



Framework for Enhancing Student Learning Report 2022

One *Learning* Community

Framework for Enhancing Student Learning Report 2022

Introduction

In review of the five-year strategic plan that was renewed in 2020. We are currently in year three of the five year plan.

School District: Greater Victoria School District 61

Approved by Board on: September 26, 2022

District Context

The Greater Victoria School District No. 61 (GVSD) resides on the traditional territory of the lək'wəŋən (Lekwungen) people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose traditional territory we live, work and play. Hay'sxw'qa—thank you.

The Greater Victoria School District is located in the capital city of British Columbia which includes the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

The Greater Victoria School District is committed to activating distinctions-based data and supports for Indigenous learners as per the Declaration of the Rights of Indigenous Peoples Act (DRIPA) Action plan and as such, we have four agreements that represent the Four Houses within our school district. The term Four Houses means the localized structure co-created with the Indigenous communities to provide equitable opportunities and structure for Indigenous Nations to have a voice within the Greater Victoria School District. The Four Houses represented in the Greater Victoria School District include the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA). The term Four Houses came from community to the school district as a way to activate their relationship for the programs and services for their children.

Based on 2021-22 enrollment, the Greater Victoria School District Indigenous student population is represented as follows:

- 40 self-identified students from the Esquimalt Nation
- 91 self-identified students from the Songhees Nation
- 991 self-identified students represented by UPHIA
- 357 self-identified Métis students

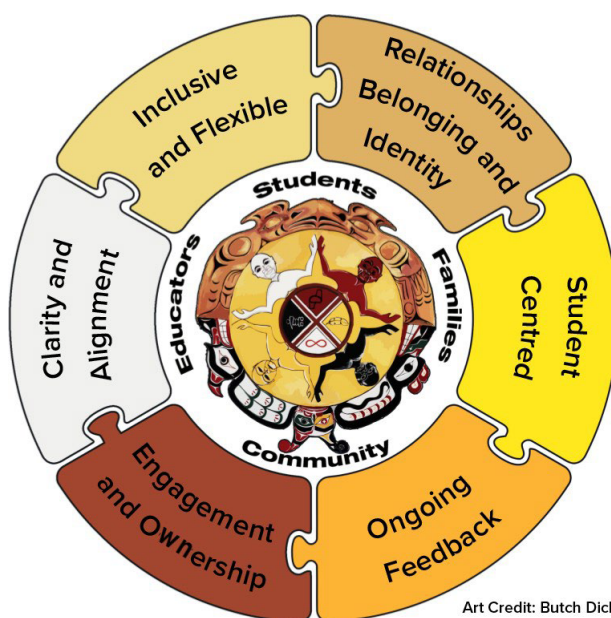
The Greater Victoria School District continues to provide quality educational programs for 20,000 students in 28 elementary schools (Kindergarten to grade 5), 10 middle schools (grades 6 to 8), and 8 secondary schools (grades 9 to 12). More than 1,000 International students from across the globe attend schools in our district. Each year, over 650 adult learners register in the Continuing Education Program. Additionally, we offer a variety of Programs of Choice, including French Immersion and Sport Academies.

Current Strategic Plan Priorities

The Greater Victoria School District has three goals identified in the [strategic plan](#). The goals and strategies with priorities can be found in [Appendix A](#).

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We recognize that achieving this goal will require us to continue to:

- Lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
 - Local Education Agreements, Métis Education Agreement and Urban Peoples' House Indigenous Advisory Terms Of Reference,
 - Truth and Reconciliation Commission of Canada: Call to Action,
 - Declaration on the Rights of Indigenous Peoples Act (DRIPA),
 - British Columbia Tripartite Agreement (BCTEA),
 - and Standard—Professional Standards for BC Educators.
- Engage with the communities in a culturally responsive way that is open, transparent and collaborative
- Focus on aligning the human and financial resources of the system to meet the educational goals of the school district
- Increase our data literacy across the system



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District Successes

Goal 1	Goal 2	Goal 3
<p>Engagement with our learning community with a focus on assessment and reporting:</p> <ul style="list-style-type: none"> Establishment of a reporting sub-committee Early adoption of proficiency scale in some schools (K-8) On-going, targeted support for proficiency scales K-12 with educators and principals and vice-principals Development of a local electronic portfolio tool to support student/teacher/family communication/connection Finalized assessment principles aligned with the FPPL (document and video) 	<p>Four agreements and communication structures that represent all self-identified Indigenous students within the Greater Victoria School District:</p> <ul style="list-style-type: none"> Songhees LEA Esquimalt LEA (First) Urban Peoples' House Indigenous Advisory Terms of Reference Métis Education Agreement (First) <p>Next steps—Implementation plans for all four agreements (beginning in the 2022 school year).</p>	<p>Opening of a centralized Welcome and Learning Centre to support immigrant and refugee students new to Victoria. The intention is to support successful transition into local schools.</p>
Development of a District Literacy Framework (draft, Spring 2022).	Elders' Advisory Committee that meets monthly to support Indigenous Education.	As part of the Mental Health Framework, the establishment of community partnerships, including PISE, to support student and family physical and mental wellness.
The expansion of childcare studios on school sites—birth to five years and before/after school care.	Indigenous Education Department service delivery shift to provide programs and services across all schools in the Greater Victoria School District. There was an intentional focus on creating a family of schools support and school level support from a holistic lens.	The implementation of the District Children and Youth in Care Standard of Practice.
		The establishment of collaboration sessions with MCFD and Indigenous delegated agencies to build better connections in support of Children and Youth in Care.

For a visual representation of these goals, please see image 1.1 on the next page.

Please see below image 1.1



Strategic Engagement

Introduction—Engagement in the Greater Victoria School District

The Greater Victoria School District serves more than 20,000 students in the Capital Region, and actively engages with all members of its learning community to ensure decision-makers are making informed decisions that strengthen the organization's strategic vision to help all students reach their greatest potential.

The School District is the largest on Vancouver Island. It is comprised of 48 schools and serves the communities of Esquimalt, Oak Bay, Victoria, View Royal, Saanich and portions of the Highlands. In addition, it serves Four Houses: Songhees Nation and Esquimalt Nation, Urban Peoples House Indigenous Advisory, and Métis Nation Greater Victoria.

Each of the communities has its own distinctive characteristics and elected officials, which require meaningful engagement. The School District is committed to working alongside local Nations and municipalities in order to provide wrap-around supports that best serve the needs of its students, staff and families.

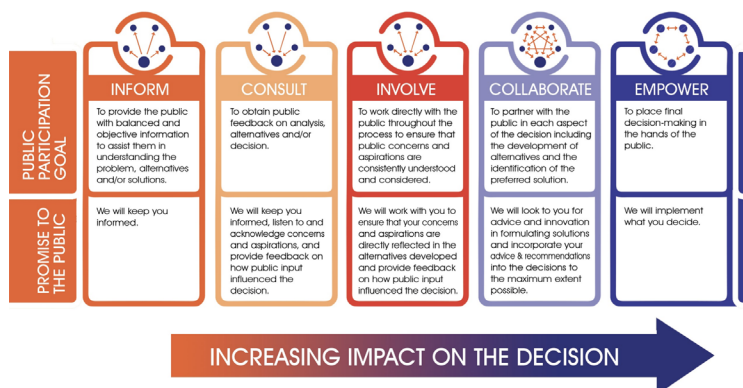
Public schools within the Greater Victoria School District play a key role in weaving communities and families together. The School District fosters community connection by building partnerships with parents and guardians, students and staff, while remaining open to two-way communication.

Through public participation, the School District creates the space for the community to work constructively and collaboratively to develop sustainable outcomes that transform and shape the future for students. Working together, the School District's vision of "One Learning Community" comes to life.

What does engagement in SD61 look like?

The School District strives to keep families informed and provides various opportunities throughout a school year for student, staff and public input; developing a feedback mechanism to ensure it provides the best supports for students.

Each project or initiative requires a tailored approach depending on the participants and audiences involved. For example, engagement with staff and students regarding learning or classroom experiences will vary from the methods used when engaging with the broader public. Strategies used for internal and external engagement vary and depend on the scope of engagement. The School District follows the [International Association of Public Participation \(IAP2\) Foundations](#) and [Spectrum of Public Participation framework](#) when developing engagement strategies and plans. See image below.



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Anyone who may be affected by a decision should have the opportunity to provide input on the potential outcome. A key consideration in engagement planning is accessibility and reducing barriers for all community members to participate in best efforts to remain inclusive and transparent throughout the process. Some strategies include translating materials into different languages and utilizing various communication tools or platforms to adapt to the active participant's needs.

Communication awareness efforts are an important component of all engagement strategies, highlighting the purpose, timelines and the opportunities for the learning community to provide feedback. Providing good information in a timely manner assists those who are engaging and making the decisions.

Effective public participation also facilitates understanding. Reporting out on how information was advertised and collected, what was heard, and considered prior to a final decision, is key in developing a transparent process and public understanding.

The School District is always seeking ways to bring student, staff, and parent perspectives the schools and Board. All input and data collected through engagement inform the staff's planning and the Board's decision-making. The School District strongly believes well-informed decisions lead to great governance.

Audience Approaches

The School District regularly engages with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. It is important to note, during public engagement that the scope of engagement defines the extent to which the public can influence a decision. This varies on each initiative or project and is communicated on the outset of any public engagement.

See Appendix B for a brief overview of how the School District engages with Rightsholders, Indigenous Peoples, students, staff, families, partners and the broader community—where input and data collected define processes or informs decisions.

Engagement Snapshot



Nearly **40,000** students, staff and members of the public have participated in online surveys and forums since 2020



244,000 monthly visitors to our website



45 Parent Advisory Councils



30+ Public Board of Education and Committee Meetings



13 media requests per week (on average)

Student Performance Data Analysis & Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Our goal in the 2021-2022 FESL was to close the gaps between the District and the province. The Foundation Skills Assessment (FSA) in Literacy 7 shows School District 61 matching the province at 73%. Although our goal was to close the gap, students demonstrating on-track or extending proficiency actually decreased by 8%. We recognize that comparative goals with the province may not support on-going increases within our district. Our goals need to consider provincial data and focus more directly on continuous growth over time. Similarly, on the Grade 4 Literacy FSA, students within the district (all resident students) scored above that of the provincial cohort (all resident students) by 5%. On closer examination, we see an 8% decrease for the district and a 7% decrease for the province. We recognize there is considerable work to do to support the literacy success of Indigenous students in the district. Our commitment is to close the achievement gap between all resident students in our school district and Indigenous students. Further priority work will be with distinction based data for Indigenous students as per the DRIPA Action Plan.

Literacy focus for 2022-2023

- 1.1 Increase Indigenous Student Achievement (on track and extending) on FSA 4, 7.
- 1.2 Increase Indigenous Student Achievement (proficient and extending) on Literacy 10.
- 1.3 Continue to increase student achievement in early literacy through the Early Literacy Collaboration Teachers in priority schools (year two—ten schools).

Strategies to support:

- Intentional activation of the four agreements to support Literacy achievement.
- Activate the District Literacy Plan.
- Continue to work with the District Literacy sub-committee of JCCI.
- Focus on literacy for District professional development.
- Launch optional District Literacy Assessments at the grade 3, 6, and 9 level.
- Teacher Librarian collaboration and support for aligning goals and resources.
- Continue to increase capacity within schools by providing a variety of access points for educators.

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Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Foundation Skills Assessment (FSA) Literacy/Reading—Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

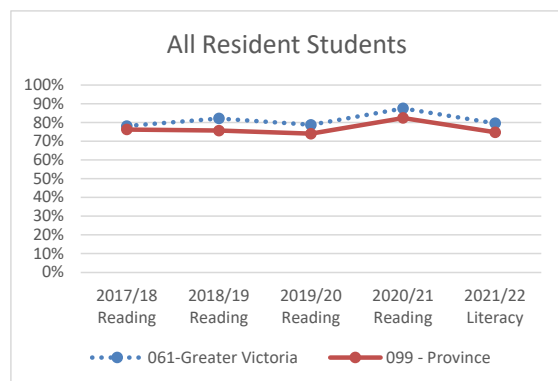


Figure 1: FSA Grade 4 Literacy/Reading—All Resident Students

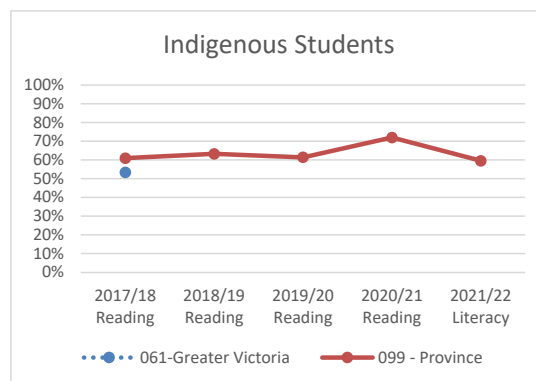


Figure 2: FSA Grade 4 Literacy/Reading—Indigenous Students

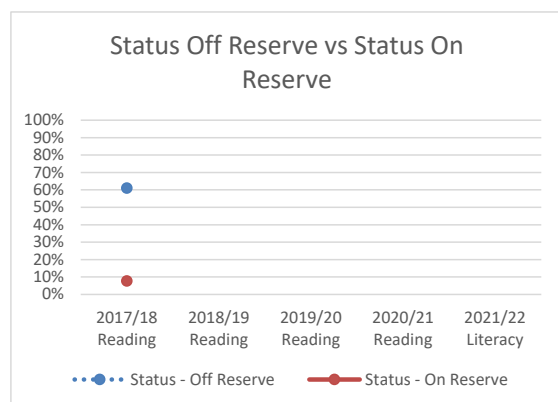


Figure 3: FSA Grade 4 Literacy/Reading—Status—Off Reserve and Status—On Reserve

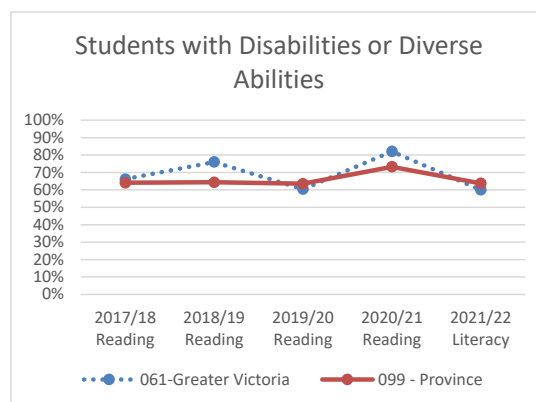


Figure 4: FSA Grade 4 Literacy/Reading—Students with Disabilities or Diverse Abilities

