One *Learning* Community

Greater VICTORIA School District

District Team
Opportunities & Gaps
Alignment to the Strategic Plan
2021 – 2022 Initiatives

Strat Plan

Student Success

Board Work Plan

Student Learning Experience

District Team Operational Plan

Resource Alignment

School Growth Plan

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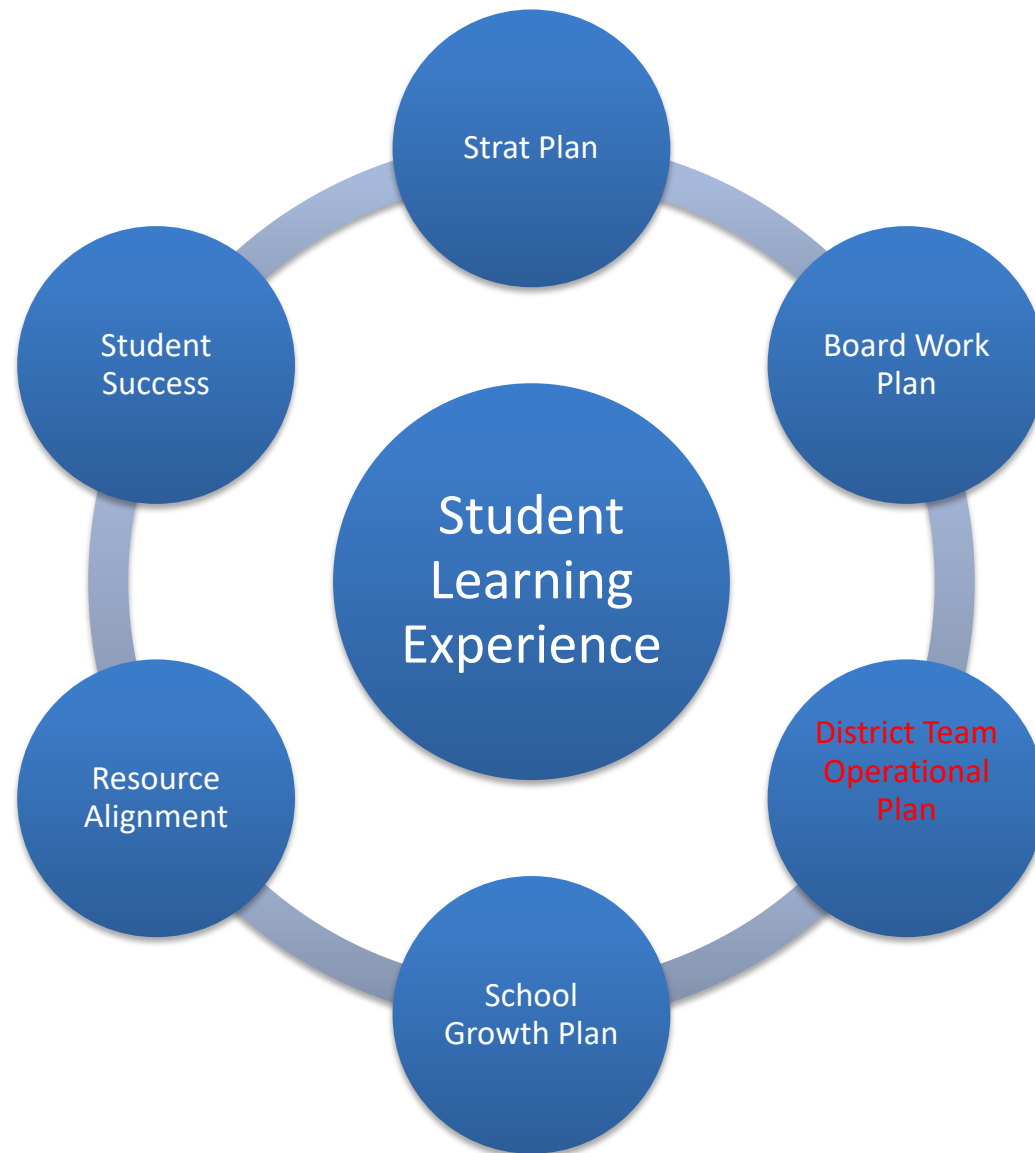
Strategic Plan *2020-2025*

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

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OECD's 7 PRINCIPLES OF LEARNING

The learning environment recognises learners as its core participants, encourages their active engagement, and develops in them an understanding of themselves as learners.

