



*Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.*

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## GENERAL SCHOOL STORY:

1.

### **What are the demographics of our learning community?**

University Hill Secondary School is located on the University of British Columbia's South Campus nestled in the Wesbrook Village area. Our relatively new building is designed particularly to create and provide a 21st Century teaching and learning environment for our staff and students. It is a growing school which offers a comprehensive academic program with many extra-curricular programs and activities as well. Our current total school enrolment is approximately 756 with 156 of those students being International students. Uhill also has 60 ELL students as part of the general population. Next year, the school enrollment will grow again as we will be taking in a cohort of both grade 8 and 9 students.

Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing Athletics department. Our students continue to perform well above the provincial average on exams. We are a cohesive and close-knit school community, with parents, students, and teachers working together to create and maintain high quality well-rounded educational programs in a safe and supportive learning environment. A strong sense of community and appreciation for students from all cultures and backgrounds is evident in the way students interact with each other now at University Hill.

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## 2A. WHAT DID WE SEE?

### **Who are our Learners?**

University Hill Secondary School is a multicultural school community that is committed to the pursuit of excellence through the provision of teaching and learning environments based on co-operation and social responsibility. Our focus is on ALL learners and each individual learner by adjusting programs and courses to suit each student's particular learning need and profile. The majority of students care

deeply about their achievement and most graduates will go on to post-secondary studies. Drug and alcohol consumption is low compared to national averages and that the majority of our students feel safe at school. Students are involved in a wide array of extra-curricular activities. Most students feel connected to one or more Teachers of adults at the school and many are involved in tutoring programs after school. Our survey as well as anecdotal information indicates that school-life balance and stress is a common challenge facing our student population.

This year, Uhill again implemented school-wide the Compass survey. This is a national print-based survey that gives nation-wide comparatives. We had an almost 100 percent participation rate. We also did a grade 12 survey focusing on emotional literacy and engagement at school as well as the McCreary Centre Society Health and the MDI surveys. We also continued to host three research teams from UBC this year who provided data on student moral development, personal and social awareness language acquisition trends in ELL learners. We also analyze report cards, interim and attendance reports, along with participation rates extra-curricular activities. As well, we conducted a student learning survey for all Uhill students as an outgrowth of the VSB student forum initiative. All students from our first annual grade 9 “Experience Day” were also surveyed about the content and shape of the day. Finally, staff members participated in a social emotional learning survey as part of our collaborative inquiry into the Personal and Social Responsibility core competency framework. It is clear from the data that Uhill needs to continue supporting students in the development of their personal and social core competencies as well increase our overall focus on student engagement.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

Our three-year school inquiry has now been broken into three distinct parts. For each of the three years, our focus will be guided by an inquiry into **one** of the **core competencies**.

This year, we focused our inquiry around the **Personal and Social Awareness Competency**. This core competency for a number of reasons. First, Compass survey data indicates that Uhill students consider stress management and student mental health areas where they needed more support. Second, it is our belief that the Personal and Social Awareness competency is the foundation upon which all other learning rests. As a consequence, much of the work done in creating a **thriving and positive social emotional culture** at Uhill will continue in the coming years. We are committed to improving school culture through an emphasis on social emotional social emotional learning and believe that will be central to promoting overall student engagement, cognitive development, well-being and creativity.

Next year, Uhill will also focus our inquiry next year around of **thinking core competency**. The inquiry will focus on how we might support our students in the development of the critical, creative and self-reflective thinking capacities. The inquiry process will take place in pro-d and collaborative planning sessions, as well as in staff and department head meetings. In Year three, Uhill will embark on an inquiry into the **Communication Core Competency**.

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### 3. INQUIRY QUESTION (previously known as “Goal”)

**Question 1: How might we continue to better understand and implement the Personal and Social Awareness competencies at Uhill next year?**

**Question 2: How can we deepen our understanding and implementation of the Thinking competencies at Uhill next year?**

**Question 3: How might we continually inspire the development of ethical, caring and resilient global citizens who live meaningfully, creatively and mindfully?”**

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### 4. WHAT IS YOUR NEW PLAN?

