



2025-2026

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Established in 1908, Britannia Secondary School in Vancouver, British Columbia, boasts a storied history that intertwines with the dynamic tapestry of the Grandview-Woodland neighbourhood. Originally known as Britannia High School, it emerged as one of the city's pioneer secondary institutions, responding to the evolving needs of a burgeoning population.

Throughout the years, Britannia has not only adapted to changes in educational paradigms but has also embraced the rich diversity of its surroundings. The school's commitment to inclusivity is evident in its robust Indigenous supports, acknowledging the ancestral lands upon which it stands. Britannia Secondary actively engages with Indigenous cultures and traditions, fostering an environment that celebrates diversity and reconciliation. This commitment aligns with the broader ethos of the Grandview-Woodland neighborhood, which is renowned for its multicultural makeup, with residents from myriad backgrounds.

In addition to its cultural inclusivity, Britannia Secondary School is recognized for its academic excellence. Staff are engaged and dynamic, and despite its small size, the school offers a wide variety of programming for all learners. The International Baccalaureate (IB) program at Britannia provides students with a globally-focused education, emphasizing critical thinking and intercultural understanding. This initiative aligns with the school's dedication to preparing students for a rapidly changing world. Furthermore, Britannia has become a hub for sports enthusiasts, housing a hockey academy that blends academic pursuits with athletic development.

With its commitment to diverse community involvement, support for Indigenous communities, student learning and behavioural support programs (Learning Assistance Life Skills, Learning Support Program, Junior and Senior Social Development, Community Transition Program), Vancouver Alternate Secondary School partnership in alternative programming (Outreach and Streetfront), Britannia Secondary School remains a beacon of cultural diversity, educational vibrancy and community unity in Vancouver.

We offer the following student learning and behavioural support programs:

- LALS – Learning Assistance/Life Skills program is designed for students with mild to moderate intellectual disabilities.
- SSD/JSD – The Senior and Junior Social Development Programs offer small, supportive learning communities for students with significant social-emotional and executive functioning challenges.
- CTP - Community Transition Program is a community-based pilot program with a focus on Self-Determination, Independence, Employment/Vocational, and Adaptive living skills. The program planning is person-centred with a functional academic component and supported volunteer and work experience in the community.
- Outreach – Located in the Britannia Community Complex above the Britannia Public Library, Outreach was created to provide a safe, welcoming, and successful learning environment to Indigenous students who face barriers and/or systemic obstacles in regular classes. Outreach offers flexible, student-centred programming that adapts to individual needs and includes creative, athletic, outdoor, place-based, and academic learning. Students who attend Outreach are working towards graduating with a British Columbia Dogwood Certificate.
- Streetfront – The Streetfront program provides experiential activities for students who have had previous difficulty engaging in a mainstream educational setting. These experiences include marathon running through the Street2Peak program, which has taken students to the peaks of Patagonia, New Zealand, Kilimanjaro, Newfoundland and Nova Scotia. The Grade 8 – 10 program students are also on the British Columbia Dogwood graduation certificate track. Staff were recently the recipients of the Premier's Award for Excellence in Education for Outstanding Collaboration.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We are a diverse community. Over 50% of our students identify as Indigenous or Black. Our students are resilient, kind, and industrious. They respond well to our staff who emphasize connection combined with high levels of support and accountability. Basic needs are required by many of our students; as a result, we have an extensive community support framework both in school and after school which endeavours to address student needs and engage students academically and socially.

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

Goal #1: Our first goal is to improve the numeracy skills of our Grade 8 and 9 students.

Numeracy has an increasingly significant role in enabling and sustaining cultural, social, economic, and technological advances. Being numerate involves more than mastering basic mathematics. Numeracy involves connecting mathematics that students learn at school with what occurs outside of school, and requires skills such as problem-solving, critical thinking and logic related to applications in the real world.

Mathematics gives students access to important mathematical ideas, knowledge, and skills. Numeracy connects these skills with their personal and professional lives. When a learning institution focuses on these two key areas concurrently, equitable opportunities for students to enroll in senior math courses in high school and post-secondary increase, as well as a positive disposition towards math, occurs.