The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.

The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.

The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning.

Learners at the centre

The social nature of learning

Emotions are integral to learning

Recognizing individual differences

Assessment for learning

Building horizontal connections

Stretching ALL students

The learning environment is founded on the social nature of learning and actively encourages well-organised cooperative learning.

The learning environment devises learning opportunities that demand hard work and challenge from all but without excessive overload.

The learning environment strongly promotes "horizontal connectedness" across areas of knowledge, skill, and subjects as well as to the community and the wider world.

OECD The Nature of Learning: Using Research to Inspire Practice

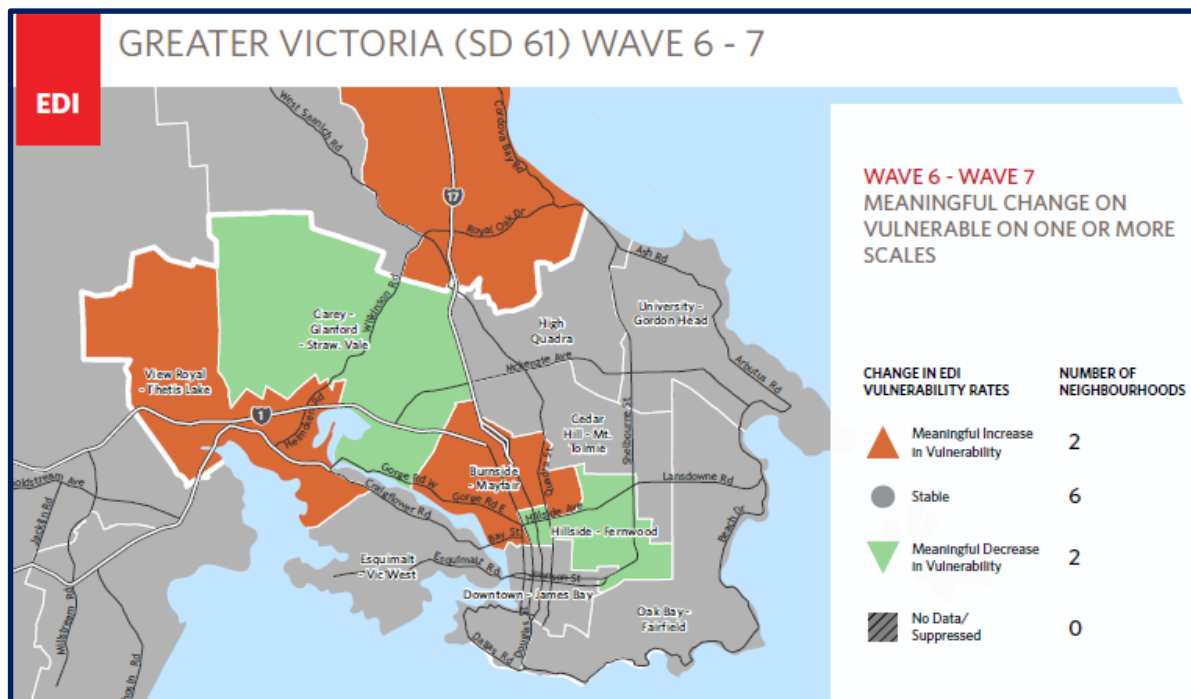One *Learning* Community

Greater VICTORIA School District

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Data

Initiatives

Resources

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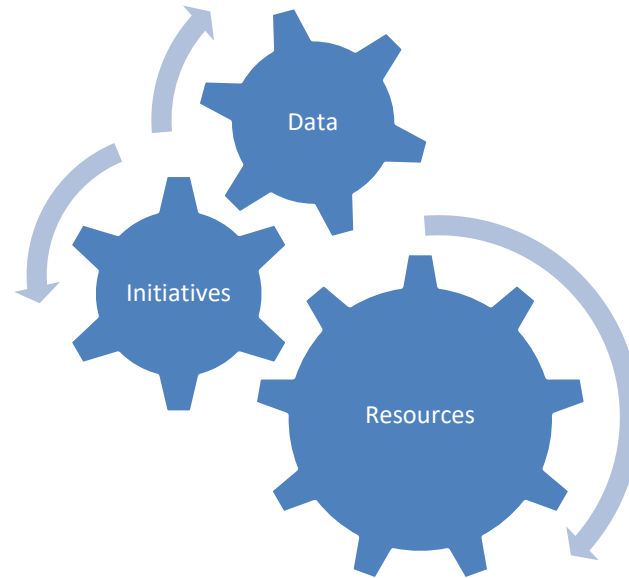
Data - EDI and Completion Rates

