



# **Enhancing Student Learning Report**

## *September 2024*

# **In Review of qSD's 2023-2028 Strategic Plan Framework: Year 1 of 5**

*The following report communicates the Board of Education's commitment to student success, continuous improvement, and ongoing strategic engagement.*

**Approved by the Board: September 25, 2024**

### **Resources**

- Enhancing Student Learning Data – Ministry of Education and Child Care
- qSD's [2023-2028 Strategic Plan Framework](#)

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# Introduction

## Territorial Acknowledgement

*We would like to acknowledge and thank the Coast Salish peoples, specifically the ƛaʔamun Nation whose traditional and treaty territory qathet School District (qSD) resides on. We are grateful to carry out our work on these lands and appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.*



## District Profile

qathet School District is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional and treaty territory of the ƛaʔamun Nation. Just over 130 km from Vancouver, qathet School District is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 21, 496 (Statistics Canada: 2021 Census). In the qathet region, the median family income is \$94,159 while provincially the median income is \$113,137. Locally, the unemployment rate is 0.24% above the provincial unemployment rate.

qathet School District serves approximately 3,200 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school. We also provide several additional programs, including the following:

- ʔayʔajuθəm Language Program (K-12)
- Before and After School Program/Seamless K
- Dual Credit Academics and Trades
- French Immersion (K-12)
- [GIJE \(Guided Indigenized Journey to Excellence\) 10-12 program](#)
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center
- Provincial Auditory Outreach Program
- [qaymɪxʷqenəmšt \(K-1 ʔayʔajuθəm language pilot\)](#)
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Strong Start Programs
- Summer Learning Programs

## We have a diverse student population that includes:

School Year	All Students	Online	Indigenous	On Reserve	Métis	Students with disabilities or diverse abilities	Children and Youth In Care (CYIC)
2023/2024	3269	1209	479	103	107	675	19

## Workforce Challenges

Like many rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, inclusive education teachers, senior math and science teachers, music teachers, Indigenous educators, and French Immersion teachers. We have also experienced difficulty finding and retaining qualified education assistants. Fortunately, we have been successful in maintaining a healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year.

## Current Strategic Plan Priorities

qathet School District shares the common goal of continuously improving the quality of public education for all students. Over the past several years, the Ministry of Education and Child Care has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy](#). We use the Framework for Enhancing Student Learning, in addition to other existing foundational guides, to establish strategic plan priorities that will improve student success and equity of outcomes, with a focus on Indigenous students, CYIC, and students with disabilities or diverse abilities.

qathet School District's [2023-2028 Strategic Plan](#) centres students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students.

### 1. Cultivating an Ethic of Learning (titiwšem ʔams taʔow)

- Ensure early learners and students have the best possible learning experience.

### 2. Cultivating Curiosity (payot gagayɛtən)

- Transform our learning environments into places of innovation.

### 3. Cultivating Connection (paʔa kʷoms qʷayigən)

- Prioritize mental health, community connections, and social-emotional learning.

### 4. Supporting Self-Determination (ʔaʔjinxʷegəs)

- Ensure holistic Indigenous student success.

### 5. Cultivating Truth and Reconciliation (gʷnaʔxʷuθs)

- Honour Truth and reconciliation.

### 6. Cultivating Integrity/Responsibility (hays qayumixʷ ʔayʔaytaʋθ)

- Prioritize climate change, organizational health, and sustainability.



qathet School District also incorporates key foundational guides and plans to inform our Strategic Plan and commitment to continuous improvement:

[The Educated Citizen](#)

[The First Peoples Principles of Learning](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Bill 40](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)

[Truth and Reconciliation Commission Calls to Action](#)

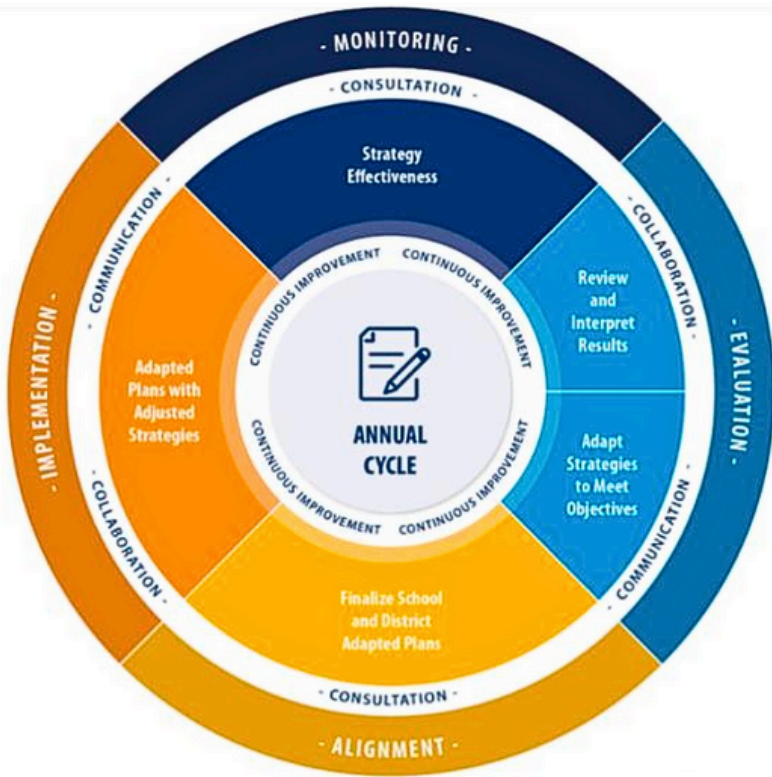
[BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Tla'amin Education Agreement](#)

[Tla'amin Final Agreement](#)

[OECD Education Strategy](#)

# Continuous Improvement Review Cycle



Using the Ministry of Education and Child Care’s annual continuous improvement cycle and Administrative Procedure 100 (Strategic Planning: Reporting and Accountability), qathet School District engages in a yearly continuous improvement cycle that reviews and analyzes data and evidence to identify and implement operational adjustments, adaptations, and next steps.



# Looking Back on the Year: Effectiveness of Implemented Strategies

A number of strategies have been implemented this year to achieve strategic plan priorities and objectives. Improving equity of outcomes for First Nation students, Indigenous students, CYIC, and students with disabilities or diverse abilities remains a key focus. As such, we have used the Equity in Action Framework when selecting practices and strategies in our strategic planning and continuous improvement processes. On the next page, we have listed a number of strategies using the Equity in Action Framework. For a more in-depth list of strategies with details, please see the Monitoring Strategy Effectiveness Worksheet.

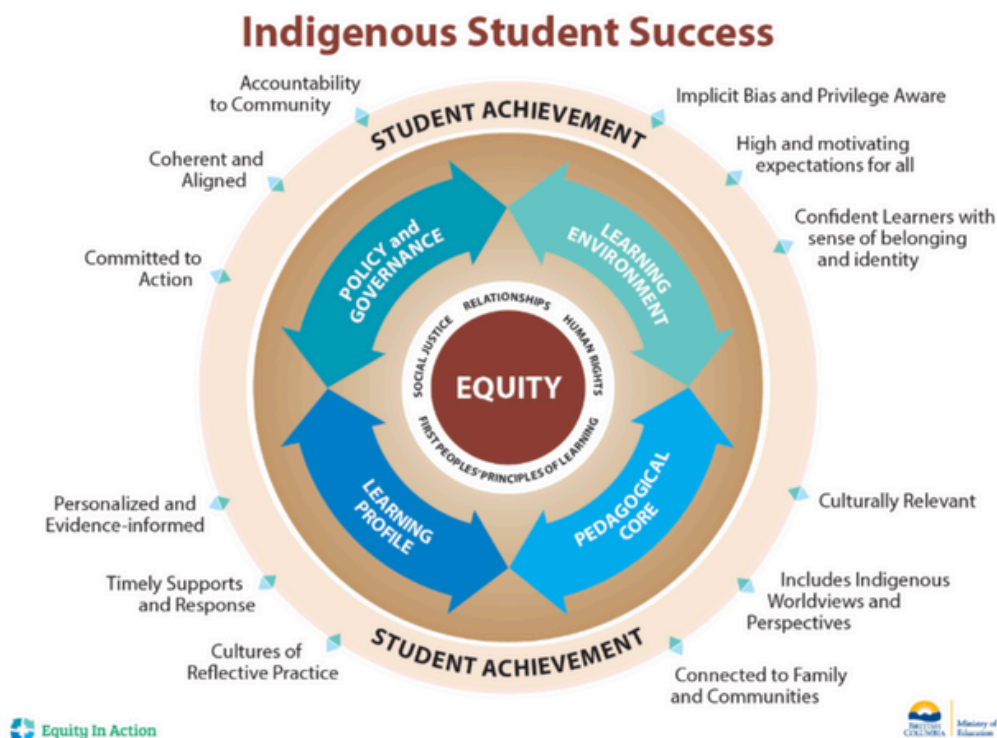


Photo credit: aʔjemaʔot (Davis McKenzie)

<p><b>Policy and Governance</b></p> <p>The district is:</p> <ul style="list-style-type: none"> <li>• Accountable to the community</li> <li>• Coherent and aligned</li> <li>• Committed to action</li> </ul>	<p><b>Learning Environment</b></p> <p>The district has:</p> <ul style="list-style-type: none"> <li>• Implicit bias and privilege awareness</li> <li>• High and motivating expectations for all students</li> <li>• Confident learners with a sense of belonging and identity</li> </ul>
<ul style="list-style-type: none"> <li>• Signed and implemented Tla’amin Education Agreement (TEA) signed between Board and Tla’amin Nation</li> <li>• Created the Indigenous Education Council (IEC) and attended TEA Oversight Team meetings</li> <li>• Attend weekly meetings between District Principal of Indigenous Education and Tla’amin Nation Education Director</li> <li>• Changed school district name from Powell River School District to qathet School District</li> <li>• Established a Justice, Equity, Diversity, Inclusion (JEDI) Committee</li> <li>• Implement School Growth Plans aligned with our Board Strategic Plan</li> <li>• Implement Administrator Professional Growth Plans aligned with our Board Strategic Plan and School Growth Plans</li> <li>• Hosted a Strengthening Early Years to Kindergarten Transition (SEY2KT) James Thomson Play Date including offering a bussing opportunity for students</li> <li>• Inclusion of Tla’amin Nation representation on hiring panels for roles that have significant impact on Indigenous student success (23/24 examples: Principal and Vice Principal (PVP) &amp; Indigenous Education roles)</li> <li>• Continue to implement Safe Schools and erase strategies</li> <li>• Completed policy and Administrative Procedures review and updates</li> </ul>	<ul style="list-style-type: none"> <li>• Include ǰερθτᄁn (aunt/uncle) staff in all schools supporting cultural, academic, and social emotional needs of Indigenous students</li> <li>• Continue to provide professional development for staff including 10 Pathways to Decolonizing Education, Blanket Exercise, Four Seasons, Compassionate Systems Leadership, Sexual Orientation and Gender Identity (SOGI) Bingo, SOGI-Inclusive Education</li> <li>• Create additional Indigenous focused peak experiences for both Indigenous and all students</li> <li>• Organize district Grade 7 Wellness Fair</li> <li>• Increase the integration of knowledge keepers and elders in schools across the district</li> <li>• Continue to participate in the BC SOGI Educator Network</li> <li>• Provided intersex-inclusive progress pride flags to each school</li> </ul>



### Learning Profile

The district has:

- Personalized and evidence informed practices
- Timely supports and responses
- Cultures of reflective practices

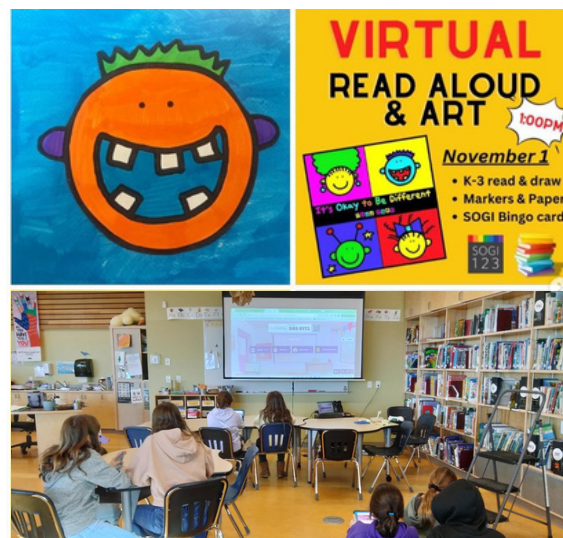
### Pedagogical Core

The district is:

- Culturally relevant
- Inclusive of Indigenous worldviews and perspective
- Connected to family and communities

- Conducted empathy interviews and focus groups with staff and students
- Tracking has been implemented to flag priority learning needs for necessary adjustments to promote student success
- Continued to provide literacy intervention
- Implemented Integrated Child and Youth (ICY) team
- Provided support for preliminary Foundry establishment
- Continue to provide support through Family School Liaison Workers
- Continue Inter-agency collaboration for wrap around support provision
- Continue to provide district and school student leadership opportunities
- Meet regularly with Indigenous Education Family throughout the year to identify supports needed for students at the elementary and secondary levels
- Host titwš'em jεʔaʔε (teaching and learning family) meetings to build staff capacity to support students' success
- Supported secondary school 2SLGBTQIA+ Inclusivity Survey (2nd edition)

- Expanded the Guided Indigenized Journey to Excellence (GIJE) land-based learning program for grade 10-12 Indigenous students
- Collaborate with Tla'amin Nation and Simon Fraser University (SFU) to create secondary math curriculum using learning materials from a prior SFU/Tla'amin Nation project
- Piloted qaymıxʷqenəmšt (we speak our language) ʔayʔajuθəm immersion K-1
- Build peak experiences across grade levels for all students and specifically for Indigenous students
- Provide multi-tier system of supports (MTSS)
- Promote Universal Design for Learning (UDL)
- Build connections between Indigenous Success Teacher and other educators to improve teacher capacity and infuse more culturally relevant learning opportunities
- Create opportunities for Indigenous families to connect with staff
- Participated in Tla'amin's Kindergarten Health Fair
- Promote career education activities

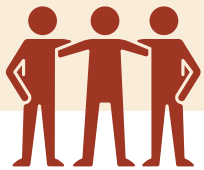


# District efforts and actions have improved student learning outcomes for Indigenous students -

# 77%

A 10% improvement in the 6-year graduation rate for Indigenous students compared to previous year's data.

Improvement in Indigenous student reports on their sense of **belonging** in school on the Student Learning Survey as compared to the previous year's data:



56% Gr.4 10% improvement

52% Gr.10 20% improvement

67% Gr.7 20% improvement

42% Gr.12 22% improvement

# 81.8%

27.3% Improvement of Indigenous students who are on track or extending.

Gr 7 Literacy results on Foundational Skills Assessment (FSA)

“

*I like how active and inclined this school is. We get to do stuff we would probably never do inside an average classroom. I like how we are outside way more, and we are getting certificates we wouldn't otherwise get.”*

- 2023/2024 student reflection on experience in the GIJE program

“

*I like the school [wide] lunch at the Salish Centre, Weaving and Wildcraft at Cousins' House, the Indigenous Ed room with [staff] who are supportive and kind. [Teachers who] teaches us with games and songs in the language. More language could be added, especially more people speaking the language. More drumming and singing.”*

- James Thomson student response to empathy interview question “What cultural and language experiences do you like having at school? What could be added?”

Improvement in Indigenous student reports on their sense of feeling **welcome** in school on the Student Learning Survey as compared to the previous year's data:

71% Gr.4 15% improvement

65% Gr.10 33% improvement

71% Gr.7 24% improvement

58% Gr.12 38% improvement

## Existing and/or Emerging Areas for Growth

A more detailed outline of the existing areas of growth can be found in the [Monitoring Strategy Effectiveness Worksheet](#); however, we have listed some of the priorities started last year, as well as some emerging areas of need.

### Attendance

Regular attendance continues to be a challenge for some students, which has a significant impact on learning and the learning environment. Approximately 10% of K-7 students missed more than 20 school days last year, 43% of K-7 Indigenous students missed more than 20 days of school, and 13% of K-7 students with disabilities or diverse abilities missed more than 20 days of school in a year. Absences at the secondary school are also a concern for both missed class periods and full days. Ongoing collaborative conversations have occurred with district administrators, principals and vice principals, Tla'amin Nation, as well as at the Health Committee table with our community partners to strategize how to support and improve attendance.

### Literacy

We have seen significant growth in elementary literacy and will continue to focus on our grade 7 students who are still below the provincial average. Regardless of how much we have improved and recognizing how critical literacy is for students to flourish both in school and beyond, we want to see more students on track or extending in literacy skills. Although results for Indigenous students have improved significantly and are better than the results for all students in grade 4, there is still a need for improvement. Students with diverse abilities or disabilities seem to show the greatest need for improvement and will be a significant focus next school year. One of the many strategies to continuous literacy improvement will include expansion of our primary teachers' learning program to extend to intermediate teachers. Further, we will provide opportunities for cross-grade school teams to partner and share their learning journey.

For grades 8-12 students, increased achievement for all students will remain a focus, particularly for Indigenous students and students with disabilities or diverse abilities. Strategies to accomplish this include professional development on adolescent and disciplinary literacy, support for the use and implementation of the K-12 Learning Progressions, and resources for students and families for literacy development.

### Numeracy

We saw improvement in the FSA results for grade 4; however, the grade 7 results continue to be seen as a necessary area for focus. Similarly, the results for Indigenous students and students with disabilities or diverse abilities also improved in grade 4 but were less positive in grade 7. Elementary numeracy will be a district wide focus next year. This process will begin by developing/acquiring a standardized numeracy assessment tool to use as a metric in measuring numeracy skills district wide (K-7). We will also add additional staffing to support numeracy and to provide collaborative learning opportunities for teachers.

Like the results of the K-7 numeracy data, the Grades 8-12 data illuminates a need for more numeracy support and interventions for all students, particularly for Indigenous students and disabilities or diverse abilities students. In addition to supporting numeracy activities for students, staff, and families, using both Response to Intervention (RTI) and MTSS approaches can lead to improved numeracy proficiency for all students.

## **Sense of School Belonging for Students with Disabilities or Diverse Abilities**

Analysis of the Human and Social Development portion of the Student Learning Survey data clearly identifies students with disabilities or diverse abilities across all grades as having improved or maintained in most areas from the previous year's results except for the area of school belonging. While reasons for this decrease in a sense of school belonging can be hypothesized, to truly determine why students with disabilities or diverse abilities do not feel they belong, their voices need to be heard and captured. Inviting students to participate in a focus group to explore student perspectives on how to improve their sense of school belonging will help inform future district planning and will allow students to be involved in the process and empower self-advocacy and self-determination.

## **Ensuring Equity of Outcomes for Student Success**

We have seen significant growth in the academic and social and emotional results of Indigenous students; however, students with disabilities or diverse abilities continue to be significantly lower in all measures. Finding strategies to support Tier 3 learners is an area of need for the next school year.

## **MTSS**

At the elementary level, class review meetings (including the classroom teacher, school principal, Intervention teacher, Inclusive Education teacher and the Director of Instruction) are held three times per year, and plans for student supports in literacy are altered or adjusted as needed based on student need; however, this process could be adapted to look at other academic and human development data.

