

2023-2024

School Learning Plan

SCHOOL STORY

Eric Hamber Secondary School currently enrolls 1,547 students in Grades 8 – 12 (135 International students, a District Mandarin Bilingual Program for 45 students, and a District Specified Alternate Program (Challenge Studio) of 150 students). There continues to be an overall increase in the number of new students to the catchment at the end of summer. Our school's five-year August new to catchment trend is as follows: 2019 – 35 students, 2020 – 18 students, 2021 – 31 students, 2022 – 53 students, and 2023 – 41 students.

Eric Hamber is a comprehensive high school emphasizing success for all learners. The school community celebrates student leadership, athletic excellence, participation in the arts, and service to others.

Approximately 16% of the student population has been formally identified as having special needs (a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has exceptional gifts or talents.) Each special needs student is supported with an Individual Education Plan (IEP). These students are fully integrated unless their unique needs indicate they should be educated otherwise. There are four VSB Learning Support Programs at Hamber Secondary: Learning Assistance Junior, Learning Assistance Senior, Learning Assistance Life Skills, and Life Skills. 8% of our students are in English Language Learning (ELL) classes. 2% of our student population is Indigenous.

Year 1 and 2 of our School Plan focused on supporting all learners in reaching beyond previous boundaries in knowledge and experience in a safe, caring, welcoming and inclusive environment, while ensuring they develop and implement plans to successfully transition beyond secondary school. Based on whole staff, department, and small group discussions, our school goals were:

- To enhance students' classroom engagement to improve student success while facilitating students' future citizenship as young adults within their greater community.
- To deepen students' sense of belonging while increasing their community, environmental, and personal responsibility.
- To incorporate Indigenous culture and content in authentic, place-based ways and enhance students' understanding of the First People's principles of learning and interconnections between their community, environment, and ecology curriculum.

Several examples of how we celebrate the VSB Ed Plan goals of student achievement, physical and mental well-being, belonging, equity and reconciliation include:

- Four Hamber student groups applied and were successful in receiving 2023/2024 VSB student Leadership Funds to increase opportunities for student leadership, cross-school gatherings that included:
 - incorporating sugar cane paper in six VSB schools by the end of the 2023/2024 school year (sugar cane paper saves up to 20 kg of greenhouse gas emissions per box of 500 sheets without sacrificing quality or paying more than regular paper)
 - holding a “Spring Fling” school wide student event to further meaningful connections amongst the student body, continue combatting the effects of COVID 19, and promoting school spirit
 - leading a five class Arduino workshop for students who self-identify as female to encourage gender diversity within STEM, the workshops gave students the opportunity to learn the basics of electronics and work with a UBC engineering student (and Hamber alumna)
- A group of students were successful in receiving a 2023/2024 VSB Sustainability Grant to establish a program for effectively recycling soft plastic waste at the school with the hope to improve sustainability in our school community instead of throwing soft plastics into the garbage
- Four student groups received VSB Cultivate Student Project funds to help connect VSB student mentees with community adult mentors dedicated to student sustainability innovative action projects which included:
 - establishing a “Right to Repair Club” at the school for DIY fixes to phones and computers
 - hosting an “Eco Workshop” for children which included sustainable art/craft projects
 - starting a “Saving Grace” community charity to address the UN Sustainable Development Goals locally, over time with a short-term focus on the acute issues prevalent in the community, such as the lack of affordable housing and helping local residents experiencing homelessness
 - hold an “Earth Day Fair” that included guest speakers (EcoBeige, Ocean Ambassadors, Bare Refillery), displays, students clubs (Environment Club, Compassion Club, Helping Hearts Youth Foundation, Ocean’s Club)

In June 2018 the Ministry of Education announced a new, fully replace seismically safer school for Eric Hamber Secondary. The new school has been built next to the existing school on the northwest corner of the school grounds. This is the largest seismic project in the Vancouver School District’s history. The new four-story school is designed to have the same operating capacity of approximately 1,700 students and 120 teachers, support staff, engineering and custodial staff as our current school. The new school includes a City of Vancouver funded and managed 69-space childcare facility on the fourth floor. The new seismically safe building is designed to meet today’s standards for modern learning and is built to Leadership in Energy and Environment Design (LEED) gold standard. Students and staff will move into the new school in September 2024.

