



# ENHANCING STUDENT LEARNING REPORT

2022-2023

*In Review of Vancouver School District's  
Education Plan 2026, Year 1 of 5*

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## Introduction

Each year, the Vancouver School Board (VSB) prepares and submits a report regarding 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 annual progress report identifies **VSB’s Education Plan**, including its values and priorities, to improve equity and outcomes for students as outlined in this travel log that weaves together the Education Plan roadmap with the Ministry’s Enhancing Student Learning framework.

This report logs the journey of VSB and students enrolled in its schools in the 2022-2023 school year, and along the way, highlights sites of interest (stories) to help advance outcomes for all students moving forward.

## District Context

### Students are at the centre

At VSB, 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.

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tseilil-Waututh Nation). We embrace Indigenous ways of knowing and learning and work to expand Indigenous perspectives across the curriculum and within our 107 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 and gifts. Within our District, 2,275 students self-identify as Indigenous community members from First Nations, Métis and Inuit communities. Nearly 45 per cent of students at VSB speak languages other than English at home, with about 150 mother-tongue languages spoken overall. Approximately 13 per cent of students are diverse learners with Individualized Education Plans. Our educational programs also support adult learners pursuing secondary school completion, post-secondary prerequisites or upgrading their skills, and more than 1,400 international students from around the globe who choose to pursue their education here in Vancouver.

Our commitment to students goes beyond academics. Students’ overall well-being and sense of belonging are equally important. We strive to build a school system where every student can be their authentic self and succeed throughout their learning journey. In doing this work, we champion equity and accountability by making evidence-based decisions. As a learning organization, humility is our guidepost as we seek to continually improve student outcomes in service to them, their families and the broader community.

# Roadmap to improving outcomes for students

## Preparation

A broad range of voices and perspectives helped create the VSB's Education Plan that reflects the diverse needs within the District. Students, families, staff and the public shared their expectations and aspirations for Vancouver schools. Their input was vital to help set a clear and shared vision for the future of public education in Vancouver.

The District rolled out the Education Plan in 2022 and aligned District resources to support the identified priorities and goals. This included creating and restructuring District secondary and elementary teams to support students with a targeted approach. VSB's Education Plan has three interconnected goals. Each is linked to supporting the Ministry's student learning measures and improving student outcomes.

The VSB FESL working group works as a feedback and advisory group that reviews and analyzes Ministry and District data and stories. The group consists of representatives from the District's formal stakeholder groups and this year welcomed four additional students.

## Packing items

The educational planning and student information department analyzes Ministry and District data in both aggregated and disaggregated forms. This information is shared with the senior leadership and learning team, District and school staff, as well as the FESL working group. VSB staff also use a variety of other tools and sources of information. The Early Development Index (EDI) gathers information about five core areas of early childhood development of students in the spring of their kindergarten year. The Middle Years Development Index (MDI) measures students' developmental health and well-being in Grade 4 and the Youth Development Instrument (YDI) measures the health and well-being of students in Grade 11. The Student Learning Survey (SLS) is an annual province-wide survey of students in Grades 4, 7, 10 and 12, their parents or guardians and caregivers. School staff and administrators are also given the opportunity to complete the survey. Results of EDI, MDI and YDI are compared with the SLS results and school-level data, including report cards, to provide a comprehensive picture of how students are doing.

The datasets above support school staff with valuable insights to aid them in their efforts to assist students effectively. Moreover, school staff consistently track attendance and assessments. As equity stands as a cornerstone within VSB's Education Plan, school staff make considerable

effort to recognize and provide assistance to students requiring extra support. This is accomplished, for instance, through the utilization of Individual Education Plans (IEPs), Annual Instruction Plans (AIPs), counselling support and direct student feedback. Also gathered and shared with District and school-based administrators are classroom and school learning stories from students, their families and staff. School plan goals and collaborative inquiry data are included in determining student achievement and well-being.

Furthermore, administrators and other staff across the District use the Indigenous Information Management System (IIMS) that provides specific data regarding Indigenous learners for each school. IIMS is a Vancouver specific data platform that provides live data sets such as attendance and school connections based on the principles of the Aboriginal Education Enhancement Agreement (AEEA). Additionally, the Indigenous education department shares data from the How Are We Doing Report with District and school-based staff. This data provides a detailed summary of learners' academic achievement regarding literacy and numeracy and factors in other pertinent educational indicators. The IIMS and How Are We Doing Report provide valuable information to plan how best to support Indigenous learners.

Multiple sources of comparable information are used to analyse student achievement and well-being to ensure that implemented strategies successfully improve student outcomes. The continuous improvement cycle starts with data analysis and review, moves through reviewing and listening, trying new approaches when necessary and reporting the results and findings. Throughout this report, we aim to address three questions in relation to the areas of intellectual development, human & social development and career development. The questions are:



**How are students doing,  
and how do we know?**



**What did we learn?**



**What are our next  
steps to address what  
we have learned?**

# VSB Education Plan priorities



## Travel routes and signposts

There are multiple routes on any journey and important signposts to navigate the road ahead. At VSB, the Education Plan acts as the guide to all staff in service of students' learning journeys. That plan centres students' needs – their learning, well-being and voices – in programming and supports at schools, operations and management by staff as well as decisions by the Board. VSB believes an effective public education system will prepare students to be active, productive and socially responsible citizens.

The Education Plan's equity and values statements are fundamental directional cues as staff seek optimal ways forward to improve outcomes for students.

## Equity Statement

VSB will create an equitable learning environment 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. VSB will achieve this by:

- having students see themselves and their communities in the curriculum and the staff throughout the District
- prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders
- actively fighting systems of oppression through relationship building, ongoing communication and transparency
- VSB's commitment to equity will be informed by humility and accountability.

## Values Statement

Students who complete their education with the Vancouver School Board should possess a strong educational foundation; be disposed to treat others with respect and work cooperatively with them; act upon the values and principles that make us human; care for themselves, for others, and for the planet; and exercise a critical intelligence adaptable to new situations.

VSB will foster school communities where students can learn, see themselves, and feel supported and connected so that they develop a love of learning and become lifelong learners.

# Additional context: people and alignment

This important work of student learning and well-being happens due to the collaboration of many people and groups across VSB.

## Rightsholders

VSB co-collaborates with the three Host Nations, x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səilwətaʔ (Tsleil-Waututh Nation) regularly. This past year, the Indigenous Education Council (IEC) moved to in-person meetings hosted on a rotational basis by each of the Nations. This provided an opportunity for the voices of the rightsholders, Métis Nation BC and Urban Indigenous peoples to ensure the inclusion of the AEEA goals in the decision-making of educational programming for Indigenous students who attend VSB.

## Board of Education

The Board's vision is outlined in their Education Plan and the included equity statement. This provides the foundation for the District's work. Their leadership is critical in the alignment of the budget with the vision of the Education Plan. This year they realigned the standing committees to include one which is focused on the Education Plan.

## Students

Students across VSB are becoming more involved in many aspects of decision-making, beyond the important role of the student trustee. At the school level, students are actively engaged in a wide variety of leadership opportunities, including secondary school Pride groups and elementary school rainbow clubs. In addition, there are equity and diversity groups, sustainability, garden and environmental groups to name just a few throughout the K- 12 grades. Additionally, secondary students represent the District at inter-district symposiums and conferences such as Black Affinity Antiracism 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. The VDSC also had numerous opportunities to provide input on a variety of District engagement topics including the secondary schedule model, School Liaison Officer (SLO) program and Feeding Futures School Food Program. Student representatives were also added to the IEC and the anti-racism non-discrimination working group. Students led conferences including the annual Diversity Equity and Inclusion (DEI) conference and the Sustainability conference. Secondary schools collectively identified a diverse group of students who provide student voice and perspective about District initiatives. This year across VSB, more students became members of District standing committees and working groups and were directly included in District decision-making. Students also shared their voices in several KIVA panels for various staff and provincially at the BC Council of Administrators of Inclusive Support in Education (CAISE) Annual Conference as well as the BC School Superintendents' Association Conference (BCSSA).

## Stakeholder Groups

VSB's formal stakeholder groups include unionized employee groups, non-unionized employee groups, District Parent Advisory Council (DPAC) and the VDSC – all actively connected to the work of the Education Plan including:

- Standing committee meetings, including the newly renamed Education Plan Committee
- Working groups including the FESL working group, and reporting order working groups
- Advisory committees including the diversity advisory committee, special education advisory committee (SEAC), Indigenous Education Council (IEC) and Anti-racism and non-discrimination advisory committee
- Other engagement opportunities such as the annual budget development process

## Senior Leadership and Learning Team

The senior team, directors of instruction and other directors focus their time and efforts in leading the alignment of VSB's collective work with the Education Plan. They support leaders across the system and work with stakeholder groups to action the outcomes identified in VSB's Education Plan.

# Additional context: system wide alignment

In pursuit of achieving the goals and objectives of the Education Plan, work is underway to continue the alignment of resources and focus across the system toward this work. Steps taken include:

- Reassigned resources to hire a director of instruction of Indigenous education to be part of the senior leadership and learning team with the involvement of the three host nations in the hiring process
- Hired a district principal of equity, anti-racism and non-discrimination
- Reallocated administrative staffing to create a district principal role for learning and instruction grades K-7 and a second district principal role for grades 8-12
- Realigned existing roles on the learning and instruction team to provide support for learning, curriculum and assessment system-wide
- Reallocated resources to create a district vice-principal position for career education
- Updated school plans so they are aligned with the Education Plan
- Provided professional development opportunities to staff across the District in relation to the key elements identified in the Education Plan
- Reconfigured the senior team to provide more focus and alignment in supporting school leaders in meeting the needs of their students, staff and communities.

We have more work to do in aligning the District's budget to support this critical work in removing barriers to opportunities for VSB students.

# The journey along the way

*All journeys provide opportunity to reflect and look ahead. For VSB, this means assessing data about how students are doing in all facets of their education to understand their trajectories and plot a path forward to improve outcomes for students.*

## Reflecting on 2022-2023 student learning outcomes and moving forward

Our Education Plan's equity, values statements and three goals interconnect to support students in their intellectual development, human and social development, and their transitions to post-secondary after graduation. To advance this work, VSB examines student outcomes which are detailed below along with plans and strategies to further improve.

### INTELLECTUAL DEVELOPMENT

Literacy, numeracy and deep critical thinking skills are foundational to a strong education and full social participation. Our VSB Education Plan includes the following goals related to the development of literacy and numeracy for all students:

- Increasing literacy, numeracy and deep critical and creative thinking
- Encouraging students to reach beyond previous boundaries in knowledge and experience
- Reporting student results about performance, well-being and outcomes to the community and using the results to improve the quality and effectiveness of education and provide supports
- Eliminating gaps in achievement and outcomes among students
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions
- Aligning 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
- Ensuring the alignment among school, District and provincial education plans

In our work to realize the aims of the Education Plan, we have aligned the work of the newly amalgamated learning and instruction team. The Indigenous education, the equity, anti-racism and non-discrimination and the learning services teams collaborated to conduct a data-driven District literacy review focused on the foundational questions:

- How are students doing?
- How do we know?
- Where are the gaps?
- What can we do about it?





## How are students doing?

The educational objective for literacy and numeracy for all students is to meet or exceed grade-level expectations. Ministry-provided data (masked and raw unmasked) reflects that VSB students, as an aggregate, performed above the provincial average in all grades for the past five years; year-to-year trends mirror overall provincial trends.

At the elementary school level, report card data in literacy and numeracy support the results of the provincial assessments. Report card data is also used to gauge literacy and numeracy levels due to low participation rates in the Foundational Skills Assessment (FSA) in grades 4 and 7. Low participation rates continue for students writing the FSA in the District. Overall, FSA participation rates increased slightly compared with the past year. In both grades 4 and 7 there was a four per cent increase in participation in the literacy assessment. In the numeracy assessment, participation increased by three per cent for Grade 4 students and by five per cent for Grade 7 students.

Compared to provincial numbers, fewer VSB students write the FSA across all categories of learners. Less than 50 per cent of all District students participate in writing the FSA as compared to 70 per cent of students who write provincially. Approximately 26 per cent of District students with diverse needs write the FSA compared to 50 per cent provincially. Less than 30 per cent of VSB students who identify as Indigenous complete the FSA as compared to more than 70 per cent across the province.

