



2015

# Achievement Contract



*The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.*

# 2015 Achievement Contract

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*The Greater Victoria School District wishes to recognize and acknowledge the Songhees and Esquimalt Nations on whose traditional territory we live, we learn, and we do our work.*

## Introduction

Achievement Contracts are the Boards of Education's public commitment to improving student achievement. Achievement Contracts are based on thoughtful consideration of student performance information at the classroom, school, district and provincial level.

The Greater Victoria School District Achievement Contract outlines the intentions and directions that have been designed to continuously improve student learning and achievement. The Achievement Contract reflects the unique characteristics, priorities and needs of our district. These outcomes have been, and will continue to be, the foundation for the work of our District.

The involvement of School Planning Councils, school administrators, and the Achievement Contract Advisory Committee, made up of District partner groups, is valued and appreciated. Our District has used the input of these groups, student performance data, and School Growth Plans to develop this contract.

The following goals and objectives, beginning with the achievement of each student and culminating in their successful transition to the world beyond Grade 12, continue to guide our directions as a District.



## District Context

### Demographic Data

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family Services; and Hulitan Social Services Society. Schools draw from the urban, semi-urban and suburban areas.

Students come from diverse socio-economic levels with 21 schools qualifying for CommunityLINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in our District, 17.43% are considered low income.

### Enrollment 2014 - 2015

We enrolled:

- 8365 Full Time Equivalent Kindergarten through Grade 5 students
- 3875 Full Time Equivalent Grade 6 through Grade 8 students
- 6021 Full Time Equivalent Grade 9 through Grade 12 students
- 52 Full Time Equivalent Adult students
- 1548 Aboriginal ancestry students
- 894 International students
- 9 Home-school students
- 664 students registered in Distributed Learning Programs
- 1732 students with English Language Learning or English as a Second Dialect
- 3466 Early French Immersion students
- 214 Late French Immersion students
- 2126 students designated for Special Education services
- 117 Children in Care

## Unique Characteristics & Strengths

The Greater Victoria School District organizes all schools into seven Families of Schools providing a structure that allows for K-12 planning, professional development and collaboration. Principals and Vice Principals have the opportunity to dialogue monthly with their K-12 colleagues to plan initiatives that arise out of shared school goals. Our District transition process was designed to facilitate students attending schools in their Family of Schools. This results in more seamless transitions from school to school as students move from K-5 through to middle and secondary levels.

Our District offers a wide range of Programs of Choice. We have a large and flourishing French Immersion program which is available for K-12 students. Entry points are offered at Kindergarten, Grade 1 and Grade 6. We have expanded the number of dual track elementary schools this year with the addition of George Jay Elementary School. This was the inaugural year for “Coastal Kindergarten,” a District Program of Choice, which focuses on outdoor learning. The program was piloted at James Bay Community School and South Park Family School. At the secondary level, district programs include Flexible Studies at Reynolds Secondary and a Challenge Program for gifted learners at Esquimalt High and Mount Douglas Secondary. Spectrum Community School offers the Advancement via Individual Determination (AVID) program. Four secondary schools (Reynolds, Lambrick Park, Spectrum and Esquimalt) offer Programs of Choice in soccer, baseball/softball, hockey, and lacrosse respectively. This year, Esquimalt Secondary offered a Rugby Program of Choice. Rockheights Middle School offers a Program of Choice in hockey and Arbutus Global Middle School is a School of Choice for Grade 6-8 students. At the K-5 level, our District offers two Schools of Choice: South Park Family School and Cloverdale Traditional School. These schools do not have a catchment area. Two middle schools, Colquitz and Gordon Head, are partnered with the Saanich Municipality. The “Community Space Project” pools resources between our District and the Municipality, thereby creating a facility that meets the needs of the community as well as the school. For students from Kindergarten through Grade 12, our distributed learning program, The LINK, supports students through a combination of on-line and/or paper-based course options.



## District and School Connections

### **Development of School Growth Plans and the Achievement Contract: A District-Wide Conversation**

School Planning Councils (SPCs) play an important role in our District's Achievement Contract framework. SPCs collaborate with the school community in the development of the school growth plan. These growth plans are then submitted to the Deputy Superintendent and the Associate Superintendents who review and discuss the plans further with school principals. School Growth Plans are shared with the Greater Victoria Board of Education for its consideration.

A "Draft" Achievement Contract is developed from the school growth plans on the basis of priorities identified by schools, District student performance data, and trends over time. All District partner groups are invited to become involved in the process of developing the "draft" Achievement Contract. Invitations to participate on the Achievement Contract Advisory Committee are sent to representatives from the Victoria Confederation of Parents Advisory Councils, the Greater Victoria Teachers' Association, the Canadian Union of Public Employees 947, the Allied Specialists Association and the Victoria Principals and Vice Principals' Association. The Achievement Contract Advisory Committee meets to consider, review and work together collaboratively in this development.

A "Draft" Achievement Contract is provided to each school's SPC to review and consider the information provided in the document. SPCs are asked to pay particular attention to the alignment and coherence between the school's priorities and district goals, and to provide feedback, suggestions and input on any or all of the information they are considering.

Our District entered into its first Aboriginal Education Enhancement Agreement (EA) in June 2005. This agreement includes goals and key performance indicators, with accompanying strategies and structures designed to monitor and support Aboriginal students in our District. Achievement of success for each Aboriginal student is a separate goal of this Achievement Contract (Goal 2). As well, Goals 1 and 3 integrate actions to support Aboriginal learners. In the Spring of 2013, the ongoing work of the Aboriginal Nations Education Council resulted in the renewal of the Agreement, ensuring continued support for the success of our Aboriginal students through to 2018.

These district-wide conversations assist in the development of the Achievement Contract. The Achievement Contract is submitted to the Ministry of Education annually on, or before, July 15th. This cycle of analysis, planning, development and review continues throughout the year.

## Early Learning

Early Learning Programs in our District include six Strong Start Centers, twenty-seven Ready, Set, Learn plans, and ten Welcome to Kindergarten partnerships. This work has led to the forging of a stronger collaborative relationship with the early learning community. Our District connects with the Lower Island Success By 6 and the Regional Literacy Task Group. The work with Success By 6 has led to a District Initiative entitled “1000 x 5”, which has most of our elementary schools collecting gently used books from their parent community. These books are then picked up from the schools, levelled and distributed to the Strong Start Programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindergarten. This year, Journeys of the Heart Cultural Learning Program, operated by Hulitan, relocated to Craigflower Strong Start Centre to provide increased support for children and families.

