

2024-2025 School Learning Plan

With deep gratitude and respect, I am honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̅əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

SCHOOL STORY

stəywəte:ń Point Grey Secondary is a comprehensive school with a strong tradition of excellence in academics, fine and performing arts, applied skills, athletics, and service. Serving approximately 990 students in Grades 8 to 12, the school catchment area includes parts of Kerrisdale, Shaughnessy, Southlands, Musqueam, and Dunbar. Established in 1929, stəywəte:ń Point Grey boasts a unique "Collegiate Gothic" architectural design and is surrounded by a track and field facility, tennis courts, Kerrisdale Ice Arena, and Kerrisdale Park. We have a staff team of 80 people including 60 teachers.

The school places a strong emphasis on academic performance, with staff setting high standards for student achievement and personal well-being. Family expectations are also high, with many parents encouraging their children to pursue further studies at post-secondary institutions across Canada and the United States.

Caregivers are actively involved and supportive through various groups, including the Parent Advisory Committee, the Mini School Parents Society, the stəywəte:ń 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, recognizing achievements in academic subjects, work ethic, athletic excellence, student self-reflections on core competencies, service in the school and community, citizenship, writing contests, mathematical contests, and a variety of drama and music performances.

stəywəte:ń Point Grey Secondary offers four district educational programs:

- **The stəywəte:ń Point Grey Mini School Program** is designed to provide motivated students with an enriched and challenging course of studies in a small and cohesive setting. We aim to create a learning environment promoting critical and creative thinking skills and independence in learning. This program includes 140 students in Grades 8 to 12.

- **The Learning Support Program (LSP)** provides academic support for students with diagnosed learning disabilities. The goal of the program is to support academics and assist students in developing compensatory learning strategies. LSP students are timetabled into mainstream electives and academic subjects whenever possible and appropriate. Serving 15 students.
- **The Learning Assistance Life Skills Program (LALS)** is designed for students with mild to moderate intellectual disabilities. All aspects of the curriculum are modified. The students earn an Evergreen Certificate upon school leaving. Serving 15 students.
- **The Life Skills Program (LS)** is a small supportive class for students with autism, physical disabilities, deaf/blind, chronic health and who have a moderate to severe/profound intellectual disability. Serving 15 students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At stəywəte:ń Point Grey Secondary, approximately 43% of our students speak English at home. Mandarin is the second most common home language, spoken by 29% of our students. When combined with Cantonese and other Chinese dialects, nearly 40% of our students speak a Chinese language at home. About 54% of our students were born in Canada, while close to 25% were born in China. The school has 134 English language learners and 170 international students, the majority of whom come from mainland China. We have 36 Indigenous students with 25 students from the Musqueam community.

Our school is characterized by forward-thinking, thoughtful, and caring students who are passionate about social justice and embrace diversity. They are actively involved in service and committed to giving back to the community.

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

Goal #1: Helping Students Build Self-Regulation Skills. (improve student physical and mental well-being, and belonging)

Students at stəywəte:ń Point Grey Secondary are showing an increasing level of anxiety and difficulty with emotional regulation.

This increase may be a result of:

- Unhealthy levels of cell phone use (including mostly unregulated student use of social media).
- A possible long-term effect from the COVID-19 pandemic.
- Societal shifts.
- High levels of anxiety due to post-secondary pressures and demands.

The specific actions we will undertake to address this goal include:

- An introduction to the importance of self-regulation at our Grade 8 Camp in September.
- Work with each grade group on self-regulation skill-building through grade-wide assemblies, regular core competency reflections.
- Greater restrictions on the use of cell phones during instructional time.
- Incorporating Self-Regulation lessons in our skills blocks.
- Using our guiding framework of Dr. Martin Brokenleg’s Circle of Courage to help enhance self-regulation skills.
 - Bringing in speakers or experts to talk to students about creating healthy habits and who are experts on self-regulation.
 - Tea and Talk workshops for grade 12 students which will include anxiety reducing techniques.

The most important work we can do to improve the success for our students is to help them build self-regulation skills. Self-Regulation skills are all about developing coping strategies that help students deal with their emotions in healthy ways and ultimately become more resilient. This will be an “all school” goal for every learner in our school.

