



SOOKE **62**
SCHOOLS
Shaping Tomorrow Today

FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

Report to Ministry of Education

SEPTEMBER 2022

Table of Contents

District Context2

Current Strategic Plan Priorities.....3

District Successes.....5

Strategic Engagement5

Student Performance Data Analysis and Interpretation6

Intellectual Development6

Educational Outcome 1: Literacy6

Educational Outcome 2: Numeracy7

Educational Outcome 2: Grade to Grade Transitions.....9

Human and Social Development10

Career Development12

Educational Outcome 4: Students will graduate.....12

Educational Outcome 5: Life and Career Core Competencies12

Conclusion.....13

District Context

This FESL document follows the requirements of the Ministry of Education Enhancing Student Learning Reporting Order M302. The Order links to Ministry policy which determines that all BC school districts are to prepare and submit to the Minister between June 30 and September 30, a report that includes all district level data from provincial assessments and other indicators related to human, social and career development.

Included in these data are subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care and children with unique needs. Note that throughout the document, results are masked for privacy reasons (per government policy) where there are 10 or fewer participants in the data set.

The data for this report were extracted from the Ministry of Education SharePoint site using data reports that were set up for this purpose. Information on these data is also available to the public via the Ministry of Education website, including the Foundation Skills Assessment (FSA) and the BC Student Learning Survey. Further, we have incorporated a variety of additional data sets to demonstrate our progress towards the goals as stated in our Strategic Plan 2021-2025.

Adjacent to Victoria on southern Vancouver Island, School District No. 62 (Sooke) is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District operates in five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and employs approximately 1,700 educators and support staff. As of September 2021, the operating budget for the District is in excess of \$120 million with a student population of over 12,000. The District has a new Strategic Plan for 2021-25 that contains priorities for our work and focuses on three main goals of learning, engagement and growth.

As a school district, Sooke is experiencing a tremendous enrolment growth of 4.5% growth annually, resulting in 300-400 new students per year or the addition of 1 elementary school a year. This “growth factor” places unique pressures on the district, for example, provincial resource allocation is challenged to flow to the District at the same pace as our growth. The district’s ability to respond and meet the public’s expectations of a modern public education system is a challenge that ultimately trickles down to the classroom. New students, staff, spaces and a community in constant transition, all create vulnerability within our student population and communities, stretching our resources and capacity, as we work to employ and on-board new staff, welcome, train and ultimately create “winning conditions” for our staff so they, in turn, can create the same positive environment for our students. No school year is the same in Sooke and the dynamic of growth presents challenges that ultimately have impacts on student learning.

The FESL report contains student achievement data derived from the Ministry of Education’s Foundation Skills Assessment (FSA) tests administered in Grades 4 & 7. Historically, FSA participation rates in the Sooke School District have been low, both in reference to the total number of students in our district that write the assessments (32.5% of students participated in the FSA for 2019-20 for the District) and in comparison to other BC school districts. The consistently low FSA participation rates create a challenge as the statistical validity of the data is questionable due to the small sample size. In this report, the Sooke School District will acknowledge and respond to the data derived from FSA tests, addressing the trends by providing the district context and providing forward-looking commentary and actions.

In response to the data challenge presented by our local FSA process, the district has focused on collaborative conversations with staff and constituents to develop additional data sets to complement the FSA results. This developmental and foundational work has enhanced our overall “body of evidence” to support conclusions and build responses to the trends around student’s learning and perspectives that are emerging and substantiated by a growing body of data and analysis generated within district.

Current Strategic Plan Priorities

The [2021-22 Annual Report](#) looks at progress to the three strategic priorities: Learning, Engagement, Growth of the Strategic Plan 2021-25. The [Strategic Plan 2021-25](#) reflects the vision, mission, values and beliefs of the Board of Education. [Operational Plans](#) are developed each year by the Superintendent and the district Executive Team, to detail what will be done that year to make progress towards the objectives outlined in the strategic plan.