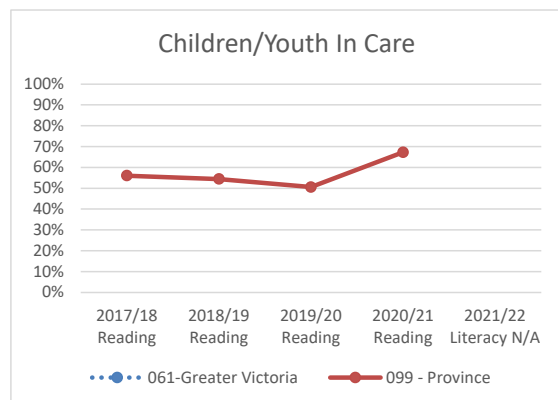


Figure 5: FSA Grade 4 Literacy/Reading—Children/Youth In Care

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Foundation Skills Assessment (FSA) Literacy/Reading—Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

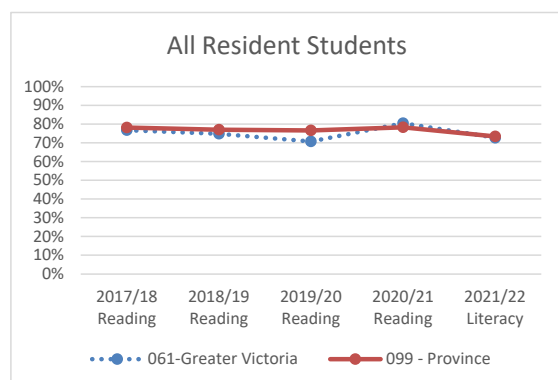


Figure 6: FSA Grade 7 Literacy/Reading—All Resident Students

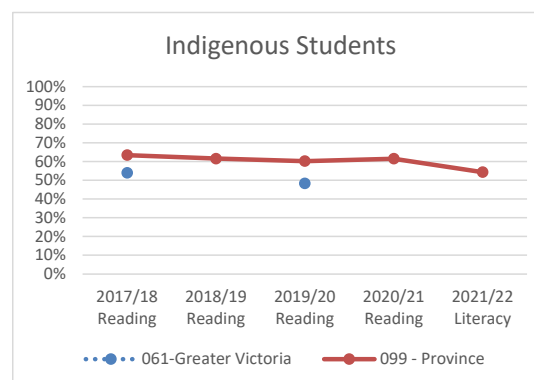


Figure 7: FSA Grade 7 Literacy/Reading—Indigenous Students

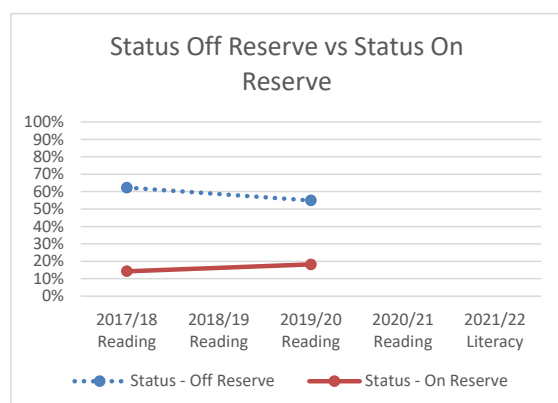


Figure 8: FSA Grade 7 Literacy/Reading—Status—Off Reserve and Status—On Reserve

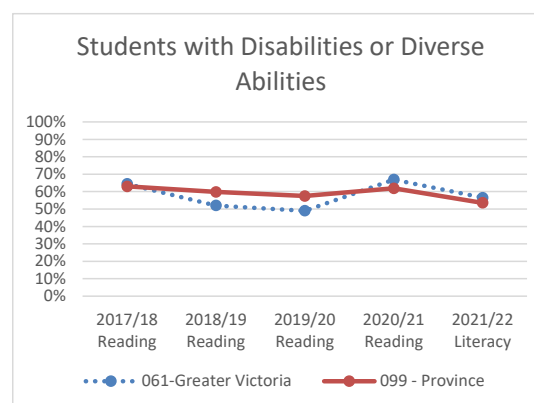


Figure 9: FSA Grade 7 Literacy/Reading—Students with Disabilities or Diverse Abilities

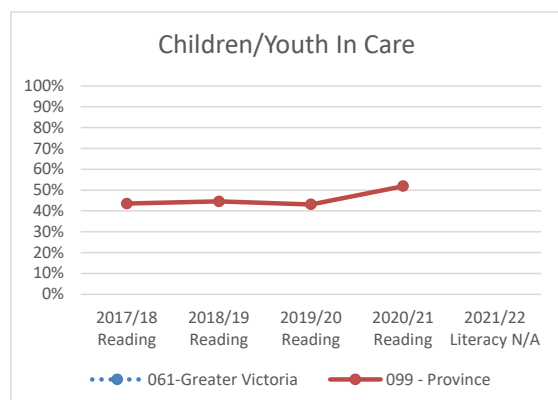


Figure 10: FSA Grade 7 Literacy/Reading—Children/Youth In Care

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Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Analysis:

Grade 4 & Grade 7 Literacy Expectations (FSA Literacy/Reading)

FSA participation rates continue to be challenging for the school district (61% of grade four students and 55% of grade seven students). We are actively working to increase participation through communications with families, staff, the Four Houses and the Board of Education. Sharing outcomes and participation rates with the Four Houses will better support the education agreements and success of their children.

Comparative data, year over year, is challenging with the new 2021/22 data. The FSA in 2021/22 moved from assessing reading and writing to assessing literacy. We will be using the 2021/22 data for literacy 4 and 7 as a benchmark with a goal of increasing student success in on-track or extending by 2% in 2022/23.

We also have to consider the students not represented in our data. In 2022/23 we will collect MYED data in Language Arts and Social Studies at the grade 4 and 7 level to provide additional insight into student achievement.

Data Highlights:

District Grade 4:

- 80% of all resident students were on track or extending—5% above provincial average.
- Data indicated that Indigenous students in the Greater Victoria School District were less successful than the provincial average—56% district, 60% province. A gap of 24% still exists between all resident students and Indigenous students. Further examination of distinctions based data is required.
- Students with disabilities or diverse abilities were less successful than the provincial average—60% district, 64% province.

District Grade 7:

- 73% of all resident students on track or extending—matches provincial average.
- Data indicated Indigenous students in School District 61 were less successful than the provincial average—45% district, 54% province. A gap of 28% still exists between all resident students and Indigenous students. Further examination of distinctions based data is required.
- Students with disabilities or diverse abilities outperformed the provincial average by 3%.

Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment—Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

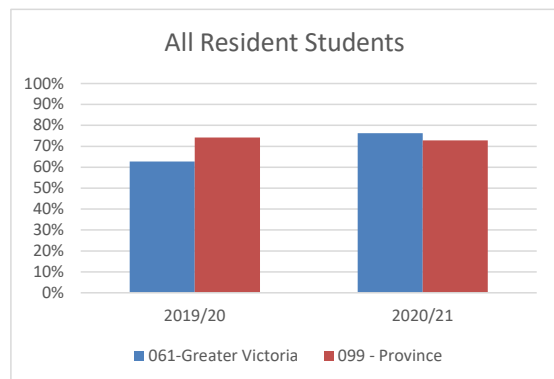


Figure 21: Graduation Assessment Grade 10 Literacy—All Resident Students

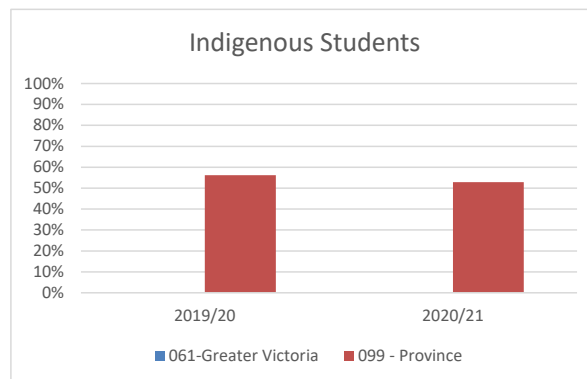


Figure 22: Graduation Assessment Grade 10 Literacy—Indigenous Students

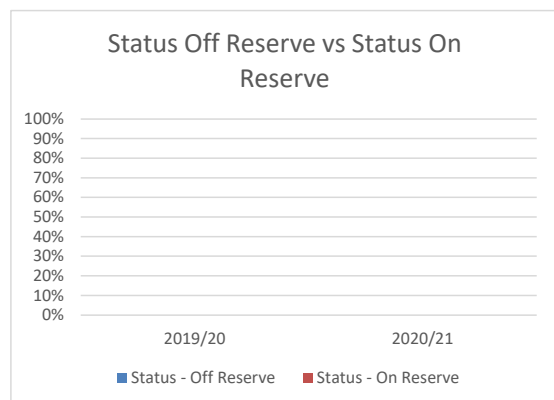


Figure 23: Graduation Assessment Grade 10 Literacy—Status—Off Reserve and Status—On Reserve

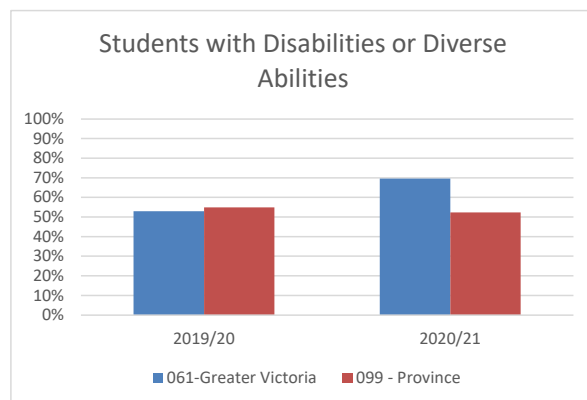


Figure 24: Graduation Assessment Grade 10 Literacy—Students with Disabilities or Diverse Abilities

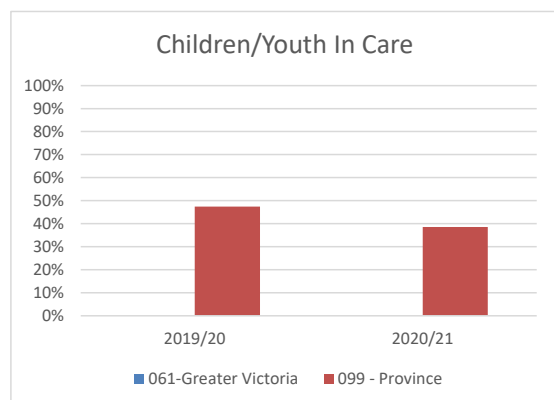


Figure 25: Graduation Assessment Grade 10 Literacy—Children/Youth In Care

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Measure 1.2: Grade 10 Literacy Expectations

Analysis:

Grade 10 Literacy Expectations (Literacy 10 Graduation Assessment)

There are many aspects of this data that show positive achievement gains for all students. As a district, we will implement the use of distinction based data to examine Indigenous student achievement. A goal is to close the achievement gap between all resident students and Indigenous students (76% all resident students and 62% Indigenous students).

Data Highlights:

- The GLA 10 data shows the Greater Victoria School District ahead of the province by 3% (students proficient or extending).
- Data indicates that Indigenous student achievement on the Literacy 10 exam (students proficient or extending) in School District 61 was 62% which is 9% higher than the provincial data.
- Similar data for Children/Youth in Care shows the school district significantly higher than the provincial average (75% district, 39% provincial).
- Data for students within the school district increased from 53% to 70% while the provincial data indicates a decline from 55% to 52%.

Intellectual Development

Educational Outcome 2: Numeracy

In recent years, district professional learning has been focused on decolonizing numeracy instruction and shifting to supporting culturally responsive learning environments. Numeracy assessment tasks for optional implementation in grades 3, 6, and 9 have been established and will be introduced in the 2022/23 school year. These tasks align with the provincial numeracy assessments and will be adjusted as provincial benchmarks/performance indicators are launched.

A marked decline in student success occurs between grade 4 and grade 7. The difference of about 10% has persisted over the last five years.

Numeracy focus for 2022-2023

- 1.1 Increase Indigenous Student Achievement (on track and extending) on FSA 4, 7
- 1.2 Increase Indigenous Student Achievement (proficient and extending) on Numeracy 10
- 1.3 Increase All Resident Students' Achievement (proficient and extending) on Numeracy 10
- 1.4 Co-create a Greater Victoria School District Numeracy Framework K-12

Strategies to support:

- Intentional activation of the four agreements to support Numeracy achievement
- Support on-going District professional development in numeracy K-12
- Launch optional District Numeracy Assessments at the grade 3, 6, 9 level
- Continue to provide access to resources such as *Educating Now—The Art of Teaching Math*

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy—Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

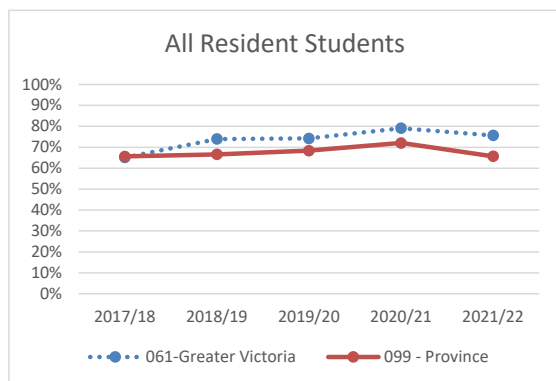


Figure 26: FSA Grade 4 Numeracy—All Resident Students

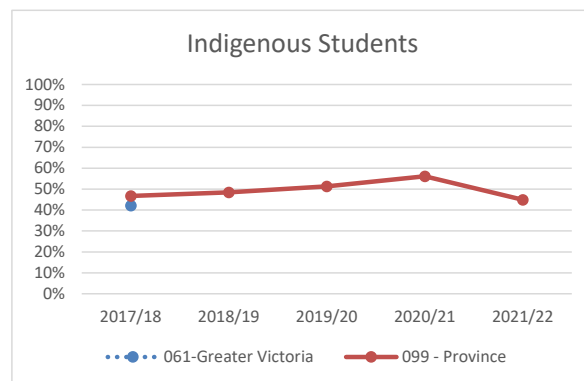


Figure 27: FSA Grade 4 Numeracy—Indigenous Students

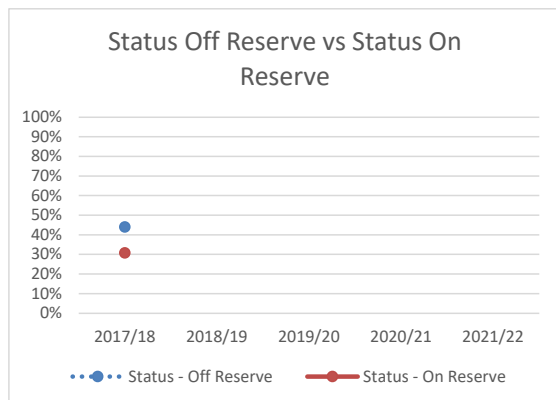


Figure 28: FSA Grade 4 Numeracy—Status—Off Reserve and Status—On Reserve

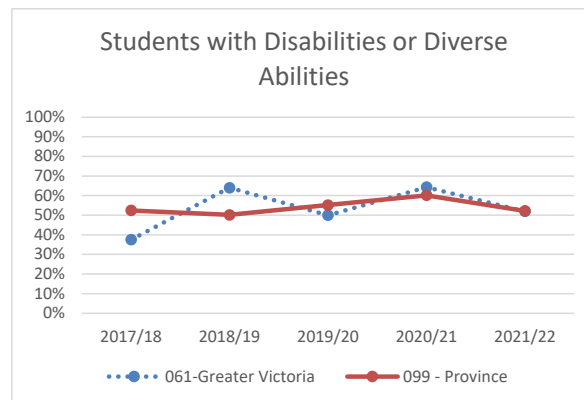


Figure 29: FSA Grade 4 Numeracy—Students with Disabilities or Diverse Abilities

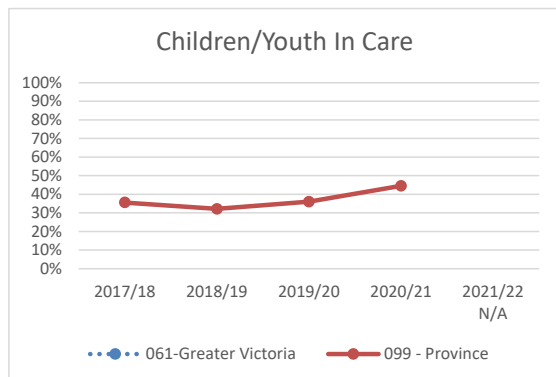


Figure 30: FSA Grade 4 Numeracy—Children/Youth In Care

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Foundation Skills Assessment (FSA) Numeracy—Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

