

Enhancing Student Learning Report 2022-2023

Enhancing Student Learning Report 2022-2023

INTRODUCTION

The Burnaby School District is on Coast Salish territory in the traditional and ancestral lands of the hñq̓əmiñəṁ and skw̓xwú7 mesh speaking people. According to the last census in 2021, Burnaby had a population of 249,125. Of note, with 50% of Burnaby's population born outside of Canada and more than 100 languages spoken by its students, it is a very culturally diverse school district.

The Burnaby School District operates 41 elementary and 8 secondary schools, including a range of district programs and Provincial Resource Programs. The District enrolls approximately 24,500 students (K-12) with 3% of the student population self identifying as Indigenous. The District employs approximately 4,000 dedicated employees who are committed to providing all students with a wide variety of innovative, high-quality programs to ensure student achievement in areas that include academics, athletics, trades training, visual and performing arts, social responsibility and leadership. The District also provides lifelong learning opportunities to more than 6,000 adult learners through the established Burnaby Community & Continuing Education program.

PURPOSE

The Enhancing Student Learning Report provides an opportunity for districts to reflect on, adjust and adapt strategies to improve educational outcomes for all students and with a specific focus on improving outcomes for Indigenous students, children and youth in care and students with disabilities or diverse abilities. Required measures for the purpose of this report are Intellectual Development, Human and Social Development and Career Development.

CONTINUOUS IMPROVEMENT REVIEW CYCLE

[The Burnaby Board of Education's 2019-2024 Strategic Plan](#) represents the cumulative input, experience and vision of the Board, the Senior Management and its 130+ member Burnaby Leadership Team. To build this plan, the Board brought the voice and vision of its constituents and community. This is a dynamic living document that relies on consultation and a commitment to continuously improve.

The School District also participates in the Equity Scan Project with the Ministry of Education and Child Care and annually tracks and reviews Indigenous student achievement in relation to the objective of the Equity Scan, which is to create more equitable experiences and outcomes for Indigenous students. Further, the District is working from the previous [Enhancement Agreement](#), as consultation for the next Agreement was delayed due to COVID-19. The goals of the Enhancement Agreement focus on Indigenous student academic achievement, connectedness and belonging and sense of self. Through these documents and the District's Strategic Plan goal of embedding Indigenous perspectives and knowledge across the District, students and all staff are actively engaged in the process of better understanding our truth, moving us toward reconciliation.

All schools develop a School Plan in collaboration with staff and community. School Plans are also discussed and reviewed annually with district staff. School goals are evidence-based, and strategies are to be meaningful, culturally responsive and sustainable. Through the School Plan process, staff identify individual students or groups of students who require additional supports and determine goals and strategies to support these students. As the School Plan is a living document, schools monitor progress of each student and adjust goals and strategies as required based on individual student goals.

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Schools go through a school plan visit process from February to April on a rotating three-year schedule with a focus on improving student achievement. This process is meant to be ongoing, collaborative and relevant to the local school context and student needs. The purpose of the school plan visit is to help schools examine their goals and action plans as they determine if processes are going well or if adjustments are required. The visiting team may be comprised of a Trustee, an administrator from another school, as well as a parent from another school. Each school team visit is led by a district administrator. The host team includes the administrator and may also include teaching staff, students and members of their parent community. This structure provides an opportunity for staff to participate in collaborative conversations, share promising practices, and learn from one another.

As part of the ongoing review cycle, The Burnaby School District will:

- Align the Board’s Strategic Plan, the Enhancing Student Learning Report, and School Plans based on common values and a shared commitment to improve success, equity and inclusivity of outcomes for all students.
- Align budget allocations with the implementation of the goals and objectives of the Board’s Strategic Plan, the Enhancing Student Learning Report and School Plans.
- Consult with Indigenous partners regarding the continuous improvement cycle through meetings with the Indigenous Education Working Group. Members of the group include Elders from the host nations, Trustees, parents of Indigenous students, district and school-based staff.
- Engage students in the engagement and feedback process through the District Student Advisory Council (DSAC)
- Follow updated implementation framework processes and guidelines as outlined by the Ministry of Education and Child Care, including the publishing and communicating of this document to the public annually.
- Use the achievement cycle in Figure 1.1 as a framework in improving achievement for each learner.

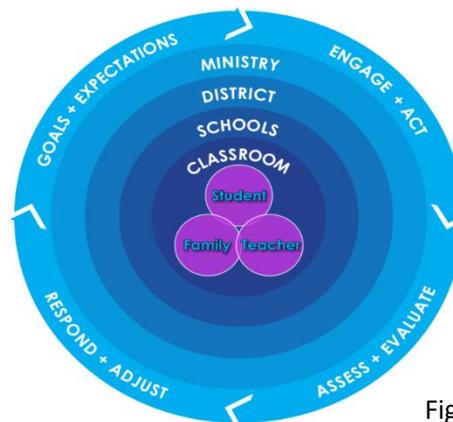


Figure 1.1

STUDENT PERFORMANCE RESULTS

The following section includes the requirements as set out in the Enhancing Student Learning Reporting Order using measures as outlined by the Province and local data.

Provincial and local data as well as the Indigenous Enhancement Agreement, and the Burnaby Board of Education Strategic Plan are appendices to this report. Provincial and local data have been interpreted and trends have been identified to determine areas of focus, as outlined in this section. Strategies to identify emerging areas of need are also included.

It should be noted that provincial and some of the district data for Children and Youth in Care in this report is masked due to the low number of students in care enrolled in the district. Each school has active protocols to support students and to engage with families and agencies, as well as a district-based youth worker who supports case management for Children and Youth in Care.

Additionally, as Burnaby is an urban district with the vast majority of Indigenous students living off reserve, much of the provincial data contained in this report for on reserve students is masked. Due to the low student population, certain sections of the How We Are Doing Report is also masked. Although

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the information is not released to the public, district staff receive an unmasked report which is reviewed and analyzed yearly.

District staff also receive an unmasked How We Are Doing Report for Inclusive Education. Even though this information is not released to the public, it is also reviewed and analyzed annually as areas of need are identified.

INTELLECTUAL DEVELOPMENT

EDUCATIONAL OUTCOME 1 - Students will meet or exceed literacy expectations for each grade level.

Educational outcome 1 connects to the following Board of Education’s Strategic Plan priority and goals:

Strategic Priority	Goals
Thriving Students	<ol style="list-style-type: none"> 1. Engage students in individualized, relevant and innovative learning opportunities 2. Embed Indigenous perspectives and knowledge across the District 3. Implement a strength-based approach to inclusion that meets the diverse needs of all students

<p>Measure 1.1 Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.</p>
<p>All Students</p> <ul style="list-style-type: none"> ▪ The district is seeing consistent results in the 5-year trend for students in grades 4 and 7 on-track or extending literacy expectations in the FSA data. The FSA data also shows that Burnaby students are performing consistently above the provincial average. ▪ District year end summative K-7 report card data also shows consistent results over time and shows a high percentage of students who are on track or extending literacy expectations.
<p>Indigenous Students</p> <ul style="list-style-type: none"> ▪ Even though the provincial data for Gr. 4 and 7 as well as data in the <i>How We Are Doing Report</i> are masked, literacy will continue to be an area of focus. ▪ District year end summative K-7 report card data for Indigenous students shows consistent results over time, although there is a gap between Indigenous and non-Indigenous students in their literacy achievement. This is evident particularly at the K-3 level and this will be a key area of focus. District staff will continue to work with schools in supporting Indigenous students in the area of literacy.
<p>Children and Youth in Care</p> <ul style="list-style-type: none"> ▪ The Provincial and District data is masked. Please see statement on page 2.
<p>Students with Disabilities or Diverse Abilities</p> <ul style="list-style-type: none"> ▪ The district is seeing some variation in the 3-year trend with students in grade 4. Results are similar to the provincial average. ▪ Results are consistent in the 3-year trend with students in grade 7 and are at or above the provincial average. ▪ District year end K-7 summative report card data shows students’ literacy results are consistent over time. They are below literacy results for all students. ▪ Staff have taken note of the data and will continue to monitor progress of each student and make adjustments as required based on individual student achievement.

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Measure 1.2 Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in Grade 10 literacy assessments.
All Students
<ul style="list-style-type: none"> ▪ In both years of data collection, Burnaby is above the provincial average in literacy for all resident students. ▪ District year end summative report card data also shows consistent results for Gr. 8-12 over time and shows a high percentage of students whose grade is C or above.
Indigenous Students
<ul style="list-style-type: none"> ▪ The provincial data is masked; however, district staff review and analyze the <i>How We Are Doing Report</i> annually, in the area of literacy at Gr.10. ▪ District year end summative Gr. 8-12 report card data continues to show that there is a gap between Indigenous and non-Indigenous students in their literacy achievement. Closing the gap in literacy K-12 will continue to be an area of focus.
Children and Youth in Care
<ul style="list-style-type: none"> ▪ The provincial and district data is masked. Please see statement on page 2.
Students with Disabilities or Diverse Abilities
<ul style="list-style-type: none"> ▪ While students with disabilities or diverse abilities have performed below the average of all resident students, the data is similar to the provincial average. Future trends will continue to be monitored. ▪ District year end summative report card data shows students' literacy results are consistent over time but are below literacy results for all students. Staff will continue to monitor progress of each student and make adjustments as required based on individual student achievement.

Strategies:

- Encourage elementary schools to identify a school-based literacy lead who could support professional learning on evidence-based universal literacy strategies
- Build teachers' understanding of the updated District Literacy Framework to ensure it is used in implementing the Curricular Competencies within the curriculum*
- Engage 3 early literacy reading consultants to support Tier 1 instruction across the district (September 2022)
- Continue to implement the District Early Years Plan with a focus on early literacy*
- Indigenous student data K-12 is monitored at school and district levels. Targeted district and school-based staff are allocated to provide academic support for Indigenous students.
- Continue to use interventions such as *Fast ForWord*, *Reading Recovery*, *Levelled Literacy Interventions*, and *Sheltered Instruction Observation Protocol (SIOP)* Programs in elementary and secondary schools. Explore evidence-based literacy intervention programs to support student achievement.
- Increase professional learning opportunities, including Universal Design for Learning, to develop the capacity of classroom teachers, learning support teachers and Educational Assistants to teach and support all learners
- Continue to review, identify and implement adjustments within learning support program and service options to meet the needs and interests of the diverse student population *
- Develop summer learning courses and program offerings to support students with their literacy skills *
- Continue to engage students and support learning through the innovative use of technology*
- Implement flexible scheduling models in secondary schools to provide academic support including literacy*

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- Continue to implement the updated English Language Learning Standards for English language learners*
- Continue to facilitate discussions with school leaders regarding student literacy achievement including school, district and provincial level data, to support strategies implemented at a school level to continually improve in this area
- Implement strength-based, competency-based IEP for students with diverse abilities
- Continue to monitor individual student progress for students with diverse abilities and develop/adjust competency based IEP goals as necessary

EDUCATIONAL OUTCOME 2 – Students will meet or exceed numeracy expectations for each grade level.

