



SOOKE
SCHOOLS 62
Shaping Tomorrow Today

FRAMEWORK FOR ENHANCED STUDENT LEARNING (FESL)

Report to Ministry of Education and Child Care

SEPTEMBER 2023

Respectfully submitted to the Sooke School District Board
of Education on September 26, 2023.

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District Context

Adjacent to Victoria on southern Vancouver Island, Sooke School District is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District serves five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and is on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. Some of our schools are located on the traditional territory of Esquimalt Nation and Songhees Nation. The District is a major employer in our region, with over 2,000 educators and support staff serving over 13,000 students. The Board of Education has developed a future-oriented Strategic Plan that focuses on three priority areas: learning, engagement and growth.

In the Sooke School District 62, our reciprocal relationships with our local Nations and all Indigenous peoples are an indicator of our identity and beliefs, demonstrating our collective commitment to our district values of diversity, equity and inclusion. As stated in our Strategic Plan, a collective commitment to an intentional and active role in actualizing the Calls of Action and Truth and Reconciliation for Indigenous Peoples that will support all students in exiting our system with dignity, purpose and options for the future.

In Sooke School District, we acknowledge the traditional territories to honour and respect:

- the nations on which our schools are built, including T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation, and all South Island Coast Salish Nations, specifically Esquimalt Nation and Songhees Nation.
- our direct working relationships with T'Sou-ke Nation, Sc'ianew Nation – Coast Salish, and Pacheedaht Nation – Nuu-chah-nulth and the Metis Nation of Greater Victoria.

We are proud of the relationships we have with our four local nations, and use the words gifted by them in our territory acknowledgements. Posters of the Douglas Treaty, local map, and Territory Acknowledgements can be found in Sooke Schools. The Douglas Treaty area is unceded territory or land that has never been surrendered historically. Pacheedaht Nation does not have a treaty and is unceded territory.

A summary of demographics to help illustrate the profile of our student population and by extension the communities we serve:

- 49.5% Female students, 50.5 % male students;
- 15.2 % of our students are directly supported by our Inclusive Education Services Department;
- 9.5% of our students have Indigenous Ancestry;
- 0.6% of our students are supported through the Nominal role;
- 2.2% of our students are engaged in our International Student Programs;
- 0.1% of are students hold refugee status;
- 7.1 of our students receive support in our English Language Learners programs.

The Sooke School District is the fastest growing district per capita in the province. We are experiencing enrolment growth of 4.5% annually, resulting in 500+ new students per year or the addition of 1 elementary school a year. This “growth factor” places unique pressures on the district. The district's ability to respond to growth pressures while meeting our community's expectations for 21st Century learning environments and opportunities is a challenge that our Board of Education and Senior team takes seriously in support of our students and community. We work diligently to build partnerships with our municipal governments, community organizations and advocates to provide the best services, amenities and learning environments for our entire community.

Section A: Reflecting Back 2022-23 Student Learning Outcomes

Student Performance Interpretation

Intellectual Development

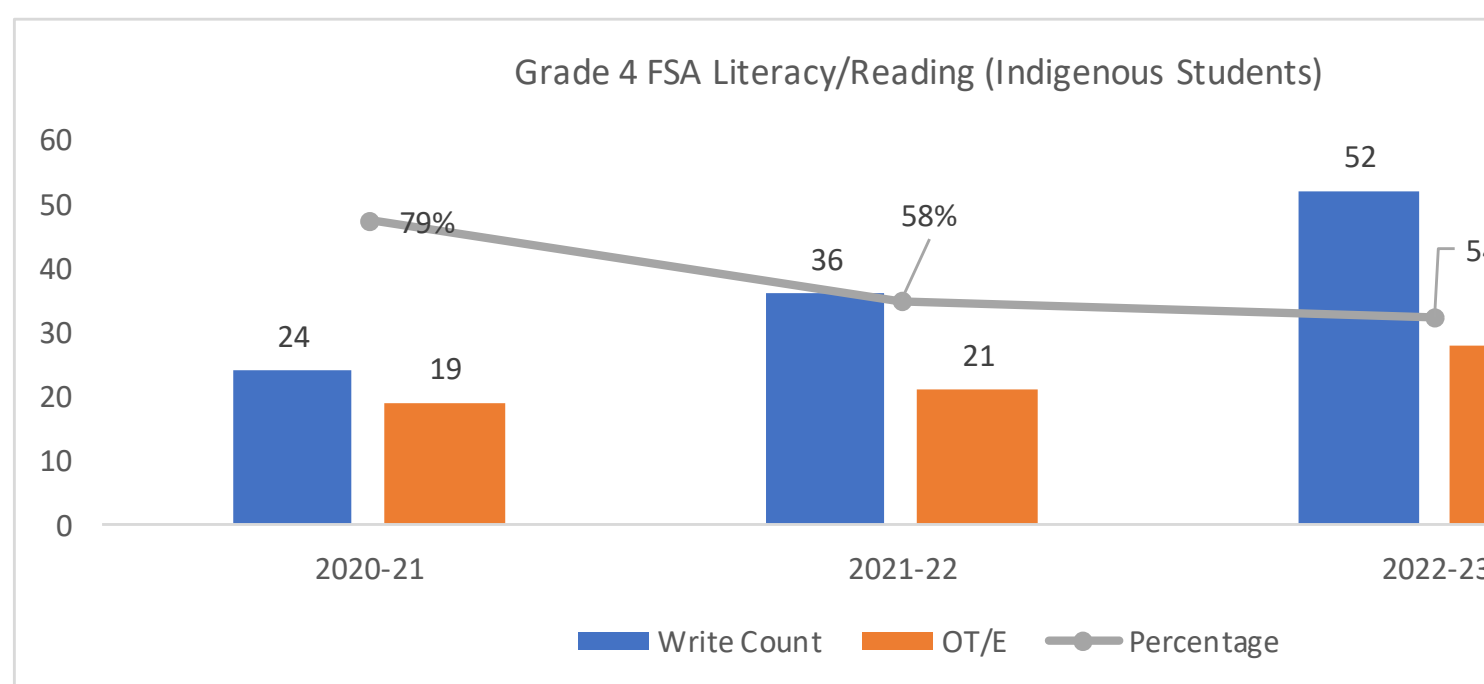
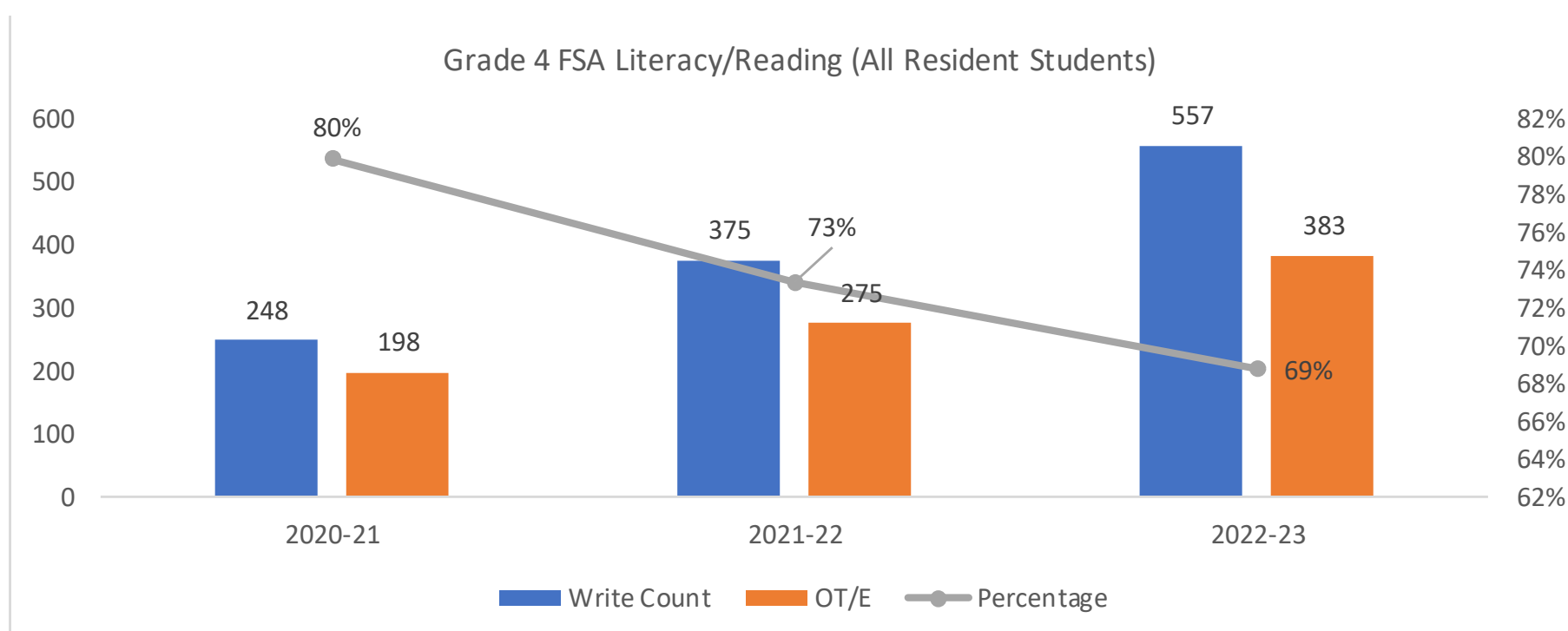
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

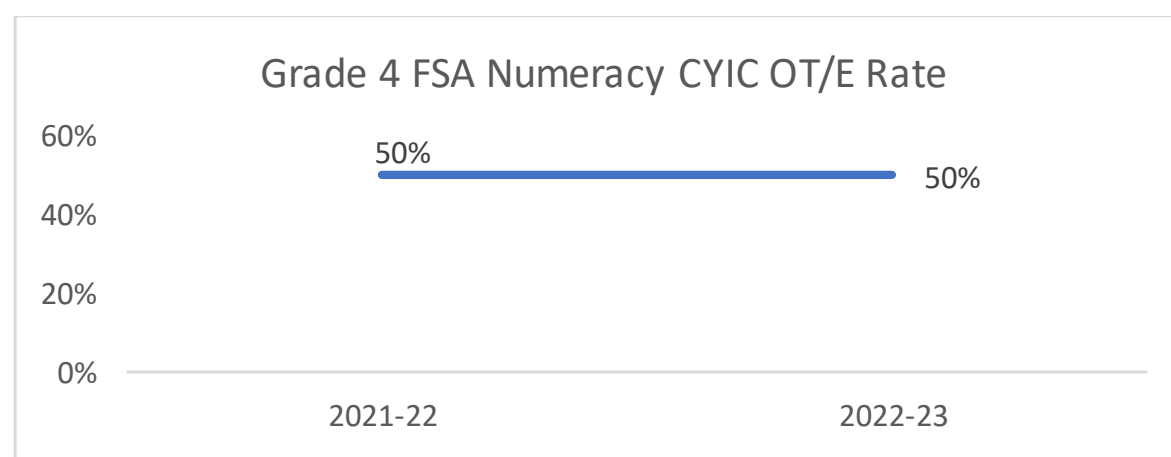
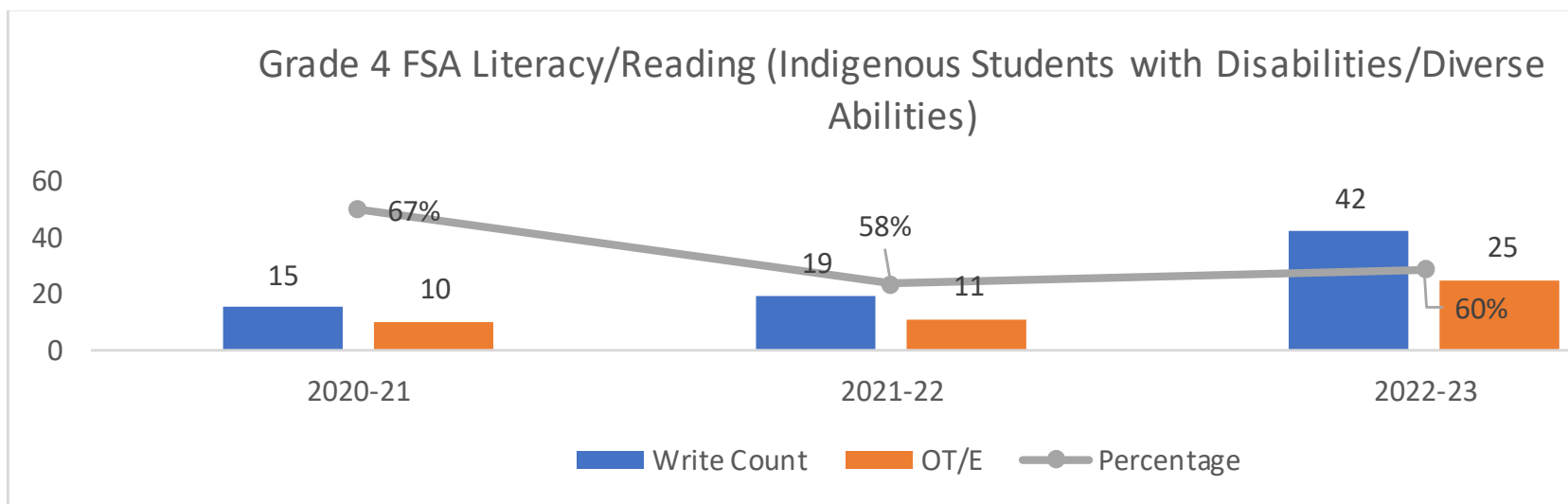
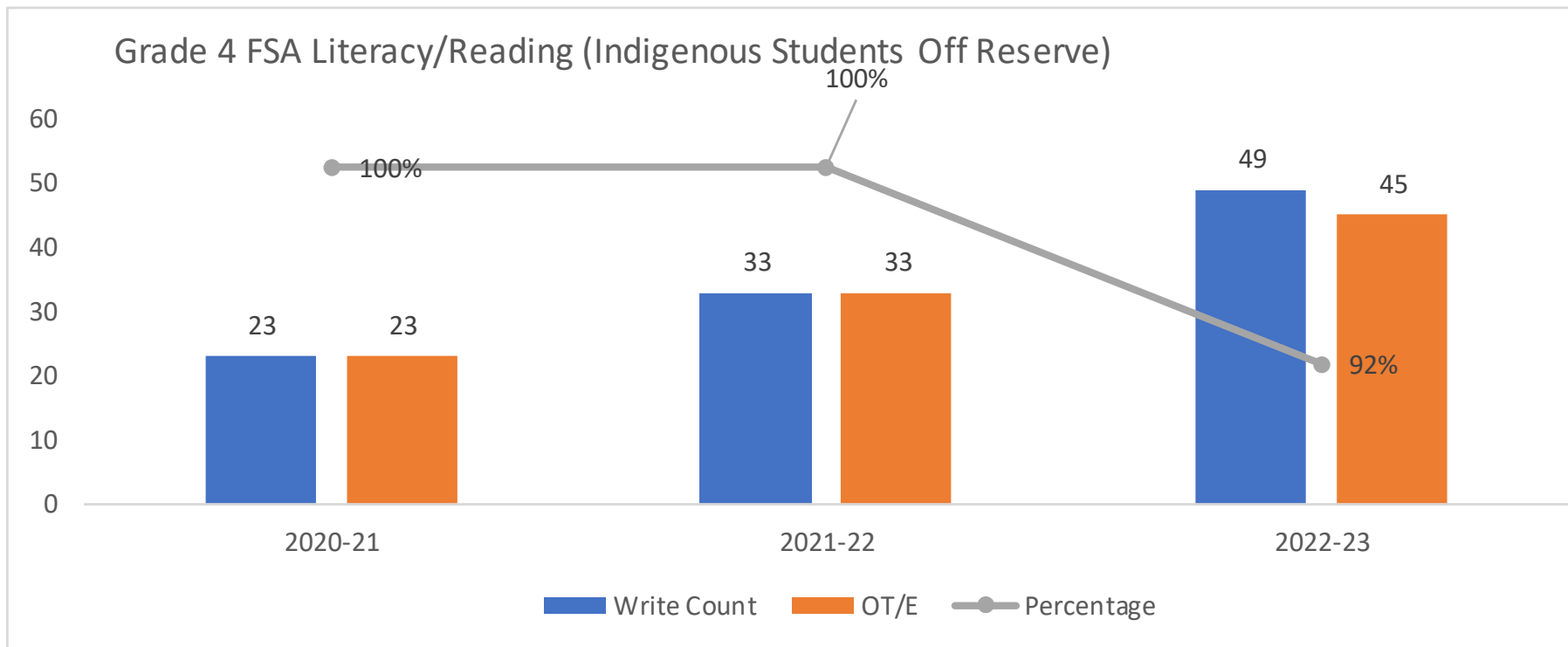
1.1.1 GRADE 4 READING and LITERACY (FSA)

	2020/21			2021/22			2022/23		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	248	198	80%	375	275	73%	557	383	69%
Indigenous	24	19	79%	36	21	58%	52	28	54%
Not on Reserve	23	23	100%	33	33	100%	49	45	92%
On Reserve	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	15	10	67%	19	11	58%	42	25	60%
CYIC	0	0	0%	Msk	Msk	50%	Msk	Msk	50%

OT/E – On Track / Extending Rate



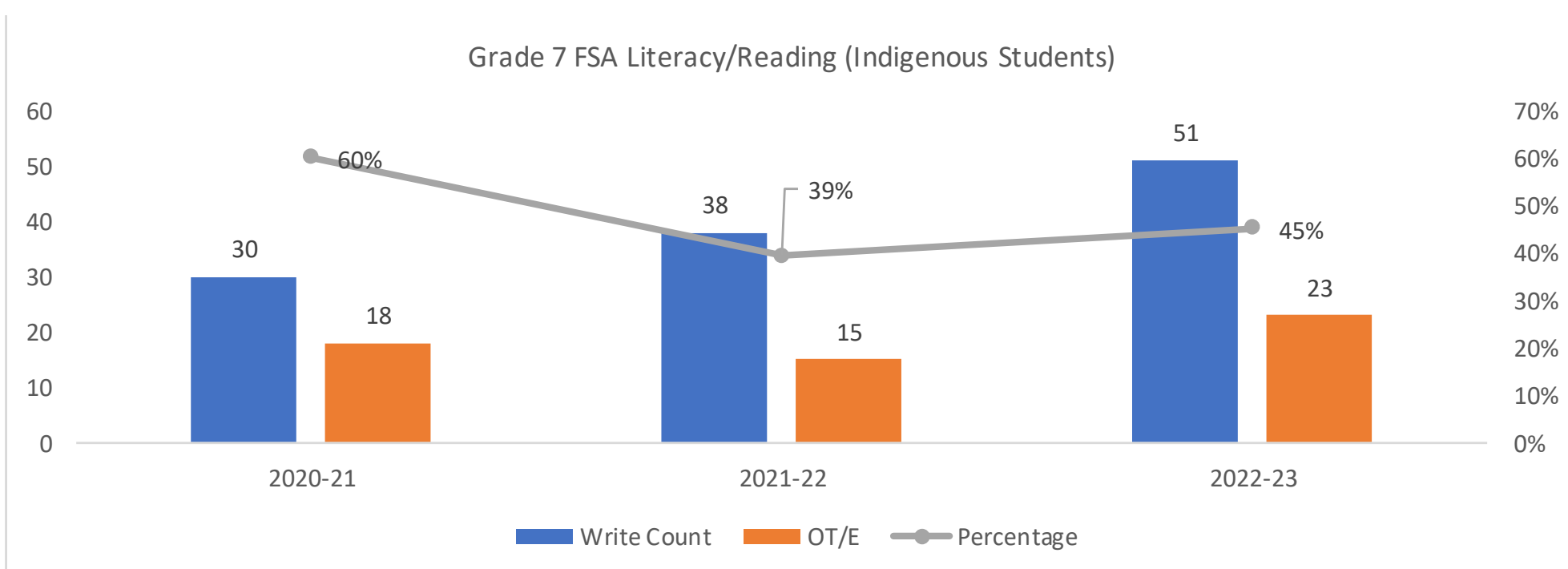
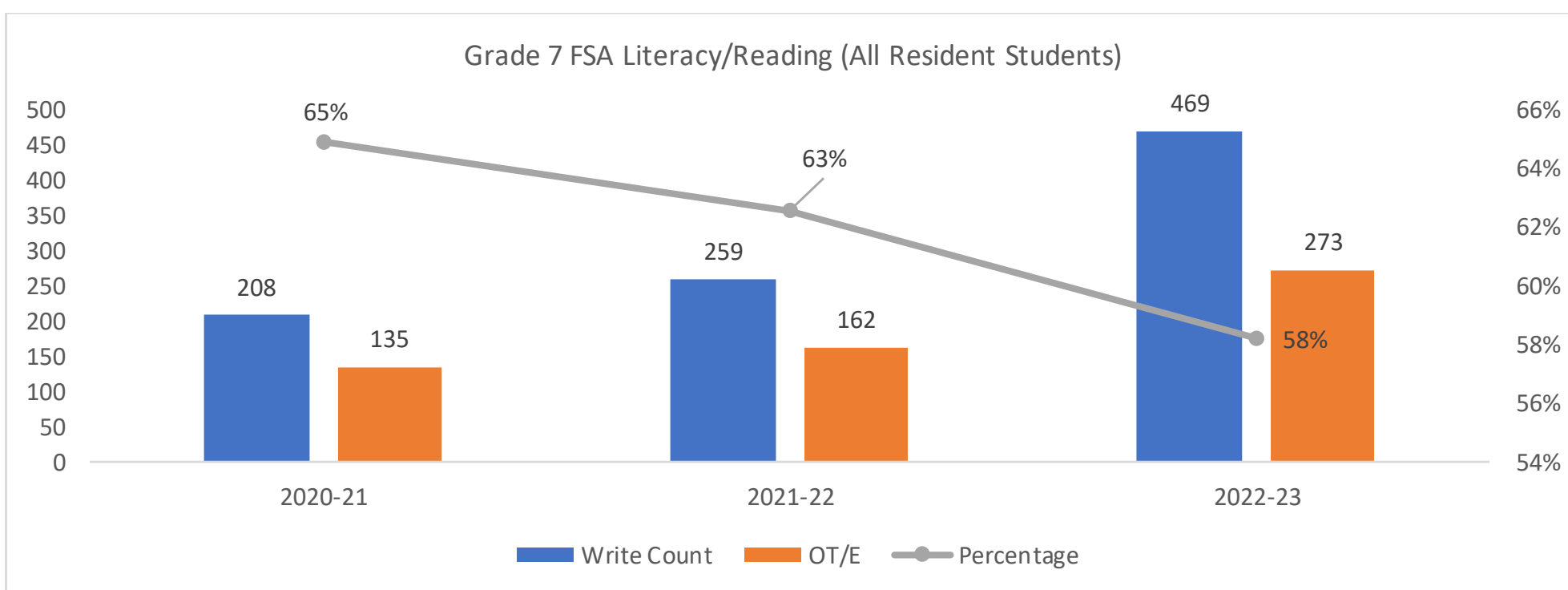
Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.



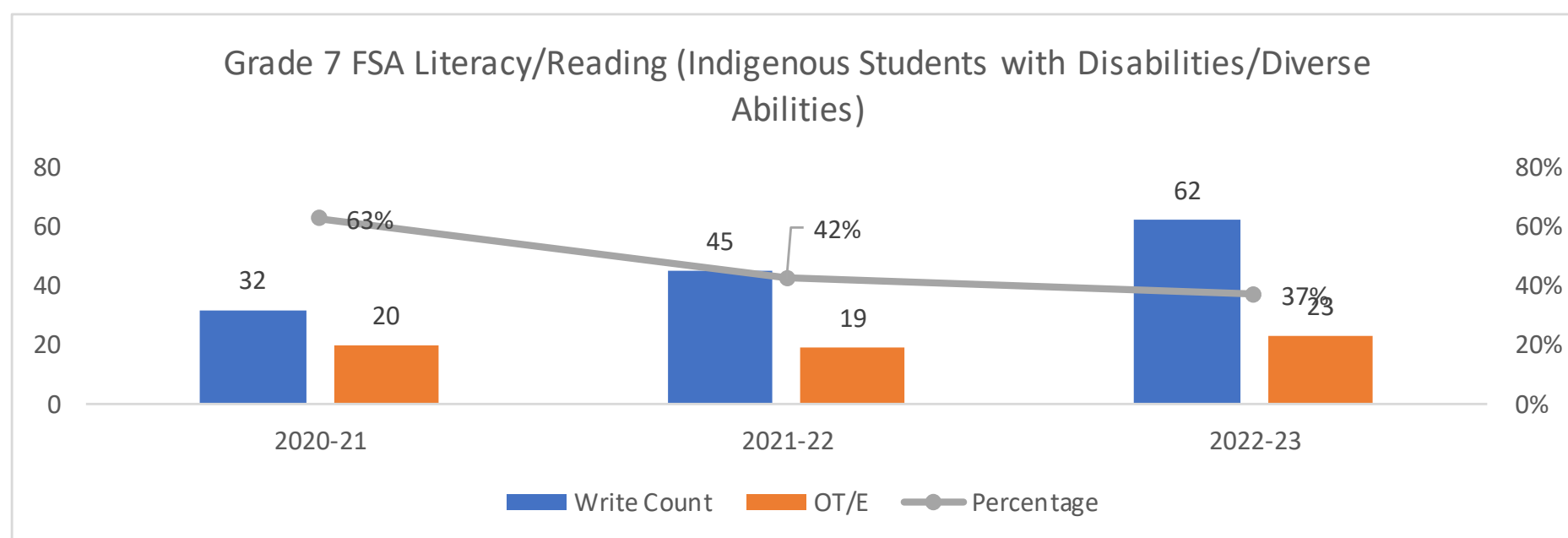
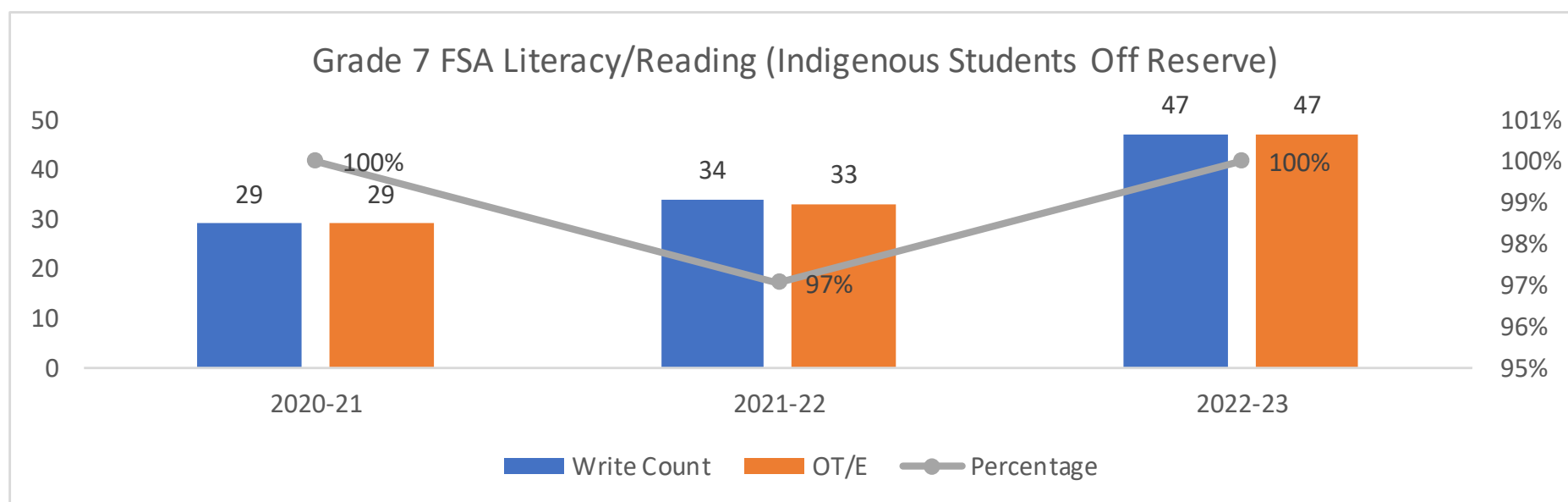
1.1.3 GRADE 7 READING and LITERACY (FSA)

	2020/21			2021/22			2022/23		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	208	135	65%	259	162	63%	469	273	58%
Indigenous	30	18	60%	38	15	39%	51	23	45%
Not on Reserve	29	29	100%	34	33	97%	47	47	100%
On Reserve	MSK	MSK	100%	MSK	MSK	100%	MSK	MSK	100%
Special Needs	32	20	61%	45	19	42%	62	23	37%
CYIC	Msk	Msk	33%	Msk	Msk	Msk	Msk	Msk	Msk