## Community Literacy Plan

In 2009-10, energies were applied to creating a resource list of community literacy assets and engaging the community in an examination, discussion and recommendation process. Following this, an analysis of structures and gaps was undertaken. Goals were set and ranked. In 2011, Legacies Now 2010 and Literacy BC merged to become *Decoda Literacy Solutions* and this organization was charged with overseeing provincial initiatives by providing grant funds, which were targeted for Literacy Outreach Coordinator positions. The community Literacy Task Group, which planned and implemented these initiatives within the geographical area of the District, is made up of representatives from a variety of community organizations including libraries, family resource programs, our District, and local literacy organizations.

## Healthy, Safe and Caring Schools

“Committed to each student’s success in learning within a responsive and safe environment” is the Mission Statement of our District. All schools identify specific strategies and structures to build safe and caring school communities and to honour diversity of both visible and invisible differences. These strategies and structures include documents to describe and communicate the Code of Conduct, specific programs to develop and/or support social responsibility such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), Beyond the Hurt, Friends for Life, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, as well as anti-racism initiatives such as the Holocaust Symposium, WE Day, Action Schools!BC, Sip Smart BC, Mind Up, Community Clean Up, Eat Well Get Moving, YCI-Youth for Change and Inclusion. All schools have a link on their website to the Ministry ERASE anti-bullying site.

The provincial CommunityLINK program supports vulnerable students in our schools. The Healthy, Safe and Caring Schools program, supported by a coordinator, links directly with all schools to provide leadership training models for students and school staff. A number of schools involve staff members and parents in training in the Restitution Model. In addition, the District Principal of Student Services regularly meets with the Ministry of Children and Family Development (MCFD), Island Health, and local police departments to provide service and/or support to schools.

A District Critical Incident Response Team provides support to schools and families in dealing with critical incidents through the provision of expertise, resources and additional counselling. This team also provides education regarding crisis preparedness such as lockdown procedures as well as supporting children and youth dealing with grief, loss and trauma. Training for team members helps to keep team responses current and appropriate to school needs.



## Innovative and Promising Practices

Over the last several years, a number of strong innovative and promising practices have been put in place, and/or strengthened, including, but not limited to, the following:

- Families of Schools, a way of making a large district smaller and connecting elementary and middle with a secondary school, collaborate in supporting students from Grades K-12;
- A focus on ESD (English Skill Development/Second Dialect) as a means of providing early intervention to Aboriginal children;
- A purposeful and deliberate focus on pedagogical practices and student learning at Principals' Meetings with a focus on skills, competencies and learning strategies based on what we know about learning, the brain, and self-regulation;
- Secondary school principals meet once a month as a group focusing on increasing student achievement;
- Fast Track, a credit recovery program for students in Grades 10-12;
- TASK (Trades Awareness, Skills and Knowledge) is a semester-long trades exploration program designed in cooperation with Camosun College and the South Island Partnership. Students in Grades 10, 11 and 12 can experience a variety of trades including carpentry, electrical, sheet metal, welding and plumbing. Students will experience these trades within our high school shops, Camosun's facilities and through work experience placements;
- This is the third year that SD 61 offers a district-wide Career Fair with over 100 exhibitors. This year, Grade 8-12 students were invited to attend;
- Grade 8 Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding and Automotive;
- CHOICES is a one day conference for Grade 8 girls, focused on an exploration of career opportunities, partnering with female professionals from industry;
- SPRINGBOARDS is a career exploration program for Grade 8 students, offering one day modules, in partnership with industry on site experiences, as well as a component of time spent with training providers from each field of focus. (ie. Viking Air - Manufacturing and Engineering - Camosun College Engineering Department);
- INSPIRE is a Trades and Technology based initiative funded by SKILLS BC, in partnership with Trades Training BC. This presentation was piloted in all of our middle schools, focused at Grade 7 students.

- POWER PLAY is an initiative being implemented across our district at the Grade 6 level. It focuses on the world of Business and Entrepreneurship;
- SPOTLIGHTS are learning opportunities that focus on creating awareness about career, trades and technical training learning pathways, while fostering leadership and partnerships with community;
- Dogwood Completion Project: The District Student Services Office works closely with schools to track and support each student's journey toward completion of graduation program requirements. In particular, vulnerable and at-risk students are closely monitored by school-based and District counseling and administrative staff;
- Close monitoring and tracking of students needing additional support is provided by the Student Services Office. In addition, regular discussions with the Superintendent, Deputy Superintendent, Associate Superintendents, and school-based Principals and Vice Principals regarding unique individual pathways are planned and implemented;
- Our District Gay Straight Alliance (GSA) Committee is a Board of Education Advisory Committee that meets to promote inclusive school activities and a safe and welcoming learning environment for all members of school communities;
- Our District designed the Grades 2-8 Oral Reading Comprehension Assessment (ORCA) to assess reading comprehension in the classroom;
- Reading Recovery for short term early literacy intervention for Grade 1 students;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on reading, writing, and numeracy;
- District French Immersion website to organize classroom and library resources in French for ease of selection and ordering;
- K – 12 professional development focused on enhancing learning using technology and learning outdoors are offered through Learning Initiatives;
- Ministry K-5 Changing Results for Young Readers Project: a year-long modeled professional development for teachers to analyze existing practice in reading and identify elements for change;
- All school sites have implemented a full recycling/waste management program that involves students and staff;
- The majority of our elementary schools participate in W.I.T.S, which is an elementary anti-bullying program that provides workable and developmentally appropriate social skills for handling conflicts with peers;
- "Friends for Life" is a Grade K-7 program that helps children develop greater life skills in understanding and managing stress and worries;
- School-Based Team training for teams of elementary and middle schools teachers;

- Enhancing Learning Collaborative Inquiry Grants and Project-Based Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning;
- Youth for Change and Inclusion: Each spring the Victoria Police, in partnership with SD 61, bring students from Greater Victoria to unite for four days of speakers, games, activities, and discussion. There is a focus on skill development and a generation of ideas that can be brought back to clubs, schools, and communities. Students participate with speakers and engage in workshops that challenge and assist them in obtaining the tools and confidence to return to their schools and communities as leaders for Change and Inclusion;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on literacy and numeracy projects, which include inter-woven content focused on Aboriginal ways of knowing and learning, adaptations for French Immersion and enhancing learning using technology;
- Coastal Kindergarten, a nature-based Kindergarten program, was offered as a pilot program-of-choice at South Park Family School and James Bay Community School;
- Professional development for ‘New Teachers’ was offered for new hires to provide a common understanding of district practices and professional development for early careers teachers;
- ‘The Science of Learning’, an after school series focused on the latest research on learning, self-regulation, and mental health, involved enthusiastic teachers and administrators from elementary, middle and secondary;
- Self-regulation continues to be a focus in our district through a variety of professional development offerings, including ‘The Science of Learning’ after school series for all staff, a professional day offering for CUPE staff, and on-going professional development for Strong Start Leaders.

# Goals and Objectives

## Goal 1

To improve student learning and achievement.

