



# Vancouver School District

## School Plan for Templeton Secondary School

### Year 2 of 3 Year Plan, 2021 - 2022

## 1. GENERAL SCHOOL STORY:

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

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

Templeton's population is approximately 870 students and 90 staff members. The student population is a multi-cultural student body with approximately two-thirds of the students reporting a language other than English as their first language. Approximately one third of our students report that Chinese is the language spoken at home. First Nations students comprise six percent of the school population.

Templeton students span the spectrum of academic abilities, from gifted learners to those with learning difficulties. Over fifteen percent of the students are supported by Individual Education Plans.

Templeton is a comprehensive secondary school that provides students with opportunities to reach their potential in Mathematics, Sciences, English, Social Studies, Languages, Physical Education, Fine Arts and Applied Skills. The past few years have seen some outstanding initiatives implemented by the professional staff and energetic students at Templeton Secondary. Our STEM Program combines Science, Technology, Engineering, and Math and applies them towards learning how to solve hands-on problems in innovative ways. Our Fine Arts program produces professional quality theatre and film productions throughout the year. And our Robotics club participated in its second year of competition after reaching the World Championship for First Robotics in Houston, Texas in its first year of competition.

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

The school has two additional district programs on site: Mini School and Life Skills. The goal of the District Mini School Program is to offer enrichment to a very high achieving group of students and to develop their full potential academically and personally through interdisciplinary studies, outdoor education, cultural experiences, and community service. 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.

Both programs enhance the diversity within the Templeton school community, as both contribute to its overall culture.

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

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## 2A. WHAT DID WE SEE?

This question was posed to both the Staff as a whole and Department Heads on a subject/department basis. Overall, we found that the work that has been done over the past few years on addressing student engagement to promote student success has resulted in students who are keen learners and who have a desire to do well. We have found that our students have a genuine commitment to the school as a whole and the people within. They have good relationships with each other and have a good tolerance for differences. They are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. Our students have a desire to do well and to learn.

Templeton students are developing their own thinking skills as well as building their personal and social responsibility skills. Students are continually learning to consider how their actions can impact the larger school community for the positive or negative. While our students seem to be communicating their ideas well, their justification and deeper thinking are developing as is their transfer of skills from one area to another. Communication wise, our students are needing guidance on presenting their ideas and working with others, as well as in active listening. They are developing self-regulation and self-determination skills as well as application of theory. Some have noted that the anxiety levels of our students has increased in recent years which may be, with some, a cause of lack of achievement. Our students have recently been introduced to the new provincial curriculum and have begun learning the terminology of Core Competencies and how they relate to their own development and education. As this has started from the grade 8 and 9 levels, our senior students have had limited exposure to the terminology.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

At this time, we will not be making any major changes to our overall plan for the promotion of the core competencies in our students. Embedding change in thinking processes and practice takes time and we anticipate that this year and next will be building on foundations laid out in the first of the three years. However, we will be working on improving the recording and reporting of the students' self-assessments of core competencies through use of online tools. This will also allow students to begin creation of online portfolios which can document their educational development.

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### 3. INQUIRY QUESTION (previously known as “Goal”)

Through anecdotal observations from staff, students and parents, it has been noticed that students’ success could be improved through development of certain skills. These skills are the basis for the core competencies from the new BC curriculum. We have developed an Inquiry Question (previously a “goal”) with which we will be building capacity and continuing fostering engagement in our students. For the next three years we will be focusing on the following question:

“Through promoting core competencies, how can we foster responsibility, community, and critical thinking in our students?”

Through building these skills, we will be helping students to take ownership and responsibility for their own learning. As well as, developing abilities of skill transference of curricular material to everyday applications. Technology use, university pressures, and simply lowered attention span have changed the way that students learn. We wish to build their ability to overcome these obstacles.

We are maintaining this original question without adjustment but will be building more activities and tools to help our students foster responsibility, community and critical thinking.

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## 4. WHAT IS YOUR NEW PLAN?