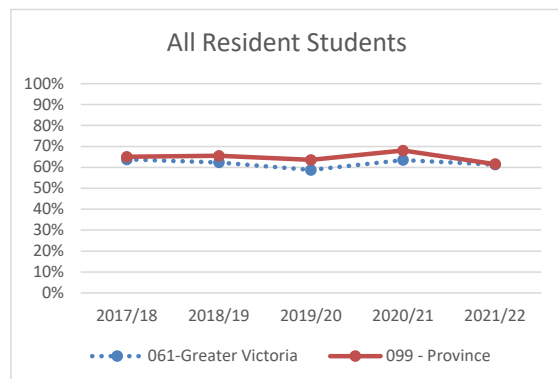


Figure 31: FSA Grade 7 Numeracy—All Resident Students

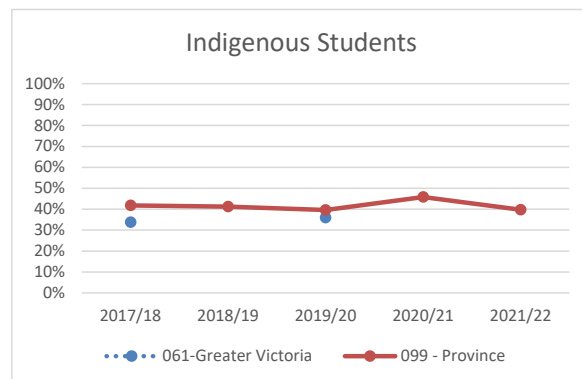


Figure 32: FSA Grade 7 Numeracy—Indigenous Students

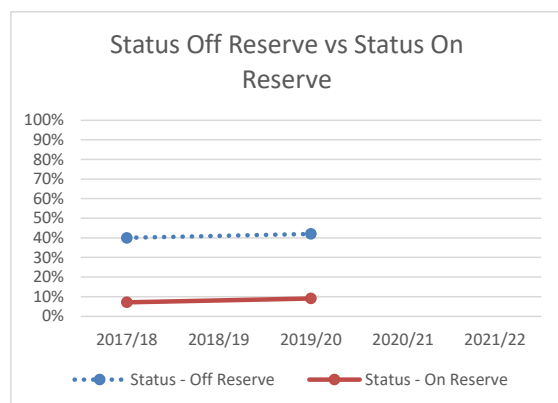


Figure 33: FSA Grade 7 Numeracy—Status—Off Reserve and Status—On Reserve

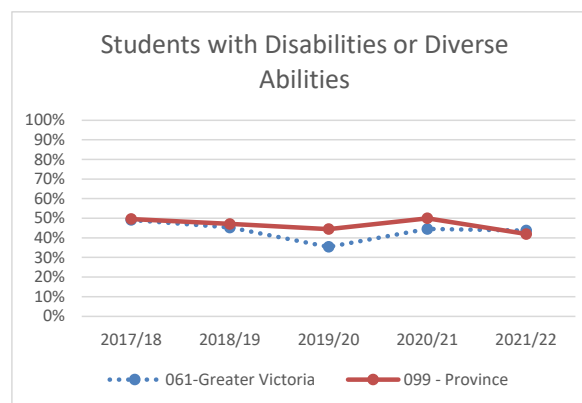


Figure 34: FSA Grade 7 Numeracy—Students with Disabilities or Diverse Abilities

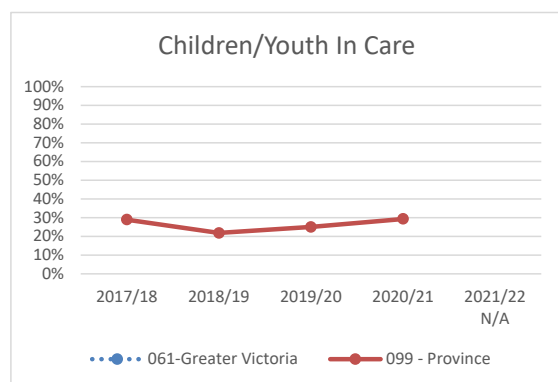


Figure 35: FSA Grade 7 Numeracy—Children/Youth In Care

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Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Analysis:

Grade 4 & Grade 7 Numeracy Expectations (FSA Numeracy)

FSA participation rates continue to be challenging for the school district (61% of grade four students and 55% of grade seven students). We are actively working to increase participation through communications with families, staff, the Four Houses and the Board of Education. Sharing outcomes and participation rates with the Four Houses will better support the education agreements and success of their children.

We will be looking to use the 2021/22 data for numeracy 4 and 7 as a new benchmark with goals of increasing student success in on-track or extending by 2% in 2022/23.

We also have to consider the students not represented in our data. In 2022/23 we will collect MYED data in mathematics and science at the grade 4 and 7 level to provide additional insight into student achievement.

Data Highlights:

District Grade 4:

- 76% of all resident students were on track or extending—10% above provincial average and a 3% decline for the district.
- Data indicated that Indigenous students in School District 61 were more successful than the provincial average—49% district, 45% province. A gap of 27% still exists between all resident students and Indigenous students. Further examination of distinction based data will identify key areas of focus and growth.
- Students with disabilities or diverse abilities matched the provincial average—52% on track or extending.

District Grade 7:

- 61% of all resident students on track or extending—1% lower than the provincial average.
- Data indicated Indigenous students in School District 61 were less successful than the provincial average—38% district, 40% province. A gap of 23% still exists between all resident students and Indigenous students. Further examination of distinction-based data will identify key areas of focus and growth.
- Students with disabilities or diverse abilities outperformed the provincial average by 2%.

Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment—Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

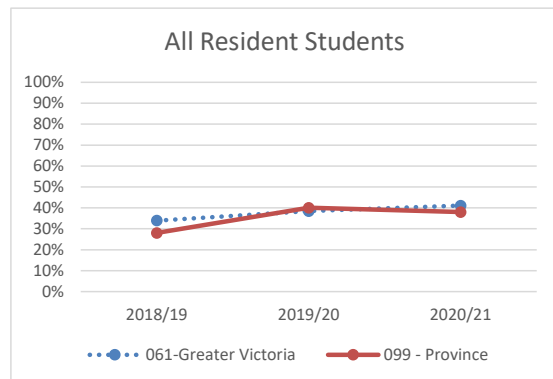


Figure 36: Graduation Assessment Grade 10 Numeracy—All Resident Students

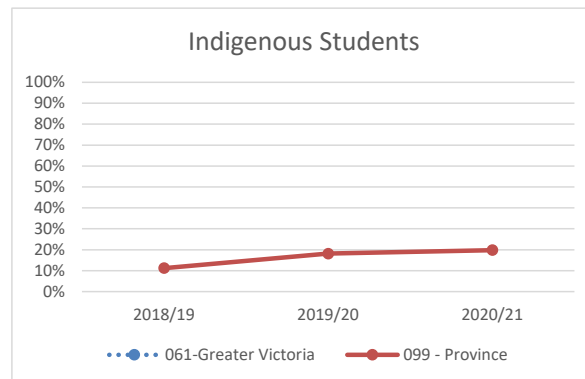


Figure 37: Graduation Assessment Grade 10 Numeracy—Indigenous Students

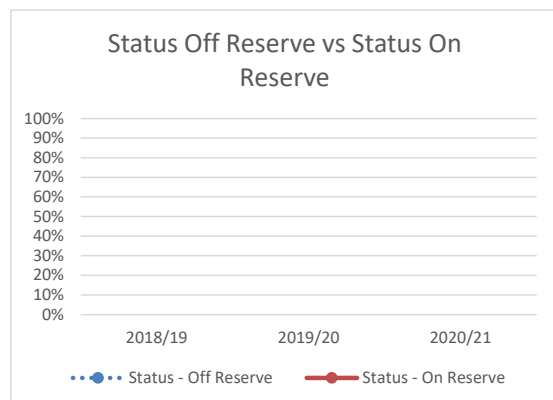


Figure 38: Graduation Assessment Grade 10 Numeracy—Status—Off Reserve and Status—On Reserve

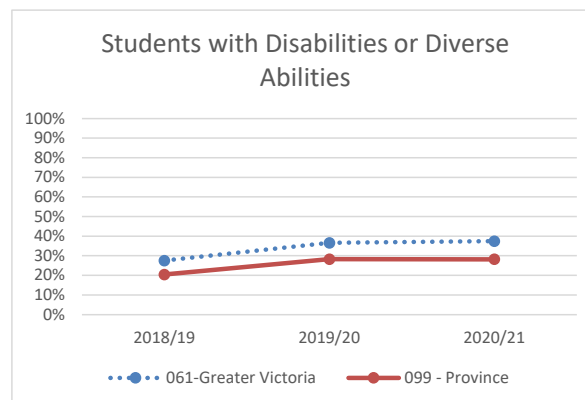


Figure 39: Graduation Assessment Grade 10 Numeracy—Students with Disabilities or Diverse Abilities

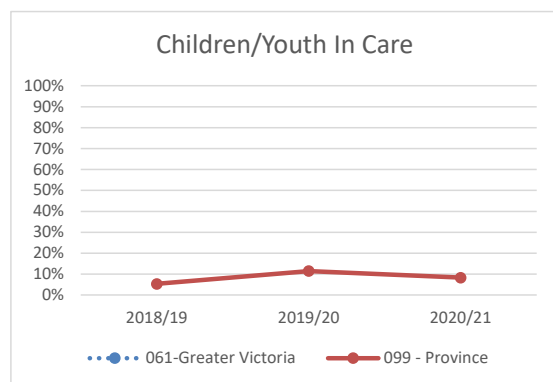


Figure 40: Graduation Assessment Grade 10 Numeracy—Children/Youth In Care

Measure 2.2: Grade 10 Numeracy Expectations

Analysis:

Numeracy 10

Student achievement in Numeracy 10 continues to be lower than that of Literacy 10 (Numeracy 10—proficient or extending, all residents—41% compared to Literacy 10—proficient or extending, all residents—76%). Continued work across the system to support a greater understanding of numeracy and what it means to be numerate is important. In 2022/23 we will collect MYED data in Mathematics and Science at the grade 10 level to provide additional insight into student achievement.

As a district, we will be working towards increasing Indigenous student achievement in numeracy and co-creating strategies with community through a distinctions based lens.

Data Highlights:

- The Numeracy Assessment shows School District 61 ahead of the province by 3% (students proficient or extending).
- Data indicates that Indigenous student success on the Numeracy 10 assessment (students proficient or extending) in School District 61 was 19% which is 1% lower than the provincial data.
- Data indicates that students with disabilities or diverse abilities within the school district remained consistent at 37% compared to 28% in the province.

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Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition—Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

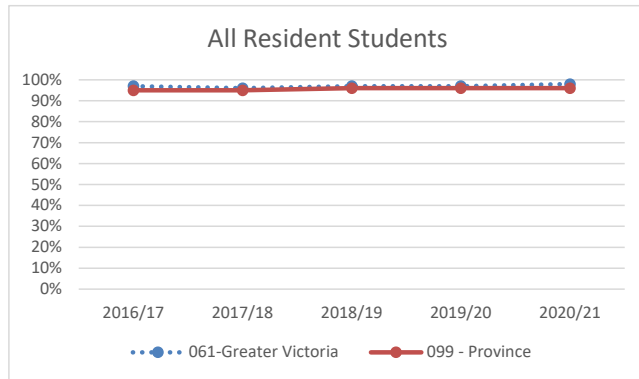


Figure 41: Transition Grade 10 to 11—All Resident Students

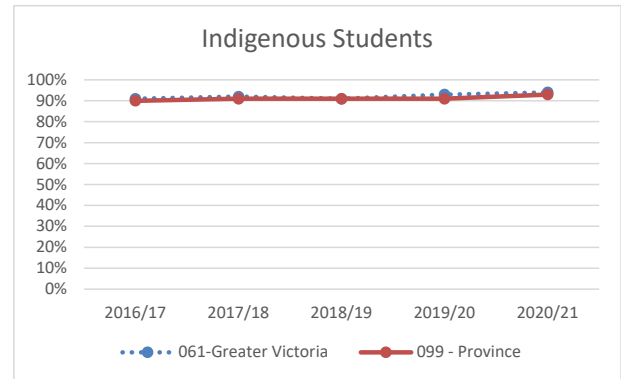


Figure 42: Transition Grade 10 to 11—Indigenous Students

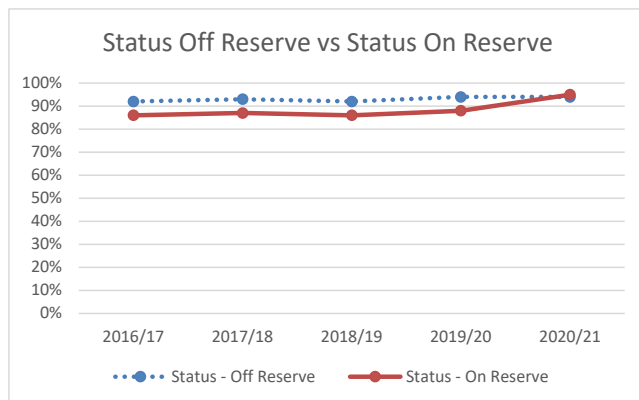


Figure 43: Transition Grade 10 to 11—Status—Off Reserve and Status—On Reserve

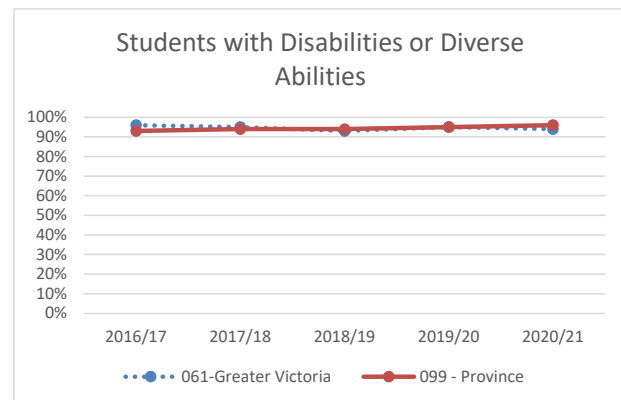


Figure 44: Transition Grade 10 to 11—Students with Disabilities or Diverse Abilities

