

2022-2023 - Year 3

School Learning Plan

1. GENERAL SCHOOL STORY:

Eric Hamber Secondary School currently enrolls 1,552 students in Grades 8 - 12 (161 International students, a District Fashion Program of 17 students, a District Mandarin Bilingual Program for 45 students, and a District Specified Alternate Program (Challenge Studio) of 150 students). There was a significant increase in the number of new students to the catchment since this past August. Our school's five-year August new to catchment trend is as follows: 2018 – 18 students, 2019 – 35 students, 2020 – 18 students, 2021 – 31 students, and 2022 – 53 students. The number of new to catchment students increased by a further 88 new students over the course of this past school year.

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 identified as having special needs (a student who has a disability of an intellectual, physical, sensory, emotional or behavioural 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. 7% of our students are in English Language Learning 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 inquiry questions were:

- How will we enhance students' classroom engagement to improve student success while facilitating students' future citizenship as young adults within their greater community?
- How will we deepen students' sense of belonging while increasing their community, environmental, and personal responsibility?
- How will incorporating Indigenous culture and content in authentic, place-based ways 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:

- Economics 12 students study physical and mental well-being in “The Economics of Happiness”
- Our school placed second this past school year in the “Poetry in Voice” Vancouver Regional Competition
- Art students studied the Calls to Action and created artifacts of their learning
- Our Library Learning Commons collections promote and support inclusivity and diversity
- Math Club offers time to share the enjoyment of math; seniors coach and mentor younger students
- A Language Celebration Day saw the whole school involved in language games, foods, and cultural activities
- Grade-wide 8 and 9 Griffin Cup Relays in the Physical and Health Education reimagined the school year to fit with our new semestered timetable promoting a sense of belonging and peer-to-peer connections
- Hands-on Science Department Field Studies to connect with nature and the greater community included visits to the Beaty Biodiversity Museum, Planetarium, Pathology Museum, and Van Dusen Gardens
- Our Skills Development Centre gave students a space to decompress, relieve anxiety, and receive additional support with school studies both during and outside of scheduled classes
- Hamber’s Settlement Workers in Schools (SWIS) team organized several programs for students including Youth Welcome Circle and Youth Drop-in Support. The Youth Welcome Circle program for newly arrived students ran weekly in collaboration with Mount Pleasant Neighborhood House. Youth Drop-in Support ran during Flexible Instructional Time (FIT) and provided a welcoming space for ELL and newcomer students to ask questions, work on homework, receive peer-to-peer academic support, and access school and community services. With the increase of newcomer students to Hamber this school year we saw an increased number of students on average attending and accessing SWIS Programs from 20 students (2018-2021) to 40 students (2022/2023).

In June 2018 the Ministry of Education announced that Eric Hamber Secondary will move into a new Seismic Replacement School by Winter 2023/2024. This school is being built beside the current building on Willow Street and 33rd Ave. Hamber’s current physical plant opened in 1962. A Seismic Project School Advisory Group of staff, students, and parents was formed in October 2018 and began working on the design-build plans with the Vancouver Project Office for the new school.

2. WHAT DID WE SEE?

How are we doing?

- March 2023 Literacy Assessment 12 results were strong:

	Number Counted	1	2	3	4
School	284	.00	9.86	54.58	35.21
District	1,333	2.03	15.30	57.01	25.36
All Public	14,883	1.88	21.76	58.46	17.64
Province	18,028	1.66	19.54	57.77	20.80

- Fine Arts teachers report a broad range of student abilities that come through all subject areas in Fine Arts from beginner to advanced students. Student needs are met where they are at, and students are encouraged to build their skills, knowledge, and subject-specific vocabulary.
- Hamber’s Community School Team has been rebuilding itself following the pandemic. This year saw regular school-community Hub meetings with the family of school administrators and local community partners, delivery of a Beyond Education pre-employment/leadership program in partnership with Little Mountain and Mount Pleasant Neighbourhood Houses for 19 newcomer students, opportunities for leadership skills development through High 5 certification (5 students), connection to catchment elementary schools with volunteer opportunities during March break (5 students), and visits to 3 Grade 7 classrooms in collaboration with Hamber Grade 12 Peer Counselling students to support the incoming class of Grade 8 students.

