

School District 46 – Sunshine Coast  
SD46



# Enhancing Student Learning Report September 2024

In Review of Year 5 of 5 of Strategic Plan, 2019-2023



Approved by Board on  
September 11, 2024



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# Section B: Moving Forward

## Planning and Adjusting for Continuous Improvement

### Introduction: District Context

**We acknowledge with respect the unceded and traditional lands and waters of the Skwxwú7mesh Úxwumixw and the shíshálh Nation where we gather, learn, and collaborate with one another.**

**Vision\*:** We are a community engaged in lifelong learning and educational excellence.

**Mission\*:** We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

**Affirmation\*:** The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.

*\*Vision, Mission and Affirmation as per the current and final year of the 2019-2023 Strategic Plan.*

### Welcome to School District 46 – Sunshine Coast

School District 46 – Sunshine Coast proudly serves over 3,400 students with the dedicated support of 600 employees and an annual budget of \$64 million. Our district is located in the picturesque coastal regions of the lower Sunshine Coast, stretching from the upper reaches of Jervis Inlet to Port Mellon. This area encompasses the vibrant communities of Port Mellon, Gambier Island, Keats Island, Langdale, Gibsons, Roberts Creek, Davis Bay, Sechelt, Sandy Hook, Tuwanek, West Sechelt, Halfmoon Bay, Madeira Park, Pender Harbour, Egmont, and Nelson Island. Situated 30 kilometers northwest of Vancouver, the Sunshine Coast Highway extends 97 kilometers along the serene shores of the Salish Sea. The area is accessible via a 40-minute ferry ride from Horseshoe Bay across Howe Sound or from Powell River across Jervis Inlet. This unique location provides abundant educational and recreational opportunities for students and their families.



### Our Commitment to Education

Our district is dedicated to fostering a nurturing, safe, and inclusive environment that honours the diversity of our educational community. We focus on delivering impactful learning experiences for all students and staff, working closely with families, First Nations, community organizations, and various associations.

### In This We Journey Together



The district serves the shíshálh Nation and the Skwxwú7mesh Úxwumixw, holding a collective commitment to the Nations as distinct rights holders. Our district is deeply committed to supporting the success of all students with First Nations, Inuit, and Métis ancestry, integrating Indigenous perspectives and knowledge throughout the curriculum from Kindergarten to Graduation. We refer to this as the “Two Hands of Indigenous Education.”

- Students with Skwxwú7mesh ancestry represent 3% of our Indigenous student population.
- Students with shíshálh ancestry represent 21%.
- Students from other First Nations in BC and across Canada represent 54%.
- Students with Métis ancestry represent 21%.
- Students with Inuit ancestry represent 1%.

Overall, 692 students with First Nations, Métis, or Inuit ancestry make up 20% of our resident student population.

### Children and Youth in Care and Students with Disabilities or Diverse Abilities

Children and Youth in Care and Students with Disabilities or Diverse Abilities are priority learning groups within our district. Specifically, students with disabilities or diverse abilities constitute 24% of our student population, and 3.8% of our students are in care.

## Adapting to a Changing Climate

Our district, like many others, faces the challenges of a changing climate. Since 2015, the number of wildfires on the Sunshine Coast has increased, impacting air quality as smoke drifts from fires in nearby regions.

The Sunshine Coast is experiencing more frequent extreme weather events, including intense rainfall, heavy snowfall with low temperatures, and extreme heat. These conditions have led to localized flooding, road closures, bus cancellations, and, occasionally, school or district closures. Additionally, extreme heat and low snowpack have caused water shortages, necessitating strict water conservation measures from early summer to early fall.

## Our Educational Offerings

With nine elementary schools, four secondary schools, and a variety of progressive programs, SD46 offers a comprehensive educational experience. Our programs include early learning and child care, nature-based learning, alternative education, online courses, continuing education, career programs, international education, inclusive education, and Indigenous learning and support initiatives. These are complemented by a wide range of extracurricular activities.

**We are pleased to present this Enhanced Student Learning Report to our community, demonstrating our dedication to excellence in education on the Sunshine Coast.**

## Current Strategic Plan Priorities

To facilitate the creation of a new strategic plan we extended the [2019-2023 strategic plan](#) by an additional year, of which this year's enhancing student learning report reflects. This extension allowed for a thorough consultation process, ensuring the new plan is robust and forward-thinking.

## Strategic Plan 2019-2023 Overview

The existing strategic plan marks the fourth of its kind in our district's history. It represents a commitment from the district to align resources with the plan's objectives, with an expectation for all schools to tailor their goals to support the board's strategic vision. **There are three focus areas (circles of care) which are students, staff and community, which then include specific goals/objectives.** District staff oversee the objectives and provide regular reports to the board throughout the year on progress. Board reports mirror the template of the Enhancement Learning Report. [LINK to Board Reports](#)

## District and School Continuous Improvement Cycle

The graphic of the continuous improvement cycle for the Sunshine Coast School District supports both the district and schools in enhancing educational outcomes through a systematic approach. This is our first year implementing this seasonal round. It is used at both the district level and the school level. It starts with "Identify Needs," where data such as student performance metrics and community partners' feedback (satellite, map and street data) are analyzed to pinpoint areas for improvement. "Develop a Plan" follows, involving the setting of specific goals and strategies, with input from educators and the community to ensure the plan is practical and comprehensive. Next, in "Implement the Plan," actions like professional learning focus and support structures are undertaken to achieve these goals. The final step, "Monitor and Adjust," entails regular progress reviews and adjustments based on ongoing assessments and feedback. School growth plans play a pivotal role by aligning individual school goals with district-wide objectives, ensuring that resources and support are effectively prioritized. Our strategic engagement aligns and supports the continuous improvement process.



## Looking Back on the Year: Effectiveness of Implemented Strategies

### Co-creating a New Strategic Plan

This past year we focused on the co-creation and consultation for a new Strategic Plan. The plan is a completely new plan which has one aspirational learning goal and nine strategies to get us there. This plan will significantly provide focus and clarity for the coming years, providing a focus on student learning, improving equity gaps and building collective efficacy and cohesion across the system. The process of co-creation and consultation is what has made this plan unique. It will be implemented in September 2024.

### Strategic Plan 2024 Consultation and Timeline

[SEE APPENDIX A: Consultation for New Strategic Plan and Timeline](#)

### Communicating Student Learning

To support staff with the new reporting order, we have emphasized pedagogical shifts and provided extensive resources and information. Our efforts include embedding Indigenous pedagogies into assessment practices, particularly the First Peoples Principles of Learning, with guidance from Jo Chrona. We've highlighted the importance of student self-assessment in Core Competencies, supported by Katie White, and created specialized Core Competency posters for various educational levels. Additionally, we developed self-assessment templates for elementary and secondary students and launched a Learning and Innovation website, offering a comprehensive repository of tools and resources. The adoption of Spaces for K-12 students aids in making learning visible and tracking progress over time related to Core Competencies. [SEE APPENDIX A: Examples of Core Competency Posters and Examples of Self-Assessment Templates](#)

### Professional Learning Supports: Literacy and Numeracy

Targeted strategies and structures for Literacy and Numeracy were implemented this year focusing on resources, professional learning, leadership development and increased targeted staffing and while we have seen some improvement in our FSA results, it will be over time where we will see long term impact to student learning.

A Learning & Innovation website was launched to offer resources in literacy, numeracy, curriculum, instruction, assessment, student self-reflection, Indigenous and inclusive education, and reporting, with the goal of revitalizing the BC Curriculum and supporting the new BC Reporting Order. New roles were created, including a Vice-Principal of Learning & Innovation, who focuses on literacy, equity, inclusion, and Indigenous education, and a Learning & Innovation District Teacher, who specializes in secondary numeracy curriculum and assessment. A Lead Teachers Group, comprising one teacher from each school, meets monthly to learn about the Reporting Order and available resources, guiding colleagues through changes with a focus on equity, inclusion, Indigenous education, and assessment. Additionally, district-wide Literacy Lunch & Learn sessions for elementary teachers have engaged over 95% of classroom teachers, with initial data showing improvements in literacy and numeracy, especially for Indigenous students and those with disabilities or diverse abilities.

### Student Voice

Student voice has been a priority for the district. This year is the 11<sup>th</sup> year the board has had a student trustee chosen by peers from the District Student Leadership Team, which is comprised of grade 10, 11 and 12 students from each of the secondary schools. The student trustee provides a written report to the board ensuring that student voice is elevated and students are at the center of the board's decisions. Every year there is a student forum, attended by trustees, senior staff and teachers which historically has been for secondary students. This year the DSLT implemented having grade 6 and 7 students. They also hosted an additional forum to support the consultation process of the new Strategic Plan. The impact of this work has inspired a District Elementary Leadership Initiative.

### Equity Scan

Project Overview (2020-2023): Engaged in a three-year Equity in Action project with Joseph Heslip, aimed at raising awareness of inequities and identifying growth opportunities, with support from District Governance, Leadership, SCTA, CUPE 801, Principals, Vice-Principals, and district departments. The project employed a "slow looking" approach, inspired by Shari Tishman's research at Harvard, focusing on detailed observations over time. In the first year, the project concentrated on understanding equity and addressing Scan questions with guidance from a working group and the Indigenous Education Advisory Circle. The second year expanded to additional questions

and developed a district equity profile. The third year finalized the questions and engaged with Indigenous communities, establishing a district equity profile and Theory of Change. The extended timeframe was essential due to the COVID-19 pandemic. The report was submitted to the Board in January 2024, with actions being implemented and integrated into the District Strategic Plan (2024-2029). [SEE APPENDIX A: Towards Equity in Student Outcomes Diagram](#)

### **Feeding Futures**

We have implemented a central kitchen to support healthy, nutritious and sustainable food to students without stigma. The project started as a pilot supporting 3 schools and has now expanded to 5 schools for the coming year. Consistent and nutritious food programming has made a considerable difference to the health and well-being of students. We will continue to expand the program as supports and staffing allow. We are in the process of hiring a Feeding Futures Manager and Kitchen assistants.

### **Expansion of Childcare**

The district has been moving forward with child care expansion. The district has more Board operated Seamless Day and Just B4 preschool programs than any other district in the province, and has been actively sharing learning to benefit communities who are new to providing child care. The district Early Learning and Child Care Lead chairs the Sunshine Coast Joint Child Care Council and has been actively supporting New Spaces applications in partnership with the Affordable Housing Society. Several new spaces applications were awarded and the council is helping to source child care providers. The district also opened a new under 5 child care centres in West Sechelt Elementary this year, creating 12 infant/toddler spaces and 16 preschool age child care spaces on school grounds. We are also moving forward with creating new spaces on school grounds at Madeira Park elementary, and are regularly working with a project management team to build a new child care centre for this remote, rural community. As a district we prioritize building strong relationships with local child care providers.

### **Existing and/or Emerging Areas for Growth**

It is clear that we need to continue to pay attention to equity gaps that exist within our district, specifically students with Indigenous ancestry, students with diverse abilities and disabilities, and children and youth in care. While we have seen some success the gaps remain. All three areas, intellectual development, human and social development and career development have targeted areas for growth. We continue to work on our use of assessment and data to develop capacity and system wide structures to support effective use of evidence.

### **Attendance and Engagement**

We see a pressing need to focus our attention on attendance and engagement system wide. We see increasing attendance challenges starting as early as Kindergarten. We see this impact in all of our data sets and have begun work to address this area with an Attendance and Engagement Project.

### **Monitoring Indigenous Students**

We have robust systems in place for tracking the success and barriers for students with Indigenous ancestry that are housed with the Indigenous Learning Team. This has resulted in positive data in all areas of learning for students. However, we still see equity gaps, although they are shrinking. We are proud of the success of Indigenous students but see a need to further prioritize to increase their success. We are in the process of implementing a more system wide approach across the district to de-silo this work.

### **Compassionate Systems**

The wellbeing of staff and students continues to be a focus. We know the complexities of an ever-changing world continue to impact everyone and how we show up and how we navigate that world has a direct result on the health of the district. We have implemented Compassionate Systems Leadership for staff and have formed a team to provide guidance and a framework district wide, increasing leadership and learning opportunities. We also recognize that while we have seen some improvement in the belonging data, we need to continue to prioritize this work in our schools with a focus on social and emotional well-being.

### **Transformative Learning**

In recent years lack of TTOCs has impacted the ability to provide professional learning during the school day. All additional professional learning opportunities were moved to after-school hours. This presented challenges for staff

who were coaching or had other commitments after the school day. We have been trialing some alternate methods to provide collaboration and learning time for staff like principals holding all school assemblies and Lunch and Learns. With the development of the new Strategic Plan and Professional Learning Plan we will be exploring more options to increase engagement and options for staff, specifically professional learning focused on **Core Competencies, literacy and numeracy** instruction and assessment.

### **Alignment with the new Strategic Plan**

Our current Strategic Plan, concluding this year, has twenty-four goals. The new plan has one goal which focusses on student learning in connection with the core competencies. Providing alignment, requiring certain data sets, and aligning school growth plans and developing operational plans will be a focus for the coming year.

### **Equity**

Actioning the goals from the Equity Scan will be a priority both to weave into alignment with school and operational plans and to continue the work of Ensouling our Schools ([SEE APPENDIX A: Ensouling our Schools Strands](#)) and the Anti-Racism Committee (formed this year.) The Educational Leadership teams work with Shane Safir with Street Data over the last two years and the creation of equity inquiry questions will be woven in to the new template of the school growth plans.

**Inclusion:** we see a need to develop a systemic approach to the operation of School Based Teams and how they action the work focused on students with diverse abilities and disabilities. We need to ensure a consistent model across the district. Steps have been taken with the implementation of software, CLEVR, to support actions and consistent reporting, but continued growth is needed.

### **Ongoing Strategic Engagement (Qualitative Data)**

Engaging thorough consultation and collaboration is crucial for the success of our students and staff. We maintain various committees to ensure information flow, foster dialogue, and focus on student-centered actions. For details on members, timelines, and purposes of internal committees and working groups, which may include rightsholders, students, staff, parents and community partners. [SEE APPENDIX A: Internal District Committees and Working Groups](#)

Significant engagement efforts this year concentrated on the consultation for the strategic plan, allowing rightsholders and community partners to share their perspectives on the district's long-term direction and priorities. This will strengthen our existing template for ongoing engagement initiatives. We recognize that opportunities for in-person meetings, at school sites, at central and inclusive locations and with specific groups, as well as surveys, and one on one connections were needed to be able to reach multiple community partners. [LINK to Strategic Plan Engagement](#)

### **Board of Education Engagement**

The Board of Education has proactively led the new strategic plan by guiding a thorough consultation process, effectively responding to community feedback, and co-creating with a dedicated writing team. This authentic and collaborative process has fostered trust and hope throughout the learning community. They have prioritized high-impact initiatives through the budget process to enhance student learning and success. Regular reviews of the Framework for Enhancing Student Learning (FESL) data and local data, alongside updated policies aligned with the district's vision and values, support these goals. Leadership from the Sunshine Coast Teachers Association (SCTA) and CUPE unions, as well as DPAC and community members participate in Board meetings, committee meetings, and liaison sessions ensuring a collaborative approach.

To engage parents and the community, the Board invites school principals, teachers, students and parents to share their goals and success stories at meetings, attends celebrations of educational achievements and important events, and has dedicated time for learning focused on Truth and Reconciliation during the Education Committee. Yearly trustee tours provide direct insights into student and staff interactions, complementing broader data. The Board is a liaison to DPAC, provides governance reports to our learning community monthly, and offers educational sessions to community to foster thoughtful and productive community involvement.

## First Nations and Indigenous Community Engagement

The engagement with the Indigenous community includes ongoing consultations with each self-declaring family (parents, guardians, caregivers) through telephone, Zoom, or in-person meetings, starting in September. This is conducted annually by the Indigenous Learning Team. There are yearly Nurturing the Learning Spirit student consultations (canoeing and sharing on the land) each spring and Indigenous Education Advisory Circle Gatherings five times per school year. The superintendent and board chair attend these meetings. Regular meetings are held with the Director, Manager, and other leads in the shíshálh Nation Education Department, and as needed with those in the Skwxwú7mesh Úxwumixw Education Department. Additionally, there are regular meetings with other Indigenous Education leads across the province, and participation in the Equity in Action Steering Committee.

This year we also held two Listening Circles with Elders and the community in collaboration with the shíshálh Nation held at the shíshálh Nation Community Hall. This was to support the development of the Strategic Plan. However, it provides an opportunity for a future structure for engagement. From these Listening Circles documents were developed to hold up against the new Strategic Plan to ensure the values and essence of the words shared are reflected in the plan.