GREATER VICTORIA (SD 61) WAVE 6 - 7

Six-Year Completion and Grade 12 Graduation Rates - 2019/2020
061-Greater Victoria

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size #	Rate %	Total Gr 12 #	Graduates #	Graduates %	Honours Graduates* %	Total Gr 12 #	Graduates #	Graduates %	Honours Graduates* %
All Students	2015/16	1671	87.2	1433	1339	93	64	1486	1160	78	55
	2016/17	1559	86.8	1439	1354	94	68	1405	1114	79	60
	2017/18	1494	87.5	1481	1397	94	70	1682	1272	76	57
	2018/19	1716	84.5	1523	1446	95	72	1709	1338	78	60
	2019/20	1829	85.4	1490	1438	97	74	1687	1317	78	61
Residents	2015/16	1585	87.7					1427	1115	78	55
	2016/17	1463	87.2		NOT			1400	1111	79	60
	2017/18	1468	87.8		AVAILABLE			1464	1114	76	57
	2018/19	1487	84.4					1419	1138	80	62
	2019/20	1498	87.7					1453	1176	81	63
Female	2015/16	790	90.9	729	688	94	74	737	592	80	64
	2016/17	759	90.1	747	707	95	76	702	575	82	68
	2017/18	731	90.8	776	731	94	76	843	661	78	63
	2018/19	860	87.5	763	737	97	81	833	676	81	69
	2019/20	885	88.0	748	719	96	81	845	659	78	66
Male	2015/16	881	83.9	704	651	92	54	749	568	76	46
	2016/17	800	83.7	692	647	93	60	703	539	77	52
	2017/18	763	84.3	705	666	94	63	839	611	73	50
	2018/19	856	81.4	760	709	93	63	876	662	76	53
	2019/20	944	83.0	742	719	97	68	842	658	78	55
Indigenous	2015/16	131	56.0	78	68	87	45	105	65	62	32
	2016/17	128	64.6	57	52	91	58	83	49	59	40
	2017/18	109	58.7	52	47	90	37	116	44	38	16
	2018/19	128	40.0	73	65	89	49	106	60	57	32
	2019/20	134	57.5	71	68	96	42	125	65	52	24
ELL	2015/16	314	88.3	46	44	96	57	53	41	77	45
	2016/17	283	85.7	60	54	90	60	73	54	74	48
	2017/18	314	84.1	76	73	96	62	87	63	72	47
	2018/19	396	81.6	72	66	92	58	83	63	76	47
	2019/20	362	81.4	90	87	97	63	103	79	77	51
Special Needs	2015/16	234	71.4	112	100	89	38	129	93	72	32
	2016/17	214	73.4	96	91	95	48	123	88	72	37
	2017/18	202	68.6	97	92	95	49	133	90	68	36
	2018/19	202	65.7	119	114	96	60	145	110	76	48
	2019/20	206	77.4	128	123	96	52	173	121	70	37

Data – Foundation Skills Assessment Grade 4 Reading

Grade 4 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**1523**	**59.3**	**194**	**21.5**	**569**	**63**	**140**	**15.5**
Female		787	59	84	18.1	294	63.4	86	18.5
Male		736	59.6	110	25.1	275	62.6	54	12.3
Indigenous		125	48	23	38.3	33	55	4	6.7
ELL		243	56.8	64	46.4	69	50	5	3.6
Special Needs*		117	28.2	17	51.5	16	48.5	0	0

Data – Foundation Skills Assessment
Grade 7 Reading

Grade 7 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only		**1400**	**55.9**	**234**	29.9	**519**	66.3	**30**	**3.8**
Female		696	54.3	95	25.1	260	68.8	23	6.1
Male		704	57.5	139	34.3	259	64	7	1.7
Indigenous		119	51.3	31	50.8	29	47.5	1	1.6
ELL		103	50.5	30	57.7	22	42.3	0	0
Special Needs*		230	34.3	50	63.3	29	36.7	0	0

