DAVID THOMPSON
SECONDARY SCHOOL

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.

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.

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.

School Learning Survey

The recent school learning survey results (2023/2024) show that our school is performing above the district average in several key areas. A random sampling of questions related to student experience—such as feeling welcome, feeling safe, understanding assessment criteria, and developing critical thinking—revealed consistently higher favorable responses from our students. For example, 78.7% of our students reported feeling welcome at school compared to 70% district-wide, and 84.1% felt safe versus the district's 77.5%. Similarly, our school scored 64.1% on understanding how work is marked (district: 59%) and 60.4% on learning to be a critical thinker (district: 48.3%). While these results are encouraging and reflect positively on our school climate and instructional practices, they also highlight that there is still important work to be done. Our goal remains to ensure that even more students feel supported, safe, and engaged in their learning journey. In the Fall of 2025, we will receive our 2024/2025 results.

Comparison of School vs District Survey Results
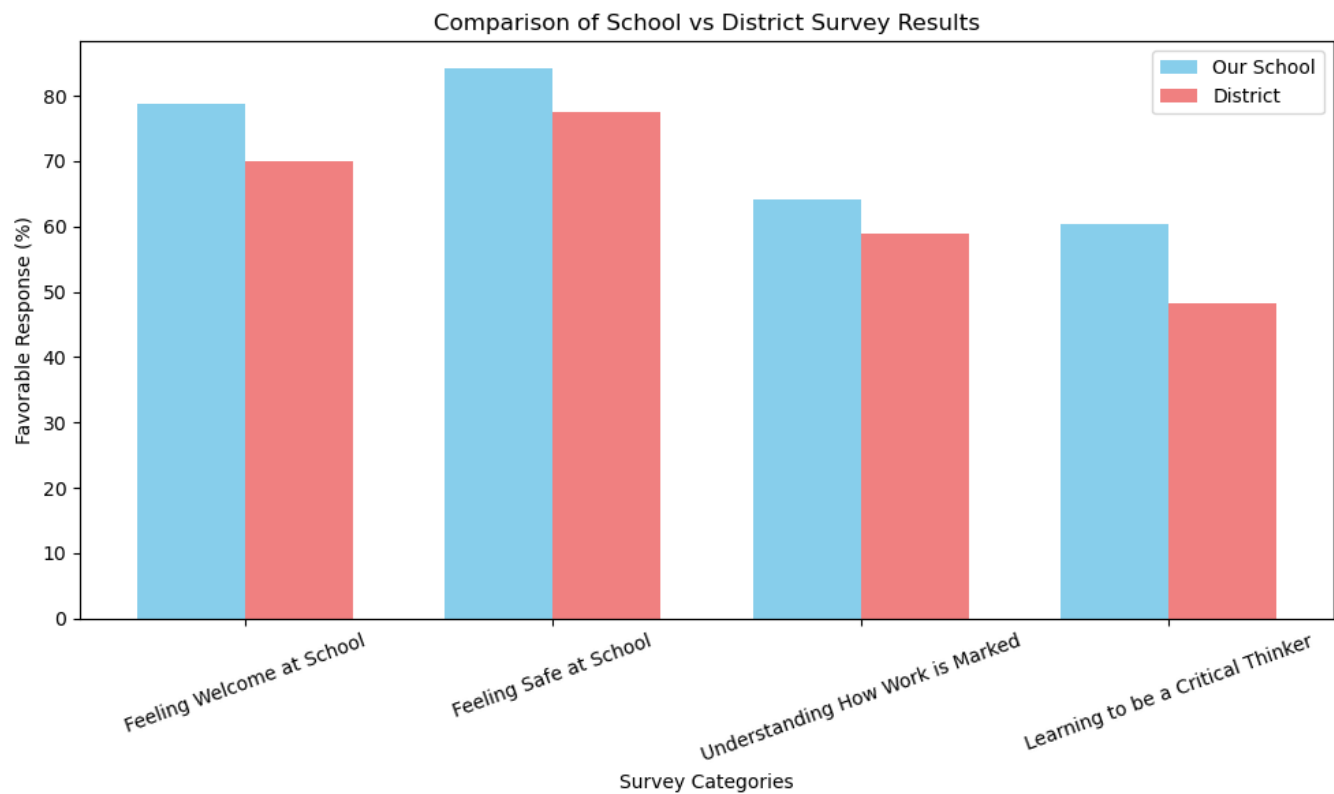
Attendance Data

After analyzing our attendance data for the current year and comparing it to the 2023-2024 school year, we find the following results:

| Metric	2023–2024	2024–2025	Change
Total Students	1,350	1,400	+50
Total Absent Periods	65,200	65,290	+90
Average Absent Periods per Student (Year)	48.30	46.64	**-1.66**

Despite a slight increase in total absences (+90 periods), the average number of absences per student has decreased. This suggests a modest improvement in overall student attendance in 2024-2025. The drop of 1.66 periods per student per year may reflect the impact of engagement strategies, flexible instructional time, or improved school climate.

