



2025-2026

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 2025, we are projecting to have 1,450 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, GOLD (formerly known as EXEC), 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. Newcomers 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:

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

By fostering a supportive and inclusive school environment that prioritizes student well-being and mental health, and by implementing targeted strategies to enhance literacy and numeracy instruction, we aim to improve overall student success. Progress will be measured through improvements in student wellness indicators and by achieving literacy and numeracy outcomes that meet or exceed the District average.

Improve equity

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.

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

As part of our school's reconciliation journey, we will increase the sense of belonging, engagement, and academic success for our Indigenous learners. At the same time, we will foster respect, empathy, and understanding among all students by meaningfully integrating Indigenous ways of knowing and being into the curriculum. This will be supported through the continued use of Indigenous-focused resources and the celebration of Indigenous art, literature, and cultural practices throughout the school environment

HOW WILL WE KNOW WE'RE ON TRACK?

Goal #1:

Student Wellness Indicators

- Student surveys (ex: school learning survey, student focus group)
- Counselling and support service usage (ex: number of students accessing mental health supports)
- Attendance and punctuality (improved attendance can reflect better well-being)
- Behavioral data (ex: reduction in office referrals, suspensions, or conflict incidents)

Literacy and Numeracy Outcomes

- Schoolwide assessment data (ex: student surveys, district school learning survey, etc)
- Comparison to district averages in literacy and numeracy
- Growth over time in reading levels, writing samples, and math benchmarks
- Targeted intervention tracking (ex: number of students receiving support and their progress)

School Climate and Engagement (monitor how inclusive and supportive the school feels)

- Results from School Learning Survey
- Participation in school activities and clubs
- Feedback from student focus groups

Staff and Instructional Practices

- Participation in mental health literacy and inclusive instruction
- Teacher reflections or self assessments on inclusive and trauma informed practices
- Classroom observations or peer reviews focused on student engagement and support

Tracking Progress

- Set baseline data and yearly targets
- Use student and staff voice to guide adjustments

Goal #2:

Curriculum & Instruction

- Integrate diverse voices into lessons across subjects (ex: literature from various cultures, historical perspectives from marginalized groups)
- Use inclusive teaching materials that reflect the range of identities cultures, and experiences.
- Offer professional development on culturally responsive pedagogy and anti-bias education

School Events and Celebrations

- Host multicultural events such as heritage months, cultural fairs, or international food days
- Celebrate identity days (ex: Pride month, Black History Month, Lunar New Year, Indigenous peoples Day, etc)
- Invite guest speakers from diverse backgrounds to share their stories and expertise

Student Voice and Leadership

- Create or support student equity clubs (ex: GSA, multicultural club, anti-racism group)
- Encourage student lead initiatives that promote inclusion and cultural awareness
- Conduct student surveys to understand their experiences and needs related to equity and belonging

School Environment

- Display inclusive visuals (ex: flags, posters, student artwork) that reflects the diversity of our community
- Create safe spaces for students to express their identities and experiences
- Ensure school policies (ex: dress codes, disciplinary practices) are equitable and inclusive

Family and Community Engagement

- Host multilingual family nights or cultural potlucks to build community
- Translate communications into the home languages of families
- Partner with local cultural organizations to bring in resources and support

Monitoring and Reflection

- Track participation in school events in leadership roles by demographic groups
- Review discipline and achievement data for equity gaps
- Reflect regularly as a staff on progress toward your equity goals

Goal #3:

Student Voice and Experience

- Surveys or focus groups with indigenous students to assess:
 - sense of belonging and safety
 - engagement in school activities and learning
 - perceptions of cultural representation and respect
- Feedback from non-indigenous students on their understanding of indigenous histories, cultures, and perspectives

Academic Success Data

- Track academic achievement of indigenous students over time (ex: course completion rates, literacy/ numeracy scores, graduation rates)
- Monitor attendance and engagement data for indigenous learners