OT/E – On Track / Extending Rate



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

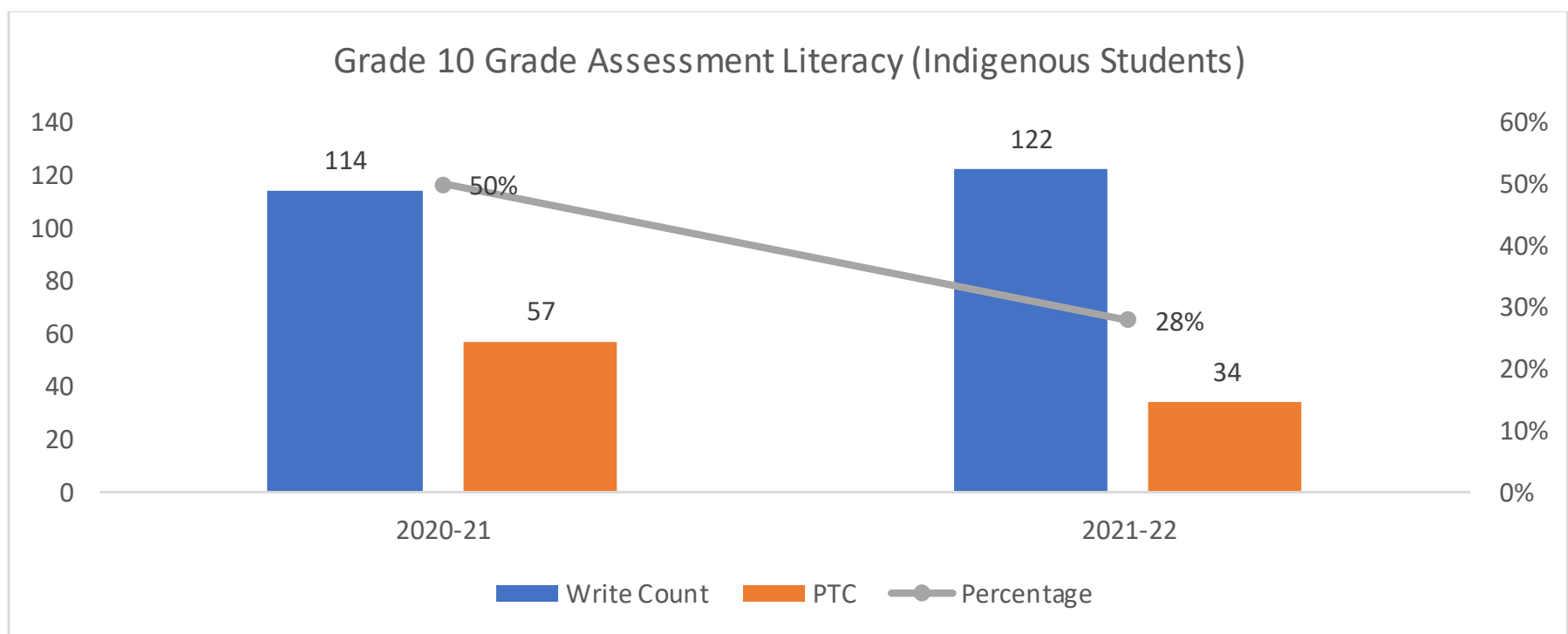
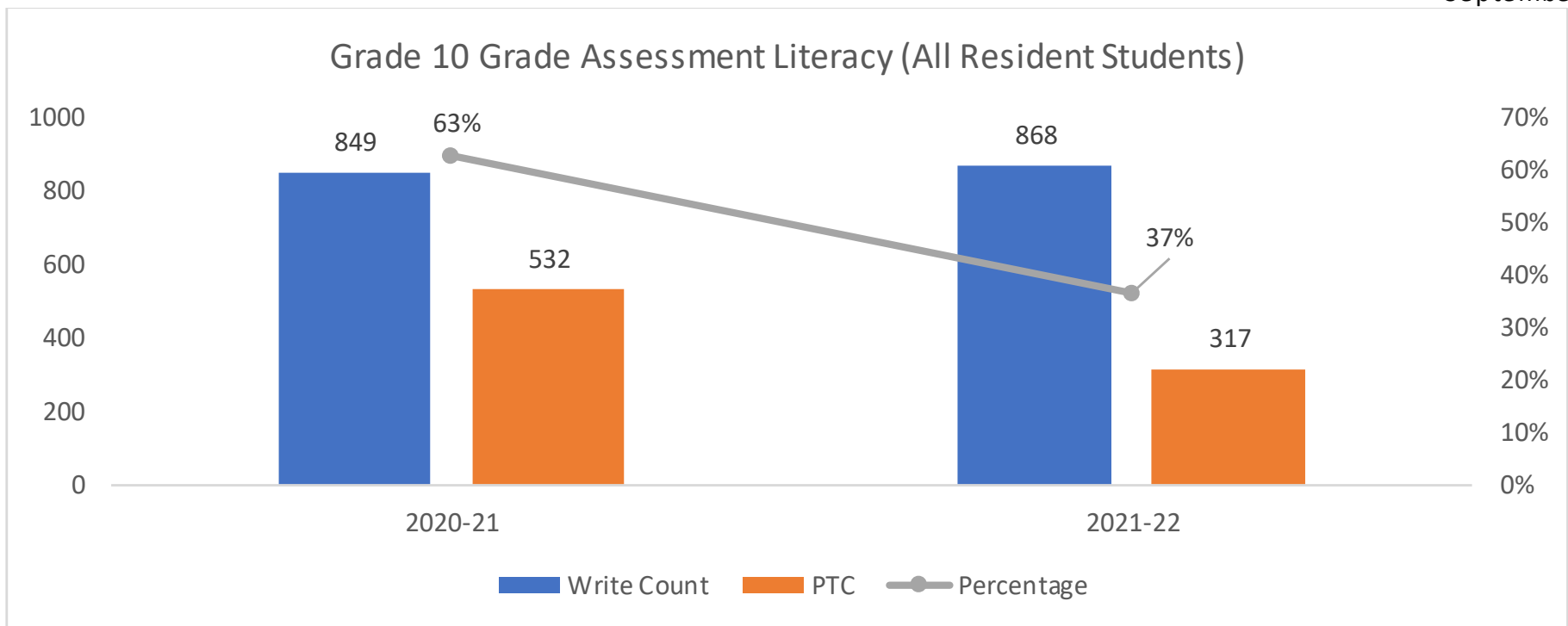


CYIC

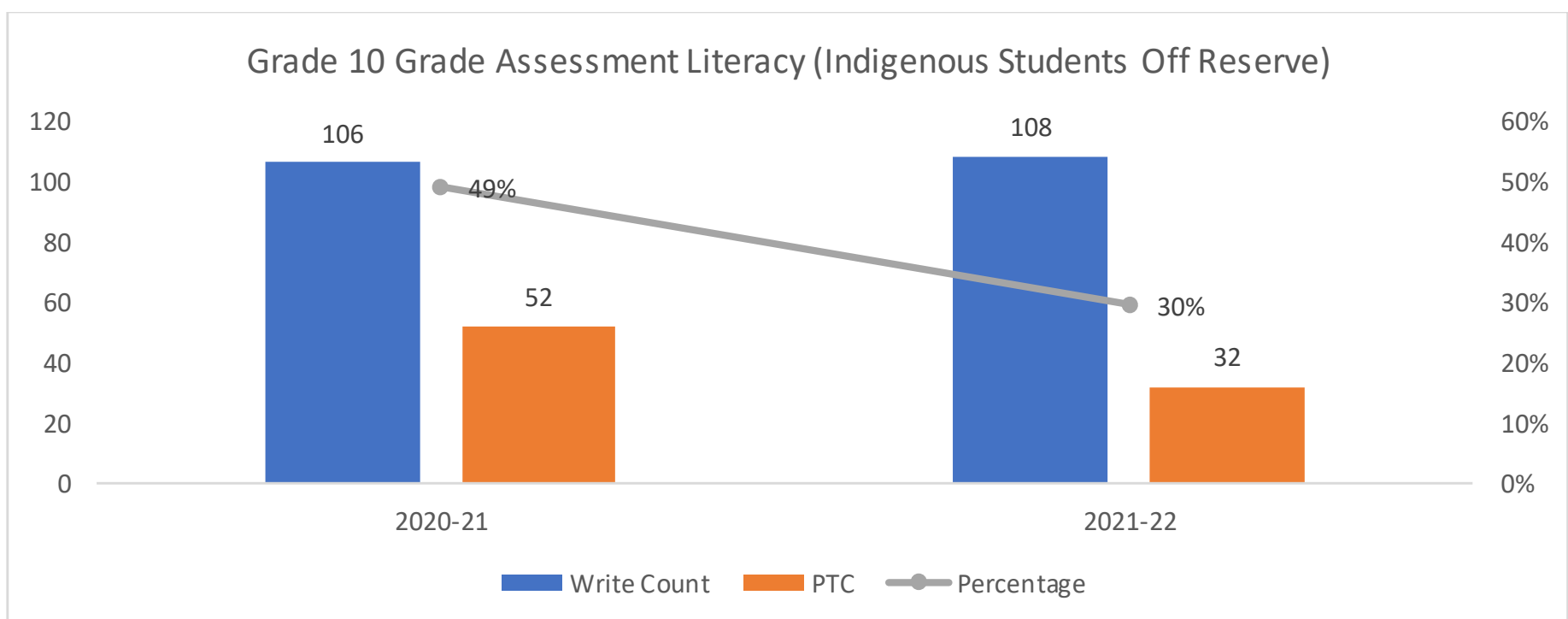
Year	Percentage
2020-21	33%
2021-22	Msk
2022-23	Msk

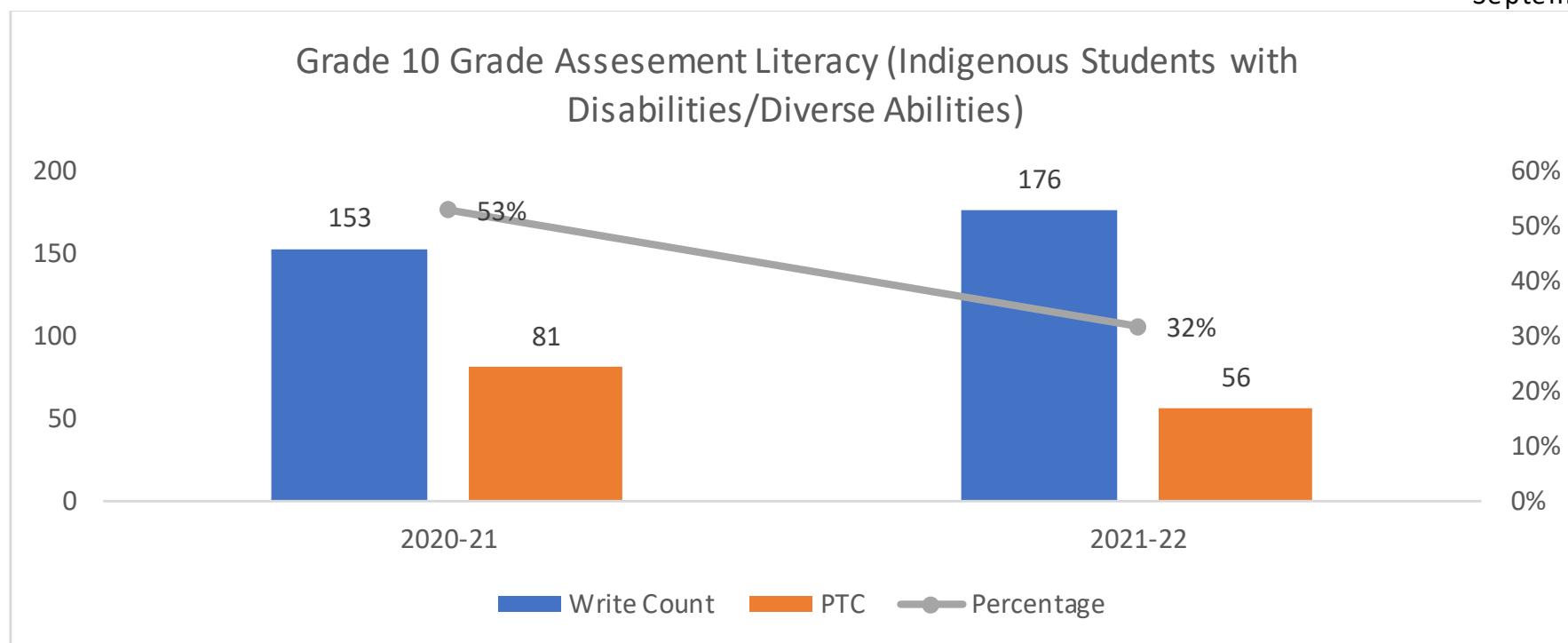
1.2.1 GRADE 10 LITERACY (Graduation Assessment Participation)

	2020/21			2021/22			2022/23		
Label	Writers	PTC	PT/R %	Writers	PTC	PT/R %	Writers	PTC	PT/R %
ALL STUDENTS	849	532	63%	868	317	37%			
Indigenous	114	57	50%	122	34	28%			
Not on Reserve	106	52	49%	108	32	30%			
On Reserve	MSK	MSK	MSK	MSK	MSK	14%			
Special Needs	153	81	53%	176	56	32%			
CYIC	Msk	Msk	31%	Msk	Msk	50%			



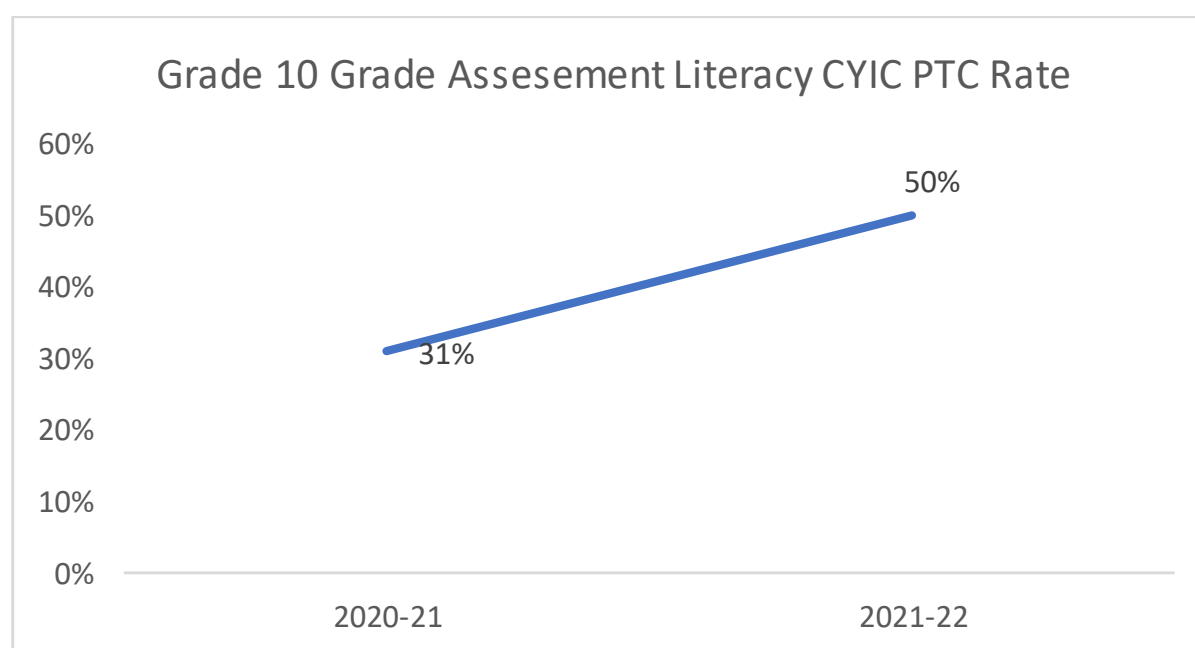
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CYIC

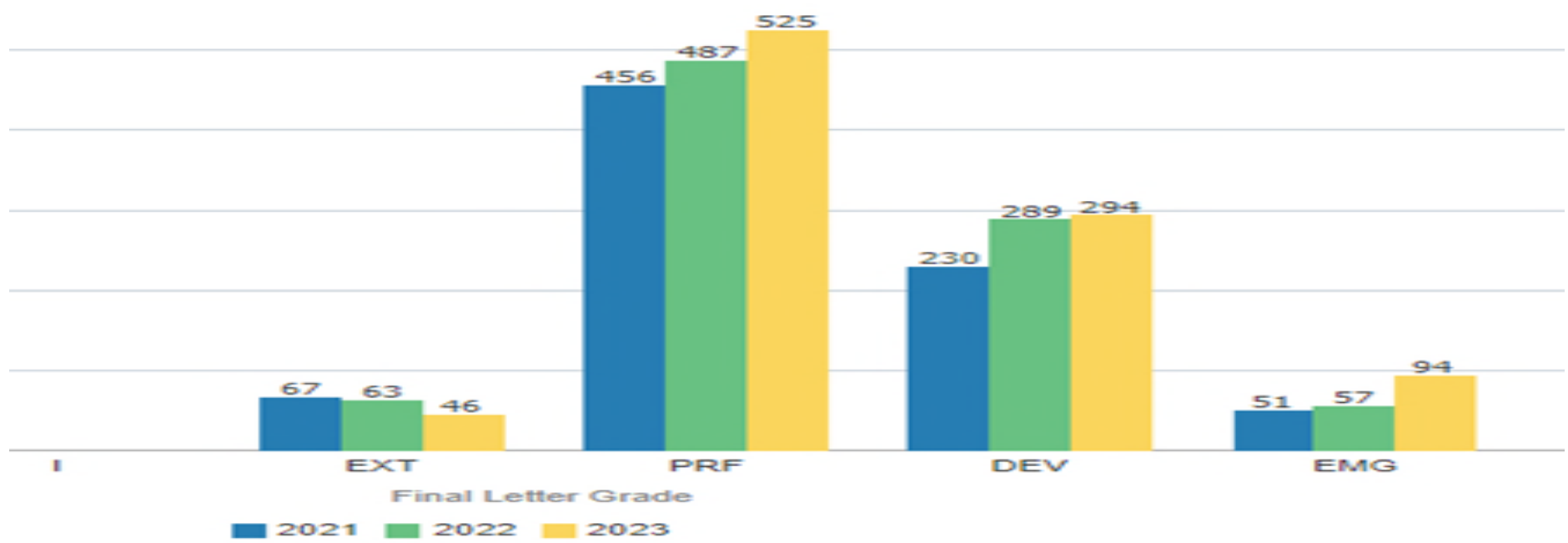
Year	Percentage
2020-21	31%
2021-22	50%
2022-23	0%



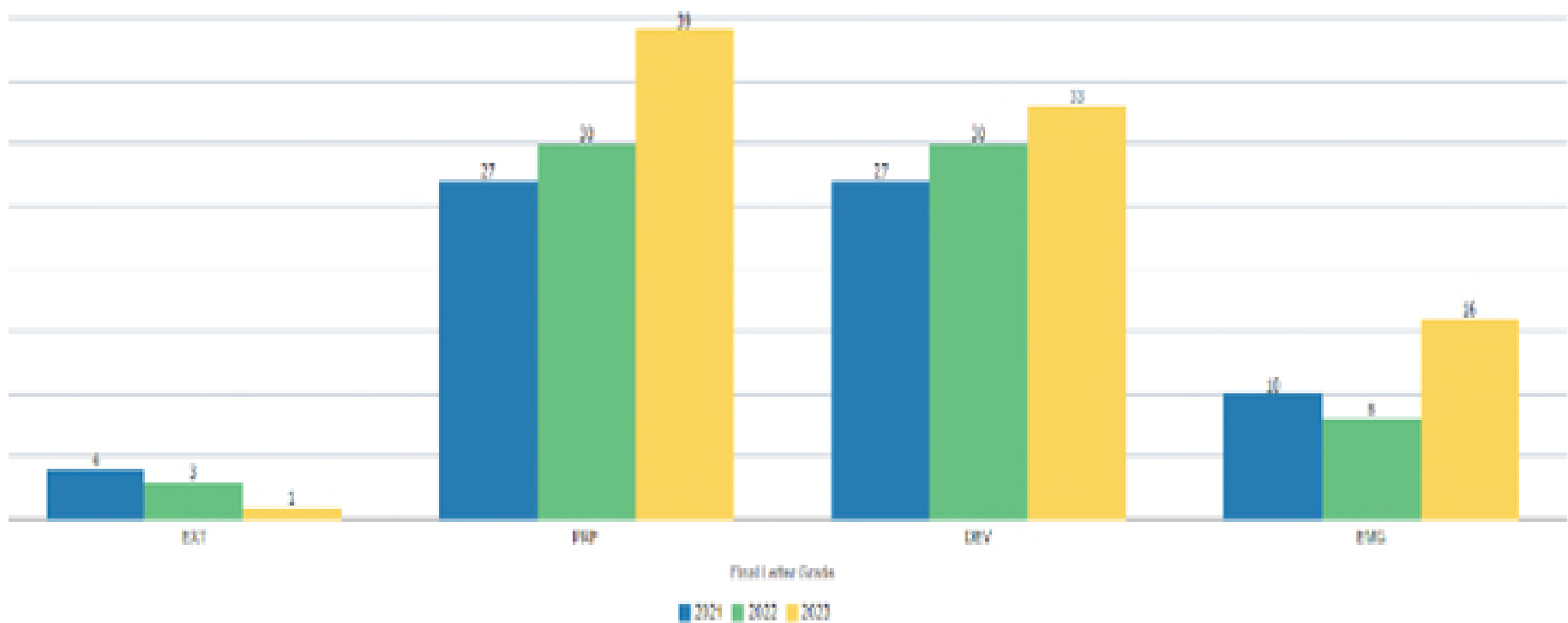
Relevant Additional/Local Data and Evidence

Literacy Trends 2021-2023 Grade 4 and Grade 7 – From Summary of Learning Report Card marks, Grade 7 English Language Arts percentage of students ‘On-track’ or ‘Extending’ dropped slightly from 66% to 65% over the past three years. In Grade 4, likewise, there is a drop in the percentage from 65% to 59.8% of students ‘On-track’ or ‘Extending’ in English Language Arts from 2021 to 2023. Report card data and FSA data demonstrate evidence of declining proficiency in grade 4 and 7 literacy. For students with Ministry of Education IEPs only 29.4% of students are PRF/EXT, and 41.9% of Indigenous students achieved PRF/EXT.

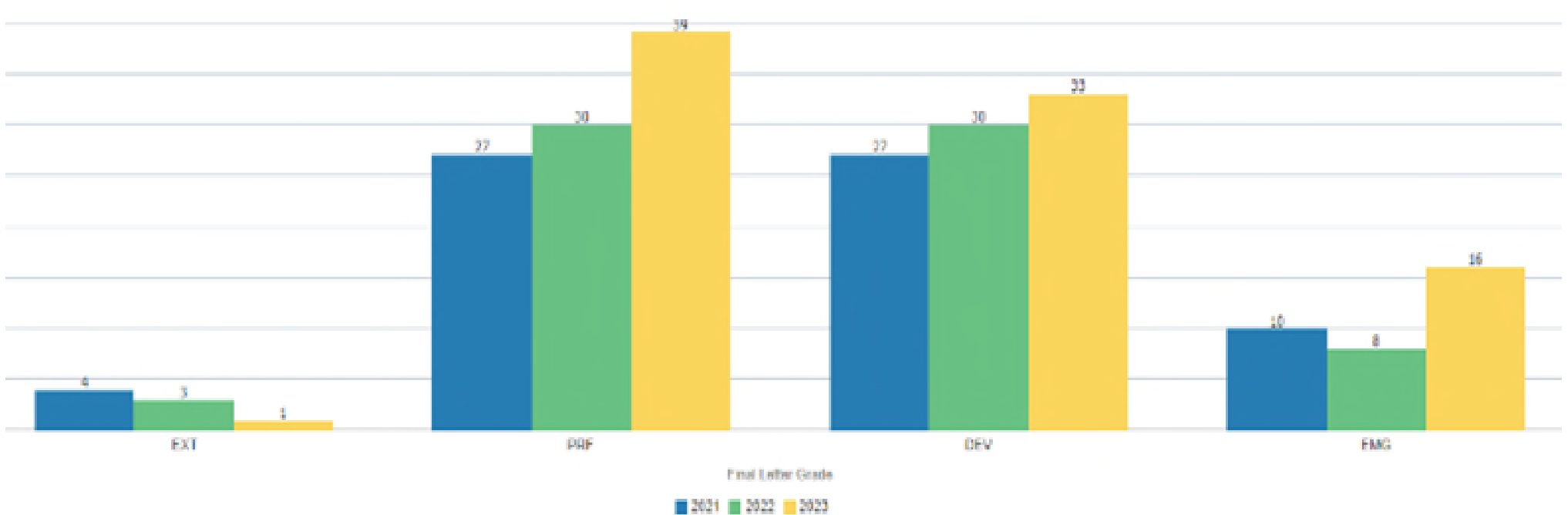
Grade 4 English Language Arts (ELA) – all students



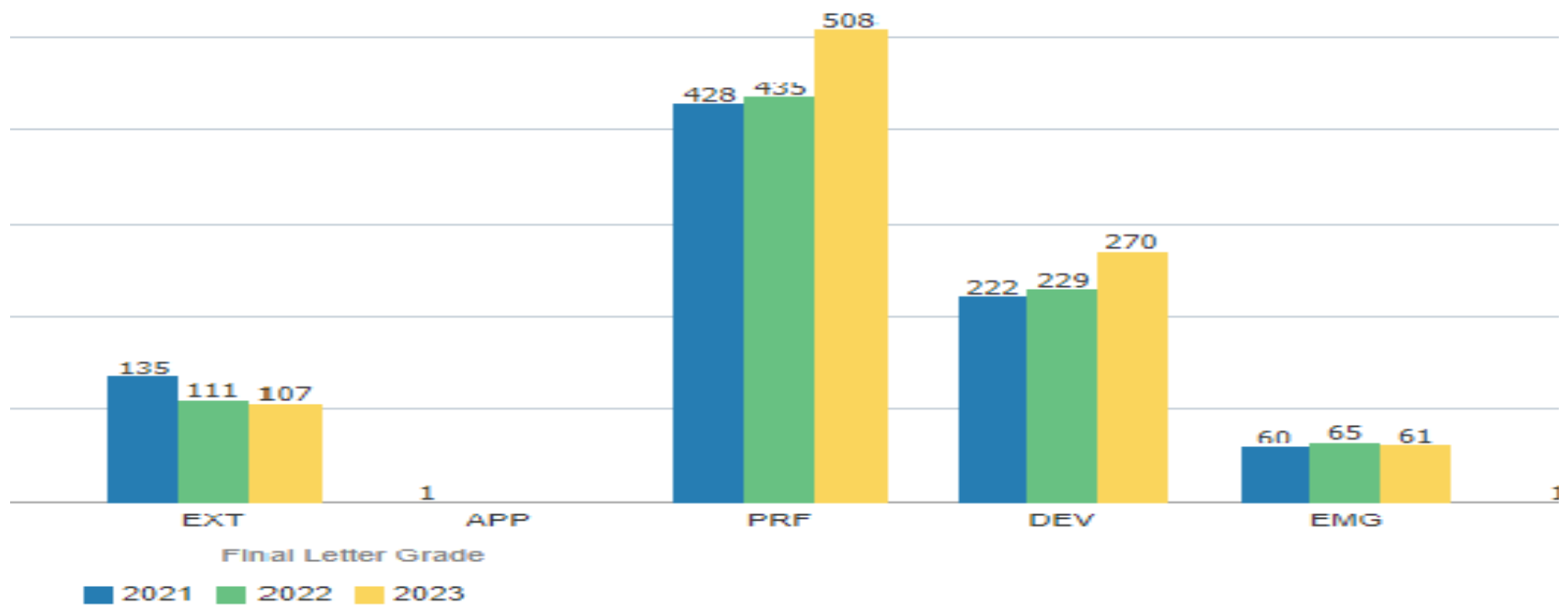
Grade 4 English Language Arts (ELA) - Indigenous students



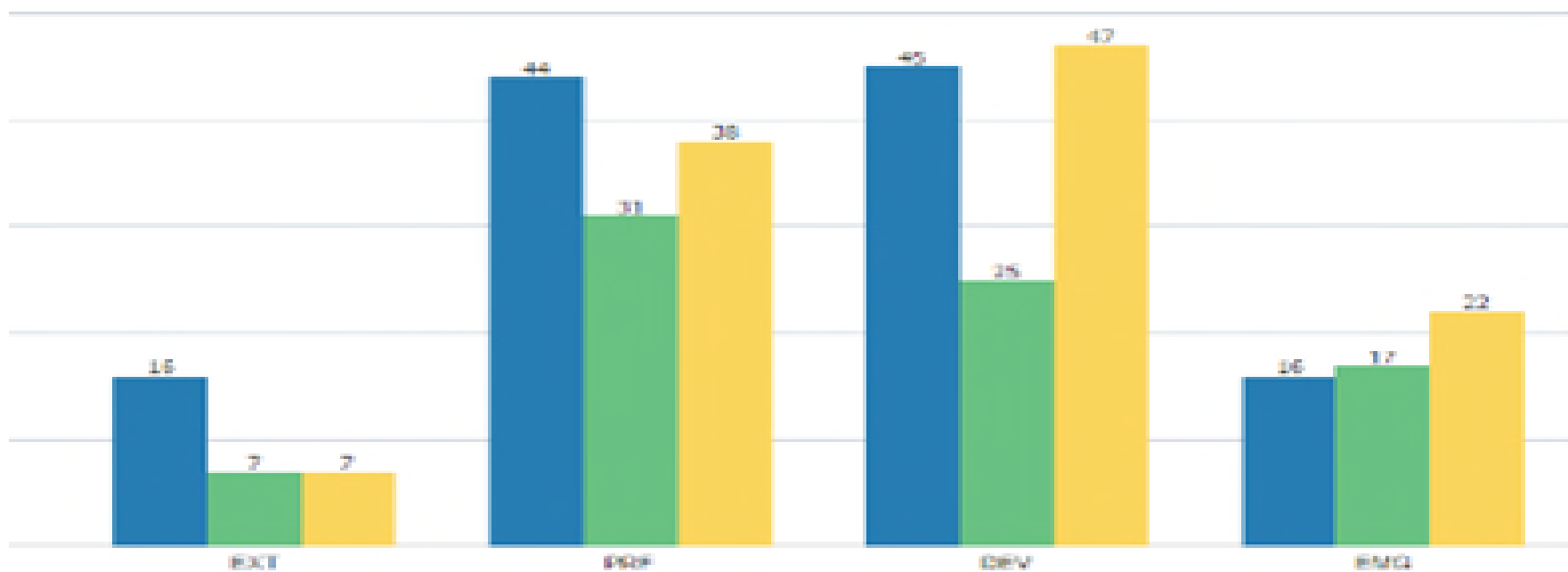
Grade 4 English Language Arts (ELA) - Diverse abilities



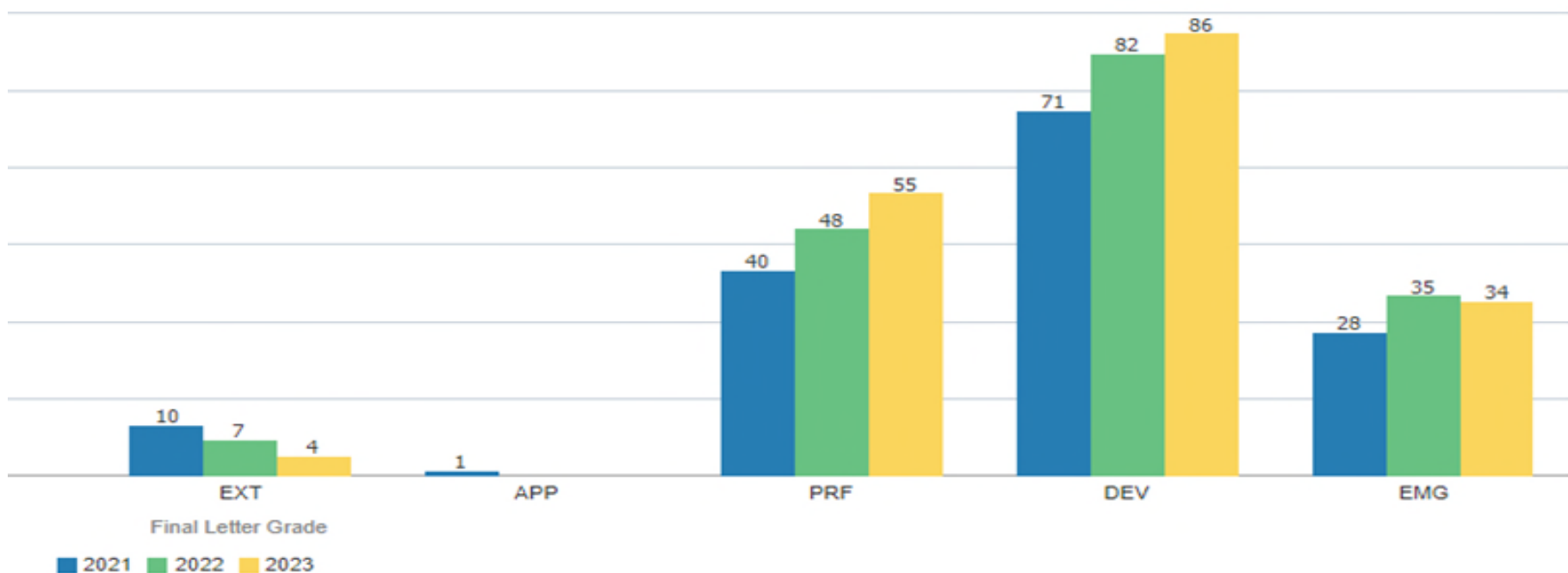
Grade 7 English Language Arts (ELA) – all students



Grade 7 English Language Arts (ELA) – Indigenous students

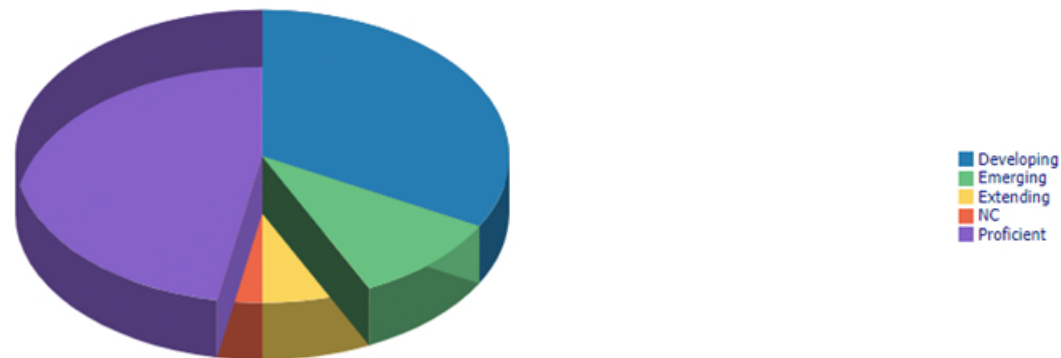


Grade 7 English Language Arts (ELA) Diverse abilities



Graduation Assessments - Overall - **55% students on-track with Literacy and Numeracy** graduation assessments grades 10 and 12 (47.9% Proficient + 7.1% Extending).