A Seismic Project School Advisory Group of staff, students, and parents was formed in October 2018 and worked alongside the Vancouver Project Office on the design-build plans for the new school.

After moving into the new school, the existing school will serve as a swing site for other school seismic upgrade projects. Once the existing school is no longer required the intention is to demolish the present school building and tentatively build a track with a playing field.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

- Applied Design, Skills, and Technology teachers use introductory poll questions to understand students' motivations and interests
- Counsellors observe an increasing number of students struggling with regular school attendance
- English teachers are concerned about students' fatigue, greater interest in Science over Language Arts, and reduced pleasure reading due to pandemic-related factors
- ELL classes have diverse students with varying language levels, cultural backgrounds, and educational experiences
- ELL teachers use standardized assessments and provincial matrices to identify language needs
- Fine Arts teachers find students engaged but struggle with time management and focus related to technology
- Learning Support teachers address mental health needs unrelated to academics
- Some students with learning challenges don't meet formal criteria for a Ministry Designation
- Math teachers analyze student background data and hold one-on-one conferences to address underperformance
- Math Club provides mentorship and enrichment opportunities
- Modern Language classrooms include students of different ages and grades with varying levels of language fluency, some students come from language immersion programs
- Modern Language classrooms have both heritage language students (who learned the language orally at home) and non-heritage language students
- Students take languages for personal interest, university credit, and graduation requirements
- Physical and Health Education teachers note that many students are active in extra-curricular pursuits
- PHE department members also note a growing number of students who are socially and physically risk-averse, have limited awareness of boundaries, hesitant to take responsible risks, are active and enjoy physical activity, and have high expectations but struggle with commitment
- Highly motivated science students aim for university programs in science and math
- Increased participation in science-related clubs and contests
- Positive results in the Vancouver District Science Fair
- More students registering for physics contests:
 - CAP exam: 14 students (2024) from 5 students (2023)
 - SIN exam: 16 students (2024) from 6 students (2023)
 - Physics Bowl: 14 students (2024) (first-time participation)
- Growing participation in STEM-related activities:
 - UBC Physics Olympics: 29 students (2024) from 21 students (2023)
 - Canadian Satellite Design Challenge (CanSat): 21 students (2024) from 5 students (2023)
 - Kwantlen Science Challenge: 26 students (2024) (first-time participation)

2023/2024 Ministry of Education Grade 12 School Student Learning Survey data indicated the following:

“I am satisfied that in school I am learning basic reasoning skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	8%	21%	52%	12%	2%

“I am satisfied that in school I am learning basic social skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4%	10%	17%	47%	18%	1%

“Is school a place where you feel you belong?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
1%	14%	32%	39%	13%	1%

“Do you feel safe at school?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
1%	1%	11%	52%	34%	0%

