

Vancouver School Board

SCHOOL PLAN

2015 - 2016



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.

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.

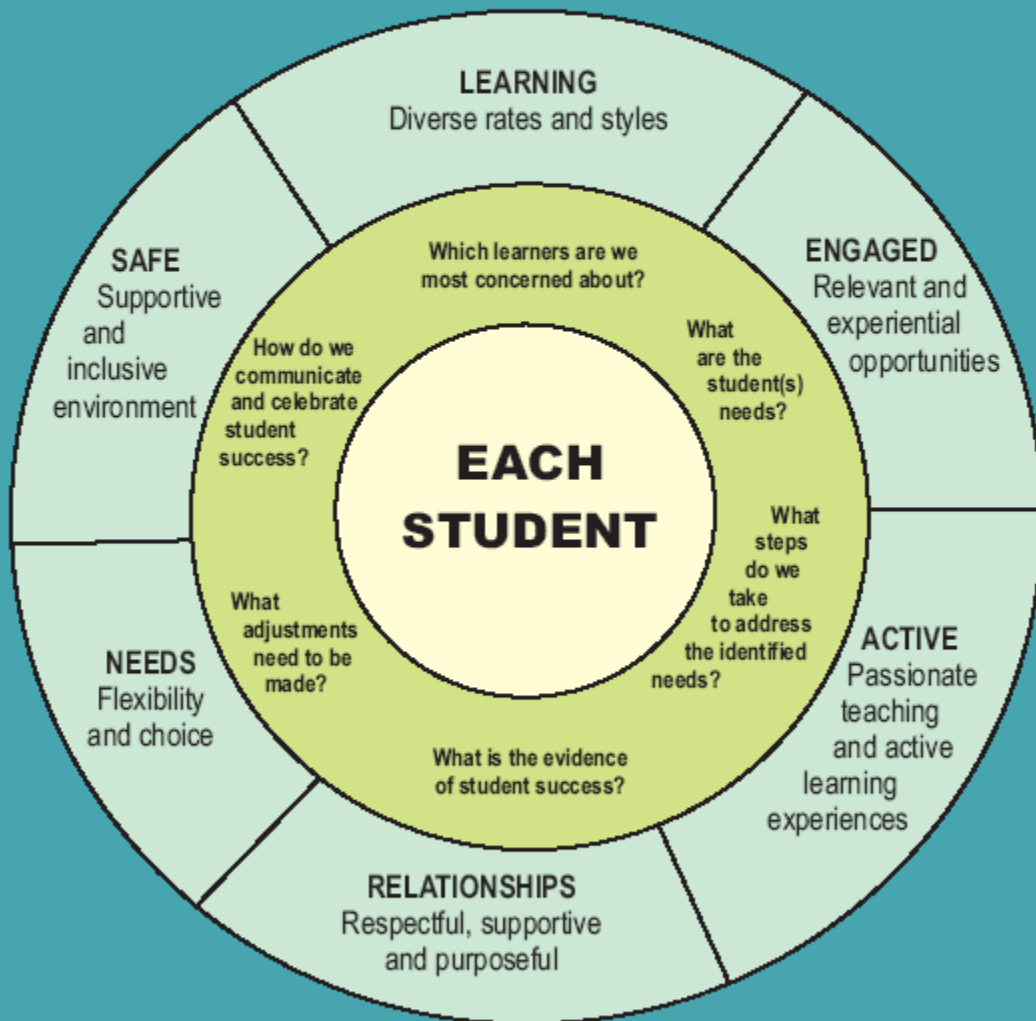
GOAL: Social Responsibility

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

GOAL: Aboriginal Cultural Enhancement

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

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



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 1,100 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.

Our staff includes a professional and dedicated group of approximately 60 teachers, counsellors, administrators, and support staff who are committed to working with students. There is a strong focus on academic performance, with staff setting high standards for student achievement and students having high expectations for personal performance. Excellent results are being achieved with the average grade point average (GPA) of the school’s graduates for 2013-2014 being 3.36 (Source: B.C. Ministry of Education, January 2015). This was in the 95th percentile for the 242 high schools being tracked across the province. 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 Point Grey 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 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 36 students.

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

Point Grey also has 30 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 *stəywə:ɬn*, meaning a place of learning in the Musqueam language, is featured prominently in the school crest.

A comprehensive school offers students 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.

REFLECTIONS ON 2014 - 2015 SCHOOL PLAN

What was our goal?

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

What was the evidence of success for each student?

How did we communicate and celebrate student success?

