



ENHANCING STUDENT LEARNING REPORT 2023

In review of the Greater Victoria School District five-year strategic plan that was renewed in 2020 (Year 4 of 5).

Approved by the Board on September 25, 2023



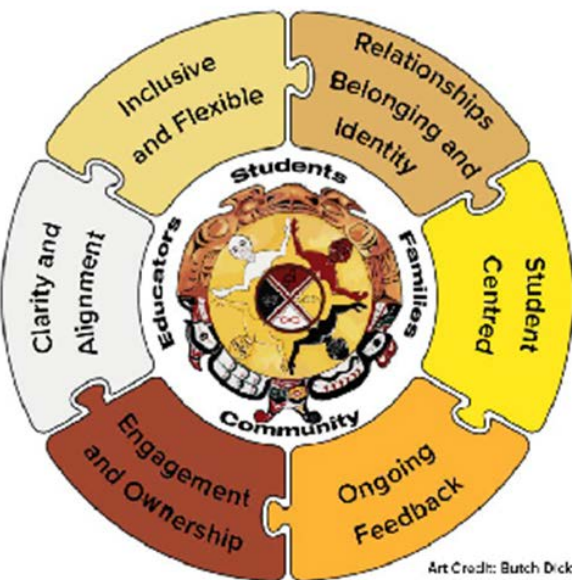
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District Context

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

The District is committed to supporting Indigenous learners by promoting practices informed by Indigenous perspectives and ways of knowing. Our partnerships with local Indigenous communities are formalized through the education agreements we have with the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples’ House Indigenous Advisory (UPHIA), known as the Four Houses.



The term Four Houses refers to the localized structure co-created with the Indigenous communities to provide equitable opportunities for Indigenous Nations to have a voice within the District. This is in-line with the district committing to a distinctions-based approach as outlined by the Declaration on the Rights of Indigenous Peoples Act Action Plan.

The Greater Victoria School District by the numbers:

- **19,541 students**
- **1,486 self-identified Indigenous students**
- **1,491 international students**
- **2,200 multi-language learners**
- **29 elementary schools (K–grade 5)**
- **10 middle schools (grades 6–8)**
- **7 secondary schools (grades 9–12)**
- **1 alternative school**
- **1 K-12 school**
- **1 continuing education program**
- **6 municipalities**
- **6 StrongStart Centres**

The 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. We provide quality educational programs for 19,541 students at 49 schools. Additionally, we offer a variety of Programs of Choice, including French Immersion, Sport Academies, Challenge, Leadership programs, and programming opportunities for students with disabilities or diverse abilities at Victor School, Arbutus Global Middle School, and Reynolds High School.

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
- Engage with community 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
- Enrich early childhood experiences to set the foundation for learning and social and emotional health

Current Strategic Plan Priorities

The Greater Victoria School District has three goals identified in its [strategic plan](#). Each of the goals contain strategies to action the goal and are included in the tables below. Also included are the actions to date for the strategies.

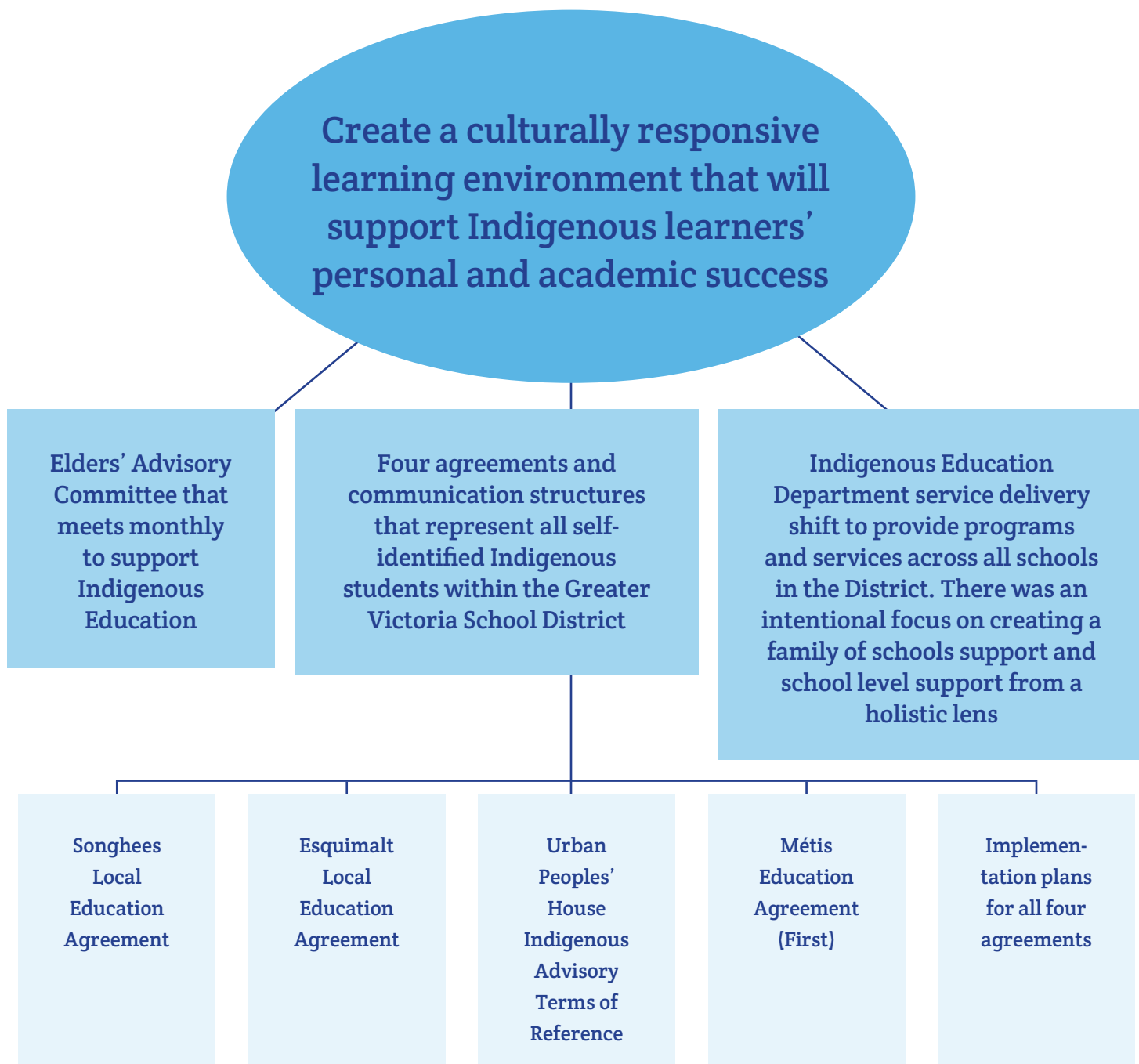
Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.			
	Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Strategy 2: Engage & collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Strategy 3: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
ACTIONS TO DATE	<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"> Through the K-12 Career Education Curriculum, continue to create opportunities focused on personalized future orientation 	<ul style="list-style-type: none"> Increase initiatives for students with diverse learning needs to connect with meaningful work experience, training, and post-secondary learning opportunities
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Further implementation and support of Competency Based Individual Education Plans K-12—focus on engaging students and families (Year 4) Expanding of the Welcome and Learning Centre to support immigrant and refugee students new to Victoria (Sept 2022) 	<ul style="list-style-type: none"> Year 3 of District multi-disciplinary 'wrap-around team' supporting school teams with programming implementation for diverse learners with the most complex support needs
	<ul style="list-style-type: none"> French oral language pilot with a family of schools to support the acquisition and strengthening of French oral language development 	<ul style="list-style-type: none"> Continued work to support person centered planning and transitions K-12 and beyond with a focus for diverse learners 	<ul style="list-style-type: none"> Year 3 of early childhood educators working alongside teachers in kindergarten classrooms
	<ul style="list-style-type: none"> Assessment Principles that focus on culturally responsive assessment and communicating student learning (document and video) 	<ul style="list-style-type: none"> Revised welcome process for incoming Kindergarten students to prioritize family partnerships and inform program planning for the whole child 	<ul style="list-style-type: none"> Activation of the four agreements with Indigenous communities
		<ul style="list-style-type: none"> 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"> Targeted early literacy supports in priority schools