Data - Student Learning Survey Assessment

Students Reporting "Many Times" or "All of the Time"

School Year	Grade 3/4 Students #	%		Grade 7 Students #	%		Grade 10 Students #	%		Grade 12 Students #	%	

Do you know what things are considered when your work is marked? (Grade 3/4 in 2016/17 and grades 7, 10, 12)

Do you know what things are considered when your work is assessed? (Grade 3/4 from 2017/18)

School Year	Grade 3/4 #	%		Grade 7 #	%		Grade 10 #	%		Grade 12 #	%	
2015/16												
2016/17	484	44	0	457	56	2	268	49	3	170	51	0
2017/18	448	42	1	460	57	3	253	47	1	215	56	3
2018/19	457	41	1	512	53	1	308	45	-2	293	51	-3
2019/20	349	37	1	446	50	-1	208	47	-2	121	52	-1

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Data/Research/Learning

Actions/Initiatives –

Informed through increased knowledge and awareness of culturally responsive learning systems

- Focus on the Early Years Framework
- Focus on the student learning experience
  - Instructional Design (Aligned guiding principles K-12)
    - Inclusion
    - Assessment
   - First Peoples Principles of Learning

Outcomes

- A more culturally aware, responsive and informed system
- Improved implementation of data informed inquiry cycles
- Improved student learning experience – evidenced through multiple data points (social, emotional and academic)

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Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Data

Initiatives

Resources

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Greater VICTORIA School District
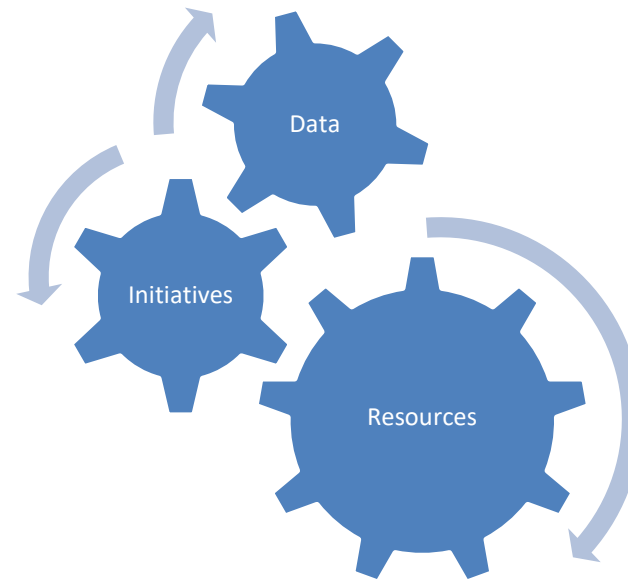
Data – Indigenous Learners

Completion Rates

Typical range across B.C. (middle 50% of school districts)

Selected school district's most recent results (2019/20)

Range of school district's results over time (2015/16 - 2019/20)

Student Group	Records
BC Residents	1,498
Indigenous	134
Special Needs	284
All Students	1,829

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Greater VICTORIA School District
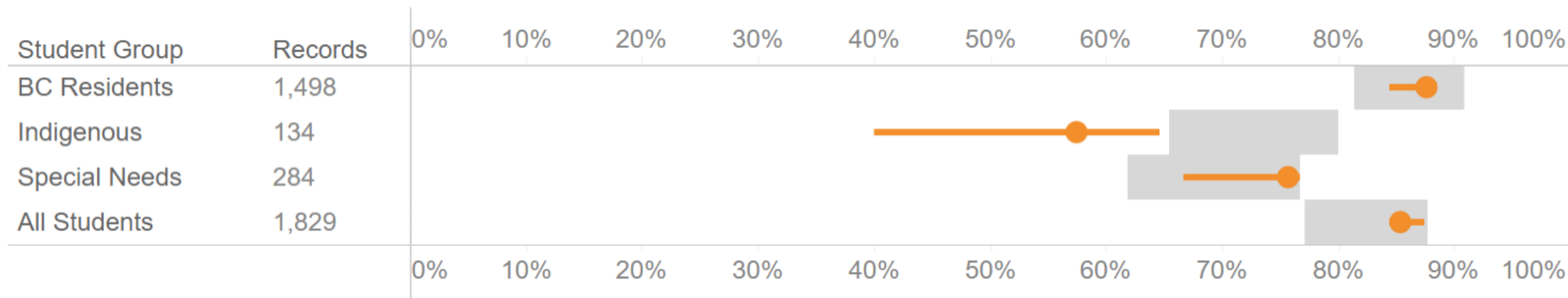
Truth and Reconciliation
Commission of Canada