Student Assessments Count



2023 Student Assessments Count

Analysis and Interpretation: What Does this Mean?

Literacy Commentary:

While the participation rate in FSA assessments increased, the number of students who are 'On/Track or Extending' dropped from the previous year. An accurate representation of how our students are doing may be better determined by year-end Summary of Learning reports from teachers. Summary of Learning data indicates grade 4 students achieving 59.4% and grade 7 students at 65% who are 'On/Track or Extending.'

We know we have work to do to bring all of our students to parity or better than provincial averages. 2022-23 marked the first year of the District Literacy Plan, which targets Tier 1 and Tier 2 instruction and intervention supported by evidence-aligned resources and strategies. In its first year, universal screening and progress monitoring was inconsistently implemented across schools.

In the 2023-24 school year all schools will implement universal screening and intervention practices with fidelity in the primary grades K-3. With a continued focus of on-going professional learning, resources and support for interventionists and classroom teachers across all grade levels, we anticipate that each year our number of students 'on-track or extending' will grow and be reflected in course proficiency scales and in the annual FSA results.

In 2022-23, the number of students Proficient or Extending in the Literacy Graduation Assessment decreased from the previous years overall to 69.1% from 67.7%. The BC Literacy Assessment requires students to engage in critical thinking skills and analysis which spans cross-curricular competencies. As a part of the District Literacy Plan, secondary educators will continue to be offered opportunities for professional learning in intervention appropriate for adolescents with literacy difficulties, as well as whole class critical thinking literacy skills. We anticipate the numbers of students 'Emerging/Developing' on this assessment to drop year over year, and an increasing number of students Proficient/Extending.

What's Next: Curriculum's Literacy goals and strategies in alignment with the District Operational Plan is in year one. This includes universal screening and progress monitoring measures for all students in grades K-3. 2023 marked the first year of Literacy Intervention Teachers (LITs) in each elementary school to provide supplemental targeted skills intervention, coupled with research-based resources and monthly professional learning. To support the on-going support and development of equity-deserving populations, collaboration with Na'tsa'maht Indigenous Education and Inclusive Education departments are included in the professional learning as we endeavour to increase proficiency rates for these students. To complement the work of the LITs, cohorts of primary classroom teachers participated in a learning series with learning rounds to support Tier 1 literacy instruction. We believe that a focused early intervention and preventive approach will reduce the number of students who are 'Emerging/Developing' in English Language Arts in the higher grades over time.

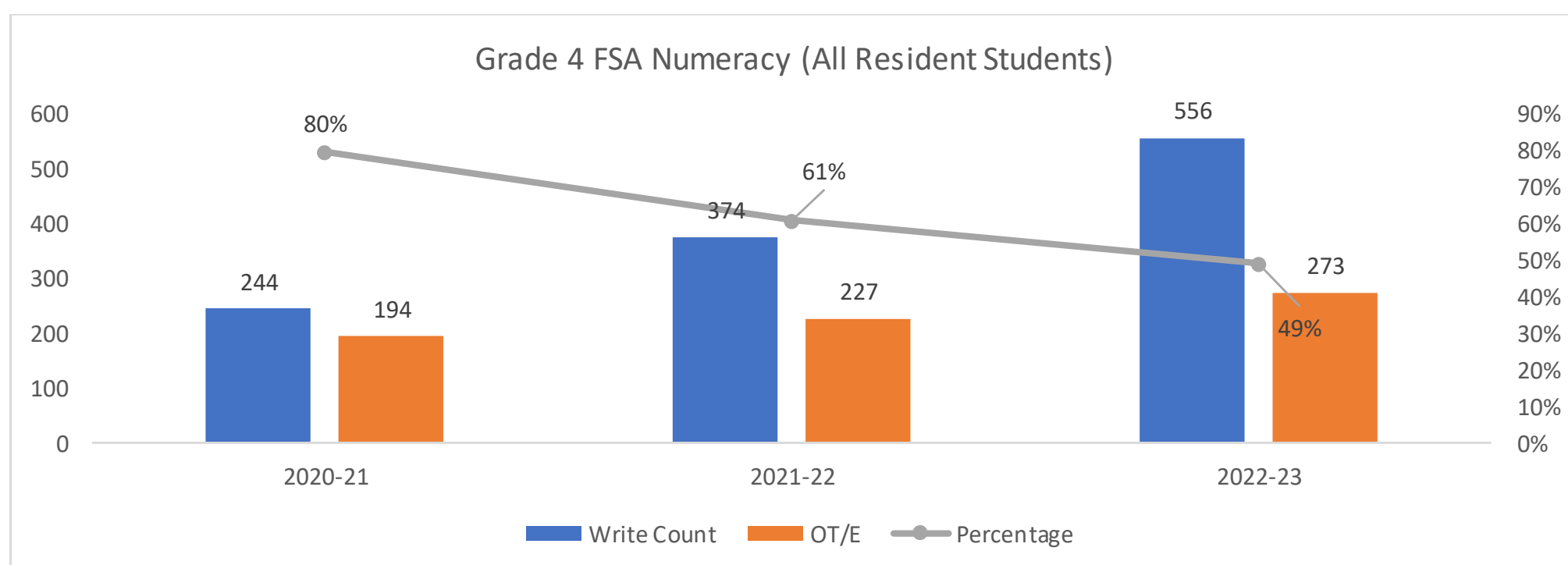
Educational Outcome 2: Numeracy

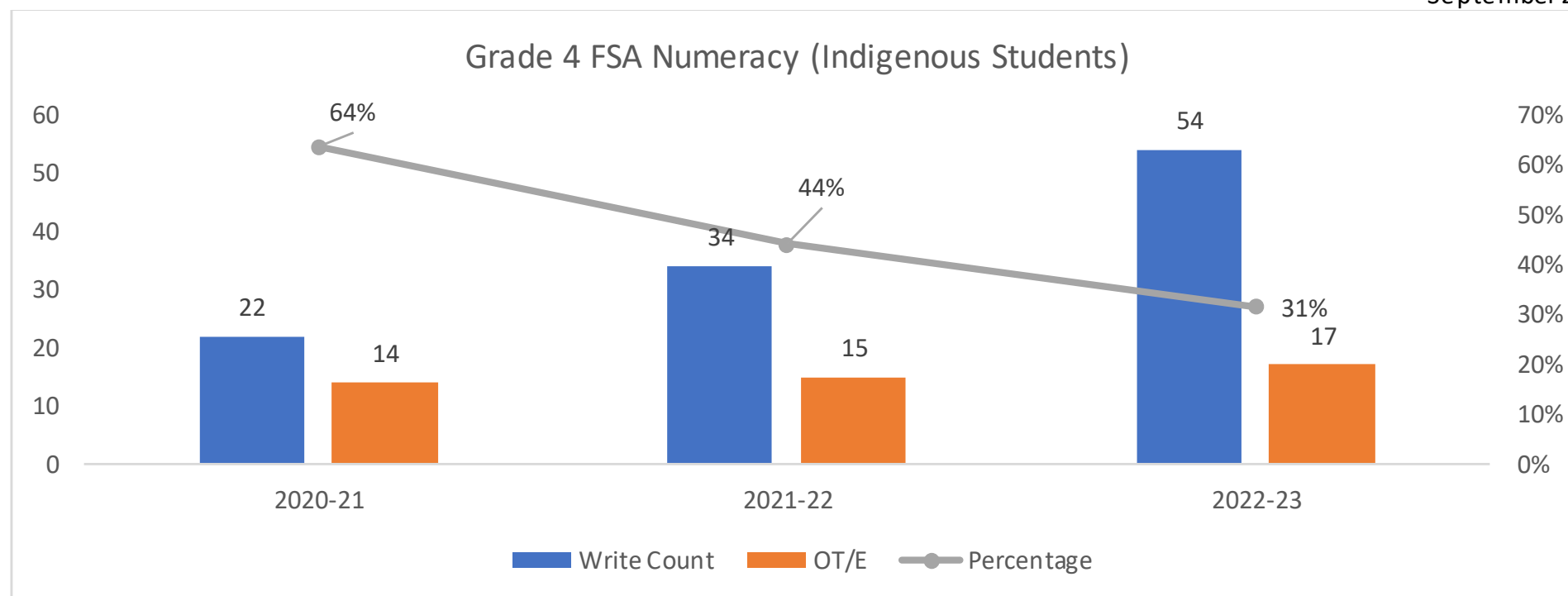
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

2.1.1 GRADE 4 NUMERACY (FSA)

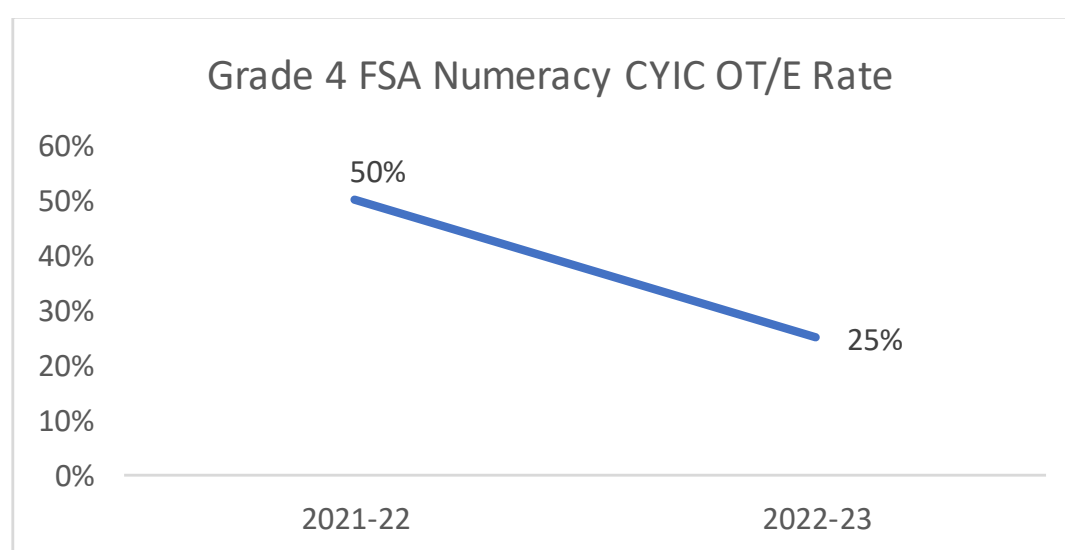
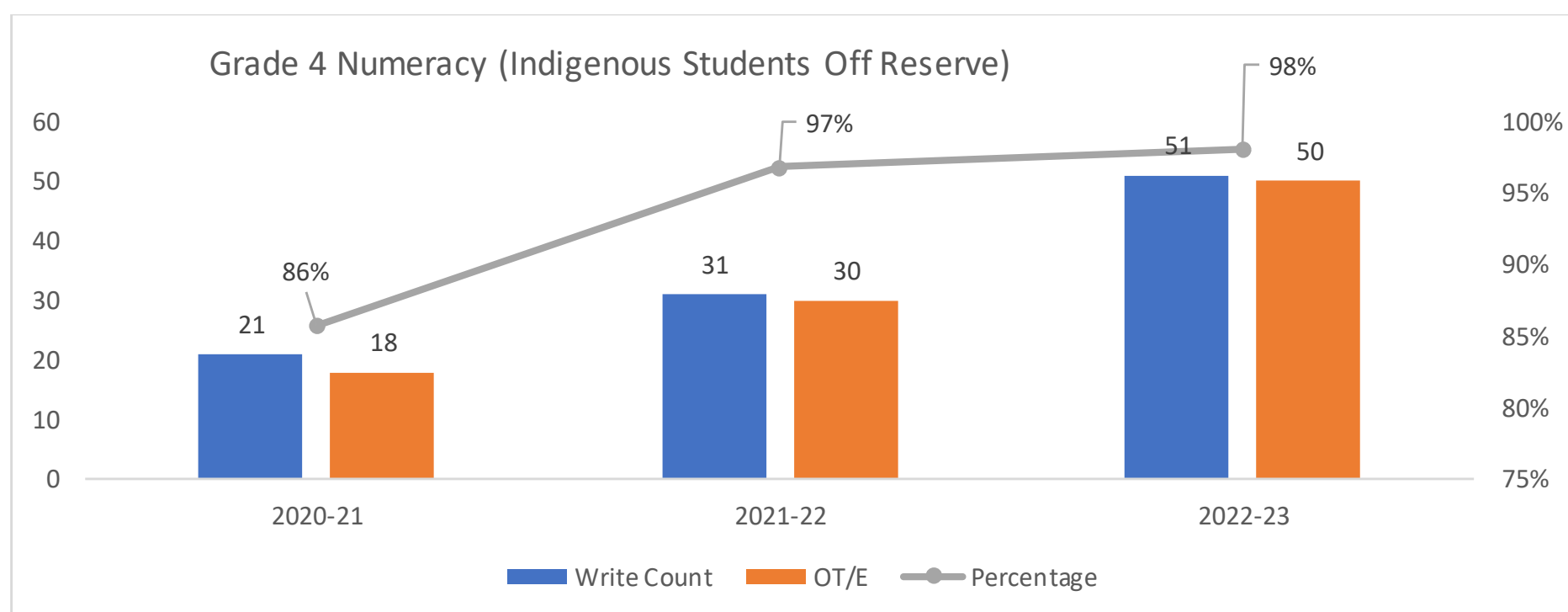
	2020/21			2021/22			2022/23		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	244	194	80%	374	227	61%	556	273	49%
Aboriginal	22	14	64%	34	15	44%	54	17	31%
Status-Off	21	18	86%	31	30	97%	51	50	98%
Status-On	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	14	12	86%	18	7	39%	45	17	38%
CYIC	0	0	0%	Msk	Msk	50%	Msk	Msk	25%

OT/E – On Track / Extending Rate





Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

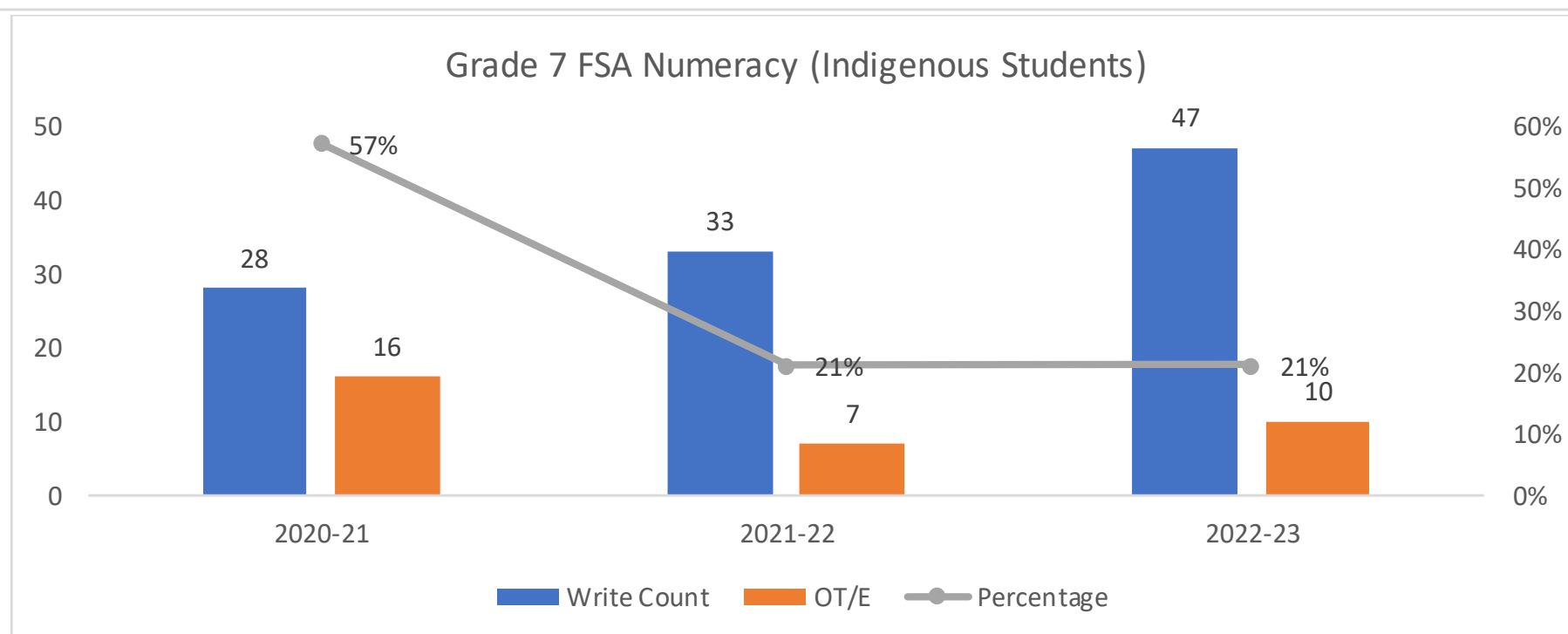
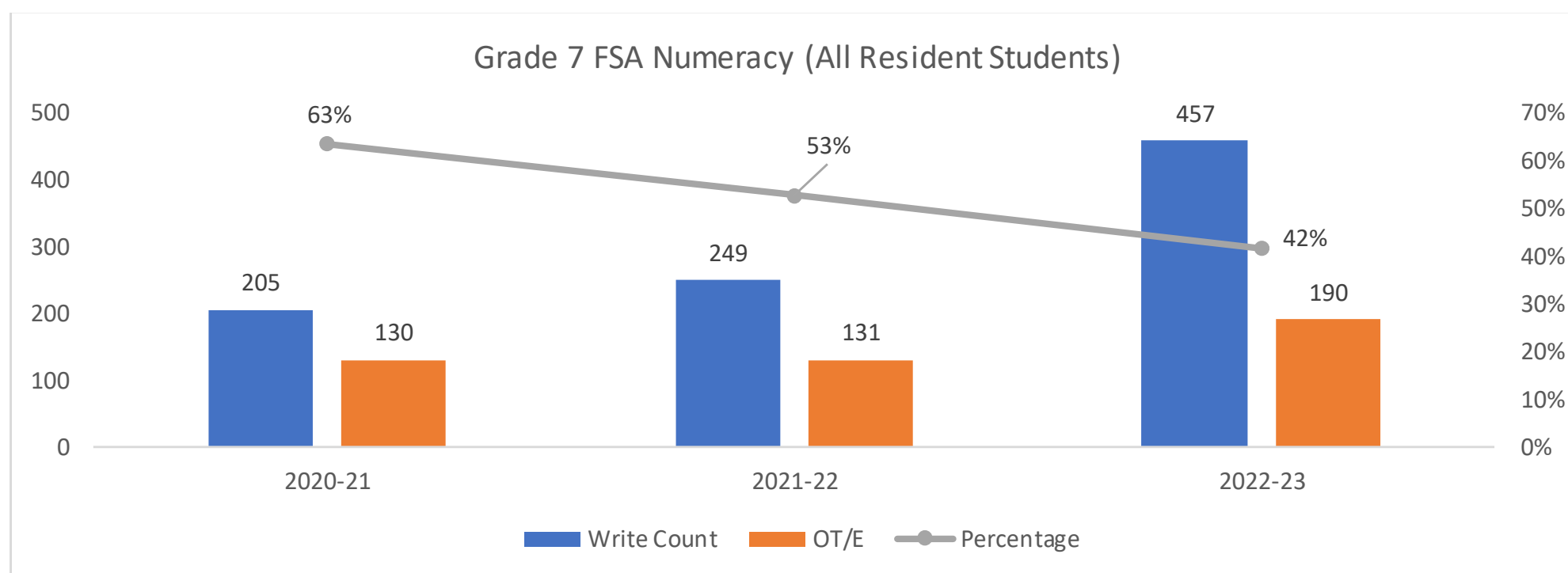


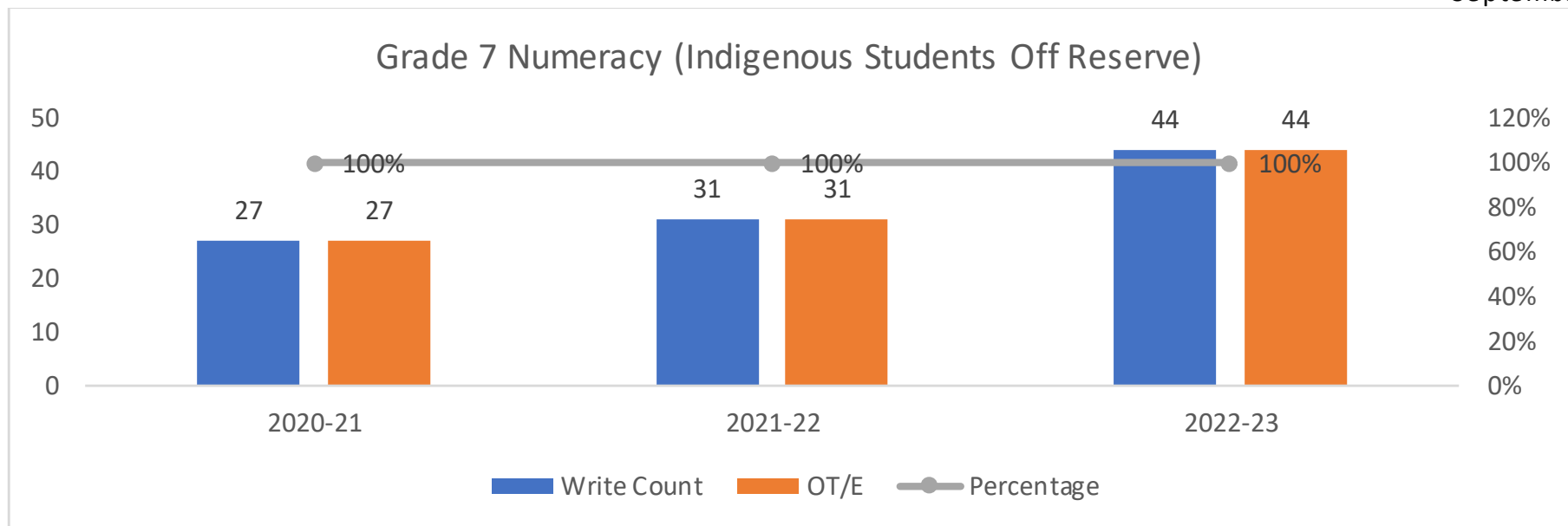
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

2.1.2 GRADE 7 NUMERACY (FSA)

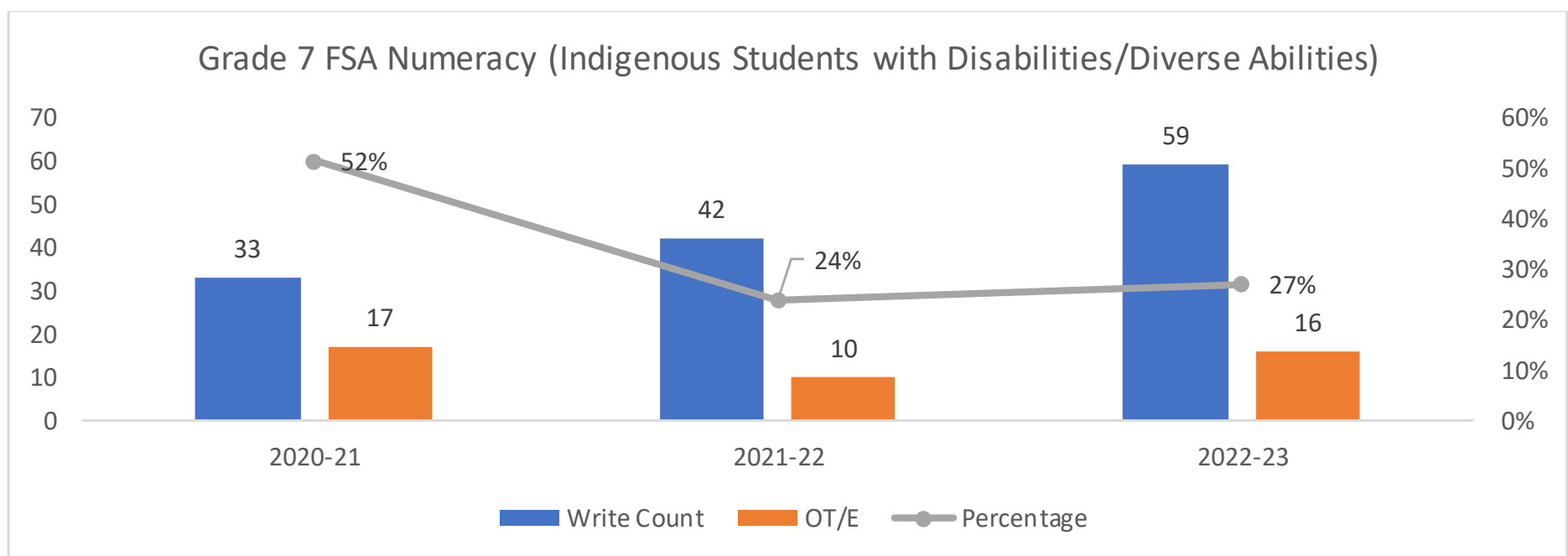
	2020/21			2021/22			2022/23		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	205	130	63%	249	131	53%	457	190	42%
Aboriginal	28	16	57%	33	7	21%	47	10	21%
Status-Off	27	27	100%	31	31	100%	44	44	100%
Status-On	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs	33	17	52%	42	10	24%	59	16	27%
CYIC	Msk	Msk	33%	Msk	Msk	Msk	Msk	Msk	Msk

OT/E – On Track / Extending Rate





Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.



