



ENHANCING STUDENT LEARNING REPORT

2023-2024

In Review of Year 2 of the Vancouver School Board's Education Plan 2026

Approved by the Board of Education on September 23, 2024



With deep gratitude and respect,
we are honoured to be learning and unlearning on the ancestral and unceded lands of the
x^wməθk^wəy̓əm (Musqueam), S_kwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

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STUDENT SUCCESS: PLANNING AND ADJUSTING FOR CONTINUOUS IMPROVEMENT

Introduction

Welcome to the 2023-2024 Enhancing Student Learning Report. Each year, the Vancouver School Board (VSB) prepares and submits a report detailing student performance to the Ministry of Education and Child Care (Ministry), including specific outcomes and measures aligned with the [Ministry's Framework for Enhancing Student Learning \(FESL\)](#). The Framework identifies goals and measurable outcomes in the three areas outlined below.

89 Elementary Schools 

 **Vancouver Learning Network**
K-12 Provincial Online Learning School

19 Secondary Schools, including 1 Alternate Secondary School 

 **Adult Education**

Intellectual Development

Students will meet or exceed literacy and numeracy expectations for each grade level.

As measured by:

- Current year and three-year trend for the number and percentage of students in grades 4 and 7 on track or extending in literacy and numeracy expectations as specified in provincial assessments.
- Current year and three-year trend for the number and percentage of students in grade 10 proficient or extending in literacy and numeracy expectations as specified in provincial assessments.

Human and Social Development

Students will feel welcome, safe and connected to their school.

As measured by:

- The number and percentage of students in grades 4, 7 and 10 who feel welcome, safe and have a sense of belonging in their school.
- The number and percentage of students in grades 4, 7 and 10 who feel two or more adults at their school care about them.

Career Development

Students will graduate with the core competencies to achieve their career and life goals.

As measured by:

- Number and percentage of resident students who achieve a BC Dogwood Diploma within five years of starting grade 8 (5-year completion rate).
- Number and percentage of students transitioning to post-secondary institutions within one and three years.

District Context: Students at the Centre

VSB's Education Plan, including its values, goals and priorities, is closely aligned with the Framework for Enhancing Student Learning (FESL) goals. Focusing on intellectual, human and social, and career development through the lens of equity and reconciliation supports our vision of success for all learners.

At the Vancouver School Board (VSB/District), we are proud to provide exceptional learning experiences for students. As a large, urban school district, VSB is one of Canada's most diverse school systems. We are privileged to work closely with the three Host Nations, xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation). We embrace Indigenous ways of knowing and learning and work to expand Indigenous perspectives across the curriculum and within our 110 schools and programs, where more than 50,000 students learn and grow.

Equity and inclusivity are at the forefront of our approach to education. More than 7,700 staff work to create learning environments where every student thrives by prioritizing students' needs, applying evidence-informed practices and building relationships. VSB's culture reflects the diversity of our city. Students enrolled in VSB come from varied backgrounds and lived experiences and are encouraged to explore and share their unique selves.



2,316 students self-identify as Indigenous, 166 living on reserve

45% of students at VSB speak languages other than English at home



150 mother-tongue languages spoken overall

13% of students are diverse learners with Individualized Education Plans (IEP)



Our educational programs also support adult learners pursuing secondary school completion, post-secondary prerequisites or upgrading their skills, and more than 1,300 international students from around the globe who choose to pursue their education in Vancouver.

VSB is committed to creating an equitable learning environment focused on academic excellence, where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. We do this by enabling students to see themselves and their communities in the curriculum and the staff throughout the District, prioritizing student needs by making informed decisions, engaging in open communication with rights holders and stakeholders, and actively fighting systems of oppression through relationship building, ongoing communication and transparency. VSB's commitment to equity is guided by humility and accountability.

2022-2023: 1701 Enrolment Data from September, February and May

Student Group	Headcount	FTE
Standard Enrollment	48,731	48,440
Online Learning	4,160	739
Adult Education	5,962	477
Alternate Programs	343	342
Total Enrollment	59,196	49,998

Student Group	VSB #	VSB %	BC %
Indigenous	2,316	4%	11%
English Language Learners	8,956	18%	13%
Disabilities and Diverse Abilities*	6,564	13%	13%
Children & Youth in Care	110	0.2%	0.6%

*Note: Students identified as having disabilities or diverse abilities have a Ministry of Education and Child Care special education designation. Throughout this document these students will be referred to as diverse learners.

Current Strategic Plan Priorities

VSB's work to support success for all students is guided by the goals and objectives of our [Education Plan](#):



GOAL 1

The Vancouver School Board will improve student achievement, physical and mental well-being and belonging by

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Improving student environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.
- Ensuring the alignment among school, District and provincial education plans.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

GOAL 2

The Vancouver School Board will increase equity by

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.



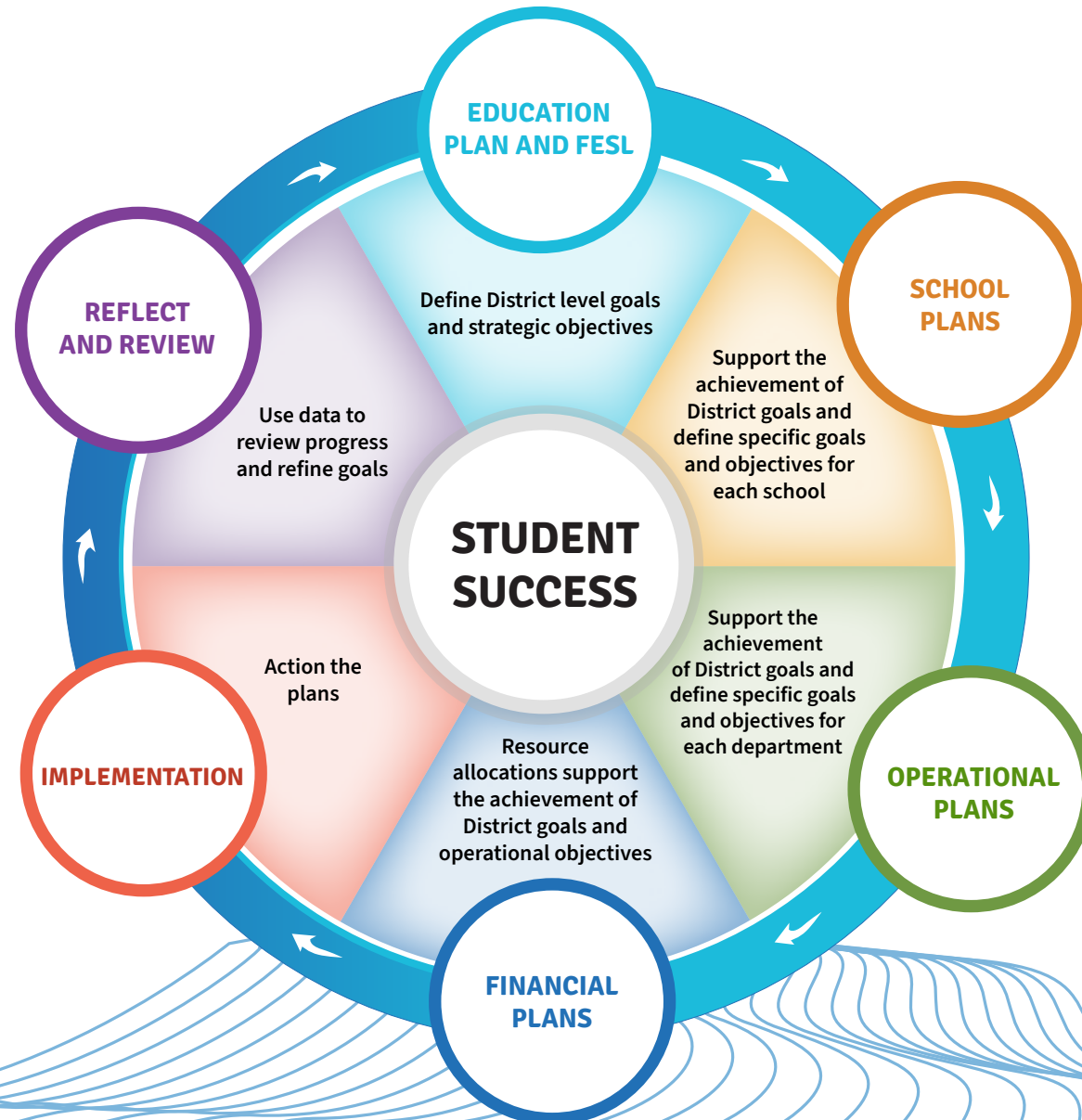
GOAL 3

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by

- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.
- Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.
- Engaging and gathering with x^wməθk^wəy̓ əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

A Commitment to a Continuous Cycle of Improvement:

Continuous improvement of student outcomes is guided by the Framework for Enhancing Student Learning and our Education Plan. School learning plans and other operational plans are interconnected and aligned with multi-year financial plans. The development of financial plans are supported by engagement with rights holders and stakeholders.



Looking Back on the Year: Effectiveness of Implemented Strategies

VSB is witnessing continued growth and proficiency in all areas of overall student achievement and well-being. Our literacy and numeracy results for all resident students are consistently above provincial rates for all grades, with literacy being particularly strong. Numeracy results have been on a slight decline in grades 4 and 7 but are on an upward trend for grade 10. We are proud of our 5 and 6-year completion rates that have been consistently high during the past five years for all students. We have made gains in participation rates in the Foundation Skills Assessment (FSA) for students in both grade 4 and grade 7 and the school district is focused on continued growth in this area.

VSB students are engaged and active within our school communities and many continue their learning in a variety of post-secondary opportunities. English Language Learners in VSB are graduating successfully and their literacy proficiency results are steadily improving. The majority of students feel safe and welcome at VSB schools. We continue to provide ongoing supports through our safe and caring schools, mental health, Indigenous and equity and anti-oppression teams to support all students to feel a sense of belonging. Building positive relationships between students and adults continues to be a focus.

We acknowledge that there are gaps in outcomes for some priority learners (Diverse, Indigenous and Children and Youth in Care). This includes results for literacy and numeracy, well-being and completion rates. We are actively working on structures, targeted supports, and professional learning to provide students with what they need to be successful. We continue to provide experiences for students to be creative and critical thinkers, take risks, be leaders, care for others and engage in problem solving through a variety of academic, extra-curricular and community opportunities.

Throughout this document, we have highlighted “sites of interest” on our journey toward success for all students. These sites of interest highlight examples of the incredible work happening across VSB in our schools and programs.

During the 2023-2024 year, the District implemented a variety of initiatives that have made a positive impact on student success. Highlights are included below, and additional initiatives are included in [Appendix B: Monitoring Strategy Effectiveness](#)

Mobilizing People and Roles to Support Student Success

VSB continued to reorganize staffing and leadership structures to better support students.

- District principal for learning and instruction (Elementary K-7) added to support curriculum, instruction and assessment, with a focus on literacy and numeracy.
- District vice principal to advance career education in schools and to support students in their career exploration, by strengthening effective connections between the District and other agencies, including career-oriented government programs and post-secondary institutions.
- Restructured the senior learning and leadership team’s portfolios and school assignments to more effectively support principals and vice principals to meet the needs of students, staff and their communities. There are now two associate superintendents to support elementary schools/ programs and two associate superintendents to support secondary schools/programs. This structure is mirrored in the director of instruction roles to provide more direct and focused support to schools.

Supporting Literacy and Numeracy

[VSB’s Responsive Literacy Framework](#) was officially launched in the 2023-2024 school year. It was created in collaboration between the learning and instruction and Indigenous education teams. All elementary schools received this comprehensive document as well as literacy kits that included assessments, protocols and resources to support the development of literacy skills, and early and ongoing intervention. Teachers and administrators participated in “District Literacy Days” – professional development sessions with targeted support provided by learning and instruction teachers working in schools and classrooms throughout VSB.

To develop strong literacy assessment practices, workshops focused on assessing phonological awareness, phonemic awareness and phonics were offered and assessment kits were provided to K-3 teachers at each elementary school. *A Strengthening Assessment Series* with Katie White supported teachers and administrators to incorporate responsive assessment practices in their schools.

To support numeracy learning, several District-wide professional development workshops were hosted, including *Math Playground K-Grade 12* with Dan Finkel of Math for Love and *Math Pedagogy and Instructional Practices* with Marian Small.

Multiple professional development opportunities were offered to support the development of responsive assessment practices for Indigenous students, English Language Learners and students with diverse abilities. A highlight was the *Universal Design for Learning series* with Katie Novak.

Supporting Student Well-Being

The work of the mental health and social and emotional learning team is guided by VSB's Education Plan and the [Mental Health in Schools Strategy](#). Professional development opportunities to support well-being, including compassionate systems leadership, were offered to all staff. Based on educators' feedback, additional professional development opportunities about trauma-informed practice in schools were offered. Resources promoting mental health were distributed to all schools to build staff capacity. These resources included videos and a District-developed teacher's guide about social and emotional learning and mental health literacy. The team continued to work closely with the Indigenous education department to create portable Indigenous nature kits. These kits were used by all Indigenous education enhancement workers with students in schools to support cultural connections.

Students' feelings of welcome, safety, belonging and adult connections were supported by VSB's equity and anti-oppression (EAO), safe and caring and Indigenous education teams. In alignment with our equity statement, some of the accomplishments this past year included:

- Diversity, Equity and Inclusion Student-Led Youth Conference and Student Voice Survey.
- Hiring of a District SOGI teacher.
- Updated and translated SOGI-inclusive resources and a new [Administrative Procedure 174: Sexual Orientation, Gender Identity and Gender Expression](#).
- A redesigned EAO SharePoint site for VSB educators that includes a diversity and inclusion calendar to help with event planning, and the launch of diversity and identity videos.

- Professional development opportunities for teachers to learn strategies on dismantling systems of oppression and how to create more inclusive school environments.
- Indigenous cultural events including house post unveilings, drum making, blanketing ceremonies, weaving, smudging, drumming and dancing.
- In addition to the ongoing, embedded work around the First Peoples Principles of Learning, the acknowledgment of Orange Shirt Day, Red Dress Day and Indigenous Peoples Day support both Indigenous and non-Indigenous students and staff to come together in community and further VSB's reconciliation journey.



SITE OF INTEREST

Amplifying Voices: VSB's Diverse Story Studio

VSB's equity and anti-oppression (EAO) team developed an engaging and inspiring resource for elementary students, celebrating diversity and inclusion in VSB schools. The online resource, complete with an educators' guide, includes a series of six videos. Each showcases a person sharing their unique background, experience, culture and identity, through their responses to interview questions originally developed by elementary students.



SITE OF INTEREST

Literacy Days: "A path to educational excellence"

The learning and instruction team held three "Literacy Days" for elementary teachers and principals, focused on the VSB's Responsive Literacy Framework. Attendees reflected on culturally responsive assessment practices and delved into topics like Universal Design for Learning (UDL) and First Peoples Principles of Learning. Administrators engaged in classroom learning walks to understand effective literacy instruction. Literacy Days underscored VSB's commitment to educational excellence for all students.

Supporting Completion and Core Competency Development

VSB's Education Plan emphasizes the importance of a seamless transition for students completing secondary school and moving to post-secondary education (including colleges and universities), the world of work, community living or skilled trades and apprenticeship opportunities. Student feedback reveals a strong desire to be well-equipped for their future endeavors, highlighting the need for meaningful pathways to post-secondary options that are authentic and effective.

VSB career programs experienced growth in 2022-2023 and again in 2023-2024. Increased enrolment in Youth Explore Trades Skills resulted in a significant increase in applications to Youth WORK and Youth TRAIN in Trades programs, leading to an increase in program participation with more 220 students enrolled in Youth Explore Trades Skills.

Many VSB students participated in the Skills Canada program this year, with five students qualifying for the Skills Canada National Competition in Quebec City as part of the British Columbia team of 60 competitors competing in 54 different trade and technology competitions. VSB students earned medals in Fashion Technology (gold), Film and Video Production (bronze), Job Skill Demonstration (silver) and Plumbing (silver).