Through comprehensive data analysis, both provincial data and local data, the need to review support provided for high school students to help with Individualized Education Plan (IEP) goals and to improve student success is clear. In addition, exploring how the MTSS process could be improved at secondary school is also a priority for the coming school year. A thorough review of MTSS will help to identify gaps in student support and will inform plans moving forward that will address student learning needs.

## **Indigenous Education Council (IEC) Implementation**

Aligned with ministry direction, there has been a shift to the IEC. The council restarted last year after a hiatus since before COVID. The district is working on a learning session for the IEC where SD23 IEC has been requested to support us for effective implementation. The group is scheduled to connect in early October 2024.

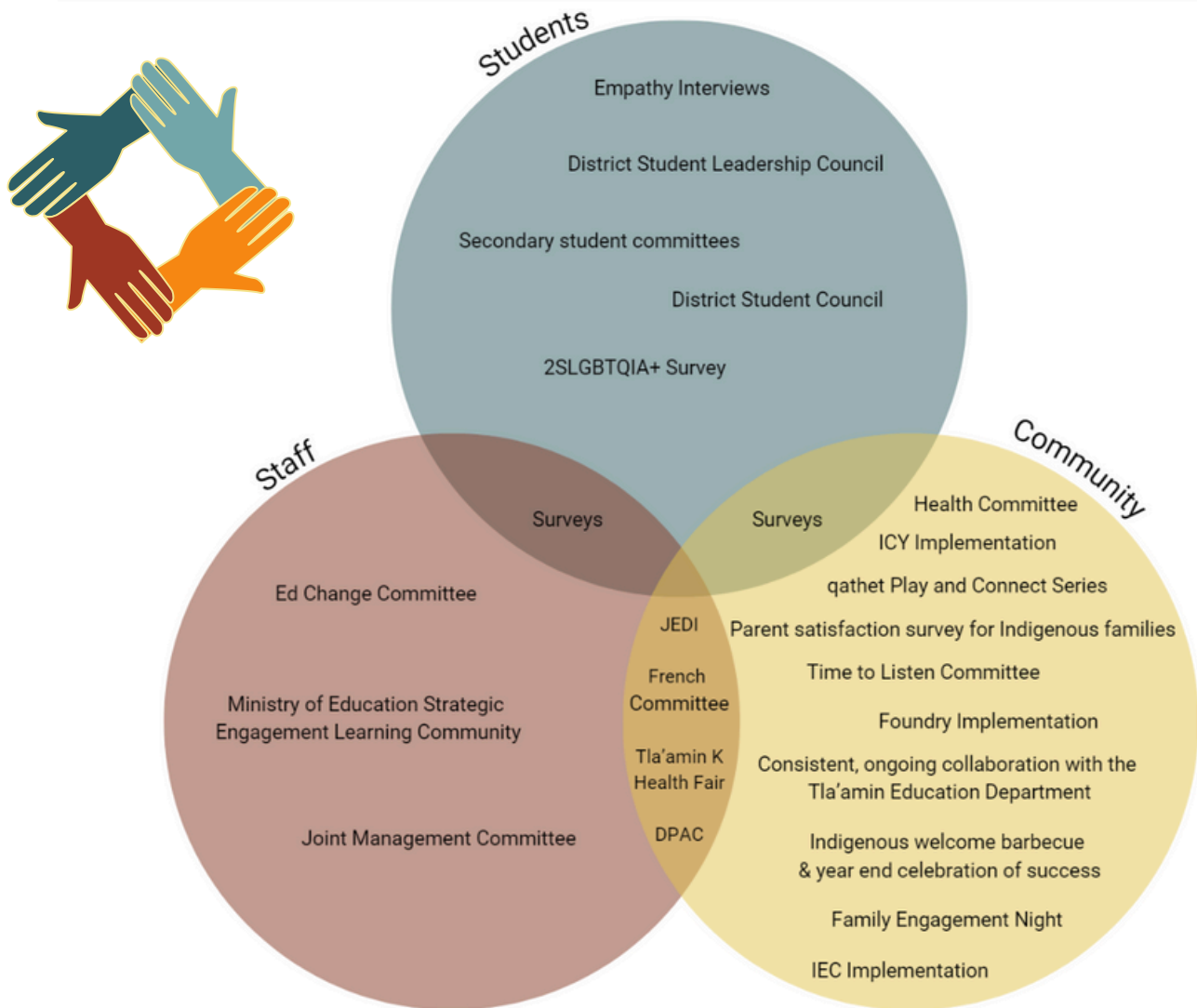
## **Program Reviews**

While program reviews have occurred to assess the effectiveness and efficiency of programs in qathet School District on an ongoing basis, a structured cycle of review has been missing. Creating a cycle of review plan will ensure that all programs' goals and objectives are being met and achieved in an effective and efficient manner.



# Ongoing Strategic Engagement

The diagram below is a list of engagement opportunities involving students, staff, and community.



**Below are a few highlights of the engagement opportunities in the qathet School District and how they have informed the priorities and objectives of the Strategic and Operational Plans.**

### **Tla’amin Nation**

The District Principal of Indigenous Education has a regular weekly meeting with Tla’amin Nation’s Director of Education and K-12 Education Manager to collaborate, problem solve, and co-plan in the interest of Tla’amin and Indigenous students in the region. This has been essential in having a strong Tla’amin presence and protocol in all areas.

### **Justice Equity Diversity and Inclusion (JEDI)**

The creation of a JEDI Committee in 2023 allows many different interest groups and rightsholders to work together on issues and concerns related to justice, equity, diversity, and inclusion. The committee supports policy and procedures reviews and revisions; initiates educational programming; and addresses and implements proactive strategies to mitigate concerns regarding human rights and discrimination. Committee membership includes qSD senior leadership staff, Tla’amin Nation community representation, as well as qathet Teachers’ Association, Canadian Union of Public Employees (CUPE), and District Parent Advisory Council (DPAC) representation.

### **Mentorship**

Ongoing conversations and collaboration with the Joint Management Committee (JMC), Professional Development Committee, qathet Principals and Vice Principals’ Association, qathet Teachers’ Association, and Human Resources have revealed gaps in support for beginning teachers. Working together, a new mentorship program has been developed to support the induction of new teachers into the profession.

### **French Immersion Empathy Interviews**

Empathy interviews were conducted with French Immersion students in grade 7, 11, and 12. These interviews indicated that although students were generally satisfied with the program, there was a desire for a scope and sequence from kindergarten through grade twelve to ensure activities were not repeated and that they did not miss any learning opportunities. They also indicated that cultural and language experiences were beneficial to their learning and provided the opportunity to use French in a meaningful way. This led to the hiring of a French Immersion Coordinator to help facilitate the creation of the scope and sequence, as well as to plan events that could be held for all grade levels.

### **SEY2KT**

Through the Strengthening Early Years to Kindergarten Transition (SEY2KT) engagement with the Tla’amin Nation, district staff, as well as representation from the Early Learning Community, an initiative to support pre-K children in connecting with James Thomson Elementary was developed. Further, by attending the Tla’amin Health Fair and gathering feedback from parents to determine what they identified as being necessary for a successful transition to kindergarten, the district created a “Play with K” event that included bussing and opportunities for pre-K children. This allowed for students to connect with the school prior to attending. These events received high attendance and positive feedback from community members and families.





### **District Student Council**

During the 23/24 school year, the district student council was revitalized with meetings occurring six times over the course of the year. The student council includes representatives from each of the elementary schools, secondary school, and PIE. The program focused on leadership development and student voice. Students from the committee presented their findings at one of the school board meetings.

### **Mental Health Collaboration**

Supporting student mental health and wellness has been a long-standing strategic plan priority for the qathet Board of Education. Recognizing the need for coordinated and collaborative supports for children and youth within the community, as well as opportunities to engage in planning to ensure wrap around supports for students, are part of the District's regular and ongoing process.

Engaging with community service providers and partners is welcomed and embraced. An announcement was made in the spring of 2023 that the qathet region would be one of seven communities, receiving funding and support for the implementation of an Integrated Child and Youth Team (ICY). The team is almost at capacity and has been supporting students' mental health and well-being needs for several months. The ICY team and the announcement of Foundry and the services they provide to local children and youth have been welcome additions to our community. It is with great excitement that we continue to work together with our community partners to explore how to best integrate service delivery to provide comprehensive student support.

The Time to Listen Table is comprised of several community service providers including the local health authority, Ministry of Child and Family Development (MCFD), local physicians, Tla'amin Health, Child and Youth Mental Health (CYMH) and the school District, founded on the [Time to Listen Report](#) released in 2018, continues to work to improve mental health and substance use supports and services for local youth. Through local advocacy and collaboration, an application for a Foundry Centre was submitted and Powell River was selected as a new Foundry community in the spring of 2024.

### **Strategic Engagement**

Engagement has been a focus for the school district this school year. District leaders participated in Strategic Engagement Sessions hosted by the Ministry of Education and Childcare. Through that process, a [District Strategic Engagement Scan](#) was conducted which identified a need to improve engagement processes with students, parents, Indigenous rightsholders (Tla'amin Nation), and other Indigenous organizations. These engagement priorities will be an area of focus for the 2024/2025 school year.

# Adjustments and Adaptations: Next Steps

Although there are a number of adjustments and next steps planned as outlined in the [Monitoring Strategy Effectiveness Worksheet](#) which are based on ongoing engagement and data analysis, below are some the priority strategies that have been identified for the coming school year in alignment with our [qathet Strategic Plan](#).

## **Cultivating an Ethic of Learning (tituwšem ʔəms taʔow):**

- Continue the Kindy Connect Program to support the transition to kindergarten
- Adapt the Strong Start Centres to include a mobile centre to visit rural areas and support early learners and their families
- Establish ongoing opportunities for sharing of information and supporting during the transition from preschool to kindergarten and from Grade 7 (elementary school) to Grade 8 (secondary) and to Grade 12 and beyond.
- Continue to focus on elementary literacy with an emphasis on intermediate students and students with disabilities or diverse abilities
- Provide opportunities for grades 8-12 teachers to learn about adolescent literacy and disciplinary literacy
- Prioritize how we are supporting students with disabilities or diverse abilities through collaboration with student support teachers, intervention teachers, and classroom teachers to find ways to increase the outcomes for students with diverse needs
- Expand the Literacy Toolkit from K-3 to K-7
- Provide additional staffing to support numeracy
- Provide numeracy collaborative opportunities
- Create and implement an academic and social MTSS plan focused on equitable outcomes for students who are Indigenous, students with diverse abilities or disabilities, and CYIC.



## **Cultivating Curiosity (payot gagayəʔən):**

- Continue to support a .5 FTE Outdoor Learning Coordinator
- Explore ways to support teacher collaboration
- Increase ADST opportunities in schools and implement an ADST Scope and Sequence
- Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs, PSI partnerships)
- Hire a French Immersion Coordinator to help support collaboration with French Immersion teachers from K-12



### **Cultivating Connection (paʔa kʷoms qʷayigən):**

- Continue to solicit student voice and feedback on creating safe and caring schools through the District Student Council, District SOGI Committee, Gender and Sexuality Alliances, Mental Health Advisory Committee, and empathy interviews and focus groups
- Continue to support Compassionate Systems Leadership learning sessions by expanding them to include qTA and CUPE staff
- Explore different strategies and opportunities to support teachers with mental health literacy
- Continue to host the Grade 7 Health and Wellness Conference and engage with students to identify what they feel is needed for a successful transition to high school
- Expand the Sexual Health Educator position from 0.75 to 1.0 FTE with a mandate to support teacher learning and curriculum implementation
- Engage with Human Resources to determine next steps to support staff wellness
- Continue to support the čerθtən positions at each school within the Indigenous Education department

### **Supporting Self Determination (ʔaʔjinxʷegəs):**

- Utilize the data collected during Empathy Interviews with Indigenous students to inform next steps and continue to engage in this process consistently
- Expand and deepen the engagement opportunities with students, parents, Indigenous Rights holders (Tlaʼamin Nation), and other Indigenous groups (such as Metis)
- Expand the GIJE Program pilot

### **Cultivating Truth and Reconciliation (gʷnaʔxʷuθs):**

- Planned for a first annual Indigenous Education Focused Learning Day for all staff in the qathet School District
- Expand qaymuxʷqenəmšt (K/1 ʔayʔajuθəm language) Pilot
- Expand the Indigenous Education Team
- Complete the school district name change process with the adoption of a new updated logo to better reflect our values, mission, and vision

### **Cultivating Integrity/Responsibility (hays qayumixʷ ʔayʔaytawθ):**

- Continue to support a Sustainability Coordinator position
- Create a cycle of review plan for all programs
- Continue PVP learning sessions shifting to using the Spirals of Inquiry Handbook as a structure to better understand student achievement data and inform decision making with the goal to improve student success
- Continue to provide regular check ins and coaching with principals and vice principals with a focus on school goals and student success
- Increase learning opportunities and support for new teachers and expand the current mentorship activities



# Alignment for Successful Implementation

The board is committed to both long-term and short-term school and district planning. [Administrative Procedure 100](#) supports a multi-year collaborative planning process as the means to improvement in instruction and effective fiscal planning and decision making.

The concept of continuous and quality improvement is embedded into the daily activities and tasks of individuals within a school district system and checkpoints for status updates and opportunities for feedback and revision are included in all district and school improvement initiatives.

[The Strategic Plan](#) and its six priorities are used to inform all district and school planning. Schools and district departments complete [School Growth Plans and Operational Plans](#) each year that directly align to the Strategic Plan. These plans also inform the budgeting process when making financial decisions.

In the 2023/2024 school year, monthly learning sessions for school and district leaders focused on continuous improvement with sessions such as conducting data walks, using street data to tell a story, and a BCPVPA workshop on inspiring leaders. A survey of school and district leaders indicated that the district and school leaders' learning sessions each month were valued and built capacity for the continuous improvement process.

In June, there was a collaborative session with the Directors of Instruction, qPVPA Representatives, District Principal of Indigenous Education, qTA President, CUPE President, and DPAC President to discuss the school planning process, engagement with all education partners, and how it aligns with the strategic plan. This led to the need for a planning a session with representatives from each school partner group as well as district partner groups to hold a data walk and reflection of school improvement plans and how they align with the Strategic Plan for the 24/25 school year.

## Continuous Improvement Review Cycle

AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
<b>Learning &amp; Student Services</b>	Update School Growth Plans	Review, Finalize, and Publish Growth Plans		Monitor Annual Plans			Interim Reporting	Monitor Annual Plans				Review Annual Plans and Successes	
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments				10/12 Provincial Assessments	10/12 Provincial Assessments	
				FSA Administration Period			Grade to Grade Transition Date	FSA Report Released	PSI Transition Data Released				
			District DIBELS Assessments					District DIBELS Assessments					District DIBELS Assessments
			Elementary Class Review Meetings	IEP Review Meetings				Elementary Class Review Meetings					IEP Review Meetings
	Student Learning Survey Data Released						*How Are We Doing Report? Released	Student Learning Survey Administration Period					
							EDI/MDI/YDI Administration Period			EDI/MDI/YDI Data Released			
<b>Governance</b>			Adopt Annual FESL Report				Receive Interim Strategic &	Adopt Local School Calendar				Review Annual Facility Plans	Adopt Capital Plan
	Review Monthly Budget to Actual Spending Reports												
		Adopt Annual Financial	Review Executive Compensation			Trustee Appointments to			Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget
<b>Communication &amp; Engagement</b>	Website Maintenance	Back to School Messaging		Ongoing Support of School & Departments in the Development, Promotion & Communication of Good News Stories & Stories of Student Learning									
<b>Human Resources</b>	Exempt Staff Evaluations	Staffing		Ongoing Support for Principals & Managers						Staffing			
<b>Finance</b>	Complete Financial Year End		Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated	Review Operating Grants	Develop Preliminary Budget			
	Monitor School & Department Spending												
<b>Technology</b>	Deployment of New Equipment		Ongoing Support of Schools & Departments						Technology Planning				
<b>Facilities</b>	Implement Facility Improvements		Ongoing Support of Schools & Departments									Implement Facility Improvements	
	Develop Capital Plans												
<b>Transportation</b>			Finalize Routing & Distribution of Annual Passes								Process Student Bus Applications		
	Fleet Maintenance		Ongoing Conveyancing of Students Including Support of Field Trips & Extra Curricular Events										

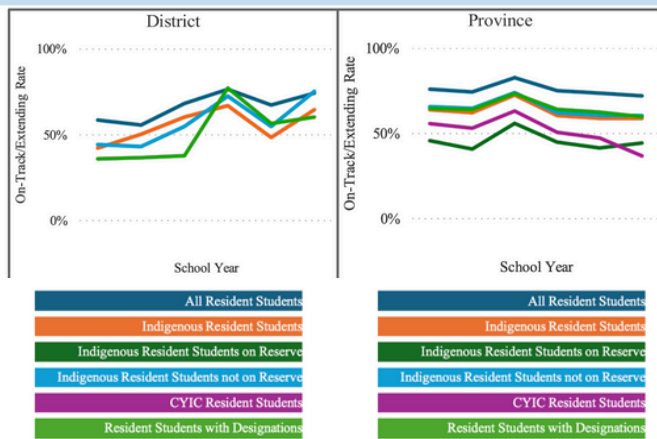
# Appendix A: Reflecting on Student Learning Outcomes

## Intellectual Development

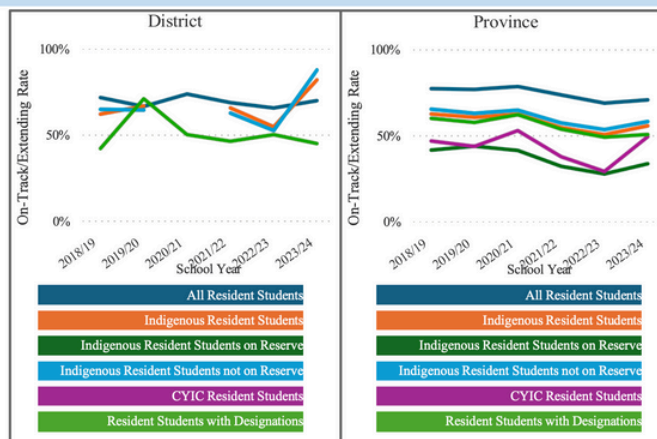
### Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 and Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