- No home work week
- ex time - a chunk of time each week where there are no classes and students can catch up/study/do missed tests/whatever
- help teachers help students
- Create a tech free zone in the school
- Sports day/beach or forest clean-up day!
- Quiet space for teachers to collaborate/regroup Mental Health Moments
- No phone week!!!!
- Staff team building day
- Senior/Junior student mentoring program Mindful moments
- Initiate questions and make contributions or offers of opinion in a range of contexts
- Fine Arts Day
- Senior Ambassadors--help grade 8-9 adjust
- Promote Personal Responsibility
- Making the students more aware of self-responsibility
- create a wellness council run by the students Staff Wellness
- A focus on stress reduction
- Moving from isolation to collaboration Cross curricular
- Implement policies to support incoming Grade 8/9 students across the curriculum
- Mindfulness training for students and staff
- Grade 8 or 9 camp and/or experience day
- and/or experience day
- Math Camp!!!!!!!!!!
- Activity Day/Experience Day for each grade.
- Promote goal setting
- incoming students set goals related to personal & social competencies and create action plan that can be checked in on
- Sports Day!!!
- Plan for a grade 10 camp in 2020/2021 Playland!!
- Grade 10 experience day
- Develop a gr 8/9 academic skills package to be implemented across all subject areas
- Expand Thrive Month and Events promoting SEL
- Intentionally incorporate our Inquiry into school staff meetings, pro-D and CPT days where appropriate
- Increase connection to UBC through the Office of the president, with a particular emphasis in aligning the competency framework, with post-secondary instructional pedagogy and assessment

- Increase number International Field Trips
- Refine the CSL process both at school and within District
- Revise and renew the school Scholarship structure
- Increase the visibility and curation of student work in the building
- Work with PAC, Staff, UBC and Vancouver Coastal Health to promote student mental health and well being under the personal and social awareness competency
- Work with the district to revise and renew the AP assessment structure
- Continue to strengthen the articulation process to support student achievement and well being
- Promote collaboration between school Pro-D chairs, Department Heads, Teaching Staff, Support staff and Administration to deepen understanding and implementation of the core competency framework
- Provide resources for Staff members to develop new Lesson plans and assessment rubrics

### **Student Services Department:**

- The Student Services Department, which includes Counselling, Skills and the Strategies Program will:
- Continue with brain study with Dr. Oberlander, BC Children's Hospital, UBC Neuro-psychiatry
- Continue working with Kim Schonert-Reichl – UBC – to incorporate mindfulness training for students and staff may become involved with Mind-Up pilot program Skills
- Teach students to support themselves and each other in meeting learning goals by being mindful and respectful of each other's strengths / needs
- Utilizing peer tutors who can assist students to meet social and academic goals and provide opportunities for the peer tutors to better be able to understand and communicate with students /peers who have learning and/or social challenges.
- Make use of the agenda a priority for upcoming year: to be used daily or home will be phoned and/or emailed
- Promote independence in student self-advocacy both with teachers and with independently documenting their needs for test adaptations Strategies
- Plan and Promote another Thrive Month focusing on growth mindset and the school life balance
- Have all the new students integrate into at least one subject area to promote social integration / inclusion throughout all grades
- Focus on the social skill curriculum to ensure all the students feel included in the school's environment
- Collaborate with teachers to deliver curriculum through PE and Career Life Education 10
- Begin exploration of Grade 11 Career Ed and Grade 12 Capstone Strategies / School-Based Resource Teacher
- Through bringing into use, across all curriculum areas, the use of technology specifically focusing on Speech to Text apps and Reading app
- Signed consent, explanatory letter of what the program involves, for each student who is involved with Brain Study Program, Mindfulness Program and/or the Mind-Up Pilot Strategies / School-Based Resource Teacher
- communicate with all stakeholders regularly to ensure consistency in goals and plans to achieve goals through the Individualized Education Plan
- anecdotal reports at each reporting period – from all SSW staff
- Teacher reports at each reporting period -end of year reflection for all grade 9 and grade 10 students of accomplishments and areas to improve along ----- with the end of year Individualized Education Plan review School-Based Resource Teacher
- Support all students, parents and staff to include all students and adapt to meet any learning challenges Discuss with staff the new ministry changes in rules for providing adaptations
- show the teacher the list of possible adaptations / accommodations that a teacher can make, but would need to document, if these adaptations / accommodations were to continue in the future
- In September Student Services will review the Confidential Information File and the Pre-referral Intervention System with all staff.
- In September the Skills Centre teacher will talk with staff about students who have Skills, how students get a Skills block, and the purpose of a Skills block Skills Centre