CYIC

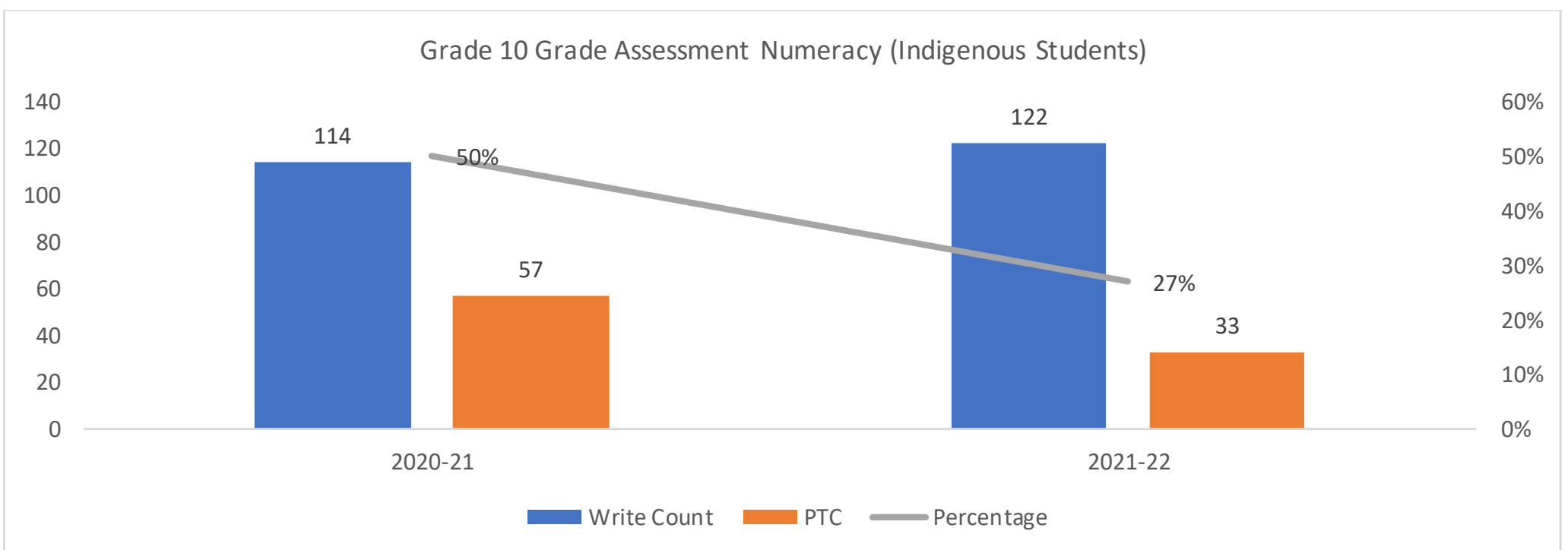
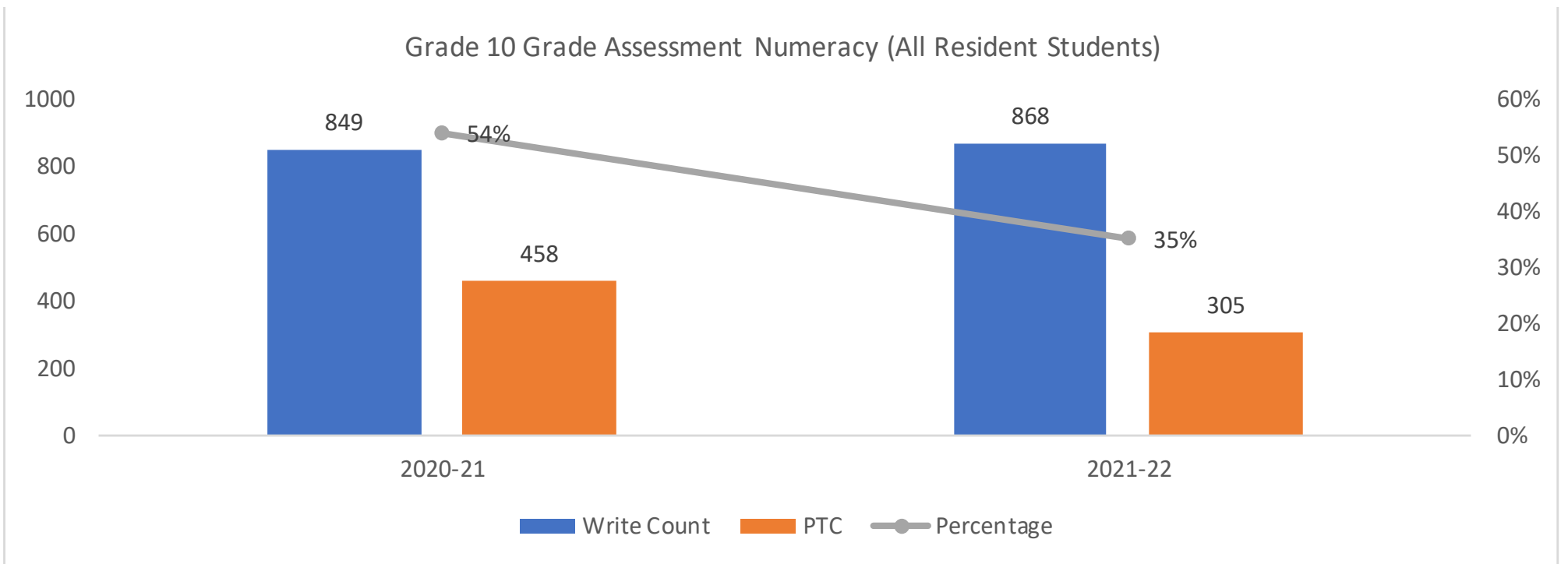
Year	Percentage
2020-21	33%
2021-22	MSK
2022-23	Msk

Measure 2.2: Grade 10 Numeracy Expectations

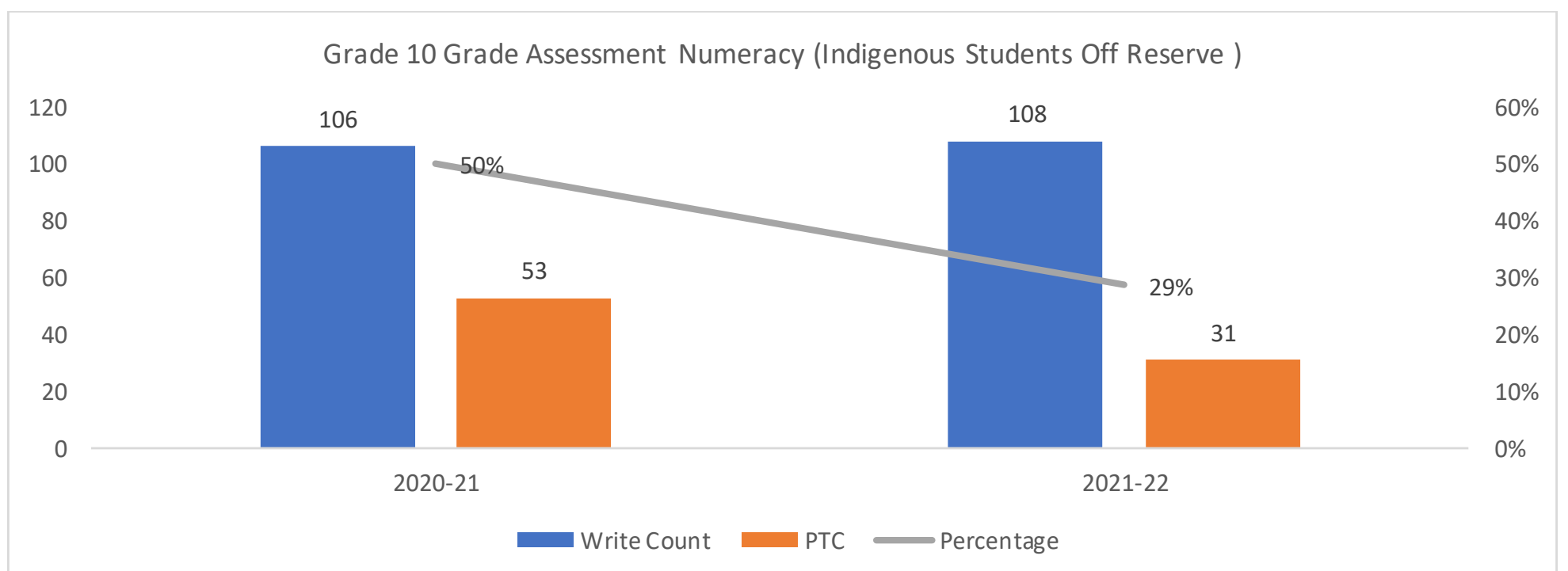
2.2.1 GRADE 10 NUMERACY (Graduation Assessment - Participation)

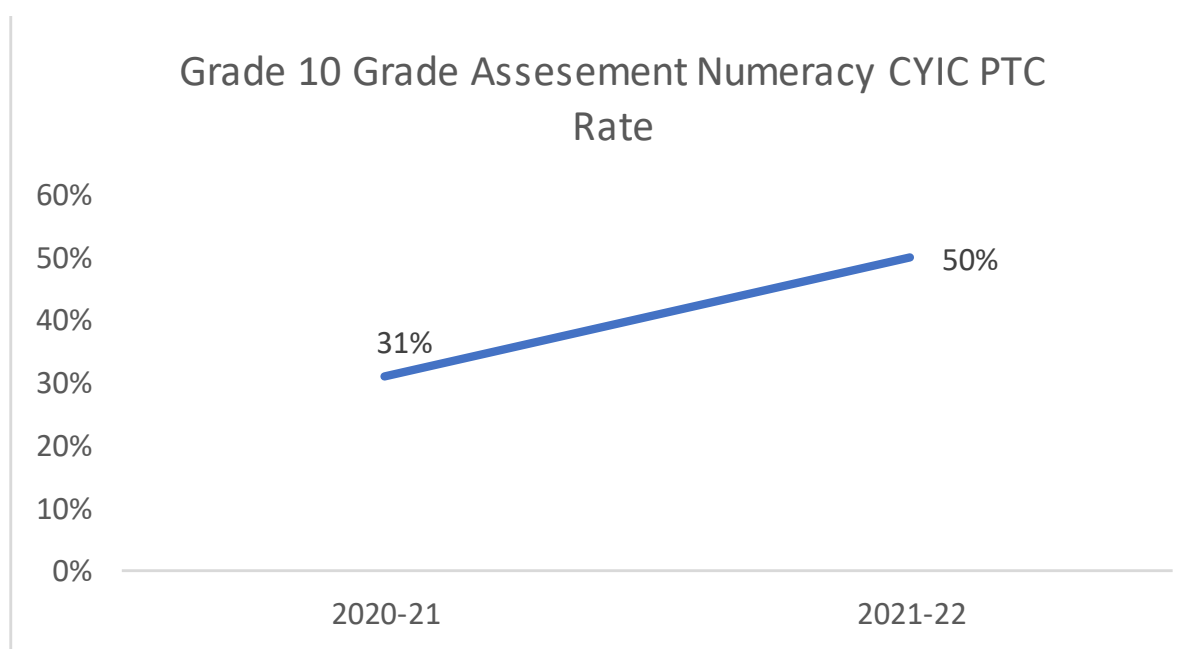
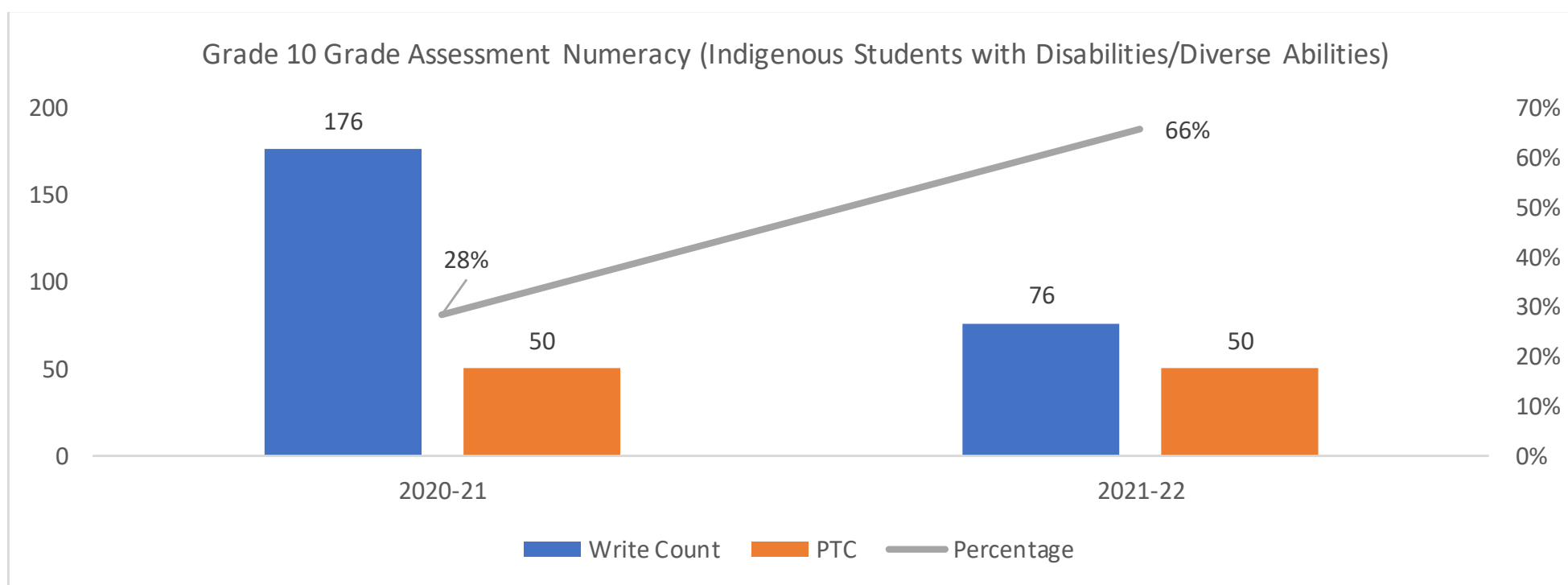
	2020/21			2021/22			2022/23		
Label	Writers	PTC	PT/R %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	849	458	54%	868	305	35%			
Indigenous	114	57	50%	122	33	27%			
Not on Reserve	106	53	50%	108	31	29%			
On Reserve	MSK	MSK	MSK	MSK	MSK	MSK			
Special Needs	176	50	28%	76	50	66%			
CYIC	Msk	Msk	31%	Msk	Msk	50%			

PTC – Participation Count, PT/R – Participation Rate



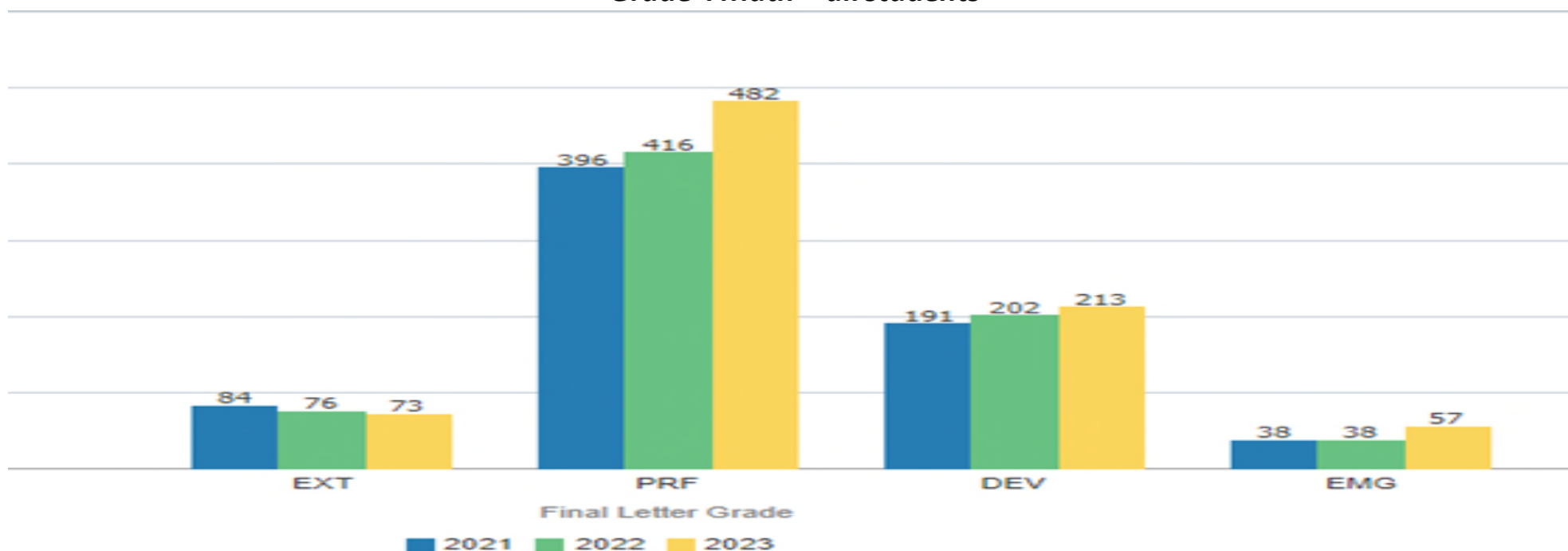
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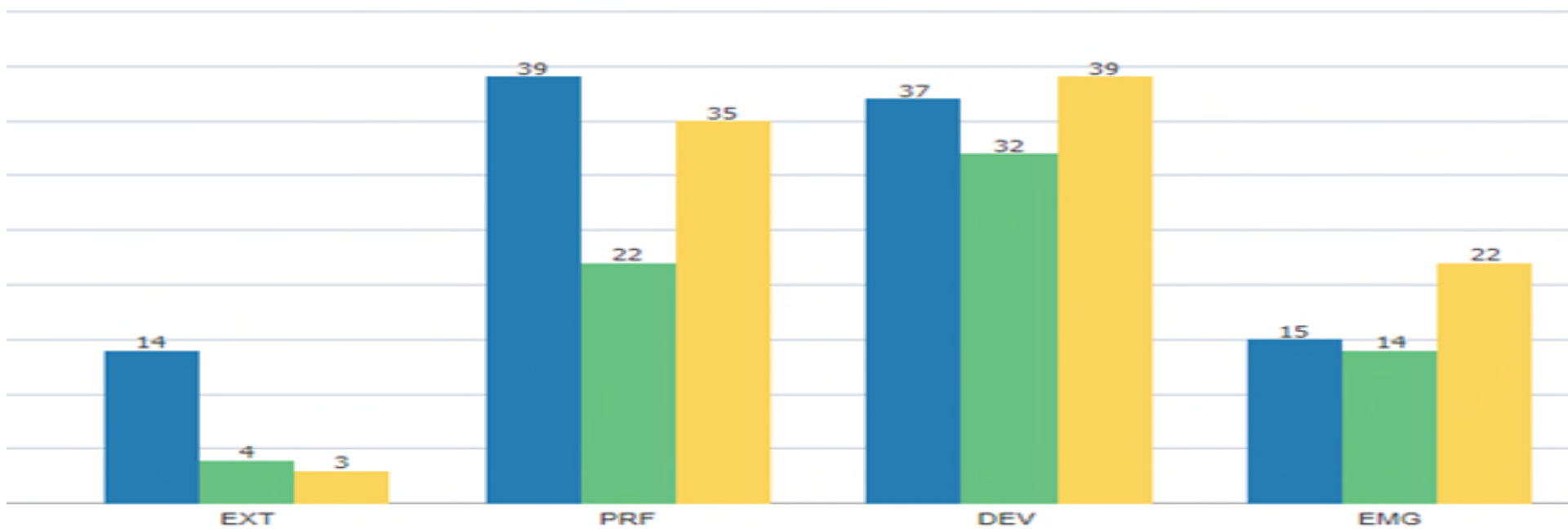


Relevant Additional/Local Data and Evidence:

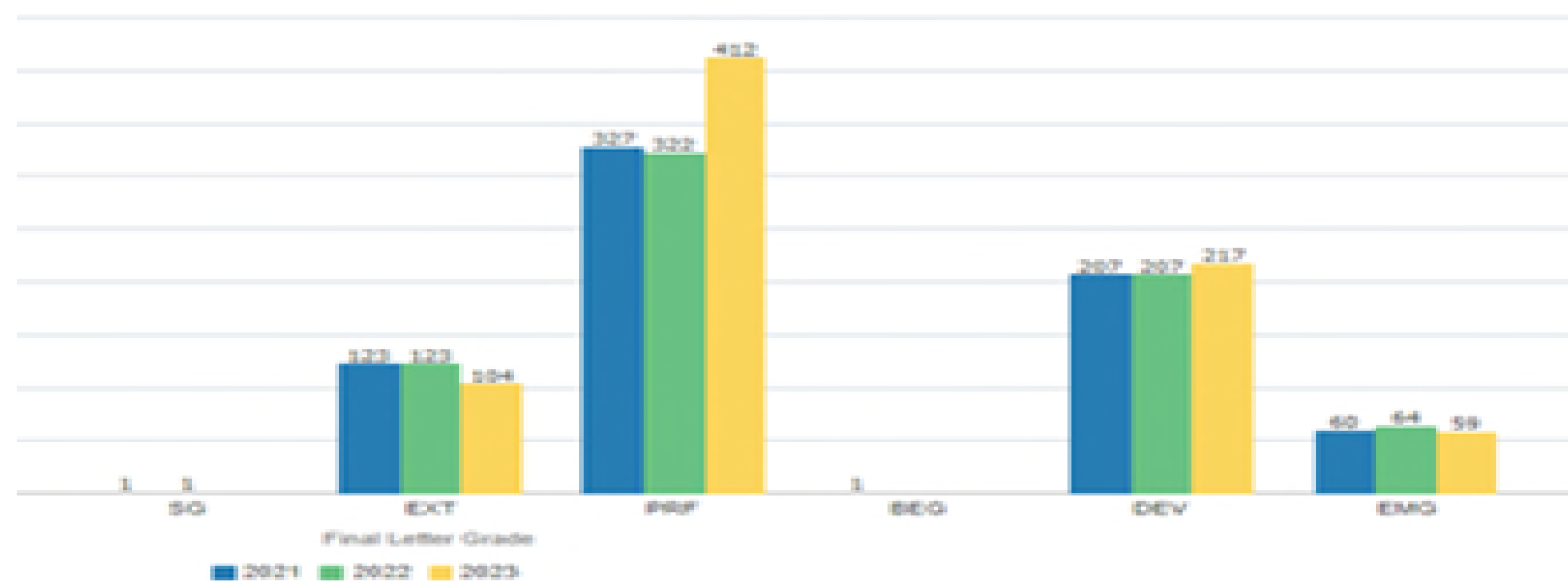
Grade 4 Math – all students



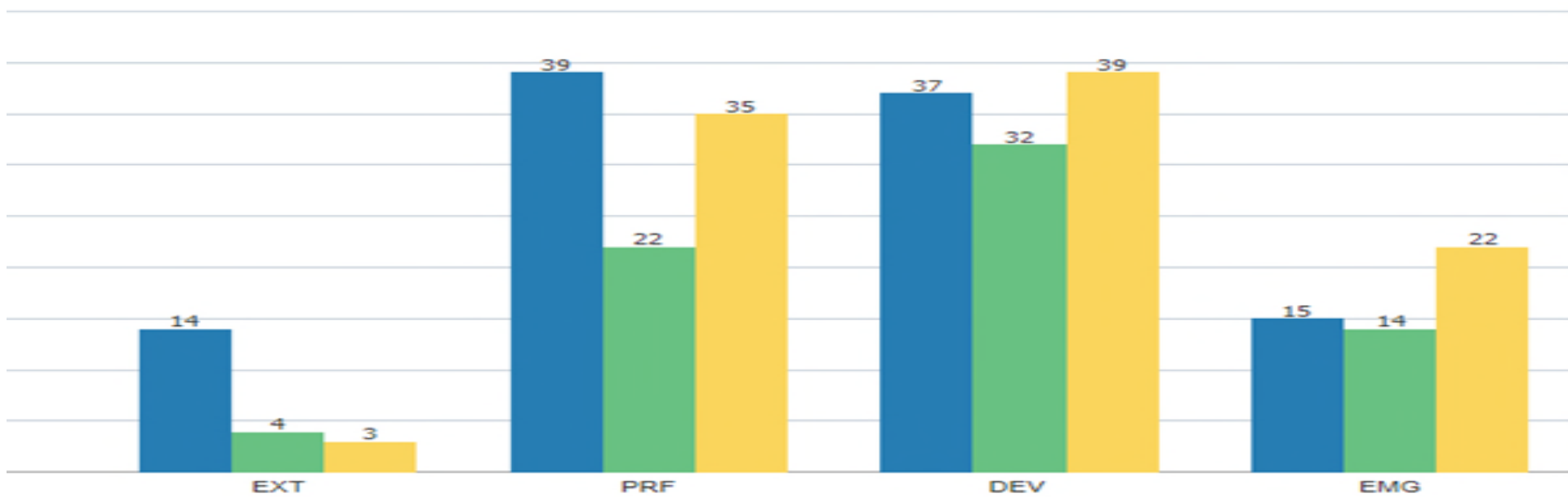
Grade 7 Math – all students



Grade 7 Math – Indigenous students



Grade 7 Math – Diverse Abilities



Analysis and Interpretation: What Does this Mean?

Numeracy Commentary:

Numeracy Trends 2021-2023 Grade 4 and Grade 7 – When reviewing Summary of Learning Report card data, in Grade 4, the percentages remain consistent at 67% year over year with an increase of 0.01% from the previous year. Indigenous and Diverse Ability students have demonstrated PRF/EXT at lower achievement rates (41.2% and 33.9% respectively). There is conflicting data between report card grades and FSA results. Of note, data was collected at different times of the year, early fall for FSA's and end of year for report card marks. It stands to reason that student's ability to demonstrate proficiency after a full year instruction will be greater than an assessment in the fall (initial months of the school year). In review of the FSA data, there is a downward trend of students that are achieving in the 'on-track or extending' indicators. Conversely, with report card marks, proficiency is significantly higher and remains consistent year over year.

A curiosity we have in our analysis is whether classroom instruction and assessment may be reliant on computation and content, whereas FSA assessments demand application of numeracy concepts? However, for all students, there is a notable **increase of 3% at the grade 7** level from 62.2% to 65.2% reflected in their Summary of Learning report card data. This may be connected to the implementation of the Numeracy Goal and Strategies in the Curriculum Transformation Operational Plan, which includes a focused learning series for Middle school teachers coupled with the purchase of 'Educating Now' resource for all Intermediate and Middle school teachers.

What's Next: Continue to implement and support the use of 'Educating Now' for classrooms in grade 4-8; Continue to support and promote 'Building Thinking Classrooms' as a pedagogical approach to incorporating thinking tasks and conceptual understanding in math classrooms across all grade levels; Initiate the 'MathUP' K-3 resource in a limited number of schools to assess for efficacy in increasing students' numeracy proficiency and conceptual understanding. These selected numeracy resources have interwoven and explicit Indigenous content and are developed for diversity and supporting all learners including students with diverse abilities and ELL learners for whole class instruction. These approaches, connected to the district's Strategic Plan, are research-based instructional pedagogy which emphasizes the importance of real-life numeracy tasks and having students think, reason and ask questions to solve problems.

In K-8, ongoing professional learning sessions for teachers based on formative assessment and instructional response learning sequences have been offered. To support a shift in practice, pedagogically sound and culturally responsive print, physical and digital resources have been made available equitably to every school. Recommended class-wide diagnostic assessments and responsive practices will be promoted as a part of these learning series.

We expect that as more educators become familiar with this style of pedagogy in numeracy and all subjects, student performance data will improve in FSAs, math report card marks, and on the Grade 10 Numeracy Assessment results. Happily, a 'Building Thinking Classrooms' approach does not require worksheets or notebooks, which may result in fewer photocopies in our schools to align with SD62's commitment to environmental conservatism.

Grade 10 numeracy--PT/R % has increased its gap from "all students" and "special needs", also noting that less students met PT/R in numeracy than literacy--need a focus on numeracy next year.

Measure 2.3: Grade to Grade Transitions

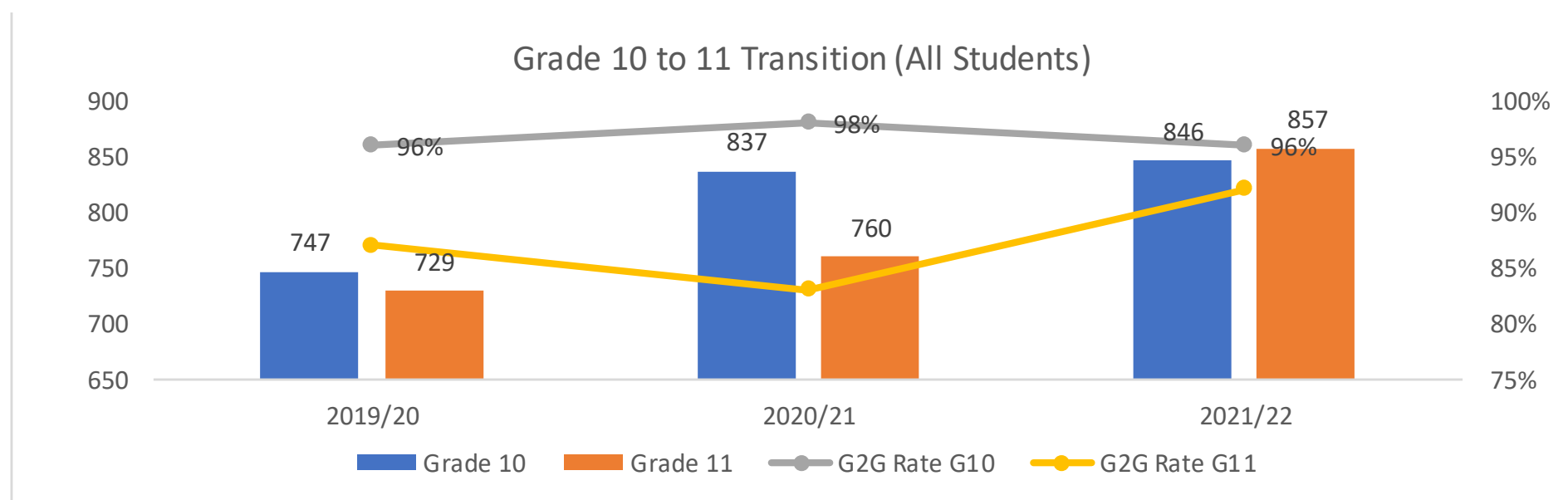
Measure 2.3: Grade to Grade Transitions

2.3.1a Grade to Grade Transition Count (Success Count)

	2019/20		2020/21		2021/22	
Label	Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11
All Resident Students	747	729	837	760	846	857
Aboriginal	101	89	123	101	119	128
Status-Off	97	82	116	97	108	123
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	150	138	157	162	166	162
CYIC	Msk	12	16	11	Msk	13

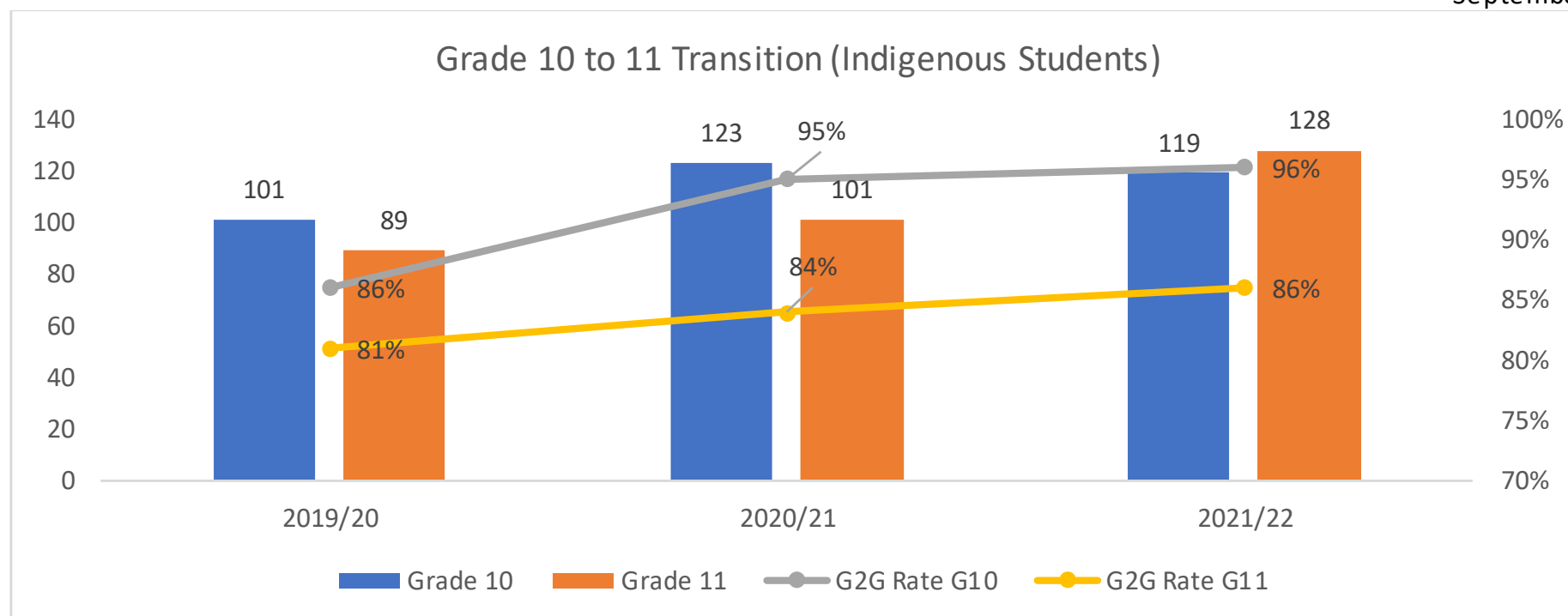
All Students Success Count

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	747	729	96%	87%
2020/21	837	760	98%	83%
2021/22	846	857	96%	92%