Educational outcome 2 connects to the following Board of Education’s Strategic Plan priority and goal:

Strategic Priority	Goals
Thriving Students	1. Engage students in individualized, relevant and innovative learning opportunities

Measure 2.1

Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

All Students

- FSA data shows that students are consistently performing above the provincial average in the 5-year trend of Gr. 4-7 students who are on-track or extending numeracy expectations.
- District year end summative K-7 report card data also shows consistent results over time and shows a high percentage of students who are on track or extending numeracy expectations.

Indigenous Students

- The provincial data is masked; however, district staff review and analyze the *How We Are Doing Report* annually, in the area of numeracy at Gr. 4 and Gr.7.
- District year end summative K-7 report card data for Indigenous students shows consistent results over time, although there is a gap between Indigenous and non-Indigenous students in their numeracy achievement. Indigenous student achievement will continue to be an area of focus and staff will continue to monitor and make adjustments based on data.

Children and Youth in Care

- The Provincial and District data is masked. Please see statement on page 2.

Students with Disabilities or Diverse Abilities

- There has been a slight downward trend in the last year with grade 4 and grade 7 students. However, trends over the last 5 years in both grades follow patterns seen in the provincial average.
- Achievement in grade 4 and 7 has remained consistently above the provincial average.
- District year end summative report card data shows a slight decrease for Gr. 1-3 and a larger increase for Gr. 4-7 students over time in numeracy results. They are below numeracy results for all students. Staff will continue to monitor student progress in this area and make adjustments as required based on individual student achievement.

Measure 2.2

Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

All Students

- Data shows that Burnaby consistently performs above the provincial average in numeracy.

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<ul style="list-style-type: none"> ▪ District year end summative Gr. 8-12 report card data also shows consistent results over time and shows a high percentage of students whose grade is C or above.
Indigenous Students
<ul style="list-style-type: none"> ▪ The provincial data is masked. District year-end summative Gr. 8-12 report card data shows that there is a gap between Indigenous and non-Indigenous students in Burnaby. Individual student achievement will continue to be monitored and adjustments made to support student achievement.
Children and Youth in Care
<ul style="list-style-type: none"> ▪ The Provincial and District data is masked. Please see statement on page 2.
Students with Disabilities or Diverse Abilities
<ul style="list-style-type: none"> ▪ Data shows results on par or above the provincial average. ▪ District year end summative report card data shows an increase over a 4-year period in numeracy but a slight decrease when compared to the previous year. As the results are below numeracy results for all students, staff will continue to monitor trends and make adjustments based on data.

Strategies:

- Develop the capacity of elementary classroom teachers by identifying math mentor teachers in pilot schools
- Indigenous student data K-12 is monitored at school district and provincial levels. Targeted district and school-based staff are allocated to provide academic support for Indigenous students.
- Increase professional learning opportunities, including Universal Design for Learning, to develop the capacity of classroom teachers, learning support teachers and Educational Assistants to teach and support all learners*
- Continue to review, identify and implement adjustments within learning support program and service options to meet the needs and interests of the diverse student population*
- Develop summer learning courses and program offerings to support students with numeracy skills*
- Continue to engage students and support learning through the innovative use of technology*
- Implement flexible scheduling models in secondary schools to provide academic support including numeracy*
- Continue to facilitate discussions with school leaders regarding student numeracy achievement including school and district level data, to support strategies implemented at a school level
- Implement strength-based, competency-based IEP for students with diverse abilities
- Continue to monitor individual student progress for students with diverse abilities and develop/adjust competency-based IEP goals as necessary

HUMAN AND SOCIAL DEVELOPMENT

EDUCATIONAL OUTCOME 3 – Students will feel welcome, safe and connected to their school

Educational outcome 3 connects to the following Board of Education’s Strategic Plan priorities and goals:

Strategic Priority	Goals
Thriving Students	1. Embed Indigenous perspectives and knowledge across the District
Strategic Priority	Goals
An Inclusive and Caring Community	1. Create supportive, inclusive and caring learning communities 2. Increase understanding and support of mental health and well-being

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Measure 3.1 Number and percentage of students in grades 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school.
All Students
<ul style="list-style-type: none"> ▪ While the 4-year trend remains slightly above the provincial average, increasing the percentage of students who feel welcome, safe, and have a sense of belonging in their school has been identified as a continued area of focus.
Indigenous Students
<ul style="list-style-type: none"> ▪ The provincial data is masked. We know in speaking with Indigenous students through the Equity Scan Project that a sense of belonging is imperative to their success.
Children and Youth in Care
<ul style="list-style-type: none"> ▪ The provincial data is masked. Please see statement on page 2. As this has been identified as an emerging area of need for all students, Children and Youth in Care will also be supported.
Students with Disabilities or Diverse Abilities
<ul style="list-style-type: none"> ▪ While the 4-year trend remains slightly above the provincial average, increasing the percentage of students with disabilities or diverse abilities who feel welcome, safe, and have a sense of belonging in their school has been identified as a continued area of focus.

Measure 3.2 Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.
All Students
<ul style="list-style-type: none"> ▪ While the 4-year trend remains consistent with the provincial average, there is a slight decrease in 2020/21 in the number of students who feel there are two or more adults at their school who care about them. Increasing the percentage of students who feel there are two or more adults in their school who care about them has been identified as a continued area of focus.
Indigenous Students
<ul style="list-style-type: none"> ▪ Some provincial data is masked, however in the How We Are Doing Report, even though data results vary slightly grade to grade, approximately two-thirds of Indigenous students report two or more adults care for them. Even though percentages for each grade level is higher than that of non-Indigenous students, this will continue to be an area of focus.
Children and Youth in Care
<ul style="list-style-type: none"> ▪ The provincial data is masked. Please see statement on page 2. As this has been identified as an area of need for all students, Children and Youth in Care will also continue to be supported.
Students with Disabilities or Diverse Abilities
<ul style="list-style-type: none"> ▪ While the 4-year trend remains consistent with the provincial average, increasing the percentage of students with disabilities or diverse abilities who feel there are two or more adults in their school who care about them has been identified as a continued area of focus.

Strategies:

- Various opportunities for professional development in areas such as Social Emotional Learning (SEL), trauma-informed practice, Indigenous Education, and compassionate learning communities are provided by the district*
- Multi-year mental health and well-being framework implemented by the district mental health team
- Opportunities for students to share their voice and organize and participate in events focused in a variety of areas including Mental Health, Indigenous Education, SOGI, and Anti-Racism*

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- Implementation of two goals in the Indigenous Enhancement Agreement, one focused on connectedness and the second on cultural identity
- SAN'YAS Indigenous Core Mental Health Cultural Competence training for staff
- District Principal for Diversity, Equity, and Inclusion provides professional development for staff and opportunities for student engagement such as youth forums
- Targeted staffing for Indigenous learners for all schools support the well-being and sense of belonging for Indigenous learners. It also supports the development of targeted programming such as drum circles and carving with artists.
- Continue to increase the presence of Indigenous cultures, history, and languages across school communities*
- Continue to ensure educators are well supported to incorporate Indigenous worldviews and perspectives into instruction*
- Provide guidance and support to schools in the implementation of the District Code of Conduct*
- Review and enhance transparency in processes designed to respond to the safety and education needs of all learners*
- Review supports, services, and program options for vulnerable students and adjust to meet emerging needs
- Continue to ensure Sexual Orientation and Gender Identify (SOGI) policies and practices are clear, understood, and upheld in all schools and by all members of our school community*
- Expand opportunities for agencies to deliver family and community services within the context of the community school model*
- Expand opportunities for school staff, parents, and caregivers to increase their understanding of mental health literacy*
- Enhance community partnerships to align mental health strategies with community services and support*
- Increase opportunities for teachers to build capacity with physical and mental health education*
- Implement strength-based, competency-based IEP for students with diverse abilities, which also includes a focus on core competencies

CAREER DEVELOPMENT

EDUCATIONAL OUTCOME 4 – Students will graduate.

Educational outcome 4 connects to the following Board of Education’s Strategic Plan priority and goal:

Strategic Priority	Goals
Thriving Students	1. Create opportunities for student success through multiple career development pathways

Measure 4.1
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8
All Students
<ul style="list-style-type: none"> ▪ The 5-year completion rate is consistently at or above the provincial average.
Indigenous Students
<ul style="list-style-type: none"> ▪ Most provincial data is masked, however in the <i>How We Are Doing Report</i> the data shows the 3-year trend is in an upward trajectory for Indigenous student’s 5-year completion rate. This is an area of focus and staff will continue to implement strategies to close the gap between Indigenous and non-Indigenous learners.

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Children and Youth in Care
<ul style="list-style-type: none"> ▪ As with all small student populations, the percentage of Youth in Care graduating fluctuates from year to year. However, enhancing achievement for these students will continue to be a focus.
Students with Disabilities or Diverse Abilities
<ul style="list-style-type: none"> ▪ The 5-year completion rate is consistent with the provincial average.

Strategies:

- Core competency conversations with staff to help personalize student goals
- Expand career exploration opportunities*
- Develop innovative graduation capstone processes in secondary schools*
- Enhance community and post-secondary partnerships leading to increased credentialed opportunities*
- Increase participation rates in Youth Train in Trades and Youth Work in Trades programs*
- Expand community partnerships to provide increased work experience opportunities*
- Provide all students with an opportunity to engage in an Applied Design, Skills, and Technologies (ADST) experience*
- Build strong connections and relationships between all adults and Children and Youth in Care
- Provide a direct connection to community supports, youth driven goal setting, empowering youth voice for Children and Youth in Care
- Provide career program and post-secondary exploration and planning, support with Ministry of Children and Family Development transition programs, Grad planning for Children and Youth in Care

EDUCATIONAL OUTCOME 5 – Students will have the core competencies to achieve their career and life goals.

Educational outcome 5 connects to the following Board of Education’s Strategic Plan priority and goals:

Strategic Priority	Goals
Thriving Students	<ol style="list-style-type: none"> 1. Create opportunities for student success through multiple career development pathways 2. Community and Continuing Education engages and meets the needs of the broader community

<p>Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years</p> <p style="text-align: center;"><i>*The trends below are based on transition to BC post-secondary institutions as the data for Canadian post-secondary institutions was not available at the time of this report.</i></p>
All Students
<ul style="list-style-type: none"> ▪ Considering the immediate and 3-year transition rates, the percentage of students transitioning to BC post-secondary institutions is consistent and is above the provincial average. ▪ Enrollment in each program fluctuates on an annual basis based on student choice and the number of seats available in District and Post-Secondary Partner Programs.
Indigenous Students
<ul style="list-style-type: none"> ▪ The provincial data is masked; however, district staff review the <i>How We Are Doing Report</i> annually, analyzing the number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years. This will continue to be an area of focus.
Children and Youth in Care
<ul style="list-style-type: none"> ▪ The provincial data is masked. Please see statement on page 2.

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Students with Disabilities or Diverse Abilities

- Considering the immediate and 3-year transition rates, the percentage of students transitioning to BC post-secondary institutions is above the provincial average. There is a notable decrease, however, in the 2019/20 school year and data will continue to be monitored.