We will be working on actively helping students with the five skill-building steps as developed by Psychologist Stuart Shanker, an internationally recognized researcher and author on childhood development:

- **Reframe**
- **Recognize**
- **Reduce (manage your stress)**
- **Reflect** – Take time to identify and acknowledge you
- **Respond** (build self-regulation skills)

We will also equip students with greater “in the moment” skills in order prevent them from reacting in an extreme way when they feel intense emotions:

- **Take a Deep Breath**
- **Push Pause**
- **Practice Self-Talk**
- **Write it Down**

Improve equity

Goal #2: To create a more *inclusive* and equitable school environment where all students, regardless of their background, abilities, or identities, feel valued, supported, and have equal access to educational opportunities. We are now in the second year of this initiative.

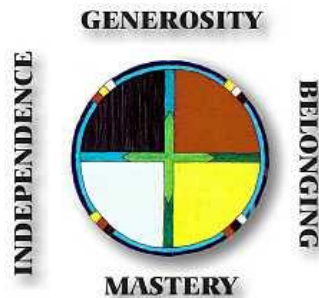
- Ensuring that students feel a sense of belonging in our school and have equal access to resources and opportunities is crucial for fostering their success.
- This school year, we will continue our **inclusion** focus to be with the students in our three-learning support programs.
- Parts of our goal will also be reviewing our skills block model and working towards establishing a Learning Support Hub for our diverse learners.
- We will continue to provide opportunities for students in these programs to join mainstream classes, clubs, and participate in school-wide events.
- Additionally, we will work on providing resources and opportunities for staff professional development at Universal Design for Learning. Something we need to do more of this year.
- To better support teachers with **inclusion** and the assessment of inclusion in classes, we will address these topics in staff meetings and during collaborative time. We will also seek feedback from teaching and support staff on the progress of students in mainstream classes, focusing on support strategies rather than removal if challenges arise.
- We will develop appropriate assessment practices for diverse learners in mainstream classes. Creating rubrics and using proficiency scale grading.
- Continue to create opportunities for connections between mainstream students and those in programs through activities like 3-on-3 basketball, the Best Buddies Club, and collaborative field studies.
- As part of our articulation process, we will include elective options for students in programs.
- Our skills block model is under review due to concerns about students not using the time effectively. We are defining the purpose of skills blocks and will trial some drop-in times versus enrolling in a skills block.
- In future years our plan is to focus on **inclusion** for our ELL learners and cultural diversity inclusion.

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

Our continued learning will be to strengthen our connection to the Musqueam community.

- In September of 2023, the staff team participated in a professional development day which focused on Musqueam teachings.
- We are learning about the significance of our school's name, stəywəte:ń. The name stəywəte:ń was given to us from the Musqueam community. The meaning of stəywəte:ń means “the strength of the west wind” that brings storms, cleansing and new beginnings.
- We are practicing the pronunciation of the name stəywəte:ń and will be sharing this with students in opening assemblies.
- We have attended community events such as canoe races and the Musqueam graduation.

- Ensure that our stəwə:ń a room always remains accessible. Moreover, we are fostering direct engagement by inviting Musqueam staff to join our Indigenous Education Plan meetings to discuss student progress.
- Our aim for this school year (2024- 2025) is to begin conversations about creating a physical structure or artwork that represents our connection to the Musqueam people.
- Department Heads are practicing saying the Indigenous Land Acknowledgement and as a staff we are working on understanding why we say land acknowledgements. The Land Acknowledgement is also being shared over our school announcements by students.
 - We are using Dr. Martin Brokenleg’s circle of courage as an anchor to help us with discussion on student achievement and self-regulation. Staff, students and caregivers have been introduced to this framework, and we are using it to guide our core competency reflection work.



HOW WILL WE KNOW WE'RE ON TRACK?

- Student Forums- A check-in three times a year with our student focus group. Will use Sli.do to collect data.
- Reviewing student learning survey data. Analysis of student assessment data, such as test scores, grades, and attendance records, will measure academic progress and engagement.
- Reviewing attendance data.
- Checking in with staff during Department Head meetings, staff meetings and surveying staff using Sli.do.
- 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.
- We will share success in the weekly staff emails and school newsletters.
- 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.
- Review resources and find appropriate resources that will work.
- Seek additional district/education partner support: 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.