Departments and the whole staff were asked what actions they would take related to the inquiry question above. Answers were varied as each department has seen slightly different needs. Here is a synopsis of activities and strategies that were used this year along with some new initiatives for the coming year:

- Overall, many strategies currently in use would be bolstered. For example, the whole school, at the grade 8 level, participated in a cross-curricular unit on water. This facilitated thinking about water in many different ways and the goal would be to build more cross-curricular units throughout the school
- The water unit builds on promoting responsibility around sustainability and conservation (social responsibility) as well as communication as the classes present their findings from the different classes.
- Building on another core competency of communications, departments will continue to foster communication skills as communication is vital to building community and critical thinking
- The school will work to incorporate the concepts of core competencies into regular classroom instructions and to promote more self-assessment of students' confidence in those competencies.
- The school will explore new strategies to build student responsibility and time management.
- The school will look to increase their promotion of positive student behavior with respect to responsibility and community by increasing the use of Titan cards; and by introducing the Titan Awards at the end of the school year to celebrate students who have shown perseverance in the face of adversity, or who made strides to improve themselves academically or personally.
- The school also participated this year in the United Way Acts of Local Love which saw socially responsible challenges brought forward to students each day in October.
- The school will build into their classes more opportunities for critical thinking and transferring of curricular concepts to work/life situations
- The Science Department will use the PESTLE framework (Political, Environmental, Social, Technological, Legal, Ethical) throughout their lessons to build students critical thinking skills around social responsibility in science.

We have not broken this down into year by year tasks as much of the core competencies are interrelated and working on one involves working on at least one other as well. Further discussions and strategies will be an ongoing process.

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## 5. WHAT SUPPORTS WILL WE NEED?

The new curriculum has been divided into Big Ideas, Curricular Competencies and Core Competencies. Big Ideas and Curricular Competencies describe the content and areas of content that will be taught. The newest part of the new curriculum is the teaching of the core competencies. Staff have already been training and teaching the core competencies to our grade 8s and 9s, however more professional development through collaborative days and professional days will allow new and possibly more effective techniques to be learned and subsequently taught to the students. These skills can be passed on down to our student leaders for peer-to-peer mentorship such as with our Peer Tutors.

This year we began to use MyBlueprint as a tool for Career Education and for self-assessment for students. Learning to use this tool effectively will continue for both staff and students and continued workshops and assemblies will allow us to build capacity in this one tool.

Effective utilization of our new curriculum coordinating teacher will allow teachers to get support where they need it as well as offer special opportunities for learning and assessment (especially self-assessment) for our students. We will be focusing on grade 8 and 9 to begin with for this support.

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## 6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We will know what we are doing is working through discussions with our students (student forums), parents (surveys), and through our staff (discussions and anecdotal evidence). We have asked the stakeholders this year about what they see Templeton is excelling at and where it needs development. We have this data in anecdotal and data form through the TTFM survey two years ago to the new Ministry of Education Student Learning Survey (which we will use moving forward). Furthermore, we will continue to monitor staff, students, and parents through anecdotal responses and surveys to determine if any change is being seen. If we have no change then we will need to reassess our techniques or tighten our inquiry to one area to focus all our efforts.

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## 7. HOW WILL WE SHARE?

Information at this school is already shared on the school website, school twitter account, and school Facebook site. Information will also be shared at staff meetings and student assemblies, as well as through PAC meetings and community gatherings. Our goal is provide more opportunities for displaying student work and development within the school building itself and into the wider social media realm (safely of course).

Information will also be made available, where appropriate, through the VSB's website. For instance, we posted an article about the United Way Acts of Local Love project that Templeton undertook in October to VSB news section of the VSB's website.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

Templeton Secondary has 50 Aboriginal students in grades 8-12. The majority of students are in grades 8-10 (9 grade 8 students, 22 grade 9 students, 7 grade 10 students, 8 grade 11 students and 4 grade 12 students). Some of Templeton's Aboriginal students are highly vulnerable due to socio-economic conditions and gaps in academic progress. Conversely, many of Templeton's Aboriginal students are very successful across many areas of the school.

