

Vancouver School Board

SCHOOL PLAN

2011-2012



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.

Britannia Secondary

May 2011

MISSION STATEMENT

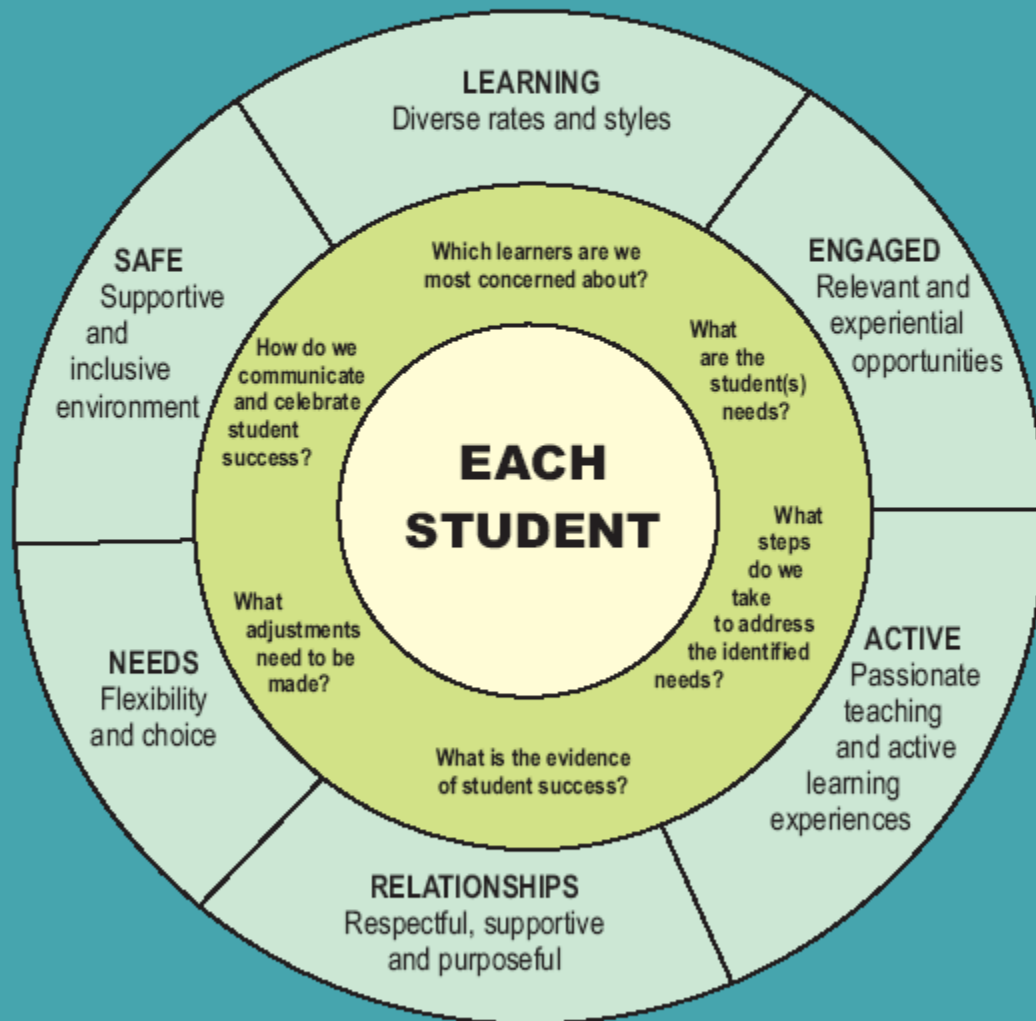
The mission of Britannia Secondary Community School is to graduate responsible citizens with the knowledge, skills and attitudes necessary to fulfill potential for lifelong success.

SCHOOL GOALS

Goal 1: All students will achieve academic, social and vocational success.

Goal 2: To continue to provide opportunities, both within and beyond the classroom, designed to foster socially responsible behavior for all.

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?