- Junior Transitional students grew in their understanding of one another through collaboration with our District's Anti-Racism Teacher.
- Many Hamber ELL students begin at the school with strong academic goals and expectations while quickly engaging with school culture and extracurricular opportunities helping to strengthen language acquisition. Students also may be learning about self-reflection and group work for the first time.
- Math teachers report students having a better understanding of where they are at through student self-assessments of their learning and increased 1:1 student-teacher conferences.
- Modern Languages teachers report increased student curiosity and open-mindedness in learning about other cultures.
- Peer Counselling 12 students continue to have a very strong positive peer influence within the school.
- SACY (Supporting and Connecting Youth) is a VSB/VCH partnership initiative. This school year SACY has been providing classes to Grade 8, 9, and 10 students on substance-use, addiction, safety, mental health, and dealing with stress and anxiety. In addition to classroom workshops Hamber's SACY Youth Engagement Worker meets 1:1 with students to offer support and community connection. Students are connected to the SACY worker through referrals or the students themselves. 1:1 support has been a great success this year, providing students with additional needed mental health supports.
- Social Studies students can assess how prevailing conditions and actions of individual or groups affect events, decisions, and developments (cause and consequence), and make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond.
- Students are able to drop in to meet with their grade-level counsellor for any number of needs with or without an appointment.
- Student Learning Support teachers report a range of student strengths and needs. Some learners are resilient, joyful, persistent, open to receiving support, seek friendship and connection. Some learners are fragile, traumatized, need time, healing, and a safety net that is there when they are needed.

Who are the students we are most worried about?

- Modern Language students need further exposure to multi-media, multi-modal supports (film and audio-visual) to foster skills in Reading, Writing, Listening, and Speaking in the target languages.
- More support is needed for Special Needs students in the Applied, Design, Skills, and Technology Department (ADST). ADST teachers also observed students needing help in returning to pre-Covid learning routines, especially with time management and working to deadlines.
- Science students continue to struggle with anxiety and stress as many hold themselves to extremely high standards that may not be sustainable in the long run.
- Students need encouragement and connection to their Fine Arts teachers to help make connections between the respective art forms and their daily lives in order that the meaning-making be valuable to them. Depending on their respective experience in the Fine Arts, students may struggle with self-esteem, identity, purpose, self-advocacy, and connection with each other. Mobile devices magnify these needs.
- Younger Math students struggle with concept retention, especially those who do not have Math for a 12-month period. Teachers need to spend increased time reteaching concepts from the previous course.

How has student voice informed what we know?

- ADST students advocate for special, inquiry-based projects across the curriculum.
- Fine Arts students reflect and share peer feedback with each other many times throughout a semester.
- Library Learning Commons (LLC) Teachers gauge student interest, strengths, and needs with respect to reading and literature in numerous ways, including book talks, LLC orientation classes, inquiry projects and informal one-to-one discussions with students. Surveys seek feedback, questions, and suggestions both online (Teams, Instagram), and in the LLC suggestion box.
- Science students continue to be very interested in the subject matter. Students regularly advocate for additional science courses at the school such as AP Biology, Astronomy, etc.
- Social Studies students use self-reflection and self-assessment throughout each semester.
- Student Learning Support Program students' presence and desire to connect with and 'hang around' a particular classroom testifies to their sense of belonging.

- Student reflections and goal setting have helped Physical and Health Education (PHE) teachers better understand the successes and challenges of their students as well as identify desired activities and areas for their own growth as educators.
- Student voice in the Modern Languages Department is sought through student written and verbal reflections in classes.

3. WERE WE SUCCESSFUL?

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

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
School	2%	8%	35%	41%	9%	2%
District	3%	9%	29%	41%	10%	5%

“I am satisfied that in school I am learning basic social skills that I need for the future (build relationships, support others) . . .”

