

Powell River School District

At a Glance

School District facilities:

- Five regular elementary schools
- One remote island elementary school
- One dual track elementary school
- One store-front alternate school
- One distributed learning school
- One secondary school
- Ahms Tah Ow School at Sliammon First Nation

Similar School Districts:

Haida Gwaii
Fort Nelson
Vancouver Island North
Prince Rupert
Coast Mountains
Alberni
Vancouver Island West
Stikine

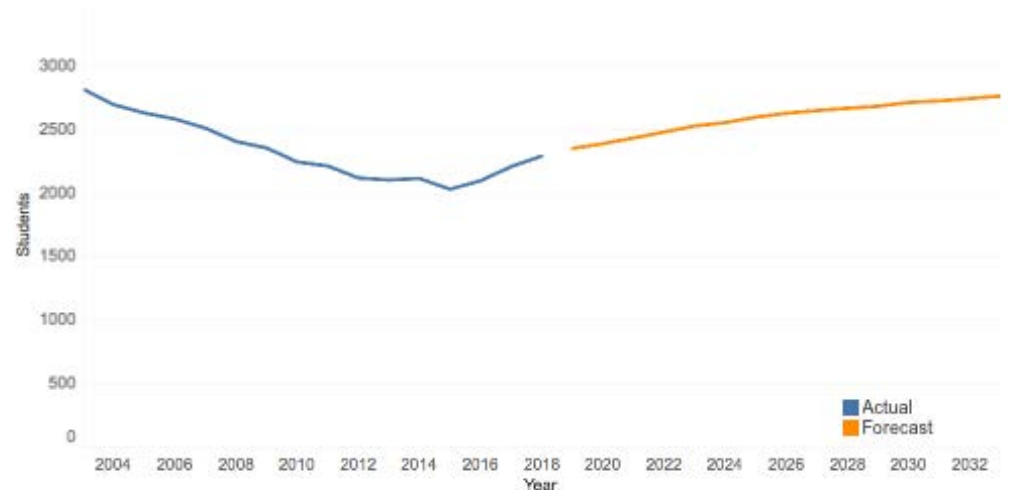
Additional School District Programs

- Four Strong Start programs
- Pre-kindergarten screening
- K to 3 early intervention programs
- Distributed learning program
- Digital IM program
- Powell Lake ecological and outdoor learning centre and programs
- Summer reading and recreation program
- Responsibilities for Provincial Resource Program for Cochlear Implants
- Provincial service contract for Auditory Training Equipment
- Five Eco-Immersion programs
- Dual credit trades program

Enrolment

Approx. 2,290 students is expected to increase by 376 students in the next 10 years

Student Enrolment Over Time



- 334 Aboriginal students (6.85% of overall population)
- 391 Students with Special Needs (5.85% of overall population)

Facilities

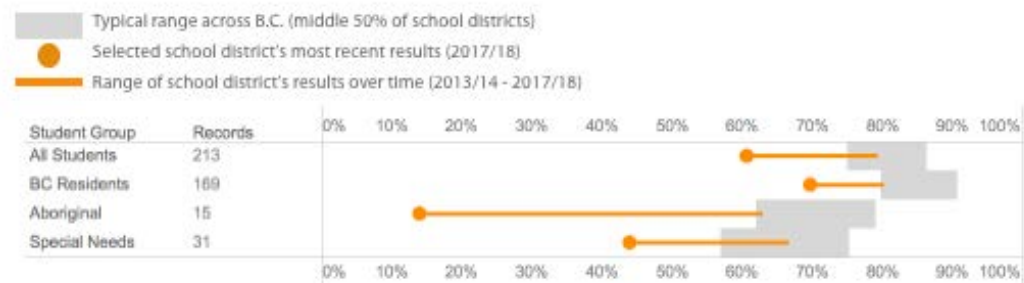
2016/17 ACTUAL ENROLMENT				OPERATING CAPACITY				UTILIZATION
K	Elem	Middle	Sec	K	Elem	Middle	Sec	Total
127	850	–	877	171	928	475	850	76.5%

- Facilities are well utilized in relation to peer districts. SD47 has addressed surplus schools over the past 15 years.
- Facilities are also well maintained and some schools are relatively new in comparison to the average of facilities elsewhere in the province (40+ years).
- SD47 has made numerous capital investments, including a seismic upgrade, new heating plants, electrical upgrades, new windows, and cladding.