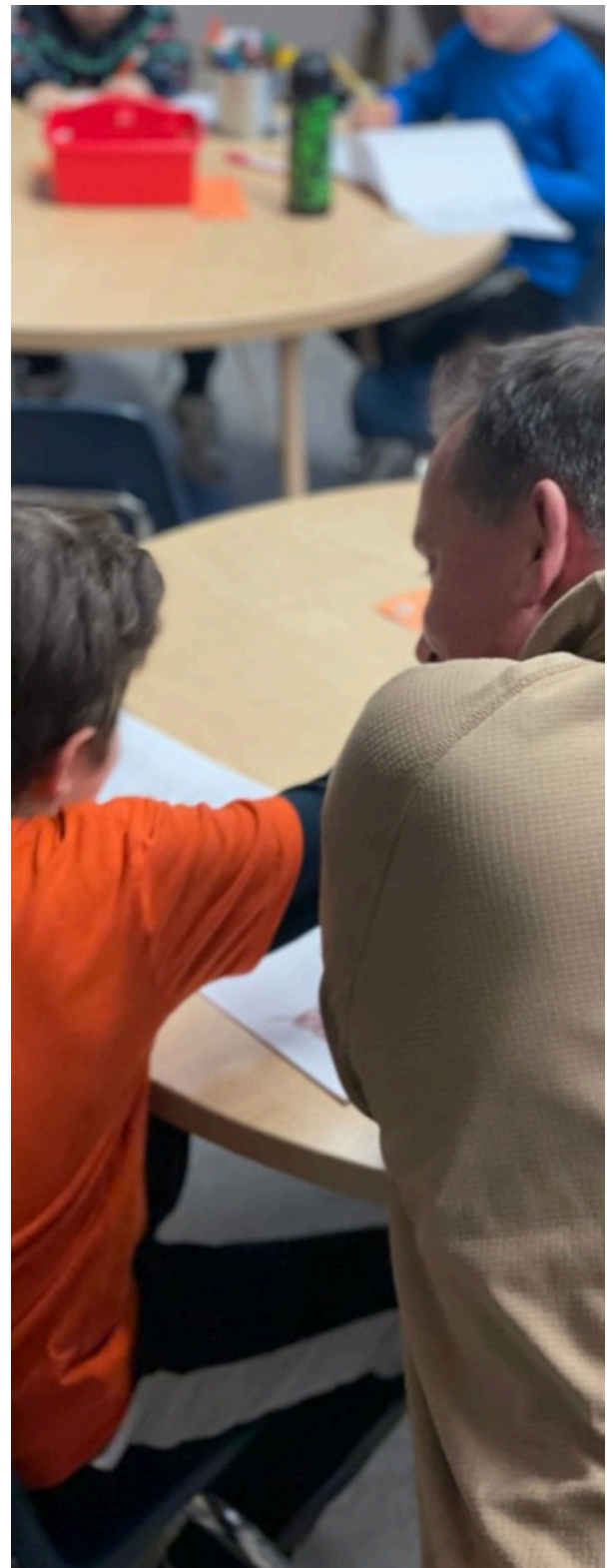
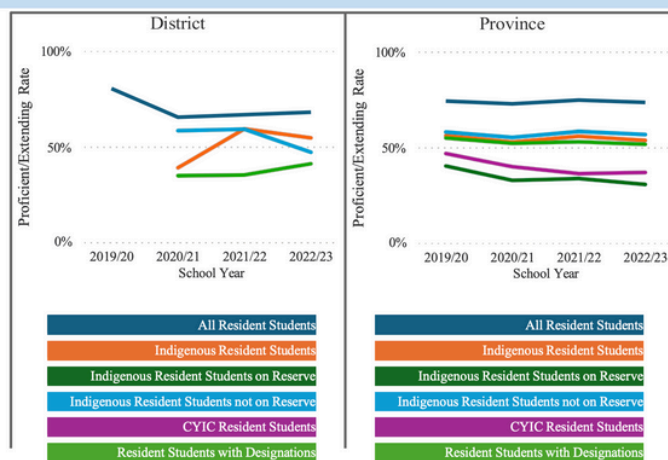


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)

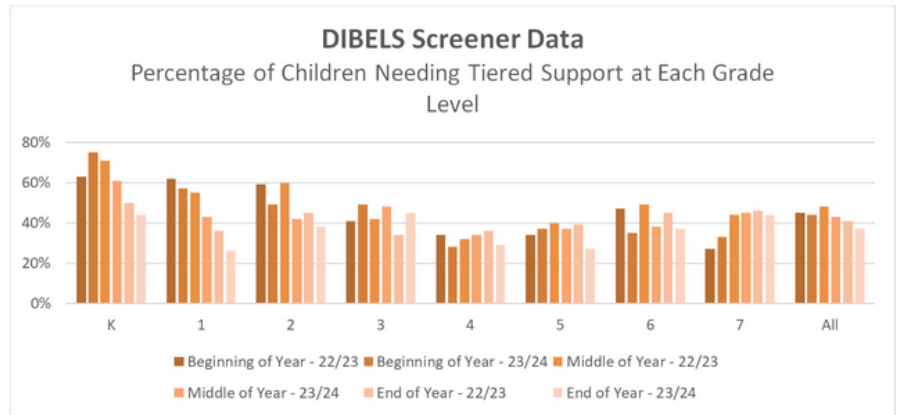
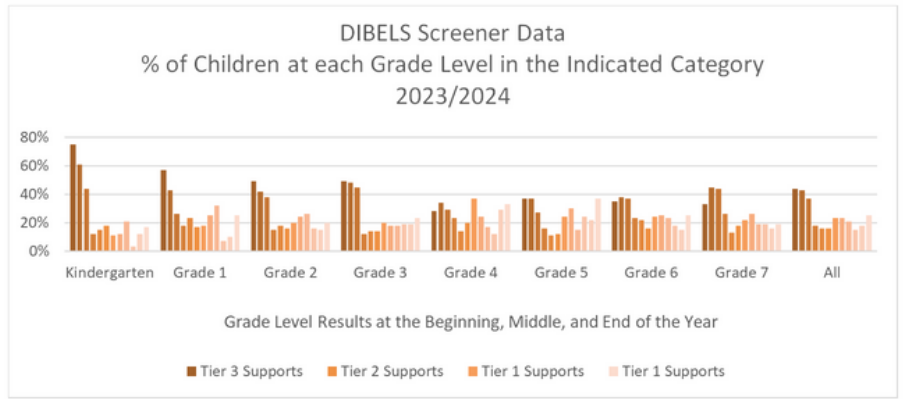


#### Measure 1.2: Grade 10 Literacy Expectations

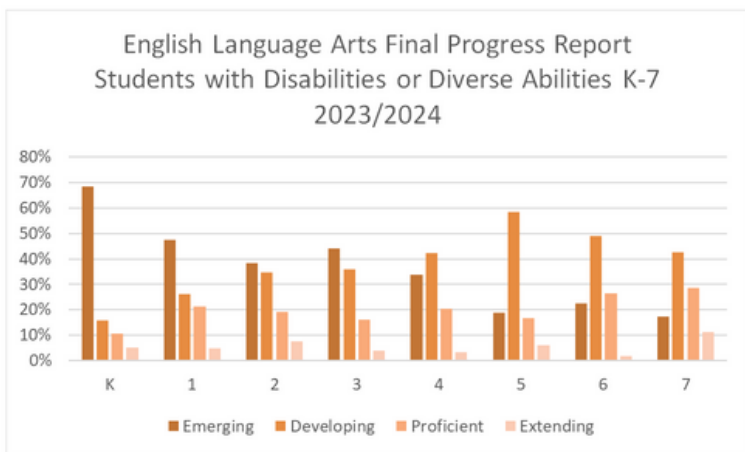
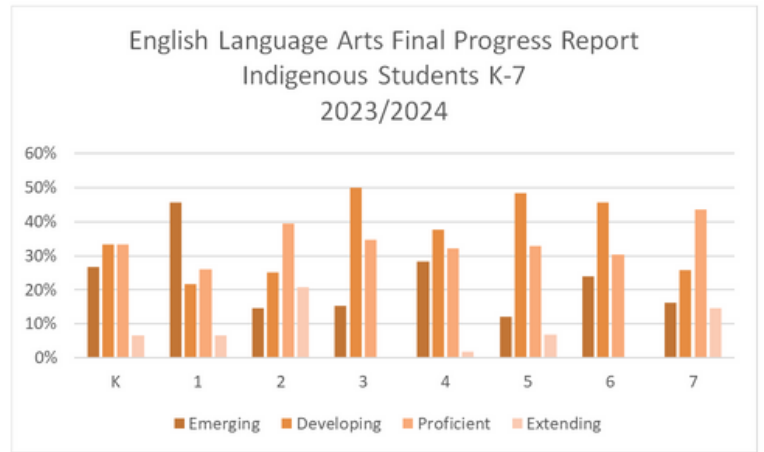
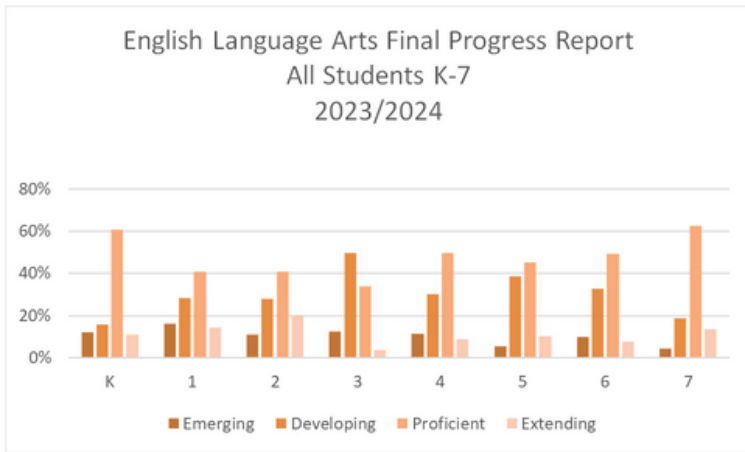
Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



## Measure 1.3: Grade K-7 DIBELS Reading Assessment



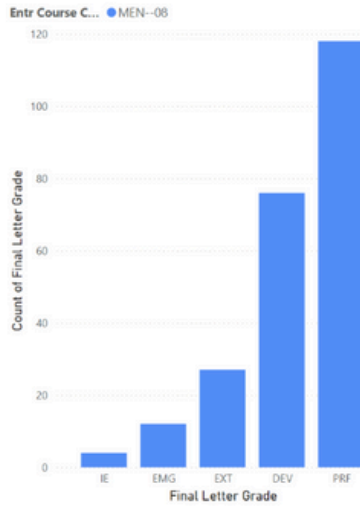
## Measure 1.4: Grade K-7 Report Card Data for English Language Arts



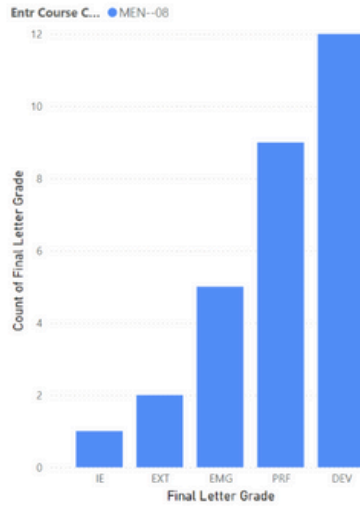
# Measure 1.5: Report Card Data for English Language Arts 8-10

## ENGLISH LANGUAGE ARTS 8

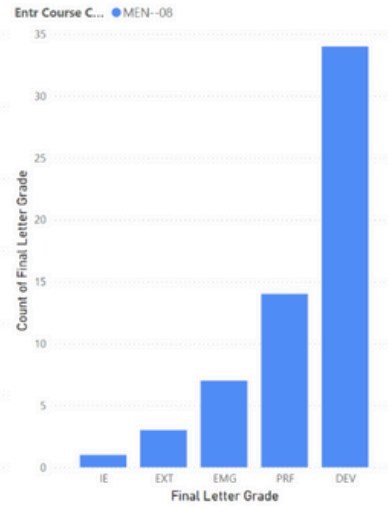
Count of Final Grade by Course -ALL Students



Count of Final Grade by Course -INDIGNEOUS

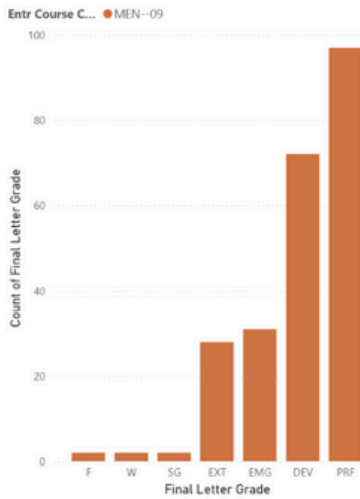


Count of Final Grade by Course -DIVERSE

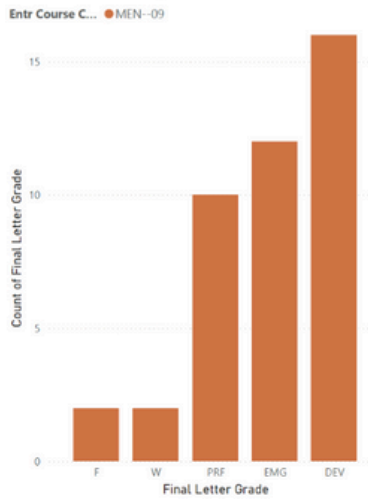


## ENGLISH LANGUAGE ARTS 9

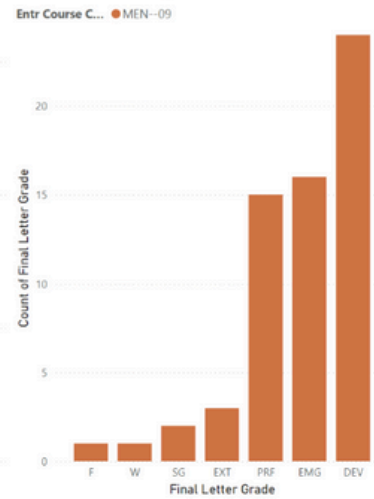
Count of Final Grade by Course -ALL Students



Count of Final Grade by Course -INDIGNEOUS

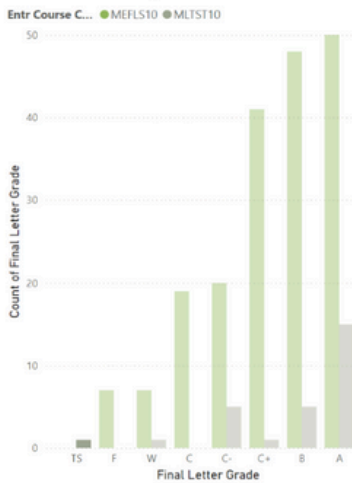


Count of Final Grade by Course -DIVERSE

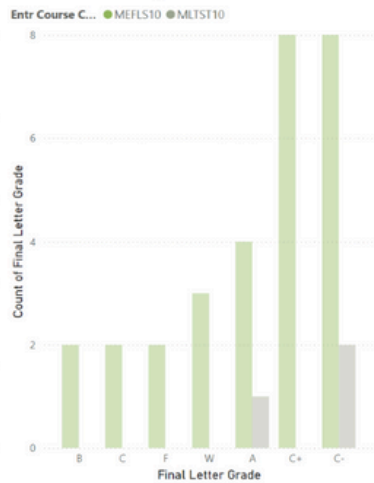


## ENGLISH LANGUAGE ARTS 10

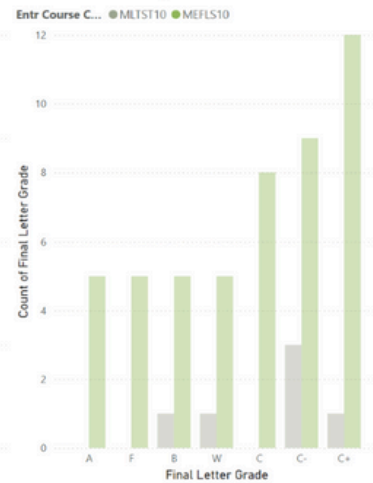
Count of Final Grade by Course -ALL Students