Britannia Secondary Community School, which opened in 1908, is the oldest secondary school in Vancouver. It is situated on a 16 hectare site which includes Britannia Elementary School, Hastings Adult Learning Centre, Britannia Community services Centre, Britannia Community Library (Vancouver Public Library Branch), and a host of recreational, educational, and community services. The overall administration on site is done cooperatively, by the Britannia Community Services Centre, through a partnership established in 1975 between the Grandview-Woodlands and Strathcona communities, Vancouver City Council, Vancouver School Board, Vancouver Parks Board, and the Vancouver Public Library Board.

Britannia is a comprehensive community school. The staff consists of 2 administrators, 53 full and part-time teachers and 26 support staff members (which includes community education coordinator; drug and alcohol counselor, school support B program workers, library staff assistant, computer tech support, career information assistant, multicultural workers, and 1 First Nations support worker). We serve 748 students in Gr. 8-12 (2010 Headcount). Table One places this headcount into a five year timeframe alongside Aboriginal and Metis and Special Needs enrolment.

Table One: Britannia Secondary Demographic Profile: 2006-2011

Year	Enrolment			
	Total	First Nations, Aboriginal and Metis	Q-coded (Learning through different abilities)	H and R Coded (Behaviour)
2006/07	803	217 (27%)	59 (7%)	95 (11%)
2007/08	774	242 (31%)	62 (8%)	119 (15%)
2008/09	721	207 (28%)	59 (8%)	126 (17%)
2009/10	765	206 (26%)	49 (6%)	122 (15%)
2010/11	748	207 (27%)	54 (7%)	123 (16%)

Source: Ministry of Education. Student Statistics- 2010-2011, 03939004, Britannia Community Secondary. Jan., 2011

Of our 748 students in the year under review, 634 students are enrolled in the main school and 114 in alternative programs attached to the secondary school; 207 students (27.7%) are First Nations (2010/11 Acad yr; 206-26.9% - in 2009/2010); 23 students are designated ESL students; and there are 13 International students. Since 2007, approximately one quarter of Britannia students have been ministry coded.

Britannia is an Inner City School. Everyday there are situations and circumstances, associated with low income urban communities, which are dealt with by staff. Recognition of the impact of income on educational attainment has been a consistent theme in the literature on school and community linkages since the Plowden and Rutter research studies of the early 1970's. We feel this impact at Britannia where approximately 30% of our students live in households that receive income assistance or have MCF involvement; 33% of our families earn less than \$30 000 pa (19% District; 16% Province).; 27% of our families are single parent (16% District; 15% Province) (Ministry of Education: School Data Summary 2003-2008; Fraser Institute, 2011; HELP Early Development Indicators: Community Summary, 2010; EDI Wave 4 Summary; EDI 08/09)

It is also true that Britannia serves a vibrant community of diverse cultures, interests and needs. Home languages of our students reveal that this diversity is reflected within our student population with at least 38 different languages spoken including English, Chinese, Vietnamese, Spanish, Tagalog, French and Swahili (BC Ministry of Education, 2010, Student Statistics 2010-2011). The Britannia catchment area also has the highest concentration of Aboriginal Peoples in Vancouver (~9.5% of the total Urban Aboriginal population) (HELP Early Development Indicators: Community Summary, 2010).

Cocking and Culos (2008) have shown that since the school opened, the Britannia Spirit has been evident in all aspects of school culture, including athletics, music, drama, service clubs, student leadership and community involvement. Students take pride in their school and, through their individual and collective contributions, maintain the history of excellence and achievement established by previous graduates: Our students regularly win National and International awards in the sciences, mathematics, arts, social sciences, and graphic design fields. Our web-page (<http://britannia.vsb.bc.ca/homepage/homepage.htm>) provides further glimpses into the heart of our school.

As a comprehensive school, opportunities are provided to all students in Mathematics, English, Sciences, Social Studies, Modern Languages, Physical Education, Fine Arts, Technical Studies and Applied Skills curricula areas. Modified and challenged/enriched courses are offered in some of the core academic areas to meet our diverse student needs.