### **Objective 1:**

- a) To improve learning and achievement in Literacy and Numeracy for each student;
- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

### **Objective 2:**

To increase personal and social responsibility for each student.

## Goal 2

To increase the success of Aboriginal students from Kindergarten to Grade 12.

## Goal 3

To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

# GOAL 1

To improve student learning and achievement.

## Objective 1

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- b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.

## RATIONALE

Analysis of school, district and provincial data along with school growth plans indicates that targeted literacy and numeracy support continues to be important and is making a difference for our students. We seek to improve learning and achievement in literacy and numeracy for every student with a particular focus on vulnerable or low performing students.

## SUMMARY OF PROGRESS

Our data indicates a steady and positive trend in student achievement. This year we exceeded the Provincial FSA results in reading, writing and numeracy for **all** students in Grade 4. Support for reading was offered to elementary schools through the provincially-funded Changing Results for Young Readers Project and our District's 'Engaging Readers and Writers: Grade 3-5' to develop strategies to continue to improve student achievement in reading and writing. Middle and secondary schools were offered support in literacy through our District's 'Grade 6-8 Engaging Readers and Writers' project. Provincial FSA data for all Grade 7 students reflects a five year trend where district results met or exceeded provincial results in reading. For numeracy the data is indicating a trend where district results are generally below provincial results. Support for numeracy was offered to elementary schools through a 'Numeracy Inquiry Project: Grade 3-5' where teachers were engaged in collective inquiry around teaching and learning math. A professional book club inquiry series was also offered to teachers to support the facilitation of math number sense for all levels. Numeracy will continue to be an area of focus next year.

## ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Ministry K-5 Changing Results for Young Readers Project</b></p> <ul style="list-style-type: none"><li>• For a third year, additional provincial funding provided the structure of year-long modeled professional development and allocated collaborative planning time to K – 5 teachers to analyze existing practice in reading and identify elements for change. Teachers used the inquiry process to focus on strategies for supporting learners in reading, strategies for supporting vulnerable learners and examining current research. Teachers were then provided additional time for collaborative co-planning, co-teaching and reflections with colleagues to specifically target vulnerable students in reading;</li><li>• Areas of focus were determined by teachers through observation and teacher reflection;</li><li>• Areas of support included: focus on inquiry process; strategies for supporting learners in reading; strategies for supporting vulnerable learners; resource exploration; and time for collaborative planning, co-teaching and reflections with colleagues.</li></ul>	<ul style="list-style-type: none"><li>• Ongoing formative assessment and student documentation.</li><li>• Teachers sharing their reflections on observed student growth.</li><li>• Improved K-5 student learning in reading.</li><li>• Teachers from Quadra, George Jay and Craigflower share their reflections on observed student growth.</li></ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Engaging Readers and Writers: Grade 3-5</b></p> <ul style="list-style-type: none"> <li>• Additional provincial funding provided the opportunity to invite Grade 3-5 teachers to join a District inquiry project focused on literacy. Grade 3-5 teachers were invited to a series of sessions which used the inquiry process, professional development, and collaborative reflection time with colleagues to examine strategies for supporting learners in reading and writing. Teachers were provided release time to co-plan, co-teach and reflect with colleagues to specifically focus on vulnerable students in reading. Areas of focus were determined by teachers through observation and teacher reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• 22 teachers from 5 elementary schools share their observations on their inquiry with other teachers in the project.</li> <li>• Areas of teacher support and growth include: strategies for supporting learners in literacy, strategies for supporting vulnerable students, and opportunities for collaborative planning, co-teaching and reflections with colleagues.</li> <li>• Improved Grade 3-5 student learning in reading and writing.</li> <li>• Number of students impacted this year: 588</li> </ul>
<p><b>Numeracy Inquiry Project: Grade 3-5</b></p> <ul style="list-style-type: none"> <li>• Elementary inquiry project focused on numeracy;</li> <li>• Grade 3-5 teachers in 7 elementary schools develop a common assessment framework and use these assessments to guide instruction and engage in collective inquiry into teaching and learning in numeracy;</li> <li>• Inquiry teams are provided with release time to engage in inquiry projects supported by year-long professional development and are provided additional time for collaborative co-planning, co-teaching and reflection;</li> <li>• Teachers implement specific strategies based on identified student numeracy needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 24 teachers from 7 elementary schools are involved in the project.</li> <li>• Teachers complete a survey to provide their reflections on observed student growth.</li> <li>• Improve student achievement in understanding of mathematical concepts.</li> <li>• Number of students impacted from this project this year: 640</li> </ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Engaging Readers and Writers: Grade 6-8</b></p> <ul style="list-style-type: none"> <li>• Middle inquiry project focused on reading and writing;</li> <li>• Grade 6-8 teachers in seven middle schools developed common assessment frameworks and use these assessment frameworks to guide instruction and engage in collective inquiry into teaching and learning;</li> <li>• Inquiry teams are provided with release time to engage in inquiry projects supported by year-long modeled professional development and are provided additional time for collaborative co-planning, co-teaching and reflection;</li> <li>• Teachers implement specific strategies based on identified student literacy and numeracy needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 19 teachers from 7 elementary schools complete a survey to provide their reflections on observed student growth.</li> <li>• Improve student achievement in reading and writing.</li> <li>• Number of students impacted from this project this year: 532</li> </ul>
<p><b>Understanding by Design: Grade 9-11</b></p> <ul style="list-style-type: none"> <li>• Grade 9-11 teachers are invited to join a semester-long project to collaboratively plan units of study considering the three stages of Backwards Design: essential questions, developing assessment plans and developing learning experiences for students;</li> <li>• After establishing essential questions and assessment frameworks, secondary teachers collaboratively develop learning plans for students using the framework of Understanding by Design;</li> <li>• Teachers are provided with release time to engage in projects supported by professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 teachers in teams from every secondary school in the district share their observations on the Understanding by Design framework in the project with other teachers in the project.</li> <li>• Areas of teacher support and growth include: strategies for supporting all learners, strategies for supporting vulnerable students and opportunities for collaborative planning and reflections with colleagues.</li> <li>• Improved Grade 9-11 student achievement.</li> <li>• Number of students impacted from this project this year: 840</li> </ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• Provide general teacher support in assessment to guide instruction: <ul style="list-style-type: none"> <li>• Performance Standards;</li> <li>• Vancouver Island Diagnostic Math Assessment (VIDMA);</li> <li>• Elementary and middle schools select one of the following assessment tools to administer two to three times per year to guide instruction: <ul style="list-style-type: none"> <li>– Oral Reading Comprehensive Assessment (ORCA)</li> <li>– Bench Marks</li> <li>– District Assessment of Reading Team (DART)</li> <li>– Alberta Diagnostic Assessment</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Schools will utilize evidence, data and information to guide instruction.</li> <li>• ‘Understanding by Design’ secondary teacher inquiry project focuses on research-based pedagogical practices incorporating assessment and instructional planning.</li> <li>• Teachers in some Learning Initiatives projects are piloting a new ‘ASK’ assessment tool for literacy.</li> <li>• ‘FreshGrade’ pilot project is underway in some elementary and middle schools exploring an online assessment and communication tool for teachers and parents.</li> <li>• Elementary Report Card Working Committee is developing template options for elementary report cards for 2015-16.</li> </ul>
<p><b>Enhancing Learning Grants</b></p> <ul style="list-style-type: none"> <li>• Enhancing Learning Grants were provided to all of our schools this year. These grants provided teams of teachers and Principals/Vice Principals opportunities for school-based inquiry working together with the goal of increasing student engagement and achievement. The focus of many of the inquiry questions revolved around self-regulation, digital access/literacy, and Assessment for Learning. After completion of the inquiry process, school teams share their results and finding with their colleagues throughout the district.</li> <li>• The Aboriginal Nations Education and Modern Languages</li> </ul>	<ul style="list-style-type: none"> <li>• To continue collaborative practice that supports and increases student learning and engagement.</li> </ul>