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
School	2%	10%	16%	55%	12%	2%
District	4%	10%	21%	45%	13%	3%

“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 or Disagree	Agree	Strongly Agree	Don't Know
School	16%	23%	28%	24%	3%	3%
District	15%	21%	27%	25%	6%	4%

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

	Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
School	5%	7%	31%	42%	11%	1%	1%

“Do you feel safe at school?”

	Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
School	0%	2%	15%	55%	20%	2%	2%

Additionally:

- A reimagined post-pandemic School Store operated successfully for several weeks.
- BC First Peoples 12 students were surveyed and reported appreciating their learning about the connection of the land and the BC First Peoples.
- ELL language classes use a variety of student grouping strategies with increased frequency to facilitate relationship building and student learning.
- ELL Science students start classes with a 'word of the day' from students' first languages that all students learn through translation, use of visuals, and group work, this helps students learn about their classmates' backgrounds and cultures from around the world.
- English Department students entered creative writing competitions.
- Enrolment in senior Modern Language courses remains strong. Students report using the target language they study while on family trips.
- Fine Arts students are active participants in social justice campaigns like Truth and Reconciliation Day, Trans Awareness Day, and the National Day of Awareness for Missing and Murdered Indigenous Women and Girls.
- Grade-level counsellors report that they have been successful in reconnecting several students with school after long absences during the pandemic.
- Hamber had 615 student athletes participating in three seasons of school sports this past school year. Student athletes were supported by 44 officials/scorekeepers, 19 student coaches, 29 alumni and 6 parent coaches, and 32 staff coaches and or team sponsors.
- Hamber's Physics Olympics Club won first place at this year's UBC Physics Olympics competition against 61 other high schools.
- Increasing numbers of ADST students are accepted into post-secondary programs in architecture, interior design, and urban planning.
- Learning Support Program students enjoyed participating in regular program electives, the Best Buddies Club, Life Skills classroom music lessons, and reported having a greater ability to self-advocate for learning and wellness needs.
- Many successful Social Studies field trips took place this past school year, in particular a highly successful student-led tour of Victoria (including a Chinatown Tour and an overall historical tour).
- Math teachers report Math students making strong use of FIT for extra support.
- PHE students are highly engaged in both in-class and extracurricular opportunities created by the department such as the intramural lunch-time program.
- Skills Canada regional competitions saw one student place Gold and one student place Silver in Fashion, one student placed fourth and one sixth in Baking; at the provincial level one student placed Gold and went on to the national competition.
- Some of the AP Calculus students who completed Calculus AB the previous year chose to self-study for the AP Calculus BC exam.
- Students held multiple Fine Arts events at lunchtime such as coffeehouses, music concerts, band tours, and dramatic play presentations.
- Students studied and participated (where able) in the recent municipal election.
- The LLC is often used for Club Meetings such as Student Council, Literature Club, and Mahjong Club.
- The Science Department saw increased student participation in Science related clubs both at the junior and senior level, with students reporting interest in future careers in the field of science.
- There are 46 student clubs in operation this school year. The majority of clubs have been created in direct response to student interest such as Coding Club, Culture Club, and Project Poverty.
- There was an increase in student participation in Math competitions this past school year with many students receiving certificates of distinction. For example, one student was invited to write the Canadian Math Olympiad, two students were invited to attend a prestigious Lloyd Auckland Invitational Mathematics Workshop as they had outstanding achievement on this year's Fermat Context, and Hamber's Math Challengers (2 Grade 8 students, 1 Grade 9 student, 2 Grade 10 students) won numerous awards at the regional and provincial levels.
- There was excellent participation with strong results for Hamber Science students on university-level Chemistry and Physics contests.

- There was increased student interest in AP Statistics this past school year, most students went on to write the corresponding AP exam.
- This past year saw students create multiple murals around the school.
- Three Hamber students enrolled in concurrent Math studies at UBC during Semester 2.
- Transitional students are encouraged to use first language when discussing complex ideas to gain greater understanding which help build community within the classroom.