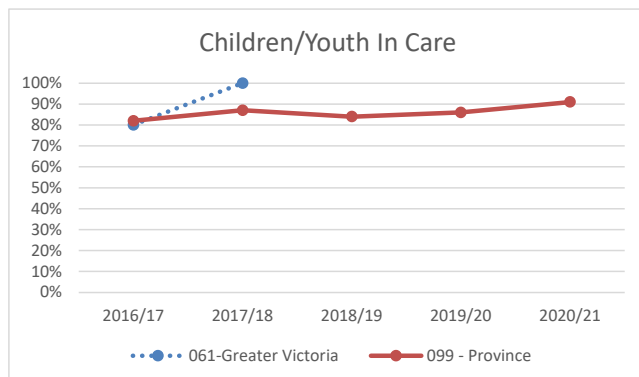


Figure 45: Transition Grade 10 to 11—Children/Youth In Care

Framework for Enhancing Student Learning Report 2022

Grade to Grade Transition—Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

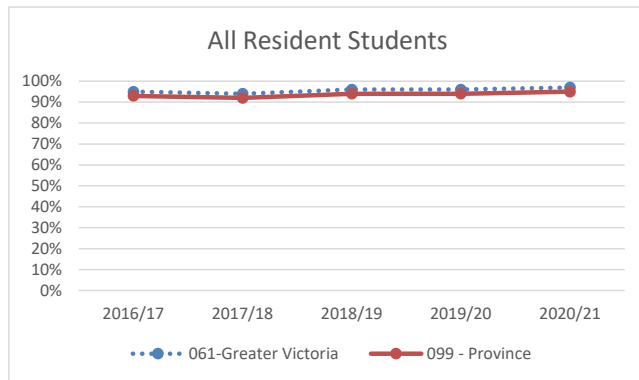


Figure 46: Transition Grade 11 to 12—All Resident Students

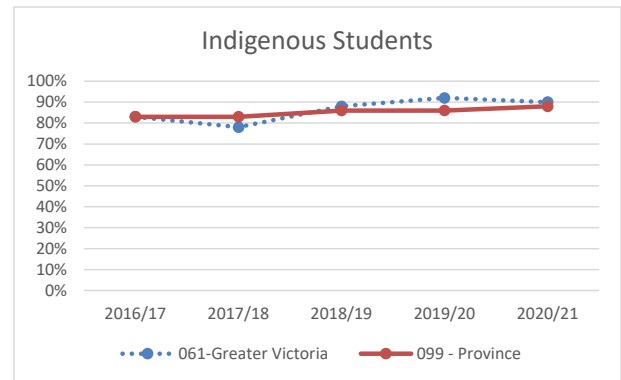


Figure 47: Transition Grade 11 to 12—Indigenous Students

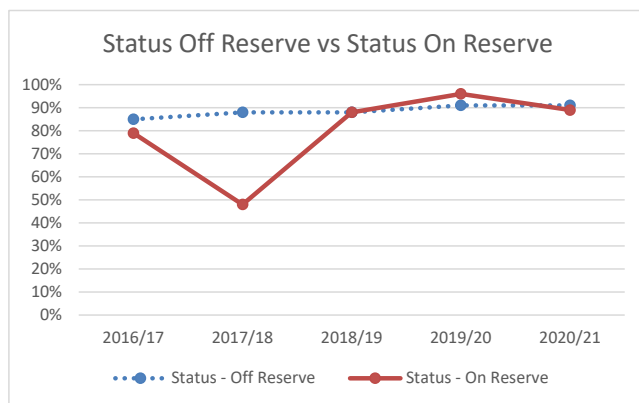


Figure 48: Transition Grade 11 to 12—Status—Off Reserve and Status—On Reserve

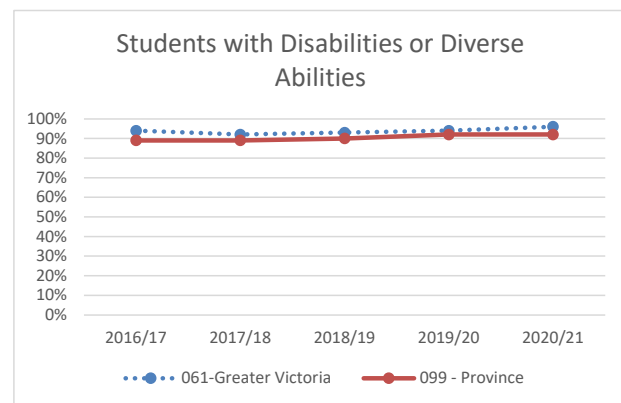


Figure 49: Transition Grade 11 to 12—Students with Disabilities or Diverse Abilities

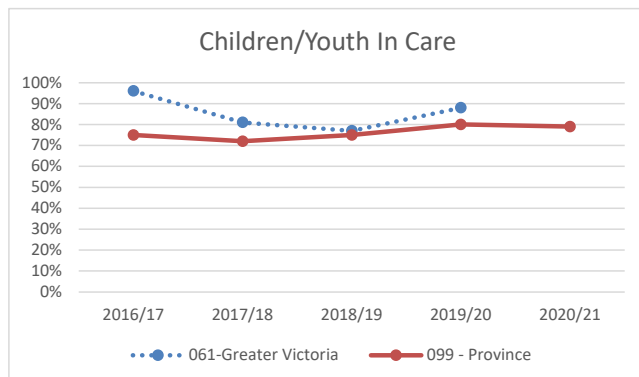


Figure 50: Transition Grade 11 to 12—Children/Youth In Care

Measure 2.3: Grade to Grade Transitions

Analysis and Considerations:

Although the data reflects positive success of grade-to-grade transitions for Indigenous students, Indigenous communities, through our agreements, want to ensure that their students are transitioning with the courses and credits they need from kindergarten to grade 12. Further examination of transition data is needed with grade level course success being examined.

Further examination of students leaving school with Adult Graduation is also an area of focus for 2022-2023.

Data Highlights:

District Grade 10-11:

All populations have remained consistent over the last four years.

- 98% of all resident students transitioned to grade 11—consistent (+2%) over 4 years.
- 94% of Indigenous students transitioned to grade 11—consistent (+2%) over 4 years.
- 95% of on reserve students in school district 61, compared to 87% in the province successfully transitioned to grade 11.

District Grade 11-12:

- 97% of all resident students transitioned to grade 12—consistent (+3%) over 4 years.
- Data indicates that Indigenous students successfully transitioning to grade 12 has increased 12% to 90% over the last four years.
- Both on reserve and off reserve Indigenous students in Greater Victoria School District transitioned at a higher rate than the province (Off reserve—91% District, 89% Province and On Reserve, 89%, Province 83%).
- Students with disabilities or diverse abilities successfully transitioned to grade 12—4% above the provincial average.

Framework for Enhancing Student Learning Report 2022

Human and Social Development

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

As a School District, a primary focus Pre-K to grade 12, is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. We recognize that creating culturally responsive learning environments supports improved outcomes for Indigenous students, families and communities.

We currently utilize data from both the Middle Development Instrument (MDI) grades 4 and 6 and Student Learning Survey data for grades 10 and 12 as well as Attendance Data to examine engagement and belonging. Moving forward, it is important to develop more avenues to collect and share other sources of data, including distinction based data, from the communities we serve.

Human and Social Development Focus for 2022-2023

- 1.1 Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement.
- 1.2 Identify additional strategies and structures to include more voices in the District data set.
- 1.3 Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs and resources.
- 1.4 Increase the number of students who indicate that they feel school is a place where they belong.

Strategies to support:

- Intentional activation of the four agreements to support human and social development.
- Support on-going district professional development in the areas of social emotional learning, mental health literacy and culturally responsive learning environments.
- Implement the use of person-centered planning in secondary schools and extend the implementation of Competency Based IEPs K-12.
- Implement the Children and Youth in Care District Standard of Practice.
- Strengthen the relationships with the Ministry of Children and Family Development and delegated agencies.

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Student Learning Survey (SLS)—Feel Welcome

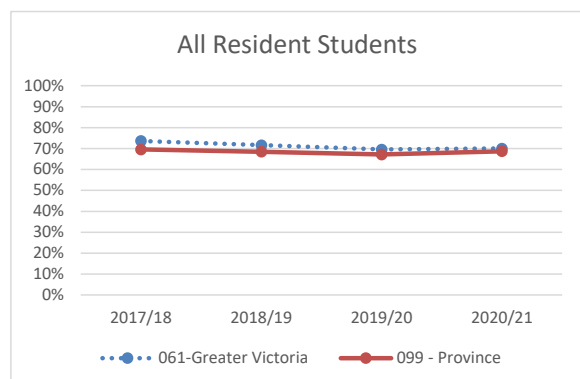


Figure 51: SLS—Feel Welcome—All Resident Students

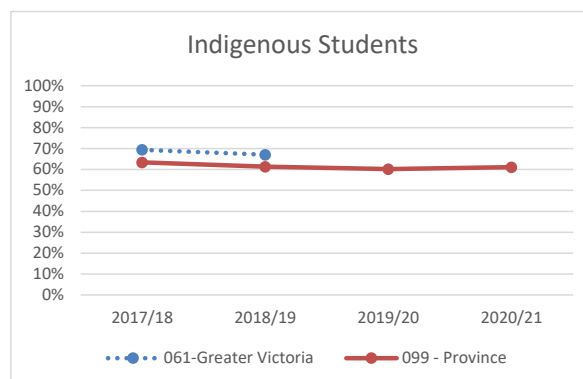


Figure 52: SLS—Feel Welcome—Indigenous Students

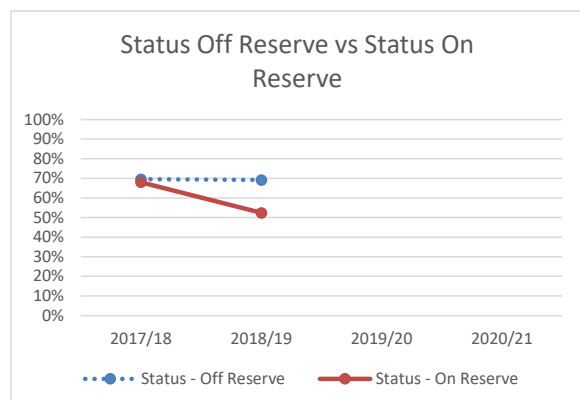


Figure 53: SLS—Feel Welcome—Status—Off Reserve and Status—On Reserve

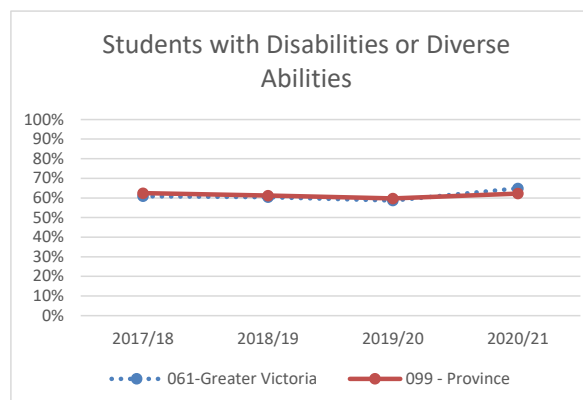


Figure 54: SLS—Feel Welcome—Students with Disabilities or Diverse Abilities

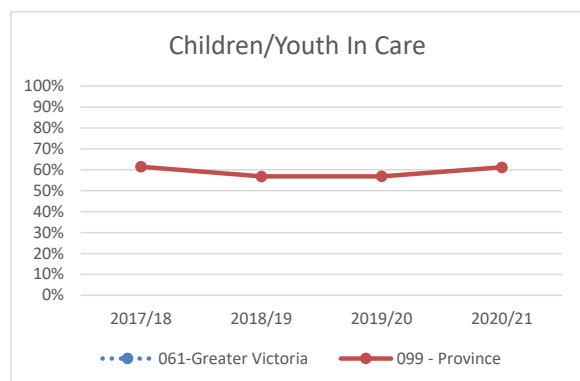


Figure 55: SLS—Feel Welcome—Children/Youth In Care

Student Learning Survey (SLS)—Feel Safe

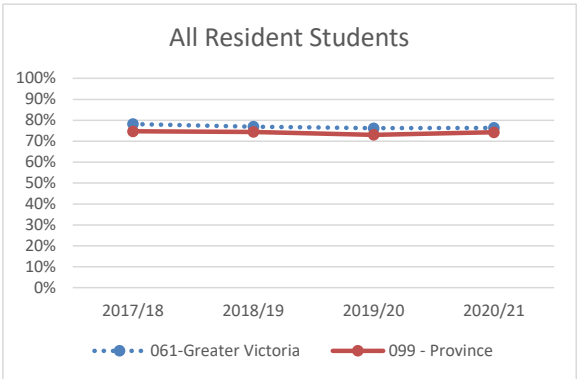


Figure 56: SLS—Feel Safe—All Resident Students

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Student Learning Survey (SLS)—School Belong

