



School Plan

for

Burnaby North Secondary School

Mission Statement:

At Burnaby North Secondary School:

We commit our minds to discovery, hearts to compassion and lives to integrity.

Goals:

Literacy Goals:

1. To improve self direction in the recognition and application of literacy skills across various curricular areas.

Social Responsibility:

1. To foster individual student social responsibility in the school and the community.

Date: June, 2007

1. School Community Context

A. *How would you describe the demographics of your school and community?*

The staff and students reflect the wide ethnic and racial mix of greater Vancouver's multicultural society. However, the dominant cultural group in the school is of Chinese heritage. Only nine percent of students are registered in the English as a Second Language program. Approximately fourteen percent of the student population is designated in special needs categories including six and a half percent learning or behaviour disabilities and seven and a half percent gifted. Two percent of our students are Aboriginal.

B. *What are two or three areas of strength based on student performance?*

Burnaby North has a well-deserved reputation as a high achieving academic school with the largest and most successful Advanced Placement program in Canada. Forty-four percent of the students participate in the honours program which continues to motivate students to enroll in the Advanced Placement Program. Courses in seventeen subjects are offered. Advanced Placement exam results continue to be the best in the country. Last year, eighteen students were honoured as National Scholars and eighty-eight as Advanced Placement Scholars. In May of 2007 three hundred of our students wrote 674 Advanced Placement exams, which a record number for the school.

C. *What is unique about your school?*

Burnaby North has implemented a Hockey Academy that has the goal to develop a program that offers interested students an opportunity to develop their academic and athletic potential to the fullest. This program has attracted a large number of students from outside the district and will double in size for 2007-08 school year. We believe that the development in individual hockey playing skills will build students' self confidence and self-esteem, and will translate into better academic achievement.

The school continues to operate a Transitions Program for grade 8 students which provides support for them during their first year at secondary school, and includes mentorship by grade 11 and grade 12 students not only in the first few days of school but weekly throughout the year.

Another program that was established last year to support student learning is called Success, which provides after school access to tutoring by teachers, peer tutors and community volunteers many of whom are Burnaby North alumni.

Teacher collaborative time will continue for its fifth year. We will be embarking on a program of renewal as approximately half of the teaching staff has changed since its inception. Collaborative has resulted in the sharing of knowledge and the formation of teacher teams that focus on student achievement.

D. *What are you proud of in your school?*

The motto of Burnaby North, "Excellence, Discovery, and Service", accurately reflects the school culture. Students and staff are committed to academic excellence. The curricular and extra-curricular programs are designed to help students learn about themselves and the world they inhabit. Student leadership is an important focus of the school. The students organise a large variety of clubs. Students at North have a strong social conscience and contribute positively to the school and greater community. Thousands of volunteer hours are spent by students and staff in supporting community needs. They take the concept of service to heart. They raise substantial amounts of money for the Burnaby Christmas Bureau, (more than \$10,000 again this year) Unicef, the Terry Fox and Milk Runs, famine relief, and any other Global Project where they feel they can help. During the past year 557 students, more than one fourth of the population, offered service to the various volunteer activities in the school. The amount of service totaled over 30 000 hours.

Academically students continue to excel as a group, and individually with national and international recognition in the Sciences, Mathematics, Fine Arts, Languages and Writing Competitions. As of early June 2007 our graduation class had been offered a total of 1.3 million dollars in scholarships and bursaries, a school record.

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The school has a Visual and Performing Arts department which is one of the largest in the province. The students earn awards for the school year book and many other art competitions. As an extra-curricular activity our school marching band has grown to more than 125 students and participated in numerous public events including the 2006 and 2007 Calgary Stampede Parades.

The athletic program values participation and commitment. The teams do well particularly in table tennis where the school always finishes in the top two in the province. In addition there has been strong growth in the numbers of participants and teams. This year we have seen success in the volleyball, soccer, netball, water polo, track and aquatics programs.

The practical arts programs offer opportunities for students with interests in business, technology education and home economics. The credentialized workplace training, secondary school apprenticeship and work experience program is very progressive. Strong partnerships have developed with businesses in the community. One such partnership has resulted in a Burnaby North Youth Credit Union opening in the school in conjunction with VanCity.

