

## 2023-2024 School Learning Plan

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### SCHOOL STORY

“With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).”

Templeton Secondary School catchment area falls within the Hastings-Sunrise area of Vancouver. The school is nestled in a residential area within three blocks of Hastings to the north, one block from Victoria Drive to the west, and one block from Nanaimo to the east. The catchment area includes some industrial waterfront areas, Hastings Park (including the Pacific National Exhibition grounds), and 7 elementary schools. The remaining area is zoned for single-family residential and multi-dwelling apartments.

Templeton's population is approximately 970 students and 90 staff members. The student population is a multi-cultural student body with approximately one-quarter of the students reporting a language other than English as their first language. Approximately one-third of this population of our students report that Chinese is the language spoken at home. First Nations students comprise six percent of the school population. Templeton students span the spectrum of academic abilities, from gifted learners to those with learning difficulties. Over fifteen percent of the students are supported by Individual Education Plans. Templeton students span the socio-economic spectrum as the Grandview-Woodlands community has seen significant growth over the past multiple years. As a result, students arrive at Templeton with a diverse range of abilities.

Templeton is a comprehensive secondary school that provides students with opportunities to reach their potential in Mathematics, Sciences, English, Social Studies, Languages, Physical Education, Fine Arts and Applied Skills. The past few years have seen some outstanding initiatives implemented by the professional staff and energetic students at Templeton Secondary. Our STEM Program combines Science, Technology, Engineering, and Math and applies them towards learning how to solve hands-on problems in innovative ways. Our Fine Arts program produces professional quality theatre and film productions throughout the year. There is also a vibrant and competitive Robotics club that consistently participates and places in regional and international competitions.

Templeton has two different levels of support to better meet the needs of students identified by the Ministry of Education as Special Education students, and for non-designated students who may need added support. The District Learning Support Program (LSP) is an adapted program in which a small cohort of students work with a small number of teachers for the academic subjects of English, Social Studies, Math and Science in the junior grades. The students' elective courses are in the regular program. Other students needing additional support are encouraged to take Skills development classes to build their organizational and educational skills while getting more directed instruction on certain homework and classwork assignments.

The school has three additional district programs on site: Mini School, Strategies and Life Skills. The goal of the District Mini School Program is to offer enrichment to a very high-achieving group of students and to develop their full potential academically and personally through interdisciplinary studies, outdoor education, cultural experiences, and community service. Strategies is a small program with a maximum of 15 students from grades 8 to 12. Students in this program have learning needs that go beyond a mainstream classroom but provide the necessary academic rigor that can lead to a Dogwood Diploma. The Life Skills Program, a small supportive class for students with moderate to severe intellectual disabilities and/or autism, is designed to improve functional academic skills, improve communication skills, and teach appropriate behavior and social skills.

These programs enhance the diversity within the Templeton school community, as they contribute to its overall culture. The school also has administrative responsibility for two other programs. Sunrise is a grade eight and nine program designed to re-engage students in school. Emphasis is placed on creating a safe supportive learning environment where regular counselling support is provided to students. Peak House is a short-term residential alcohol and drug rehabilitation facility. Students continue the academic studies that they were working on at their former school. The academic programming for Peak House students occurs in a classroom at Templeton.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As of September 2023, Templeton's population increased to 932 students. Over the past five years, each cohort of grade 8s coming into Templeton has exceeded the number of outgoing grade 12s.

- 6% of our population identifies as Indigenous.
- 17% of our population currently have a Ministry Designation (ranging from A to R)
- 34 students are enrolled in Learning Services-based programs and 134 in Secondary Choice Programs.

### **Strengths:**

- Students are attracted to Templeton because of its welcoming and inclusive community. Students with a passion for Fine Arts, specifically Theatre and Film are particularly attracted to Templeton because of the high-caliber programs offered.
- Most Templeton students do well in both Literacy 10 and Literacy 12 assessments.
- We are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives. The socio-economic disparity in the community plays a role along with families' comfort level engaging with school personnel.
- Our Parent-Teacher Conferences have been well subscribed to the point of filing up within hours of registration opening. The move to online appears to have increased parent/guardian engagement.
- Our school population is inclusive of diverse learners (in classrooms, the office, hallways, and shared spaces).