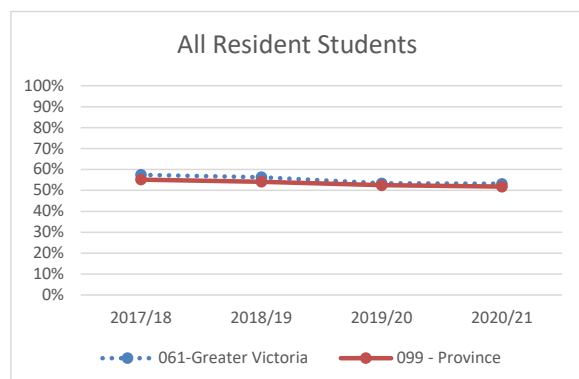


Figure 57: SLS—School Belong—All Resident Students

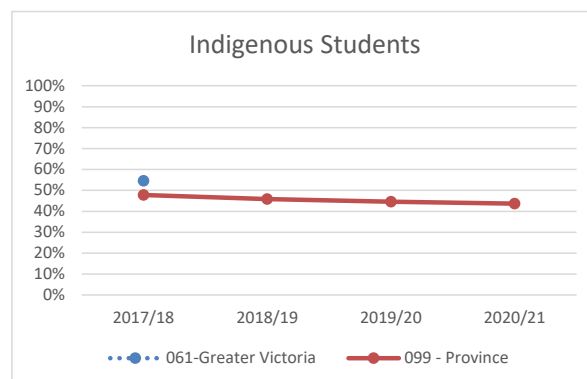


Figure 58: SLS—School Belong—Indigenous Students

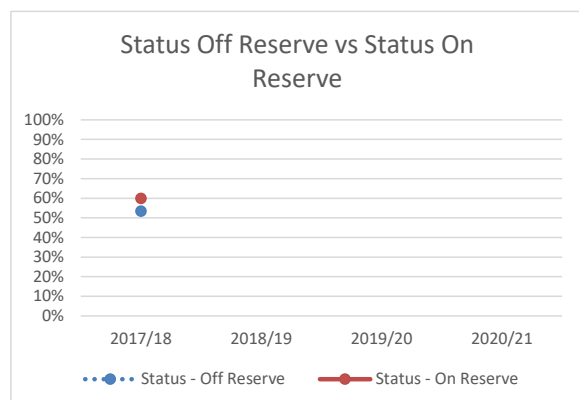


Figure 59: SLS—School Belong—Status—Off Reserve and Status—On Reserve

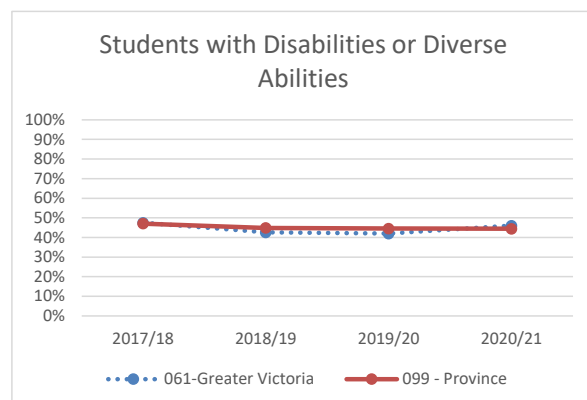


Figure 60: SLS—School Belong—Students with Disabilities or Diverse Abilities

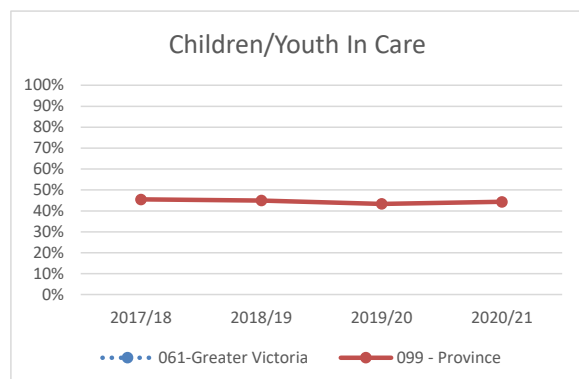


Figure 61: SLS—School Belong—Children/Youth In Care

Measure 3.1: Student Sense of Belonging

Analysis:

Data across all three areas (Student Sense of Belonging, Students Feel Welcome and Students Feel Safe) is consistent with the provincial data. One noticeable exception is 53% of students on reserve responded to feeling welcome as opposed to 60% provincially. 40% of Indigenous students off reserve indicate that school is a place where they belong, while 53% of all resident students indicated they belong. The data for all students has only moderately changed over time despite an intentional focus on connection and belonging.

Additional data will be sought to gain student voice and better understand why some students do not see school as a place where they belong.

Data Highlights:

- Feel Welcome—Provincial and District Data within 1% (70% District and 69% Province—All Resident Students). Data has been consistent over five years.
- Feel Safe—Provincial and District Data within 2% (76% District and 74% Province—All Resident Students). Data has been consistent over five years.
- School Belonging—Provincial and District Data within 1% (53% District and 52% Province—All Resident Students). Data has been consistent over five years.

Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS)—Adults Care

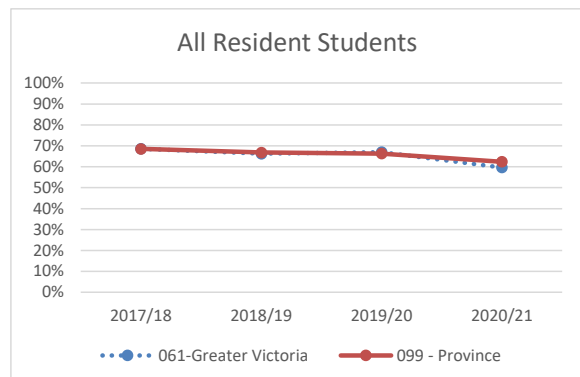


Figure 62: SLS—Adults Care—All Resident Students

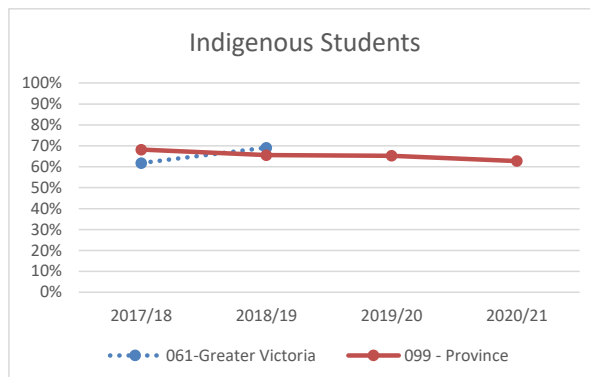


Figure 63: SLS—Adults Care—Indigenous Students

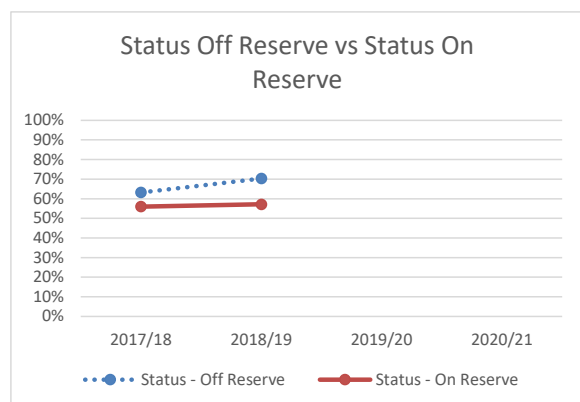


Figure 64: SLS—Adults Care—Status—Off Reserve and Status—On Reserve

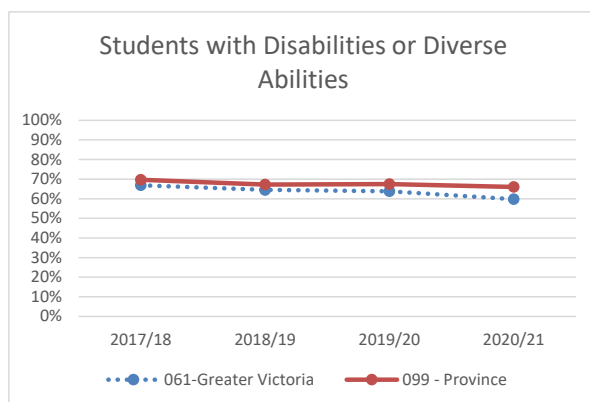


Figure 65: SLS—Adults Care—Students with Disabilities or Diverse Abilities

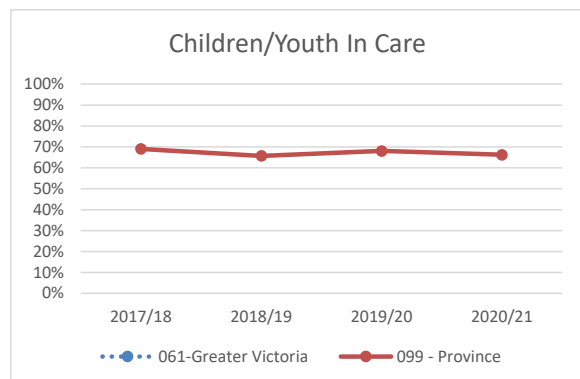
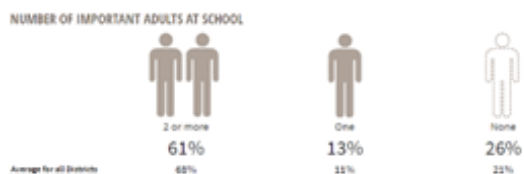


Figure 66: SLS—Adults Care—Children/Youth In Care

Framework for Enhancing Student Learning Report 2022

Grade 4 MDI—2020-2021

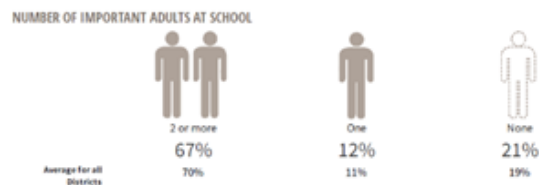


MDI 2020/21

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Grade 4 MDI—2021-2022

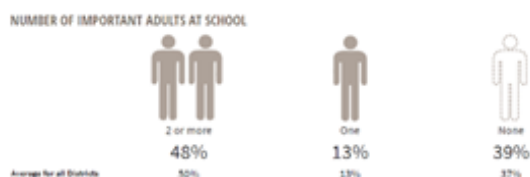


MDI 2021/22

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Grade 6 MDI—2020-2021

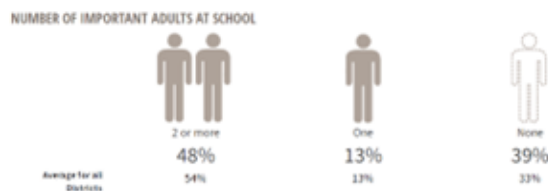


MDI 2020/21

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Grade 6 MDI—2021-2022



MDI 2021/22

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Measure 3.2: Two or More Adults who Care About Them

Analysis:

There have been some changes in the data from the previous year to current as indicated. We recognize, as a system, that COVID continues to impact the overall social and emotion health of students, staff and families. Over the past five years, there has been a decrease in the number of students identifying that they have two or more adults who care about them both within the district and the province at the secondary level. More information would be needed to determine what is impacting student response. Street data, including student interviews and surveys, may provide additional information to inform next steps.

Data Highlights:

- MDI Grade 4—more students—67% versus 61% indicate they have two or more important adults at school.
- MDI Grade 6—Data has remained consistent over the two years.
- Grade 10 and 12 Student Learning Survey—60% of all resident students indicated a positive response to having two or more adults who care.
- 59% of Indigenous students indicated a positive response to having two or more adults who care.

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School District 61 designs opportunities and resources within Career Development in the K-12 environment to support all students through the lenses of equity and cultural responsiveness. The focus on a personalized future orientation leading to student success creates connection, engagement, and achievement. Career Education in elementary, middle, and secondary focuses on self-discovery, growth in the core competencies, and learning in multiple contexts within the classroom, career centers, community, and the workplace. This work is crucial to students finding their personal version of success through the accessible, flexible, meaningful, engaging, and individualized services provided. School District 61 continues to be committed to creating avenues for all learners to succeed and feel a sense of purpose in their future orientation. The research that guides us proves that this sense of purpose has positive impacts on students' well-being, graduation rates, and transitions to post-secondary. Areas of focus for School District 61 include creating increased opportunities for priority students to access career development opportunities such as dual credit, work experience, training, and experiential learning activities. Priority students include Indigenous students, children and youth in care, and students with diverse abilities and disabilities.

Educational Outcome 4: Students Will Graduate

Career Development focus for 2022-2023

- 1.1 Implement the attendance strategy.
- 1.2 Design opportunities for students to feel they belong, they have purpose, they and matter.
- 1.3 Improve rates of dual credit participation by Indigenous students, children and youth in care, and students with diverse abilities.

Strategies to support:

- School District 61 District Team Goal: To support schools to feel confident and capable in re-engaging priority students so the students can say "I belong, I have purpose and I matter."
- Continue to invest in existing and new dual credit partnerships.
- Continue to provide individualized student supports at the secondary and post-secondary level for priority students taking dual credit courses (i.e., Center for Accessible Learning, Eyē? Sqâ'lewen, inclusive education educators, career educators, Indigenous education support team, etc.).

Ministry of Education and Child Care Data (from Dual Credit Policy Review, Aug 2022):

Dual credit increases student success.

- **Participants are 7% more likely than propensity matched peers to complete high school.**
 - **8% for Indigenous students**
 - **9% for students with diverse abilities and disabilities**

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

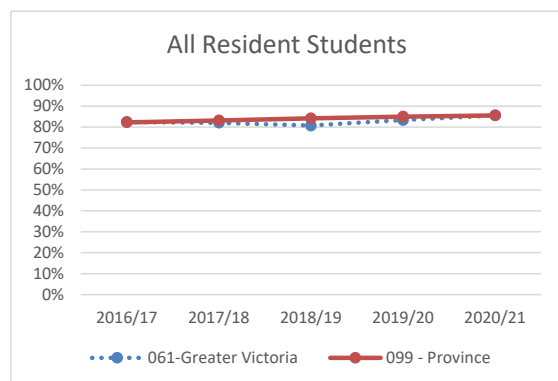


Figure 67: 5 Year Completion Rate—All Resident Students

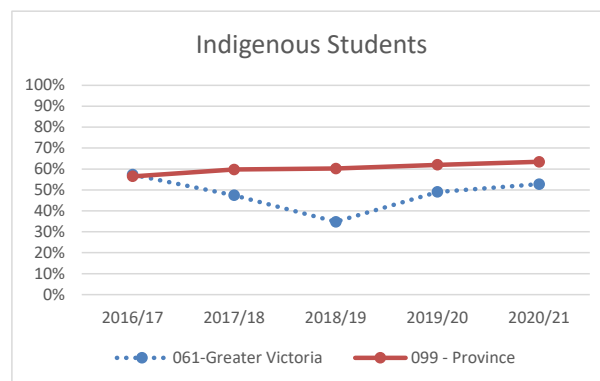


Figure 68: 5 Year Completion Rate—Indigenous Students

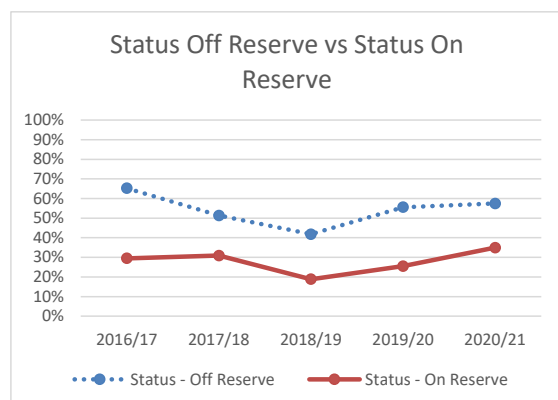


Figure 69: 5 Year Completion Rate—Status—Off Reserve and Status—On Reserve

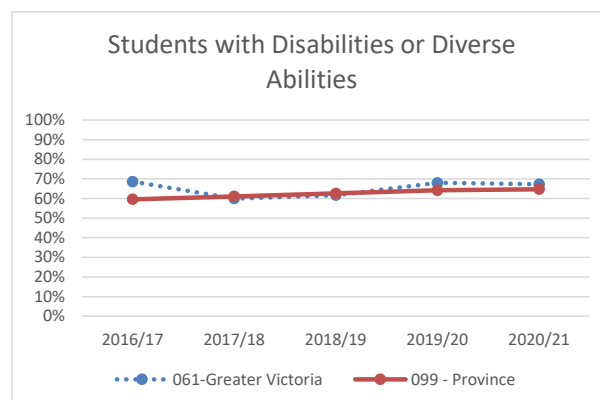


Figure 70: 5 Year Completion Rate—Students with Disabilities or Diverse Abilities

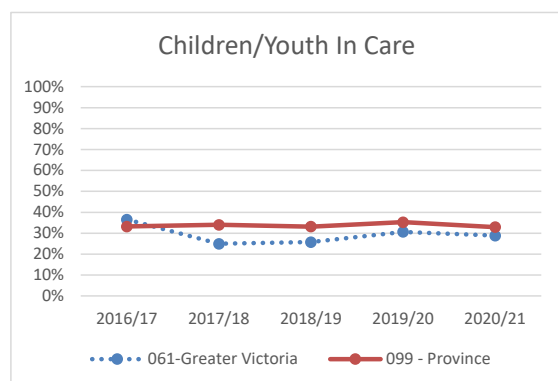


Figure 71: 5 Year Completion Rate—Children/Youth In Care

Measure 4.1: Achieved Dogwood Within 5 Years

Analysis:

A priority for the Greater Victoria School District continues to be closing the gap of Indigenous Student success (53%) and All Resident Student success (86%). Distinctions based data is critical and will be a focus moving forward. Additionally, we will be looking at the breakdown of students who are leaving with an Adult Graduation versus Dogwood Diploma.