District Successes: Goal 1



Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.			
	Strategy 1: 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.	Strategy 2: Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.	Strategy 3: Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.
ACTIONS TO DATE	<ul style="list-style-type: none"> Indigenous Education Learning Series Culturally Response Learning Series 	<ul style="list-style-type: none"> Songhees Local Education Agreement—Implementation Plan Esquimalt Nation Education Agreement—Implementation Plan Métis Education Agreement—Implementation Plan Urban Peoples' House Indigenous Advisory —Terms of Reference 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Human Rights Tribunal—Special Programs Hiring Exemption Culturally Responsive Leadership Framework Equity Scan 		
	<ul style="list-style-type: none"> Indigenous Education Learning Resource Library—with Approved Authentic Resources 	<ul style="list-style-type: none"> Monthly Meetings with the Four Houses 	
	<ul style="list-style-type: none"> Indigenous Mental Health Framework (Locally Developed with the Four Houses) 	<ul style="list-style-type: none"> Elders Advisory Monthly Meetings 	
	<ul style="list-style-type: none"> Local Education Agreements Métis Education Agreement Urban People's House Indigenous Advisory—Terms of Reference 	<ul style="list-style-type: none"> Indigenous Education District Elementary, Middle and Secondary School Teams 	
	<ul style="list-style-type: none"> Elders Advisory 	<ul style="list-style-type: none"> Indigenous Education Dept and District Team—Collaboration to support the work across the system 	

District Successes: Goal 2



Goal 3: Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.				
	Strategy 1: 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.	Strategy 2: 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.	Strategy 3: 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.	Strategy 4: Address the inequity of opportunity for all learners to maximize physical health and mental well-being.
ACTIONS TO DATE	<ul style="list-style-type: none"> Provide in-school implementation support for district resources including Second Step, Mental Health Literacy, EASE for all grades K to 12 including: <ul style="list-style-type: none"> Targeted sessions for school counsellors and learning support teachers Counsellor collaboration sessions (several times throughout the year) 	<ul style="list-style-type: none"> Implement information strategy "one-by-one" with all Ministry of Children and Family Development (MCFD) offices that have SD61 students to ensure accurate and timely information between schools and social workers 	<ul style="list-style-type: none"> Provide quarterly mental health and wellness Snapshots at all levels for families that include community resources and relevant research Share new and relevant community resources and opportunities as they become available 	<ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> Ongoing work with Pacific Institute for Sport Excellence to provide Physical Literacy Teacher Mentorship programming in 10 middle and several elementary schools 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Promote in-school physical activities including clubs, intramurals and student led initiatives 	<ul style="list-style-type: none"> Provide membership access to local centres or programs for students and families with limited means
	<ul style="list-style-type: none"> Learning sessions focused on social emotional learning and behaviour as communication for educational assistants, teachers and administrators 	<ul style="list-style-type: none"> Continue to support implementation of District CYIC Standard of Practice 	<ul style="list-style-type: none"> Develop and promote mental health campaigns through interactive posters in middle and secondary schools 	<ul style="list-style-type: none"> Collaboration with community agencies in the development of trauma-informed practice to support newcomers

District Successes: Goal 3



Strategic Engagement

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

What does engagement in the District look like?

The District strives to keep families informed and provides various opportunities throughout the school year for student, staff and public input. 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 District follows the International Association of Public Participation (IAP2) Foundations and Spectrum of Public Participation framework when developing engagement strategies and plans.

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.

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

See [Appendix A](#) for a brief overview of how the District engages with Rightsholders, students, staff, families, partners and the broader community.

Engagement Snapshot



Nearly **45,000** students, staff and members of the public have participated in online surveys and forums since 2020



~ **40,000** monthly visitors to our website



46 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

Literacy

Our goal in the 2022-23 Enhancing Student Learning Report was to improve the on track/extending literacy outcomes within our district. The Grade 4 Literacy Foundational Skills Assessment (FSA) data indicates student success within the district (all resident students) remains unchanged at 80% for literacy/reading. The provincial data indicates the province decreased from 75% to 73%. The FSA in Literacy 7 indicates a decrease from 73% to 67%, whereas the provincial data indicates a decrease from 73% to 69%. We recognize that provincial data can be an important comparative means for our district. However, our goals will focus on continuous growth over time rather than a comparative measure.