GOAL #1

To leverage the uses of technology in improving multiple literacy skills across all curricula.

OBJECTIVES:

- Enhance the school community's understanding of information literacy.
- Increase students' understanding of the responsible, ethical, and safe use of information technology.
- Enhance access to technology to improve students' reading, writing, numeracy and communication skills.

This goal has been changed from last year to put more emphasis on improving literacy skills rather than using technology to improve these skills. The school population has developed its technology knowledge at a very fast pace over the past two years. This means that we now recognize that technology is one of the key tools that can improve student learning. With the Board's laptop initiative, teachers will have the opportunity to learn more about incorporating technology in their practice through on-going professional development.

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

SCHOOL WIDE

- Continuation of support for departmental collaboration around technology initiatives.

COUNSELLING

- Revamped website to update information and make it more accessible to students and their families.
- Group emails sent out regularly to inform grade groups about specific issues, events, PSI information, volunteering, and employment opportunities.
- Use of student bulletin which is available on our website.
- Electronic safety planning to employ the use of the student's phone or iPod to make connections to resources available almost immediately.
- Dedicated space and technology to offer more presentations.

ENGLISH

- Collaboration with the library to develop a media studies workshop for school-wide use at the grade 10 level focusing on media and technological literacy.

ELL

- Group presentations using Power Point allowed students to build visual and oral skills. Also, key text was presented to express new knowledge.

HOME ECONOMICS

- iPad use expanded in the senior foods class for research into specialty recipes. Technology use then assists students in local sourcing of ingredients that meet the recipe criteria.
- Use of software for nutrient analysis of students' diets.

LIBRARY

- Collaboration with other departments bringing their classes to the library.
- Taught students about ethical research, academic integrity, and citation.
- Students use on-line catalogue and databases.
- Grade 8's taught units on hoax websites to raise awareness of the internet.

MATHEMATICS

- Expanding the understanding and application of the use of PC tablets in mathematics instruction.

MINI SCHOOL

- Continuing the expansion of electronic and digital information sharing to mini school students and parents.

MODERN LANGUAGES

- Attended workshops on language apps for classroom use.
- Technology options added to projects and assignments.
- Useful apps were demonstrated along with students being able to use iPads in class for projects.

PERFORMING ARTS

- Video was implemented in the school drama productions.

PHYSICAL EDUCATION

- Orienteering with cell phones as part of the outdoor education component classes.

SCIENCE

- Using screen casting, Vernier Probeware, web pages, Moodle, wikis, and other applications to support science instruction.
- Expansion of the use of school website and science websites.
- Exploring uses of technology to individualize instruction for identified learners.

SOCIAL STUDIES

- All teachers have projectors, laptops, wifi, and iPad in the classroom.
- Use of phones in the classroom for positive educational outcomes.

SPECIAL EDUCATION

- Implementation of the Academy of Reading and the Academy of Math software for special education students.
- Extend the use of iPad apps and Kurzweil software to support literacy building for special education students.

VISUAL ARTS

- The graphics, photography, information technology, and business education programs, by nature of course content and relevant delivery practices, necessitate the promotion and facilitation of technology literacy.

What was the evidence of success for each student?

- Students have greater access to information.
- Wi-Fi allowed more students access to technology as a learning tool to support classroom instruction.
- Increased use of student devices such as smart phones for learning within the classroom.
- The information technology department has gone paperless.
- Circulation statistics in the library show a healthy use of physical and online materials.
- More students able to use technology when presenting projects.

How did we communicate and celebrate student success?

- Multimedia approach communicating stories of student success to school community (i.e. Twitter, electronic reader board, school website, e-mail, school connects, newsletter publications, student newspaper, VBE website).
- Leveraged community vehicles to share stories of Point Grey student success (i.e. VBE website, Vancouver Courier, CBC Television).
- Celebration of Excellence Assemblies.
- Sharing stories of PG student successes with Point Grey parent groups (i.e. PG PAC, PGMSS, PG Mini Parents, and PG Mandarin Speaking Parents).

Goal #2

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

OBJECTIVES

- Continue to provide opportunities for students to connect with the school and the community-at-large.
- Continue to provide opportunities for leadership in all areas of school life.
- Increase knowledge and involvement in sustainable practices.

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

SCHOOL WIDE

- Ongoing departmental focus on incorporating student social responsibility into course work and curriculum.
- Continuing to build student leadership capacity for community building through distributing student leadership widely across the student body.