Data Highlights:

- The five year completion rate for the district and the province is 86%.
- Indigenous student success rate is 53%—33% lower than that of all resident students.
- The success rate for Children/Youth in Care is concerning at 29% compared to 33% in the province but more importantly to the 86% of all resident students.
- Students with disabilities or diverse abilities are within 2% of the province (67% district, 65% province).

7.1 The Board and the Nation will support all Nation's students in their educational journey to develop the skills, knowledge, and aptitude to achieve the Dogwood Diploma.

LEA— The Esquimalt Nation

6.1 The Board and the Nation will support all Nation's students in their educational journey to develop the skills, knowledge, and aptitude to achieve the Dogwood Diploma.

LEA— The Songhees Nation

Educational Outcome 5: Life and Career Core Competencies

Career Development focus for 2022-2023

- 1.1 Improve rates of dual credit participation by Indigenous students, children and youth in care, and students with diverse abilities.
- 1.2 Improve the rates of participation in career education experiential learning activities by Indigenous students, children and youth in care, and students with diverse abilities and disabilities.
- 1.3 Increase the number of students with diverse abilities and disabilities with person-centered planning including transition after grade 12.

Ministry of Education and Child Care Data (from Dual Credit Policy Review, Aug 2022):

Dual credit increases student success.

- **Participants are 16% more likely than peers to transition to post-secondary**

Strategies to support:

- Continue to invest in time for career center educators to co-create individualized plans with students, families, communities, and Indigenous education, inclusive education, and counselling teams.
- Co-create culturally responsive and inclusive experiential learning opportunities such as:
 - Job skill training by high school teams, post-secondary and/or community partners.
 - Meaningful work experience facilitated by school and/or community teams.
 - Events that enable students to engage in post-secondary experiences related to their personal interests.
 - Career and university fairs, information sessions, and presentations both in-school and off-site.
- Implement the use of person-centered planning in secondary schools.

“Transition is enhanced when students have multiple experiential learning opportunities from K-12 and in Post-Secondary Education, including direct exposure to diverse learning and work options.”

~Council of Ministers of Education, Canada's Reference Framework for Successful Student Transitions

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

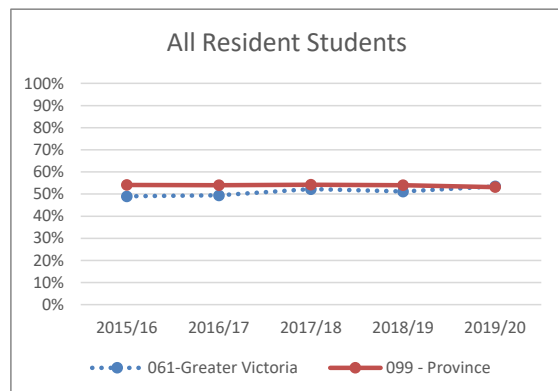


Figure 72: Post-Secondary Institute Transition—All Resident Students

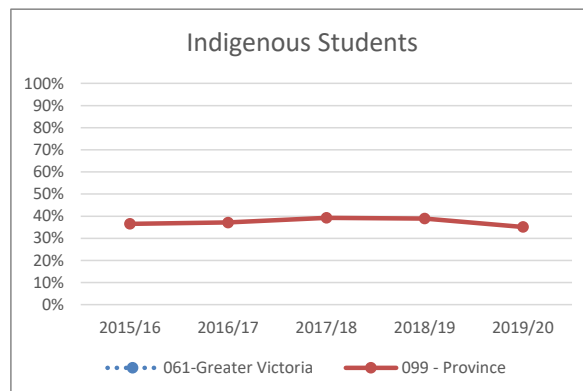


Figure 73: Post-Secondary Institute Transition—Indigenous Students

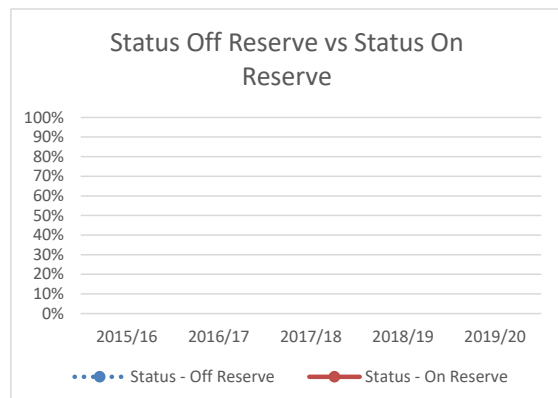


Figure 74: Post-Secondary Institute Transition—Status—Off Reserve and Status—On Reserve

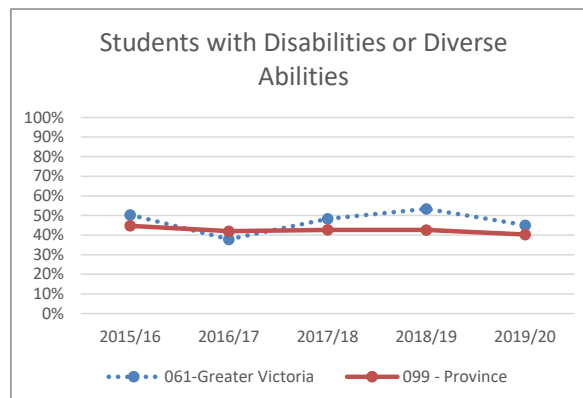


Figure 75: Post-Secondary Institute Transition—Students with Disabilities or Diverse Abilities

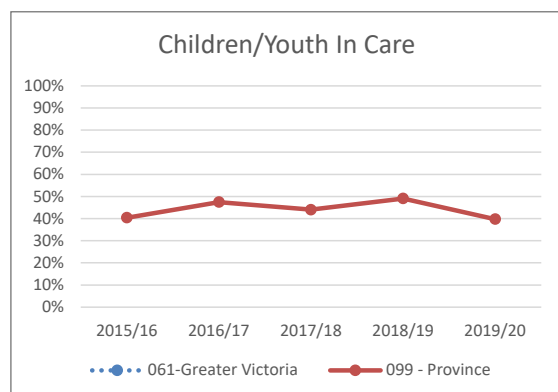


Figure 76: Post-Secondary Institute Transition—Children/Youth In Care

Framework for Enhancing Student Learning Report 2022

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

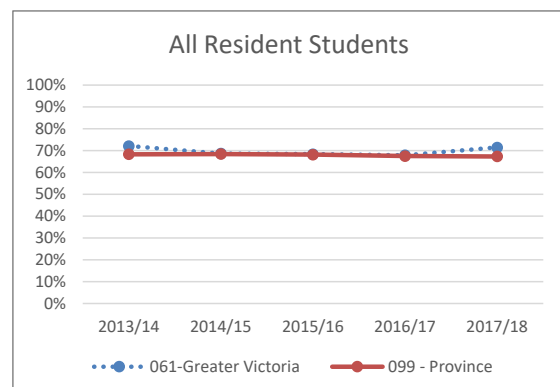


Figure 77: Post-Secondary Institute Transition—All Resident Students

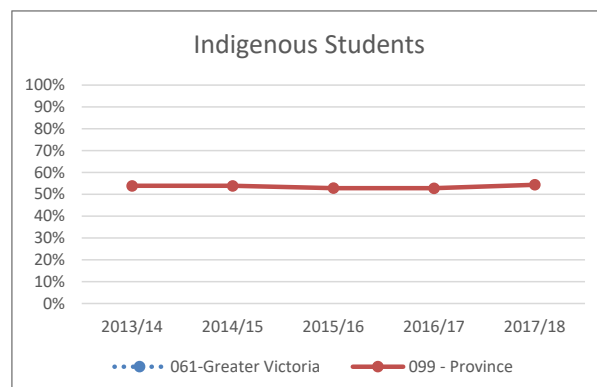


Figure 78: Post-Secondary Institute Transition—Indigenous Students

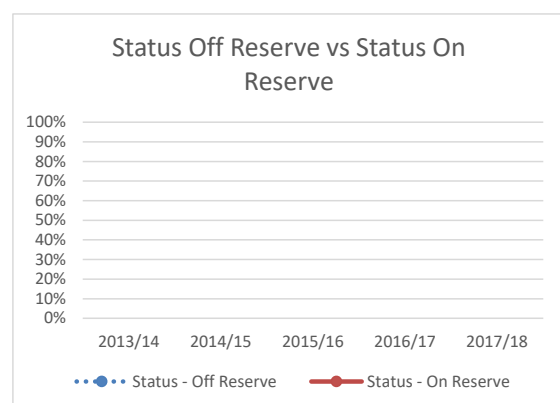


Figure 79: Post-Secondary Institute Transition—Status—Off Reserve and Status—On Reserve

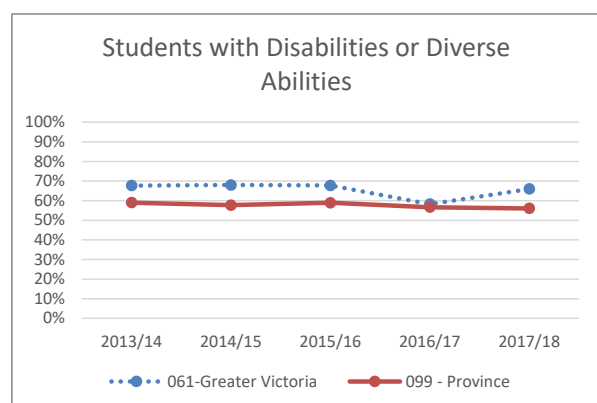


Figure 80: Post-Secondary Institute Transition—Students with Disabilities or Diverse Abilities

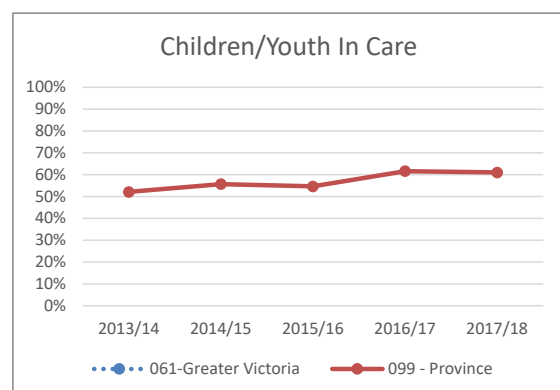


Figure 81: Post-Secondary Institute Transition—Children/Youth In Care

Measure 5.1: Transitioning to Post-Secondary

Analysis

While analysis of PSI transition rate is important, we would like to highlight the positive and successful transitions into post-secondary life that may not be reflected in this data. Many of the students participating in the following categories are priority students:

- Every year approximately 40 School District 61 students complete a dual credit Youth Train in Trades program while in high school. These students are completing their Level 1 Technical Training, leading to viable career pathways (ex. carpentry, electrical, professional cook, etc.).
- Every school year we support approximately 70 students in their Youth Work in Trades apprenticeship, beginning their paid trades career journey.
- Students are supported with work experience, post-secondary skills training, and/or community programming that will lead to meaningful and viable work opportunities after high school, continuing into adulthood.

The data referenced in this report for Post-Secondary Transition is 2017/2018 and 2019/20 data. It's important to keep this information in mind when considering the time it takes for strategy implantation to be realized.

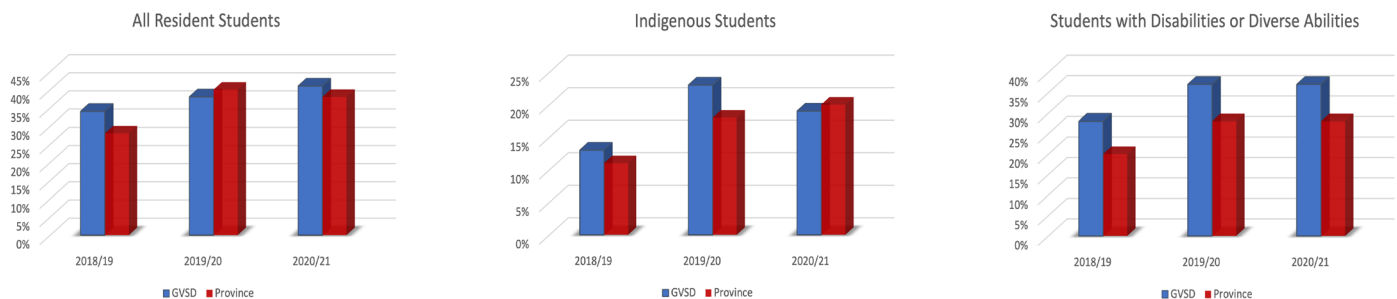
2017-2018 and 2019-2020 Data Highlights:

- District and provincial data is consistent +/-5% except for Indigenous students on reserve. 41% of Indigenous students on reserve provincially transition directly to post secondary as opposed to 30% in the school district.
- The three year transition rate indicates:
 - 72% of all resident students transition to post secondary in the district compared to 67% in the province.
 - Children/Youth in care data is promising with 88% district success compared to 61% provincially.
 - Of concern is that only 44% of Indigenous students are transitioning to post secondary which is significantly lower than all resident students and 10% lower than the Provincial transition rate for Indigenous students.