4. HOW HAVE WE SHARED?

- Departments take turns contributing to the school's Parent/Guardian Bi-Weekly Newsletter keeping families updated on department happenings, student learning, and student achievement.
- Grade 7 articulation activities throughout the year help successfully articulate Grade 7 students and their families into Grade 8 at Eric Hamber Secondary.
- Hamber's Athletic Department operates a social media account that chronicles the successes of our school's athletics programs and highlights activities within the PHE Department as well. The social media accounts are operated by student leaders from the PHE classes (with supervision).
- Hamber's Math Department posts students' work in the hallways and school display cases celebrate the accomplishments of Math students.
- Hamber's School Yearbook is recognized locally, provincially, and nationally.
- Individual student work and group work is showcased in numerous display cases around the school.
- Information is shared on VSB and Vancouver Coastal Health Parent/Guardian Workshops as available.
- Learning Support Program teachers regularly communicate with families through IEP goal-setting meetings, Skills class logbooks, and emails home with information updates.
- Multicultural Liaison Workers and SWIS staff make regular connections with new families to the school and build an understanding of the British Columbia school system.
- Numerous student murals exist around the school.
- Parents attend various music concerts of orchestra, band, and choir, and watch theatrical plays such as the One Acts, or A Midsummer Night's Dream. Parents learn about these showcase events through the bi-weekly school newsletter.
- Parents participate as Guest Speakers in students' classrooms and at student workshops (such as the Challenge Program Annual Speaker Day).
- Parents were invited to help chaperone several Social Studies Department Field Trips this past school year.
- Project work completed at home engages families and the greater community with students' schoolwork.
- Student assemblies build community and shared learning.
- Students report raising the interest level of their parents in this past year's municipal elections.
- Students share their knowledge from Field Trips. This year saw a Band Trip to Toronto and Montreal. Dance went on numerous Field Trips to watch performances and to perform for Seniors in the community. Senior acting students toured Studio 58 Acting School at Langara College. Japanese 11 students went on a Tea Ceremony Field Trip.
- Teacher Librarians regularly update their LLC bulletin boards and four LLC display cases around the school in which the department promotes books, and celebrates and acknowledges days, events, and holidays.
- Teacher Librarians use TEAMS to keep students updated about LLC events and schedules.
- Teachers connect with parents and guardians through course outlines, emails, phone calls, report cards, interim reports, parent-teacher interview nights, 1:1 meetings, and the school's website.
- Teams posts to grade groups and/or the whole school community.
- Teachers visit monthly Parent Advisory Committee meetings throughout the year to share information on topics such as Skills Canada, Sexual Orientation and Gender Identity, and Student Tech Overuse.
- The LLC uses Instagram to promote new books and themed displays of books.
- The Master School Calendar for the year helps communicate what's happening at the school. There is a two-week look ahead in each Parent/Guardian Bi-Weekly Newsletter home.
- Woodwork students created set props for this year's production of 'A Midsummer Night's Dream'.

5. WHAT ARE OUR NEXT STEPS?

In the 2023/2024 school year staff will look closely at the students we are most worried about as identified in Section 2 of this school plan. From there we will continue to discuss and outline how our goals may need to be readjusted, continued, or changed moving forward. These conversations will take place during Department Head meetings, Staff Meetings, Instructional Planning sessions, Student Forums, and parent meetings. We will also take a closer look at the 2022/2023 Ministry of Education Student Learning Survey student and parent data as a whole school community.

