

Vancouver School Board

SCHOOL PLAN

2015 - 2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning Experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

POINT GREY SECONDARY

MISSION STATEMENT

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 place in the world.

2015-2016 GOALS

1. Literacy Goal: To improve literacy skills across all curricula, recognizing that "literacy" can have a different meaning in the diverse disciplines explored in a secondary school.
2. Social Responsibility Goal: To enhance student awareness of individual and social responsibility, focusing on areas of inclusion, leadership, and the environment.
3. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

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 1,055 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 school's student population is richly diverse in language and cultural background with more than 34 separate languages spoken in the homes of students. There are approximately 200 English Language Learners, a number of which are also part of the 126 International students that enroll at Point Grey for a Canadian educational experience. Point Grey also has 25 Aboriginal students, primarily from the Musqueam First Nation. Their learning is supported by the work of a First Nations Resource Teacher and an Aboriginal Education Enhancement Worker, who work collaboratively to incorporate the goals of the Vancouver Board of Education's Aboriginal Education Enhancement Agreement. The word "stəywəte:n", meaning a place of learning in the Musqueam language, is featured prominently in the school crest.

Point Grey houses four District educational programs at the school:

- The Mini School Program, which provides an enriched curriculum to 150 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 mentioned programs is 35 students.

In addition, the school offers six Advance Placement courses which include Biology, Calculus, Chemistry, Computer Science, Physics, and Psychology. These courses challenge students with material at the first year university level.

Our school's vision of learning success for all students is to offer them the opportunity to learn in a variety of disciplines and supplement this learning through extra-curricular activities. To this end, Point Grey has a distinguished music department which offers classes in band, strings, and choir. The performing arts also includes classes in drama and theatre. Visual arts courses in art, ceramics, graphics, photography, and film studies are enjoyed by all students. Also, applied skills courses in the areas of home economics, business education, information technology, and technical studies add to the diversity of courses offered at the school. Point Grey also has a strong athletics program and students can join school teams in basketball, volleyball, soccer, rugby, ultimate, tennis, badminton, softball, hockey, and track and field to name a few. Student learning in the area of social emotional learning is extended through a wide offering of clubs such as Leadership, Service, World Vision, and the Love Club (spreading kindness and compassion to both the school and local community).

Point Grey parents are actively engaged in the school community through participation in several parent groups . . . the Parent Advisory Committee (PAC), the Mini School Society (PGMS), the Music Supporters Society (PGMSS), the Parent Grad Committee and other ad hoc parent groups that arise from time to time to serve specific school based needs. A strong, positive, mutually rewarding relationship exists between the school and its parent community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy Goal: To improve literacy skills across all curricula, recognizing that “literacy” can have a different meaning in the diverse disciplines explored in a secondary school.
2. Social Responsibility Goal: To enhance student awareness of individual and social responsibility, focusing on areas of inclusion, leadership, and the environment.
3. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

GOAL: Literacy

To improve literacy skills across all curricula, recognizing that “literacy” can have a different meaning in the diverse disciplines explored in a secondary school.

Objectives:

- Improve students’ reading, writing, numeracy, and communication skills.
- Enhance the school community’s understanding of information literacy.
- Use technology as a tool to facilitate student learning in the pursuit of literate students.

BUSINESS EDUCATION

- Incorporate hands-on activities and field trips into the business community while teaching financial literacy.

COUNSELLING

- Focus is on self-regulation
- Ongoing formal and informal conversations about issues relevant to students
- SCHOOL-WIDE/grade-wide initiatives to enhance awareness ex. Digital footprint, Hallway Health, club sponsorships.
- Structured grade-specific formal guidance sessions.

ELL

- Identify and produce sounds of English (phonics).
- Understand and use correct courtesy.
- Start with parts of speech and build to sentence construction and paragraphs.
- Search for knowledge and then paraphrase.
- Write notes, dialogue, and letters.
- Read short stories and novels—explore literary terms.

ENGLISH

- Imbedded in the curriculum.
- Awareness of class size and composition.
- Media studies at the grade 10 -12 level.

HOME ECONOMICS

- Introduced new technology—food dehydrator and Vitamix to teach students how to eat more cleanly and use up leftovers. As a result, less waste and reduced impact on environment.

LIBRARY

- Cross-grade works cited, academic integrity workshops given to English classes.
- Booktalks, grades 8 to 12 for recreational reading as well as assignment objectives - both fiction and non-fiction
- Collaborate with other departments to bring down classes for research.
- Teach students to use online catalogue and databases.
- Respond to requests, purchasing items of interest for students and staff.

MATH

- Words for the day/definitions of mathematical vocabulary.
- Requiring verbal and written responses.

MODERN LANGUAGES

- Daily focus on 4 literacies: reading, writing, speaking, listening.
- These are an intrinsic part of the languages program and at the core of instruction and activities.
- Technology literacy has also been a focus for the past two years.

PERFORMING ARTS

- Music theory program aims to improve music literacy.

PHYSICAL EDUCATION

- Physical literacy—body awareness, alignment, moving to space
- Fitness apps, heart rate monitors, using cell phone as a compass
- Community facilities research related to etiquette, cost, and fitness membership for life after high school.

SCIENCE

- Use current events articles to improve scientific reading comprehension and communication skills in junior science.
- Increased use of on-line resources.
- Require more writing exercises as part of assessment at all levels.
- Discussion of scientific communications at all levels.
- Scientific discovery.

SOCIAL STUDIES

- Source analysis.
- Public speaking.
- Media.
- Current events.
- Silent reading.

SPECIAL EDUCATION

- Use Academy of Reading computer program to improve reading skills.
- Use Academy of Math to improve math skills.
- Use Kurzweil.
- Use of blogs.
- Use of smart pens.
- Use iPad and apps.