In grades 10 and 12 we have high levels of participation of students completing graduation assessments. Of those eligible, 86 per cent of Grade 10 students and 76 per cent of Grade 12 students enrolled in VSB completed the literacy assessment, as compared to the provincial rates of 81 and 74 per cent respectively. Additionally, 71 per cent of Grade 10 students enrolled in VSB completed the numeracy assessment, as compared to 75 per cent provincially.

### GENERAL NOTES ON DATA USE IN THIS REPORT

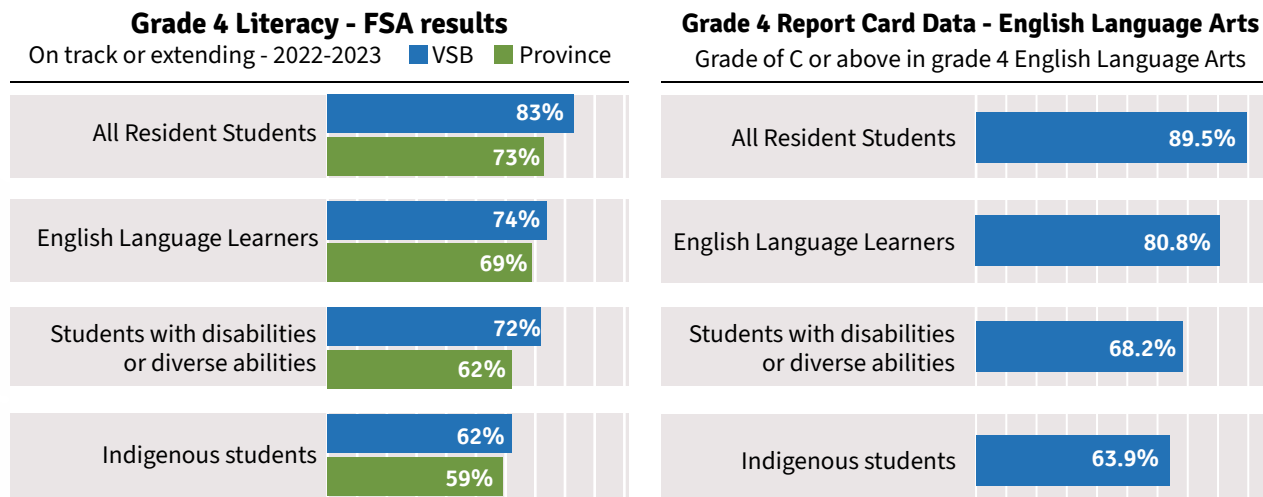
The Ministry provides masked and raw unmasked data to school Districts to facilitate the preparation of the FESL reports. As the FESL report is a public document, the charts and tables in this report use only data available from the masked data set. To reflect the student population in our District, where available the District elected to share information on English Language Learners as a group, as these learners represent a significant proportion of students in VSB schools. Where appropriate, the unmasked data set was used to validate assumptions about trends documented in the report. [Appendix D](#) of this report contains data sets provided by the Ministry.

# Literacy

## Grade 4- Foundational Skills Assessment Data

Of those students who did write the FSAs, the percentage of students who were on track/extending was higher than the provincial average for all groups. In comparison to the 2021-2022 school year, the on track/extending rate is similar to previous years for all students and students with disabilities or diverse abilities, whereas English language learners fell by four per cent to 74 per cent. The percentage of Indigenous students who were on track/extending increased by 18 per cent to 62 per cent for the 2022-2023 school year. Data sets showing four-year trends in both FSA participation rates and FSA achievement for Grade 4 students in literacy can be found in [Appendix D](#).

For those Grade 4 students who did complete the literacy component of the FSA, the results and provincial comparators are detailed in the table below.



Report card data is trending down slightly for all students, students with disabilities or diverse abilities and English language learners. The decreasing trend is more significant with Indigenous students. Since the 2019/20 school year the percentage of students who are on track/extending decreased for all students, students with disabilities or diverse abilities and English language learners.

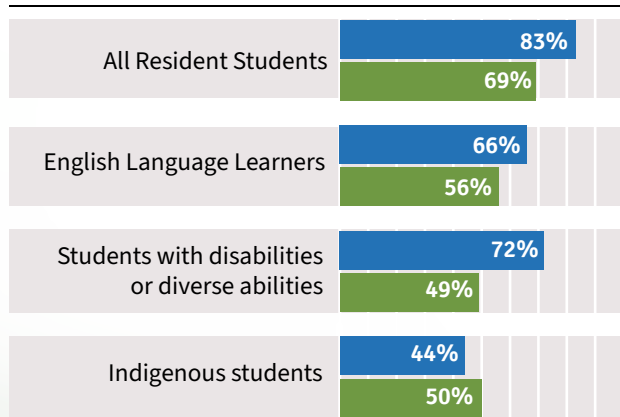
## Grade 7- Foundational Skills Assessment Data

As outlined below, participation rates in the FSA are low for all groups of students in relation to provincial comparators. Of those students who did write, the percentage of students who were on track/extending was higher than the provincial average for the categories all students, English language learners and students with disabilities or diverse abilities. The percentage of Indigenous students who were on track/extending was lower than the provincial average by 6 per cent. In comparison to the 2021/22 school year, the on track/extending rate decreased for all resident students, Indigenous students and students with disabilities or diverse abilities, whereas English language learners remained relatively stable moving from 67 per cent in 2021-2022 to 66 per cent in 2022-2023. Data sets showing four-year trends in both FSA participation rates and FSA achievement for Grade 7 students in literacy can be found in [Appendix D](#).

For those Grade 7 students who did complete the literacy component of the FSA, the results and provincial comparators is detailed in the table below.

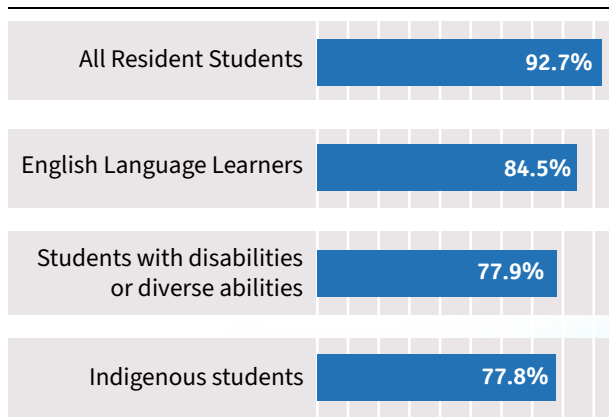
### Grade7 Literacy - FSA results

On track or extending - 2022-2023 ■ VSB ■ Province



### Grade 7 Report Card Data - English Language Arts

Grade of C or above in grade 7 English Language Arts



## What did we learn?

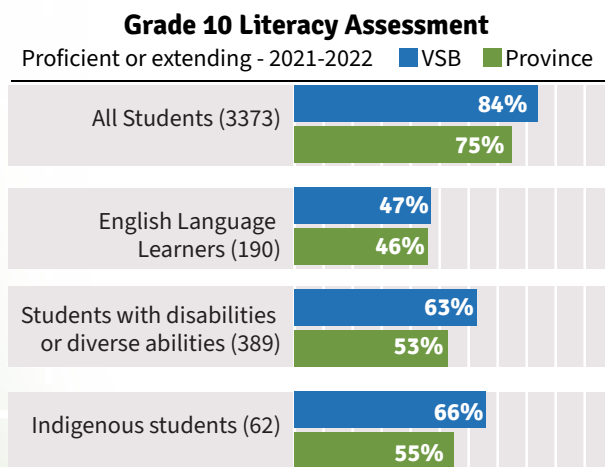
This the past year, the number of students who received a C or above in Grade 4 (in all categories) decreased slightly by approximately two per cent from 2020-2021. However, when comparing data for grades 4 and 7 the percentage of students achieving a letter grade of C or higher is greater for all students. Importantly, 77.8 per cent of Indigenous students in Grade 7 achieved a letter grade of C or higher, a full 13.9 per cent higher than Indigenous students enrolled in Grade 4.

For those Grade 7 students who did complete the literacy component of the FSA, the results and provincial comparators is detailed in the table left.

## Grade 10 Literacy Assessment

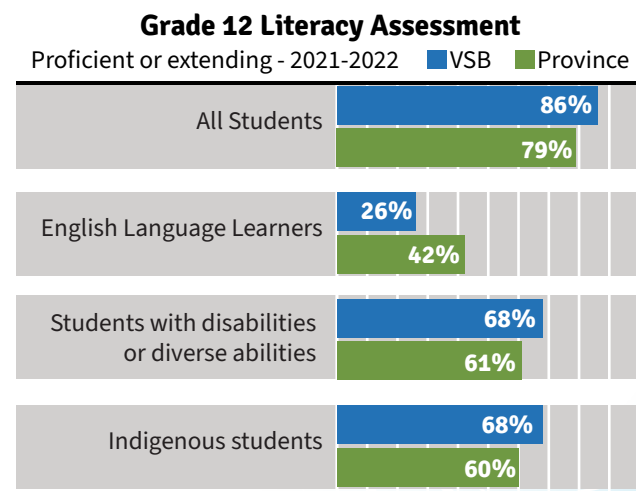
**Note:** This section is based on 2021-2022 data. The Grade 10 Literacy Assessment saw the participation of 3,373 students, with 84 per cent of these students achieving proficiency/extending. This represents a slight increase from the previous year's achievement of 83 per cent and above the provincial results of 75 per cent.

Gains were also made by students who identify as English language learners (10 per cent), students with disabilities/diverse abilities of (two per cent) and amongst students who identify as Indigenous students (14 per cent) with all three areas now being above the provincial results. See more detailed data in [Appendix D](#).



## Grade 12 Literacy Assessment

**Note:** This section is based on 2021-2022 data. In total, 3,678 students participated in the Grade 12 literacy assessment. Among them, 86 per cent achieved proficient or extending, surpassing the provincial average of 79 per cent. However, only 26 per cent of English language learners met the expectations, falling below the provincial English Language Learners average of 42 per cent. Additionally, 68 per cent of students with disabilities or diverse abilities successfully completed the assessment, outperforming the provincial average of 61 per cent. Furthermore, the assessment saw a success rate of 68 per cent among Indigenous learners, which was eight per cent higher than the provincial average of 60 per cent. See [Appendix D](#) for additional data.



# Numeracy

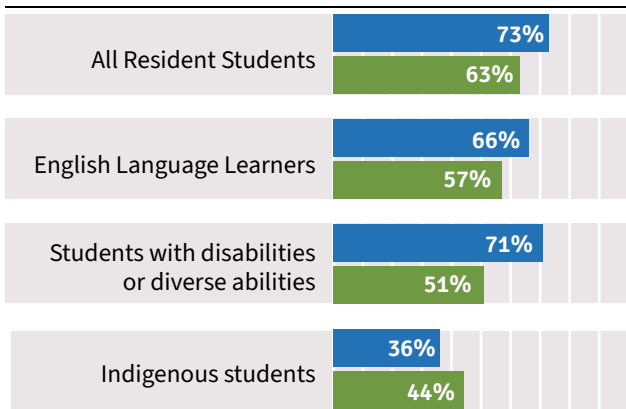
## Grade 4 – Foundational Skills Numeracy Assessment Data

As outlined below, FSA participation rates are low for all groups in relation to provincial comparators. Of those students who did write, the percentage of students who were on track/extending was higher than the provincial average for all students, English language learners and students with disabilities or diverse abilities. The percentage of Indigenous students who were on track/extending was lower than the provincial average by eight per cent. Data sets showing four-year trends in both FSA participation rates and FSA achievement for Grade 4 students in numeracy can be found in [Appendix D](#).

For those Grade 4 students who did complete the numeracy component of the FSA, the results and provincial comparators are detailed in the table below.

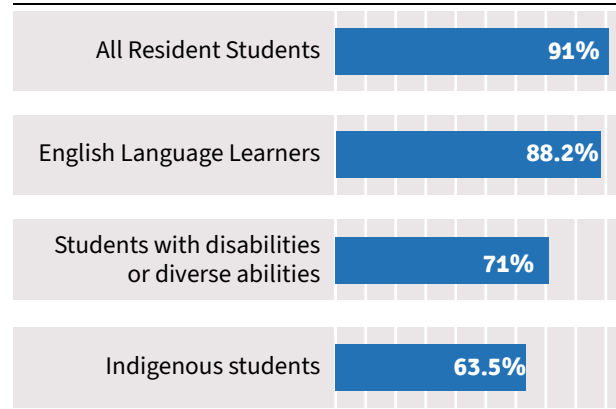
### Grade 4 Numeracy - FSA results

On track or extending - 2022-2023 ■ VSB ■ Province



### Grade 4-Report Card Data – Math

Letter grade of C or above - 2022-2023



Report card data reflects results of the FSA despite low numbers of participants. There is a trend in both report card data and FSA data that Indigenous students are not performing at parity with their classmates.