## Indigenous Advisory Circle

The Indigenous Advisory Circle champions and supports Enhancement activities, including drafting the Enhancement Agreement and establishing any local agreements or memoranda of understanding with First Nations. Membership includes people from the shíshálh Nation, Skwxwú7mesh Úxwumixw, those who are Metis and those from a variety of First Nations from across BC and Canada. It provides advice on various aspects such as district strategic planning and the design and implementation of District Indigenous Learning Programs and Services. This includes working towards Program Plans and achieving the goals outlined in the draft Enhancement Agreement, the Equity in Action Plan, and other local agreements. The role also advises on procedures for the self-identification of First Nations, Métis, and Inuit students (regarding 1701 data collection and program planning), and on strategies to engage with students of Indigenous ancestry to better understand and address their educational and cultural needs. Additionally, it offers guidance on integrating Indigenous perspectives into teaching resources across the curriculum, increasing the availability of appropriate resources for students, and fostering healthier attitudes towards Indigenous Peoples among all students and staff. The role involves responding to achievement and satisfaction data, including "How Are We Doing" reports and Spiral of Indicator data. It supports the development of curriculum initiatives related to Indigenous Education, including Indigenous Languages, and the creation of partnerships between the School District and First Nations, Métis, and Inuit organizations. Furthermore, it oversees, guides, and makes recommendations on targeted funding and district operating budget priorities. **SEE APPENDIX A: [Indigenous Learning Growth Planning](#)**

As a result of consultation with shíshálh Nation and Indigenous Advisory Circle changes have been incorporated into the new Strategic Plan. Some examples are; the integrity value now includes personal responsibility and respect, while the learning value aligns with the First Peoples Principles of Learning. The mission has been updated to include cultural identity. Additionally, the plan focuses on the First Peoples Principles of Learning as a key strategy, and feedback from the Listening Circle has led to the inclusion of acknowledging children's unique gifts.

## Student Engagement

We continue to prioritize student engagement, with initiatives like the District Student Leadership Team inspiring the District Elementary Leadership Initiative. This year, efforts included a student forum for grades 6-12, classroom consultations for the Strategic Plan, and integrating students into professional learning. Notably, Kevin Lamoureux conducted sessions on Truth and Reconciliation with both staff and students, engaging 160 student leaders in the morning and 70 Indigenous students in the afternoon. Shane Safir's work with our Educational Leadership team furthered our approach to student agency. Our annual "Nurturing the Learning Spirit" event allows Indigenous students to share their voices directly with principals, ensuring their perspectives shape our work. We strive to include diverse student experiences, especially those from potentially marginalized backgrounds, to improve our systems.

As a result of student engagement mental health, belonging and inclusion have been a focus for the district. Some examples are the addition of counseling time, raising the profile of community mental health supports through strategies suggested by students, a focus on space to support learning (outside or indoor improvements) and universal washrooms. Another significant example was students affirming their impact on district direction, seeing



their voices in the new Strategic Plan. As we continue to evolve, student input remains essential to shaping meaningful and inclusive educational practices.

### **Parent/Caregiver Engagement**

Parents and caregivers connect through their school PACs (attended by principals and trustees upon request) and the DPAC (attended by the superintendent and a trustee). The superintendent and the Board of Education provide monthly updates to the community via the DPAC, and various leads in the district present on specific topics as requested during the year. Additionally, the Board has created a subscriber list for anyone to receive monthly updates directly. For inquiries, parents can use the [questions@sd46.bc.ca](mailto:questions@sd46.bc.ca) email to get directed to the appropriate individual or receive timely responses. Due to engagement with the DPAC, two evening events were planned: “How to Work with Your Board Through a Compassionate Systems Leadership Lens” and “How to Start the Year in a Good Way Using Compassionate Systems Leadership.” The DPAC was supported in sponsoring a Kairos Blanket Exercise for parents in order to support work on Truth and Reconciliation. Staff are responsive to parents' needs and requests, sharing data like the MDI and YDI and offering regular learning opportunities such as “Communicating Student Learning” and “First Peoples Principles of Learning.” Parents play a vital role in the strategic planning process and remain engaged throughout its implementation.

### **Adjustment and Adaptations: Next Steps**

As we develop our proficiency with Power BI and MyEd Analytics, we're also deepening our understanding of how to connect quantitative and qualitative data and triangulate effectively, thanks to our work with Shane Safir. While we refine these capabilities, we're laying the groundwork to build capacity and create conditions that will lead to improved outcomes.

We recognize the importance of addressing the needs of all priority learning groups to close equity gaps. While intellectual development, human and social development, and career development have their strengths in our data sets, our strategies also require adaptations and next steps. By building on successful strategies and discarding those that have proven ineffective, we can achieve better outcomes. The following is a synopsis of strategies to be implemented or strengthened.

### **Impact on all Learning Areas**

#### **Learner Profiles for Indigenous Students**

For a number of years, the Indigenous Learning Team members have tracked support service data and learning profile data on a locally developed application called INDsight. This tracking and analysis of the data is ongoing within the Indigenous Learning department and shared with the Indigenous Education Advisory Circle as well as with district leadership, principals and vice-principals. We are developing comprehensive Learner Profiles for each Indigenous student using a Spiral of Indicators designed by the Indigenous Learning Team and using Martin Brokenleg's Circle of Courage. These profiles will integrate intellectual and social-emotional data, providing a holistic view of each student's needs and strengths. By entering this data into the CLEVR platform, we are adopting a system-wide approach to information sharing, ensuring that all relevant educators have access to focused, individualized information. Individual meetings with each principal, the District Principal of Indigenous Learning, and the superintendent have been held to initiate this process, with full implementation planned for September 2024.

#### **Expansion of the Engagement Project**

To address attendance and engagement concerns across all levels, we are expanding the Engagement Project. Initially piloted with Sunshine Coast Alternative staff during the 2023/2024 school year, this initiative will now include the District Inclusion Support Team and extend support to all schools. We are guided by the FNEESC “Raising the Attendance Rates” framework, which will help us to develop effective strategies to improve attendance and engagement throughout the district.

#### **Alignment of School Growth Plans**

We are aligning School Growth Plans with the new Strategic Plan by incorporating required data sets and ensuring the goals align with the overarching district student learning goal. This alignment ensures that each school community can focus on key priority learner groups and consistently understand and measure the goals outlined in

the Strategic Plan. Enhanced engagement strategies with students, staff, and families will be a critical component of this alignment, helping to create a more cohesive and goal-oriented approach to student development.

### **Development of Operational Plans**

Operational Plans are being created to align with the new Strategic Plan, ensuring cohesive and effective implementation across the district. These plans will provide clear guidelines and action steps to achieve the strategic objectives, ensuring that all schools and departments are working in harmony towards common goals.

### **Professional Learning Plan**

A new Professional Learning Plan is under development, aligned with the Strategic Plan. This plan will offer job-embedded learning opportunities that emphasize collaboration and inquiry. By supporting professional growth in these areas, we aim to enhance the effectiveness of our educators and align their professional development with our strategic objectives. This approach will help to foster a culture of continuous learning and improvement within our educational community.

### **Intellectual Development**

#### **Transformative Learning Lead Teachers and Literacy Lunch and Learns**

Our Transformative Learning Lead Teachers and Literacy Lunch & Learns have demonstrated significant positive impacts on student learning outcomes. To build on this success, we are planning several key initiatives. First, we intend to expand the team by increasing the number of Transformative Learning Lead Teachers. This expansion will allow us to reach more educators and provide additional support across the district. Additionally, we will develop new sessions by creating Numeracy Lunch & Learn programs specifically for teachers. These sessions will offer valuable professional development opportunities focused on improving numeracy skills. Furthermore, we will extend our Literacy and Numeracy Lunch & Learns to secondary schools, ensuring that students at all levels benefit from these programs.

#### **Mini-Grant Opportunities to Align with New Strategic Plan**

With the introduction of our new five-year strategic plan, our goal is to align district, school, and classroom practices, engaging all educators in adopting transformative and equitable methods. This strategic plan will serve as a foundation to support collective efficacy throughout the district. To facilitate this alignment, we will implement a mini-grant opportunity. These mini-grants will provide funding for innovative projects and initiatives that align with our strategic goals. Additionally, we will establish transformative teams consisting of principals and teacher leaders. These teams will be given dedicated time for job-embedded collaboration, fostering a culture of continuous improvement and professional growth.

### **Indigenous Pedagogy Focus**

Addressing inequities in learning outcomes for Indigenous students and students with diverse abilities is a critical focus for us. To promote equity, we will continue to emphasize Indigenous pedagogies and equitable practices in all professional learning opportunities, including continuing to directly model strategies by co-planning and co-teaching and coaching in classrooms on an ongoing basis. This approach will ensure that our teaching methods are inclusive and respectful of diverse cultural perspectives. Moreover, we will initiate strategic literacy and numeracy interventions earlier for priority groups. Starting with prenatal support and family engagement for young children, these interventions will provide early and targeted support to help close achievement gaps.

### **Early Learner Profiles**

A district-wide parent survey is currently underway to gather insights and inform our strategies for increasing access and engagement for families with children from birth to five years old. The feedback from this survey will guide us in developing effective outreach and support programs. Additionally, we plan to implement Learner Profiles earlier in a student's educational path. These profiles will enable us to provide targeted intervention strategies tailored to each student's needs, ensuring they receive the support necessary to succeed throughout their educational journey.

### **Human and Social Development**

In the area of Human and Social Development there are several key next steps to further enhance the flourishing, well-being and learning of students within the school district.

## **Enhancing Equity and Inclusion**

Our district is committed to advancing efforts in Ensouling Our Schools, Truth and Reconciliation, decolonization, and implementing the goals of our Equity Action Plan. These initiatives are designed to foster a compassionate and equitable environment, ensuring that all students feel welcome and develop a strong sense of belonging. We are actively working to create a school culture that recognizes and values the diverse backgrounds and experiences of every student. By integrating these values into our policies and practices, we aim to provide a supportive and inclusive educational environment where all students can thrive.

## **Reviewing Inclusion Practices**

We are undertaking a comprehensive review of our inclusion practices across the district. This review will explore current models of support to ensure they are effective, research-based, and designed to build capacity within our schools. Our goal is to identify areas of strength and opportunities for improvement. The findings will culminate in a detailed report with recommendations for enhancing our inclusion strategies, ensuring that all students receive the support they need to succeed in a way that is equitable and effective.

## **Strengthening School-Based Teams**

We are focused on strengthening the structures of school-based teams across all schools. This initiative involves examining current team configurations to enhance collaboration, set clear membership criteria, and establish regular meeting times. By ensuring cohesive follow-through in supporting students, we aim to create a more integrated approach to student support. These efforts will help to streamline processes, improve communication among team members, and ultimately provide better support for student needs. We will continue to build on the strength of CLEVR as a technology platform to improve efficiency and communication.

## **Expanding Compassionate Systems Leadership**

We are expanding our Compassionate Systems Leadership teams with the goal of including student groups and broadening participation to encompass a variety of roles. This expansion will involve developing a working group to implement and plan a framework that reflects diverse experiences and perspectives. By incorporating a wider range of voices into the leadership process, we aim to enhance the impact of compassionate leadership throughout the district. This approach will not only empower students and staff but also foster a more inclusive and empathetic educational environment.

## **Prevention Pilot Program**

Building on the success of the first year, the Prevention Pilot, a mental health and substance use prevention program, will continue to expand in its second year. Initially aimed at providing early intervention, this program will now extend to include grade 9 students, offering them skills and strategies to resist peer pressure, manage stress, and make informed decisions. We are committed to ensuring this program provides effective support and early intervention for our students as they navigate these critical developmental stages.

## **Consent Education**

We will introduce a comprehensive consent education program for students in grades 8 through 12. This initiative includes developing and implementing modules that address key topics such as understanding and respecting personal boundaries, recognizing healthy and unhealthy relationships, and fostering respectful interactions. By integrating these modules into the curriculum, we aim to provide students with the knowledge and skills to navigate consent responsibly and respectfully throughout their lives.

## **Career Development**

### **Career Fairs and Events**

We are committed to increasing the number of career fairs, events, and opportunities available to our students, including specific career fairs and trips to post-secondary schools for Indigenous students and their parents. This initiative aims to boost student participation in these events, providing them with valuable exposure to a wide range of careers and industries. By expanding these opportunities, we aim to help students explore various career paths, gain insights into different professions, and connect with potential employers and educational institutions. This increased engagement will support students in making informed decisions about their future careers.

## Work Experience Placements

Our focus on work experience placements includes increasing the total number of students participating in these programs, with a particular emphasis on learners with disabilities and diverse abilities. By expanding access to work experience placements, we aim to provide all students with practical, hands-on learning opportunities that can enhance their skills, build their confidence, and prepare them for the workforce. This initiative will help to ensure that every student, regardless of their abilities, has the chance to gain meaningful work experience and develop their career aspirations.

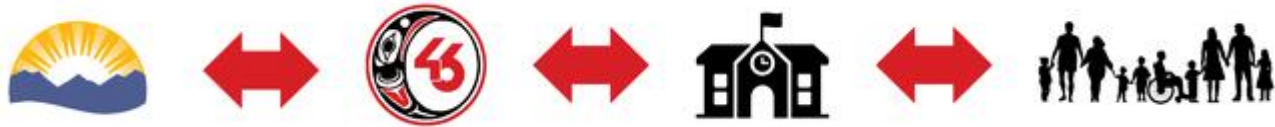
## Skilled Trades Programs

We are dedicated to increasing the number of students enrolling in **SkilledTradesBC** programs. These programs offer students the opportunity to explore and prepare for careers in the skilled trades, which are in high demand. By promoting and supporting these pathways, we aim to equip students with the skills and qualifications needed to succeed in various trades. This focus on skilled trades programs will help address labor market needs and provide students with viable and rewarding career options.

## Career Communication Tools to Further Awareness of Future Pathways

We are developing and enhancing career communication tools, including a dedicated website and blog. These tools will serve as central resources for students, parents, and educators to access up-to-date information about career fairs, work experience placements, skilled trades programs, and other career-related opportunities. By improving our communication channels, we aim to provide timely and relevant information that can assist students in exploring and planning their careers effectively and increase awareness and participation.

## Alignment for Successful Implementation



Aligning plans within a school district is crucial for achieving success and ensuring that all efforts focus on the same student learning goals. This alignment fosters a shared vision, enhances communication, and allows for the seamless implementation of initiatives, ultimately improving student outcomes by maintaining a clear, collective direction.

## School Plans

School growth plans are essential in guiding district initiatives and directions. For the past year we have been working on this alignment together with principals and vice principals to trial different formats to establish cohesion, while also allowing contextual literacy at each school site. In addition, we are building leadership capacity using Compassionate Systems Leadership to use growth plans as tools to steer a collective course. By aligning individual school needs and goals with the district's broader objectives, these plans ensure a cohesive improvement approach. This integration allows the district to prioritize resources and support based on each school's specific context and requirements, fostering a systematic and adaptable environment of continuous improvement. This cyclical process ensures the district remains focused on enhancing student outcomes and operational efficiency through data-driven decision-making (satellite, map and street data) and adaptive strategies. By utilizing common assessments and data sets, we facilitate dialogue and collaboration within and across our schools. [SEE: District and School Continuous Improvement Cycle](#). Our future school growth plans will mirror the Framework for Enhancing Student Learning, address the key areas identified in the district strategic plan and consider the goals developed in the Equity Scan.

[LINK to Halfmoon Bay Elementary School Growth Plan](#)

[LINK to Elphinstone Secondary School Growth Plan](#)

## Operational Plans

We will be formalizing operational plans with the new strategic plan in the coming school year. The formalization of this approach is new for the district as we have historically used different approaches. Our work for the coming year will be to provide cohesion with more uniformity and alignment to the new Strategic Plan. Some departments will be creating plans for the first time, for example, Human Resources, while others will be updating current plans to align with the new Strategic Plan. **LINKS to [Technology Plan](#), [Financial Plan](#), [Long Range Facilities Plan](#).**

## **Budget Alignment Through Consultation**

The budget consultation process starts with ensuring that our budget aligns with our strategic plan and values. This process includes the Indigenous Education Advisory Circle, involving rightsholders, and the District Student Leadership Team (DSLTL), which gives students a voice. The District Parent Advisory Council (DPAC) offers a platform for parent and caregiver perspectives, as well as a public budget consultation meeting. Various district committees incorporate input from partners, students, staff, and parents/caregivers, focusing on specific strategic plan objectives. The board committee meetings and board meetings provide multiple opportunities for engaging with budget priorities. Additionally, specific consultation meetings are arranged with the local SCTA and CUPE unions, and the Educational Leadership team. This structured approach ensures comprehensive community partner engagement in shaping the budget. Our presentations this year began with this quote: “At its most effective and beneficial, a consulting process improves the outcomes of a decision-making process by giving school administrators a more accurate understanding of the beliefs, needs, concerns, or priorities of those who will be impacted by their decisions.” As a result of extensive consultation, our budget priorities reflect input from various community partners. Key themes include the mental health of staff and students, equity and inclusion in both practices and spaces, transformative learning through collaboration and inquiry, and a focus on HR capacity and workforce needs. We are coordinating our focus, initiatives, and allocation of financial and human resources, aligning them with the Ministry's mandate, our district and school community's values, priorities, and needs, and extending this alignment to support individual learners. This creates a cohesive connection across all levels. [LINK to Board Budget Presentation Slide Deck \(February 2024\)](#)

## **Leadership Professional Personal Growth Plans**

We established a working group of principals and vice-principals to design a unified and aligned professional personal growth plan. Integrating the goals and template of these plans with both school and district objectives has proven powerful in aligning leadership development with strategic priorities. This approach not only enhances leadership learning and capacity but also ensures that personal growth is directly connected to the school and district's mission. By synchronizing professional development with organizational goals, we foster authentic learning experiences that are relevant and impactful, driving meaningful improvements in educational leadership.

