



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

EDUCATION COMMITTEE

AGENDA

Wednesday, April 27, 2016 from 1:00-2:30 p.m.
School Board Office – Gibsons, BC

- 1) SCTA and CUPE Professional Development - P. McCallum and J. Budgell
- 2) Strategic Plan: Goal 1.f. – Music
- 3) Strategic Plan: Goal 1.k. – Graduation
- 4) Strategic Plan: Goal 2.g. – Celebrations
- 5) Curriculum (*standing item*)
- 6) Parent Engagement (*standing item*)

TEACHER PROFESSIONAL DEVELOPMENT IN SD 46

2015/16 Report

ORGANIZATIONAL OVERVIEW

- ▶ Professional Development reps in all schools, including district and aboriginal education teachers
- ▶ School union rep training day (SURT) for all PD reps
- ▶ 4 meetings of the PD committee
- ▶ Sub-committee for District Day planning (4 meetings)
- ▶ Sub-committee on PD policy review (3 meetings)
- ▶ Re-organized mentorship and PD forms to enhance clarity
- ▶ PD representation on District Technology & Educational Change committees
- ▶ Representation on Provincial Mentorship Committee; Professional & Social Issues Division (BCTF)

PD ACHIEVEMENTS FOR 2015/16

- ▶ Support for early career teachers (SURT, workshops)
- ▶ Extension of Local Special Association activities to early career teachers
- ▶ Outreach through Mentorship to TTOCs and new teachers
- ▶ Support for exploration of new curriculum
- ▶ Ongoing dialogue by Chair with 19 districts on PD/curriculum issues
- ▶ Successful District Day
- ▶ Increased engagement, authenticity, accountability in PD
- ▶ Re-directed travel grants to special project funding in support of teacher groups/collaborative learning
- ▶ PD Policy review

SUPPORT FOR EARLY CAREER TEACHERS

- ▶ PD presentation at new teacher workshop
- ▶ Consultation with new teachers on PD needs
- ▶ Mentorship to support LSA implementation
- ▶ Planning for increased PD relevant to new teachers
- ▶ Workshop for early career teachers on District Day
- ▶ Special support for formation of Early Career Teachers LSA with early start date and funding
- ▶ Highly successful District Day

TEACHER MENTORSHIP PROGRAM

Available to

- ▶ Teachers new to teaching
- ▶ Teachers returning from a leave
- ▶ Teachers with a significantly new assignment

- ▶ Mentee-driven model: teachers seek out mentors
- ▶ Available to new teachers & TTOCs

- ▶ 25 mentorships so far this year (continuous intake)

DISTRICT DAY, FEBRUARY 5

- ▶ 8:30 - 10:15 *Social Time: Annual Breakfast*
- ▶ 8:30 - 9:15 District Day Breakfast (Chatelech Foyer)
- ▶ 9:30 - 10:15 Keynote Speaker: Bruce Bearisto, *The Meaning of Educational Change*

10:30 - 12:00 *Discrete Sessions:*

- ▶ Ed Tech mini-conference: e-portfolios, creation apps & more
- ▶ Bruce Bearisto session
- ▶ Educational Change: The Big Picture
- ▶ Teaching Inclusive, Comprehensive Sexual Education in all Classrooms
- ▶ Social Media & the Classroom
- ▶ Infusing Aboriginal Content
- ▶ Place-based Learning
- ▶ Self-directed Professional Learning

1 - 3:30: *Group & Individual Work Time*

- ▶ Early Career Teachers Local Specialist Association (a new opportunity in SD 46)
- ▶ Professional learning groups, mentorships, LSAs, grades, subjects, etc.

LOCAL SPECIALIST ASSOCIATIONS (LSAS)

- ▶ Secondary English
- ▶ Special Education
- ▶ Primary Education
- ▶ French (Modern Languages)
- ▶ English as a Second Language
- ▶ Teacher Librarians
- ▶ Distributed Learning
- ▶ Aboriginal Education
- ▶ Counseling
- ▶ Mathematics
- ▶ Music
- ▶ Secondary Science
- ▶ Early Career Teachers
- ▶ Physical Education
- ▶ Home Economics
- ▶ Alternative Education
- ▶ Social Studies
- ▶ Drama & Fine Arts

LOCAL SPECIAL ASSOCIATION ACTIVITIES

- ▶ Sustaining 18 active LSAs: 90 teachers (approx. 45% of teachers)
- ▶ Attending Provincial PSA conferences & hosting lunches, book studies, democracy boot camp, curriculum implementation
- ▶ Infusing Aboriginal content into new curriculum
- ▶ Supporting School-based PD activities
- ▶ Exploring collaboration in Secondary English
- ▶ Designing new curricular scope & sequence for Science
- ▶ Supporting successful transitions in Math