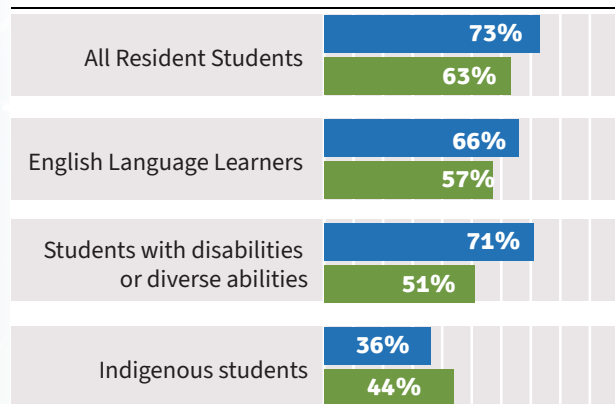
## Grade 7- Foundational Skills Numeracy Assessment Data

Of those students who did write, the percentage of students who were on track/extending was higher than the provincial average for all students, English language learners and students with disabilities or diverse abilities. The percentage of Indigenous students who were on track/extending was lower than the provincial average by 11 per cent. In comparison to the 2021/2022 school year, the on track/extending rate decreased for all categories in Vancouver. Data sets showing four-year trends in both FSA participation rates and FSA achievement for Grade 7 students in numeracy can be found in [Appendix D](#).

For those Grade 7 students who did complete the numeracy component of the FSA, the results and provincial comparators are detailed in the table below.

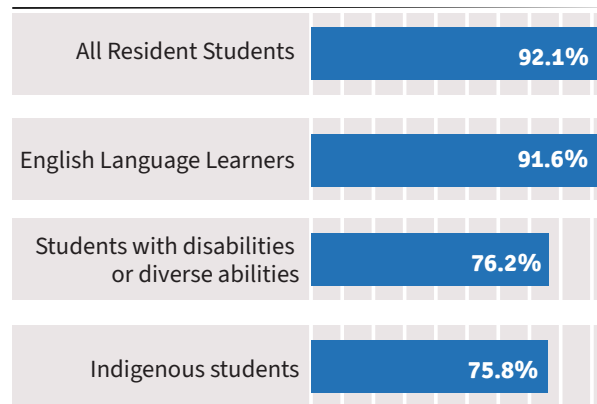
### Grade 7 Numeracy - FSA results

On track or extending - 2022-2023 ■ VSB ■ Province



### Grade7-Math Report Card Data

Letter grade of C or above: 2022-2023



Report card data is trending down for all students, students with disabilities or diverse abilities and English language learners. The decreasing trend is more significant with Indigenous students. Since the 2019-2020 school year the percentage of students who are on track/extending decreased for all students, students with disabilities or diverse abilities and English language learners. In relation to other students within the District, Indigenous students and students with disabilities and diverse abilities score lower in both FSA and report card data. This gap exists in the Grade 4 data and is more significant in the Grade 7 data.

## Grade 10 - Numeracy Assessment

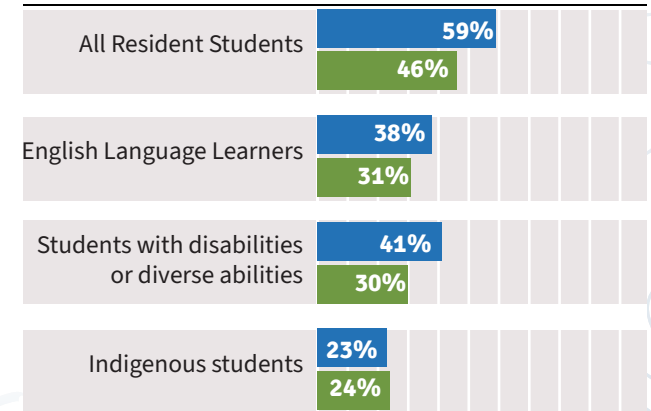
Note: this section is based on 2021-2022 data

A total of 2,798 students took part in the Grade 10 numeracy assessment this year with 59 per cent achieving proficiency/extending, an increase from 52 per cent in the previous year, that continues to be above the provincial rate of 46 per cent. Eight per cent increases were made for students who identify as English language learners and for students with disabilities/diverse learning needs, with results continuing to be above the provincial rates.

The Grade 10 numeracy assessment was completed by 83 Indigenous learners, with 23 per cent of these students achieving proficiency or extending. This demonstrates a decrease from the previous year's results of 27 per cent and falls one per cent below the provincial results. For additional details, please see [Appendix D](#).

### Grade 10 Numeracy Assessment

Proficient or extending - 2021-2022 ■ VSB ■ Province



# Viewpoints along the way

*Sites of interest provide viewpoints for travellers to see the passing landscape in perspective, reflect on the sights and learn. The following section provides examples of key sites of interest that together, broaden the landscape of students' educational journeys.*

## Site of Interest

We look at District-wide data to determine our next steps, and it is important for schools to look at school-level data to determine the next steps for their learners. Collaborative early literacy intervention schools (CELI) with literacy enhancement teachers (LET) and schools with reading recovery teachers examine multiple data sources of learners.

For example, an elementary LET teacher provides school staff with graphs highlighting where all students are using the Benchmark Assessment System (BAS) for schools with Reading Recovery in October, January/February and June. Types of extra support (intensive reading interventions, resource support or support from the LET teacher) are identified. According to the teacher, the data collection aims “to inform practice and to target resource support to boost reading skills and build success and confidence for students in grades 1-2 and beyond.”

We are encouraging more schools to examine school-level data to inform teaching practices that support learners where they are at and that set a clear path for the next steps; we need to do this in all our schools. A list of VSB Professional development opportunities in literacy and numeracy is outlined in [Appendix B](#).

## What did we learn?

We understand and are committed to addressing challenges of equity and fairness by improving literacy and numeracy outcomes for all students, especially students who identify as Indigenous and as English language learners as well as students with diverse needs and children and youth in care. Additionally, we recognize the importance of using a range of data sources, including anecdotal evidence, to gain a comprehensive understanding of

student progress. Our FSA participation rates are low in relation to provincial numbers; this is an area that requires further exploration.

### **In the elementary school context:**

We acknowledge the need for additional support for Indigenous learners. Throughout the past three years, we witnessed a consistent increase in participation rates for FSA, nearing pre-pandemic levels, although we have not yet reached that point. We have also noticed a decline in numeracy performance, which is a new concern that requires attention.

### **In the secondary school context:**

While there is still progress to be made in addressing disparities among all students, including those who are English language learners, diverse learners and student who identify as Indigenous, the data demonstrates an encouraging picture of advancements in student performance across various assessments. In the Grade 10 numeracy assessment for the 2021-2022 academic year, we saw notable strides in proficiency, particularly among English language learners and students with diverse learning needs. It's important to note, however, that Indigenous learners experienced a slight dip in proficiency levels. Similarly, the Grade 10 literacy assessment demonstrates positive momentum, with increased proficiency rates observed among students who are English language learners and students with diverse learning abilities. Regarding the Grade 12 literacy assessment data from the 2021-2022 academic year, overall student achievement surpassed the provincial average. While students who are English language learners demonstrated a comparatively lower success rate, it's encouraging that diverse learners and Indigenous learners exceeded the provincial average, signifying significant growth.

# Continuing the journey

*Sites of interest provide a focal point to navigate ahead. They provide context, enable deeper considerations and make connections to advance outcomes for students.*

## What are our next steps to address what we learned?

Overall, as a District, we know that the use of data, evidence and stories is critical to help us focus our efforts in allocating resources and supports to remove barriers to opportunities. We are committed to looking carefully for evidence sources that will help us determine areas of need and the impact of strategies.

The learning and instruction team, led by the elementary and secondary focused principals alongside the principals leading the Indigenous education, learning services and equity, anti-racism and non-discrimination teams will focus on literacy and numeracy achievement throughout the year. This is aimed to help target literacy and numeracy within the K-7 and 8-12 grade spans, respectively. FSA participation rates will be an area requiring attention moving forward.

## Next Steps in Literacy

We will host an inaugural “First Literacy Day” event, that will bring together representatives from each elementary school, including administrators, teachers, support staff, Indigenous education personnel and speech-language pathologists. The event’s main objectives are to officially launch the District Responsive Literacy Framework and resource repository, facilitate in-depth discussions about the current state of literacy in our schools, emphasize the crucial role of assessment in addressing students’ unique learning needs, and, express our collective commitment to improving literacy achievement for all learners. Additionally, this event serves as a platform for sharing tailored resources and strategies to enhance structured literacy education.

The Responsive Literacy Framework embodies

VSB’s dedication to creating inclusive and equitable learning environments where students’ needs take center stage. Aligned with the overarching goals of Education Plan, we aim to establish learning environments that foster a profound sense of belonging, academic excellence and overall success for every student.

We anticipate that all educational staff involved will have a solid grounding in our overarching educational plan, which serves as the guiding star for our literacy-focused initiatives. The new District 3P3 Assessment, set to launch in September 2023, is designed to evaluate and target phonics education, phonological awareness and phonemic awareness (3Ps).

Collaborating with various departments, the learning and instruction team plans to provide learning burst videos to assist educators in addressing the diverse needs of all students.

Furthermore, our collaborative efforts with the Indigenous education team and equity and anti-racism team aim to:

- Elevate the profile of culturally responsive pedagogy in literacy and numeracy programs for students in kindergarten through Grade 3.
- Expand the availability of Indigenous-focused resources to all schools, with a special focus on supporting secondary schools and materials for the Indigenous-focused graduation requirement.
- Offer professional development opportunities to decolonize assessment practices, benefiting Indigenous, English language learners and learners with diverse abilities.

We are committed to supporting more than 40 collaborative early literacy intervention (CELI) schools with primary teams that meet regularly to establish and monitor literacy goals and progress for kindergarten through Grade 3 students, particularly



for students in Grade 1 who, through assessment, are identified as requiring more support.

Our dedication to data-driven decision-making continues as we collect and analyze data and stories from 22 elementary schools through literacy enhancement teachers (LET). We will continue to collaborate with teacher teams to support data collection and interpretation of student literacy benchmarks, providing a comprehensive overview of student learning.

Having already implemented a wide range of strategies and supports to promote literacy and numeracy, we are continually refining our plans for the coming year. Targeted interventions remain a core aspect of our cross-collaborative efforts among the three departments: learning and instruction, Indigenous education and learning services. We consistently scan our work, identifying achievement gaps, and, where necessary, delve deeper, adjust, realign and implement strategies to ensure that all learners possess strong literacy skills, emphasizing that literacy is integral across subject areas.

Data from the Grade 10 and 12 literacy assessments will be used in planning for resource allocation and areas of intervention specific to gaps in achievement. Targeted conversations with secondary school administrators will inform school plans to support improved rates of literacy achievement for students.

## Next Steps in Numeracy

The Indigenous education department and the learning and instruction team are collaborating to help teachers infuse the First Peoples' Principles of Learning throughout their planning process. We aim to continually offer professional learning opportunities for our staff, enhancing teachers' understanding of curricular competencies and helping them target these competencies alongside content delivery. In spring of 2023, we initiated a secondary-focused math working group, and this effort will persist this year. A key objective is the creation of resources to assist new teachers, with a particular focus on assessment. Additionally, we've expanded the role of the literacy enhancement teacher to include support for numeracy and mathematics, and we are committed to providing professional development to bolster teachers' capabilities in these areas.



# HUMAN AND SOCIAL DEVELOPMENT

The essence of the VSB's Equity statement is providing learning environments where all students can experience a deep sense of belonging and are free to pursue pathways of learning in ways that are authentic to themselves. To continue to increase equity among students, a mental health strategy was developed based on these District commitments:

- Eliminating racism and discrimination in all forms
- Focus on Indigenous learners
- Focus on students with disabilities and diverse abilities
- Supporting the District's Equity statement, the Education Plan commits to:
- 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 the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), S<sup>k</sup>wxwú7mesh Úxwumixw (Squamish Nation), and səilwətaʔ (Tsleil-Waututh Nation).
- Improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.
- 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.

