



2025-2026 School Learning Plan

SCHOOL STORY

Eric Hamber Secondary School is a dynamic and inclusive learning community that will welcome approximately 1,700 students in Grades 8–12 for the 2025–2026 school year. Our school offers a wide range of academic and enrichment programs designed to prepare students for success in post-secondary education and beyond. We are proud to host a District Mandarin Bilingual Program, a District Specified Alternate Program (Challenge Studio), and a vibrant International Student Program.

In September 2024, we moved into a state-of-the-art, seismically safe school building—the largest seismic replacement project in the history of the Vancouver School District. Designed in consultation with the Musqueam people, whose traditional, ancestral, and unceded territory the school resides on, the building reflects a deep respect for Indigenous culture and place-based learning. A striking five-metre (16-foot) female welcome figure by Musqueam artist Brent Sparrow stands at the entrance, symbolizing respect, recognition, and connection to the land.

Inside, the atrium features the intricate weavings of Debra Sparrow, whose work surrounds students with a sense of care and belonging. These weavings have become a daily reminder of our shared responsibility to uphold Indigenous perspectives and values in our learning community.

Now, after a full year in our new facility, we have seen how the building itself supports our goals of connection, collaboration, and community. Flexible learning spaces have enabled more interdisciplinary and student-led learning. Common areas have become hubs of activity, where students gather, share ideas, and build relationships. The building’s design has helped foster a stronger sense of belonging and pride among students and staff alike.

Our School Learning Plan is now in its third year, and we continue to align our goals with the Vancouver School Board’s Education Plan. This year, we have deepened our focus on:

- **Enhancing student engagement** through inclusive, student-centered learning that supports academic success and prepares students for active citizenship and post-secondary pathways.
- **Strengthening belonging and community** by creating inclusive spaces, celebrating student voice, and fostering relationships across grades, cultures, and programs.

- **Embedding Indigenous knowledge and perspectives** in authentic, place-based ways that reflect the First Peoples Principles of Learning and our ongoing relationship with the Musqueam people.

We are proud of the progress we've made this year, including:

- **New student-led initiatives** that promote inclusion, mental wellness, and cultural celebration.
- **Expanded mentorship programs** connecting younger students with senior peers and community role models.
- **Collaborative projects** that bring together students from different programs—such as STEM, Fine Arts, and Career Education—to solve real-world problems.
- **School-wide events and traditions** that build spirit and reflect our diverse community, including cultural celebrations, sustainability fairs, and student showcases.

We are also grateful for the continued support of our Parent Advisory Council (PAC) and alumni association, who contribute to student success through mentorship, scholarships, and community partnerships.

At Eric Hamber, we are committed to preparing students not only for graduation, but for lifelong learning, global citizenship, and meaningful post-secondary opportunities. Our new building, diverse programs, and strong sense of community make Hamber a place where students thrive—socially, emotionally and academically.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Eric Hamber Secondary School, our community of learners is diverse, motivated, and increasingly engaged in both academic and extracurricular pursuits. Across departments, we observe a student body that is:

1. Academically Motivated and Passionate

- Many students demonstrate a strong interest in science, math, and technology, often influenced by family backgrounds in related fields.
- There is a growing trend of students enrolling in multiple science and math courses, participating in clubs, and competing in external contests (e.g., Physics Olympics, CanSat, Math Competitions).
- New course offerings such as AP Biology and Forensics 12 have seen full enrollment, indicating a demand for advanced and specialized learning opportunities.

2. Diverse in Background and Learning Needs

- Our learners come from a wide range of socio-economic, cultural, and linguistic backgrounds

- We support students with a variety of disabilities and/or diverse abilities and English Language Learners.
- The student population is dynamic, with a wide spectrum of personal objectives after graduation.

3. Reflective and Goal-Oriented

- Teachers use a variety of assessment tools early in the term (e.g., written/oral responses, observations) to establish baselines and tailor instruction.
- Students engage in self-evaluations and goal setting, particularly in English and Applied Design, Skills, and Technology, fostering ownership of their learning journey.
- One-on-one conferencing and pre-reporting interviews are common practices to provide personalized feedback and support.

4. Socially Connected and Seeking Belonging

- Students value peer connection and often choose to be in class for social engagement.
- Clubs and extracurriculars (e.g., Science Experiment Club, Math Club—the largest in the school) are thriving, indicating a desire for community and enrichment beyond the classroom.

5. Navigating Challenges with Resilience

- Students demonstrate resilience, though some struggle with risk-taking, boundary-setting, and self-regulation.
- Teachers observe that, while students are committed to achieving high standards, some are still developing the confidence and resilience needed to embrace challenges, take responsible academic and social risks, and learn from setbacks.

