

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY

Point Grey stəywə:ń Secondary is a comprehensive school with a long tradition of excellence in academics, fine and performing arts, applied skills, athletics, and service. With approximately 925 students in Grades 8 - 12, the school serves the Kerrisdale, Shaughnessy, Southlands, Musqueam, and Dunbar areas. Established in 1929, Point Grey has a unique “Collegiate Gothic” architectural design and is bordered by a track and field facility, tennis courts, Kerrisdale Ice Arena and Park. There is a strong focus on academic performance, with staff setting standards for student achievement as well as personal social-emotional and physical well-being. Family expectations of student performance are also high, with many parents encouraging their children to continue their studies at post-secondary institutions across Canada and the United States.

The home language is English for approximately 43% of our students. Mandarin is the second largest home language for 29% of our students. Adding in Cantonese to Mandarin, pushes up the Chinese group of home languages close to 40% for our students. Approximately 54% of our students are born in Canada while close to 25% are born in China. The school has 134 students who are English language learners. Also, 170 of our students are international students with most of them coming from mainland China.

Point Grey houses four District educational programs at the school:

- The Mini School Program, which provides an enriched curriculum to 140 students in Grades 8 - 12.
- The Learning Support Program (LSP), for students with specific cognitive learning needs.
- The Learning Assistance Life Skills Program (LALS).
- The Life Skills Program (LS). Total enrolment for these last three special education programs is 36 students.

Positive characteristics of our school include students who are forward thinkers that are thoughtfully engaged, and caring. Point Grey students are also passionate about social justice issues and welcome diversity. They are actively involved in service and giving back to the community.

In addition, parents/guardians are supportive and involved through the Parent Advisory Committee, the Mini School Parents Society, the Point Grey Music Supporters Society, the Chinese parent group, and the Parent Grad Committee.

We celebrate student success through our HOUNDS (Honour, Ownership, Unity, Niceness, Determination, Safety) code of conduct, academic achievement in subject areas, work ethic, athletic excellence, student self-reflections of the core competencies, service in the school and community, citizenship, writing contests, math contests, and a variety of performances in drama and music.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- Students demonstrate a strong work ethic and dedication to their studies. They are goal orientated.
- Many of our students embrace diversity and demonstrate a genuine respect for others. They appreciate different perspectives, cultures, and backgrounds. Their openness fosters a positive and inclusive classroom environment where everyone feels safe, valued, and respected.
- Many of our students will advocate for others by speaking up and address problematic behaviour or statements by speaking to a trusted adult or using the online ERASE platform.
- Families are supportive of their children's education and are actively involved at school.
- Students are actively contributing to the broader community through their participation in extracurricular activities, by joining clubs and sports teams and in performing arts.
- Students are empathic and caring and generally want to take care of their school as well as their peers.
- There is a deep passion for social justice issues and students actively advocate for equity, fairness, and the well-being of others.
- There is a genuine curiosity and eagerness for students to delve deeper into Indigenous content.
- Our students are tech savvy and recognize the value of information and actively use technology to access digital resources, databases, and online platforms to support their learning and research. They are excellent researchers and know how to find content easily.

Needs:

- We are seeing evidence of our learners struggling with anxiety, self-regulation, and mental well-being.
- Difficulty keeping up with the pace of instruction (not enough time to absorb and process concepts and practice skills).
- Students are experiencing stress and anxiety at varying points of the school year and this is impacting their attendance.
- Some students are over scheduled with several extra-curricular activities and have a hard time finding school/life balance.
- Family obligations and expectations are strong for some of our learners.
- Sleep hygiene concerns. Several students are staying up late and not getting to school on time.
- A significant percentage of our Indigenous learners lack a sense of belonging and connectedness to the school.
- Strong obsession over marks versus learning: fixed mindset.
- Unable to maintain healthy boundaries with technology.
- Concerns with executive functioning and self-regulation.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

Street-level evidence:

- Teachers sharing that students are late. Administration greeting students at the front door and noticing that students are frequently late.
- Students stop attending with no follow up from families. Staff are reaching out to families and students.
- Some students are having difficulty meeting deadlines. Increase in late submissions of assignments.
- Students visiting the counsellor's office for support and assistance with their mental health, personal and academic concerns.
- Sections of Point Grey's physical space shares recent artwork from students that represent diversity.
- Students are actively participating in intramural sports at lunch and club activities.
- Students on their devices in the hallways and during Flexible Instructional Time.
- Low attendance rates of our Indigenous learners.
- Students sitting alone during lunch time (some by choice, and some not).