Indigenous Students

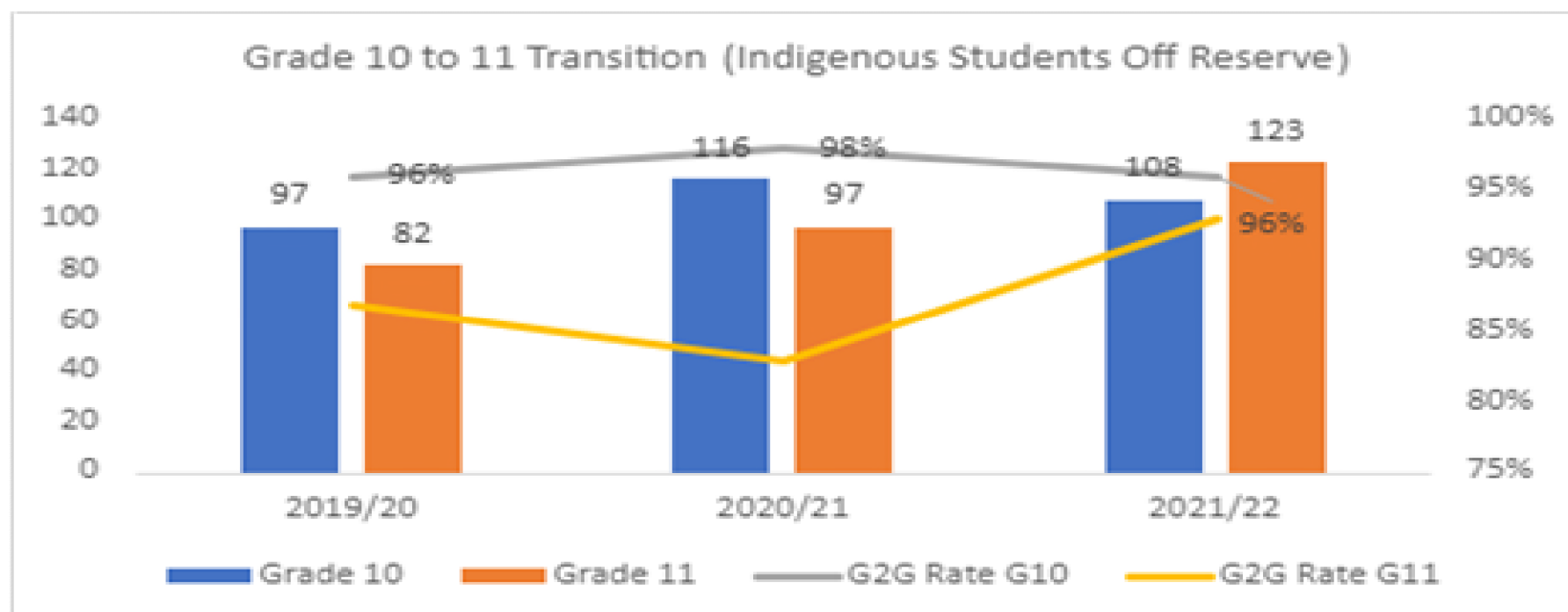
Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	101	89	86%	81%
2020/21	123	101	95%	84%
2021/22	119	128	96%	86%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

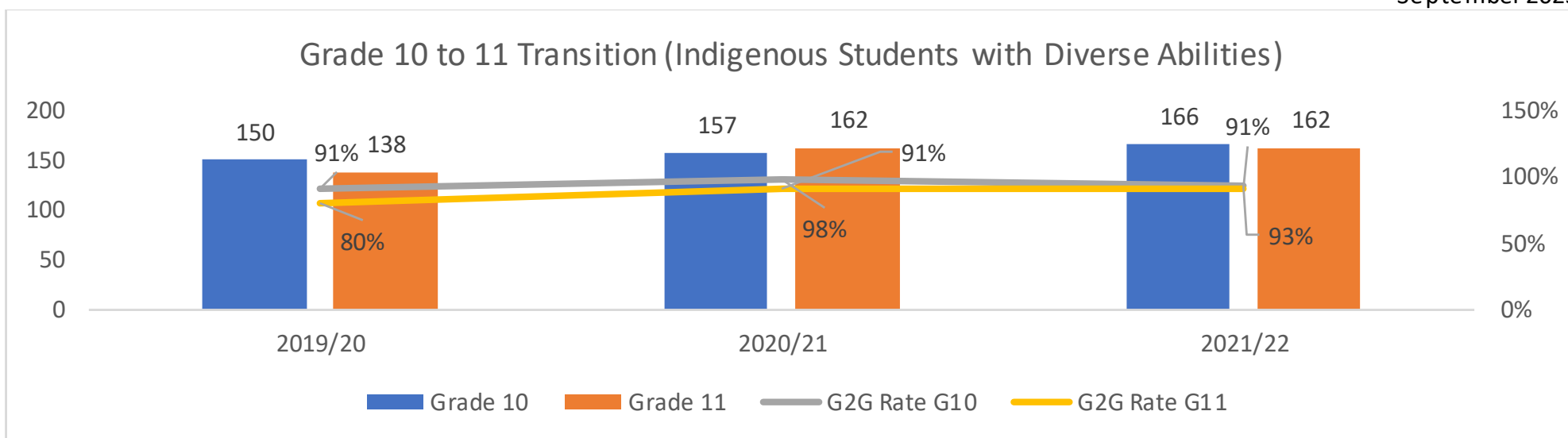
Indigenous Students Off Reserve

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	743	722	96%	87%
2020/21	830	756	98%	83%
2021/22	835	852	96%	93%



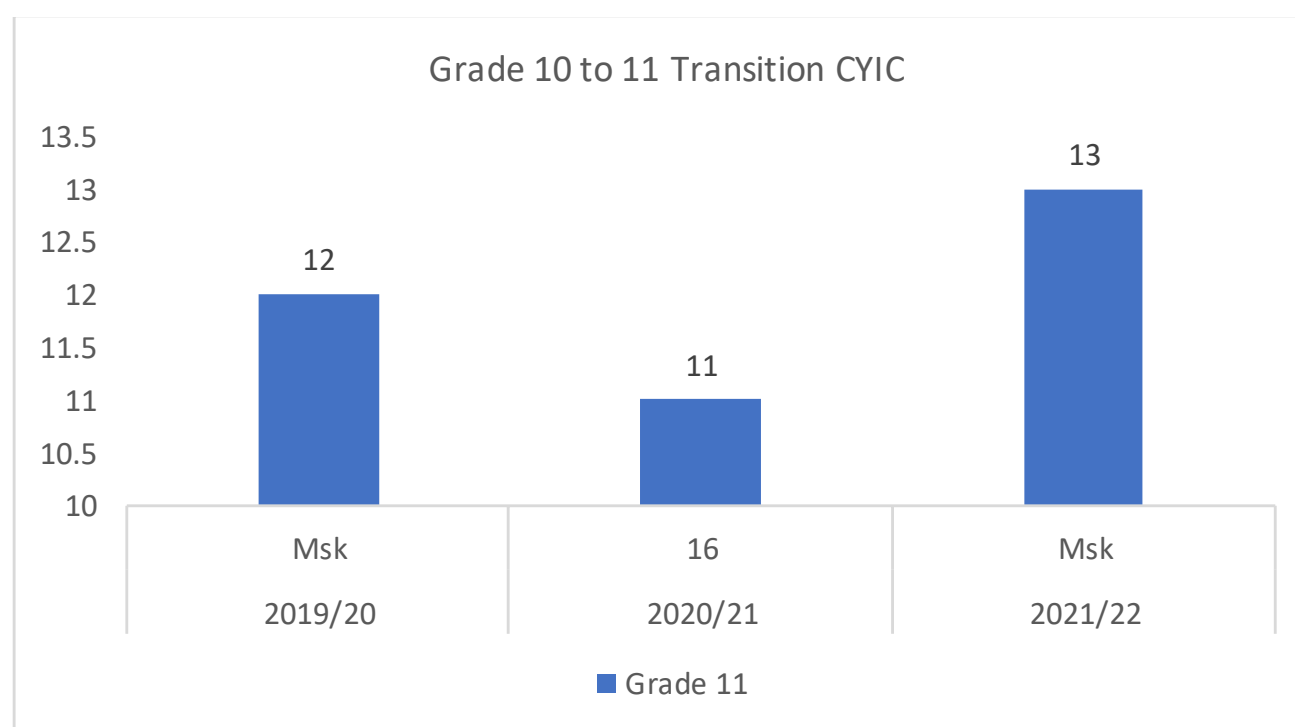
Indigenous Students with Diverse Abilities

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	150	138	91%	80%
2020/21	157	162	98%	91%
2021/22	166	162	93%	91%



CYIC

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	Msk	12	67%	67%
2020/21	16	11	100%	85%
2021/22	Msk	13	67%	76%



Analysis and Interpretation: What Does this Mean?

Grade to Grade Transitions Commentary:

Grade to grade transition rates for Aboriginal learners have improved over time. This includes Aboriginal learners on-reserve. In support of student transitions, the Pathways to Graduation framework was piloted this school year and will continue next year to ensure as many Indigenous students as possible move to the next grade. Additionally, a deepened relationship with Indigenous partner groups and a district-wide greater understanding of Jordan's Principle will also support transition rate.

The Pathways & Choice Department (Alternate, Career Education, Continuing Education, Online Learning) is providing an increased number of pathway choices through program review and renewal, increased staffing, and continued community partnerships. With student enrolment and engagement increasing in all pathway programs, our belief is our grade to grade transitions will increase supported by engaging pathways of choice for students in grades 9-12. With one of our focuses being on our K-8 Careers and Applied Skills, Design, and Technology (ADST), engaging students through Gearbots, Make Do Kits, Coding, Jr. Skills Canada events, Ignite sessions, Try a Tool, Tool Carts, and See it Be it field trips, we believe inspiring younger students with awareness and activities will also increase grade to grade transitions in secondary schools in the years to come. In addition, hosting our District Online School as “HUBS” at Belmont, EMCS, and Royal Bay Secondary will increase flexibility in course offerings as well as the timing of them which in return should also have a positive impact on our grade to grade transitions.

Based on the 21/22 data in comparison to the previous two years, our grade-to-grade transitions continues to increase overall for all students. Worth noting the grade 11 grade to grade transition rate increased from 83% in 20/21 to 92% in 21/22 for ALL Students. This could be the result of the supports and connections put in place post-COVID to address the health & well-being of our schools and community.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected (Grade 4,7,10 & 12)

Measure 3.1: Student Sense of Belonging

3.1.1 Feel Welcome

	2020/21			2021/22			2022/23		
Label	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1912	1338	70%	2166	1487	69%	2228	1569	71%

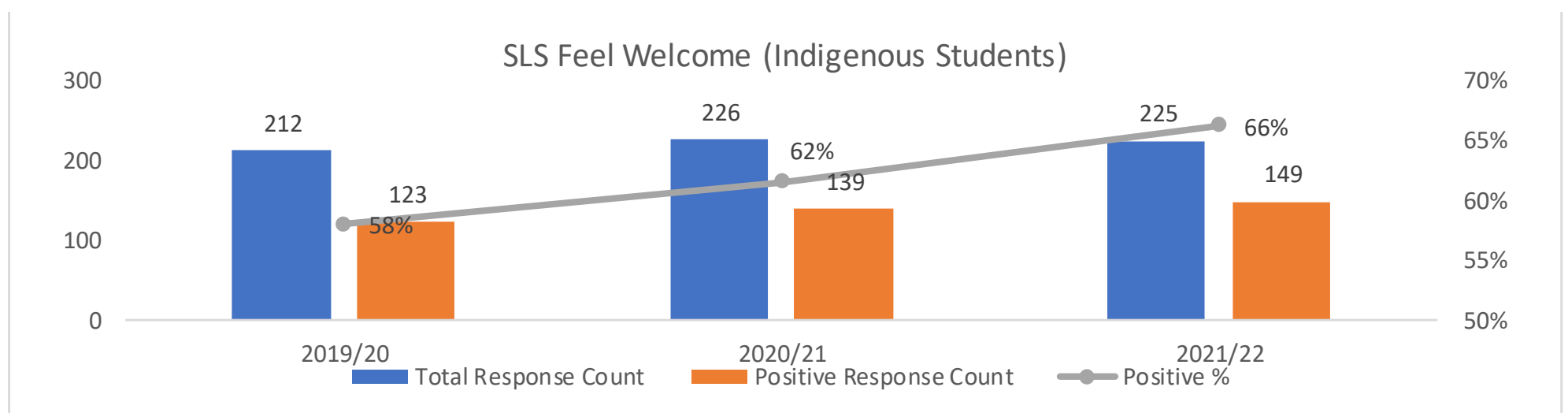
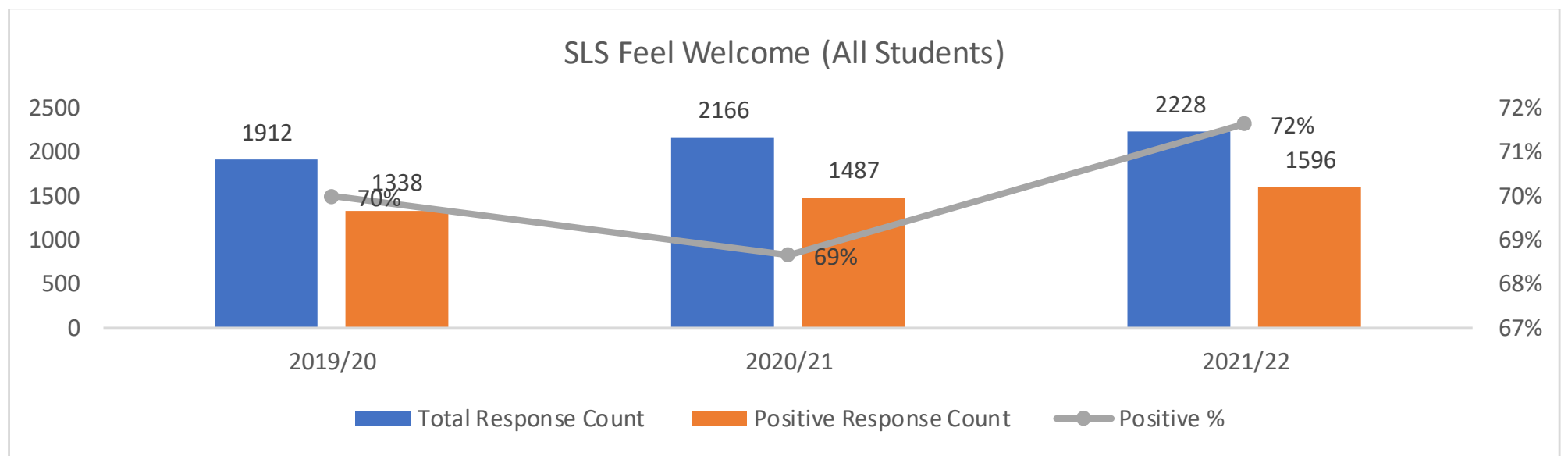
3.1.1 Feel Welcome

	2019/20		2020/21		2021/22	
Label	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1912	1338	2166	1487	2228	1596
Aboriginal	212	123	226	139	225	149
Status-Off	1908	1336	2150	1475	2221	1590
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	262	160	339	214	315	204

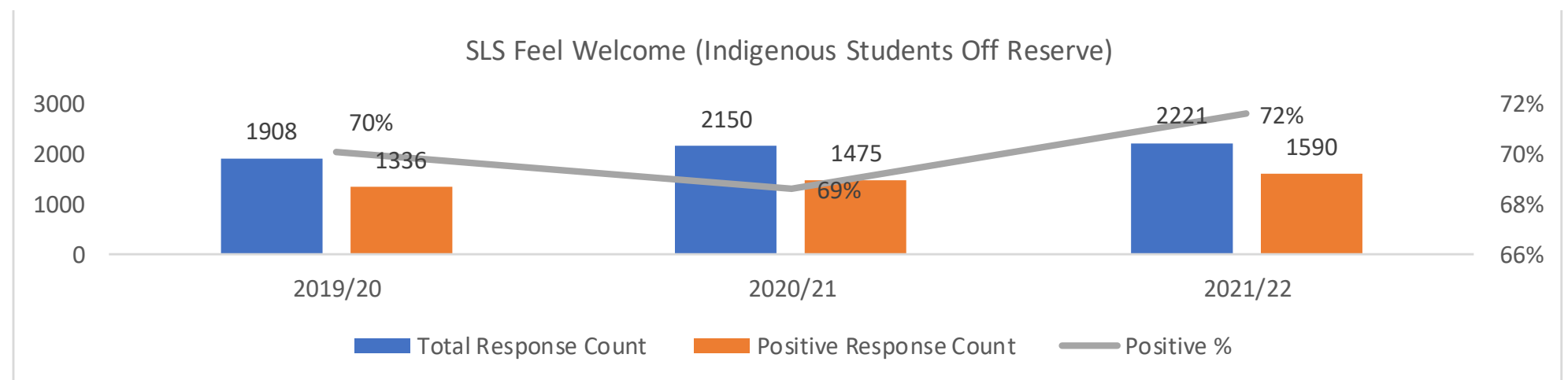
All Students

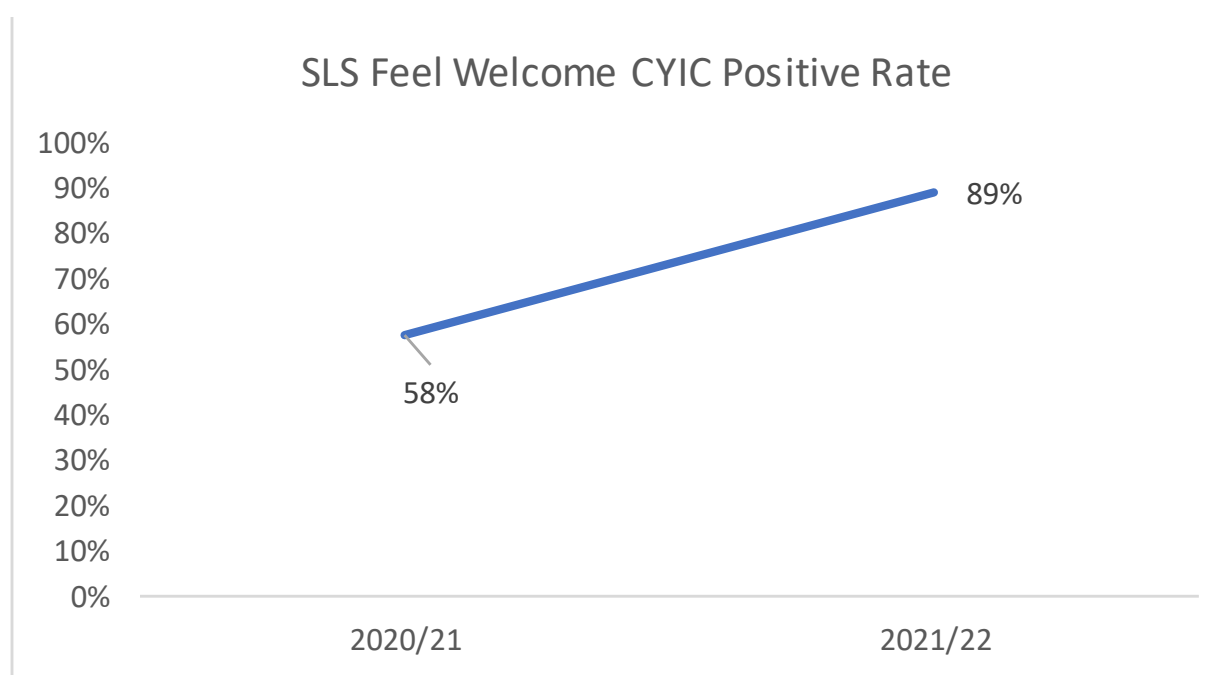
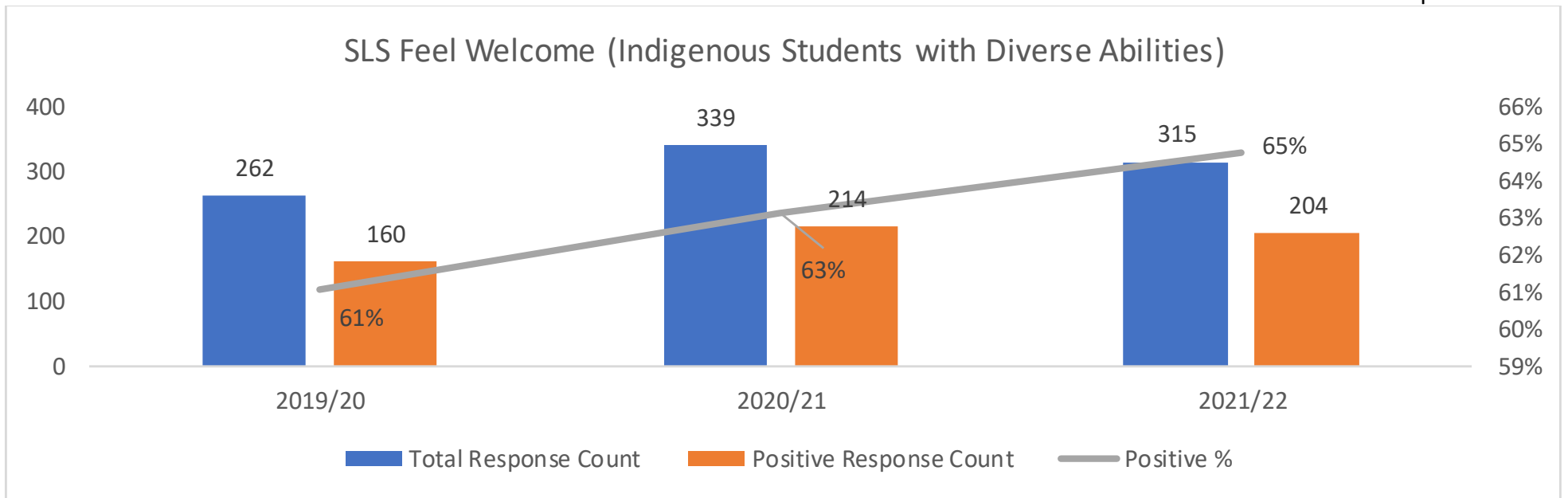
Year	Total Response Count	Positive Response Count	Positive %
2019/20	1912	1338	70%
2020/21	2166	1487	69%
2021/22	2228	1596	72%

***SLS – Student Learning Survey**



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.





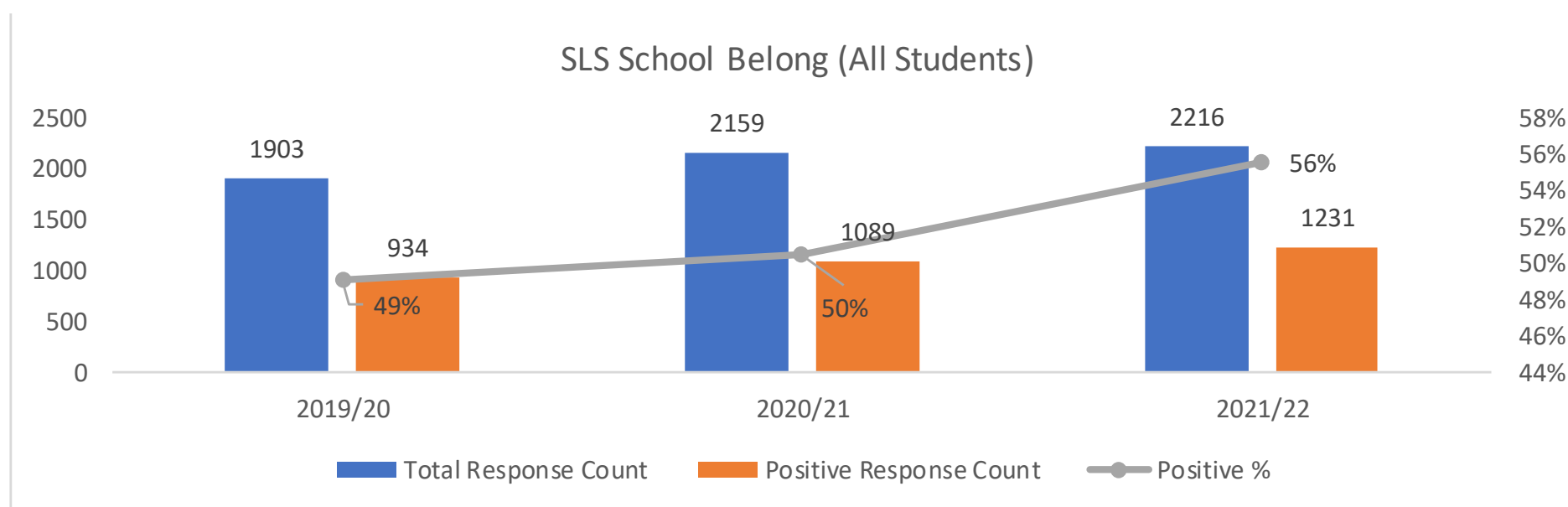
3.1.1 Feel a Sense of Belonging

	2020/21	2021/22		2022/23		
Label	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1903	934	2159	1089	2216	1231
Aboriginal	211	95	222	94	225	105
Status-Off	207	93	207	87	218	101
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	260	102	340	142	314	151
CYIC			Msk	Msk	Msk	Msk

All Students

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1903	934	49%
2020/21	2159	1089	50%
2021/22	2216	1231	56%

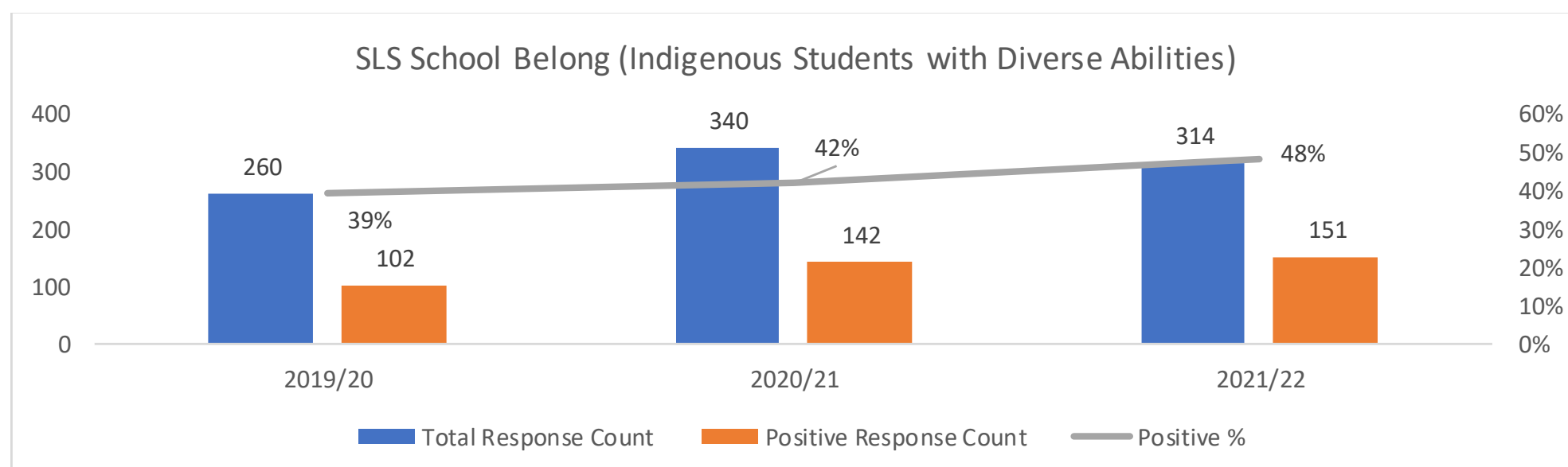
*SLS – Student Learning Survey



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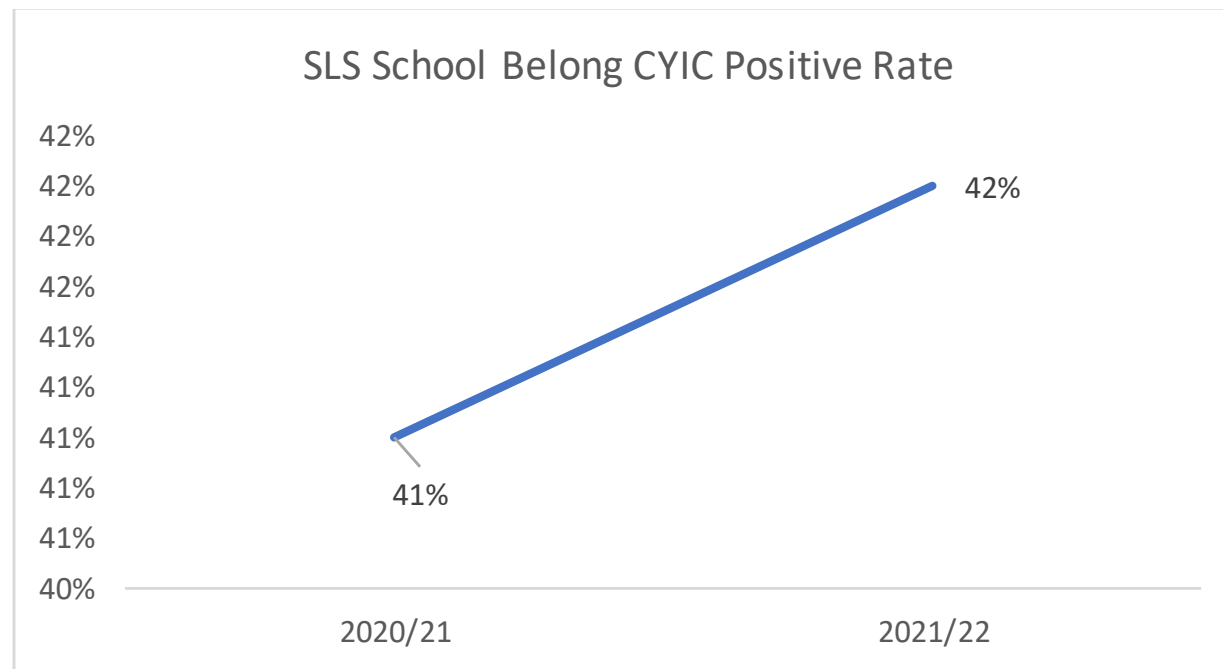
Indigenous Students Off Reserve

Year	Total Response Count	Positive Response Count	Positive %
2020/21	207	93	45%
2021/22	207	87	42%
2022/23	218	101	46%