SOME SCHOOL-BASED PD ACTIVITIES:

- ▶ School/district visits: e.g., Thomas Haney, French programs
- ▶ New curriculum work (schools, grades, subjects)
- ▶ School-based PD on flexible timetabling to support new curricula & enhance student engagement
- ▶ Place-based Learning
- ▶ Infusing Aboriginal Content
- ▶ Circle training; Non-violent communication
- ▶ Mindfulness
- ▶ Technology: Google Docs, Freshgrade, BookCreator

GOALS FOR 2016/17

- ▶ District Day theme: Social & Emotional Focus in the 10-12 Curriculum
- ▶ Establish a PD Rep for Early Career Teachers
- ▶ Expansion of Mentorship Program (SURT) further to new teachers and TTOCs
- ▶ Continued support for PD exploration of new curricula
- ▶ Ongoing PD policy review

**EXCELLENCE IN
ALL WE DO!**



Mission

*to enable and inspire our
students to realize their full
potentials as knowledgeable,
confident and contributing
citizens in the global community.*

Where do you find yourself?



Vision

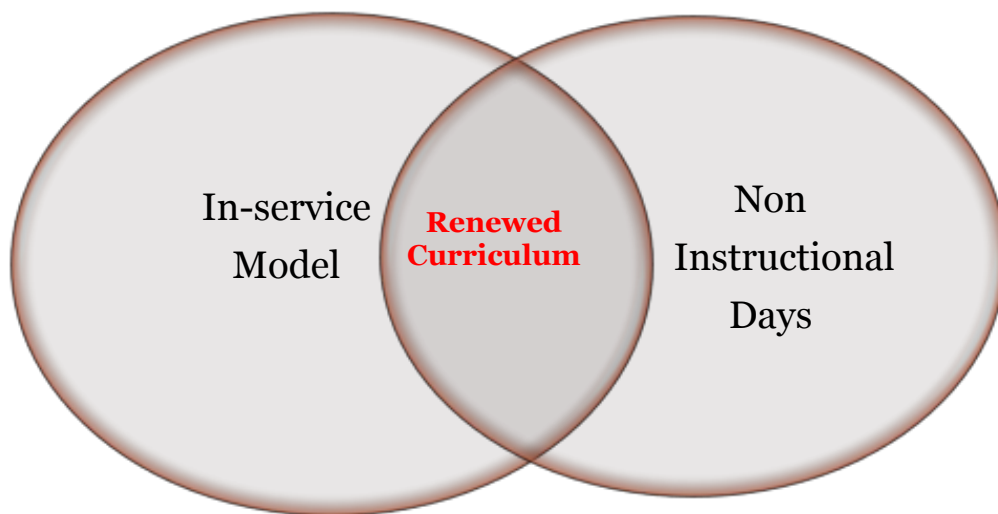
a community engaged in lifelong learning and educational excellence.

So what does this look like?



Thinking about...

**How do initiatives
reflect, embody or “walk the talk”
of our value statements?**



OUR VALUES

ETHICS
By placing ethics in high regard and through transparency, we ensure an environment of mutual trust and respect.

INCLUSION
By engaging all learners and staff, we strive for a diverse, dynamic community that is welcoming and inclusive to everyone.

COLLABORATION AND EQUITY
By working together in cooperation and equitable access, we create meaningful connection and a sense of belonging.

INNOVATION
By encouraging creativity, risk-taking and pride in personal and collective achievement, we aspire to excellence.

RESPECT AND RESPONSIBILITY
Through clear communication and mutual respect, we believe that issues of environmental sustainability, social and fiscal responsibility can be addressed to support aware citizens and a healthy future for our local and global community.

CELEBRATION
By celebrating the contributions of students, staff and community members, we create unity and bring joy to our work together.

Inclusion



Renewed Curriculum In-service



inclusion

Calendar

Week of October 12 - 16

Tuesday, Oct. 13th Halfmoon Bay 2:45 pm
Thursday, Oct. 15th Roberts Creek 3:00 pm

Week of October 19 - 23

Wednesday, Oct. 21st Chateleux 3:30 pm

Week of October 26- 30

Monday, Oct. 26th Kinnikinnick 2:45 pm
Tuesday, Oct. 27th DSS 3:15 pm
Wednesday, Oct. 28th Gibsons 3:15 pm
Thursday, Oct. 29th Elphinstone 3:30 pm

Week of November 2 - 6

Monday, Nov. 2nd West Sechart 3:05 pm
Wednesday, Nov. 5th Cedar Grove 2:45 pm

Note: Alternate School TBD

inclusion

What are the needs in regards to the NIDs, in-service and implementation of the new curriculum?