Our staff initiate programs that give support, assistance and curricular instruction for Grade 8 students who need help in managing the transition from Grade 7 to 8. A Grade 8 committee involving an administrator, a teacher/counselor and First Nations Support Worker organize welcoming activities for incoming students and carefully monitor their progress. In addition, Grade 8 students have a modified timetable, which allows for daily English and Math instruction.

The school offers several district programs of which we are extremely proud, including three in the main school. Our International Baccalaureate Program is a two-year program in Grades 11 and 12 that follow a rigorous curriculum leading to external examinations and an internationally recognized Diploma. Our Venture Program is an enriched,

academic mini-school that offers a global education experience for motivated students in Grades 8, 9, and 10 and provides excellent preparation for entrance into the IB Program. In September 2007, Britannia implemented a Hockey Academy, the first in Vancouver. The Hockey Academy continues to grow and expand each year, drawing students from Vancouver and Burnaby.

Outreach, Aries, CedarWalk, Streetfront, and 8J9J are district alternative resource programs providing curricular and developmental support in alternative settings for 114 students. Streetfront, 8J9J and Outreach are located on site; CedarWalk and Aries are off-site. Students in the Alternative programs have access to elective programs in the main school, and can be re-integrated into the regular school at the senior level.

In addition, Britannia houses two on-site programs for students with special needs. The Learning Support Program is a district program designed to serve the interest of students with learning difficulties and special needs from across the district. The program is capped at 15 students. Students take their core academics in a small, supported setting and are integrated into classes in the main school for their elective courses. The second program is Pacific Storm, a program for students needing social and emotional support. The program is capped at 14 and is staffed with a teacher, a YFW and an SSW.

REFLECTIONS ON 2010-2011 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?

The goals of the 2010-2011 School Plan were: 1. All students will achieve academic, social and vocational success. and 2. To continue to provide opportunities, both within and beyond the classroom, designed to foster socially responsible behavior for all.

As a school, we took many steps to address our first goal. We provide choice and flexibility in programming, offering courses to meet the needs of a diverse community of learners. Academic courses are offered at adapted, modified, regular and enriched levels in all core subject areas. Britannia has a full time literacy teacher assigned to the Britannia Hub, who provides extra support for students struggling in the area of literacy. As well, Britannia offers a wide range of electives including courses with vocational connections such as culinary arts, business, automotive, and woodworking. Evidence for success can be found in the results from report cards, and assessment such as literacy and numeracy assessment, which is collected in October and May.

Britannia provides many opportunities for its student to demonstrate the qualities of good citizens. From clubs to athletics, from peer mentorship to a school wide events such as food drives and Pink Shirt Day, there are many opportunities for Britannia students to get involved and contribute to their school community. Evidence for success can also be observed by the number of students who participate in various school events, projects and service clubs.

Success is communicated through and celebrated by report cards, the honor roll and principal's list, the student and staff bulletin, daily PA announcements, school newsletters, the school website, awards nights, school plays and concerts.

However, our data also gives evidence for a continued focus on our core goals, though with some focusing on key target areas. For example, our grade to grade transition rates (table two) indicate a continued need to focus on aboriginal learners: Whether year-on Year or by Grade Cohort, Aboriginal learners have consistently lower transition rates than Non-Aboriginal students.

Table Two. Transition rates, 2005-2010. % of Enrolment
First Nations (and Aboriginal and Metis) Students in Brackets

	Grade 8 Students	Grade 9 Students	Grade 10 Students	Grade 11 Students
2005/06 --	94 (87)	85 (68)	79 (56)	87 (65)
2006/07 --	97 (96)	81 (49)	83 (80)	81 (53)
2007/08 --	96 (90)	86 (70)	80 (55)	68 (39)
2008/09 --	89 (67)	85 (72)	80 (57)	82 (45)
2009/10 --	95 (85)	92 (87)	87 (77)	73 (71)

Source: Ministry of Education. Grade to Grade Transitions- 2009-2010, 03939004, Britannia Community Secondary. Jan., 2011.