Strategies:

- Students are provided with opportunities to develop knowledge and skills that lead to work and/or post secondary programs that focus on student engagement and student choice including:
 - Work Experience
 - Industry TRAIN and WORK in Trades Programs
 - Industry Certification Programs
 - Industry Connect Programs
- The district is working with post secondary institutions to expand transition programs and create increased opportunities for students*
- Expand career exploration opportunities*
- Develop innovative graduation capstone processes in secondary schools*
- Enhance community and post-secondary partnerships leading to increased credentialed opportunities *
- Increase participation rates in Youth Train in Trades and Youth Work in Trades programs*
- Expand community partnerships to provide increased work experience opportunities*
- Provide all students with an opportunity to engage in an Applied Design, Skills and Technologies (ADST) experience*
- Implement an improvement strategy that streamlines Community and Continuing Education Services*
- Develop Community and Continuing Education course and program offerings to address changing community needs*
- Increase Community and Continuing Education student completion rates*

NEXT STEPS

This report provides examples of the many initiatives in place to support student success and the district aligns its resources accordingly to support the implementation of goals and strategies. The Enhancing Student Learning Report is a living document. It will be updated annually as the district gathers and reports on performance data and continues to align its efforts, sustain promising practices and monitor and adjust strategies to support student achievement.

In addition, a district team led by the Superintendent will participate in a provincial Cooperate Cohort networking structure and peer review process. This structure, which includes districts from across the province, is intended to support school districts by providing leadership and sharing promising practices and lessons learned.

- Approved by Board on September 27, 2022.

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Appendices

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Appendix A. The Burnaby Board of Education’s 2019-2024 Strategic Plan



Message from the Board Chair



There's something special about Burnaby Schools that draws us all here. I believe it is the privilege we each have to help make an impact on our students' lives.

As trustees, we are proud of public education in Burnaby. We see the inspiration in our schools and the success of our students. As a district, we're always challenging ourselves to be better – never resting on our collective achievements. It's the passion of all who work here that has created the exceptionally welcoming, inclusive, and diverse learning community for which Burnaby is known.

The strategic direction outlined here sets priorities that: build on the achievements of the past, while looking ahead to the future of education; help to prepare our students for a changing world; and take an outstanding education and make it even better. If that sounds ambitious, it is. We recognize we can't do it alone – relationships and partnerships strengthen all that we do.

Since the strategic planning process started, we have received thoughtful comments and input from district staff and educators that has helped inform and articulate the plan, and for which we are grateful. We look forward to connecting further with both staff and our partners in the community; your collective wisdom gives life to the plan. Without people and community, even the best of plans are just words on a page.

This is a dynamic and living document—one that will rely on consultation and commitment to continuously improve. I invite you to review this plan and engage in the important conversations and work moving forward.

Gary Wong
Board Chair

Our Vision



A premier learning community where we engage and innovate to inspire global citizenship.

Our Values



- Students Come First
- The Power of Diversity
- Equity, Access, Inclusion
- Collaboration and Partnership
- Curiosity, Innovation, Discovery
- Excellence, Success, Improvement

Our Mission



To engage and empower a caring, inclusive community of learners for the opportunities of today and tomorrow.

Together these ways of thinking and acting help form the culture of our schools and workplaces. By upholding these values, we can build an environment that will lead to the fulfilment of our mission and vision.

Our Strategic Priorities



Our Goals

<p>Thriving Students Through strength-based approaches and innovation we will challenge and support our learners. We celebrate diversity, embrace inclusion and offer multiple learning and career pathways to ensure all students thrive.</p>	<ol style="list-style-type: none"> 1. Engage students in individualized, relevant and innovative learning opportunities 2. Embed Indigenous perspectives and knowledge across the District 3. Implement a strength-based approach to inclusion that meets the diverse needs of all students 	<ol style="list-style-type: none"> 4. Create opportunities for student success through multiple career development pathways 5. Community and Continuing Education engages and meets the needs of the broader community
<p>An Inclusive and Caring Community We will ensure that all learners and their families feel a sense of belonging. We will provide accepting, safe, supportive, and inviting school communities.</p>	<ol style="list-style-type: none"> 1. Create supportive, inclusive and caring learning communities 	<ol style="list-style-type: none"> 2. Increase understanding and support of mental health and well-being
<p>An Inspired Workplace We will plan, recruit, and develop staff to ensure quality instruction and support, strong leadership, and a desirable and inspired workplace.</p>	<ol style="list-style-type: none"> 1. Enhance supports to empower employees in their roles 2. Increase the District's leadership capacity 	<ol style="list-style-type: none"> 3. Implement a staff recruitment / retention strategy that ensures qualified and capable staff in all positions 4. Develop and implement a mental health and wellness strategy to ensure the well being of all staff
<p>Strengthened By Partnerships The quality of education provided by the Burnaby School District will be strengthened by engaging and collaborating with educational and community partners and the input of our students and families.</p>	<ol style="list-style-type: none"> 1. Deepen engagement and collaboration and information sharing with educational and community partners, and families 	<ol style="list-style-type: none"> 2. Increase opportunities for student voice and engagement
<p>A Modern, Safe, and Sustainable Learning Environment Students will learn in modern, safe and sustainable facilities and be supported by current technology and resources.</p>	<ol style="list-style-type: none"> 1. Develop and implement a sustainable Education Technology Plan 2. Develop a Long-Range Facility Plan consistent with Ministry Guidelines 	<ol style="list-style-type: none"> 3. Increase District awareness of climate change and decrease the District's environmental impact

Our Board



Gary Wong
Chair



Jen Mezei
Vice Chair



Bill Brassington



Peter Cech



**Christine
Cunningham**



Larry Hayes



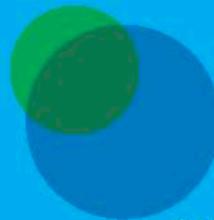
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If you have questions
or comments about
the Strategic Plan,
please contact us at

inquiries@burnabyschools.ca



**Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019**



Ministry of
Education



MESSAGES FROM

THE BURNABY BOARD OF EDUCATION

On behalf of the Burnaby Board of Education, I am delighted to present to you the District's second Aboriginal Enhancement Agreement. A two-year labour of love, it was, for me, a great privilege to be a part of the Working Group, and to see first-hand how a community can come together as one for the well-being of our students.

There are so many groups that impact Aboriginal Education in Burnaby, and they each lent their voices to an extensive process of engaged consultation. Using diverse methods to gather input, I was impressed with how respectfully staff listened to grasp a higher understanding of the unique educational challenges faced by our Aboriginal students. The result of this process, this agreement, outlines enhanced ways to address their needs and our commitment to support academic success. This thorough collaboration illustrated that we are indeed, *Stronger Together*.

The Board perceives this Aboriginal Enhancement Agreement as a framework, acknowledging that we will continue to build upon it, and adapt it, as the needs of our learners might change. We wish to thank all of our partners in education for their involvement. Your thoughtful guidance has shaped this agreement to be a true reflection of how the community wishes education to progress in Burnaby, so that students of Aboriginal ancestry have the opportunity to maximize their full potential.



Baljinder Narang, Chair
Burnaby Board of Education

THE SUPERINTENDENT OF SCHOOLS

I am pleased to be signing the second Aboriginal Enhancement Agreement in the Burnaby School District entitled, *Stronger Together*. It encapsulates the collaborative process of two years of consultation with all partners within our community. Our intention is that this agreement, which is a living document, becomes part of the fabric of the Burnaby School District and the greater community. We believe that all members of the Burnaby Schools community play a part in ensuring success for our students of Aboriginal ancestry. Further, I believe that teaching traditional Aboriginal understandings has value for all District learners.

Thank you to the Aboriginal Enhancement Agreement Working Group, the Ministry of Education and all of our partners who have come together in partnership to strengthen our community. We look forward to continuing the conversation of how best to enhance programming for Aboriginal students in Burnaby Schools through the life of this agreement.



Kevin Kaardal, Superintendent of Schools/CEO
Burnaby School District

ACKNOWLEDGEMENT

We thank and honour the contributions of all students, staff, parents and community partners that helped make Burnaby Schools' second Enhancement Agreement a reality. In particular, we would like to acknowledge the efforts of our Aboriginal Enhancement Agreement Working Group which worked behind the scenes to process the information gathered through focus groups, community gatherings and parent surveys, and helped establish themes from that information. This group represents the collaborative participation of all willing stakeholders from within Burnaby Schools.

Community Partners:

Ron Johnston, Director, Office of Indigenous Education, Faculty of Education,
Simon Fraser University

Rebekah Mahaffey, Social Planner, City of Burnaby

Sanya Pleshakov, Program Coordinator, Burnaby Village Museum

The North Fraser Métis Association

School District Partners:

Kevin Brandt, Director of Instruction, Burnaby School District

Marjean Brown, Teacher, Burnaby Teachers' Association Representative

Brandon Curr, District Vice Principal, Aboriginal Education, Burnaby School District

Lorelei Lyons, Aboriginal Youth and Family Worker, CUPE Representative

Wanda Mitchell, Director of Instruction, Burnaby School District

Baljinder Narang, Chair, Board of Education, Burnaby School District

Ben Pare, Literacy Consultant, Burnaby School District

Roberta Price, Elder

David Starr, Principal, Burnaby Principals' and Vice Principals' Association Representative

PREAMBLE

The Burnaby School District acknowledges and thanks the Coast Salish Nations of Musqueam, Tsleil-Waututh and Squamish on whose traditional territories we teach, learn and live. The intention of this second agreement is to continue with the strong foundation laid by the first enhancement agreement entitled *Aboriginal Voices: Creating Our Future* by continuing to support the personal and academic successes of our students of Aboriginal Ancestry. This second agreement, entitled *Stronger Together*, marks a continuation of the collaborative partnership between all stakeholders within Burnaby Schools that seeks to promote mutual respect, common understanding, inclusion and collective ownership.

This five-year agreement highlights key areas of focus in regards to our students of Aboriginal ancestry. After extensive consultation via community gatherings, student focus groups and parent surveys, three focus areas emerged. The three areas of focus are inextricably linked to one another, and as such, we recognize that the focus must be centred on the development of the whole individual. Cultural development, social emotional development and academics must be interwoven to ensure the success of all students of Aboriginal ancestry in Burnaby Schools. This interwoven approach requires our students to walk competently and confidently in the modern, urbanized world in which Burnaby is situated. With that in mind, our areas of focus are student achievement, culture and sense of self, and community connectedness and belonging. Ongoing monitoring and tracking of these three areas will guide the development and implementation of initiatives and programs that will be for the benefit of all students of Aboriginal ancestry within Burnaby Schools.



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Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

GUIDING PRINCIPLES

In order to ensure ongoing success for our students, we must take a critical approach to reflecting on our progress thus far and our ongoing progress in the future. As such, the following question has been in the forefront over the course of our data collection period:

What is going on for our learners?