Who?

Groupings -
grade levels:
specific curriculum: 67%
school staff: 10%
self-directed:
teacher-led collaboration: 21%
workshops:

What?

Focus -
core curriculum content: 33%
philosophical broad-based ideas: using "big questions" across the curriculum (47%)
pedagogy:
philosophical themes:
ministry core competencies: communication, thinking, personal & social (14%)

Questions: What is different? Clarity please.

Notes: More library time will be necessary with new curriculum and student choice.

inclusion

2016 Elphinstone New Curriculum Focus

Submission Date: _____ Date of New Curriculum Work: _____

Teachers who are participating: _____

Area of New Curriculum Focus: _____

Start Time: _____ End Time: _____

Administration Supports Needed (if any): _____

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What was accomplished:
 looked at what's new? What's the same? online
 Discussed Fresh Grade
 Discussed need for new assessment (creating)
 looked at curricular areas (quickly)
 looked at Langdale's 1 sheet overview of concepts + content
 Filled in Design framework for patterning in K.
 - Core Competencies

Next steps:
 Assessment
 Organization in district (ex. bins) Resources

What was accomplished:
 • looked at 95 + Language Art Curriculum
 looked at Reading Theory
 Collaborated on teaching practice + inquiry strategies
 & - subject specific rubrics
 • explored an continuum for skills based learning (for those like math)
 • inquiry unit in gr. 7 SS

Next steps:
 • need to set up ongoing professional development & early career/transition teachers (in our 4th/5th/6th/7th/8th/9th - sharing resources etc) ongoing age groups
 • deep dive for resources
 • build rubrics for the continuum of skills for big ideas for core concepts 4-7
 (currently using 2 Art/Math)

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EA CURRICULUM TRAINING SESSION



- **WHO:** ALL EDUCATION ASSISTANTS
- **WHEN:** FRIDAY, MAY 6TH (PRO-D DAY)

Invited EAs-in-training

EA Workshop on the New Curriculum

*Everyone is talking about the new curriculum. What does it look like?
What are the changes? What's the same?*

EA's are invited to join district Coordinator David Barnum at the Sechelt Learning Center, Friday October 23rd, for a conversation and orientation on the New Curriculum. Participants are paid 2 hours to attend, then will return to their home school to complete the remainder of their shift.

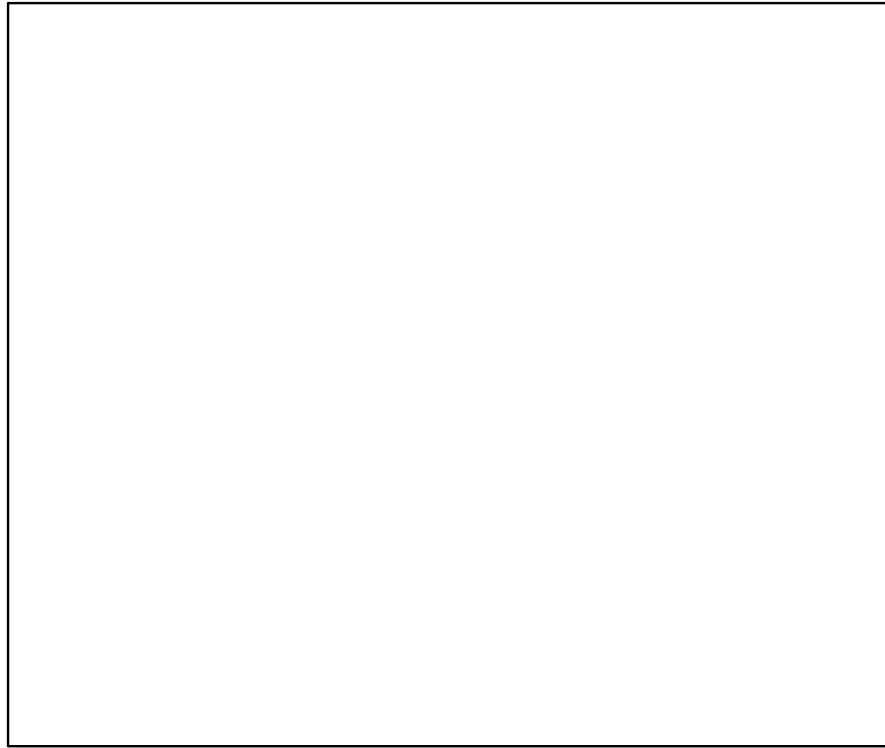
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**District Parent Advisory Council
Sunshine Coast School District No. 46**

**Meeting Agenda
April 28th, 2016
7:00pm Chatelech Library**

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Please take a few minutes to think about the inquiry process you just experienced. I am curious what you think about inquiry as a way of learning in high school. This is anonymous and I value your honest thinking on the questions.