The overall goal rubric achievement for the 2021-22 school year was:

Learning – Proficient	Engagement – Developing	Growth – Developing
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The [Learning Goal was assessed as proficient with regards to the rubric](#). This reflects:

- Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion.
 - E.g., 89% of students, all the time or many times, respect people who are different from them (for example think, act or look different).
- Most students have the skills to think creatively and critically.
 - E.g., 79% of students agree that sometimes, many times or all the time they are learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions).
- Most students, families and staff feel safe, that they belong, and are valued.
 - E.g., 78% of students agree that all of the time or many times they feel safe at school.
- Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.
 - E.g., 69% of students agree that all of the time, many times or sometimes, they get to provide input into what they learn and how they learn (such as suggesting topics that interest them and choosing their own projects).

[The Engagement Goal was assessed overall as Developing on the rubric](#). This reflects:

- Some opportunities for students, staff and other community partners to provide input.
 - E.g., There were 52 strategic engagement activities in 2021-22 including gatherings, surveys and use of the platform ‘Thought Exchange’ to gather views of students, staff and the wider community.
- Indigenous student graduation rates are approaching parity with Non-Indigenous students.
 - There is still progress to be made on this item as the gap between indigenous and non-indigenous graduation rates is 20% - which means it is in the emerging category of the rubric.
- A basic communications plan.
 - E.g., The Communications Plan has been developed and extended (to proficient level).
- Some systems are in place to inform the state of wellness of staff and students.
 - E.g., As well as multiple training offerings to staff, 48% of students agreed that they are learning how to care for their physical health at school.

[The Growth Goal was assessed as Developing on the rubric](#). This reflects:

- Some systems in place to support the growth of our facilities.
 - E.g. The Program Review of 2020-21 resulted in 137 recommendations to implement.
- Parts of the organization have defined practices in operation with regards to diversity, equity and inclusion (DEI)
 - E.g., The creation and undertaking of the first Employment Equity Survey. Results will be used to create equity practices to remove barriers for hiring processes and support fair and equitable hiring.
- Some resources, policies, that directly support environmental sustainability.
 - E.g. While the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet.

Overall Rubric Proficiency 2021-2022

		EMERGING	DEVELOPING	PROFICIENT	EXTENDING
LEARNING GOAL					
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			
	2	To provide opportunities for learners to develop critical and creative thinking skills			
	3	To ensure our learning environments are safe, accessible and welcoming.			
	4	To enhance student choice and voice			
ENGAGEMENT GOAL					
Create a culture of belonging					
OBJECTIVE	1	To develop, expand and implement, inclusive and collaborative, practices and processes			
	2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'			
	3	To develop, expand and implement respectful, effective, clear and transparent communications			
	4	To continue to develop, expand and implement a culture of wellness			
GROWTH GOAL					
Pursue organizational excellence to support a vibrant school district					
OBJECTIVE	1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).			
	2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.			
	3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources			
	4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment			

District Successes

A year ago, the Sooke School District Board of Education launched a new [Strategic Plan](#) to drive the district vision forward and focus on three priority areas (Learning, Engagement and Growth) over the next four years. As we worked together to execute the first year of the plan, we were faced with shocking growth that doubled our enrollment projection of 400 new students to 827 new students. The funding announcement for the South Langford Elementary School build in June was a welcome relief for our growing West Shore community. While we are excited about our two new schools set to open for the 2022-23 school year, we expect them to be close to capacity within the next couple of years. Raising awareness of our growth and getting new schools built will continue to be a priority for our district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be inclusive and reflective of the needs of our students, staff and the community at large. Last year we announced several collaborative partnerships with community in mind:

- Beacon Community Services will offer childcare at PEXSISEN Elementary School beginning in September 2022.
- Hulitan Family & Community Services will build a childcare space on the grounds of Colwood Elementary in partnership with M'akola Development Services. The childcare programming will be focused on offering culturally grounded, trauma-informed, school readiness services to Indigenous families.
- An unprecedented collaboration with Royal Roads University, the University of Victoria, Camosun College and the Justice Institute of British Columbia to offer programming and pathways for students at a future West Shore campus location.
- The introduction of a Climbing Academy at Belmont Secondary School with the support of BoulderHouse and the City of Langford.