2. School Community Involvement

A. How are members of your school community (staff, parents, students, general community) involved in reviewing and updating your school plan? Please describe the process.

Burnaby North has an active Parent's Advisory Council, School Planning Council and Music Parents' Council which are supportive of school activities and goals. The groups are active in helping raise funds by accessing gaming revenue and through many other creative projects. They organize and supervise the dry after grad, attend concerts and parent evenings. They participate in the District Parent Advisory Council.

The members of the School Planning Council have been an integral part of planning and developing the school goals. They examined and analyzed information and data. They met with members of the Literacy and Social Responsibility Committees who reported on the progress and development of the goals.

B. How is information regarding your school plan communicated to your community on an ongoing basis?

We relay information to the community through our school web site and our online school newsletter, the Viking News and the school newspaper the View. Viking Reading and Writing posters are displayed beside the social responsibility posters in all classrooms, as are the school and district mission statements, the school motto, and our communal statement of five ethical concepts. We have created and use regularly a growing list serve for parents.

3. District and School Connection

How is your school plan related to the district plan?

Burnaby North school goals are taken from the District Plan. This is our fourth year working with these goals and being supported by district initiatives such as the Faye Brownley Series of workshops. We have reached a place in our development that sees asking important questions regarding our continued direction. While we continue to focus on the district goals of Literacy and Social Responsibility we are asking ourselves how to engage students in taking responsibility for their own growth in these areas by giving them the tools to do so.

4. Summary of Progress

A. *What were your school goals in your previous school plan?*

Literacy Goals:

1. To improve students' reading for comprehension.
2. To improve students' writing for response and analysis.

Social Responsibility:

1. To foster social responsibility in the school and the community.
- B. *What progress are you able to report regarding those goals?*

Literacy:

Prior to this school year we were conducting school-wide Read It Now (RIN) and Write It Now (WIN) assessments meant to ascertain a snapshot of our student population's literacy skills. Over the years of its development there has been much debate about the suitability of these assessments within our school context. In the beginning of the 06/07 school year we had completed our first amalgamated RIN and WIN. After continued pedagogical discussion, the staff decided to develop departmental literacy initiatives and to support the creation of the Self-Directed Literacy Plan. (SDLP).

- We had changed our cycle of data collection to standardize our yearly reports to monitor progress within one school year, starting in the 2006/07 school year.
- We had baseline data so that we can continue to study our results every year.
- Most departments in the school are using reading and writing strategies in their classrooms where applicable.
- Students made a sincere effort during the school-wide reading and writing assessments because student literacy results were included on the report card (as a comment only).
- Students are aware of the school wide focus on literacy at Burnaby North
- We have representation from the majority of departments on the Literacy Committee.
- Literacy awareness by staff and students has increased because of continued reflection, discussion and development of our school approach to literacy.
- Articles were submitted from different departments to ensure cross curricular representation.
- Analysis of previous data showed the number of boys and girls not meeting expectations for the RIN and WIN were decreasing.
- We are receiving feedback from the SPC regarding our Literacy Goals.
- The literacy committee has been represented at District literacy meetings.

Social Responsibility:

- We have an enthusiastic student group that actively supports Social Responsibility
- We have school wide representation on the committee with the ultimate goal being to have at least one member from each department
- Parent members of the School Planning Council have been involved in our meetings and have helped in the development of our goals