## **Communication**

The alignment of our system is clearly communicated in presentations to the board and the public. To ensure comprehensive planning and awareness of system-wide efforts, staff collaboratively prepares and updates the board through reports for each focus area identified in the Strategic Plan. [LINK to Board Reports](#) The senior leadership team plays a critical role in budgeting and staffing, prioritizing resources towards the Strategic Plan's key areas. We consistently reference our Strategic Plan and its focus areas in our communications and meetings to keep our school district community informed about our direction and how various elements of the plan interconnect. [LINK to Superintendent's Reports](#) and [LINK to Sample SD46 EduCoaster](#)

By aligning these various plans, our district has not only fostered a sense of purpose and coherence but also enhanced collaboration across our community, addressing the common challenges and opportunities our students face.

## **Conclusion**

In summary, our process of developing a new strategic plan, which involved significant participation from our community, is leading to transformative learning environments and irresistible futures for students on the Sunshine Coast. This collaborative process has highlighted areas where we excel, such as literacy, graduation rates, and social and emotional development, where our outcomes meet or exceed provincial averages, particularly for our Indigenous students. However, we also recognize areas that require ongoing focus and improvement. These include enhancing our students' numeracy skills, addressing their social and emotional well-being, and improving graduation rates for students with Indigenous ancestry and students with disabilities and diverse abilities. These areas will be key priorities moving forward. Our commitment goes beyond just creating a strategic plan; we are focused on putting this plan into action. We have identified a set of strategies for implementation, including the use of 'Street Data' to gain a more in-depth understanding of our students' needs. Our district is entering a new stage of transformation and development. By focusing on identified areas for improvement and employing our strategic approaches, we aim to fulfill our new strategic plan's objectives and foster an educational environment that prioritizes the success and well-being of our students.

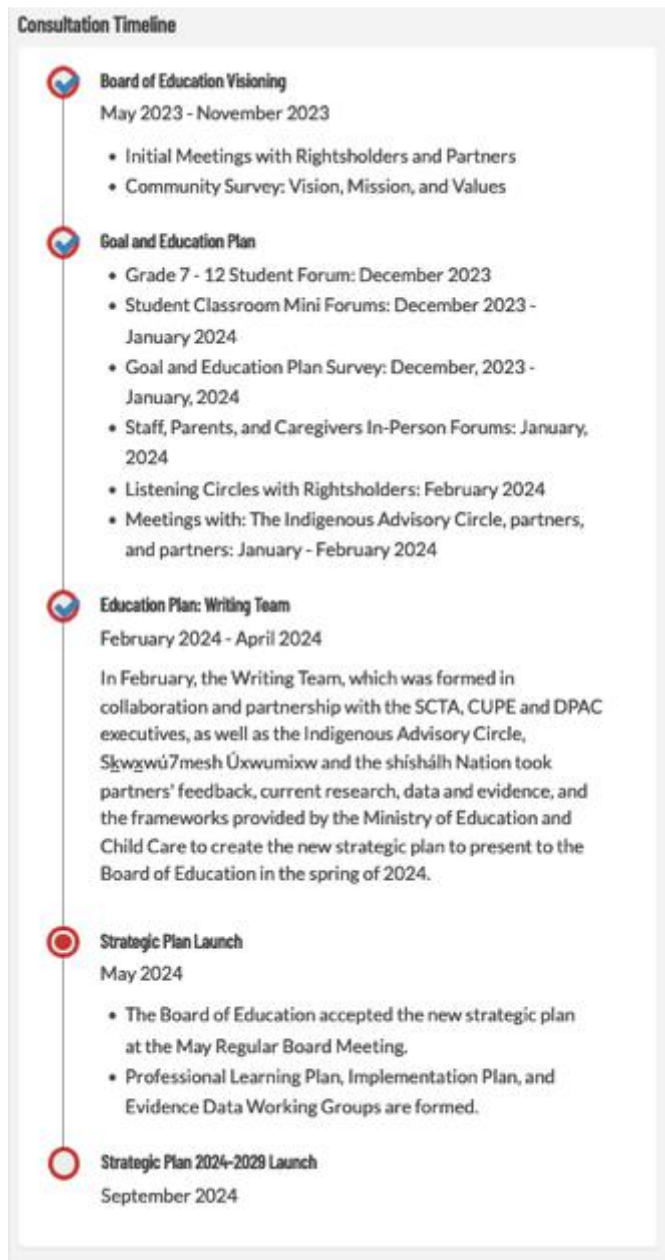
# Appendix A

## New Strategic Plan Consultation and Timeline

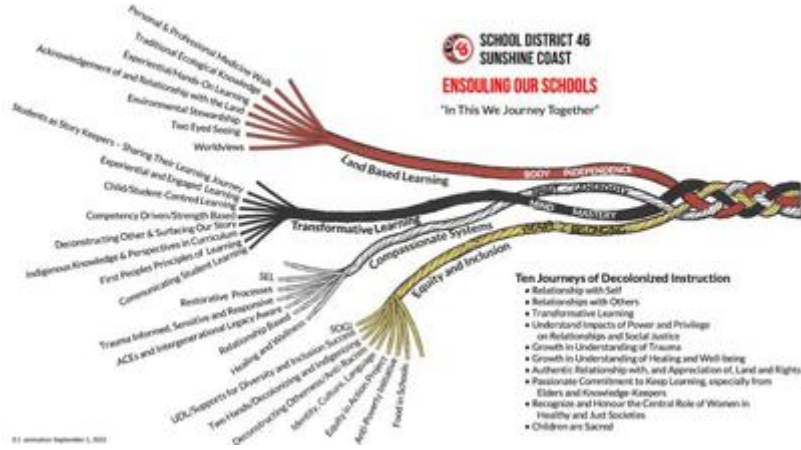
Our consultation process symbolizes a collective effort, akin to a canoe family journeying together, to forge pathways for change that resonate with our curriculum, embrace equity and inclusion, and honor Indigenous perspectives and the principles of Truth and Reconciliation.

During the 23-24 school year, we engaged our educational community through four distinct phases: board visioning, setting an aspirational student learning goal connected to the Core Competencies, identifying evidence to track progress, and formulating an action plan.

In early 2024, a Writing Team, comprising members from the SCTA, CUPE, DPAC, and Indigenous Education Advisory Circle, synthesized feedback, current research, and guidelines from the Ministry of Education and Child Care to draft the new strategic plan for presentation to the board in spring 2024.



# Ensouling our Schools Strands



## Examples of Core Competency Posters and Examples of Self-Assessment Templates

### Examples of Posters Primary

### Intermediate

#### Social Awareness & Responsibility



I can find and achieve purpose in this world

- I can interact with others and the environment respectfully & thoughtfully
- I can solve problems considering different perspectives
- I can take actions to make positive, sustainable change for others, my community & the environment.


### Secondary

#### Positive Personal & Cultural Identity



- I understand my identity is shaped by many aspects including my relationships and culture.
- I understand my values are influenced by life experiences and affect my choices
- I understand my strengths, what is important to me, and what makes me unique

## Examples of Self-Assessment Templates Primary

 Communicating      Name: \_\_\_\_\_  
Date: \_\_\_\_\_

People I talk to:

Ways I show I'm listening:

I want to be able to:

## Intermediate

**Collaborating Reflection and Goal Setting**      Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1.1**      **Step 1.2**      **Step 1.3**

The goal would be to set the next steps to reach the goal.

**Remember!** To get a plan, write down what you will do to reach your goal.

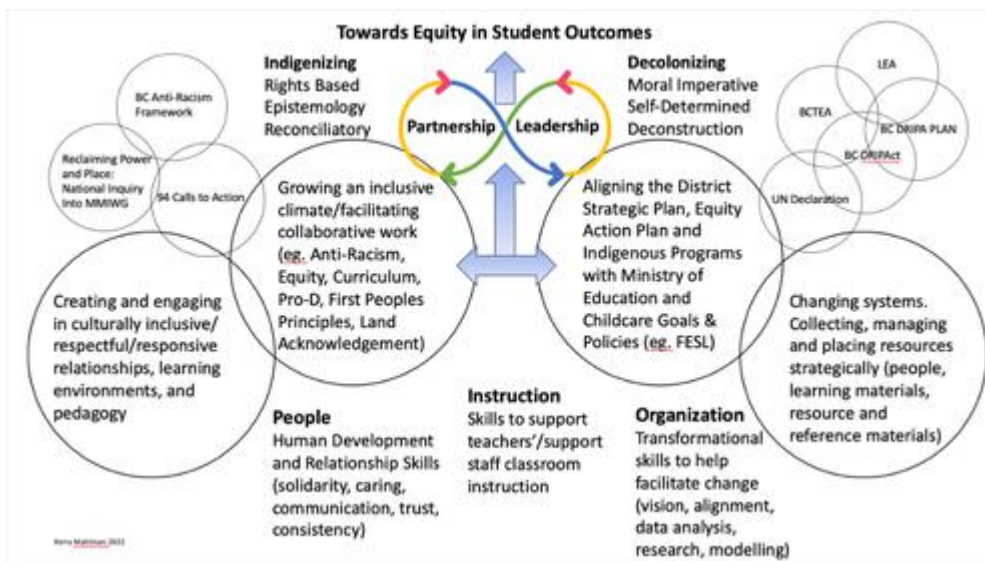
## Secondary

**Personal Awareness & Responsibility Reflection and Goal Setting**      Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 2.1**      **Step 2.2**      **Step 2.3**

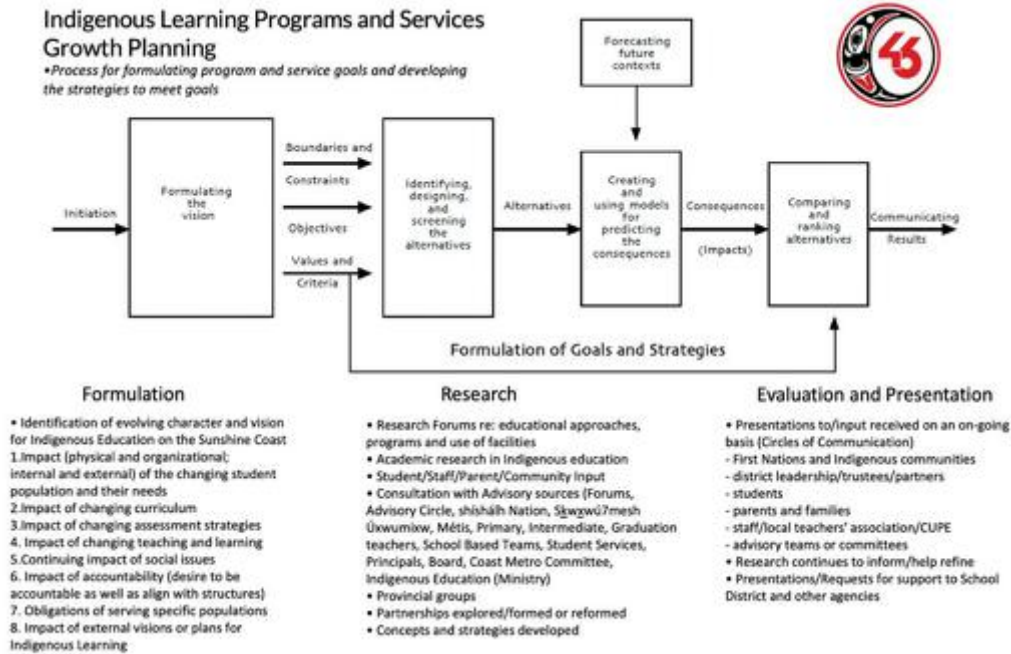
The steps I will take to reach the goal.

## Towards Equity in Student Outcomes Diagram





## Indigenous Learning Growth Planning



## Internal District Committees and Working Groups

### Intellectual Development

Name	Description	Members
<b>Elementary Literacy Committee</b>	This committee meets monthly to design and implement evidence-based strategies focused on improving literacy results for elementary students, with a focus on improving literacy assessment, professional culture, community efficacy and joy.	Elementary teachers (Early Years, Primary & intermediate); Elementary School Building Principal; District Principal of Learning, Innovation & Child Care.
<b>Secondary Literacy Committee</b>	This committee meets monthly to design and implement evidence-based strategies focused on taking action to improve the literacy skills of secondary students.	Secondary teachers (Humanities focus); Secondary School Building Principal; District Vice Principal of Learning & Innovation
<b>Literacy/Numeracy Support Teacher Working Group</b>	This committee meets bi-monthly to review data, and support evidence-based Literacy interventions.	Literacy/Numeracy Support Teachers; District Principal of Learning, Innovation & Child Care.
<b>Teacher Librarian Working Group</b>	This committee meets bi-monthly to review data, and support literacy achievement, community engagement and joy in literacy.	Teacher librarians of all elementary and secondary schools across the district; District Vice Principal of Learning & Innovation; District Principal of Learning, Innovation & Child Care.

## Human and Social Development

Name	Description	Members
<b>District SOGI Committee</b>	This committee meets quarterly to discuss SOGI topics in systems wide approach.	District SOGI lead; Student Leads; Elementary Principal; Secondary Principal; Teacher Reps; Parent; Director of Instruction
<b>SOGI Leads Committee</b>	This committee meets three times per year. This primary purpose of the committee is to build capacity with teacher-leads to share and resource their school teams.	District SOGI lead; Teacher Representatives from each school; Director of Instruction
<b>Accessibility</b>	The Accessibility Committee meets quarterly. This dynamic committee has been tasked with creating an accessibility plan for our district. The committee collated and examined the survey data from all members of the learning community of SD46 to create a systemic approach to ensuring accessibility barriers are reduced in our district.	Representatives include: former SD46 student; Parent of an Indigenous Learner; Parent of students with complex needs; Complex Inclusion Teacher; District Physical Therapist; Secretary Treasurer; Director of Human Resources; Assistant to the Director of Instruction; District Principal of Indigenous Learning; Director of Instruction
<b>District Inclusion Support Team</b>	The District Inclusion support Team meets twice a month over the course of the school year. This team comes together to discuss three levels of student support using the Response to Intervention model (RTI). Targeted approaches for specific students and their teams are created in a manner to a school-based team structure.	District Inclusion Teacher Coordinators, Family Support Navigators, Educational Assistants, Director of Instruction
<b>Learner Engagement Committee</b>	This committee meets twice a month to action a targeted and collaborative approach to student attendance/engagement.	Sunshine Coast Alternative School teachers; SCAS Principal; District Inclusion Support Team leadership; Director of Instruction
<b>Counsellors' Meeting</b>	This has been a longstanding and critical structure to enhance student learning and professional growth. All counsellors meet monthly for the full day. Best current practice, professional learning, collaboration and networking are among the key structures of the meeting.	All elementary and secondary counsellors; District Safe and Caring Schools Coordinator; Director of Instruction

<p><b>Inclusion Support Teachers' Meeting</b></p>	<p>This has been a longstanding and critical structure to enhance student learning and professional growth. All ISTs meet monthly for the full day. Best current practice, professional learning, collaboration and networking are among the key structures of the meeting</p>	<p>Inclusion Support Teachers from each school (elementary, secondary); District Inclusion Support Services staff; Director of Instruction</p>
<p><b>Anti-racism</b></p>	<p>This working group meets 5 times a year to build a coalition of BIPOC members and allies to address the priority areas of action as outlined in the Ministry of Education's K-12 Anti-Racism Action Plan.</p> <p>To create a space that empowers BIPOC members to advocate for their communities and all members to participate in anti-oppression work in meaningful ways. The team will work together to create and implement a plan to address the six priority areas of community voice, removing barriers, raising awareness, collaborative change, capacity building, and school support.</p>	<p>Leadership, teachers, support workers, and parents.</p>
<p><b>Ensouling our Schools</b></p>	<p>This working group meets 5 times a year. Centering on Indigenous wisdom and practices, "Ensouling Our Schools" is dedicated to decolonizing education and ensuring equity and inclusivity. The braid symbolizes the intertwined strength of our diverse community, working together to nurture relationships, understanding, and shared growth. Our goal is to build a cohesive educational system where every individual's unique gifts are celebrated and where reconciliation through education is a lived reality. Special attention is given to professional development and learning for staff as we build collective efficacy.</p>	<p>Leadership from district, SCTA, CUPE, as well as teachers and support staff.</p>