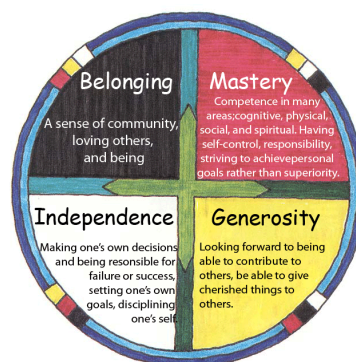
High level evidence:

- Surveys and focus groups with students, teachers, and families to gather their perceptions and experiences of belonging and connectedness in the school community.
- Reviewing report cards and comments for patterns of disengagement and lack of self-regulation.
- YDI Survey results and exploring the impacts of the Covid 19 Pandemic.
- Student learning Surveys in Grade 10 and 12 indicating some students are struggling with mental health.
- Examining school policies and practices to identify any barriers to belonging, such as lack of access to resources, discriminatory policies, or lack of cultural responsiveness.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Based on the evidence gathered, the focus for the School Learning Plan will be to foster improved mental wellness within a connected school community, by promoting self-regulation skills and nurturing a sense of belonging and support at Point Grey stəywə:ɾɪ Secondary. This focus is aligned with **Vancouver School Board's Education Plan** to improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, inclusive, and equitable places for students and families.

By collecting and analyzing this data, we can better understand the factors that contribute to students' sense of belonging, identify areas where we can improve, and design and implement effective strategies to promote a culture of connectedness and belonging. Our goal is to establish a supportive environment where students can practice self-regulation skills and seek assistance when needed. This assistance will hopefully improve student achievement and engagement.



Dr. Martin Brokenleg's "A Circle of Courage"

The focus on promoting a sense of belonging among students is closely connected to the goals and objectives of the **Aboriginal Education Enhancement Agreement (AEEA)** in the Vancouver School Board (VSB). The AEEA is a partnership between the VSB and the Musqueam, Squamish, and Tsleil-Waututh First Nations to enhance the education of Indigenous students in the VSB.

One of the key objectives of the AEEA is to promote a sense of cultural belonging and connection to community among Indigenous students. Balance refers to the holistic approach taken by the AEEA, recognizing that education encompasses more than academic achievement. It acknowledges the importance of addressing the social, emotional, physical, and spiritual well-being of Indigenous students. The above graphic by Dr. Martin Brokenleg shares how the success of the student depend on the balance of Belonging, Mastery, Independence, and Generosity.

This focus interconnects with the big ideas and curricular and core competencies by having students connect their learning to the curricular competencies. This will help define for students what they are passionate about and what areas are needed for growth. The First Peoples Principles of Learning is used as a guide to frame classroom discussions and lessons.

Belonging, connectedness, self-regulation and balance will improve the outcomes of all our learners. Promoting a sense of belonging and improving self-regulation and balance will shift the significant disparities in educational outcomes experienced by Indigenous students and support their academic, cultural, and personal growth.

5. INQUIRY QUESTION

How can Point Grey Secondary cultivate a sense of belonging within our school community to help all our students thrive?

Some of the main contributing factors are:

- Covid 19 Pandemic. There are some gaps in learning and social development, and we need to rebuild systems of support and connections to the school community.
- Some students are relying on their devices more for support (emotionally).
- Some students often go to bed late, which impacts their sleep hygiene and overall physical and mental well-being.
- Some students rely too much on their electronic devices and are losing focus and engagement in classes.
- Some students arrive at school late and do not complete curricular requirements.
- Some students do not ask for support when they need it. They are often not self-advocating for their own needs.
- Some students have big ideas, but at times there is a lack of follow-through.
- A lack of life balance and more reported cases of stress and anxiety.
- Students focusing more on their marks vs. their learning journey.