- Report cards (3X per year)
- Email communication with parents and teachers
- Student Support Worker anecdotal report

### **Fine Arts**

- The Fine Arts Department will continue to promote community within the school, within the district and within the Uhill community at large.
- Will continue music performances at Remembrance Day and term assemblies in collaboration with the social studies and PE departments, winter sing-along events, vocal solo night, parent fundraising events, at district performance nights for Senior Concert Band, Concert Choir and Chamber Choir, and by attending weekend workshop retreats and international performance tours.
- Promote connection within the neighborhood by performing concerts at Tapestry Seniors Residence.
- Investigate the possibilities of collaborating with technology classes to introduce students to digital recording programs like Reaper and Traction as well as digital music composition and midi sequencing using looped rhythm, melody and harmony patterns with apps like Garage Band, Loopseque and Novation Launchpad.
- Continue to study methods of integrating learning across curriculum and gradually implementing more critical thinking, inquiry-based projects and self-reflection into our existing programs.
- Increase collaborative visual arts projects (ie: Winter Market and collaborating between departments – going to try connecting with Foods and English classes next year)
- Include more photographers from minority groups next year. Currently trying to find Indigenous photographers to incorporate into lessons.
- Increase graphic design/photography mashups next year with In Design to help other departments make posters to advertise events.
- Continue to introduce new projects to the students as a way of utilizing other skills from various disciplines.
- Focus projects on global issues of the past and present and how we can bring about change through documentary and theatre work.

### **English Department:**

- Bring in guest speakers for Aboriginal enhancement/more field trips
- Display work in the community in some way to honour student work
- Honour student work and communicate student learning through an open house
- Investigate opportunities for interdepartmental collaboration through oratoracals/pecha chuchas/Ted-x where students have a chance to showcase their skills outside of English department (a language-based event of some sort)
- Roll out a third Grade 10 option: Creative Writing/New Media as enrollment allows
- Would like to explore a letter-grading scale for Grade 9s, instead of percentages that better aligns with the competency-based assessment rubrics
- -Increase uses of competency-based rubrics and jargon in our individual courses
- -Would like to revise report cards comment codes to match the core competencies

### **Learning Commons:**

- Ultimately, increased interdisciplinary learning in the ULC will connect with Core Competencies. When completing interdisciplinary work students improve broad and overlapping skills instead of learning traditional, discrete course content. Next year, the LC plans to:
- Increase collaboration and interdisciplinary activities in the LC.
- Continue to source materials that can be used in multiple subject areas.
- The TL will continue to make connections with teachers and encourage use of the ULC.

- Organize Professional Development opportunities around the issue of collaboration will be beneficial. – Showcase examples of collaborative projects from other schools could be utilized.
- Highlight Uhill examples of collaborative projects completed by colleagues.
- Seek partnerships with teachers and departments to increase collaborative and interdisciplinary projects.
- Tap into student mindfulness by offering study break activities like puzzles and coloring stations.
- Student book reviews will create meaningful connections between students and the collection.
- Increased student art displays will highlight creativity. Increased club activity in the ULC will highlight new areas of interest and offer a break from the rigors of academic work.