## Career Development

Name	Description	Members
<b>District Student Leadership Team (DSLTT)</b>	Meetings once a month and a Grade 6-12 student Spring Forum with the aim of raising student voice; allowing for a direct link between the current educational experience of students, school and district administration, and the Board.	A student representative in grade 10, 11 and 12 from each secondary school with staff support.
<b>District Elementary Leadership Initiative (DELI)</b>	Empowers students as leaders in diversity, equity and inclusion.	Includes intermediate students from all elementary schools and staff support

## Community Partnerships

Name	Description	Members
<b>Indigenous Education Advisory Circle</b>	<p>Existing since 2001, the Indigenous Education Advisory Circle meets every six weeks over the school year, typically co-chaired by an Elder and the District Principal of Indigenous Learning. advise the board and district staff on providing equitable educational programs and services to Indigenous students and improving Indigenous student achievement.</p> <p>The members of the Advisory Circle address:</p> <ul style="list-style-type: none"> <li>-An annual review of the Terms of Reference and the Guiding Principles for Working Together;</li> <li>- The Annual Report submitted to the Ministry</li> <li>- A review of the annual family consultation process, 1701 data collection, student numbers, findings concerning family/student preferences for programs and services for the year;</li> <li>- The finalized annual plan for programs and services to students who carry Indigenous ancestry, including specific goals, staffing and budget (targeted funding and other sources);</li> <li>-Review of District Budget processes including consultation/advising Secretary Treasurer regarding setting District Budget priorities for the year</li> <li>- Elements of the Strategic Plan</li> <li>- Reports from the Indigenous Learning staff</li> <li>- Review of data, including How Are We Doing report</li> </ul>	<p>The number of members averages 25 people per year, representing local First Nations; families from First Nations Peoples living on the Sunshine Coast but originating from beyond the local territories; Inuit families; Métis families, and staff/leadership who support those families – including the Board Chair, the Superintendent, and the Assistant Superintendent.</p>

<p><b>Sunshine Coast Child and Youth Mental Health and Substance use Local Action Team</b></p>	<p>This is a long-standing community partnership that meets monthly and includes a comprehensive membership that spans the community. The purpose of the committee is suggested in its title. This is a collaborative group that works towards improving access to resources in the area of mental health and substance use for children, youth and young adults. This committee played a critical role in applying for and securing Foundry on the Sunshine Coast.</p>	<p>Representatives include: shishahl nation; Division of Family Practice; Child and Youth Mental Health; MCFD; Parent advocate, Vancouver Coastal Health; Sunshine Coast Community Services; Foundry; Sunshine Coast Regional District</p> <p>SD46: Safe and Caring Schools Coordinator; District Principal of Indigenous Education; Assistant to the Director of Instruction; Director of Instruction</p>
<p><b>Healthy Schools Committee</b></p>	<p>Healthy Schools meets 4-5 times per year. This an SD46 led committee with a broad focus on health in schools. Topics often include: food and nutrition; sexual health, tobacco/vaping reduction; resiliency. This committee provides opportunities for collaboration and networking to build universal approaches of health for children and youth.</p>	<p>Vancouver Coastal Health – 3 representatives; SCRD; CYMH</p> <p>SD46: DPAC representative; Safe and Caring Schools Coordinator; District Principal of Indigenous Education; Assistant to the Director of Instruction; Director of Instruction</p>

# Section A:

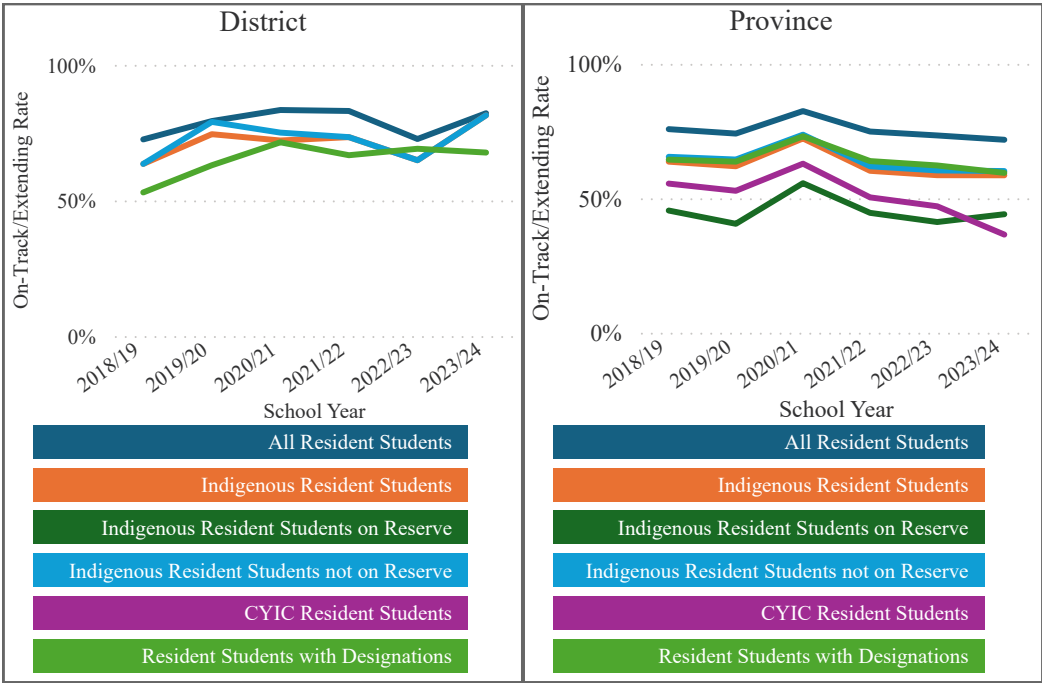
## Reflecting on Student Learning Outcomes

### Intellectual Development

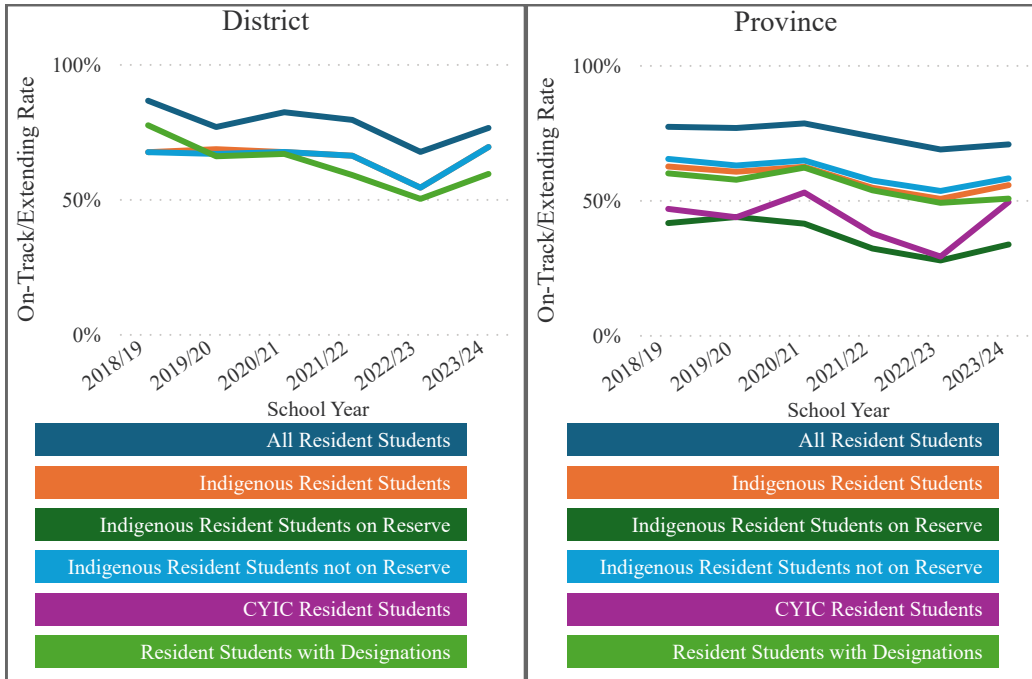
#### Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

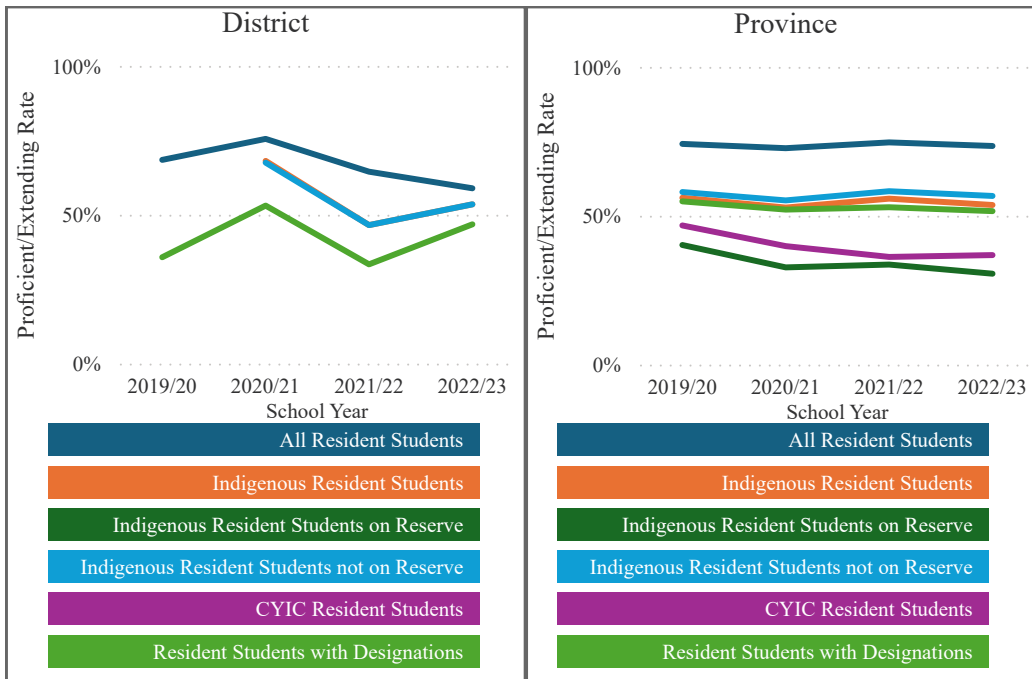


## Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

## Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



# Analysis and Interpretation

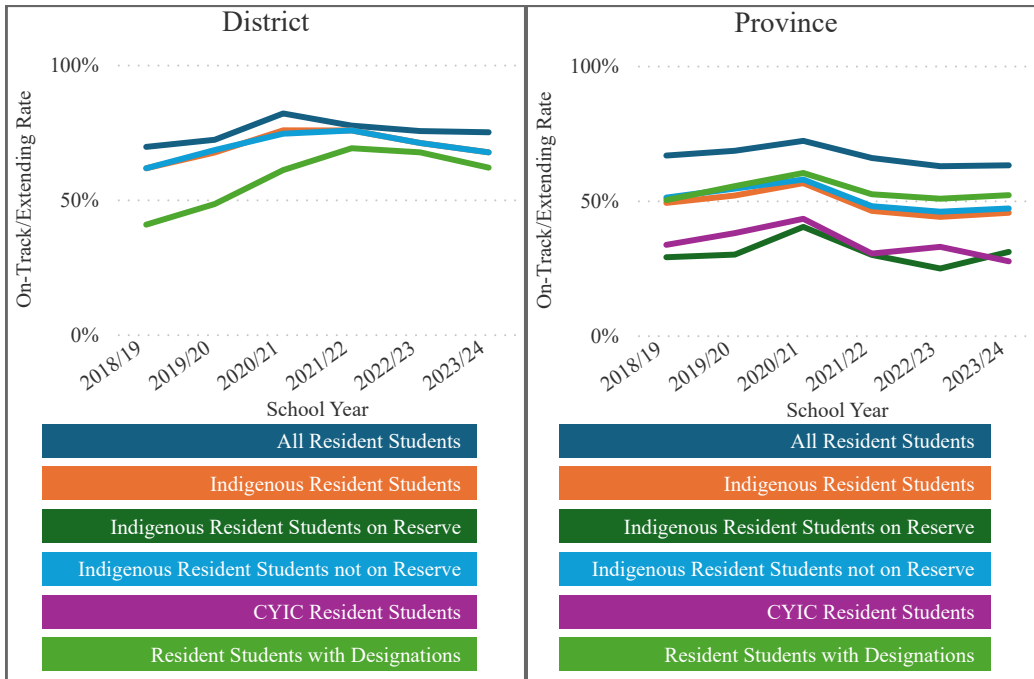
*Outcome 1: Literacy*



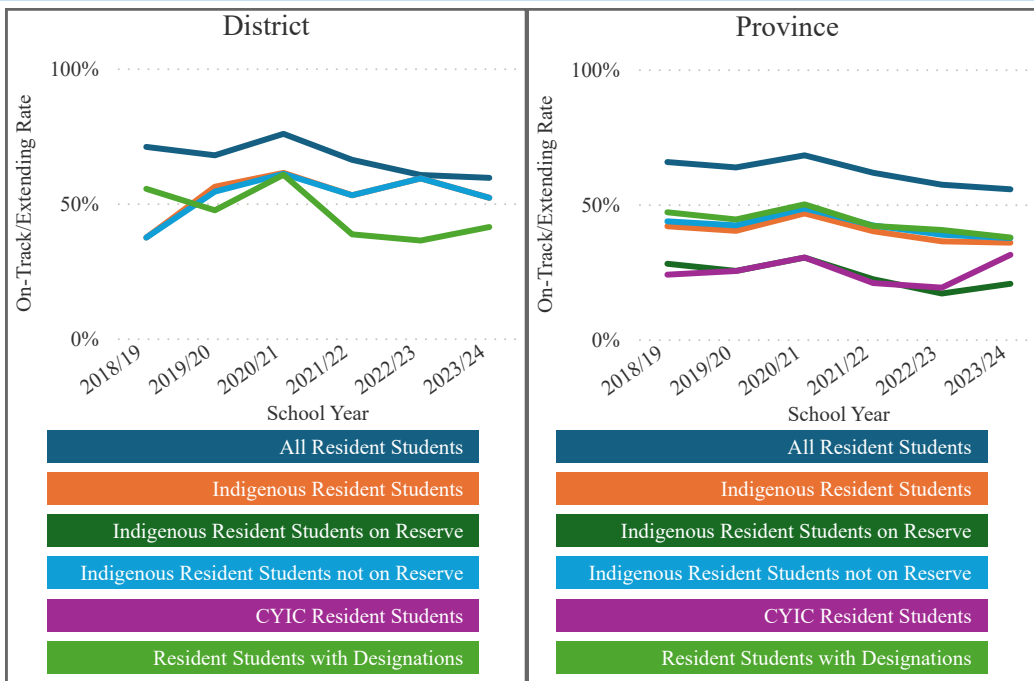
## Educational Outcome 2: Numeracy

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

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

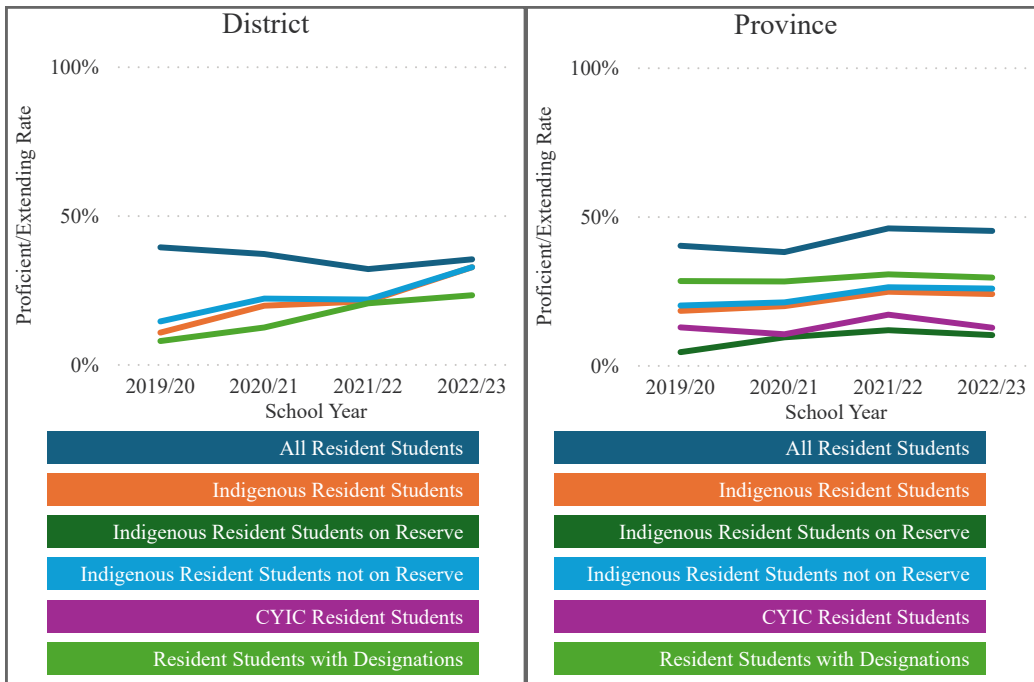


#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



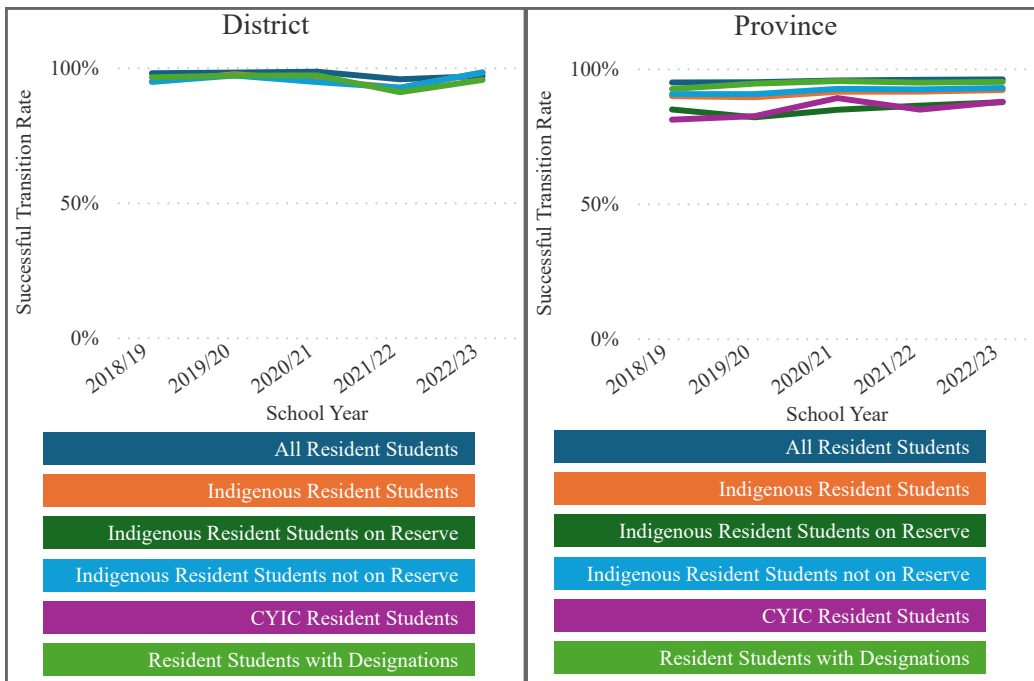
Measure 2.2: Grade 10 Numeracy Expectations

**Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**

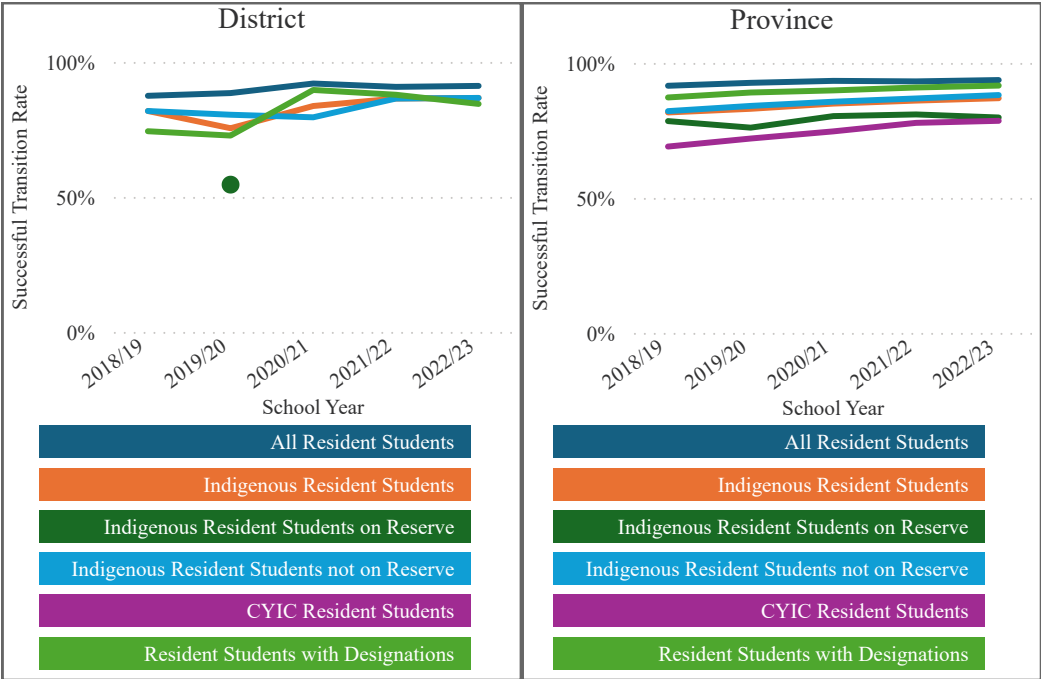


Measure 2.3: Grade-to-Grade Transitions

**Grade 10 to 11 Transition Rate**



## Grade 11 to 12 Transition Rate



# Analysis and Interpretation

*Outcome 2: Numeracy*

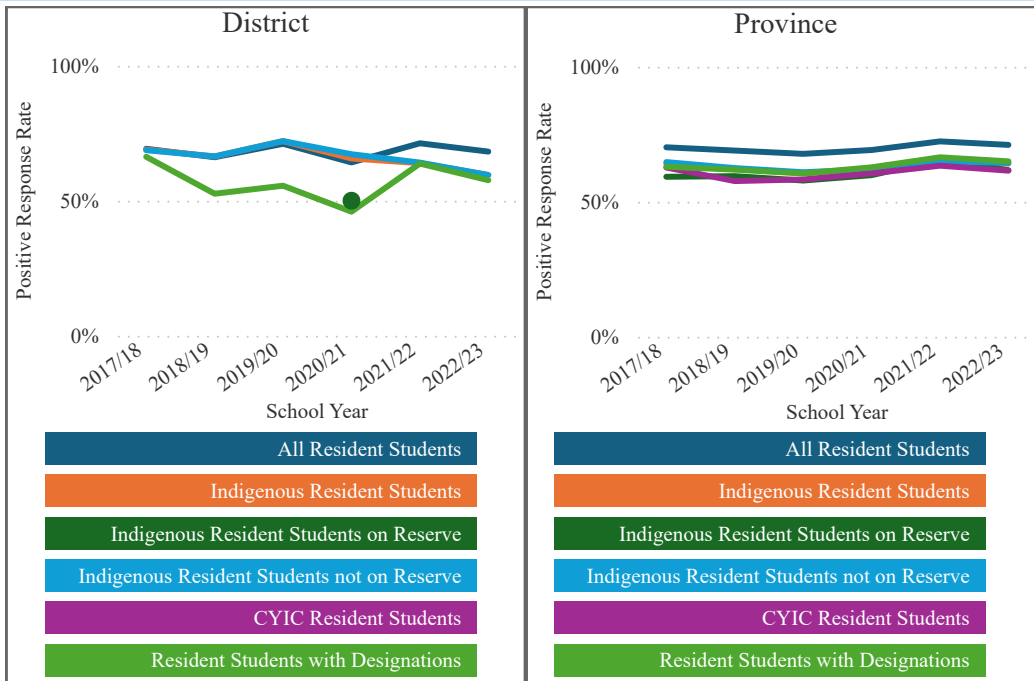
# Intellectual Development Summary

# Human and Social Development

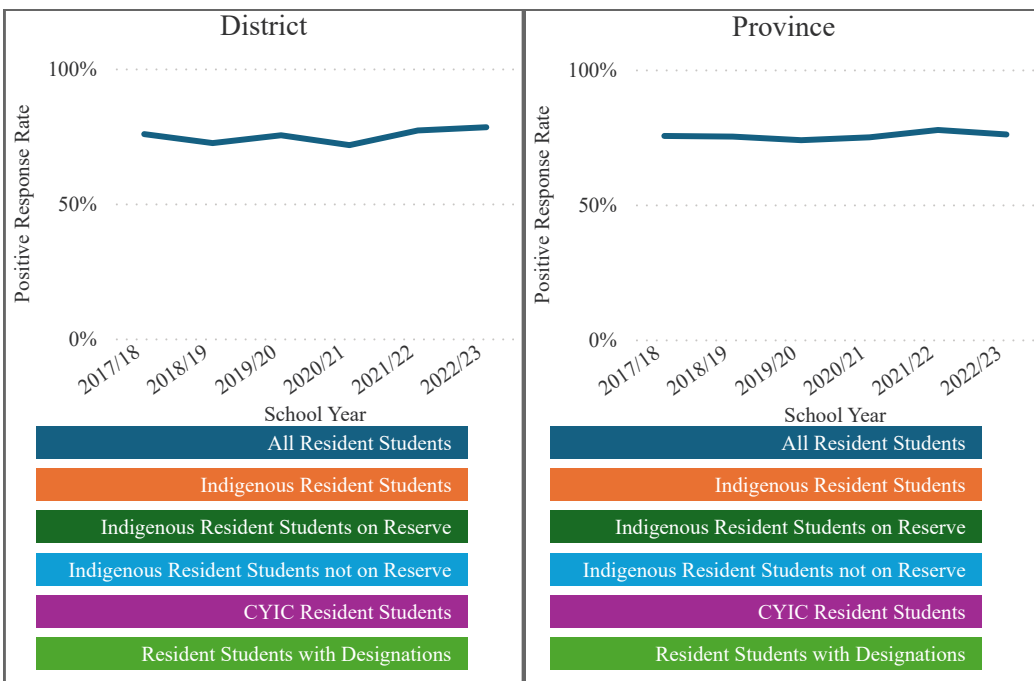
## Educational Outcome 3: Feel Welcome, Safe, and Connected

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

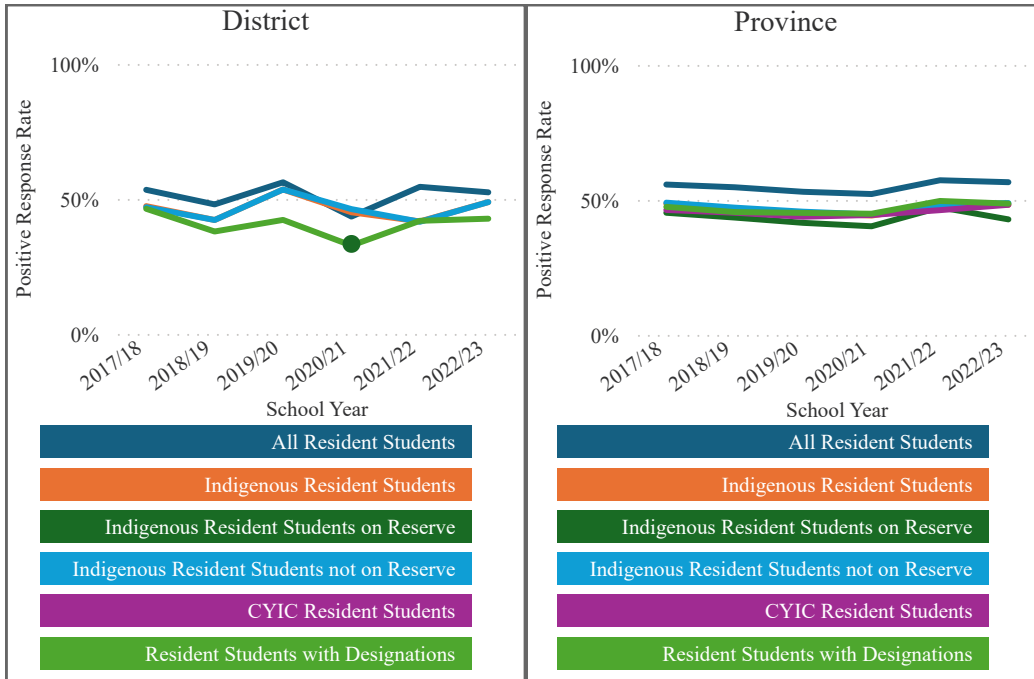
### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

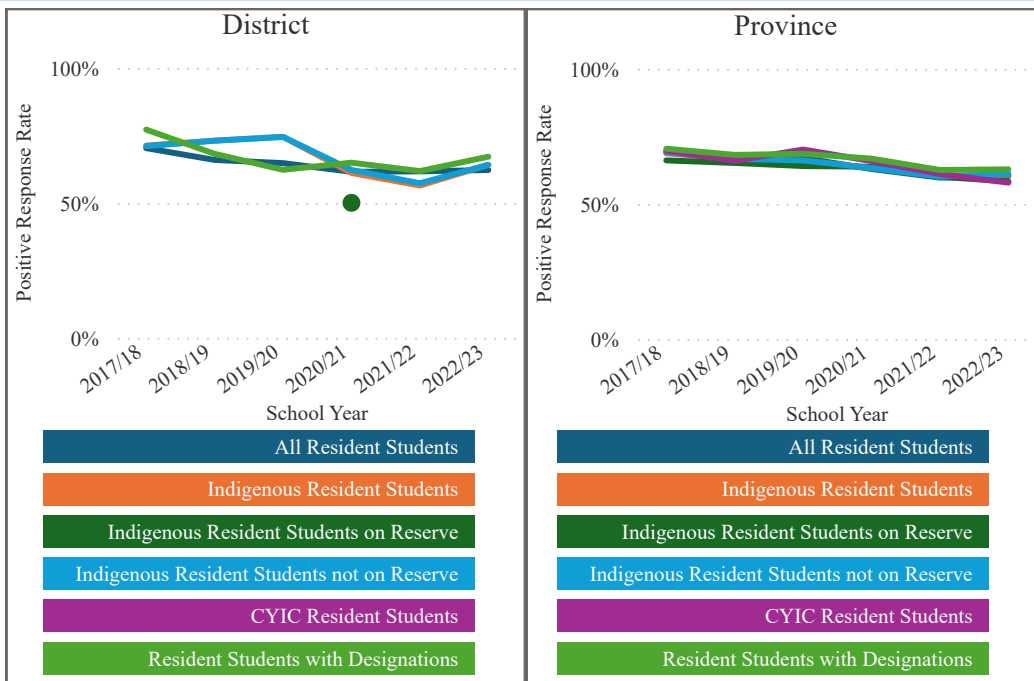


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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*



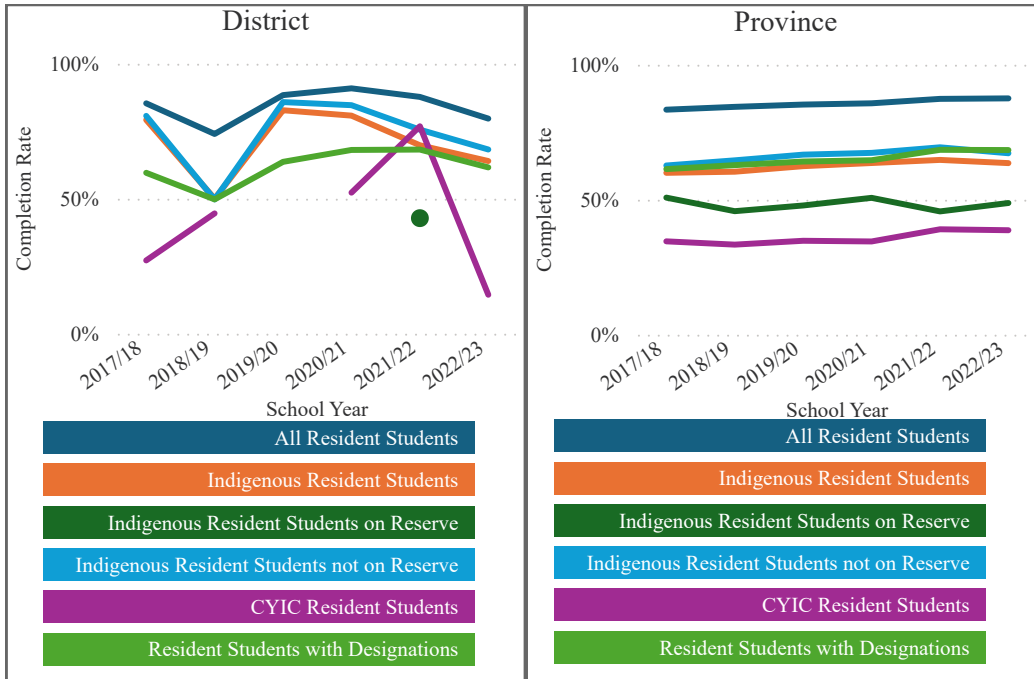
# Human and Social Development Summary

# Career Development

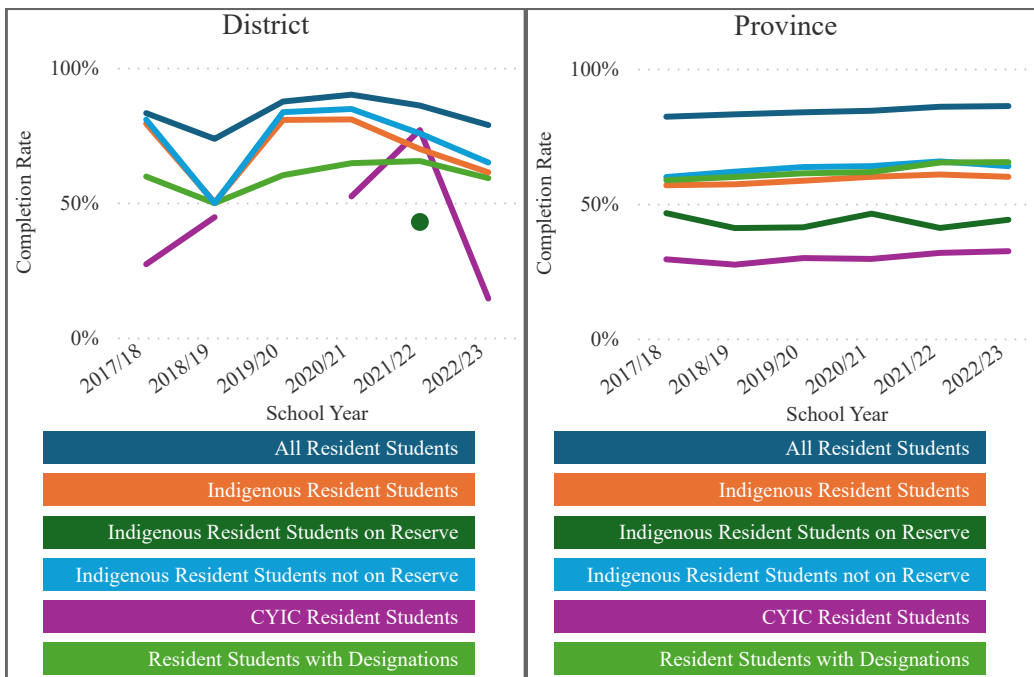
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