POINTS OF PRIDE

- Completion of in-depth and extensive program reviews of our district which resulted in 137 recommendations and flowed into decisions for the 2022-23 Budget.
- The 2022-2027 Na'tsa'maht Enhancement Agreement draft has been approved and will be formally adopted in a signing ceremony with the local Nations in September 2022.
- Creation of an Employment Equity Survey to be reviewed and implemented annually to hear from our staff on how we can create a more inclusive, flexible and respectful work environment.
- Our secondary students earned almost \$1 million collectively in scholarship funding last year.
- A student and Trustee forum was held in March to hear from our students on how we approach designing future schools. Their feedback led to the development and creation of our Building Design Guidelines.
- Our Inclusive Education team developed a Communication board to help students who are non-verbal or have limited language skills express themselves. The boards have been installed at all of our elementary schools. The adoption of the boards has reached beyond our schools and we have partnered with stakeholders such as the City of Colwood to install them at community playgrounds.
- We facilitated a Trustee and staff gathering in April with a guest keynote who focused on the importance of sleep and how to set healthy boundaries between work and personal life.

Strategic Engagement

We are committed to creating a culture of belonging. This means engaging with our whole community (staff, students, parents, and community members) as partners in student success. Public engagement is a critical part of the decision-making process.

Engagement is a priority in our Strategic Plan. Participating in engagement opportunities on our site is a convenient way to:

- Share your voice
- Contribute at a time and place that suits you
- Provide input on a range of issues and topics affecting SD62
- See what's up next or what we've already done

Past Engagements:

Equity in Action

We are always striving to improve education for our students. This survey helps us to self-assess and respond in strategic ways to create learning successes for all students, particularly on how to create learning opportunities for Indigenous and non-Indigenous learners. This survey closed on May 27, 2022.

Guiding Principles for Designing Future Capital Projects Trustee Student Forum on New School Design with Student Leaders

We gathered community-wide feedback through Thought Exchange about our proposed guiding design principles, that were developed in consultation with our staff, our partner groups and with student leaders who attended the Trustee Student Forum in March 2022. The proposed principles will guide future capital projects such as the design of new schools. The Thought Exchange closed on May 26, 2022.

SD62 Design Principles for Capital Projects

2022-23 Annual Budget

The Sooke School District is reviewing and preparing the 2022-23 budget to align with our Strategic Plan. We are projecting a shortfall of \$3.085 million largely due to unfunded inflation costs and operational costs of opening two new schools. District staff proposed to address the projected shortfall through a combination of absorbing pressures through growth, delaying expenditures where possible and using the financial reserve. The survey closed on May 19, 2022. Members of the public were also invited to the Education Committee Meeting of the Whole on April 19 where the first draft of the budget was discussed.

Summary Budget Plan 2022-23

Budget Presentation - Resource Committee Meeting (April 12, 2022)

Na'tsa'maht Enhancement Agreement Renewal

As part of the renewal process for the Na'tsa'maht Enhancement Agreement, we sought public input with regards to our current goals and ways that we can further develop the agreement with our Indigenous partners. This survey closed April 22, 2022.

Student Transportation

The Sooke School District Board of Education had public feedback period for the proposed changes to the Transportation Policy and Regulation. This survey closed April 4, 2022.

Student Performance Data Analysis and 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)

	2019/20			2020/21			2021/22		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	308	211	69%	248	198	80%	375	274	73%
Aboriginal	40	26	65%	24	19	79%	31	19	61%
Status-Off	38	23	61%	23	19	83%	28	17	61%
Status-On	5	4	80%	1	0	0%	3	2	67%
CYIC	1	0	0%	0	0	0%	#N/A	#N/A	#N/A

Special Needs	12	8	67%	15	10	67%	17	9	53%
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1.1.3 GRADE 7 READING and LITERACY (FSA)

Label	2019/20			2020/21			2021/22		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	262	157	60%	215	172	80%	258	188	73%
Aboriginal	39	14	36%	27	21	79%	37	23	61%
Status-Off	35	13	37%	26	22	83%	32	20	61%
Status-On	5	1	20%	2	0	0%	5	3	67%
CYIC	4	0	0%	3	0	0%	#N/A	#N/A	#N/A
Special Needs	30	10	33%	31	21	67%	44	23	53%

Comments on Grade 4 and 7 Literacy

Overall, of the 36.5% of students who wrote the FSAs in 2021-22, **73.0%** of students are ‘On Track or Extending.’ Comparatively, when considering the summative report cards, which captures the achievement of all of our students, **64.8%** of students achieved ‘Proficient’ or ‘Extending’, which is a valid measure of achievement.