TECHNOLOGY EDUCATION

- Focus is digital literacy including the safe and responsible use of the internet and social media.

VISUAL ARTS

- Visual literacy is a primary focus.
- Students are educated about the way in which we communicate and receive information visually.
- Media literacy is a goal of the Graphics program and is centered around the power and influence of visual communication within Applied Arts.

GOAL: Social Responsibility

To enhance student awareness of individual and social responsibility, focusing on areas of inclusion, leadership, and the environment.

Objectives

- Continue to create inclusive, community building opportunities for all students to connect, engage and participate in all aspects of school life.
- Connect students with available resources to further their individual knowledge and engagement.
- Increase student ownership for learning while emphasizing the importance of ethics, integrity, and accountability.
- Create grade-to-grade connections within the student body and school community to increase student awareness and capacity to cope with the academic, social and emotional challenges associated with high school transitions (grade 7 to 8, grade 9 to 10 and grade 12 to post-secondary) for all students, with additional attention to the needs of learners at the margins (Aboriginal, Special Needs and English Language Learners).

SCHOOL-WIDE:

- Improve connections for the newly arrived students to the Point Grey school community by leveraging district support (i.e. CST EIYP)
- Improve meaningful social and cultural acclimation of International students within the Point Grey community by leveraging district support (i.e. CST EIYP)
- Broaden student leadership to be more inclusive of the diversity at Point Grey by creating additional opportunities for students to be leaders within the school and the surrounding community.
- Reinforce existing, and create new, communication vehicles between teachers, students, and parents. For example, fully utilizing the activities tab on the school website to post VSB-communicated and community opportunities. Also, continue to have counsellors communicate directly with students via email.
- Continue to support and promote opportunities for student and staff involvement in extracurricular teams and clubs.
- Enhance and strengthen liaison with our feeder schools, West One Team, and other community organizations to develop and support our students in the areas of leadership, social responsibility, and sustainability.
- Establish processes that strengthen student capacity to cope with grade-to-grade transitions (7 to 8, 9 to 10 and 12 to post-secondary) (i.e. buddy system, graduates panel).
- Provide opportunities and encourage incoming grade 8's to become active, contributing members of the Point Grey community.
- Continue to promote inclusivity (i.e. numerous LGBTQ print resources on site, anti-bullying Pink Shirt day and Art Drawdown), to provide information and raise sensitivity around these issues.
- Encourage the integration of elements of the school plan's goals and objectives into the activities of student council, all school-based clubs and leadership courses.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Objectives:

- Continue to have staff and students increase knowledge and appreciation of Aboriginal culture and traditions through greater curricular integration.
- Continue to enhance and improve inclusivity and build positive school connections for our Aboriginal student community.

SCHOOL-WIDE:

- Promote cultural awareness through the delivery of Aboriginal-focused activities.
- Incorporate Aboriginal values, knowledge and history into curriculum content such as using Aboriginal literature in English.
- Make this an area of focus in Social Studies which has Aboriginal history and culture embedded in its curriculum.
- Introduce information learned from the Home Economics Collaborative Inquiry Project on increasing knowledge, awareness, and appreciation of Aboriginal traditions and customs through food.
- Purchase more reading and resource materials connected to Aboriginal culture.
- Use different approaches to teaching such as oral delivery and verbal assessment.
- Incorporate, when possible, Aboriginal culture into school celebrations such as the Graduation Ceremony.
- Explore professional development for the staff on how to incorporate Aboriginal culture into curriculum.

What was the evidence of success for each student?

Goal 1

- Success rates of students in courses as determined by marks analysis each reporting period.
- Provincial exam results.
- Standard assessment.
- Student engagement with reading.
- ELL assessments.
- Students able to use technology for research, production, and presentation of projects.
- Ability of students to self-assess and refine work through performance rubrics.
- Number of students on Honour Roll and Principal's List.
- Academic testing by Resource teacher.
- Student participation in curricular contests.

Goal 2

- Number of students participating in school-based activities (being mindful of including newly arrived, international, and program students).
- Diversity of opportunities and level of student and staff involvement.
- Student participation in activities that involve leadership, social responsibility, and sustainability.
- Student leaders organize Pink Shirt day and Art Drawdown.
- Exchange opportunity with Japanese sister school and field trips to New York and Spain.
- School use of proper containers for recycling, composting, and garbage.
- Advocacy project in Social Studies.

- Many students participating in a variety of clubs
- Charitable fundraising by school clubs.
- Direct teaching of environment topics in junior and senior science.
- Leadership and mentorship in the performing arts.
- Student voice forum established in the school and being used to generate ideas for change.

Goal 3

- Aboriginal literature used in English classes
- Aboriginal histories, traditions, and culture made a focus in Social Studies 8-11 classes
- In Home Economics exposing students to traditional Aboriginal foods such as bannock and discussion about the medicinal healing properties of herbs and plants.
- Development of personally meaningful art works with connections to Aboriginal art traditions.
- Aboriginal Education Enhancement teacher visiting classes to discuss Aboriginal history and culture.
- Ethnobotany studied in Biology 11 with reference to First Nations plants.
- Resident elder Shane Point spoke to staff about Musqueam history.
- Field trips to the Museum of Anthropology.
- Participating school in the Martin Aboriginal Education Initiative.
- Incorporated, when possible, Aboriginal culture into school celebrations such as the Graduation Ceremony.

How did we communicate and celebrate student success

- Hold grade assemblies highlighting positive student participation in all areas of school life.
- Provide praise and descriptive feedback during classes.
- Successful performances in music and drama.
- Publish “celebration information” on the school website, 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.

2016 - 2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- A) Continue with the current goals as outlined in our reflections for 2015 - 2016.