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- Comparable data was collected for our Community Survey and Work Ethic Rubric.
- We have found that the continued use of the Focus Group concept has been helpful in guiding the direction of the committee. This year's Focus Group topics were academic integrity and teacher compassion and the results of both of these Focus Groups were shared with staff and students. The outcome of the academic integrity discussion was the creation of a chart about cheating titled "Cheating" and it compares the Top 10 Reasons Students Cheat & Top 10 Ways to Avoid Cheating. This chart will be published in the Student Agenda Planner for 2007-2008 and classroom posters will be distributed to classroom teachers. Our hope is that by publishing this information, students will engage in dialogue with their peers and the incidences of cheating will decrease.
- The entire staff was involved in a workshop called Determining Our Shared Ethical Values as presented by Judith King and John White.
- The entire student body was involved in this same workshop, Determining Our Shared Ethical Values as presented by their classroom teacher during Goal Days.
- Approximately 750 students from Grades 8 to 12 participated in the District and Burnaby North Social Responsibility Survey. The results will be used to compare our progress in a number of different areas.
- Students and parents participated in the Ministry of Education Satisfaction Survey
- We have continued to support student led organizations that have social responsibility as one of their prime objective. These groups and some of the activities they engaged in this year are as follows: Amnesty International (Darfur & Sudan awareness and fundraising), Burnaby North Society for Environmental Research and Conservation, Cops for Cancer, Cash for Cancer, Christmas Cheer (raised over \$11,000 for charities), Gay Straight Alliance Club (raising awareness), Karing 4 Kids (fundraising for children's charities, Christmas hampers), Leo's Club (World Aids Day, fundraising for a school in Sierra Leone), MADD Club (fundraising for a school in Zambia, Erase Racism, Project Hero, 5K March Food Drive, Children's Hospital Jeans Day, Unicef), Terry Fox Run.
- We are receiving feedback from the SPC regarding our Social Responsibility Goals.
- The Social Responsibility Committee has been represented at District Social Responsibility meetings.

Goals 2007-2008

Literacy:

To improve self direction in the recognition and application of literacy skills across various curricular areas.

Rationale:

A. Why was this goal and its related objectives chosen?

Although WIN and RIN provided indicators of student literacy skills, their validity and reliability came into question. Staff wide pedagogical discussions generated concerns around the following:

- The assessment tool (WIN and RIN) was merely a snapshot of specific literacy skills and not representative of broad literacy skills from across curricular areas
- The consistency in standardization of assessment
- The variables that may affect student performance ie: student perception of relevance to courses.

Upon reflection as a staff, we decided that students would benefit from taking ownership of their literacy skill development and application of those skills across various curricular areas. The SDLP would allow for individual goal setting and an awareness of a more broad conception of literacy strategies across the curriculum. The SDLP will focus on individual student success and growth on the skills that students feel are immediately important to their success. As the SDLP is a cross curricular approach, students may discover that they have strong literacy skills in non-humanity based classes, for example, visual literacy in visual and performing arts, thus building confidence as they attempt to master new strategies in subjects that are more difficult for them.

B. How did you determine this focus? What specific groups of students cause you concern?

In order to enable students to keep pace with increasingly sophisticated literacy demands from grade to grade and throughout life outside of school, we have concerns for some students not yet meeting expectations for literacy based on provincial performance standards as well as for all others who would benefit from improved literacy skills.

Date: June, 2007

C. *Your data should have indicated challenges and/or gaps in this area. How did you use this information when developing and/or updating this goal and its specific objectives?*

After running the school wide Read It Now and Write It Now for a number of years, the staff felt that these were simply assessment tools and the majority of staff simply administered the exams and it did not change their practice or delivery of instruction. In order to address the issue of relevance for individual subject areas, departments are starting the process of defining literacy for their specific subject area and coming up with strategies to teach literacy that are specific to their department. The SDLP is being created to create relevance for students and to make them take ownership of their own literacy education.

Challenges and/or gaps

- The Write It Now and Read It Now assessment tools were found to lack relevance
- Relevance to course content
- Students did not have an active role in goal setting
- The assessment tool represented a narrow view of literacy

Chart:

Objectives	Performance Indicators	Results	Performance Targets
To improve student's self direction with regard to their literacy	Evidence of self inventory, goal setting and reflection collected in the Self-Directed Literacy Plan	Baselines to be established	90% of grade eight students complete a SDLP
To improve student recognition and application of literacy skills across various curricular areas	Evidence of use of cross-departmental strategies, creation of department literacy definitions and teaching strategies.	Baselines to be established	Recognition of transferable skills across the curriculum presented in their SDLP for 07/08

Date: June, 2007

Strategies, Structures & Resources

In consultation with teachers, parents and administrators, the literacy committee is in the process of developing the framework for a Student Directed Literacy Plan (SDLP), as well as continuing with already successful school wide literacy initiatives such as the word of the day, and teacher read aloud.

1. Strategies

What strategies will be used to achieve the stated objectives? Has consideration been given to strategies that reflect a blend of current research, best practice and innovative thinking? If so, please detail. How is the broader school community involved in implementing these strategies?