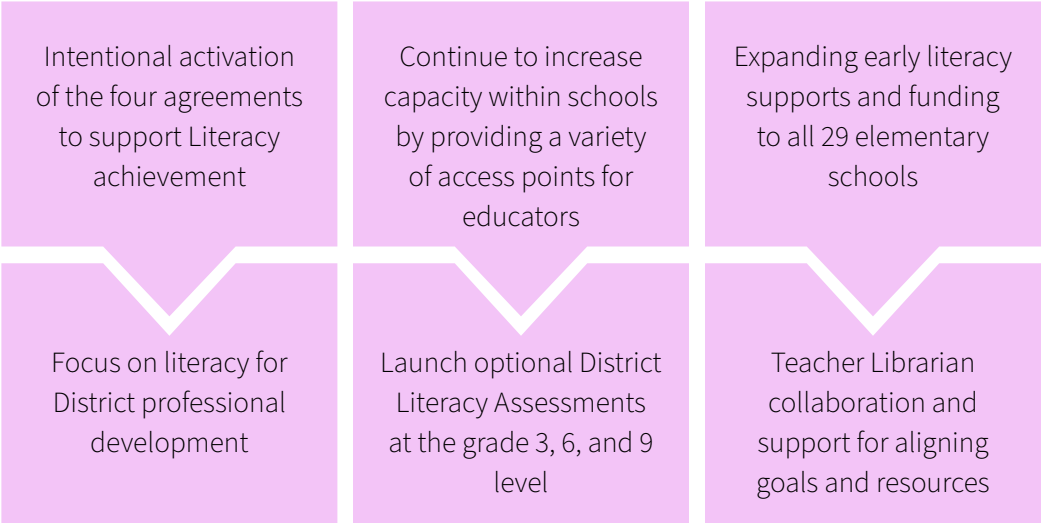
We recognize there is considerable work to do to support the literacy success of Indigenous students, Students with Disabilities or Diverse Abilities, and Children and Youth in Care in the District. Our commitment is to close the achievement gap between all resident students in our District and Indigenous students, Students with Disabilities or Diverse Abilities, and Children and Youth in Care.

Further priority work will be with distinctions-based data for Indigenous students as per the DRIPA Action Plan. As well, we will examine other data sets including street data that may be able to offer other insights into improving the success for all students in our District.

Literacy Focus for 2023-2024

- **Increase Indigenous students', Students with Disabilities or Diverse Abilities, and Children and Youth in Care achievement (on track and extending) on FSA 4,7**
- **Increase Indigenous students', Students with Disabilities or Diverse Abilities, and Children and Youth in Care achievement (proficient and extending) on Literacy 10**
- **Continue to increase student achievement in early literacy through the Early Literacy Collaboration Teachers in priority schools (year three—ten schools)**

STRATEGIES TO SUPPORT LITERACY

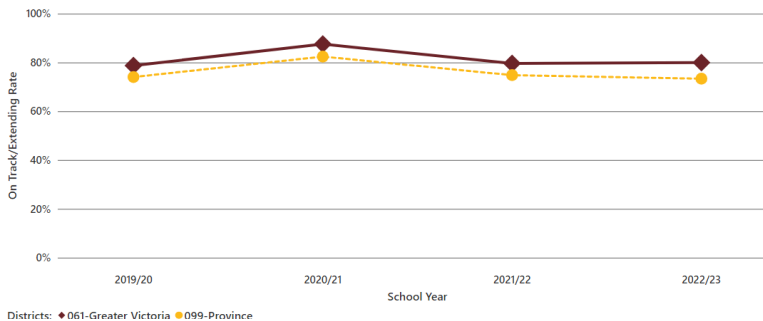


Grade 4 Literacy Measures

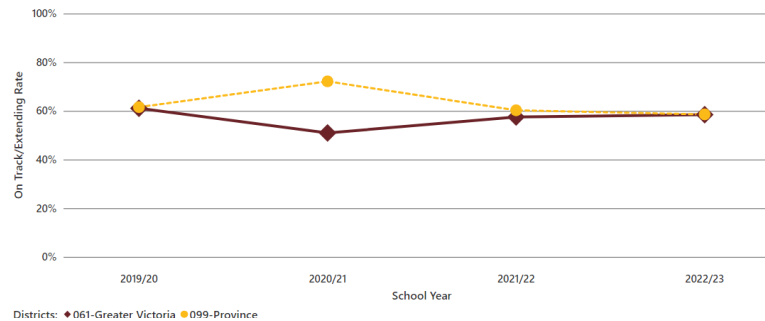
Foundation Skills Assessment (FSA) Literacy/Reading—Grade 4

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

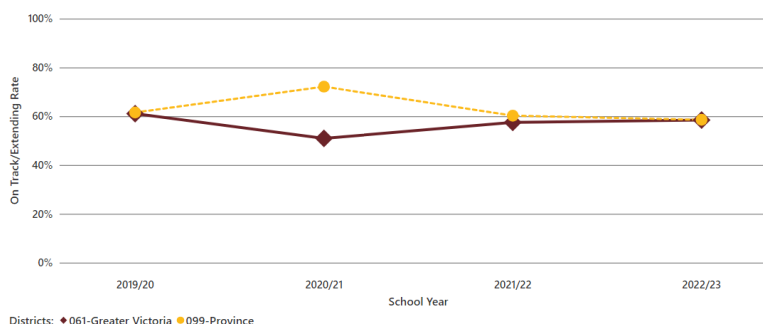
All Resident Students



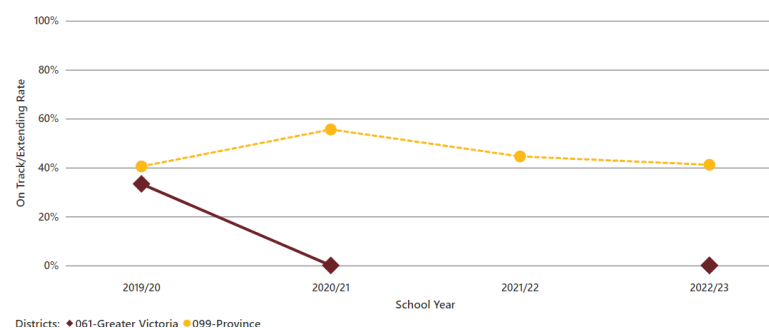
Indigenous Students



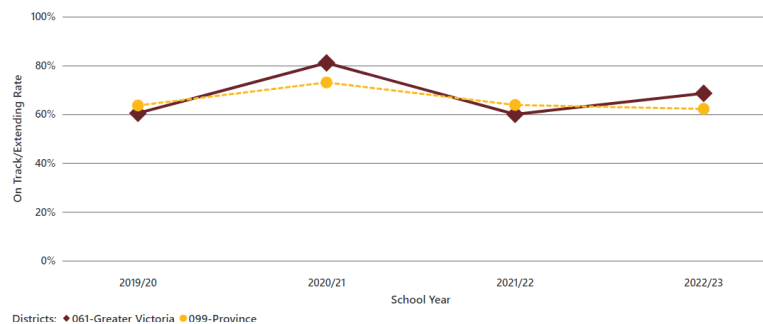
Indigenous Students Not on Reserve



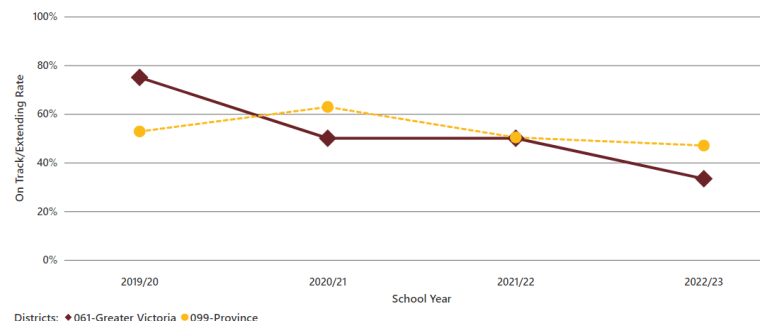
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