6. Supported Through Collaborative Practices

- Departments engage in regular collaboration to share student assessment data, discuss learning needs, and coordinate support strategies.
- Teachers engage ongoing communication with families ensure continuity of care and early intervention.

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.

1. Literacy: Enhancing Comprehension, Expression, and Critical Thinking

Eric Hamber is committed to improving literacy by embedding reading, writing, and communication skills across all disciplines, with a focus on equity, engagement, and real-world relevance.

Key Strategies:

- **Disciplinary Literacy:** Teachers integrate subject-specific vocabulary and communication strategies to deepen understanding (e.g., scientific writing, historical argumentation, reflective journaling).
- **Critical Media Literacy:** Students evaluate digital sources, including social media, for bias and credibility, fostering informed citizenship.
- **Reading and Writing Across the Curriculum:** All departments use strategies like inferencing, annotation, and peer feedback to support comprehension and expression.
- **Literacy Interventions:** Targeted support for struggling readers and writers through Learning Support Services and ELL programming.
- **Celebration of Literacy:** Initiatives like Poetry in Voice, student publications, and author visits promote a culture of reading and writing.

2. Numeracy: Building Confidence and Real-World Application

Numeracy development at Eric Hamber emphasizes both foundational skills and applied problem-solving across disciplines.

Key Strategies:

- **Cross-Curricular Numeracy:** Math and Science collaborate on real-world applications (e.g., trigonometry in physics, data analysis in biology). Social Studies integrates statistics to support inquiry.
- **Arts and Numeracy:** Music and visual arts reinforce mathematical concepts like rhythm, symmetry, and spatial reasoning.
- **Applied Skills:** ADST and Physical and Health Education use budgeting, measurement, and data tracking to connect math to everyday life.
- **Instructional Innovation:** Use of whiteboards, collaborative problem-solving, and technology tools to enhance engagement.
- **Targeted Support:** Math tutorials, peer tutoring, and differentiated instruction ensure all learners can access numeracy content.

Impact Goal: Improve student performance on the Numeracy Assessment by increasing the number of students achieving higher on the four-point scale.

3. Physical and Mental Well-Being: Supporting the Whole Student

Eric Hamber fosters a safe, inclusive, and health-promoting environment that supports both physical and mental well-being.

Key Strategies:

- **Physical Health:**
 - PHE emphasizes lifelong fitness through goal setting, fitness tracking, and inclusive activities.
 - Outdoor learning and movement-based strategies (e.g., dance, Total Physical Response (TPR)) across physical health education classes.
 - Home Economics and ADST promote healthy habits through ergonomics, nutrition, and safety.
- **Mental Health:**
 - Staff model self-care, offer flexible deadlines, and incorporate mindfulness and brain breaks.
 - English and Arts use journaling and creative expression to build emotional resilience.
 - Counsellors provide regular check-ins and access to support student self-awareness and regulation.
 - Counsellors and staff use trauma-informed practices ensure students feel supported.

Impact Goal: Increase student-reported well-being on Student Learning Surveys and reduce extended absenteeism.

4. Belonging: Creating a Connected and Inclusive School Community

A strong sense of belonging is essential for student success. Eric Hamber builds community through inclusive practices, representation, and meaningful relationships.

Key Strategies:

- **Inclusive Curriculum:** Courses reflect diverse voices and identities, helping students see themselves in their learning.
- **Clubs and Events:** A wide range of extracurriculars, cultural celebrations, and field trips foster connection and pride.
- **Classroom Culture:** Teachers build community through collaborative learning, storytelling, and empathy-based practices.
- **Student Voice:** Leadership opportunities, surveys, and student-led initiatives empower students to shape their school experience.
- **Staff Engagement:** Teachers and support staff build rapport through mentorship, coaching, and informal interactions during lunch and Flexible Instructional Time.

Impact Goal: Increase student sense of belonging as measured by the Student Learning Survey and participation in extracurricular activities including clubs and athletics.

Improve equity

1. Inclusive Teaching Practices

- **Expanded Universal Design for Learning (UDL):** UDL strategies will be used across all departments, ensuring multiple means of engagement, representation, and expression are embedded school-wide.
 - **Culturally Responsive Pedagogy:** Teachers engage in professional development to assist with integrating students' cultural knowledge, experiences, and perspectives into instruction.
 - **Targeted Support for Neurodiverse Learners:** Collaboration between classroom teachers, Learning Assistance, and District Inclusion staff will be deepened to co-design learning experiences that meet diverse cognitive and sensory needs.
 - **Inclusive Course Design:** ADST, Fine Arts, and Languages will continue to remove prerequisites and use multi-grade groupings to foster mentorship and reduce barriers to entry.
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2. Curriculum That Reflects Diverse Perspectives