Completion Rates

- SD 47's Six Year Dogwood Completion Rates are behind other school districts
- Students with special needs and Aboriginal students have lower completion rates compared to the general student population
- Readers are cautioned when interpreting results due to the small sample size

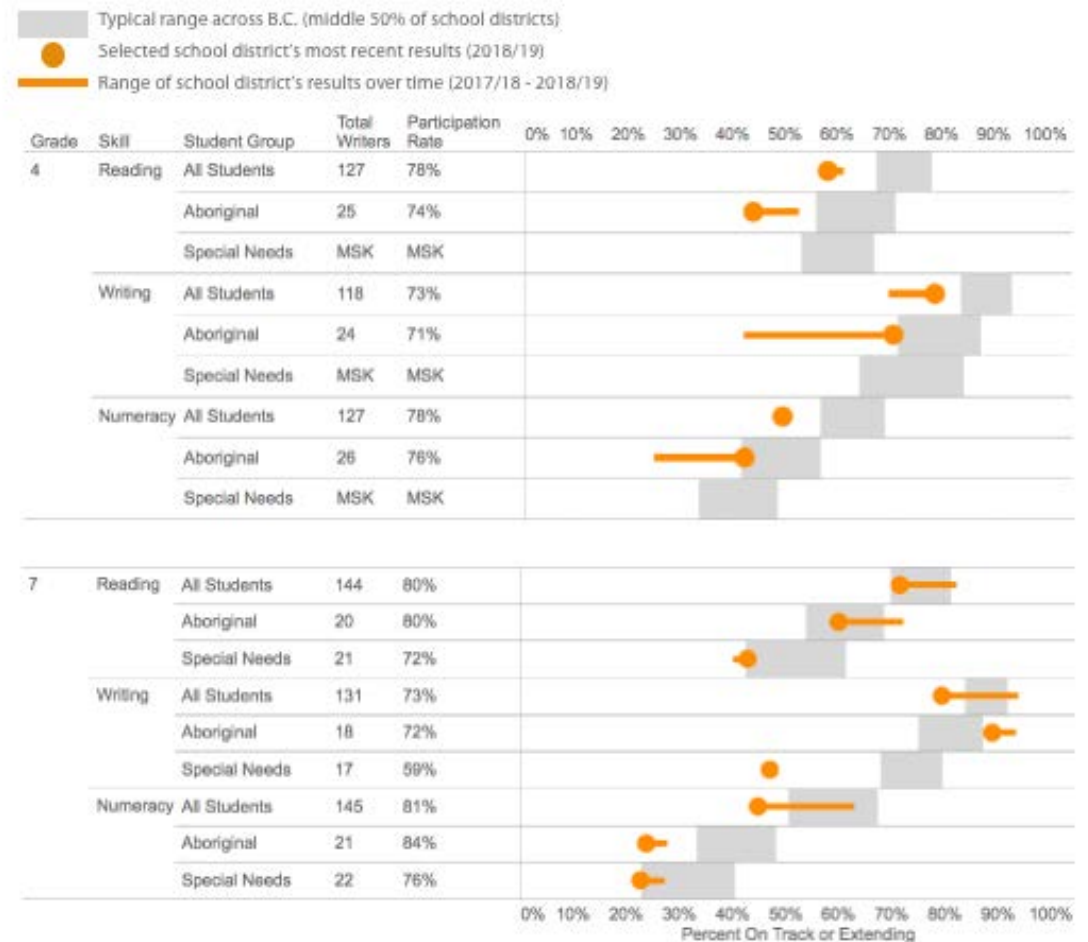
Completion Rates



FSA results

While SD47 is performing below other school districts, its Aboriginal Student population has seen marked improvements in Grade 4 writing and numeracy results

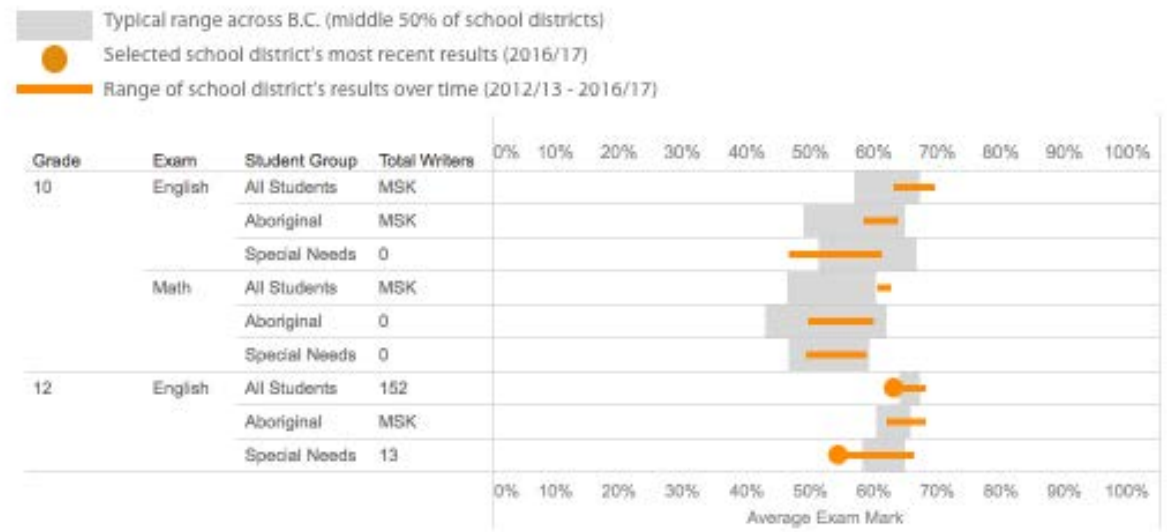
Foundation Skills Assessment



Provincial Exams

SD47's provincial exam results are generally on par with the results of other school districts

Provincial Examinations



Current provincial vulnerability rate for children Vulnerable on One or More Scales of the EDI is 32.2%.

