



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Our first goal was to improve literacy skills across all curricula, recognizing that “literacy” can have a different meaning in the diverse disciplines explored in a secondary school. The need for this goal was expressed by every department in the school. The Counselling, ELL, and English departments focused on the learning challenges faced by English language learners, international students, and students with designations. These students struggle with literacy in English and it impacts all classes. The Home Economics department worked on specialized literacy terms associated with food technology. The Library department agrees that a literacy goal is important for our school given the significant numbers of second-language students enrolled at our school, both regular ELL and international. In Mathematics the teachers saw that many students needed to work on being able to understand fundamental concepts, do simple problems without a calculator, estimate, think logically, and communicate their mathematical thinking. The Modern languages department makes the four literacies of reading, writing, speaking, and listening the core of their program with tech literacy being an additional focus. The Performing Arts department noted that increased use of technology is leading to a decrease in traditional literacy. The Physical Education department saw the need to make students aware of their physicality and personal capabilities. In addition, students need to be taught how to use/move to space. The Science department recognized the need for this goal through anecdotal evidence from student lab reports, research projects, and assignments along with performance on subjective test/quiz questions. The Social Studies department noted that students can express “literacy” in a variety of ways (ie. visually, verbally, dramatically). Finally, the Special Education department has observed declining literacy skills with the incoming grade 8’s. Moreover, they noted that social literacy has proven problematic over the last 4-5 years.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

The Counselling department is finding it difficult to place new ELL students given assessment data that may not align with school structures. As a department they find ways to model appropriate communication through reference writing, emails, and the spoken word. This occurs in guidance, career education, and informal meetings. The ELL department continues to implement the English language learning program at the school and is using different assessment tools to determine student learning. The English department has noted that activities to build literacy only reach a small number of students because of the variety of learners in the classroom. In Home Economics the ELL students are learning new vocabulary through the Spuds in Tubs program. In addition, all students are learning food preparation and preservation skills with leftovers from the Agriculture in the Classroom fruits and vegetables. The Mathematics department has noticed students display a range of numeracy skills but are reliant on tutors and want immediate results without understanding underlying concepts. Their target has been to ensure that low-end students have at least fundamental skills in the areas of financial literacy, basic vocabulary, algebra, and geometry skills. To this end they have supplemented the curriculum with numeracy skills, rewarded complete solutions, and incorporated formative assessments (quizzes, assignments, etc.) to give students feedback before unit tests. 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.

In Modern Languages students were able to use tech literacy to do research for projects and to produce authentic prezi, powerpoints, and videos. Students also showed an interest and appreciation in reading extra French magazines available in the school library. In the Performing Arts, teachers tried to minimize cell phone use in class. They also used editable paper scripts and music, journals, and focused on music literacy through theory. In Physical Education, during the active health unit, students learned about the target heart rate and how to use it for fitness. They demonstrated their learning through written and physical tests. All grade 11 PE classes are taught about available community facilities and how to interact and behave when visiting them. The Science Department noted increased participation in research projects and critical thinking. The use of research sources and citations has also increased. Grade 8 students worked to improve their inquiry skills using thinking and writing to express their ideas as part of the new science curriculum. Students in several grades learned to design their own experiments, perform the experiments, and share their learning. They also learned to critically analyze scientific writing. Moreover, they worked on their own writing in the form of newspaper articles, posters, and facebook articles on historical events and figures in science.

The Social Studies department fostered higher level thinking through simulation activities such as one for Confederation and also challenged the colonial perspective. They also had students think about government ideologies by having groups create their own party. Students were able to demonstrate learning using Powerpoint, writing, and visual displays (posters and projects). The Special Education department saw low skill levels in reading, writing, and vocabulary for incoming grade 8's. They supported these learners by teaching learning strategies in Skills blocks, using computer writing formats like Inspiration, text/voice recognition software, and quizlet to aid assessment for the classroom.

3. WERE WE SUCCESSFUL?

- Outline results

In general, most departments were successful with the support and activities outlined above. Counsellors relied on consultation with the ELL department and one-on-one work with students and parents to appropriately place ELL students. ELL teachers have seen improvements in language acquisition for their students. Food is being preserved by students in their Foods classes. Also, students are growing their own food in the form of “spuds” and using the appropriate terminology to reference this. Students in language classes are demonstrating success in reading, writing, speaking, and listening as evidenced in interactive and collaborative projects and presentations. The library is well used by students and staff during tutorial time, scheduled class time, at lunch, and after school. This fosters the development of reading, writing, and cultural literacy. In the performing arts, there is an improved ability to write scripts with an increased awareness of story elements. In physical education, students are using appropriate terminology and understanding that increased effort leads to better results. The Science department reported that individual students have made incremental improvements but this is still an area where progress can be made. The English department saw limited success with an inverted classroom strategy.