### 5-Year Completion Rate (Dogwood & Adult Dogwood)



### 5-Year Completion Rate (Dogwood Only)



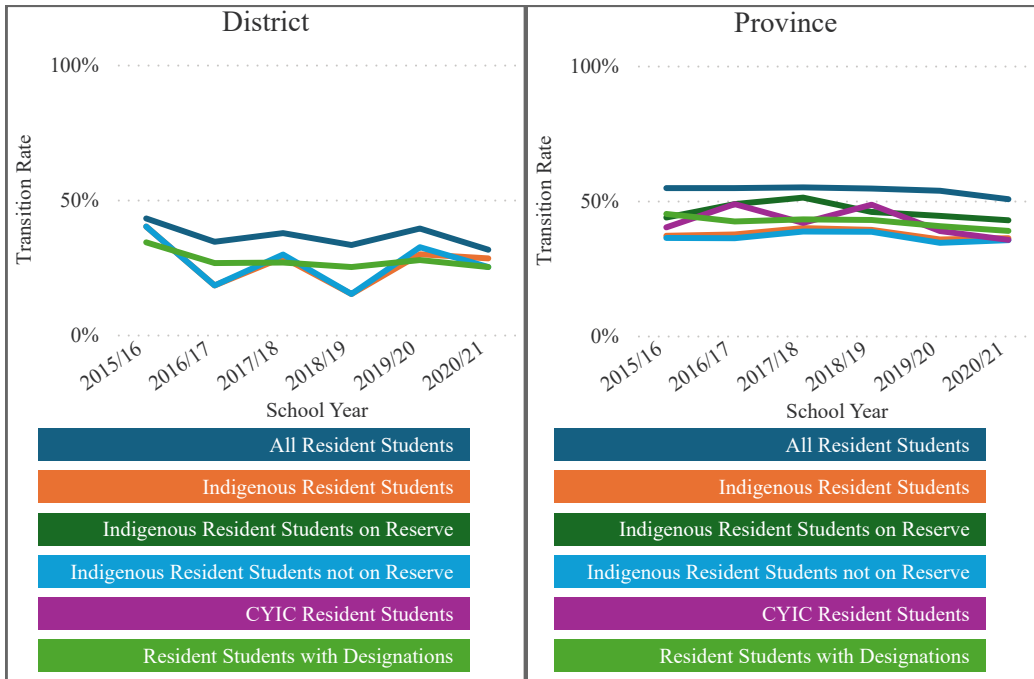
# Analysis and Interpretation

*Outcome 4: Graduation*

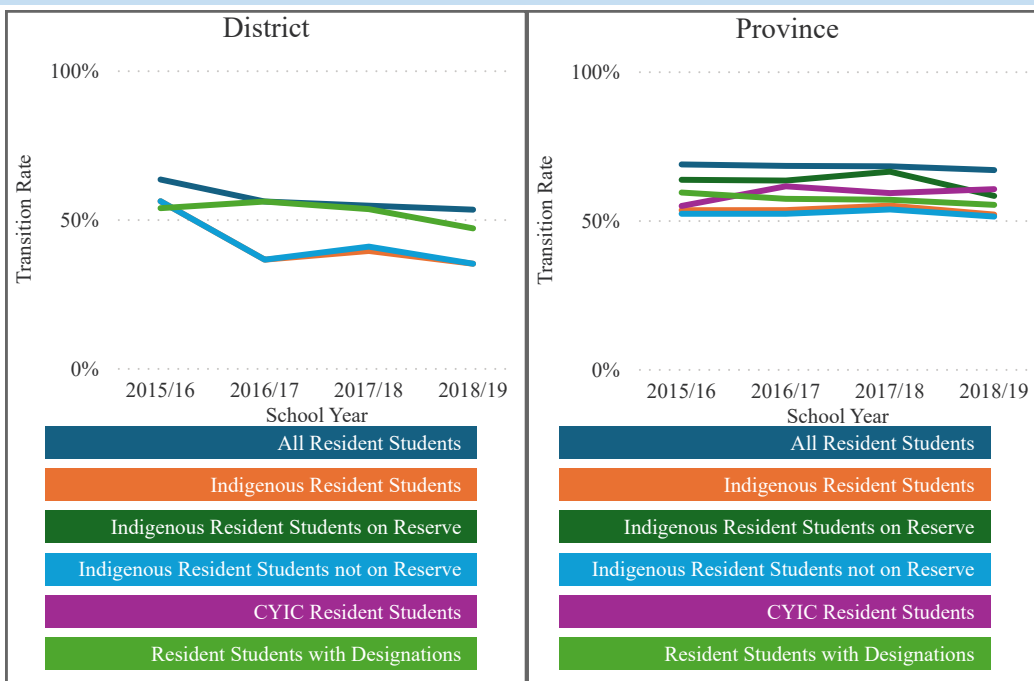
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)



## Analysis and Interpretation

*Outcome 5: Post-Secondary Transitions*

# Career Development Summary

**Intellectual Development**

**Educational Outcome 1: Literacy**

School District 46 is committed to providing students with an educational experience that will help them thrive in the 21st century. As a pillar of the BC Curriculum, literacy skills are recognized as foundational to student success.

The new Reporting Policy, implemented this past September, has provided a powerful lever to amplify the literacy work in the district. The foundational role that literacy plays throughout the K – 12 curriculum is driving a deep interest in developing powerful learning goals with students, and has fueled collective engagement in professional learning.

**FSA Literacy Participation Rates Grade 4**

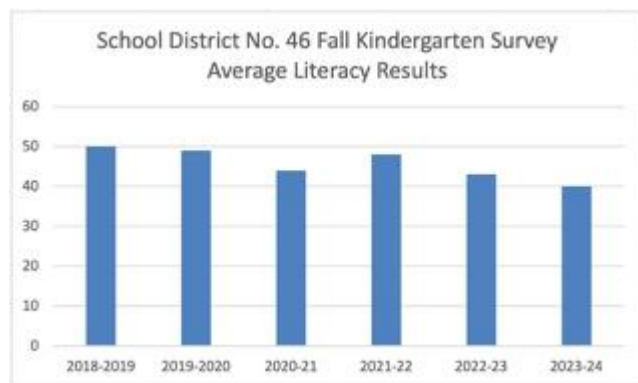


For the past 4 years, the Sunshine Coast has had consistently high participation in the Foundation Skills Assessments. In the grade 4 and 7 literacy assessments, the Sunshine Coast has had almost 10% higher participation rates than the provincial average. Last year, the highest participation rate is 89.6% in Grade 4 literacy.

**FSA Literacy Participation Rates Grade 7**

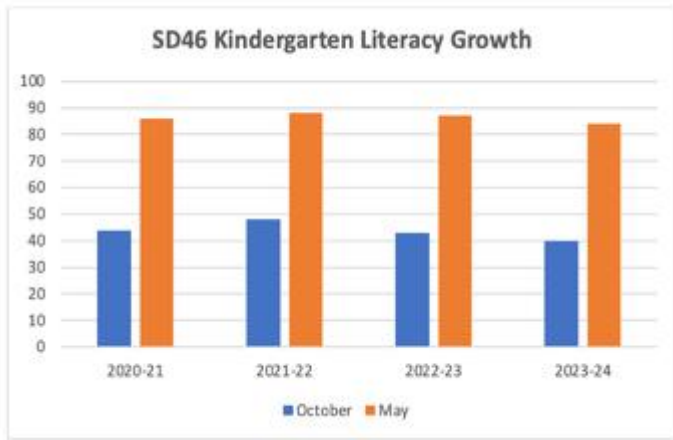


**SD46 Fall Kindergarten Survey Average Literacy Results**



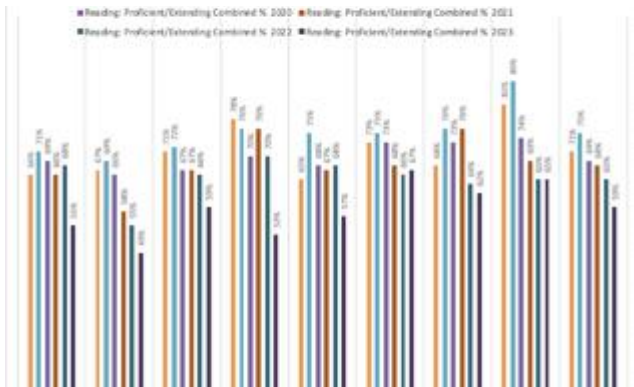
All students entering Kindergarten on the Sunshine Coast participate in the Kindergarten Survey. This survey consists of gathering information on skills including: alphabetic principle (alphabet names & sounds); phonological awareness (rhyming, initial sounds) and simple writing skills. Locally collected data on the Literacy skills of all children entering Kindergarten indicate that we have seen declining scores, likely due to the decline of family participation in community programs during the pandemic. The district is implementing a number of strategies to re-engage families in early years programming and supports.

**SD46 Kindergarten Literacy Growth**



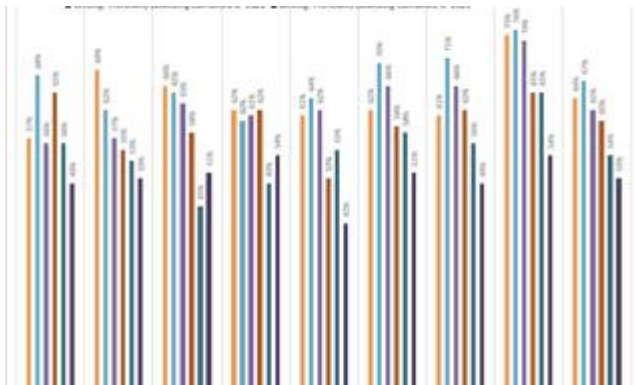
We see steady growth in literacy learning of Kindergarten students from the time they enter Kindergarten and are assessed in October to when they are leaving Kindergarten in June. The progress of individual students is tracked over time, and extra support is provided, as needed to ensure steady growth over the year.

**Reading: Elementary District Data Over Time**



In order to triangulate FSA data collected by the province, local data is collected at the end of the year on the number of students who have demonstrated proficient/extending Reading ability as assessed by their classroom teachers. Achievement was highest for all grades in 2019. Subsequently, this data indicates declining reading scores, which is in alignment with the FSA data highlighted above. However, this locally collected data shows steeper declines than is indicated in Grade 4 & 7 FSA results. As a result, this year the district prioritized professional learning in Reading and Writing. The district also resourced professional learning focused on Curriculum and Communicating Student Learning, since this data may reflect a need to support teachers with understanding the recent changes to the BC Reporting Policy. (see Section B)

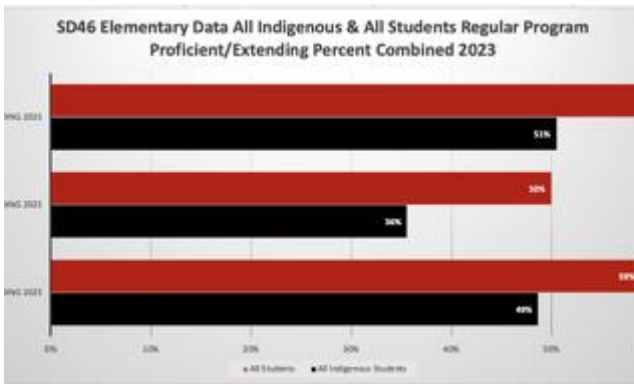
**Writing: Elementary District Data Over Time**



District data on Writing results is similar to the Reading data described above. Achievement for all elementary grades in the district was highest in either 2018 or 2019. Subsequently, the district has seen declining reading scores, which is alignment with FSA results. This data may reflect the impact of the covid-19 pandemic on student writing skills. It may also reflect a need for strengthened professional learning to support teachers to understand changes in the BC Reporting Policy (see Section B for district strategies in response).

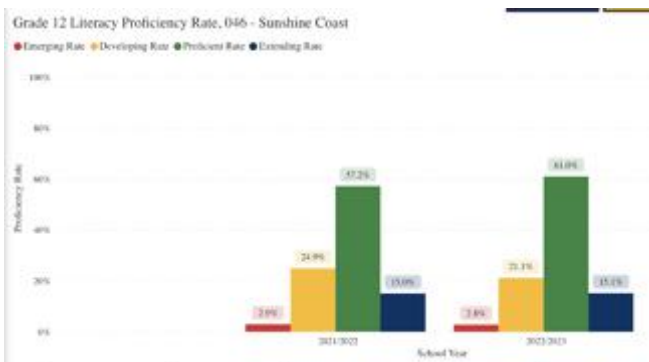


## Reading and Writing: Elementary All Students and Indigenous Students 2023



To triangulate the provincial data, School District No. 46 collects data on the achievement of Indigenous students in Reading and Writing. In 2023, Indigenous student who were 'on track' with evidence of proficient or extending skills in Writing were 14% below the average for all students in the district. In reading, Indigenous students had results 10% lower than the general population.

## Grade 12 Grad Assessment Literacy



Sunshine Coast grade 12 students made significant gains this year, rising from 72.2% in 2021/22 to 76.1% in 2022/23. They are slightly below the provincial average of 77.2%.

## Additional Analysis and Interpretation

When we consider the local data from our Kindergarten survey, which measures literacy levels, we can see a slight decrease in scores over time. Other local data sets that gauge student reading and writing ability, which are assessed by classroom teachers, show that scores have been dropping over the years for both reading and writing. The local data also reveals that Indigenous student scores were significantly lower than that of All Students across all years. When tracking specific cohorts of students over time through the Ministry data, we can see a distinct trend of declining results. There is an overall decline in Literacy results for cohorts of students tracked from Grade 4 to Grade 7, with an even stronger decline from Grade 7 to Grade 10.

Locally collected data on the literacy skills of all children entering Kindergarten indicate that the district has seen declining scores, likely due to the decline of family participation in community programs during the pandemic. The district has responded by strengthening Early Years supports in the school and community. Through a collaboration with our Sunshine Coast Community Services and Vancouver Coastal Health the district is now offering Prenatal Classes, which directly link new parents to the Birth to Five SPARK! Program. This 'Supporting Parents Along the Way to Kindergarten' program provides on-going support to families through age specific classes held for parents and caregivers. The district partners with the Dolly Parton Imagination Library to bring books to children's homes from birth to their fifth birthday. Child Development/Parenting Classes are also offered on a continuous basis throughout the year. The covid-19 pandemic significantly impacted attendance in our in-person Early Years programming. We pivoted to offer both on-line and in-person early years supports, and have seen recent gains which we anticipate will be followed by gains in student achievement.

All parents with young children are currently being asked to complete a survey to help the district identify potential barriers and increase access to early years programming.

Other local data sets that provide evidence of student reading and writing ability, as assessed by classroom teachers, reveals that scores have been dropping over the years for both reading and writing. This year the district

launched a promising practice of Literacy Lunch & Learns, which supported over 95% of our teachers. Next year, this strategy will be expanded to secondary.