The RAD 36 reading assessment is a useful formative assessment tool and has been used to plan instruction and interventions using RAD's Developing Readers material. Our Grade 8 Initial and Final RAD data, collected by our Community Links Literacy teacher in October 2010 and May 2011 respectively, is presented in Tables Three and Four. Although we can see improvements in reading strategies, comprehension and analysis from the initial and final assessments, the data suggests a continued focus on Reading Comprehension Strategies: 85% of our Grade 8 students *Minimally meet* or *Do not meet* Reading Comprehension expectations at the Grade 8 level in the final assessment (a drop from 89% in the Initial Assessment).

Table Three: RAD 36 Initial Assessment: October 2010. Grade 8

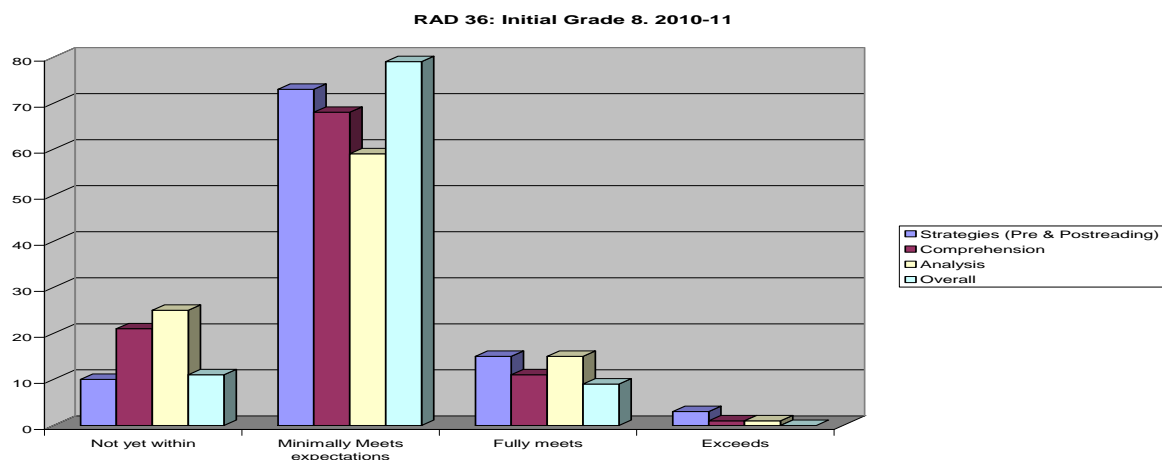
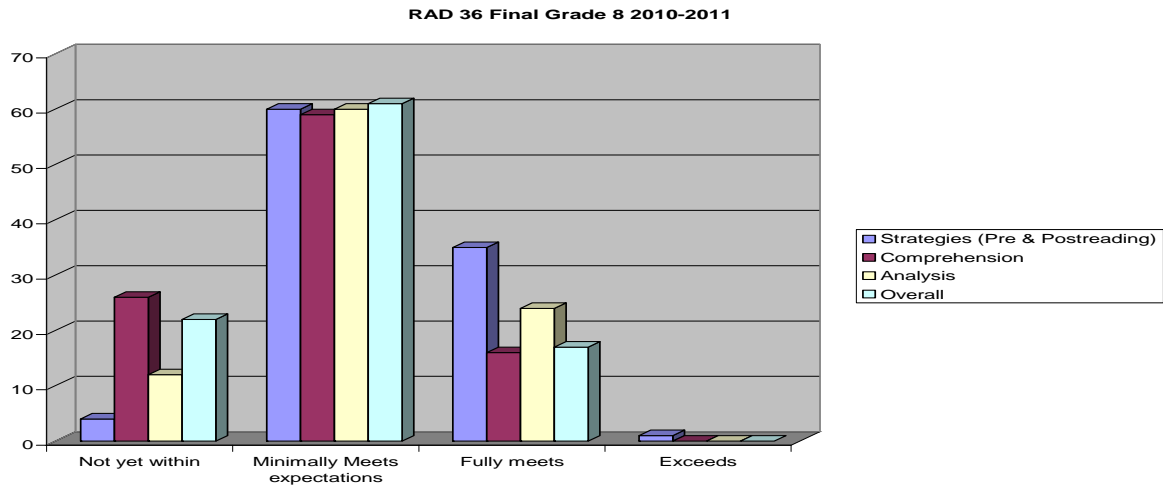