- **Decolonizing the Curriculum:** Social Studies and English will expand their focus on Indigenous histories, voices, and worldviews, in alignment with the Truth and Reconciliation Commission's Calls to Action.
 - **Equity-Focused Content:** Curriculum across departments will continue to explore themes of social justice, identity, and historical inequities to promote critical thinking and empathy.
 - **Student-Created Content:** Students will co-create projects that reflect their identities and lived experiences, particularly in Fine Arts, Languages, and ADST.
 - **Language Equity:** Placement testing and differentiated instruction will continue to support both heritage and non-heritage language learners (ELL).
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3. Equitable Access to Opportunities

- **Barrier-Free Extracurriculars:** Clubs and events will be scheduled flexibly and promoted through multiple channels to ensure all students, including those with caregiving responsibilities or part-time jobs, can participate.
- **Financial Equity Measures:** In alignment with the [VSB Financial Hardship](#) no student will be denied access to educational opportunities due to financial need. The school will continue to offer fee waivers, equipment lending (e.g., instruments, PE gear), and subsidized field trips to ensure full participation.
- **Inclusive Athletics:** PHE will continue to prioritize participation and enjoyment over competition, with adaptive options for students with disabilities and/or diverse abilities.
- **Expanded FIT Access:** The fitness centre and gym will offer structured and unstructured activities during FIT time to support wellness and social connection.

4. Supportive Learning Environments

- **Creation of a Learning Hub:** The resource room has been reimagined as a Learning Hub—a welcoming, flexible space where students with diverse learning needs can access academic support, quiet workspaces, assistive technology, and peer mentorship throughout the day.
- **Trauma-Informed Practices:** Staff will receive training in trauma-informed approaches to better support students facing adversity.
- **Restorative Practices:** A school-wide approach to conflict resolution and community-building will be implemented to foster accountability and belonging.
- **Family and Community Engagement:** Communication with families will be multilingual, culturally responsive, and proactive, ensuring all caregivers are partners in student success.

5. Student Voice and Agency

- **Students' Council Leadership:** The Students' Council will play a central role in advising school leadership on equity-related issues and co-leading initiatives that reflect student priorities and lived experiences.
- **Peer Counselling Class:** Students enrolled in Peer Counselling will support school-wide wellness initiatives, offer peer support, and help foster a culture of empathy and inclusion.
- **Peer Tutors:** A structured peer tutoring program will provide academic support across subjects, while also building leadership skills and fostering cross-grade relationships.
- **Choice in Assessment:** Flexible assessment options will be expanded across departments, allowing students to demonstrate learning through oral, visual, written, and performance-based formats.
- **Capstone and Passion Projects:** Students will have opportunities to pursue self-directed learning projects that align with their interests, identities, and future goals.

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

Eric Hamber Secondary is committed to deepening knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. In 2025-26, we will continue to embed Indigenous perspectives into curriculum, pedagogy, and school culture in meaningful and authentic ways, while strengthening relationships with Indigenous communities and knowledge holders.

1. Curriculum Integration and Land-Based Learning

- **Science:** Lessons on traditional medicines, fire practices, and the chemical properties of natural materials (e.g., cedar, dyes) highlight Indigenous knowledge systems and environmental stewardship.

- **Social Studies:** Courses like *BC First Peoples 12* and content across grades 8–10 include the TRC Calls to Action, UNDRIP, and landmark court cases. Teachers approach this work with humility and a commitment to ongoing learning.
 - **English:** Indigenous literature and oral storytelling are central to all courses, guided by the First Peoples Principles of Learning and Aboriginal Ways of Knowing and Being.
 - **Fine Arts:** Truth and Reconciliation units, land-based photography and ceramics, and drama performances based on Indigenous myths foster experiential, holistic, and relational learning.
 - **Languages:** Students explore Indigenous legends, picture books, and greetings (e.g., Musqueam greetings in Mandarin classes), and compare Indigenous cultures across regions and languages.
 - **ADST:** Coast Salish design and wood carving techniques are taught alongside guest speakers who share Indigenous craftsmanship and storytelling traditions.
 - **PHE:** Indigenous games and teachings are shared through guest speakers like Métis Elder Ray McKeown, emphasizing collective learning, survival skills, and cultural connections to movement and play.
 - **Math:** The *Math First Peoples Teacher Resource Guide* supports collaborative, decolonized learning environments that reflect Indigenous ways of knowing.
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2. Cultural Acknowledgment and Respect

- **Territorial Acknowledgments:** Teachers and departments consistently acknowledge the unceded territories of the Musqueam, Skwxwú7mesh Úxwumixw, and Tsleil-Waututh Nations in classes, emails, and school ceremonies.
 - **Professional Learning:** Educators engage in Indigenous-focused professional development and bring this learning into their classrooms and practice.
 - **Sacred Room:** The Sacred Room continues to be a space for cultural connection, reflection, and support for Indigenous students, guided by Indigenous protocols and community input.
 - **Coast Salish Anthem:** The Coast Salish Anthem is respectfully included in graduation ceremonies and other formal welcoming events to honour the land and the host Nations.
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3. Student Engagement and Expression