A sense of belonging will allow students to develop a network in the school community to feel more connected to the school community, allowing them to seek assistance when needed. When students feel a sense of belonging to the community, they will thrive. Students who can self-regulate can set realistic goals and work towards them even when they face obstacles.

6. WHAT IS OUR PLAN?

We plan to take the following leadership actions to increase belonging and to help all our learners thrive:

- Celebrate diversity in all forms. Encourage cultural and diversity awareness groups to help students understand, celebrate the differences among them.
 - Implement student-centered programs, such as promoting student council and clubs (Reconciliation, Equity, Diversity, and Inclusion), to give students a voice and a sense of ownership in the school.
 - Create a student focus group to hear what helps students thrive.
 - Review our physical space and how can we make this space more inclusive to all our learners.
 - Review our academic content to ensure that we are acknowledging racial and SOGI (2SLGBTQ+) equity.
 - Foster positive relationships between students and teachers by promoting open communication and collaboration.
 - Plan school events which provide opportunities for students to build connections with their peers through team-building activities and events (Grade 8 Camp, School Dances, FIT assemblies, and Graduation events)
 - Create a positive school culture by emphasizing and revisiting our HOUNDS code of conduct: Honour, Ownership, Unity, Niceness, Determination, Safety).
 - Teaching self-regulation skills at the earlier grades through FIT lessons (Organization, how to self-advocate?).
 - Promote mindfulness in classes, announcements and during FIT.
 - Create a sense of belonging and connectedness for our program students by including them in school activities and mainstream classes.
 - Check in with students regularly who are late for school and are disengaged.
 - Review how we celebrate student success and achievement.
 - Foster a culture of inclusiveness and respect, where every student feels valued and heard.
 - Engage families in the educational process.
 - Bring in guest speakers that represent the students in the building.
 - Invest in professional development for teachers to improve their instructional practices and meet the diverse needs of all students.
-
- Encourage parent and community engagement to help create a supportive learning environment.
 - Continue to identify and address any systemic barriers to equity, such as unequal access to resources or a lack of representation of certain groups in the curriculum.
 - Speak of the importance of mental health and wellness through announcements, grade wide assemblies, classrooms and Microsoft TEAMS.
 - Encourage students to collaborate and help their peers.

Doing less of:

- Traditional instructional and assessment practices as these are unlikely to meet the unique needs and interests of all students.
- Allowing any form of discrimination, bias, or harassment to persist within the school environment.

Doing differently:

- Re-evaluating traditional discipline policies and practices to reduce the negative impact they have on certain groups of students. Using restorative practices verses a punitive approach.
- Share mental wellness tips and encourage staff and students to participate in wellness. Use structures such as the Indigenous medicine wheel to have students and staff define balance.
- Have students take more ownership of their learning by participating in self reflections regularly.

Year One

- Implement a self-regulation plan for students through FIT. The importance of coming to school time, attending and self-advocating for support when needed.
- Introduce the concept of a medicine wheel to identify what balance means to individuals and the school community.
- Work with school staff, students, and parents/guardians on belonging and how to create equitable learning spaces that are safe and inclusive.
- Define what equity means as a school community.
- Create a multi-grade student focus group that will share ideas to help us build connections and a sense of belonging to the school. This group can work collaboratively with our student council students.
- Review how we celebrate student success to meet the needs of all our learners.
- Encourage more opportunities to share and celebrate our differences through school announcements and events.
- Work with our parent community to determine what they feel their child needs to thrive.
- Connect with the Musqueam community and the VSB Indigenous Education Department on next steps for Point Grey's reconciliation journey.

Year Two

- Review survey data to see what is working and what needs to be adjusted.
- Provide Professional Development opportunities for staff related to mental health, wellness, and self-regulation for teens.
- Review and refine assessment practices to meet the needs of the learners and the new provincial reporting order.
- Work with PAC to provide support or guest speakers that help teens thrive and develop self-regulation skills.
- Host a "Salmon Festival" event that honours our Musqueam community and connects us to an appreciation and understanding of the culture.
- Review physical structures that will create a sense of belonging to our community.
- Work with the Musqueam Nation and the VSB Indigenous Education Department on a plan to include a physical structure outside our building that represents the Musqueam Nation.