STUDENT COUNCIL, CLUBS & LEADERS AT LARGE

- Third annual school wide Pink Day event jointly developed by all student clubs under the leadership of student council and a student leadership working group.
- Re-engaged student forum giving students a voice to address their issues, concerns and suggestions for school improvement.
- Ongoing Point Grey Cares initiative addressing issues of inclusion and care, through school-wide community building activities.
- Sock, hat, and mittens drive for the homeless.
- Students prepared and served a meal for Downtown Eastside residents.
- The Environment Club introduced the new recycling program at the school.
- Engaged a working group of diverse students to develop long range plans for building a positive school climate, focusing on care, compassion and inclusion.
- Ongoing support for student initiatives to establish and promote environmental conservation and sustainability.

COUNSELLING

- Engaging students in ongoing conversations around personal definitions of success within the context of a balanced approach to learning.
- Classroom-based guidance instruction addressing educational plans, life-work balance and social-emotional learning.
- Continuing to build and support the sponsorship of clubs such as Service Club and Best Buddies in order to model and promote inclusion and community building.
- Engage students in focusing their attention on safe and healthy intra and inter-personal relationships.

ENGLISH LANGUAGE LEARNERS

- Implemented differentiated and targeted curriculum to support older ELL students in their language development.

HOME ECONOMICS

- Creating opportunity for leadership in Foods professionalism through new community foods class.
- Addition of Food Safe Certification as a vehicle for student leadership.
- Promoted Agriculture in the Classroom initiative promoting good eating habits.
- Supported district sustainability initiatives through examining food consumption practices. For example, screened the movie Just Eat It to draw attention to wasted food.
- Participation in the Feeding 5000 event in which industry donors provide food that would be wasted and volunteers use it to feed 5000 people.
- Vegan lunches prepared by home economics students to feed the school and educate the community about environmental impacts associated with food.

MINI SCHOOL

- Enhancing grade 7 - 8 transition process for mini schools students.
- Team building activities to promote cross-grade community development.

PERFORMING ARTS

- Addition of curricular content that reflects themes of inclusion and sustainability.

PHYSICAL EDUCATION

- Building students' capacity to be more aware and responsible for their own well-being.
- Leveraged external expertise to build understanding of students' attitudes towards fitness and physical activity.

SCIENCE

- Provided students with opportunities to stretch their individual capacities through participation in external science contests requiring cooperative leadership skills.

SPECIAL EDUCATION/STUDENT SERVICES

- Created safe spaces for students with physical, cognitive and emotional challenges to engage in the greater school community.
- Continuing to support mentorship opportunities for a wide range of students to engage with learners at the margins.

VISUAL ARTS

- Operationalized the Point Grey student run art gallery – “The Point Gallery” – as a space for building student community, through showcasing student artistic talent and skills, reflective of the diversity of the community at large.
- Developing student artistic leadership skills through curating, managing and promoting the Point Gallery exhibits.
- Point Grey Drawdown event (as part of the Point Grey Cares community building initiative) in collaboration with Point Grey student leaders to highlight & address issues of inclusion and isolation.

What was the evidence of success for each student?

- School wide participation in Point Grey Cares Pink Day event.
- School wide participation in Point Grey Drawdown Event
- School wide participation in the Terry Fox Run
- Planning in progress for a school wide year end Point Grey “Care-nival” involving all elements of the student body and school community.
- Held successful student run forum addressing student action plans for school improvement from the perspective of creating a positive school climate.
- Student participation in VDSC sister school exchange with an east side school to gain greater appreciation of diverse communities within Vancouver.
- Student led initiative to reduce plastic water bottle waste.
- Special Education class leadership and participation in recycling program.

How did we communicate and celebrate student success?

- Multimedia approach communicating stories of student success to school community (i.e. Twitter, electronic reader board, school website, e-mail, school connects, newsletter publications, student newspaper, and VBE website).
- Leveraged community vehicles to share stories of Point Grey student success i.e. Kerrisdale Community Centre E-magazine, and the Vancouver Courier.
- Celebration of Excellence Assemblies.
- Sharing stories of student successes with Point Grey parent groups (i.e. PG PAC, PGMSS, PG Mini Parents, and PG Mandarin Speaking Parents).

Goal #3

To enhance student and staff commitment to the Aboriginal Education Enhancement Agreement and its focus areas: Belonging, Mastery, Culture & Community

OBJECTIVES

- Increase knowledge and appreciation of Aboriginal culture and traditions.
- Improve Aboriginal student participation and performance in the core academic courses.
- Increase positive school connections and inclusion for our Aboriginal student community.