This question will continue to be in the forefront as we assess programming and initiatives aimed at supporting success for students of Aboriginal ancestry. This question will be laced within the following guiding principles:

- **Collective Ownership**

A culture of collective ownership is guided by a shared belief that the primary responsibility of every member of the community is to ensure high levels of learning for every student of Aboriginal ancestry (Buffum, Mattos and Weber, 2012). Every member of the Burnaby Schools community plays a role in determining the level of success for each student of Aboriginal ancestry. A deep understanding of our shared history as Canadians and our shared histories' contemporary contexts are crucial in creating responsive learning environments for our students of Aboriginal ancestry.

- **Walking in Two Worlds**

Walking in two worlds is the ability of our children to be competent in their traditional realm, as well as the urbanized realm in which the community of Burnaby is situated. From 1961 to 2006, the urban Aboriginal population has grown from 13% of the Aboriginal population within Canada to 53% (Norris and Clatworthy, 2011). This trend, which is expected to continue, along with the fact that as of the year 2011, 28% of the Aboriginal population in Canada was under 14 years of age, requires us to provide a framework that supports every Aboriginal youth's chances of maximizing their personal potential, in both their cultural and contemporary worlds (Statistics Canada, 2011).

- **Focus on Learning**

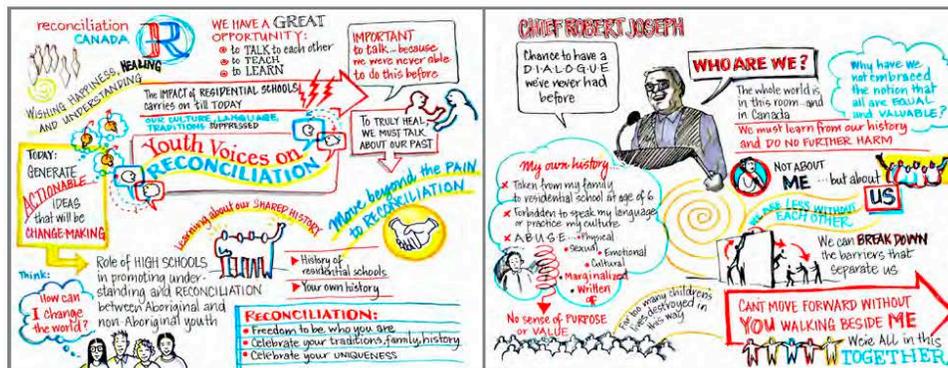
The First Nations Principles of Learning inform us that 'learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.' Allowing all students to maximize their personal potential within the learning environment is one of the primary responsibilities of the Burnaby School District. The learning environment for our students of Aboriginal ancestry must be reflexive and reflective, as well as representative of Aboriginal peoples.

OUR JOURNEY

Since the signing of our first agreement in 2008, Aboriginal Education in Burnaby Schools has built a strong foundation from which to continue to build upon. Over the course of the 2013-2014 school year, we undertook the process of collecting information from parents, students, principals, teachers, support staff and other members of our community to get varied perspectives on how people feel about how we are supporting our students of Aboriginal ancestry. Beginning in 2012 to Fall 2014, we hosted eleven community gatherings with the focus of each gathering on our children's experiences within Burnaby Schools. The gatherings were attended by students, parents, elders and staff. These rich discussions spiraled from each preceding meeting, with all shared perspectives collected for further analysis.

Along with the community gatherings, parents were provided with the opportunity to partake in four surveys. Staff were also provided with the opportunity to have their voices heard through three surveys. This information was also collected for further analysis.

All collected information was then provided to our Aboriginal Enhancement Agreement Working Group, who worked behind the scenes processing and analysing the information. Through discussion and analysis at working group meetings, information was formulated into goal statements and objectives. These were then shared with community members at gatherings and through surveys for further feedback and discussion. Eventually it was determined that the goal statements encapsulated the sentiments of those that partook in the process, at which point the document was drafted and we held our Enhancement Agreement signing on November 6, 2014.



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Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

OVERVIEW

We used our first Enhancement Agreement as a starting point in establishing a basis for our second agreement. The Enhancement Agreement working group took the time to analyze the feedback on the first agreement, as well as the ongoing input on the new agreement. Through the analysis, three theme areas emerged:

- 1) Student Achievement
- 2) Culture and Sense of Self
- 3) Community Connectedness and Belonging

Each theme area has one goal attached to it that is similar to goals in the first agreement. The new goals have been reworked to encompass the guiding principles of this second agreement. Another focus of this agreement was to utilize readily accessible, meaningful data that can be tracked over time and speak to progress being made toward each goal. The data collected will assist in the design, delivery and maintenance of programs that will better meet the needs of our learners.

The working group also decided to leave out the third goal from the original agreement around students developing a healthy lifestyle based on medicine wheel teachings. Although this goal is important for all students, a method of tracking the progress toward this goal was not developed and remains a challenge due to the diversity of approaches to traditional practices amongst Aboriginal peoples that reside within the Burnaby area.

Our thinking around supporting Aboriginal students has evolved since the first agreement and will continue to evolve over the course of this second agreement. Due to these ongoing changes in thinking, we must look at this agreement as a living document, one that is flexible enough to change with our students' and community's changing needs. The signatures on this document represent a commitment to remaining cognizant to shifts in our students' needs and to work in partnership to ensure all Aboriginal students have the opportunity to maximize their full potential within Burnaby Schools.

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Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

GOALS

1) Student Achievement

To enhance academic achievement of all Aboriginal learners within the Burnaby School District.

Rationale

The intention of this goal is to increase the level of academic achievement of all Aboriginal learners within the Burnaby School District. The objectives focus on the core skills of early literacy and numeracy, which are foundational in laying the groundwork for enhanced educational outcomes throughout a learner's educational journey from Kindergarten through to Grade 12. It has been found that reading competence is directly related to educational attainment later in life (Statistics Canada, 2011). The focus on grade three reading results marks the point in which students begin to shift from learning to read, to reading to learn, and is also a marker for later school success (Hernandez, 2011).

Objectives	Performance Indicators
Increase Aboriginal student reading performance by the end of grade 3	Grade 3 performance standards data for end of grade 3
Increase Aboriginal student numeracy performance by the end of grade 3	Grade 3 performance standards data for end of grade 3
Increase reading comprehension grade K-7	Grade 7 performance standards data for end of grade 7
Increased reading comprehension scores from K-7	K-7 cohort tracking (Grade specific cohorts will be tracked yearly to monitor year to year progress)

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



GOALS

2) Culture and Sense of Self

To increase Aboriginal learners' connection to the school community with a sense of place and belonging that supports and reflects Aboriginal cultural values and perspectives.

Rationale

A student's sense of acceptance into the school setting directly impacts their behaviour and educational outcomes (Osterman, 2000). As such, it is imperative that Aboriginal learners see themselves reflected and represented within their school setting. An Aboriginal student's cultural values may emphasize connectedness and interdependence, so the fostering of a strong sense of identity and self will support the students overall educational outcomes (Fryberg, et al, 2013).

Objectives	Indicators
Increased feelings of positive identity and sense of self	Positive personal and cultural identity competency data
Increased feelings of belonging within the school community	Student survey

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



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Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

GOALS

3) Community Connectedness and Belonging

To increase knowledge and understanding of Aboriginal history, traditions and cultures for all learners, supported by the wider school and community.

Rationale

In order to create understanding that supports our Aboriginal learners, we must focus on local actions and understandings in this increasingly globalized environment. Diversity of approaches within our system will help support all learners in their educational journey, but these approaches must include the perspectives of Canada's Indigenous Peoples. As stated by Halbert and Kaser (2013), "We need to build curiosity about our history as well as increasing our knowledge of Indigenous principles of learning." It has also been noted that the inclusion of Indigenous perspectives in learning outcomes, instructional methods and assessment results in positive outcomes for our Aboriginal students (Kanu, 2007).

Objectives	Performance Indicators
Increased Aboriginal content in all subject areas K-12	Number of requests for resources from DLRC Number of requests for classroom presentations by Aboriginal Resource Teachers
Increased number of students reporting that they are learning about Aboriginal peoples in school	Student satisfaction survey results grades 4, 7, 10 and 12

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



LIST OF REFERENCES

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APPENDIX A: STRATEGIES TO SUPPORT GOALS & OBJECTIVES

Student Achievement

To enhance academic achievement of all Aboriginal learners within the Burnaby School District.

Strategies:

- Targeted Reading Recovery for Aboriginal students
- Infusion of learning strategies into Circle Programs
- Focused literacy and numeracy instruction and intervention K-12

Culture and Sense of Self

Strategies:

- Development of a Visiting Elders Program
- Hosting of Aboriginal community gatherings that highlight traditional protocols

Community Connectedness and Belonging

Strategies:

- Aboriginal Education professional development workshops for all staff throughout the District
- Content development for K-12 classroom teachers



Stronger Together: Aboriginal Education in Burnaby Schools Enhancement Agreement 2014 - 2019

This agreement was developed collaboratively by the Aboriginal Enhancement Agreement Working Group comprised of the official signatories outlined below.

The Enhancement Agreement Working Group sought input from all stakeholders in the District including parents, students, teachers, administrators and community partners to develop the goals and statements in the agreement.

It is a collaborative partnership centred around continued success for students of Aboriginal ancestry in Burnaby Schools.

We, the undersigned, recognize our shared responsibility to guide, honour and uphold the contents of this living agreement in the spirit of mutual respect and unity as signed on this 6th day of November, 2014 for the period ending November 5th, 2019.



