

2024-2025

School Learning Plan

SCHOOL STORY

Britannia Community Elementary School is located in a vibrant and diverse neighbourhood off Commercial Drive in East Vancouver. Britannia Elementary has 250 students whose families come from diverse cultural, linguistic, and economic backgrounds. It is a proud school with a high number of students coming from imposed conditions on the city's northeast side. We have a variety of programming to support all students in the regular classroom setting.

This year, Britannia has a youth and family worker, neighbourhood assistant, and literacy teacher, as well as an onsite food services coordinator. We offer a breakfast and a lunch program and provide a variety of healthy snacks to all our learners. Our hot breakfast program regularly serves over 15% of our school population and the hot lunch program caters to approximately 60% of our students. Additionally, Funseekers and the Boys and Girls club provide out-of-school programming for a limited number of referred students during prolonged breaks.

The school shares the site with the Britannia Community Centre and works closely with community centre staff to plan after-school programs and day camps during prolonged breaks and on professional development days. The community centre also has before and after-school care, as well as a preschool program. We work collaboratively with the Community Schools Team and have many close partnerships with community groups and agencies such as the Saint James Music Academy, Red Fox Healthy Living Society and Blue Eagles Community Cadets.

Our learners come from diverse and rich cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia has a significant Indigenous population with proud connections to place and culture. We work with our Indigenous enhancement teacher, our Indigenous enhancement worker, and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia has a strong commitment to reconciliation and works within the lens of the First Peoples Principles of Learning to guide our work.

Demographics

There are currently 248 students including over 100 Indigenous children from Nations all over BC; 16 English Language Learners, and 54 students with a Ministry designation for a disability or diverse ability.

What are our assets?

- The students, staff and parent community
- We celebrate ALL students daily - with the vision that ALL children CAN learn, and ALL children WILL be successful

What is unique, and positive?

- Britannia Elementary School was originally designed and built in the 1970s as an Open Area School with interior spaces being utilized as resource centers. In 2005 Our school was seismically upgraded, and we were renovated with more traditional classroom spaces
- Enhanced Services School, which supports the complex needs of some of our students and families
- Supported with enhancement-based teachers for literacy and Indigenous education focus
- Breakfast and Lunch Programs - breakfast by family donation, Lunch by envelope submission payment
- Family Room- encourages parent/caregiver-school relationships and parent/caregiver involvement
- Integrated curricular programming: cooking classes and garden growing
- Extra-curricular sports provided by staff throughout year from basketball to cross country - multiple sport activities for students - including morning gym time prior to school hours to support attendance and engagement
- Physical Education specialist providing diverse athletic skills and knowledge
- Connection to community center that provides after school programming: cooking, piano, music etc.
- Student leadership clubs/monitors: recycling, hot lunch, library, grade 7 camp fundraisers, assemblies
- Community outreach through food and clothing supports

Initiatives for 2024-2025:

- Salmon canning and smoking demonstration classes
- Society Promoting Environmental Conservation (SPEC) – School Garden Project
- Construction of a POW WOW drum
- Development of Indigenous Focus Room – a space for cultural enrichment
- Applied Skills, Technology and Design collaborative curriculum opportunities with Secondary School staff
- Continued implementation of a redesigned Code of Conduct based on community feedback and Positive Behaviour Intervention Strategies
- Grade 7 learn to ski program
- Grade 7 graduation drum building
- Teaching all students the coast Salish anthem

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from a wealth of cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia students are lively and represent diversity in identity and learning. Our staff work to develop and provide learning opportunities that highlight community strengths in neurodiversity, cultural awareness, athletics and the arts.

Britannia has a significant Indigenous population with a proud connection to place and culture. We work with our Indigenous Enhancement Team and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia is committed to reconciliation and relies on the First Peoples Principles of Learning to guide our work.

Literacy

Our staff have observed that many of our students find the critical analysis of reading materials challenging. Fountas and Pinnell Benchmark Assessment System and teacher anecdotal data show 55% of our intermediate grade 6 and 7 students can decode but are not achieving grade-level expectations in reading comprehension. Which marks a 2% improvement over last year. Additionally, we notice students display a disconnect between what they are reading and life experiences; low background knowledge (or exposure) makes it difficult for the learners to find meaning in stories, concepts, and ideas taught in the upper intermediate grades. Currently, 74% of students K-5 are reading at or above grade level as assessed through the Fountas and Pinnell Benchmark Assessment System. As we develop

improved literacy practices and targeted interventions, we expect the strength we see in the primary grades to continue to improve our upper intermediate literacy assessment results.