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

SCHOOL WIDE

- Supporting the ongoing development of departmental collaborative projects focusing on inclusion of Aboriginal content into curriculum and course work.
- Continuing strong liaison and collaboration with Musqueam First Nations, in building community connections and supporting student learning.
- Continuing to leverage external expertise from the Indigenous Education Program at UBC to inform instructional practice around inclusion of Aboriginal content.
- Departmental Collaborative Planning Days focused on ways to incorporate Aboriginal education content into day to day curriculum.
- Ongoing recognition of Aboriginal culture at school-wide assemblies, year-end festivities and graduation ceremony.
- Learning support structures in place.

BUSINESS EDUCATION

- Expanding examination of contemporary issues in Economics 12 studies relating to Aboriginal business and economic development.

SCIENCE

- Building and embedding curriculum content that relates to and reflects Aboriginal values, history and practices around sustainability, the environment, and land use.

SOCIAL STUDIES

- Continue building student exposure to Musqueam and other First Nations heritage and history.
- Access instructional resources that support the above strategy.

SPECIAL EDUCATION/RESOURCE TEAM / stəywəte:n FOCUS

- Developed school-based Personalized Learning Plans (PLP) to monitor and track each Aboriginal student's academic progress.
- Incorporated key elements of Aboriginal Education Enhancement Agreement (AEEA) framework into students' PLPs.
- Reframed homework club initiative with Community Link / First Nations House of Learning to maximize student access through relocation to Musqueam reserve.
- Marks recovery plan for at risk students in terms of providing opportunities for assignment and homework completion in core academic subjects.
- Aboriginal mentorship support through Martin Aboriginal Education Initiative, in cooperation with Ernst and Young mentors.

What was the evidence of success for each student?

- Ongoing staff development focus on principles of Aboriginal culture is enhancing teacher understanding of the learning needs of Aboriginal students
- Cross-curricular integration of Aboriginal content into subject areas continues to heighten school-wide awareness, understanding and appreciation of Aboriginal culture and instill a sense of belonging and pride in Point Grey's Aboriginal students as fully included members of the school community.
- Focus on PLP and monitoring individual student progress. Four adult staff (VP/AEEW/CST/FNRT) each attached to a group of 3 - 4 at risk students acting as mentors to work one-on-one in supporting them with their learning.
- Continued peer tutor support for student learning in core academic subjects. Student buy-in for marks recovery plan as a means to complete assignments and meet course learning requirements.

How did we communicate and celebrate student success?

- Multimedia approach communicating stories of student success to school community (i.e. Twitter, electronic reader board, school website, e-mail, school connects, newsletter publications, student newspaper, and the VBE website).
- Leveraged community vehicles to share stories of Point Grey student success (i.e. Kerrisdale Community Centre E-magazine, and the Vancouver Courier).
- Celebration of Excellence Assemblies.
- Sharing stories of student successes with Point Grey parent groups (i.e. PG PAC, PGMSS, PG Mini Parents, and PG Mandarin Speaking Parents).
- Outreach to Musqueam community to share stories of Aboriginal student successes.
- Direct and ongoing communication with individual parents with respect to the academic and social development of their son/daughter in the context of the school community.

2015-2016 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

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.

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

ENGLISH

- Support courses that meet the needs of learners on both ends of the competency spectrum.

HOME ECONOMICS

- Develop food literacy—terminology and vocabulary.
- Introduce information learned from Collaborative Inquiry Project on increasing knowledge, awareness, and appreciation of Aboriginal traditions and customs through food.

LIBRARY

- Provide access to library and its materials.
- Collaborate with other departments to bring down classes for research.
- Teach students to use online catalogue and databases.
- Raise awareness of grade 8’s around the safe use of the internet by teaching them units on hoax websites.

MODERN LANGUAGES

- Engage learners actively in the subject being taught.
- Monitor students and make the necessary adaptations.
- Use morning tutorial to benefit all learners.

PHYSICAL EDUCATION

- Emphasize participation through P.E. classes, intramurals, and athletics
- Offer lifestyle P.E. classes such as weight training and active living for girls
- Field school teams in a wide variety of sports.

SCIENCE

- Use current events articles to improve scientific reading comprehension and communication skills in junior science.
- Do an abstract writing exercise in senior chemistry.
- Require more writing exercises as part of assessment at all levels.