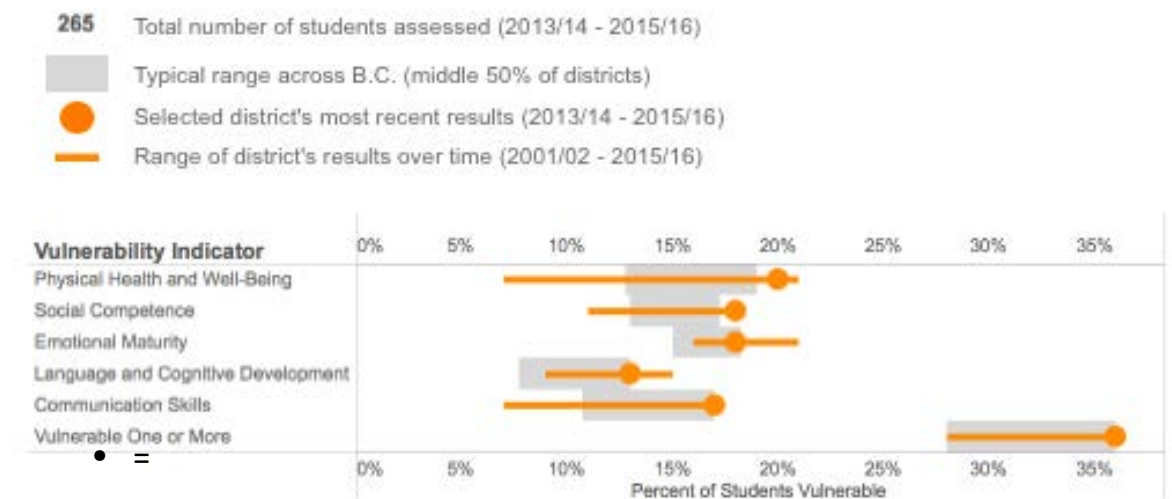
This means about 1 in 3 children, or about 14,000 kindergarten students in the province, are starting school with vulnerabilities in one or more areas that are critical to their healthy development

Early Development Indicators (EDI) instrument

Over 35% of Kindergarten students assessed between 2013/14 – 2015/16 were vulnerable on one or more of the following measures: physical, social, emotional, language, and communications.

SD 47 has a higher percentage of vulnerable children than the majority of other school districts.

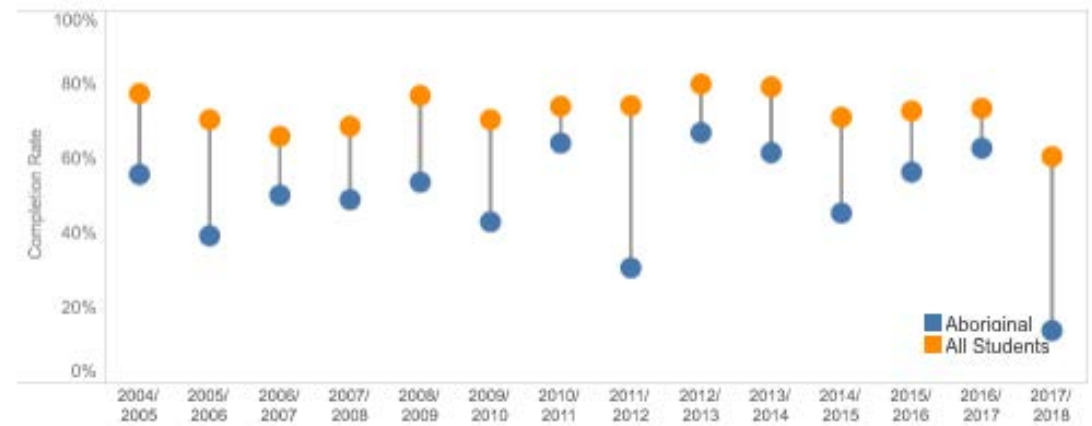
Characteristics of Students Entering School



Aboriginal Student Results

Dogwood completion rates for Aboriginal children have traditionally been lower than the student population, with lower results in 2017/18.