Using third term 2024-2025 Student Report Card Data, we observe that English Language Arts marks have been trending upwards since the fall. Currently, 13% of students are at the Emerging level of achievement, 42% are at the Developing level, 28% are at the Proficient level, and 10% are at the Extending level.

When examining reading achievement using the Fountas and Pinnell Benchmark Assessment, we found that 20% of students were below grade-level expectations. This represents an 18% improvement over the data recorded in the fall of 2023-2024.

This data indicates that our targeted and consistent efforts in literacy instruction and best-practice strategies have been effective.

Equity

With our school community being recognized as having a significant number of families living with imposed conditions, 49% of families benefit from food and clothing support provided by the school. We have a robust emergency pantry and provide grocery gift cards to those who need them. This program is run by our Neighbourhood Assistant and funded mostly through Vancouver Sun Children's Fund Adopt-A-School grants and private donors.

We talked about connecting the equity goal to literacy and looking beyond the provision of supports. This is important indeed, however, I believe in our discussions we talked about you pulling out the students who are not "on track" and seeing what they need beyond the supports of the rest of the students. You mention this in your goal below, so can you then put in some data (without needing to mask) that illustrates the need for equity in academic support?

Reconciliation

Tracked by our Indigenous support team, all students combined, we noted nearly 600 interactions in culturally significant practices, or about 21 different school-wide cultural projects and events throughout the year. Weaving, carving, dancing and drum-making, and salmon canning are activities we seek to provide to our students each year. Most of these opportunities are realized through grants or private donors.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to increase reading fluency and comprehension

As a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are dedicating professional development time and resources to study best-practice strategies and implement them as a staff to increase student learning and achievement in reading.

Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary, with emphasis placed on these skills in primary grades (K–3) to ensure a strong foundation for reading. Our curriculum enhancement teacher and district literacy support team have been working with early intermediate teachers, providing professional development to improve early intermediate reading comprehension. These goals are integral to the VSB Responsive Literacy Framework K-7. Specifically, we are monitoring reading scores through BAS assessments, creating opportunities for small-group targeted reading instruction and intervention, and exploring occasions for universal instruction as well.

This goal aligns with the First People's Principles of Learning in the following areas:

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)*
- *Learning involves patience and time*
- *Learning involves recognizing the consequences of one's actions.*

Further, it connects to the Aboriginal Education Enhancement Agreement:

The Vancouver Board of Education will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement, and inclusion.

Improve equity

Our goal is to increase the frequency of outreach for food and clothing support. Focusing on essential support for our families helps build a foundation for our students where their basic needs are being met. Many of our families require support resulting from Intergenerational trauma and fractured relationships with schools. Creating more opportunities for support within the school will help foster trusting connections and a home-school partnership.

We will continue to target our Literacy Enhancement Teacher support and our resource team support towards our most at risk learners, using these resources to teach our primary students to read.

We received a generous donation that the school has earmarked specifically for funding field trips. We want to provide our students with as many opportunities as possible to explore the world outside of our immediate neighbourhood.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

At Britannia, we strive to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. This goal aligns with the District's goals but is of particular significance in our community because many families are of Indigenous ancestry. This goal is practiced each day in a variety of ways, as we engage with community and district resources to deliver a well-rounded program which keeps the First Peoples Principles of Learning focal to all we do.

We have explored and provided a variety of experiences for students and the community:

- Orange Shirt Day – awareness of residential schools and stories of survivors
- Opportunities for learning and practicing culture
 - Weaving
 - Carving
 - Powwow dance
 - Traditional games
 - Drum and rattle making
- Indigenous acknowledgement, at whole school events, assemblies, and meetings
- Purchase of Indigenous resources/books and share with staff/students.
- Truth and Reconciliation Day Assembly
- MMIW parade
- National Indigenous Peoples Day Assembly
- First Nations Principles of Learning are incorporated in all curriculum
- Indigenous garden exploration
- Development and review of Indigenous Success Plans for Indigenous students in Grades 1, 2, 4 and 6

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year communicating student learning (report card) data and the Fountas and Pinnell Benchmark Assessment, we created a baseline for achievement

in reading scores and English Language Arts and will examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year, at Britannia.

By gathering year-over-year data from student report cards and the Fountas and Pinnell Benchmark Assessment, we have established a baseline for reading scores and English Language Arts achievement. This will allow us to analyze and evaluate student learning and progress throughout the year, and over multiple years, at Britannia.

We will also review Student Learning Survey data, Middle Years Development Index data and cultural connections data to assess progress.