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

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

- Home Economics teachers discuss healthy eating and physical activity with students
- ADST teachers use the “fingers to five” technique to check students’ overall well-being
- Counsellors collaborate with various support services (SACY, health professionals, school liaison officer) to address student needs
- 26 Grade 12 Peer Counsellors support 275 Grade 8 students through mentorship
- English teachers encourage sustained silent reading and nature walks for well-being
- English teachers utilize journal writing, identity projects, and flexible seating to foster community
- ELL teachers prioritize student mental well-being and normalize discussions about mental health
- All teachers work to build one-on-one relationships with vulnerable students
- Fine Arts teachers connect learners to themselves and others through self-reflection, self-expression, and collaborative projects
- All Fine Arts subject areas integrate literacy and geometry, with Music emphasizing numerical concepts
- Learning Support teachers enhance literacy skills through targeted paragraph writing and phonics training
- Learning Support teachers improve numeracy skills with individualized programs and accommodations
- Learning Support teachers create dynamic lessons involving movement, sensory rooms, and liaising with outside supports
- Math Department teachers build rapport with students, allowing them to seek help and address unique situations empathetically
- Math teachers offer multiple opportunities for students to demonstrate learning using varied assessment methods
- Math teachers collaborate with parents, counselors, and administrators to support student success and reduce anxiety
- During Lunar New Year the Modern Languages department collaborated with the library, students completed a research project and engaged in calligraphy and paper cutting
- Mandarin language spring couplets with calligraphy were shared across the entire school on classroom doors
- A Japanese cultural celebration invited the entire school to participate
- Physical and Health Education teachers encourage students to recognize the link between physical and mental health and work to enhance social connections to create more opportunities for students to connect with others and their communities
- Science Department teachers create an inclusive environment through clubs, contests, and field trips
- Science teachers act as role models and promote healthy stress management
- Science classrooms integrate curriculum well-being content into classes
- Science Department encourages mindfulness and physical activity using nearby natural spaces such as Oak Meadows and Queen Elizabeth Park
- Science and Math learning often overlap providing extra numeracy instruction and practice

November 2023 Numeracy Assessment 10 results were strong:

	Number Counted	1	2	3	4
School	299	5.35	27.76	44.82	22.07
District	1,933	8.79	29.13	39.27	22.66
All Public	14,022	16.19	37.13	34.37	11.69
Province	17,022	14.63	35.44	36.11	13.27

January 2024 Literacy Assessment 12 results were strong:

	Number Counted	1	2	3	4
School	268	.75	8.21	61.94	29.10
District	1,802	1.44	14.21	62.71	21.53
All Public	13,555	2.54	20.89	60.72	15.66
Province	17,238	2.60	19.25	60.12	17.78

2023/2024 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills). “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
19%	20%	26%	26%	4%	3%

“At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4%	8%	19%	53%	12%	0%

“How would you describe your mental health?”

Excellent	Very Good	Good	Fair	Poor	Don't know	No Answer
8%	15%	31%	21%	12%	4%	5%

“How would you describe your physical health?”

Excellent	Very Good	Good	Fair	Poor	Don't know	No Answer
14%	26%	28%	12%	10%	1%	5%

Improve equity

- No pre-requisites for ADST classes; learners of all levels are welcome
- ADST junior and senior combination classes promote learning from peers during project development
- Grade Counsellors connect students facing economic insecurity, trauma, and mental health struggles with Vancouver’s Cinderella Project for graduation attire and compassionate support fostering inclusivity, diversity, and equity
- English Department uses texts by diverse writers to address issues of diversity and inclusion
- Teachers provide laptops for students with writing output issues or no personal devices
- Teachers collaborate with Skills and Resource teachers for students with Individual Education Plans (IEPs)
- Teachers address negative remarks promptly, ensuring students feel heard
- ELL teachers encourage cultural projects and accommodate diverse learning needs
- Fine Arts Teachers recognize multi-level abilities and differentiate lessons for individualized learning plans
- Teachers ensure attention, focus, and support for all students
- Teachers remove financial barriers to participation
- Learning Support Teachers care for individual student well-being and provide accommodations
- Math Teachers adjust deadlines and schedules to accommodate student needs
- Modern Languages department members encourage students to find similarities between their own culture and the target language they’re learning helping to foster connections that bridge cultural gaps
- Modern Language teachers encourage peer support, where students with different strengths help each other with their learning
- Physical and Health Education teachers work to provide access for all and remove barriers to participation (for example, more relaxed PHE strip requirements, change in format of fitness assessment, prioritizing participation over skill)
- Science Teachers use Universal Design for Learning and support exceptional students
- Organize conferences and mentorship programs for women and non-binary learners
- UBC and Tundra Technical Solutions hosted these Science STEM mentorship programs