SITE OF INTEREST

Career Programs Empower Students with Hands-On Learning

In February, senior leaders visited the Richmond Centre site, spending time with students from Youth WORK in Trades programs and apprentices from OZZ Electric, Pitt Meadows Plumbing, and Evergreen Sheet Metal. They connected with students from four secondary schools and recent graduates. These apprenticeships, offered by VSB career programs in partnership with Skilled Trades BC, cater to those preferring hands-on learning and provide a head start on their careers, enabling students to earn 16 graduation credits.

SITE OF INTEREST

VSBean:

Brewing Success for VSB Students in the Workforce

VSB's work experience transition (WEX) team provided opportunities for students with diverse abilities to gain employable, vocational skills and life skills. The team provided service to 282 students through 140 supported placements, 51 independent placements and 89 intake interviews this year. There were six students offered paid work after successfully completing a work experience placement. The WEX team was also able to provide three students (from Churchill, Eric Hamber, and John Oliver) with honorariums totaling \$1000.00 from the profits made from the VSBean coffee cart at the Education Centre. These three students first completed a successful work experience at the VSBean, and then were offered and accepted the opportunity to work in a leadership role to provide mentorship/training to new students working at the VSBean. This year, 35 students participated in WEX through the VSBean coffee cart experience.



Supporting Indigenous Students

As a learning organization, VSB recognizes that Indigenous voices and perspectives are paramount to guide our collective work to support student success. We appreciate the rights holders from the three Host Nations for their guidance and input.

Ongoing initiatives to support Indigenous learners are linked to the four elements of the [Ministry of Education and Child Care's Equity in Action Framework](#) and the mandate of the Indigenous Education Council (IEC).

Policy and Governance

We are responsible to the rights holders of the three Host Nations through the Indigenous Education Council (IEC). VSB has a responsibility to operationalize educational opportunities that are centred on students, inclusive of student voice, meet in community and involve Elders and Knowledge Keepers with the three Host Nations.

The council must reflect or integrate the distinct languages, cultures, customs, protocols, traditions, practices or history of the local First Nations into the learning environments and staff training offered by the school district and integrate the worldviews and perspectives of local First Nations into the learning environments. The IEC met four times through out the year and the Language and Governance sub committee met six times.

Policy and Governance Initiatives:

- Updating AP 300 Admission of Students to School and School Choice to support Bill 40 provisions.
- Updated [VSB Policy 8 \(2.3\): Standing Committee Rights Holders and Stakeholder Representatives](#), outlines rights holder representation from each of the Host Nations at all VSB standing committee meetings.

- Obtained exemption from the BC Human Rights Tribunal for the hiring of Indigenous education enhancement teachers and District staff.
- Reached an agreement with CUPE 15 to adjust the qualifications required for the hiring of Indigenous education enhancement workers to increase qualified candidates.
- Collaborated with Musqueam in the creation of a draft Local Education Agreement (LEA).

Learning Environment

The continued move toward collective responsibility and 'pulling together' in Indigenous education has helped to raise the standard of expectations of how we systematically do this work. Continuing to provide professional learning opportunities for educators has assisted in disrupting long-held beliefs and assumptions regarding Indigenous learners and Indigenous education.

Learning Environment Initiatives:

- An updated Land Acknowledgment was approved through the Indigenous Education Council to be used across VSB.
- School learning plans for elementary and secondary schools embed a goal focused on Indigenous education.
- Celebrations (including graduation and Grade 7 Moving Forward ceremonies) embed a collectivist approach that continues to have a positive impact on the holistic development of Indigenous learners.
- The District-wide Student Art Show for Red Dress Day in remembrance of Missing and Murdered Indigenous Women on May 5 provided opportunities for students and staff to deepen and broaden their understanding of the experiences and realities of Indigenous peoples.

- Expanded professional learning opportunities for District staff (Red Dress Day, Orange Shirt Day, Indigenous Peoples Day).
- Trustees participated in a wide variety of learning opportunities and attended numerous Indigenous events across the District.

Pedagogical Core

VSB continued to align its policies and practices with the UN Declaration of the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission. By engaging and gathering with the three Host Nations and including community members, Elders, knowledge holders, artists and others to share their knowledge directly with students and staff, it increased knowledge, awareness, appreciation of and respect for, Indigenous histories, traditions, culture, languages and contributions.

Pedagogical Core Initiatives:

- Indigenous-Focused Day of Learning: Professional Day for all staff, November 24, 2023.
- Musqueam Day for school and District staff provided a full day of training and professional development at the Musqueam Cultural Centre.
- Four Seasons of Communi-Tea – four seasonal circles that met to engage in meaningful conversations with local Indigenous Knowledge Keepers and Elders who shared teachings about the seasons and topics related to Indigenous ways of knowing and being.
- Elders Gathering at səliiwətał (Tsleil-Waututh Nation) with representation from the three Host Nations.

Learning Profile

The District and Indigenous Education Council (IEC) continue to work on a systematic response from the bottom-up rather than a top-down approach, walking alongside educators in school communities to strengthen their practice so they can support Indigenous learners' academic and cultural learning journeys.

Learning Profile Initiatives:

- Providing cultural education has increased the sense of belonging for Indigenous students across the District.
- Decolonizing literacy learning for all students through the Responsive Literacy Framework.
- Using the data collected in the Indigenous Information Management System (IIMS) such as attendance and school connections to support student engagement.
- Schools and programs continuing to focus on building relationships with students and families to better understand their stories.



SITE OF INTEREST

A Home for Everyone: Southlands Elementary Unveils House Post

At Southlands Elementary, Musqueam artist Brent Sparrow unveiled a house post honoring Musqueam matriarchs. The post features a salmon wrapped around two eagles, inset with the Coast Salish eye, under a woman's face. The ceremony, led by Chief Wayne Sparrow and Alec Dan, was attended by the school community, Musqueam councilors and members, including artist Susan Point. The house post was brushed off by medicine people, Thelma, Arthur and Felicia Stogan, also of Musqueam and attended by witnesses. Gordon Grant, a witness, remarked, "This house post is an address, and this school is a home for everyone." The event, during which many teachings were shared with all in attendance, left a profound impact, summed up by one kindergarten student's exclamation, "This is fantastic!"

Identifying Existing and/or Emerging Areas for Growth

Data analysis enables VSB to identify trends and themes to advance a continuous improvement cycle for student success. [Appendix A: Enhancing Student Learning Report: Data and Evidence--Reflecting on Student Learning Outcomes](#) includes complete data sets, detailed analysis and a summary of strengths and stretches in the areas of intellectual, human and social, and career development. Through our ongoing engagement process at a variety of Board Committees and Working Groups, feedback from all rights holders and stakeholders was incorporated into the identified areas for growth.

Areas for Growth Moving Forward

Four priorities have been identified based on both qualitative and quantitative data analysis:

1. Literacy and Numeracy Proficiency:

- Literacy proficiency for all grades is strong and above the provincial average, however, results among priority populations and in particular, Indigenous student data, is on a downward trend.
- Numeracy proficiency (grades 4 and 7) is on a decline across all priority groups, more so for Indigenous students. At the grades 10 and 12 levels, numeracy proficiency is increasing for all students, but low and declining for Indigenous students – this is also reflected in report card data.
- Numeracy proficiency is lower than literacy proficiency at all grade levels.

2. Quality Instruction and Assessment:

- Additional structures are needed to support all learners to be successful in the classroom and address achievement gaps for priority populations.

- There is a need for ongoing professional development opportunities to further develop pedagogy and practice in instruction and assessment and support students to develop critical and creative thinking skills.

3. Interventions for Priority Learners:

- Literacy, numeracy, wellbeing, connections and completion data all indicate gaps among students who identify as Diverse, Indigenous and Children and Youth in Care, in comparison to all students.
- Some students who are in-care require a more comprehensive wrap-around approach to support success.
- Completion rates among Indigenous students dipped last year and are at a lower rate compared with the province.

4. Student Well-Being and Connections:

- Students in grades 4, 7, 10 and 12 feel a greater sense of safety and welcome at school, but lower rates of belonging.
- Students at all grade levels who report two or more adults at school who care about them needs to be prioritized.

In addition to the four key areas identified, we continue to work toward higher participation rates for the Foundations Skill Assessment and the Student Learning Survey (particularly at grades 10 and 12). Improving participation rates will provide more robust and inclusive data sets that can better guide instructional practice and identify where to target supports. VSB aims to continue to effectively use a variety of quantitative and qualitative data to support planning at both the District and school levels, to better assess the efficacy of initiatives and track success over time.

SITE OF INTEREST

Diverse Learners Navigate New Horizons with Opportunities to Connect with Future Careers at Annual Post-Secondary Transition Fair

Each spring, VSB hosts a fair where students and their families learn about services, programs and resources supporting students who have Ministry designations (A-G and K) transition from secondary school. Teachers, counsellors, social workers, career coordinators, community-based support staff, post-secondary representatives, employment agencies, government service agencies, community and transition service providers as well as staff from adult community living service organizations all attend the fair to share information with students and their families. During the fair, student-attendees and their families have opportunities to explore future endeavours with program representatives, ask questions and collect materials to facilitate the next phase of their life journey.



Adjustment and Adaptations: Next Steps

Data, both quantitative and qualitative, is foundational to our work. Based on the areas of need identified through data analysis and in consultation with rights holders and stakeholders, the following existing and new strategies will be incorporated in the 2024-2025 school year:

Supporting Literacy and Numeracy Proficiency:

- Collaboration between the learning and instruction team and the Indigenous education teams to increase the profile of culturally responsive pedagogy in literacy programming with a focus on grades K-3.
- Continued implementation of VSB's Responsive Literacy Framework K-7, including the use of early literacy screeners K-3 as directed by the Ministry of Education and Child Care.
- Targeted literacy and numeracy support for grades 8-12 provided by two secondary District learning and instruction teachers.
- Expansion of the Summer Learning "Rec and Read" program for grade 1 students needing targeted literacy support.
- Creation of a VSB Numeracy Framework (K-12).
- Ongoing literacy and numeracy professional development for K-12 educators, including the [BC Learning Pathways](#).
- A focus on improving participation rates in the FSA grade 4 and 7 and continuing to provide any necessary adaptations for Diverse learners to ensure more robust and inclusive data sets.

Quality Instruction and Assessment:

- Creation of Professional Learning Communities (PLC) at elementary schools, supported by elementary district learning and instruction teachers in a "residency model" in order to strengthen quality instructional practices and provide modelling, co-planning and co-teaching.
- Learning and instruction staff embedded in secondary schools to support instruction and assessment in all curriculum areas.
- Continue to implement the Response to Intervention model (RTI) at schools to provide more targeted interventions and supports based on individual and unique student needs in every classroom.
- Work toward the alignment of structures, processes and staffing between the District learning and instruction team and the learning services team to provide more effective and efficient supports to schools:
 - » Learning and instruction team to provide Tier 1 classroom support in instructional practices, assessment, and Universal Design for Learning.
 - » Learning services team to focus on Tier 2 (targeted) and Tier 3 (intensive) supports in schools and manage referrals to specific VSB programs.
- Ongoing professional development to support pedagogy and practice with instruction assessment, critical and creative thinking, digital literacy and arts education.

Support for Priority Learners: (Diverse, Indigenous, and Children and Youth in Care)

- Ongoing review of specialized programs in VSB to ensure referrals are appropriate and programs meet student needs.
- Continue to focus on the articulation process between elementary and secondary schools to support transitions for priority learners.
- Ongoing mandatory resource teacher training, including school-based team processes.
- Continue to partner with Burnaby School District's continuing education department to offer the educational assistant training program to increase the number of trained candidates (SSAs and SSBs) who may be recruited by VSB.
- Provide ongoing professional development for resource teachers, administrators, classroom teachers, and student support assistants to build their capacity, understanding, and knowledge of diverse learning needs, specifically for those students requiring Tier 2 (targeted) and Tier 3 (intensive) interventions.
- Work in partnership with MCFD to develop a clearer communication structure and tracking process to ensure that schools are aware of students who are Children and Youth in Care and provide necessary supports.
- Support principals of elementary schools to effectively use data to identify and support learning needs of Indigenous students throughout their elementary years and support their transition to secondary school.

- Ongoing and targeted planning and follow-up with secondary schools and Alternate Programs by the Indigenous education team to discuss Indigenous students' progress.
- Targeted support for Indigenous students in grades 10-12, including success planning in September with a clear graduation path established.
- Create a clear graduation/transition plan for any students identified as needing more time beyond five years, in partnership with the student and their family.
- Establish a working group to make recommendations to further support the needs of Diverse learners in alignment with the Education Plan and FESL that can be considered by the Board within the 2025-2026 financial planning process.

SITE OF INTEREST

ReconciliACTION: New Land Acknowledgment

In January, VSB introduced a new land acknowledgment, approved by the Indigenous Education Council and three Host Nations. This acknowledgment, now part of VSB's email signatures and documents, is shared at meetings and presentations in honour and respect for the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tseil-Waututh Nation). The support and guidance of the Host Nations and IEC members is deeply appreciated as VSB advances its reconciliation journey.



x^wməθk^wəyəm
(Musqueam)



Sk̓wxwú7mesh Úxwumixw
(Squamish Nation)



səliwətaʔ
(Tseil-Waututh Nation)

Well-Being and Connections:

- Provide resources and training materials for teachers and support staff via two new SharePoint sites: Social Emotional Learning/Mental Health and Equity and Anti-Oppression.
- Expand the use of the Middle Years Development Instrument (MDI) for grade 6 students annually in all schools to gather additional data related to well-being and connections.
- Continue to provide targeted professional development on trauma informed practice, social emotional learning, mental health literacy, and anti-racism.
- Continue to provide opportunities to learn about Indigenous cultures for both Indigenous and non-Indigenous learners to further support connection and belonging.
- Continue to provide supports through the equity and anti-oppression team to foster a sense of belonging and connection for all students.
- Continue to partner with Vancouver Coastal Health, Ministry of Children and Family Development, Child and Youth Mental Health, Watari Support Services, PLEA Community Services and Exploitation Education Institute to support elementary and secondary teachers with wellness resources including prevention, health promotion, mental health literacy, substance use and harm reduction, as well as physical and sexual health.
- Continue to focus on career pathways that support student interest, passions and their unique identity.
- Continue to focus on the reimagined School Liaison Officer (SLO) program, now in its second year with VSB, to support safe and inclusive school environments.

Ongoing Strategic Engagement - Supporting Continuous Improvement

The VSB works with rights holders from the three Host Nations and stakeholder groups to facilitate conversations about improving student outcomes for all learners. These student success conversations happen across a wide variety of committees and working groups that meet regularly throughout the school year. Feedback from rights holders and stakeholders guide our decision making process and the identification of new initiatives to support all students.

Indigenous Education Council (IEC)

The IEC guides the VSB's work on Indigenous education and enhancing educational outcomes for Indigenous learners. The IEC:

- Advocates for all Indigenous students through advice on programs, services, and achievement.
- Advises on integration of Indigenous worldviews and perspectives, particularly local First Nations.
- Educates through local First Nations members advising on their distinct languages, cultures, customs, traditions, practices or histories.
- Advises on grants provided in relation to Indigenous students.
- Approves Indigenous education targeted funding.
- Some examples of the IEC's work include:
 - » Staffing equity: working with the three Host Nations to hire Indigenous staff.
 - » Curriculum development for both weaving and canoe culture.
 - » Uplifting student voice: students from Strathcona Elementary and Lord Byng Secondary provided perspective and leadership through their contributions at the IEC meetings.
 - » Meeting in community: The IEC meets on the ancestral, unceded lands of the three Host Nations, helping to establish a stronger connection between the Nations and the VSB community to further strengthen the District's commitment to reconciliation, the Truth and Reconciliation Calls-to-Action, and upholding the United Nations Declaration.

Board Standing Committees (Education Plan, Facilities, Finance and Personnel, Policy and Governance)

The primary purpose of standing committees is to act in an advisory capacity to the Board and to support good governance and informed decision making by the Board. The Board invites one rights holder representative of each of the three Host Nations to attend standing committee meetings. The Board also invites one student representative designated by the Vancouver District Student Council (VDSC), one parent representative designated by the District Parent Advisory Council (DPAC) and one representative of each of the eight labour/working partner stakeholder groups to attend. Representatives attending committee meetings are entrusted with presenting the perspectives and interests of those they represent. The Board's education plan committee receives regular updates about progress in areas of the Education Plan and FESL. Some examples this year included literacy, communicating student learning, social and emotional learning and mental health, equity and anti-oppression, English Language Learners and staff professional learning.