Student Self Direction

- Continue development of a SDLP by the Literacy Committee
- Introduce the SDLP in student planner
- SDLP will be part of the grade eight student and parent orientation and tutorial time
- We will focus on the 07/08 grade 8 students and add subsequent cohorts each year
- Provide at least two check in dates within the school calendar
- In-service training for staff to facilitate and monitor the SDLP
- Departments have identified the literacy strategies inherent to their course content and presented them to the literacy committee to be implemented to the SDLP inventory and have committed to developing these strategies within their course content
- Continually reassess tools

Student recognition and application of literacy skills

- Support the teaching of reading and writing strategies across the curriculum by providing in service and information on reading strategies including but not limited to...

Before You Read:	While You Read:	After You Read:
<ul style="list-style-type: none"> ➤ Access Background Connections Know – Wonder- Learn Brainstorming Clustering Webbing ➤ Make Predictions use titles, headings, and text features to predict content 	<ul style="list-style-type: none"> ➤ Self-monitor and Correct Highlight/underline Make vocabulary list ➤ Make Inferences Ask questions on/between/outside the lines Sticky note responses Determine what is important <ul style="list-style-type: none"> • Finding the Main Idea and Supporting Details 	<ul style="list-style-type: none"> ➤ Summarize One sentence summaries ➤ Generate Main Ideas 4 quadrant organizer Venn diagram ➤ Draw Conclusions and Make Connections One sentence summaries Synthesize information and create new thinking

Before You Write:	While You Write:	After You Write:

Date: June, 2007

<p>➤ Generate ideas and plan Brainstorm RAFT (Role, Audience, Format, Topic) Outline</p>	<p>➤ Think about content, style mechanics Stick to outline Tone/voice Supporting details Clear descriptions Provide examples Vary sentence lengths Use synonyms Use dictionary for unknown words</p>	<p>➤ Edit Read for coherency, logic, and unity Add and revise ➤ Proofread Check for capitalization, punctuation, and spelling Have a friend reread and give feedback ➤ Presentation Page layout</p>
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- Continue Word of the Day
- Teachers will read aloud to classes (e.g. student bulletin, texts, newspaper articles, stories, etc.)
- Departments will generate specific strategies related to their field of study.
- Create awareness of literacy improvement in our day-to-day practice through actively promoting literacy issues through the student and staff bulletins
- Continue the Viking Reads – Students and staff voluntarily read a selection of school nominated books (Junior category and Senior category) and then vote on their favourites to be included in the ongoing Viking Reads List.
- Continue Speed Book Dating – Students and staff sign up and bring their favourite book to the library and do a 30 second book talk in pairs. After both students present they move to new partners. Students and staff participate to find out about what others are reading in order to choose their next book
- Continue publishing the Bibliophile and the school newspaper to keep students informed of what is new in the library and to have venues for students to publish their writing and book recommendations
- Introduce the SDLP
- Provide students who are experiencing difficulties in reading and writing to the Literacy Development program and or an English cohort class (to be assessed through teacher referral, academic test results, or failure in humanities courses due to literacy skills)

2. Structures and Resources

A. *What structures have been/will be put in place to help your school achieve improved student learning?*

- The development of the new SDLP
- Literacy Development 8 and 9 classes
- The Success Program will continue to offer service to students requiring extra assistance or support.
- Departments will generate reading and writing strategies that best reflect the needs of their department and difficulty levels of their texts.
- Full departmental representation on the school Literacy Committee
- English Cohort groups (classes specifically designed for grade 8 and 9 students experiencing difficulty with the English curriculum.)
- Continuation of tutorial time
- Continuation of grade 8 orientation including the Transitions program

B. *Has consideration been given to the alignment of resources, time and organizational structures?*

- Increased staff allotment for students with identified literacy challenges
- Collaboration time will continue to be an essential component to increase student achievement - Some teachers may choose this time to address the literacy needs of their students.
- We use “Goal Days” to provide an opportunity for the SDLP facilitation.
- Other literacy school wide projects are scheduled into the over all school calendar throughout the year.
- Half block of release time has been assigned to the chair of the Literacy Committee to enhance organization and implementation of our Literacy goals for the 2007/08 school year.