Count of Final Grade by Course -INDIGNEOUS

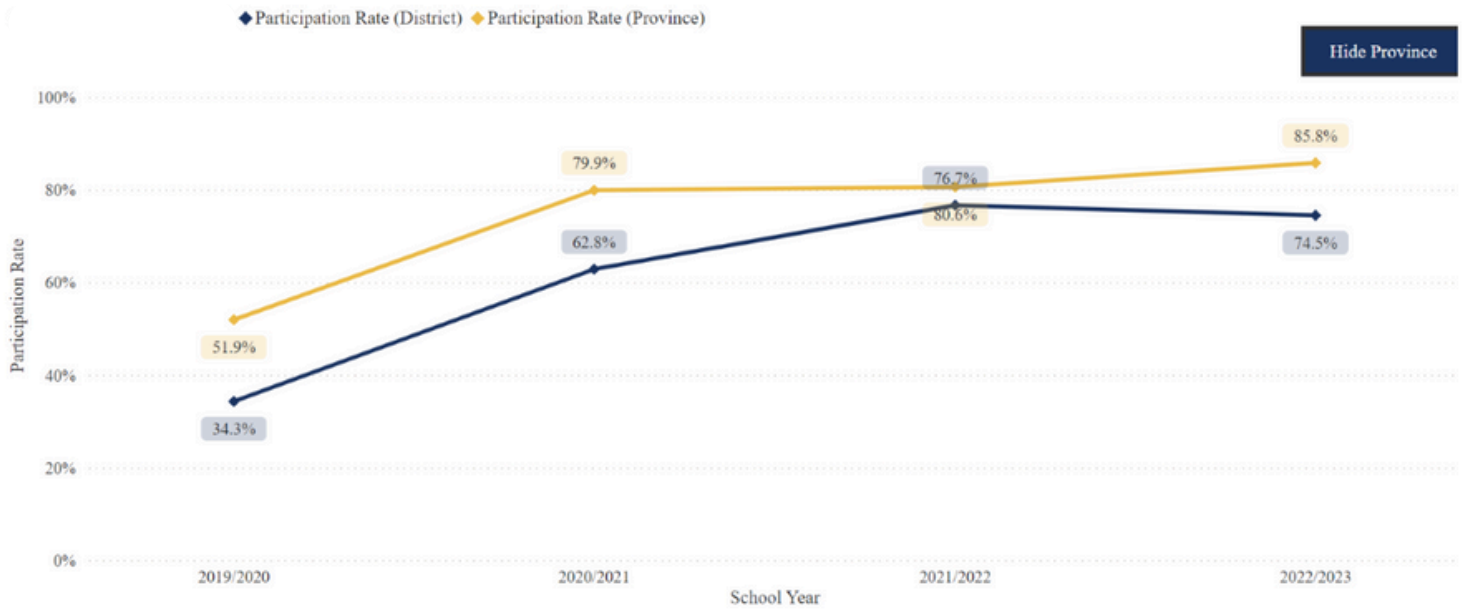


Count of Final Grade by Course -DIVERSE

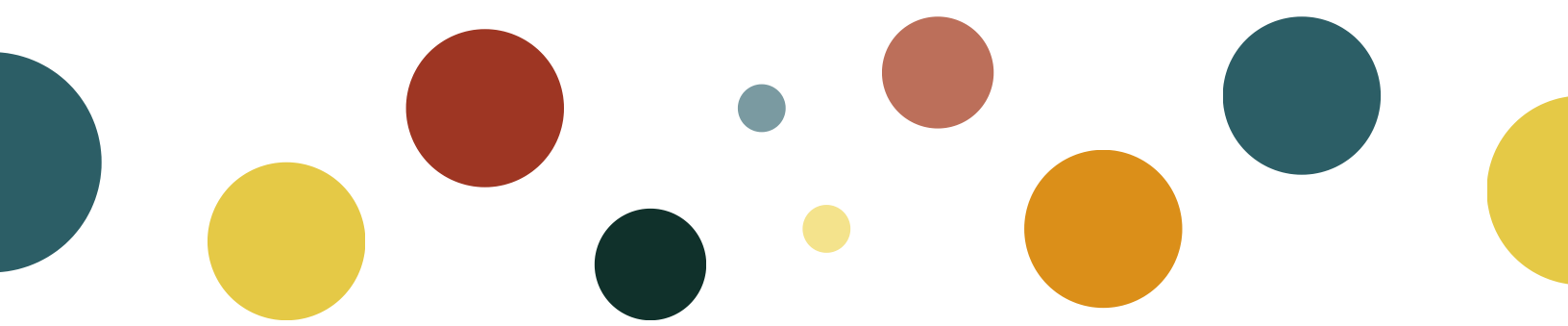
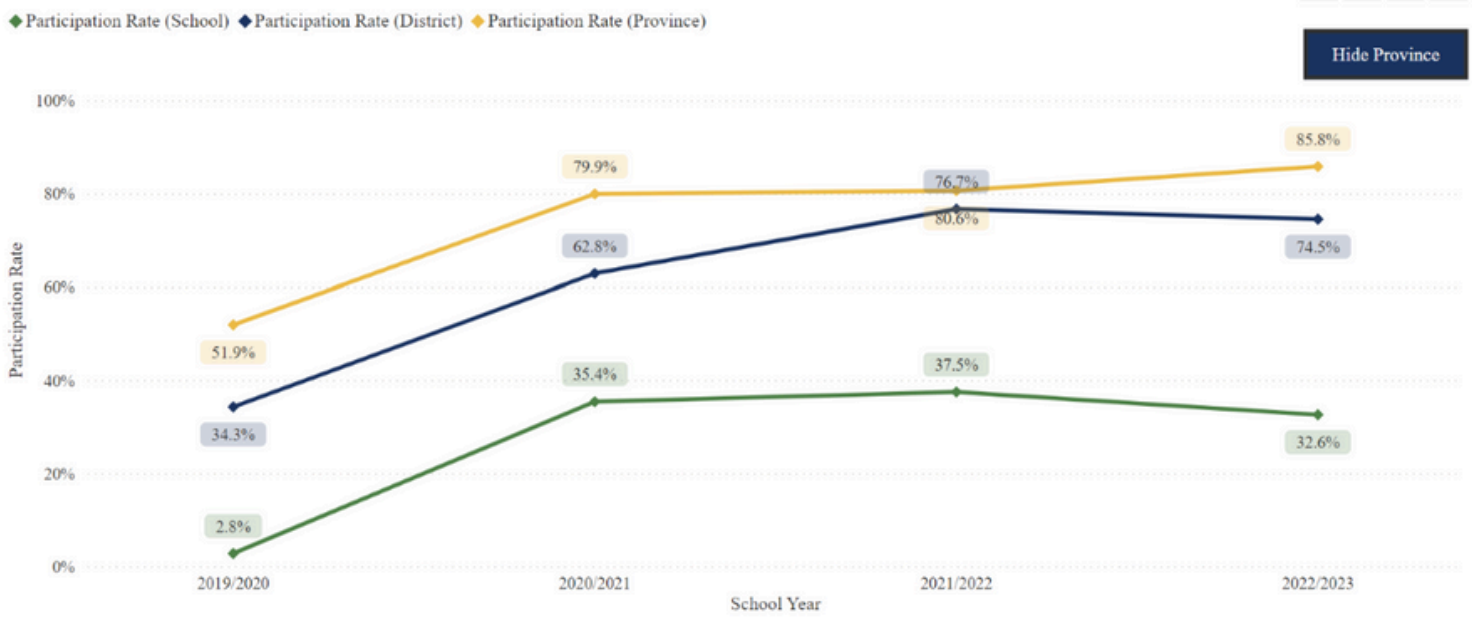


# Measure 1.6: Grade 10 Literacy Participation Rate for qathet School District

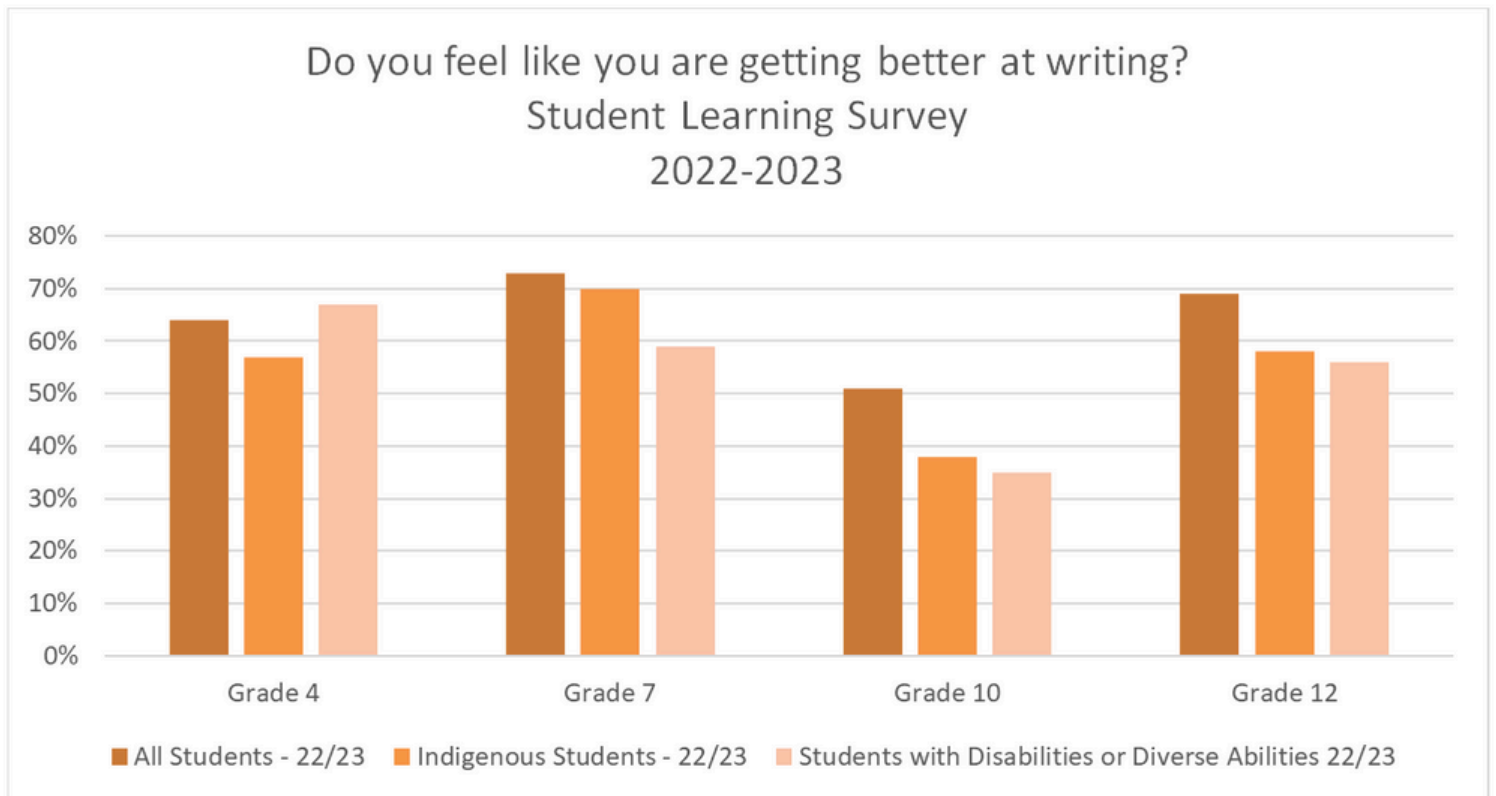
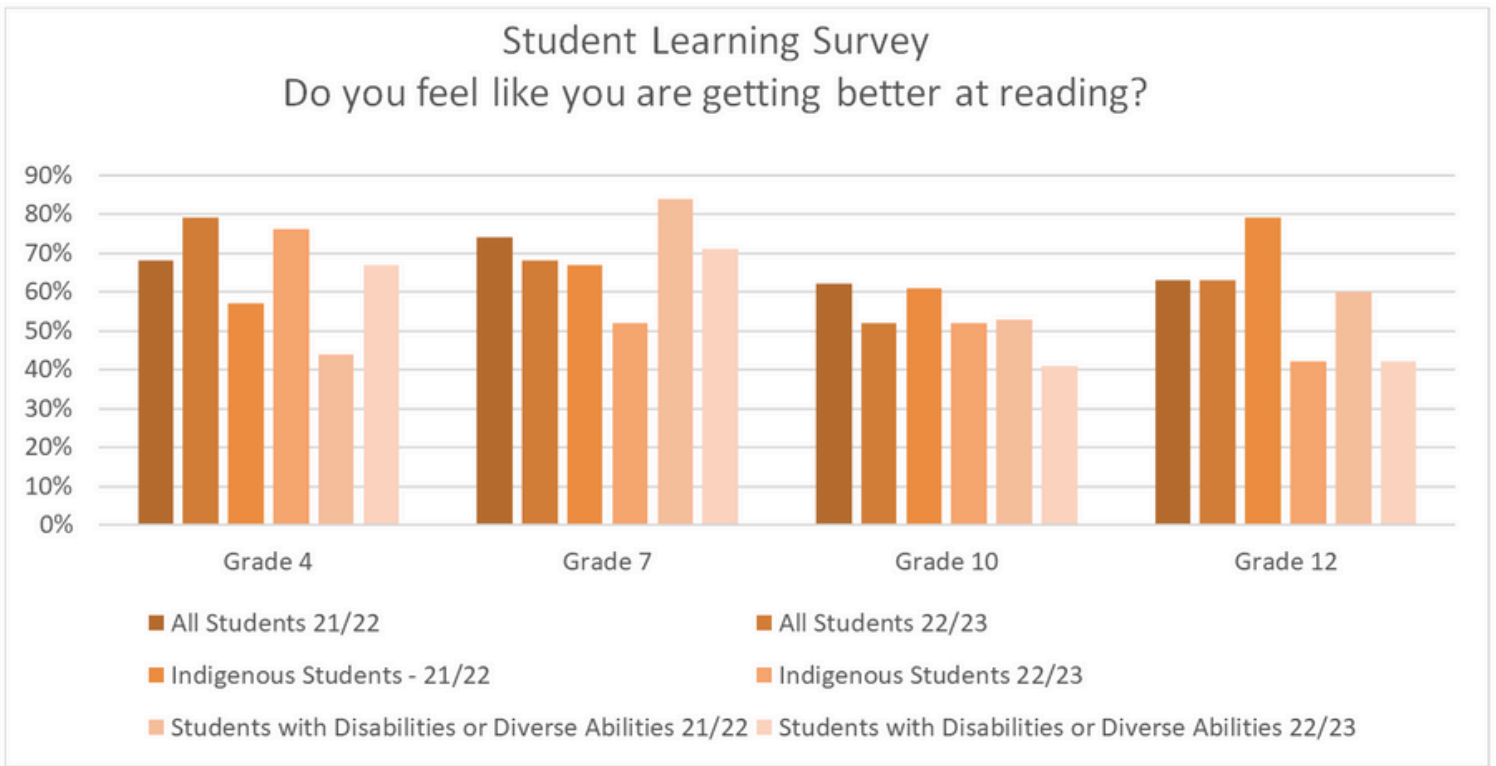
Grade 10 Literacy Participation Rate for Province, 047 - Powell River, All Schools



Grade 10 Literacy Participation Rate for Province, 047 - Powell River, Partners in Education Program (PIE)



## Measure 1.7: Student Learning Survey



# Analysis and Interpretation

## *Outcome 1: Literacy*

### **Literacy: Grades K-7**

Overall, the results from the literacy component of the FSA results indicating on track and extending have improved significantly for students in both grade 4 and grade 7. The grade 4 FSA data indicate an improvement of 7% and is now 2% better than the provincial average. The grade 7 data demonstrate an improvement by 4%; however, these results are still 8% below the provincial average.

The FSA data for Indigenous students in grade 4 indicating on track or extending have improved by 15% and are now 5% higher than the provincial average while in grade 7 we have seen a strong improvement by 27% and they are 26% above the provincial average and are higher than the district average for all students. While we are excited by the growth for Indigenous students, we want to continue to focus on this area for improvement.

For students with disabilities or diverse abilities, the FSA results indicating on track and extending have improved by 4% in grade 4 but are slightly below the provincial average. In grade 7, results have shown a decrease of 5% which is 6% lower than the provincial average. This is a concern and will be a significant area of focus next year.

The data points that are masked are the Indigenous Resident Students on former Reserve and the CYIC. Although the data is not indicated in these graphs, the team has considered the individual results for students that would fall within these categories. Indigenous students living on former-reserve land have access to cultural, academic, and social emotional supports through the čepθtən staff. The Nation also has several staff who participate in supporting Tla'amin students during school. There were few elementary CYIC at the end of the 23/24 school year. The individual student data was analyzed and there is wrap-around support for each of these students including support in intervention for those who are emerging or developing.

The DIBELS assessment data (refer to Measure 1.3) indicates that there is improvement across the district, but primarily in the early grades. Continued focus on meeting the needs of intermediate students will also be an area of focus next year.

Report card data (refer to Measure 1.4) reflects similar findings to the FSA results. Additionally, the Student Learning Survey (refer to Measure 1.7) indicates that grade 4 students in all populations feel they are getting better at reading and writing than in the 21/22 school year. In grade 7, there are fewer students who feel they are getting better at reading and writing in all populations as compared to the 21/22 school year.

These results indicate the district's approach to teaching and learning in elementary literacy has seen some success. Further exploration of the stories of students with disabilities or diverse abilities will need to be explored to determine how to ensure they are experiencing equity of outcomes.

The data showing improvement of Indigenous students in literacy indicate that the district approach has been effective at ensuring there is more equity in the learning approaches. However, this will also need to be explored further to ensure that the improvement continues and reaches a point that is equitable with all students.



## Literacy: Grades 8-12

The Grade 10 Literacy Assessment data for the 2022/2023 year, was similar to results from previous years. The percentage of both resident and designated students who were proficient or extending continued to be slightly below the provincial average. However, we have seen gains for students with disabilities or diverse abilities in literacy. The percentage of students with disabilities or diverse abilities who were proficient or extending went from 38% to 47%. In addition, fewer students with disabilities or diverse abilities were identified as emerging in their literacy results, going from 28% in 2020/2021 to only 14% in both 2021/2022 and 2022/2023.

Inequities of literacy outcomes for Indigenous students is also apparent in the Grade 10 Literacy Assessment data both provincially and locally. While results were slightly above the provincial results this year and more Indigenous students are proficient or extending with fewer students as emerging or developing, increased achievement for Indigenous students is desired. Additionally, discrepancies were observed in achievement data when comparing Indigenous students on reserve and not on reserve. Indigenous students on reserve continue to show improvements in literacy. 80% of on reserve students locally were listed as proficient or extending in 2022/2023. That is a 20% increase compared to 2021/2022. Furthermore, zero on reserve Indigenous students were identified as emerging in both 2021/2022 and 2022/2023. The results for not on reserve Indigenous students paint a much different picture than the one for on reserve Indigenous students. Only 47% of not on reserve Indigenous students were identified as proficient or extending last year which was also much lower than the year before. As well, 7% of not on reserve Indigenous students were listed as emerging which was also slightly lower than the provincial data collected for not on reserve Indigenous students in the province.

Literacy results for CYIC resident students are masked, but inequities of literacy outcomes are also evident for this student population. Given that the number of children and youth in care in qathet School District is around 19-20 students, school and district teams continually work collaboratively to monitor school success and attendance at both the elementary and secondary levels. For example, Family School Liaison Workers (FSLWs) work closely with school counsellors, administration, community-based support staff and Inclusive Education staff to ensure regular check-ins are occurring and if warranted academic and social/ emotional supports are put in place to help ensure CYIC students are receiving wrap around support.

Participation rates for Grade 10 students completing the Grade 10 Literacy Assessment continues to be strong in qSD's bricks and mortar schools. In fact, bricks and mortar school participation rates have been higher than the provincial participation rates for the last two years. However, participation rates in qSD's provincial online school are still a concern. While the expected writer count is low (under 50 students), the online school participation rate was only 32% this year, bringing the district participation rate down significantly.

Student Learning Survey (refer to Measure 1.7) indicates that grade 10 and 12 Indigenous students and students with disabilities or diverse abilities feel like they are not getting better at reading and writing compared to how they felt in the 21/22 school year. When it comes to all students and whether or not they feel like they are getting better at writing, more students in 22/23 reported improvements. The number of students who felt like they are getting better at reading was virtually the same in 21/22 and 22/23.

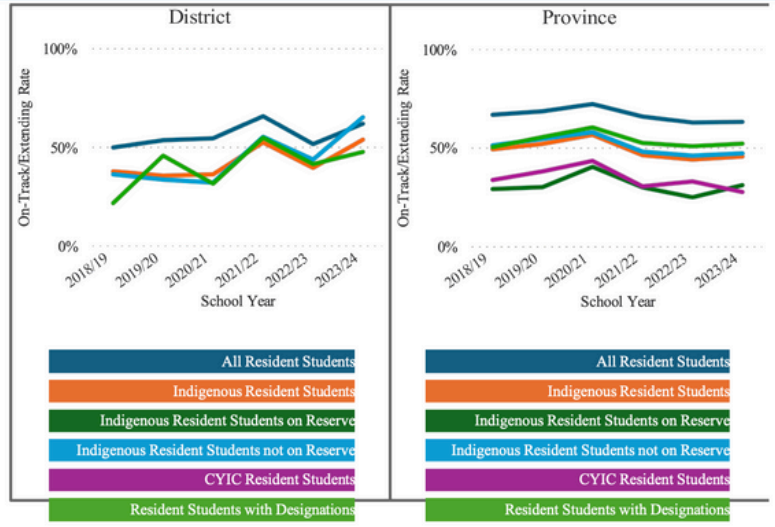
The addition of Grade 12 Literacy Assessment data next year will likely prove valuable to examine achievement and improvements made in the final years of the graduation program. Regardless, increased achievement for all students, but particularly for Indigenous students and designated students, should remain a focus.