BC Tripartite Education Agreement
Supporting First Nation Student Success (BCTEA)

BC First Nations
Education Funding
Handbook

Definitions and Explanations to Accompany
the BCTEA Funding Table

2020/2021

fnesc
FNSA
www.fnesc.ca/bctea
First Nations Education Steering Committee & First Nations Schools Association
113-100 Park Royal South, West Vancouver, BC, V7T 1A2 info@fnesc.ca P: 604 925 6087

United Nations
Declaration
on the
Rights of
Indigenous
Peoples

Aboriginal Student Success

EQUITY
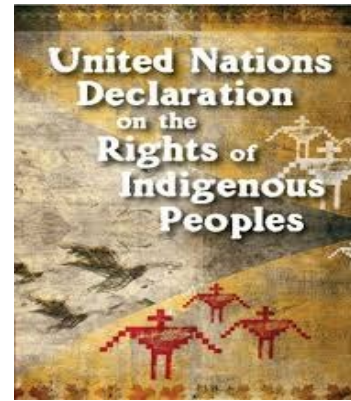
**Indigenous
Education
GVSD61**

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Alignment – Actions

- **Goal 2 Strategic Plan**
- **Ministry and Federal Documents Guiding Indigenous Education**
- **Our Data Story**
- **District Team**
- **School Based Supports**
- **Indigenous Community Partners**
- **Students and Families**

Greater VICTORIA School District

Weaving Together and Pulling Forward Collectively

- **Early Learning Framework**
- **Children and Youth in Care**
- **Holistic Mental Health Framework**
- **Elders Advisory Council**
- **Land Based Education**
- **Literacy and Numeracy (Levelled and Community)**
- **Indigenous Student Re-Engagement Strategy**
- **Curriculum and Assessment Consultants**
- **Equity Scan and Cultural Safety**

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Data

Initiatives

Resources
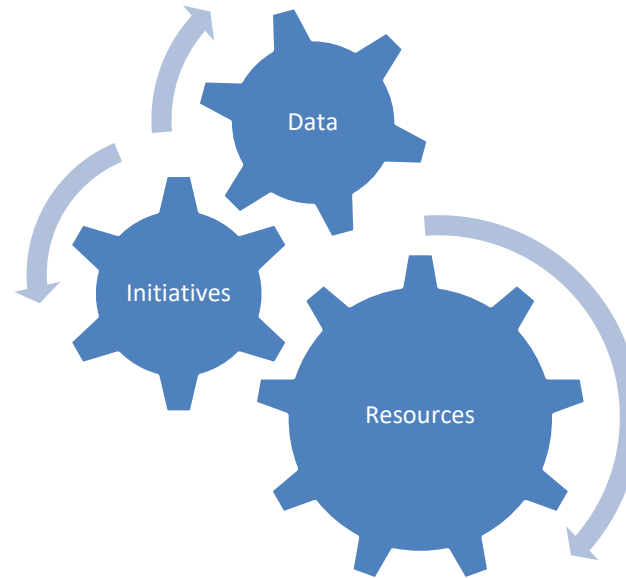
Research and Data informed supports

Data – Student Learning Survey
Mental Health

**Students Reporting "Many Times" or "All of the Time"**

At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Grade 3/4 in 2016/17 and grades 7, 10, 12)

Are you learning how to care for your mental health? (Grade 3/4 from 2017/18)

School Year	Grade 3/4 Students #	%		Grade 7 Students #	%		Grade 10 Students #	%		Grade 12 Students #	%	
2015/16												
2016/17	590	55	-5	357	44	-5	163	31	-4	79	24	-4
2017/18	395	37	-4	353	44	-8	125	24	-10	105	28	-1
2018/19	407	37	-3	392	41	-9	201	29	-4	161	28	0
2019/20	382	40	1	373	43	-8	114	26	-7	59	26	-1

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Research and Data informed supports: Next steps