Ministry of Education

Burnaby Board of Education, Chair

Burnaby School Board,
Superintendent of Schools/CEO

Parent Representative

Parent Representative

Student Representative

Burnaby Principals' &
Vice-Principals' Association, President

Burnaby Teachers' Association, President

CUPE Local 379, President

Katzen Fraser Alder Association

City of Burnaby: Community Affairs

Sigurd Raeder, University
Faculty of Education, Neen



Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

Appendix C. Enhancing Student Learning Report Data

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

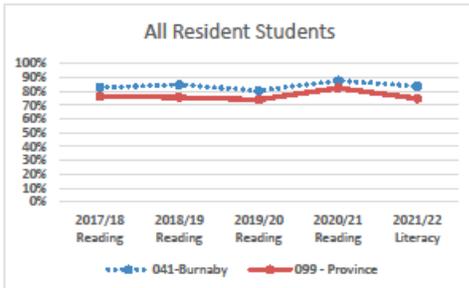


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

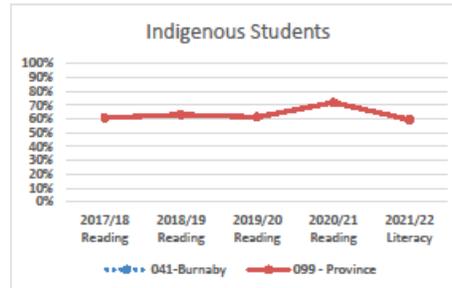


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

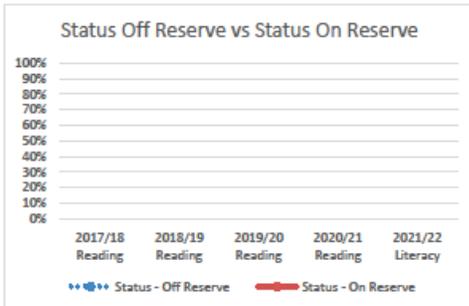


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

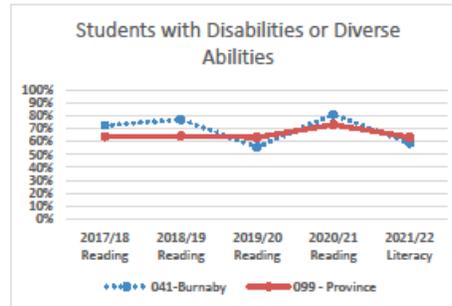


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

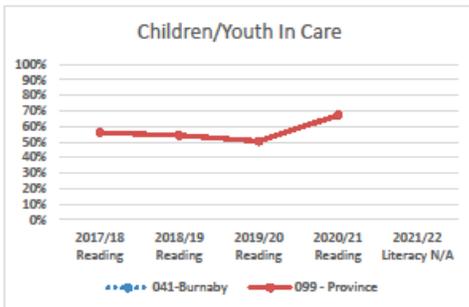


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

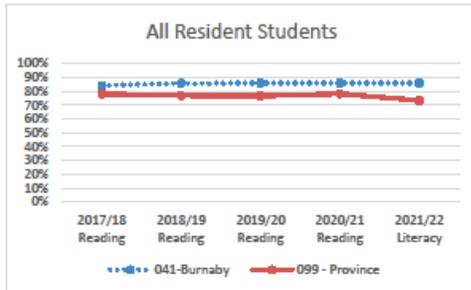


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

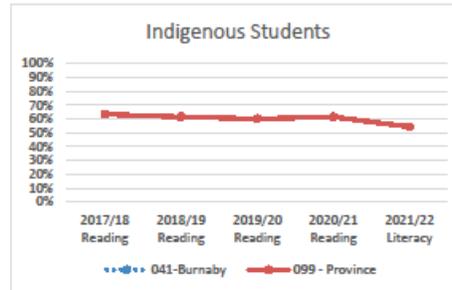


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

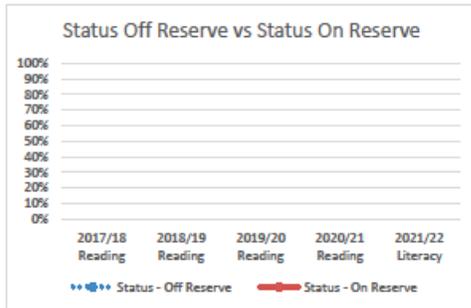


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

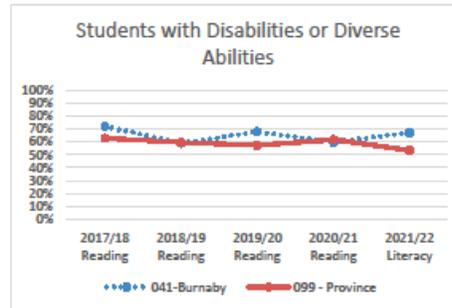


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

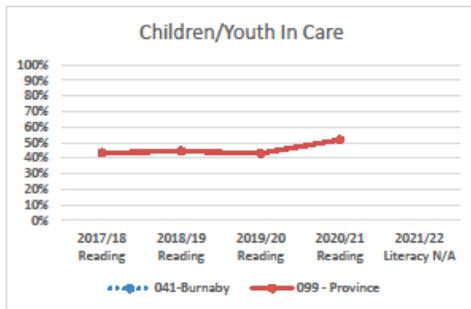


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

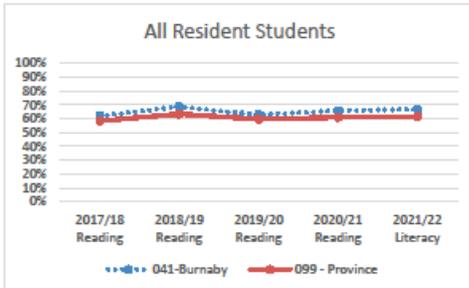


Figure 11: FSA Grade 4 Reading - All Resident Students

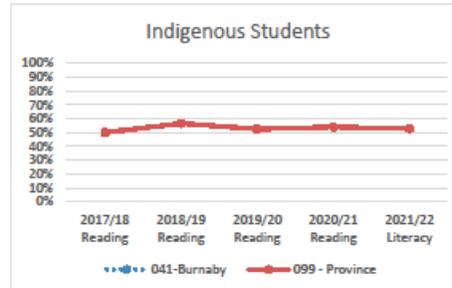


Figure 12: FSA Grade 4 Reading - Indigenous Students

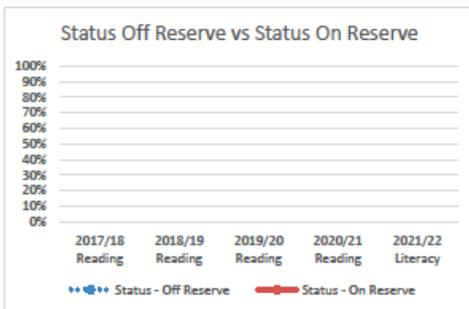


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

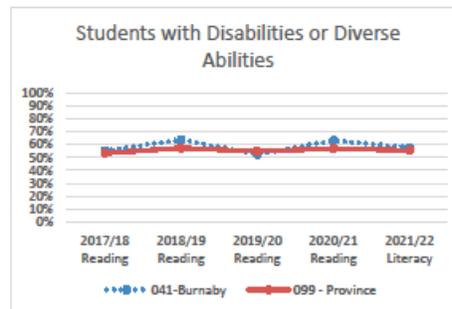


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

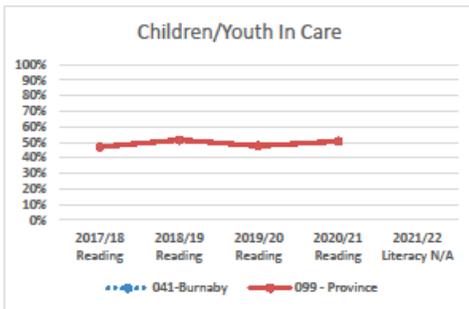


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

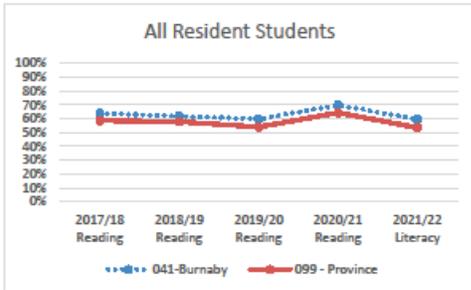


Figure 16: FSA Grade 7 Reading - All Resident Students

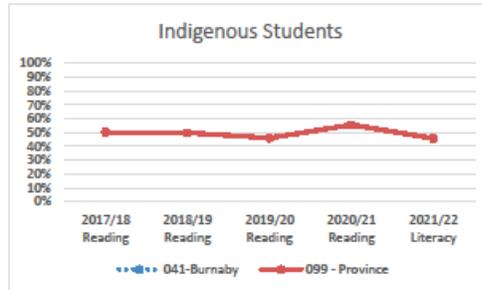


Figure 17: FSA Grade 7 Reading - Indigenous Students

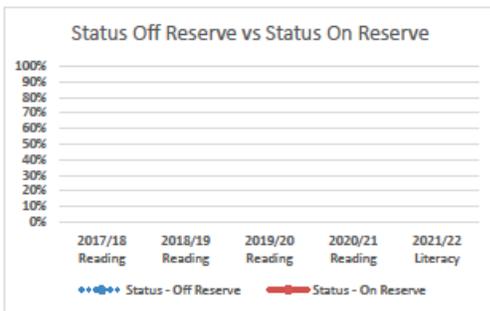


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

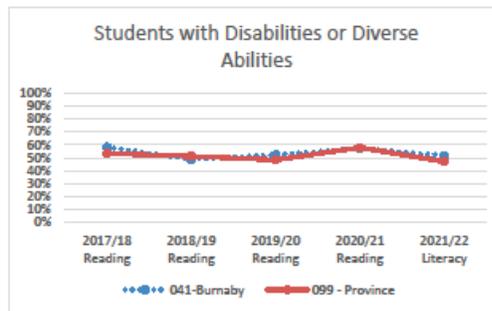


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

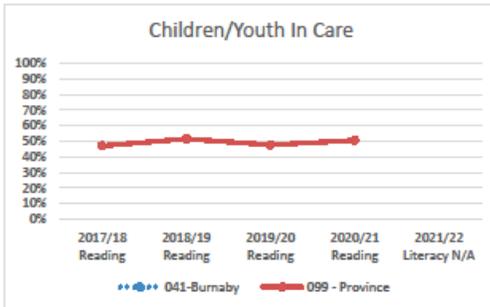


Figure 20: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

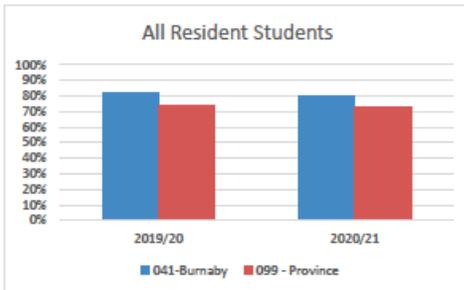