- **Ancestry and Land Projects:** Students explore their own ancestry and connections to land, fostering empathy, identity, and understanding.
 - **Public Displays and Performances:** Student artwork, writing, and performances related to reconciliation are shared with the school community to promote collective learning and reflection.
 - **Student Leadership:** Students are encouraged to take leadership roles in reconciliation initiatives, including organizing events, facilitating discussions, and engaging with community partners.
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4. Resources and Community Connections

- **Collaboration with VSB Indigenous Education Department:** The school works closely with the VSB Indigenous Education team to ensure alignment with district goals, access to resources, and culturally responsive practices.
- **Indigenous Education Staff** play a vital role in supporting students, guiding staff, and strengthening cultural connections within the school.
- **Indigenous-Authored Resources:** Departments continue to expand their use of authentic Indigenous resources, including materials from the First Nations Health Authority and the First Nations Education Steering Committee (FNESC).
- **Guest Speakers and Elders:** Partnerships with Indigenous Elders, Knowledge Keepers, and community members bring lived experience and cultural teachings into the classroom.
- **Community Partnerships:** The school will strengthen relationships with local Indigenous organizations to support student learning and community engagement.

HOW WILL WE KNOW WE'RE ON TRACK?

At Eric Hamber Secondary, departments are committed to using both quantitative and qualitative data to monitor progress toward our school learning goals. Our reflection and improvement efforts will be guided by the following indicators:

1. Student Enrollment and Course Selection Trends

Course offerings are shaped by student choice and enrollment patterns to ensure the timetable reflects student interests and demand. Ongoing analysis of enrollment, retention, withdrawals, and course requests is used to inform scheduling decisions and future program offerings. This includes monitoring participation across Science, Mathematics, Languages, ADST, and Fine Arts, identifying trends in elective selection and advanced course uptake, and assessing interest in new or expanded learning opportunities to support equitable student access and engagement.

2. Student Engagement and Participation

Student engagement is assessed through participation in both classroom learning and the broader life of the school. The school monitors student involvement in academic, athletic, artistic, cultural, service, leadership, and wellness opportunities to understand the extent to which students are connected to their learning and school community. While attendance at extracurricular events is one indicator of engagement, particular emphasis is placed on sustained participation, student leadership, contribution to school culture, and a demonstrated sense of belonging. Participation data, attendance patterns, and student feedback are used to identify strengths, address barriers to involvement, and support equitable access to meaningful learning and community experiences for all students.

3. Student Achievement and Growth

At Eric Hamber Secondary, departments are committed to using both quantitative and qualitative data to monitor progress toward our school learning goals and to inform ongoing improvement efforts.

Quantitative indicators may include course completion rates, assessment results, literacy and numeracy achievement data, graduation rates, attendance patterns, and the successful completion of learning tasks. These measures help us identify trends, monitor student growth over time, and evaluate the effectiveness of instructional strategies.

Qualitative indicators may include student reflections, classroom observations, student and staff surveys, learning conversations, samples of student work, and evidence of student engagement and well-being. These sources provide deeper insight into students' learning experiences, confidence, sense of belonging, and development of core competencies.

Together, these data sources allow departments to assess both academic achievement and individual growth, identify areas of strength and need, and make informed decisions that support equitable outcomes and continuous improvement for all learners.

4. Qualitative Feedback and Anecdotal Evidence

- **Student Voice:** Collect feedback through surveys, focus groups, and informal conversations to understand student experiences and needs.
- **Family and Alumni Input:** Gather stories and feedback from families and alumni (e.g., course requests, real-world application of skills, post-secondary success).
- **Public Showcases:** Use exhibitions, performances, and displays of student work as opportunities for community feedback and celebration.

5. Collaboration and Professional Learning

- **Departmental Collaboration:** Use Pro-D days and HIP sessions to:
 - Develop shared assessment strategies
 - Address emerging challenges (e.g., Artificial Intelligence in education)
 - Finalize scope and sequence documents in the form of shared Course Outlines
 - Share assessment data collection methods and findings
- **Equity and Reconciliation Focus:** Collaborate with the VSB Indigenous Education Department and Indigenous Education Worker Deb Bell to ensure culturally responsive practices and support for Indigenous learners.

6. Community and Stakeholder Involvement

- **Communication:** Maintain regular communication with parents, counsellors, and administrators to support student success.
 - **Community Engagement:** Involve the broader school community through newsletters, student showcases, and events that highlight learning, creativity, and reconciliation.
 - **Cultural Protocols:** Continue the use of the Coast Salish Anthem at graduation and formal events to honour the host Nations and deepen cultural respect.
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