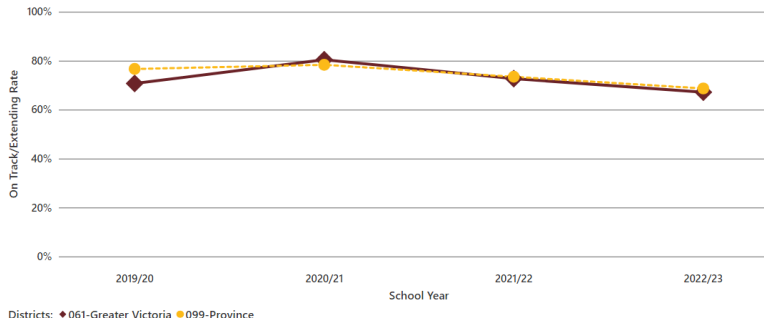


Grade 7 Literacy Measures

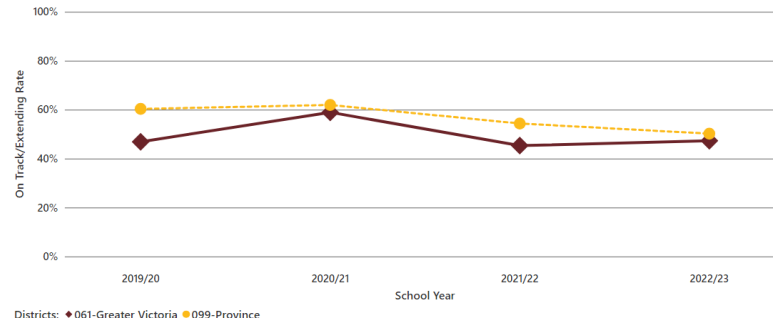
Foundation Skills Assessment (FSA) Literacy/Reading—Grade 7

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

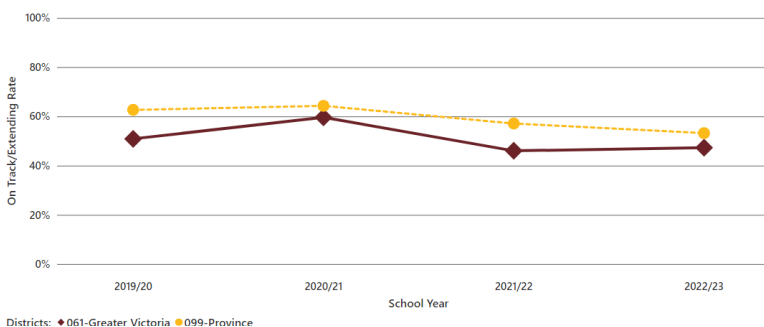
All Resident Students



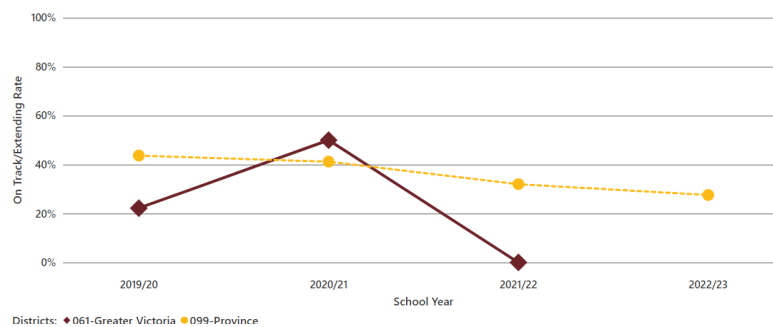
Indigenous Students



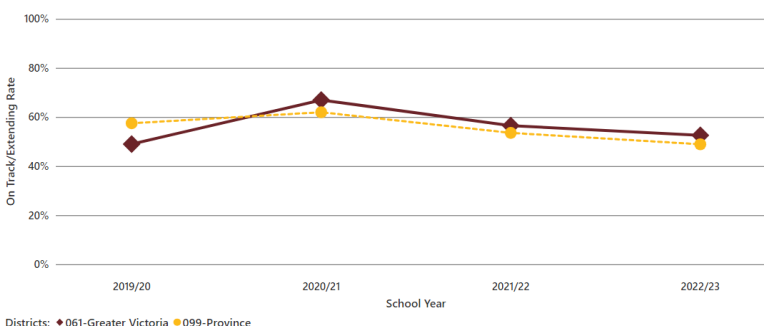
Indigenous Students Not on Reserve



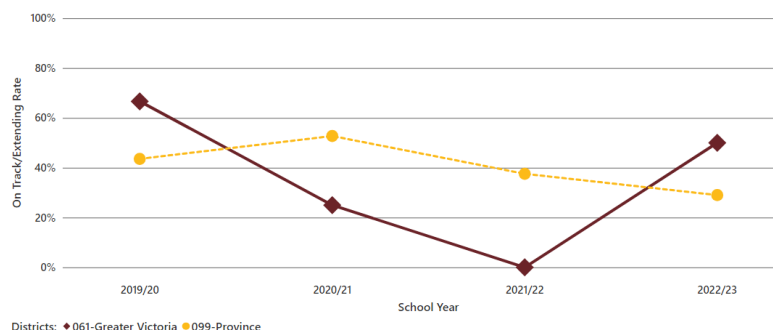
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

