



2025-2026

School Learning Plan

SCHOOL STORY

Sir Charles Tupper has a population of over 1090 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 ten International Students from various countries. We also have a cohort of forty students with Indigenous heritage representing 3.5% 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 provides 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.
- 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.
- We are experiencing good levels of 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.
- Student learning 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.
- Over 90% of our graduating students intend on attending post-secondary education.
- Many of our students participate in extracurricular activities such as clubs, athletics, arts, and niche hobbies
- Our students are well-read, creative, and eager to explore new ideas

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 population do not feel that school is preparing them for a job in the future.
- Some students struggle with task completion and follow-through, expecting unlimited extensions and/or rewrites. We do see some gaps in literacy, numeracy, and critical thinking

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 a) increase students' sense of belonging to the school community and b) increase proficiency in numeracy.

We will use the following strategies to achieve this goal:

- Teacher Collaboration Time

Teachers will form learning groups that will be based on one of: restorative practice, cognitive science and learning, formative assessment, or another collaborative inquiry question that addresses belonging, reconciliation, or numeracy. 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. This year there was a lot of focus during these sessions on building culture within the school to enhance student's sense of belonging.

- Threaded Professional Learning

Identifying themes within professional development that can run throughout the school year, within staff meetings, professional development days and teacher collaboration. A focus this year was on building strategies for teaching cross-curricular numeracy skills. Using a couple of Collaborative sessions as well as targeted and self-directed professional development opportunities, staff built their capacity to understand and incorporate numeracy learning across all curricular areas. Areas of focus were on collaboration between curricular areas and decreasing math anxiety.

- 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. Link crew created events and ran sessions to build grade 8's sense of belonging to school and to reduce anxiety and apprehension around school as a whole.

Improve equity

Tupper's goal to improve equity and inclusiveness is through the re-imagining of the Tupper Learning Center and implementation of a Hub model for student support.

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.

2. Tupper Hub:

Resource Teachers will work with students in a learning hub. Students can use the Hub as a drop-in center for separate setting work and access their case managers for wrap-around support with classroom teachers and families. This model will also develop student self-advocacy 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. Learning Hub practices were started this year to allow push in, pull out model of support for all students focusing on skills building specifically in numeracy and literacy skills as well as other core competencies.

2. Flexible Instructional Time Strategy:

Students and teachers will maximize engagement and utilization of Flexible Instructional Time (FIT). 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. FIT is a modern replacement for older tutorial models, such as morning tutorial time, or traditional Skills classes where students would get help for their courses from a Skills teacher. 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.

FIT time, when used consistently, has been shown to reduce anxiety and workload for students, as well as increase achievement in classes. Staff have worked on numerous strategies to encourage consistent use of FIT sessions and will continue this into next school year.

Continue on 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 the 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 - xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation) properly. One of this year's objectives is to ensure the actions are authentic and not performative. In addition, Indigenous content and perspective should be included in major assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

Many of our teachers are now using Indigenous ways of knowing consistently in their classrooms and clubs. Use of authentic resources and place-based learning as well as collaborating with Indigenous educators are becoming common place and staff are committed to continuing to build their own capacity and the student's capacity in this area.

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 will tell us where to focus our efforts on with respect to attendance, sense of belonging, etc. We will also encourage all our Grade 10-12 students to complete the survey in the coming year so that we have a continuity of data.
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 benchmarks will be seen below, and our major focus for next year will be on increasing our Numeracy results.

- Our Numeracy 10 Results continue to increase, and this year was at 56.7% achieving a Proficient or above in 2024/25 from 43.75% in 2023/24
- Our Literacy 10 Results stayed around the same at 76.3%, achieving a Proficient or above in 2024/25, while it was 77.9% the previous year
- Our Literacy 12 Results were also increased to 83.2% achieving a Proficient or above in 2024/25, from 81.6% the previous year.
- All the Tupper results depending on the year are around the 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 with individual students and families to improve attendance. This will involve counselling, re-configuring of courses, custom programming and guidance on alternative settings and programs, 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 students in getting 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.
- Teachers are also utilizing Universal Design for Learning (UDL) in their classrooms in order to build an equitable space where every student can learn and succeed in the classroom.