

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

TEMPLETON SECONDARY SCHOOL

MISSION STATEMENT

We are committed to providing students with relevant educational experiences and opportunities that value and encourage individuality while reflecting and celebrating the diversity of our multicultural community. The intellectual, social, creative, physical, spiritual and ethical potential of all individuals is fostered and enhanced in a supportive and safe environment which respects and demonstrates the qualities of responsibility and cooperation in the pursuit of learning.

2015-2016 GOALS

1. Fostering excellence as the standard for each student at Templeton Secondary School.
2. To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Templeton 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 800 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. Of all secondary schools in Vancouver, Templeton has the highest percentage of students born in Canada according to 2010 school district data. 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 ten 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. Adapted, modified, accelerated, and enriched courses are offered in the core academic areas to meet the diverse needs of the students. The past few years have seen some outstanding initiatives implemented by the professional staff and energetic students at Templeton Secondary. Extending its extraordinary reputation, our film department has developed a summer film school called, "Summer Visions", that offers two-week workshops in film and television production. Summer Visions features Templeton students and alumni teaching other students from around the lower mainland the intricacies of film and television production. In the second year of implementation is a Science, Technology, Engineering, and Mathematics (STEM) program. This program combines all of these subjects and applies them toward learning how to solve hands-on engineering problems in Technology, Mathematics, and the Environment. Our vision of success within our culinary arts program is to have students successfully complete our ACE-IT program and Secondary School Apprenticeship programs in local restaurants.

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. These adapted programs keep a small cohort of students together 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. The school has two district programs on site: the Mini School and Life Skills. The goal of the District Mini School Program is to offer enrichment 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 behaviour and social skills. Both programs enhance the diversity within the Templeton school community, as both contribute to its overall culture.

The school has administrative responsibility for two additional programs. The East Side Program creates a structured, supportive and stimulating environment that promotes social and recreational skills as well as academics. Grade 8-10 core subjects are offered to students aged 13-17 years. Physical Education, community building and outdoor education are essential elements of the program. Sunrise East 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.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Fostering excellence as the standard for each student at Templeton Secondary School.
2. To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

Goal #1

The 2014-15 school year provided an opportunity for Templeton staff to review the *Tell Them From Me* Student Survey data. During the spring of 2015, 500 students in grades 8 -12 provided insight to their experience at Templeton. In April 2015, staff reviewed the data to examine students' experiences and determine where staff vision aligned or disconnected with students. During this process, staff produced a number of short and long term goals to address student and staff needs to meet the school goal of fostering excellence as the standard for each student. Key student themes emerged from the student survey. These themes included higher anxiety and depression levels reported compared to the previous year, lower self-esteem across all grades compared to national averages, and a disconnect between the high value students place on school values and low student engagement. Student engagement decreases as they progress from grade 8 to 12 and in general, student truancy rates increase from grade 8 to 12. Each school department has identified an area to address an area of concern for 2015-16 and outlined potential strategies to improve student response to the concern.

Course content relevance and skill development are an area of focus for the Social Studies, English, and Modern Languages departments. Strategies to address relevancy

include increased field studies that promote linkages between content and student interest. The department is keen to implement more student-led learning opportunities that help students develop self-esteem and confidence in public speaking and critical analysis. Lastly, the staff want to help ensure that student understand the definition on excellence in multiple contexts. Cultural performances also promote activities and deeper understanding of cultures whether foreign or Aboriginal. Lastly, published common assessment rubrics published will help clarify learning outcomes and assessment criteria for students as they move towards mastery of skill development.

Opportunities for student leadership with respect to student led learning and teaching is an area of focus that will also be supported by the Student Services department. These opportunities will be focused through the development and implementation of a peer tutoring program, promotion and support for student led clubs and student selected role models as guest speakers or presentations. A cohesive support network between the four departments should provide help students develop self-confidence in public forums, relevancy and critical analysis.

Student survey data indicated that Templeton students participate in school sports at lower rates than Canadian national averages (38% of Templeton students versus the Canadian norm of 46%). A similar trend exists for student participation in moderate and intense physical activity. As a result, the Physical Education department plans to diversify PE unit activities to promote better alignment with student interest and physical literacy while providing increased opportunities for personalized fitness programs.

Foundation skill development, work ethic and intrinsic motivation, healthy choices, and self-confidence and self-esteem are areas of focus for the Applied Skills and Fine Arts departments. Each department plans to improve making connections between academic course-work and how skills developed in the elective areas transfer to everyday life skills. The elective areas regularly provide natural entry points to foster self-confidence due to a high correlation between student interest and subject content. Each department plans to organize regular presentation of student work through “installations” or presentations that promote public speaking, collaboration, and celebration. Prior to these events, staff will work closely with students to build personal capacity to share learning journeys with a diverse audience. Not only do students have opportunities to develop self-confidence and subsequently improve self-esteem, they have a chance to share their area of passion with a wider community. Students develop a definition of excellence and should move from a compliance mindset to an engagement mindset.