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

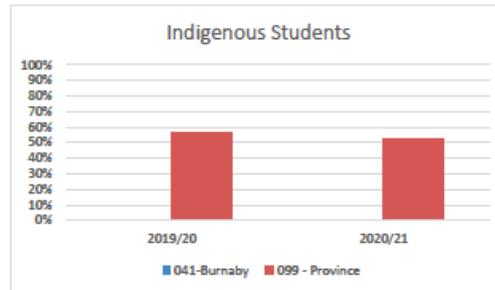


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

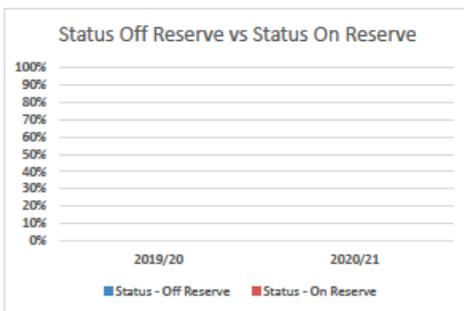


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

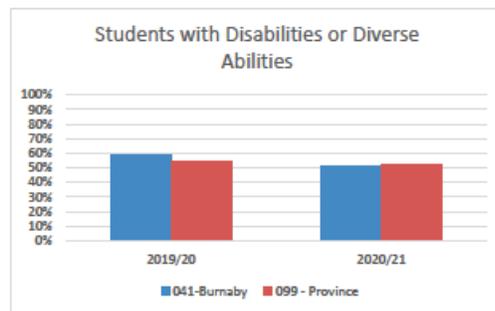


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

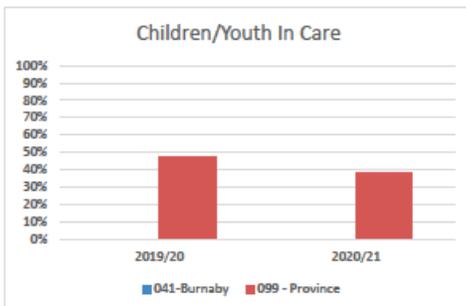


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

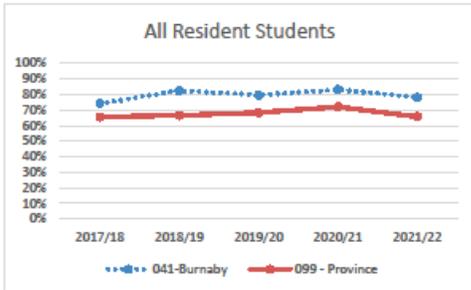


Figure 26: FSA Grade 4 Numeracy - All Resident Students

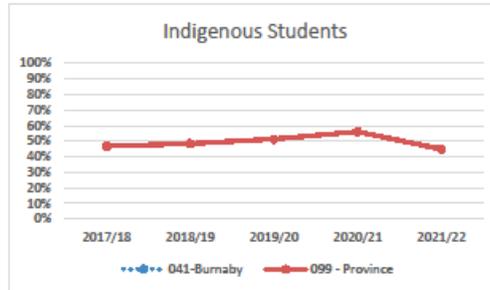


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

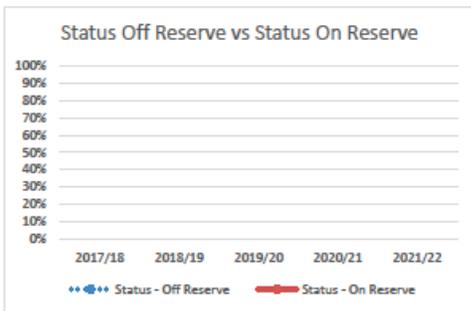


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

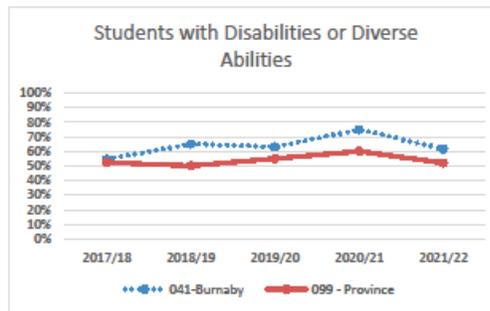


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

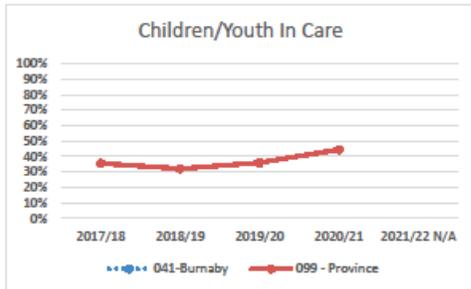


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

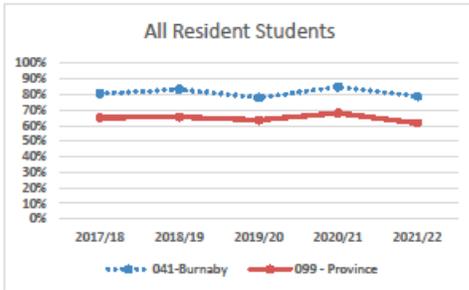


Figure 31: FSA Grade 7 Numeracy - All Resident Students

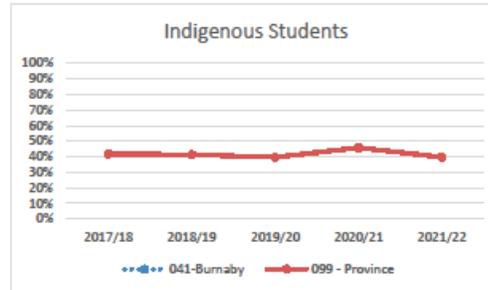


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

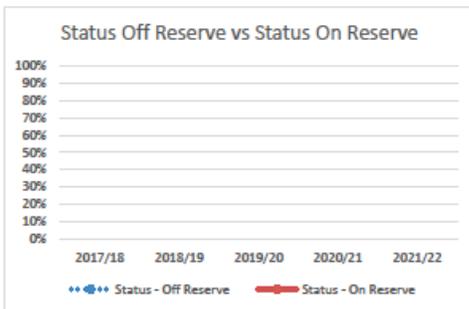


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

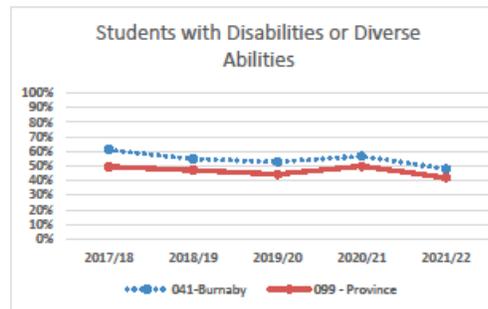


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

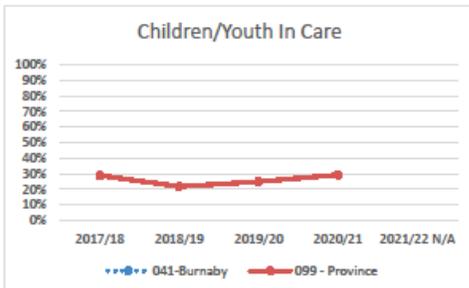


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

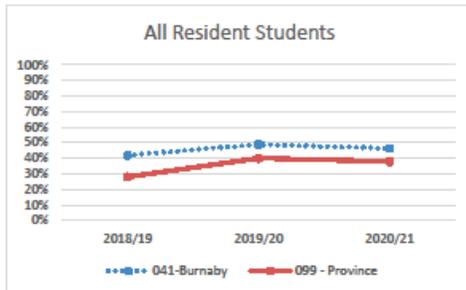


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

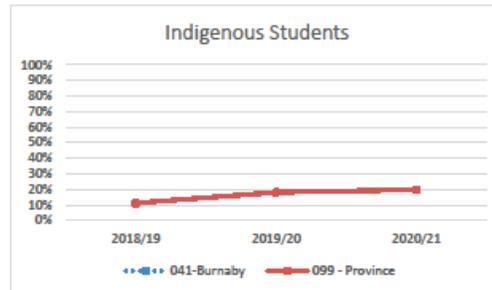


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

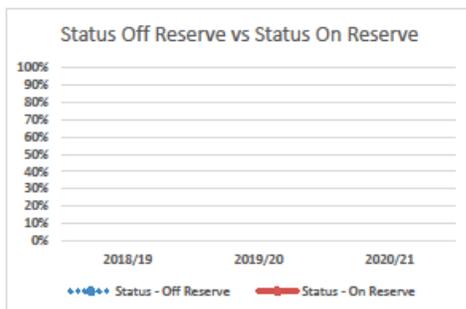


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

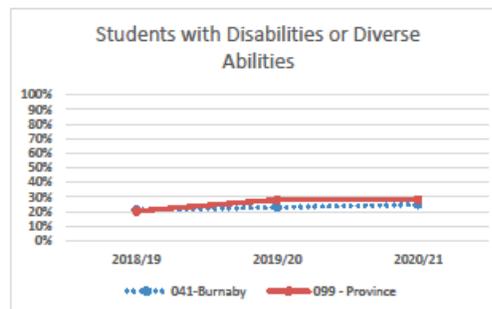


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

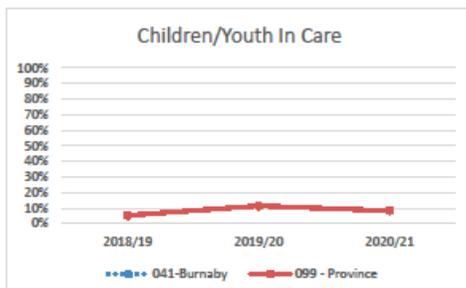


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

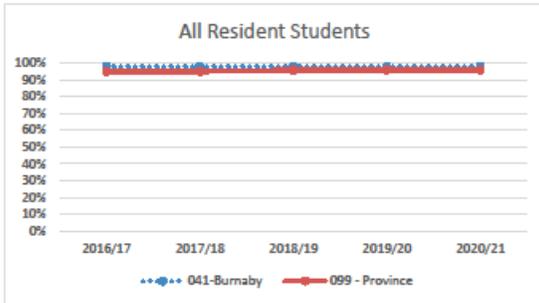


Figure 41: Transition Grade 10 to 11 - All Resident Students

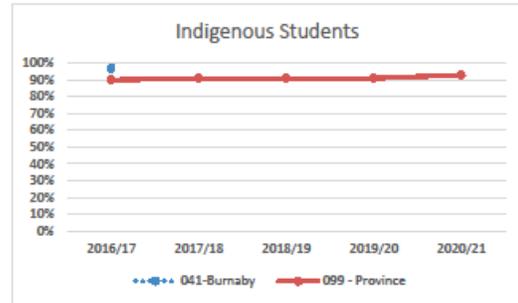


Figure 42: Transition Grade 10 to 11 - Indigenous Students

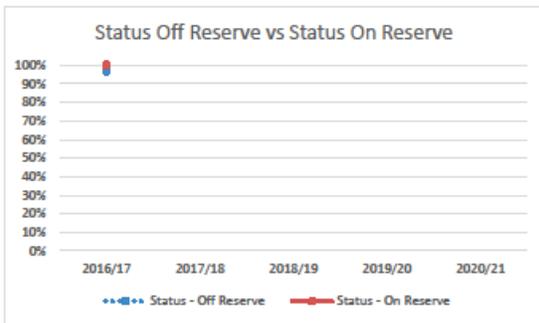


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

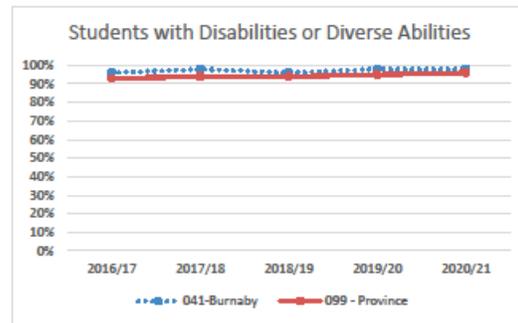


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

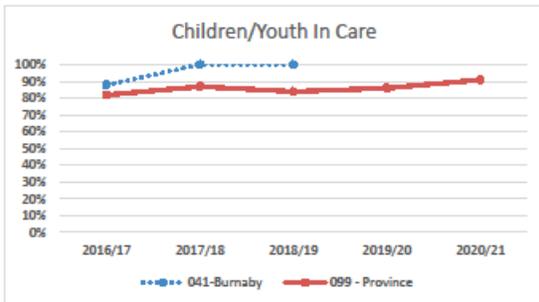


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

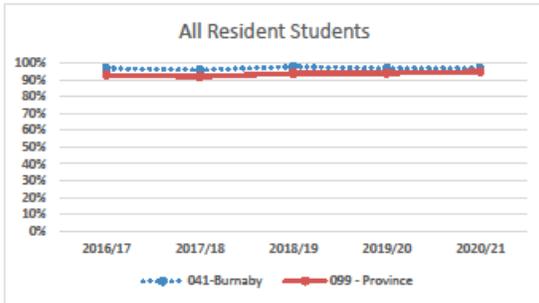


Figure 46: Transition Grade 11 to 12 - All Resident Students

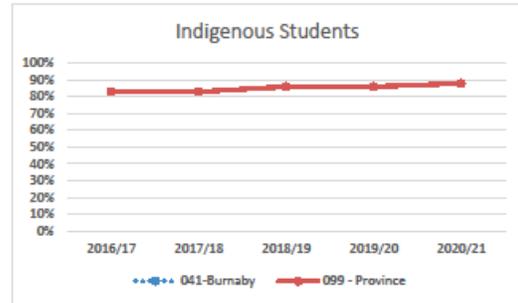


Figure 47: Transition Grade 11 to 12 - Indigenous Students