How was the inquiry process different than doing a project in which everything is already organized for you (like being told what the topic is, the number of pages you have to write, the amount of pictures you can include, etc...)?

It was extremely different from a typical project due to the freedom we had. We were allowed to pick from anything we wanted which I enjoyed as a way of researching because it was something I had an interest in.

What were the biggest challenges for you in creating your inquiry? What advice do you have for other students trying this?

The biggest challenge for me was when given such a broad spectrum of possible choices what to pick. I was lucky because I already had a question I had been mulling over previously. For other students I would recommend just thinking of something you've always wanted to know then answering it.

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What advice do you have for teachers wondering if they should let students do inquiry learning or stick to the more traditional projects?

I think all teachers should let their classes attempt this type of learning at least once. They should see if it produces the results they desire. I would also be ok to slightly close the available topics to focus on the curriculum.

What do you think about inquiry learning? What were the things you enjoyed? What might you do differently next time?

I think inquiry learning is an excellent form of learning which should definitely be exploited during the curriculum. I enjoyed the freedom given by this approach. I believe as long as the topic is focused on the course ~~it~~ it is perfect.

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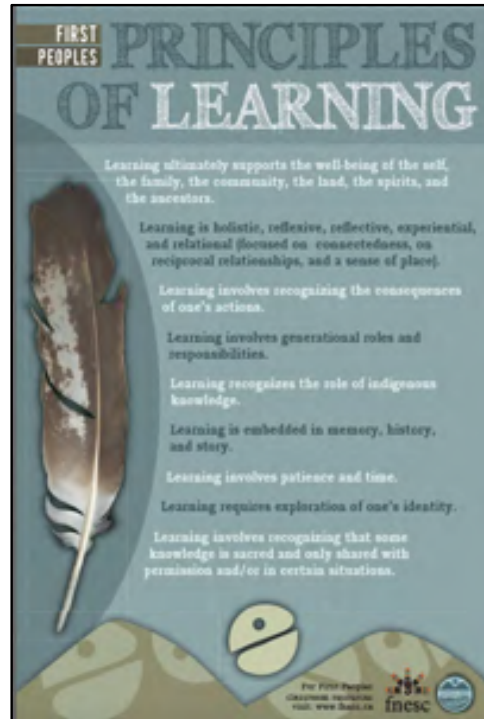
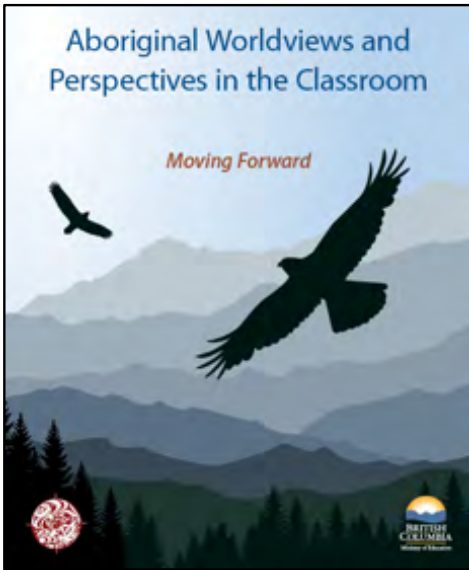
Questions	Answers	Number
What should the Grade 7s be looking forward to next year?	<ul style="list-style-type: none"> Socializing and meeting people Freedom Variety of teachers Lockers Being treated like a young adult Theme days Extracurricular Going off site for lunch Organized and more predictable One-on-one help in class Different classes every day 	12 15 6 6 1 3 6 1 1 1 4

Q4 What are three things you enjoy about high school (the specific classes, the structure, the options, the social aspect?)

Answered: 12 Skipped: 0

#	Response	Date
1	to see your friends more, seems like less time.	2/23/2016 10:33 AM
2	How many options there are for electives, Great Teachers, and seeing my friends	2/23/2016 10:31 AM
3	- jr - library - foods class	2/21/2016 10:53 PM
4	Art, lunch and foods	2/18/2016 7:39 PM
5	meeting new people, more teacher and	2/18/2016 10:08 AM
6	I enjoy friends, Ading drama, 10 mins between classes.	2/11/2016 8:05 PM
7	the electives, freedom, friends	2/9/2016 2:52 PM
8	Electives, science	2/2/2016 12:41 PM
9	- my friends here - all classes - gym classes - lots of support with teachers and helpers	2/1/2016 12:54 PM
10	I enjoy learning from multiple teachers. We are given a huge amount of freedom and trust and we get a large amount of elective classes to learn about possible careers in our future.	1/27/2016 11:04 AM
11	Art, foods	1/23/2016 8:45 AM
12	1) Meeting new people in your grade from other schools 2) Having a choice in what classes you want to take 3) I like the way the block rotation is easy to get the hang of	1/23/2016 8:11 PM
13	The freedom, not having to have the same teacher all the time, and the different options for courses and electives as you get into the higher grades.	1/18/2016 11:02 AM
14	Lunch, Freedom, basketball	1/17/2016 7:36 PM
15	I have always enjoyed the elective classes because they let me focus more on the things that interest me and they let me discover many new things.	1/16/2016 11:40 PM