Curriculum and Instruction

- Audit classroom practices to see how often indigenous ways of knowing are integrated
- Track use of indigenous focused resources (books, guest speakers, land-based learning, etc)
- Teacher self-assessments or reflections on culturally responsive teaching practices

School Environment and Culture

- Visibility of indigenous culture in the school (ex: art, signage, land acknowledgments, events)
- Participation in cultural events (ex: Orange Shirt Day, Red Dress Day, Truth & Reconciliation Day, etc)
- Partnerships with indigenous communities and Elders

Professional Development

- Staff participation in professional development related to indigenous education and reconciliation
- Reflections and action plans from staff and how they are applying their learning

Reflections/Summary June 2026

Goal #1: *By fostering a supportive and inclusive school environment that prioritizes student well-being and mental health, and by implementing targeted strategies to enhance literacy and numeracy instruction, we aim to improve overall student success. Progress will be measured through improvements in student wellness indicators and by achieving literacy and numeracy outcomes that meet or exceed the District average.*

Relationship-based and emotionally responsive teaching

Relationship-based and emotionally responsive teaching was evident across academic and elective courses through daily check-ins, open-door classrooms, non-judgmental conversations, restorative dialogue, and responsive adjustments to student emotional needs. These practices strengthened belonging, supported mental health, and created safe, caring learning environments for all students.

Safe, welcoming physical spaces

Safe, welcoming physical spaces were created through open-door classrooms, supervised Learning Commons access throughout the day, redesigned accessible seating zones, supportive program rooms, and inclusive visual displays. These environments provided students with calm, predictable, and caring spaces that strengthened belonging and well-being.

Learning Commons

The Learning Commons created safe, welcoming physical spaces by redesigning the layout to improve sightlines and accessibility, offering multiple seating zones for different comfort levels, expanding supervision throughout the day, and curating inclusive visual displays. These changes transformed the Learning Commons into a calm, predictable, and inclusive hub where students feel safe, supported, and connected.

- Creation of two fully functional classroom spaces in the Learning Commons
- Expanded digital access
- Modernized, relevant collection

Extracurricular and place-based learning

Extracurricular and place-based learning strengthened student engagement through field trips, outdoor learning activities, clubs, workshops, author talks, and Learning Commons programming. These experiences connected students to community, culture, and environment

while supporting well-being and belonging (ex: students sketching plants during outdoor art sessions, visiting local cultural centres, Holocaust museum, etc)

Mental health literacy and SEL practices

Mental health literacy and SEL practices were evident across academic and elective courses through daily check-ins, reflective journaling, film-based discussions, Mental Health Week activities, pre-assessment SEL routines, and open-door support spaces. These practices normalized conversations about mental health, reduced student stress, and strengthened emotional well-being across the school.

Goal #2: 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.

Celebration of cultural identity and diversity

We celebrated cultural identity and diversity by highlighting cultural heritage through Learning Commons displays, encouraging students to share family traditions and personal stories in classroom activities, and integrating music, art, literature, and media from diverse cultures into everyday learning. These practices ensured students saw their identities reflected and valued across the school environment. Culturally responsive assignments

Culturally Responsive Assignments

In our ELL classes, students were encouraged to use reflective journals to express personal stories, emotions, and cultural experiences, including writing in their home language when helpful

Core Competencies as equity tools

Core Competencies served as equity tools by allowing students to demonstrate their learning through culturally relevant, identity-affirming tasks. Students encouraged to find examples from their personal lives and interests as opposed to just curricular links and examples. This is evident when a grade 8 student wrote about their favourite Punjabi artist and how they connected through shared cultural experiences (Personal & Social Core Competency).