To ensure equitable skill acquisition in numeracy in students, we will begin the process of early identification of students who have struggled in Mathematics and will support student progress in math by adding an additional class of numeracy support. This work will be collaboratively done with our family of schools.

Action #1:

Universal Assessment

- All grade 8 and 9 students will complete an online math assessment selected by the math department to establish a baseline.

Action #2:

Targeted Support

- Based on assessment results, school staff input and feeder school input, students needing support will be offered a spot in a numeracy skills block in Semester 1, followed by a **mainstream Math 8 or 9 class**.

Action #3:

Data Review and Reflection

- In late spring, we will review numeracy assessment data and CSL reports, including a post-assessment for Grade 8 students, to evaluate the impact of the interventions. This data will be discussed school-wide.

Action #4

Professional Development

- A joint professional development day with feeder schools will focus on strategies to improve numeracy instruction and alignment across the learning community.

Belonging and equity

Goal #2: Our second goal is to increase student attendance and engagement

Attendance is an ongoing concern, but one which is complex and has many layers which cannot be resolved easily. Creating opportunities for students to express themselves in a supportive and accountable environment is pivotal, particularly with an emphasis on equity.

The school will focus on four key approaches/structures: regular attendance monitoring, accountability framework which includes restorative practices, student forums and developing a Learning Hub that creates a new safe space in the school.

These approaches/structures aim to provide equitable opportunities for all students to express their needs, concerns, and ideas regarding their school experience. By actively listening and incorporating their feedback into our strategies, we seek to address barriers to attendance, especially those faced by

marginalized and underserved students. This approach fosters a more inclusive environment and ensures that every student feels heard, valued, and supported.

By focusing on equity and fostering a sense of belonging, we aim to identify and address the root causes of absenteeism and empower all students to take an active role in shaping their educational journey.

Action #1:

Student Voice and forums:

- Host student forums led by counsellors to gather authentic feedback in a safe, confidential space.
- Use student input to inform school-wide strategies and identify barriers to engagement.

Action

#2:

Attendance Monitoring and Family Outreach

- Meet three times a year with Counsellors, Indigenous staff, Program teachers (Inclusive Ed, Alternative Ed), Resource Team and Community Schools Team to review attendance data and come up with an action plan for students who have not attended.
- Host family dinners/community events to build trust and re-engage families with the school community.

Action # 3

Accountability Framework

- Review the school code of conduct and social responsibility expectations with all grade 8 and 9 classes. Admin will visit these classes 2 to 3 times a school year.
- Implement restorative practices and a high-support/high-accountability model.
- Promote student responsibility through collaborative problem solving and relationship building.

Action #4

Developing a Learning Hub

- Establish a new safe learning space in the school.
- Build a strong resource team to support students with IEP goals and personalized learning needs.

By integrating these approaches, the school aims to create a more inclusive and supportive environment that encourages students to attend regularly and participate actively in their education.

We will use satellite data (attendance and student survey data) and street data (anecdotal and narrative information shared in forums and circles) to track the efficacy of the three approaches as described above.

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

Goal #3: Our third goal is to establish an Indigenous student leadership group in conjunction with the district Indigenous education department.

With over 40% of Britannia Secondary's nearly 600 students identifying as Indigenous, we aim to create a strong, Indigenous-led student leadership group in collaboration with the district's Indigenous Education Department.

Unlike Eurocentric models that emphasize individual achievement, Indigenous leadership is rooted in community, mutual growth, and the well-being of all. It is guided by the principles of **respect, relevance, reciprocity, and responsibility**, reflecting Indigenous ways of knowing, being, and doing.

Our school has also expanded the All Nations Room—a welcoming, inclusive space that supports students' academic, emotional, and physical needs, including access to food and clothing. Students were involved in designing this room together with the Indigenous education staff at Britannia.

As we continue to develop this leadership group, it's essential for non-Indigenous students and staff to understand that it will be **Indigenous-led**, ensuring authentic representation and empowerment of Indigenous voices.