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Designing environments to engage all learners and staff



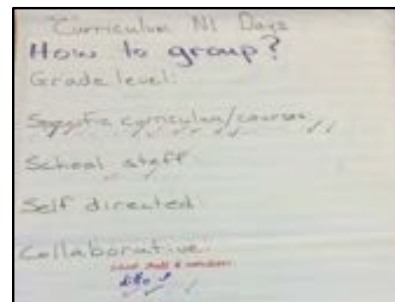
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Ethics



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NID Planning Day – December



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January 4th NID "Exploring Curriculum"

Four schools volunteered to host these "regional gatherings." At all sites coffee, tea and muffins are available at 8:45 am; the day begins promptly at 9:00 am. Please bring a computer, a mug and your lunch. School staffroom facilities are available. The day plan listed on the opposite page is a condensed version of activities planned.

It is expected most assigned staff will either attend their own school site or the site that is in their north or south catchment. If you plan to attend a school site outside your region please send an email to dbarnum@sd46.bc.ca by next Wednesday.

Aboriginal Education staff and DSS staff will participate at various locations. The "B - List" TTOCS are welcome to join any site, as are part-time teachers not normally working that day. Please sign-in with the administrator to ensure you are paid for attending.

We appreciate the teachers who volunteered to plan the day - one structured to support colleagues in explorations of curriculum renewal. Based on feedback provided, the Planning Team worked hard to structure the day to meet as many needs as possible.

As articulated by the Provincial Curriculum Framework Development Team, our work together is based on principles of honour, trust and respect. These infuse our collaborative conversations as we explore the renewed curriculum.

The Education Implementation Committee would appreciate your feedback on the January 4th activities and in thinking ahead to the NID on March 29th. There will be feedback forms provided to all participants. Please complete on January 4th and leave with one of the planning team members. Feedback can also be sent to directly to David Barnum Transitions/Curriculum Coordinator.

Many Thanks!!

Curriculum Planning Team

Jacque Shelemey
Laurie Davis
Deb Purdy
Eran Foreman
Lexa Pomfret
Jennifer Marquis
Sue Bailey
Michael Derby
Peter McConnell
Lisa Allen
Corey Campbell
Leah Judd
Alison Liddicoat
Pam Kaatz
Lorraine Radford
Drew Murphy
Jonathan Fawcus
Nick Smith
Maya Sanders

Education Implementation Committee

Paddy McCallum
Jay Walls
Bev Wagner
Louise Herle
Patrick Bocking
Vanessa White
Paul Bishop
Gregory Walters



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Chateleux Secondary	
Day Plan	
Coffee/Muffins	8:45
Intro/Day Plan	9:00
Curriculum Overview	9:15
Break	10:00
Competency focus	10:15
Whole Group	11:00
Lunch	11:30
Afternoon Overview	12:30
Open Space	12:45
Debrief/Sharing	2:30
Planning Ahead	2:45

Elphinstone Secondary	
Day Plan	
Coffee/Muffins	8:45
Agenda + Video	9:00
Initial Explorations (Small choice groups)	9:15
Break	10:15
Small subject groups	10:30
Lunch	11:45
Whole group - continue	12:30
Debrief/Sharing	1:45
Planning Ahead	2:30
Finish	3:00

West Sechelt Elementary or Gibsons Elementary	
Day Plan	
Coffee/Muffins	8:45
Agenda + Video in gym	9:00
Grade Groupings	9:30
Breaks as needed	
Groups - continue	
Lunch	11:45
Small Groups - continue	12:45
Whole group Debrief	2:00
Next Steps	2:30
Finish	3:00

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CORE AND CURRICULAR COMPETENCIES
New Curriculum for Counsellors to Support, Enhance and Co-teach
(Physical & Health Education)

Group Members Jan 4th:

Emily Davies, Suzanne Strom, Karen Bozak, Donna Schmirler, Fiona James, Ursula Hardwick

Kindergarten

Mental Wellbeing:

- Identify and describe practices that promote mental well being
- Identify and describe feelings and worries
- Identify personal skills, interest, and preferences