### **Modern Languages Department:**

- Continue to be encouraged to interact with content in magazines and in databases so that they stay aware of global issues and concerns.
- Continue commitment to the Aim Program, which is very competency-driven so it is very much in line with the new BC curriculum. One example of this is that it has “can do” statements for every language skill that students are learning, so students can evaluate themselves as well as their peers so that they are aware of the skills that they are learning.

### **Science Department:**

Next year we plan to continue trying more inquiry projects, giving students more choice and allowing them to link more easily to their passion/culture. We will also be encouraging better self-regulation with electronics in our classrooms. We also plan to have teachers make groups to encourage students to learn from students other than their friends.

- Continue and improve our current projects.
- Implement the new physics 10 unit next year and will encourage students to focus on the competencies through the activities that we plan.
- Implement self-assessment at least once per term next year. During this time/activity we will be emphasizing the competencies. All teachers in the department have agreed to use the same sheets, so students will know what is expected as they move up through the grades in science.
- Continued Pro-D focus on new activities that hopefully will engage more learners. Students will have more choice on: topics, what to test and how to test their hypothesis.
- As stated above, the Sustainability Fair is in its second year of working with both the English Department and Library Services. Aboriginal students (and all cultures) can use this opportunity to highlight their history, tradition and culture.
- Continue to integrate math into science by using through the use of formulae, surface area, velocity questions and word problems.

### **Math Department:**

- Continue to use Pro-D Days and CP Time to go into more depth in planning and executing this new curriculum.
- Continue to try to make seamless connection between curricular and core competencies.
- The Science Department has created a form which would help in CSL (Includes goal setting and self-reflection). We will collaborate with the Science Department and our goal is to use the form once per term and evaluate the success of the initiative at the end of the year.
- curricular and core competencies.
- Continue our use of student self reflection as part of the mathematics learning process

**PE Department:**

- The PE department plans on collaborating with team teaching in as many circumstances as possible
- peer to peer learning (multigrade)
- promote athletics through teaching specific units that coincide with the competitive seasons of athletics
- encourage community by creating projects that require extracurricular activity and support of Uhill sport
- we will be creating a new approach that centers around teaching specific activities in each grade, and paying more attention to avoiding overlap in units covered by grade
- we will encourage cross curricular collaboration when available (to help offset facility issues)
- incorporate spin bikes into PE

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## 5. WHAT SUPPORTS WILL WE NEED?

**Counselling**

- Professional development in Psychological First Aid
- Time to look at updates to Blueprint so counselors can facilitate student use of Blueprint Skills Centre / Strategies
- Increase the use of peer tutors
- Acquire all new curriculum resources for use in the Skills Centre
- Update technology to improve access to information for the students in the Skills Centre (examples include acquiring apps/software for students to have information read to them and for the students to be able to dictate their ideas and it is written for them)

**Fine Arts**

- Continued need for purchasing diverse musical repertoire.
- We would like to do orchestra and concert band workshops with UBC professor Dr. Jonathan Girard as well as choir workshops with Richard Nace and Dinah Helgeson from Tacoma Washington.
- Would like to again bring in elder from Musqueam to teach grade 9 choir rotation students about First nations music, its social and cultural context, history and function.
- Need for two additional timpani, some baritone horns, euphoniums and a bassoon for the instrumental programs and possibly an additional riser as well as a piano for the choral programs.
- Better, more reliable technology for photography (more functional computers with Adobe Creative Cloud)
- In-school photo printer
- Money for photography equipment (lenses and lighting in particular)
- Support of teachers throughout the school, particularly to allow students to attend arts-based field trips
- More practical Pro-Ds on inquiry and assessment. No more theorizing and talking about benefits – need for lesson plans and rubrics
- Better technology for film students to create and edit. (computers and Adobe Premier)
- Pro-d on the new curriculum.
- Better seating for theatrical performances

**English**

- release time or more collaborative time to plan events
- time to individually and collaboratively learn and master the curricular documents

- time to revise and plan new courses based on new curriculum
- funding for updating the bookroom with aboriginal education and newer sources
- funding for guest speakers, field trips, presentations etc.