<p>Enhancing Learning Grants were two new additions to the Enhancing Learning Grant opportunities this year.</p> <ul style="list-style-type: none"> <li>• The Aboriginal Nations Education Enhancing Learning Grant is intended to provide opportunities for a team of teachers to work together on an in-depth inquiry project with a focus on Aboriginal Learning.</li> <li>• The Modern Languages Enhancing Learning Grant is intended to provide opportunities for a team of teachers to work together on an in-depth inquiry project with a focus on language acquisition (French Immersion, Core French, Japanese, etc.)</li> </ul>	
<p><b>New or Ongoing Initiatives</b></p>	<p><b>Goals and Expected Results</b></p>
<p><b>Project Based Learning Grants</b></p> <ul style="list-style-type: none"> <li>• A limited number of Project Based Learning (PBL) Grants were made available to schools this year. The PBL Grant was designed to provide opportunities for a team of teachers in multiple disciplinary/subject areas to work together to create a cross-curricular project.</li> </ul> <p>In Project Based Learning (PBL), teachers guide students through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice important skills (such as collaboration, communication and critical thinking), and create high-quality, authentic products and</p>	<ul style="list-style-type: none"> <li>• To continue collaborative practice that supports and increases student learning and engagement.</li> <li>• Increase the number of students and teachers who are introduced to the concepts of Project Based Learning.</li> <li>• Teachers will showcase best practice at the Enhancing Learning, PBL Celebration in the spring.</li> </ul>

presentations.

After completion of the projects, school teams share their results and findings with their colleagues throughout the district.

- 2014-2015 BC education grants were created, in collaboration with the GVTA, to focus on numeracy at the K-5 level.

**New or Ongoing Initiatives**

**Goals and Expected Results**

**French Immersion Teacher Professional Development Opportunities**

- French Immersion professional development opportunities offered to immersion teachers through the following initiatives:
  - Teacher mentoring
  - Math strategies – school-based Power of Ten
  - French Language Enhancing Learning Grants will provide the opportunity for school-based inquiry by teams of teachers working together with the goal of augmenting language acquisition;
  - Partnership with Sooke and Saanich school districts to share access for teachers to participate in afterschool Professional Development workshops;
  - Established a Tri-District professional learning day for French Language instruction.

- Increase language based professional development opportunities for both French Immersion and Core French teachers.

New or Ongoing Initiatives	Goals and Expected Results
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Implementation of a standardized Aboriginal Annual Education Plan checklist to aide teachers in supporting ELL/ESD students;</li> <li>• Professional Development for elementary school ELL teachers on the use of a locally developed English as a Second Dialect assessment tool as a means of providing early intervention for Aboriginal children.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers responsible for ELL/ESD programs will use the Annual Education Plan checklist to support ELL/ESD learners.</li> <li>• Facilitate improved transition of information.</li> </ul>
<p><b>Reading Recovery</b></p> <ul style="list-style-type: none"> <li>• Short-term intervention designed for Grade 1 students with early reading challenges;</li> <li>• Intensive one-on-one lessons for 30 minutes a day with a trained Reading Recovery teacher, for an average of 20 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall improvement in literacy for each student who completes the intervention.</li> </ul>



# GOAL 1

## Objective 2

To increase personal and social responsibility for each student.

### **RATIONALE**

A school climate that promotes personal and social responsibility is fundamental to student learning and achievement. The Healthy, Safe and Caring Schools section of this report (page 6) outlines some of the initiatives in our schools. Additionally, in 2014 - 2015 thirty-two schools had a school goal focused on social responsibility, school and community connectedness, and the development of global citizenship skills.

### **SUMMARY OF PROGRESS**

Developing personal and social responsibility has been an ongoing objective in our District Achievement Contract. In the recent past, we have focused on environmental and global awareness. Most schools have established “green teams” with representatives from all stakeholder groups. School sites have implemented a full recycling/waste management program that involves students and staff. School’s growth plan goals for 2014-2015 reflected a shift in emphasis from environmental awareness to self-regulation and personal responsibility. Many schools have also been increasingly focused on digital citizenship as part of their social responsibility goal.

### **ENGAGE and ACT**

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Community and Culture Committee</b></p> <ul style="list-style-type: none"><li>• District committee composed of a representative from each stakeholder group. Monthly meetings explored strategies to enhance District culture. The Community and Culture Committee will continue to work to promote individual and collective growth.</li></ul>	<ul style="list-style-type: none"><li>• The committee will consult with District stakeholders to create a welcoming and inclusive culture for all of our students, parents and employees.</li><li>• The committee will create a statement of beliefs that articulates a vision for our learning community.</li></ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• The District is one of six school districts in BC participating in the Canadian Self-Regulation Initiative. Lake Hill Elementary School is a First Wave School;</li> <li>• Many schools have targeted their Enhancing Learning Grant to go deeper with their inquiry and investigation of self-regulation practices;</li> <li>• Four-part professional development series was offered after school to all K-12 teachers entitled “Science of Learning.” The series focused on the latest research on learning, self-regulation and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in use of self-regulation strategies by all members of our school communities to improve student learning.</li> </ul>
<p><b>Healthy, Safe and Caring Schools Program</b></p> <ul style="list-style-type: none"> <li>• The District Healthy Schools Coordinator continues to facilitate connections between schools and community agencies to support the healthy development of students;</li> <li>• The coordinator supports school health and social responsibility programs such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, anti-racism initiatives, F.R.I.E.N.D.S for Life, Beyond the Hurt, WE Day, Action Schools!BC, Sip Smart BC, Mind Up, Community Clean Up, Eat Well Get Moving.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to support schools with their health and social responsibility goals and initiatives.</li> </ul>

## GOAL 2

To increase the success of Aboriginal students from Kindergarten to Grade 12

### RATIONALE

The Dogwood Completion Rate of the Aboriginal students in our District receives continuous attention. The actions of this goal are meant to complement Goals 1 and 3. These actions are consistent with our renewed Aboriginal Education Enhancement Agreement. Our District, our Aboriginal parents, and our communities work together to increase the Aboriginal students' sense of place, caring and belonging in the public school system. Knowledge and understanding of Aboriginal history, traditions and culture will be valued and honoured by all students.