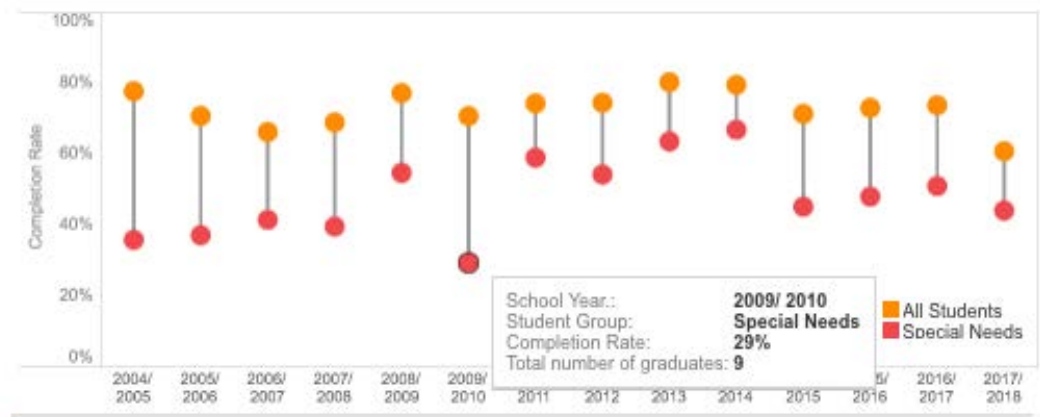
Completion Rate Over Time for Aboriginal and All Students



Students with Special Needs

SD47's completion rates are lower for students with special needs but have been trending in an upward direction over the past four years (with the exception of last year)

Completion Rate Over Time for Students with Special Needs and All Students

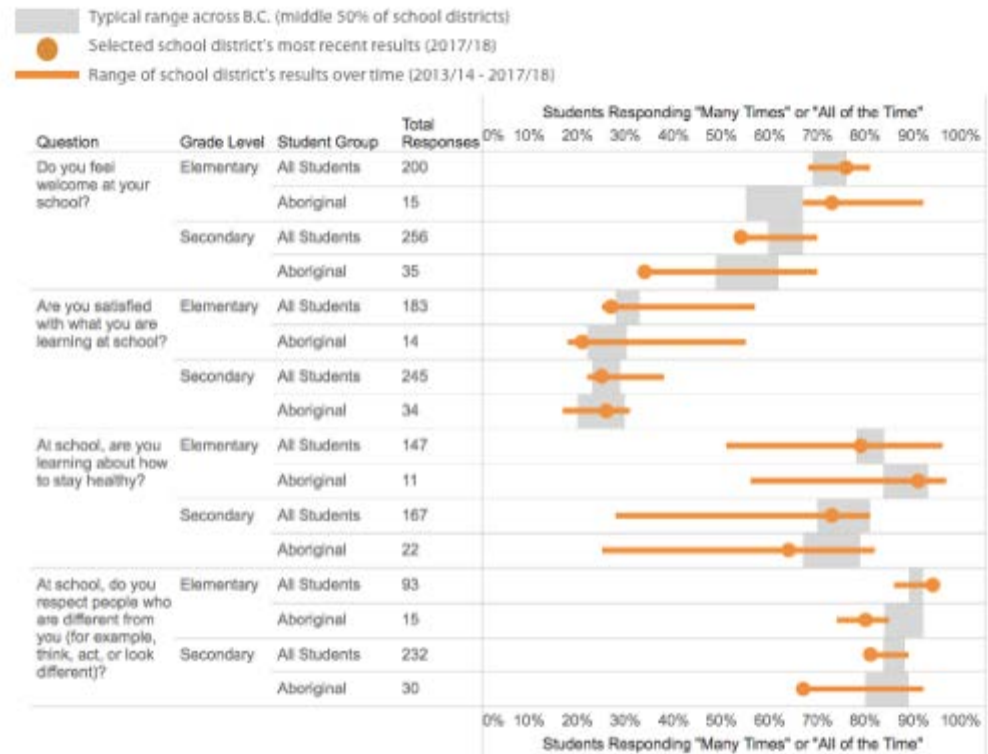


Student Satisfaction

Student Satisfaction survey reveals that SD47's results are lower than the results in other school districts.

SD47's results show an improvement on questions related to health.

Student Satisfaction



Post Secondary Transitions

Only 37% of the original Grade 8 student group in 2006/07
went on to post secondary schooling

Employee Engagement



Existing staff surveys are difficult to rely on due to low participation rates



The survey results are not reported out in a timely basis and tend to focus on only a few areas of engagement.

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SD47 Strategic Plan Statement of Beliefs

We believe that the public school system is an inclusive system and that students come to school with diverse needs and abilities.

We also believe that all students have a right to an education and a responsibility to become active learners.

We also believe positive relationships between students and teachers are central to effective teaching and learning, and that success is measured in the process itself as well as in the outcomes.

We believe that together with School District employees, and groups we can enable our students to realize their full potential.