Mathematics and Science departments collaborate extensively, particularly through the STEM program. In 2015-16, STEM will be offered to grade 8 students along with grade 11 and 12. The collaborative initiative, which includes the Applied Skills department, emphasizes the importance of foundation skill development, resiliency, and student engagement through an iterative project-based learning model. Current students involved in STEM rave about how much they value the learning model because of high relevancy to potential career pathways, learning experiences, and communication skill development. The mathematics department wants to expand elements of the STEM program to all mathematics classes to promote student belonging, resiliency in problem solving, and further exploration of alternative ways of knowledge development, with a particular emphasis on Aboriginal was of learning. Expansion of the STEM model to the grade 8 emphasizes an iterative approach to learning that should lead to improved

mastery. Beyond developing foundation skills, project-based learning leads to improved collaboration, communication, and flexibility of mind skill development in students. The high value of these skills by post-secondary institutions and industry professionals is continually articulated to Templeton staff in collaborative meetings throughout the past school year.

Goal #2

Templeton currently has a number of practices that build knowledge, acceptance, empathy, and appreciation of Aboriginal histories. Templeton is the only secondary school in Vancouver that has 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. Ernie and Ms. Pat Forrest, both who work extensively with Templeton's Aboriginal students, have created a space that celebrates Aboriginal traditions and cultures. Similarly, they take a number of students each year on camping trips in the Squamish area exploring Aboriginal histories of the Squamish area. With regularity, guest speakers are invited to the Sacred Room to share stories of inspiration and support with our students. Pat and Ernie also organize the First Nations family night dinner, which celebrates the Steven Pointe Award winners. The evening includes traditional ceremonies, food, and dance. In 2013-14, a new partnership developed with Windermere Secondary and continued this year, resulting in Windermere students attending the First Nations family night dinner.

In 2015-16, Templeton's Aboriginal Enhancement Teacher will continue to support Aboriginal students academically outside of classroom instruction. Mr. Dulai will also supports Aboriginal learners in East Side alternate program. Mr. Dulai, Ms. Forrest, and Mr. Larochelle 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, and drama and film productions.

This year, expanded support for Aboriginal students through networking opportunities with community Aboriginal organizations such as UNYA (Urban Native Youth Association) provided support for Aboriginal students and provide 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. Last year's visit to the Musqueam Cultural Centre and collaborative opportunities with educators from Vancouver and other school districts help guide staff development as did a professional development day in the spring of 2016 focused on Aboriginal culture. Lastly, the 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.

What was the evidence of success for each student?

Templeton continued to use the *Tell Them From Me* survey instrument in 2015-16. The survey compares multiple school years to measure effects of school growth interventions on student success in a wide variety of school outcomes. This data is invaluable in helping the school plan from year to year. The 2015-16 school plan is largely developed from staff reviewing the 2014-15 data and comparing it to 2013-14. These strategies are outlined in the previous section.

Effective, established procedures from previous years continue to be utilized. A sample of these include:

- Promotion and inquiry on assessment practices to help students achieve mastery.
- Utilize a peer-tutoring program to aid students in skills classes.
- Team based approach for intervention strategies for struggling learners.
- Minimize the number of contact teachers for Adapted and Modified students.
- Promotion and reinforcement of positive behaviour.
- Continued collaboration with VBE and external agencies to support vulnerable students.
- Expansion of opportunities to connect with elementary schools. Continuation of the science challenge event hosted at Templeton for elementary students organized by senior secondary students. Other examples last year include the grade 7 technology transition program and the grade 7 science challenge hosted and organized by senior Templeton STEM students that hosted 200 elementary students.
- Effective use of communication devices to engage parents, students, and the community of Templeton events and achievements.

Examples of assessments and evidence of student success include:

- Reading and writing scores on language tests based on grade wide reading assessments by the English and Social Studies departments and anecdotal evidence from the Reading Specialist position.
- Reduction of students dropping courses because of failure.
- Work towards improved student engagement via relevancy of course work to students and assessment practices.
- Improved work habits and attendance records.
- Increased sense of pride and ownership of school.
- Increased student engagement in extra-curricular activities (clubs and athletics).

How did we communicate and celebrate student success

- Encouraged student recognition via individual teachers and celebrations of student learning.
- Maintain a communication board that recognizes excellence in a variety of forms.
- Communicate and celebrate student success through Templeton's and the VSB's website, personal letters, newsletters, social media, and display monitor in main foyer.
- Assemblies both large and small, student led activities, and public events showcasing or celebrating student success.

- Multi-media productions celebrating program partnerships and student success.
- Presentation of STEM partnership at Higher Education Quality Council of Ontario (HEQCO) conference in Toronto, ON.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Select guiding statement either A OR B. Delete the alternate NOT chosen and this statement.

- A) Continue with the current goals as outlined in our reflections for 2015-2016.