It is the goal of Sooke to continue to increase literacy levels of all students with the implementation of the K-12 Literacy plan. Our goal ahead is to increase the percentage of students who are ‘on-track and exceeding’ by a minimum of 5.2% to achieve 70% of students who are Proficient or Extending over 4 years. The 2022-23 school year marks the implementation of a K-12 District Literacy plan comprising of targeted, job-embedded, research-based professional development in elementary and middle schools. This approach includes targeted intervention by specialist teachers based upon screenings to identify which foundational skills to explicitly teach as a part of a well-rounded literacy program.

Measure 1.2: Grade 10 Literacy Expectations

1.2.1 GRADE 10 READING (Provincial Assessment)

Label	2019/20			2020/21		
	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %
ALL STUDENTS	272	199	73%	532	362	68%
Aboriginal	28	18	64%	57	28	49%
Status-Off	27	18	67%	52	27	52%
Status-On	1	0	0%	5	1	20%
CYIC	0	0	0%	4	1	25%
Special Needs	31	17	55%	81	36	44%

Comments on Grade 10 Literacy

Sooke’s Grade 10 Literacy Provincial Assessment PT/E score of **68%**. As a more robust indicator, students achieving ‘letter grades at or above a C+ in the subject areas of Social Studies 10 (**81%**), Science 10 (**63.4%**) and New Media 10 (**81.1%**), which student’s identified as the disciplines that helped the most in completing the assessment, provides a fulsome measure of achievement. Students also identified Critical and Creative Thinking as competencies that they drew upon to successfully complete the assessment.¹ These competencies align with Sooke School District’s Learning Goal in the Strategic Plan.

Our future oriented goal is to continue to provide opportunities for students to be equitably engaged in reading, writing and academic conversations across these disciplines. This goal is being actioned through targeted professional learning connected to the District’s K-12 Literacy Plan.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

2.1.1 GRADE 4 NUMERACY (FSA)

¹ The Cross Curricular Nature of the Grade 10 English and Francais langue premiere Graduation Literacy Assessments (November 2018, Ministry of Education).

	2019/20			2020/21			2021/22		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	312	194	62%	244	195	80%	374	228	61%
Aboriginal	43	17	42%	22	14	64%	29	14	48%
Status-Off	38	16	42%	21	14	67%	26	12	46%
Status-On	5	2	40%	1	0	0%	3	2	67%
CYIC	1	0	0%	0	0	0%	#N/A	#N/A	#N/A
Special Needs	16	6	38%	14	12	86%	16	6	38%

2.1.2 GRADE 7 NUMERACY (FSA)

	2019/20			2020/21			2021/22		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	251	108	43%	210	134	64%	249	132	53%
Aboriginal	39	10	26%	25	14	56%	33	7	21%
Status-Off	34	10	29%	24	14	58%	30	7	23%
Status-On	5	0	0%	2	1	50%	3	0	0%
CYIC	4	0	0%	3	1	33%	#N/A	#N/A	#N/A
Special Needs	31	10	32%	32	15	47%	41	10	24%

Measure 2.1

Grade 4 Math MyEdBC Summative Reports *English and French Immersion combined

	2020/21			2021/22		
Label	Students	Proficient/E	OT/E %	Students	Proficient/E	OT/E %
ALL STUDENTS	698	482	69.1%	581	402	69.2%
Aboriginal	63	28	44.4%	46	27	58.0%
Special Needs	88	35	40%	77	26	34.0%

Grade 7 Math MyEdBC Summative Reports *English and French Immersion combined

	2020/21			2021/22		
Label	Students	P/E	P/E %	Students	P/E	P/E %
ALL STUDENTS	747	516	66.4%	808	529	65.5%
Aboriginal	118	63	53.4%	78	31	40.0%
Special Needs	146	53	36.3%	164	61	37.2%