We believe that students have the following rights:

- to learn in safe and caring environments
- to have their social, emotional, physical and intellectual needs met
- to have an education that prepares them for the world of the future
- to have experiences that provide multiple pathways to success

We believe that students have the following responsibilities:

- to respect each other and all members of their school community
- to contribute to the learning opportunities offered to them.

Strategic Goals

Goal 1: Educational Excellence

Actions

- support educational innovation
- engage students in relevant and meaningful experiences
- encourage and support inquiry and project based teaching and learning
- support and expand the use of positive behavior supports (PBS) and self regulation programs
- provide intervention strategies in an effort to have students meet or exceed provincial averages in all learning outcomes
- provide flexible and self-directed pathways to graduation
- improve student transitions to post-secondary institutions and the workplace
- encourage all students to experience online, self-paced personalized learning
- inspire lifelong learning
- continue to support teacher appreciative inquiry initiatives
- explore relevant formative assessment models to align with new models of learning
- support teachers in the implementation of the BCED Plan
- enhance student learning through; *performing and creative arts environmental education student wellness social responsibility global awareness*

Strategic Goals

Goal Two: Engagement and Connections

Actions

- celebrate and promote achievements of our students and staff
- improve and expand our use of social media to communicate what is happening in the district
- continue to support and raise the profile of student leadership opportunities in the District
- continue to develop focused student leadership opportunities for First Nations students
- reach out to Brooks Student Council to engage with Board
- communicate and collaborate with community stakeholders
- Re-establish DPAC and attend PAC meetings quarterly
- invite administrators and teachers to articulate what's happening regarding educational excellence, Board vision and BCED plan
- communicate Board vision regarding excellence and BCED Plan
- create networking opportunities for all stakeholders
- highlight school and student accomplishments as part of the regular public Board meeting

Strategic Goals

Goal Three: System Sustainability

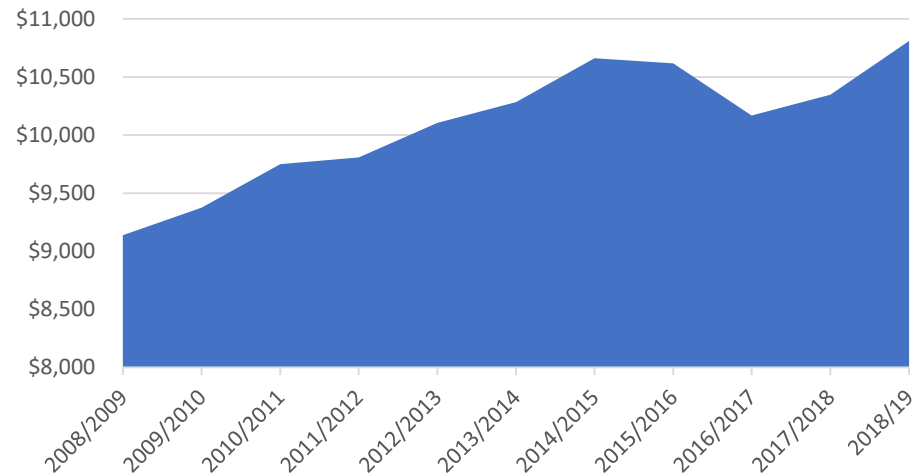
Actions

- create legacy fund through PR Community Foundation
- maintain and expand financial resources
- maintain and improve school district facilities
- ensure our digital environment is progressive, consistent and accessible and used by all teachers and students
- facilitate the development of a web presence for all teachers
- promote and facilitate sustainable practices throughout the District (e.g. waste reduction, recycling)
- continue to develop and implement the comprehensive plan for outdoor learning in the district.
- pursue expansion of International program as revenue generation
- expand use of Powell Lake Outdoor Learning Centre as revenue generator
- continue to advocate within the community and with various levels of government around the funding needs for the School District
- pursue increased digitization of business functions including e-forms and commerce
- encourage parents in their use of digital resources as partners in learning

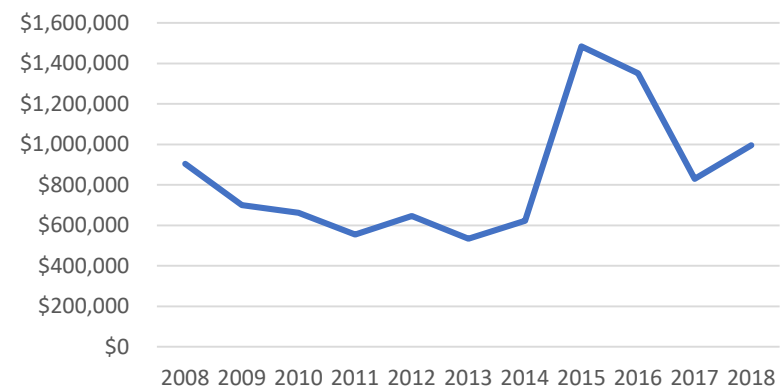
Financial Health

SD47 is in sound Financial Health, with stable per pupil funding and consistent financial year end results

