



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 continue to improve self direction in the recognition and application of literacy skills across various curricular areas.
2. To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.

Social Responsibility:

1. To continue to engage students in school-wide social responsibility activities with the intent that Social Responsibility becomes a foundation goal of the school.

Date: June, 2008

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. Ten percent of students are registered in the English as a Second Language program. Approximately eleven percent of the student population is designated in special education categories including five and a half percent learning or behaviour disabilities and five and a half percent gifted. Just over 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-two percent of the students participate in the Excel Program which consists of the Honours and Advanced Placement classes. Courses in seventeen subjects are offered in Advanced Placement. AP exam results continue to be the best in the country. Last year, thirty one students were honoured as National Scholars and one hundred and four as Advanced Placement Scholars, both Canadian records. Of the 666 AP exams written in the spring of 2007, 87% qualified students for first year university credit. Students at Burnaby North are highly motivated to continue their education at a post-secondary institution. Approximately 85% of graduating students are offered enrollment at universities and colleges annually.

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 of the district. 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. As a result of the programs successes a Volleyball program will be added to the academy next year which will give girls a more accessible opportunity to this type of experience.

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 continues to thrive is a program to support student learning called Success, which provides after school access to tutoring by teachers, peer tutors and community volunteers many of whom are Burnaby North alumni.

Burnaby North will also become home to its own Industry Connect experience in the upcoming year with the inception of the Film and Broadcasting Program.

Teacher collaborative time will continue for its sixth year. While this is no longer unique amongst Burnaby schools a number of enhancements have occurred. This past year we embarked on a program of renewal as approximately half of the teaching staff had changed since its inception. Collaborative time has resulted in the sharing of knowledge and the formation of teacher teams that focus on student achievement. The renewal of this collaboration has reaped rewards in the growth of an ad hoc group of staff members who are leading other staff members in a series of "Learning by Doing" sessions bi-monthly which in turn reports at staff meetings on its discussions of differentiated learning. Along with two grants given to the school for implementing reading strategies, and another connecting elementary and secondary teachers, these grass roots initiatives are having an enormous impact on the learning of students.

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 for at least the eighth straight year), the Watoto Journey for building a school in Uganda, the Terry Fox and

Milk Runs, famine and earthquake relief, and any other Global Project where they feel they can help. During the past year almost 600 students, more than one fourth of the population, offered service to the various volunteer activities in the school. The amount of service totaled over 31 000 hours. At North students have become participants in “Active Citizenship” a natural evolution to the social responsibility we encourage.

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 May 2008 our graduation class had been offered in excess of 1.5 million dollars in scholarships and bursaries, another school record. Individuals have been recognized at The National Science Fair, The Royal Geographic Society National Competition, and The National Reach for the Top Competition. Graduates are accepting post-secondary placements at prestigious universities such as McGill, Harvard, Yale, and Princeton.

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 locally in many areas and have added new programs such as field lacrosse to our list on inter-scholastic sports.

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 Brownlie 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 self direction in the recognition and application of literacy skills across various curricular areas.
2. To improve students' writing for response and analysis.

Social Responsibility:

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

B. What progress are you able to report regarding those goals?

Literacy:

Last year we administered the Self-directed Literacy Plan with the goal of 90% participation. We had 92% participation in completing the Student Plans and students created their own literacy goals and plan for the year. Every department in the school developed a departmental literacy plan to address literacy and reading strategies specific to their curricular area. We have base line qualitative and quantitative data that will inform our practice for the next school year.

- All departments in the school are addressing literacy and learning strategies in their classrooms where applicable.
- Students are aware of the school wide focus on literacy at Burnaby North
- There is communication between literacy committee and departments via department heads and staff meetings.
- Literacy awareness by staff and students has increased because of continued reflection, discussion and development of our school approach to literacy.
- We are receiving feedback from the SPC regarding our Literacy Goals.
- The literacy committee has been represented at District literacy meetings.

