



2025-2026 School Learning Plan

SCHOOL STORY

“With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).”

Templeton Secondary School 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 catchment 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 difficulties, 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. Additionally, we will be running a Film Immersion program where students are fully embedded in film-making each afternoon of semester 2. 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 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. The Sunrise program focusses 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.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As of September 2025, Templeton's population increased to 970 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.

- 8% of our population identifies as Indigenous.
- 21% of our population currently have a Ministry Designation (ranging from A to R)
- 30 students are enrolled in Learning Services-based programs and 137 in Secondary Choice Programs.

Strengths:

Templeton continues to demonstrate significant growth in fostering a positive, inclusive, and supportive learning environment. Over the past four years, students have reported increasingly strong feelings of belonging, connection, and support from adults in the school. More students indicate that they feel welcome, feel they belong, and are able to access help when needed. Student Learning Survey results also show notable improvements in communication, collaboration, critical thinking, creativity, and student engagement in learning. Students report increased opportunities to work with peers, receive feedback, solve problems, and develop the core competencies needed for future success. High levels of perceived safety, respect for diversity, and positive peer relationships further

reinforce Templeton's strong school culture and commitment to creating a learning environment where students feel valued, supported, and connected.

Stretches and Areas of Focus:

While the survey results highlight many strengths, they also identify important opportunities for continued growth. Student stress and anxiety remain significant concerns, particularly among senior students, while relatively few students report learning explicit strategies to support their mental health and emotional well-being. Future readiness is another area requiring attention, as students and parents consistently report lower confidence in preparation for post-secondary pathways, employment, financial literacy, and other practical life skills. Although student voice and choice have improved, survey responses suggest there is still room to strengthen learner agency, goal setting, and ownership of learning. Moving forward, Templeton will focus on enhancing student well-being, expanding opportunities for career and life-skills learning, increasing authentic student voice and personalized learning experiences, and ensuring all student, particularly those in the senior grades, feel prepared, resilient, and confident as they transition beyond graduation.

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 refining the structures, culture, and practices within the school 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 community. We are in a period of transition as a school and are moving from solely focusing on belonging to how achievement correlates with engagement. This goal aligns with our commitment to providing a supportive and inclusive learning environment that promotes student success.

What are we doing to address this goal?

Action #1: Create a working group to examine student attendance.

The working group will look at attendance and tardiness as a measure of student engagement. As a starting point, the group will look at attendance in period one classes and try various strategies to increase student attendance as well as identify gaps in current processes.

Action #2: Providing resources and strategies to parents.

Working with the PAC and other schools, we will be offering a number of workshops to families to provide resources and strategies to support student engagement. Parents and guardians will receive invitations to school and district events that focus on engagement. Resources will also be published in the monthly newsletter when available.

Action #3: Implement specific, whole-school strategies, to increase student engagement.

We will be actively trying different strategies throughout the year to encourage engagement with school and in classes. These will include strategies supporting belonging (greeting students at the door), strategies that support class engagement (robust approach to digital devices), and strategies that support school engagement (ongoing student communication and opportunity for student voice).

Action #4: Involve Student Voice in identifying potential strategies and assessing implementation.

Through the student governance structure (student council), we will access student voice and provide student agency around decisions affecting students as well as obtain feedback on the effectiveness of the strategies being implemented. Using the formalized structure of student council will allow representatives of the student body to provide important information on what might work best to support students.

Action #5: Enhance Communication

We will strengthen communication between the school, students, families, and staff to ensure all stakeholders are informed, connected, and engaged in supporting student success. A regular communication schedule will be established through newsletters, the school website, social media platforms, and parent information sessions to share updates, resources, and strategies related to attendance, engagement, belonging, and achievement. Opportunities for two-way communication will be increased through surveys, forums, PAC involvement, and student voice initiatives to gather feedback and inform decision-making. We will also work to ensure consistent messaging across the school community regarding expectations and supports for student success. The effectiveness of communication tools and strategies will be monitored through participation rates and stakeholder feedback, with adjustments made as needed to improve engagement and strengthen school-home partnerships.

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

These actions were developed based on whole-staff work around value setting and school growth planning. Over the course of the 2024-25 school year, Templeton staff identified areas to focus on that had direct impact on student engagement and achievement: structures, practice, and culture. The actions identified above fall into one these three categories and support the initiatives used to work towards our goal.