Existing and/or Emerging Areas of Need

1. Distinctions based data to support Indigenous student achievement in literacy, numeracy, grade to grade transitions and graduation with a Dogwood Diploma.
2. The development of a Culturally Responsive Leadership Framework to support culturally responsive learning environments.
3. Increase the structures, strategies and opportunities for engaging student voice.
4. On-going, targeted support for Mental Health and Physical Well Being.
5. Incremental growth in all completion rates and parity between Indigenous students and all residents is required.
6. Numeracy data as measured through the grade 7 FSA and the grade 10 numeracy continues to be a concern as scores for students on track/proficient or extending are considerably lower than literacy. Create a District numeracy sub-committee through JCCI and begin to develop a District Numeracy Framework K-12 in 2022-2023.

Numeracy 10



All scores are for proficient or extending students

Adjustments and Adaptations

1. District Team:

- The District Team has worked collaboratively to identify one key goal to guide the work that operationalizes the Strategic Plan: **To support schools to feel confident and capable in re-engaging priority students so the students can say “I belong, I have purpose and I matter.”** We recognize that the student learning experience is critical to student success.

Framework for Enhancing Student Learning Report 2022

- The District Team, with the support of the Indigenous Education Department, will lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
 - i. Local Education Agreements, Métis Education Agreement and Urban Peoples' House Indigenous Advisory Terms of Reference,
 - ii. Truth and Reconciliation Commission of Canada: Call to Action,
 - iii. Declaration on the Rights of Indigenous Peoples Act (DRIPA),
 - iv. British Columbia Tripartite Agreement (BCTEA), and
 - v. Standard 9—Professional Standards for BC Educators.
- The District Team will continue to focus on increasing data literacy across the system.
- The District Team will develop a District Numeracy Framework K-12

2. Indigenous Education Department:

- Programs and service delivery model
- Indigenous Mental Health Framework
- Implementation plans for the Four Agreements
- District Allocation of Funding (targeted and block)
- Re-engagement of Equity Scan

Alignment for Successful Implementation

Section Objective:

School District 61 was a growing district in pre-COVID years, rolling over large carry forwards to balance future years' budgets, giving three readings to \$200m+ annual budgets in one Board meeting, and having little conversation in the community or at the Board level about intentional investment in the strategic plan, learning or priorities. It became apparent that harnessing the input, energy and passion of our learning community, and the Board's responsibility to financially steward the District, was needed to engage the organization in learning about learning in School District 61 through human and financial resource alignment.

Beginning with the development of the 2020-2021 Annual Budget, the Board approved a process encompassing the following engagement events:

- A. Student Symposium 60+ middle and secondary school students with stated intentions for the day as follows:
 - 1. Student voice
 - 2. Student learning and agency
 - 3. Engagement
 - 4. Inform decision making

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NOTE: During 2021-2022 and 2022-2023 Budget development COVID was a factor in gathering people together. Student symposiums were not held during these years but a tentative date is set for January 2023 for the 2023-2024 budget year.

- B. Talking Tables dinner event 50+ partners from 25 schools, the Board Office and Trustees gathered to hear directly from parents, unions, staff, and trustees about student learning. Topics are broad and are intended to draw out themes for decision makers to consider when making human and financial resource allocations. Intentions for the evening were:
 - 1. Social and relationship building
 - 2. Partner engagement directly with trustees
 - 3. Maximum trustee exposure to partners
 - 4. Inform decision making
 - 5. Diverse opinion

NOTE: During 2021-2022 and 2022-2023 Budget development COVID was a factor in gathering people together. Talking Tables was not held for the 2021-2022 budget but was held remotely by Zoom for the 2022-2023 budget with 57 partners from 18 schools, the Board Office and Trustees gathering to discuss learning and student success in SD61.

- C. ThoughtExchange—an online engagement tool where a broad question is asked “What are the most important things we can do in the Greater Victoria School District to meaningfully support learning opportunities for students?”, participants with the link can enter responses and rate responses in order to theme and inform the Board’s budget decisions. 1,778 people participated, entered 956 thoughts and those 956 thoughts received 28,970 ratings.

NOTE: During 2022-2023 a student ThoughtExchange was run to replace Student Symposium and to add student voice to budget considerations.

- D. Three information sessions for members of the Operations Policy & Planning Committee to understand Staffing, Departments and Services & Supplies in the District.
- E. Budget FAQ document.

In the 2021-2022 budget development, the District faced its first deficit in over a decade and it was more important than ever to engage with the community, made even more difficult in COVID. Regardless, in addition to the above, the Board added the following engagement events to the process:

- F. Board working sessions to further build on the understanding from the information sessions the year before (replacing the information sessions) covering topics such as music, strategic plan alignment, professional development, literacy, CommunityLINK funding, mental health, infrastructure departments and school budgets and balances.
- G. Public Information Meeting
- H. Budget Prioritization Survey

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- I. Independent Advisor to add external, third party voice to the deficit and balancing strategies presented during the budget process.
- J. Budget bylaw readings over multiple meetings to allow time between readings to consider options, debate and feedback before the final decision.

Building on the previous two years' budget development processes, the following were added to the 2022-2023 budget process:

- K. In the 2022-2023 Annual Budget development, the District's second consecutive year of deficit, School District 61's first Budget Advisory Committee was formed to oversee the School District's budget process, make recommendations and deliver reports to the Board of Education with a focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs. Committee membership comprised all Trustees of the Board, Superintendent, Secretary-Treasurer, Deputy Superintendent, Associate Superintendents, Associate Secretary-Treasurer, Director of Finance, Director of Facilities, Director of Indigenous Education as the conduit to and from the Four Houses, two Principals/Vice-Principals, two representatives from each of the Greater Victoria Teachers Association, CUPE Local 947, CUPE Local 382, Allied Specialists Association, and VCPAC, and one representative from each of the Songhees Nation, Esquimalt Nation, Urban Peoples' House Indigenous Advisory (UPHIA) and the Métis Nation of Greater Victoria.

The committee duties and responsibilities included making recommendations having clear linkages to:

- 1. the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning for inclusion in the Financial Statement Discussion & Analysis Report; and
- 2. the Board's Values and Guiding Principles set out in the fiscal year's budget process
- 3. sustainability:
 - a. commit to administrative and operational efficiencies, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices
 - b. move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year
 - c. spend surplus on one-time initiatives and priorities, and not on-going expenses
 - d. recognize that the needs of students change from year to year and so will the budget allocations
 - e. protect reserves and contingency even when there is pressure to spend in times of constraint
 - f. consider long term financial planning and three year budget forecasts

The Committee met eight times over five months. All agendas, reports, materials and minutes of the committee were posted to the website.

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In addition to the inception of the Budget Advisory Committee, the following engagement events occurred in the 2022-2023 budget development:

- L. Public meeting 95+ registered participants for a budget presentation first related to learning and alignment to Strategic Plan and FESL, second a financial picture, and finally a workshop for the public to balance the budget within the District's funding, constraints, learning priorities, proposed asks and savings with the goal of balancing the budget. Workshop materials and balancing options developed by the public were gathered, summarized and provided to the Board categorized by the frequency of supported asks and savings items.
- M. Indigenous Education Director and Secretary-Treasurer presentation to the Songhees and Esquimalt Nations' Education Directors about Indigenous student success data in School District 61, 2022-2023 funding sources: targeted and block funding, and proposed 2022-2023 budget spending priorities including \$400,000 investment in Indigenous Education from block funding, in addition to targeted funding.

By improving engagement, transparency and education in its budget processes, the Board continues to improve informing and educating education partners, Rights Holders, Principals and Vice-Principals and the public at large about the District. Learning strengths and stretches, and alignment to Strategic Plan and FESL, along with sharing district data about student success creates space for informed conversation to happen with a diverse group of people about priorities for learning in SD61. These discussions create pathways for resource allocation in intentional and focused areas.

Example of where resulting budget alignment has direct linkages to FESL, recognizing two consecutive years of deficit thus making a difficult environment for new investments, are:

1. Literacy Framework commitment of \$2.5m over five years (2022-2023 is year two of five);
2. Additional Education Assistant hours totaling \$273,000 to support priority students
3. Network infrastructure upgrades of \$2.5m over five years to ensure stable, secure 24/7 access to on-line resources, data and collaboration for students and staff (2022-2023 is year one of five)
4. Indigenous Education supports to students and Nations through block funding of \$400,000
5. School allocation of \$10/student: \$5 from Indigenous Education targeted funding and \$5 from existing school supply allocations. The intention of this funding is to improve the visibility and access to Indigenous Education learning and resources within and across the school district and school communities. This funding offers an ideal opportunity for the school community to be innovative as you explore Indigenous Education. This funding is well suited for piloting a project or finding new ways to bring Indigenous worldviews, perspectives and considerations to the school community and classrooms for all learners.

School District 61 was able to reinvest in itself in the areas above by analyzing where we were not being intentional with rollover budgets, examining and understanding year over year unspent funds and lost opportunity, making difficult decisions to reduce senior leadership staffing, school leadership staffing, daytime custodians, collaboration time and programs richly resourced that did not necessarily align with today's priorities. We recognize all initiatives and areas of spending are important, and that priorities and gaps in student success require intentional focus and investment, and that those intentions change as our data changes when students are doing well or they are struggling.

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This is the true financial alignment to Strategic Plan and FESL: How are our students doing, and where they are not doing well, what supports and investment can we make in targeted areas to improve results? With every decision regarding budget allocations we ask ourselves what is the through line to the student, what does the data tell us and what is the story of each learner and their needs.

School District 61 has also formed a District Allocation Working Group led by the Secretary-Treasurer with financial services leadership staff and school Principals and Vice-Principals. In all 20 people sit on the working group and have committed two years to creating school profile criteria that take into account the myriad of aspects of adequately resourcing rich learning environments, and how each school differs. Small working groups are creating, weighting and modeling criteria for school profiles in the areas of regular instruction (all), diverse instruction (some or few), administration and physical plant (buildings). The goal of the working group is to create a framework for recognizing each school's needs and strengths and resourcing schools accordingly. In this way we move away from formula driven allocations (i.e., base + or population based) to fully recognize diversity in our schools and address inequity.

School plans will be re-aligned each fiscal year to invest in areas of need based on the data presented in FESL, alignment to Strategic Plan and the required investment to improve success trends. This will be supported by continuing to carefully examine existing spending patterns and areas for return on investment for the priorities identified. This will also be supported by creating an environment where it is understood that priorities change from year to year and that our resource allocation must also change; that investments in year one and two do not mean the same investment for the next ten years, and that a realignment of resources to meet a current challenge should not be perceived as a loss of service, but a focus on improving results for students supported by evidence and research.

Conclusion

Our Framework for Enhancing Student Learning (FESL) is guided by our District mission, vision and core values and is grounded in research and local knowledge. The FESL reflects our the District's Strategic Plan and a deep commitment to continue to improve results for all children, while focusing on those students who are currently the least successful in our system.

As stated in the opening, School District 61 is committed to activating distinctions-based data and supports for Indigenous learners as per the Declaration of the Rights of Indigenous Peoples Act (DRIPA) Action plan and as such, we have four agreements that represent the Four Houses within our School District. The term Four Houses means the localized structure co-created with the Indigenous communities to provide equitable opportunities and structure for Indigenous Nations to have a voice within the Greater Victoria School District. The Four Houses represented in School District 61 include the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA). The term Four Houses came from community to the school district as a way to activate their relationship for the programs and services for their children.

As one learning community, we continue to align resources and supports to the strategic plan through a collaborative, transparent process.

Additionally, we are continuing to ask the questions **"Whose voices are missing?"** and **"How can we continue to reach and include the voices of the families we serve?"**

"When pursuing equity, how can we plan anything responsive without first listening to those at the margins? Where does the voice of the learner—adult or student—fit into the process?"

Shane Safir—Street Data

"Education is not a neutral enterprise, Indigenous students at times, must engage knowledge as a border crosser, as a person moving in and out of borders constructed around coordinates of difference and power—these are not physical borders, they are cultural borders historically constructed and socially organized within maps of rules and regulations that limit and enable particular identities, individual capacities, and social forms. In this case, Indigenous students cross over into borders of meaning, maps of knowledge, social relations, and values that are increasingly being negotiated and rewritten as the codes and regulations which organize them and their student learning experience." (Giroux, p.169).

Framework for Enhancing Student Learning Report 2022

Appendix A

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
<ul style="list-style-type: none"> Targeted professional learning offered through a variety of ways with a focus on literacy, numeracy and social emotional learning through the lens of culturally responsive teaching and learning. <ul style="list-style-type: none"> A learning series supporting new career teachers will continue—year 2. Additionally, targeted support will be offered to new counsellors and learning support teachers. District professional learning options aligned with the strategic plan that prioritize culturally responsive learning environments and explicitly connect philosophy and pedagogy with a focus on increasing student connections, engagement and achievement will be a priority. French oral language pilot with a family of schools to support the acquisition and strengthening of French oral language development. Assessment Principles that focus on culturally responsive assessment and communicating student learning (document and video). 	<ul style="list-style-type: none"> Through the K-12 Career Education Curriculum, continue to create opportunities focused on personalized future orientation. Further implementation and support of Competency Based Individual Education Plans K-12—focus on engaging students and families (Year 3). Continued work to support person centered planning and transitions K-12 and beyond with a focus for diverse learners. Opening of the Welcome and Learning Centre to support immigrant and refugee students new to Victoria (Sept 2022). Continued support with inclusion of SOGI-themed resources and activities through collaboration with SOGI school leads and targeted professional learning opportunities. 	<ul style="list-style-type: none"> Activation of the four agreements with Indigenous communities. Literacy Framework K-12 completion fall 2022. Year 2 of early childhood educators working alongside teachers in kindergarten classrooms. Year 2 of District multi-disciplinary 'wrap-around team' supporting school teams with programming implementation for diverse learners with the most complex support needs. Increase initiatives for students with diverse learning needs to connect with meaningful work experience, training, and post-secondary learning opportunities.

