

*Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.



Vancouver School District

School Plan for Point Grey Secondary

Year 2 or 3 (2020-21) of 3 Year Plan, 2018 – 2022*

1. GENERAL SCHOOL STORY:

Update school context if necessary

Review inquiry question and where the need for this goal came from (evidence, etc.)

Point Grey Secondary is a comprehensive school with a long tradition of excellence in academics, fine and performing arts, applied skills, athletics, and service. With approximately 955 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 high standards for student achievement and students having high expectations for personal performance. 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 45% of our students. Mandarin is the second largest home language for 29% of our students. Adding in Cantonese and Chinese 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 almost all of them coming from mainland China. Families in our community fall in the higher socio-economic group and are high achieving.

Point Grey houses four District educational programs at the school:

- The Mini School Program, which provides an enriched curriculum to 138 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 about our school include students who are keen, involved, and highly motivated. In addition, parents are supportive and involved through the Parent Advisory Committee, the Mini Service Society, the Point Grey Music Supporters Society, the Chinese parents group, and the Parent Grad Committee.

We celebrate academic achievement, effort, work habits, athletic excellence, participation in the school and community, and citizenship.

Literacy continues to be an area of focus for all of our students. It is directly linked to goal one in the District Strategic plan which is to engage our learners through innovative teaching and learning practices. Moreover, developing literate students is still a central focus of the redesigned curriculum. A second

focus is social-emotional development of our students. This too is linked to goal three of the District Strategic plan which is to create a culture of care and shared social responsibility. In terms of the redesigned curriculum, the personal/social core competency area deals directly with social-emotional development of students. With this in mind, the school's inquiry questions are as follows:

Q. 1. How will a focus on social-emotional development of our students affect their overall success at school? Key areas of learning to focus on will be physical and mental well-being along with a sense of belonging at school.

Q. 2. How can we improve the literacy of our students (acquisition of curricular competencies, content, and core competencies)? Key areas of learning will include making connections, analyzing critically, comprehending, creating, and communicating.

2A. WHAT DID WE SEE?

Describe the overall strengths as well as the needs of the learners.

What is going on for them?

Our learners value education and succeeding in all facets of life. As a result, they are future-oriented. Generally, they are well supported by family and are able to access supports within the school and the community. Some students do feel anxiety resulting from the pressure to perform coming from high parental expectations, competitive post-secondary admission requirements, trying to understand themselves, and wanting to belong or fit in with their peers and school community. There is a need for social-emotional support, learning to set realistic goals, self-regulation, and connecting better cross-culturally. While only about 15 percent of our students are currently in ELL, a further 50 percent were once ELL students. This speaks to room for literacy improvement.

2B. WHAT DO WE NEED TO RE-ADJUST?

Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

The original plan still represents the essence of what the school would like to work on. Individual departments may tweak some of their strategies to achieve the goals.

3. INQUIRY QUESTION (previously known as "Goal")

Does the original question need to be readjusted/continued/changed given the results outlined above?

The inquiry questions for all three goals do not need to be changed.

4. WHAT IS YOUR NEW PLAN?

Explain plan (i.e. specific activities for year 2) and any changes from previous plans

Q. 1. Social-emotional Development

School-wide-Students start their high school career with grade-wide Grade 8 and Mini Orientation camps. Also, grade 8 students are connected to senior camp leaders at the start of the school year and this relationship is maintained throughout the year. Grade 9 students participate in Take Your Kids to Work day. Grade 10 students receive a session on violence prevention facilitated by Safe Teen. Grade 11 and 12 students get a Road Sense presentation from ICBC and a leveraging social media workshop to enhance their profiles in support of university and job applications. All students participate in a student-organized presentation on anti-bullying for Pink Shirt day as well as Art Draw Down which allows students to visually express their thinking connected to social responsibility themes. A focus on the HOUNDS (Honour, Ownership, Unity, Nice, Determination, Safety) Code of Conduct is reminding students about expectations and recognizing positive displays of the desired attributes. Other supports are provided by departments as follows:

Counselling-Offers daily one-to-one sessions and/or small group discussions with student and parent community. Guidance classes to discuss physical and mental well-being, healthy relationships, graduation program, identifying interests, post-secondary studies, and career exploration and planning.