Throughout the past year, the District learning services mental health team implemented strategies and ways to support all our learning to improve the quality and effectiveness of the education provided to students. Mental health and social and emotional learning professional development opportunities are offered to all staff directly supporting students in our schools, including teachers, student support staff, office staff, principals and vice-principals. The learning opportunities included a variety of sessions in these areas of focus:

- Trauma-informed practice training (897 participants)
- Social emotional learning (161 participants)
- Mental health literacy (103 participants)
- Self-regulation training (81 participants)
- Education on building a community that fosters a sense of belonging (2245 participants)

Through the Ministry of Education's Mental Health in Schools Strategy, compassionate leadership cultivates system-wide well-being, provides schools support needed to build capacity for mental health literacy and increased support for families in partnership with the Child and Youth Mental Health and Substance Use Collaborative (CYMHSU).

- The CUMHSU intake pilot is a collaboration between Vancouver Coastal Health Child and Youth Mental Health and Substance Use Services and VSB to increase equitable access to CYMHSU mental health supports for communities with imposed conditions and vulnerabilities that may result in being typically underserved.

- The intake pilot aims to provide creative, flexible, responsive student-centered care planning. Through this site-based intake process, VSB and CYMHSU work collaboratively to meet the identified mental health needs of students and their parents/guardians/families through this site-based intake process.

The Ministry of Education and Child Care also provides grant funding to support mental health in schools each year, focusing on compassionate systems leadership, capacity building and mental health in the classroom through a trauma-informed practice and a culturally responsive lens. These funds helped in making the following projects possible:

- Social and emotional learning nature kits and social and emotional learning Indigenous educational enhancement worker kits were created in collaboration with the Indigenous education department and distributed to all elementary and secondary schools in the District.
- Sixteen Indigenous healing holistic gardens were built and installed at school sites to provide students and staff with opportunities to engage and learn through four holistic developmental domains- emotional, physical, intellectual and spiritual.
- Cultural education was provided to Indigenous and non-Indigenous learners to help foster and increase the sense of belonging by having community members and knowledge keepers from the three Host Nations and Urban Indigenous communities present teachings and knowledge to students and staff.

## Site of Interest

The Diversity, Equity, and Inclusion Youth Conference held in April 2023 exemplifies student-led opportunities for connection and belonging. This event, planned entirely by youth and for youth, focused on self-care and community care. The vision of the day emphasized providing mentorship opportunities for students in grades 8-10. Students discussed how an equitable and responsive environment contributes positively to students' mental health and sense of belonging. The student leaders unanimously decided that the event should continue in subsequent years and committed to returning as organizers.

One student organizer stated, "Our improvisation was great. We were uncertain where to go, but we felt confident, which made the students comfortable asking us questions."

A participating student commented, "The workshop was incredibly eye-opening, showcasing how humans were biologically programmed to react in stressful situations versus more effective ways to destress. I've realized that self-reflection and deep breaths were enough to soothe my stress. I found this workshop extremely helpful, so I've adopted these strategies into my daily routine, drastically improving my mental health."

## How are students doing?

Student voice and representation are captured in part through the MDI and SLS processes. The data reflects student experiences in the school environment. VSB student responses to the SLS questions are highlighted below and MDI measures reveal consistent themes. Generally, the aggregate positive rate among students enrolled in VSB on the MDI is higher than or almost equal to the provincial average. MDI results reflect the positive response rate of the student responses to the SLS questions:

- I am happy at school/I would like to go to a different school.
- Do you feel welcome at your school?
- Is school a place where you feel you belong?
- How many adults do you think care about you at your school?

Relationships with adults (adults at school, adults in the neighbourhood, adults in the home) continue to be a focus for the District. Of participating students enrolled in VSB, 57 per cent responded positively to the question, "How many adults do you think care about you at your school?" The aggregate response of VSB students to this question is five per cent below the provincial average of 62 per cent. Of note, the positive response rate for all four SLS questions by Indigenous students, students with disabilities or diverse abilities and English language learners are higher for relationships with adults than the aggregate.

## What did we learn?

Both the data and student stories show us that all students need to feel welcomed, safe and have a sense of belonging to their school and school community. We recognize that having a trusted, supportive adult who cares about them at school is critical. To build stronger connections with students, we need to learn every student's story in the District.

# Continuing the journey

*While examining data on academic achievement is vital to advance learning outcomes for students, so too is a deep consideration of evidence about how they are doing socially and emotionally.*

## What are our next steps to address what we learned?

We are focusing on the question, “How can we ensure that students feel cared for by the adults in the buildings?” To start, this information will be shared with schools. Next, school-specific data from the EDI, MDI, YDI and SLS will be used to inform school staff and look for site-specific solutions depending on the context.

To address the continued needs in this area, a variety of learning opportunities for staff and students will be offered or continued in the 2023/24 school year. These include:

- Restorative practices
- Mental health and well-being toolkits for both elementary and secondary classroom use (topics include building community, self-awareness, self-management, social awareness, relationship skills and responsible decision-making)
- Self-paced workshops available for all staff offered through the Complex Trauma Resource Centre (topics include complex trauma, common childhood diagnoses, de-escalating behaviours, how to calm stress and emotions and everyday anxiety strategies for educators)
- Restorative practice workshops offered to principals/vice-principals, safe and caring schools workers and counsellors.
- Circle training for teachers and school administrators (building community and providing restorative practices with Indigenous perspectives)
- Roadmap to community change workshops for principals, vice-principals and senior management team to operationalize the District’s equity, anti-racism and non-discrimination policy by learning about transforming cultures of exclusion to cultures of belonging
- Trauma-trained workshops, offered to safe and caring schools team as well as equity, anti-racism, non-discrimination staff and school counsellors, that offer a deeper understanding of trauma so educators can respond to students’ needs effectively

# STUDENT TRANSITIONS AND CAREER DEVELOPMENT

VSB's Education Plan emphasizes the importance of implementing a plan for successful transition upon completion of secondary school. Feedback received from students shows their strong desire to be prepared for their future endeavours. To complete the goals outlined for graduation, students benefit from authentic and meaningful pathways.

VSB's Education Plan supports ensure that every student accomplishes their educational journey and attains graduation by:

- Eliminating gaps in achievement and outcomes among students.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.

## Sites of Interest

An area that has seen a 30 per cent enrolment increase in the past year is career programs. Through programs, students are offered hands-on and apprenticeship opportunities to learn, work and train in more than 20 skilled trade careers, fashion design or as health care assistants. Career program learners experience how employers and industry leaders highly value their interest in hands-on learning in an apprenticeship. Through partnerships with SkilledTradesBC and employers, a record 130 students throughout the District have secured and registered apprenticeships. Of VSB's 2023 class, 160 students were supported through Youth EXPLORE Trades, Youth TRAIN in Trades or Youth WORK in Trades programs.

An Indigenous student, member of x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), graduated from a District pre-employment program with the support from the Indigenous education enhancement worker and Sk̓w̓x̓ wú7mesh Úxwumixw (Squamish) Nation's Training and Trades Centre. The student was accepted to the carpentry level 1 program certification and had nearly perfect attendance. In their own words, "It was a bit nerve-racking; I knew it would be hard. The work and the learning challenged me to grow in many ways. My parents were very excited because they saw I was trying and succeeding at something."

Another student completed the health care assistant program with Vancouver Community College and career life connections. They plan to stay in the health care sector and 'ladder up' to earn nursing credentials. They shared their experiences, as part of their capstone project, with next year's health care assistant students and offered them strategies to succeed in school. A complex care facility hired the student following two successful practicum experiences.

A fascination for aircraft inspired another student to start the aircraft maintenance engineer (AME) M-license program at BCIT, sponsored by the VSB. The student's complex learning needs required transitional support to travel to campus, access on-campus learning support services, as well as to balance a college-level workload of theory and practical classes. They found success through routine and asking thoughtful questions of instructors. The student will continue in the program to complete the AME-M diploma and start a fixed-wing and rotary aircraft maintenance career.

These students' experiences are examples of meaningful and personally responsive pathways to graduation.

## How are students doing?



Looking at grade-to-grade transition rates for students moving from Grade 10 to Grade 11, Grade 11 to Grade 12, and school completion rates measure overall system performance and are detailed in [Appendix D](#). In general, VSB students are transitioning to the next grade and graduating at a rate higher than the provincial average. VSB's rate is 96 per cent for all resident students as compared to the provincial rate of 93 per cent. The trendlines show that throughout the past five years, the number of students who are graduating (both five-year and six-year completion rates) increased or remained stable. The completion rates for VSB students with disabilities and diverse abilities continue to remain above the provincial average at 75.7 per cent and 68.4 per cent, respectively. The rate of VSB students with disabilities and diverse abilities who graduated within five years has steadily risen since from 66.7 per cent in 2019/2020 to 75.7 per cent in 2021/2022. Another area of focus has been improving graduation rates amongst students who identify as Indigenous. In 2021-2022 the six-year graduation rate for Indigenous learners rose to 73 per cent, an increase of seven per cent from the previous year. This is a collective responsibility and requires continued commitment from all schools, departments and staff. An outline of the progress of Indigenous students in VSB graduation six-year completion rates over the past five years is outlined in [Appendix D](#).

## What did we learn?



The employed strategies and interventions are working, and the gaps in completion rates between Indigenous and non-Indigenous students continue to decrease. The number of Indigenous students who graduate from VSB schools is rising steadily, with 125 graduating in 2022. However, the disparity still exists. We will continue to work to reduce the graduation rate gap for Indigenous students.

## What are our next steps to address what we learned?

One proven effective strategy is a graduation advisor working with Indigenous students in the District. The graduation advisor focuses on monitoring the progression of learning for Indigenous students to help ensure focused support and resources are provided throughout their learning journey, particularly those on the graduation pathway in Grades 10-12. Equally important effort is focused on increasing a sense of belonging and incorporating Indigenous worldviews into the classroom. Furthermore, the provision of professional learning opportunities for educators and administrators has assisted in disrupting long-held beliefs and assumptions regarding Indigenous learners and Indigenous education.

In addition to the focused work supporting Indigenous learners, District staff also place priority on supporting diverse learners. This focus is evident in a variety of programs for students to enable successful transitions between secondary school and post-secondary. Examples include:

## Gateway to Post-Secondary (GPS)

This 15-week part-time course begins each year in January is a partnership with Vancouver Community College (VCC) and the VSB. This course is designed to support successful transitions from secondary school, encourage access into the post-secondary system and increase success for this group of learners. Students attend the course at the downtown campus of VCC for three days a week and return to their secondary school for the remainder of the week. The course is comprised of both classroom activities and supported fieldwork. A two-week independent employment practicum is part of the program with practicums facilitated and supervised by VSB's transition team.

## Gateway to Employment (GTE)

Gateway to Employment is an unpaid work experience from September to December, three days a week for four hours each day. Two days a week, students explore social and recreational connections through a community connector and Vancouver Parks and Recreation. VSB partners with an adult employment service agency to provide job coaching and supervision during the work experience to support the transition to paid employment and facilitate community connections.

## Post-Secondary Transitions

The program is a full-time community-based program with an emphasis on employment, community inclusion and life skills that are meaningful and related to the individual needs of each student. Person-centred planning is used in setting goals and objectives to suit the unique needs of each student. All students participate in on-going work/volunteer experiences and activities that foster community inclusion and participation.

## Conclusion

Our Education Plan guides all work across the District – centered on students’ needs and their voices. That plan is not only what we do, but how and why we do so. It sets clear and achievable goals. To guide us in reaching those goals, our values and commitment to equity are essential guideposts to focus our work. The data shows, that advances in students’ outcomes are taking hold. Yet, that same data shows inequities remain in outcomes for students who identify as Indigenous, who are learning English and who have diverse learning needs. While the gaps in outcomes for these students narrows, we will continue to refine the pedagogical strategies we employ and make intentional changes, so we leverage impactful supports for students and remove barriers to their learning and personal development. It is through these intentional, specific and meaningful approaches to the provision of educational programs for students that we will see parity in academic achievement and overall well-being for the students we serve.

## APPENDIX A – Glossary

(Abbreviations and Acronyms used in the report listed and defined)

**District Literacy Framework:** link available later in September 2023

**FESL Annual Report:** Supports District planning efforts and includes a set of provincially-collected data. The FESL report is approved by the Board of Education and submitted annually to the Ministry of Education and Child Care by September 30. The report is published on the District’s website.

**Indigenous Education Council (IEC):** The purpose of the Indigenous Education Council is to support, enhance and increase school success for students enrolled in VSB who identify as Indigenous. The Council represents Rightsholders of x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), Sḵw̓x̓ wú7mesh Úxwumixw (Squamish Nation), and səlilwətaʔ (Tsleil-Waututh Nation), Métis Nation BC and Urban Indigenous peoples in the design, implementation and assessment of programs and services that will improve the school experience and academic achievement of Indigenous students. More information about the IEC is found in Draft Terms of Reference Indigenous Education Council (April 17, 2023).