SPECIAL EDUCATION

- Use Academy of Reading computer program to improve reading skills.
- Use computer writing formats such as Inspiration to aid written output.
- Use text/voice recognition software.
- Assess students using Quizlet.
- Use Rosetta Stone to help with language acquisition.
- Use iPad and apps.
- Have a Point Grey Aboriginal Homework club through the Aboriginal Youth Mentorship program.
- Collaborate with Musqueam to support Aboriginal students.
- Work with Ernst and Young to provide mentorship for Aboriginal students through the Martin Aboriginal Education Initiative.

VISUAL ARTS/INFORMATION TECHNOLOGY

- Improve visual literacy and communication skills by embedding these goals within all assignments in the visual arts and graphics program.
- Learn to use technology to communicate through different platforms such as websites and blogs.

What will be our assessments and evidence of student success?

- Success rates of students in courses as determined by marks analysis each reporting period.
- Provincial exam results.
- ELL assessments.
- 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 School-based Resource teacher.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Students will be monitored through attendance reports, interim reports, and report cards.
- Reflect and adjust steps and strategies based on feedback from Aboriginal students and the community. Students will be monitored through attendance reports, interim reports, and report cards.

How will we communicate and celebrate student success?

- Hold grade celebration assemblies highlighting positive student participation in all areas of school life.
- Publish “celebration information” on the school website, school electronic sign, the monitors in the hallway, and the newsletter.
- Share stories of student successes with Point Grey parent groups.
- Encourage additional recognition honouring students’ contribution to school life.
- Showcase student work in display cases.

How will we engage all members of the school community to ensure sustainability of student success?

Promote dialogue and reflection among all members of the school community. This can be delivered through school-based collaborative time, department meetings, staff meetings, professional development, presentations to PAC, and celebration of successes.

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

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).

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

- 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 GLBTQ issues (i.e. 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.

What will be our assessments and evidence of student success?

- Increase in number of newly arrived students participating in school-based activities
- Increase in number of International students participating in school-based activities
- Diversity of opportunities and level of student and staff involvement.
- Improved student participation in activities that involve leadership, social responsibility, and sustainability.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Track by grade and by area of student involvement and participation over the 2015-2016 school year.
- Track involvement of newly arrived and international students in leadership activities and clubs.

How will we communicate and celebrate student success?

- Hold grade celebration assemblies highlighting positive student participation in all areas of school life.
- Publish "celebration information" on the school website, school electronic sign, the monitors in the hallway, and the newsletter.
- Share stories of student successes with Point Grey parent groups.
- Encourage additional recognition honouring students' contribution to school life.

How will we engage all members of the school community to ensure sustainability of student success?

- Share information with parents via email, newsletter, website, school connects etc. - highlighting student involvement.
- Report out at PAC meetings on student initiatives related to school goals and objectives.

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.

The Aboriginal cultural enhancement goal was introduced in 2013-2014. For 2015 -2016 Point Grey will continue to plan, identify current practices, access district supports, and collect and analyze preliminary data.

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success?

- 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.
- Harrison River canoe trip for grade 10's.
- 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 will be our assessments and evidence of student success?

- More consistent attendance throughout the school year.
- Increased collaboration with parent community.
- Data collection from report card. Reviewing grades, work habits, and comments.
- Monitor Aboriginal students' involvement in all areas of school life.
- Gather feedback from Aboriginal students and the Musqueam community.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Students will be monitored through attendance reports, interim reports, and report cards.
- Reflect and adjust steps and strategies based on feedback from students, staff, and the community.

How will we communicate and celebrate student success?

- Hold grade celebration assemblies highlighting positive student participation in all areas of school life.
- Publish "celebration information" on the school website, school electronic sign, the monitors in the hallway, and the newsletter.
- Share stories of student successes with Point Grey parent groups.
- Encourage additional recognition honouring students' contribution to school life.

How will we engage all members of the school community to ensure sustainability of student success?

- Promote dialogue and reflection among all members of the school community. This can be delivered through school-based collaborative time, professional development, and celebration of successes.

Reflections on Current Practice, 2014 - 2015

What steps did we take that built knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students?

What data are we using to guide and adjust our practices?

See above in review of 2014 - 2015 school plan.

POINT GREY SECONDARY

Submitted by School Planning Council

	(name)	(Signature)
Principal	___ Mr. Kal Gill ___	_____
Teacher	_____	_____
Parent	___ Ms. Esther Kwok ___	_____
Parent	___ Ms. Keren Gertsman _	_____
Parent	_____	_____
Student	___ Ms. Gurneet Lohcham ___	_____
Date	_____	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	