C. *What resources have been targeted to address the areas of highest need for improvement? Please detail.*

- Our continual focus will be staff training and awareness building around the knowledge and skills necessary to reflect recent research and best practice in the field of literacy.
- There will be a continued focus on school-wide departmental responsibility for literacy.
- Continual participation in the District Literacy Initiative that began with the in-service with Faye Brownlie and continual District Literacy meetings.

Social Responsibility

Goal: To foster individual student social responsibility in the school and the community.

Rationale:

A. Why was this goal and its related objectives chosen?

While many students at Burnaby North demonstrate their understanding of and participate in many socially responsible activities, the committee noticed that many of these activities were being organized by the same groups of students. Our survey data confirmed our concern that many students were not engaging in socially responsible ways. Our objective is to improve students' understanding of social responsibility through dialogue and application. The application portion of the plan is to encourage each student to create their own individual Social Responsibility Growth Plan.

B. How did you determine this focus? What specific groups of students cause you concern?

The initiative to shift our focus to a more individual perspective emerged naturally from several years of working on and redefining our work in social responsibility. At Burnaby North, there are many school-wide activities organized by both staff and student that focus on social responsibility. Many of these activities have become part of the core language of the school and have contributed to the success of the student body. Some of these activities include the annual respect lesson delivered to all students during the first week of September and the administrative visits to all classes in September to discuss the 3 R's of Respect, the School Code of Conduct, the school goals and values, and the Work Ethic Rubric.

Many student led school activities at Burnaby North are organized for the sole purpose of engaging in socially responsible ways. Many of these organizations and the activities they engage in have become tradition at Burnaby North. Despite the number of organizations in the school that raise money for charities and raise awareness of challenges going on in the world, the committee continued to notice that many students were not participating in these activities and others were not behaving in socially responsible ways. What emerged from further analysis of the data was that many of these socially responsible activities were being managed by a few students in the school. These findings were confirmed after reviewing our surveys results. As a result, the committee decided that while maintaining our global initiatives were important, we needed to expand the bar on social responsibility participation for the general school population by making it more meaningful for each and every student in the school.

C. Your data should have indicated challenges and/or gaps in this area. How did you use this information when developing and/or updating this goal and its specific objectives?

The survey results for both Grade 8 and 11 students were similar and indicated significant gaps in socially responsible behaviour and school involvement. The number of students receiving a positive work ethic mark for their year end report card decreased from the previous year.

Date: June, 2007

Chart:

Objectives	Performance Indicators	Results	Performance Targets																																																																														
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a.	40%	30%																																																																															
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	<p>3. Ministry Satisfaction Survey 2004-2005 (Gr.10 & Gr. 12)</p> <p>4. Burnaby North Social Responsibility Survey (2004-2005)</p> <p>5. Work Ethic Rubric G-S-N (students self-evaluation, staff)</p>	<table border="1" data-bbox="779 201 1499 423"> <tr> <td>Ministry Satisfaction Survey 2004-2005- % of students responding “many times” or “all the time” for the following issues:</td> <td>Gr. 10</td> <td>Gr. 12</td> </tr> <tr> <td>a. respecting differences at school</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>b. fair treatment of students by staff</td> <td>51%</td> <td>51%</td> </tr> <tr> <td>c. teachers caring about students</td> <td>41%</td> <td>56%</td> </tr> <tr> <td>d. students safety at school</td> <td>66%</td> <td>72%</td> </tr> </table> <table border="1" data-bbox="779 545 1493 829"> <tr> <td>Social Responsibility Survey 2004- 2005 - % of students fully meeting or exceeding expectations for the following issues:</td> <td>2005</td> </tr> <tr> <td>a. students using appropriate language (#1)</td> <td>33%</td> </tr> <tr> <td>b. students helping people in need (#7)</td> <td>77%</td> </tr> <tr> <td>c. student fully participating in class (#15)</td> <td>66%</td> </tr> <tr> <td>d. students helping students in class (#17)</td> <td>55%</td> </tr> <tr> <td>e. students being treated fairly at school (#28, #30)</td> <td>73%</td> </tr> <tr> <td>f. students feel staff/school safe (#31, 32, 33)</td> <td>74%</td> </tr> </table> <p>*Data was not collected for the 2005-2006 school year. Data was collected for the 2006-2007 school but is not yet available.</p> <table border="1" data-bbox="856 1044 1373 1357"> <tr> <td colspan="3">Report Card Work Ethic Mark (Year end results) - % of students fully meeting or exceeding expectations in :</td> </tr> <tr> <td></td> <td>2004/05</td> <td>2005/06</td> </tr> <tr> <td>Gr. 8</td> <td>94%</td> <td>92%</td> </tr> <tr> <td>Gr. 9</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Gr. 10</td> <td>94%</td> <td>91%</td> </tr> <tr> <td>Gr. 11</td> <td>94%</td> <td>90%</td> </tr> <tr> <td>Gr. 12</td> <td>94%</td> <td>91%</td> </tr> </table>	Ministry Satisfaction Survey 2004-2005- % of students responding “many times” or “all the time” for the following issues:	Gr. 10	Gr. 12	a. respecting differences at school	86%	87%	b. fair treatment of students by staff	51%	51%	c. teachers caring about students	41%	56%	d. students safety at school	66%	72%	Social Responsibility Survey 2004- 2005 - % of students fully meeting or exceeding expectations for the following issues:	2005	a. students using appropriate language (#1)	33%	b. students helping people in need (#7)	77%	c. student fully participating in class (#15)	66%	d. students helping students in class (#17)	55%	e. students being treated fairly at school (#28, #30)	73%	f. students feel staff/school safe (#31, 32, 33)	74%	Report Card Work Ethic Mark (Year end results) - % of students fully meeting or exceeding expectations in :				2004/05	2005/06	Gr. 8	94%	92%	Gr. 9	93%	93%	Gr. 10	94%	91%	Gr. 11	94%	90%	Gr. 12	94%	91%	<p>3. Targets for 2007:</p> <p>a) Gr. 10= 88%, Gr. 12= 89%</p> <p>b) Gr. 10= 53%, Gr. 12= 53%</p> <p>c) Gr. 10= 43%, Gr. 12= 58%</p> <p>d) Gr. 10= 68%, Gr. 12= 74%</p> <p>4. Targets for 2007:</p> <p>a) 35%</p> <p>b) 80%</p> <p>c) 68%</p> <p>d) 57%</p> <p>e) 75%</p> <p>f) 76%</p> <p>5. Targets for 2006/07:</p> <p>a) Gr.8 = 95%</p> <p>b) Gr.9 = 95%</p> <p>c) Gr.10 = 95%</p> <p>d) Gr.11 =95%</p> <p>e) Gr.12 = 95%</p>
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Strategies, Structures & Resources

1. Strategies

A. *What strategies will be used to achieve the stated objectives?*

- Continue development of a school-wide Social Responsibility Plan by the Social Responsibility Committee
- Ensure the committee has a variety of members (staff, students, parents, community)
- Continue using a common/consistent language, emphasizing and defining our universal values (respect, compassion/caring, responsibility, honesty, fairness) and sharing information with staff, students, parents and community
- Continue our representation at District meetings
- Display the new school Mission Statement around the school
- Publish the academic integrity poster (Top 10 Reasons Students Cheat and Top 10 Ways to Avoid Cheating) in the student agenda planner, classrooms and school website
- Publish the Social Responsibility Rubric in the student agenda planner and school website
Administrators and teachers will continue to speak to students about respectful behaviour (3 R's) and generate class discussions (respect / caring lesson, posters, agenda planner with universal values defined and explained)
- Teachers model expected behaviours
- Continue to encourage teacher presence in the halls and other common areas
- Encourage teachers to direct student attention to the social responsibility pages in the school agenda planner
- Continue professional development regarding staff and student interactions and provide further models for staff interventions when dealing with inappropriate student behaviour including aggression and bullying
- Staff meeting agendas will continue to include on-going discussion and implementation of strategies for developing a respectful community
- Provide a place to post activity information and increase exposure for student clubs and activities
- Continue to provide information regarding student activities, clubs, and sports on the website and student bulletin

B. *Has consideration been given to strategies that reflect a blend of current research, best practice and innovative thinking? If so, please detail.*

- In February 2007, staff participated in a workshop directed by Dr. Martin Brokenleg a specialist on child and teen behavioural issues.
- Our January 2007 Professional Day was spent discussing universal values based on the research of Rushworth Kidder.
- Some staff have completed Level 1 Restitution and all staff participated in a restitution workshop in 2005.