Table Four: RAD 36 Final Assessment: May 2011. Grade 8



Provincial exam results represent summative benchmark assessments. This data is summarized in table five. The table shows that Britannia students maintain strong C- pass rates. However, our C+ pass rates leave significant area for improvement.

Table Five. Provincial Required Exam results, 2007-2010.

Subject Acad. Year	Total students in grade (First Nations)	# students assigned blended final mark (First Nations)	C- (Pass) or better (% of total) (First Nations)	C+ (Good) or better (% of total) (First Nations)
Eng. 10				
2007/08	157 (47)	106 (11)	97 (100)	63 (18)
2008/09	174 (58)	148 (34)	93 (91)	49 (15)
2009/10	152 (57)	141 (41)	90 (88)	53 (32)
Math 10 Princip.				
2007/08	157 (47)	92 (MSK)	88 (MSK)	45 (MSK)
2008/09	174 (58)	109 (MSK)	88 (MSK)	43 (MSK)
2009/10	152 (57)	77 (MSK)	88 (MSK)	42 (MSK)
Sci. 10				
2007/08	157 (47)	114 (57)	94 (84)	48 (15)
2008/09	174 (58)	126 (57)	90 (88)	43 (13)
2009/10	152 (57)	150 (57)	88 (82)	44 (29)
Socials 11				
2007/08	178 (63)	59 (MSK)	92 (MSK)	47 (MSK)
2008/09	157 (34)	64 (MSK)	94 (MSK)	42 (MSK)
2009/10	181 (46)	71 (MSK)	96 (MSK)	55 (MSK)
English 12				
2007/08	155 (31)	89 (MSK)	97 (MSK)	73 (MSK)
2008/09	135 (33)	86 (11)	97 (73)	59 (15)
2009/10	128 (19)	85 (MSK)	96 (MSK)	72 (MSK)

Source: Ministry of Education. Provincial Required Examinations- 2009-2010, 03939004, Britannia Community Secondary. Sept., 2010; "First Nations" includes Aboriginal and Metis students)

Tables Two through Five indicate the need for a continued focus on core academic content and a cross curricular focus on comprehension and analysis skills. This focus on core academics and direct teaching of comprehension skills is borne out in the literature on School Improvement and At-risk Youth programming (see, for eg., NCREL's literature review on schooling and at-risk youth, and the Joyner and Comer (2004), Sizer (1996), and/or National High School Centre's (2011) models of School Improvement).

Similarly, our satisfaction surveys indicate a focusing of our social responsibility programs on relevant, context specific knowledge. Our students feel safe, relatively free of bullying, connect well with adults, but do not feel that they are gaining real world applicable skills or knowledge. Table Five summarizes this data.

Table Five: Satisfaction Survey Responses. Selected Questions.

Question Year	Students Reporting "Many Times" or "All the Time" (% of responses)	Students Reporting "Many Times" or "All the Time" (% of responses)
	Grade 10	Grade 12
At school, are you learning how to do things to care for the environment (for example: recycling, waste reduction, energy, land, and water conservation)?		
2008/09 - - - -	31	46
2009/10 - - - -	42	52
At school, are you learning about climate change?		
2009/10 - - - -	25	29
At school, do you respect people who are different from you (for example, think, act, or look different)?		
2005/06 - - - -	82	86
2006/07 - - - -	78	92
2007/08 - - - -	87	94
2008/09 - - - -	83	86
2009/10 - - - -	82	85
Do you feel safe at school?		
2005/06 - - - -	70	82
2006/07 - - - -	61	79
2007/08 - - - -	70	79
2008/09 - - - -	68	69
2009/10 - - - -	57	80
At school, are you bullied, teased, or picked on? ¹		
2005/06 - - - -	13	7
2006/07 - - - -	6	3
2007/08 - - - -	7	4
2008/09 - - - -	11	8
2009/10 - - - -	10	2
How many adults at your school care about you? (percentage responding 2 adults or more)		
2005-09 - - - -	Not asked	Not asked
2009/10 - - - -	74	85
Do you feel welcome at your school?		
2005/08 - - - -	Not asked	Not asked
2008/09 - - - -	43	61