### **Stretches and Areas of Focus:**

We have evidence of a decreased sense of belonging among some of our students. This is indicated by an increase in the following behaviors:

- Increased absenteeism or skipping school.
- Substance use, such as vaping. This behavior is often accompanied by missed classes.
- Surveys and anecdotal evidence revealed a significant portion of the student population does not feel a sense of belonging to Templeton and does not feel there is an adult who really cares for them.
- Student learning surveys and informal classroom surveys revealed a significant portion of students spend time on online devices or watching TV.

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## 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

Coming out of COVID, the Templeton staff has made school engagement/school culture a priority with the specific reading as follows:

*Templeton Secondary will improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.*

Rebuilding a sense of ownership and belonging amongst staff, students and community. A noticeable increase in absenteeism post-pandemic requires us to investigate the root causes of student disengagement. Student disengagement inevitably has an impact on assessment rates, including literacy and numeracy assessments. Some strategies we intend to employ and/or have employed are:

- Creating synergy between all members of Templeton’s support team through weekly meetings with an emphasis on student achievement and well-being. Action items vary from one-on-one check-ins with students, team meetings with family and interagency supports, communication to teachers and ways to support both the student and family along with a host of other interventions and strategies. The support team consists of Administration, Counsellors, Safe and Caring Schools Worker, Resource Teacher(s), Community Schools Team Coordinator and Youth and Family Worker, Vancouver Coastal Health School Age Children and Youth worker, Indigenous Support Worker and Teacher and the School Liaison Officer. This group will be focusing on attendance rates to identify students that require intervention along with the traditional referrals from staff and families.
- Emphasizing core competencies over curricular competencies to develop skills and encourage participation in class by adapting the curriculum to meet the needs of all students.
- Creating alignment amongst departments when it comes to assessment is another approach to supporting literacy and numeracy rates for students. These conversations have taken place during Department Head meetings, Collaboration Time and Staff Meetings. The intent is to create a consistent experience for students when it comes to assessment and expectations so a student moving from year to year will know what the classroom expectations are and how they will be assessed. This allows students to move from teacher to teacher seamlessly without the need to learn how a particular teacher approaches assessment. This will also provide clarity for parents who are still trying to understand the K-9 Standards-Based Assessment Model.
- A fully functional Resource Model will be launched in September 2024 with two full-time teachers serving the Templeton population. This is a departure from the traditional skills model where students are enrolled in a stand-alone class for support. With the shift to the semester system, the skills model is a less desirable avenue for student support as it only captures the experience for a student in a single semester. A Resource model allows for on-demand real-time support throughout the year for all students. With two teachers, the ability to provide small group instruction as well as collaborate with classroom teachers to adapt resources will be an expectation moving forward. This will not only support students academically but also provide another means for students to take ‘brain breaks’ to support their mental well-being.

- Terry Fox continues to serve as an inspiration to us all. Templeton has recently brought back a school-wide Terry Fox Run, held in September, to encourage physical and mental well-being. This is spearheaded by the Physical and Health Education department.

## Improve equity

### School Goal: Enhancing Student Sense of Belonging through Equity

*To foster a stronger sense of belonging among all students, our school is committed to addressing equity. We will prioritize our efforts on supporting those who face the greatest challenges. This includes exceptional learners identified through IEPs, Indigenous students, and students transitioning to the secondary system, particularly those entering grade 8. By focusing on these groups, we aim to create a more inclusive and supportive educational environment for everyone.*

Improving equity among students involves addressing disparities in access, resources, and opportunities. We will focus on inclusion policies and practices.

- Templeton Resource Centre (TRC):

The redesign of Learning Strategies classes will include TRC blocks (Templeton Resource Centre) that prioritize students with the greatest need for executive functioning support, where they will learn strategies to be successful in school. These classes will be small, and the curriculum will be the students' IEP goals and executive functioning skills. Other students with designations will be supported by the team of Resource Teachers, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their subject-area specialist during FIT (Flexible Instructional Time) periods and regular communication between the classroom teacher and case manager and family will create wrap-around support. This model will also increase student self-advocacy skills.

