

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.

Britannia Elementary Community School

MISSION STATEMENT

At Britannia Elementary Community School we facilitate the development of the academic, social, emotional, physical and aesthetic potential of students to achieve their personal best in our diverse, multicultural society. In partnership with others in the community we provide guidance through example, experience and involvement, in a safe, supportive environment.

2015-2016 GOALS

- 1) To improve student performance in numeracy from Kindergarten to Grade 7 with a particular focus on our most vulnerable students.
- 2) 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?

Britannia Elementary Community School was originally designed and built in the 1970's as an open area school. The school completed a major interior renovation in the fall of 2004 replacing the open area design with more conventional hallways and classrooms. This renovation significantly enhanced the teaching and learning environment and contributed to improvements in student achievement particularly in the area of social responsibility.

Britannia Community School is a designated Enhanced Services Tier one school and currently enrolls approximately 190 Kindergarten to Grade Seven students. The school has an average vulnerability rate (i.e. the percentage of families on income assistance and children in care) of 34.0 % measured over five years. The school has a diverse student population, welcoming students of many cultural backgrounds who speak English as a Second Language. Approximately 63% of the children at Britannia Elementary are of Aboriginal ancestry.

Britannia is located in a dynamic, multicultural part of the city and is an integral part of the Britannia Community Centre. Other buildings on the site include an ice skating rink, swimming pool, teen and pre-teen center, family activity room, public library, senior center, daycare center, an adult education center, the Canuck Family Education Centre, East Side Family Place and Britannia Secondary. Our students, parents and staff benefit from the many amenities and resources on the site.

Teaching staff collaborate to deliver a consistent Reading Mastery program to all students and work very hard to meet the diverse learning needs of the students. A school wide writing program is also in place at the intermediate level. These Direct Instruction programs have been the cornerstone of the school's successes in supporting students and in 2008, Britannia Elementary was recognized by the Garfield Weston Awards as the fastest improving school in B.C. Success for each student at Britannia is focused on core academic skills, social responsibility and active living through a quality P.E. program.

The focus on reading instruction is extended to parents through a partnership with the Canuck Family Education Centre. Our Enhanced Services, Community Link and Aboriginal staff work with all teachers, parents and the community centre to provide many exceptional programs for Britannia students and their families.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

- 1) To improve student performance in numeracy from Kindergarten to Grade 7 with a particular focus on our most vulnerable students.
- 2) 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?

Numeracy:

Steps taken to address the identified students' needs include primary grades common math instruction time; use of skills and learning style based groupings at the grade 2 level; use of Resource teacher time to support numeracy learning for identified vulnerable students; the purchase of math manipulatives for primary classes; installation of skills and numeracy concept apps for ipad use; purchase of school wide numeracy assessment materials; Dogwood 2025 Math support for Grade 7 students and the opportunity those students ready for increased challenges to use grade 8 curriculum.

Aboriginal Awareness:

Steps taken to address the students' needs include all teachers making a concerted effort to include awareness and appreciation of Aboriginal knowledge and perspectives at all grade levels often beyond curricular requirements. Just some examples and opportunities for our students included: Reconciliation In Action Day-Friendship Dance; Gr. 7 Exchange to Pinehouse Lake; Dare Arts; Talking Stick celebration; participation in the Aboriginal Grade 7 Leaving Ceremony; 7 Virtues; Journeys to Justice; Jigging and Oolichan Dancing; Storytelling- Sharon Shorty; Carving Pavillion with West Vancouver partner school; Aboriginal Day Celebration; Paddle and Bentwood Boxes in art; Button Blanket Ceremony; Jerry Whitehead paintings; Bannock making; Friendship circles and sage smudge; Susan Point stained glass art and videos, poetry and novels representing aboriginal culture and history.

What was the evidence of success for each student?

Numeracy:

Evidence of student success included report card data which showed:

2015/16 Math Report Card Data

<u>Gr. 7</u>	A	B	C+	C	C-	*	I	NM
Term 1 18	18%(5)	11% (2)	28%(5)	11%(2)	5%(1)	16%(3)	%()	%()
Term 2 18	33%(6)	11%(2)	22%(4)	11%(2)	6%(1)	17%(3)	%()	%()

<u>Gr. 6</u>	A	B	C+	C	C-	*	I	NM
Term 1 22	27% (6)	18% (4)	18%(4)	27%(6)	10%(2)	%()	%()	%()
Term 2 22	32%(7)	14%(3)	18%(4)	22% (5)	14%(3)	%()	%()	%()

<u>Gr. 5</u>	A	B	C+	C	C-	*	I	NM
Term 1 33	18% (6)	39% (13)	24%(8)	15%(5)	4%(1)	%()	%()	%()
Term 2 33	9%(3)	39%(13)	27%(9)	22%(7)	%()	%()	%()	3%(1)

<u>Gr. 4</u>	A	B	C+	C	C-	*	I	NM
Term 3 20	% ()	45% (9)	20%(4)	15%(3)	10%(2)	10%(2)	%()	%()
Term 2 19	%()	41%(8)	11%(2)	11%2()	26%(5)	11%(2)	%()	%()

<u>Gr. 3</u>	E	FM	M	A	NY	*	I	NM
Term 1 40	%()	35% (14)	43%(17)	13%(5)	7% (3)	2% (1)	%()	%()
Term 2 40	%()	20%(8)	53%(21)	10%(4)	15% (6)	2% (1)	%()	%()

<u>Gr. 2</u>	E	FM	M	A	NY	*	I	NM
Term 1 19	%()	26% (5)	37%(7)	%()	32% (6)	5% (1)	%()	%()
Term 2 19	%()	26%(5)	37%(7)	%()	37% (7)	%()	%()	%()

<u>Gr. 1</u>	E	FM	M	A	NY	*	I	NM
Term 1 22	%()	50% (11)	32%(7)	18%(4)	%()	%()	%()	%()
Term 2 22	%()	48%(10)	33%(7)	19%(4)	%()	%()	%()	%()

<u>Kindergarten</u>		E	M	A	*	
Term 1	15	%()	87% (13)	13%(2)	%()	
Term 2	14	%()	93%(13)	7%(1)	%()	

Our Report card data shows that in Term one 88% of our Grade 4-7 students were in the Meeting/Fully Meeting/Exceeding categories. In term two our percentage was 84%. Our Grade 1-3 students had 75% of students in the Meeting/Fully Meeting/Exceeding categories in Term one. In Term two we were at 72%. Any students below 'meeting expectations' were provided with small group pull-out resource support. Our Kindergarten's were 87% in Term one above Meeting and at 93% in Term two.

Other positive evidence of success was feedback from grade 8 math teachers on our past students; our Gr. 4,6,7 numeracy results tracked in AIMS that showed our aboriginal students above district average in all 3 grades and the positives from our daily primary math support that continues to enhance the numeracy successes of our vulnerable students.

Aboriginal Awareness:

Evidence of success include 100% of our student population participating in Aboriginal learning activities ranging from the arts to science. School and community events had all students and staff participating. At Britannia the inclusion of Aboriginal learning occurs on a daily/weekly basis within most classrooms and is not only “done on special occasions.”

How did we communicate and celebrate student success?**Numeracy:**

Student success was communicated and celebrated in individual classrooms, parent teacher conferences, bulletin board displays, student demonstrations, newsletters and an end of year awards assembly.

Aboriginal Awareness:

Student success was communicated and celebrated through: newsletters, classroom displays, interactions with special guests, performances by students for families and community, bulletin board presentations, trophy case displays and by acknowledging Aboriginal learning and culture in all school and school based community events

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:

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