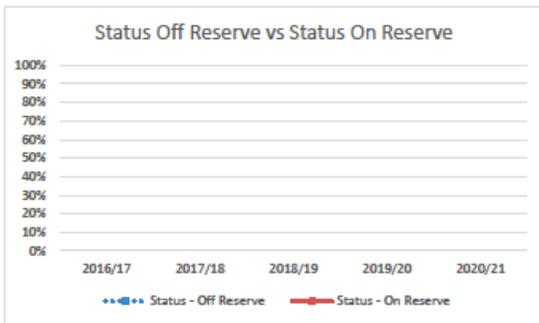


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

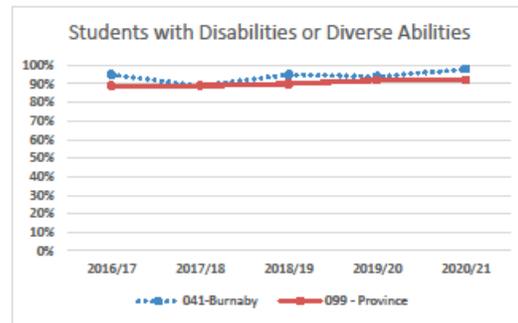


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

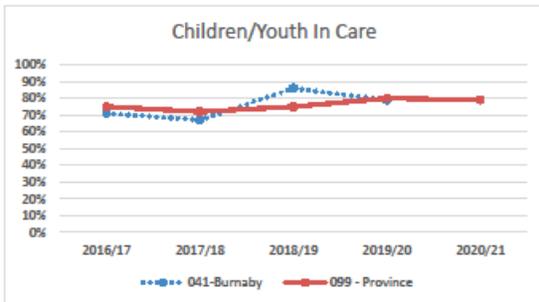


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

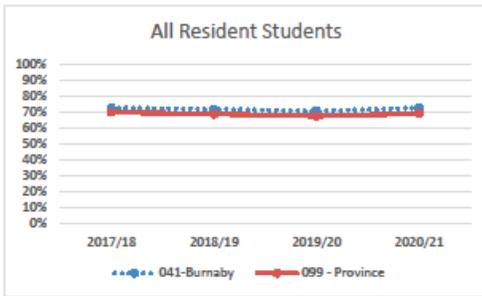


Figure 51: SLS - Feel Welcome - All Resident Students

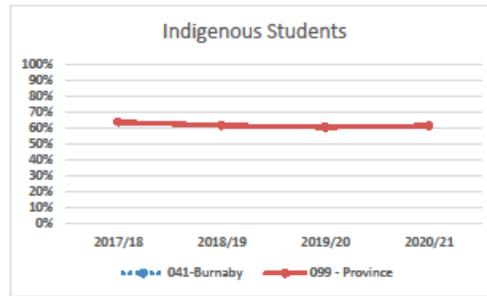


Figure 52: SLS - Feel Welcome - Indigenous Students

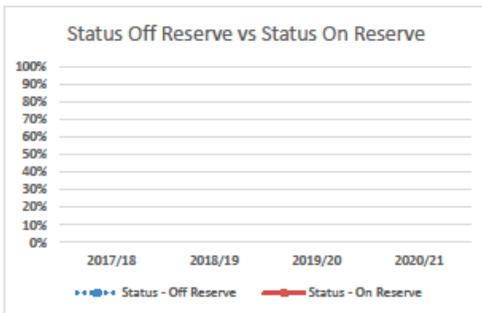


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

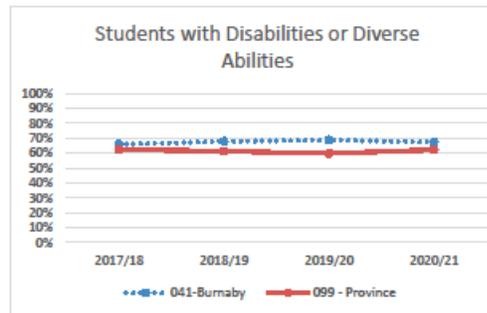


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

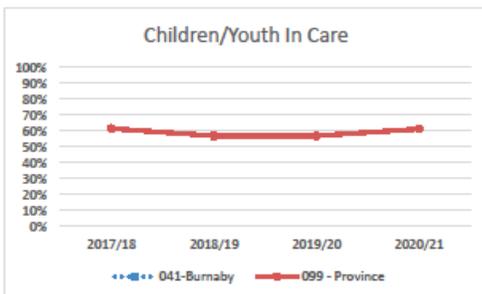


Figure 55: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

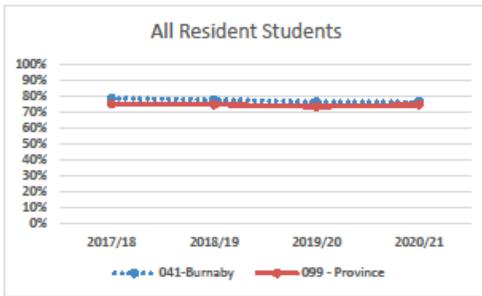


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

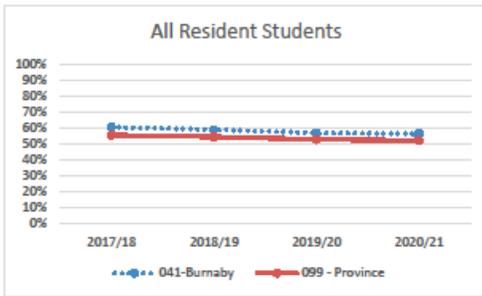


Figure 57: SLS - School Belong - All Resident Students

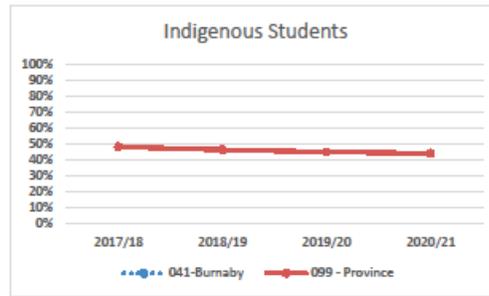


Figure 58: SLS - School Belong - Indigenous Students

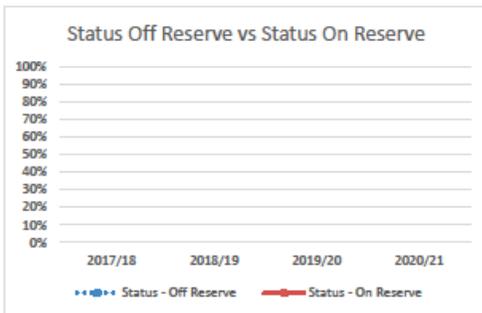


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

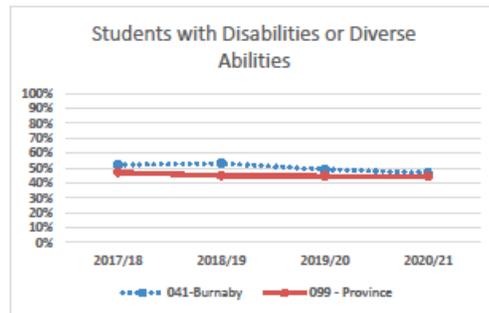


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

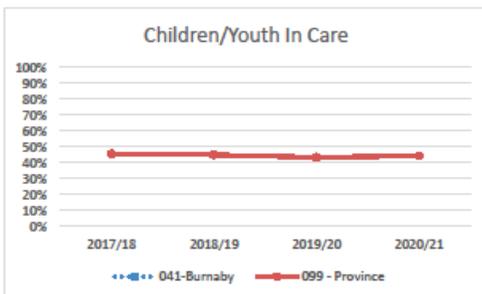


Figure 61: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

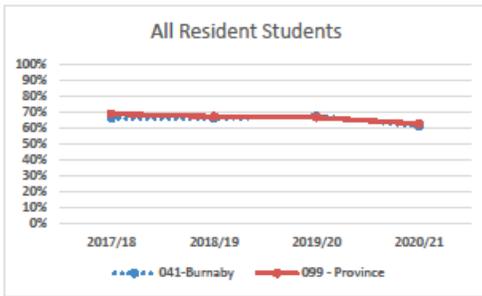


Figure 62: SLS - Adults Care - All Resident Students

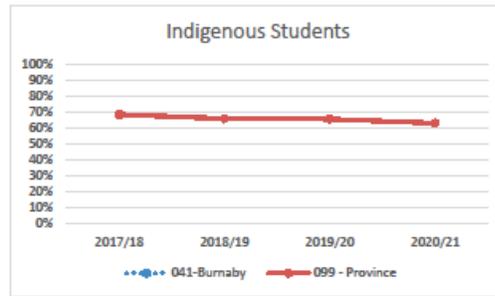


Figure 63: SLS - Adults Care - Indigenous Students

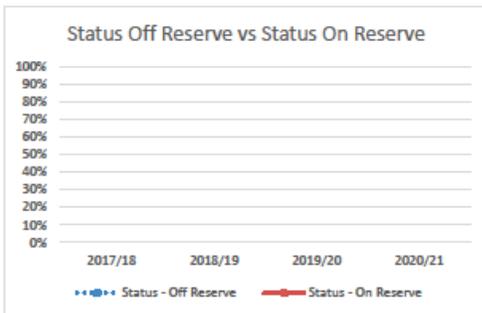


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

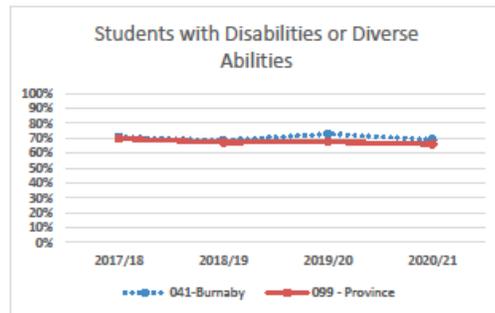


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

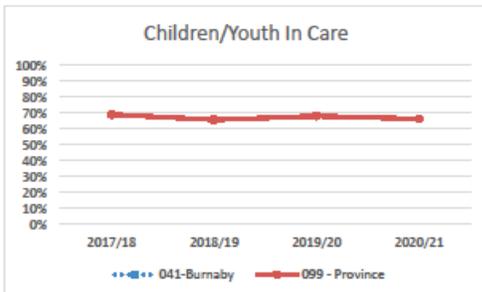


Figure 66: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

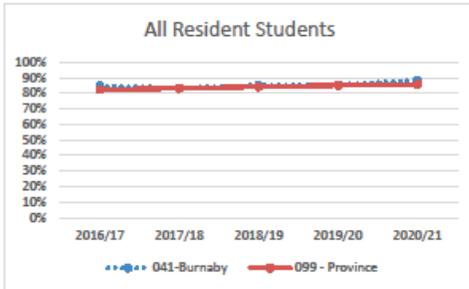


Figure 67: 5 Year Completion Rate - All Resident Students

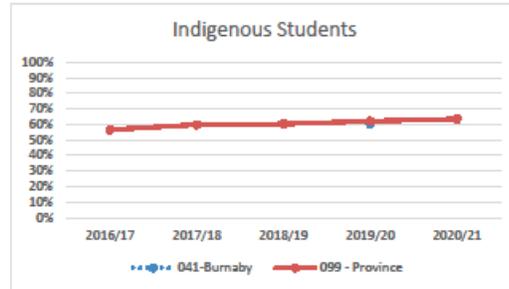


Figure 68: 5 Year Completion Rate - Indigenous Students

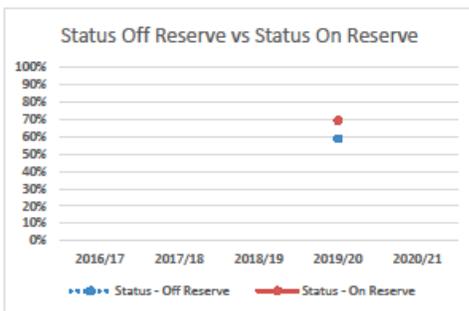


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

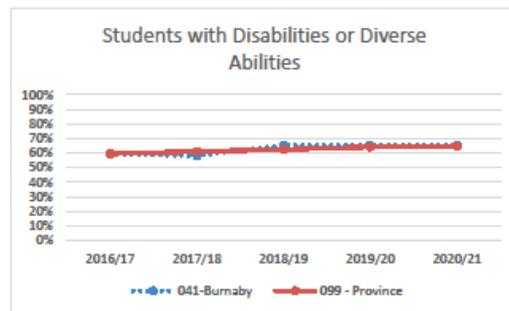


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

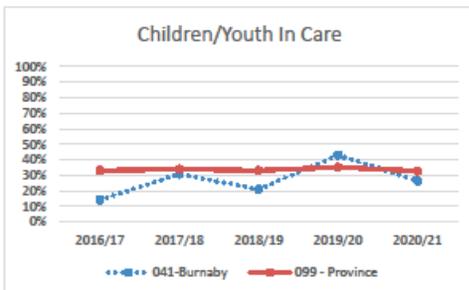


Figure 71: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

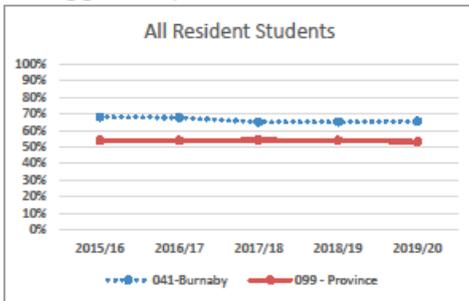


Figure 72: Post-Secondary Institute Transition - All Resident Students

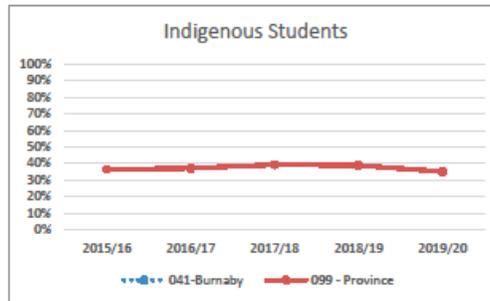


Figure 73: Post-Secondary Institute Transition - Indigenous Students

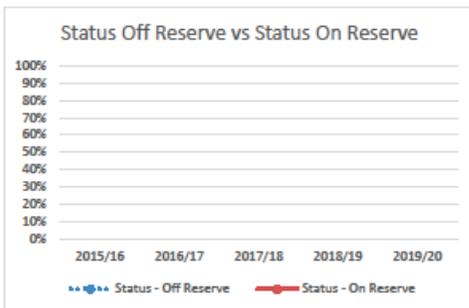