## Educational Outcome 2: Numeracy

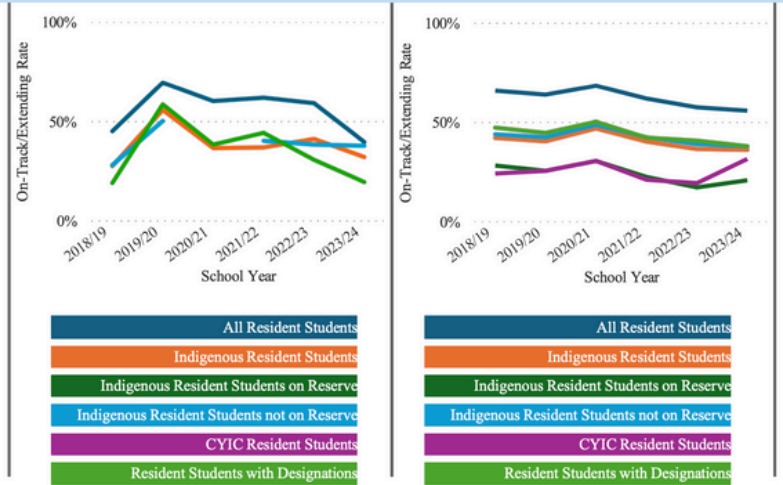
### Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations



Grade 4 FSA Numeracy (On-Track / Extending Rate)

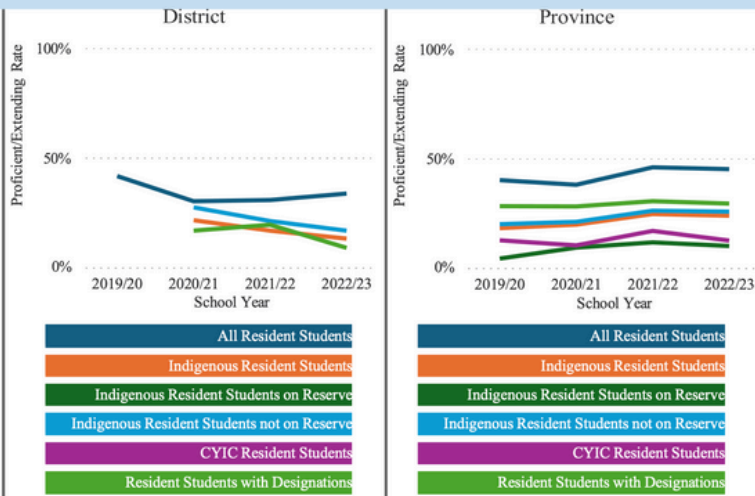


Grade 7 FSA Numeracy (On-Track / Extending Rate)



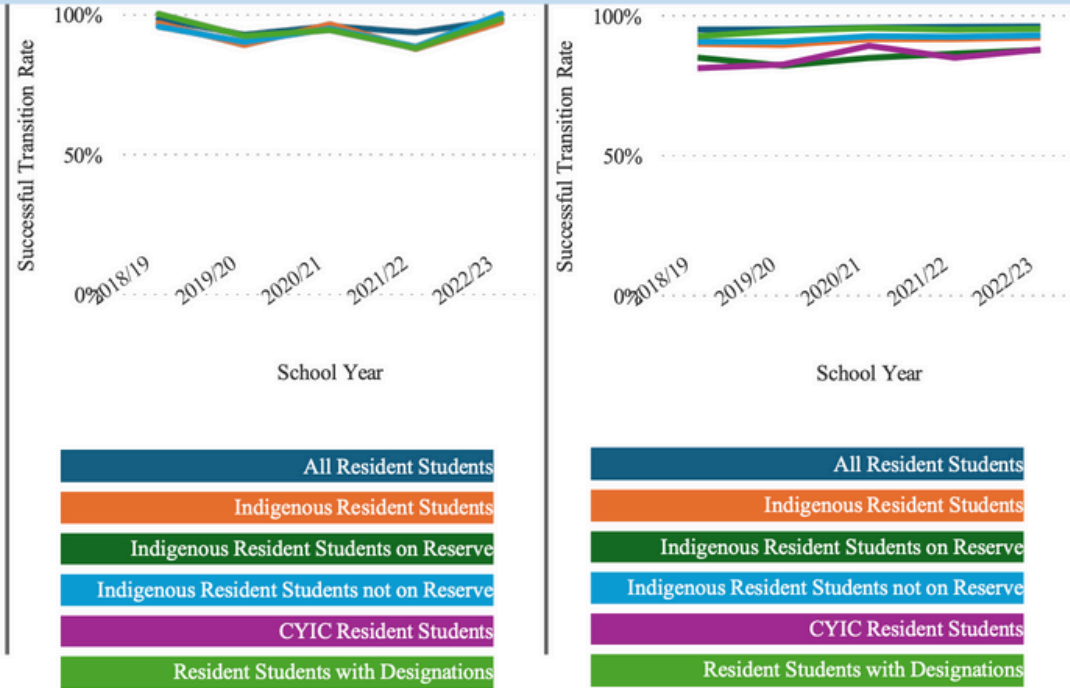
### Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

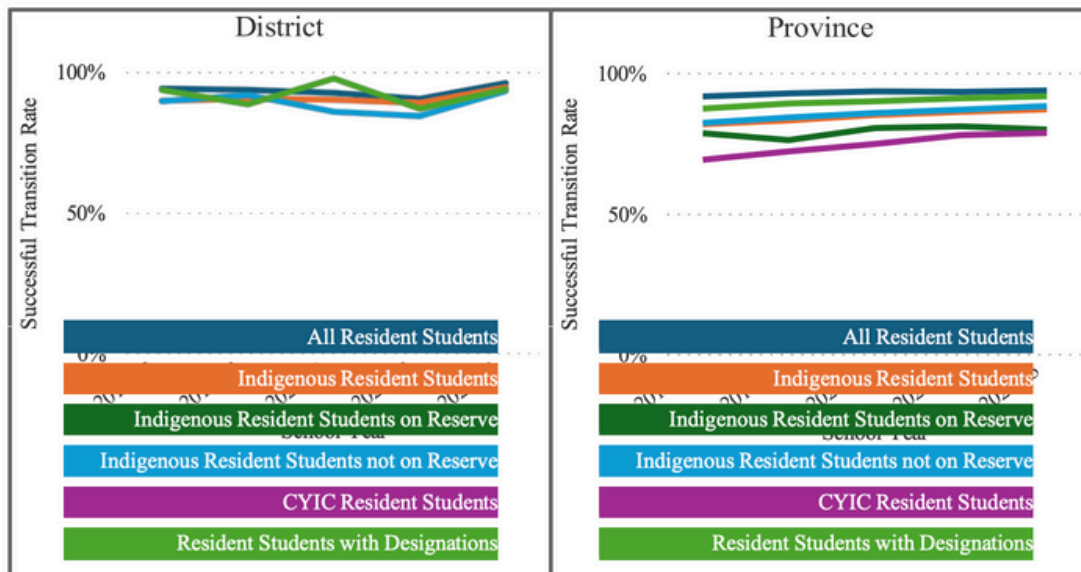


## Measure 2.3: Grade to Grade Transitions

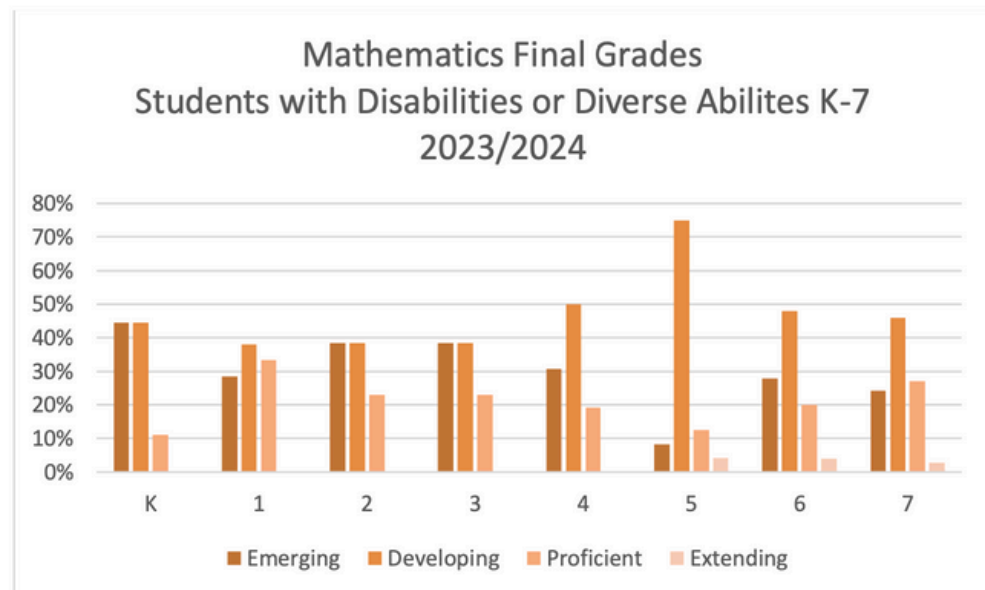
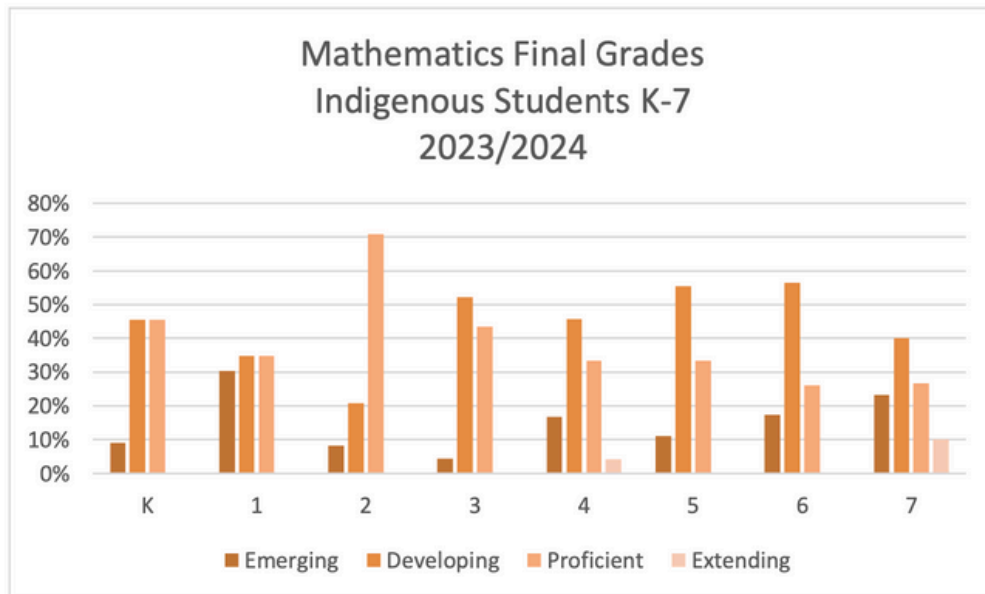
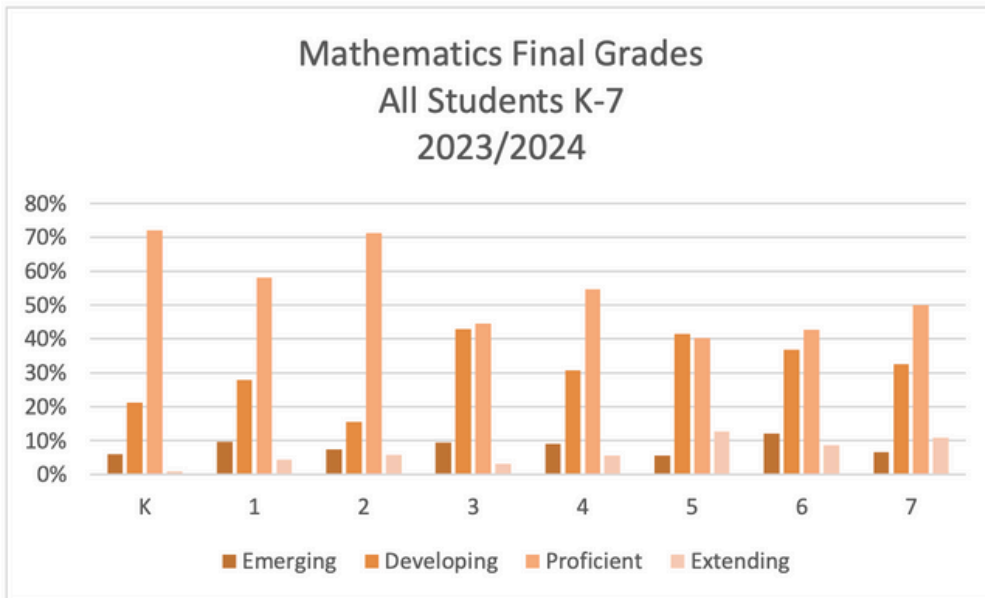
### Grade 10 to 11 Transition Rate



### Grade 11 to 12 Transition Rate



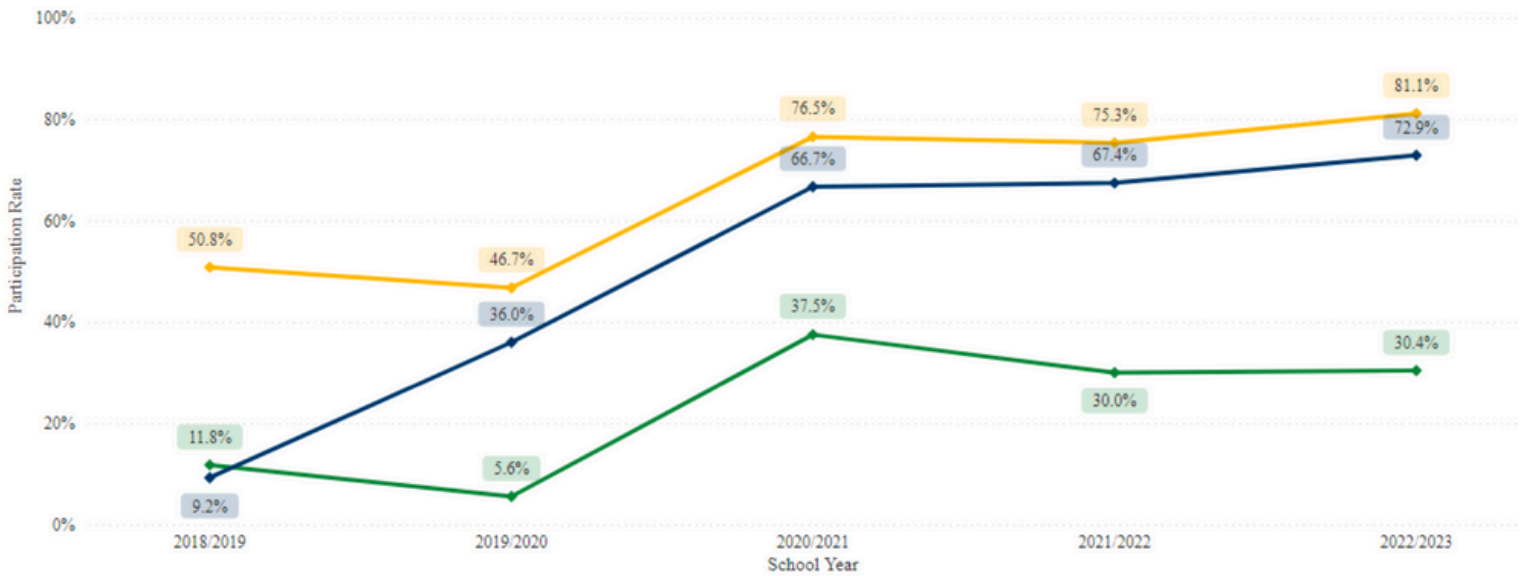
## Measure 2.4: Grade K-7 Report Card Data for Mathematics



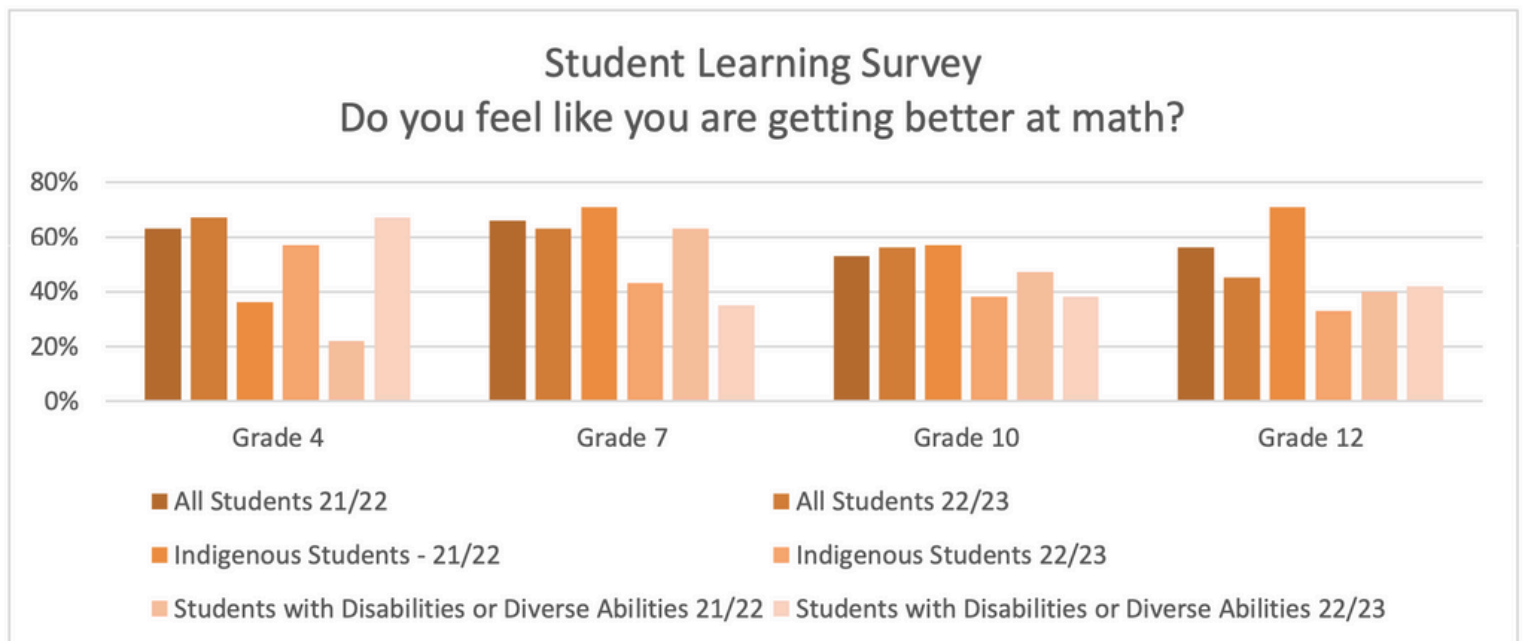
## Measure 2.5: Grade 10 Numeracy Participation Rate for qathet School District

Grade 10 Numeracy Participation Rate for Province, 047 - Powell River, Partners in Education Program (PIE)

◆ Participation Rate (School) ◆ Participation Rate (District) ◆ Participation Rate (Province)



## Measure 2.5: Grades 4, 7, 10, 12 Student Learning Survey Data



# Analysis and Interpretation

## *Outcome 2: Numeracy*

### **Numeracy: Grades K-7**

The results from the numeracy component of the FSA indicating on track and extending have improved in grade 4 by 10% but are still slightly less than the provincial average. Although they have improved, the results are still lower than they should be for grade 4 students so this will need to be explored next year. The grade 7 results have decreased by 19% and are now 16% below the provincial average. This is a significant area of concern and will be a district focus next year.

Grade 4 Indigenous students have improved on the numeracy portion of the FSA by 16% and are 10% higher than the provincial average. Grade 7 Indigenous students have decreased by 9% and are 4% less than the provincial average. Numeracy for all elementary Indigenous students will also be a focus next year.

Grade 4 students with disabilities or diverse abilities needs have improved in numeracy on the FSA by 6% but are still 4% lower than the provincial average. Grade 7 students with disabilities or diverse abilities needs have decreased by 14% and are 20% lower than the provincial average. Again, this will be an area of focus next year. Report card data (refer to Measure 2.4) reflects similar findings in numeracy. Student learning survey data (refer to Measure 2.6) indicates that in comparison to the 21/22 school year, grade 4 students feel they are getting better in math in all populations whereas in grade 7, the number of students has reduced in all populations.