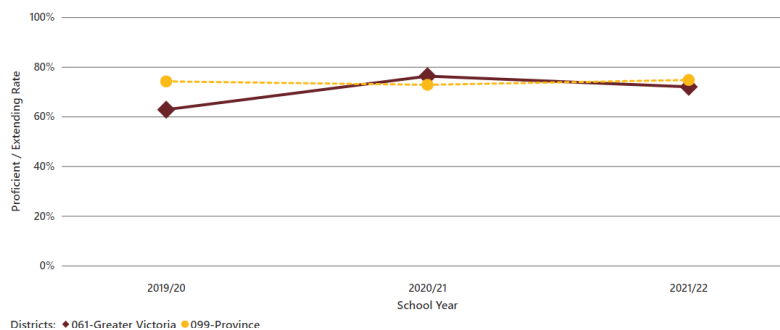


Grade 10 Literacy Measures

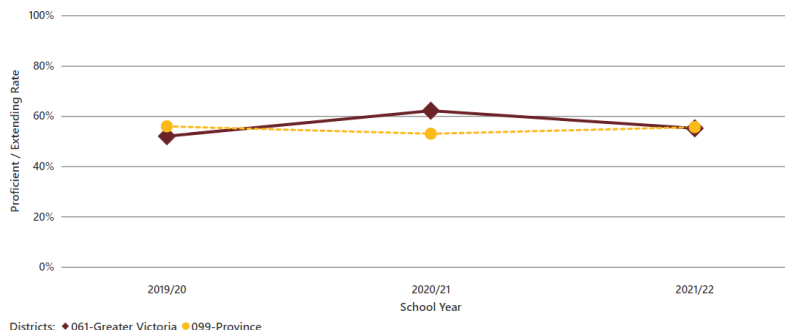
Graduation Assessment — Grade 10

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

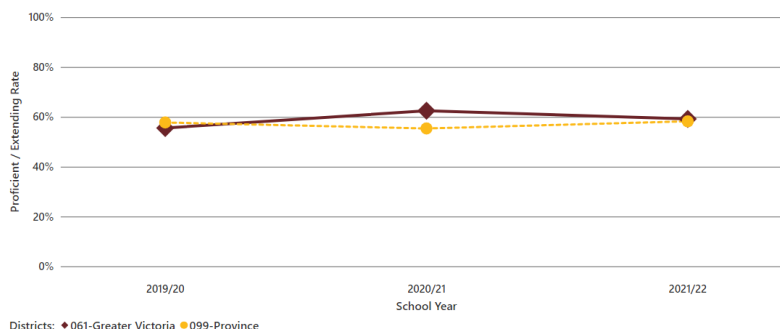
All Resident Students



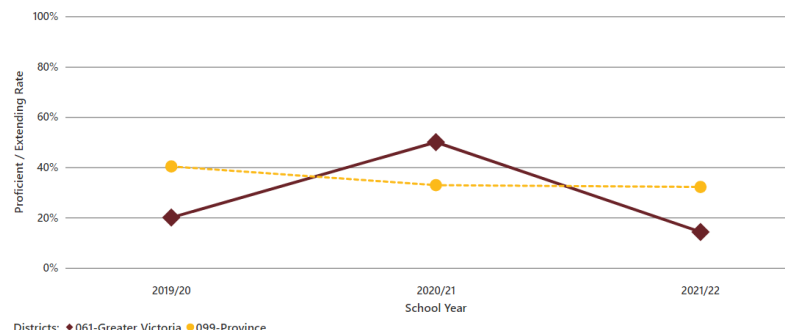
Indigenous Students



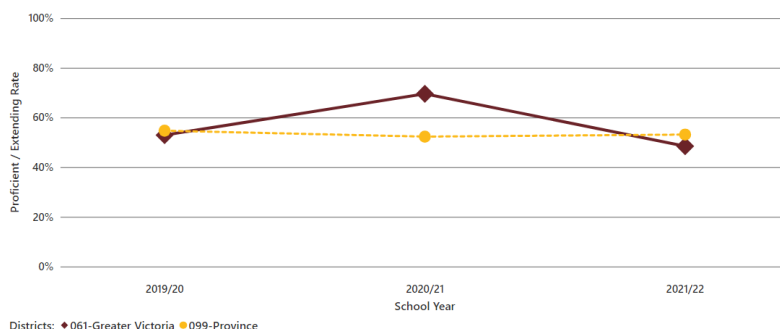
Indigenous Students Not on Reserve



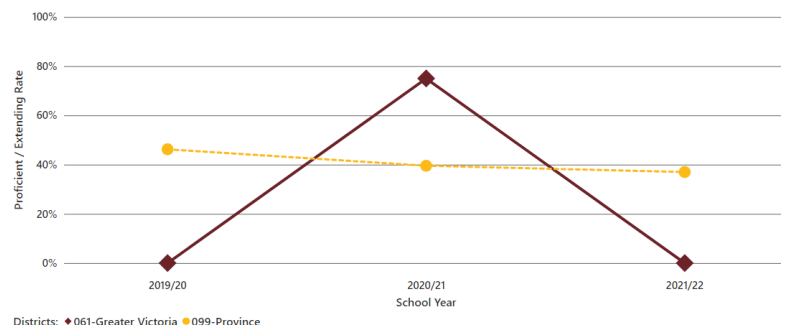
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care



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 2023/24 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. Notably, student (all resident students) success rates decrease from FSA 4 (69%) to FSA 7 (55%) to Numeracy 10 (41%). The previous year's data show FSA 4 (76%), FSA 7 (61%) and Numeracy 10 (41%), indicating a general decline in success rate in grades 4 and 7. A similar decrease in success rates for Students with Disabilities or Diverse Abilities and Children and Youth in Care is also noted from FSA 4 to FSA 7 to Numeracy 10.

Numeracy Focus for 2023-2024

- **Increase Indigenous students', Students with Disabilities or Diverse Abilities, and Children and Youth in Care achievement (on track and extending) on FSA 4,7**
- **Increase Indigenous students', Students with Disabilities or Diverse Abilities, and Children and Youth in Care achievement (proficient and extending) on Numeracy 10**
- **Increase all resident students' achievement (proficient and extending) on Numeracy 10**
- **Co-create a Greater Victoria School District Numeracy Framework K-12**
- **Establishment of a Numeracy Lead position**

STRATEGIES TO SUPPORT NUMERACY

Intentional activation of the four agreements to support Numeracy achievement

Continue to provide access to resources such as *Educating Now—The Art of Teaching Math*

