



2025-2026 School Learning Plan

SCHOOL STORY

Britannia Community Elementary School is situated on the unceded, traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations, in the vibrant and diverse Commercial Drive neighbourhood of East Vancouver. We are a proud community school serving approximately 250 students and their families, and our school reflects the rich cultural, linguistic, and economic diversity that defines the surrounding community.

Originally designed in the 1970s as an open-area school, Britannia was seismically upgraded and renovated in 2005 to include more traditional classroom spaces. Today, the building sits alongside the Britannia Community Centre and Britannia Secondary School, creating a unique and powerful partnership that provides wrap-around support for children and families.

We work closely with the Community Centre and our Community Service Team to offer after-school programs, day camps during school breaks and professional development days, as well as before- and after-school care and preschool programs. Students also benefit from partnerships with organizations such as Saint James Music Academy, Red Fox Healthy Living Society, Blue Eagles Community Cadets, and Hockey HEROS.

Britannia is an Enhanced Services School, with staff for the 2025-2026 school year who included a Youth and Family Worker, Neighbourhood Assistant, Curriculum Enhancement Teacher, Indigenous Enhancement Teacher, Indigenous Enhancement Worker, and an onsite Food Services Coordinator. Together we provide strong academic, social, emotional, and cultural support within regular classroom settings.

We offer a hot breakfast program (serving over 20% of students), a hot lunch program (serving approximately 60% of students), and healthy snacks (donated by the Fire Fighters Charity and private donors). We also provide food and clothing support to families as needed. The Family Room encourages strong relationships between caregivers and the school and supports meaningful family involvement.

Students have many opportunities to engage in leadership and enrichment activities, including recycling and library monitors, hot lunch helpers, assemblies, Grade 7 fundraising, extracurricular sports, morning gym time, and gardening.

At Britannia we believe deeply that all children can learn, and all children will be successful in their individual ways.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Britannia students come from rich cultural, spiritual, linguistic, and socio-economic backgrounds. They bring energy, creativity, and diverse strengths to the school community. Learning experiences are intentionally designed to celebrate neurodiversity, cultural awareness, athletics, and the arts. Britannia has a significant Indigenous population with strong and proud connections to culture and place. Guided by the First Peoples Principles of Learning, we work closely with the Indigenous Team and community partners to deepen students’ understanding and respect for Indigenous histories, traditions, and contributions. Reconciliation is an ongoing commitment to our daily practice.

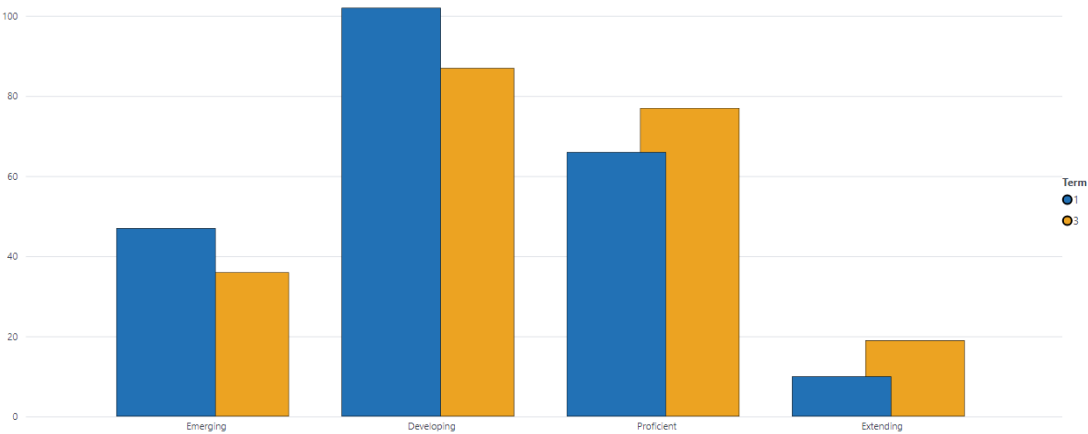
Student voice data from the Grade Four and Grade Seven Student Learning Survey (SLS) highlights a strong and positive sense of connection, belonging, and safety across the school. When considered together, the results reflect consistently high levels of student well-being:

- 93% of students report a strong sense of belonging
- 90% identify two or more adults at school who care about them
- 94% of Grade 4 students report feeling happy at school
- 97% of students feel welcome
- 93% of students feel safe

These results affirm that a positive foundation for growth, connection, and well-being is firmly in place. Students experience Britannia as more than just a school—it is a community where they feel welcomed, supported, and valued. This strong sense of trust and belonging creates the conditions for students to thrive and continue developing their full potential.

Term 1 and Term 3 CSL English Language Arts KF-7

Performance Scale



English Language Arts proficiency data shows positive academic growth from Term 1 to Term 3. The number of students performing at the Emerging and Developing levels decreased, while the number of students achieving Proficient and Extending increased. This shift indicates that many students progressed into higher levels of mastery over the course of the year. Overall, the data reflects meaningful improvement in student achievement and demonstrates continued growth toward grade-level proficiency in English Language Arts.