Measure 2.1 - Comments on Grade 4 and Grade 7 Numeracy:

Of the 45% of all students who wrote the Numeracy FSA assessment, **57.8%** of students are 'On-track or Extending'. Comparatively, the rates of students achieving 'Proficient' or 'Extending' in MyEdBC Summative Reports offer a more accurate analysis of the numeracy levels in our schools at **67.0%**. These findings point to a need for our district to focus on increasing student numeracy proficiencies in the intermediate and middle years. Our goal ahead is to increase the percentage of students who are 'proficient and extending' by 3% in Grade 4 and 5% in Grade 7 over 4 years. Strategies identified in the Sooke Curriculum Transformation Operational Plan are resourced and aligned with priorities identified in the Board of Education Strategic Plan. These strategies will increase opportunities to support educators with teaching resources, collaborative professional learning opportunities and conceptual understanding and critical thinking in numeracy. Culturally-responsive assessment principles inform and support students in their continued development.

Measure 2.2: Grade 10 Numeracy Expectations

2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

	2018/19			2019/20			2020/21		
Label	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %	Writers	OT/E	OT/E %

ALL STUDENTS	344	51	15%	307	100	33%	458	124	27%
Aboriginal	33	4	12%	35	7	23%	57	10	18%
Status-Off	32	4	13%	34	7	24%	53	10	19%
Status-On	1	0	0%	1	0	0%	4	0	0%
CYIC	1	0	0%	2	0	0%	4	1	25%
Special Needs	52	4	8%	47	10	21%	76	17	22%

Comments on Grade 10 Numeracy:

“While previous grade 10 Mathematics examinations focused only on the content knowledge within the Grade 10 Mathematics curriculum, the Grade 10 Graduation Numeracy Assessment emphasizes the application of sophisticated mathematical reasoning, understanding, and insight across areas of learning.”² The percentage of SD62 students who are ‘Proficient’ or ‘Extending’ in the Grade 10 Numeracy assessment is **33.8%**. However, there is a three-year trend of increasing proficiency from year over year. To supplement this data and lend a higher validity comparison of how our students are achieving in Numeracy relative to the Provincial Assessment, students achieving a letter grade of C+ or higher in aggregate achievement in Foundations 10, Pre-calculus 10 and Workplace Math 10 is **64.2%**. Our goal moving forward is to continue to decrease the discrepancy between the district and provincial results on the Numeracy Graduation Assessment and increase the percentage of students achieving a letter grade of C+ or higher by 5% over 4 years. To reach this outcome, professional learning opportunities and resources will be available for educators.

Measure 2.3: Grade to Grade Transitions

2.3.1a Grade to Grade Transition Count

Label	2018/19		2019/20		2020/21	
	10 to 11	11 to 12	10 to 11	11 to 12	10 to 11	11 to 12
ALL STUDENTS	771	754	754	769	838	812
Aboriginal	108	119	104	93	113	105
Status-Off	98	108	97	85	104	99
Status-On	10	11	7	8	9	7
CYIC	8	14	11	12	10	9
Special Needs	150	141	147	152	151	162

2.3.1b Grade to Grade Transition Rate

Label	2018/19		2019/20		2020/21	
	10 to 11	11 to 12	10 to 11	11 to 12	10 to 11	11 to 12
ALL STUDENTS	95%	89%	96%	92%	98%	89%
Aboriginal	91%	82%	88%	87%	96%	89%
Status-Off	94%	82%	87%	87%	95%	88%
Status-On	60%	73%	100%	88%	100%	100%
CYIC	100%	57%	64%	92%	100%	78%
Special Needs	91%	84%	93%	86%	99%	93%

Comments on Grade to Grade Transitions:

The percentage of students transitioning from Grade 9 to Grade 10 is consistent as noted by slight decreases in the transition between Grade 10 and Grade 11. A factor to consider is the onset of graduation requirements and a reduction in “social promotion.” The trend shows an improvement in rates in all groups in recent years. To be noted, Indigenous and Special Needs students have demonstrated consistent and improving rates of transition. Contextually, our student population continues to increase annually which provides a more valid sample size to reflect upon. Another factor to consider is the incredible success rates for all student’s post COVID in 20/21 in the 1/8th timetable/schedule. 2019/20 was COVID-interrupted, 20/21 was the 1/8th model, 21/22 semester. Future considerations for the district is reflecting