### SUMMARY OF PROGRESS

In 2013-2014, the Enhancement Agreement renewal process was completed ensuring support for Aboriginal students through to 2018. Due to the District's strong and unwavering commitment to the four goals of our Enhancement Agreement, we have shown a strong upward trend in our Dogwood Completion Rates for Aboriginal students, moving from 41% in 2010 to 64.5% in 2014. In the 2014-2015 school year, 326 teachers accessed our District's Aboriginal Nations curriculum and cultural integration program resources to create a sense of caring and belonging for our Aboriginal students and to provide traditional cultural teachings to 7,494 students in the overall school district. All District schools report annually on the curriculum integration cultural sessions and Aboriginal programs that support the implementation of the Enhancement Agreement Goals.



## ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p><b>To increase Aboriginal students’ sense of place, of caring, and of belonging in the public school system</b></p> <ul style="list-style-type: none"> <li>Continued working with Learning Initiatives on Changing Results for Young Readers Project, Engaging Readers and Writers 3-5 and Engaging Readers and Writers 6-8 to include Aboriginal content and resources;</li> <li>Work in partnership with Victoria Native Friendship Centre/Journeys of the Heart and local nations to organize a gathering for preschool children who are transitioning into Kindergarten;</li> <li>Continue Backpack Counseling Club (6 week programs) for students.</li> <li>The District sponsors 15 Aboriginal Learning Enhancement Grants to schools.</li> </ul>	<ul style="list-style-type: none"> <li>To increase Aboriginal students’ sense of place, of caring, and of belonging in the public school system</li> <li>Continue working with Learning Initiatives projects to weave Aboriginal content into school-based work.</li> <li>To increase the focus on numeracy for Aboriginal students through the Learning Initiatives team.</li> <li>Increase Backpack Clubs.</li> <li>To increase the profile, school based knowledge and curriculum integration at the school level.</li> </ul>
<p><b>To honour and improve relationships between our District and the Aboriginal community and parents</b></p> <ul style="list-style-type: none"> <li>Our District partners with the Victoria Native Friendship Centre and the Métis Nation of Greater Victoria to provide cultural and curriculum sessions to schools;</li> <li>Surrounded By Cedar and our District provide support for Aboriginal children in care through a protocol agreement;</li> <li>Surrounded By Cedar works with the District Coordinator to support the Back to School Picnic to provide supplies to over 1,000 students;</li> <li>The Victoria Native Friendship Centre provides support for District Aboriginal students through two Youth and Family</li> </ul>	<ul style="list-style-type: none"> <li>Honour and improve relationships between our District and the Aboriginal community and parents.</li> <li>Increase the number of schools where the Métis Nation of Greater Victoria provides Métis cultural lessons to students;</li> <li>Surrounded By Cedar meets annually with principals and our District Principal, Student Services, to monitor progress and support Aboriginal children in care;</li> <li>The Aboriginal Youth and Family Counsellor’s support activities are reported in the District CommunityLINK Annual Report;</li> <li>Increase general knowledge and awareness of Special Education as</li> </ul>

<p>Counsellor positions.</p> <ul style="list-style-type: none"> <li>• In partnership with the Learning Disabilities Association of BC, offer training for staff and community organizations.</li> <li>• Our District meets monthly with the Songhees and Esquimalt Nations;</li> <li>• The Aboriginal Nations Education Council meets monthly to review the implementation of the Enhancement Agreement;</li> <li>• Aboriginal Nations Education Council is developing a District Cultural Protocol Handbook.</li> </ul>	<p>it relates to Aboriginal students in our school district with our community agencies.</p> <ul style="list-style-type: none"> <li>• Continue monthly Education meetings with Songhees and Esquimalt Nations Education committees;</li> <li>• Completion of the Cultural Protocol Handbook;</li> <li>• Continue monthly meeting with the Victoria Native Friendship Centre CommunityLINK staff.</li> </ul>
New or Ongoing Initiatives	Goals and Expected Results
<p><b>To increase awareness and understanding of Aboriginal history, traditions and culture</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Nations Education increases the number of classroom site visits to provide Aboriginal cultural curriculum content in all schools;</li> <li>• Aboriginal Nations Coordinator partners with the University of Victoria &amp; Camosun College for class presentations on Aboriginal Education;</li> <li>• Environmental and traditional tours of Coast Salish territory are conducted by Aboriginal Nations Education Department staff, expanding to the Oak Bay Traditional Sites.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase awareness and understanding of Aboriginal history, traditions and culture;</li> <li>• All schools report on the activities that support the Enhancement Agreement goals in June of each year. These reports are submitted to the Associate Superintendent;</li> <li>• ANED documents all teacher requests and the number of students who participate in the district Aboriginal Cultural Curriculum Integration Program;</li> <li>• Increase the number of environmental and traditional tours of Coast Salish territory from 80 in 2013/14 to 90 in 2014/15;</li> <li>• Increase the number of requests for class presentations from 326 in 2013/14 to 400 in 2014/15.</li> </ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>To increase success of all Aboriginal students</b></p> <ul style="list-style-type: none"> <li>• Develop a resource that provides schools with the Ministry of Education Learning Standards that reflect Aboriginal content as well as the available Aboriginal Nations Education Department resources to support K-12;</li> <li>• Liaise with the University of Victoria to have Aboriginal students participate in the Science, Technology, Engineering, Mathematics Coalition and UVIC Mini Summer Camp Programs;</li> <li>• Continue a middle to secondary school twelve week transition program between Shoreline, Rockheights and Esquimalt High School;</li> <li>• Continue to support a Board Authority Authorized course entitled Aboriginal Cultural Connections 12. This course was developed by our District to support Aboriginal ways of knowing, doing and being.</li> </ul>	<ul style="list-style-type: none"> <li>• All schools and teachers will be knowledgeable of the Aboriginal Learning Standards in revised Ministry of Education curriculum.</li> <li>• To increase success of all Aboriginal students.</li> <li>• Increase the Dogwood completion rate of Aboriginal students.</li> <li>• To increase the number of secondary schools that offer Aboriginal courses.</li> <li>• To increase registration of students in the Cultural Connections course through The LINK.</li> <li>• Continue relationship and links to Camosun College to support the Na-sta-maht transition program with middle schools.</li> </ul>



## GOAL 3

To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years.