Board Advisory Committees

Stakeholders also participate in various advisory committees including the special education advisory committee that advocates for and supports Diverse learners' needs, and the diversity committee.

Community Partners

VSB continues to work in partnership with various interministerial organizations, including Vancouver Coastal Health, Child and Youth Mental Health, the Ministry of Children and Family Development as well as non-profits to provide wrap-around support for students. These community connections support targeted work with students who are Diverse, Indigenous, English Language Learners and in-care.

Student Engagement

Students across VSB are becoming more involved in many aspects of decision-making, and their voices are deeply valued. At the school level, students are actively engaged in a wide variety of leadership opportunities, including equity, diversity, sustainability and environmental clubs across K-12 schools. Secondary students represent the District at inter-district symposiums and conferences, such as the Black Affinity Anti-Racism Symposium, Anti-Racism Educator's Network, Black Futures and the African Descent Project. This year, representatives from the Vancouver District Student Council (VDSC), participated in all Board standing committees. Each year, a student trustee from the VDSC attends all open Board meetings and provides updates regarding student-identified initiatives and needs. Students are also actively involved in projects based on their own passions and interests through the District's student leadership fund.

Framework for Enhancing Student Learning Working Group

The FESL Working Group is comprised of District staff from all departments, stakeholders including union representatives (teachers and support staff), District Parent Advisory Council, students, principals and vice-principals as well as directors of instruction from education services, employee services and business services. The engagement involved six sessions where participants had the opportunity to review FESL and additional data, identify trends and gaps, review and evaluate current initiatives, and suggest new initiatives based on identified needs. Moving these sessions face-to-face improved engagement, conversations and meaningful suggestions aligned with data to improve student success. Student participants provided important insights as well as suggested next steps and action plans for further improvement.

Financial Plan Engagement Process

Rights holders, families, students, staff, stakeholders and community members are invited to provide input into our annual financial planning process. An online survey was open to the entire community, with more than 5,300 responses collected. Individual rights holders and stakeholder groups were also invited to face-to-face facilitated consultation meetings. These groups included families, community members, students, and staff. The FESL data and additional District data sets were used to support all new budget allocations for the 2024-2025 school year. The [financial plan development engagement summary report](#) summarizes feedback provided by rights holders through the Indigenous Education Council (IEC), the District's formal stakeholder groups, as well as members of the public gathered during the financial plan engagement period. More information in [the Board-approved 2024-2025 Financial Plan](#).

Other Engagement

VSB also conducted several other engagements with the community this year.

This included VSB's accessibility planning, guided by the Education Plan and relevant policies, involving public engagement through two online surveys for staff, students, families, and community members. Key themes included the need for increased physical accessibility, addressing staffing and budget shortages, and improving support for people with disabilities. Survey results, along with internal feedback, will inform a three-year Accessibility Plan (2024-2027), with further input from focus groups ([Accessibility Survey What We Heard Report](#)).

In late spring, VSB reached out to students' families to gather feedback and input about their communication and engagement preferences in preparation for the new school year. We heard from more than 5,500 individuals. Key takeaways included that families appreciate communications that were personalized and visually engaging, which contributed to a sense of community and connection. Other emerging themes include a strong preference for centralized communication platforms and for more in-person interactions, with many parents and guardians expressing a sense of fatigue with virtual meetings. They believe face-to-face engagements build stronger relationships and provide more comprehensive information. Participants also expressed a desire for more comprehensive information about how their feedback contributes to decisions.

VSB staff will incorporate the feedback and input received in its communications and engagement activities in alignment with best practices to implement equitable approaches that enable VSB to reach and hear from as many diverse families as possible. Families can expect a more centralized approach to information sharing and additional

in-person engagement opportunities. VSB will also establish an ongoing listening post to gather general input, as well as centre the voices of people with various lived experiences and backgrounds.



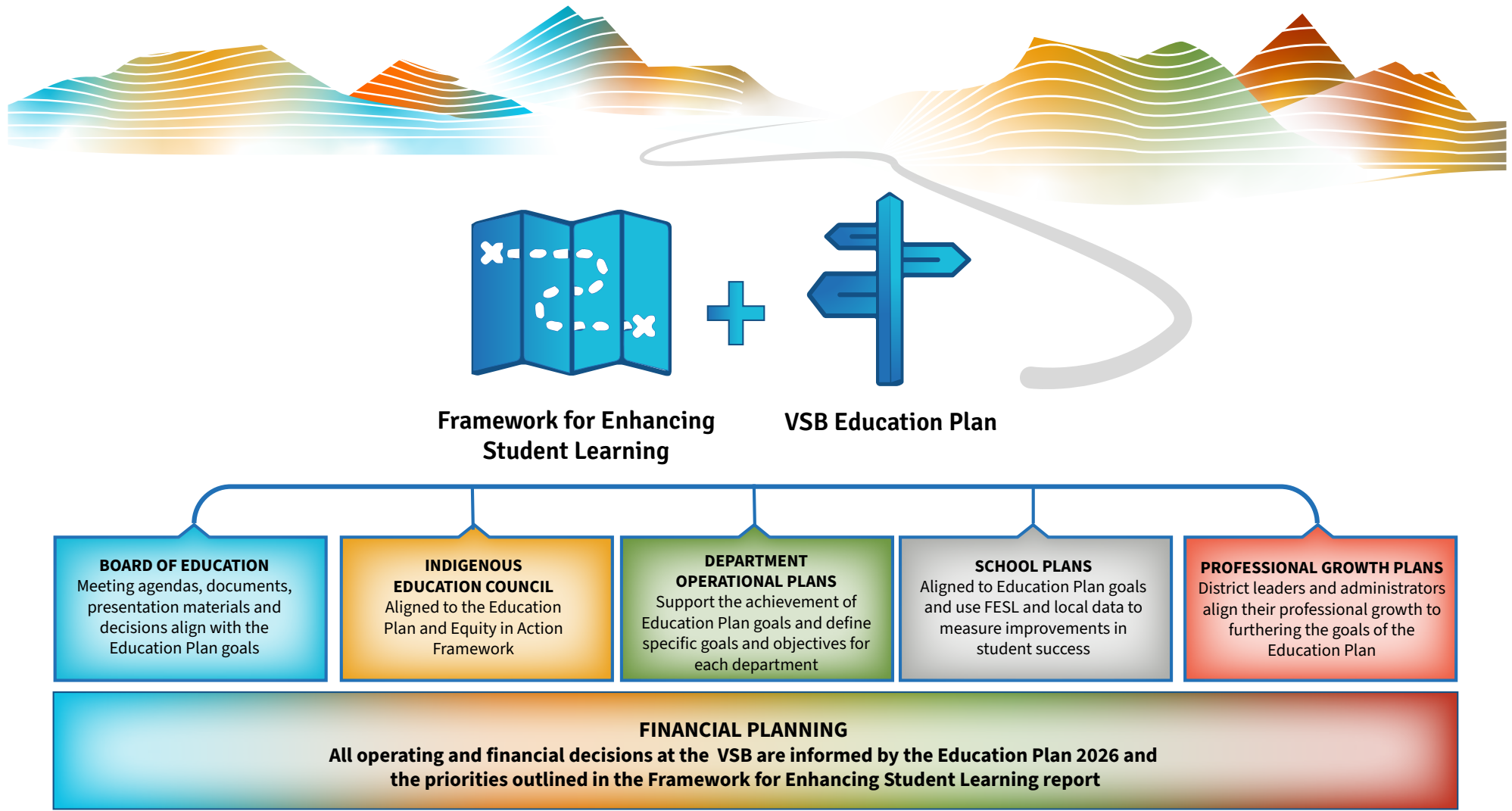
SITE OF INTEREST

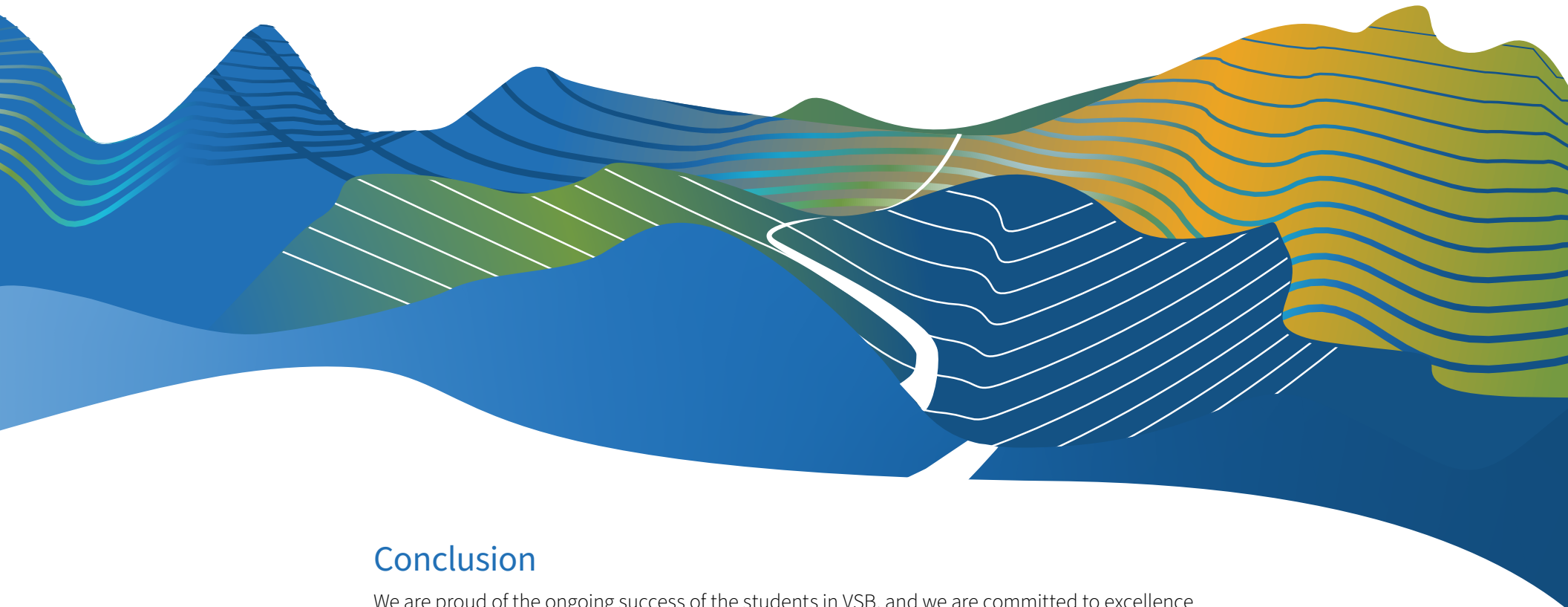
Board approved funding ignites leadership spirit for students

In May 2023, a \$100,000 student leadership fund was approved by the Board. The Vancouver District Student Council, supported by District staff, developed application guidelines, promoting community-building and student leadership. The fund, open to K-12 students with staff support, received 98 applications, generating interest and excitement by students across school communities.

Alignment for Successful Implementation

VSB continues to work on achieving system-wide alignment by ensuring that everything we do in schools, District sites, programs and departments is linked to the Education Plan and the FESL goals. Through our financial planning process and engagement during the last several years, we have been strategically aligning resources and restructuring staffing to support student success.





Conclusion

We are proud of the ongoing success of the students in VSB, and we are committed to excellence in public education as well as continuously improving student outcomes every year. Our Education Plan is foundational to this work, and the goals in the plan are centred on identifying, meeting student needs, and amplifying their voices. To guide us in reaching these goals, our values and commitment to equity are essential guideposts on which we focus our work. The data shows that we are making progress in achievement and well-being and are fostering a culture of life-long learning for students. We acknowledge that this same data also shows that inequities remain for priority learners; students who are Indigenous, with Diverse needs, or in-care.

We will continue to refine the pedagogical strategies used and make intentional changes to leverage impactful supports for students while removing barriers to their learning and personal development. It is through these intentional, specific and meaningful approaches that parity in all areas of achievement can be realized, and enhance the overall well-being for the students VSB serves. We look forward to continued and improved student success in the upcoming years, so that our students can flourish throughout their lives.

DATA AND EVIDENCE - REFLECTING ON STUDENT LEARNING OUTCOMES:

Important Information about the Data:

The data referenced in the Vancouver School Board's (VSB) Enhancing Student Learning Report includes both the required data and **additional data** collected to support analysis. Additional data considered will be indicated at the start of each data category (Intellectual, Human and Social, and Career).

Additional Data Considerations:

- VSB is a diverse school district with an urban Indigenous population. Students of Indigenous ancestry come from across Canada and a wide variety of First Nations, Métis and Inuit communities. A very small number in the Status group live on reserve, and as a result this data is often masked. For the purposes of data analysis, only Indigenous resident student data is used, or if possible, the off-reserve and on-reserve data has been included with the resident data.
- Children and Youth in Care (CYIC) data is challenging to track and maintain with accuracy, with about 100 students per year, spread across all grades, and with frequent movement in and out of care. The data is inconsistently reflected as it is often masked (if the number is under 10) to protect the identity of students, or it is so low that fluctuations from year-to-year appear extreme.
- Post-secondary transition data is limited as it only reflects BC post-secondary Institutions (PSI). Many students attend post-secondary institutions out-of-province or country, and this is not reflected in the data. Additionally, some students transition into work-site trades training not associated with a PSI, transition directly to the world of work or to community living. These pathways are equally as valuable as PSI attendance and are not captured in the data. Also, PSI data tracks first-year entry only, and not program completion or outcomes.
- The FESL data sets provided by the Ministry for this report do not include participation rates or cohort sizes. This data is included in additional data sets and addressed in the analysis, as these numbers can have a significant impact on results and trends.
- The Ministry provided FESL data sets do not include 6-year completion rates. This data is important, as for various reasons, an extra semester or year enables many students to complete graduation requirements. The 6-year completion rate is included in the additional data sets and is referred to in the data analysis.
- Evergreen completion is considered “non-graduation” and is not included in the data sets. This data is important because it indicates students with Diverse learning needs who complete a program aligned with their Individual Education Plan (IEP) goals. This is part of district success rates, but not completion rates. Tracking this data ensures that this pathway is appropriately used, and transition plans are created for life after secondary school.

Intellectual Development

Literacy and numeracy data provided in the FESL data reflects the outcomes for all resident students and disaggregated data for Diverse and Indigenous learners. Due to a significant population of English Language Learners (18 per cent) in VSB school communities, this data is also disaggregated and included. Children and Youth in Care information is a very small data set and is often masked due to low numbers per grade.