Reference literacy / numeracy or achievement data

Student learning survey and provincial assessment data indicate that improving student achievement should continue to be a school priority through a focus on student engagement. While students report increased feelings of belonging, safety, support, collaboration, and engagement in learning over the past four years, there are still significant opportunities to strengthen student voice, choice, ownership of learning, and the relevance of learning experiences. Parents also report concerns about student ownership, learning connected to personal interests, and preparation for post-secondary and future careers. Provincial assessment results further show that while most students are achieving at proficient levels, relatively few are reaching the highest level of performance, particularly in Literacy 10 (8% Level 4) and Numeracy 10 (16% Level 4), with nearly half of Numeracy 10 students performing at Levels 1 or 2. By refining school structures, culture, and instructional practices to increase engagement, belonging,

and meaningful learning experiences, the school can build on recent gains and support higher levels of achievement for all students.

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. We will also engage in whole-school learning sessions to support teachers with equitable practices around inclusion.

What are we doing to address this goal?

Action #1 (continue from 2024-25): Creating a Learning Hub that is easily accessible to all students

The Learning Hub is in its second year and continues to support priority learners as well as students who require some additional support with their learning. We have been able to increase the number of teachers supporting the Learning Hub from 2 to 3 which has increased the amount of access students have both to the space and to support. The current format has also allowed for more push-in support where students are getting additional help in their classroom.

Action #2 (continue from 2024-25): Maintain a robust Peer-Tutoring Program

Peer Tutors will continue to be attached to the Learning Hub and will provide both academic and social support to students requiring additional assistance. The program will focus on increasing access to support during and after the school day, particularly for students who may be hesitant to seek help from adults. Peer Tutors will support literacy, numeracy, organization, study skills, and school connectedness. Building peer-to-peer relationships will also strengthen students' sense of belonging and inclusion within the school community.

Action #3 (continue from 2024-25): Growing our ELL Program

Templeton will continue to expand supports for multilingual learners by increasing opportunities for targeted language instruction, push-in classroom support, and collaboration between ELL teachers and classroom teachers. Staff will continue to develop strategies that help students access curriculum regardless of their level of English proficiency. We will also strengthen orientation and transition supports for newly arrived students and families to ensure they feel welcomed, connected, and capable of fully participating in school life. We have also doubled the number of ELL classes offered for next year, moving from two to four.

Action #4: Use technology to better support inclusion

The school will continue to build staff capacity in the use of inclusive technologies that remove barriers to learning. Teachers will be encouraged to use tools such as Microsoft Learning Accelerators, Immersive Reader, translation supports, speech-to-text, text-to-speech, and AI-assisted learning tools to improve access for students with diverse learning needs. These tools will support students with learning disabilities, language barriers, executive functioning challenges, and other learning needs while increasing independence and engagement.

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

These actions were selected based on student achievement data, Student Learning Survey results, and our observations of student needs. Survey data indicates significant improvement in students' access to support, with 69% of Grade 10 students and 75% of Grade 12 students reporting that they can access extra help when needed in 2025-26, an increase over previous years. Additionally, 81% of Grade 10 students and 73% of Grade 12 students report feeling welcome at school, while 75% of Grade 10 students and 62% of Grade 12 students report that school is a place where they belong. These positive trends suggest that supports such as the Learning Hub and inclusive practices are having an impact.

At the same time, areas for continued growth remain. Fewer than half of students report that multiple teachers help them with their learning when needed, and some students continue to experience barriers related to language acquisition, learning differences, and access to resources. Reports of discrimination and uneven perceptions of fair treatment indicate that continued work around inclusion and equity is necessary. By expanding the Learning Hub, strengthening peer tutoring, growing the ELL program, and leveraging assistive technologies, we aim to remove barriers and improve access, participation, and success for all learners

Reference literacy / numeracy or achievement data

Provincial Assessment results demonstrate areas of strength as well as opportunities to improve equitable outcomes for all learners. In Literacy 10, 66% of students achieved at the Proficient or Extending levels (Levels 3 and 4), while 27% achieved below proficiency (Levels 1 and 2). Literacy 12 results were stronger, with 84% of students achieving at the Proficient or Extending levels. Numeracy 10 continues to be an area of focus, with 54% of students achieving at the Proficient or Extending levels and 47% performing below proficiency.

Our equity goal is connected to these achievement results. By increasing access to academic support through the Learning Hub, Peer Tutoring Program, ELL services, and inclusive technology, we aim to ensure that priority learners have the opportunity to fully engage with literacy and numeracy instruction and demonstrate their learning. Improved access to support and increased feelings of belonging are expected to contribute to improved achievement outcomes for all students.