### **RATIONALE**

Goal 3 is dependent upon the actions outlined below, as well as those in Goal 1 (Student Achievement), and Goal 2 (Aboriginal Success). Success in literacy, numeracy and social responsibility are fundamental to student achievement in all areas of learning as well as in achievement of graduation. A significant measure of success for our learners, and our system, is the number of Grade 8 students who achieve graduation within six years. Our goal is to continue to increase the Dogwood Completion Rate for all students and remain above the provincial average, including the success of students receiving a School Completion Certificate.

### **SUMMARY OF PROGRESS**

The 2013-2014 Dogwood Completion Rate was the highest on record for our District. Over the last six years the completion rate has shown continual and steady improvement, moving from 72.9% in 2009 to 85.3% in 2014. This is an extraordinary improvement of 12.4%. Additionally in 2014, 54% of students graduated with Honours. In each of the last six years we have shown continual improvement. Our District continues to create multiple pathways to enable students with diverse learning needs to achieve a Dogwood Certificate. Our District also continues to expand our Career Programs through partnerships with Camosun College and the University of Victoria. These programs include the Accelerated Credit Enrollment in Industry Training (ACE-IT), the Secondary School Apprenticeships, and U-START.



## ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p><b>Graduation Rate Improvement Plan</b></p> <ul style="list-style-type: none"> <li>Regular and ongoing meetings of District Principal, Student Services, Superintendent, Deputy Superintendent, and Associate Superintendents with school-based administration teams to identify, monitor and support vulnerable learners in each secondary school. Barriers to course completion and graduation program requirements are identified. This problem solving by school-based teams results in greater retention of students in their neighbourhood schools.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in student course completion rates, grade to grade transition rates and graduation completion rates.</li> </ul>
<p><b>6 Year Cohort – Completion of Graduation Program</b></p> <ul style="list-style-type: none"> <li>Develop, monitor and maintain database of six-year cohort students, identifying barriers to graduation and develop individualized pathways to Dogwood completion;</li> <li>Our District Principal, Student Services, follows up with students by “reconnecting” with those who have left school. Options and strategies are explored to re-engage students in their education program.</li> </ul>	<ul style="list-style-type: none"> <li>District Graduation completion rate will continue to improve.</li> </ul>
<p><b>Children in Care</b></p> <ul style="list-style-type: none"> <li>Identify, monitor and support each student determined to be in Continuing or Temporary Care. Every school submits a monthly report to Student Services on the attendance, the behaviour and the achievement of children in care;</li> <li>In 2014 – 2015 there were 117 Children in Care; 48 of these children are of Aboriginal ancestry.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in attendance, behaviour and achievement of all children in care in our District.</li> </ul>

New or Ongoing Initiatives	Goals and Expected Results
<p><b>District Based Team Meetings</b></p> <ul style="list-style-type: none"> <li>School administrators and school-based teams refer students identified as struggling with behaviour, attendance and/or achievement to a District-based team for collaboration and consultation. This team works with the school, students and parents to develop unique and personalized pathways to school completion. The Student Services Department follows up to ensure that the plan for the student is working.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to decrease student withdrawal rate;</li> <li>Increase grade to grade transition rates;</li> <li>Increase student engagement as evidenced by increased attendance and achievement.</li> </ul>
<p><b>Careers and Transition Programming</b></p> <ul style="list-style-type: none"> <li>Our District Career Coordinator continues to facilitate relationships with community employers and local post-secondary institutions to enhance targeted enrolment in work experience, school-based career programs, TASK, ACE IT, Auto Tech, SSA, USTART, and other dual-credit programs.</li> <li>In 2013-2014 a plan was implemented to focus on increasing awareness of middle school students of the many benefits of pursuing a technical trade and career. A focus was also put on exposing more girls to careers in the trades.</li> <li>Additional provincial funding from the Education Plan Supplement provided the opportunity to create a District Middle School Initiatives Coordinator position. The focus of this position is to increase awareness among all Middle School students of the various opportunities within the trades and technical skill areas. A deliberate focus of the position is also to increase awareness among Middle School</li> </ul>	<ul style="list-style-type: none"> <li>Increase graduation rate through increased participation in dual-credit courses and programs;</li> <li>Improve student and parent awareness relating to career, post-secondary and dual credit opportunities and pathways;</li> <li>Retain students at risk from withdrawing from school through experiential, high-interest trades and academic programs.</li> </ul>

girls of the many opportunities within the trades and technical skill areas. Some of the programs created include:

### **AutoTech**

AutoTech is a semester-long automotive exploration program where students spend 13 weeks at Victoria High School, and 7 weeks at Camosun College participating in the Level 1 Automotive Service Technician program. Earning 28 credits and their level 1 technical training upon successful completion, students experience theoretical and hands-on instruction from district and college instructors. Students are also connected with local employers to complete a 100 hour work experience placement that provides the hands-on and industry-related experience necessary to be successful within the program and trade.

### **Grade 8 Mini Trades**

Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding, and Automotive.

Students learn about each focus area, using relevant machinery, tools and safety practices. Career program options are explored throughout the program, introducing students to options such as SSA, ACEIT, Dual Credit courses and program options.

- To satisfy the need for additional ACE IT opportunities within the Automotive Service Technician trade.
  - To increase student, parent and community awareness within the automotive trade areas.
  - To build strong community and industry connections to provide quality work experience opportunities for our students.
  - To provide an opportunity for students to achieve their Level 1 Automotive Service Technician certificate, in addition to graduating high school.
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- To increase the number of students choosing trades based programs at the secondary level.
  - To improve and diversify the Grade 8 transition experience to secondary.
  - To involve industry partners and parent participation in order to increase awareness of programs and career pathways.

### Spotlights

SPOTLIGHTS focuses on trades and technical training opportunities, leadership and community building. These projects are designed to strengthen the connection and relationship between high schools and their feeder (middle) schools. The focus of the SPOTLIGHT is to highlight trade based and technical training career programs. Secondary School students play a role as leaders throughout the program with the middle school students. The final product is donated, or in some way contributed to the community, further enhancing the connection between community and schools.

- To promote and increase awareness of secondary career prep and trade/technical training program opportunities and pathways amongst the Grade 8 population.
- To build and increase confidence and comfort for Grade 8 students transitioning to secondary school environments.
- To provide and increase leadership opportunities for secondary students to work with Grade 8 students in specific program focused areas.
- To connect and build relationships between middle schools and secondary schools, along with relevant community partners.