² Grade 10 Graduation Numeracy Assessment Specifications, Ministry of Education 2019.

on the student achievement data from EMCS ¼ vs RBSS/Belmont semester timetable structures and its relation to transitional data.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

3.1.1 Feel Welcome

Label	2018/19			2019/20			2020/21		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1756	1212	69%	1094	700	64%	1,598	1119	70%
Aboriginal	209	138	66%	136	67	49%	168	102	61%
Status-Off	191	124	65%	126	60	48%	162	100	62%
Status-On	19	14	74%	12	7	58%	9	3	33%
CYIC	7	3	43%	5	2	40%	12	7	58%
Special Needs	239	143	60%	130	69	53%	220	136	62%

Comments on Student Sense of Belonging:

Comparing the data between Aboriginal and all students responses to “Do you feel welcome at your school?” in the student learning survey, Aboriginal Elementary students responses “yes” at a 53% rate compared to all students 72%; at the secondary level it was 23% Aboriginal, 67% all students. A challenge presents itself in that 23% of secondary Aboriginal students felt welcome at their school.

In regards to the responses to the question, “At school are you being taught about Aboriginal/First peoples in Canada at school,” at the elementary level (Gr. 4) 41% of the Aboriginal students responded “all of the time” or “many times,” compared to 34% of Non-Aboriginal students. SD62 is slightly above provincial average which is 35% for Aboriginal and 28% for non-Aboriginal.

At middle school (Gr. 7), 43% Aboriginal students responded “all of the time” or “many times” compared to 31% Non-Aboriginal students. The provincial average is 39% for both Aboriginal and Non-Aboriginal students. SD62 is above average with Aboriginal students, but 8% below average with Non-Aboriginal students at this grade. One conclusion of SD62 data is that elementary and middle years Aboriginal students may identify more, and notice, the Aboriginal content, than their non-Aboriginal peers. However, at the Secondary level, there is only a 3% difference in SD62 which is close to the provincial difference of 4%.

3.1.1 Feel a Sense of Belonging

Label	2018/19			2019/20			2020/21		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1,756	966	55%	1,094	525	48%	1,598	783	49%
Aboriginal	209	100	48%	136	52	38%	168	77	46%
Status-Off	191	92	48%	126	49	39%	162	75	46%
Status-On	19	10	53%	12	4	33%	9	3	33%
CYIC	7	3	43%	5	1	20%	12	6	50%
Special Needs	239	100	42%	130	49	38%	220	86	39%

3.1.3 Feel Safe

Label	2018/19			2019/20			2020/21		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1772	1309	74%	1086	757	70%	1,606	1221	76%

Comments on Student Sense of Belonging:

We have seen a marked increase in the number of students who feel both welcomed and experience a sense of belonging in our schools, with data points moving up significantly in all areas, except with our students who identify as Status On-Reserve. Given the very small number of students that identify in this category, while the percentage difference appears to be quite a drop, it is actually only the difference of one more student reporting negatively than

from the year before, i.e. 5/12 reported negatively, while this year 6/9. Some factors that may be contributing to this increased sense of welcome and belonging is the increase in conversations and awareness across our system about Trauma Informed Practice and the value of creating schools as safe spaces for all students. We recognize that with our intense growth in population, the importance of focusing on positive transitions into our schools also grows. As such, we have concentrated in-service time on capacity-building activities related to Trauma Informed Practice and Mental Health Literacy.