Educational Outcome 1: Literacy

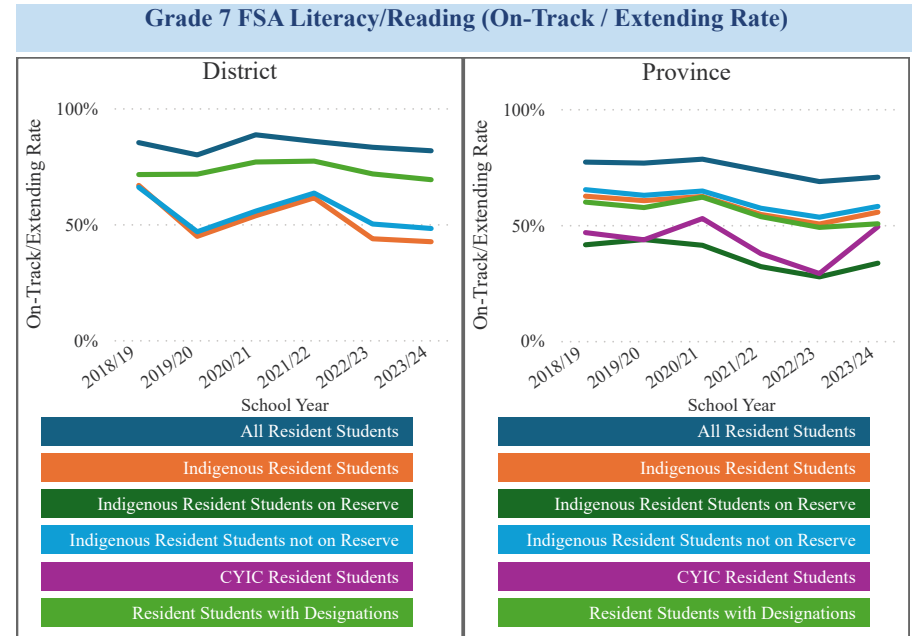
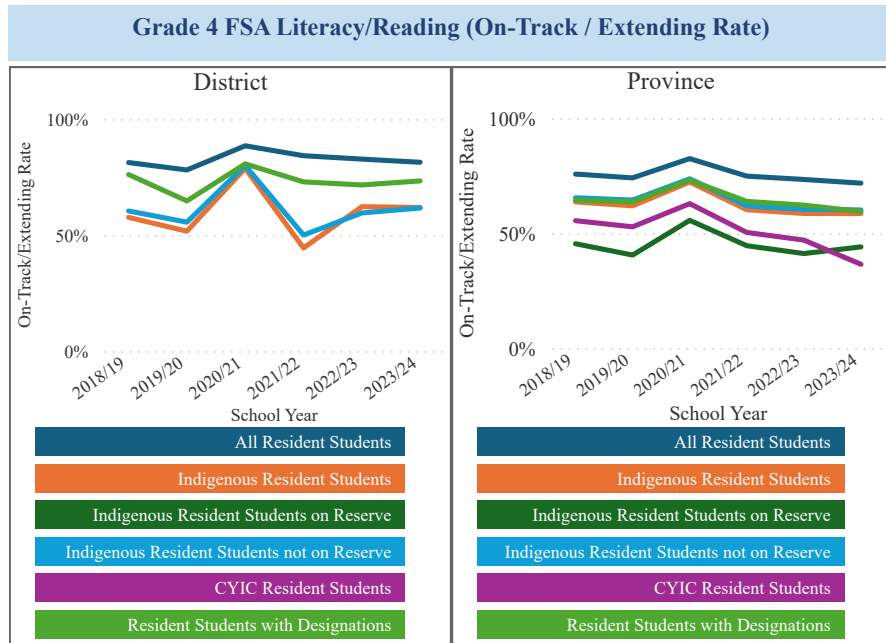
FESL Data Sets:

Foundation Skills Assessment (FSA) Grade 4 and 7, Graduation Literacy Assessment (GLA) Grade 10

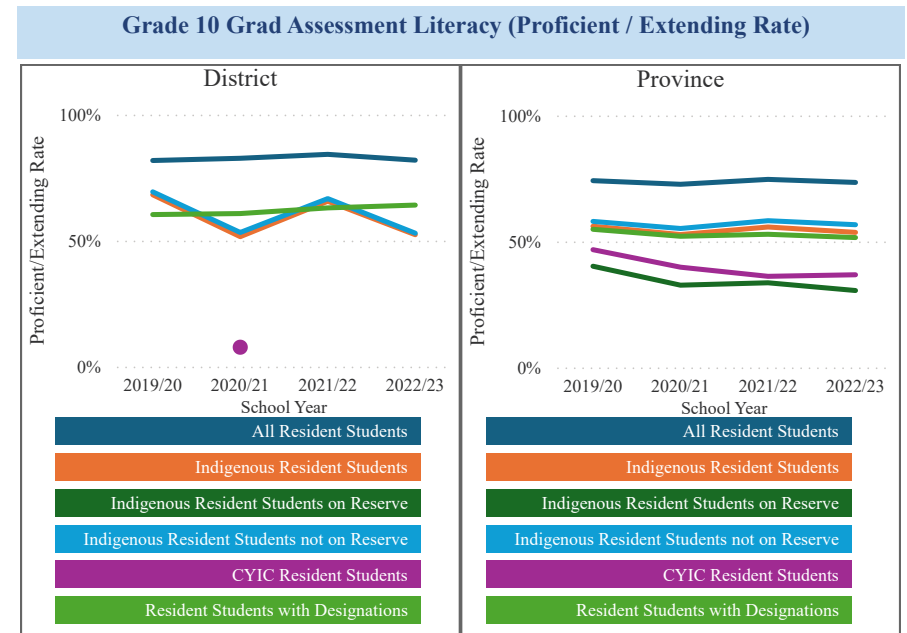
Additional Data Sets:

Foundations Skills Assessment (FSA) ELL Grade 4 and 7, Graduation Literacy Assessment ELL Grade 10, Graduation Literacy Assessment 12 (Resident Students, Indigenous, Diverse Students, ELL), Participation Rates for all grades, English Language Arts report card data

Measure 1.1: Grade 4 and 7 Literacy



Measure 1.2: Grade 10 Literacy



Analysis and Interpretation: Educational Outcome 1: Literacy

DATA TRENDS:

Participation:

Although participation rates in the Foundation Skills Assessment (FSA) increased this past year, the 60 per cent participation rates for grade 4 students and the 52 per cent participation rates for grade 7 students are significantly lower than the provincial rates. Graduation Literacy Assessment (GLA) participation for first-time grade 10 writers is trending upward. Participation rates for Diverse, Indigenous and English Language Learners are significantly lower than the all students group.

All Students:

VSB has lower participation rates compared to the provincial average for the FSA. However, participation among grade 4 and grade 7 students increased over the past five years, with FSA participation trending upwards across all student groups. Grade 10 Literacy participation rates for first time grade 10 writers continue to increase slightly for all VSB students, reaching 88 per cent in 2022-2023. Grade 12 Literacy participation for first time writers is 77 per cent.

Indigenous Students:

The grade 4 literacy FSA participation rate for Indigenous students increased significantly from 26 per cent to 39 per cent in 2023-2024. The grade 7 literacy FSA participation rate increased to 33 per cent from 30 per cent. The grade 10 literacy participation rates increased significantly to 52 per cent from 36 per cent.

Diverse Students:

The participation rate for grade 4 students with Diverse learning needs increased to 37 per cent from 25 per cent, and grade 7 students increased from 31 per cent to 37 per cent. The grade 10 literacy participation rate increased to 69 per cent from 64 per cent in 2022-2023.

English Language Learners (ELL):

Participation rates for ELL students in grade 4 increased by 10 per cent over the previous year, from 46 per cent to 56 per cent, and 6 per cent for students in grade 7, from 43 per cent to 49 per cent. The participation rate in the Grade 10 Literacy Assessment decreased slightly to 76 per cent, down from 79 per cent.

Proficiency:

VSB students consistently outperform the provincial average for literacy proficiency. However, significant performance gaps exist for students who are Indigenous, have Diverse learning needs and those who are English Language learners.

All Students:

More than 85 per cent of all students are on track or extending their literacy proficiency as measured by the FSA and GLA. This has been consistent over the years and is matched by English Language Arts (ELA) report card data. The grade 4 FSA proficiency rate dropped slightly to 81 per cent from 83 per cent and the grade 7 proficiency rate remained consistent at 82 per cent. A slight decrease in proficiency was seen in both the Grade 10 Literacy Assessment with a 2 per cent decrease (82 per cent from 84 per cent) and a 1 per cent decrease in the Grade 12 Literacy Assessment (85 per cent from 86 per cent).

Indigenous Students:

VSB has lower proficiency rates for Indigenous students in comparison to other groups. There are declines of 2 per cent in literacy performance from the previous year at grade 4 (62 per cent to 60 per cent) and grade 7 (44 per cent to 42 per cent). In the Grade 10 Literacy Assessment, proficiency levels dropped to 52 per cent from 66 per cent the previous year. There was also a decrease in the Grade 12 Literacy Assessment as the proficiency level dropped to 45 per cent from 67 per cent the previous year. It is important to note that small cohort sizes year-to-year can cause variability in results.

Diverse Students:

The proficiency levels among students with Diverse learning needs were stable over the past year. There was an increase of 2 per cent at the grade 4 level, with FSA literacy proficiency levels rising to 74 per cent from 72 per cent. However, this rate declined by 3 per cent at the grade 7 level to 69 per cent from 72 per cent the previous year. This is the third consecutive year of a declining trend at grade 7. There was a slight increase in the proficiency level for the Grade 10 Literacy Assessment, with the rate increasing 1 per cent to 64 per cent from 63 per cent. There was a 1 per cent decrease in the Grade 12 Literacy Assessment as the proficiency level dropped to 71 per cent from 72 per cent the previous year.

English Language Learners (ELL):

Proficiency levels for ELL students declined by 4 per cent in both grade 4 and grade 7. 70 per cent of grade 4 and 62 per cent of grade 7 students were on track or extending. At the grade 10 level, the proficiency rate increased by 4 per cent to 51 per cent from 47 per cent - this is the third consecutive year the rate has increased for ELL students in the Grade 10 Literacy Assessment. The proficiency level increased by 3 per cent in the Grade 12 Literacy Assessment from 26 per cent to 29 per cent, though a significant gap remains between the district and the provincial ELL levels.

What do these trends/inequities highlight?

The data reveals both positive trends and areas for growth. Increased participation, although still significantly below the provincial rate, is a positive sign of more engagement with the FSA, but this increase must continue in order to provide more robust data sets in the future. Proficiency rates are strong and above the provincial average for the all students grouping, but significant gaps exist for students within the Indigenous, Diverse and ELL groups. This indicates that VSB needs to continue to ensure that these students are provided with the support they need to develop literacy and numeracy skills. There are ongoing gaps for these students within the five years of data collection. Addressing these issues requires a multifaceted approach, including more detailed data collection at the District level and more targeted interventions that reflect VSB's commitment to equity for students. When considering gaps among students in the ELL group, language acquisition levels must be considered as well as how long they have been in the country, and how many years of ELL support they have received.

Key Trends:

- Lower proficiency rates in all grades for students who identify as Indigenous.
- Variable proficiency rates for Diverse learners with a decline in grade 7.
- Increased participation of English Language Learners, but proficiency rates remain lower compared to the all students group, especially in the early grades.
- Inequities in the data suggest the need to continue to work on different ways to address the unique needs of students in these groups.

Educational Outcome 2: Numeracy

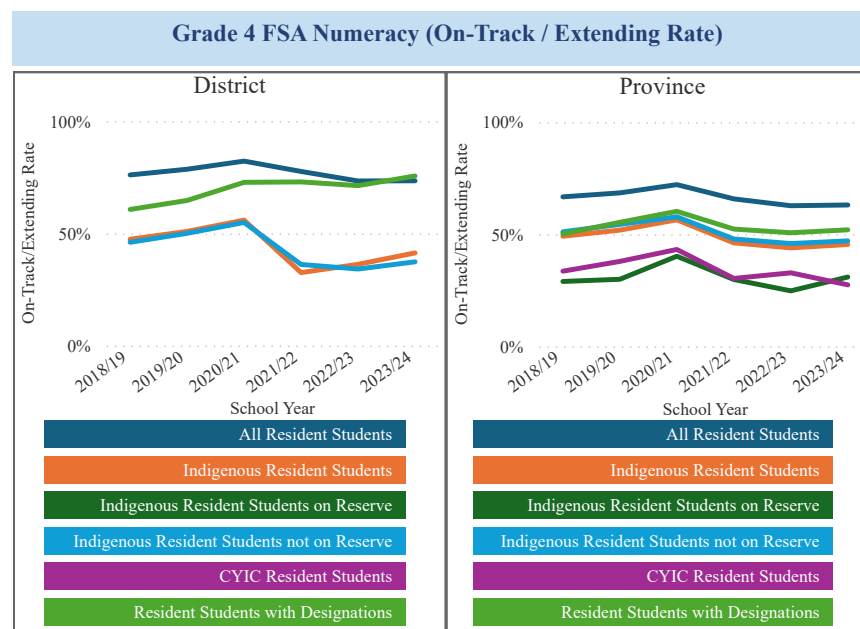
FESL Data Sets:

Foundation Skills Assessment (FSA) Grade 4 and 7, Graduation Numeracy Assessment (GNA) Grade 10

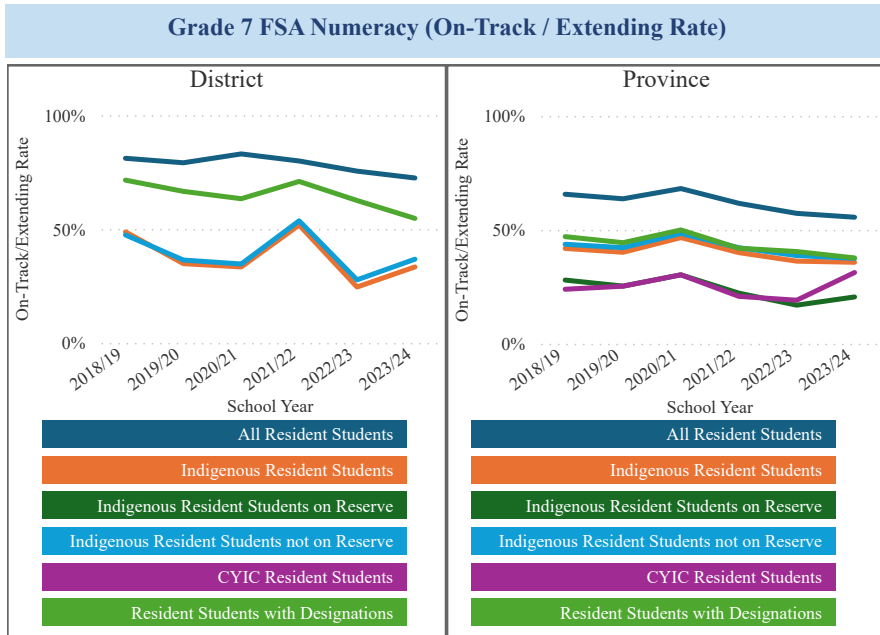
Additional Data Sets:

Foundations Skills Assessment ELL Grade 4 and 7, Graduation Numeracy Assessment ELL Grade 10, Participation Rates for all grades, Math report card data

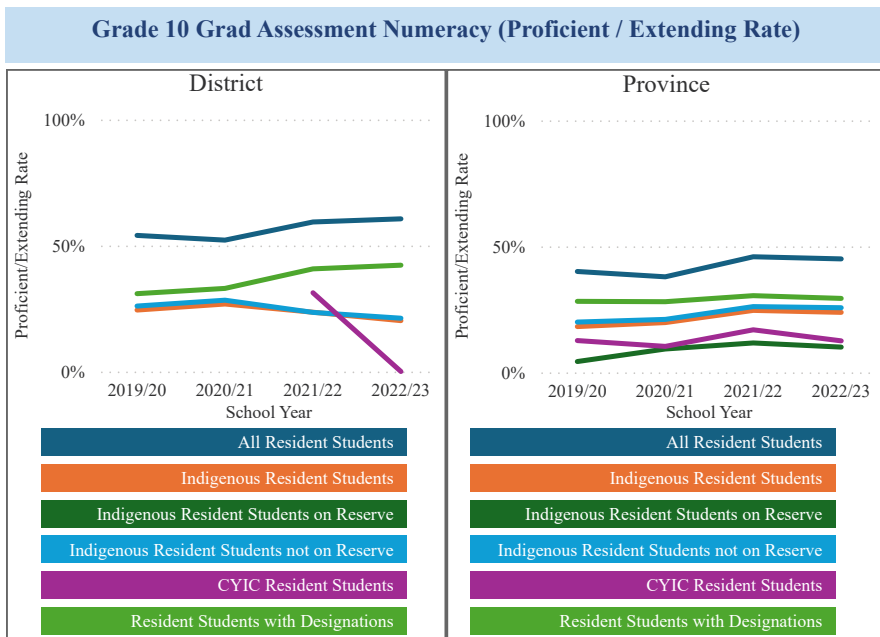
Measure 2.1b: Grade 4 Numeracy



Measure 2.1a: Grade 7 Numeracy



Measure 2.2: Grade 10 Numeracy



Analysis and Interpretation Educational Outcome 2: Numeracy

DATA TRENDS:

Participation:

Although participation rates in the FSA increased this past year, they continue to be significantly lower than the province. Graduation Numeracy Assessment (GNA) participation for first-time grade 10 writers is trending upward. Like literacy, numeracy participation rates by students in the Diverse, Indigenous and English Language Learners are significantly lower than the all students grouping.

