

## 2024-2025 School Learning Plan

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### SCHOOL STORY

“With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).”

Templeton Secondary School’s catchment area falls within the Hastings area of Vancouver, which is also referred to as the East Village. The school itself sits within the main city roadways of Hastings to the north, Victoria Drive to the west, and Nanaimo to the east. The catchment area includes some industrial waterfront areas, New Brighton Park, Hastings Park (including the Pacific National Exhibition grounds), and 7 elementary schools. Most of the area is zoned for single-family residential and multi-dwelling apartments. The Templeton catchment is the most north-eastern in the school district.

Templeton has 90 staff members working with approximately 970 students to create a vibrant and diverse community. The student body is multicultural, with about a quarter of the students speaking a language other than English as their first language. Notably, one-third of the students speak Chinese at home. Indigenous students make up seven percent of the population. Templeton caters to a wide range of academic abilities, from gifted learners to those with learning challenges, with over fifteen percent of students supported by Individual Education Plans. The student population reflects the socio-economic diversity of the Hastings community, bringing a rich variety of backgrounds and abilities to Templeton. Templeton is a comprehensive secondary school that provides students with opportunities to reach their potential in Mathematics, Sciences, English, Social Studies, Modern Languages (French, Mandarin, Spanish), Physical Education, Fine Arts and Applied Skills. The past few years have seen 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 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 distinct 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. Priority learners are supported through the Learning Hub, a resource center that offers support for students 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 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 it provides 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. The Sunrise program focuses on creating a safe, supportive learning environment where academics are developed in conjunction with social-emotional skills. Templeton also supports a Provincial Resource Program (PRP): Peak House. The academic programming for Peak House students occurs in a classroom at Templeton. 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.

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

As of September 2024, Templeton's population increased to 954 students. Over the past five years, each cohort of grade 8s coming into Templeton has exceeded the number of outgoing grade 12s, and this trend is continuing into the 2025-26 school year.

- 7% of our population identifies as Indigenous.
- 19% of our population currently have a Ministry Designation (ranging from A to R)
- 32 students are enrolled in Learning Services-based programs and 137 in Secondary Choice Programs.

### **Strengths:**

Templeton is known for its welcoming and inclusive community, which attracts students, especially those passionate about Fine Arts such as Theatre and Film, due to the high-calibre, industry-standard programs offered. Most students at Templeton perform well in both Literacy 10 and Literacy 12 assessments. However, there are varying levels of family support, engagement in student learning, and parental or guardian involvement, influenced by socio-economic disparities and families' comfort levels in engaging with school personnel. Despite these challenges, our Parent-Teacher Conferences are highly popular, often filling up within hours of registration opening. Additionally, our school population is inclusive of diverse learners, evident in classrooms, the office, hallways, and shared spaces.

## Stretches and Areas of Focus:

Templeton is facing challenges with increased absenteeism and missed classes, often linked to substance use such as vaping. We have evidence of a decreased sense of belonging among some of our students. Surveys and anecdotal evidence indicate that a portion of the student population does not feel a sense of belonging to Templeton and lacks a connection with an adult who genuinely cares for them. Additionally, student learning surveys and informal classroom surveys reveal that many students spend considerable time on online devices or watching TV, which may impact their engagement and academic performance.

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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.

Through improving student attendance and engagement in school, we believe we will see an increase in literacy and numeracy scores. **Our goal is to improve student achievement through improving the educational environment to increase student engagement.**

#### *Why did we select this goal?*

Based on attendance records and student survey results, the focus for this goal is around rebuilding a sense of ownership and increasing engagement amongst and between staff, students, and the 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.

#### *What are we doing to address this goal?*

**Action #1 (continue from 2023-2024):** Promote synergy within Templeton's Student 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, Leadership and Resiliency Program, and the School Liaison Officer. This group will be focusing on attendance rates to identify students who require intervention, along with the traditional referrals from staff and families.

**Action #2:** Realigning assessment across departments.

Creating direct connections to curricular content and competencies 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.

**Action #3:** Shift student support to a Learning Hub Model.

Supporting students with diverse learning needs through the Learning Hub Model, a resource centre that can offer push-in and pull-out support. 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 connect with caring adults positioned to help them with their learning.