Flexible Instructional Time Data

It is difficult to track overall attendance patterns with FIT using the MyWeekly Planner app; however, we are able to isolate certain days and compare them from one year to the next.

For example, a random sampling of attendance data for the following dates retrieved the following results:

Date	2024	2025
May 1	800	1300
May 5/6	843	1102
November 5/7	662	1243
February 10/12	945	1060

Student FIT Time Attendance (Plan Entries)
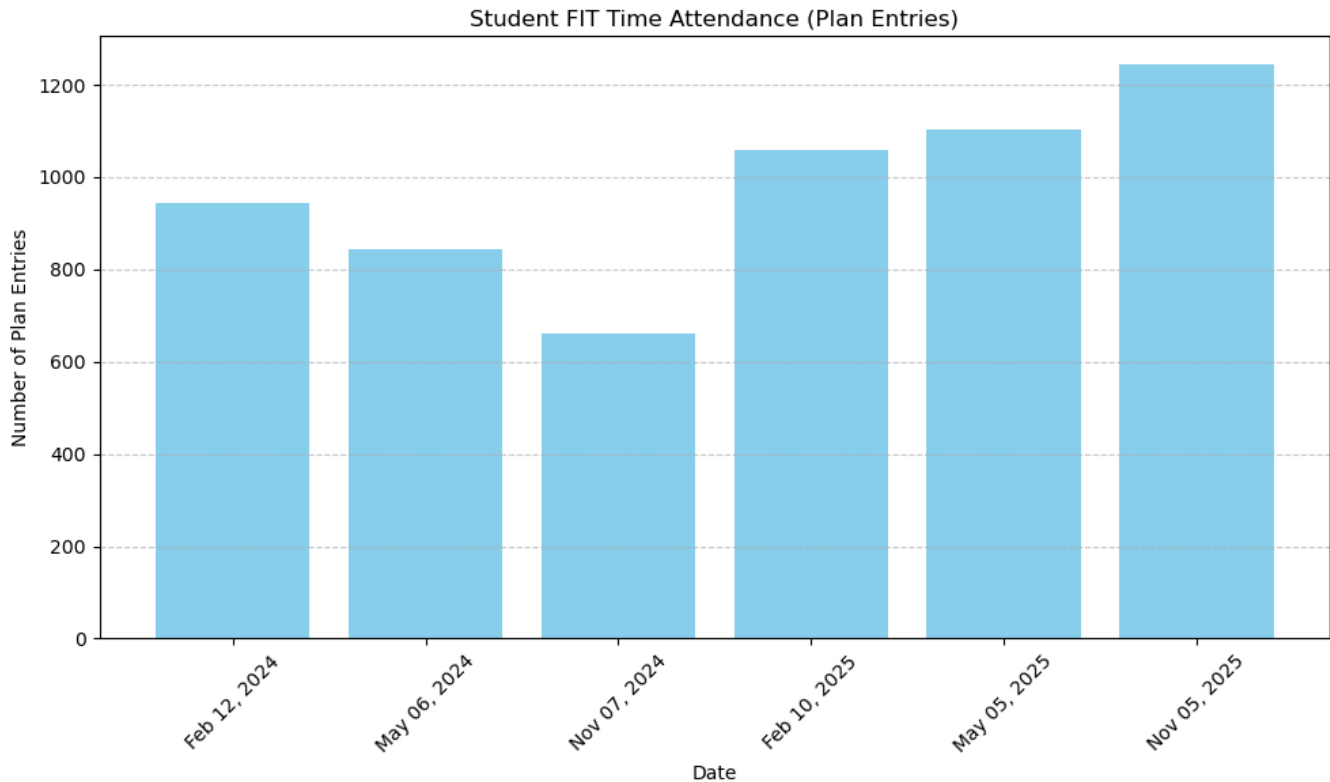
This consistent growth across similar timeframes from one year to the next suggests that students are becoming more proactive and consistent in planning their FIT time. The sharp rise in November 2025, in particular, may reflect improved communication, scheduling systems, or student motivation.

While these results are encouraging, the dip in November 2024 indicates that engagement can fluctuate, and continued efforts are needed to maintain and build on this momentum. Strategies such as targeted reminders, student-led planning initiatives, and teacher support could help further increase participation and ensure all students are making the most of their flexible instructional time.

Despite the improvement in attendance, the next step is ensuring that students are using this time effectively and purposefully. Anecdotal feedback from staff yielded the following responses and suggestions:

FIT time is underutilized by many students

- A significant portion of students (especially in grades 8-10) are using FIT for socializing, gaming, or wandering the halls rather than engaging in academic or productive activities.
- Some students do not sign up in advance, and some only attend to avoid being marked absent.
- There's a general perception that FIT is treated as a free block rather than a structured support period

Some Students Use FIT Effectively

- A small but notable group of students consistenly use FIT for academic catch-up, project work, or extra-curriculars like band or recycling club
- These students don't need reminders and benefit from the flexibility FIT offers
- Teachers appreciate when FIT is used for focused support or enrichment

Need for Structure, Accountability, and Supervision

- Teachers express a desire for clear expectations, better attendance tracking, and follow up on student participation
- Suggestions include offering structured lessons, limiting sign up to current students, and increasing staff presence in hallways to reduce disruptions
- While the sign up system is seen as a good accountability tool, it needs better enforcement and consistency

Based on the feedback and data collected the school will refine the FIT time structure by enhancing the sign up process, reinforcing student accountability, and setting clear expectations for academic engagement. These adjustments aim to ensure FIT as a purposeful and supportive time for all learners.