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

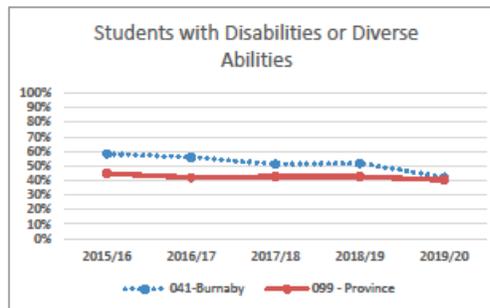


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

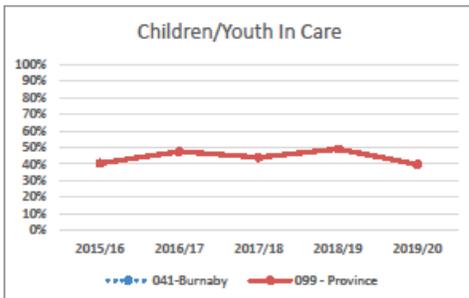


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

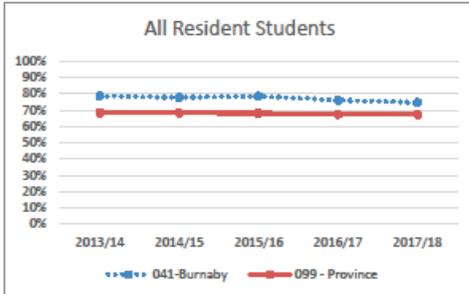


Figure 77: Post-Secondary Institute Transition - All Resident Students

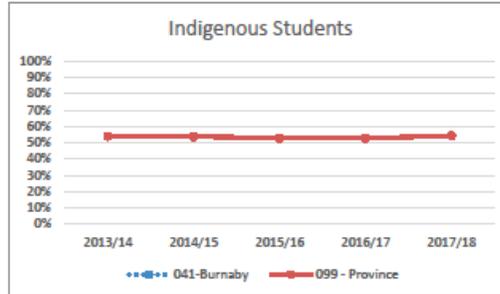


Figure 78: Post-Secondary Institute Transition - Indigenous Students

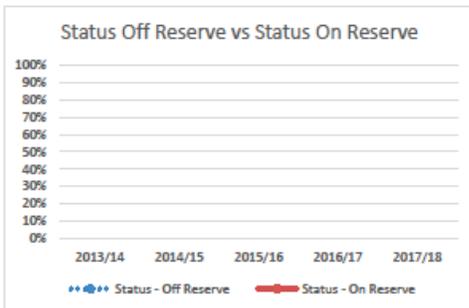


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

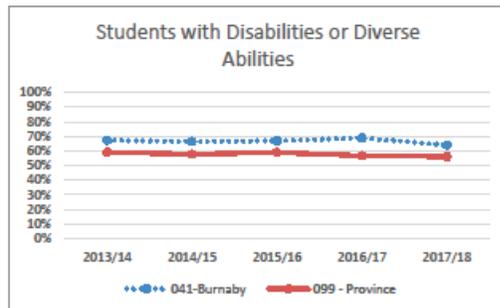


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

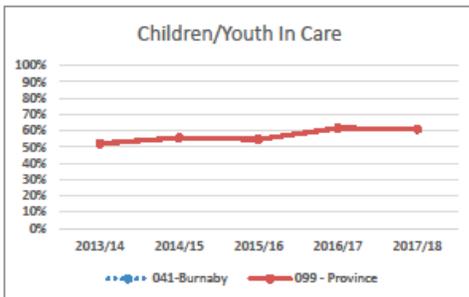


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

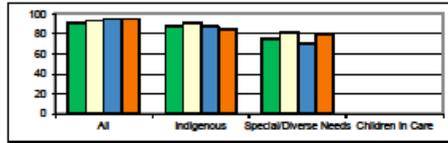
Appendix D. Summative Report Cards Results – Elementary Literacy

Report Card Results - Language Arts

2019 2020 2021 2022

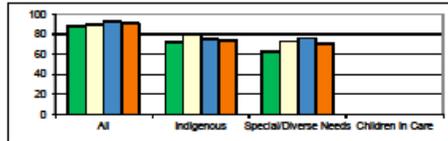
Kindergarten. English Language Arts. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2022	95	85	80	Msk
2021	95	88	71	Msk
2020	93	91	82	Msk
2019	91	87	76	Msk



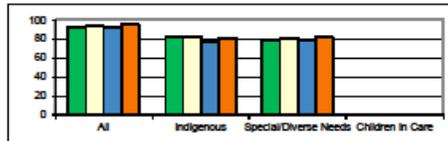
Grade 1-3. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2022	91	74	71	Msk
2021	93	75	76	Msk
2020	90	81	73	Msk
2019	88	72	63	Msk



Grade 4-7. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2022	95	81	82	Msk
2021	93	78	79	Msk
2020	94	83	81	Msk
2019	93	83	79	Msk

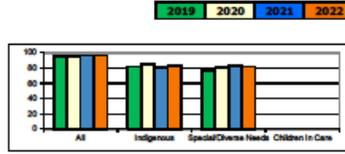


Appendix E. Summative Report Card Results – Elementary Numeracy

Report Card Results - Numeracy

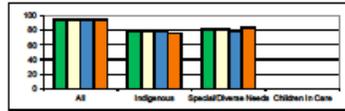
Grade 1-3. Mathematics. Percentage of students Developing,

	All	Indigenous	Special /Diverse Needs	Children In Care
2022	96	83	82	Msk
2021	96	80	83	Msk
2020	96	85	80	Msk
2019	95	82	77	Msk



Grade 4-7. Mathematics. Percentage of students Developing,

	All	Indigenous	Special /Diverse Needs	Children In Care
2022	95	75	84	Msk
2021	95	78	80	Msk
2020	95	78	82	Msk
2019	94	79	81	Msk



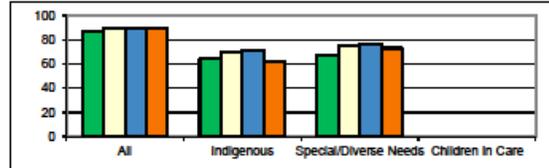
Appendix F. Summative Report Card Results – Secondary Literacy & Numeracy

Report Card Results - Secondary Schools

2019 2020 2021 2022

English Language Arts. Percentage of Grade 8-12 Students with Grade C or Above

	All	Indigenous	Special/ Diverse Needs	Children In Care
2022	89	62	73	Msk
2021	90	71	77	Msk
2020	90	70	75	Msk
2019	87	64	67	Msk



Mathematics. Percentage of Grade 8-12 Students with Grade C or Above

	All	Indigenous	Special/ Diverse Needs	Children In Care
2022	84	65	71	Msk
2021	86	66	74	Msk
2020	83	55	67	Msk
2019	79	58	61	Msk

