

2024-2025 School Learning Plan

SCHOOL STORY

Sir Charles Tupper has a population of over 1100 students. Our school population is ethnically diverse, with home languages that include English, Tagalog, Cantonese, Mandarin, Vietnamese, Amharic, Farsi, and Arabic. Six percent of our students are enrolled in English Language Learner (ELL) classes, and we work with fifteen International Students from various countries. We also have a cohort of thirty-seven students with Indigenous heritage representing three percent of our total student population. In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers several district educational programs for students with distinctly identified learning needs. These programs include:

- The Tupper Mini Program access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The Learning Support Program for a cohort of fifteen grade 8 and 9 students with learning designations and an IEP which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The Junior Literacy program for twenty students with interrupted education from across the district in grades 8 through 12. Each student works on building English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The Senior Literacy Program for eighteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The Tupper Tech Program focuses on trades-based careers and pre-apprenticeship training for twenty grade 12 students from across the VSB.
- Two Life Skills Programs for up to thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The Tupper Alternate Program (TAP) is located on-campus for twenty grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons.

Tupper benefits from a wide range of community partners (including Little Mountain Neighbourhood House, Mount Pleasant Neighbourhood House, Hillcrest Community Centre, and Mount Pleasant Community Centre) who offer educational support and extracurricular activities

for our students. In addition, our Community Schools Team offers direct support to vulnerable youth, allowing them to participate in activities both during and after the school day. These activities include athletics, camps, clubs, field trips, homework support, and mentoring opportunities. Student participation in these activities correlates with overall student success through measures such as school connectedness, social equity, student conduct, and successful grade-to-grade transitions.

Our Code of Conduct adheres to the VSB Code of Conduct in language and application. In addition, Tupper reinforces certain values with the ROARS (Respect, Ownership, Attitude, Responsibility, Safety) philosophy, which influences the culture at Tupper. The school-wide positive behaviour support program is well established and embedded in the operations and philosophy of our school. Each year, we have one half day, school-wide ROARS Day that focuses on certain aspects of ROARS. Staff meet to identify the year's theme and aspects they want to focus on during these school-wide events. This decision is based on what conversations staff have with students about the ROARS ethos. Additionally, staff use collaborative planning time to reflect on the overall climate in the school and then plan grade assemblies to address the positives and negatives and to provide direct instruction and feedback on the skills we want students to develop.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- Students are coming to Tupper with more well-developed fine arts skills and abilities because of outside extracurricular experiences.
- Tupper students score above the district average in the Proficient/Extending range in all Provincial Assessments, although there is still room for improvement
- We are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives.
 - Our Student Learning Conferences are well attended. Online access to Student Learning Conferences appears to have increased parent/guardian engagement.
- Surveys showed students trended toward being more likely to report spending time with friends in person at school.
- We are witnessing a growth in volunteerism and service, particularly among the junior (grades 8 and 9) students.
- Our school population is inclusive of diverse learners (in classrooms, office, hallways, 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:
 - Ongoing absenteeism and tardiness.
 - Vandalism. This behaviour is often accompanied by missed classes.
- Surveys show that a significant portion of the student's population do not feel that school is preparing them for a job in the future.
- COMPASS survey revealed a significant portion of students spend more time on online devices or watching TV as compared to other students across the country.

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

Based on staff and parent input, student voice, identified areas for growth, and the VSB Education Plan, our goal is to increase students' sense of belonging to the school community.

Student belonging is foundational to successful learning outcomes. We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s). Our aim is to increase belonging and academic success with caring, wrap-around support for students.

We will use the following strategies to achieve this goal:

- **Teacher Collaboration Time**

Teachers will form learning groups that will address school goals of belonging, equity, and our journey of Reconciliation. Teachers will self-select an area for professional growth, such as Assessment and the BC Reporting Order, Reconciliation. Collaboration Time is called Tupper Instructional Planning (TIP) and happens eight times per school year for eighty minutes. Teachers will share resources and strategies, try new methodologies in their classrooms, and then report back to their collaboration group.