Measure 3.2: Two or More Adults Who Care About Them

3.2.1 Adults Who Care

	2018/19			2019/20			2020/21		
Label	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1,756	1212	69%	1,094	689	63%	1,598	991	62%
Aboriginal	209	140	67%	136	83	61%	168	97	58%
Status-Off	191	130	68%	126	77	61%	162	94	58%
Status-On	19	10	53%	12	7	58%	9	6	67%
CYIC	7	4	57%	5	2	40%	12	8	67%
Special Needs	239	160	67%	130	75	58%	220	150	68%

Comments on “Having Adults Who Care About Them”:

Data in this area appears to be very stable from last year. While there were some increases, the small sample sizes of 9 and 12 students makes it difficult to reliably compare from year to year. More importantly, the data is pointing to the fact that overall, over a third of our students who answered the survey do not feel that they have 2 or more adults who care about them, which is concerning. This data is somewhat in line with our Grade 6 MDI survey, completed this past Spring, which showed that 52% of our Grade 6 students reported having 2 or more important adults at school. However, in general, only 9% of students in Grade 6 felt they did not have an adult at school who cared about them. So, while it would appear that many students did not feel they had two or more caring adults, the majority had at least one significant adult. A factor that we might want to consider here is the impact of covid and the restrictions that have been in place around extra-curricular and cross-classroom activities, which ordinarily would have created a sense of “school culture” but during the past years have been cancelled or minimized. This may have led to less opportunities for students to connect and get to know adults other than their key classroom teacher. In addition, with regards to the MDI data, this survey was done in the Jan/Feb. of the Grade 6 year, just 5 months after they transitioned into middle school so it would stand to reason that they may not have had many opportunities to consider many adults other than their classroom teacher a “significant adult”.

In SD62, the overall 3-year trend for students who responded to “yes” to “Adults that Care” has dropped from 69% to 62%. Overall, Indigenous students has seen this drop from 67% to 58%; however, First Nation students with Status living on-reserve, the last 3 years show an increase from 53% to 67%. For Children/Youth in Care, it is up to 67% as well, and Special Needs is also up from 58 to 68%. Reflecting on last year’s curiosity, a higher percentage of students with special needs are feeling like 2 or more adults care for them in school, with an increase of 10%.

For students who “feel safe” that data points ranged from 70-76%, with the highest being in 2020/21 for all students. Looking at Aboriginal vs. Non-Aboriginal students at Gr 4, 7 and 10 reveals we are slightly provincial rates in some areas. Retrieved from the HAWD Reports, Gr 4 in SD62 is 78% (A) vs. 83% (N-A); this is above the provincial average of 76% for Aboriginal students and 81% for non-Aboriginal students. Gr 7 in SD62 is 68% (A) vs. 69% (N-A); this is above the provincial averages of 63% for Aboriginal students. Gr 10 in SD62 is 63%(A) vs. 77% (N-A). The largest difference is in Grade 10 where there is a 14% difference. Provincially at Grade 10, it is 64%(A) vs. 75% (N-A), an 11% difference.

For students who “feel a sense of belonging in their school” the data has remained within 6% over the last 3 years, ranging from 49 to 56%, with the highest in 2020/21. For students who “feel welcome” at school, overall the rate is at its highest in 3 years, 70%. For Indigenous students, there was a drop in 2019/20 down to 49%, but that went back up to 61% in 2020/21. For First Nation students with Status living on-reserve, the last 3 years show a decrease from 74% to 33%. Looking ahead, with the renewal of the SD62 Na’tsa’maht Enhancement Agreement, SD62 will be committed to the success of Indigenous students. Through the Equity in Action project, school teams will deepen understanding and

implementation of the Learning Environment and Pedagogical Core pillar, while beginning to focus on the Student Learning Profile.

Career Development

Educational Outcome 4: Students will graduate

Measure 4.1: Achieved Dogwood Within 5 Years

4.1.1 5-Year Dogwood Completion

Label	2018/19		2019/20		2020/21	
	Count	Rate	Count	Rate	Count	Rate
ALL STUDENTS	763	77%	791	80%	789	84%
Aboriginal	120	61%	114	65%	124	63%
Status-Off	109	64%	98	70%	114	64%
Status-On	11	40%	16	34%	10	56%
CYIC	16	38%	22	30%	21	26%
Special Needs	174	48%	184	61%	172	61%

Comments on Dogwood Completion Rates:

Referring to the “How Are We Doing” (HAWD) Report, the 6-year completion rate for Aboriginal students is 71% in SD62 which is similar but slightly lower compared to the provincial rate of 72%. Of note, there is difference of 20% between Aboriginal and Non-Aboriginal students in SD62, slightly better than the provincial difference of 21%. This reveals a gap between Aboriginal and Non-Aboriginal students completing their Dogwood. In SD62 Aboriginal females are graduating above provincial average (80% vs. 75%). Another observation is that the gender gap is greater in SD62 Aboriginal students than non-Aboriginal students, more significantly in males. For instance, 61% Aboriginal males compared to 80% Aboriginal females. That is a difference of 19% in SD62 compared to 5% provincially.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

5.1.1 Transition to post-secondary within 1 year

Label	2017/18			2018/19			2019/20		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	582	233	40%	629	258	41%	635	254	40%
Aboriginal	70	21	30%	76	27	36%	73	27	37%
Status-Off	66	20	30%	70	24	34%	67	26	39%
Status-On	4	1	25%	6	3	50%	6	1	17%
CYIC	6	4	67%	7	3	43%	6	3	50%
Special Needs	75	27	36%	95	40	42%	91	27	30%

5.1.2 Transition to post-secondary within 3 years

Label	2015/16			2016/17			2017/18		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	509	336	66%	543	315	58%	582	355	61%
Aboriginal	65	43	66%	69	34	49%	70	31	44%
Status-Off	59	39	66%	60	31	52%	66	28	42%
Status-On	7	4	57%	9	3	33%	4	3	75%
CYIC	8	5	63%	5	4	80%	6	5	83%
Special Needs	65	41	63%	67	46	69%	75	43	57%

Comments on transition to post-secondary:

Dogwood completion is trending in a positive direction. Emerging out of COVID, all secondary schools adopted the 1/8th model. During this year, 84% of ALL STUDENTS graduated which was a three year high. Provincially, we have improved

to near provincial average (-1%). Our Aboriginal 5-year grad rates exceed the provincial average although it continues to be inconsistent (+/- 4%).

The data for transition to post-secondary in the first year is out of date (3 years), however to note is that in comparison to our neighboring districts (61, 63, 79) as well as the provincial average, we continue to be below rates for immediate entrance into post-secondary schools. We need to consider the cost of post-secondary, proximity to post-secondary, and the nature of vocational options. With consideration to students with special needs, there was -12% decrease in transitioning to post-secondary which may have been affected by COVID mandates and the need for students with immune compromised health to remain isolated longer.

The metrics required for this process have not considered 6-year graduation rates, adult graduation rates or school leaving certificates. It also has not considered our English Language Learner population. A lens of diversity, equity and inclusion needs to take these alternative metrics in to account when painting a picture of student success.

Future Considerations:

While celebrating relative success of our indigenous students, we are mindful of being diligent in continuing to nurture an environment of *equity* and strive for further success. A question we are considering for students who have received ELL (English Language Learning) support throughout their education program in British Columbia is how does the graduation rate for students who have received ELL support compare to the rest of the student population? Additionally, are these graduation rates impacted by the entry point of the student into the BC Education System? A consideration is to include this population of students in the data collection.

A supposition to consider is the nature of employment for families in our district and the influence it may have on the choices of our students as shown in our strategic plan survey. When reflecting on the transition to post-secondary within 3 years, our students fare very well in comparison to the provincial average and neighboring districts. Reflecting on the 3-year transitional rate to post-secondary, we are significantly above the provincial average. These data reinforce the supposition.

Students enrolled in Career programs such as South Island Partnership offerings, Dual Credit opportunities, Trades (Trades Awareness Skills & Knowledge, TASK & ACE-IT), Work Experience, Youth Work in Trades, Youth Train in Trades, etc. should be included in data collection. The process and analytics for this data is under development. As we emerge from COVID restrictions, our schools will once again be gathering student reflections/data through the Capstone presentations.

Conclusion

SD62's Framework for Enhancing Student Learning continues to evolve in its depth of information and evidence that documents the strategies & actions undertaken in our district to improve the life outcomes of students and foster the growth and development of educated and fully capable citizens who are 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 is available in the [SD62 Annual Report \(2022\)](#) to the Board on the Strategic Plan 2021-2025.