Feedback by Departments on continuing with the same goals or moving into other areas includes:

- **ADST** - need to help students focus on their responsibilities and accountability for their own learning, help students use FIT as intended, less time for non-educational activities during FIT
- **Community School Team** - continue to explore needs and trends of Hamber students through conversations with key stakeholders including administrators, school-based staff and community partners. Activities that support the creation of a safe, welcoming, and inclusive environment for incoming Grade 8's will be further implemented in collaboration with school staff and students, and catchment elementary schools. The development of a plan that supports Hamber students in gaining leadership and employment skills will occur.
- **Counselling** – explore a new school goal around student safety to help students understand the differences between acceptable and unacceptable conduct (particularly behaviors that interfere with the learning of others, bullying, harassment, intimidation, physical violence)
- **English** – would like literacy to be a school goal, would like to see a return of silent reading as teachers observe so many students not reading and will continue English Department student alert meetings to support students with literacy challenges to help learners succeed in their English courses
- **ELL** – keep current goals and add a literacy goal and continue working on building student and family understanding of our BC school system so we can effectively include ELL student voice
- **Fine Arts** - the goals around connection, decolonizing curriculum, and creating class culture are especially important and should be continued; continue to make apparent the connections between curriculum and its application to real life and skills to be successful; continue to find different ways to engage student voice and feedback through student assessment; possibly create a new goal to have well-being in all areas with an emphasis on physical activity as the benefits can positively affect well-being dramatically
- **Library Learning Commons** – add a literacy goal to model the importance of reading and provide structures and programs that allow time and space for both individual and group reading and comprehension
- **Math** – keep the goals on engagement in the classroom and increasing students' sense of belonging
- **Modern Languages** - need more time to work on well-being goal while coming out of the pandemic as students and staff are still adjusting to a new semester system and recent changes to FIT scheduling
- **PHE** - there is a need to support students around the use of FIT time; collaboration with students around this would include student voice in helping more students take best advantage of this time
- **SACY** - to look into providing targeted weekly groups (meeting at lunch or FIT) to engage different groups of at-risk students around a variety of topics. Ideally, these would be a collaboration between Safe and Caring Schools and SACY, or other workers within the school.
- **Science** - keep the current school goals as they cast a wide net and allow a lot of freedom for students and staff to interpret the overall goals in their own authentic, meaningful ways and suggest using CLE 10 and CLC 12 classes to possibly gain further student perspective into school goal setting
- **Social Studies** – moving into the new school may be challenging for both students and staff and having student huddle spaces and a place-based approach that took place with the new design will help
- **Student Learning Support** – consider moving Goal 2 to be Goal 1, then dropping Goal 2 as we generally have achieved vibrant learning environments across the school



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

Eric Hamber Secondary School enrolled twenty-seven Indigenous learners this past school year, four Grade 8 students, six Grade 9 students, six Grade 10 students, three Grade 11 students, and eight Grade 12 students. Thirteen of the twenty-seven Indigenous learners are enrolled in an enclosed program setting (Learning Assistance Junior, Learning Assistance Senior, Learning Assistance Life Skills, or Life Skills), with possible integration in one or more classes that support student growth. Our Indigenous learners are supported on a weekly basis by our school's Indigenous Education Worker (IEW) and Indigenous Education Teacher (IET).

Our IEW and IET promote and model the integration of Indigenous cultural and traditional knowledge into classroom curriculum and the overall school setting. Our IEW and IET also share knowledge of Indigenous curriculum resources and professional development opportunities with colleagues.

Formal school and/or grade-wide meetings, assemblies, or events open with a Land Acknowledgment.

Indigenous histories, traditions, and cultures are woven throughout the Design-Build of Eric Hamber Secondary's Seismic Replacement School project.

Our school will hold our 6th annual Indigenous Awareness school-wide assemblies this year on the theme of storytelling. The assemblies will feature Indigenous performers, musicians, and spoken word artists. Student attendance at these assemblies will help grow their awareness of Indigenous culture and resiliency, as well as an understanding of how we all play a part in Truth and Reconciliation.