Social and Community Health

- Identify and describe unsafe and or uncomfortable situations: appropriate and inappropriate touch
- Substances-hazardous/poison/medications/psychoactive
- Develop and demonstrate respectful behaviour
- Identify caring behaviours among classmates

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MUSIC TEACHERS CURRICULUM EXPLORATION: Jan. 4, 2016
Discoveries, Issues, Questions -

GENERAL

- arts education continues to be about connections with others
- Big Ideas can be often covered with one song
- the new curriculum doesn't represent significant changes in what we are currently doing
- Curricular Content
- **because the fine arts curriculum has been combined, are there implications for music teachers to become broader in scope or more cross-disciplinary?**

TECHNOLOGY

- music is often a physical endeavour, subsequently, technology may not have as much application in music classrooms (this is not unlike a PE classroom, in which technology does not have much of a place)
- technology can be a benefit when students have acquired enough basic skills that they can use the technology for advanced applications such as composition

ABORIGINAL CONTENT & SOURCING MUSIC

- **we have questions regarding ethical considerations and appropriation when using various music from various sources, especially aboriginal music**
- **we would like experts to help us with developing aboriginal programming to develop suitable content and to ensure we follow cultural protocols regarding aboriginal music**

REPORTING

- how much will assessment and reporting change to reflect the new curriculum?
- the new curriculum offers no learning outcomes (PLO's);
how should reporting reflect or not reflect this?
- **how will reporting change systemically? (i.e. no more letter grades? Fresh Grade?)**

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NEW CURRICULUM STAFF SURVEY

GROU PING	By grade Level s	By Subjec ts	School Focus	Self Direc ted	Teache r-Led Collabo ration	Work shop	Other
WHAT FOCUS	Core Conte nt	Philos ophica l Broad - Based Ideas	Pedag ogy	Ministry Core Competencies		Other	
WHER E	1 Central Location		North/South Zones	School Based		Other	
RESOU RCE CONCE RNS	Teacher Resource s	Student Resource s	Consuma bles	Technolo gy	Other		

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Early March 2016

Since the January 4th session teachers are becoming more comfortable with the renewed curriculum. The February 5th day "moved us along" and school staff (in general) came away feeling ready to "go deeper". The six who came to this planning session now feel that elementary educators are more comfortable with the new curriculum structure and there is a "sense of possibility" driving explorations of change. Secondary teachers, especially those working in grades 10 -12, still have many questions and concerns.

Common across the district is the need for collaboration time, further discussions on assessment, communication between schools and addressing multiple resource issues. Each school is unique in their development of curriculum understandings, subject foci and priorities informing "next steps". While the time to meet with colleagues from other schools is valued, the need to use the second NID day for school-specific needs is paramount.

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Site-Based Staff

Morning

Staffs go to their home schools. The time is used to address the most pressing needs. The day begins with a whole group meeting for a quick curriculum update and to arrange the break out sessions. The sessions are driven by planning needs and are intended to be collaborative. Before lunch the groups reconvene to report out and to plan for the afternoon session.

Afternoon

Staffs remain at their schools or travel to other sites during lunch. If educators are moving to a different site in the afternoon please agree on the start time, as lunch hour schedules vary. The groups continue to meet and will come back together for a final sharing, to complete the resource questionnaire and to recommend next steps, both for their staff and for future district planning.

Aboriginal Education staff and DSS staff will participate at various locations. The "B – List" TTOCS are welcome to join any site, as are part-time teachers not normally working that day. Please sign-in with the administrator to ensure you are paid for attending.

ethics

Collaboration and Equity



Collaboration and Equity



BC Hydro school programs working in conjunction with SD 46 Facilities

Collaboration and Equity

Collaboration: Looking Outside



Collaboration and Equity

Sunshine Coast Festival of the WRITTEN ARTS presents an evening with Author and Storyteller **Richard Van Camp**

Tuesday, February 2, 2016 at 7 pm
Sunshine Coast Arts Centre
Corner of Trail & Mendosa, Sechelt
Admission is by donation

Richard Van Camp, a proud member of the Dogrib (Tlicho) Nation of Fort Smith, NWT, is an internationally renowned storyteller and author of books for all ages, graphic novels and comics.

www.SunshineCoastFestivaloftheWrittenArts.ca | 604.886.9631

presented by Sunshine Coast Arts Centre with the support of The Lions & Rose Society Foundation

Community Partnerships



Author
Maggie de Vries

Maggie de Vries is the author of 11 books including *Missing Sarah: A Memoir of Loss*, nominated for a Governor General's Award, and teen novel *Rabbit Ears*, winner of the Shiela A. Egoff Children's Literature Prize. Maggie gave a TEDxSFU talk entitled The Red Umbrella: Sex Work, Stigma and the Law. She teaches writing for children and young adults in UBC's Creative Writing Program.