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. **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 (continue from 2024-25): Integrate Indigenous Ways of Knowing Across Subjects and 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 (continue from 2024-25): 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 - xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. Templeton's daily acknowledgement is read in hən̓ q̓ əm̓iṇ̓ əm̓ . 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 (continue from 2024-25): 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.

Action #4: Create pathways for students to continue Indigenous Studies at Templeton

Currently, Templeton offers English First Peoples 11 to all students as part of the *Indigenous Content Graduation Requirement* and students in the Mini program complete this credit in grade 12 in English First Peoples 12. Through the course planning process we are going to create additional ways to complete this credit, focusing on the social studies course BC First Peoples 12.

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

The actions identified for this goal were informed by Student Learning Survey results, school-based observations, and ongoing conversations with students, families, staff, and the Indigenous Enhancement Team. Survey data indicates that students continue to benefit from opportunities to learn about Indigenous Peoples, human rights, and diversity, but that there is still room for growth in the visibility and integration of Indigenous perspectives throughout the school experience. In 2025-26, 31% of Grade 10 students and 46% of Grade 12 students reported learning about Indigenous Peoples at school, while 31% of Grade 10 students and 41% of Grade 12 students reported learning about local First Nations. These results suggest the need for continued efforts to embed Indigenous perspectives more consistently across all courses and learning experiences. 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

Provincial assessment and Student Learning Survey data suggest that integrating Indigenous perspectives across the curriculum can support both student achievement and engagement. In 2025-26, 66% of students achieved at the Proficient or Extending levels in Literacy 10, 84% achieved at those levels in Literacy 12, and 54% achieved at the Proficient or Extending levels in Numeracy 10. Student survey results also show that 72% of Grade 10 students and 67% of Grade 12 students feel they are improving in reading, 72% of Grade 10 students and 69% of Grade 12 students feel they are improving in writing, and 64% of Grade 10 students and 57% of Grade 12 students feel they are improving in math. By continuing to incorporate Indigenous authors, histories, perspectives, and ways of knowing throughout literacy, numeracy, and other curricular areas, we aim to increase engagement, relevance, and connection to learning while strengthening achievement and a sense of belonging for Indigenous learners and all students

HOW WILL WE KNOW WE'RE ON TRACK?

Belonging

Action #1: Create a working group to examine student engagement.

- Student attendance rates improve, particularly in Period 1 classes.
- Incidents of chronic absenteeism and tardiness decrease.
- Students report higher levels of engagement and connection to school in surveys.
- The working group identifies and implements effective attendance and engagement strategies.
- Staff observe increased participation and involvement in classes and school activities.

Action #2: Providing resources and strategies to parents

- More families participate in workshops, information sessions, and school events.
- Parents report increased confidence in supporting their child's engagement and well-being.
- Families regularly access resources shared through newsletters and school communication platforms.
- Parents indicate greater awareness of school supports and opportunities available to students.

Action #3 (continue from 2024-25): Refine Learning Hub Model Support.

- More students are accessing the Learning Hub and school-based supports.
- Students report that they can easily access help when needed.
- Students using the Learning Hub demonstrate improved attendance, engagement, and achievement.
- Teachers report increased effectiveness of both Learning Hub and classroom-based support.
- Priority learners experience improved success and course completion.

Action #4: Involve Student Voice in identifying potential strategies and assessing implementation.

- Students regularly contribute feedback through Student Council and other formal structures.
- Students can identify examples of their feedback influencing school decisions.
- Survey results show increased student ownership, agency, and sense of voice.
- A broad and diverse range of students participate in conversations about school improvement.

Action #5(continue from 2024-25): Enhance Communication

- Students, families, and staff report feeling informed and connected to school initiatives.
- Participation in school events, information sessions, and surveys increases.
- Families regularly engage with newsletters, the school website, and social media updates.
- Community feedback indicates that communication is timely, accessible, and effective.

Reflections – May 2026

Student engagement, belonging, and connection to school was strengthened throughout the year. Student Learning Survey data shows that most students feel welcome, supported, and connected, with 81% of Grade 10 students and 73% of Grade 12 students reporting they feel welcome at school, and 75% of Grade 12 students indicating they can access help when needed. The work of the attendance and engagement working group, the refinement of the Learning Hub, and school-wide strategies focused on belonging and engagement helped create a positive learning environment where students increasingly feel valued and supported.

Communication and student voice were also areas of growth. Increased opportunities for student feedback through Student Council, along with strengthened communication with families through newsletters, social media, and parent events, helped build stronger partnerships across the school community. While these efforts have contributed to positive trends in belonging and engagement, survey data continues to suggest opportunities to further strengthen student agency, ownership of learning, and future readiness, particularly among senior students.