### **Social Studies**

- funding for Pro-D resources I have purchased on social justice
- funding for new texts that better align with new curriculum and provide updated perspectives (our current text is from 1998!!)
- release time or prep time for collaboration and redesigning new units/overhauling courses

### **Science**

Discussions with the department members have had 2 consistent themes:

- Time. More time is needed to work independently and collaboratively on new labs/activities/projects.
- Resources. The new textbooks, teacher resources and workbooks have been re-designed to encourage a larger emphasis on the competencies. These resources will help both teachers and students.
- As there will be new curricular competencies for Grade 11 and 12, we would need time to meet and do as we did with the new Grade 10 curriculum.

### **Math**

- We need to examine which units are added or eliminated for each course and develop lessons that will help with the students engage in the learning of curricular competencies.
- Brainstorm ideas that try to combine curricular and core competencies

### **PE**

- time to work out curriculum
- facility management (more space and money!)
- funding for equipment and for usage of community resources that can add to our field trips and facility use

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## **6. HOW WILL WE KNOW WE'RE SUCCESSFUL?**

- Student Forum on Learning
- BC Ministry School Satisfaction Survey
- Student Learning survey showed increases in student connectedness
- Compass Survey
- Clubs Participation
- Ministry Literacy and Numeracy Assessments
- Feedback for PAC meeting
- Continued high rates of Post secondary acceptance
- Music Students can write coherently about their technical progress as well as meaning-making in self-reflections:
- Student performance is evaluated at district nights and festivals by professional adjudicators who provide valuable feedback as well as at weekend and afternoon workshops.
- Kids are clearly engaged and tell me they enjoy what they're doing
- Self-reflections
- Goal-setting and checklists to see if goals were achieved
- Bullet journaling



- Portfolios
- The quality level of student productions, whether they are theatrical, or film based, are improved and engagement has increased.
- Students will be engaged and be able to explain in detail to their fellow students the concepts covered
- Students will score well on assessments (exams, quizzes, informal daily quick assessments, etc)
- Baseline will be based on our experience and awareness of the past practice as well as previous averages of grade wide summative assessments
- We will look for steady improvements and if given the time, give a summative assessment be it mid-year and/or end of the year to provide a snapshot of the learning taking place in the classroom.
- If there are no changes, we will have to reevaluate our strategy and start brainstorming new strategies
- Students will set goals and self-reflect each term so that they themselves have an idea of how their learning is progressing.
- place ranking in a wide variety of Provincial and National Math and Science competitions
- An ever increasing expansion of the UHill athletics Program
- Transition to upper levels of ELL/ into academic English classes is facilitated by three assessments during the school year.
- Large number of ELL students involved in the school community (volunteering, music, sports, clubs etc.)
- Intercultural activities and events occur for/by parents and students (Ex; multicultural luncheon, Persian NY celebration, Chinese NY celebration, teacher appreciation evening etc.)
- Increased International Field Trips
- improvement in student speaking through reading aloud in class-test scores
- students are able to articulate connections between the mission statement and their performance in classes/the purpose of their projects
- Student attitude towards others in classes is encouraging and supportive
- Student ability to work in groups or understanding of group accountability is evident
- Students are engaged, attending regularly
- Positive Compass and other Survey results
- Significantly increased participation in School Athletics
- High School Spirit Day and School Sports Day participation rates
- High numbers of students joining school Clubs
- Strengthened relationship with Norma Rose Point with particular emphasis on math scope and sequence
- The sign-in binder has indicates that students are using the weight room more this year than ever before (during all open hours)
- Dance studio is well utilized by students
- Increased participation in outdoor pursuits and expressed an interest to do an outdoor program
- Increased numbers for the Sun Run
- Kids are clearly engaged
- Self-reflections
- Goal-setting and checklists to see if goals were achieved
- Bullet journaling
- Portfolios
- The quality level of student productions, whether they are theatrical, or film based, are improved and engagement has increased.
- Students are able to celebrate their work through show casing and self- reflection
- Attendance at school productions have increased as students take great pride in their performances as well as the school
- we will know by how our students get involved in our classes (how engaged they are)
- we will see a change in culture around athletics and participation
- smiles on faces
- community amongst our campus
- more fun to be had, more things to do and generally a more engage positive environment that isn't just about academics (well roundedness)