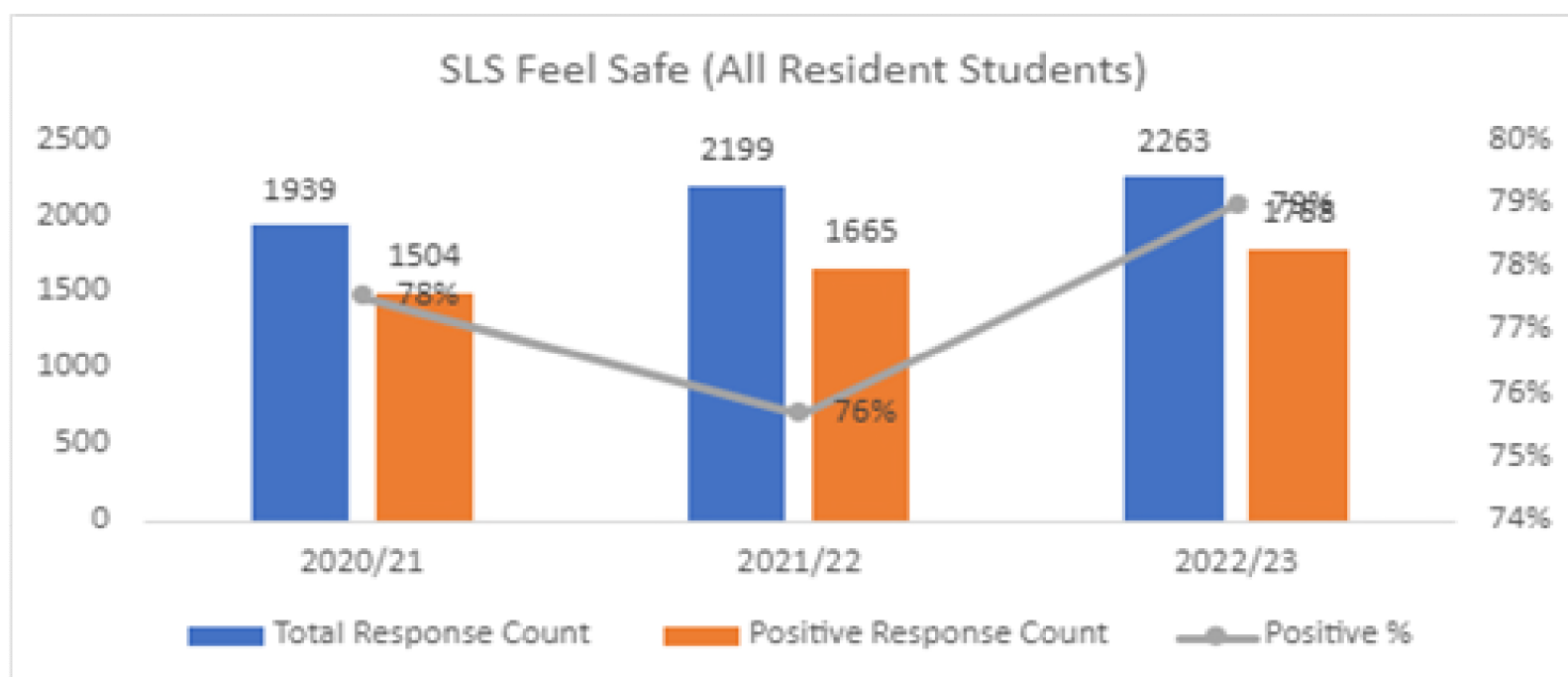
CYIC

Year	Total Response Count	Positive Response Count	Positive %
2019/20			
2020/21			41%
2021/22			42%



3.1.3 Feel Safe

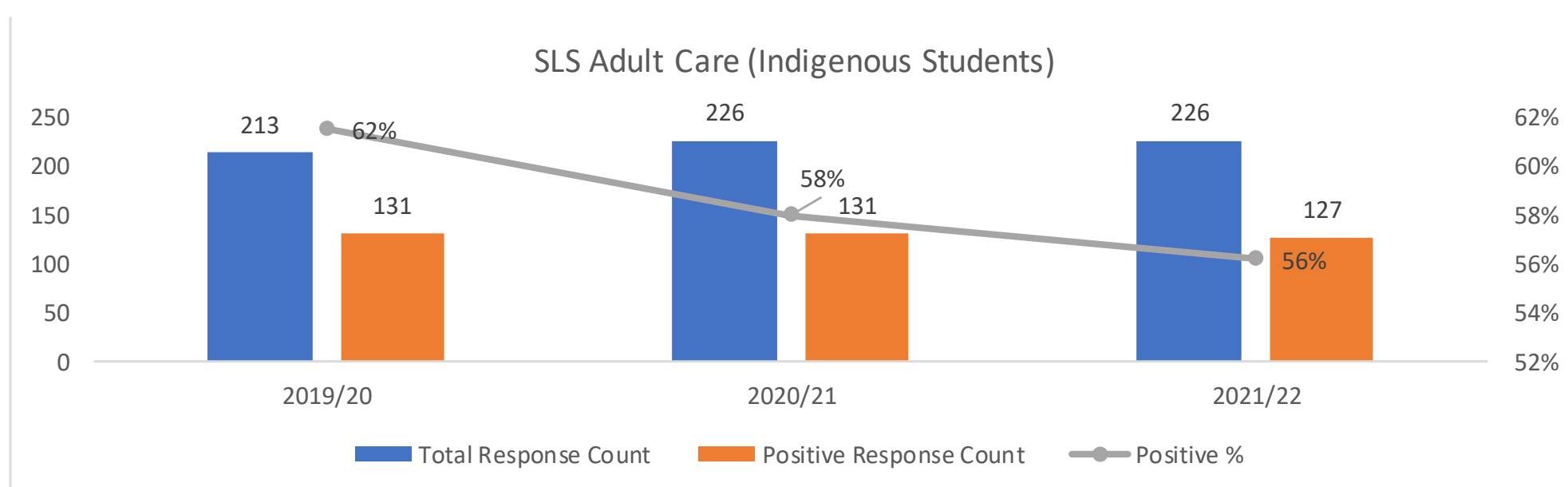
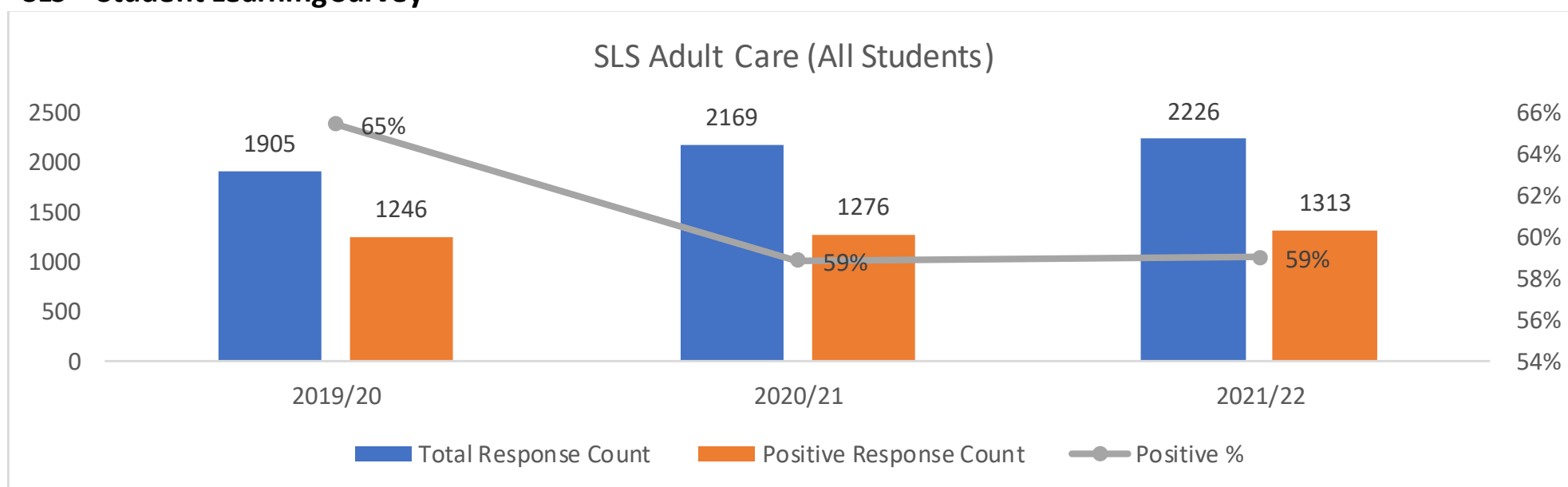
	2020/21			2021/22			2022/23		
Label	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1939	1504	77%	2199	1665	77%	2263	1788	80%



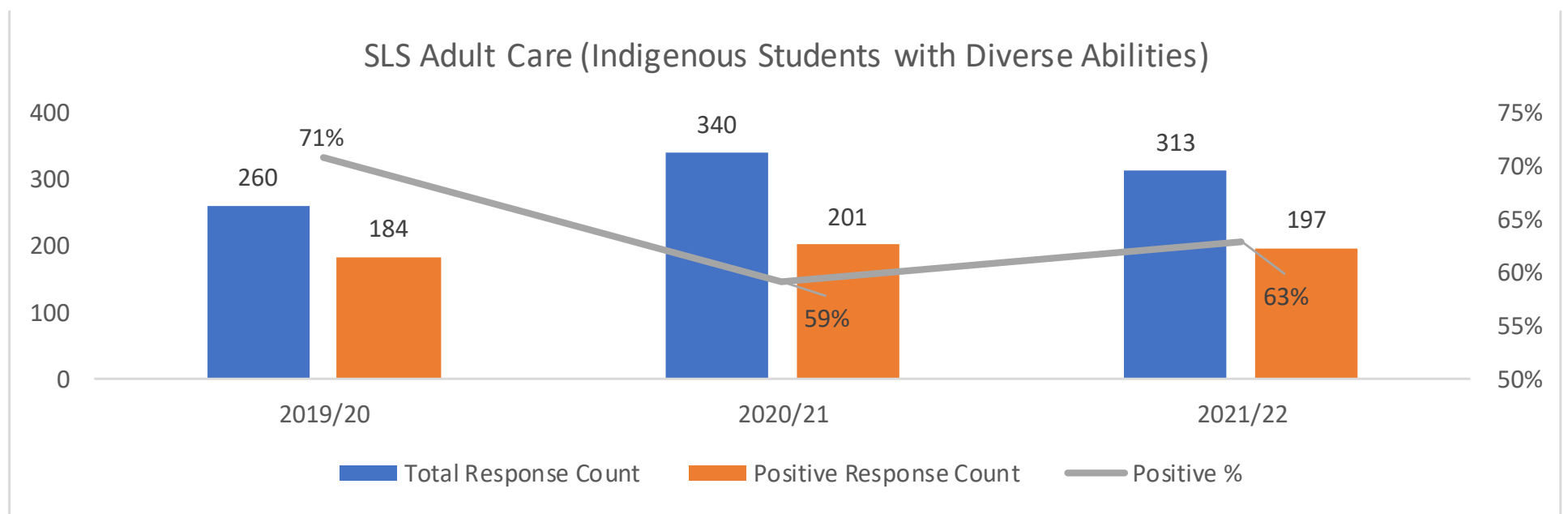
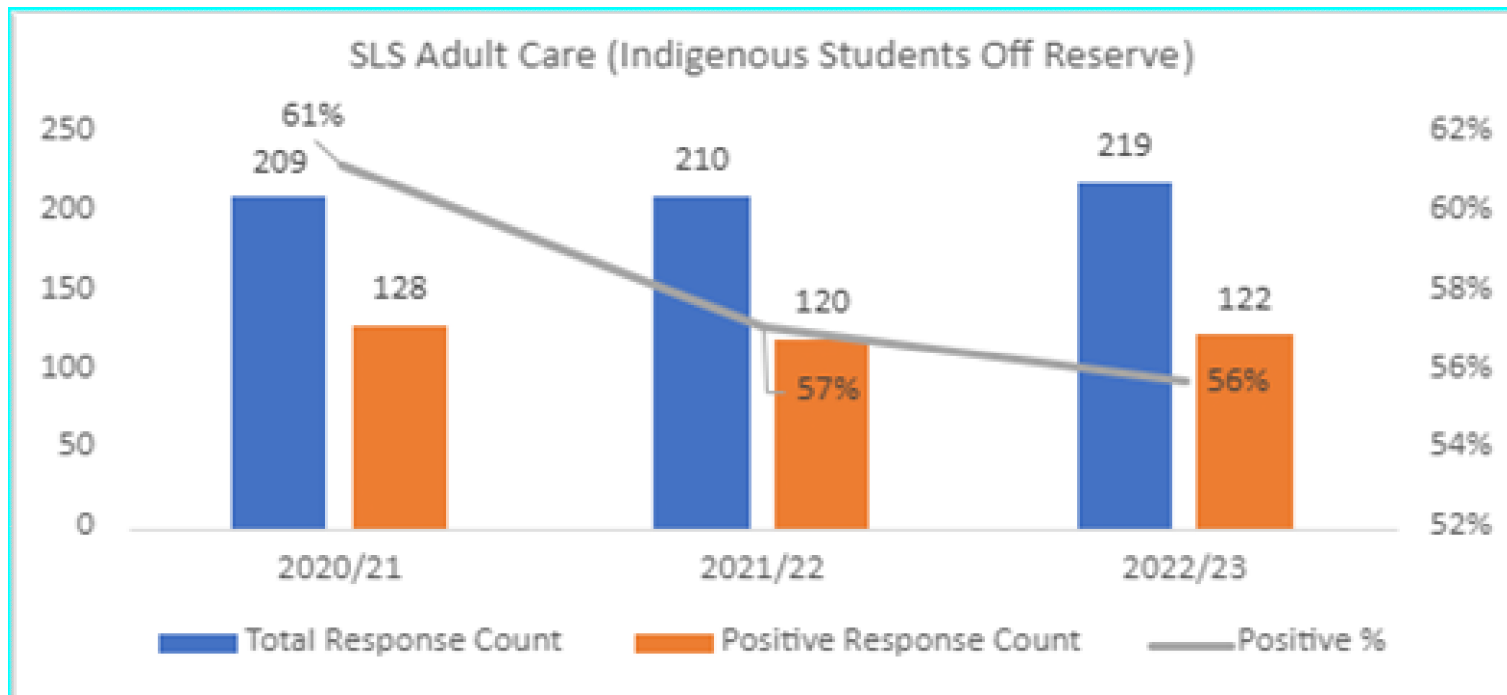
3.2.1 Adults Who Care

	2020/21		2021/22		2022/23	
Label	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1905	1246	2169	1276	2226	1313
Aboriginal	213	131	226	131	226	127
Status-Off	209	128	210	120	219	122
Status-On	4	3	16	11	7	5
Special Needs	260	184	340	201	313	197
CYIC			Msk	Msk	Msk	Msk

*SLS – Student Learning Survey

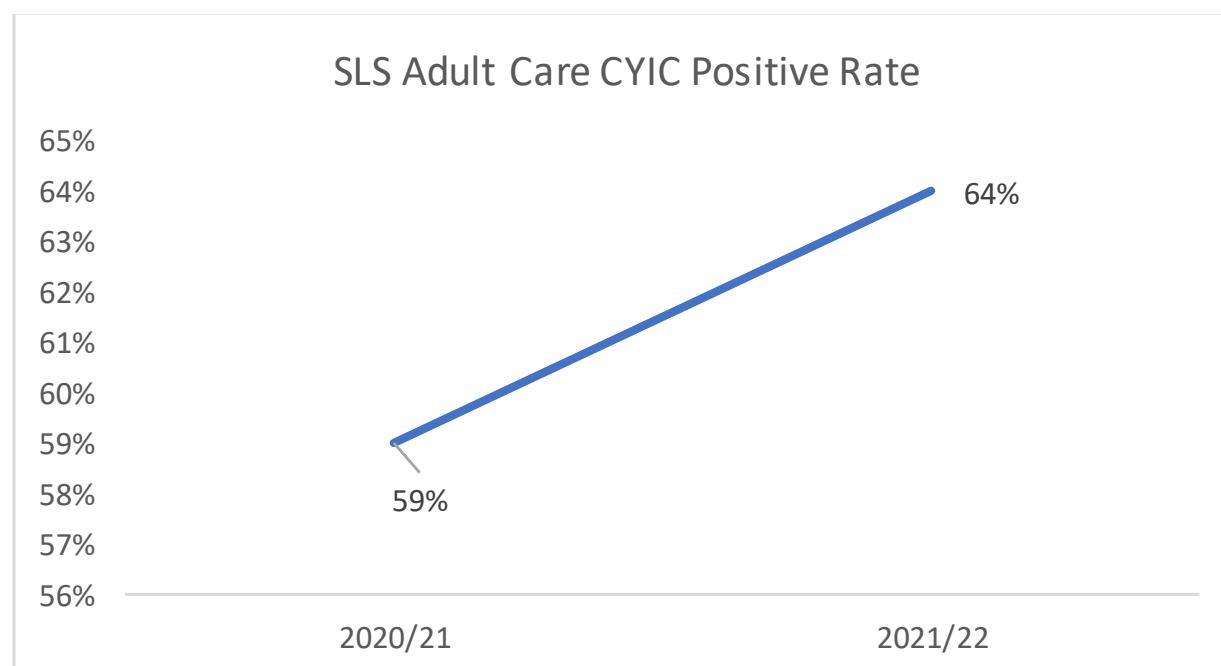


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CYIC

Year	Total Response Count	Positive Response Count	Positive %
2019/20			
2020/21			59%
2021/22			64%



Analysis and Interpretation: What Does this Mean?

Students Feel Welcome, Safe, and Connected Commentary:

The initiatives of the Equity Scan contribute to Aboriginal students feeling welcome and safe in school. For instance, at the school level, a focus on Indigenizing the learning environment has resulted in more Indigenous culture and language being visible. Many schools have completed, or are in process of, indigenizing their logos or school symbols. District level work of the Equity Scan had resulted in more Indigenous Administrators being hired in schools or in the VP pools. Human Resources has applied for the Human Rights Tribunal to preferentially hire more Indigenous employees across all sections of the district. More Indigenous staff means more indigenous students will see themselves reflected in their learning environment.

We have seen a significant increase in the percentage of children and youth in care who feel welcome in their schools, however it should be noted that this percentage is represented by a relatively small number of students so increases will experience large swings in percentages. Regardless, 90% of our children and youth in care feel welcome, which is something to be celebrated. Our district has a unique partnership with MCFD with the secondment of 3 school-based workers, who have the mandate of ensuring that students in care have a point person and an advocate. These 3 positions work seamlessly between the two systems and provide support through attendance at school meetings, help with transitions and advocating for the needs of the student.

Overall, however, our rate for All Students has remained quite stable around 70% and is an area of continued concern. Work will continue in this area to build a sense of community and welcoming for all students. One initiative we have undertaken is engaging the services of Chuck Geddes and the HeART assessment tool with two pilot schools this past year, which focuses professional learning on trauma informed practices and how to provide a warm, welcoming environment for all students, and particularly our students coming from a background of trauma.

Our results in all 3 areas of safety, belonging and adults that care remain quite stable with minor increases and decreases and the rates we are sitting at are a definite source of concern. Initiatives we are undertaking to address this concern involve the aforementioned Trauma Sensitive Schools training but also, the creation of three new positions through our Safe Schools Department. One is a .4 Outreach Teacher to work with some of our most vulnerable students who have had involvement with the Justice system and may be in a position where conditions or charges are making school attendance difficult. The other two are 1.0 FTE Student Advocate positions (although we were only able to fill one this year due to labour shortage – the second will start in September), who have been working with students in the middle/secondary age group that are on the path to disengagement from school. These may be students who are struggling with substance use, school avoidance, instability in home life, difficulties with peer interactions/social-emotional development and/or struggling with academic concerns. Their job is to connect with students on or off campus and to help bridge the world between home and school in order to keep communication open. The ultimate goal for these positions is to get students more strongly connected to their school teams so that school is seen as a safe, welcoming place to be. Our staffing goal is to increase these positions to 3.0 for the Fall 2023.

We have seen a small increase in each category related to Safety and Belonging. What is important to note is that while the percentage increase is relatively small, ranging from 2-5% increase, the actual number of students who are reporting positively is quite considerable due to our overall growth, that is ranging from 37-142 students who feel a higher sense of safety, welcoming and sense of belonging. Typically, when a district experiences extraordinary growth such as ours, one would expect these results to dip slightly as students adjust to new surroundings and settle into new relationships, so this is a particularly positive stat for us to reflect on. Our district has had a strong focus on mental health literacy and social emotional learning in the last few years and our hope would be that the above results are starting to reflect that work.

In addition, we have added new structural roles of the Student Engagement Facilitator, Student Advocate and Outreach Teacher to create a strong safety net for students. These additional adult roles in the system have contributed to relationship-building and have provided more adult allies that students can turn to in times of need. The adults who fill these roles come with a unique set of skills related to mental health and wellbeing and their focus is strictly related to students' social emotional health.

One final note regarding mental health would be that our District has secured a \$47K grant through Island Health to pilot the Here4Peers Mental Health program this year. Training will take place on Oct. 11/12 with a group of adult mentors and about 20 students who will then work to deliver the program together to Grade 8 and 9 students across the whole district. We are the first district on the Island to pilot the program, which has run successfully in the Lower Mainland for several years through the Canadian Mental Health Association.

Pathways & Choice programs provide safe and welcoming opportunities for all learners. We strive to engage students in K-12 and post graduation with environments that are inclusive and caring. Reflecting on the 22/23 data, with approximately 17% of our total student population responding, 71% indicated they felt welcome while only 55% of student's report feeling a sense of belonging which is a continued focus for our District. Through our increased pathways and choices for students, we hope to see this number improve over the coming years through continued awareness and opportunity for students and their families. Although having 80% of the students reporting that they feel safe, understanding why the other 20% don't feel safe is a focus for ongoing work. Finally, considering only 62% of students responded that they had Adults Who Care at school, sharing this data with school based staff will highlight the necessity to strengthen relationships with students which could increase their sense of belonging, feeling welcome, and safe.

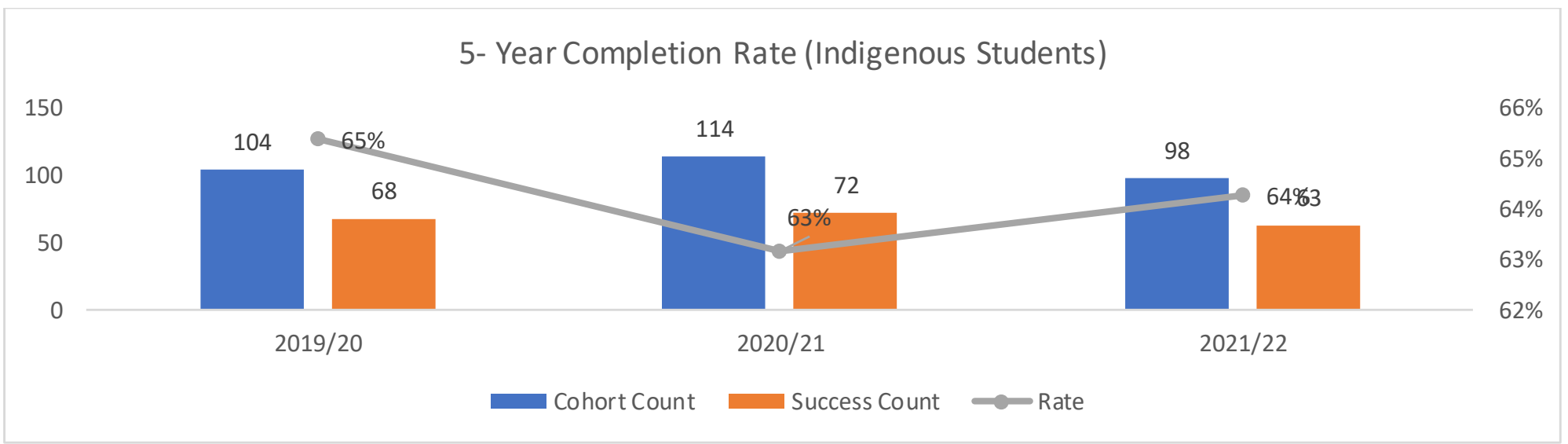
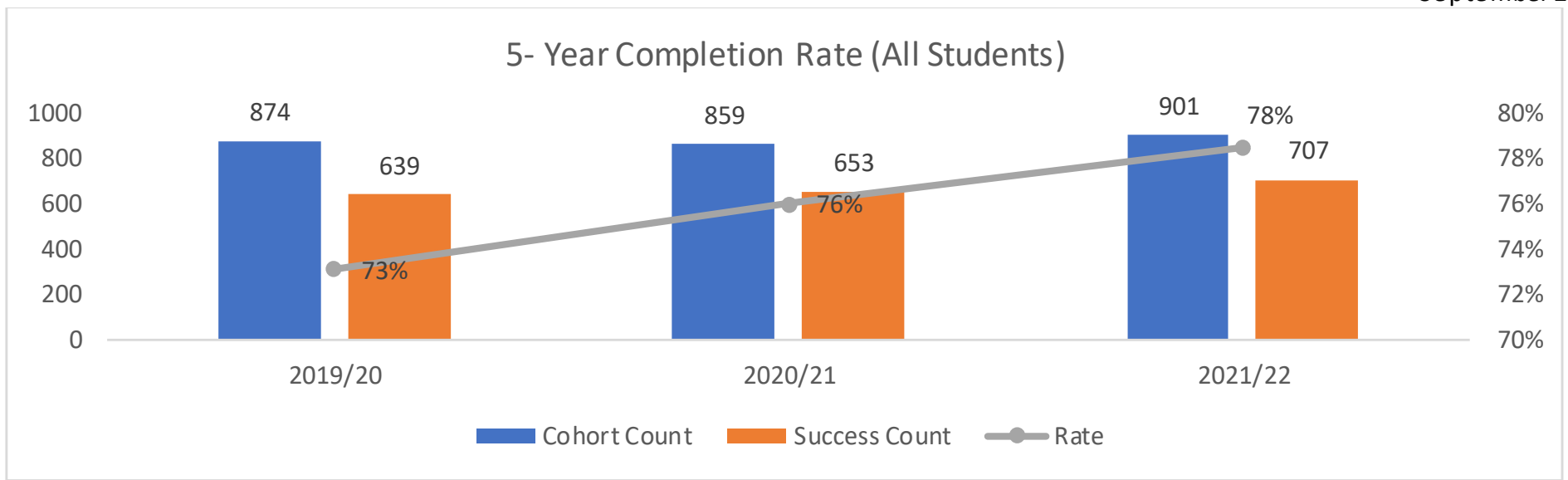
Career Development

Educational Outcome 4: Students will Graduate

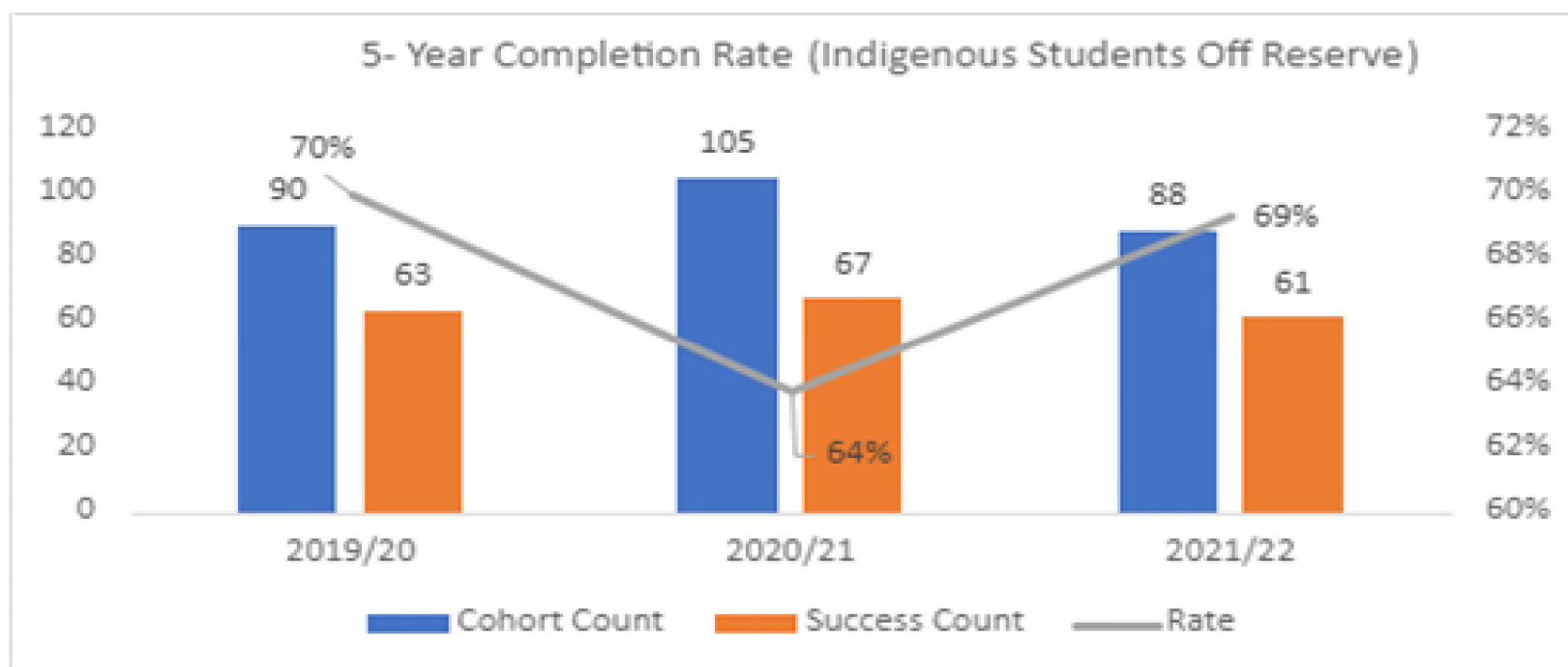
Measure 4.1: Achieved Dogwood Within 5 Years

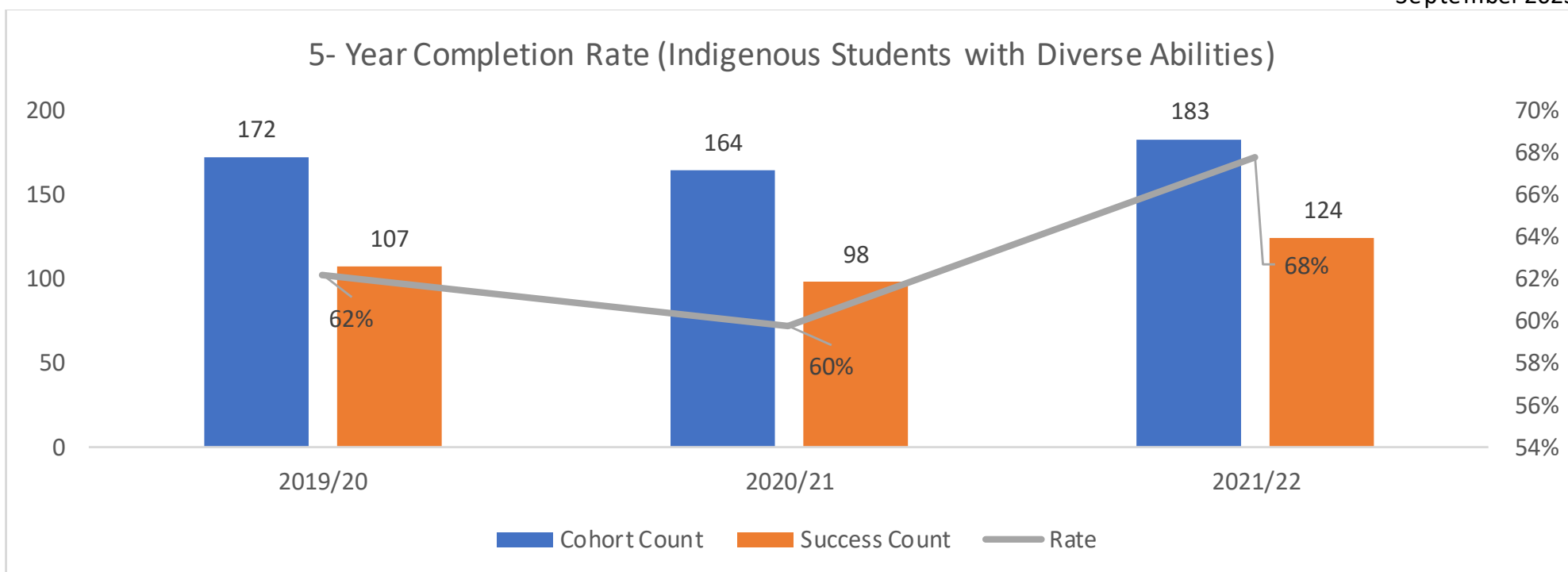
4.1.1 5-Year Dogwood Completion

	2019/20			2020/21			2021/22		
Label	Cohort Count	Success Count	Rate	Cohort Count	Success Count	Rate	Cohort Count	Success Count	Rate
ALL STUDENTS	874	639	73.10%	859	653	76.00%	901	707	78.50%
Aboriginal	104	68	65.40%	114	72	63.20%	98	63	64.30%
Status-Off	860	634	73.70%	850	648	76.20%	891	705	79.10%
Status-On	15	5	33.30%	9	5	55.60%	10	2	20.00%
Special Needs	172	107	62.20%	164	98	59.80%	183	124	67.80%



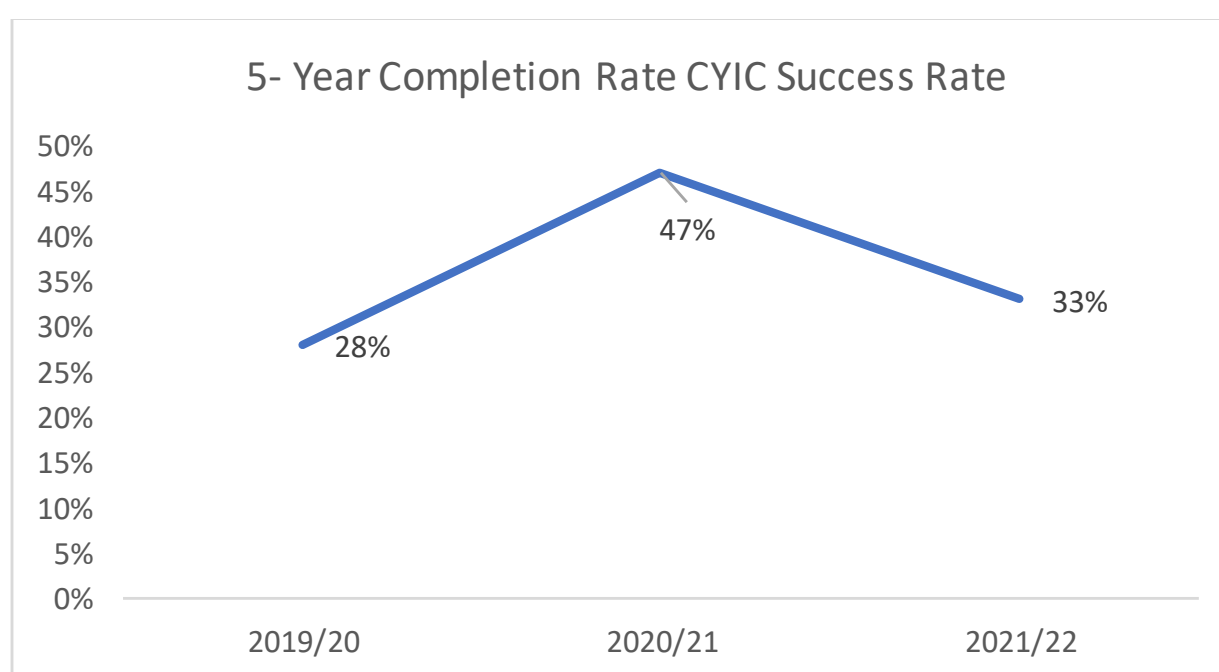
Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.