All Students:

The grade 4 FSA participation rate increased to 60 per cent from 51 per cent the previous year. This is the highest participation rate VSB has recorded for this assessment in the past five years. At the grade 7 level, the increase was lower at 52 per cent. The grade 10 participation rate continues to increase. Last year, 85 per cent of VSB students completed the GNA, which is 14 per cent higher than the 71 per cent of students who completed the previous year. This rate is also above the provincial rate of 81 per cent.

Indigenous Students:

The participation rate continues to increase for numeracy assessments, but it remains less than the provincial rate. Rates increased 11 per cent in the grade 4 FSA to 39 per cent from 28 per cent the previous year. At the grade 7 level, the participation rate rose by 3 per cent to 32 per cent from 29 per cent the year before. Last year, 53 per cent completed the Grade 10 Numeracy Assessment, up 5 per cent from 48 per cent in 2021-2022.

Diverse Students:

The grade 4 FSA participation rate increased to 38 per cent from 25 per cent the year before. At the grade 7 level, the rate went from 37 per cent to 31 per cent the previous year. Students in the Diverse learning grouping also participated in the Grade 10 Numeracy Assessment at a higher rate than in previous years, with 67 per cent completing the assessment, up from 59 per cent last year.

English Language Learners (ELL):

The participation rate in the numeracy component of the FSA at the grade 4 level increased to 56 per cent from last year's 46 per cent. At grade 7, the participation rate increased to 49 per cent up from 44 per cent the previous year. Grade 10 showed the largest increase, with 78 per cent participation in the Grade 10 Numeracy Assessment, up from 58 per cent the previous year.

Proficiency:

Proficiency data is linked to participation rates. With low participation in the all students group and even lower rates among students with Diverse learning needs and who identify as Indigenous, the FSA data is not fully representative.

However, math report card data, which does reflect all students, indicates that about 90 per cent of students in grades 4 and 7 are achieving a final mark of proficient or extending. Outcomes among the Diverse group are about 15 per cent lower, English Language Learners students are on par, and students in the Indigenous students are about 20 per cent lower. GNA at grade 10 has more robust participation, but proficiency continues to be challenging.

All Students:

In grade 4, the proficiency rate stayed consistent at 73 per cent. At grade 7, the proficiency rate decreased slightly to 73 per cent, compared to the previous year's 75 per cent. The Grade 10 Numeracy Assessment proficiency rate for all students increased to 61 per cent from last year's 59 per cent. While the grade 10 results are significantly higher than the provincial level of 45 per cent, numeracy needs to be a focus.

Indigenous Students:

Proficiency rates in the grade 4 FSA rose to 39 per cent from last year's 36 per cent and remain below the provincial level of 45 per cent. At the grade 7 level, the proficiency rate increased to 33 per cent from 25 per cent the previous year, moving closer to the provincial proficiency rate of 36 per cent. Proficiency rates for students completing the Grade 10 Numeracy Assessment decreased to 20 per cent from the previous year's 23 per cent. This is the third year of decline for Indigenous learners at the grade 10 level.

Diverse Students:

Proficiency rates in grade 4 rose to 76 per cent from the previous year's 71 per cent - a rate higher than all grade 4 students. The proficiency rate for grade 7 students dropped to 55 per cent from last year's 63 per cent reflecting a third year of a decreasing trend. For grade 10 students the proficiency rate rose to 42 per cent from 41 per cent - this is the fifth year of an increasing trend for grade 10 students.

English Language Learners (ELL):

The proficiency rate for grade 4 numeracy decreased slightly to 64 per cent from 66 per cent the previous year. For grade 7, the decrease in the proficiency rate was more significant at 61 per cent, down from 70 per cent last year. This is the third year of a downward trend. However, at the grade 10 level, the proficiency rate continues to increase, reaching 46 per cent in 2022-2023.

What do these trends/inequities highlight?

The numeracy data reveals that for all students, proficiency rates in grade 4 remained constant, decreased slightly in grade 7, and increased in grade 10. Results for Indigenous students showed an increase in proficiency at grade 4 and grade 7, but a decrease at grade 10. Results improved for students with Diverse learning needs at grade 4 and grade 10, but a decline at grade 7. Results for students in the English Language Learners displayed a decreasing trend at grades 4 and 7, but an increase at grade 10. VSB is committed to sustaining and improving participation rates while addressing the proficiency gaps, particularly at the grade 7 level for students who identify as Indigenous or have Diverse learning needs, and for all grade 10 students. The difference in proficiency in all grades between literacy and numeracy is evident and is quite significant in the priority populations.

Key Trends:

- Students who identify as Indigenous: proficiency at grade 10 is declining, indicating the need for targeted interventions.
- Students with Diverse learning needs: there is a mixed trend with improvements at certain grades and declines at others, highlighting the necessity for consistent support across all grade levels.
- English Language Learners: proficiency is decreasing in grades 4 and 7, suggesting greater language barriers as the curriculum becomes more complex and math becomes more language-based.

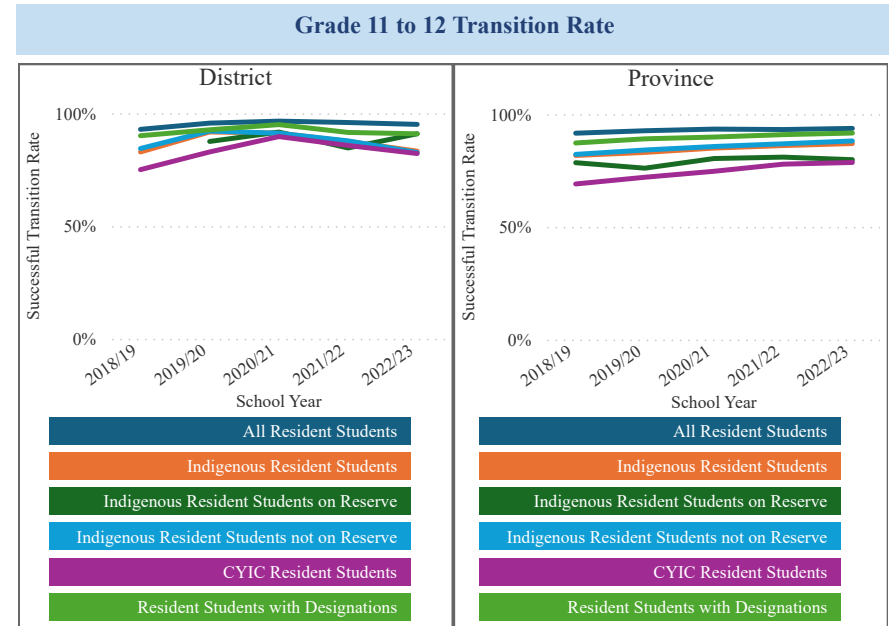
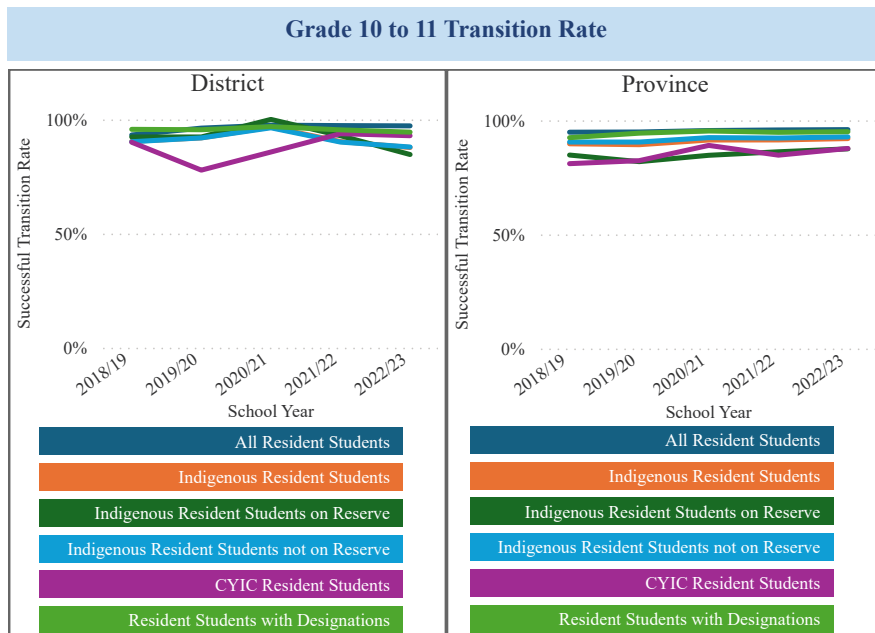
Educational Outcome 2.3: Grade-to-Grade Transitions

Grade-to-grade transitions measure the number of students who continue into the next grade level each year. Positive transitions include students who move to the next grade at VSB or to the next grade in another public, private or independent school in BC. Students who move out of province or country, who are retained in a grade, or funded international students who do not return the following school year are considered as “not transitioning”. Typical grade to grade transition rates in the VSB are 95 per cent or above (K-12). In grades 10-11 and 11-12, transition rates for students with Diverse learning needs are slightly lower, and transition rates drop by about seven per cent for Indigenous students. Additionally, students who are in-care have transition rates that vary between 75 per cent to 85 per cent.

FESL Data Sets: Grade to Grade Transition Data

Additional Data Sets: None

Measure 2.3: Grade-to-Grade Transitions



Analysis and Interpretation: Educational Outcome 2.1: Grade to Grade Transitions

DATA TRENDS:

Most students in all populations transition from one grade to the next throughout kindergarten to grade 12. The data indicates a higher transition rate for all students and English Language Learners in comparison to Diverse, Indigenous and in-care students. There is a downward trend in the transition between grades 10-11 and an upward trend in grades 11-12 among Indigenous students. Data for Children and Youth in Care is inconsistent due to small cohort sizes year-to-year.

What do these trends/inequities highlight?

Students continue their learning year-to-year. Very few students do not transition to the next grade. Students who do not transition may leave the province, be retained in a grade or withdraw from schooling. Students retained in a specific grade may have complex needs and specific Individual Education Plan (IEP) goals that support this decision. VSB’s goal is to support students in their age-appropriate grade. Transition issues typically occur at the secondary

level when the graduation program begins (grades 10-12). Tracking of grade-to-grade transitions is important to identify students who are not moving to the next grade level due to academic needs, are no longer attending, or have been withdrawn. These are the students who require more targeted supports. Vancouver Alternate Education Programs, Vancouver Learning Network (VLN) and Adult Education provide flexible and personalized learning opportunities for students, help to re-engage non-attenders and provide supported pathways to graduation.

Intellectual Development Data Summary:

FSA participation rates increased in 2022-2023 by about 10 per cent for all populations. This was due to a targeted approach including improved information to families about the importance of the FSA, the creation of educational materials, multiple communication events, as well as a FSA information podcast that was shared with the community. Elementary administrators continue to work with teachers of grades 4 and 7 students to support FSA administration.

Students in all populations in VSB typically score at or above the provincial rates for all aspects of Intellectual Development. Gaps are evident between those in the all students group compared to priority populations and most notably for Indigenous learners. The data is impacted by FSA participation rates that are lower than the provincial rates, and smaller and variable cohort sizes for priority populations for all literacy and numeracy assessments. Literacy proficiency as indicated by FSA, GLA 10, GLA 12 and report card data is consistently strong in the VSB. However, a noticeable achievement gap exists between literacy and numeracy, with numeracy proficiency lower for all students in all populations at all grade levels. Report card data indicates much stronger math proficiency than the provincial assessments indicate, and grade 4 and grade 7 data shows strong math skills. There is, however, a significant drop in math proficiency as measured by report card data in grade 10.

More than 95 per cent of students typically transition to the next grade, with lower rates for Indigenous and Diverse learners specifically between grades 10 and 11. This aligns with the lower graduation rates in these populations and highlights the importance of tracking attendance and providing early interventions to ensure that students are engaging in school throughout the entire graduation program.

VSB is committed to achieving higher rates than the provincial average in literacy and numeracy proficiency and improving outcomes year over year in all populations. However, as staff continue to focus on increasing the FSA

participation rates, it is possible that a decline in literacy and numeracy proficiency rates may occur, due to the increased diversity of students writing the assessment.

Better use of data will inform teaching practices, interventions and supports for student success. This involves sharing provincial, District and school-level data with administrators and teachers on a more regular basis and aligning work with the literacy and numeracy goals of both FESL and the Education Plan. This will enable better targeted resources through the budget process in support of identified Intellectual Development needs.

What Are We Currently Doing?

What does the data reveal about current approaches to literacy and numeracy teaching and learning?

VSB continues to use literacy and numeracy data to support student success. Initiatives are often multi-year as it takes time to implement and see results. The following initiatives are ongoing:

- Reviewing school data related to literacy and numeracy to help develop school learning plans.
- Implementation of the VSB's Responsive Literacy Framework.
- Literacy Days for classroom teachers and administrators to support collaboration and sharing of best practices in response to the literacy framework.
- Ongoing professional development around classroom literacy instruction and assessment.
- Literacy resources such as the P3P (phonemic, phonological awareness and phonics) protocol and literacy kits provided to all elementary schools to support assessment and screening at the classroom level.
- Using literacy and numeracy results to identify students needing more targeted support through their resource teachers.
- Ongoing numeracy and math professional development to support teachers in shifting teaching practices toward problem-solving and inquiry, based on strong foundational math skills.
- Examining current resources used in K-12 and looking at new resources to provide consistency and a continuum of math instruction grade-to-grade.
- Identifying students who are struggling with math skills and concepts, and providing targeted supports in the classroom, working in collaboration with resource teachers.

What does the data reveal about current approaches to equity of literacy and numeracy learning for Indigenous students, Children and Youth in Care, and students with disabilities or Diverse abilities?

The following initiatives are ongoing:

- Continuing to expand the use of screeners and ongoing assessments to track priority students and determine if interventions are working.
- Continuing to implement VSB's Responsive Literacy Framework.
- Providing co-planning and co-teaching opportunities through VSB's learning and instruction team to support classroom teachers with quality instruction for all students using Universal Design (UDL) principles.
- Continuing to support Tier 2 and Tier 3 interventions for Diverse, Indigenous and English Language Learners through the learning services team.
- Assigning Indigenous education enhancement teachers/case managers to each Indigenous student from kindergarten to grade 12, to identify areas of need and collaborate with classroom and resource teachers to provide support as part of the creation of a student success plan.
- Using resources provided through the Newcomer Welcome Centre to support English Language Learners and families.
- Continuing to use school based team structures and processes to identify and target supports for learners who are struggling.

Human and Social Development

Human and Social Development data specifically targets four key questions of the Student Learning Survey:

1. Is school a place you feel you belong?
2. Do you feel welcome at school?
3. Do you feel safe at school?
4. Do you feel that two or more adults at school care about you?