These results indicate that the district's approach to teaching and learning in elementary numeracy has been improving in primary but there still opportunity for growth. In intermediate, significant work needs to be done to improve numeracy outcomes for students. Further exploration of the stories of students, especially in grade 7, will need to be explored to determine how to ensure they are experiencing growth.

The improvement of Indigenous students in grade 4 indicate that the district approach has been effective at ensuring there is more equity in the learning approaches. This will need to be explored further to ensure that the improvement in grade 4 continues and reaches a point that is equitable with all students. In grade 7, instructional practices need to be examined to determine what is needed to improve numeracy success for Indigenous students.

The data points that are masked are the Indigenous Resident Students on former Reserve and the CYIC. Although the data is not indicated in these graphs, the team has considered the individual results for students that would fall within these categories. As with literacy, Indigenous students living on former reserve receive supports through the čęřθtən staff. At the elementary level, čęřθtən check in with students at minimum twice per month to follow up on their academic, social emotional and cultural wellbeing. When a student is identified as a high priority, they connect to appropriate staff to seek or offer necessary support. The few elementary children and youth in care have all been identified when considering the data. Although we are providing wrap around support for these students, there is no additional numeracy support for those who are emerging or developing. This will also be an area to be further explored.

## Numeracy: Grades 8-12

The data from the Grade 10 Numeracy Assessment, both provincially and locally, remains almost unchanged from year to year. Students listed as proficient or extending in their numeracy proficiency have been below the 50% mark for the last five years. Locally, this has remained steady at just above 30% after an increase in 2019/2020 from 26% to 42% in and then a decrease to 30% in 2020/2021.

While fewer students with disabilities or diverse abilities are listed as proficient or extending compared to all resident students, there have been significant improvements in proficiency overall for this population. Starting in 2020/2021 the number of students listed as emerging started to decrease (58% in 2020/2021, 36% in 2021/2022, and 29% in 2022/2023). Additionally, the number of designated students listed as developing also started to increase in the last five years (from 33% in 2018/2019 to 62% in 2022/2023). Gains are being made, but significant inequities of outcomes still exist.

Results also continue to be a concern for Indigenous students, locally. While the Indigenous writer counts are much smaller than resident writer counts (masked data in 2018/2019 and 2019/2020), results show fewer and fewer Indigenous students listed as proficient or extending in numeracy over the last five years. One improvement, however, was the decrease in Indigenous students listed as emerging in numeracy, going from 46% in 2021/2022 to 22% in 2022/2023. Again, because the writer count data set is so small it's difficult to determine if specific interventions and strategies contributed to this decrease.

Participation rates for Grade 10 students completing the Grade 10 Numeracy Assessment continues to be strong in qSD's bricks and mortar schools and last year the bricks and mortar school participation rates was higher than the provincial participation rate. However, participation rates in qSD's provincial online school remains a concern. While the expected writer count is low (under 50 students), the online school participation rate was only 30% this year, bringing the district participation rate down significantly.

Overall, increased achievement in numeracy for all students, but particularly for Indigenous students and designated students, should remain a focus.

## Grade-To-Grade Transitions

The Grade-to-Grade Transitions Rate is the percentage of students who make a successful transition to a higher grade the following year. We continue to see strong and steady grade to grade transition rates for all students and are slightly above the provincial average rate when it comes to both students with disabilities or diverse abilities and Indigenous students. Data for CYIC students is masked and with such a small count size, it is difficult to identify patterns and trends with certainty.

Looking at the data from this year (2022/2023) and the previous year (2021/2022), the Grade 10 to Grade 11 transitions rate for Indigenous students increased by 9%, going from 88% to 97%. There was a 10% increase for students with disabilities or diverse abilities this year, going from 88% to 98%. The Grade 11 to Grade 12 transition rate for Indigenous students and students with disabilities or diverse abilities also increased by 5 percent and 7 percent, respectively, this year.

While Grade-to-Grade Transitions Rates are higher than the provincial average and remain consistent over time, continuing to support Indigenous students, students with disabilities or diverse abilities, and CYIC to be successful in all areas of learning remains a priority to ensure program and course completion rates are on par with the general population.

# Intellectual Development Summary

Overall, literacy results have improved significantly in K-7, particularly in primary classrooms. Literacy for Indigenous students have also improved significantly; however, improvement in literacy for Indigenous students will remain a focus. The area of improvement for elementary literacy will focus on students with diverse needs and disabilities.

For Grades 8-12 students, increased achievement for all students, but particularly for Indigenous students and designated students, should remain a focus. Strategies to accomplish this include professional development on adolescent and disciplinary literacy, support for the use and implementation of the K-12 Learning Progressions, and new resources for students and families for literacy development.

In K-7 numeracy, the same growth has not occurred. Although results have improved in grade 4 for all students, Indigenous students, and students with diverse needs, there is still considerable need for improvement. In grade 7 there has been a decline in success in numeracy for all students, Indigenous students, and students with diverse needs and disabilities and this will be a substantial focus in elementary for next year.

Like the results of the K-7 numeracy data, the Grades 8-12 data illuminates a need for more numeracy support and interventions for all students, but particularly for Indigenous students and students with disabilities or diverse abilities. Supporting both RTI and MTSS approaches are important strategies to continue to improve numeracy proficiency for all students.





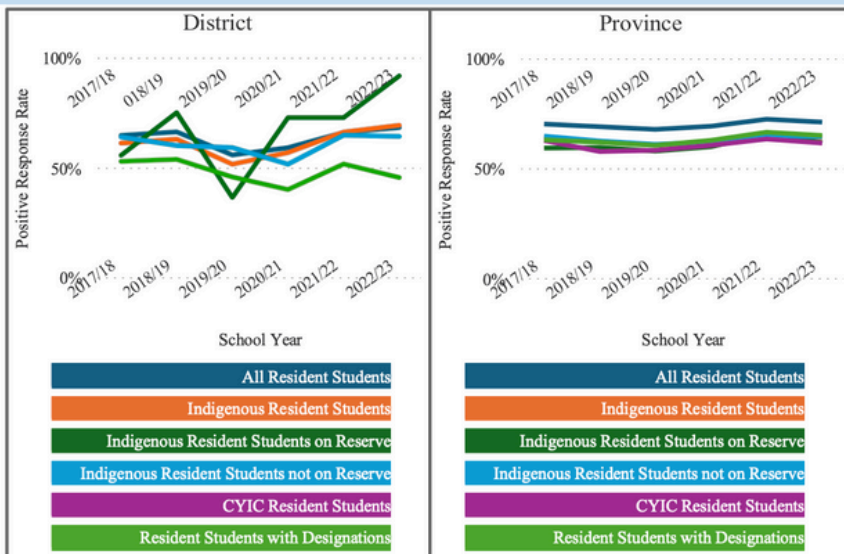
# Human and Social Development

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

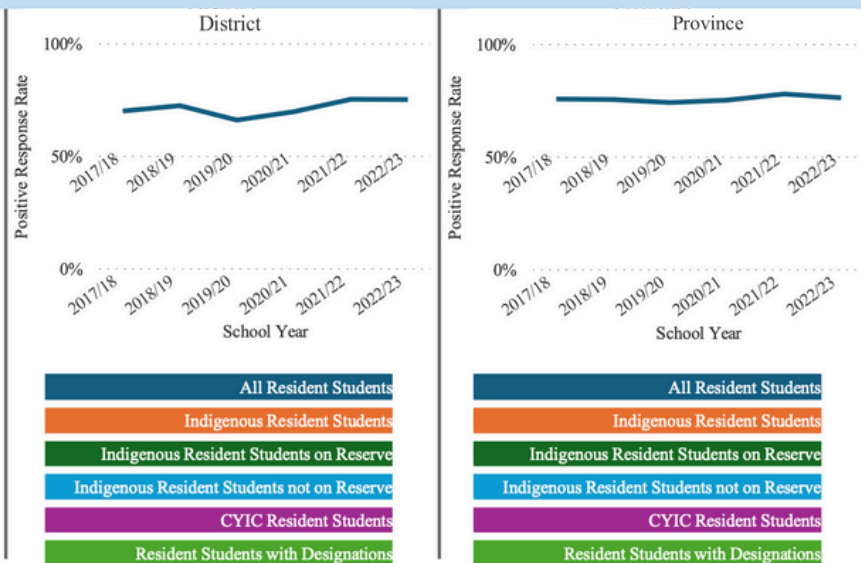
### Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School



Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)

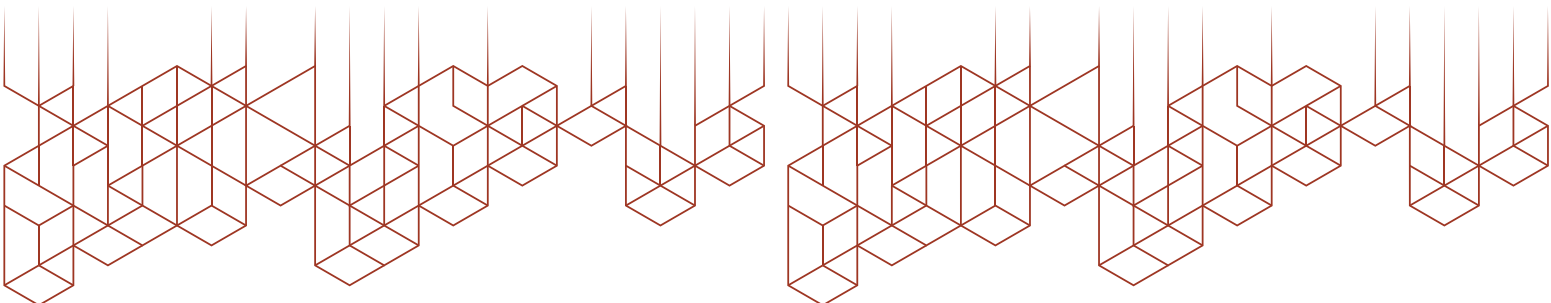
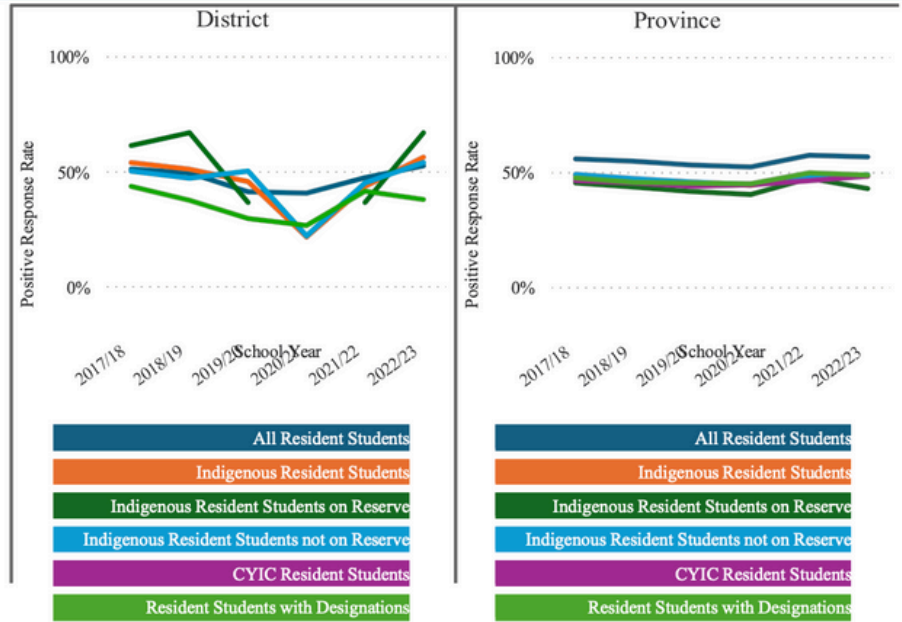


Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



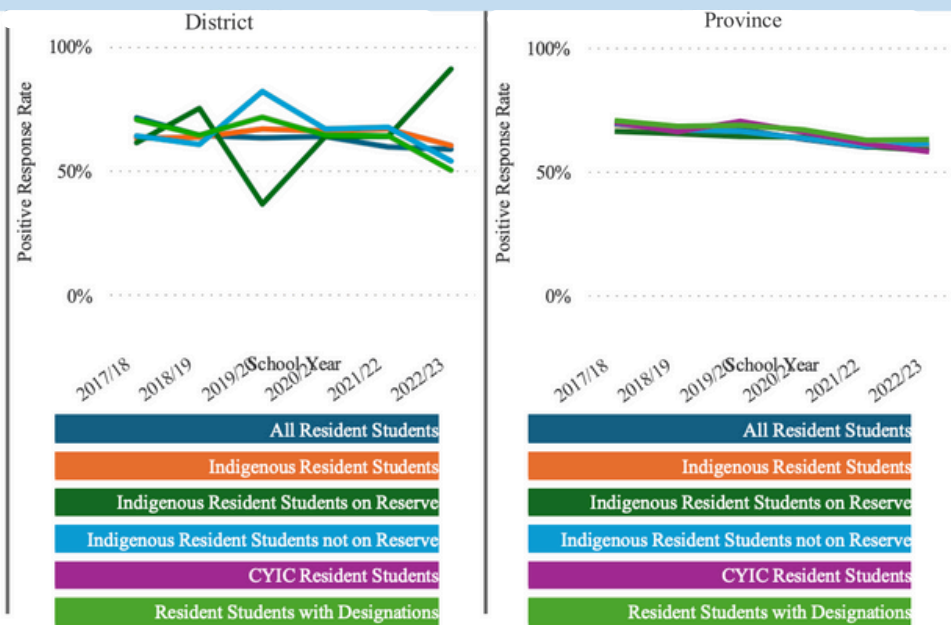


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



### Measure 3.2: Students Feel that Adults Care About Them at School

#### 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



# Analysis and Interpretation

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

Overall, Student Learning Survey Data analysis indicates children and youth in grades 4, 7, 10 and 12, when asked if they “feel welcome” at their school, student responses were within the average range for the province. 71% of Indigenous elementary students responded positively for feeling welcome most of the time which is in the high end of the provincial typical range. Secondary Indigenous students responded 63% positively for feeling safe most of the time, which is within the average range for the province.

When comparing to the previous year’s Student Learning Survey data, students in all grades, including Indigenous students and students with diverse abilities and disabilities, noted improvement or maintained results for positive responses to feeling welcome at school. While data for CYIC is masked for privacy, school and district teams work collaboratively to monitor attendance and school success. School based teams work closely with school counsellors, administration, Family School Liaison Workers, community-based support staff and Inclusive Education staff to ensure regular check -ins are occurring and if warranted academic and social/ emotional supports are put in place to help ensure CYIC are receiving necessary wrap around support.

When asked about feeling safe at school, student responses at elementary and secondary were within the average range (within 5%) in the province. Of note, when further disaggregating data, grade 12 student responses regarding feeling safe at school, were 9% lower than the province.



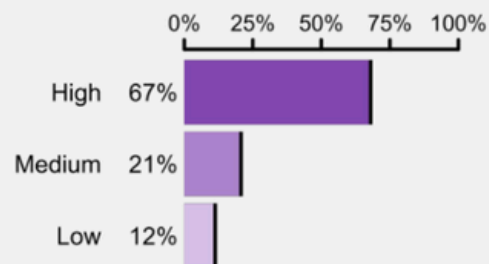
### Measure 3.3: YDI School Safety

YDI 2023/2024 Data

#### SCHOOL CLIMATE

##### SCHOOL SAFETY

Youth’s level of agreement with the statement “I feel safe at my school.”



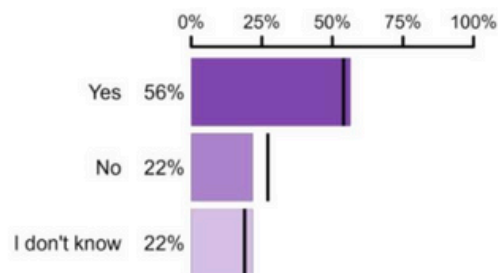
Data collected through the Youth Development Instrument (refer to Measure 3.3) highlights 88% of student respondents in grade 11 felt a high or medium sense of school safety, while 12% felt a low sense of school safety.

## Measure 3.4: YDI Washroom Safety

YDI 2023/2024 Data

### WASHROOM SAFETY

Percentage of youth who feel safe using their school's washrooms.



When asked about washroom safety (refer to Measure 3.4), an area often identified by some students as not feeling safe, 56% of respondents identified feeling safe, while 22% noted they felt unsafe, which is lower than data collected in other participating school districts.

Local survey data collected through a student Capstone Project, identified school washrooms as the number one area students avoided at school. Recent Adolescent Health Survey data (McCreary) collected in 2023, highlights a similar theme with 11% of student respondents noting they felt safe never/ rarely in school washrooms. When comparing Adolescent Health Results from 2018 (74% felt safe) to the results from 2023 (59% of respondents felt safe), there is a dramatic decrease in the number of students who felt safe at school. Student Learning Survey Data, McCreary Health data and local student information reveal the importance of addressing students' safety at school, and ways in which schools can work to create safe and caring learning environments.

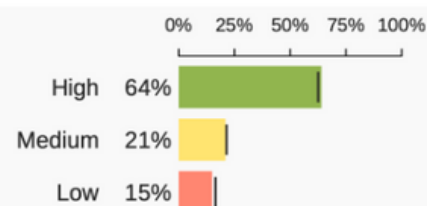
When asked if school is a place you feel you belong, Student Learning Survey data responses indicating most or all of the time for elementary and secondary students were within the typical range for the province. When disaggregating the data further, positive growth or maintained results from the previous year's data collected, was noted for all grade levels. However, in grades 4, 7 and 10, a slight decrease in students' feeling a sense of school belonging was noted for children with disabilities or diverse abilities. A more significant decrease is present for students in grade 12 with disabilities and diverse abilities.

## Measure 3.5 MDI School Belonging

MDI 2023/2024 Data

### SCHOOL BELONGING

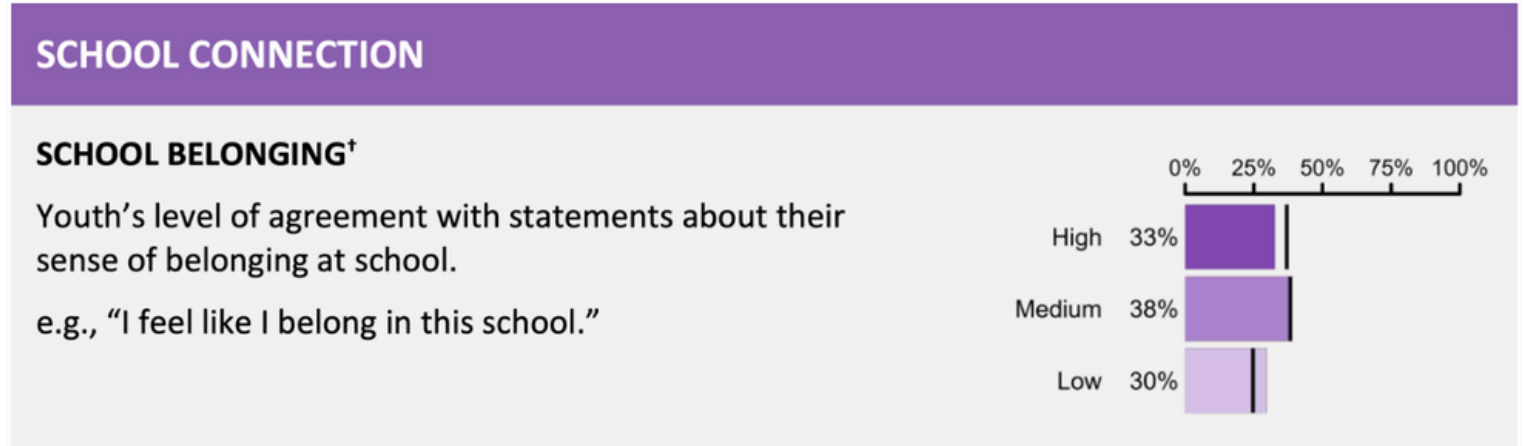
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Grade 5 Middle Years Development Instrument (MDI) Data (Refer to Measure 3.5) also highlights that 85% of student respondents indicated feeling a sense of school belonging (high and medium response), with 15% of participating students noting a low sense of school belonging.