CYIC

Year	Cohort Count	Success Count	Rate
2019/20			28%
2020/21			47%
2021/22			33%



Analysis and Interpretation: What Does this Mean?

The BC Graduation Program sets the requirements to exit the K-12 education system with a BC Certificate of Graduation (Dogwood Diploma) and ensures that students are graduating from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into post-secondary education, training, or the workforce. Students can also benefit from the Adult Graduation Program, available to students aged 18 and older, as well as the BC School Completion (Evergreen) Certificate.

The Pathways and Choice department provides a variety of pathways towards graduation. With the Ministry of Education's mandate of developing the "educated citizen" through Intellectual Development, Human and Social Development, and Career Development, the SD62 Career Education team continues to support student and family engagement through a focus on employment, post-secondary, skilled trade programs and opportunities. In addition, the

renewal of our District Online school, by transitioning our online school from a storefront location to now embedded into all four of our Secondary schools, Sooke students through the course selection process can access the options of face to face, online or blended course delivery in their daily timetables, students are provided with more options, choice and flexibility in designing their own graduation programs. As reported through the 21/22 data in comparison to the previous two years, our graduation rate continues to hold steady at close to 85%. We strongly believe with an increase in pathways to graduation district-wide increasing, we will see this trend improve with a goal of getting more than 90% of all students graduating.

The five-year graduation rate for learners with Indigenous ancestry has plateaued. While students who have status living off reserve has shown an improvement of 7% over the last 3 years, the rate of learners living on reserve has declined from 56% to 20% in the last school year. Looking forward, the pathways to graduation framework as well as the Learner Profile tool will enable schools to better track learners. Additionally, more intentional focus will be given to the Local Education Agreements which support accountability for most of the on-reserve learners.

Definitions to Support Commentary:

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 has begun the *Pathways to Graduation Circle* framework this year to honour the efforts towards reaching the goals of the NA'TSA'MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. Next year there will be bi-annual visits to all schools.

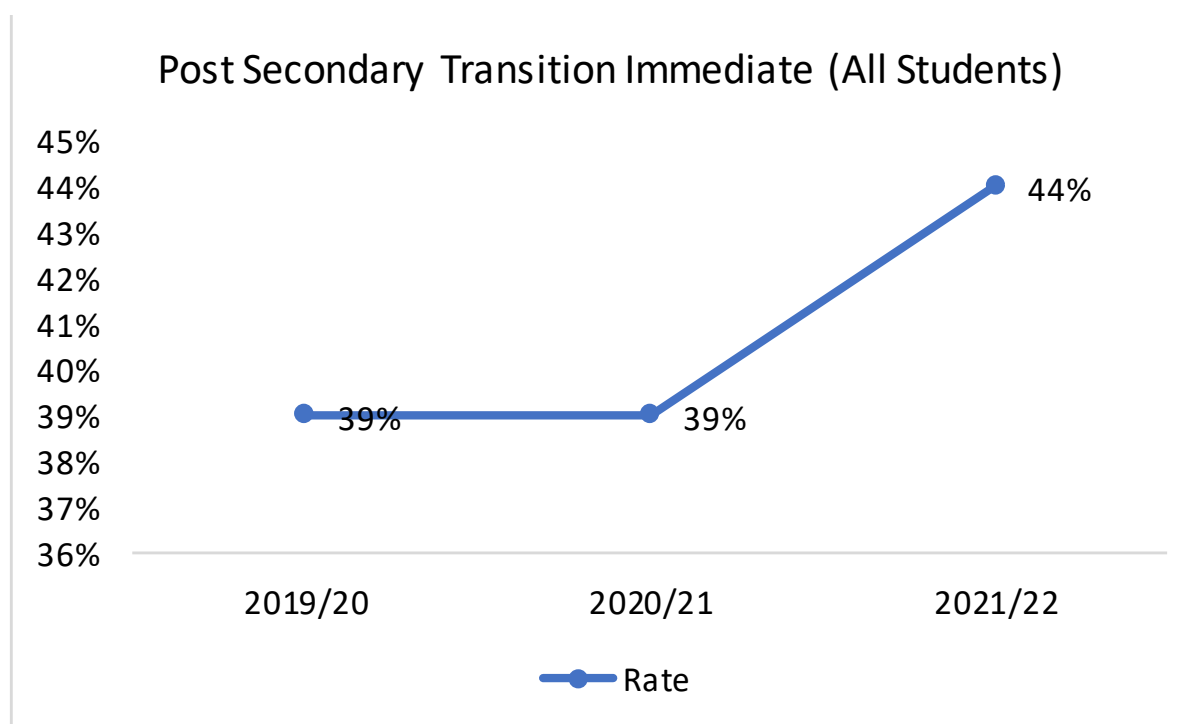
Learner Profile tool: (Indigenous Information Management Systems also known as "IIMS"): an application that works on laptop, Chromebook or mobile phone for staff to collect Indigenous student achievement and success indicators on a daily/weekly basis. The tool has filters (set by staff) that will analyze data such as attendance, culture and language programming & learning, academic support and NA'TSA'MAHT Indigenous Education (NIE) staff support logs. The data will be used to be to illustrate audit compliance in addition to assessing risk factors that reflects a student's resiliency and connection (Health & Wellness, Relationships & belonging, attendance and engagement). This information facilitates NIE staff and school staff to respond in "real time" to the holistic needs of students, positively impacting their overall well-being, connection and academic success.

Educational Outcome 5: Life and Career Core Competencies

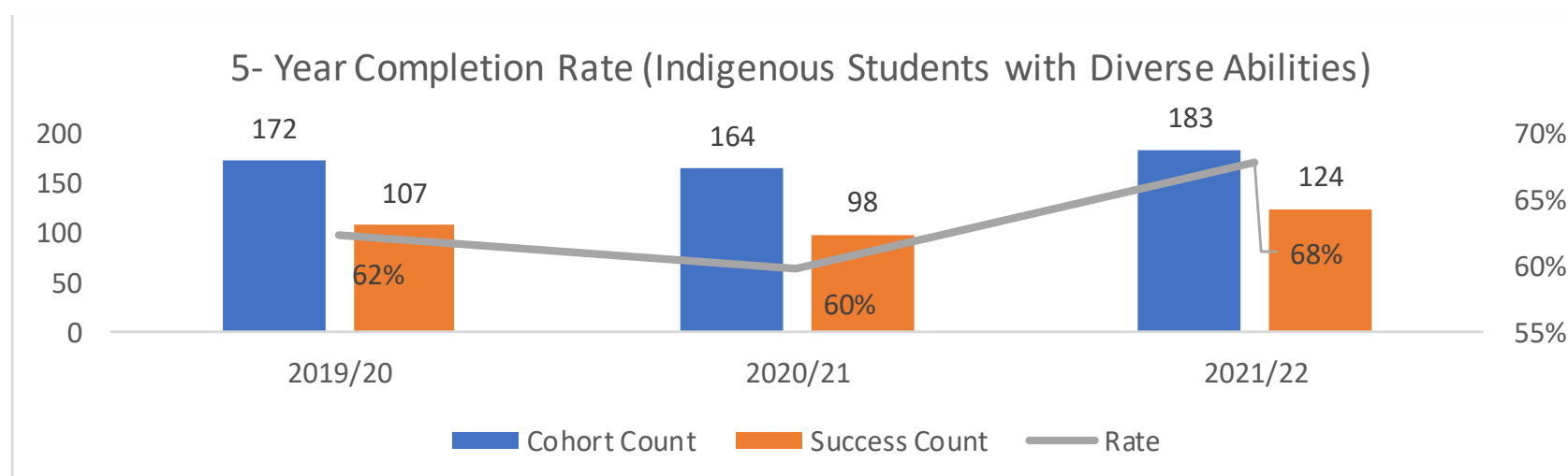
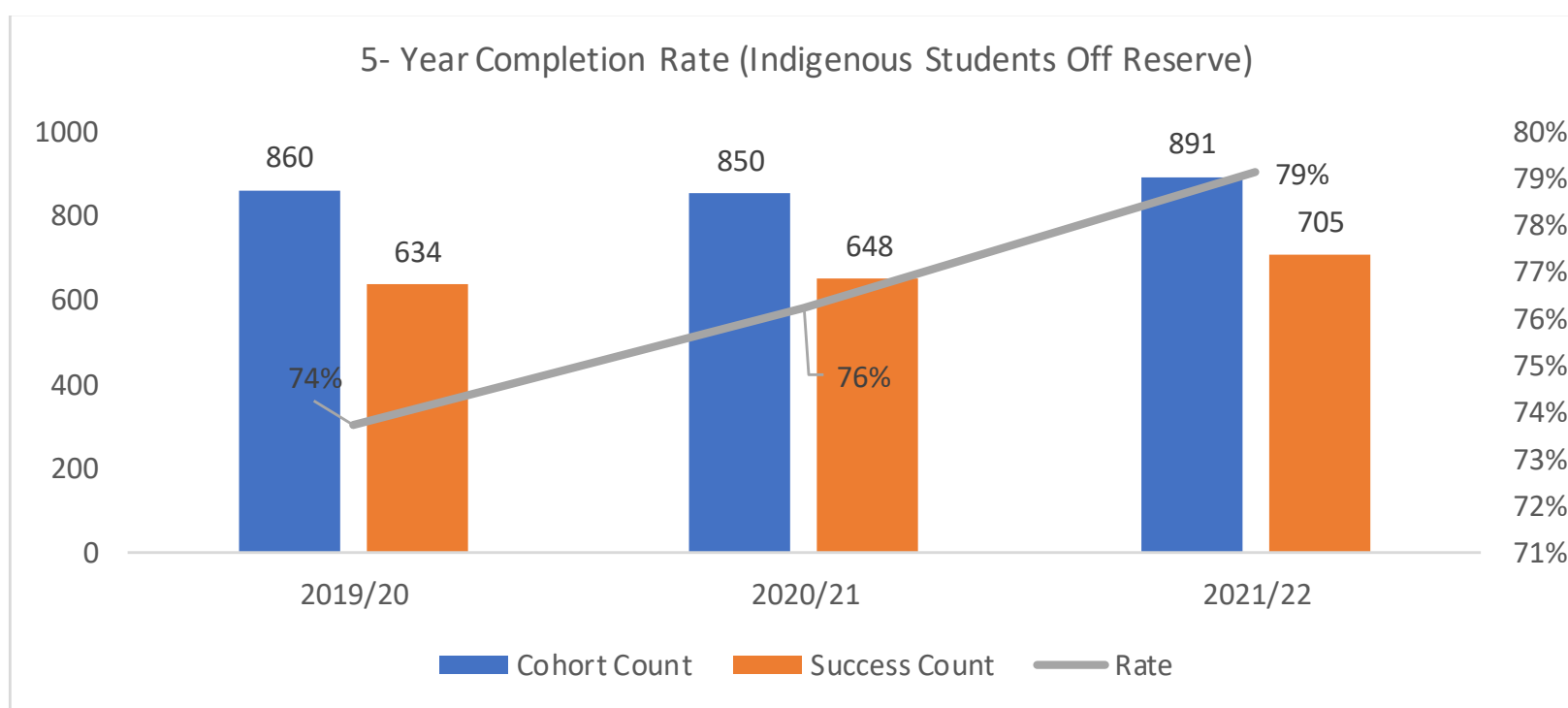
Measure 5.1: Transitioning to Post-Secondary

5.1.1 Transition to post-secondary: Immediate Transition (All Students)

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	062-Sooke	560	227	41%
2017/18	099-Province	35,318	19,424	55%
2018/19	062-Sooke	626	253	40%
2018/19	099-Province	35,336	19,243	54%
2019/20	062-Sooke	627	255	41%
2019/20	099-Province	35,523	19,049	54%
2020/21	062-Sooke	671	304	45%
2020/21	099-Province	36,179	18,271	51%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.



5.1.2 Transition to post-secondary within 3 years (All Students)

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	062-Sooke	560	344	61%
2017/18	099-Province	35,318	24,073	68%
2018/19	062-Sooke	626	362	58%
2018/19	099-Province	35,336	23,604	67%
2019/20	062-Sooke	627	330	53%
2019/20	099-Province	35,523	22,189	62%
2020/21	062-Sooke	671	304	45%
2020/21	099-Province	36,179	18,271	51%

Analysis and Interpretation: What Does this Mean?

In analysis of the transition to post-secondary-immediate transition versus our 3-year transition data, our students continue to take more time in order to begin their post-secondary journey. With the opening of the Westshore Post-Secondary facility in September of 2024, we're excited for our students to have access to post-secondary courses and programs within our District's own boundaries. As we continue to address the barrier of distance travelled to attend post-secondary, we anticipate an increase in participation and immediate starts in post-secondary engagement for our graduates. In addition, the renewal of our Alternate programs, with our increased emphasis and supports for youth employment and skilled trades opportunities supported by our District Career Ed team and through our community partnership with Camosun College and the South Island Partnership we are optimistic the supports, structures and resources are in place to make significant positive shifts for post-secondary outcomes for Sooke School District students.

*South Island Partnership: The **South Island Partnership** (SIP) between Camosun College, the five School Districts of Southern Vancouver Island and local industry leaders aims to provide opportunities for students to jump-start their post-secondary education and workplace careers by participating SIP programming while they are still enrolled in Secondary School.*

Transition to post-secondary for Aboriginal students is being supported by the Aboriginal Service Plan Initiatives, which include visits to campuses, trade sampler days, and post-secondary visits to Grade 12 school events such as the Tri-district (61/62/63) Grade 12 day hosted in the Sooke School District this past June 2023.

The gap between Sooke students and the provincial average for PSI Transition Rate is brought closer in the 3 years' data summary. More of our students are enrolling immediately in post-secondary and the gap between the provincial average and Sooke continues to close. Further in the 22/23 school year we have seen an increase in enrollment of dual-credit courses and skilled trades pathways that indicate as future years' data is available that we will continue to see this trend improve.

Section B: Moving Forward Planning and Adjusting for Continuous Improvement

The [SD62 Annual Report](#) for the 2022-23 school year, provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. Over the course of the 2022-23 school year, staff have worked to implement the strategies and activities outlined in the 2022-2023 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. This Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

To demonstrate progress towards our goals, a proficiency scale (rubric) was developed to provide a visual representation to describe and monitor progress on the strategic objectives outlined in the Strategic Plan. The rubric continues to be refined to improve goal and objective descriptions and to better reflect a continuum across the four proficiency levels: Emerging, Developing, Proficient, Extending.

Learning has seen significant progress over the course of this year with continued work to develop critical and creative thinking skills, grounding literacy development as a key skill from kindergarten to Grade 12, and developing social thinking skills for students by deepening understanding related to diversity, equity and inclusion.

Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation of citizens. We continue to work to ensure that all students feel safe and connected to our schools through the ongoing development of a “culture of belonging”. Support for students with Indigenous Ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous Learners.

Our district continues to grow in many ways, most notably through our student enrolment. Constant attention to manage this growth by ensuring student learning spaces, as well as the ongoing recruitment and retention of our professional staff, are key elements. In addition, as our system grows and systems change, the district needs to continue to mature its operations to be efficient, effective and responsive to the needs of students, staff and the community.

Progress shown on the Strategic Plan Proficiency Scale (as of June 2023)

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
Objective 1	• To provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
Objective 2	• To provide opportunities for learners to develop critical and creative thinking skills				
Objective 3	• To ensure our learning environments are safe, accessible and welcoming.				
Objective 4	• To enhance student choice and voice				
ENGAGEMENT	Create a culture of belonging				
Objective 1	• To develop, expand and implement, inclusive and collaborative, practices and processes				
Objective 2	• To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'				
Objective 3	• To develop, expand and implement respectful, effective, clear and transparent communications				
Objective 4	• To continue to develop, expand and implement a culture of wellness				
GROWTH	Pursue organizational excellence to support a vibrant school district				
Objective 1	• To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).				
Objective 2	• To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.				
Objective 3	• To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources				
Objective 4	• Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment				

Strategic Plan Status Summary

Learning Goal: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objective 1 – To understand, respect and appreciate diversity and inclusion

Student Learning Survey 2021-2 (22-23 data unavailable at time of reporting)

Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Strongly Agree or Agree	Neither agree nor disagree	Strongly disagree or Disagree	Don't Know
2018/19	7	67%	15%	8%	10%
	10	54%	23%	16%	8%
	12	59%	27%	11%	3%
2019/20	7	65%	17%	6%	11%
	10	57%	22%	13%	8%
	12	59%	18%	16%	7%
2020/21	7	68%	15%	6%	10%
	10	57%	21%	12%	10%
	12	62%	22%	13%	3%

- The data indicate that the majority of students in grades 7, 10 and 12 are learning about human rights and diversity.
- More work is required in this area to demonstrate a stronger link between classroom learning and student connection to this question.

Question - At school do you respect people who are different from you (for example think, act or look differently?)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most of the time All the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	91%	5%	2%	3%
	10	83%	8%	3%	5%
	12	86%	8%	5%	1%
2019/20	7	90%	5%	2%	2%
	10	83%	8%	6%	3%
	12	86%	6%	4%	4%
2020/21	7	89%	5%	2%	3%
	10	87%	6%	2%	4%
	12	91%	5%	2%	1%
2021/22	7	87%	6%	2%	5%
	10	88%	7%	1%	3%
	12	93%	4%	1%	3%

- Students have a very high (90% average for 2021/22) level of respect for people who look, think or act differently amongst those students who responded from across the Grades.

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

	Positive	Neutral	Negative	Don't Know
Grade	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- The data indicate that a significant portion (85%) of the students, across various grade levels, who responded, are being taught about Indigenous Peoples in Canada at school either “all the time”, “most of the time” or “sometimes”.
- While neutral “Sometimes” responses were consistently high across school levels, negative responses were generally low.
- Only 15% of students who responded either “didn’t know” or said that they “never” or “almost never” learned about Indigenous peoples.

Question - At school, are you being taught about local First Nations? 2021/22

	Positive	Neutral	Negative	Don't Know
Grade	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- 31% of the students who responded report being taught about local First Nations "most" or "all of the time", or 47% "some of the time".
- Grade 10 students are most likely to report being taught about local First Nations "most of the time" or "all of the time".
- Grade 12 students are most likely to report "almost never" or "never" being taught about local First Nations.
- Grade 7 students are most likely to be unsure about the frequency of this education.

Parent Student Learning Survey 2022-3 (interim report)

Parents answering yes to the questions:		#	%
Are you satisfied with the efforts at your child's school to teach student about Indigenous peoples in Canada?	2021-2022	208	72%
	2022-2023	275	75%
At your child's school, are students being taught about local First Nations?	2021-2022	228	79%
	2022-2023	302	83%
Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	2021-2022	207	77%
	2022-2023	260	78%
Is your child respectful of people who are different from them?	2021-2022	262	97%
	2022-2023	327	97%
Do you see diverse sexual orientations and gender identities represented in your child's school?	2021-2022	155	58%
	2022-2023	221	67%

- The majority of parents who responded to these questions believe that their children were respectful of people who are different than them (97%).
- More than three-quarters of parents who responded said that their child was being taught about local First Nations (83%) and about human rights and human diversity (78%).
- Two-thirds (67%) of parents who responded to the survey believed that you could see diverse sexual orientations and gender identities represented in their children's school.
- Overall, the data suggests positive trends in parental satisfaction with efforts related to teaching about Indigenous peoples, understanding human rights and diversity, and fostering an inclusive environment.
- The data also suggest a growing awareness among parents that their child's school is addressing these important topics.
- The high percentage of parents indicating that their child is respectful of diversity and differences suggests a positive environment being fostered in the schools.

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Equity in Action Survey 2022-23

Question - Do Indigenous Role Models or Elders visit your classroom or school?

	Always	Sometimes	Rarely	Never
2020-2021	9%	41%	33%	17%
2021-2022	12%	60%	24%	4%
2022-2023	18%	53%	23%	6%

- The data suggest an overall increasing trend in the presence of Indigenous role models or Elders visiting classrooms or schools across the surveyed years.
- The percentage of respondents who reported always having such visits consistently increased year over year.

Question - Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- The Equity in Action survey data over the last few years shows an increase in students reporting that they "always" hear the territorial acknowledgement in classrooms, assemblies or announcements.
- Of those students who responded to the Equity in Action Survey, 94% reported "always" (76%) or "sometimes" (18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

Learning Objective 2 - To Provide opportunities for learners to for learnings to develop critical and creative thinking skills

Student Learning Survey 2021-2

Question - Are you taught to show your learning in different ways?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	34%	37%	23%	5%
	12	39%	41%	20%	1%
2019/20	10	48%	33%	15%	4%
	12	38%	41%	19%	2%
2020/21	10	47%	37%	13%	4%
	12	40%	38%	20%	3%
2021/22	10	45%	39%	12%	4%
	12	45%	41%	12%	3%

- Data suggest that, overall, a majority of students across different school years and grades reported positive experiences in being taught to demonstrate their learning in various ways.
- In the 2021-22 Student Learning Survey, 85% of those who responded to the question said that they, "sometimes", "many times" or "all the time", were taught to show their learning in different ways.
- Positive responses were slightly higher for Grade 12 students in 2021-22 in comparison to 2020-21 and slightly lower for Grade 10 students during the same period.

Question - At school, are you learning to be a critical thinker?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	50%	30%	14%	7%
	10	40%	32%	24%	4%
	12	41%	38%	20%	1%
2019/20	7	46%	32%	14%	7%
	10	42%	30%	23%	5%
	12	53%	31%	12%	4%
2020/21	7	48%	30%	13%	9%
	10	46%	33%	16%	5%
	12	50%	30%	18%	2%
2021/22	7	44%	29%	10%	17%
	10	38%	36%	17%	9%
	12	42%	43%	10%	5%

- The data suggest that most students across different school years and grades feel they are learning to be critical thinkers "many times" or "all the time."
- The positive response percentages vary slightly across different school years and grade levels.
- The relatively low percentages of negative responses indicate that most students perceive they are being encouraged to develop critical thinking skills.
- In the 2021-22 Student Learning Survey, an average across grades of 76% of students who responded to this question, said that they, "sometimes", "many times" or "all the time", were learning ways to be a critical thinker.

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of Grade 7)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many Times All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	28%	25%	39%	8%
	10	27%	27%	42%	5%
	12	29%	25%	43%	2%
2019/20	7	26%	27%	38%	8%
	10	29%	30%	37%	4%
	12	26%	28%	38%	8%
2020/21	7	25%	27%	37%	11%
	10	31%	26%	38%	5%
	12	27%	32%	39%	2%
2021/22	10	35%	37%	22%	5%
	12	37%	40%	21%	2%

- The data suggest that across the years, a portion of students across different grade levels felt they were not consistently taught to take ownership or control of their learning. However over time the number of respondents saying "at no time" or "few times" has reduced.
- The 2021-22 survey with amended wording showed a higher percentage of Grade 10 and 12 students feeling positively about their control over their own learning.
- The variations in responses may reflect different teaching approaches and experiences over the years.
- Note The question was previously (2020) asked of Grades 7,10,12: At school, are you taught to take ownership or control of your learning (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)?

Question - As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Most of the time All of the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	45%	30%	18%	8%
	10	31%	34%	30%	5%
	12	45%	29%	26%	0%
2019/20	7	51%	24%	17%	8%
	10	39%	32%	25%	4%
	12	46%	29%	22%	3%
2020/21	7	51%	23%	17%	9%
	10	43%	31%	22%	4%
	12	41%	31%	26%	2%
2021/22	7	53%	24%	11%	12%
	10	44%	32%	19%	5%
	12	44%	37%	15%	3%

- Consistent, but small, increases across the past four years show that students agree positively (Gr. 7: 53%; Gr. 10: 44%; Gr. 12: 44%) that as part of marking their work, they are shown examples of what excellent, good, fair, and poor work looks like.
- Grade 7 students tend to report more positive responses than the other grades.
- Grade 10 students more frequently report "never" or "almost never" having examples compared to other grades. This is something that would benefit from professional learning opportunities so that teachers can enhance their ability to provide meaningful examples and feedback to students.
- Note: The response choices in 2018-2021 were "Many Times" or "All of the time", "Sometimes", "At no time", "Few times", "Don't Know".

Parent Student Learning Survey 2022-3 (interim report)

Parent SLS 2021 - 23		#	%
Parents answering yes to the following questions:			
Is your child helped to understand how they can improve their learning?	2021-2022	170	61%
	2022-2023	190	55%
Is your child being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	2021-2022	162	58%
	2022-2023	199	58%
Is your child learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	2021-2022	141	51%
	2022-2023	169	49%
Is your child learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	2021-2022	194	70%
	2022-2023	228	66%
Is your child learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference?	2021-2022	188	68%
	2022-2023	219	64%
Is your child learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	2021-2022	48	17%
	2022-2023	84	24%
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%

- The 2022-23 Parent Survey had more respondents than the previous year.
- The responses for 2022-23 compared with 2021-22, had, on the whole, slightly fewer parents responding positively.
- However, of those who responded, most parents agreed that the child was:
 - being helped to understand how to improve their learning (55%)
 - being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)? (58%).
 - learning to become a critical thinker (66%).
 - learning basic age-appropriate reasoning skills (64%).
 - learning emotional self-regulation (how to express emotion, a deal with emotional problems through self-regulation, empathy and compassion)? (55%).
- Fewer parents responded positively to questions on whether the child was:
 - learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)? (49%).
 - learning basic life skills such as budgeting, independent living skills for financial planning and taxes? (24%).

Learning Objective 3 - Ensure our learning environments are safe, accessible and welcoming.

Student Learning Survey 2021-22

Question - Do you feel safe at school?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many Times All the Time	Sometimes	At no time Few Times	Don't Know
2018/19	4	83%	9%	7%	1%
	7	69%	20%	10%	1%
	10	71%	18%	7%	3%
	12	84%	10%	5%	1%
2019/20	4	72%	14%	10%	3%
	7	65%	23%	11%	2%
	10	78%	13%	8%	2%
	12	85%	9%	2%	4%
2020/21	4	82%	9%	6%	2%
	7	69%	20%	8%	4%
	10	76%	14%	7%	3%
	12	82%	10%	7%	1%
2021/22	4	75%	16%	5%	4%
	7	71%	19%	7%	3%
	10	75%	16%	7%	2%
	12	87%	9%	3%	1%

- In 2021-22, averaged across the four grades, 76% of students reported feeling safe at school either "all the time" or "most of the time."
- On the whole, Grade 12 students feel safer than the other grades while Grade 7 feel slightly less safe than the other grades.