Thursday, April 28th
6:30 to 7:30



Call Heather Evans-Cullen to register for this FREE event at 886.2130.

470 South Fletcher Road, Box 109, Gibsons BC V0N 1V0
T: 604.886.2130 | gibsons.bclibrary.ca

Find us on Facebook

Collaboration and Equity

What is the Big Idea?

1. **What do I wonder about?**
What are the essential questions?
What do I want to find out and assess?
Which curricular competencies will be the focus?
How will the core competencies be activated?
Which content will be the focus?
What are the mathematical understandings embedded in the big idea?

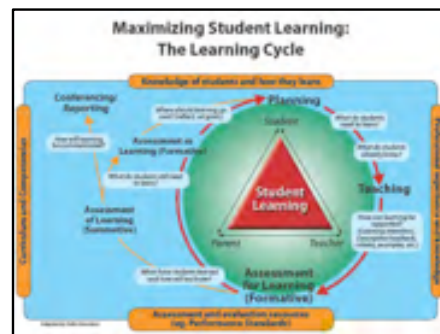
2. **What do my students wonder about?**
What do my students know?
How will students show what they know about...?
How will students be able to show what they know?
Which types of formative assessment or activity can be used?
What learning occurs in previous grades?
What learning has occurred already this year?

3. **What explicit teaching is needed?**
How the curricular competencies be activated?
What modeling will be demonstrated?
Which questions will prompt thinking?
How are the students engaged?
How are the students actively learning?
What math materials are being used?

4. **What are the key elements of my lessons?**
How will the students demonstrate their understanding?
Which formative assessments will be used?
What learning experiences can be provided?
Which risk problems can be posed?
How the lessons be differentiated for all learners?
How will student thinking be purposefully consolidated?

5. **Which resources and supports do I need?**
Which supports are available?
Which professional resources will provide information and guide instruction?
What teaching resources are available?
What student resources are available?
Which website links/apps are available?

6. **How will I assess and communicate student learning?**
Which formative assessment tools will be used?
Which questions will be posed to deepen understanding?
How will descriptive feedback be provided?
What tools will be provided as summative assessment?
How will student learning be communicated through the competencies?



Marc Garneau
@314Piman

I added some more BC curriculum planning templates to piman.ca/SD36/Curriculu... Got anything to share? Please let me know. #sd36learn

11:23pm · 1 Mar 2016 · Tweetbot for Mac

27 RETWEETS 23 LIKES

<http://www.piman.ca/SD36/Curriculum/Home.html>

Collaboration and Equity

Innovation



From Excellent Sheep to Motivated Elephants: Charles Tsai

We would like to extend our congratulations on your proposal for **Pender Harbour Elementary Secondary** being accepted into the partnership. The IPWG believes that your innovative work will contribute greatly to our shared goal of providing students with an education that is flexible, innovative, and gives them opportunities to learn the knowledge, skills, and abilities they need to succeed in today's world.

innovation



Innovation Launch – 5 schools collaborating

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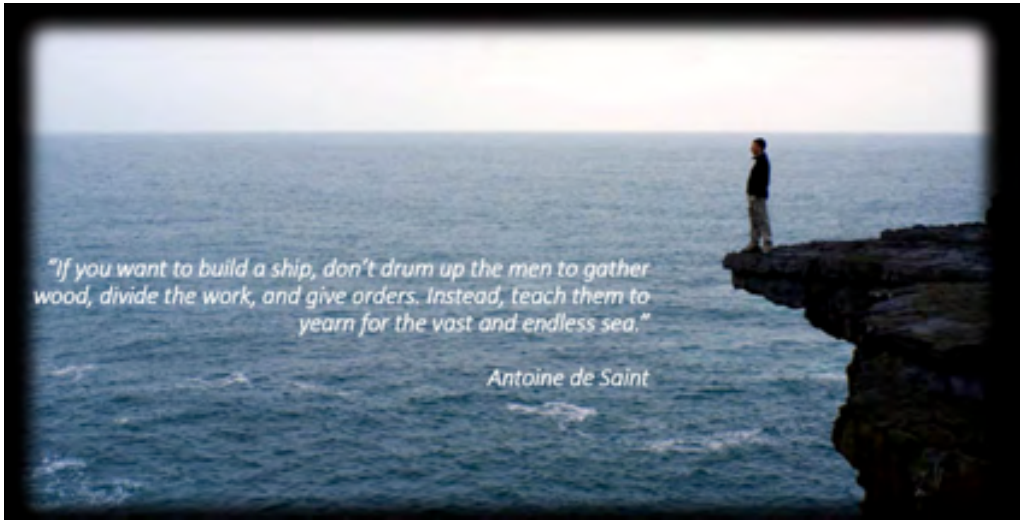
Assessment and How We Communicate Student Learning Alongside the Shifting Curriculum
School(s): Elphinstone Secondary school, Langdale Elementary school, West Sechelt Elementary school, Roberts Creek Elementary school, Kinnikinnick Elementary school
Community: Gibsons, Sechelt, Roberts Creek
Proposal: We are investigating ways to shift our assessment so it aligns with the personalization and experiential learning of the renewed curriculum. Using Freshgrade, we will create e-portfolios to open a virtual door to student learning. This will allow students and parents to view learning as an ongoing process, and enhance the opportunities for interaction between all stakeholders.