Representation embedded across courses

By integrating diverse authors, artists, cultural perspectives, and lived experiences into everyday instruction (studying Punjabi musicians, Indigenous storytellers, and global creators whose identities reflect the diversity of our school community)

Accessible, flexible Learning Commons spaces

The Learning Commons redesign created accessible, flexible learning spaces by removing large stacks to improve sightlines, adding multiple seating zones, expanding the computer lab to 30

devices, and keeping the space open and supervised throughout the day. These changes ensure all students have equitable access to safe, inclusive, and adaptable learning environments.

Goal #3: As part of our school's reconciliation journey, we will increase the sense of belonging, engagement, and academic success for our Indigenous learners. At the same time, we will foster respect, empathy, and understanding among all students by meaningfully integrating Indigenous ways of knowing and being into the curriculum. This will be supported through the continued use of Indigenous-focused resources and the celebration of Indigenous art, literature, and cultural practices throughout the school environment.

Indigenous representation in Learning Commons collection

The Learning Commons strengthened Indigenous representation by curating a dedicated section of Indigenous authors, storytellers, and artists. Students accessed novels, picture books, graphic texts, and non-fiction resources that reflected First Nations, Métis, and Inuit voices, ensuring Indigenous perspectives were visible and valued throughout the school environment.

Authentic integration of Indigenous Ways of Knowing

Teachers embedded Indigenous Ways of Knowing and Being into academic and elective courses through land-based activities, reflective practices, and learning tasks grounded in community, relationship, and place. For example, classes explored Indigenous art and storytelling to deepen understanding of belonging, identity, and connection to land.

Holistic, relational practices

Staff used relational, holistic approaches that align with First Peoples Principles of Learning, such as slowing down instruction, creating space for reflection, and centering care and connection. These practices helped students feel grounded, supported, and emotionally safe, particularly Indigenous learners who benefit from relational teaching.

Land-based and place-based learning

Students engaged in place-based learning by spending time outdoors, observing natural textures, plants, and forms, and using these experiences in reflective writing, art, and identity-based activities. These practices connected students to land and community while honouring Indigenous pedagogies.

Graduation Assessments Data Analysis (2025–2026)

Numeracy 10 – Decline Consistent with District Trend, but Gap Narrowed

Both David Thompson and the District experienced a 10-percentage-point decline in Grade 10 Numeracy results; however, the gap between DT and the District decreased, indicating a slight improvement in numeracy performance relative to the District, even within a year of overall decline.

To support further improvement:

- The Numeracy 10 Assessment will move from the January window to the April window next year, providing students with more instructional time and practice.

Literacy 10 – Improvement

Vretta data shows 73.6% Pro/Ext, an increase from last year. This reflects stronger literacy foundations, enriched resources, and positive impact from the Literacy & Numeracy pre-assessment activities.

Literacy 12 – Significant Growth

DT improved from 82% to 87.5% Pro/Ext, nearly matching the District average (87.7%). This demonstrates strong senior-level instruction, effective scaffolding, successful enrichment initiatives, and positive impact from the Literacy & Numeracy pre-assessment activities.

2024-2025 Graduation Assessments Data

Numeracy 10 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
▲					
David Thompson Secondary	288	168	120	58.3	63.3

Literacy Data

Literacy 10 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
▲					
David Thompson Secondary	307	22 1	86	72.0	76.1

Literacy 12 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
▲					
David Thompson Secondary	275	228	47	82.9	84.6

2025-2026 Graduation Assessments Data

Literacy 10 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
David Thompson Secondary	9	0	9	0.0	79.6

Since the Literacy 10 assessment was recently completed, the Ministry hasn't posted our school percentage on their website; however, looking at the data from our individual scores we are able to extract that DT received a score of 73.6% which is an improvement on last year's score. This will be confirmed once the Ministry site has been updated.

Numeracy 10 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
David Thompson Secondary	279	135	144	48.4	53.8

Literacy 12 Results

School Name	Total	Pro Ext	Eme Dev	School % of Pro/Ext	District % of Pro/Ext
▲					
David Thompson Secondary	240	210	30	87.5	87.7