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C. How is the broader school community involved in implementing these strategies?

Burnaby North involves students, staff, parents, and members of the community by enabling them to voice opinions and concerns on issues of social responsibility through the Social Responsibility Committee, P.A.C., staff meetings, surveys, and focus groups. We intend to create a Burnaby North alumni association which will endeavour to connect current students with former graduates for the purpose of mentorship. We strive to achieve our goals through our leadership programs, professional development, staff committees, and community involvement.

2. Structures and Resources

A. What structures have been/will be put in place to help your school achieve improved student learning?

- September 2007 all students and staff will participate in creating their own Social Responsibility Growth Plan. All staff received in-service for the delivery of this lesson in May 2007. In February 2008 during Goal Days, students will review their plans and monitor and record their progress. In May 2008, students will have an opportunity to self-reflect on their plans and progress made throughout the year. All of this work will be completed under the supervision of one of their classroom teachers. Our expectation is to achieve an 85% completion rate.
- September 2007 – all incoming Grade 8s will participate in the Determining Our Shared Ethical Values lesson during the Grade 8 Retreat.
- September 2007 – all incoming Grade 8s will participate in the Grade 8 Retreat. The purpose of the retreat is to help students form positive relationships among their peers and with staff. Students will also review the agenda planner and pages devoted to social responsibility.
- September 2007 – administration will visit all classes and discuss the 3 R's of Respect, social responsibility, work ethic and school involvement.
- February 2008 – all students will participate in a Social Responsibility lesson. During the lesson students will have an opportunity to evaluate and discuss several scenarios that deal with sensitive school and community issues.
- October 2007 and January 2008 – scheduled Focus Groups. The Focus Group topics will be determined after reviewing survey results.
- Continue to support the Mentorship Program in their role to help connect a grade 8 student with a senior peer for support and a feeling of comfort in the school. The Peacemakers Program implemented over the last three years has senior students taking a leading role in the school by promoting respectful and responsible conflict resolution. These leadership roles continue weekly through tutorial time when senior students lead small groups of junior students through reflective activities. Leadership plays an important role in achieving our goal as it aims to involve as many students as possible and develop a sense of student ownership.
- Continue to encourage teachers and students to use the G-S-N Work Ethic rubric to evaluate student behaviour and individual achievement.
- Continue to have students participate in the Social Responsibility Survey, which has been designed to track students' perceptions of the school and their personal behaviours.
- Continue to participate in The Ministry Satisfaction Survey for students in grade 10 and 12, staff, and parents. This will assess perceptions of important social issues within the school such as: safety, care, human and social development in the school environment.
- Continues to have community members participate in a survey that considers the community's perspective on our students off school grounds. This survey also facilitates communication between the community and the school.
- The Social Responsibility Committee identifies issues of concern which are discussed at staff meetings and on professional days. These issues are then brought up for discussion at the P.A.C., at students during focus groups and the information is then reported back to the classroom teacher.

B. *Has consideration been given to the alignment of resources, time and organizational structures?*

Yes:

- Resources are provided for professional days, release time for Social Responsibility Committee Members, other staff training, support for training of student mentors and peacemakers, and social responsibility student committee members, etc.
- Time is provided for the development of the Respect Lesson, grade 8 orientations, collaborative time, leadership programs for students, ministry and other surveys, focus groups, staff meetings, professional days and half a block is given to the chair for organizational tasks.
- Organizational structures include regular open communication among staff, students, parents and the community as well as programming of a variety of leadership courses.
- The alignment of resources, time and organizational structures will continue to support Burnaby North's social responsibility goal.

C. *What resources have been targeted to address the areas of highest need for improvement? Please detail.*

- Burnaby North will continue to place high value on the opportunity to have speakers address the staff, students and parents; detached duty opportunities; the grade 8 retreat; the mentorship program and other resources. All which will aid in the professional and personal development for our staff and students.
- Our focus will continue to be on improving positive interaction among students, staff, parents and the community. The information gathered through surveys, focus groups, and discussions will continue to be brought to the attention of all participants for the purpose of directing the goals of social responsibility.