## Performance Indicators

### February 2014: FSA Results Meeting/Exceeding Expectations - Grade 4

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	297	22	156	15	693	66	205	19	85	82
Aboriginal	43	34	23	27	52	62	9	11	73	67
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	315	23	136	13	837	81	63	6	87	85
Aboriginal	46	36	21	26	56	69	4	5	74	67
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	307	22	198	19	751	72	95	9	81	79
Aboriginal	47	37	26	33	53	66	1	1	67	67

Note: Actual totals have performance level unknown numbers removed

### February 2014: FSA Results Meeting/Exceeding Expectations - Grade 7

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	373	29	193	21	591	63	148	16	79	79
Aboriginal	40	34	37	48	35	45	5	7	52	63
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	398	30	133	15	657	72	117	13	85	87
Aboriginal	42	36	31	41	41	55	3	4	59	70
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	383	29	276	30	585	63	61	7	70	75
Aboriginal	42	36	50	67	24	32	1	1	33	49

Note: Actual totals have performance level unknown numbers removed

## Performance Indicators

### FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 4 - All Students

#### Grade 4 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	297	22	156	15	693	66	205	19	85	82
2013	287	21	152	14	711	67	199	19	86	83
2012	192	14	195	17	782	68	160	15	83	82
2011	216	16	183	16	801	70	152	14	84	81
2010	263	20	183	17	702	67	171	16	83	81

#### Grade 4 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	315	23	136	13	837	81	63	6	87	85
2013	310	23	107	10	797	77	135	13	90	87
2012	233	18	126	11	888	81	82	8	89	85
2011	251	19	131	12	902	82	68	6	88	87
2010	277	21	214	21	798	76	30	3	79	84

#### Grade 4 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	307	22	198	19	751	72	95	9	81	79
2013	291	22	226	21	733	69	99	10	79	79
2012	222	17	212	19	795	72	100	9	81	80
2011	240	18	227	20	767	69	118	11	80	79
2010	267	20	248	23	700	67	104	10	77	76

Note: Actual totals have performance level unknown numbers removed

## Performance Indicators

### FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 7 – All Students

#### Grade 7 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	373	29	193	21	591	63	148	16	79	79
2013	394	30	198	22	581	64	131	14	78	78
2012	342	26	172	18	648	67	144	15	82	77
2011	376	28	191	20	641	67	130	13	80	78
2010	400	29	201	20	661	67	128	13	80	79

#### Grade 7 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	398	30	133	15	657	72	117	13	85	87
2013	420	32	98	11	655	74	131	15	89	87
2012	364	28	76	8	757	80	109	12	92	87
2011	402	30	71	8	717	76	148	16	92	87
2010	421	30	209	22	718	74	42	4	78	84

#### Grade 7 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Total District	Meeting/Exceeding Real Total Province
	#	%	#	%	#	%	#	%	%	%
2014	383	29	276	30	585	63	61	7	70	75
2013	410	31	281	31	559	63	54	6	69	76
2012	357	27	218	23	654	69	77	8	77	73
2011	373	28	302	31	600	62	63	7	69	74
2010	404	29	296	30	639	65	51	5	70	75

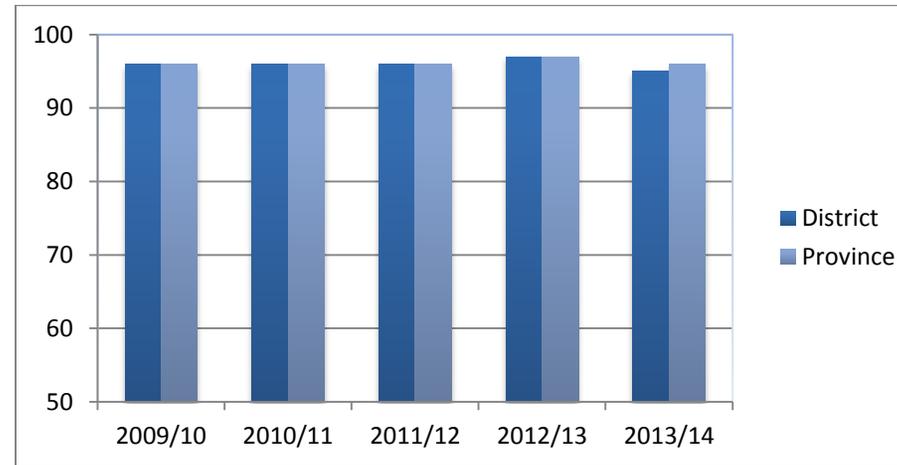
Note: Actual totals have performance level unknown numbers removed

## Performance Indicators

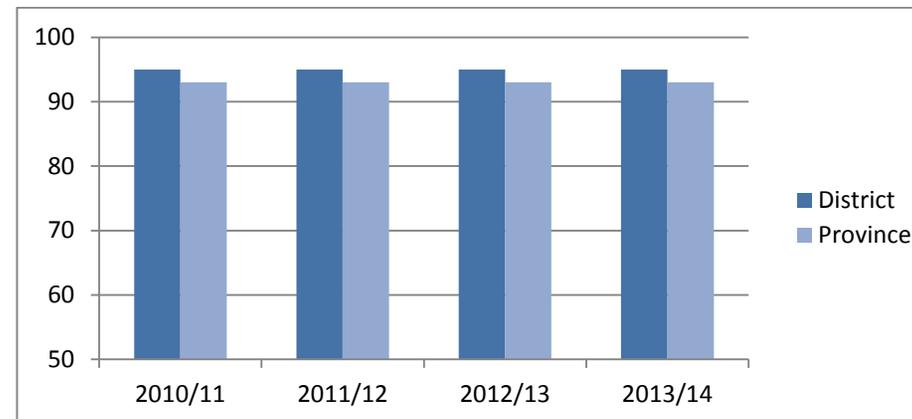
### English 10 and Mathematics 10 Completion

Percentages of students in our District who have successfully completed English 10 and Mathematics 10 compared with the Provincial completion percentages:

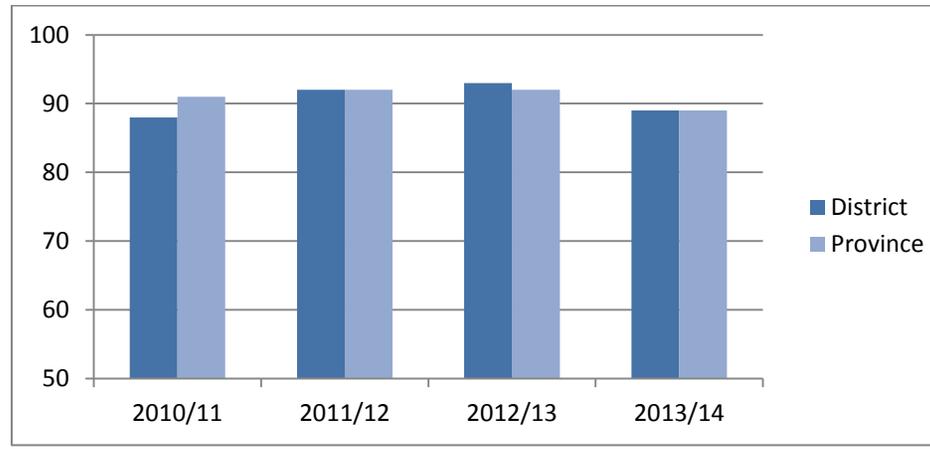
English 10:



Mathematics 10 (Foundations and Pre-Calculus):



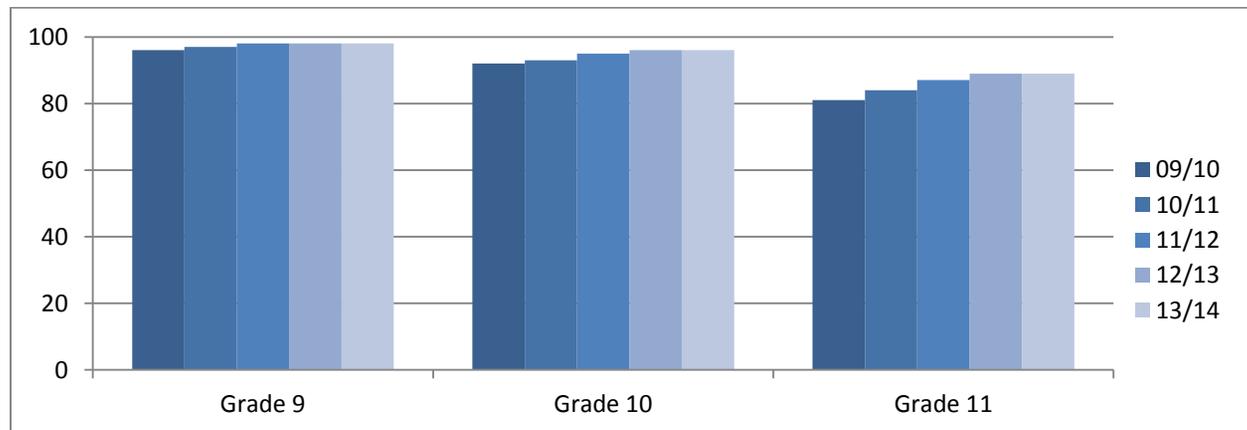
### Mathematics 10 (Apprenticeship and Workplace):



### Performance Indicators

### Grade to Grade Transitions

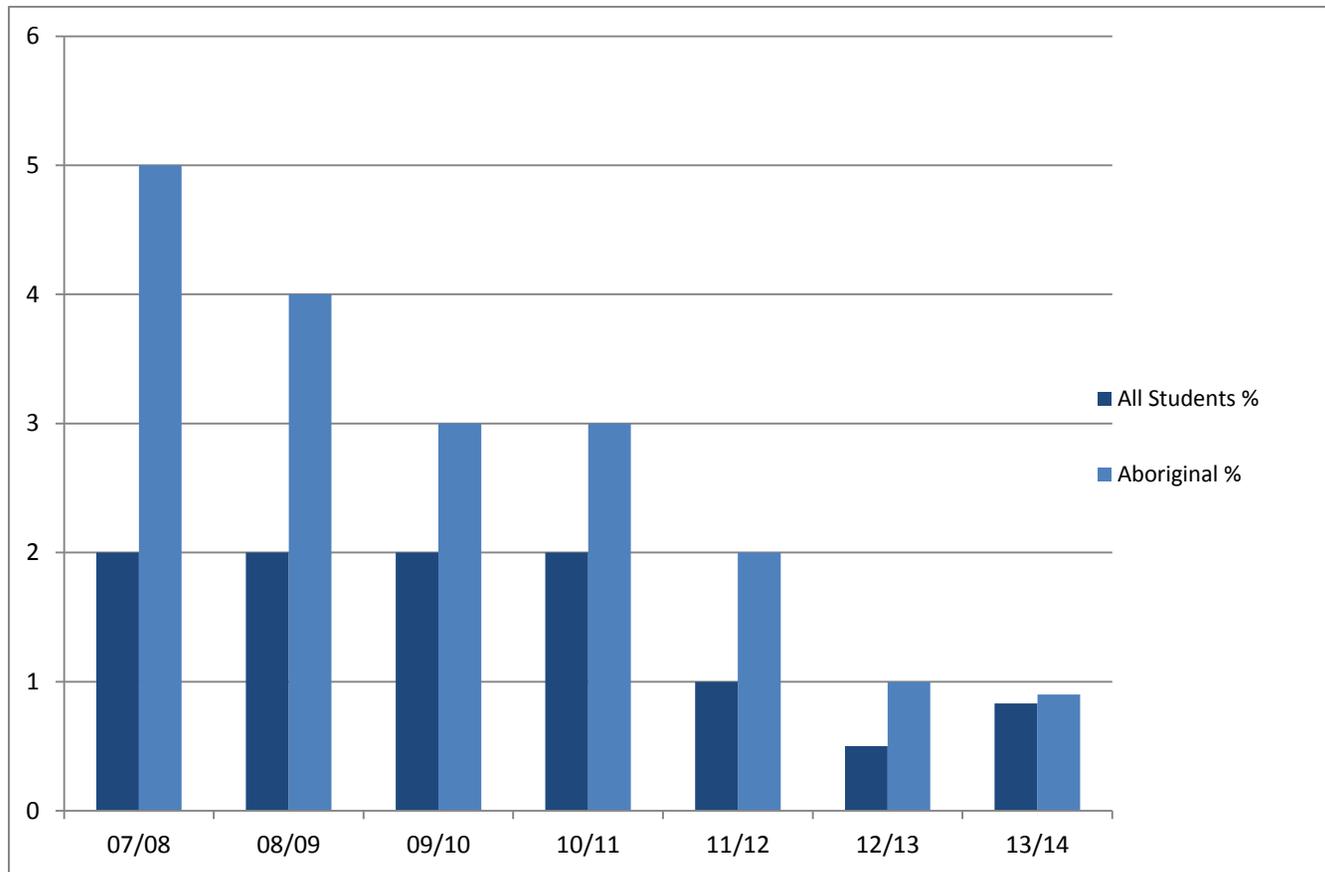
Percentage of all students in our District who have successfully transitioned to the next grade:



## Performance Indicators

### Student Withdrawals: Grades 9 – 12

District percentage of all students and aboriginal students in Grades 9-12 who have withdrawn:



## Performance Indicators

### Graduation Completion Rates

Our District percentage of all students and of aboriginal students who have completed graduation:

	2009	2010	2011	2012	2013	2014
All students	71.1	72.9	76.0	77.8	84.5	85.3
Aboriginal	36.5	40.6	48.8	52.8	50.9	64.5