## Measure 3.6: YDI School Belonging

YDI 2023/2024 Data

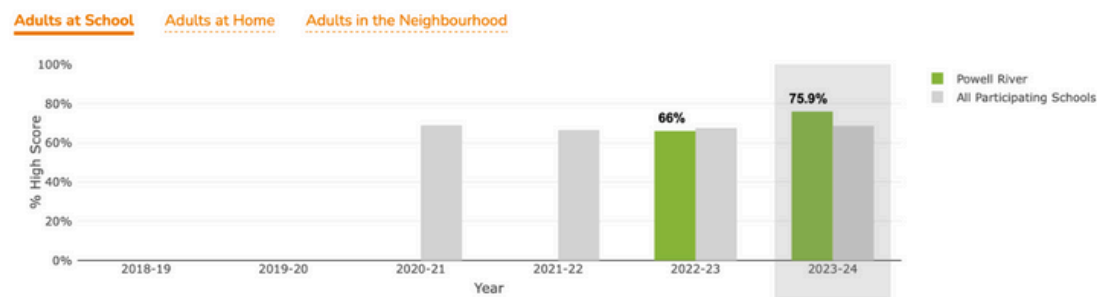


YDI data (refer to Measure 3.6) highlights 71% of grade 11 respondents who participated in the survey, felt they belonged at their school (high and medium response), while 30% noted a low response to feeling of belonging, which is higher than other participating districts.

Student Learning Survey Data regarding adults at school who care, highlights positive improvements for all students including Indigenous students and students with disabilities or diverse abilities in grade 4, and for grade 12 Indigenous students. Data for all other grades and sub-populations highlights a decrease in the number of students identifying adults at school who care about them.

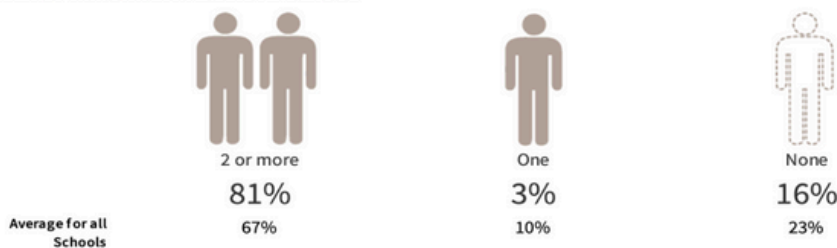
## Measure 3.7: MDI Adults who Care

MDI 2023/2024 Data



Local MDI data (refer to Measure 3.7), completed by students in grade 5, demonstrates an increase from last year’s data collection in the number of students reporting they have adults at school that care about them. MDI data also highlights grade 5 responses regarding adults at school who care to be higher than other participating school districts. Students indicating 2 or more important adults at school in grade 5 in qathet SD is 14% higher than students’ responses in other participating school districts.

#### NUMBER OF IMPORTANT ADULTS AT SCHOOL



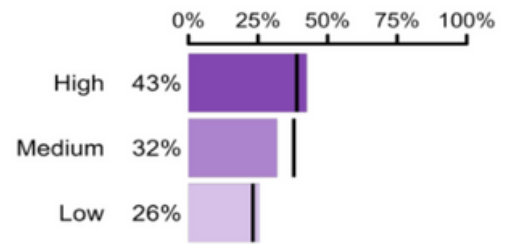
### Measure 3.8: YDI Adults who Care

YDI 2023/2024 Data

#### SUPPORTIVE ADULTS AT SCHOOL\*

Youth’s level of agreement with statements about how supported they feel by the adults at their school.

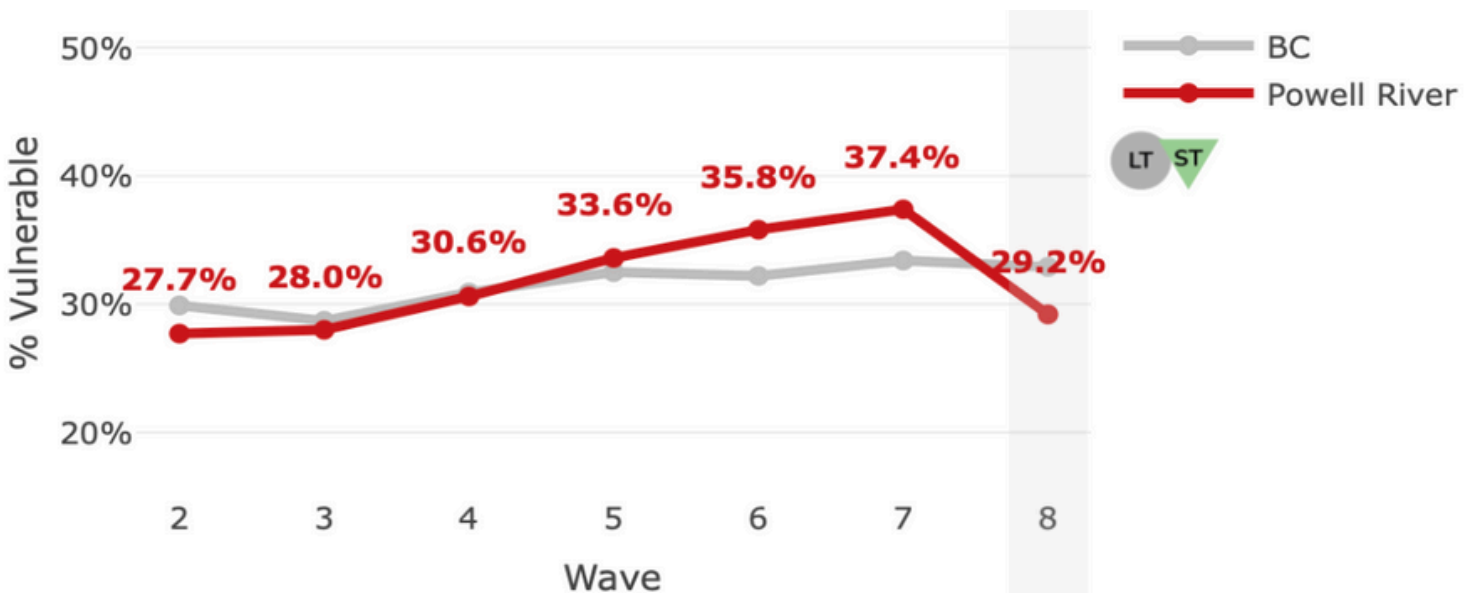
e.g., “At my school, there is an adult who really cares about me.”



YDI Data notes 75% of participants positively indicated they have an adult at school who really cares about them.

### Measure 3.9: EDI (Early Developmental Instrument)

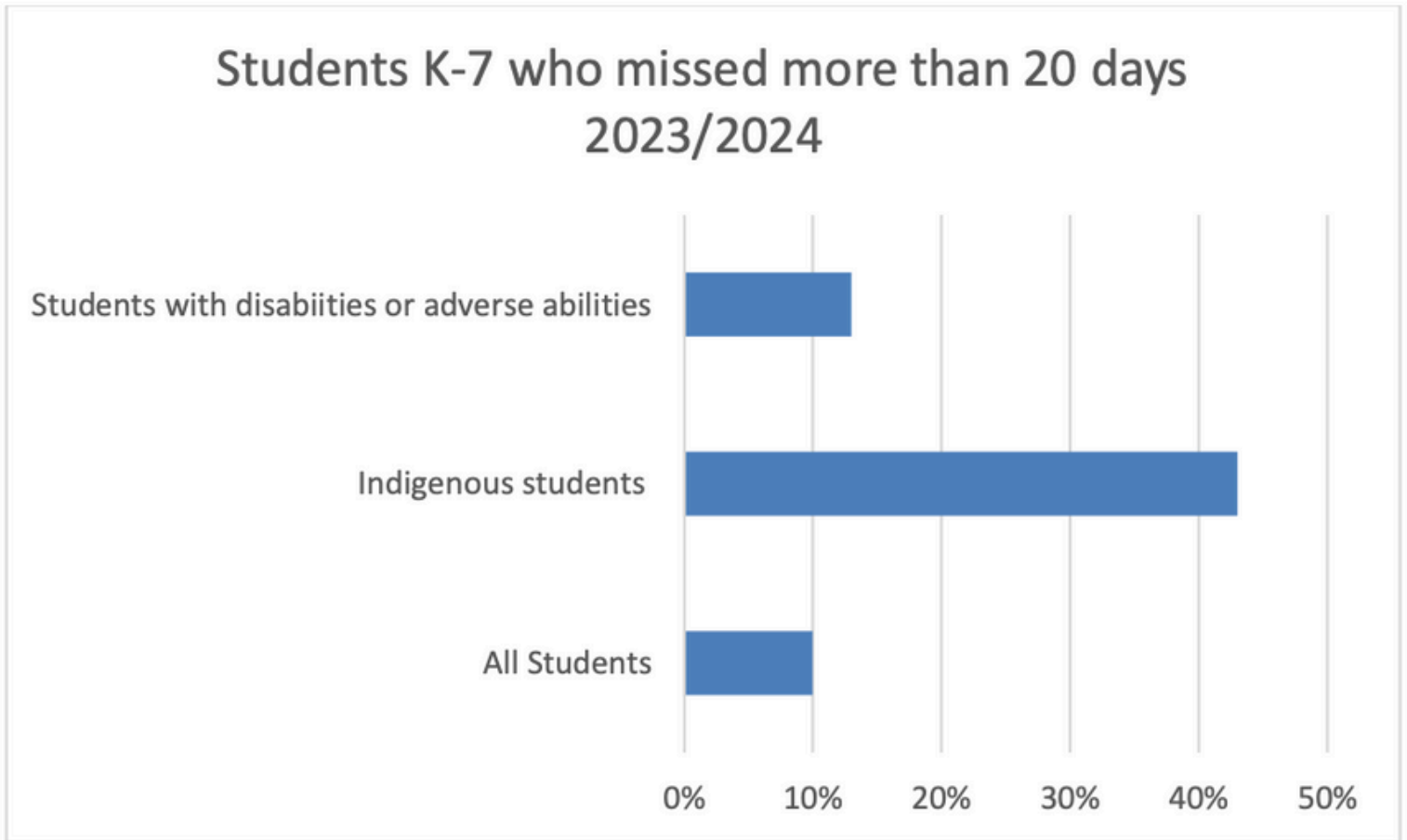
EDI 2023/2024 Data



The Early Years Development Instrument (EDI) (refer to Measure 3.9) is a survey completed by kindergarten teachers, which collects data on each student’s physical, social, cognitive, and emotional development. EDI data collected for the core developmental domains are good predictors of adult health, education and social outcomes. The data collected demonstrates trends over time and is beneficial for individual school planning, for district planning and for the broader community. Local data is shared at the Early Years Planning table and provides insight into developmental domains areas requiring further resources and supports.

Data is collected in three year “waves” to capture sufficient data in all school districts involved in the province. The most recent wave of data (wave 8; collected from 2019-2022) indicates that overall, children in qathet are performing better than those in all other participating districts. The average, for all other participating districts for students who are considered vulnerable on one or more scale of the EDI is 32.9%, while locally 29.2% of kindergarten students are considered vulnerable on one or more scale. Over time, as seen in Measure 3.9, students in qathet are becoming less vulnerable on one or more scale of the EDI than in previous data waves. This reinforces the value of working collaboratively with community partners and service providers to provide supports, programs and services for children and families during the early years, and the significant importance of strengthening the early years to kindergarten transition (SEY2KT).

### Measure 3.10: K-7 Student Attendance



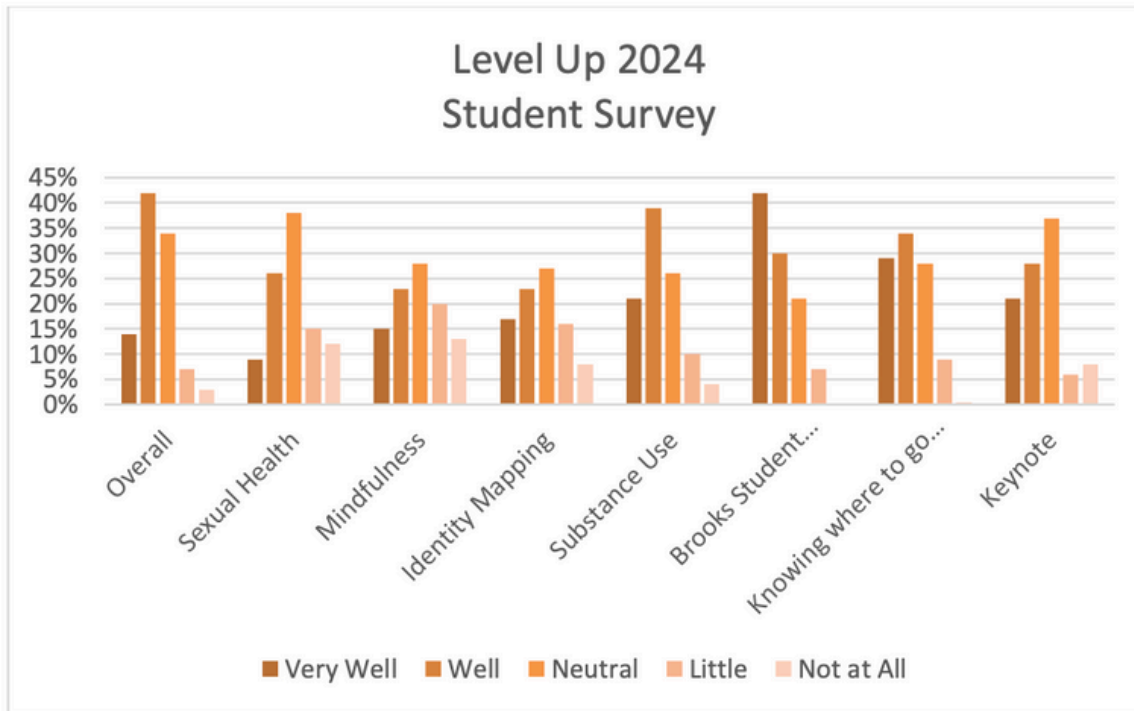
#### School Attendance

School attendance (refer to Measure 3.10) is strongly correlated with contributing to supporting students' feelings of school belonging, school safety, and adult and peer connectedness. Data analysis of school attendance highlights an ongoing need to prioritize improving student attendance. Family School Liaison Workers have become integral members of school-based teams to provide support for students who may be experiencing poor attendance and/or lack of school engagement. Family School Liaison Workers strive to remove school attendance barriers and to connect students with appropriate community supports and services as needed.



# Supporting Student Wellbeing

## Measure 3.11: Grade 7 Health and Wellness Survey



### Grade 7 Level Up Health and Wellness Conference

In May of 2024, to coincide with Mental Health Awareness week, the district hosted the second annual Grade 7 Health and Wellness Conference. The event was designed to bring all district grade 7 students who would be transitioning to high school for the coming year, together to foster peer connections and learn about ways to care for one's mental health and wellness during this transitional time in adolescence. Survey data (refer to Measure 3.11) collected at the conclusion of the event details student responses to how well they believed the conference sessions helped to prepare for the transition to high school.

### ICY Implementation

The implementation of a multidisciplinary, community based, ICY to provide wrap around supports and services for children and youth in the qathet region has been a welcome addition to service provision in our community.

The district engages in ongoing collaboration between MCFD, and the local health authority to connect children to services that support well-being. The District was announced as one of seven phase 2 ICY communities in the spring of 2023. Over the course of the 2023-24 school year, the team has become almost fully staffed, with one position remaining to be filled. The school district currently employs one clinical counsellor and one youth peer support worker to help address the mental health and wellness needs of children and youth within the community.



## Human and Social Development Summary

Student Learning Survey data, EDI, MDI, YDI, Adolescent Health Survey and locally gathered survey data all provide valuable insight to help prioritize and plan for district initiatives to improve human and social development. School connectedness, a sense of belonging and feeling welcome and safe at school are all contributing factors to student success and wellbeing and the district will continue to explore means to support and improve student connectedness. While significant improvements in students' sense of belonging and feeling welcome at school for Indigenous students was identified, focus needs to be directed on improving results for students with disabilities or diverse abilities.

A priority for the district will be developing structures and opportunities to gather students' voices regarding feeling safe and welcome at school, and to identify ways to improve student's feelings of school safety and belonging. The launch of the refreshed erase strategy provides an opportunity to engage student leadership in an updated awareness campaign. Engaging school-based administrators in facilitated Compassionate Systems Leadership sessions, will help to further support students' feelings of school belonging and identification of adults who care about them. This coming school year, classroom teachers and CUPE will also have the opportunity to engage in Compassionate Systems Leadership learning opportunities.

The correlation between staff wellness and student wellness contributes to a positive school culture and impacts student academic, social and emotional outcomes. Ongoing support for the district Wellness Committee initiatives and working collaboratively with Human Resources to explore other means to support staff wellness will continue to be a priority for the district.