**Action #4:** Structuring FIT sessions to support student ownership over learning.

Creating a structure to allow students to select a teacher to work with during FIT and to also report FIT attendance home to families. This will allow students to make an informed choice about their FIT sessions and allow families to see how students are using their time during FIT. Ultimately, providing more information to students and families will help them create the best possible plan to support learning.

**Action #5:** Communication with Students and Student Voice

Having timely communications with students to let them know what is happening within the school and how they can be a part of various events. Using a Week At A Glance provides helpful information to students about the week ahead and also serves as a reminder for important events.

***How did we come to the specific actions we plan to undertake to address the goal?***

Through staff collaboration, these actions were identified as being actionable first steps to address both student engagement and academic achievement.

***Reference literacy/numeracy or achievement data***

We understand that the learning environment has a significant impact on a student's engagement, which also positively affects their academic achievement. To support this, we will continue to monitor our students' literacy and numeracy results annually. Additionally, we will continue to use student voice events and surveys to determine if there is a correlation between student achievement and our efforts to improve engagement.

**Improve equity.**

Improving equity among students involves addressing disparities in access, resources, and opportunities. We will focus on inclusion policies and practices. **Our goal is to improve access to resources and opportunities for priority learners.**

***Why did we select this goal?***

We chose the goal of improving access to resources and opportunities for priority learners to ensure that every student receives the support they need to succeed. Through these comprehensive strategies, Templeton Secondary aims to create an equitable environment where all students feel valued, supported, and maximally included, thus promoting equity in educational experiences.

***What are we doing to address this goal?***

**Action #1:** Creating a Learning Hub that is easily accessible to all students

The Learning Hub prioritizes students with the greatest need for executive functioning and academic support. Students will have access to the Learning Hub throughout the day and will receive learning support. Students with ministry 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.

**Action #2 (continue from 2023-24):** Maintain a robust Peer-Tutoring Program

We will continue to facilitate 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 Learning Hub 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 11 or 12, and their efforts will focus on supporting junior students.

**Action #3:** Rebuilding an ELL Program

Putting structures in place to have a functioning ELL program that directly addresses the needs of reception-level ELL students was a priority for this year. We will continue to use available staffing and resources to ensure that students requiring ELL service, especially those students transitioning from elementary to secondary school, are provided language instruction and have pull-out support.

***How did we come to the specific actions we plan to undertake to address the goal?***

Through these strategies, we can continue to work towards an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

### ***Reference literacy/numeracy or achievement data***

We will continue to monitor student access of the Learning Hub, literacy and numeracy results year to year, and student learning updates to identify correlations between student achievement and our equity actions.

### **Continue 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. **Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions among all learners.**

### ***Why did we select this goal?***

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.

### ***What are we doing to address this goal?***

#### **Action #1: Integrate Indigenous Ways of Knowing 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. Further, supporting staff with weaving Indigenous ways of knowing into their courses.

#### **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), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. Templeton's daily acknowledgement is read in hən̓qəmin̓əḿ. 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:** Supporting the Indigenous Enhancement Team in their work with students and families

Templeton's Indigenous Enhancement Team (IET) consists of a teacher and a support worker who are at Templeton three days a week. The majority of their role is supporting students academically and culturally in the Sacred Room, a space for Indigenous and non-Indigenous students to celebrate, collaborate, and build relationships. Creating spaces and places for the IET to connect with students and their families is important work. This year, through the IET, Templeton has hosted sharing circles and other parent events.

***How did we come to the specific actions we plan to undertake to address the goal?***

Our goal aligns with the district Education Plan objective and the Aboriginal Education Enhancement Agreement (AEEA) Culture and Community goal, as well as BCTF Professional Standard 9, and the BCPVPA Leadership Standards. At Templeton Secondary, there is a strong and growing interest in Indigenous histories, traditions, cultures, and contributions within our community. Both students and staff are actively engaged in reconciliation through action. The numerous actions taken in this regard over the past several years reflect our ongoing commitment to this important work.

***Reference literacy/numeracy or achievement data***

Templeton Secondary's Student Support Team will continue to collaborate to support our Indigenous students and monitor their literacy and numeracy results annually. Having sharing circles with families provides another opportunity to obtain anecdotal feedback. We plan to add additional questions to the 2025 Student Learning Survey to determine if there is a correlation between our School Learning Plan actions and Indigenous student achievement.