- **Identifying Gaps**
- Aligning Resources
- Implementation
  of District Resources
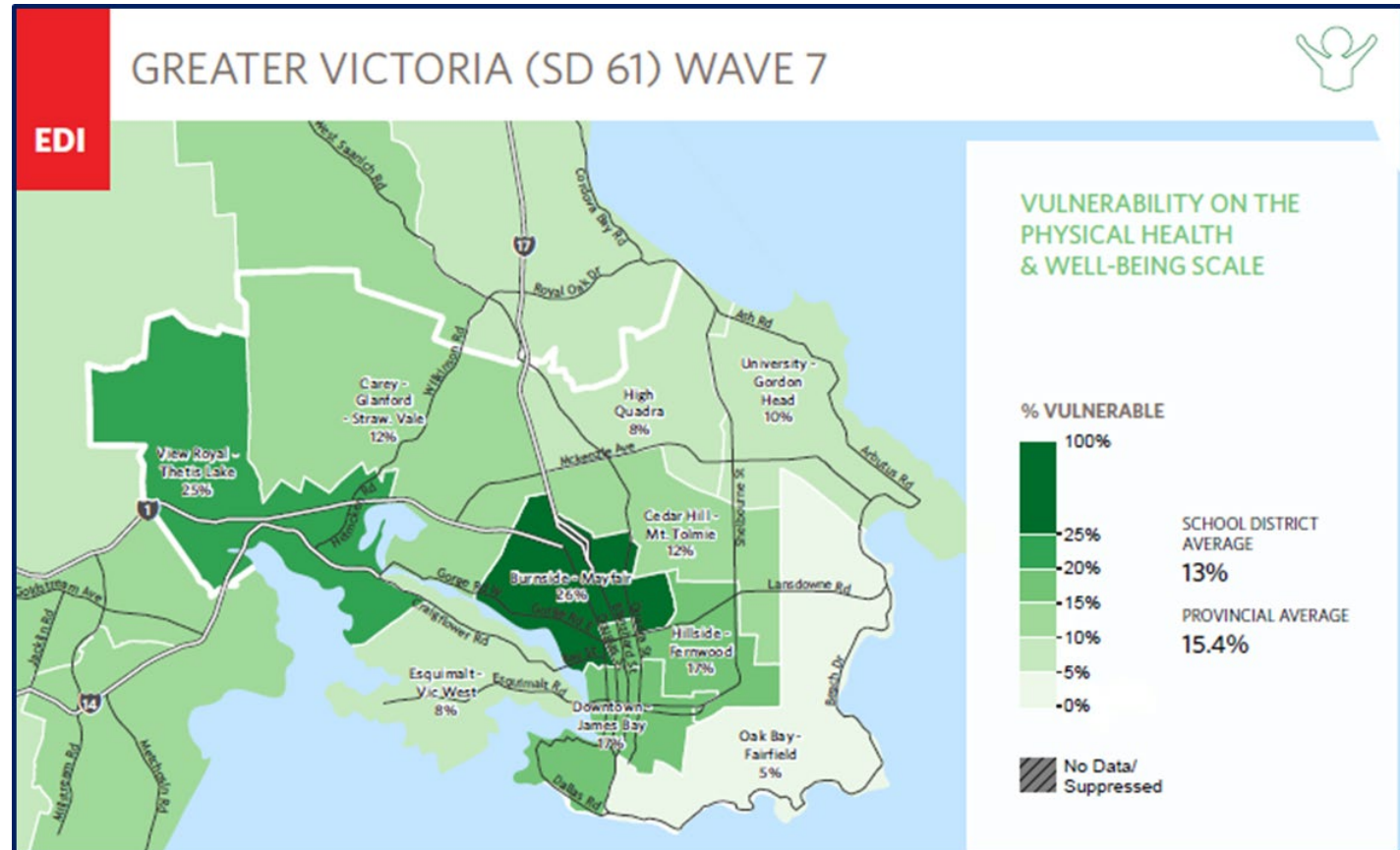
Research and Data informed supports: Next steps

- Expand our continuum of support for students who are not engaged in school

NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	63%	12%	25%
Average for all districts	61%	10%	29%

NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	34%	11%	55%
Average for all districts	39%	12%	49%

MDi
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

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Research and Data informed supports: Next steps

- **Sharper focus on our Children and Youth In Care**
  - Develop and implement a district standard of practice

FIGURE 8 SIX-YEAR COMPLETION RATES CYIC & NON-CYIC WITH & WITHOUT DIVERSE NEEDS

BRITISH COLUMBIA | Ministry of Education

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