Date: June, 2008

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 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
- The topic of social responsibility was reorganized under the umbrella of Active Citizenship to better reflect the comprehensive nature of the activities that our students are involved in at the school and in the community.
- Administrators continued the practice of visiting all classes in September to reinforce the importance placed on respectful behaviour at Burnaby North Secondary.
- Students in Grades 8 to 12 created an Individual Social Responsibility Growth Plan using the Ministry of Education Social Responsibility rubric. Classroom teachers delivered a lesson in which students had to use the rubric as a tool to self-reflect, self-assess and set a personal social responsibility goal that was pertinent to their level of development.
- Students in Grades 8 to 11 participated in a two part social responsibility lesson during Goal Days. In the first part of the lesson students reviewed, monitored and made adjustments to their individual growth plan that they created in September. The second part of the lesson focused on a discussion of student generated scenarios around moral dilemmas that students experience daily. Scenarios were created to facilitate discussion, choices and options.
- The new group of Grade 8 students was involved in the workshop, Determining Our Shared Ethical Values during their September Retreat.
- Approximately 500 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 over a three year time period.
- 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 topic was engaging student learners. The results of the Focus Group were shared with staff and students. Department heads incorporated the data into their discussions about assessment practices and differentiated instruction.
- Collected data on the number of students who earned Good (G) and Satisfactory (S) on their year end report card.
- 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 objectives. 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 \$13,000 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), MAD 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 2008-2009

Literacy:

1. To continue to improve self direction in the recognition and application of literacy skills across various curricular areas.
2. To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.

Rationale:

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

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.

We wanted to bring into the conversation the difference between student self perception of literacy skills versus teacher assessment of literacy skills.

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

With the initial data of the SDLP and departmental assessments we discovered that student perception of their knowledge of literacy strategies and teachers' assessment of their mastery of those strategies was incongruent. This was a concern because their knowledge of these literacy strategies may be inherently flawed. For example, after analyzing the data of the SDLP we discovered that students perceived that they knew and used the strategy of inferring in their subjects. However, the grade 8 reading assessment proved that they could not apply the skill.

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.

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?

In order to address the issue of relevance for individual subject areas, departments are defining literacy for their specific subject area and coming up with strategies to teach literacy that are specific to their department. The SDLP was created to create relevance for students and encourage ownership of their own literacy education, thus creating a conversation between student need and teacher support.

Date: June, 2008

Challenges and/or gaps

- The initial SDLP was a comprehensive list of reading strategies across curricular areas. Although, informative to teachers, this was overwhelming to the student when setting their literacy goal and plan
- This SDLP assesses students' perception of their literacy strategy use rather than master of those skills and therefore, we do not get a full picture of their mastery literacy skills across departmental areas. Some departments are, however, engaged in formative assessment of literacy skills in their area.
- Through the support of the department heads, departments are working toward using common formative assessment.
- We will continue the SDLP with an abridged version focusing on a few cross curricular literacy strategies following the same cohort, class of 2012.

Chart:

Objectives	Performance Indicators	Results	Performance Targets
To continue to improve self direction in the recognition and application of literacy skills across various curricular areas.	Increasing evidence of self inventory (on more focused literacy skills), goal setting and reflection collected in the Self-Directed Literacy Plan See Appendix A	<ul style="list-style-type: none"> • 92 % participation rate • We found that annotation (making meaning by writing or drawing while you are reading) skills such as, labeling, connecting, summarizing, paraphrasing, inferring and taking notes were identified as areas of concern 	<ul style="list-style-type: none"> • To have all departments addressing annotation skills through 'think aloud' and modeling.
To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.	Increasing evidence of use of cross-departmental strategies, creation of department literacy definitions and teaching strategies. See Appendix A	<ul style="list-style-type: none"> • All departments created their own literacy plan 	<ul style="list-style-type: none"> • Recognition of transferable skills across the curriculum presented in their SDLP for 08/09

See Appendix A for Literacy SDLP and Grade 8 Formative Assessment results

Strategies, Structures & Resources

In consultation with teachers, parents and administrators, the literacy committee is in the process of developing an abridged framework focusing on annotation strategies 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, teacher read aloud, Vikings Read, literacy grant applications and professional learning communities.