The local data also indicates that Indigenous student scores were significantly lower than that of All Students across all years. When tracking specific cohorts of students over time through the Ministry data, we can see a distinct trend of declining results. There is an overall decline in Literacy results for cohorts of students tracked from Grade 4 to Grade 7, with an even stronger decline from Grade 7 to Grade 10. The district is launching an initiative to have two 'Transformative Teacher Leads' in every school, in order to support classroom practices that address student engagement and achievement.

### Educational Outcome 2: Numeracy

As a pillar of the BC Curriculum, numeracy skills are recognized as foundational to student success.

For the past two years, School District No. 46 has supported transformative numeracy practices through a strong focus on curriculum and assessment. The district has provided in-services for all teachers to bring assessment practices into alignment with curriculum. Teachers have been supported to integrate both competencies and content in their assessment practices, and to create powerful numeracy learning goals with students.

The implementation of the new Reporting Policy this past September further fueled numeracy learning across the district. Strategies were developed to support collective learning and the sharing of resources in order to deepen and transform numeracy practices.

#### FSA Numeracy Participation Rates Grade 4

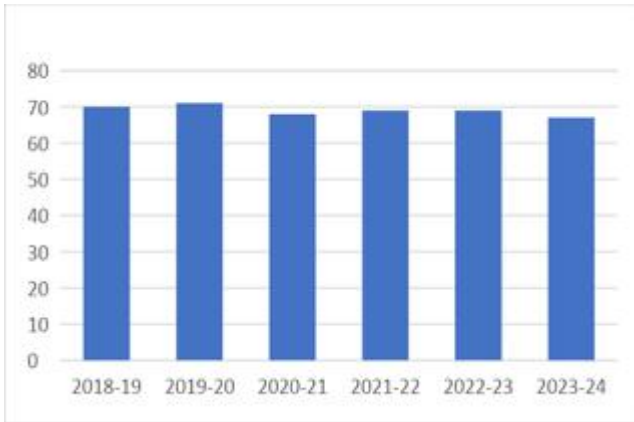


For the past 4 years, the Sunshine Coast has had consistently high participation in the Foundation Skills Assessments. In the grade 4 and 7 numeracy assessments, the Sunshine Coast has had almost 10% higher participation rates than the provincial average. Last year, the lowest rate of participation is 86.7% (Grade 7 Numeracy).

#### FSA Numeracy Participation Rates Grade 7

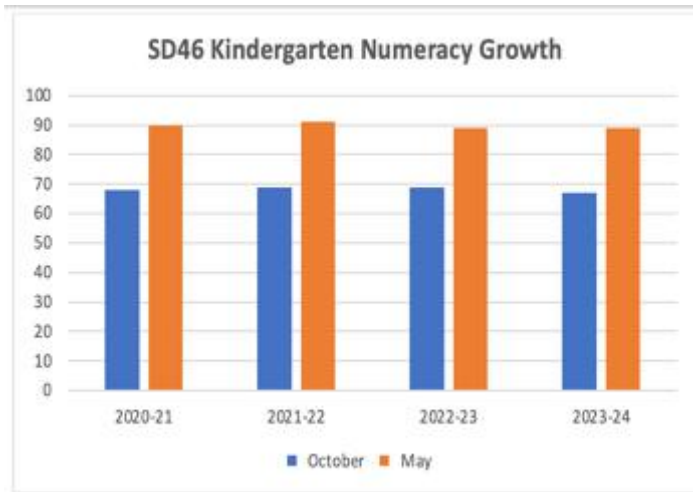


### SD46 Fall Kindergarten Survey Average Numeracy Results



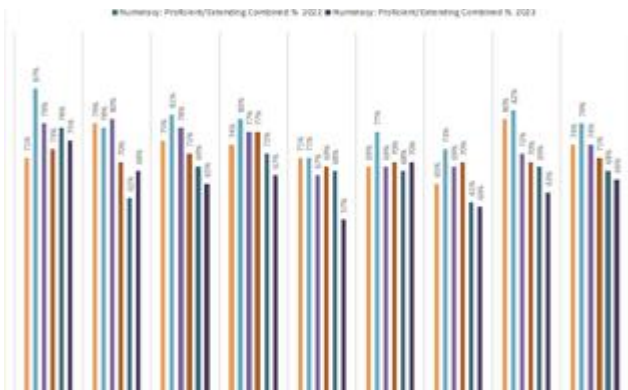
All students entering Kindergarten on the Sunshine Coast participate in the Kindergarten Survey. This survey consists of gathering information on numeracy skills including: number concepts (counting, one-to-one correspondence, subitizing, patterning). Locally collected data on the Numeracy skills of all children entering Kindergarten indicate that numeracy scores have stayed stable over time.

### SD46 Kindergarten Numeracy Growth



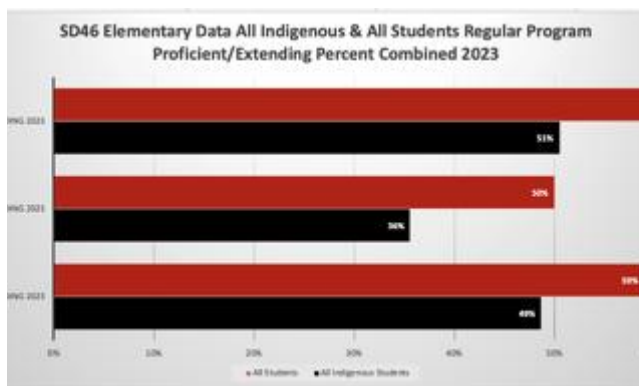
We see steady growth in numeracy learning of Kindergarten students from the time they enter Kindergarten and are assessed in October to when they are leaving Kindergarten in June. The progress of individual students is tracked over time, and extra support is provided, as needed to ensure steady growth over the year.

### Numeracy: Elementary District Data Over Time



In order to triangulate FSA data collected by the province, local data is collected at the end of the year on the number of students who have demonstrated proficient/extending Numeracy ability as assessed by their classroom teachers. Achievement was highest for almost all grades in 2019. Subsequently, the district has seen declining Numeracy scores, which may be a result of the covid-19 pandemic and changes in the BC Reporting Policy (see below for district strategies in response)

## Numeracy: Elementary All Students and Indigenous Students 2023



To triangulate the provincial data, classroom teachers in School District No. 46 assign a proficiency indicator at the end of the year. In 2023, Indigenous student who were 'on track' with evidence of proficient or extending skills in Numeracy were 14% below the average for all students in the district. In response, the district has implemented a number of strategies to support Indigenous and other Priority Learners.

### Additional Analysis and Interpretation

In considering our local data from the kindergarten survey, which measures numeracy levels, we can see that the scores have remained relatively stable over time. Local data assessed by teachers, which gauges student numeracy ability, indicates that scores have been dropping over the years since 2019. The local data also reveals that across all years, Indigenous student scores are significantly lower than that of All Students. When tracking specific cohorts of students over time through the Ministry data, we can see a distinct trend of declining results. There is an overall decline in Numeracy results for cohorts of students tracked from Grade 4 to Grade 7, with an even stronger decline from Grade 7 to Grade 10.

Local data from the kindergarten survey, indicates that the scores have remained relatively stable over time. However, local data assessed by teachers shows that scores have been dropping since 2019. Indigenous student scores are significantly lower than that of All Students across all years. Overall, we see a trend of declining results for cohorts of students tracked from Grade 4 to Grade 7, with an even stronger decline from Grade 7 to Grade 10.

This year the district launched a promising practice of Literacy Lunch & Learns, which supported over 95% of our teachers. Next year, this strategy will be expanded to Numeracy, and will support teachers Kindergarten to grade 12. These Numeracy Lunch & Learns will be supported by Teacher Leads with strong leadership abilities and Numeracy backgrounds.

The district is also launching an initiative to have two 'Transformative Teacher Leads' in every school, in order to support classroom practices that address student engagement and achievement.

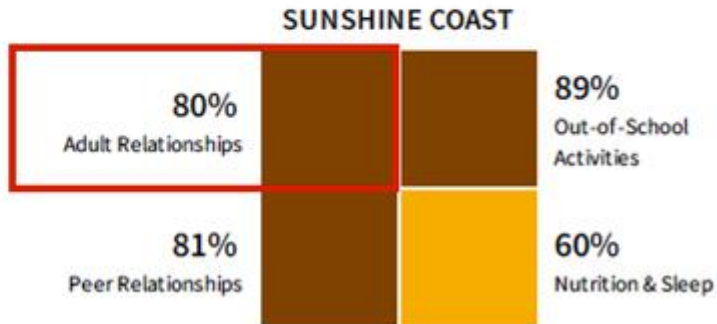
## Human and Social Development

### MDI Data: Belonging Grades 5, 6, 8 2023-24

<p><b>SCHOOL BELONGING</b> 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."</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>55%</td> </tr> <tr> <td>Medium</td> <td>27%</td> </tr> <tr> <td>Low</td> <td>18%</td> </tr> </tbody> </table>	Level	Percentage	High	55%	Medium	27%	Low	18%	<p><b>Grade 5 MDI 2024</b> A majority of grade 5 students, 55%, report a strong connection to their school, feeling valued and important within their community. However, 27% have a somewhat weaker sense of belonging, suggesting a need for more robust engagement strategies to deepen their school connection.</p>
Level	Percentage								
High	55%								
Medium	27%								
Low	18%								
<p><b>SCHOOL BELONGING</b> 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."</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>53%</td> </tr> <tr> <td>Medium</td> <td>26%</td> </tr> <tr> <td>Low</td> <td>21%</td> </tr> </tbody> </table>	Level	Percentage	High	53%	Medium	26%	Low	21%	<p><b>Grade 6 MDI 2024</b> In grade 6, a positive trend emerges in our MDI data as 53% of students feel a high sense of belonging to their school, indicating that over half of these students feel significantly connected and appreciated in their learning environment. With 26% at a medium level, there's potential to enhance their school experience and further integrate them into the community.</p>
Level	Percentage								
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Medium	26%								
Low	21%								
<p><b>SCHOOL BELONGING</b> 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."</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>32%</td> </tr> <tr> <td>Medium</td> <td>37%</td> </tr> <tr> <td>Low</td> <td>31%</td> </tr> </tbody> </table>	Level	Percentage	High	32%	Medium	37%	Low	31%	<p><b>Grade 8 MDI 2024</b> At the grade 8 level, we see an evenly distributed sense of school belonging, showcasing diverse opportunities for growth. With 32% of students feeling a high sense of belonging, they lay a strong foundation that schools can build upon. The 37% with a medium sense of belonging represent an immediate engagement prospect, where targeted initiatives move towards a stronger connection.</p>
Level	Percentage								
High	32%								
Medium	37%								
Low	31%								

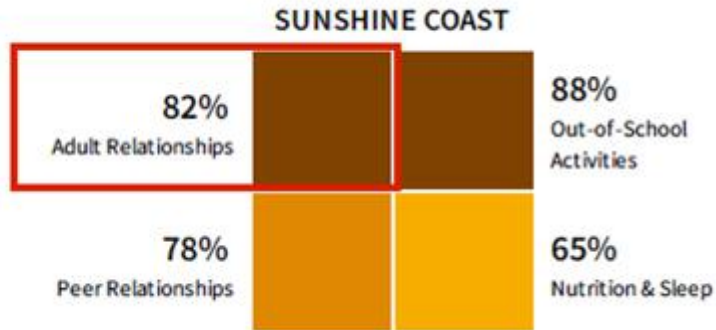
**CARING ADULTS GRADE 5 MDI | 2023-2024**

The most recent grade 5 MDI data indicates a highly positive trend in student-adult relationships, with 80% of students reporting robust connections with adults, whether it be within their school, their neighborhood, or their home. This high percentage is indicative of a strong support network that encompasses various aspects of the students' social environments and underscores the valuable role that adults play in fostering a supportive and nurturing space for youth development.



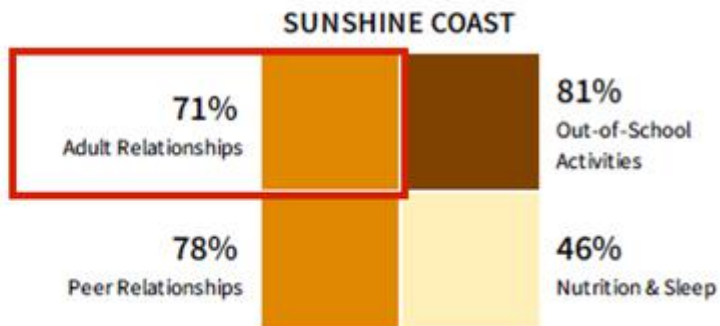
**CARING ADULTS GRADE 6 MDI | 2023-2024**

At the grade 6 level, an encouraging 82% of youth report strong relationships with adults in their lives, encompassing connections within their schools, neighborhoods, and homes. This data highlights a substantial support network for these young individuals, demonstrating the integral role that adult figures play in providing guidance, mentorship, and emotional support to students during a pivotal stage of their development. The findings point to a robust foundation upon which educational and community programs can build to ensure continued positive youth-adult interactions that contribute significantly to the well-being and growth of the students.



**CARING ADULTS GRADE 8 MDI | 2023-2024**

For grade 8 students, a strong and positive pattern surfaces with 71% reporting strong connections with adults, be it at school, at home, or within their neighborhood. This statistic is a testament to the support systems in place and reflects the significance of adult guidance during the transformative years of early adolescence.

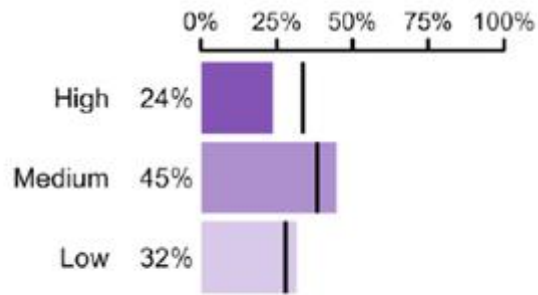


**CARING ADULTS GRADE 11 YDI | 2022-2023**

**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"

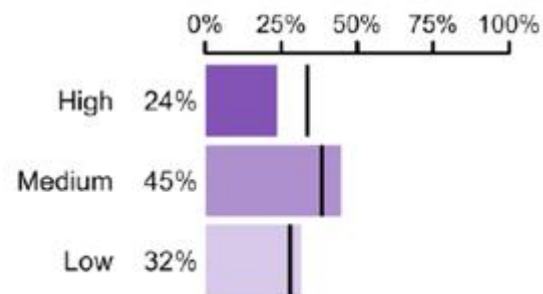


**CARING ADULTS GRADE 11 YDI | 2022-2023**

**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"



**Additional Analysis and Interpretation**

The sources of data for this report included the Ministry of Education Student Learning Survey 2022-23, Middle Years Development Instrument, Youth Development Instrument. Specific grade and cohort analysis has been provided throughout this report. Children and Youth in Care data is masked at the ministry level due to the small and potentially identifiable cohort in SD46. It is important to note that, in our district, we examine data for each of these students individually three times per year.

We notice data stories/trends throughout the SLS for Indigenous Students and Students with designations. The data in these cohorts tends to be lower than the grade average. That said, we can also note that there were slight upward trends over 3-5 years in positive responses in each of these cohorts across many grade groups. We can be curious about this data in order to continue current successful practices (Ensouling our Schools, for example) and move toward creating targeted approaches for intervention.

Overall, the Belonging data represents an area of growth and focus for our district. We note significant differences in data again with Indigenous Students and Students with designations. A general area of strength for SD46 is Adults Care. This is evident in each of the SLS, MDI, YDI data. While we want to ensure we close gaps in areas like belonging, it is critical that we continue to grow with our strengths and leverage these strengths in each area welcoming, belonging and safe at school.

## Equity in Action

	Policy and Governance	Learning Environment	Pedagogical Core	Learning Profile
<b>Present Rubric:</b>	3+	-3+	-3	3+
<b>Strategic Priorities/ Ideals:</b>	Policy and Structures are known/enacted. Strat Plan puts focus on Equity in district	Staff have knowledge, awareness & resources to create accurate learning for all	Intentional design; FPPL, worldviews & perspectives. Student Voice. Calls to Action	All staff have a relationship w/ and support each student with Indigenous Ancestry
<b>These Opportunities:</b>	Develop policy that reflects Equity – budget, hiring, service. Access to language & culture program	In-service & Pro-D about stances on Equity and Indigenous Ed. Data is shared and analyzed regularly	Learn to ID bias & systemic racism. Mechanisms for system feedback. Partnerships to enhance learning	Track indicators of vulnerability and strengths. Dedicate time to relationship building.
<b>and Investment in:</b>	Budgeting and Monitoring. Resources/staff. Regular review. Alignment with agree/Legislation.	Collective focus Decolonizing & high expectations. School and Indig Learn leads work to upskill families	Events. BA/courses. Pro-D resources: history, indigeneity, Diversity, Equity, Inclusion, UDL. Relat/Partnerships	Tracking Mechanisms. Time to analyze data/create learning supports. Ensouling Schools
<b>Increase the Likelihood of These Goals Being Met:</b>	All partners aware of policy, structures & work towards Equity. Commitment is obvious	Indigenous community is present. Learners are confident, safe, belong. Cultures are present.	Bias & systemic racism addressed. Perspectives present/equity present. Students & families involved.	Students belong, are seen & successful. Personalized RTI. Culture & Equity for individuals.
<b>Moving us to:</b>	4	3+	3+	4

## Equity Scan and Nurturing Learning Spirit Indigenous Student Consultation: Feel Welcome Analysis and Interpretation

Consultation and data collected in-person with students during the Equity Scan and through the Nurturing the Learning Spirit Indigenous student consultation process indicate closer to 80% of students feel welcome at school. 61 % of Indigenous students expressed feeling welcome at school. This was very close to the provincial average of 62%. Consultation and data collected in-person with students during the Equity Scan and through the Nurturing the Learning Spirit Indigenous student consultation process indicate closer to 75% of students feel welcome at school at this age level. 56% of students with Indigenous Ancestry expressed feeling welcome at school. Interestingly, 7 percent indicated a negative response. This set of data shows that less Indigenous students are expressing a negative response to feeling welcome at school. Consultation and data collected in-person with students during the Equity Scan and through the Nurturing the Learning Spirit Indigenous student consultation process indicate closer to 65% of students feel welcome at school.