## 7. HOW WILL WE SHARE?

- Regular e-bulletins describing events that took place at the school will go home to parents.
- Celebrating students through school twitter site
- Visual and 3d art displays: painting, drawing, ceramics and photography
- District concert choir, senior and intermediate band nights,
- Performing choral music as a community service for the elderly at Tapestry
- Winter evening concert choir and wind orchestra concerts
- Lunchtime and sign-up performances in the atrium and music room
- Participating in the Concerts, Drama Performances
- Participating in an international performance tour to Honolulu Hawaii
- Performing at both Remembrance Day and end-of-term assemblies
- Dance performances the week before the Winter Break
- UHill Sports Hall of Fame
- Top PE students awards and certificated
- Athletic awards and PA announcements to encourage support for school teams

### **(intramurals, PE classes, athletics)**

- Battle of the Grades Trophy
- Sports Day Banner
- Scholarships for Leadership and Physical Activity
- Social media is one way to advertise our successes. Student self-reporting is another way to inform parents. Student displays can be shown during Parent Walkabout and the evening of Parent Teacher Interviews. Students can give talks and share learning with students at Norma Rose Point.
- Pep Rally for school Athletics
- student-led conferences
- create student "Learning Fair" in which students showcase their achievements across the school instead of a PT night,
- inviting parents to evening concerts, international performance tours, weekend workshops and festivals. Students can become aware of the learning and progress during assembly performances.
- More community projects. Community displays would be fun.
- Blogs – Instagram
- More events open to parents and members of the community (Winter Market; Art Auction)
- Student work displayed throughout school and used as exemplars around the province

### **We will also share student success through:**

- School Spirit Days
- Bi-weekly bulletins
- Sports Day (banners)
- Student Council events
- Assemblies
- Awards Assemblies
- School Dances
- Interim Reports
- Presentations – Physics Team, Model United Nations Team,
- Math Contests Awards, Leadership Conference Attendees
- Report Cards
- Individual Parent Meetings
- Scholarships
- Term Awards

- Parent Newsletters
- Bi-weekly parent bulletin
- School Monitors
- Updating of school website and placement of photo's / highlights of school trips /opportunities on the main page.
- UHill sports hall of fame
- Top PE students for each grade
- Junior Athletes awards
- Battle of the Grades trophy
- Displaying student work such as the carved pumpkins and gingerbread houses.
- Student success was celebrated through art displays on bulletin boards and in display cabinets, musical performances in school at assemblies, evening concerts, community performances
- PAC meetings Principals reports/student presentations
- Student engagement, quality of questions asked, quality of work (thoughtfulness)
- -formative and summative assessments within classroom as usual to see if students are achieving outcomes on rubrics I will design to match new curricular outcomes around the core competencies
- student self-assessments
- Annual October Principal's night with parents



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- There are 4 Aboriginal learners attending UHill secondary school in grades 9 to 12. Our
- students represent a broad cross section of band with the majority coming from Musqueam, Our
- students are enrolled in regular courses as well as in the Strategies Program and are given a
- broad range of supports throughout the year.
- One grade 12 student will be graduating and the other will likely staying at UHill for an extra year.
- First Nations student participation in student activities, clubs and school functions were also indicators of success; classroom and report card marks all indicate improvement

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## 9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

### **School-Wide Initiatives**

- Strengthened working relationship with Indigenous Education Support Worker assigned to Uhill

- Grade 9 Experience Day organized around indigenous themes – Blanket ceremony, indigenous plants, and indigenous dancing were all part of sessions offered to students
- Provided Individual student support through AIMS process
- Continued staff development on the central place of Indigenous Education within BC new curriculum
- Hosted annual lunch for Indigenous students at Uhill

### **Fine Arts**

By engaging students in the meaning, social and cultural contexts of different art forms, they are able to transfer their learning to respect and appreciate diverse traditions and cultures. By encouraging Aboriginal worldviews and perspectives through peripheral aspects like connectedness and relationship, a positive learner-centered approach, experiential learning and the power of story, the Fine Arts can engage learners in preparation for specific cultural and aboriginal content.