- Peer Tutoring Support

Templeton will establish a Peer Tutoring Program, where students will support their peers in academics under the guidance of the Resource Teacher Team. Peer tutors will use the TRC as their home base and will work closely with Resource Teachers to guide their efforts. This model will increase the connection between students in different grades, as peer tutors will be in grades 10 – 12, and their efforts will focus on supporting junior students.

- Flexible Instructional Learning Utilization

Students and teachers will maximize engagement and utilization of Flexible Instructional Time, with systems of communication set up to inform families about the need to access greater academic support. A model for students to 'sign-up' for support during FIT will be employed.

- Universal Design for Learning (UDL):

While our school plan will prioritize the needs of exceptional learners, Indigenous students, and grade 8s, it is important to meet the needs of ALL learners, and Universal Design for Learning is a methodology that addresses this goal.

Teachers will implement UDL principles in lesson planning and curriculum development to make learning accessible to a diverse range of students.

Teachers will design instructional materials that are flexible and can be easily adapted to meet the needs of all students.

Resource Teachers will support Classroom Teachers with accessible means of implementing UDL methods (“Bite-Size UDL”) based on learning from the DRT and RT attendance at the UDL Conference with Katie Novak.

By incorporating these strategies, we can create an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

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

Templeton will continue its journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort by including Indigenous Perspectives in all areas of the curriculum, so all students can celebrate Indigenous excellence and Indigenous students feel a greater sense of belonging to the school community.

Incorporating Indigenous perspectives across all areas of the high school curriculum is a crucial step in the journey of reconciliation with First Nations, Métis, and Inuit communities. This approach not only promotes a more accurate and inclusive representation of Canada's history but also fosters cultural understanding, respect, and a sense of belonging among all students. Here are several ways in which this can be achieved:

#### How will we know we have addressed this goal?

##### Action #1: Integrate Indigenous Content Across Subjects Extracurricular Events

Templeton teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Templeton English and Socials departments incorporate literature written by Indigenous authors and storytellers in all grade levels and the library is focused on expanding its collection of Indigenous literature, both Canadian and international. This provides students with diverse perspectives and helps break stereotypes and misconceptions.

It is important to ensure that Indigenous knowledge is not limited to specific courses but is seamlessly integrated throughout the curriculum.

##### Action #2: Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremonies, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We can continue this practice at Templeton and respect the pace at which staff and students strive to pronounce the three nations names - x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. In addition, Indigenous content and perspective should be included in major assemblies such as Remembrance Day assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

### Action #3: Reinforce the Role of the Indigenous Education Teacher and Indigenous Education Worker

At the first or second staff meeting, the Indigenous Education Teacher and Indigenous Education Worker will outline their role and responsibilities to the entire staff. The aim of this presentation is to provide clarity for teachers and other staff about the priorities of the Indigenous Education staff.

The Indigenous Education Teacher and Indigenous Education Worker will also make a short presentation at each grade assembly in September, outlining their commitment to supporting all students who seek help with cultural teachings.

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## HOW WILL WE KNOW WE'RE ON TRACK?

Measuring progress towards the three school goals outlined in a one-year school plan can be achieved through quantitative and qualitative methods.

### Goal #1: Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

- Literacy and Numeracy Assessment results - these results will help us assess whether the students who have previously achieved a lower mark are having greater success.
- COMPASS survey - run out of UBC, this tracks student well-being and health.
- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.
- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.

### Goal #2: Enhancing Student Sense of Belonging through Equity

- Learning update data will also be used to track performance trends of students and allow for 'on the fly' adjustments during the school year.
- Attendance records for targeted student groups, as well as the overall student population.
- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.

### Goal #3: Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.
- Targeted Professional Development opportunities to further enhance Indigenous Ways of Teaching and Learning

Similar to the triangulation of product, observation and conversation used to assess students, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Templeton school community and will direct further efforts.