

NDSS SCHOOL STORY

2022-2023



Established in 1952, NDSS is proud to be in our 70th year of operation at 355 Wakesiah Avenue. NDSS is the oldest continuously operating high school in the Nanaimo-Ladysmith School District

nuw'illum, Welcome, Bienvenue everyone,

We would like to acknowledge that Nanaimo District Secondary School is located on the unceded, traditional, and ancestral territory of the Snuneymuxw First Nation, and we are grateful to gather here each day to learn, work, and play.

Our 2022-2023 NDSS school story is one that we are developing collaboratively with pride. Our focus this coming year is to develop a sense of community. With many new key staff members, including new administration, inclusion support, and counselling teams, we are looking forward to writing our story together.

**NDSS:
1,692 STUDENTS**

131 STAFF



WHO WE ARE

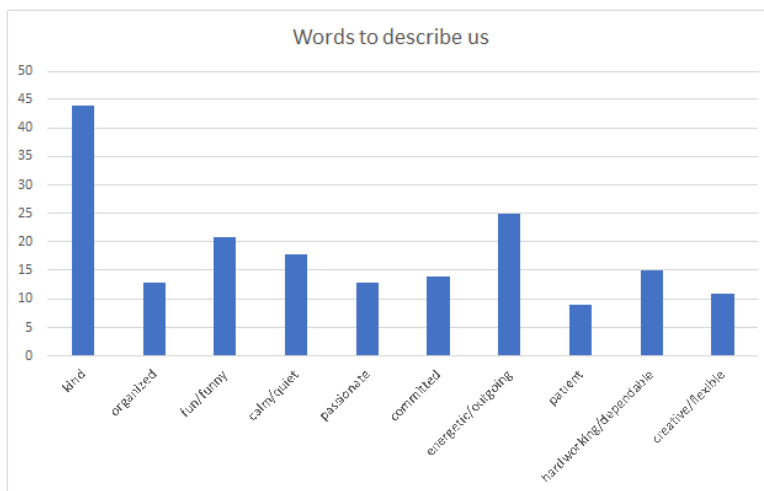
NDSS has a student body of 1,692 students and 131 staff members. Diversity is an incredible strength of our school, with 239 Indigenous students, 469 French Immersion students, 49 Francophone students, 62 International students, and 34 students that came to NDSS as refugees, as well as a large number of students that come from a variety of ethnic and cultural backgrounds. This diversity creates a rich tapestry that is NDSS. Our school is home to a French Immersion program, the Francophone School District, four district sports academies (hockey, beach volleyball, soccer and lacrosse), Skills for Life, District Skills for Life, and the Arrow program, among many others.

NDSS draws students from across the City of Nanaimo as the only French Immersion secondary school. Hammond Bay, Pauline Haarer, and Quarterway Elementary are our French Immersion feeder schools. We also welcome 94 students from Gabriola Island, who wake up early each day, and arrive home late each evening to attend our school. Brechin, Fairview, Forest Park, Gabriola, and Mountain View Elementary are our English-stream feeder schools. NDSS also welcomes Francophone (School District 93) students from Ecole Oceane.

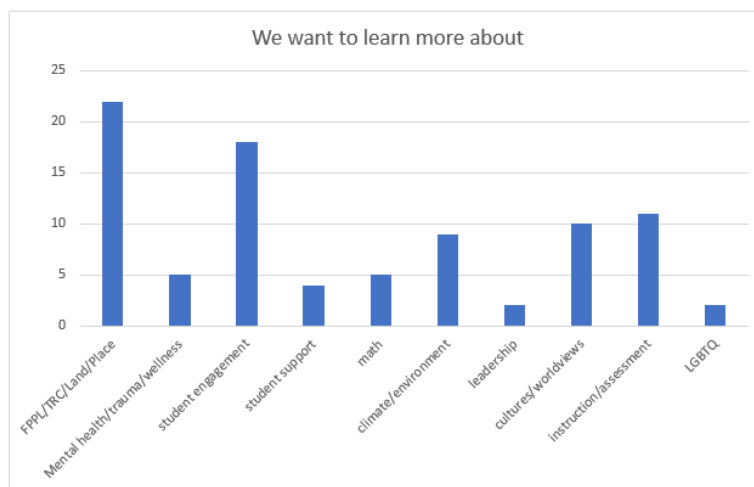
Our school offers students a large variety of academic and elective courses to create a rich educational experience. Along with the vast majority of BC Curricular offerings, NDSS is host to a great number of elective courses. Students can take Auto-Tech, Carpentry, Metalwork, Drafting, Technology, Textiles and Foods Studies within our Applied Design offerings. NDSS has a robust Fine Arts community with Visual Arts, Photography, Band, Ceramics, Media Arts, Dance, and Musical Theatre offered for our students' enjoyment. We offer an array of Physical Education courses that help to keep students engaged in physical activity and promote a healthy, active lifestyle. NDSS also has an incredibly exciting Outdoor Wilderness program which offers land-based learning opportunities to deepen student knowledge and understanding of our beautiful land, as well as practices of survival and environmental sustainability.



Our journey has started with a formative scan of our staff. Staff responses will guide our shared learning, help us to build community, and identify areas of strength.



We have restructured our Professional Learning Community time on Monday afternoons to spend time learning as a whole staff, for departments to meet in teams, and for staff to be able to work collaboratively and cross-curricularly on inquiry projects tied to student data and district goals.



This graph shows what the staff is currently wanting to learn more about.



Over the course of the year, we will re-examine our current school goals to see if they are still relevant to our learning community.

OBJECTIVE - CURRICULUM

- to continue to implement the new BC curricula in our teaching areas
- to acquire resources to support new curriculum
- to design units and lessons that reinforce the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand)
- to collectively foster indigenous understandings by including more indigenous content and resources into our instruction

OBJECTIVE - ENVIRONMENTAL LEADERSHIP

- to reduce our environmental footprint consistent with district and provincial goals
- to integrate eco-literacy across curriculum
- to support student-driven solutions to environmental problems

OBJECTIVE - ASSESSMENT

- to continue to build a culture in which assessment for learning, of learning, and as learning is utilized to support student growth
- to use a variety of authentic assessment practices to promote learning, inclusive of student voice to support student growth
- to align all activities and assessment strategies with core competencies and big ideas
- to explore online assessment tools to support ongoing communication of student learning

OBJECTIVE - COLLABORATIVE INQUIRY

- to continue to build an environment of professional collaboration as a means to improve student engagement and progress
- to use all opportunities including PLC time to support student learning and enhance professional practice
- to define and promote school-wide common practices and expectations
- to incorporate reflection to ensure our collaboration is effective

OBJECTIVE - BELONGING

- to encourage a collective responsibility to make everyone feel welcome
- to increase awareness of the diversity within our school
- to engage in school-based events for community building
- to differentiate learning experiences to enhance student engagement

OBJECTIVE - TRUTH & RECONCILIATION

- to recognize that we have a collective responsibility to learn our colonial, and local history and its impacts on Indigenous and non-Indigenous peoples
- to recognize that our best practice, as educators, is guided by the First Peoples Principles of Learning and Ways of Knowing
- to improve and maintain authentic, trusting relationships with Indigenous students, their families, and the larger local Indigenous communities