



2025-2026 School Learning Plan

SCHOOL STORY

stəywəte:ń Point Grey Secondary is situated on the ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) Nation. Our name, stəywəte:ń, is a traditional xʷməθkʷəy̓əm (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 1000 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.

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.

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

- Introduce the importance of self-regulation at our Grade 8 Camp in September.
- 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.
- Counsellors will also equip students with greater “in the moment” skills when they feel intense emotions.
- Learn from Dr. Nancy Perry about Self-Regulation in Schools during school-based Professional Development Day: <https://self-regulationinschool.research.educ.ubc.ca/people/faculty-members/>
- During our school-wide core competency student self-reflection and goal setting activities, students will reflect on their own self-regulation, using Flexible Instructional Time (FIT) and/or Personal Digital Devices as the context.
- During staff collaborative planning time, staff will read samples of student reflections to help inform next steps and future action.

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.
- 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 xʷməθkʷəṽəm (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 xʷməθkʷəṽəm (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.

HOW WILL WE KNOW WE'RE ON TRACK?

When reviewing the student self-reflections from our school-wide core competency activity, across both phone use and FIT, our student demonstrated strong awareness of their learning habits, but need support turning strategies into consistent, sustained action. We appreciated how honest students were in their reflections, which highlights the development of their reflective skills. Our next steps are to help our students maintain new self-regulation habits over time.

When our staff reviewed the reflections together, it became clear that students still need support with self-regulation skills. Therefore, we will continue this as a goal for our 2026-2027 school year.

In addition, for this school year, we worked to establish a baseline from the BC Ministry Student Learning Survey 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 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 xʷməθkʷəy̓əm (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?