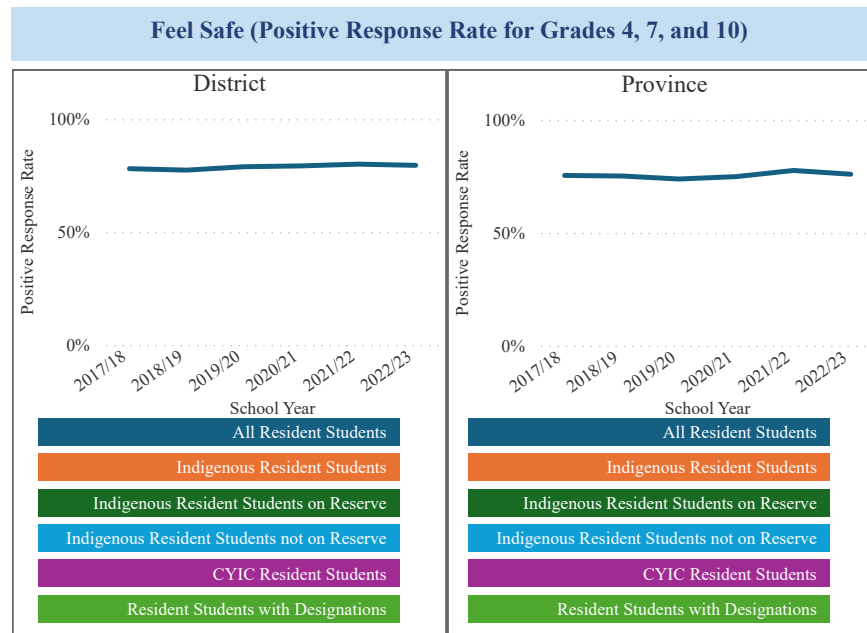
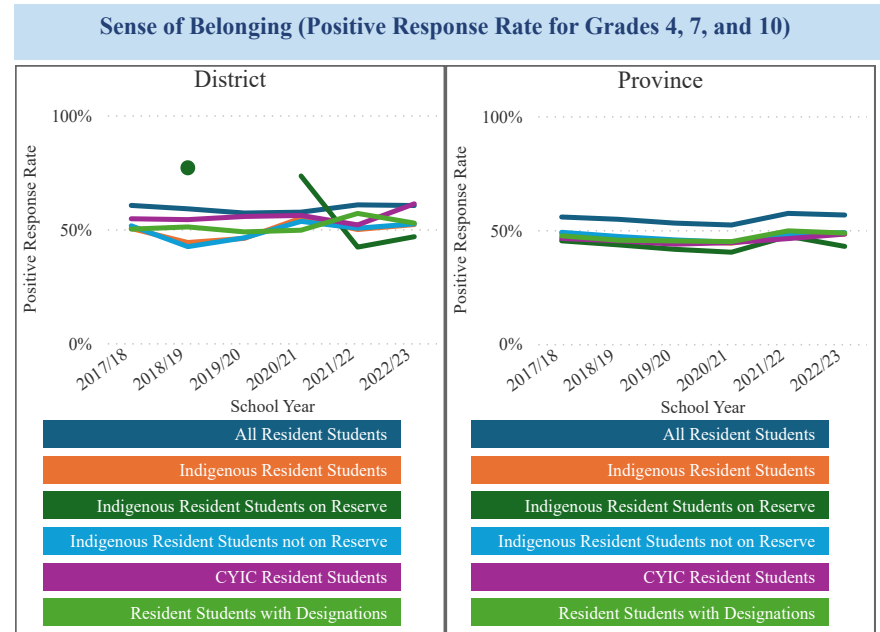
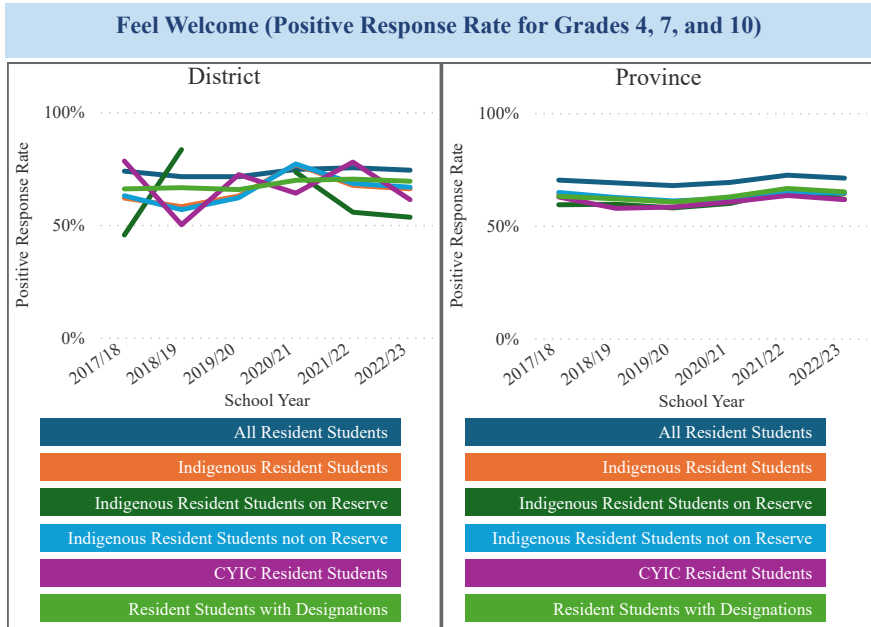
Data collected is validated by other data sets, including the Middle Years Development Instrument (MDI), the Youth Development Instrument (YDI) and McCreary Adolescent Health Survey. All show similar results. Participation rates for the Student Learning Survey are strong at grades 4 and 7 (average of 86 per cent in the last two years), with grade 10 much lower at 62 per cent and grade 12 at 43 per cent. Participation rates will continue to be a focus, as they provide more robust data.

Educational Outcome 3: Students Feel Welcome, Safe and Connected

FESL Data Sets: Student Learning Survey (SLS)

Additional Data Sets: Disaggregated SLS data by grade (4, 7, 10 and 12) and by priority populations (Indigenous Diverse, ELL). Data from the SLS is also compared to Early Years Development Instrument (EDI), Middle Years Development Instrument (MDI), Youth Development Instrument (YDI) and McCreary Adolescent Health Survey.

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



Analysis and Interpretation: Outcome 3.1 Students Feel, Welcome and Safe and Have a Sense of Belonging at School

DATA TRENDS:

Feel Welcome:

The percentage of students reporting that they feel welcome at school is stable across VSB for all grades and is above the provincial level at about 75 per cent.

All Students:

For students in grade 4, 79 per cent report that they always or often feel welcome in their school – this rate remains consistent with the previous year. At the grade 7 level, 75 per cent report they feel welcome at school, an increase of 1 per cent from last year. At the grade 10 level, 66 per cent of students report feeling welcome, a decrease from the previous year's 72 per cent. In grade 12, the rate increased from the previous year to 71 per cent, above the provincial average of 69 per cent.

Indigenous Students:

In grade 4, 75 per cent reported feeling welcome in their schools – this rate is stable from the previous year's 74 per cent. Although the numbers at grade 7 were also stable from the previous year, they are lower, with 63 per cent of students feeling welcome. Grade 10 students noted a lower rate at 54 per cent, down from 67 per cent the previous year and lower than the provincial average of 60 per cent. At the same time, at the grade 12 level, 69 per cent feel welcome at their school, above the provincial rate of 64 per cent.

Diverse Students:

In grade 4, 75 per cent report feeling welcome in their school. In grade 7, students report feeling welcome often or always at a 72 per cent rate; this is the fifth year of a gradual upward trend. Grade 10 students report a 58 per cent rate, down from 65 per cent in 2021-2022. In grade 12, 68 per cent of students report feeling welcome, an increase from previous years, when the rate consistently held at 64 per cent.

English Language Learners (ELL):

In grade 4, 75 per cent report feeling welcome in their schools; this is the fifth year of a gradual upward trend. In grade 7, the rate is 71 per cent, an increase over the previous year and consistent with the provincial average. In grade 10, 60 per cent report feeling welcome in their schools, a decrease from 74 per cent the previous year. In grade 12, 76 per cent of English Language Learners

report feeling welcome often or always at their schools, a drop from the previous year's 90 per cent high.

Children and Youth in Care:

This data has not been disaggregated by grade due to small cohort sizes and low participation rates which cause fluctuations year-to-year. Positive responses for feeling welcome range from 50 to 70 per cent.

Feel Safe:

In this question, priority populations are masked to ensure student privacy. This question identifies students in each of the four grades who report feeling safe at school either always or often. About 78 per cent of all VSB students in all grades feel safe at school.

Grade 4 All Students

In grade 4, 81 per cent report feeling safe at school often or always. This rate has remained stable over the past five years and aligns with the provincial trend.

Grade 7 All Students

In grade 7, 80 per cent report feeling safe at school often or always. This is a slight increase over the previous year's rate of 79 per cent and higher than the provincial average of 74 per cent.

Grade 10 All Students

In grade 10, 72 per cent report feeling safe at school often or always. This is a drop from 80 per cent the previous year and is lower than the provincial average of 73 per cent.

Grade 12 All Students

In grade 12, 78 per cent report feeling safe at school often or always. This is lower than the previous year's 82 per cent and is the third year of a downward trend. Although above the provincial average of 77 per cent, the downward trend is of concern.

Feel They Belong:

This question identifies the percentage of students who report that they often or always feel that school is a place they belong. About 60 per cent of all VSB students in all grades feel a sense of belonging at school.

All Students:

Sixty-three per cent of grade 4 students reported that they felt a sense of belonging at their school, up from the previous year's 61 per cent and above the provincial average. During the past five years, the rate of sense of belonging reported by students in grade 4 remained steady. Grade 7 students reporting they feel school is place they belong stayed constant at 63 per cent and above the provincial average of 57 per cent. Grade 10 students reporting they feel school is a place they belong dropped to 52 per cent from the previous year's rate of 57 per cent. Grade 12 students reporting they feel school is place they belong increased to 56 per cent from the previous year's rate of 54 per cent. This is the third year of an upward trend.

Indigenous Students:

In grade 4, 57 per cent report feeling a sense of belonging at their school. This is an increase from the previous year's 50 per cent rate. It is also higher than the provincial rate of 55 per cent. In grade 7, 51 per cent report feeling a sense of belonging at their school. This is an increase from the previous year's 50 per cent rate. It is also higher than the provincial rate of 45 per cent. At the grade 10 level, 42 per cent report feeling a sense of belonging at their school. This is a decrease from the previous year's 47 per cent rate. It is also lower than the provincial rate of 44 per cent. At the grade 12 level, 54 per cent report feeling a sense of belonging at their school. This is a significant increase from the previous year's 35 per cent rate. It is also higher than the provincial rate of 44 per cent.

Diverse Students:

In grade 4, the rate of students who report feeling a sense of belonging in their school rose slightly to 56 per cent from the previous year's 55 per cent. This is the third year of an upward trend. At the grade 7 level, the rate who report feeling a sense of belonging in their school dropped to 57 per cent from the previous year's 60 per cent. The rate of students in grade 10 who report feeling a sense of belonging in their school dropped to 43 per cent from the previous year's 52 per cent, which is the lowest rate of the five years. The rate of students in grade 12 who report feeling a sense of belonging in their school rose to 55 per cent from the previous year's 49 per cent and is the highest rate of the five years.

English Language Learners (ELL):

In grade 4, 57 per cent report feeling that school is a place they belong. This is a slight decrease from last year's 58 per cent. This is an area where the provincial average is consistently higher than that of VSB. In grade 7, 60 per cent report feeling that school is a place they belong. This is an increase from last year's 53 per cent and the provincial average of 58 per cent. At the grade 10 level, 40 per cent report feeling that school is a place they belong. This is a decrease from last year's 51 per cent and lower than the provincial average of 49 per cent. At the grade 12 level, 45 per cent report a sense of belonging—this number has been consistent for the past two years.

Children and Youth in Care:

This data has not been disaggregated by grade due to small cohort sizes and low participation rates that cause fluctuations year-to-year. Positive responses for sense of belonging range from 55 per cent to 60 per cent.

What do these trends/inequities in welcome, safety and belonging highlight?

The data trends indicate that most students feel safe and welcome (average of 75 per cent in all grades), but fewer feel a sense of belonging (average of 65 per cent in all grades). This trend is similar throughout the province. Priority learners have 10-15 per cent lower positive responses in these areas. It highlights the need to continue focusing on these aspects of student well-being and to specifically develop a strong sense of belonging. It is interesting to note that a stronger sense of welcome and safety does not correlate to the perception of belonging.

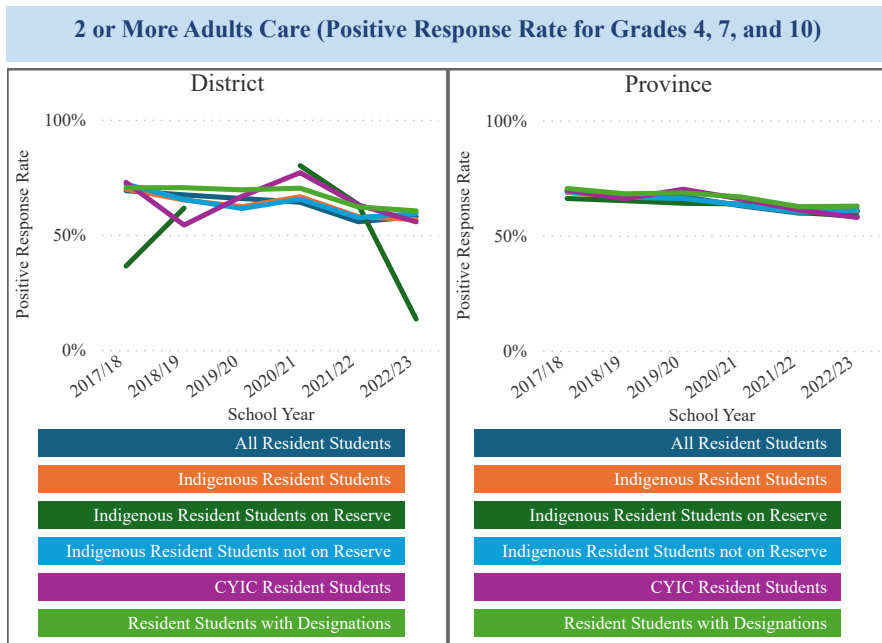
Educational Outcome 3.2 Adults Who Care

FESL Data Sets: Student Learning Survey

Additional Data Sets:

Disaggregated SLS data by grade (4, 7, 10 and 12) and by priority populations (Indigenous Diverse, ELL). Data from the SLS is also compared to [Early Years Development Instrument \(EDI\)](#), [Middle Years Development Instrument \(MDI\)](#), [Youth Development Instrument \(YDI\)](#) and [McCreary Adolescent Health Survey](#).

Measure 3.2: Students Feel that Adults Care About Them



Analysis and Interpretation: Outcome 3.2 Adults Who Care

DATA TRENDS:

Adults Who Care:

About 58 per cent of all students in grades 4, 7, 10 and 12 indicated that two or more adults at school cared about them.

All Students:

About 61 per cent of grade 4 students report that they can identify two or more adults at school who care about them. There has been a downward trend for the past five years, from 69 per cent in 2018-2019. Grade 7 responses indicate a downward trend and are about 5 per cent lower than grade 4 in 2022-2023. Grade 10 rates are lower than grade 7 and lower than across the province. Grade 12 data indicates the highest rate of adults who care at school at 68 per cent in 2022-2023, but this is also a downward trend from previous years.

Indigenous Students:

At the grade 4 level, there is a similar downward trend for adults who care as there is in the all students grouping. In grade 7, fluctuations are seen ranging from 55 per cent to 66 per cent during the last five years. In grade 10, the data shows an upward trend with 73 per cent reporting two or more adults who care in 2022-2023. Grade 12 data also shows an upward trend, with 100 per cent indicating that two or more adults care in 2022-2023. It should be noted that the grade 12 result reflects a very small cohort size of 17 students who completed the survey.

Diverse Students:

In grade 4, 61 per cent reported that two or more adults care about them at school in 2022-2023 - this is a downward trend from 2018-2019. A similar pattern is evident at the grade 7 level and this data is on par or slightly higher than the province. Grade 10 data is similar to grade 7 with about 61 per cent of students reporting adults who care and is on par with the province. In grade 12 the numbers are significantly higher for the last several years, between 75 per cent and 79 per cent.

English Language Learners (ELL):

Sixty per cent of grade 4 English Language Learners report that two or more adults care about them. Grade 7 data is lower, at 54 per cent in 2022-2023 and on a downward trend. Grade 10 is at 59 per cent, on a downward trend, but consistently above the province. Grade 12 is higher than the other grades at 67 per cent, but is also on a downward trend.

Children and Youth in Care:

This data has not been disaggregated by grade due to small cohort sizes and low participation rates which cause fluctuations year to year. Positive responses for adults who care range from 50 per cent to 60 per cent.

What do these trends/inequities in adults who care highlight?

The adults who care data varies greatly from grade-to-grade and is trending downward for all students. Upward trends can be seen in grade 12 for some populations, and this may be due to the added attention for students as they prepare for graduation, PSI applications and graduation activities. With average rates in the 60 per cent range for adults who care across all population groupings, this needs to be an area of focus for VSB.

Human and Social Data Summary:

The Human and Social Development data is impacted by several factors: participation rates that vary significantly from grades 4-12, with grades 10 and 12 having significantly lower rates, and cohort sizes that can be quite small at each grade level for students in the priority populations. However, some clear trends emerge. In general, students report higher rates of welcome and safety and significantly lower rates (by 10 per cent) of belonging and adults who care. Students reporting a sense of safety, belonging, welcome and adult connections are on a downward trend, with students in the priority populations reporting lower rates compared to those reported by all students. Grade 10 seems to be a particularly challenging year with a downward trend that is below the provincial average. Data from other sources, including MDI, YDI and McCreary also indicate a downward trend for safety, belonging, welcome and adult connections between elementary and secondary.