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

To assess the effectiveness of our actions, we will compare baseline student data from the 2023-2024 and 2024-2025 academic years, including the Student Learning Survey and Family Belonging Survey. We will be exploring correlations between student achievement and student engagement through this data. We will focus on students' self-reporting around engagement and equity, and their understanding and appreciation of Indigenous cultures. We will also be accessing student voice through a student forum – this will help inform practice through the stories and perspectives of students.

We will continue to share news, activities and events that connect to our School Learning Plan with the broader Templeton community in the monthly Family Bulletins, PAC meetings, and school website. Communication continues to be something that we are refining to better meet the needs of all members of the community.

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.

The following actions will require additional progress checks:

### Belonging

**Action #1:** Promote synergy within Templeton's Student Support Team.

- 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.
- Attendance records for targeted student groups, as well as the overall student population. These are currently being reviewed on a bi-weekly schedule.

**Action #2:** Realigning assessment across departments.

- 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.
  - Collaborative sessions that highlight school learning plan goals and provide opportunities for teacher feedback

**Action #3:** Shift student support to a Learning Hub Model.

- Learning update data will also be used to track performance trends of students and allow for 'on the fly' adjustments during the school year.
- 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.

**Action #4:** Structuring FIT sessions to support student ownership over learning.



- Tracking FIT attendance data to see how students are using this time

#### **Action #5: Communication with Students and Student Voice**

- Survey of parents/caregivers on perceived levels of belonging for students

#### ***Reflections – May 2025***

Throughout the year, significant initiatives were implemented to enhance student support, realign assessment practices, and foster a sense of belonging. Promoting synergy within the Student Support Team led to an increased sense of belonging and improved attendance rates among targeted student groups. Realigning assessment practices heightened teachers' awareness of students' coping mechanisms and their commitment to integrating Indigenous perspectives. The shift to a Learning Hub Model allowed for timely adjustments to support strategies, resulting in improved student performance, particularly in literacy and numeracy. Structuring FIT sessions encouraged student ownership of learning, evidenced by high attendance rates and positive feedback. Enhanced communication with students and their families revealed an increased perception of belonging. These initiatives have collectively strengthened the school community, and continued focus on these areas will be essential for sustaining and building on the progress made. Moving into next year, the focus will be on the structures, culture, and practice within the school and how each plays a part in the academic lives of students.

### **Equity**

#### **Action #1: Creating a Learning Hub that is easily accessible to all students**

- Student forum results (anecdotal evidence)

#### **Action #2 (continue from 2023-24): Maintain a robust Peer-Tutoring Program**

- 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.

#### **Action #3: Rebuilding an ELL Program**

- AIP data and literacy assessment data

#### ***Reflections – May 2025***

Significant initiatives were implemented to enhance student support and foster a sense of belonging. The creation of a Learning Hub provided an accessible space for academic support, which was well-received by students. The continuation of the Peer-Tutoring Program increased students' sense of belonging and effectively addressed their academic and emotional needs. Rebuilding the ELL Program led to a more targeted approach to language learning. These actions collectively contributed to a more inclusive and supportive learning environment, highlighting the importance of maintaining and expanding these initiatives to meet the evolving needs of students. Using parent feedback, student voice, and collected data helped to shape the responses and interventions that we employed and will continue to be an integral part of our planning moving forward.

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

### **Action #1:** Integrate Indigenous Ways of Knowing Across Subjects Extracurricular Events

- 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.

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

- Targeted Professional Development opportunities to further enhance Indigenous Ways of Teaching and Learning

### **Action #3:** Supporting the Indigenous Enhancement Team in their work with students and families.

- IIMS data as well as anecdotal data from family circles

### ***Reflections – May 2025***

We continue to refine the ways we weave Indigenous Ways of Knowing and Teaching into our practice. Teachers reported increased awareness and commitment to incorporating Indigenous perspectives into their subjects and extracurricular activities. Targeted professional development sessions equipped teachers with practical strategies for integrating Indigenous content into daily routines. Additionally, the Indigenous Enhancement Team received support, leading to positive outcomes in student engagement and family involvement. These actions collectively fostered a more inclusive and respectful learning environment, highlighting the importance of continuing these initiatives to further enhance Indigenous education and support.