- Visual art liaison with First Nations Artists, and synthesizing elements of northwest coast design to create new designs in a highly successful jewelry making project
- Performance of repertoire that contains first nations melodies (Tribal Voices – Cheyenne Round Dance Song), also relating traditional styles of music to the function and purpose of their performance (work song, leisure, telling an important story etc.)
- Give students an opportunity to demonstrate the First nations Principles of Learning through learning activities in a circle that allow each person to be heard.
- Art students were again asked to compare their knowledge of Western Art History to that of the Indigenous Northwest Coast and were able to assess the imbalance in their knowledge and how that could affect their view of aboriginal cultures.
- All art students had to research, present and be tested on their knowledge of eleven contemporary Northwest Coast Artists, including being able to distinguish characteristics of each from slides. Their accumulated knowledge of design elements was then used to create their own artwork.
- Grade 9 choir students were again encouraged to listen critically to different styles of vocal music ranging from Finnish Choral, African-American spiritual, Zulu IsiCathamiya, Latin Contemporary Choral, Scottish folk, Cuban Rumba Guaguanco, South Indian Carnatic Konnakol, Pakistani Qawwali, baroque Opera, Texan Yodelling, Croatian Choral, Indonesian Kecak, Kpop, Chinese GuQin, Tuvan throat singing, Burundian Akazehe, Alabama Prison work songs, Vocal music from Laos, and discuss specific cultural performance aspects live or in studio, texture, timbre, melody, harmony, rhythm, and the meaning of the text and poetry within the social context of each.
- Customary to discuss what “unceded territory” means throughout the year in FA classes
- Yearly trips to the Belkin Gallery and Museum of Vancouver, which feature Indigenous artists and exhibits
- Suggested books for the Lib to purchase (Kinnie Starr’s book of poems, which I will use next year)

### **Student Services – Counselors and School-Based Resource Teacher**

- Completed AIMS for all Indigenous students
- Students connected to post-secondary support systems / information
- All grade 12 students informed and given invitation for Indigenous Graduation Celebration
- All grade 12 students invited to grade 12 leadership retreat in November
- In the ULC we have had book displays that highlight indigenous authors. The TL includes indigenous authors in book talks. A considerable investment went towards purchasing Indigenous literature anthologies and these books were shared with English teachers. A collection of Indigenous children’s literature were purchased. Transitional English classes completed an inquiry using Indigenous children’s books.

### **Modern Languages**

- Continued to Incorporate First People’s principles of learning into our teaching practice. I.e – that that “Learning is holistic, reflexive, reflective, experiential, and relational.” We strongly believe in the holistic, experiential and relational aspects of language learning. Languages should be taught in a way in which students can really live and experience the language in a social context. This principle guides our desire to teach our students the skills they need to effectively communicate with each other.

## English

- Protocol, story, role of place and voice through an indigenous lens
- Indigenous storytelling with grade 9s
- Expanded Indigenous education book collection

## Socials 9

- Students looked at the perspectives of the Squamish and Tsleil-Watuth First Nations with regards to the Kinder Morgan Pipeline expansion.
- compare how indigenous communities and early settlers viewed land
- Indigenous mapping exercises and sense of place (the role of memory and experience in how we related to certain locations)
- Explored Indigenous role in Confederation simulation and acknowledging where Indigenous voices have been neglected/heard.
- Explored the importance of Indigenous self-government, watched video clips of Indigenous speakers discussing the Inherent Right of Indigenous Self-government.
- Discuss ed Rights of Aboriginal Peoples of Canada in the Charter and their limitations based on Indigenous perspectives.
- Explored First Peoples Principles of Learning-Students will write about the different ways they learned then they had to determine the three best ways that work for them. They examined the First Peoples Principles of Learning and compared it with their list. In what way was it similar or different?

