

2024-2025 School Learning Plan

SCHOOL STORY

David Thompson secondary school is located in East Vancouver's Victoria-Fraserview community. The socio-economic status of our neighborhood consists of low to middle income families. David Thompson's school population is ethnically diverse. The top languages spoken in students' homes include Cantonese (30%), English (23%), Tagalog (11%), Punjabi (10%), Vietnamese (7%), and Mandarin (6%). Six percent of our total student population is enrolled in English Language Learning classes and just over two percent of David Thompson's student population is Indigenous. For September 2024, we are projecting to have 1,360 students enrolled at David Thompson Secondary, including 40 International students. David Thompson Secondary is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others. David Thompson offers various programs to meet the needs of our students. The DT Odyssey Program is a District Choice Program, enrolls 150 students, and is known throughout the district for its students' accomplishments in Math and Science. At the senior level, we offer a variety of Advanced Placement (AP) courses. The Career Prep Work Experience program is available for senior students, and currently we have approximately 30 students enrolled. We have 4 District Special Education Programs at David Thompson: Junior Learning Support, EXEC (supporting students with their executive functioning skills), Social Development, and the Autism Resource Program. Approximately 10% of David Thompson's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP).

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners exhibit significant diversity in cultural backgrounds, socioeconomic status, languages spoken, religious beliefs, and educational needs. New comers to the David Thompson community, and Canada, may have experienced trauma or faced challenging circumstances (refugee status, family separation, or other hardships) before their arrival. Students actively participate in school life by joining clubs, playing sports, and volunteering. At David Thompson, there are over 40 student led clubs for students to join. Many senior students balance their academic pursuits with part-time employment. An emphasis on academic achievement, student leadership, athletic excellence, participation in the arts, and service to others is reflected by the David Thompson student body. Students come to school for socializing and connecting with their friends just as much as they come to learn.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

District: Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

School: Through a comprehensive review of our current assessment practices and the intentional integration of universal design for learning and strength-based reporting, we aim to enhance student engagement and achievement. Success would be indicated by improvement in attendance and improved course success rates.

District: Improve equity

School: We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honouring the diversity of our student body both in and out of the classroom by expanding the recognition of all cultures.

District: Continue on our journey of reconciliation with First Nations, Metis, and Inuit

School: As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum through continued implementation of Indigenous focused resources, while also promoting indigenous art and literature into the school environment.

HOW WILL WE KNOW WE'RE ON TRACK?

Tracking progress towards these three goals will involve establishing clear metrics and indicators aligned with each objective. By analyzing provincial assessments, student surveys, attendance data, and the quality of report card comments over time, we will assess the impact of our efforts at the school level.

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The Ministry of Education's School Satisfaction Survey results as well as our own site-based student survey will be used to gauge student sense of belonging and safety.

In the classroom, the adoption of UDL principles in lesson planning and assessments, and the continued incorporation of strength-based reporting in student evaluations is expected to yield an increase in student engagement. Further, we will monitor and record attendance data, including the Flexible Instructional Times, to track student engagement during these times. Teachers will continue to modify/adapt instruction to meet diverse levels of learning and guide students on how to access available resources. Success would be indicated by improvement in attendance and improved course success rate).

We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honoring the diversity of our student body both in and out of the classroom.

For our second goal, we will examine the representation of diverse backgrounds and cultures in school events and curriculum. Further, examining participation rates of diverse student groups in leadership roles and extracurricular activities. As part of our survey questionnaire, we can include student perceptions of inclusivity and equity among students and staff. Indicators of success would include increased participation and engagement of students from diverse backgrounds in school activities, positive feedback from students and families regarding inclusivity and respect for diversity, and a decrease in disciplinary actions related to discrimination or exclusion.

As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum, while also promoting Indigenous art and literature into the school environment.

For our third goal, we will look at integrating indigenous perspectives and knowledge into the curriculum, and monitor the participation rates and engagement of Indigenous students in cultural and school activities. By doing this, we hope to see an increased sense of belonging and pride among our Indigenous students. One metric to observe is the graduation rate of our Indigenous students, and comparing this with the District's rate. Continuing to expand on our indigenous resources, including updating and expanding our library collection, to represent and reflect the culture of our indigenous students. Another clear indicator of success would be the increase of Indigenous artwork throughout the school.