Support on-going District professional development in numeracy K-12

Launch optional District Numeracy Assessments at the grade 3, 6, 9 level

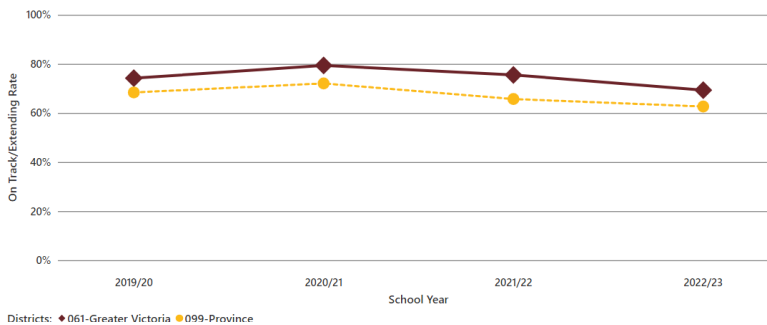


Grade 4 Numeracy Measures

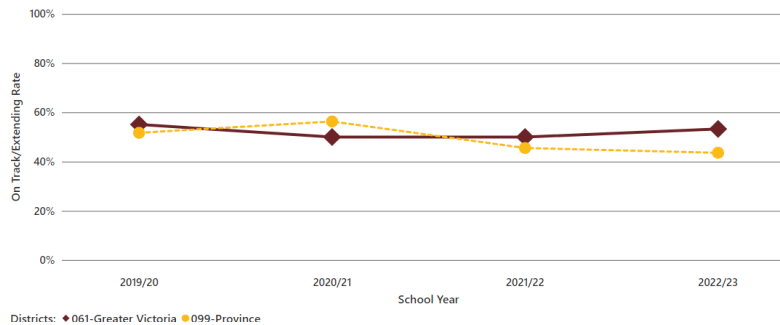
Foundation Skills Assessment (FSA) Numeracy—Grade 4

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

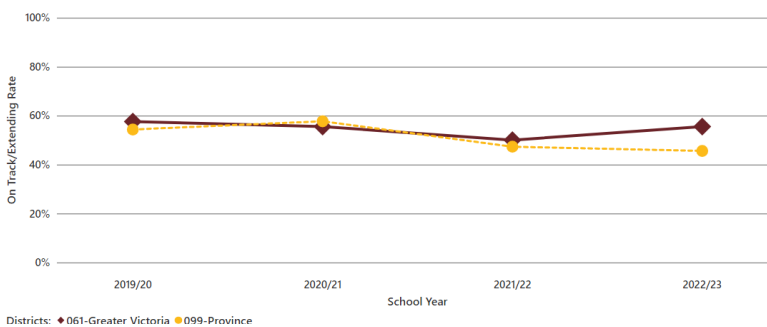
All Resident Students



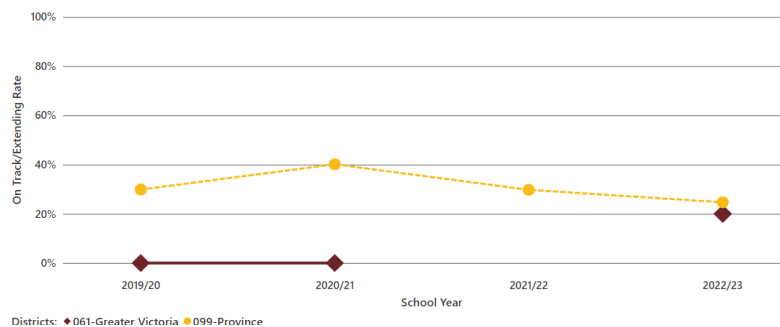
Indigenous Students



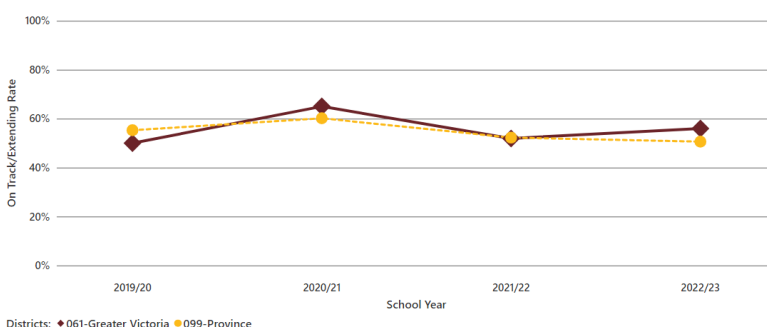
Indigenous Students Not on Reserve



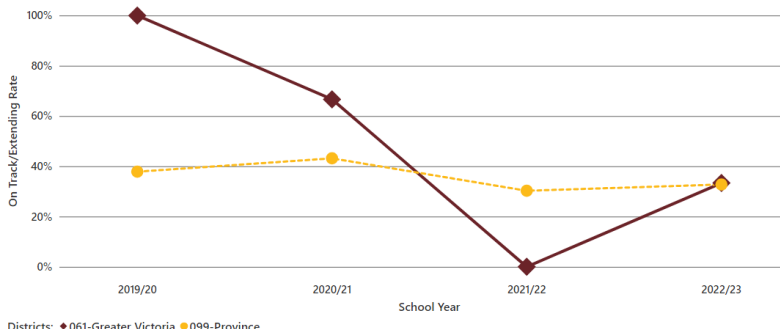
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

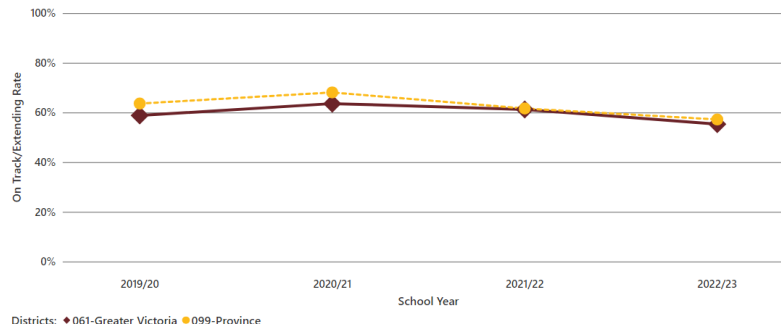


Grade 7 Numeracy Measures

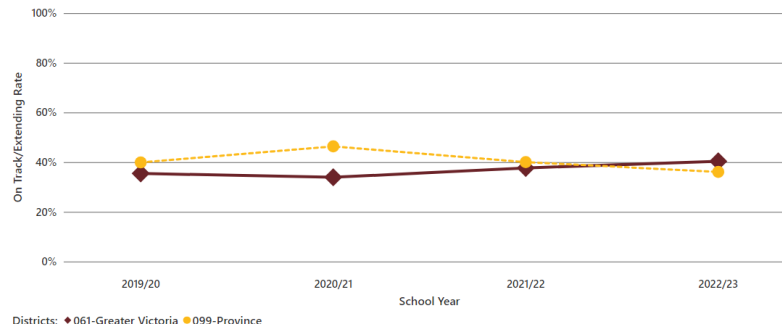
Foundation Skills Assessment (FSA) Numeracy—Grade 7