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
- Have a list of cross curricular strategies in student planner
- SDLP will be part of the class of 2012 student tutorial time
- Provide at least two check in dates within the school calendar
- In service staff mentorship on annotation strategies
- 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:
<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>

- 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.
- Continue with the Grade 8 Formative Assessment Grant (focusing on Reading Strategies) initiated by the English Department in 2007/08 and expanding the grant to include the Socials and or Science Departments.
- Continue the Grade 8 Boys Grant (focusing on writing strategies) begun in 2007/08 by the English cohort teachers.
- 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
- Offer in-service, mentorship and create opportunities for modeling, team teaching and ‘think alouds’.

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.
- Use of “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.
- Release time has been assigned to the chair of the Literacy Committee to enhance organization and implementation of our Literacy goals for the 2008/09 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 continue to engage student in school-wide social responsibility activities with the intent that social responsibility becomes a foundation goal of the school.

Objectives:

1. Increase the number of students in Grades 8 to 12 who create an Individual Social Responsibility Growth Plan.
2. Continue to create awareness of social responsibility at both a personal and community level.
3. Increase the total number of students involved in school-based active citizenship endeavors at Burnaby North and in the community.

Rationale:

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

Many students at Burnaby North demonstrate their understanding of socially responsible behaviour and participate in many related activities at the school and in the community. The number of service organizations and fundraising groups at Burnaby North continues to increase and new groups emerge as the students identify an unmet need. Despite the high level of involvement of many of our students, our survey results have not changed significantly over the past few years. The data confirms our belief that while many students are highly engaged in socially responsible activities, there continues to be a gap between levels of involvement within our student body. The committee feels that an effective way to continue addressing this discrepancy is to move social responsibility from a school goal to a foundational goal. Social responsibility has been a school goal for several years and many of our activities and practises have become an integral part of our school culture. Staff and students would like to continue many of these activities, thus, it becomes a logical step to become a foundational goal of the school. The three objectives outlined support our goal. For example, continuing to have students create their own social responsibility growth plan is a mechanism to involve all students in social responsibility activity. This objective will allow us to reduce the gap between those who are highly involved and those who are minimally involved because the plan recognizes that there is not a “one size fits all” for social responsibility. Providing opportunities for students to self-reflect, self-assess and create a personal plan is a meaningful way to engage all students at their level of development. As well, when a plan is personally relevant, there is a greater chance of success. Objectives two and three support our goal of keeping social responsibility activities front and centre in the school.

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

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 individual social responsibility growth plan; social responsibility lesson during Goal Days; 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; and the annual focus groups. These activities have become part of the fabric of the school and by incorporating social responsibility as a foundational goal, these practises will continue.

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?

Our data clearly indicates that social responsibility needs to continue as a focus of our school. Our goal and related objectives will allow us to continue to guide students as they mature and develop in this area.

Date: June, 2008

Chart:

Objectives	Performance Indicators	Results	Performance Targets																											
<p>Increase the number of students in Grades 8 to 12 who create an Individual Social Responsibility Growth Plan.</p>	<p>1. Individual Social Responsibility Growth Plan participation rates</p>	<table border="1" data-bbox="762 350 1478 667"> <thead> <tr> <th colspan="3" data-bbox="762 350 1478 383">2007/08 Growth Plan Participation Rates</th> </tr> <tr> <th data-bbox="762 383 999 448"></th> <th data-bbox="999 383 1226 448">Actual participants</th> <th data-bbox="1226 383 1478 448">Eligible Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="762 448 999 480">Grade 8</td> <td data-bbox="999 448 1226 480">386</td> <td data-bbox="1226 448 1478 480">473</td> </tr> <tr> <td data-bbox="762 480 999 513">Grade 9</td> <td data-bbox="999 480 1226 513">357</td> <td data-bbox="1226 480 1478 513">362</td> </tr> <tr> <td data-bbox="762 513 999 545">Grade 10</td> <td data-bbox="999 513 1226 545">372</td> <td data-bbox="1226 513 1478 545">436</td> </tr> <tr> <td data-bbox="762 545 999 578">Grade 11</td> <td data-bbox="999 545 1226 578">329</td> <td data-bbox="1226 545 1478 578">392</td> </tr> <tr> <td data-bbox="762 578 999 610">Grade 12</td> <td data-bbox="999 578 1226 610">311</td> <td data-bbox="1226 578 1478 610">413</td> </tr> <tr> <td data-bbox="762 610 999 643">Total</td> <td data-bbox="999 610 1226 643">1755</td> <td data-bbox="1226 610 1478 643">2076</td> </tr> <tr> <td data-bbox="762 643 999 667">Participation Rate</td> <td data-bbox="999 643 1226 667">85%</td> <td data-bbox="1226 643 1478 667"></td> </tr> </tbody> </table>	2007/08 Growth Plan Participation Rates				Actual participants	Eligible Students	Grade 8	386	473	Grade 9	357	362	Grade 10	372	436	Grade 11	329	392	Grade 12	311	413	Total	1755	2076	Participation Rate	85%		<p>1. Target baseline for 2008/09 is 88 % participation rate for all grades. Students in special programs do not participate.</p>
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Date: June, 2008

Continue to create awareness of social responsibility at both a community and personal level.	1. Burnaby North Social Responsibility Survey Grade 8 and 11 students from 2005-2006 2006-2007		2005/06		2006/07		2008/09 Targets		
		Burnaby North – Social Responsibility Survey - % students responding 'Often' or 'Almost Always'.	Gr. 8	Gr.11	Gr.8	Gr.11		Gr. 8	Gr. 11
		a. I am involved in events at my school.	32.1	27.5	26.9	22.9	a.	34%	28%
		b. Events at our school are well-attended.	78.3	56.9	65.2	66.1	b.	80%	67%
		c. I treat others with respect.	93.5	82.4	95.8	90.0	c.	96%	90%
		d. Everyone is treated with respect at our school.	54.2	41.0	50.0	40.9	d.	55%	45%
		e. I speak out when someone makes hurtful comments about others.	52.5	40.2	61.4	45.9	e.	62%	465%
		f. Students at our school speak out when hurtful comments are made about others.	41.7	27.7	32.9	19.3	f.	43%	29%
		g. I do things to make my school a better place.	42.6	25.7	46.5	33.9	g.	47%	35%
		h. Most students do things to make our school a better place.	47.4	33.0	47.8	28.0	h.	48%	35%
		i. I do things to make my community a better place.	45.5	35.4	52.2	40.2	i.	53%	42%
		j. Most students do things to make our community better.	41.7	35.7	47.1	30.5	j.	48%	40%
		k. I see myself making the world a better place.	44.9	42.9	50.0	38.5	k.	50%	44%
		l. Students in our school think they can make the world a better place.	47.1	35.1	47.8	35.5	l.	48%	37%