Home Economics-Continue with the “Home Economics Helps” concept of caring for others through student food preparation skills being utilized to give the school community different culinary experiences along with fundraising for charitable causes. Build community with a dinner for parents of students in Foods classes. Career Life Education 10 invites a variety of guest speakers connected to social-emotional development---SACY, Responsible Gambling, Alive After 5, Alcoholics Anonymous, UBC Medical Students, Techworks field trip, Junior Achievement, It All Adds Up, Chartered Professional Accountants, and Neighborhood Cleanup Party. In addition, an internet safety presentation has been organized for all students in grades 8-10. The new Career Life Education 10 course is moving away from the health community portion as it is covered in Physical and Health Education now. More opportunities are planned for students to reflect and share about their learning experiences using discussions.

English-Will attempt to space out large assignment due dates so that they do not all come due at the end of the term when most courses require assessment work to be done. Individual teachers in the department will also be reevaluating the number and type of assignments given per term. Media studies field trips address many of the social-emotional issues that face our future oriented students. These field trips are adjusted each year to properly address how media affect the social-emotional state of our students, and how our students can successfully navigate them.

Math-Will try to improve positive personal and cultural identity by helping students to see their strengths and weaknesses as a learner and help them come up with a plan to address their weaknesses. For example, identifying weaknesses such as making careless errors versus not understanding major concepts and creating strategies to deal with these issues. Also, they want to improve personal awareness and responsibility.

Modern Languages/ELL-Teachers realize that it is sometimes an awkward and uncomfortable experience for students to speak in a new language. They offer patience and understanding through this delicate process. They also offer activities to give students risk-taking skill and to take students 'out of their comfort zone' which in turn builds on their own ability to empathize with others. The International Student program offers many opportunities to new international students to connect and socialize through various organized events/activities.

Learning Support-Offers opportunities for students to manage their social-emotional needs with Skills blocks and with community service in Lifeskills; students learn to self-advocate with the skills and resource teachers and are assisted by SSWs in classes.

Performing Arts-Encourage risk-taking in a safe environment. This challenges students to both create this "safe environment" and perform in it. Due to the high frequency of inter-personal interactions in classes, students have a variety of opportunities for social-emotional development.

Physical Education-Continue to offer Health Education (sexual health, healthy relationships with self and others, mindfulness, and coping skills) to students in grades 8-10. Also, students in grade 10 receive CPR certification. Will try to provide more opportunities to give students information about drug awareness. Offering co-educational classes next year. Also, attempt to combine students of different grades in an effort to build community.

Science-Will focus on students' in-class self-reflections about their learning. Specifically, taking ownership for learning, understanding the importance of what they are learning, how they are doing, and how they can improve in their learning.

Mini-improve on the implementation of core values of leadership and community by:

- Exploring a formalized community-service component into Mini curriculum

- Continuing to produce Mini events in the Leadership 12 class and to continue to look at ways to have the Leadership class 'give back' and perform service to the Mini and the school and community at large. For example, in the past, they have had a formal relationship with the LALS class and would like to revive this.

- Maintain its structure of cross-graded classes in 9 and 10 and strong tradition of community-building events/trips. The Leadership 12 class will continue to look for ways to support junior/grade 8 Mini students (in the past they have had student buddy-programs and 'mid-term check-ins'). For teachers, having the ability to see the same students daily and throughout their time at high school and get to know the parents of students, they are better able to be 'in-tune' with our students' social-emotional condition. Having a community of teachers creates a 'safer' place for students because of our increased ability to form deeper relationships. In having a community of students, they create a competitive but collaborative environment. Also, increasingly, they see their job as educators is to help build resiliency in our students- to teach them to handle ambiguity, to approach problems critically and with confidence.

In terms of connecting to the school, students are encouraged to participate in extra-curricular activities such as athletics, intramurals, and clubs. Also, engagement in leadership opportunities such as Student Council, Mini Council, the leadership club, Grad Committee, Community Service and Peer Tutoring classes, and Mini and P.E. leadership classes, helps to strengthen the connection to the school. Academic supports through the class teacher, school-based resource teacher, the Skills Centre, the library, and student support workers are also important in providing learning success to students and this translates into positive self-esteem. A school-wide focus on the HOUNDS (Honour, Ownership, Unity, Nice, Determination, Safety) Code of Conduct is reminding students about expectations and recognizing positive displays of the desired attributes. More work needs to be done on building community between students and staff and students.

Q. 2. Literacy

English –This is a core function for the English department. The department will institute department-wide silent reading. In addition, they will plan further book talks with the teacher librarians.

Science- Scientific literacy allows understanding of the natural world. Knowledge is enhanced through curricular skills such as questioning and predicting, planning and conducting investigations, processing and analyzing data and information, evaluating, applying and innovating, and communicating. The Science department plans to give students opportunities to develop skills through conducting laboratories and writing reports, doing projects, participating in field-specific contests and challenges, engaging in field studies, and synthesizing the process of scientific inquiry through impact of science and technologies on society and activities such as science fair projects. In addition, the department is working on implementing standards-based grading into their assessment of student learning.