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

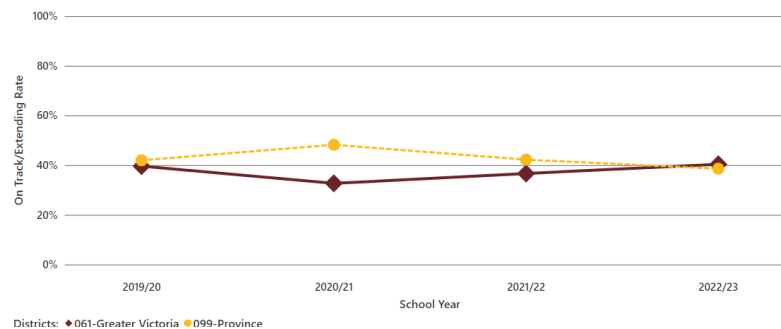
All Resident Students



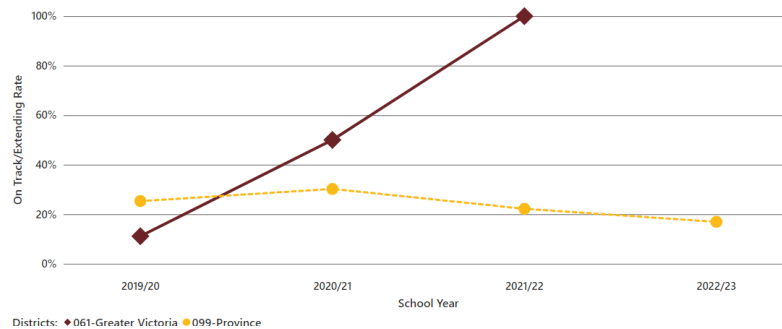
Indigenous Students



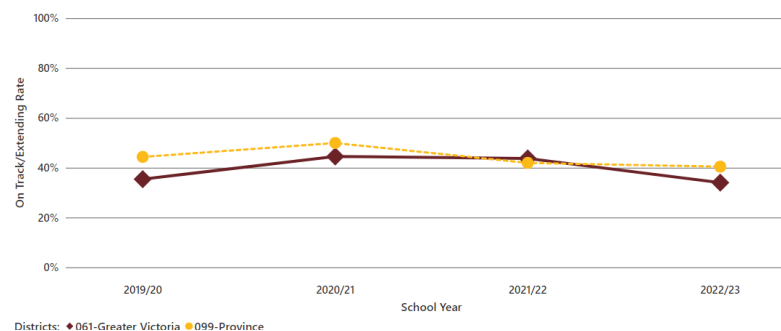
Indigenous Students Not on Reserve



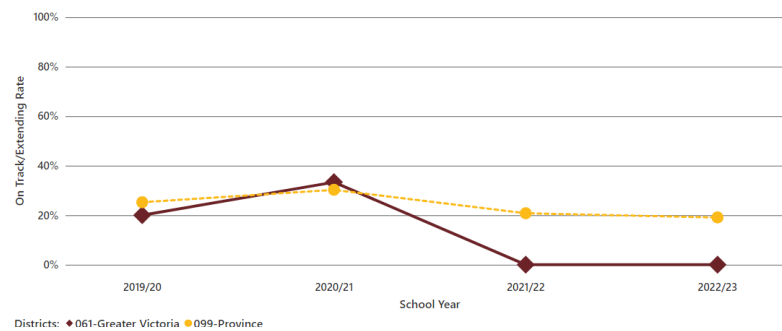
Indigenous Students On Reserve



Students with Disabilities and Diverse Abilities



Children/Youth in Care

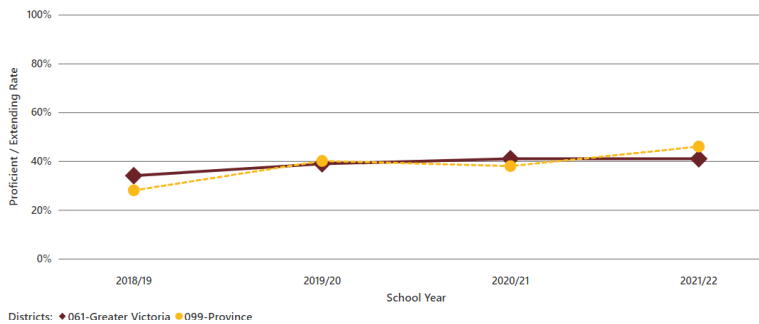


Grade 10 Numeracy Measures

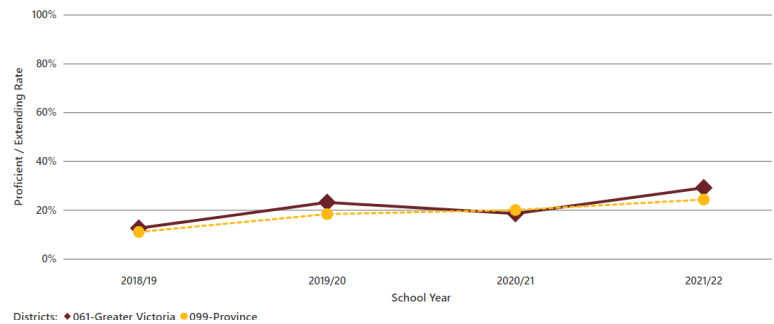
Graduation Assessment

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

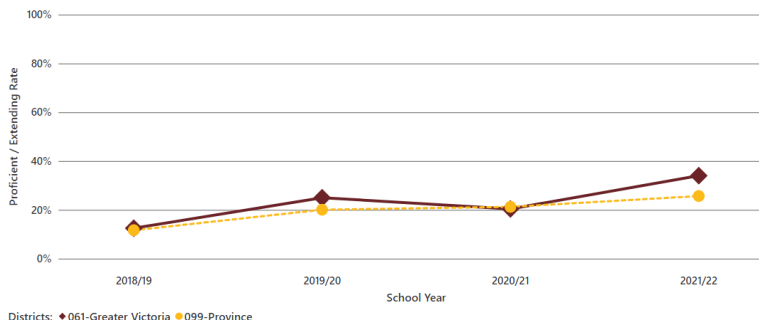
All Resident Students



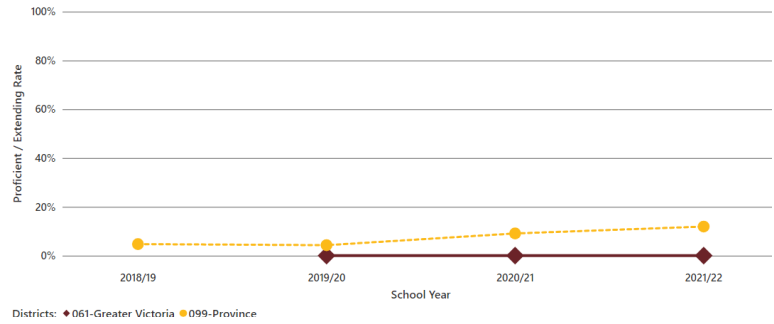
Indigenous Students



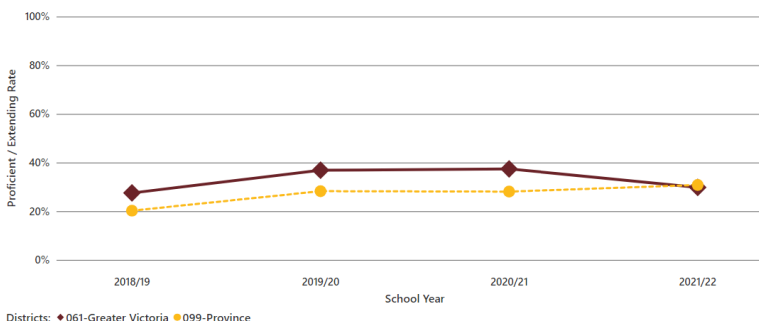
Indigenous Students Not on Reserve



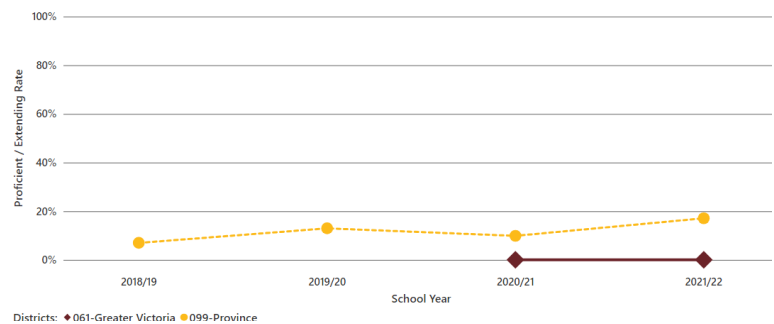
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care



Grade-to Grade Transitions

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.

Grade-To-Grade Transition Summary

District Grade 10-11

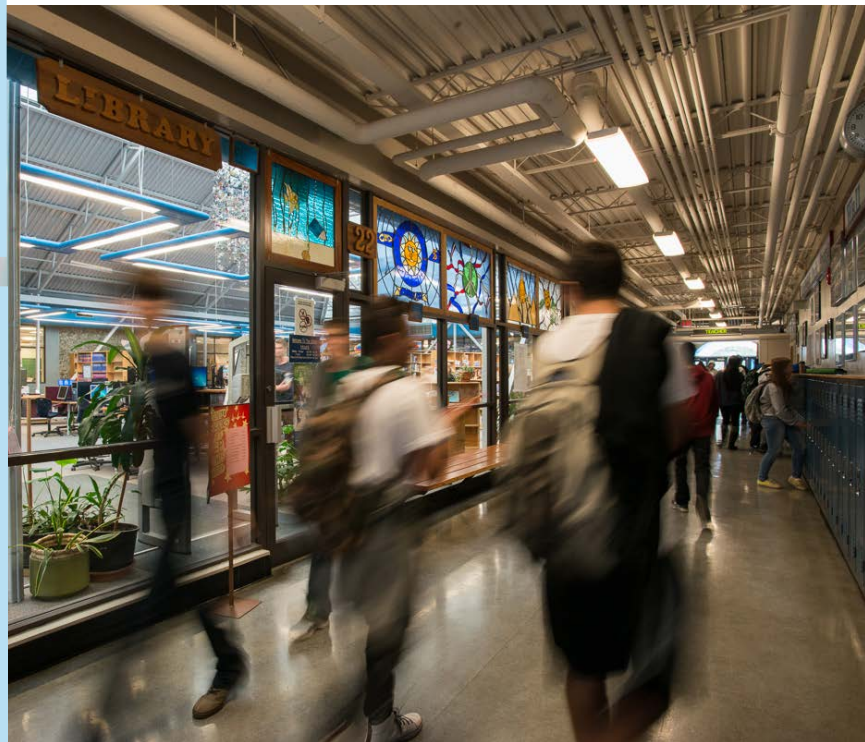
- 97% of all resident students transitioned to grade 11—consistent (+/- 2%) over the past 4 years
- 94% of all Indigenous students transitioned to grade 11—consistent (+/- 2%) over the past 3 years
- 93% of On Reserve students transitioned to grade 11—consistent with last school year

District Grade 11-12

- 96% of all resident students transitioned to grade 11—consistent (+/- 1%) over the past 4 years
- 91% of all Indigenous students transitioned to grade 11—consistent (+/- 2%) over the past 3 years
- 87% of On Reserve students transitioned to grade 11—5% decrease from last school year

