student absenteeism and work with parents and community groups to support Indigenous students for whom poor attendance is impacting their ability to learn and grow at school
- Develop opportunities for Indigenous student and parent voices to be heard in the context of learning
- Encourage increased participation of the families of our Indigenous students in school events through personal connections and/or cultural events
- Focus on individual Indigenous student academic success through the use of Student Success Plans which are completed three times during each school year
- Recognize and support Indigenous student opportunities in trades programs
- Support the inclusion of Indigenous content and ways of knowing in all areas of the new curriculum
- Provide support to teachers so that they may incorporate First Peoples’ Principles of learning into their teaching