## Career Development

### Educational Outcome 4: Students will Graduate

#### Completion Rate Over Time (All Students, Indigenous, & Diverse Abilities)



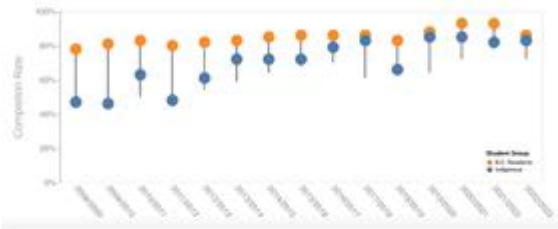
Our completion rates remain within the typical range for all BC residents.

- A slight decrease for all SD46 BC Residents
- A slight increase for SD46 Indigenous students
- A slight decrease for SD46 student with Diverse Abilities



## Completion Rate Over Time (Indigenous and BC Residents)

Completion Rate Over Time for Indigenous and BC Residents



- Completion rates for SD46 Indigenous students shows a general trend upwards with the last 4 years remaining fairly stable.
- Completion rates remain slightly below SD46 BC Residents – but are close to comparable.

## Completion Rate Over Time (Students with Diverse Abilities and BC Residents)

Completion Rate Over Time for Students with Diverse Abilities and BC Residents



- Completion rates for SD46 students with Diverse Abilities show a general trend upward
- Completion rates for SD46 students with Diverse Abilities are below SD46 BC Residents.

## 6-Year Completion Rate (All Resident Students)



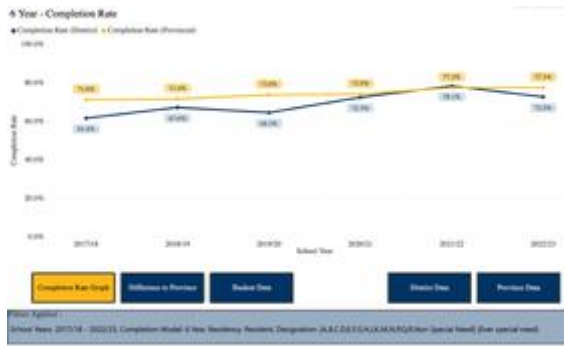
- 6-year completion rates are below the provincial rates for the most recent year.
- We are at or slightly above provincial rates in the 2020/21 and 21/22 school year.

## 6-Year Completion Rate (Students with Indigenous Ancestry)



- The district completion rate starts at 83.0% in 2017/18, drops to 66.5% in 2018/19, then increases to 84.7% in 2019/20, and remains relatively stable around 84.6% to 83.2% in the subsequent years.
- The district completion rates are generally higher than the provincial rates each year.
- The 6-year completion rate data shows higher and more stable completion rates for Indigenous students compared to the 5-year data set.
- The district rates in the 6-year model are consistently higher than the provincial rates, whereas in the 5-year model, the district rates showed more volatility and were occasionally lower than the provincial rates.

## 6-Year Completion Rate (Students with Disabilities/Diverse Abilities)

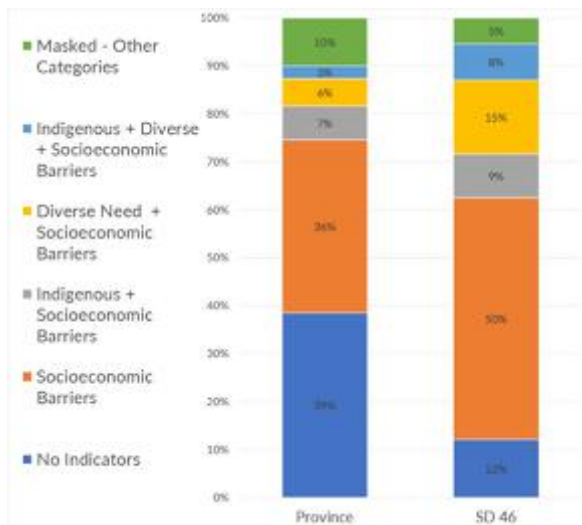


- The 6-year completion rate for students with designations district starts at 61.4% in 2017/18, fluctuates over the years, and ends at 72.5% in 2022/23 showing a trend upward.
- District results tend to be below the provincial average with an exception in 2020/2021.

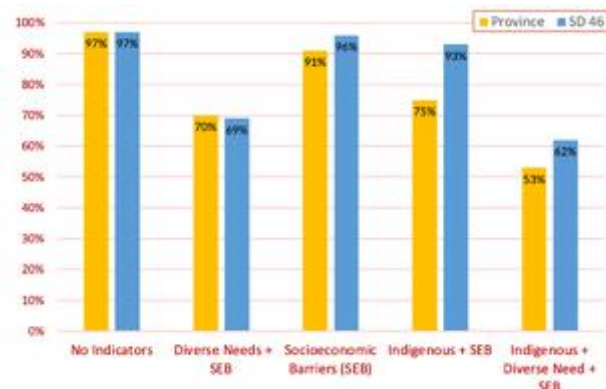
In collaboration with the Ministry's Data Analytics team, our analysis has been focused on various indicators that might impact student completion. The Ministry's data incorporates critical metrics on priority populations, including students with Indigenous ancestry, students with diverse abilities, and children and youth in care. An additional element of interest is socio-economic status (SES). This is especially relevant as numerous community reports and datasets highlight issues surrounding poverty.

In alignment with our Board's Anti-Poverty policy, established in June 2021, we worked with the Data Analytics team to delve into the intersectionality of these factors to also include socioeconomic barrier over a 6-year period in comparison with provincial data related to 6-year completion rates. This comprehensive approach is aimed at uncovering layered insights and fostering a deeper understanding of how various indicators may interplay to influence student outcomes and provides an overview of the student population.

## Intersectionality District Demographics



- SD46 has a significantly higher proportion of students with low SES (50%) compared to the province (36%).
- There is also a higher proportion of students with diverse needs and low SES (15% in SD 46 vs. 6% in the province).
- The percentage of students who are Indigenous, have diverse needs, and are low SES is more than double in SD 46 (8%) compared to the province (3%)
- A smaller percentage of students in SD 46 have no indicators (12%) compared to the provincial average (39%). This suggests that SD 46 has a higher concentration of students requiring additional support.



## Analysis and Interpretation

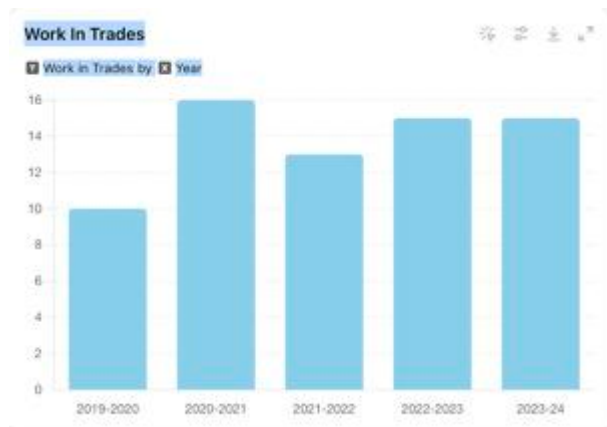
We employ a comprehensive analysis of graduation data, using both broad metrics like overall graduation rates and detailed insights from smaller cohorts within the district. This multi-faceted approach enriches our understanding of educational success by combining a high-level overview with individual student narratives. Each data point represents a student's unique journey, aspirations, and challenges, underscoring the importance of looking beyond statistics to appreciate the broader context of student achievements. Our analysis seeks to maintain a focus on individual student experiences and aims to identify stable or upward trends in graduation outcomes, despite these year-over-year changes. The disaggregated data highlights inequities in learning outcomes, particularly among Indigenous students, children and youth in care, and students with disabilities or diverse abilities. The equity gaps still remain, in particular for those students who are both Indigenous and have diverse abilities or disabilities. We do see students taking longer to graduate and the 6+ year rates reflect that learning takes patience and time, however, this time means they are graduating with dignity, purpose and options.

We need to further investigate how socioeconomic status and COVID-19 disruptions affect completion rates. These factors can significantly influence student outcomes and need deeper exploration. Considering correlations with early development indicators and social-emotional measures could provide a more longitudinal view of student success. This approach may reveal broader trends affecting educational outcomes over time.

### Educational Outcome 5: Life and Career Core Competencies

Career development involves actualizing one's potential to be self-directed and responsible for setting and meeting career goals; knowing a range of career choices and actions needed to pursue those choices; and learning to work effectively and collaboratively.

#### Work in Trades Enrollment by Year

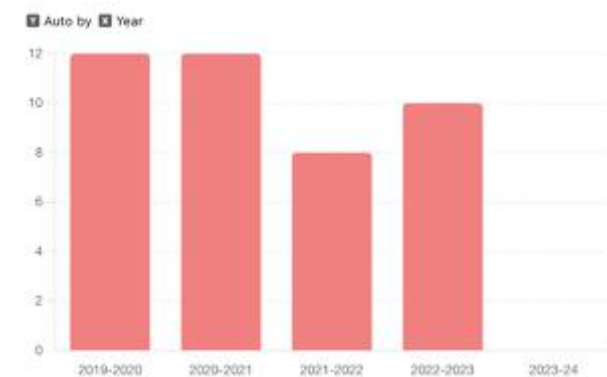


Train in Trades and Work in Trades are inclusive with Indigenous, priority learners and Youth in Care as they gain skills to transition into post-secondary and the work place.

Some of the supports in place are working closely with post-secondary institutions, Inclusion Support Team, and First Nation support team. Students are identified prior to commencement of program so support are available throughout the program.

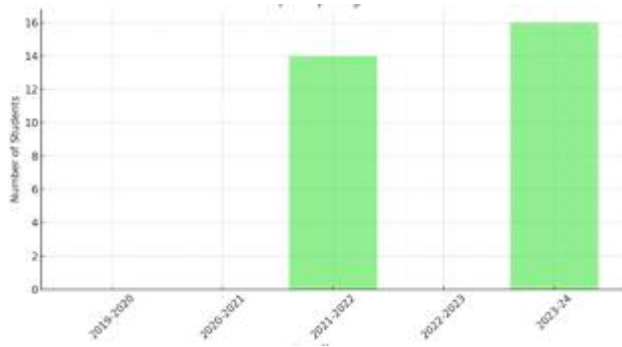
The partnership with post-secondary institutions and having a Red Seal instructor for both the school elective and train and trades has been extremely valuable in inspiring students to challenge themselves and enroll in train and trades.

#### Automotive Technician Enrollment by Year



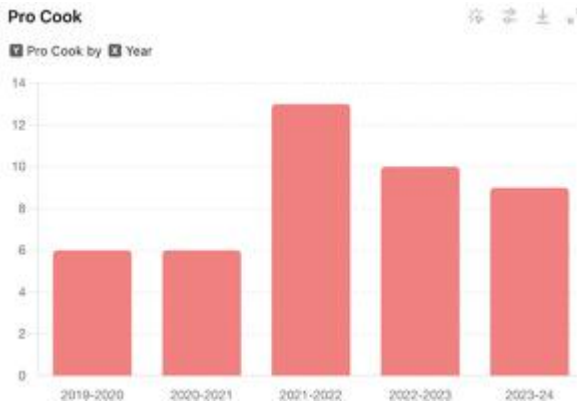
Autos has typically had a steady enrollment trend. It was not offered this year as there was not enough demand. Auto and Carpentry are both expected to run full programs next year.

### Carpentry Enrollment by Year



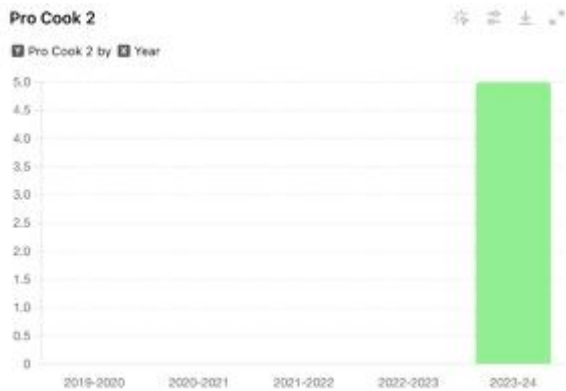
This program is on an upward trend. Due to the demand of carpentry employment on the Sunshine Coast we were able to offer and fill a Carpentry Train and Trade program 23-24.

### Pro Cook Enrollment by Year



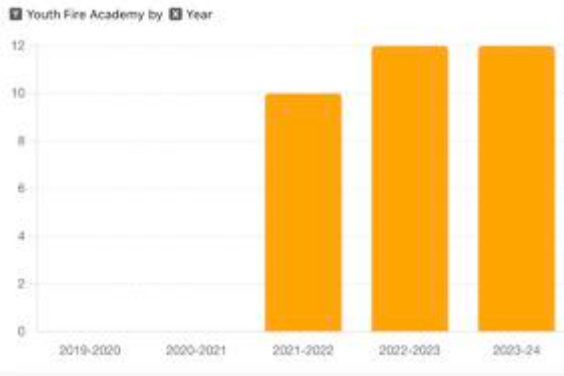
Pro Cook program is on a slight upward trend since 2019. This course offered at one of our high schools which has the facilities and a feeder program that supports our feeding futures program.

### Pro Cook 2 Enrolment by Year



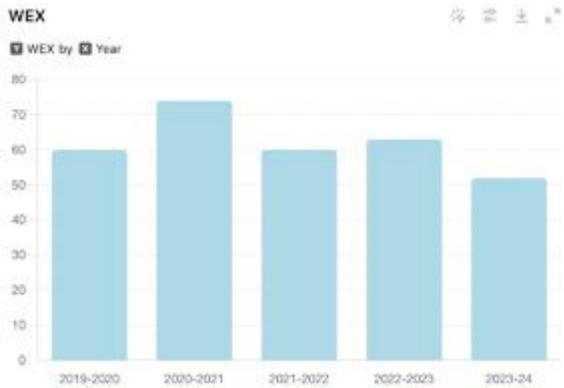
Pro cook 2 class was added to the 23-24 school year with five students currently in grade 12 and four graduated adults.

### Youth Fire Academy Enrolment by Year



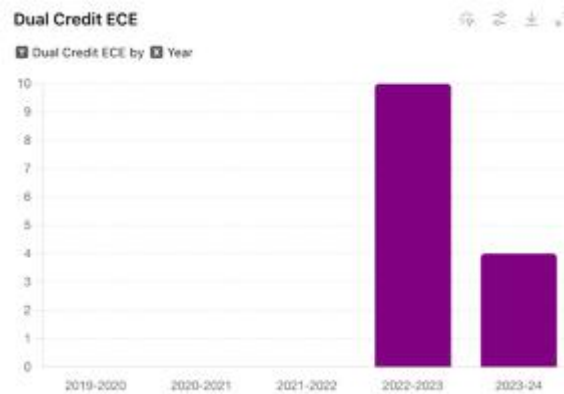
The Youth Fire Academy started in 2021 and has been on an upward enrollment trend.

### WEX Enrolment by Year



The overall work experience trend has been pretty steady with a slight decline this year possibly due to operational changes within the program.

### Dual Credit ECE Enrolment by Year



Dual Credit ECE is an area that we would like to put more focus on growing as the employment demand is high on the Sunshine Coast.

### Analysis and Interpretation

We see steady enrollment and participation in career paths for students. However, recognizing the benefit of career options as a key to successful graduation we see a need to increase awareness and support for students who are interested in these areas of learning. A particular area of growth will be the dual credit programs moving forward.

An updated MOU was signed in June 2023 to enable dual credits for Early Childhood Education programs at Vancouver Community College. With the further expansion of early learning within schools, this relationship will be beneficial to students and the district as a service provider of high-quality pre-K programs.