Math-Improve Communication Competency

-By creating and encouraging a classroom environment where students can engage with others to share and develop ideas. Students given choice about project topics.

-By having students explain their understanding and encouraging active listening during discussions.

-By having students present information in different ways (writing, speaking, poster etc.)

-By giving students the opportunity to take different roles in group work.

Learning Support-Continue to create and adjust individual education plans to meet the particular learning needs of students. Provide a variety of writing and reading development strategies, opportunities to practice and 1:1 support for literacy assignments.

Physical Education-Enhance physical literacy through participation in individual and team exercises/games. Provide opportunities for development of individual fitness through active living and weight training classes along with exploration of community resources in senior P.E. classes. Review P.E. focused vocabulary. Co-create examples and incorporate them into movement activities. Use heart rate monitors to make students aware of their heart rate as related to their own fitness. Work on having students take ownership for their own health, especially grade 10's as they may not take another PE class again. As part of Graduation Transitions, students do a self-reflection documenting their physical activity along with articulating the connection between physical activity and well-being.

Visual Arts/Technology Education/Business Education-Work on developing drafting literacy, technology literacy, and visual literacy. Goal is to give students new ways of seeing and understanding our visual culture. The Art department has organized a field trip to the Museum of Anthropology to workshop curatorial practices.

Counselling-Focus on social-emotional literacy. This includes an emphasis on the pillars of health-nutrition, physical activity and sleep as well as mindfulness, gratitude and self-care. Interested in organizing "focus weeks" with health themes such as Sleep, Nutrition, Physical Activity, Mindfulness and Gratitude.

Performing Arts-Connect student work with what is going on in the world. Choosing repertoire that connects with this generation. Using Drama and Music as mediums that reflect the world outside the school.

Mini-Continue with Mini-wide (and English Department supported) sustained silent reading program and student-driven curricular book-club projects.

Modern Languages/ELL-Language and literacy is explicitly taught through language programs for English, French, Spanish, and Japanese.

Library-The library has sought out excellent resources for both curricula and recreational reading that appeal to our students. In addition, students are taught how to cite works and given academic integrity workshops. The teacher-librarians also collaborate with other departments to bring down their classes for research as well as providing students with instruction on the use of the online catalogue and databases. Teacher-librarians and students lead book talks.

Home Economics-Refining basic literacy with regards to following recipes and safety rules. Getting kids to know, do, and understand through direct instruction, demonstration, and reinforcement. Students will also be celebrating festivals along with doing a culinary field trip inquiry.

Social Studies-Starting with philosophical questions followed by development of critical thinking and eventually moving students to thesis writing.

School-wide -Departments have discussed the value of providing students with opportunities to do close reading of a variety of texts, discuss and debate the content of their reading, and to do analytical writing based on their reading and discussions. They are working on the next steps to incorporate these ideas into their courses.

5. WHAT SUPPORTS WILL WE NEED?

Review and revise support plans for this year

Q. 1. Social-emotional Development

Community resources to supplement learning (ie. Safe Teen, St. John's Ambulance, ICBC Road Sense, Blush, UBC Mental Health Network, Community Nurse, Crisis Centre, CART, Community Health Centre, Vancouver Coastal Health, Vancouver Police Department). Some departments, like Physical Education, will need funding support to bring in community partners in support of health curriculum which has shifted from counselling to PE. Another area of need is to support staff with professional development. A possible topic for professional development is reducing anxiety for students. Student skills that need to be developed include self-regulation, self-advocacy, critical thinking, social communication, digital citizenship, and mental health literacy. These skills are directly linked to the Personal/Social core competencies –personal awareness and responsibility along with social responsibility. These competencies are to be woven into all curricula in the redesigned curriculum.

Q. 2. Literacy

While specific subject areas do have curricular competencies, key areas of focus for all departments will be improving learning through making connections, analyzing critically, comprehending, creating, and communicating. These skills are directly referenced in the thinking and communication core competencies which are to be woven into all curricula in the redesigned curriculum. Required supports will include updating of some learning resources to allow students to connect their learning to current situations/culture in the world today. For example, class sets of varied and challenging literature tied to the new curriculum are required. In addition, a well-funded and well-staffed library can help support literacy. Also, professional development in the areas of fostering critical thinking skills and the value of literacy across the curriculum would be beneficial. In addition, staff needs time to be able to share and discuss strategies.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

Revise (If necessary) or repeat indicators from previous plan

This year we are going to switch to the Ministry of Education's Student Learning survey for grades 10 and 12. The added advantage of this survey is that it also has a survey for staff and parents. In addition, we look at attendance data, interim reports, report cards, honour roll and Principal's list data, parent-teacher conferences, parent meetings, library circulation data, IEP meetings, failure lists, list of clubs, mid-year and year-end club reports, Code of Conduct Committee discussions, student discipline data, School Liaison Officer interventions, counsellor meetings with students, Department and staff discussions, Skills Centre support for students, and school-based team discussions. Student feedback will be important.