4. HOW HAVE WE SHARED?

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

We have shared and celebrated student success in the following ways:

- Provide praise and descriptive feedback during classes.
- Successful performances in music and drama.
- Publish “celebration information” on the school website, teacher websites, school electronic sign, the monitors in the hallway, yearbook photos, and the newsletter.
- Share stories of student successes with Point Grey parent groups.
- 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.
- Presentation of student videos at VSB Digital Fair.
- 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

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

There seems to be agreement that we should continue with a literacy goal. Some staff feel we should go deeper with this goal. We have had discussions about the core competencies and could this goal align with them. Also, are there groups of learners needing targeted support in this area? Staff discussions have taken place at staff meetings, collaborative time, administrative professional development time, and curriculum implementation time. We will establish a school plan committee to offer more regular input from the staff in light of the changing school plan process.

6. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Our second goal was to enhance student awareness of individual and social responsibility, focusing on areas of inclusion, leadership, and the environment. The need for this goal arose from observing student interactions and behavior. We have a wide variety of students coming from diverse cultures, socio-economic backgrounds, and family structures. It is important for all students to be included within the school and to be connected to the curricular/extra-curricular opportunities available to support their learning. We have seen evidence of disrespect for the environment. Also, there are cases of academic dishonesty and disrespectful online interactions. We want students to take more responsibility for their learning and show leadership by helping others. In this community we are challenged to have students be intrinsically motivated to learn versus being marks driven. We believe in providing leadership opportunities for students to enhance their learning. Finally, we want students to be socially responsible, accountable for their actions, and a positive influence on our learning community.

7. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Staff have noticed separation in the student body along cultural lines. The Counselling department, through the guidance program, is trying to address acceptance, diversity, and exposure to other ways of being in the world. The ELL department is providing leadership opportunities within their classes. The English department employs collaborative roles within literature circles and presentations. They have also seen inquiry projects reflecting environmental issues and gender roles. They have also facilitated start of the Alley Outreach Project, a community outreach project, to support vulnerable residents of the downtown eastside of the city. The Home Economics department has provided lots of community building opportunities for students. These include serving school lunches and preparing food for school functions such as staff meetings, Principal's list recognition ceremonies, parent-teacher conferences, grade 7 walkabout, and the open house. They have also done community outreach to St. Mary's church and Belkin House. Also, they have raised awareness about healthy eating and the impact on the Earth by providing vegan lunches. In addition, they have supported the building of community and cultural awareness by hosting a Chinese New Year dumpling night. The library is a gathering place which sees students from all grades on a daily basis. Given the large number of students in any given block, it is an ideal setting for instruction regarding appropriate conduct, social interaction, and personal responsibility. The Mathematics department thinks we can make our school code of conduct more apparent by incorporating it in their classes. They gave more opportunities to work socially in groups. Also, they developed personal and social core competency self-assessments and reflections throughout the year using writing and class discussions.

The Modern Languages department noticed more students were interested in the Japan and Quebec exchange programs. This resulted from their encouragement of students to broaden their horizons through a cultural exchange. This department used group work to develop cooperative and responsible behavior among their students. The Performing Arts department provides leadership opportunities for students and this cycle continues as younger students observe their peers serving the program. The PE department gives students leadership opportunities in the form of organizing intramurals, scoring and timekeeping, and refereeing. Also, they organized a school tug of war team to participate in the annual fundraiser for CLICK (Contributing to the Lives of Inner City Kids). The Science department observed that the Code of Conduct activity engaged and unified students. They make extensive use of lab activities and group work which requires students to work together in a productive way. Environmental issues are explored as part of Biology units looking at sustainability and ecosystems. Guest speakers on sustainability issues (Sea Smart, Zero waste alliance) engaged and informed students.