What Are We Currently Doing?

What does the data reveal about the current approaches to Human and Social Development and equity for Indigenous students, Children and Youth in Care, and students with disabilities or Diverse abilities?

The impacts on students by the pandemic are still evident, and it will take time to create a bigger impact on wellness and well-being. VSB continues to support Human and Social Development through a variety of ongoing initiatives including:

- Providing ongoing professional development linked to the Ministry's *Mental Health in Schools Strategy: Compassionate Systems, Building Capacity and Mental Health in the Classroom*.
- Continuing to implement social and emotional learning and mental health literacy initiatives including Teen Mental Health, EASE (Everyday Anxiety Strategies for Educators) and Second Step.
- Continuing to connect and engage with community partners to provide workshops and presentations to students to support well-being.
- Aligning structures to allow for more collaboration between District teams (including learning services, safe and caring, equity and anti-oppression, Indigenous education and social and emotional learning/mental health) to better support students.
- Continuing to support principals to use SLS, MDI, YDI and McCreary survey data when setting goals in school learning plans and measuring the effectiveness of interventions.
- Continuing to support Truth and Reconciliation through cultural events and teachings provided by the Indigenous education department. Specific events such as the Grade 7 Moving Forward event and Indigenous Graduation celebrations have a positive impact as evidenced through increased participation and engagement.

Career Development

Career Development focuses on students achieving school completion through a Dogwood or Adult Dogwood, specifically the 5-year completion rate, which measures the number of students who complete all graduation requirements within five years of starting grade 8. This graduation cohort of grade 8 students is tracked and adjusted for in- and out-migration each year. Although VSB's 5-year completion rate is strong (91 per cent in 2022-2023), it is also important to consider the 6-year completion rate, as there are some students who may need an additional summer, semester or year to complete all graduation requirements. These students may need additional time due to diverse learning needs, engagement in high-level athletic training, illness, or specific family/life circumstances. The 6-year completion rate moved slightly upward and was 94 per cent in 2022-2023. Priority populations groups represent small cohort sizes, so data fluctuations may significantly impact completion rates.

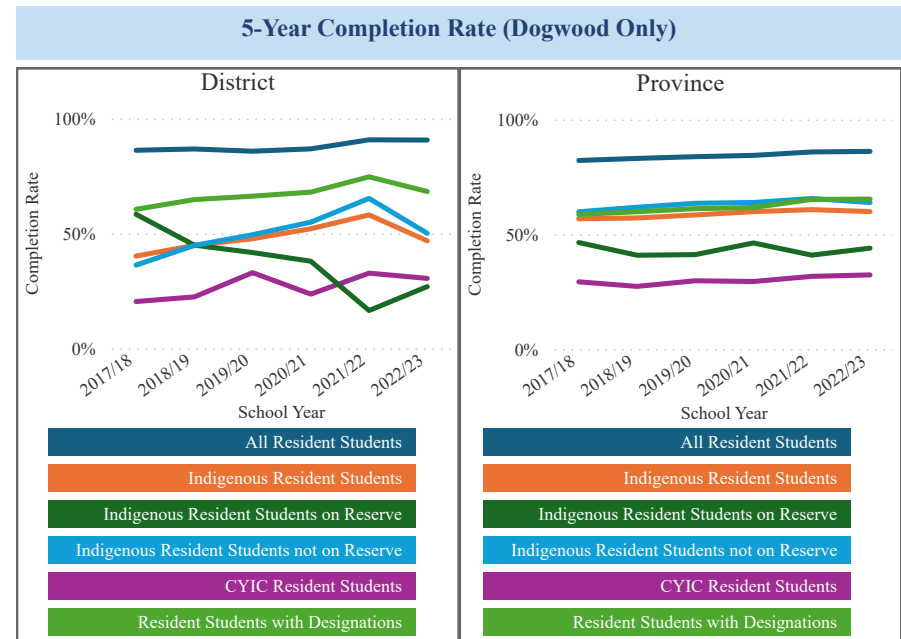
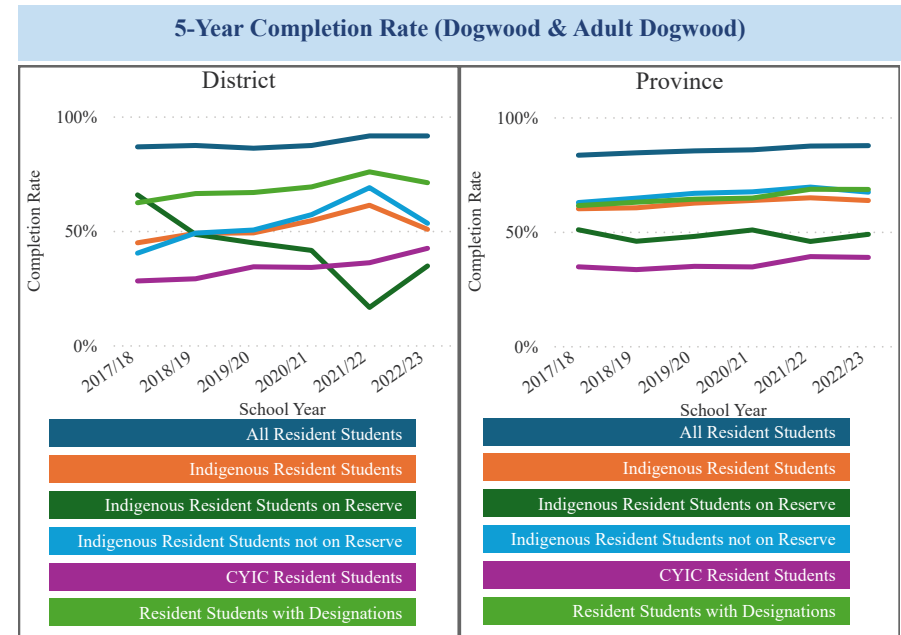
Career Development data also includes transitions to post-secondary institutions (PSI) in BC within three years of graduation. This data is limited, as does not reflect students transitioning to a PSI outside the province or country. It also does not take into consideration that post-secondary transitions may also include site-based trades training not associated with a PSI or a direct transition to a career that provides on-the-job training.

Career Development Education Outcome 4: Graduation

FESL Data Sets: 5-Year Completion Rates, Post-Secondary Transitions within 1-3 years

Additional Data Sets: 5-Year Completion Rates ELL, 6-Year Completion Rates for all populations, Completion Credentials (Dogwood, Adult Dogwood, Evergreen)

Measure 4.1: Achieved Dogwood within 5 Years



Analysis and Interpretation: Educational Outcome 4.1 – Students Achieving Dogwood Within Five Years

DATA TRENDS:

All Students:

Most VSB students complete the requirements for a 5-year Dogwood Diploma in their grade 12 year. Last year, 91 per cent of all students completed this requirement. This is consistent with the previous year’s 91 per cent rate and is trending upward in the last five years.

Indigenous Students:

The rate of completing the 5-year Dogwood dropped to 51 per cent last year, below the previous year’s rate of 61 per cent and the provincial average of 63 per cent.

Students with Diverse Needs:

The 5-year completion rate was 71 per cent last year. This was down from the previous year’s 76 per cent but above the provincial average of 68 per cent.

English Language Learners (ELL):

The 5-year completion rate was 89 per cent, in line with the previous year’s rate of 90 per cent and above the provincial average of 86 per cent.

Children and Youth in Care:

Completion rate data is extremely low, ranging between 25-30 per cent. Small cohort sizes have a significant impact.

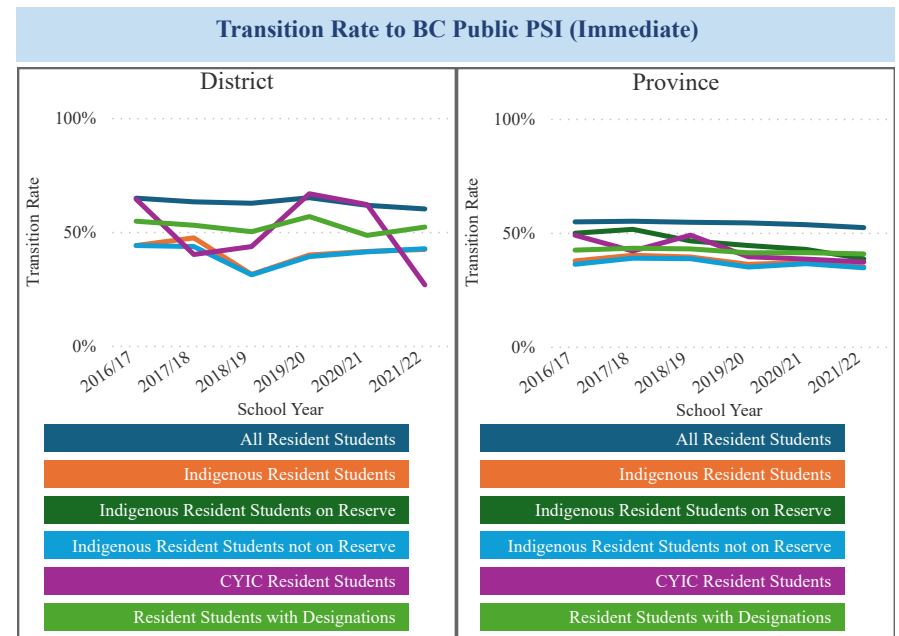
What do these trends/inequities highlight?

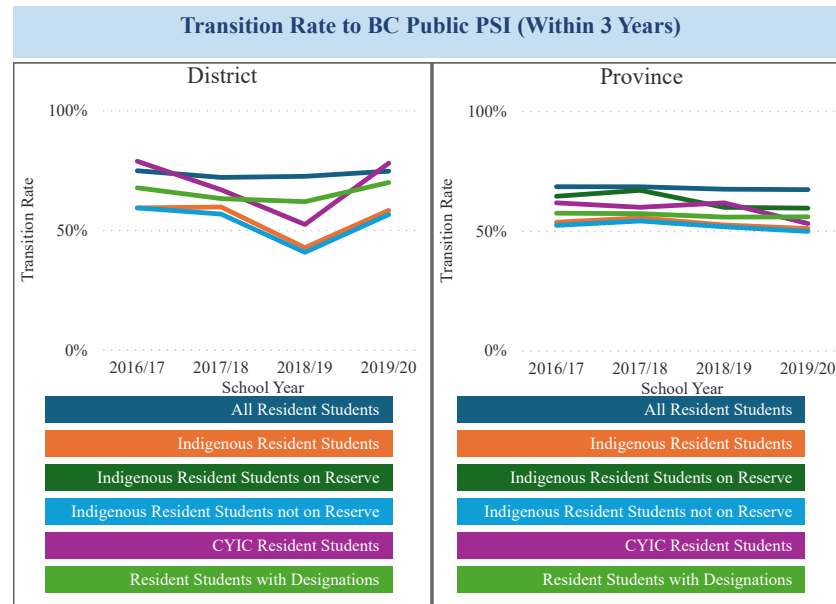
Data for two groups (All Students and ELL) show consistently high 5-year completion rates. While completion rates for Diverse learners are above the provincial average, they are about 20 per cent lower than the all students group. Completion rates for Indigenous students decreased by 10 per cent in 2022-2023 and are lower than the provincial rate. VSB is experiencing success in supporting most students to completion and has been very successful with English Language Learners who may have additional barriers, specifically in completing the English Language Arts requirements. However, 6-year completion rates for these students averages 80 per cent during the last five years, which suggests that this additional year does make a positive difference. Completion rates for

Diverse learners, Indigenous students and Children and Youth in Care are an area of highest priority. Although cohort sizes play a part, these data sets also indicate that more is required to ensure VSB is providing the right supports for these priority learners. Data trends over the last several years indicate that 6-year completion rates are 10 to 15 per cent higher than the 5-year completion rates for priority learners.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions





Analysis and Interpretation Educational Outcome 5.1 - Post-Secondary Transitions

DATA TRENDS:

All Students:

Forty-nine per cent of VSB students in 2020-2021 and 62 per cent of VSB students immediately transitioned to a BC post-secondary institution in 2021-2022. The pandemic effected the 2020-2021 data, where many students deferred PSI entrance because it was online. Seventy-one per cent of VSB students transitioned to a BC PSI within three years (2018-2019 cohort).

Indigenous Students:

Thirty-five per cent of Indigenous students transitioned immediately to a PSI in BC, and about 40 per cent within three years.

Diverse Students:

Approximately 40 per cent of Diverse students transitioned immediately to a PSI in BC, and about 60 per cent did so within three years.

Children and Youth in Care:

Immediate transitions fluctuated between 40 per cent and 60 per cent during the last five years and are trending downward to 50 per cent in the three-year data. This data represents very small cohort sizes.

What do these trends/inequities highlight?

The data trends suggest that during and after the pandemic, the number of students transitioning immediately to a post secondary institution (PSI) decreased in all populations, which can be attributed to a higher rate of deferrals for students or students choosing to take a gap year while PSI classes shifted online. VSB's three-year transition rates remained steady for all students at about 70 per cent, but showed a decline for Diverse, Indigenous and Children and Youth in Care. Smaller cohort sizes for these priority populations impact the data fluctuations. We know that more VSB students are transitioning to a PSI than the data indicates as some leave the province or country to continue their studies and only BC data is currently tracked by the Ministry.

Career Development Summary

Most VSB students complete a Dogwood or Adult Dogwood within five years (91 per cent), with the 6-year completion rate is even stronger at 94 per cent. Graduation rates for English Language Learners are strong, and the graduation rates for Diverse learners are higher than the province. VSB's focus continues to be on supporting Indigenous students as completion rates show a downward trend.

Many VSB students have clear career pathways after graduation, and PSI data indicates that within three years, about 70 per cent of those in the all students grouping transitioned to a PSI in BC. It is also important to note that students have also transitioned to other jurisdictions. However, it is evident that priority learners may need further support with PSI selection and application processes and may also face financial barriers. Support with grant and bursary applications may be a necessary focus area in the future, specifically for Indigenous students and students who are in-care.

What Are We Currently Doing?

What does the data reveal about the current approaches to completion and core competencies, including equity for Indigenous students, Children and Youth in Care and students with disabilities or Diverse abilities?

We continue to focus on:

- Indigenous education enhancement teachers supporting Indigenous students from K-12 and creating individual student success plans.
- Supporting career programs at all secondary schools to provide students with a variety of paths to graduation and the potential for dual credit at PSI.
- Tracking attendance and achievement data at secondary to put supports in place earlier for students at risk of non-graduation.
- Effectively use the school based team process at secondary to support students in priority populations.
- Using the “Graduation Status Update” requirement from the K-12 Reporting Policy to ensure that families have clear communication from grade 10 onward regarding their child’s progress toward the Dogwood requirements.
- Supporting students who need alternate pathways to graduation through the Vancouver Learning Network (VLN), Alternate Programs and Adult Programs.

Appendix B - Monitoring Strategy Effectiveness

All schools, departments and programs in VSB implement initiatives and processes to support the Education Plan goals. This chart reflects a curation of a few of the key initiatives and strategies that were implemented in 2023-2024.