Per Pupil Funding



Accumulated Operating Reserves



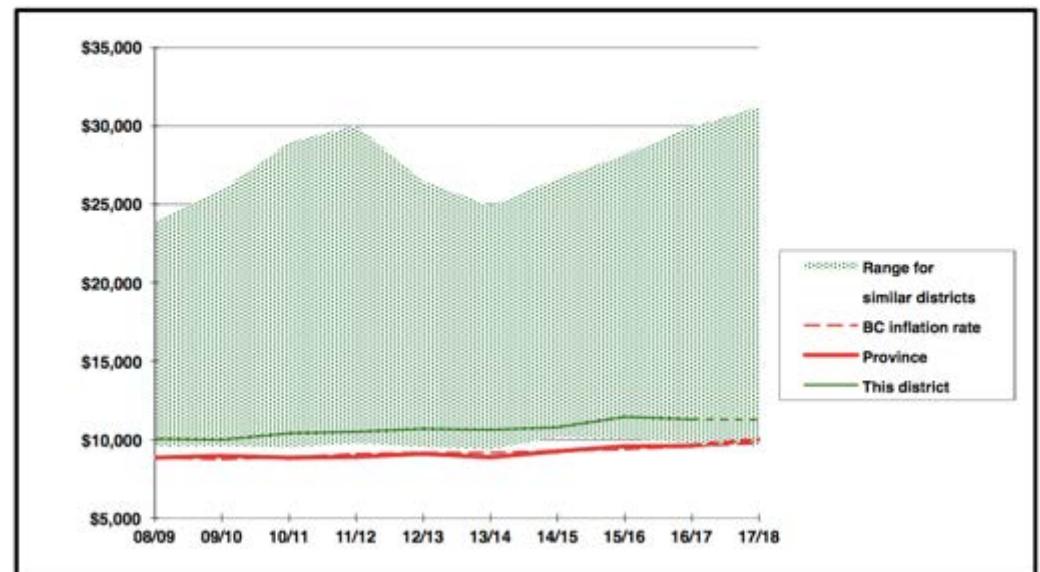
Operating Expenditures per funded FTE Student

The five districts with the lowest budgeted operating expenditure per student were Nanaimo-Ladysmith (\$9,103 per student), Surrey, Central Okanagan, Comox Valley and Abbotsford.

The five districts with the highest budgeted expenditure per student were Stikine (\$31,192 per student), Central Coast, Nisga'a, Vancouver Island West and Haida Gwaii.

SD 47 is on the lower end of the spectrum, and more in line with larger school districts, who benefit from economies of scale.

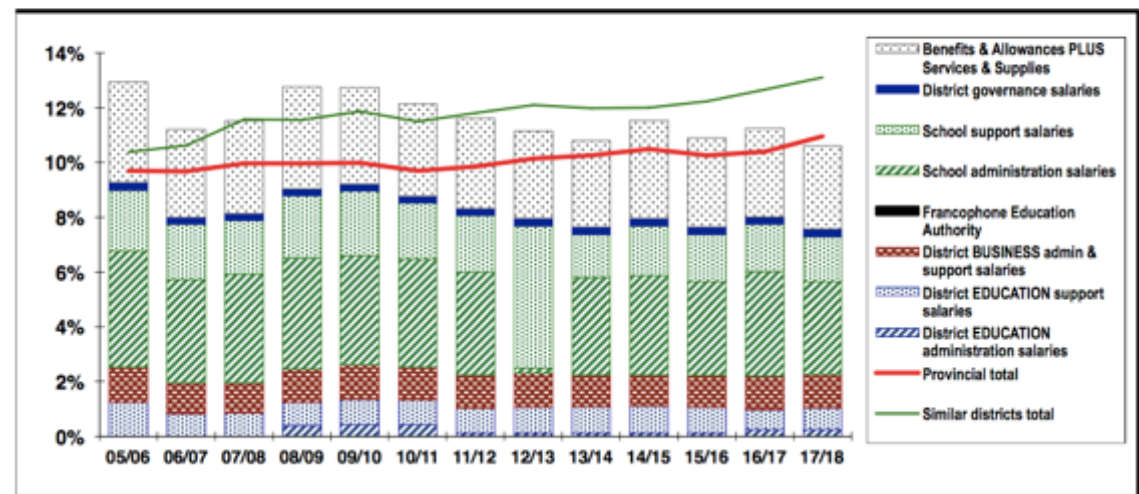
**DISTRICT OPERATING EXPENDITURE*
PER FUNDED FTE STUDENT
2008/09 to 2017/18**