Framework for Enhancing Student Learning Report 2022

Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

<p>Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.</p>	<p>Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.</p>	<p>Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.</p>
<ul style="list-style-type: none"> • Indigenous Education Learning Series • Culturally Responsive Learning Series • Human Rights Tribunal—Special Programs Hiring Exemption • Indigenous Education Learning Resource Library—with Approved Authentic Resources • Indigenous Mental Health Framework (Locally Developed with the Four Houses) • Local Education Agreements • Métis Education Agreement • Urban People's House Indigenous Advisory—Terms of Reference • Elders Advisory • Standing Weekly Office Hour for all Staff of SD61 on Zoom to explore any question related to Indigenous Education. 	<ul style="list-style-type: none"> • Songhees Local Education Agreement—Implementation Plan • Esquimalt Nation Education Agreement—Implementation Plan • Métis Education Agreement—Implementation Plan • UPHIA—Terms of Reference • Monthly Meetings with the Four Houses • Elders Advisory Monthly Meetings • Indigenous Education District Elementary, Middle and Secondary School Teams • Indigenous Education Dept and District Team—Collaboration to support the work across the system. 	<p>All departments and schools are working towards an implementation of a distinctions-based Data approach as per DRIPA, our Local Education Agreements with Songhees Nation, Esquimalt Nation, our Métis Education Agreement and our UPHIA Terms of Reference in our work with addressing inequities in literacy, numeracy, attendance and graduation rates with Indigenous students in our school district. All of our agreements were co-created with each of the Indigenous Communities and we meet regularly to discuss and activate the needs of their students and families as outlined in each of these agreements from a distinctions-based approach.</p>

Framework for Enhancing Student Learning Report 2022

Goal 3: Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.	Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.	Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.	Address the inequity of opportunity for all learners to maximize physical health and mental well-being.
<p>Provide in-school implementation support for district resources including Second Step, Mental Health Literacy, EASE for all grades K to 12 including:</p> <ul style="list-style-type: none"> • Targeted sessions for school counsellors and learning support teachers. • Counsellor collaboration sessions (several times throughout the year). • Ongoing work with Pacific Institute for Sport Excellence to provide Physical Literacy Teacher Mentorship programming in 10 middle and several elementary schools. • Learning sessions focused on social emotional learning and behaviour as communication for educational assistants. 	<ul style="list-style-type: none"> • Implement information strategy "one-by-each" with all MCFD offices that have SD61 students to ensure that accurate and timely information between schools and social workers. • In collaboration with MCFD host two sessions for staff from schools, MCFD and Indigenous Delegated Agencies to build better connections in support of our Children and Youth in Care. • Support implementation of District CYIC Standard of Practice. 	<ul style="list-style-type: none"> • Provide Monthly Snap Shots at all levels for families that include community resources and relevant research. • Share new and relevant community resources and opportunities as they become available. • Promote in-school physical activities including clubs, intramurals and student led initiatives. • Develop and promote mental health campaigns through interactive posters in middle and secondary schools. 	<ul style="list-style-type: none"> • Continue to work with Pacific Institute for Sports Excellence (PISE) to provide physical literacy teacher mentorship programming in ten middle and several elementary schools. • Provide membership access to local centres or programs for students and families with limited means. • Encourage participation in before and after school programs by providing snacks, transportation and equipment/clothing as needed. • Development of an attendance and re-engagement strategy to better identify and support priority students (three meetings throughout the year with community partners to connect and share information on disengaged students and share promising practices).

Appendix B

Audience Approaches

The School District regularly engages with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. It is important to note, during public engagement that the scope of engagement defines the extent to which the public can influence a decision. This varies on each initiative or project and is communicated on the outset of any public engagement.

See below for a brief overview of how the School District engages with Rightsholders, Indigenous Peoples, students, staff, families, partners and the broader community—where input and data collected define processes or informs decisions.

RIGHTSHOLDERS AND INDIGENOUS PEOPLES

- The School District respectfully walks alongside the Four Houses when it comes to student and public engagement by first asking how the Four Houses would like to engage, and then through the Indigenous Education Department as a conduit. It creates a space for meaningful conversations to strengthen relationships, and seeks the Four Houses (Songhees Nation and Esquimalt Nation, Urban Peoples House Indigenous Advisory, and Métis Nation Greater Victoria) guidance on how to best support their children, youth and families.
- Senior staff meets with the Four Houses regularly, once a month, to co-develop plans that set learners up for success. The School District has the Four Houses set the table for conversation and actively listens. Meetings take place in-person or virtually.



STUDENTS

- School staff/teachers engage with students at the school level on important topics.
- The School District has a Student Representative Advisory Council (SRAC) comprised of secondary students that informs senior team about school based initiatives or ideas. They also inform their schools and collect input from peers to help inform School District processes. The students and staff meet monthly. SRAC students attend Board of Education Standing Committee and Board meetings.
- All schools have Genders and Sexualities Alliances (GSA) to create inclusive school cultures that make all students feel safe and welcome.
- Students are also invited to participate in school level appropriate engagement activities on potential proposals that will impact them, including the annual budget. These activities include surveys, polls, meetings, or student symposiums.

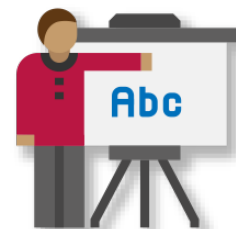


Framework for Enhancing Student Learning Report 2022

- Senior students also work with staff to assist with initiatives and present to the Board of Education. For example, a student assisted staff on the Substance Use Regulation and then presented it to the Trustees.

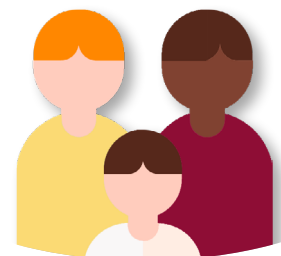
STAFF

- Regular updates from the Superintendent and Departments to all staff.
- The Superintendent, the Deputy Superintendent and the Associate Superintendent hold weekly school levelled meetings with Principals and Vice-Principals.
- Monthly administrative meetings with all Principals and Vice-Principals.
- Monthly labour management or liaison meetings between staff and unions.
- Inception of budget advisory committee with representation from unions, VCPAC etc.
- Staff from various departments, including teacher staff for music, provide presentations and expertise to the Budget Advisory committee.
- Talking tables, a facilitated discussion budget meeting, invites 10 reps each from each union along with Principals/ Vice-Principals, and the district parent advisory VCPAC, as well as representatives of the Four Houses.



PARENTS/GUARDIANS

- Regular communication is shared with families to keep them informed on multiple channels: email, websites, social media, School Messenger, meetings, etc.
- Families are always invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, public meetings, and Thoughtexchanges.
- Parents/guardians have opportunities to be part of committees.
- The Superintendent has regular conversations with VCPAC President.
- All families are invited to attend or present at monthly Standing Committee and Board Meetings.



Framework for Enhancing Student Learning Report 2022

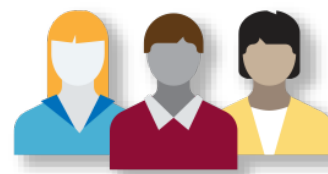
COMMUNITY PARTNERS

- Community partners always invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, public meetings, and Thoughtexchanges.
- Regular Standing Committee and Board Meetings.
- Opportunities to be part of committees.
- Opportunities to attend or present at monthly Standing Committee and Board Meetings.
- Trustees are assigned as Board liaisons to municipalities in the District.



EDUCATIONAL PARTNERS

- Joint Committee on Curriculum Implementation; meetings between District staff and Greater Victoria Teachers Association.
- Regular Meetings with Island Chapter of BCSSA and BCASBO and BCSSA and BCASBO provincially
- Regular meetings of the Vancouver Island School Trustees Association and BCSTA provincially
- Board of Education Meetings.



MINISTRY OF EDUCATION

- Many of our staff are members of provincial Ministry committees. In addition the Ministry holds an annual meeting for Board Chairs, Superintendent and ST's to discuss initiatives at a high level. The School District participates in pilot projects to support the Ministry. For example, SD61 is a leader in new child care new spaces funding; 50% of new funding spaces are in GVSD.



Appendix C

Foundation Skills Assessment (FSA) Literacy/Reading— Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

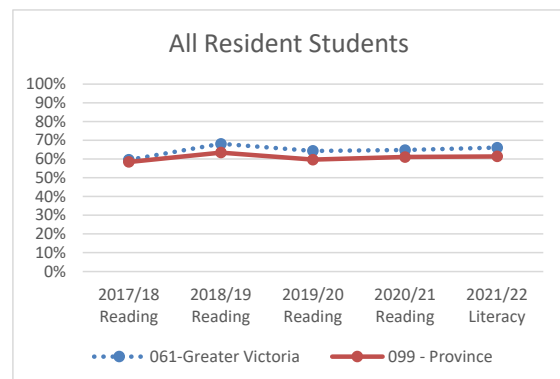


Figure 11: FSA Grade 4 Reading —All Resident Students

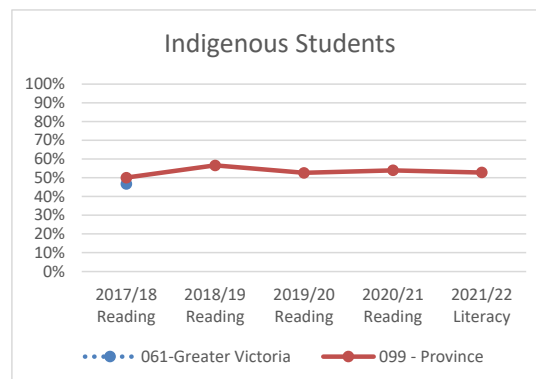


Figure 12: FSA Grade 4 Reading—Indigenous Students

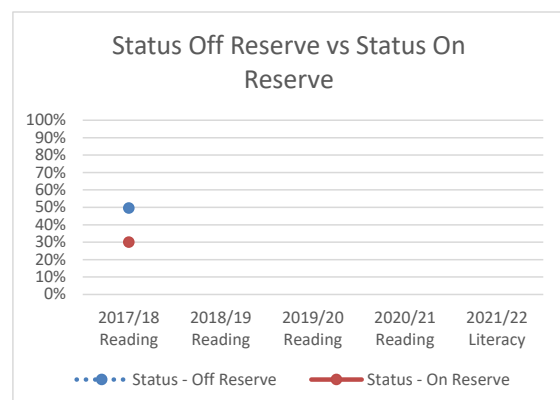


Figure 13: FSA Grade 4 Reading—Status—Off Reserve and Status—On Reserve

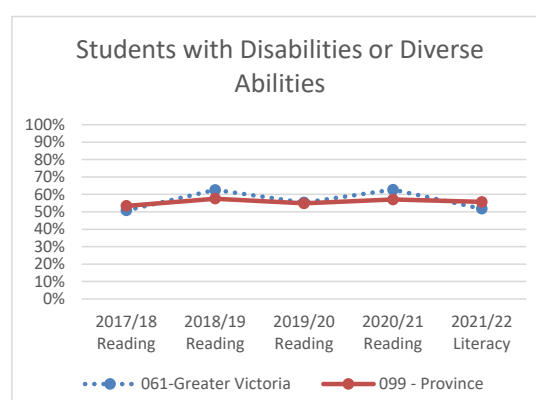


Figure 14: FSA Grade 4 Reading—Students with Disabilities or Diverse Abilities

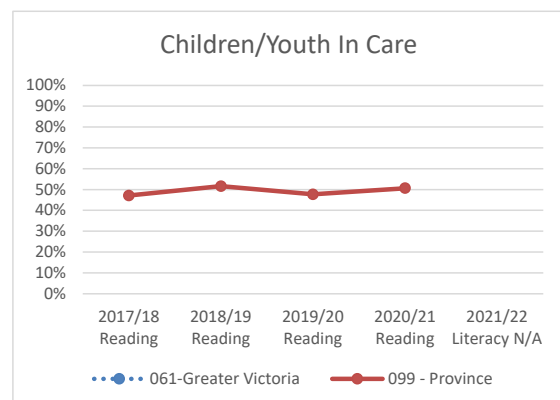


Figure 15: FSA Grade 4 Reading—Children/Youth In Care

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Foundation Skills Assessment (FSA) Literacy/Reading— Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

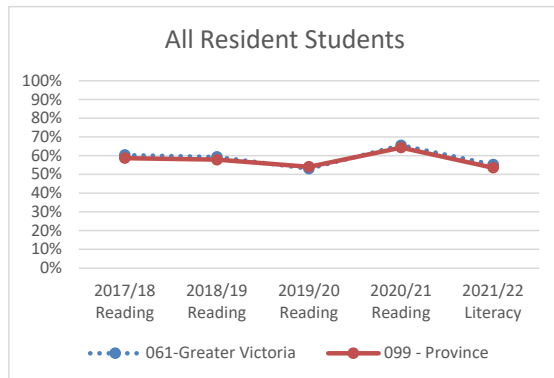


Figure 16: FSA Grade 7 Reading—All Resident Students

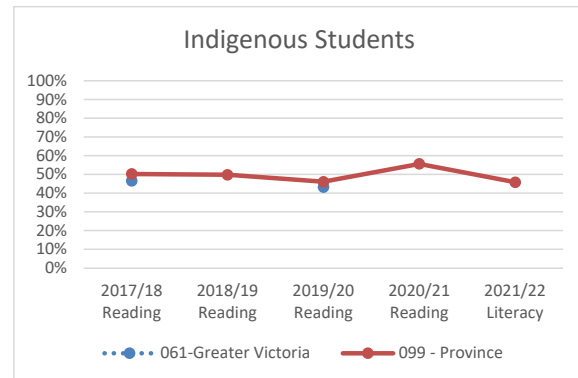


Figure 17: FSA Grade 7 Reading—Indigenous Students

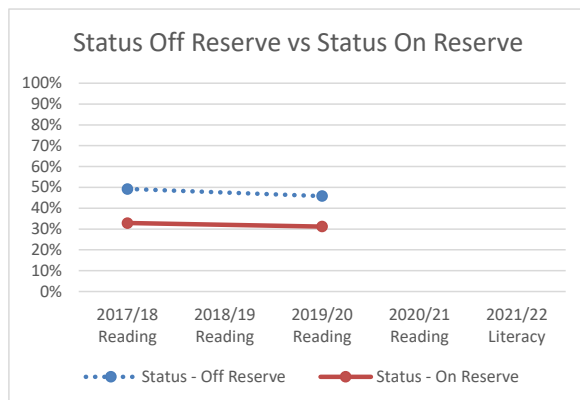


Figure 18: FSA Grade 7 Reading—Status—Off Reserve and Status—On Reserve

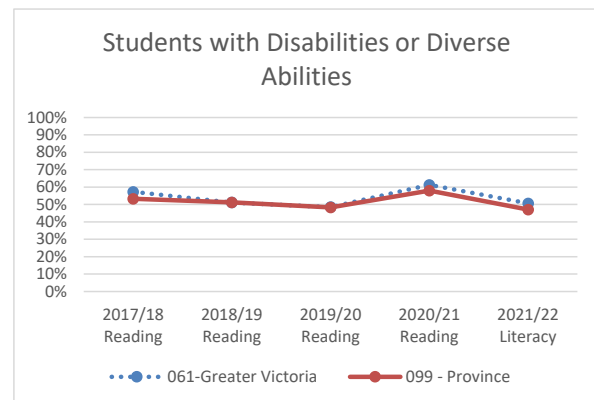


Figure 19: FSA Grade 7 Reading—Students with Disabilities or Diverse Abilities

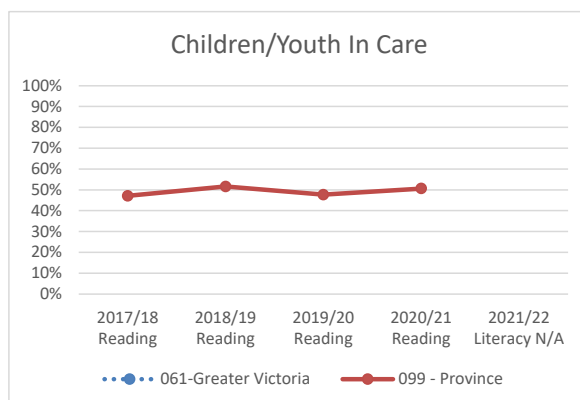


Figure 20: Grade 7 Reading—Children/Youth In Care