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## 10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Increase visual presence of First Nation's values and cultures within the walls of the school
- Increased sense of belonging within our First Nations students
- Increased UHill Parent support and appreciation for First Nation's culture and world views
- Students appreciated the skills and the structure of the game of lacrosse. This is evidenced by engagement.
- Provide increased staff training on how to properly integrate First Nations material into our class in an authentic way
- Continue to host aboriginal lunches
- Continue to use AIMS documents to provide FN students with wrap around support
- Complete implementation for the unveiling of two large scale First Nations Art Projects
- Continue to monitor attendance and achievement data
- Continued outreach to the Musqueam Band
- Annual visits to both the Reconciliation Pole and the MOA.
- Continued integration of First Nations Learning Principles across all curricular areas
- Increase Leadership opportunities for First Nations students
- Continue support for First Nations cultural activities and performances
- Staff Pro-D to support or Aboriginal Education goal
- Relate Wellness Wheel to Indigenous Wellness Wheel in Career Education 10 or Guidance
- Bring in Indigenous as part of 'Thrive' program
- Attend VSB First People's Festival at Museum of Anthropology with a group of students
- Utilize the Wellness Wheel as part of the Grade 9 Getting to Know You Time Capsule Letter Community project – many students chose to focus on images of reconciliation on UBC campus
- Host Indigenous student lunch
- strengthen relationship with Musqueam community

## **Fine Arts**

- Continue to use concepts from the First Nations principles of learning in our classroom and incorporate them into the structure of our teaching.
- Invite elder from Musqueam to teach grade 9 choir rotation students about First nations music, its social and cultural context, history and function.
- Want to learn of more Indigenous photographers Collab with Megan and build on relationships with Indigenous artists that she's already built Collab with socials department

## **Learning Commons**

- We will continue to purchase Indigenous books in all categories.
- Next year the children's story inquiry will be proposed to teachers at other levels of study.
- The TL will work to complete a indexing of Indigenous poetry according to theme.

## **Modern Languages**

- incorporate more reading into our lessons and/or homework. We have so many Aboriginal books in French and we would like to incorporate those into a reading rotation so that students are learning about Aboriginal perspectives from a variety of stories.

## **English**

- attend professional development to develop greater understanding of issues
- continue adding aboriginal-authored texts to our literature collections

## **Social Studies**

- Self-directed Pro-D on social justice; modifying structure of units to incorporate more student-centered and project-based learning
- Transitioning to new grade 10 and 11 curricula as gradual rollout continues; updating resources as necessary; continued department meetings to collaborate and discuss issues/challenges
- Field trips to MOA and perhaps Musqueam; guest speakers of aboriginal backgrounds
- Increase use of new curriculum language around assessment to ground classroom practice in core competencies
- Updated textbooks, opportunities for students to showcase their work within the community rather than just in classroom setting, more time to meet and discuss interdisciplinary opportunities
- Go beyond textbook content and bring in Indigenous primary sources, videos, stories, news stories/current events with an Aboriginal focus

## **Math**

- will continue to practice some of the successful strategies for aboriginal learning by showing respect, wisdom and humility so as to create an environment so that students feel that they can always reach out for assistance.

## **PE**

- can highlight some activities that are culturally relevant to indigenous ways of life (we do lacrosse and speak to the history)

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## 11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Improved Reports cards and attendance
- Increased understanding in all student of First Nations History and Culture
- Increase visual presence of First Nation's values and cultures within the walls of the school
- Increased sense of belonging within our First Nations students
- Increased UHill Parent support and appreciation for First Nation's culture and world views
- Students appreciated the skills and the structure of the game of lacrosse.
- Improved graduation rates
- Strengthened relationship with Musqueum Nation and the MOA