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

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

Improving literacy and numeracy achievement begins with a commitment to equitable, needs-based resource allocation and evidence-based instruction. Using ongoing formative assessment, school-based teams collaboratively identify students requiring targeted support and ensure that staffing, intervention time, and materials are allocated responsively and flexibly.

A central focus is to implement structured literacy approaches across classrooms, emphasizing explicit, systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension. This work is supported through collaborative planning time, where teachers, learning support staff, and specialists co-design lessons, analyze student data, and refine instructional practices to ensure alignment with BC curricular competencies and individual student goals.

Numeracy instruction similarly prioritizes conceptual understanding, problem-solving, and mathematical understanding, with teachers working collaboratively to provide small-group instruction and targeted interventions embedded within classroom practice to ensure all learners are appropriately challenged and supported.

Ongoing professional collaboration time is protected and structured to:

- Co-plan responsive instruction
- Share effective strategies
- Monitor student progress toward curricular goals
- Strengthen consistency in instructional delivery across classrooms

Britannia's approach to well-being and belonging is rooted in its identity as a community school, where wrap-around supports and strong relationships create the conditions for students to thrive. To further this work, the school prioritizes equitable access to supports by allocating time, staffing, and resources based on student and family needs.

Enhanced Services staff, including the Youth and Family Worker, Indigenous Enhancement Team, and Community Service partners, work collaboratively to ensure integrated academic, social, emotional,

and cultural supports. Regular team meetings and shared planning time will allow for coordinated, proactive responses to student needs.

A key priority is fostering inclusive, culturally sustaining learning environments where all students see their identities, languages, and experiences reflected and valued. This includes embedding Indigenous perspectives and ways of knowing, as well as honoring the diverse cultural backgrounds represented in the school community.

Students' sense of belonging will be strengthened through:

- Expanded leadership opportunities
- Programs that align with student interests
- Community-connected learning experiences

Physical and mental well-being will be supported through continued access to nutritional food, physical activity opportunities, and social-emotional learning, alongside targeted interventions for students requiring additional support. Programs such as gardening and athletics are intentionally connected to well-being goals and curricular learning.

Britannia provides a range of support to ensure students and families have access to essential resources throughout the year. Through programs such as Backpack Buddies, we support approximately 18% of students with regular food assistance, while holiday hampers reach about 52% of the student population. Seasonal and ongoing supports include winter assistance for 8% of families, monthly food support for 8–12% of families, clothing support for 10% of families, and emergency assistance for approximately 6% of families each month.

Funding from the Adopt-a-School grant and Student and Family Affordability Fund enables us to respond flexibly to daily needs, ensuring students have consistent access to food, clothing, and other necessities that support their well-being and ability to learn. These efforts are grounded in a commitment to equity, allowing us to intentionally identify and reduce barriers to access while ensuring resources are distributed responsively and with dignity to those who need them most. The Enhanced Service Team comprised of Indigenous Enhancement Worker, Youth and Family Worker, Neighbourhood Assistant, Community Schools Coordinator, and Principal meet to confer on the various needs of students and families to organize, refer, and distribute resources equitably to ensure that:

- Resources (staff time, interventions, enrichment opportunities) are distributed based on need rather than uniformly
- Barriers to participation (financial, cultural, behavioral) are actively reduced and supported
- Families are engaged as partners through accessible, relationship-centered approaches.

Through intentional collaboration, culturally responsive teaching, and strategic resource allocation, Britannia will continue to cultivate a school environment where every student feels safe, valued, and capable of success.

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

Britannia Community Elementary is deeply committed to the ongoing work of reconciliation through meaningful, authentic engagement with Indigenous knowledge, culture, and community. The Indigenous Education team plays a vital role in leading culturally grounded experiences that enrich learning for all students. Through activities such as drum making, oral storytelling, and Elk Week, students engage in hands-on, relational learning that fosters respect, understanding, and connection to Indigenous traditions and ways of knowing.

These experiences are not treated as one-time events but are woven into the fabric of everyday teaching and learning through the First Peoples Principles of Learning. Classrooms incorporate Indigenous perspectives that emphasize learning as holistic, experiential, and rooted in relationships—with the land, with one another, and with self. This work supports students in developing a deeper sense of identity, empathy, and responsibility, while contributing to a school culture grounded in respect, equity, and shared understanding.

HOW WILL WE KNOW WE'RE ON TRACK?

As we move forward, we will continue to monitor and assess to ensure that every learner is experiencing meaningful growth and feeling a strong sense of belonging within a supportive and inclusive school community. To support this, we will continue to draw on a range of assessment tools and evidence, including classroom-based formative assessments, DIBELS literacy screening data, and Written Learning Updates, alongside student voice through surveys such as the Student Learning Survey and school-based check-ins. Through ongoing collaboration among classroom teachers, learning support staff, and the Enhanced Services team, including counselling, youth and family support, and Indigenous education, we will design and refine responsive, targeted interventions that meet diverse learner needs. Regular cycles of data collection, team-based analysis, and collaborative planning will ensure that supports remain timely, flexible, and effective. By partnering with families and centering equity in all decisions, we will continue to remove barriers and create inclusive conditions where every learner is supported to grow, succeed, and thrive in all aspects of their development.