Education Plan Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being and belonging.			
Objective 1.1 Encouraging students to reach beyond previous boundaries in knowledge and experience.			
Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>A Student Leadership Fund of \$100,000 was introduced in 2023 to increase student leadership opportunities. Students from all schools/ grades could apply for a grant.</p>	<p>The strategy aims to increase students' sense of belonging, engagement and advocacy by addressing the gap in student leadership opportunities, particularly for students who face financial, social or logistical barriers to participation. The strategy was chosen to create more inclusive environments where all students and schools, regardless of their circumstances, have opportunities to develop leadership skills through pathways that are authentic to them.</p>	<p>Based on quantitative data, such as the number of grant applications and the diversity of students (age, grades, school sites, project goals), as well as qualitative data from student feedback, the strategy has effectively increased student participation in building leadership activities throughout the District. Student engagement in projects provided opportunities for growth, new experiences and greater connections.</p>	<p>To move forward, we will increase outreach to ensure all schools and students are aware of the fund - and continue to streamline the application process (based on the feedback gathered from 2023-2024 participants) to reduce any remaining barriers. Additionally, we will continue to collect and analyze data to refine the process and ensure its ongoing effectiveness. We will continue to have students come together to share what they accomplished with their grant with other students and the wider VSB community.</p>

Objective 1.2: Improving student environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Improving Accessibility	<p>A 2021 accessibility audit sparked enhancements across our facilities, from new buildings to playgrounds, ensuring they're equipped with features that welcome everyone. We've made significant strides within our operations to support our vision of accessibility. VSB is committed to providing an environment that is accessible to students, families, staff and broader school communities. When we say "an environment that is accessible" we include the removal of attitudinal barriers, information and communication barriers, physical barriers and constructed spaces, systemic barriers and technology barriers.</p>	<p>Accessibility Improvements over the course of the 2023-2024 school year included: a ramp and staircase lift, touchless activation switches on power doors, sensory room installations and upgrades, expansion of the number of accessible washrooms, and equipment to allow for the evacuation of people requiring assistance with mobility. Three accessible playgrounds were also installed at VSB elementary schools in 2023-2024 using Ministry grants and VSB facilities funds. Accessible play spaces at our elementary schools creates equity, inclusion and belonging for students with physical, social-emotional and cognitive needs.</p>	<p>We continue to need to address accessibility across our many schools and facilities. A recent accessibility survey indicated that members of our community would like us to prioritize attitudinal barriers as well as physical barriers. We have identified three more elementary schools that would benefit from additional accessibility features for their current playgrounds and are beginning the process of school and community engagement. The accessibility committee and the internal accessibility working group continue to meet monthly and look at student and staff needs and prioritize projects that address all forms of barriers. Additionally, the accessibility committee will gather further input from community members to inform next steps and priorities for the coming year.</p>
Secondary School washrooms refurbishing	<p>Refurbishing student washrooms with a \$250,000 budget, based on input and feedback gathered from students, to create safer, more inclusive, and well-maintained environments. Student washrooms have been identified as an area in the school where not all students feel safe; this strategy aims to help rectify this issue.</p>	<p>The strategy addresses students' concerns about safety, inclusiveness, and student washroom maintenance. Students expressed a clear desire for these spaces to be improved to ensure they reflect the care and respect school environments should provide. This strategy was chosen to respond to the student voices and to foster a more welcoming, safe and comfortable environment for all students. Quantitative data, including gathering student feedback through student work with the Facilities Department and the budget process, indicates that refurbishments are needed to address the issues raised by students. Qualitative feedback from students will be gathered to determine if the new spaces help with increasing feelings of safety.</p>	<p>To ensure ongoing effectiveness, we will continue to gather student feedback in the form of surveys and through the Vancouver District Student Council (VDSC) to monitor the condition of the washrooms. Additionally, we will explore further opportunities to enhance inclusivity based on continued engagement with students.</p>

Objective 1.3: Increasing Literacy and Numeracy and deep critical and creative thinking.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>VSB’s <i>Responsive Literacy Framework</i> created and launched, and professional development offered to all K-7 schools through District “Literacy Days”.</p>	<p>Created by the learning and instruction and Indigenous education teams, the <i>Responsive Literacy Framework</i> is comprehensive and includes components of universal design for learning and First Peoples Principles of Learning. Three “Literacy Days” were offered for all VSB elementary schools (attended by teachers, support workers, administrators, and district staff). Participants learned about effective, evidence-based literacy instruction, the use of literacy screeners and the power of learning walks. This strategy is intended to address improving literacy outcomes, particularly among priority populations in VSB. The strategy was chosen to provide alignment between targeted supports and resources to ensure that all students, especially those in priority populations, have the tools they need to succeed.</p>	<p>Qualitative feedback from educators highlights the value of District-wide events that bring teachers, administrators and District staff together in shared spaces to discuss students’ learning needs and strategies. The intention is that District-wide literacy supports will contribute to greater student engagement in literacy activities, improve reading, writing and oral language skills and fostering deeper interest in reading and critical thinking skills. Ongoing literacy professional development will also support teachers with best practices in literacy instruction K-3 and support the use of literacy screeners to target students who may be struggling and provide interventions.</p>	<p>To ensure continued progress, we will regularly review data from the literacy assessments and seek feedback from teachers, administrators, students and parents/guardians. Adjustments may include expanding professional development opportunities for teachers for further exploration of the <i>Responsive Literacy Framework</i>. We will also explore additional strategies to directly support Indigenous students and other priority populations through continual collaboration with the Indigenous education and learning and instruction teams.</p>

Objective 1.4: Ensuring that students develop and can implement a plan for successful transition upon the completion of secondary school.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>Supporting students who need alternate pathways to graduation through Secondary Career and Trades Training programs, dual credit options, the Vancouver Learning Network (VLN,) Alternate Programs, and Adult Programs.</p>	<p>This strategy addresses the gap in traditional education pathways that may not meet the needs of all students, particularly those who face challenges in the conventional school environment or have unique circumstances requiring flexible learning options. The strategy was chosen to provide students with support and resources that better fit their needs, helping to ensure they have a clear and achievable plan for graduation and beyond.</p>	<p>Quantitative data, such as graduation rates and the number of students successfully transitioning to post-secondary education or employment from these programs, indicates that the strategy is effective. Additionally, gathering qualitative feedback from students and educators will help to measure effectiveness and guide the selection of graduation pathways and career exploration opportunities.</p>	<p>Working with secondary schools to ensure all eligible students know the alternate pathways available, including District career program options. Continued focus on expanding career counselling services within these programs to better prepare students for post-secondary transitions and career expectations.</p>

Objective 1.5: Ensuring the alignment among school, District and provincial education plans.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>Supporting principals and vice principals to better understand and use data when setting goals in school learning plans and measuring the effectiveness of interventions.</p>	<p>Using the August Admin Pro D to share the most recent FESL data with administrators and District staff to explain the interconnection between the Ministry and VSB’s goals for student success. The strategy aims to align the District’s Education Plan, the provincial plan (FESL) and individual school learning plans to support shared and collaborative processes. This strategy was chosen to ensure that all VSB schools are working toward the same overarching goals while using data that is specific to their students, situation and community needs.</p>	<p>Initial quantitative data shows an improvement in the coherence of school learning plans with District and provincial goals. Qualitative feedback from principals indicates that the use of survey and achievement data has provided more relevant and actionable insights for setting goals and assessing interventions. We are hopeful that increased alignment will lead to more focused efforts across VSB, with schools reporting greater clarity in their objectives and approaches.</p>	<p>Moving forward, we will continue to refine the use of data by offering additional training and resources for principals and vice principals. We are continuing to build a PowerBI data site for each elementary and secondary school that includes FESL data sets, as well as live attendance data, report card data, EDI, MDI and YDI data to provide administrators with an efficient way to access and cross-reference relevant data to support school plans. We will continue to build feedback loops with useful information for schools and the District to ensure ongoing communication between schools, students and parents/guardians, and the district to allow for continuous improvement in alignment efforts.</p>

Objective 1.6: Reporting student results about performance, well-being and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
FESL Working Group Process	Adapting the FESL working group process to include more voices from stakeholder groups and transitioning to a more comprehensive year-round process. Continuous data updates will ensure that FESL data better informs VSB's continuous cycle of improvement, including the budget process. The gap identified is the need for more inclusive and timely reporting of student performance, well-being and outcomes, and the effective use of this data to improve the quality and effectiveness of education and support provided to students. This strategy was chosen to create a more responsive and inclusive approach, ensuring that the data used to inform decisions has been reviewed thoroughly and the analysis reflects a broader range of perspectives.	Feedback from stakeholders indicates that the inclusion of more voices in the FESL working group has led to a more comprehensive understanding of student needs and outcomes based on data. The transition to a year-round model with continuous data updates provides more timely and relevant information, leading to more informed decision making. The alignment with the budgeting process will also be beneficial, ensuring resource allocation is directly informed by data on student performance and well-being.	We will continue to refine the process by seeking ongoing feedback from all stakeholder groups involved in the FESL working group. We will also monitor the effectiveness of these changes and make further adjustments as necessary to ensure the process remains responsive and inclusive.

Education Plan Goal 2: The Vancouver School Board will increase equity.

Objective 2.1: Eliminating gaps in achievement and outcomes among students.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Aligning structures to allow for more collaboration between District teams (including learning services, safe and caring, equity and anti-oppression, Indigenous education and social and emotional learning/mental health) to better support students.	The primary gap is the inconsistency in achievement and outcomes among different student groups, particularly those in priority populations. This includes disparities in academic performance, social-emotional well-being and access to resources. The strategy aims to address these inequities by fostering greater collaboration and role clarity among District teams to provide Tier 1, 2 and 3 supports that are integrated and responsive to the diverse needs of students.	Early indicators suggest that increased collaboration among VSB teams has led to more coordinated, practical and effective support for students and staff.	To further enhance this strategy's effectiveness, ongoing communication and feedback processes will continue to be developed among the collaborating teams. Adjustments may include refining the processes for identifying and addressing student needs, increasing and adapting professional development opportunities for staff, and ensuring that all team members are equipped to work collaboratively. Collaboration efforts may be expanded to include family and community engagement (where needed) to ensure that all aspects of a student's environment are considered in their support plan formation. Data will be used to identify trends and areas for improvement.

Objective 2.2: Eliminating racism and discrimination in all forms.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>Anti-oppression training for all staff and administrative procedures created to respond to incidents of racial discrimination.</p>	<p>The gap identified is the presence of racism and discrimination within school environments that can have harmful effects on student well-being, safety, sense of belonging and academic outcomes. Recognizing the enormity of this objective, the strategy aims to address and eliminate these issues by equipping staff with the necessary skills and knowledge through anti-oppression training, and by establishing clear administrative procedures for responding to racist incidents. This approach was chosen to create a more inclusive and equitable environment for all students.</p>	<p>Preliminary data (review of incident data including information from the District student code of conduct) indicates that anti-oppression training has increased staff awareness and improved their ability to recognize and address racism and discrimination. The introduction of clear guidelines and updated administrative procedures has led to more consistent responses to racial incidents, fostering safer and more supportive school climates. However, ongoing assessment is needed to ensure that the training and procedures continue to be appropriate and effective and that they are applied consistently across VSB.</p>	<p>To enhance the effectiveness of the strategy, we will continue to update the anti-oppression training to reflect current best practices and emerging issues. We will also seek to involve students, families and working groups in discussions about racism and discrimination to ensure a comprehensive approach, focusing on practical applications and real-life scenarios. Feedback from these groups can be used to refine the training and better meet the needs of the school communities.</p>

Objective 2.3: Evaluating and renewing plans for the improvement of Indigenous learners' education.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>Indigenous education enhancement teachers supporting Indigenous students from K-12 and creating individual student success plans.</p>	<p>The identified gap is the declining completion rates, and concerns related to attendance and engagement among Indigenous learners. The gap was evident in VSB's <i>How are We Doing Report</i> and in consultation with the Indigenous Education Council. This strategy is intended to provide targeted support for Indigenous students by developing individualized success plans which address their specific strengths, needs and challenges. This approach was chosen to directly tackle the barriers to academic success and engagement that Indigenous students may face, ensuring that they receive the necessary support to thrive in school.</p>	<p>The creation of individual student success plans enables more personalized interventions. However, quantitative data still shows challenges in completion rates and attendance parity, strongly signaling the need for ongoing evaluation and adaptation of the strategy.</p>	<p>To further improve the effectiveness of this strategy, we are focusing on strengthening relationships with the three Host Nations, Indigenous families and students to enhance engagement and attendance. Continuous monitoring and assessment of the individual success plans will be conducted, allowing for timely adjustments to better meet the needs of students. Additionally, incorporating more culturally relevant curriculum and supports may help to develop a stronger connection between Indigenous learners and their school communities. Engagement with Indigenous learners and communities will provide feedback and insights about how to better support Indigenous learners and help further refine strategies and interventions.</p>

Objective 2.4: Improving stewardship of the District’s resources by focusing on effectiveness, efficiency and sustainability.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>Financial planning process</p>	<p>Ensure that budget allocations support the achievement of Education Plan goals and operational goals, and to address the key focus areas identified in VSB’s FESL report.</p> <p>We also want to actively seek and incorporate feedback from the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətał (Tseil-Waututh Nation), District leaders and the District’s formal stakeholder groups, as well as feedback from students, their families, staff and the broader public in the annual budget and financial plan.</p>	<p>Initial assessments indicate that improvements implemented as part of the financial planning process resulted in more targeted and efficient resource allocations.</p> <p>The Financial Plan provides further evidence of initiatives that are being planned for 2024-2025.</p>	<p>We will continue to monitor and refine our financial planning process. This includes regular feedback loops, data-driven decision-making and a commitment to continuous improvement in resource management. By doing so, we aim to maximize the effectiveness, efficiency and sustainability of the District’s resources ultimately supporting the well-being and success of students, staff and school communities. We continue to focus on the allocation of funds toward priority areas, resulting in better support for key initiatives. We will engage in ongoing evaluation to fully measure the impact of the alignment in budget items with achieving the desired outcomes.</p>

Education Plan Goal 3:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis and Inuit.

Objective 3.1: Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
<p>A greater focus on cultural learning and events and new VSB Land Acknowledgment</p>	<p>The gap identified is the need to increase knowledge, awareness, appreciation and respect for Indigenous histories, traditions, cultures and contributions among Indigenous and non-Indigenous students and staff. Working with the IEC on the revised Land Acknowledgement and having the Indigenous education team support cultural events across the District provides clear messaging and authentic and engaging learning experiences for all students and staff.</p>	<p>Cultural events such as the Grade 7 Moving Forward event, Orange Shirt and Red Dress days, and Indigenous Graduation celebrations are having a positive impact on students and staff as evidenced through increased participation and engagement of students, staff and families. The updated VSB Land Acknowledgment was a year in the making and represented an important milestone, as the three Host Nations came together to agree on the language in the acknowledgment. It has provided a unified message and approach to acknowledging the traditional territories across VSB.</p>	<p>We will continue to build upon the success of the cultural teachings and learning experiences we have provided in consultation and collaboration with the Indigenous Education Council and plan for further events and activities in the 2024-2025 school year. This may include introducing new events, deepening the educational content of existing activities, and providing additional support and resources to schools to facilitate meaningful engagement with Indigenous knowledge and traditions.</p>

Objective 3.2: Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to Action of the Truth and Reconciliation Committee.

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Indigenous Education Council (IEC)	With the implementation of the Indigenous Education Council, VSB has better aligned our work with the equity in action framework and is developing stronger relationships with the three Host Nations through the ongoing work of the Indigenous education team. The identified gap lies in ensuring that these principles are more fully integrated into the educational framework and that relationships with the three Host Nations are strengthened through meaningful collaboration and respect.	Conversations, observations and ongoing engagement opportunities with the three Host Nations indicate that we are continuing to build meaningful relationships. A change to VSB's Policy 7 has also ensured that rights holders from the nations are invited to participate in all Board standing committees.	Using the Ministry of Education and Child Care's policies and guidelines, we will continue to support the IEC in their advocacy for Indigenous education and its decision-making process around the use of targeted funding. We will continue to foster relationships of respect and truth to further our reconciliation journey.

Objective 3.3: Engaging and gathering with xʷməθkʷəy̓ əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Strategy	Identified Gap or Problem	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem does this strategy aim to address? Why was this particular strategy chosen?	Based on quantitative and qualitative data (including feedback from engagement), how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Meeting and learning experiences on traditional territories.	A closer connection and understanding of the land that VSB resides upon supports our reconciliation journey and allows us to better understand the impacts of colonization.	More than 200 staff had the opportunity to gather and learn on Musqueam land. We were privileged to participate in a guided tour of the community including the Cultural Centre, the Community Centre and the longhouse as well as walk the lands around the Fraser River to more fully understand Musqueam culture and connections to the land. Musqueam leaders told stories and shared teachings throughout the tour. Feedback from the participants was overwhelmingly positive.	To build on this success, we plan to adapt by expanding these learning opportunities to include more staff across the District and incorporating the perspectives of the three Host Nations. The Indigenous education team will work with the IEC and the Host Nations to support further experiences and expand these opportunities to more staff.