Action # 1: Indigenous Leadership Group

School and district Indigenous staff will collaborate to launch the leadership group in the fall. Students will also have access to broader leadership opportunities such as the Sauder School of Business, VCC Culinary Arts, and Outward Bound.

Action # 2: Connection with community partners and elders

- Local Elders will be invited to share their knowledge and stories about Indigenous leadership with students.

Action # 3: Community gatherings and mentorship

- Regular community gatherings will begin in late fall, led by Indigenous student leaders. These sessions will promote mentorship, including a buddy system pairing senior and junior Indigenous students.

The Indigenous Student Leadership group will become a core part of school life, like the Student Council. Events will be scheduled in advance and shared with staff, students, and the wider community.

HOW WILL WE KNOW WE'RE ON TRACK?

Goal #1: Our first goal is to improve the numeracy skills of our Grade 8 and 9 students.

Action #1: All grade 8 and 9 students will complete an online math assessment selected by the math department to establish a baseline.

This year we did not use an online math assessment. Instead, we used articulation notes from grade 7 teachers and grades and comments from grade 8 teachers to choose our students who needed numeracy intervention.

Action #2: Based on assessment results, school staff input and feeder school input, students needing support will be offered a spot a numeracy skills block in Semester 1, followed by a **mainstream Math 8 or 9 class**.

All selected students were scheduled into a math numeracy block in the first semester and a math 8 or 9 block the second semester.

Action # 3

In late spring, we will review numeracy assessment data and CSL reports, including a post-assessment for Grade 8 students, to evaluate the impact of the interventions. This data will be discussed school wide.

The following results summarize the performance of students who were enrolled in a Numeracy block during Semester 1 and the final Mathematics proficiency levels they achieved in Semester 2 after completing the Numeracy Prep course.

Grade 8 Results (17 students)

- *Extending: 0 students*
- *Proficient: 6 students*
- *Developing: 4 students*
- *Emerging: 7 students*

Overall, **65% of Grade 8 students (11 of 17)** were assessed within the **Developing or Emerging** proficiency levels by Semester 2.

Grade 9 Results (14 students)

- *Extending: 1 student*
- *Proficient: 3 students*
- *Developing: 5 students*
- *Emerging: 5 students*

Overall, **71% of Grade 9 students (10 of 14)** were assessed within the **Developing or Emerging** proficiency levels by Semester 2.

Student Feedback

Anecdotal feedback from students indicated frustration with being enrolled in an additional mathematics course. Several students expressed disappointment that taking Numeracy limited their ability to select an elective course of interest, as they felt they were taking mathematics twice within their timetable

Action #4

A joint professional development day with feeder schools will focus on strategies to improve numeracy instruction and alignment across the learning community.

We had another full wide staff team collaboration on numeracy. We did not get the opportunity to schedule a numeracy professional development with our elementary teachers, but have built more connections with them through joint professional development, held at Britannia in February and breakfast meetings.

Goal #2: Our second goal is to increase student attendance and engagement

Action #1: Student Voice and forums:

- Host student forums led by counsellors to gather authentic feedback in a safe, confidential space.
- Use student input to inform school-wide strategies and identify barriers to engagement.

We held a student forum for specific identified students in grades 8-11. These students come from a variety of different backgrounds and learning styles. Some takeaways from these forums include the following:

Strengths:

- *Strong relationships built and a caring staff*
- *Effective support systems. (students know where to go when they need help)- Community school team, All nations room, counselling, Homework club*
- *Many opportunities for involvement*
- *Inclusive and community feel*

Stretches or areas for improvement

- *Facilities and cleanliness*
- *Student engagement in classroom.*
- *School reputation and community perception*
- *Sports access and school spirit*
- *Scheduling (start times to be adjusted, lunch and flexibility)*

A key note: Students like the school more than the reputation suggests. Opportunity to focus on telling the school's story better externally.

Action #2: Attendance Monitoring and Family Outreach

- Meet three times a year with Counsellors, Indigenous staff, Program teachers (Inclusive Ed, Alternative Ed), Resource Team and Community Schools Team to review attendance data and come up with an action plan for students who have not attended.
- Host family dinners/community events to build trust and re-engage families with the school community.