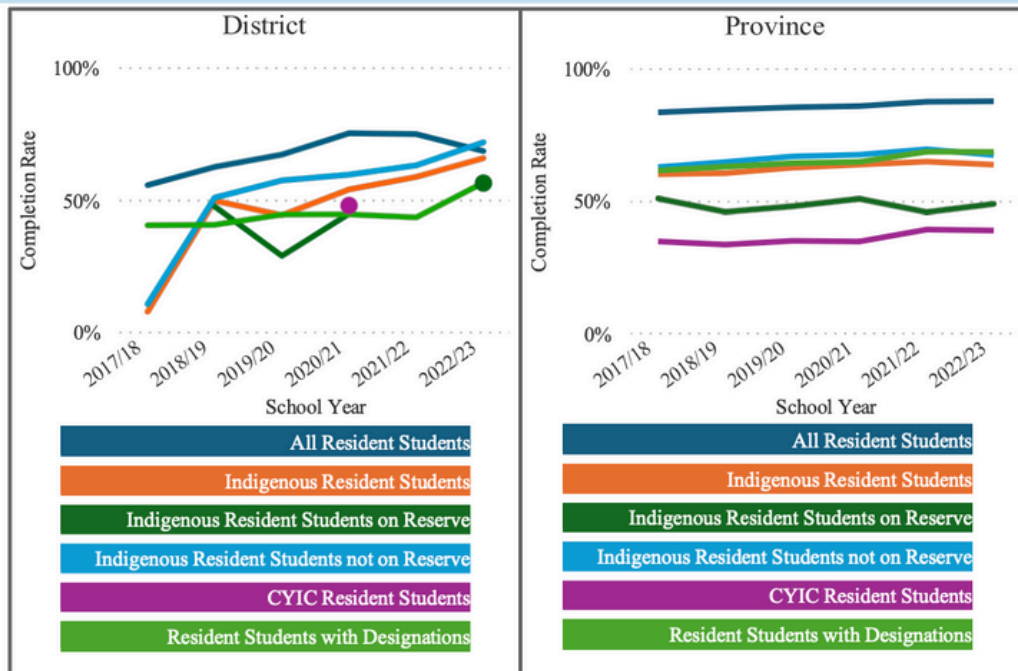


# Career Development

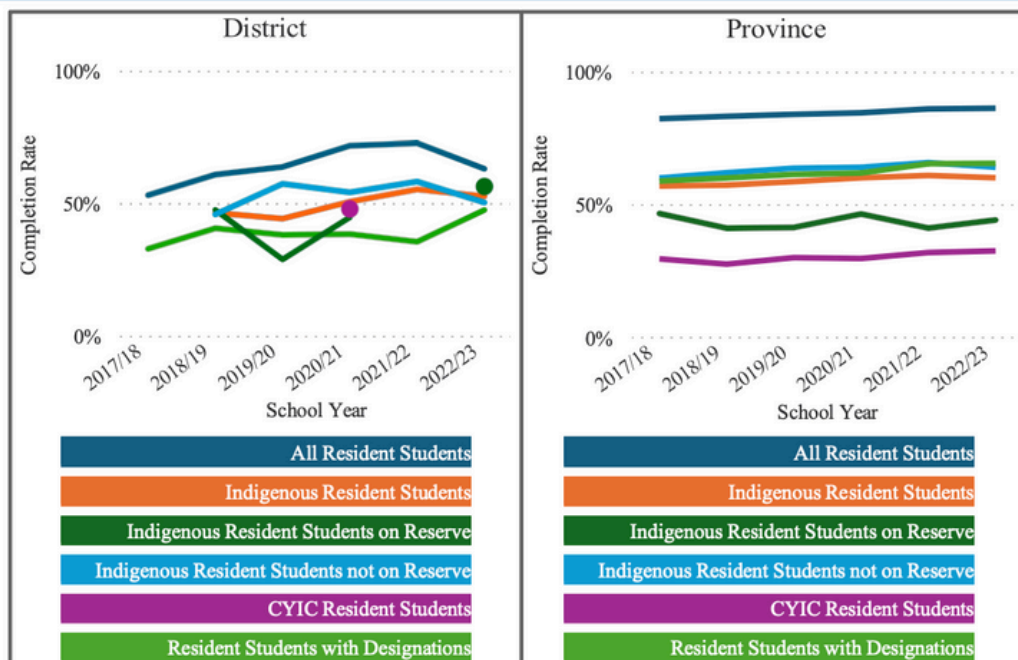
## Educational Outcome 4: Graduation

### Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)

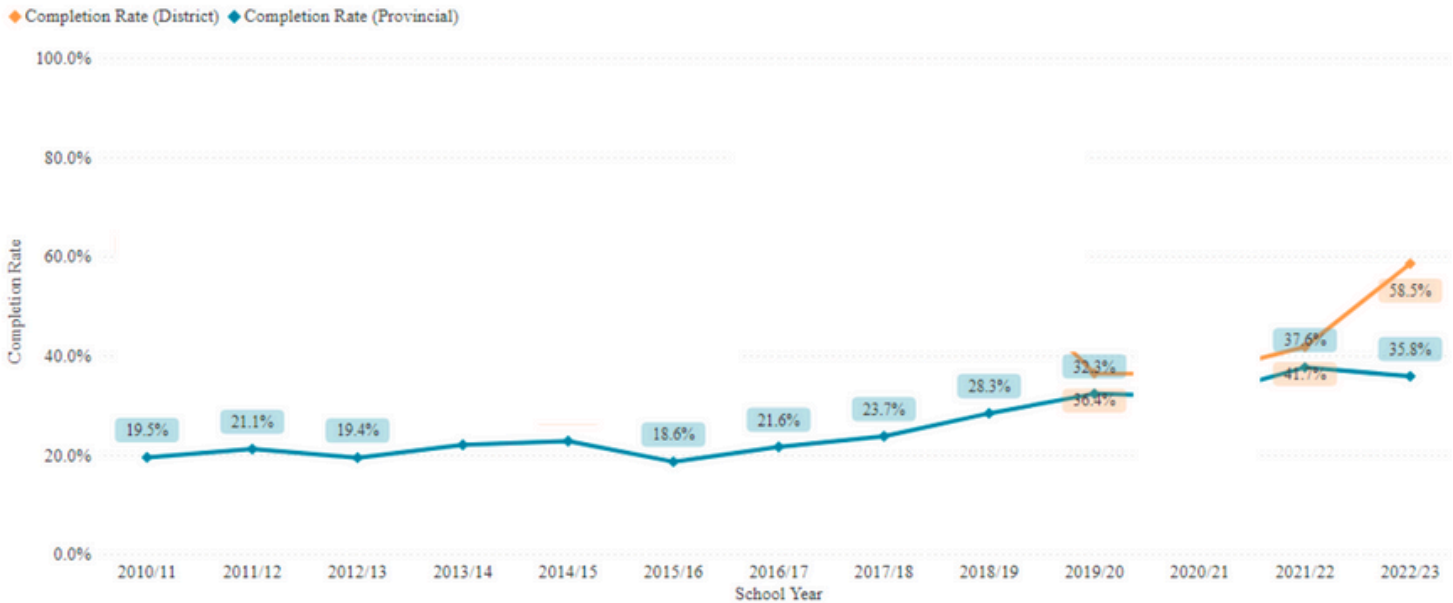


5-Year Completion Rate (Dogwood Only)



## Measure 4.2: 5 Year – Completion Rate (Online Learning Schools)

5 Year - Completion Rate



## Measure 4.3: Achieved Dogwood within 6 Years

	All Students	Online Students	Indigenous Students	Designated Students	Children / Youth in Care
<b>2022/2023</b>					
Province	91.8%	45.2%	74.3%	77.3%	56.1%
District	74.9%	58.2%	77.4%	66.3%	msk
<b>2021/2022</b>					
Province	91.4%	45.3%	75%	77.3%	54%
District	82.9%	58.7%	67.4%	57.7%	msk
<b>2020/2021</b>					
Province	90.1%	42.3%	72.5%	73.9%	52.6%
District	78.5%	msk	65.5%	51.2%	63.1%
<b>2019/2020</b>					
Province	89.6%	39.5%	71.1%	73.6%	50.1%
District	80.2%	53.1%	65.4%	67.2%	msk
<b>2018/2019</b>					
Province	88.8%	36.7%	69.5%	71.4%	46.9%
District	71.3%	msk	58%	47.4%	msk
<b>2017/2018</b>					
Province	88.5%	35.9%	69.6%	71%	48.7%
District	69.7%	msk	14%	46.3%	msk

# Analysis and Interpretation

## *Outcome 4: Graduation*

The 5-year Completion Rate is the percentage of students who graduate with a Certificate of Graduation or an Adult Dogwood Diploma, within five years from the first time they enroll in Grade 8. The vast majority of students, locally, receive a Certificate of Graduation. Results are adjusted for student migration in and out of British Columbia.

Overall, there has been steady improvements to the 5-year Completion Rate since 2017/2018; however, we do remain below the provincial average. The trend upward in our local data stopped last year (2022/2023), but we did see the rate go from 56% in 2017/2018 to 75% in 2021/2022 with a slight drop in 2022/2023 (68%). The rate for Indigenous students also continues to improve, and this year we were above the provincial average (66% locally and 63% provincially). When comparing on reserve Indigenous students and not on reserve Indigenous students, however, the data shows even bigger gaps for on reserve Indigenous students, although this year showed the biggest jump in percentage points, moving from 48% to 56%.

Although not masked, the small cohort count size of students with disabilities or diverse abilities makes it difficult to track trends and patterns over time. Overall, there have been improvements, but the completion rate for students with disabilities or diverse abilities is much lower than both the local and provincial average. The exception has been this year (2022/2023) with a 83% completion rate.

CYIC student data is masked, but like provincial completion rates for CYIC students, locally, CYIC students have a much lower completion rate than the general population of resident students. Family School Liaison Workers work closely with school counsellors, administration, community-based support staff and Inclusive Education staff to ensure regular check -ins are occurring and if warranted academic and social/ emotional supports are put in place to help ensure CYIC are receiving wrap around support.

All completion data (residents, Indigenous, students with disabilities or diverse abilities, and CYIC) are significantly lower than the provincial average of 87%. Clearly, Indigenous students, students with disabilities or diverse abilities, and CYIC continue to be a priority of focus to reach equity of learning and outcomes.

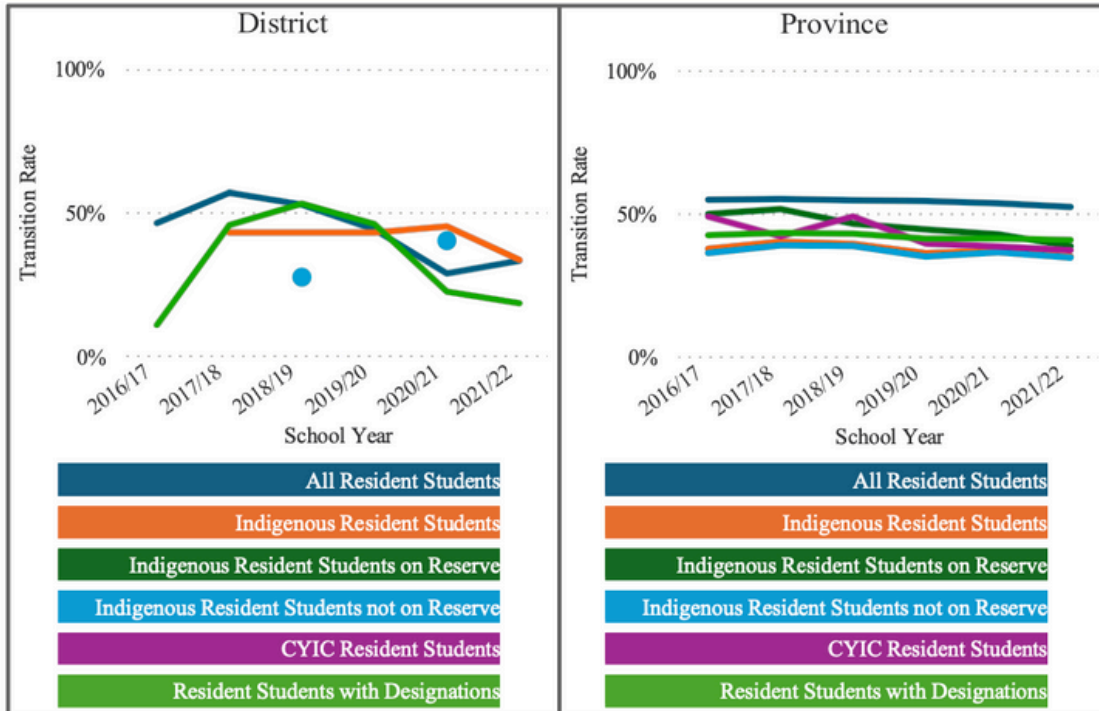
When comparing completion data for online schools, the 5-Year Completion Rate for qathet School District's online school has been higher than the provincial online schools' average for the last ten years. The most recent completion data shows 58.5% of online students graduating within 5 years of entering Grade 8 compared to the provincial average of 35.8%. Since 1/3 of our student population is enrolled in our online school, it is important to compare the district average with the online school average as it impacts the story that the Completion Rate tells. Significantly more students in our online school do not graduate within 5 years compared to the rest of the district. However, we know that students enter online schools for various reasons, including not being successful in brick and mortar schools, making the potential for increased vulnerability for students at all provincial online schools noteworthy.

Given an additional year to meet graduation requirements, the rates improve. While the 6-year Completion Rate is 75% for all resident students, it's 77% for Indigenous students and 66% for designated students. Again, the 6-Year Completion Rate for students in our online school is significantly lower than the district average year over year. Overall, the rates are still below the provincial average in all data and show a need for more attention to why students are not graduating within 5 and 6 years of entering Grade 8.

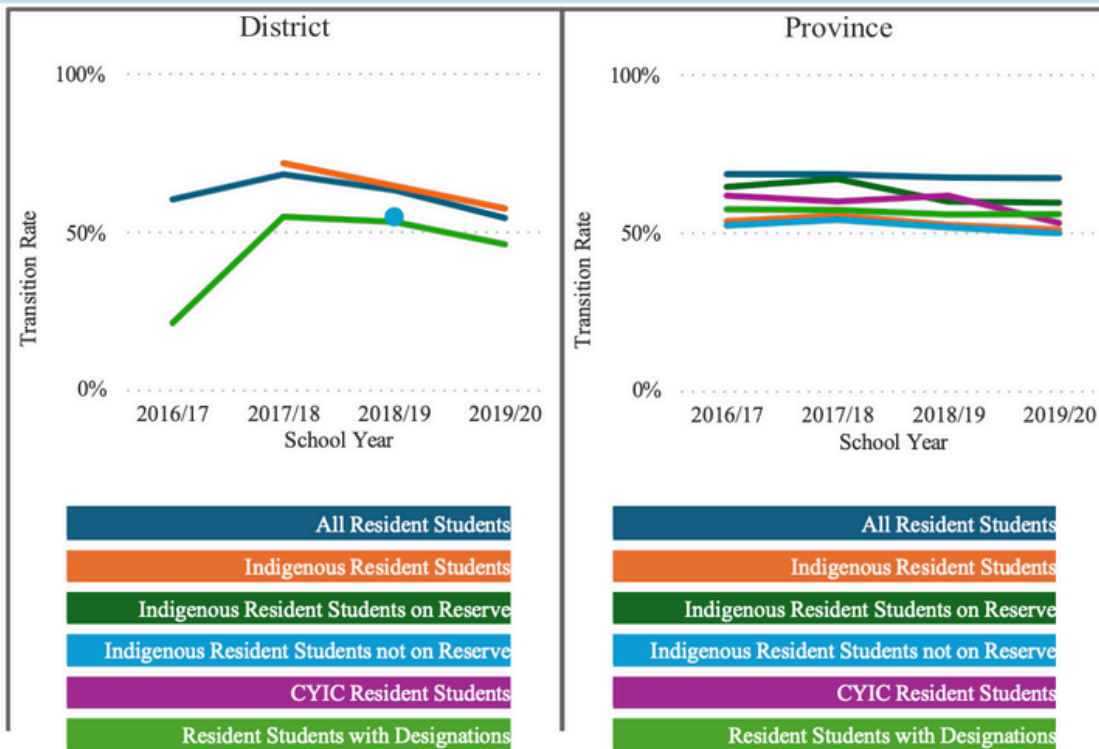
# Educational Outcome 5: Life and Career Core Competencies

## Measure 5.1: Post-Secondary Transitions

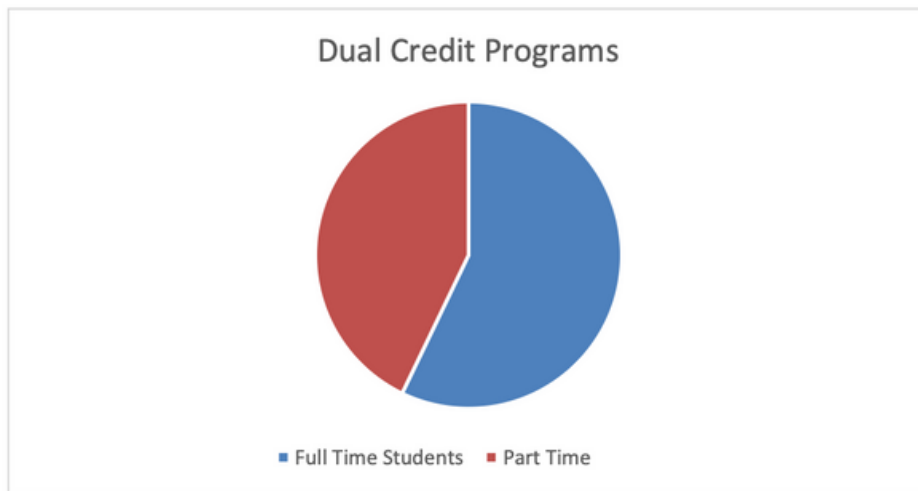
Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



## Measure 5.2: Dual Credit Programs



## Analysis and Interpretation

### Outcome 5: Life and Career Core Competencies

#### PSI Transition Rates

The Post-Secondary Institute (PSI) Rate is the percentage of students transitioning to post-secondary institutions in British Columbia within one and three years. While most of the data is masked and slight variations exist from year to year, students from our district transitioning to a PSI remains consistent from year to year and below the provincial rates for all local populations.

Locally, we offer dual credit (trades and academic) opportunities to students in high school. This includes full time dual credit programs like Auto, Carpentry, Welding, Health Care Assistant, and Early Childhood and Education and first year PSI courses like English, Psychology, and Sociology. In addition to providing post-secondary credits, these courses count as elective credits at the Grade 12 level. Knowing that most job openings require some post-secondary education and that students who participate in dual credit are 7% more likely to graduate on time and 16% more likely to make an immediate transition to a BC PSI, we continue to support current and new dual credit offerings. This year (2023/2024) 28 Grade 12 students are enrolled in a full time dual credit program and 53 students are enrolled in a first year PSI course, a significant increase over last year's enrollment with the addition of more scheduled cohorts in the school timetable.

Efforts to encourage all students, but particularly Indigenous students, students with disabilities or diverse abilities, and CYIC to attend a PSI should remain a focus of career education curriculum and initiatives.

Since 2017/2018 fewer students have transitioned to a PSI. Data has been masked for CYIC due to low numbers and privacy protection. Given that the number of children and youth in care is around 19-20 students, school and district teams continually work collaboratively to monitor school success and attendance. Of the 19 CYIC, 26 % of the students are in elementary, while the remaining 74% are between grades 8 and 12. During the 2023-2024 school year, eight students were in grade 12, four of which graduated with a dogwood, one with an evergreen and one student is only a few courses away from graduating with a dogwood.

# Career Development Summary

The disaggregated data highlights inequities in learning outcomes and transition to post-secondary institutions, particularly among Indigenous students, students with disabilities or diverse abilities, and CYIC. Students in qathet School District continue to take longer to graduate compared to the provincial average and both the 5-year and 6-year completion rate reveal lower completion rates between local and provincial percentages. The PSI Transition Rate shows similar results.

We need to further investigate why students, after strong Grade-to-Grade Transition Rates, are not graduating within 5 and 6 years of entering Grade 8 and why students are choosing not to attend BC PSIs after graduation. School growth plans at all schools serving Grade 12 students will prioritize completion data in their continuous improvement work.

An emphasis on career education and career pathways will also remain a focus moving forward. More opportunities for students to think about career interests and future possibilities will be explored, including adding new dual credit programs and continuing to support Youth In Trades and Work Experience.





**qathet** SCHOOL DISTRICT

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