- **Threaded Professional Learning**

Identifying themes within professional development that can run throughout the school year, within staff meetings, professional development days and teacher collaboration.

- LINK Crew

Already well established, the LINK Crew will foster belonging through targeted events and interactions between senior students on the crew and all grade 8 students. These interactions begin with a tour of Tupper when the younger students are in grade 7 and continue throughout the grade 8 year.

Improve equity

To improve student sense of belonging, we must address equity. Tupper's goal to improve equity is to review how students with diverse learning needs are supported.

We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s).

Improving equity among students involves creating innovative systems to address disparities in access, resources, and opportunities. We will focus on inclusion policies and practices.

1. Tupper Learning Centre (TLC):

The redesign of Learning Strategies classes involves creating TLC blocks (Tupper Learning Centre) that prioritize students with the greatest need for executive functioning support and learning strategies to be successful in school. These classes will be small, and the curriculum will be the students' IEP goals and executive functioning skills. All students with designations will be supported by the team of Resource Teachers and/or Counsellors, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their case manager or subject teacher during FIT (Flexible Instructional Time) periods and regular communication between the classroom teacher, case manager, and family will foster wrap-around support. This model will also develop student self-advocacy skills.

2. Flexible Instructional Time Strategy:

Students and teachers will maximize engagement and utilization of Flexible Instructional Time. Students will be encouraged to access their subject teachers during FIT, and communication home will inform families about the need to access greater academic support. Students who do not utilize their FIT blocks effectively will be directed to specific learning spaces.

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

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

Sir Charles Tupper's goal is to include Indigenous perspectives in all areas of the curriculum and school community, so all students can celebrate Indigenous excellence, and Indigenous students feel a greater sense of belonging to the school community.

The journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort. 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 ways in which this can be achieved:

1. Integrate Indigenous Content Across Subjects

Tupper teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Tupper English and Social Studies departments incorporate literature written by Indigenous authors and storytellers in all grade levels. The library is focused on expanding its collection of Indigenous literature, both Canadian and international. Tupper's ADST department has provided robust opportunities in weaving, red dress projects, and other projects in consultation with our Indigenous Education Teacher. Integrating Indigenous perspectives 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.

2. Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremony, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We will continue this practice at Tupper and respect the pace at which staff and students to strive to pronounce the three nations names - x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. One of this goal's objectives is to ensure the actions are authentic and not performative. 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.

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.

We will compare baseline data to data gathered throughout the year, using:

1. Student Learning Survey (SLS) 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.

- While the SLS results for 2025 were not available at the time of completion of this report we did have an increase in the completion rate of the survey with 80% of Grade 10's, 85% of Grade 11's and 67% of grade 12's completing the survey. Next year we will analyze the difference between the 2024 and 2025 surveys.

2. 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.

- Our Numeracy 10 Results increased to 56.31% achieving a Proficient or above in 2024/25 from 43.75% the previous year
- Our Literacy 10 Results stayed around the same at 76.53% achieving a Proficient or above in 2024/25, while it was 77.9% the previous year
- Our Literacy 12 Results were also around the same at 82.5% achieving a Proficient or above in 2024/25, with 81.5%
- All of the Tupper results are above District and Provincial Averages but can also be improved upon which is what we will continue to strive to do.

3. Attendance records for targeted student groups, as well as overall student population

- School teams work working with individual students and families to improve attendance. This will involve counselling, re-configuring of courses, custom programming and guidance on alternative settings and program, 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.
- Department anecdotal surveys state that we do have a fair amount of tardiness and absences and that we need all in the school community to assist in getting students to school on time for the classes. At school, we will look to make some changes to encourage students to attend class on time and will track how this helps over the coming year.

4. Department anecdotal information and data collection -- Just as teachers assess learning through products, observations, and conversations, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Tupper school community and will direct further efforts.

- Many of our departments focused on instilling a sense of belonging in students by creating expectations, safe spaces for conversations, discussion of our ROARS code of conduct, etc.
- All our departments incorporated some Indigenous Ways of Learning into their classroom discussions whether it be through projects, speakers, or studying Indigenous authors, artists, business owners, etc.