Student Engagement

Through staff feedback and reflection, we were able to identify the following actions that contributed to enhanced student engagement and achievement:

- o Universal Design for Learning (UDL) implemented to offer students multiple ways to demonstrate understanding and access content
    - Flexible Assessment Formats: verbal, written, and creative options to accommodate diverse learning styles.
    - Extra time and alternate assessment formats (verbal, written, creative) offered to all students.
    - Use of multimodal instruction (oral, visual, kinesthetic) to meet diverse learning needs
- o Differentiated instruction and collaboration with Learning Assistance to ensure that students with exceptional needs receive targeted support
- o Use of Microsoft Teams for self-paced learning and assignment tracking.

- Individualized assessment, daily check-ins, and student self-assessments.
- ELL-integrated lessons combining reading, writing, speaking, and listening with science-based inquiry.
- Use of formative and summative assessment across all departments
- Monitoring Tools – MyEdBC attendance data and FIT Time attendance data
- Course success rates
- Ministry and Site-based student surveys
  - Satisfaction Survey
  - DT (school-based) Student Survey

Counselling Department

Our counselling service plays a key role in supporting student well-being, engagement, and equity. Indicators of success include increased student participation in mental health awareness events (eg. Here4Peers workshops, Pink Shirt Day, Mental Health Awareness Week, the PHE 8-10 curriculum), utilization of counselling services, and positive feedback from students and families.
Counselors contribute to a safe and inclusive school culture by offering culturally responsive support, open-door access, and proactive programming such as new student orientations, empathy building workshops, and community resource referrals. Events led by our New Faces Leaders like pumpkin carving and Spring Trek help foster belonging and continuity.

We also monitor the impact of counseling initiatives through student self-reflection, feedback from parent meetings, and participation in educational presentations (ex: White Hatter Cyber-Bullying and Awareness, Early Psychosis, BC Lions Be More Than a Bystander, and Blush). All these efforts support our goals of equity, mental well-being, and reconciliation by creating a supportive, non-punitive environment where all students feel heard and valued.
Frequent communication with families of students who struggle to attend consistently; meeting with families to understand obstacles to attendance.

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.

Indicators & Examples:

- **Representation in Curriculum & Events:**

- o "Mapping Your Heritage, Celebrating Your Culture" - each student conducted a deep dive into their personal stories and cultural histories, culminating in a school-wide sharing event. This activity fostered a sense of pride, belonging, and cross-cultural understanding across the student body. Every student had the opportunity to put a pin on a world map to show the diversity of the DT student and staff body.
- **Inclusive Practices:**
  - o Pronoun options honored in classroom activities.
  - o Language activities that invite students to share traditions and celebrations.
  - o Reflections on multiculturalism and respectful representation
- **Equity in Access:**
  - o Online resources for flexible learning.
- **Student Engagement and Participation:**
  - o Student participation in clubs and athletics is a key indicator of student engagement
  - o Student Council tracks participation in events like Thompsons Got Talent, Student Carnvials, etc
- **Monitoring Tools:**
  - o Participation rates of diverse student groups in leadership and extracurriculars
  - o Survey questions on inclusivity and equity
  - o Feedback from students and families
  - o Reduction in disciplinary actions due to discrimination

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.

- **Curriculum Integration**:
  - o Posters of First Peoples Principles of Learning displayed in all classrooms
  - o Indigenous literature used departments
- **Experiential Learning**:
  - o Field trips to the Museum of Anthropology to learn from Indigenous voices.
  - o Class discussions and action plans around Truth and Reconciliation, Red Dress Day, and Orange Shirt Day.
  - o School-wide activity held for Red Dress Day, fostering awareness and honouring Missing and Murdered Indigenous Women, Girls, and Two-Spirit people (MMIWG2S)

OUR VSB

- **Language & Cultural Connections**:
    - o Strong Nations reading materials used to explore Indigenous legends and values.
    - o Students draw parallels between Indigenous languages and their own, fostering cross-cultural understanding.
- **Cultural Visibility and Community Engagement**
    - o As part of our efforts to increase indigenous representation and cultural presence in our school, we have a house post project currently underway. This initiative was intended to be accompanied by learning activities and community engagement around its installation this year; however, the project has been temporarily delayed as the artist work to procure a suitable log. We remain committed to supporting this meaningful addition to our school and will resume planning educational and cultural activities once the project progresses.