Throughout the year, we used the Power BI attendance dashboard to identify attendance concerns and monitor the impact of our interventions. While our outreach efforts were successful in reconnecting with some students and families, many students struggled to maintain regular attendance after re-engaging with school.

This year, approximately 20 students did not engage in school at all, while an additional 40 students attended only sporadically throughout the year. Administrators, counsellors, Indigenous Education Team staff, and the Counselling Support Team worked collaboratively to reach out to families, arrange meetings, and develop individualized plans to support student re-engagement.

To strengthen family connections, we hosted two Bannock and Tea events prior to Parent-Teacher Conferences. Although attendance at these events was low, they reinforced the importance of creating welcoming opportunities for families to connect with the school. We recognize that building relationships with families whose children are not attending school regularly—and with those who may have experienced barriers or mistrust of the school system—requires ongoing effort, consistency, and culturally responsive engagement.

Moving forward, we will continue to prioritize attendance interventions and family engagement strategies, with a particular focus on relationship-building and creating meaningful opportunities for families to connect with the school community.

Action # 3

- Review the school code of conduct and social responsibility expectations with all grades 8 and 9 classes. Admin will visit these classes 2 to 3 times a school year.
- Implement restorative practices and a high-support/high-accountability model.

Promote student responsibility through collaborative problem solving and relationship building.

This year, the administrative team met with all Grade 8 and 9 students in small classroom settings to review the Code of Conduct rather than using an assembly format. This approach was effective in promoting discussion and building relationships.

Students also completed a reflection letter outlining their goals and how they hoped to contribute to the school community. Administrators met individually with each student to review and discuss their letter, helping to establish positive connections and set a welcoming tone for the year.

Although we did not have the opportunity to revisit classes throughout the year as planned, this remains an area for future development. We saw fewer discipline issues this year, although this may have been influenced by multiple factors. A key learning was that students respond best when expectations and consequences are communicated clearly, consistently, and directly.

Developing a Learning Hub

- Establish a new safe learning space in the school.
- Build a strong resource team to support students with IEP goals and personalized learning needs.

A learning hub with staff was established this year. More students were attending the learning hub and finding it to be another support place where they can receive help.

Goal #3: Our third goal is to establish an Indigenous student leadership group in conjunction with the district Indigenous education department.

Action # 1

School and district Indigenous staff will collaborate to launch the leadership group in the fall. Students will also have access to broader leadership opportunities such as the Sauder School of Business, VCC Culinary Arts, and Outward Bound.

This year, students participated in several meaningful career and leadership opportunities that supported skill development, confidence, and community connections.

Several students participated in the Sauder School of Business program, where they learned how to develop and present business proposals and strengthened their public speaking skills. The program was highly successful, and we were proud to see one of our students gain admission to the Sauder School of Business.

Our Indigenous students also participated in a Firefighter Training Program, where they engaged in hands-on learning, developed workplace skills, and earned certificates recognizing their participation and training.

In addition, Indigenous students continued their involvement in the Best Buddies program with our elementary feeder schools. Through reading, crafts, and other shared activities, students built positive relationships with younger learners, developed leadership skills, and strengthened connections across our learning community.

These opportunities provided students with valuable experiences beyond the classroom, helping them build confidence, explore future career pathways, and strengthen their sense of belonging and connection to the school community.

In reviewing our Student Learning Survey Data for the 2025/26 school year we noted that students shared that they there is not enough celebrations and events highlighting Indigenous cultures.

Action # 2: Connection with community partners and elders

- Local Elders will be invited to share their knowledge and stories about Indigenous leadership with students.

Building stronger connections with community Elders remains an area of growth for our school. This year, Elder Dennis generously donated artwork created by his brother, Harris Smith, and shared his knowledge and experiences with our staff through a presentation. Harris did attend Britannia Secondary in the late 1960's and he is from the Kwakwaka'wakw nation.

While we had limited engagement with Elders this year, we plan to work more closely with the Britannia Community Centre next year, particularly to support students who have become disconnected from school and help them reconnect through community-based relationships and supports.