**School Learning Plans:** Completed by each school, school learning plans have a set of goals that intend to foster specific improvements in the areas of student engagement, learning and development. All school plans are reviewed and reported annually.

**VSB:** Vancouver School Board and Vancouver School District

**Board:** Comprised of nine elected trustees responsible for the governance to ensure schools provide students with opportunities for quality education

**VSB Education Plan:** A high-level framework document intended to help the VSB achieve its overall goals. The plan is guided by a vision statement and involves setting goals, determining the actions necessary to achieve those goals and mobilizing the resources necessary to execute the actions. The Education Plan provides the framework for five years.

## APPENDIX B – VSB Literacy and Numeracy Professional Development Opportunities (2022-2023)

### Professional Learning Opportunities:

- September 23 Literacy Learning Piazza: Start with Joy (multiple sessions delivered by VSB teachers)
- Small Group Reading Series with Havilah Jespersen
- The How and Why of Phonics Series with Havilah Jespersen
- Running Records and Observation Survey Sessions (literacy assessment tool)
- Oral Language and Phonemic Awareness Series (Literacy team-led inquiry with 12 schools)
- Writing Series with Katie Keier
- Story workshops and phonological and phonemic awareness picture cards in all schools
- Weaving Indigenous Story work with Tracy Healy (VSB), Michelle Joo (Surrey Schools), Anjeanette Dawson (Indigenous Educator)
- The Next Step Forward with Word Study and Phonics with Jan Richardson
- Do Some of Your Intermediate Students Find Reading Hard? with Robin Bright
- Story Workshop Journey with Indigenous and Place-Based Focus
- English First People’s working group – Teachers with experience teaching these courses, along with members of the Indigenous education and learning and instruction departments, created a District support document titled “English First Peoples Start-Up Guidelines” shared with teachers who are new to the course. A similar support resource was developed for senior Indigenous-focused social studies courses
- The Indigenous education department and the District’s senior team collaborated on a half-day professional development session for all secondary schools to discuss the Indigenous-focused graduation courses
- Presentations that have been delivered and offered by teachers in the Indigenous education department and learning and instruction team:
  - English First People’s & Indigenous-focused presentation
  - “Ways In Indigenous Pedagogies and Perspectives”
  - Camosun Bog Walk–supports cross-curricular learning on the land and learning local history through the land using a two-eyed seeing approach. This field trip supports place-based, experiential approaches in EFP and Indigenous-focused senior social studies courses.



## APPENDIX C – Notes on Data Use in this Report

For this report, the Ministry provided data from the Foundational Skills Assessment (FSA) performance and graduation assessment performance. The FSA participation rate for Indigenous students, children and youth in care and students with disabilities or diverse abilities is too low to be considered a valid data source to assess performance outcomes for these groups of students.

In addition to the performance data provided by the Ministry, the District reviewed and included student achievement data as an additional measure of intellectual development. The District uses report card information to assess student achievement data.

### Foundation Skills Assessment (FSA) Standards and Letter Grade equivalents

The implementation of the FESL is intended to move all students toward the goal of meeting or exceeding literacy and numeracy expectations for each grade level, as well as close performance gaps between different student groups.

#### FSA Scoring and Proficiency Levels

Scoring Rubric	1	2	3	4
Proficiency Level	EMERGING	ON TRACK	ON TRACK	EXTENDING

The FSA is scored as shown above. Students achieving a score of 2 or 3 are ‘on track’ or ‘meeting’ expectations for their grades. Students achieving a score of 4 are ‘extending’ or exceeding expectations for their grades.

### Graduation Assessment Program Standards

Students achieving a score of 3 are ‘proficient’ or ‘meeting’ expectations for their grade. Students achieving a score of 4 are ‘extending’ or exceeding expectations for their grade.

#### Graduation Assessment Scoring and Proficiency Levels

Marking Rubric	1	2	3	4
Proficiency Level	EMERGING	DEVELOPING	ON TRACK	EXTENDING

### Report card data standards

Student achievement data from report cards is used in two ways to support the reporting requirements for this report:

1. Report card data is used as a proxy for FSA data and graduation assessment results that are masked and where participation rates of various groups of students are not high enough to ensure the validity of assessment results.
2. Report card data is also used to validate findings based on student performance on provincial assessments.

To align with FESL reporting on the provincial assessment programs, report card achievement data is separated into two categories:

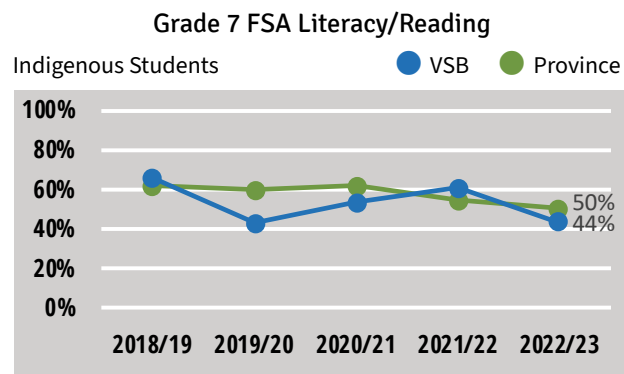
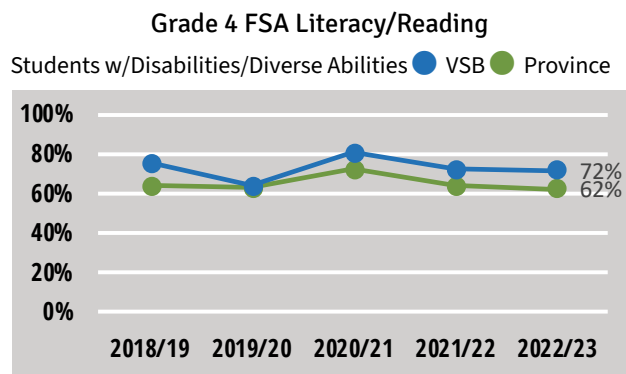
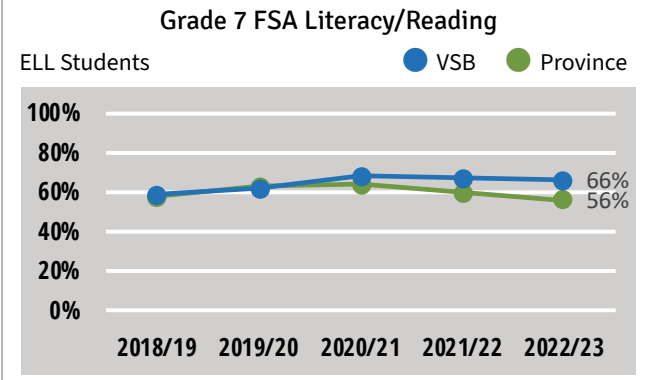
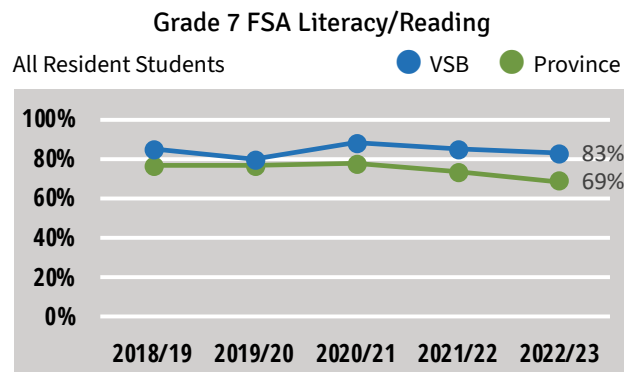
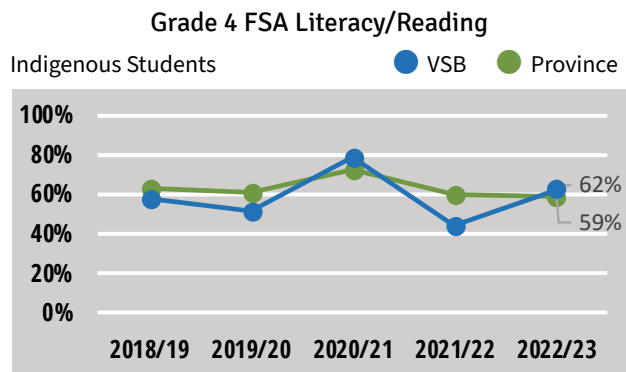
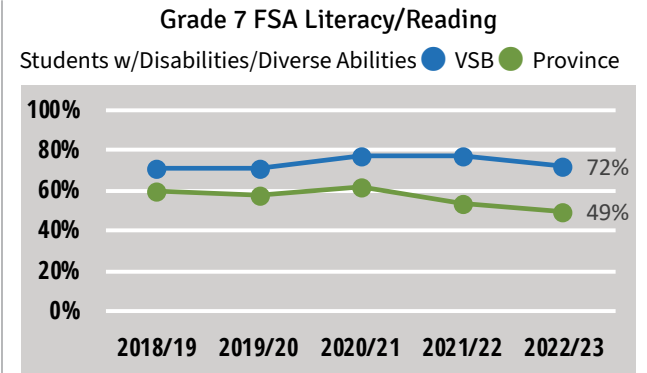
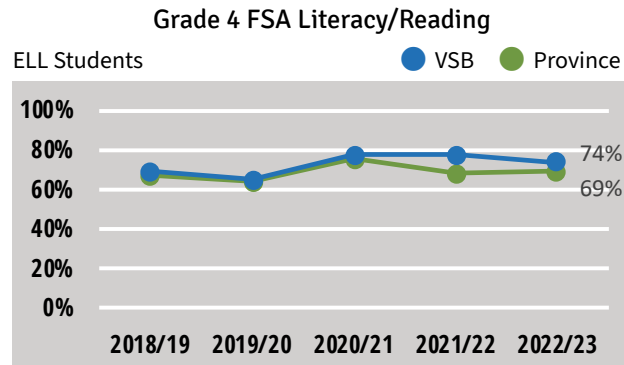
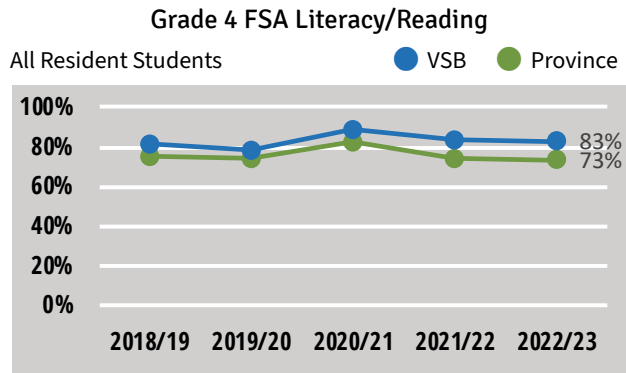
- Percentage of students receiving a final letter grade of C and above
- Percentage of students receiving a final letter grade below C

Performance gaps (inequities) are identified by comparing the percentage of students achieving a final letter grade of C and above in a student group with the percentage achieving C and above for all students. For example, if 60 per cent of Indigenous students achieve a letter grade of C and above in Grade 4 Language Arts, and 80 per cent of all students achieve a letter grade of C and above in Grade 4 Language Arts, the performance gap is described as 20 per cent.