Source: Ministry of Education. Satisfaction Survey- 2009-2010, 03939004, Britannia Community Secondary. May, 2010.

Drawing on table five we propose to focus our social responsibility goals onto the issues of Environmental and community sustainability.

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, some of which is summarized above, we are adjusting and focusing our School Plan to continue to address the needs of learners by:

GOAL #1

All students will achieve academic, social and vocational success

Objectives

- To foster a culture of success.
- Students will have the opportunity to experience success in a variety of academic and non-academic areas
- Students will have the opportunity to gain the skills necessary; academic, vocational and social; to be successful and productive members of society upon leaving high school

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 (LEARNS)?

- Offering a variety of levels for core academic subject areas, from modified to enriched, to better meet the academic needs of all students
- Offering various after school academic support such as the Britannia Homework Club, peer tutoring, Frontier College tutors
- Providing opportunities to gain ‘real life’ skills through elective courses, career preparation programs and ACE-IT programs
- Literacy support from modified classes and from the Community Links Literacy Teacher
- Non-enrolling First Nations support teachers in Grade 8, 9, and 10 classes working alongside Mathematics, Science, Social Studies, and English teachers
- Focused First Nation’s student support blocks
- School-wide mid-year exams in the core academic subjects
- The Grade 8 program
- Links crew
- Regular, scheduled Agenda and Binder checks
- In-school workshops by DRTs on Learner support
- Introduction and use of Digital Technologies to support learning
- Science Fair
- Science mentorship program
- Guest speakers
- Drop-in hours at woodshop and auto shop
- Attendance cards
- Britannia Leadership Team cards
- Career Centre
- Grade 8 Welcoming Ceremony

- Scholarships
- School Based Team and SBRT support; Skills support blocks
- Business Education Certificate of Achievement Program
- Port Metro Vancouver Leadership Development program
- Britannia Business Club
- FoodSafe, WorldHost
- Alternative Sports Day and Alternative Arts Fair
- Alternative world music programs, film workshops and artist in residence programs
- Student and parent focus groups
- Participation in full and half marathons through Streetfront Alternative Program
- PIMS
- Assessment across Grade 8 and 9 content areas– teacher inquiry team
- SACY

What will be our assessments and evidence of student success?

Report cards, attendance records, Provincial and school exam results, honor roll, graduation rates, Grade to Grade transition rates, student focus groups and forums, participation in homework club and career preparation programs will measure student success. In the junior grades, grade wide literacy and numeracy assessment is done twice a year, once in the fall and once in the Spring.

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)?

Student progress will be monitored through report cards and other forms of assessment. Adjustments to the direction of the school plan will be made as needed and implemented through collaborative groups in department meetings, Britannia Instructional Planning (BIP) blocks, grade meetings and committees, IB and Venture meetings and department head meetings.

Monthly meetings of School Planning Committee, structured Departmental reports and Administration day workshop sessions, and student and parent focus groups provide additional and ongoing avenues to monitor and adapt our school plan.

How will we communicate and celebrate student success?

Success is communicated through and celebrated by report cards, the honor roll and principal’s list, the student and staff bulletin, the PAC, the daily PA announcements,

school newsletters, the school website, awards nights, school plays and concerts.