The PE department has utilized community service students to be more actively involved and participatory in classroom activities. The Social Studies department encouraged civic responsibility by organizing the Student Vote mock election. They also showed the Lorax movie about environmental and social responsibility. Moreover, they regularly incorporate current events into the curriculum as a means to spark critical analysis and to encourage expression. The Special Education department has been trying to curb rudeness and use of profane language outside of their classrooms during the breaks. The Leadership club continues to plan, lead, and take ownership for school-wide events like the Pink Shirt Anti-bullying day and the Art Draw Down. Moreover, other clubs have organized events like a Volunteer Fair and a fundraising dance show. The Mini school leadership class is critical to the planning and organization of major curricular trips and social events. Also, student council and the grad committee organize events to boost school spirit and participation with examples including the Haunted House, Western Day, spirit weeks, grad auction, and the Carenival to name a few. Student leaders help to run the grade 8 Retreat.

8. WERE WE SUCCESSFUL?

- Outline results

In general, almost all of the departments feel that they have been somewhat successful with this goal. The Counselling department routinely addresses issues around social responsibility, empathy, and self-care. The Mathematics department noted that students did reflect on their learning and, for the most part, know why they got the mark they did. Also, students do know what is required to “do better”. Also, extensive use of group work among various departments is allowing students to learn how to work together and to take responsibility for their individual contribution to the group. In the library, students are able to use appropriate language, limit excessive noise, follow rules about eating of food, engage in respectful interaction, and return borrowed items promptly so that others can use them. We see that grade 8’s who benefitted from peer leadership in turn are willing to act as leaders when they are seniors. The Science department has noticed that students are able to name their poor behavior. The Special Education department still sees the need for consistent school-wide consequences for poor behavior. The school also offers a wide variety of clubs which provide a vehicle for student leadership initiatives.

9. HOW HAVE WE SHARED?

- 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.
- Publish “celebration information” on the school website, teacher websites, school electronic sign, the monitors in the hallway, yearbook photos, and the newsletter.
- Share stories of student successes with Point Grey parent groups.
- 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.
- Presentation of student videos at VSB Digital Fair.
- Individual meetings with students and their parents.
- Participation in the Tug of War competition which was a charity fundraiser for CLICK (Contributing to Lives of Inner City Kids).
- 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.

10. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

There is consensus among the staff that a social responsibility goal needs to continue to be a part of the school plan moving forward. We have started development of a new school code of conduct—HOUNDS (Honour, Ownership, Unity, Nice, Determined, Safe). We are planning to roll out HOUNDS at the end of this year and really emphasize it starting next year. We are hopeful that it will be a vehicle to teach students the pro-social behaviors we want to see in our school. Also, personal and social responsibility are core competencies and this goal is in alignment with development of those skills.



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

11. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have 24 Aboriginal learners in our school—eight in grade 8, four in grade 9, three in grade 10, six in grade 11, and three in grade 12. They are a small and diverse group. Some of them struggle academically and this is often connected to attendance issues. Other students in this group are doing well and attend regularly. Their cultural traditions can sometimes take them away from the school for a period of time. Data indicates that they are at a higher risk of not graduating. Some of these students want to blend in and not be forced to talk about or demonstrate their culture. Sometimes we see less support from home around the learning for their children. There are some students who are trying very hard.

12. 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.

Staff have attended professional development workshops twice at Musqueam to gain better cultural awareness and understanding. We have invited the District's resident elder, Shane Point, to speak to the staff. Some staff have attended a First Nations Language workshop. The Aboriginal Education Enhancement teacher visits classes to lead discussions about Aboriginal traditions, histories, and culture. Teachers in the English department have attended lectures by Aboriginal writer, Richard Wagamese, and are incorporating the study of Aboriginal 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 Aboriginal Education professional development initiatives. This department has integrated the study of Aboriginal histories, traditions, and cultures into their curriculum. For example, current issues are discussed as well as the residential schools experience. The new curriculum weaves Aboriginal 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 aboriginal 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. We have partnered with Ernst and Young to mentor Aboriginal students on the path to graduation and post-secondary through the Martin Aboriginal Education Initiative. Counsellors, administration, resource and skills teachers, the Aboriginal education enhancement teacher and support worker all review, each term, individual success plans for Aboriginal learners to support their success.

13. 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 Aboriginal content within our curricular areas. One new initiative we are working on with UBC students is to showcase Aboriginal culture through a performance assembly for our students. Also, the PE and Home Economics departments have organized a grade 10 hike to Dog mountain and will be accompanied by an Aboriginal speaker to discuss land use and medicinal plants. In addition, we will continue to include Aboriginal 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).

14. 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

Aboriginal 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 Aboriginal graduation rates at our school as well as improvements in attendance. Also, we are seeing Aboriginal students participate in various extra-curricular clubs, sports, and events at the school.