Year Three

- Will need to re-evaluate where we are as a school community.
- Review data from report cards and anecdotal comments on how students are doing.

7. WHAT SUPPORTS WILL WE NEED?

The new areas of learning will be focused on connection, belonging, mental health self-regulation and equity.

These ideas relate to the curricular and core competencies as they relate to personal and social responsibility, communication, and creative and critical thinking.

- Professional Development for staff on topics regarding belonging, connection, mental health and self-regulation.
- Staff, community and district supports will be needed.
- A collaboration with the Musqueam nation.
- Bring in guest speakers on anti-racism and diversity topics.
- Dr. Martin Brokenleg resources on belonging and the medicine wheel.
- Guest Speakers on self-regulation, mindfulness, and mental health.
- Using the book(s) with staff "Grading for Equity" by Joe Feldman and "Student Self-Assessment" by Katie White. Learning these concepts will allow students to participate in their learning journey.

8. HOW WILL WE KNOW WE'RE ON TRACK?

- reviewing up-to-date data on student surveys. We will make our own Student Surveys: Survey students at the end of the year in June with school survey questions that relate to belonging, connectedness, mental health and self-regulation.
- Analysis of student assessment data, such as test scores, grades, and attendance records, will provide a measure of academic progress and engagement.
- Consult with Counselling Team to review reasons for why students are accessing support.
- Teacher Feedback: Gather feedback from teachers about the impact of the plan on their practice and on student learning will provide important information about what is working well and what needs improvement.
- Parent Feedback: Gather feedback from parents about their perceptions of the school's culture and the learning experiences of their children will provide important information about the impact of the plan on the school community.

If we see no changes, we will:

- Reassess and consider alternative strategies.
- Review resources and find appropriate resources that will work.
- Seek outside help: If the school is facing challenges that cannot be addressed through internal changes, it may be necessary to seek outside help, such as consulting with experts in the field or reaching out to other schools that have successfully implemented similar plans.
- Maintain communication: Regular communication with all stakeholders about the progress of the plan and its impact on student learning will be important in building support and maintaining momentum, even if there are setbacks.

9. HOW WILL WE SHARE THIS INFORMATION?

We will share this information through:

- School-wide Student Assemblies and TEAMS
- Staff Meetings and Collaboration Time
- Parent Group Meetings such as the PAC
- School Newsletters
- School Website



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- A Land Acknowledgement is being shared at all assemblies, staff meetings and parent meetings.
- The Land Acknowledgement is being shared weekly on the student announcements.
- Department Heads are taking turns saying and personalizing the land acknowledgement.
- Orange Shirt Day, Red Dress Day and Indigenous History month in June.
- Teachers are incorporating the First Peoples Principles of Learning into their classrooms.
- We have Indigenous Focused English classes and are introducing a new course in the Social Studies department called Contemporary Indigenous Studies.
- Professional Development Opportunities are being shared on Teams for staff.
- All staff have participated in the Indigenous Focused Days organized by the district staff.
- Students attending field trips relating to Indigenous content or focus.
- Indigenous authors and resources are shared in classrooms and the school library.

There are 32 Indigenous learners at Point Grey. Some of our Indigenous students are having difficulty with attendance and engagement. We meet as a team (Indigenous Education Teacher, Administration, Counsellors and Resource Teacher) to discuss strategies for helping these students feel more connected to the school.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Exploring and understanding the Indigenous name of our school: stəywə:ń
- Exploring the four house posts in the front entrance of the school and the history behind them.
- Reconciliation Posters created by our graphic arts class to create awareness.
- Creating posters (with permission) for classrooms on the - Hə́ŋqə́mihə́ŋ alphabet. (Musqueam Language)
- Using circles in classes as a tool for discussions.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Based on feedback from Musqueam community members, we need to bring back the meaning of the Point Grey name: stəywə:ń
- This needs to be shared with staff, parent/guardian meetings and with students at assemblies.
- Staff will be attending a professional development day on the Musqueam band to build further connections with the Musqueam nation.
- PG staff will work with the Musqueam community on some outdoor representation to our physical space to connect us to the Musqueam people.