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## 9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Templeton currently has a number of practices that build knowledge, acceptance, empathy, and appreciation of Aboriginal histories. Templeton was the first secondary school in Vancouver to have a Sacred Room. This space is a welcoming, comfortable environment for all students that is extensively decorated with paintings and symbols designed by Mr. Ernie Larochelle (one of our former Aboriginal Education Enhancement Workers). Ernie and Ms. Pat Forrest, Templeton's current Aboriginal Education Enhancement Worker, worked extensively with Templeton's Aboriginal students, and created a space that celebrates Aboriginal traditions and cultures.

Templeton's Aboriginal Enhancement Teacher continues to support Aboriginal students academically outside of classroom instruction. Mr. Dulai also supports Aboriginal learners at Sunrise alternate program. Mr. Dulai and Ms. Forrest are critical components of a larger school team that monitors the academic and socio-emotional needs of Aboriginal students. The primary goal of the team is to determine the requirements to help the students achieve success and graduation. Throughout the school, staff found creative ways to incorporate Aboriginal traditions and cultures into classes. Examples include influences in art, music, cafeteria food service, review of cultural impacts in Canadian society, drama and film productions and the Mini School English/social studies field trips for grade 9 students that included Aboriginal /outdoor focus in September and May.

Ernie Larochelle's left us last year with 8 pieces of art to complete as a school community. Pat Forrest and our art teacher Rachel Sawatsky created school-wide paint sessions as well as class-based ones to take part in painting these 8 pieces which were assembled around two pillars in the front foyer, welcoming the community into Templeton Secondary. In April, this artwork was "awakened" through a school-wide assembly in the Gymnasium and a smaller ceremony afterwards in the front foyer. Traditional indigenous songs, speeches, and acknowledgements were very well received by the staff and students at Templeton Secondary.

Our First People's English class teacher Mr. Stephen Culhane has worked with elders and his class to bring a traditional acknowledgement to our daily PA announcements. They use some Halkomelem, the language of the Musqueam people and quite a bit of Squamish language, called Skwxw?mesh sníchim (Pronounced: Squamish Snee-chum), which is used by Squamish and Tseil-Waututh peoples.

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## 10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Continued support for Aboriginal students through networking opportunities with community Aboriginal organizations such as UNYA (Urban Native Youth Association) which provided support for Aboriginal students and also provided opportunities to connect with all students. UNYA is supportive of working with all members of Templeton to build knowledge of Aboriginal culture and traditions.
- Templeton staff is genuinely interested in finding ways to authentically incorporate Aboriginal ways of learning into their classrooms. Collaboration with community partners has led to the development of a school community garden that grows indigenous species. Linkages between food production in the garden and Aboriginal traditions are made in a number of subject areas to enhance all students' awareness.
- Staff inquiry projects that explore the new curriculum are designed to improve teacher's comfort level and knowledge of Aboriginal culture and traditions.
- Aboriginal Student Success tracking documents provided an opportunity for a team of adults to review each Aboriginal student's progress throughout the year and focus school resources to support all Aboriginal students. The team refined this process by employing the strengths of a School Based Team model for Special Education students. The aim is to provide the best possible levels of support to help all Aboriginal students achieve success both at Templeton and in the community. Report card, attendance, SEL data collected via AIMS, and the electronic Aboriginal Success documents all help guide the team in planning for student success.
- Introduce more Aboriginal focus in classroom projects and activities.
- We will look at finding a way to have a sustainable First Nations Family night

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## 11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Student Success documents are now completed for all Aboriginal students in grades 8 to 12 rather than only grades 10-12. This has improved early detection of challenges and led to implementation of intervention to supporting students.
- The majority of students discussed in our Success meetings are on a path to graduation and the others are being supported to the fullest extent.
- The AIMS program maintains detailed records of Aboriginal student progress.
- Aboriginal student recognition continues via the Honorable Steven Point Award presented to students who are nominated by staff.
- Students and staff are given the opportunity to attend the Indigenous Achievement Celebration. All our indigenous students are encouraged to attend this evening.