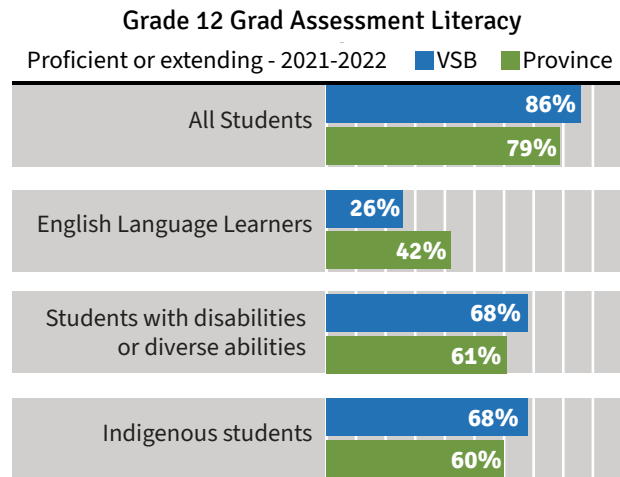
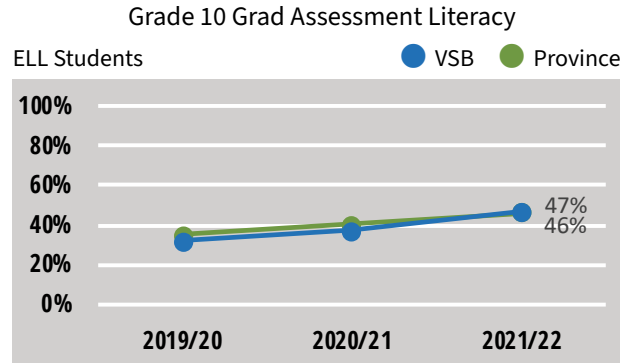
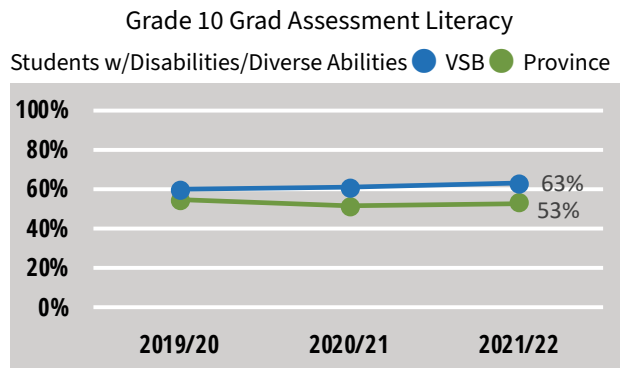
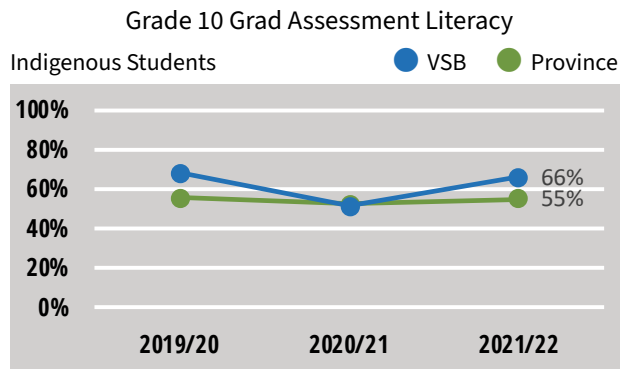
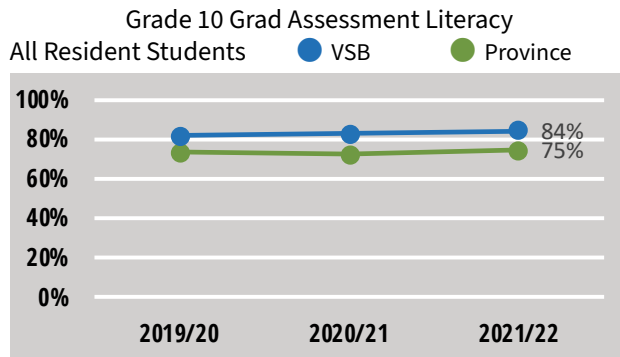
# APPENDIX D – Ministry of Education and Child Care Reporting Order Measures

## Intellectual Development - Literacy Assessment Data Graphics

### MEASURE 1.1: GRADE 4 AND GRADE 7 LITERACY EXPECTATIONS



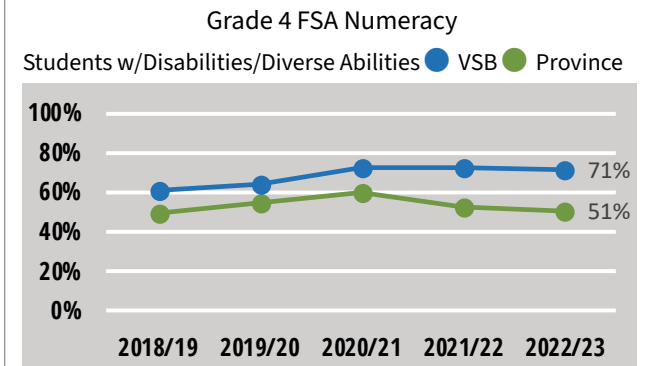
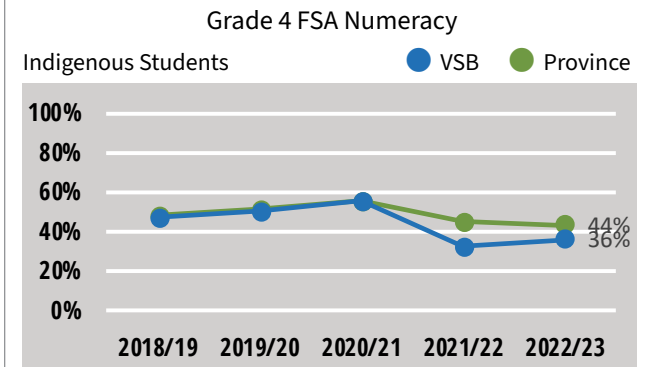
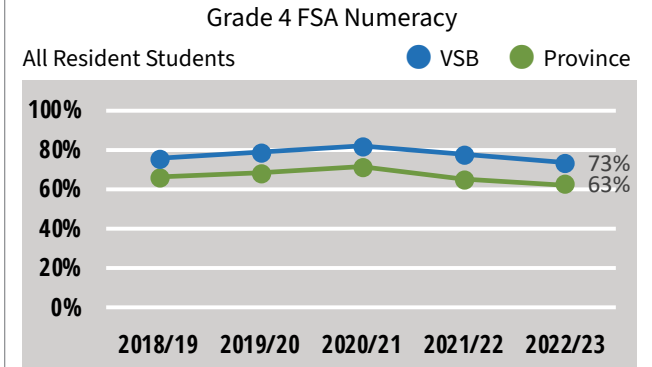
**MEASURE 1.2: GRADE 10 LITERACY EXPECTATIONS**



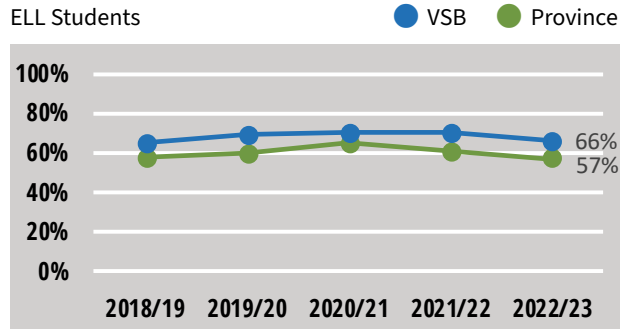
*\*Note VSB Report Card Data for Grades 4 and 7 used in the body of the report (Local data and evidence)*

**Numeracy Assessment Data**

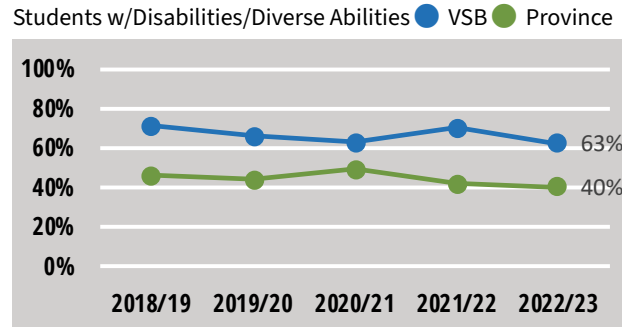
**MEASURE 2.1: GRADE 4 AND GRADE 7 NUMERACY EXPECTATIONS**



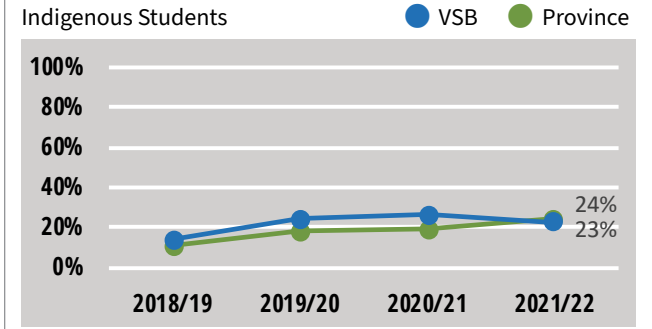
### Grade 4 FSA Numeracy



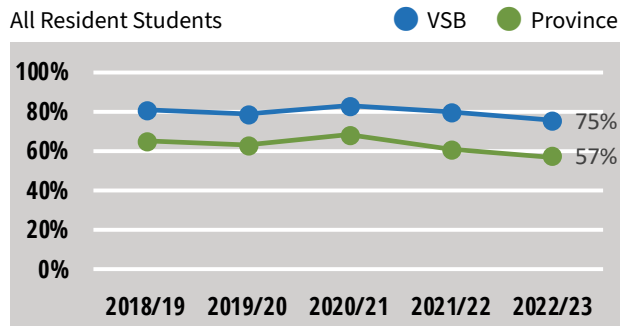
### Grade 7 FSA Numeracy



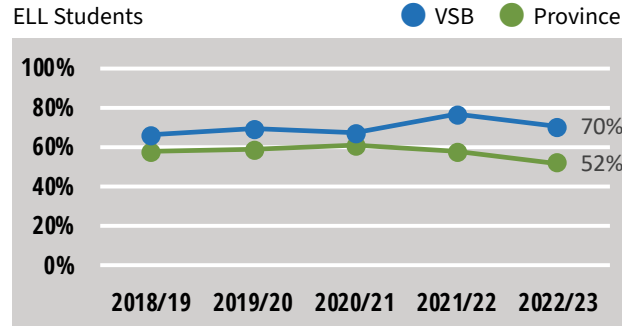
### Grade 10 Grad Assessment Numeracy



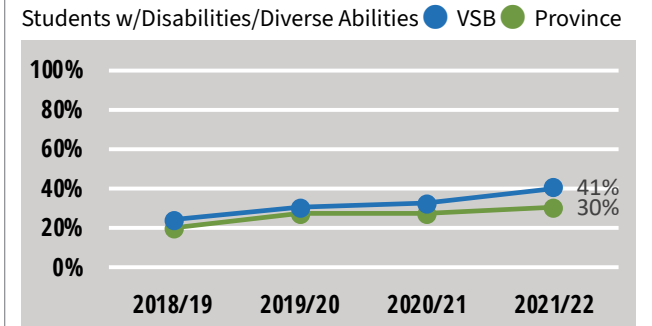
### Grade 7 FSA Numeracy



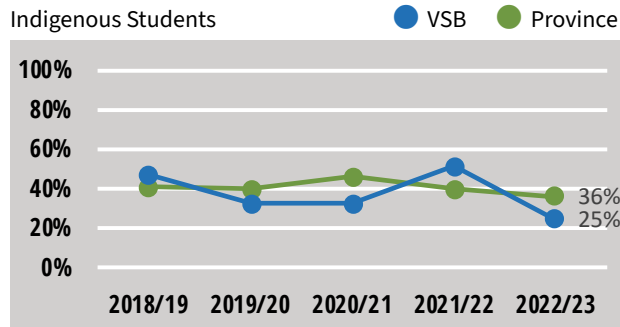
### Grade 7 FSA Numeracy



### Grade 10 Grad Assessment Numeracy

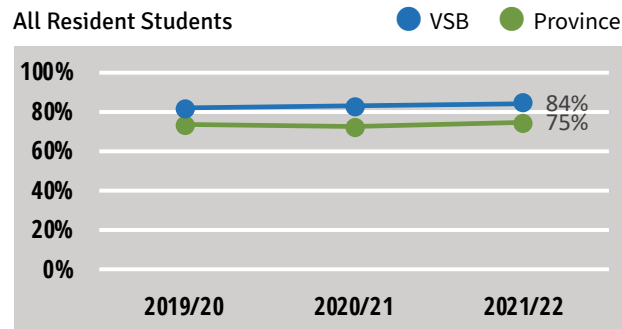


### Grade 7 FSA Numeracy

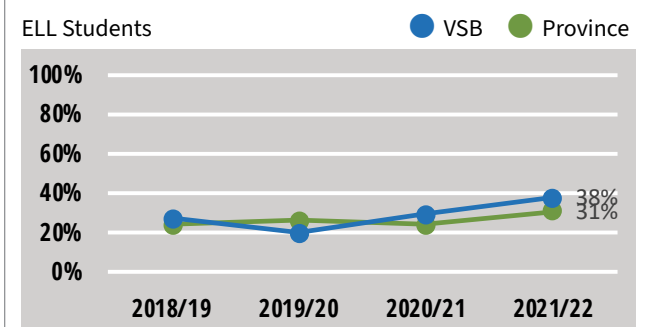


### MEASURE 2.2: GRADE 10 NUMERACY EXPECTATIONS

#### Grade 10 Grad Assessment Numeracy



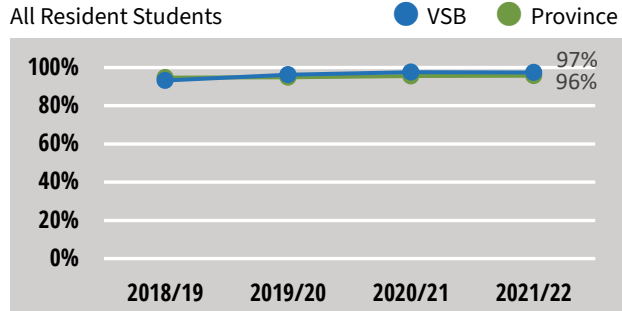
### Grade 10 Grad Assessment Numeracy



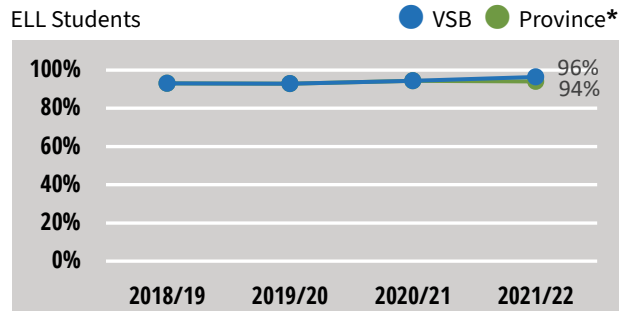
\*Note VSB Report Card Data for Grades 4 and 7 used in the body of the report