We also continued to develop strong partnerships with post-secondary institutions, including UBC and BCIT, providing students with valuable opportunities to explore future educational and career pathways.

Action # 3: Community gatherings and mentorship

- Regular community gatherings will begin in late fall, led by Indigenous student leaders. These sessions will promote mentorship, including a buddy system pairing senior and junior Indigenous students.

This year, students played an active role in the transformation of our All-Nations Space. With support from community partners and the VSB, we received several donations that helped create a more welcoming, inclusive, and culturally responsive space for both Indigenous and non-Indigenous students. Students were involved in the planning and development of the space, helping to ensure it reflects their needs and promotes a sense of belonging.

Throughout the year, students participated in Feasting Fridays, hosted Grade 7 students for transition and community-building events and continued to strengthen connections within our school community. Staff also hosted two Bannock and Tea gatherings for Indigenous families, providing opportunities to build relationships and create a welcoming environment for families to connect with the school.

School Learning Plan Summary – May 2026

This year, Britannia Secondary focused on strengthening student engagement, belonging, achievement, and success through enhanced student supports, increased opportunities for student voice, and targeted interventions to improve attendance and learning outcomes. Significant progress was made in building inclusive systems that support a diverse range of learners while fostering strong connections among students, staff, families, and community partners.

A major accomplishment was the establishment of the Learning Hub, which has become a central support space for students seeking academic assistance, personalized learning support, and meaningful connections with caring adults. Student utilization of the Learning Hub steadily increased throughout the year, demonstrating its importance in supporting both engagement and achievement. We also expanded opportunities for student voice through student forums with Grades 8–11 students. Feedback highlighted strong relationships with staff, effective support systems, and an inclusive school culture as key strengths, while also identifying opportunities for growth related to engagement, school spirit, facilities, scheduling, and community perceptions of the school.

Improving attendance remained a key focus. Through ongoing monitoring of attendance data and collaborative intervention planning involving administrators, counsellors, Indigenous Education staff, program teachers, and community partners, efforts were made to re-engage students and support families. While attendance challenges persist for some students, stronger systems of support were established and meaningful family engagement opportunities, including Bannock and Tea gatherings, helped strengthen relationships and build trust with families.

To foster belonging, accountability, and positive school culture, administrators met with all Grade 8 and 9 students to review the Code of Conduct, discuss school expectations, and support individual goal setting. These conversations reinforced clear expectations while strengthening relationships between students and school leaders.

In the area of student achievement, the school continued to explore strategies to improve numeracy outcomes and increase student access to academic mathematics pathways. Following a review of the Numeracy Prep cohort model, student feedback and staff consultation indicated the need for a more inclusive approach. Beginning next year, students requiring additional support will receive interventions within regular mathematics classrooms through collaborative planning among mathematics teachers, Learning Hub staff, and support teams. The implementation of Math Up and continued emphasis on Universal Design for Learning practices will further support diverse learners and improve access to Foundations of Mathematics and Pre-Calculus pathways.

The school also continued to advance Indigenous education, leadership, and belonging. Indigenous students participated in leadership, mentorship, and career exploration opportunities through programs such as the Sauder School of Business Program, Firefighter Training Program, and Best Buddies Program. A significant achievement was the transformation of the All-Nations Space into a welcoming and inclusive environment designed collaboratively with students and supported by community partnerships and donations. Students participated in Feasting Fridays, Grade 7 transition activities, and community-building events that strengthened cultural pride and belonging.

While progress was made in expanding Indigenous leadership opportunities, student feedback identified a desire for more cultural celebrations, events, and visibility of Indigenous cultures throughout the school community. Building stronger relationships with Elders and community partners remains a priority. Future efforts will focus on increasing Indigenous student leadership opportunities, strengthening Elder involvement and mentorship, and creating additional opportunities for cultural learning and celebration.

Overall, Britannia Secondary strengthened its foundation of supports for students through enhanced student voice, attendance interventions, inclusive learning practices, Indigenous education initiatives, family engagement, and the development of the Learning Hub. The school will continue this work next year with a sustained focus on engagement, belonging, achievement, and equitable opportunities for success for all learners.