Question - Have you ever felt bullied at school?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Never or Almost never	Sometimes	All or Most of the time	Don't Know
2018/19	4	66%	18%	12%	4%
	7	69%	17%	12%	2%
	10	72%	14%	10%	4%
	12	85%	7%	5%	3%
2019/20	4	59%	22%	15%	4%
	7	65%	18%	14%	3%
	10	72%	16%	8%	5%
	12	81%	13%	5%	2%
2020/21	4	63%	22%	11%	4%
	7	68%	17%	11%	4%
	10	78%	12%	7%	4%
	12	83%	8%	8%	2%
2021/22	4	49%	32%	15%	4%
	7	57%	26%	14%	2%
	10	61%	26%	11%	3%
	12	66%	26%	5%	3%

- The data suggest that, in general, the majority of students across various grade levels report "never" or "almost never" feeling bullied, teased, or picked on.
- Grade 12 consistently had the highest percentage of students who "never" or "almost never" felt bullied.
- It is worth noting that for Grade 12 the difference between the years dropped to 66% in 2021-22 having been 85%, 81% and 83% in previous years - suggesting an increasing amount of bullying over the years.
- Similarly for Grade 12 students there was an increase in "sometimes" feeling bullied at school: 26% in 2021-22 but lower at 8%, 12% and 7% in preceding years.
- Compared to 2020-21, students who responded to the survey, reported lower levels of "never" or "almost never" in 2021-22. The data showing an increased in "sometimes" feeling bullied.
- Note between 2018-21 the question was phrased differently as "At school are you bullied, teased or picked on? (Gr 7, 10, 12)." For Grade 4 students in 2018-21, the question was worded as it is now.

Question - Do you experience racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	2%	8%	18%	71%
2021-2022	7%	10%	21%	62%
2022-2023*	2%	11%	19%	68%

- The data suggest fluctuations in the perception of experiencing racism in schools over the surveyed years.
- In 2022-2023, 87% of students report that they "rarely" or "never" experience racism in their school.
- The rate of "always" or "sometimes" experiencing racism has dropped from 17% the previous year to 13% however it is still higher than in 2020-21 when it was 10%.

Question - Do you see your culture reflected in your classroom?

	Always	Sometimes	Rarely	Never
2022-2023	25%	38%	18%	18%

- The data highlight a diversity of perceptions regarding the reflection of students' cultures in the classroom.
- While a quarter of respondents feel that their culture is "always" reflected, the majority indicated that they are only "sometimes", "rarely", or "never" reflected.
- These data underscore the importance of fostering a culturally-inclusive classroom that embraces and values the diverse cultural backgrounds of students.

Question - Do you see family and/or people from your community in your classroom?

	Always	Sometimes	Rarely	Never
2020-2021	17%	46%	18%	18%
2021-2022	36%	26%	22%	17%
2022-2023*	30%	33%	16%	21%

- Overall, the increase since 2020-2021 in the percentage of respondents who reported "always" seeing family and community representation suggests improved inclusion.
- In the 2022-23 data, the percentage of respondents who indicated that they "sometimes" see family and community members increased to 33% and those who "rarely" saw family and community decreased to 16%. However, those reporting "never" seeing family and people from their community" rose from 17% in 2021-22 to 21% in 2022-23.
- The variations in perceptions could be influenced by changes in classroom demographics and school initiatives.

Equity in Action Survey 2022-23

Question - Are there times when children in your classroom are unkind or hurt your feelings?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- In the 2022-2023 data on this question, the percentage of respondents who:
 - believed that children were "always" unkind or hurtful increased to 35%, an increase from previous years.
 - believed that that children "never" engaged in unkind behavior decreased to 2%, a decrease from previous years.
 - felt that children were "sometimes" unkind or hurtful increased to 54% from 45% the previous year.
 - that children were "rarely" unkind or decreased to 9% from 13%.

Question - Are children in your classroom kind and caring?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- The percentage of students who feel that children in their classroom are "always" kind and caring has more than doubled from 15% in 2020-2021 to 35% in 2022-2023. This suggests a positive trend in classroom behavior over the years.

Question - Do you witness racist remarks or acts of racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	4%	14%	20%	62%
2021-2022	11%	19%	21%	49%
2022-2023	9%	24%	25%	43%

- The data suggest fluctuations in students' observations of racist remarks or acts of racism in their school environment over the surveyed years.
- In the 2022-23 school year, the percentage of respondents who reported never witnessing such incidents decreased to 43%.
- The percentages for "sometimes" (24%) and "rarely" (25%) witnessing such incidents remained elevated from the previous years. There was a slight drop to 9% of responses to "always" witnessing racism in school.

Learning Objective 4 – To enhance student choice and voice

Student Learning Survey 2021-2

Question - At school do you get to work on things you are interested in as part of your course work?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	23%	34%	34%	9%
	10	25%	37%	35%	3%
	12	34%	39%	25%	2%
2019/20	7	20%	39%	34%	7%
	10	29%	39%	28%	3%
	12	28%	43%	25%	4%
2020/21	7	21%	39%	30%	11%
	10	28%	43%	24%	5%
	12	30%	43%	26%	1%
2021/22	7	20%	42%	28%	11%
	10	25%	49%	21%	4%
	12	30%	54%	17%	0%

- The data suggest that across different school years and grades, a portion of students feel that they have opportunities to work on things they are interested in as part of their coursework.
- Positive responses were consistently higher for Grade 12 students compared to Grade 7 and Grade 10 students.
- The variations in responses might reflect different teaching approaches and opportunities provided to students over the years.
- In 2021/22 of the students who responded to the survey, 70% said that they "all of the time", "most of the time" or "sometimes" got to work on things they were interested in as part of their coursework. The response is lowest for Grade 7 students at 62%, higher for Grade 10 students at 75% and highest for Grade 12 students at 84%.

Question – At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most of the Time All the Time	Sometimes	Never Almost Never	Don't Know
2018/19	10	32%	35%	27%	7%
	12	34%	37%	27%	2%
2019/20	10	35%	30%	28%	7%
	12	31%	39%	28%	2%
2020/21	10	32%	38%	23%	7%
	12	34%	31%	31%	4%
2021/22	10	35%	40%	20%	5%
	12	41%	37%	19%	3%

- The data suggest that across different school years and grades, a portion of students have opportunities to provide input into what they learn and how they learn. Positive response rates ranged from a low of 31% (Grade 10) in 2019/20 to a high of 41% (Grade 12) in 2021/22.
- Grade 12 students generally expressed slightly higher levels of positive experiences compared to Grade 10 students.
- The relatively low percentages of negative responses might reflect schools' efforts to incorporate student input into their educational experiences, fostering a sense of ownership and engagement. 2021/22 had the fewest responses of "never" or "almost never".

Question – Do adults in the school treat all students fairly?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	4	Not asked			
	7	53%	26%	16%	5%
	10	48%	27%	17%	8%
	12	54%	27%	14%	6%
2019/20	4	Not asked			
	7	52%	27%	14%	7%
	10	49%	31%	16%	5%
	12	48%	32%	15%	6%
2020/21	4	Not asked			
	7	55%	22%	15%	8%
	10	53%	24%	13%	11%
	12	57%	26%	11%	6%
2021/22	4	69%	13%	6%	13%
	7	61%	20%	10%	10%
	10	47%	31%	12%	10%
	12	52%	28%	12%	8%

- The data suggest that across different school years and grades, the majority of students feel that adults in the school treat all students fairly.
- Positive response rates were consistently high across all grade levels surveyed, indicating a positive perception of fair treatment.
- There is more consistency for Grade 12 than for Grade 10 in positive responses.
- In the 2021/22 school year, the question was asked of Grade 4 students for the first time. Results show a significantly higher percentage (69%) of students believing that adults in the school treat all students fairly "many times" or "all of the time" compared to other grades.
- In 2021/22 of those students who responded to the question, 57% said adults treat all students fairly, "many times" or "all of the time." A further 23% responded "sometimes" to this question.

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Question – Are you satisfied that school is preparing you for post-secondary education?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	29%	36%	31%	4%
	12	40%	28%	29%	2%
2019/20	10	33%	31%	32%	4%
	12	23%	38%	35%	4%
2020/21	10	37%	33%	23%	7%
	12	36%	31%	29%	4%
2021/22	10	39%	30%	23%	8%
	12	38%	30%	26%	5%

- The data suggest that across different school years and grades, a portion of students have varying levels of satisfaction with how well school is preparing them for post-secondary education.
- Responses from Grade 10 students show a steady increase in satisfaction in preparation for secondary from 29% in 2018/9 to 39% in 2021/22. The results for Grade 12 students are more fluctuating, going from 40% in 2018/19 to 23% in 2019/20 up to 36% in 2020/21, to 38% in 2021/22.
- The relatively high percentages of negative responses (ranging from 23%-35%) might reflect students' concerns about their readiness for higher education and the perceived alignment of their education with future academic pursuits.

Question – Are you satisfied that school is preparing you for a job in the future?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	20%	31%	44%	4%
	12	24%	31%	42%	2%
2019/20	10	20%	32%	44%	4%
	12	17%	31%	48%	4%
2020/21	10	22%	34%	35%	8%
	12	24%	26%	44%	6%
2021/22	10	30%	31%	34%	4%
	12	23%	31%	43%	4%

- In the 2021/22 school year, there was a notable increase in Grade 10 students who feel that school is preparing them for a job "many times" or "all the time," jumping from 22% in 2020/21 to 30%. This could indicate a positive shift in the perception of educational effectiveness for this grade.
- Across all years and grades, the "at no time" or "few times" category has consistently high percentages, always exceeding those who feel positively about job preparation. This could indicate a general skepticism among students about the effectiveness of their education in preparing them for future jobs.

Engagement Objective 2

Parent Student Learning Survey 2022-3 (interim report)

Those parents answering yes to the question		#	%
Do you think the BC education system is preparing students for transition to post-secondary?	2022-2023	104	31%
Do you think the BC education system is preparing students for transitions to the work force after graduation?	2022-2023	90	27%

- Around 31% of parents believe that the BC education system adequately prepares students for the transition to post-secondary education.
- Approximately 27% of parents feel that the BC education system effectively equips students for transitions to the workforce following their graduation.
- While a third of the parents surveyed have positive views, it's notable that there is a larger percentage who have differing opinions or uncertainties about the system's preparedness for post-secondary education and workforce transitions. In addition, the low response rate makes it hard to generalize about parents' views.

Equity in Action Survey 2022-23

Question - What are your Plans After Grade 12?

Response	Count	Percentage
Get a job	605	21%
Find my own place to live	497	18%
Travel	419	15%
Attend college or university right away	373	13%
Attend college or university after a gap year	286	10%
Move to a different city, province, country	239	8%
Stay in my community	157	6%
Unsure	165	6%
Learn a trade	133	5%
Other	94	3%

Note that 1466 or 61% of respondents did not respond to this question.

- In the 2022/23 Equity in Action survey, students were asked what they were planning to do after Grade 12. Students could choose as many of the responses in the list as relevant to them.
- Of those students who responded to this question the most frequent plan was to get a job (21%) followed by find my own place to live (18%) and travel (15%). Only 5% reported that they wanted to learn a trade.

Engagement Objective 1 Develop, expand and implement inclusive and collaborative practices and processes

The district continues to make progress to develop, expand and implement collaborative practices and processes – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

Engagement Objective 2 – Father the Goals of the NA'TSA'MAHT Agreement Following the Objectives of 'One Mind' and 'One Spirit'

See also the [NA'TSA'MAHT Agreement Report \(June 2023\)](#) which showcases some of the exemplary work underway in the District.

Student Learning Survey 2021-2

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- A majority of students across all grades report being taught about Indigenous Peoples in Canada either "most of the time" or "all of the time" (36%) or "sometimes" (49%). This suggests a relatively high level of integration of this subject matter into the curriculum.
- While the percentage of students who report "never" or "almost never" being taught is relatively low across all grades, it increases from 11% in Grades 7 and 10 to 17% in Grade 12. This suggests a decline in exposure to this subject as students approach graduation.
 - It will be interesting to see the impact on responses to this question in future years following the start of the new Indigenous-focused course required for graduation from 2023-24 school year onwards.

Question - At school, are you being taught about local First Nations? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- Across all grades, 31% of respondents say they are taught about local First Nations, "most of the time" or "all the time," and 47% "sometimes".
- Grade 10 students report the highest level of being taught "most of the time" or "all the time" at 36%, suggesting that there may be specific curricular elements or programs at this stage that focus more on local First Nations' history or culture.
- The data suggest increasing non-exposure in Grade 12 to local First Nations as the percentage of students who report "never" or "almost never" being taught increases from 15% in Grade 7 and Grade 10 to 24% in Grade 12. This suggests a decline in exposure to this important subject matter as students approach graduation.

Question - At school, are you being taught the local First Nations' language(s)? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	7%	21%	65%	7%
7	5%	22%	63%	9%
10	9%	19%	66%	7%
12	6%	20%	70%	4%

- Across all grades, a majority of students (65%) report "never" or "almost never" being taught local First Nations' languages. Only a small fraction, 7%, indicate they are taught these languages "most of the time" or "all of the time."
- Interestingly, Grade 10 shows a slight increase in students being taught "most of the time" or "all of the time" (9%), compared to Grade 7 (5%) and Grade 12 (6%). This could suggest that there might be specific curricular elements or programs at this stage that focus on Indigenous languages.
- The percentage of students who report "never" or "almost never" being taught, ranges from 63% in Grade 7 to 70% in Grade 12, indicating a consistent lack of exposure to Indigenous languages throughout the school years, lessening as students reach the end of secondary school.

Question - At school, do you participate in any Indigenous (First Nations, Inuit, Métis) celebrations or activities? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	8%	31%	54%	7%
7	11%	32%	47%	10%
10	5%	31%	59%	6%
12	6%	28%	63%	3%

- Compared to ongoing Indigenous programs, there is a slightly higher level of participation in Indigenous celebrations or activities. While 54% of students across all grades report "never" or "almost never" participating, a notable 31% do participate "sometimes," and 8% "most of the time" or "all the time."

Question - At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Métis) programs or activities? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	5%	19%	66%	9%
7	8%	23%	56%	13%
10	2%	17%	72%	8%
12	3%	16%	78%	3%

- Across all grades, the majority of students (66%) report "never" or "almost never" participating in Indigenous programs or activities. Only 5% participate "most of the time" or "all of the time," indicating a low level of engagement with Indigenous education and cultural activities across the grades.

Equity in Action Survey 2022-23

Question: Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- Of those students who responded to the Equity Survey, 94% reported "always" (76%) or "sometimes" (18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

My Education Data 2022-23

Six year completion rate

The six-year completion rate is the percentage of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	69	75	62	82	86	78
2018/19	72	79	67	87	89	85
2019/20	72	71	74	86	87	85
2020/21	71	80	61	91	92	90
2021/22	73	69	77	93	93	93

Progress of Students Who Entered Grade 8 in September 2016

If we follow the progress of students Grade 8 Cohort in 2016/17, a decline in progress towards the next grade begins in Grade 10 amongst male students with Indigenous ancestry and also in Grade 10 for female students who do not have Indigenous ancestry. In Grade 11 the decline starts for female students with Indigenous ancestry.

School Year	Grade	Aboriginal			Non-Aboriginal		
		All %	Female%	Male%	All%	Female%	Male%
2016/17	8	100	100	100	100	100	100
2017/18	9	100	100	100	100	100	100
2018/19	10	99	100	99	100	99	100
2019/20	11	95	95	95	100	99	100
2020/21	12	94	92	95	100	99	100
2021/22	Completion	75	70	79	93	93	93

- In 2021/22 more students completed in 6 years than in previous years. 2% more students with Indigenous ancestry graduated in 6 years as did 2% more of students without Indigenous ancestry.
- Notably, grouped together, boys with Indigenous ancestry increased their year 6 completion rate from 61% to 77% while the corresponding girls group's rate of completion declined from 80% to 69%.

- The results are an improvement on the progress of students who started Grade 8 in 2016 which were reported last year.
- In 2021/22, 75% of students with an Indigenous background completed their studies, in comparison to 71% in 2020-21.
- In 2021/22, there was a 93% completion of students without an Indigenous background compared with 91% completion in 2020-21. (*How Are We Doing Report*, p. 37).

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Engagement Objective 3 - Develop, expand and implement respectful, effective, clear and transparent communications

The district continues to make progress to develop, expand and implement respectful, effective, clear and transparent communications – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year. In addition to communications and engagement work noted in the Annual Report, the [NA'TSA'MAHT Agreement Report \(June 2023\)](#) highlights some of the engagement work undertaken by the NA'TSA'MAHT Indigenous Education department which included a number of community gatherings bringing 400 students and community members together.

Engagement Objective 4 - Continue to develop, expand and implement a culture of wellness

Student Learning Survey 2021-2

Question: At school I am learning how to care for my mental health.

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many Times or All of the time	Sometimes	At no time or Few times	Don't Know
2018/19	7	42	23	27	8
	10	23	24	45	7
	12	34	26	36	3
2019/20	7	43	23	26	8
	10	30	25	41	5
	12	20	25	50	5
2020/21	7	33	23	33	12
	10	24	22	46	8
	12	21	23	51	5
2021/22	7*	43	23	25	8
	10	25	22	50	3
	12	18	25	56	2

- There is a noticeable decline in positive responses as students progress from Grade 7 to Grade 12. While 42-43% of Grade 7 students report learning about mental health "many times" or "all of the time," this drops to 18-21% by Grade 12 in the most recent years.
- This suggests that older students may feel less supported in mental health education, which could be a critical issue given the increasing mental health challenges often faced by adolescents.
- Negative responses, indicating that students in Grade 10 and 12, feel they are learning about mental health 'at no time' or 'few times,' have increased over the years, reaching 50% for Grade 10 and 56% for Grade 12 in 2021/22.
- This is a concerning trend and suggests that mental health needs a greater focus to meet the needs of older students, who are closer to leaving school.

Parent Student Learning Survey 2022-3 (interim report)

	Year	Yes Response	
		Count	Percent
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	2021-2022	126	46%
	2022-2023	149	44%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	2021-2022	176	65%
	2022-2023	238	71%

- The majority of parents who responded to the SLS Parent Survey in 2022-23 believed that their child was learning emotional self regulation (55%) and to care for their physical health (71%). Some parents (44%) agreed that their child was learning how to care for their mental health.
- NOTE: The numbers of students and parents undertaking SLS Surveys is very low and it is not clear what the results would be if all of the students and parents in the district undertook their respective survey.

Growth Objective 1 - Strengthen organizational practices to ensure equity, diversity and inclusion

The district continues to make progress to strengthen organizational practices to ensure equity, diversity and inclusion – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

Growth Objective 2 - Build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.

The district continues to build and maintain spaces and resources that support our creative and critical learning and our culture of belonging - see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

Growth Objective 3 - Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

Student Learning Survey 2021-2

Question - My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) .

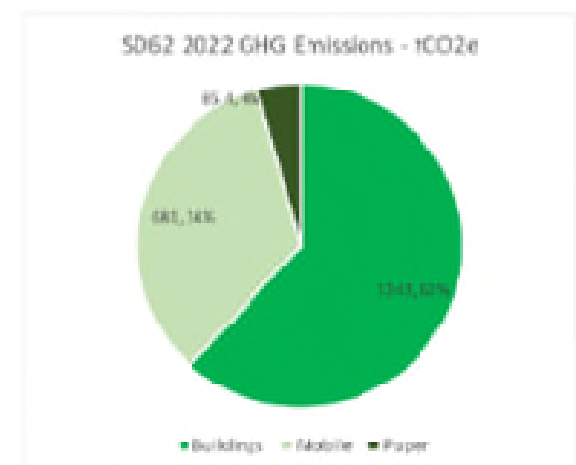
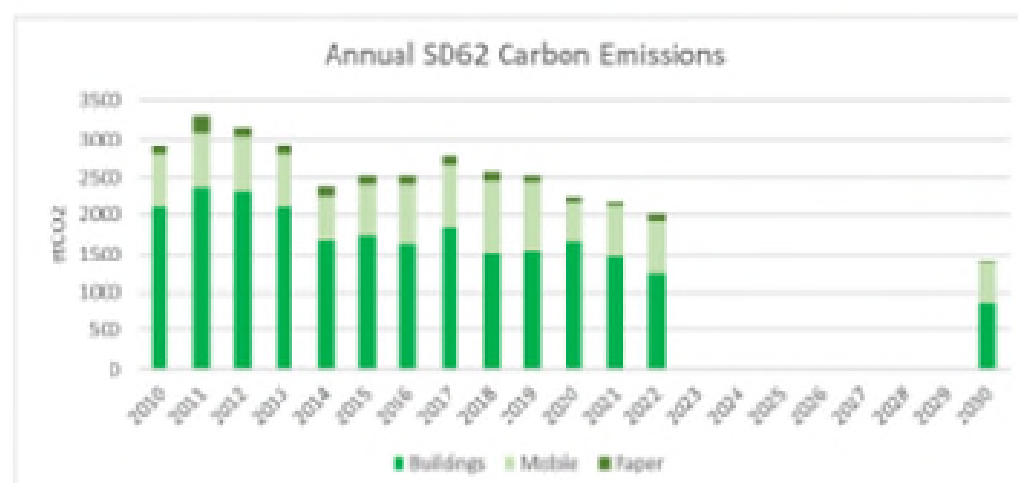
		Positive	Neutral	Negative	Don't Know
School Year	Grade	All of the time or Most of the time	Neither agree nor disagree	Strongly disagree/Disagree	Don't Know
2018/19	10	72%	15%	7%	6%
	12	71%	16%	9%	4%
2019/20	10	78%	10%	8%	3%
	12	71%	15%	9%	5%
2020/21	10	79%	11%	4%	6%
	12	81%	10%	5%	3%
2021/22	10	75%	17%	5%	2%
	12	81%	12%	7%	0%

- The majority of students agree that they have enough materials.
 - For Grade 10, the positive responses increased from 72% in 2018/19 to 79% in 2020/21, then slightly decreased to 75% in 2021/22.
 - For Grade 12, the positive responses remained fairly stable, ranging from 71% to 81%.

Growth Objective 4 - Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment

Evidence of progress in this section is drawn from the Climate Change Accountability Report

SD62 emitted 2,008 tCO₂e in 2022, across buildings, mobile (fleet), and paper consumption. Figure 1 shows the breakdown per type for the 2022 year. Of this consumption, 359 tCO₂e is exempt under the Carbon Neutral Government guidelines. To achieve carbon neutrality, SD62 paid \$41,213 + GST to offset the remaining 1,649 tCO₂e of carbon for 2022.



The chart shows SD62's historic annual Green House Gas (GHG) emission trends including the 2030 climate action goal. Overall reductions for 2022 with respect to the 2010 baseline are 31%. This reduction spans the categories by 41%, 3%, and 19% for buildings, mobile (fleet), and paper respectively. The illustration shows that despite the increase in student population and facilities, SD62 continues to reduce their carbon footprint.

District Successes/Points of Pride Summary

Relationships & Engagement: Culture, Language & Connections

The 6 Na'tsa'maht Indigenous Education community dinners brought together Indigenous communities in ways never seen before. Each community was celebrated: T'Souke, Sc'ianew, Pacheedaht, Urban Indigenous and Métis, using a distinctions based approach that contributed to stronger relationships, sense of belonging in the district and reciprocity.

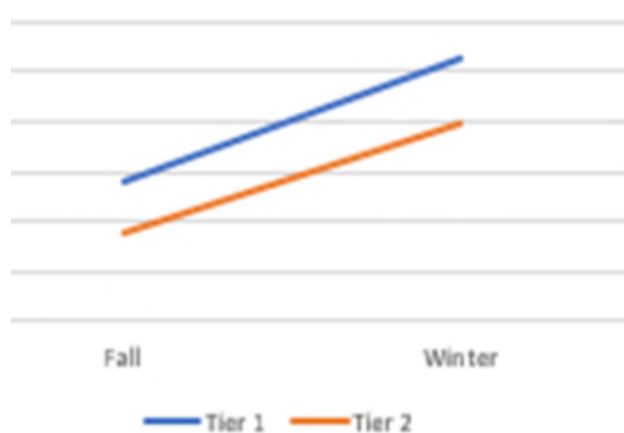
Camp Thunderbird – Tri-District Grade 12 event brought together students, staff, elders and community to recognize the powerful relationships between the Coast Salish Nations and communities on the South Island and to foster an emerging and collaborative relationship between the three South Island districts (61,62,63) and the Nations that we partner with and serve. Everyone was welcomed by the T'Souke Nation to their traditional unceded territory where students, staff and elders were led through various land-based activities and learning opportunities to inspire and celebrate the educational journey and success of our youth and collaborative partnerships over the past school year.

In response to the data that illustrates more targeted support is needed for Indigenous learners (specifically on-reserve learners), the NA'TSA'MAHT team has created a new Position of Special Responsibility. This position is part of the NA'TSA'MAHT Team and will provide support Indigenous learners and families who have been identified through a referral process. The position is intended to fill a gap between the NA'TSA'MAHT Staff, School-based teams, District teams and community-based supports. The teacher will work with students and families of Indigenous ancestry with a focus/priority on First Nation on-reserve learners who are not yet fully engaged with their schools.

Literacy: Data to Demonstrate Efficacy of Literacy Intervention and Supports

Illustrative in elementary school A, students who received intervention made the same or comparable growth to their age-based peers.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



Demonstrate students receiving intervention are making gains on par with classmates (median).

With the removal of the few students who were 'non-responders' from the data, grade one students reached parity with their classmates and 'closed the gap' with their literacy skills.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



With non-responders removed from the data, the gap is closed.

Numeracy:

Teachers who participated in “Building Thinking Classrooms” professional discussions reported anecdotal increases in student engagement, collaboration, critical thinking and real-world -problem solving. In Elementary School B, a few classrooms have moved away from the traditional ‘I do – We do - You do’ structure of math lessons. Learning structures now involve random student groupings, thinking tasks, vertical mounted whiteboards for constructivist thinking and student collaborative synergistic learning.

In Secondary, math educators for each secondary school gathered as a collaborative learning community to explore proficiency at grade 9 in light of the new Reporting Policy’s requirement to switch from letter grades to Proficiency Scale. This evolved into an exploration of assessment, instructional strategies and approaches and grew in numbers as enthusiasm spread. Teachers’ experienced paradigm shifts from a content to a competency approach throughout their teaching in the senior grades. Given that the Graduation Numeracy Assessment is competency based, we expect that this shift in pedagogical approaches will result in increased numbers of students who are ‘Proficient or Extending’ on the assessment.

Grade to Grade Transitions: Actions & Achievement in Support of Dignity, Purpose and Options

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 began the *Pathways to Graduation Circle* framework in the 2022/23 year to honour the efforts towards reaching the goals of the NA’TSA’MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. In successive years, there will be bi-annual visits to all schools.

Students Feel Welcome, Safe, and Connected: Actions & Achievement in Support of Dignity, Purpose and Options

We were very fortunate to receive a large (120K) grant from Health Canada’s Substance Use and Addictions Program to support release time for teachers to explore and implement more of the new PHE competencies related to Healthy Relationships, particularly through the lens of substance use. Our goal with the project is that by having opportunities to discuss concerns and questions related to this topic, it will increase the confidence and comfort level of all adults in our system to have these valuable conversations with students on a daily basis, which in turn, will create an environment of safety and belonging.

In addition, we continued with staff development training using the EASE program, increasing everyone's understanding of how to work with managing anxiety. We offered .4 release time to take the EASE program to any interested teacher. Our Social Emotional Learning (SEL) coach continued to work in elementary schools supporting classrooms to implement SEL lessons, routines and strategies.

Alternate: Westshore Secondary School Colwood & Sooke campuses:

- The 2nd year for Take a Hike program (Colwood campus); establishing "Shared Practices" with all TaH programs (13 in B.C.)
- The 2nd year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- A focus on establishing a platform for tracking additional services and supports
- SD62 Alternate staff will attend the annual BC Alternate Education Conference
- A renewal of our Inclusion Support Team philosophy and structure
- Hosted our Commencement Ceremony for Graduates at Royal Roads University
- Continued success of our Elder in Residence program with Elder Earl Claxton
- A focus in community and learning on the land/water
- Continued partnership with Colwood Elementary
- Feeding Futures program is very successful
- Monthly student feasts anchored to special events

SD62 Career Education:

- Initiated 1.0FTE K-8 District Career Ed lead supporting Career & ADST curriculum
- Added Auto Trades Awareness, Skills & Knowledge (TASK) to Belmont Secondary School (BSS) for the 23/24 school year
- A focus on Dual Credit Academic offerings and consistent processes for Secondary students
- Onboarded a new Secondary District Career Ed lead
- Standardized WEX processes and shifted to District centered claiming cycles
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- District Lead for MyBluePrint as great resource for all students & teachers in grades 6-12
- Program development for Westshore Secondary Building opening in September 2024

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in enrolment in 22/23 adding a cohort to the Milne's Landing
- Continue to offer Middle School Blended programs in 23/24
- Inaugural year for SD62 Online creating "hubs" at Belmont Secondary, Edward Milne Community School, and Royal Bay Secondary School for the 23/24 year
- Inaugural year for SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year
- Full credit Summer Learning student enrolment continues to increase again in the summer of 2023 – 241 students with a success/completion rate of 97.5%

Program development for Westshore Post-Secondary Building opening in September 2024

Students will Graduate: Actions & Achievement in Support of Dignity, Purpose and Options

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Opened the new year with a new name and logo - Home of the Stkaye - incredible pride for staff and students
- Inaugural year for Take a Hike program (Colwood campus) – 3 graduates
- Approximately 40 graduates between the Colwood & Sooke campuses
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Inaugural year in hosting our Commencement at RRU
- Improved success of students and their attendance supported by the “Quinta” model of scheduling

Life and Career Core Competencies: Actions & Achievement in support of Dignity, Purpose and Options

SD62 Career Education:

- Honoured 26 WRK students from our district at our 1st annual WRK awards
- Successfully expanded TASK programs to include Auto TASK at Belmont (September 2023)
- Shifted our WEX district approach from school based to centralized district approach using CE to capture claims throughout the school year for 23/24
- Hosted a Career Ed Audit Compliance workshop supported by the ministry (May 2023)
- Successful Jr. and Sr. Skills Canada competitions
- Rebranded our department from Careers & Transitions to SD62 Career Education - Employment, Post-Secondary, Skilled Trades
- Solidified our ongoing partnership with SIP, Skilled Trades BC, and the Ministry team
- Continued success with our Dual Credit cohort models at both BSS and RBSS
- Focused on ‘Make Do’ Kits, ADST Carts, Jr. Skills Canada School wide events, Find Your Fit at Journey
- Hosted Ignite sessions in partnership with Camosun College
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Initiated 1.0 FTE K-8 District Career Ed lead supporting Career & ADST curriculum
- A focus on Dual Credit Academic offerings and consistent processes for Secondary students
- Onboarded a new Secondary District Career Ed lead
- District Lead for MyBluePrint as great resource for all students & teachers in grades 6-12
- Program development for Westshore Secondary Building opening in September 2024

Conclusion:

SD62’s Framework for Enhancing Student Learning report continues to evolve with it’s depth of information and evidence documenting the planning, strategies & actions undertaken in our district to improve the life outcomes of students and foster the growth and development of educated and wholly capable citizens, the foundation of our community.

Further evidence and detailed analysis of the work we do in SD62 in support of student learning and community building can be found in the District reports and plans listed below:

[Sooke Schools SD62 Strategic Plan 2021-2025](#)

[Sooke School District Annual Report to the Board of Education 2022-23](#)

[NA'TSA'MAHT ENHANCEMENT AGREEMENT 2022-2027](#)

[NA'TSA'MAHT ENHANCEMENT AGREEMENT CENFEKIMOON YEAR-END Final Report 2023](#)