MEASURE 2.3 - GRADE-TO-GRADE TRANSITIONS

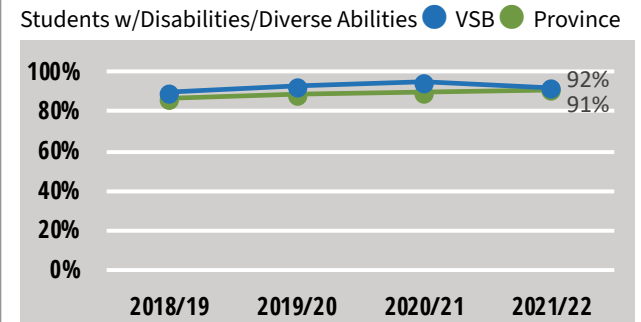
Grade 10 to 11 Transition



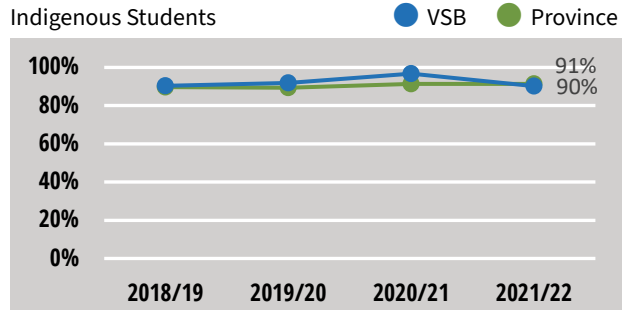
Grade 11 to 12 Transition



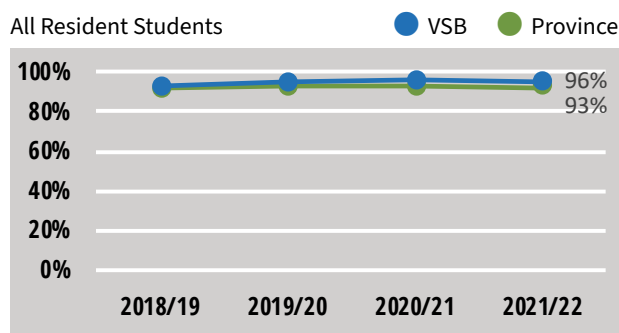
Grade 11 to 12 Transition



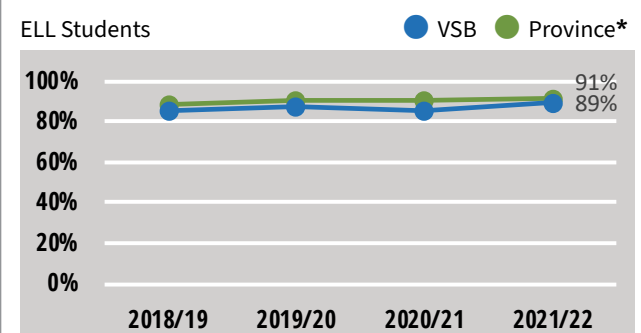
Grade 10 to 11 Transition



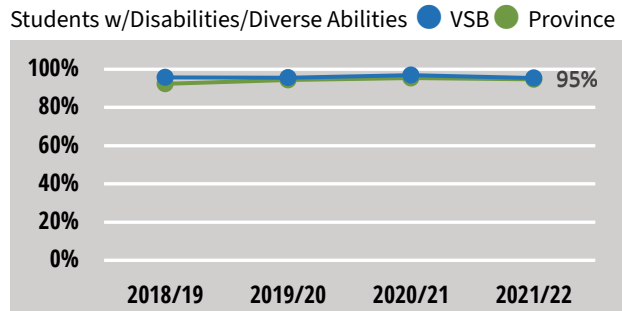
Grade 11 to 12 Transition



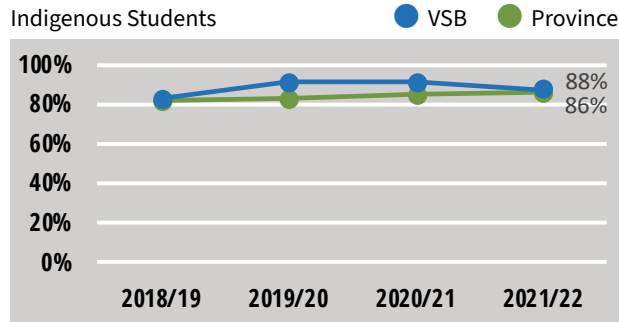
Grade 11 to 12 Transition



Grade 10 to 11 Transition



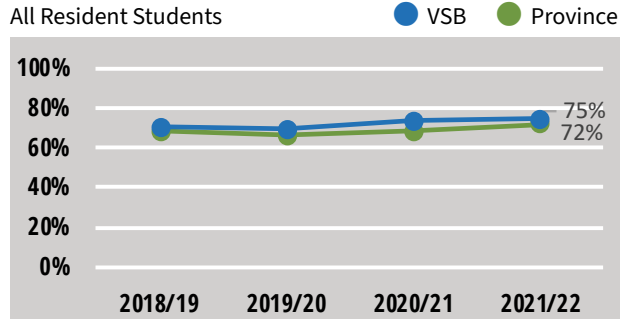
Grade 11 to 12 Transition



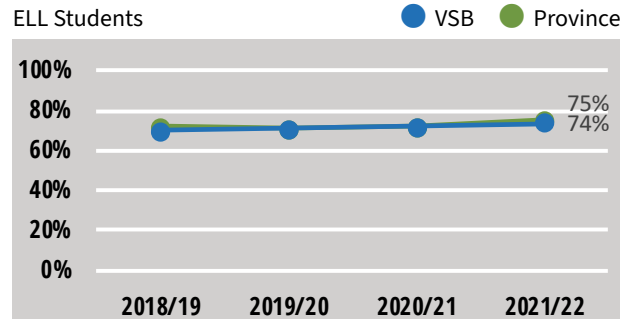
# Human and Social Development - Student Learning Survey (SLS) Indicators