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

By providing choice and flexibility in programming, a greater number of students will have the opportunity for success. By celebrating success, and emphasizing positive contributions to the school community, it will be apparent that Britannia values success. That success may be academic or career or skill focused.

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

GOAL # 2

To continue to provide opportunities, both within and beyond the classroom, designed to foster socially responsible behavior for all.

Objectives

- Students will have the opportunity to contribute positively to their school community
- Student will understand the value of maintaining a respectful environment where all are welcome and valued

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 (LEARNS)?

- Staff will support student activities and clubs which promote good citizenship such as Student Council, Global City Club, the Leo Club and the Gay Straight Alliance (Rainbow Club)
- Students will have the opportunity to act as mentors through programs such as peer tutoring, and the Leadership class
- The staff and students will participate in school wide events such as Community Day and the yearly Food Bank drive, which encourage good citizenship and involve all students and staff
- Planning 10/ Leadership 10
- Britannia Urban Gardens (BUGS) program
- Links crew
- Recycling Club
- Environment Club
- Cultural Buddies Program
- Grade 8 Girls Group
- Safe Teen workshops for all Grade 9 students
- Student participation in focus groups and Student Forums
- Presentations and guest speakers
- The Cave
- The Britannia Business Club (portion of profits to local charities)
- Alternative Program Give-Back Days
- Team building, job sharing and cooperative learning opportunities across all curriculum areas
- Student mentorship of elementary school students through programs such as the Buddy Reading program and projects with the students in Foods 11 and neighbourhood elementary students
- SACY

What will be our assessments and evidence of student success?

Success can be observed by measuring the number of students who participate in various school events, projects and service clubs and from school behavior referral data.

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)?

Adjustments to the direction of the school plan will be made as needed and implemented through collaborative groups in department meetings, School Based Team meetings, Britannia Instructional Planning (BIP) blocks, IB and Venture meetings and department head meetings. As noted in our First goal statement, monthly meetings of School Planning Committee, structured Departmental reports, student and parent focus groups, and Administration day workshop sessions provide additional and ongoing avenues to monitor and adapt our school plan.

How will we communicate and celebrate student success?

Success is communicated through and celebrated through the student and staff bulletin, the daily PA announcements, school newsletters, the school website, and awards nights.

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

By providing opportunities for leadership and involvement not only across all curriculum areas, but also through a wide variety of extra-curricular activities, students have many opportunities to get involved and contribute to their school community and the wider Britannia community.

Britannia Community Secondary School

Submitted by School Planning Council

	(name)	(Signature)
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	

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Table Five. Provincial Required Exam results, 2007-2010. (NOT USED)

Subject Acad. Year	Britannia		District		Privince
	C- (Pass) or better (% of total) (First Nations)	C+ (Good) or better (% of total) (First Nations)	C- (Pass) or better (% of total)	C- (Pass) or better (% of total) (First Nations)	C+ (Good) or better (% of total) (First Nations)
Eng. 10					
2007/08	97 (100)	63 (18)	97	90	
2008/09	93 (91)	49 (15)	96	93	
2009/10	90 (88)	53 (32)	95	84	
Math 10 Princip.					
2007/08	88 (MSK)	45 (MSK)	92	77	
2008/09	88 (MSK)	43 (MSK)	92	57	
2009/10	88 (MSK)	42 (MSK)	92	68	
Sci. 10					
2007/08	94 (84)	48 (15)	96	87	
2008/09	90 (88)	43 (13)	96	89	
2009/10	88 (82)	44 (29)	95	84	
Socials 11					
2007/08	92 (MSK)	47 (MSK)	96	85	
2008/09	94 (MSK)	42 (MSK)	97	89	
2009/10	96 (MSK)	55 (MSK)	96	91	
English 12					
2007/08	97 (MSK)	73 (MSK)	98	95	
2008/09	97 (73)	59 (15)	97	90	
2009/10	96 (MSK)	72 (MSK)	98	94	

Source: Ministry of Education. Provincial Required Examinations- 2009-2010, 03939004, Britannia Community Secondary. Sept., 2010