Administration

SD 47 is administratively “lean” in relation to peer school districts

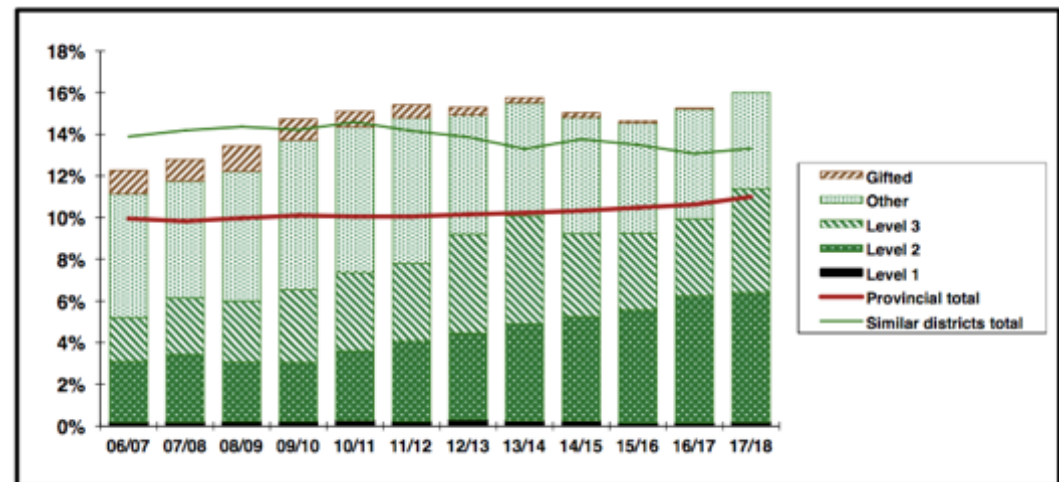
**ADMINISTRATIVE EXPENDITURE AS A PERCENTAGE OF
BUDGETED OPERATING EXPENDITURES (Functions 1-9)
2005/06 to 2017/18**



Special Education

SD47 has a higher percent of Students with Special Needs compared to other peer districts and the provincial average

