

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 x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

SCHOOL STORY

stəywəte:ń Point Grey Secondary is situated on the ancestral and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. Our name, stəywəte:ń, is a traditional x^wməθk^wəyəm (Musqueam) name bestowed upon our school in a naming ceremony on May 20th, 1998. stəywəte:ń means “the Strength of the West Wind,” which brings storms, cleansings, and new beginnings.

At stəywəte:ń Point Grey Secondary, we are committed to supporting and teaching a diverse group of students to learn, to critically reflect, and to care for themselves and others as they prepare to find their places in the world. We have 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 the Kerrisdale, Shaughnessy, Southlands, Musqueam, and Dunbar neighbourhoods. 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.

Our school places a strong emphasis on student achievement and well-being. Many students choose to pursue further studies at post-secondary institutions across Canada, the United States, and around the world. Families and caregivers are actively involved and supportive through various groups, including the Parent Advisory Council, the Mini School Parents Society, Music Supporters Society, 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, science contests, mathematical contests, and a variety of drama and music performances.

stəywəte:ń Point Grey Secondary offers four district educational programs: stəywəte:ń Point Grey Mini School Program, Learning Support Program (LSP), Learning Assistance Life Skills Program

(LALS), and Life Skills Program (LS) as well as an International Education program. We also have international students that attend our school with the support of the VSB International Education program.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

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. We have over 70 school clubs and an active student council that puts on many school-wide activities for fellow students. Many of our learners are athletes, artists, musicians, and performers. The majority of our learners care deeply about their achievement; most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 150 learners in our English Language Learning program, 130 learners with diverse learning needs, 44 learners that identify as Indigenous, as well as approximately 170 learners in the International Education program.

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: Help students build self-regulation skills to improve well-being and belonging.

Students at stəywə:ń Point Grey Secondary are showing an increasing level of anxiety and difficulty with emotional regulation. The specific actions we will undertake to address this goal include:

- Embrace the guiding framework of Dr. Martin Brokenleg's Circle of Courage to help enhance self-regulation skills across our school.
- Introduce the importance of self-regulation at our Grade 8 Camp in September.
- Continue the work of building self-reflection skills at grade-wide assemblies.
- Follow the personal digital device use protocol with the mindset of building self-regulation skills.
- Give students the opportunity to practice self-regulation skills during Flexible Instructional Time (FIT)
- Incorporate self-regulation lessons within our learning strategies classes.
- Weave the Circle of Courage into our school-wide core competency self-reflection and goal setting activities.
- The Counselling department will actively help 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)
- Counsellors 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**

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.

Improve equity

Goal #2: Create a more **inclusive** and equitable school environment where all students feel valued and supported.

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

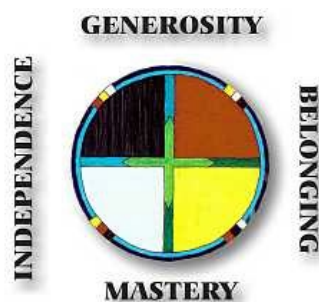
- Review our ‘skills block’ model and work towards establishing a Learning Support Hub for our diverse learners.
- Continue to provide opportunities for students in our district learning programs to join classes, clubs, and participate in school-wide events.
- Provide resources and opportunities for staff professional development in Universal Design for Learning.
- Develop updated assessment practices for diverse learners in mainstream classes, specifically 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.

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

Goal #3: Continue our commitment to reconciliation and strengthen our connection to the x^wməθk^wəyəm (Musqueam) community.

This goal is essential in our journey towards truth and reconciliation. The specific actions we will undertake to address this goal include:

- Practice the pronunciation of ‘stəywəte:ń’ and share the significance of our school’s name with students in opening assemblies, with families at PAC meetings, and with colleagues at staff meetings.
 - Our name, stəywəte:ń, is a traditional x^wməθk^wəýəm (Musqueam) name bestowed upon our school in a naming ceremony on May 20th, 1998. stəywəte:ń means “the Strength of the West Wind,” which brings storms, cleansings, and new beginnings.
- Ensure that our stəywəte:ń room always remains accessible for students.
- At every staff meeting, staff collaborative planning time, and department head meeting, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- Students will share the Land Acknowledgement as part of our daily announcements in the school.
 - Embrace Dr. Martin Brokenleg’s circle of courage as an anchor to help us with discussion on student achievement, well-being, 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?

For this school year, we worked to establish a baseline in order to track progress in future years. We are particularly interested in the following questions in the Student Learning Survey and how the responses may change over time:

For Goal #1: Help students build self-regulation skills to improve well-being and belonging.

- I am satisfied that in school I learn how to express emotion and deal with emotional problems that I may face in the future.
- At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).
- I believe I can be successful at almost anything I set my mind to.
- Does school make you feel stressed or anxious?
- How often do you usually get a good night's sleep?
- How would you describe your mental health?

For Goal #2: Create a more inclusive and equitable school environment where all students feel valued and supported.

- I contribute in meaningful ways to my community.
- I am learning to understand and support human rights and diversity.
- Is school a place where you feel like you belong?
- At your school, how many adults do you feel care about you (for example, teachers, counselors, student helpers)?
- Do you feel welcome at your school?
- At school, are you able to get extra help when needed?
- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

For Goal #3: Continue our commitment to reconciliation and strengthen our connection to the x^wməθk^wəyəm (Musqueam) community.

- At school, are you being taught about local First Nations?
- At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?
- At school, do you participate in any ongoing indigenous (First Nations, Inuit, Metis) programs or activities?

Looking at our student learning survey data, we have noted our baseline with the above questions and are curious as to how it will change over the next year. For next year, as part of our scanning process, we will also include student focus groups, asking students the following questions:

- What are you learning and why is it important?
- How is it going with your learning? What are your next steps?
- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?