Date: June, 2008

<p>2. Ministry Satisfaction Survey Grade 10 & 12 students in 2004-2005 2006- 2007</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2004/05</th> <th colspan="2">2006/07</th> </tr> <tr> <th>Ministry Satisfaction Survey 2004-2005- % of students responding “many times” or “all the time” for the following issues:</th> <th>Gr. 10</th> <th>Gr.12</th> <th>Gr.10</th> <th>Gr.12</th> </tr> </thead> <tbody> <tr> <td>a. respecting differences at school</td> <td>86%</td> <td>87%</td> <td>77%</td> <td>88%</td> </tr> <tr> <td>b. fair treatment of students by staff</td> <td>51%</td> <td>51%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>c. teachers caring about students</td> <td>41%</td> <td>56%</td> <td>44%</td> <td>51%</td> </tr> <tr> <td>d. students safety at school</td> <td>66%</td> <td>72%</td> <td>64%</td> <td>75%</td> </tr> </tbody> </table>		2004/05		2006/07		Ministry Satisfaction Survey 2004-2005- % of students responding “many times” or “all the time” for the following issues:	Gr. 10	Gr.12	Gr.10	Gr.12	a. respecting differences at school	86%	87%	77%	88%	b. fair treatment of students by staff	51%	51%	45%	45%	c. teachers caring about students	41%	56%	44%	51%	d. students safety at school	66%	72%	64%	75%	<table border="1"> <thead> <tr> <th colspan="3">2008/09 Targets</th> </tr> <tr> <th></th> <th>Gr. 10</th> <th>Gr. 12</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>b.</td> <td>52%</td> <td>52%</td> </tr> <tr> <td>c.</td> <td>45%</td> <td>57%</td> </tr> <tr> <td>d.</td> <td>67%</td> <td>76%</td> </tr> </tbody> </table>	2008/09 Targets				Gr. 10	Gr. 12	a.	88%	89%	b.	52%	52%	c.	45%	57%	d.	67%	76%
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Strategies, Structures & Resources

1. Strategies

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

- Continue to engage as many students as possible in creating an Individual Social Responsibility Growth Plan and review the plan three times during the year.
- Engage students in the social responsibility scenarios lesson during Meeting the Needs of All Learners Day. The scenario topics will be aligned with the social responsibility rubric.
- Encourage students to get involved in school and community based service groups.
- Continue to collect data through District and Ministry of Education surveys.
- Continue to track student involvement in service organizations.
- 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 and in all classrooms.
- Publish the Social Responsibility Rubric in the student agenda planner and school website
- Continue the practice where administrators and teachers 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 school 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 2008, staff participated in a workshop featuring Ray Golarz.
- November 2007 and May 2008 Professional Days – sessions with Carolyn Mamchur – How Personality Styles Impact Students Learning.

Date: June, 2008

- During Department Head Meeting and Retreats dialogue is ongoing around social responsibility.

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?

- October 2008 all students and staff will participate in creating their Individual Social Responsibility Growth Plan. Students will review their plans in December 2008 and February 2009. During these review sessions, students will have an opportunity to reflect on their progress and monitor and adjust as necessary. All of this work will be completed under the supervision of one of their classroom teachers. Our expectation is to achieve an 88% completion rate.
- September 2008 – all incoming Grade 8s will participate in the Determining Our Shared Ethical Values lesson during the Grade 8 Retreat.
- September 2008 – 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 2008 – administration will visit all classes and discuss the 3 R's of Respect, social responsibility, work ethic and school involvement.
- January 2009 – all students will participate in a social responsibility lesson during Meeting the Needs of all Learners Day. During the lesson students will have an opportunity to evaluate and discuss several scenarios that deal with sensitive school and community issues. The topics will be aligned with the social responsibility rubric.
- November 2008 and April 2009 – 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 grade 8 students with senior peers for support and to create a feeling of comfort and inclusiveness 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 grade 10 & 12 students, staff, and parents. This will assess perceptions of important social issues within the school such as: safety, care, personal 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.

Date: June, 2008

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 Individual Social Responsibility Growth Plan lessons, 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 the 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.

Submitted By School Planning Council:

	<u>Name</u>	<u>Signature</u>
School Principal	Dave Mickie	
Teacher Representative		
Parent Representative	Javad Shafiee	
Parent Representative	Harry Lau	
Parent Representative	Thomas Jung	
Student Representatives	Bailey Keeler Brian Bortignon	

School Board and School District Approval:

	<u>Name</u>	<u>Signature</u>
Board Chair	_____	_____
Superintendent of Schools	_____	_____