

PORT MOODY SECONDARY SCHOOL COMMON PURPOSE

Goal: Safe and Caring Community

Descriptors

- Sense of belonging and value
- Responsible digital citizenship
- Showing compassion towards all
- Building healthy relationships
- Inclusive of all community members (students, parents, staff)
- Taking care of yourself and others
- Investing in our school through clubs, athletics, presentations, contests, competitions, performances etc.
- Embracing traditions and celebrations throughout the school community (displaying student work, art work, awards, trophies, student accomplishments)
- Cultivate a safe environment

Action Plan

1. To monitor safety and a sense of belonging for grades 9 to 12. This will be done by data collected through the grade 9 SOAR surveys in December and May, and grade 10 and 12 Ministry surveys in the spring.
2. To review and implement digital citizenship for grade 9 to 12 students. This will be done through Phoenix, classrooms and school wide poster campaign.
3. Grade 12 students will demonstrate personal successes, challenges, connection to PMSS and personal growth through the grade 12 exit interview process in the spring which will be done through presentation and teacher panel GTP assessment.
4. Grade 9, 10, 11 students will demonstrate healthy living behaviours through our healthy living education programme (PE9, healthy living workshops).
5. To enhance every student's sense of belonging and value through extra-curricular activities such as performance arts, visual arts, academic competitions, athletics, clubs and school activities.
6. To build school culture in assemblies and Phoenix classes through telling stories about PMSS history, traditions, and activities that reflect "Home of the Blues".
7. To review safety protocols (safe evacuation for fire and earthquake, emergency release, lock down) through assemblies, Phoenix and classrooms

Evidence

1. Results of SOAR grade 9 survey and MOE grade 10 and 12 satisfaction survey.
2. Students will produce a digital citizenship poster of key components.
3. Results from exit interview presentation. Students will meet all criteria to meet expectations for GTP, (presentation, teacher assessment and GTP documentation).
4. Successful completion of PE9 health component PLOs. Student participation and reflective responses.
5. By monitoring and assessing student focused clubs and activities that reflect student diversity, needs and passions.
6. Record of culture building activities in student assemblies, spirit days and other school activities. (Start-up assemblies, programming, student council activities).
7. Documentation of information, meetings, assemblies, Phoenix classes, review and official practices. (Fire Drill x6, Earthquake x3, Lock-down x1-2).

PORT MOODY SECONDARY SCHOOL COMMON PURPOSE

Goal: Social Responsibility

Descriptors

- Practice school and district policies (rules, expectations, code of conduct)
- Personal integrity
- Academic honesty
- Environmental stewardship
- Giving back to the school, local, and global community (volunteering)
- Respect to self, community and environments

Action Plan

1. To review codes of conduct at beginning of each semester, grade assemblies and Phoenix
2. To introduce and teach the common language of the graduate attributes in assemblies, SOAR classes and Phoenix for grades 9 to 12
3. To review, teach and implement the academic honesty policy in classrooms and Phoenix
4. To reinforce the purpose and use of recycling programs and food waste bins
5. To teach concept of volunteering and provide avenues for volunteering in school and community
6. To assess personal conduct of students

Evidence

1. Students will conduct themselves in a thoughtful and caring manner. Referrals to counselors and administration will be reduced.
2. Students are able to identify and use the common language of the 9 graduate attributes, and apply these in their conduct/ behaviours in school
3. Students will demonstrate through practise their understanding and integrity regarding the academic honesty policy. Students in research, writing and presentations use MLA, APA, or Chicago as appropriate. There will be fewer incidences of academic dishonesty.
4. Ratio of garbage to recycling will reduce.
5. Number of students volunteering will increase, there will be evidence of volunteering at CAS, exit interviews and club activities.
6. Students will provide anecdotal evidence through self-reflection or surveys.

PORT MOODY SECONDARY SCHOOL COMMON PURPOSE

Goal: Personal Growth

Descriptors

- Healthy balance in and out of school
- Self-awareness--knowing your strengths, challenges, values and principles
- Emotional Well-being
 - Stress management
 - Self-regulation
 - Resiliency
- Physical Well-Being
 - Fitness
 - Nutrition
 - Sexual Health
- Healthy Risk-taking

Action Plan

1. To achieve personal, academic and social balance and incorporate reflective practices through SMART goals set in classrooms and Phoenix
2. To discuss and teach emotional well-being (stress management, self-regulation and resiliency) and physical well-being through SOAR, classroom and counselor activities

Evidence

1. Increased success due to improvements; meeting SMART goals and making appropriate adjustments. This will be measured through formative and summative assessment as well as student engagement.
2. Increased self-referral to counselors, coordinators and youth workers of students for stress management strategies. Collection of attendance data to provide better understanding of how best to support students and identify a target population for improvement. (baseline collection)

PORT MOODY SECONDARY SCHOOL COMMON PURPOSE

Goal: Learning for All

Descriptors

- Embrace the richness and diversity in our learning community
- Teaching and learning are aligned with school goals, learning principles and graduate attributes
- Instructional methods that encourage students to use critical, reflective and creative thinking to problem solve
- Learning environments that fuel curiosity and motivation
- Enhance learning through varied resources (technology, library, guest speakers, presentations, fieldtrips etc.)

Action Plan

1. To increase diversity of learning strategies that support higher level thinking skills (critical, reflective and creative) through professional development opportunities
2. To motivate and fuel curiosity through the implementation of inquiry based approaches to learning. To increase choices in approaches to learning
3. To implement the redesigned B.C. Dogwood curriculum, and approaches to teaching and learning in the IB programme.
4. To ensure that there is a cultural strengthening that values all programmes within the school i.e. BC Dogwood, BC Evergreen, IB Diploma.

Evidence

1. Collection of feedback from teachers after professional development opportunities. An increase in teacher initiated collaborative professional learning.
2. Greater diversity of demonstration of learning within a shared learning goal; evidence of guided inquiry in the classroom. Increased ownership by student of all elements of learning process; increased evidence of backward by design planning.
3. Increased number of students completing courses; increased number of students completing Dogwood and Dogwood with honours.
4. Students will be able to clearly identify themselves as a Port Moody student in the BC Dogwood or IB programme.

PORT MOODY SECONDARY SCHOOL COMMON PURPOSE

Goal: Transitional Skills

Descriptors

- Employability Skills
- Attendance and punctuality
- Communication skills-oral, written, presentations, technology, interview
- Work habits
- Time management /planning
- Research skills
- Independent and collaborative skills
- Decision making process to make informed choices
- Flexible and adaptable to new or difficult situations
- Career pathways exploration (preparation)

Action Plan

1. To teach and discuss employability skills which will include time management, planning, work completion, punctuality, individual and team work and in addition to encourage adaptability and resiliency in difficult situations
2. To instruct in research and communication competencies (oral, written, listening, technology, presentation) in all classrooms, supported by the teacher librarian education programme
3. To introduce students to career and post-secondary pathways and to provide a broad base of knowledge to make informed decisions through career days, career fairs, programming assemblies and scholarship meetings

Evidence

1. All grade 12 students will have a PSI completed at same time at MOE Grade 12 satisfaction survey. Increase attendance and improved punctuality. Reflections completed during Phoenix classes.
2. The implementation of a library orientation/ research programme. Assessment evidence collected in relation to the communication core competencies.
3. Students in grade 10-12 are able to review their graduation pathways through their diploma verification forms. Every student will have a viable transition plan post-graduation. Counselors can identify by name all students at risk for not graduating beginning grade 10 and monitored through grade 12 and engaging all relevant resources, and working with administration.