## MEASURE 3.1: STUDENT SENSE OF BELONGING

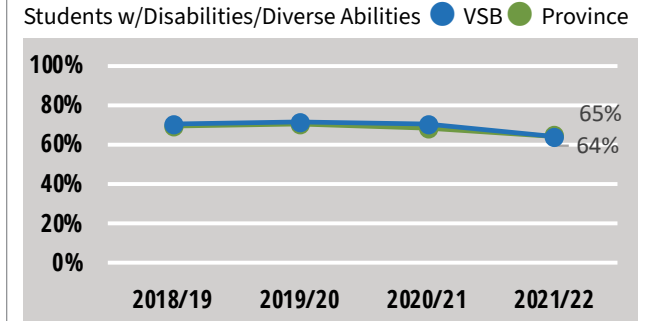
### SLS – Feel Welcome



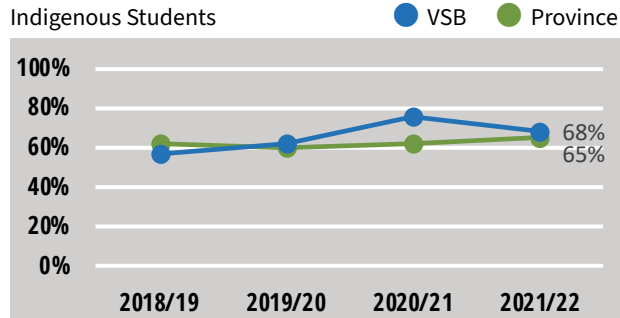
### SLS – Feel Welcome



### SLS – Adults Care



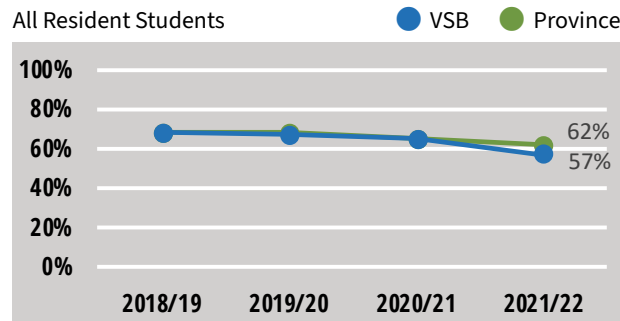
### SLS – Feel Welcome



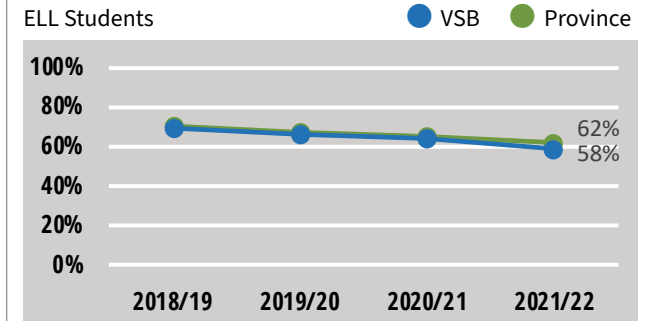
## MEASURE 3.2

### TWO OR MORE ADULTS WHO CARE ABOUT THEM

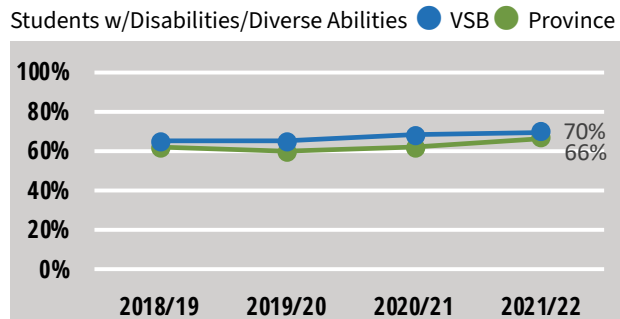
### SLS – Adults Care



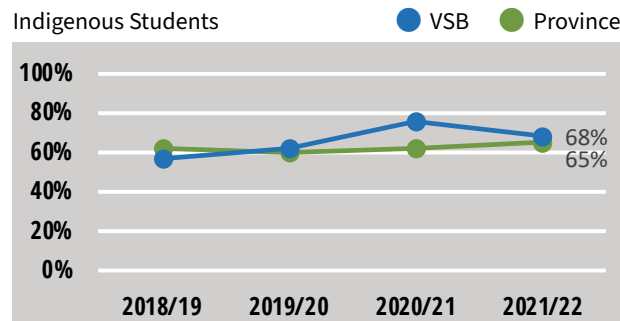
### SLS – Adults Care



### SLS – Feel Welcome



### SLS – Adults Care



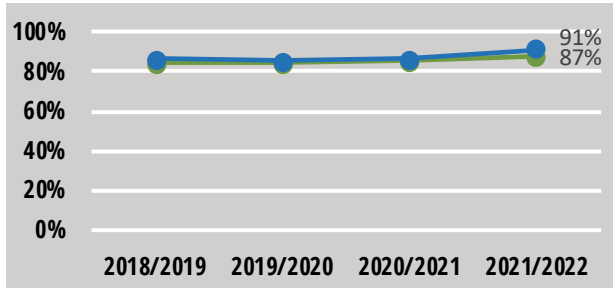
# Career Development

## Graduation Completion Rate

MEASURE 4.1: ACHIEVED DOGWOOD WITHIN 5 YEARS

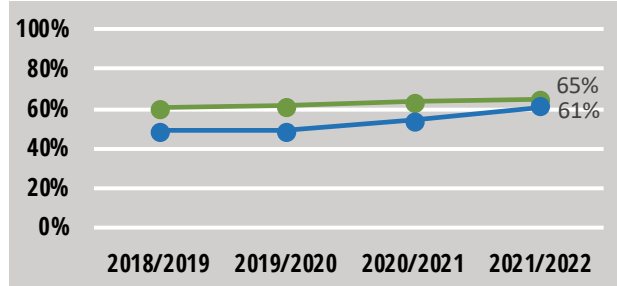
5 Year Completion Rate

All Resident Students ● VSB ● Province



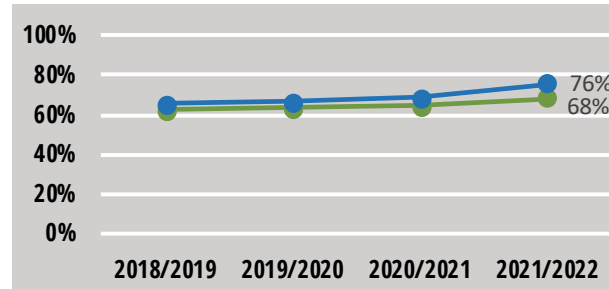
5 Year Completion Rate

Indigenous Students ● VSB ● Province



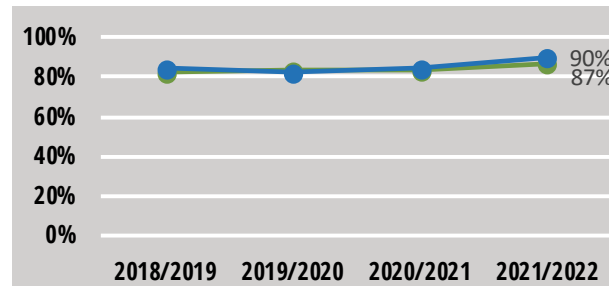
5 Year Completion Rate

Students w/Disabilities/Diverse Abilities ● VSB ● Province



5 Year Completion Rate

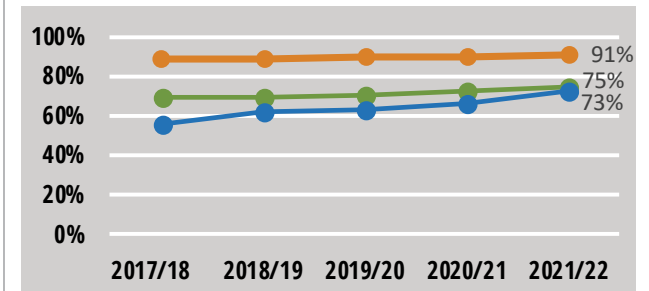
ELL Students ● VSB ● Province



6 Year Completion Rate

Indigenous students in VSB graduation  
6-Year completion rates over the past five years

● All BC Residents non-Indigenous Students ● VSB ● Province

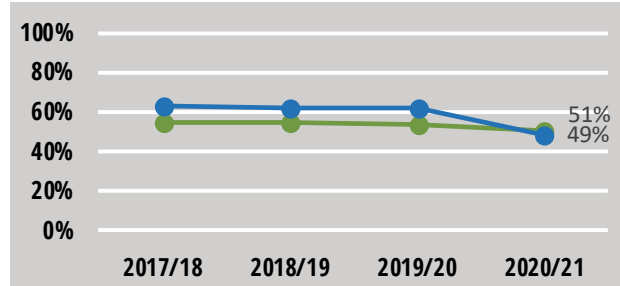


# Life and Career Core Competencies

## MEASURE 5.1: TRANSITIONING TO POST-SECONDARY

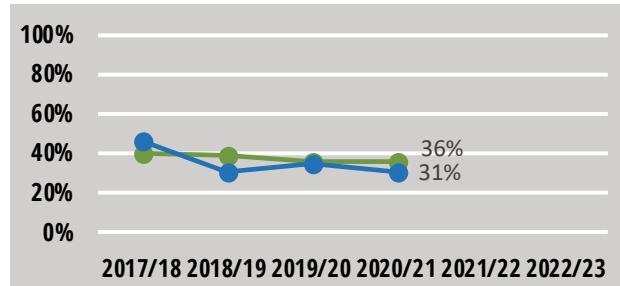
### Post Secondary Transition - Immediate

All Resident Students ● VSB ● Province



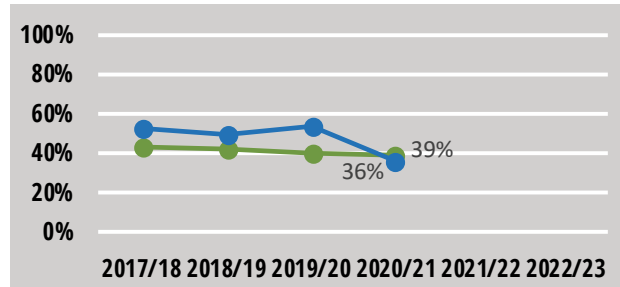
### Post Secondary Transition - Immediate

Indigenous Students ● VSB ● Province



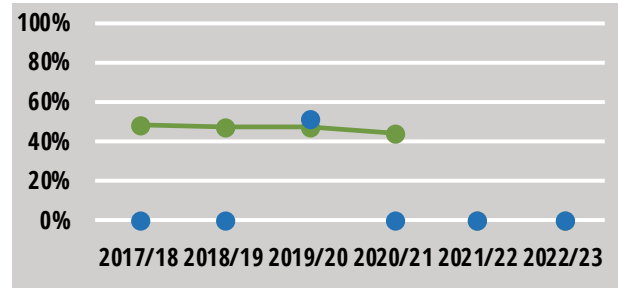
### Post Secondary Transition - Immediate

Students w/Disabilities/Diverse Abilities ● VSB ● Province



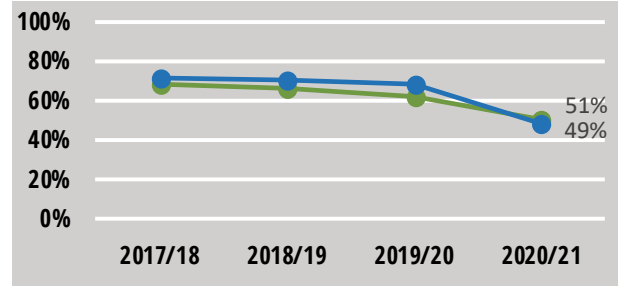
### Post Secondary Transition - Immediate

ELL Students ● VSB ● Province



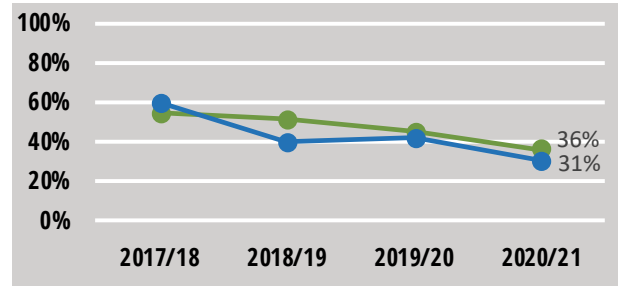
### Post Secondary Transition - 3 Year

All Resident Students ● VSB ● Province



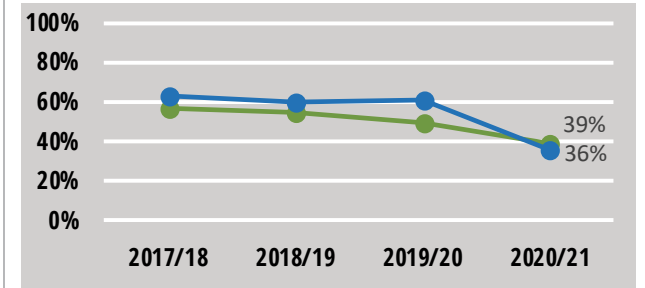
### Post Secondary Transition - 3 Year

Indigenous Students ● VSB ● Province



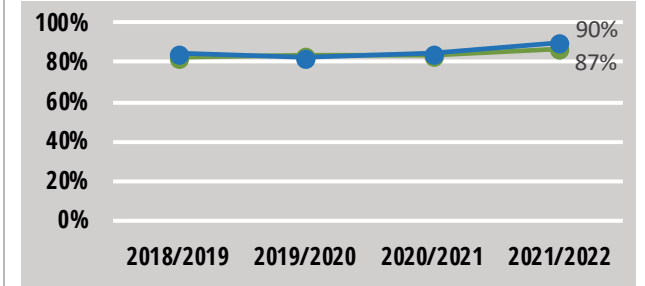
### Post Secondary Transition - 3 Year

Students w/Disabilities/Diverse Abilities ● VSB ● Province



### Post Secondary Transition - 3 Year

ELL Students ● VSB ● Province





## Appendix E – VSB FESL Working Group Terms of Reference

Framework for Enhancing Student Learning (FESL) Working Group

### Purpose:

The FESL working group is comprised of representatives of the District’s formal stakeholder groups and staff. The working group convenes to advise the educational change advisory committee on implementing the FESL Policy at VSB.

Areas of consultation and collaboration may include:

- Annual FESL reporting to the Ministry
- Alignment of VSB’s Education Plan with the requirements set out in the FESL Implementation Guide
- Identification of areas where educational programming and instructional delivery align with FESL
- Identification of initiatives and practices to support FESL within VSB’s context

### Membership:

The working group will be comprised of District staff designated by the superintendent and one representative (plus an alternate) from the following educational stakeholder groups:

- Vancouver Elementary and Adult Educators’ Society (VEAES)
- Vancouver Secondary School Teachers Association (VSTA)
- Vancouver Elementary Principals and Vice Principals Association (VEPVPA)
- Vancouver Association of Secondary School Principals (VASSA)
- Vancouver District Parent Advisory Committee (DPAC)
- Vancouver District Student Council (VDSC)

### Working Group Leadership

The chair of the educational change advisory committee or designate will serve as chairperson for the FESL working group.

### Meeting Procedures:

Proposed Meeting Schedule (2023)

Wednesday, March 1, 3:30 - 4:30 pm - Orientation

Wednesday, March 29, 3:30 – 5:30 pm – Literacy + Numeracy

Wednesday, April 19, 3:30 – 5:30 pm – Social and Emotional Learning

Wednesday, May 10, 3:30 – 5:30 pm - Indigenous Learners

Wednesday, May 24, 3:30 – 5:30 pm - Data General

Thursday, June 22, 3:30 – 5:30 pm – Report Overview

### Notice:

Working group members will receive advance notice of each meeting and related materials in sufficient time to adequately prepare for the meeting. Should an ad hoc meeting be required to address an emergent situation, the chair will provide as much notice as practicable.

### Working Group Commitment:

Attend all meetings (or by an alternate)

Represent your organization, inform your organization of the work and discussions of the FESL working group and solicit feedback throughout the process.

### Agenda:

Any member of the working group may submit agenda items. To be included in the formal meeting agenda, items should be submitted at least one week before the meeting date. For discussion items, ideally, sufficient background information/context will be

provided in advance to allow working group members to prepare effectively to meet.

### Attendance by Other Parties:

The working group may invite other District staff or stakeholder members to attend working group meetings as guests.

### Minutes:

District staff will record and prepare meeting notes for distribution to working group members for review and acceptance.

### Decision-making:

The FESL Working Group will serve in an advisory capacity to education change advisory committee.

### Consultative Model:

The FESL working group is a consultative group with the goals of

- obtaining feedback to inform proposed decisions
- and providing a venue discussion and analysis of alternative options
- reviewing and providing feedback on draft documents

The working group will be kept informed; concerns will be listened to and acknowledged.

### Reporting:

A report from the chair of the FESL working group will be a standing item on the educational change advisory committee agenda. The chair will report new information and consider feedback as appropriate.

Following the educational change advisory committee meeting, the chair will report to the Board’s standing committee: student learning and well-being meeting for stakeholder feedback.

The final FESL report will be taken to the Board for approval.