Equity

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

- Students from a wide range of backgrounds and learning needs regularly access the Learning Hub.
- Students report that support is easy to access and helpful to their learning.
- Priority learners demonstrate improved academic achievement and course completion.
- Staff observe increased confidence, independence, and engagement among students receiving support.

Action #2 (continue from 2024-25): Maintain a robust Peer-Tutoring Program

- Increasing numbers of students participate as tutors and tutees.
- Students receiving peer support demonstrate growth in achievement and confidence.
- Students report feeling more connected to their peers and school community.
- Peer tutors and students receiving support provide positive feedback about the program's impact.

Action #3: Growing and Refining our ELL Program

- More multilingual learners access ELL supports and programming.
- ELL students demonstrate increased confidence and participation in classes.
- Teachers report improved collaboration and effective support for multilingual learners.
- ELL students show growth in language proficiency, achievement, and school connectedness.
- Newly arrived students and families report positive experiences transitioning into the school community.

Action #4: Use technology to better support inclusion

- Staff consistently use inclusive technologies to support diverse learners.
- Students independently access tools that help them engage with learning.
- Students report that technology helps remove barriers and increases their success.
- Priority learners demonstrate greater participation, confidence, and achievement in their classes.

Reflections – May 2026

Important progress was made toward improving equitable access to learning opportunities and support. The continued growth of the Learning Hub, expansion of the Peer Tutoring Program, and significant increase in ELL programming helped ensure students could access academic, organizational, and social-emotional supports. Students continue to report strong levels of access to help and support, indicating that these structures are contributing positively to their school experience.

The school also advanced inclusive practices through increased use of technology and a continued focus on supporting diverse learning needs. Multiple sessions were hosted at the school to help Templeton staff with using technology to support inclusion. Tools such as Immersive Reader, translation supports, and speech-to-text technologies helped remove barriers and increase student independence. While positive gains are evident, achievement data, particularly in Numeracy 10, and ongoing challenges related to inclusion and access indicate that continued work is needed to ensure all learners experience equitable opportunities for success.

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

Action #1 (continue from 2024-25): Integrate Indigenous Ways of Knowing Across Subjects and Extracurricular Events

- Indigenous perspectives are visible across a wide range of courses and school activities.
- Students demonstrate increased knowledge and understanding of Indigenous histories, cultures, and perspectives.
- Staff report increased confidence in integrating Indigenous Ways of Knowing into their teaching practices.
- Student survey data shows increased learning about Indigenous Peoples and perspectives.

Action #2 (continue from 2024-25): Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

- Indigenous perspectives are consistently included in assemblies, ceremonies, announcements, and school events.
- Students recognize Indigenous content as a regular and meaningful part of school life.
- Relationships with local Indigenous communities, Elders, and Knowledge Keepers continue to grow.
- Students and staff demonstrate increased respect, awareness, and appreciation for Indigenous cultures.

Action #3 (continue from 2024-25): Supporting the Indigenous Enhancement Team in their work with students and families

- Indigenous students and families regularly access and engage with the Indigenous Enhancement Team.
- Participation in Sacred Room activities and cultural programming increases.
- Indigenous students report a strong sense of belonging, connection, and support at school.
- Indigenous students demonstrate improved attendance, engagement, and achievement.

Action #4: Create pathways for students to continue Indigenous Studies at Templeton

- Enrollment in Indigenous-focused courses increases.
- Students have multiple pathways to fulfill graduation requirements included in the course planning guide.
- Students express interest in continuing their learning through Indigenous Studies courses.

Reflections – May 2026

Templeton continued to advance reconciliation by embedding Indigenous perspectives, histories, and ways of knowing throughout the school community. Indigenous content was integrated across courses, school events, and daily practices, while the Indigenous Enhancement Team provided important academic, cultural, and relational supports to students and families through the Sacred Room, sharing circles, and community events. Efforts to strengthen Indigenous representation in school life helped support belonging and cultural awareness for both Indigenous and non-Indigenous learners.

We worked to expand opportunities for students to engage in Indigenous Studies by including the BC First Peoples 12 course in addition to English First Peoples 11. Next year we will be looking at expanding these offerings to include English First Peoples 12 for all students. While these actions demonstrate continued commitment to reconciliation, Student Learning Survey data indicates there is still room to increase student awareness and understanding of Indigenous Peoples and local First Nations. Moving forward, Templeton will continue deepening Indigenous perspectives across all areas of school life while strengthening relationships, learning opportunities, and pathways for Indigenous student success.