7. HOW WILL WE SHARE?

How will we make parents, students and other members of the community aware and involved?

We have shared in the following ways:

- Provide praise and descriptive feedback during classes.
- Successful performances in music and drama, fostering post performance feedback opportunities both in person and through social media.
- Publish "celebration information" on the school website, teacher websites, school electronic sign, the monitors in the hallway, and yearbook photos.
- Share stories of student successes with Point Grey parent groups in weekly parent newsletter.
- Weekly HOUNDS leadership prize draws to recognize exemplary behaviour among students.
- Encourage additional recognition honouring students' contribution to school life (school awards).
- Contest award winners are recognized.
- Showcase student work in display cases, on bulletin boards, in classrooms, in student portfolios, and in galleries.
- Individual meetings with students and their parents.
- At the Walkabout, Mini School Information Night, Grade 7 Parents information Night, Grade 12 Parents Information Night, Course Planning Night, PAC meetings, Mini Service Society meetings, Point Grey Music Supporters Society meetings
- At the grade 8 Retreat and Mini Orientation trips.



District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.



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8. What do we know about the Indigenous Learners in Our School?

Include numbers of students, grade levels, etc.

There are currently 27 Indigenous students in our school—eight in grade 8, seven in grade 9, five in grade 10, four in grade 11, three in grade 12. The senior students (grades 10-12) are doing well and are on track for graduation. Other students are making progress and are doing well with support. Similar to all of our students, we strive to support the learners with significant learning challenges and those that are in special education programs. We are particularly focused on our grade 8 and 9 students who are struggling to connect with the learning opportunities and experiences in our school.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

We had all grade 9 students participate in a Blanket Activity to connect with Indigenous history and culture. Similarly, most of the staff did the same activity on a professional development day. The Indigenous Education Enhancement teacher visits classes to lead discussions about Indigenous traditions, histories, and culture. Teachers in the English department have attended lectures by Indigenous writer, Richard Wagamese, and are incorporating the study of Indigenous literature in their courses. The library has purchased new First Nations curricular materials, novels, and works of poetry. These resources are promoted with staff, displayed prominently, and discussed in book talks with students throughout the year. Social Studies department members have attended district Indigenous Education professional development initiatives. This department has integrated the study of Indigenous histories, traditions, and cultures into their curriculum. For example, current issues are discussed as well as the residential schools experience. The new curriculum weaves Indigenous content into all curriculum. Curricular field trips have taken place to the Museum of Anthropology and the District has organized a First Peoples festival. We have incorporated indigenous content at graduation with a welcome speaker and musical groups. We start meetings by acknowledging that we live, work, and play on the traditional territories of the Coast Salish peoples. Counsellors, administration, resource and skills teachers, the Indigenous education enhancement teacher and support worker all review, each term, individual success plans for Indigenous learners to support their success.

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

List continuing and new initiatives

We will continue to engage in professional development for our staff and try to seamlessly integrate Indigenous content within our curricular areas. To this end, the District has designated May 15, 2020 as an Indigenous Focus professional day. Also, we will continue to have all grade 9 students participate in a Blanket Activity to build understanding and connection to Indigenous history and culture. In addition, we will try to provide opportunities for staff and students to participate in Indigenous celebrations or activities. Furthermore, we will try to use our connection to the Musqueam band to increase teaching about local First Nations. Also, we will continue to include Indigenous students in all facets of our school. To this end, we will continue to support all our learners to help them be successful by using the supports and structures we have available (teachers, support staff, counselling, resource, and skills).

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

Include both data-driven and anecdotal examples

Give opportunities for student, staff and parent voice

Indigenous students have expressed appreciation for the inclusion of their history and literature in English classes. They have a history of positive engagement with the school and parents are reluctant to send their students to programs in other schools. We are seeing higher Indigenous graduation rates at our school as well as improvements in attendance. Also, we are seeing Indigenous students participate in various extra-curricular clubs, sports, and events at the school.