innovation

Celebration



celebration



"If you want to build a ship, don't drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea."

Antoine de Saint



Our Students will Graduate

...with specific life skills and with a clear focus on their personal future direction in their chosen career path.

What do the numbers say?



Grade to Grade Transitions

Female	2010/11	98	100	97	97	94	81
	2011/12	96	95	97	97	93	84
	2012/13	99	100	100	98	94	86
	2013/14	100	94	96	99	92	90
	2014/15	99	98	97	98	93	92
Male	2010/11	100	98	94	99	96	80
	2011/12	96	99	97	95	89	86
	2012/13	100	100	100	97	95	84
	2013/14	98	100	95	98	93	85
	2014/15	99	100	99	97	97	91

Grade to Grade Transitions

Special Needs	2010/11	100	93	90	95	92	66
	2011/12	97	100	97	97	80	62
	2012/13	100	100	100	95	78	73
	2013/14	96	100	100	96	97	75
	2014/15	100	100	100	96	89	90

Grade to Grade Transitions

Aboriginal	2010/11	100	94	98	98	86	71
	2011/12	94	100	95	94	87	78
	2012/13	100	100	100	94	92	82
	2013/14	100	95	98	97	97	75
	2014/15	100	98	95	96	97	94

2014/15 Graduation Rates

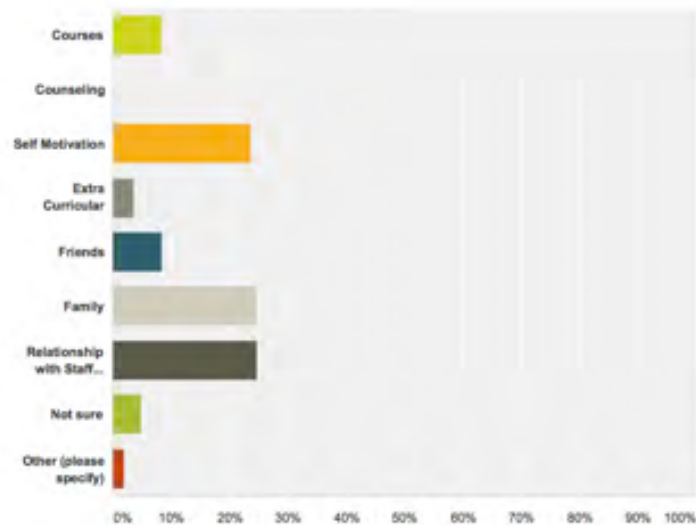
Six-Year Completion and Grade 12 Graduation Rates - 2014/15 046 - Sunshine Coast

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate					
		Cohort		Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*	
		#	%		#	%	%	%		#	%	%	
All Students	2010/11	384	80.1	255	246	96		264	219	83			
	2011/12	324	78.9	238	231	97		243	208	86			
	2012/13	303	79.7	251	244	97		288	239	83			
	2013/14	328	80.2	250	241	96	52	206	236	89	50		
	2014/15	313	81.8	215	212	99	54	246	212	86	48		

It's the stories
that count...



**What was the one factor that was
most important in helping you reach
graduation?**



Leadership

Inspiring individuals



Opportunities to learn with peers



Hands On Experience





Post Secondary Fairs & Visits





Awards

Ian Jacob Scholarship: Full 4 yr Tuition

Len Van Egmond Memorial: \$24,000

Rotary Clubs: \$15,000

SC Hospital Auxiliary: \$6000

RC Legion: \$6000

RNABC: \$6000

Arthur Johnston Strategic: \$5000

District of Sechelt: \$5000

Helen Belcher Memorial: \$5000



Building Community

SPIDER Secondary Graduate



What was the single biggest factor that helped you graduate?

There is not one single factor that helped me reach graduation:

...it was a combination of courses that interested me

...staff members that helped with support

...self motivation to seek help

...friends for a shoulder to cry on

...and family to tie everything together