2023/2024 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning to understand and support human rights and diversity.”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don’t Know
2%	6%	15%	50%	18%	5%

“At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know	No Answer
56%	20%	12%	3%	1%	1%	3%

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

- Woodworking teachers are incorporating First Nations techniques like wood carving and steam bending
- Woodworking students participated in the First People’s Festival, sharing their learning experiences
- Regular meetings involving administrators, counselors, Indigenous Education staff, and teachers assess Indigenous student progress adjustments are made to better support Indigenous learners
- Every formal meeting, assembly, or event begins with an Indigenous Land Acknowledgment
- English First Peoples 10 and 12 courses have strong student enrollment
- Indigenous voices and texts are integrated into English Language Arts classes Grades 8 through 12
- ELL teachers engage students with First Nations stories and poems, comparing experiences across countries
- New materials from Indigenous perspectives enrich the ELL department’s resources
- Fine Arts teachers collaborate on projects around truth and reconciliation highlighting the First Peoples Principles of Learning
- Knowledge keepers are invited to work with learners
- Math teachers use resources designed by the First Nations Education Steering Committee and First Nations Schools Association
- Within the Modern Languages department teachers are utilizing a variety of resources, including Indigenous legends, to enrich language learning experiences, reading Indigenous picture books in the target languages
- Modern Language teachers are deepening their awareness of the First Peoples Principles of Learning and incorporating these principles into their daily teaching practices
- Physical and Health Education teachers invited Ray McKeown (Metis Elder working at Byng) to Hamber – he brought Indigenous games and activities to PHE classes, and the department welcomed him back this Spring - Ray brought a new perspective on movement and games for our student, teaching risk-taking (competing vs winning) and games based on survival and connections to animals and play
- Physical and Health Education department continues to acknowledge Indigenous ways of learning and knowing in an authentic manner within their curriculum and supports learning as a collective, highlighting the role of the individual within the group, identifying this as an important aspect of traditional Indigenous ways of learning and knowing
- PHE department members are also expanding their resource base to include materials from Indigenous sources, such as the First Nations Health Authority wellness wheel
- Science teachers incorporate Indigenous knowledge, such as exploring cedar’s anti-microbial properties

2023/2024 Ministry of Education School Grade 10 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know	No Answer
1%	4%	31%	27%	29%	2%	2%

2023/2024 Ministry of Education School Grade 12 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
1%	1%	25%	41%	31%	0%	0%

2023/2024 Ministry of Education School Parent Student Learning Survey data indicated the following:

“At your child’s school, are students being taught about local First Nations?”

Yes	No	Don't Know	No Answer
47%	14%	33%	4%

HOW WILL WE KNOW WE'RE ON TRACK?

- Applied Design, Skills, and Technology teachers showcase student learning through large-scale events like the Fashion Show, Student Agenda Design Contest, and Yearbook
- Review Ministry of Education and Childcare Numeracy and Literacy Assessment data
- Review Ministry of Education and Childcare Student Learning Survey data from students and parents
- ELL teachers monitor attendance, English proficiency improvements, timely promotions, and students' sense of belonging
- Fine Arts teachers gather student surveys, observe class atmosphere, and listen to parents' feedback
- Fine Arts teachers meet regularly as a department to address strengths, areas for growth, and solutions
- Learning Support teachers review reading assessments, numeracy data, and student reports informs support strategies
- Math teachers collect data on elective math course requests, completions, drops, and achievement spreads
- Math teachers monitor student engagement and track discussed students' success in later math courses
- Modern Language teachers measure success when alumni return with stories of taking university courses in the target language reflecting a lasting impact of their language education
- Modern Language teachers note students continuing to take language courses based on personal interest, not just university requirements
- Physical and Health Education teachers will continue to track student participation in class, through extracurricular activities, intramurals, and engagement during FIT as well as the overall enrolment in senior PHE classes
- Science teachers carefully track class enrollment and observe attrition rates in senior sciences
- Science department members consider requests for new science classes to assess interest