**SPECIAL EDUCATION
AS A PERCENTAGE OF TOTAL ENROLMENT
2006/07 to 2017/18**

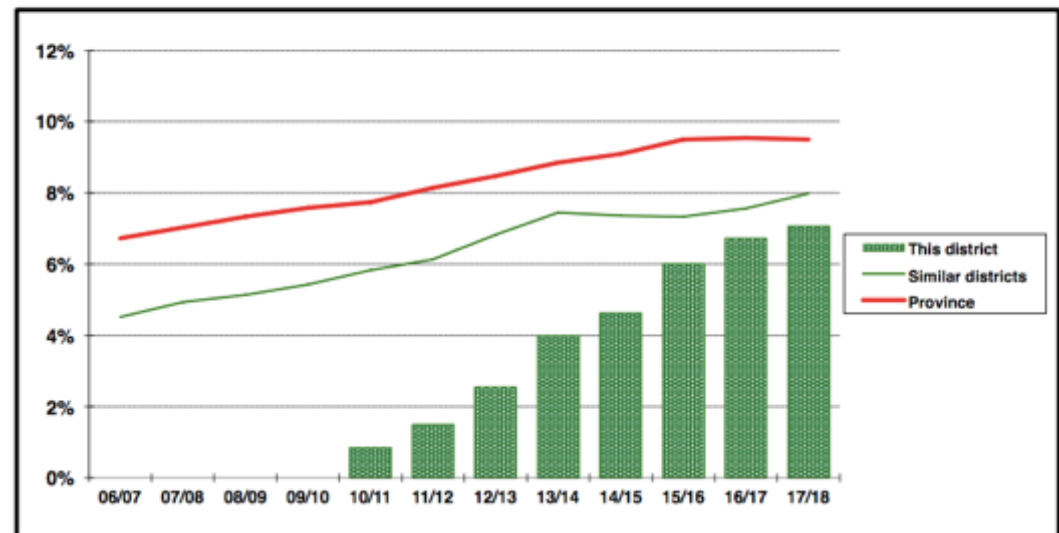


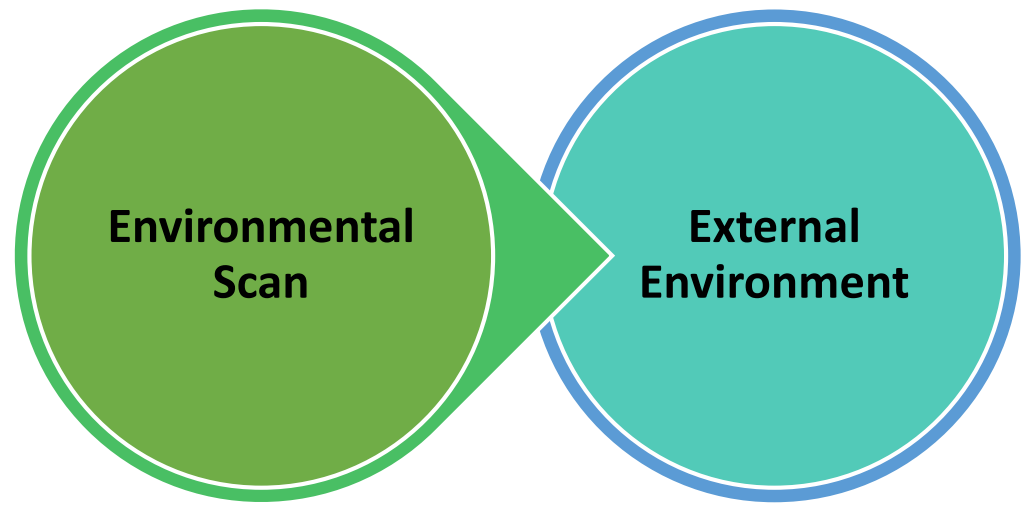
French Immersion

There has been an increased demand for French Immersion programs over the past several years

SD 47 has lower program uptake to the Province and peer districts

**FRENCH IMMERSION
AS A PERCENTAGE OF TOTAL ENROLMENT
2006/07 to 2017/18**





Funding Model Review

- On December 19, 2018, the government released the final report from the independent review panel on education funding.
- The panel's report has identified challenges with the current education funding model, which is resulting in inequities in education services and programs, especially for students with special needs and vulnerable students.
- The Government also announced Phase 2 of the review. B.C. government's education partners will form working groups to provide advice on how to move forward on the key themes raised in the report.
- No changes will be made to the existing funding model for the 2019-20 school year.



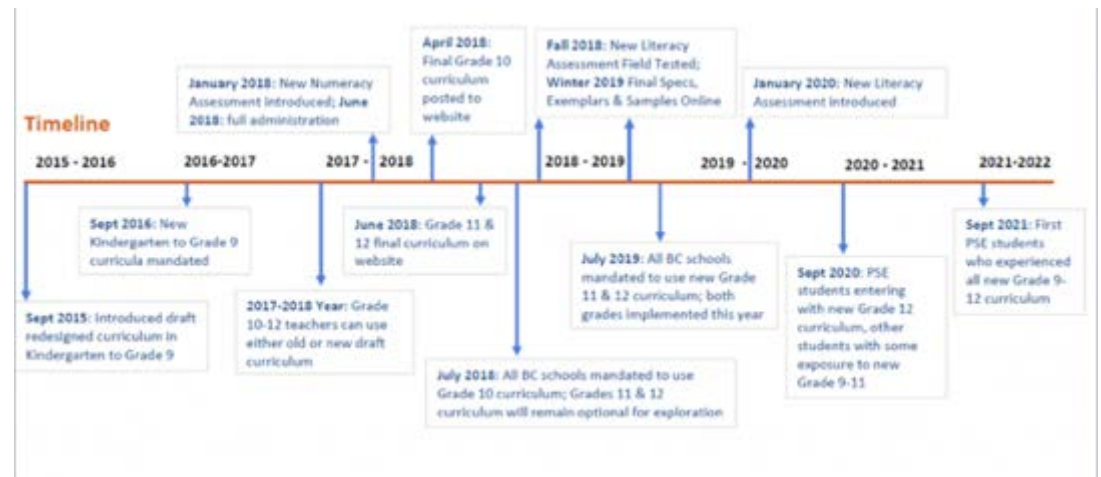
Collective Bargaining

- There are over 422,000 people in British Columbia's public sector working in the core public service, including the K-12 sector.
- Of those people, more than 326,000 are unionized employees. The majority of collective agreements reached under the 2014 mandate for unionized staff expire in 2019.
- The collective agreement between the British Columbia Teacher's Federation representing the province's public school teachers, and the BC Public School Employers' Association representing the province's 60 public boards of education expires on June 30, 2019.







New Curriculum

BC's Kindergarten and Grade 12 education system is being updated with a curriculum framework that applies to every student and every grade.



Powell River highlights

Community Demographics³

					
	Percent of 15-24 year-olds receiving Employment Insurance	Percent of 25-54 year-olds without Post-Secondary Credentials	Percent of Lone-Parent Families	Percent of Participation in Labour Force	Average Family Income
Province	1.5%	35.2%	15.3%	64.6%	\$91,967
District: Powell River	1.6%	41.6%	15.0%	51.8%	\$72,183

- The population of the Powell River region has dropped slightly since 2001 and according to the 2010 BC Statistics data is 20,075. Area demographics indicate a 7 to 3 urban/rural distribution of population, less than 1% of homes being non-English speaking with 6.3 % of the area residents being identified as having Aboriginal Ancestry.
- Powell River is transitioning from a historical reliance on forestry, fishing and other extractive activities to a service- based economy.
- The population is aging rapidly, and although it is expected to grow modestly in the future, it will do so at a much slower pace than the provincial average.
- Powell River does have distinctive assets and advantages that can be leveraged in stimulating economic activity. The recreation, culture and education sectors have expanded significantly in recent years.
- Powell River is also a unique “isolated” community in close proximity to a major metropolitan area.