2022/2023 Ministry of Education Grade 10 Student Learning Survey (SLS) 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
School	2%	1%	38%	30%	24%	2%	0%

2022/2023 Ministry of Education Grade 12 Student Learning Survey (SLS) 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
School	1%	1%	33%	33%	28%	0%	1%

2022/2023 Ministry of Education Parent SLS data indicated the following:

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

Yes	No	Don’t Know
100%	0%	0%

Examples of how we support all students with this goal across curricular areas includes:

- Building design classes considered Indigenous traditions in their use of plants and building techniques
- ELL teachers collaborated with our IET and IEW to help enhance professional practice and update the department’s Social Studies resources
- English department is offering English First Peoples 10 and 12 for the coming school year
- Expanding the PHE department’s resource base to include materials from Indigenous sources, such as the First Nations Health Authority Wellness Wheel
- Exposure and study of Indigenous film and filmmakers
- Exposure to different forms of Indigenous dance and their cultural significance and meanings
- French Teachers compare Musqueam sounds with French sounds
- Indigenous foods and preservation methods studied in Junior Foods classes
- Instructional planning time is frequently used by teachers to further discuss Indigenous resources
- Learning music from Indigenous artists in Band and Guitar and integrating Indigenous music in Choir classes
- Learning Support teachers ensure intentional inclusion and acknowledgment of Indigenous culture
- Learning Support teachers’ model and practice Indigenous ways of learning including community focus, valuing people over programs and schedules (for example, helping students build listening and empathy skills vs. speeding ahead to the next class activity)
- Math teachers are using lessons from the revised Math First Peoples Teacher Resource Guide
- Modern Language teachers use a variety of resources such as Indigenous Legends in French 10
- PHE Department continues to acknowledge Indigenous ways of learning and knowing in an authentic manner within PHE curriculum, such as supporting learning as a collective, highlighting the role of the individual in the group, identifying this as an aspect of traditional Indigenous ways of learning and knowing
- Science 10 classes researched the history and myths surrounding the names of constellations, no longer just drawing from European histories
- Social Studies teachers are constantly teaching, modifying reading material and increasing awareness of Indigenous histories, traditions, cultures and contributions among all learners
- Students use Indigenous myths as source material to inspire and create original dramatic presentations of myths connected to their present day
- Teachers attend Indigenous focused workshops as part of their professional development
- Math teachers incorporate Indigenous ways of knowing by adding more student-centered learning involving partner or small group work and providing opportunities for students to share their knowledge
- Teachers use the First Peoples Principles of Learning in their daily teaching
- Textiles projects included Indigenous designs
- The LLC acknowledges and supports Indigenous communities and their heritage by drawing attention to important days and events such as the National Day for Truth and Reconciliation
- The LLC has curated a collection of resources that includes information specific to Indigenous histories, traditions, cultures, and contributions; these resources are highlighted in book talks and displays, in addition to being shared with staff to incorporate into lessons and presentations
- Visual Art projects focused on identity, cultural connections, and awareness around Indigenous history and contemporary achievements provide an in-depth study of Truth and Reconciliation

7. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

Eric Hamber Secondary currently embodies reconciliation as students and staff go deeper with their learning about Indigenous perspectives. Staff use the First Peoples Principles of Learning to guide their work. School stakeholders focus on cultivating warm, safe, learning communities that emphasize the value of process and exploration along with respect for the land and the environment.

Eric Hamber Secondary will further enact reconciliation into the future by continuing to introduce more Indigenous content across all curricular areas. Teachers of the new Indigenous Focus Graduation Requirement courses will regularly come together to discuss professional practice, celebrate student success with their learning and identify areas of future growth. Staff and students will continue to look for opportunities to connect and build relationships with Indigenous elders, creators, and cultural workers in the community through Field Studies, professional development, workshops, and to build on existing work on Truth and Reconciliation already underway at the school. Our LLC will create and promote a reading list (Indigenous Reads) showcasing and promoting Indigenous authors. We will continue to focus on creating inclusive classrooms and a school environment that builds a sense of belonging for Indigenous students and all learners. As teachers work to acknowledge the importance, history and relevance of Indigenous cultures in genuine ways they will help instill these same values in our students as they mature into adulthood in a much larger global community and be able to more fully see their role in Truth and Reconciliation.