Grade-to-Grade Transitions Focus for 2023-24

- **Maintain the current rate of grade-to-grade transitions using distinctions-based data to support Indigenous students and priority students**
- **Review success rates pertaining to:**
 - Regular Dogwood completion
 - Adult Dogwood completion
 - Evergreen completion



Human and Social Development

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 distinctions-based data, from the communities we serve.

Human and Social Development focus for 2023-2024

- Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement
- Identify additional strategies and structures to include more voices in the District data set
- Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs & resources
- Maintain the trend of increasing the number of students who indicate that they feel welcome, safe, and connected:
 - feel welcome: grade 10—from 66% in 2022 to 73% in 2023, grade 12—from 67% in 2022 to 73% in 2023
 - feel safe: grade 10—from 81% in 2022 to 82% in 2023, grade 12—from 82% in 2022 to 84% in 2023
 - feel connected: grade 10—from 49% in 2022 to 57% in 2023, grade 12—from 49% in 2022 to 56% in 2023

STRATEGIES TO SUPPORT HUMAN AND SOCIAL DEVELOPMENT

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

Continuation of the Children and Youth in Care District Standard of Practice

Strengthen the relationships with the Ministry of Children and Family Development and delegated agencies

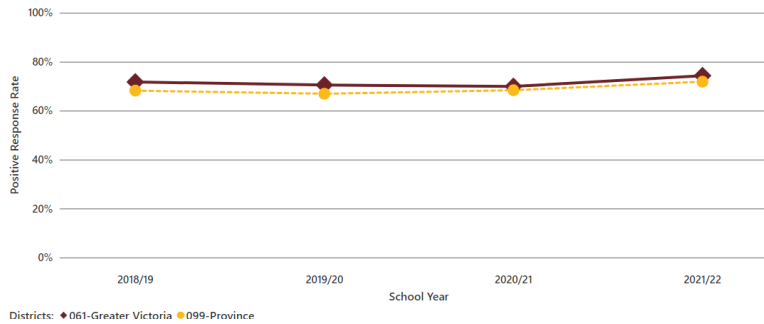
Strengthen the coordination between child care providers and school staff to nurture a seamless transition from early care to learning

Human and Social Development Measures

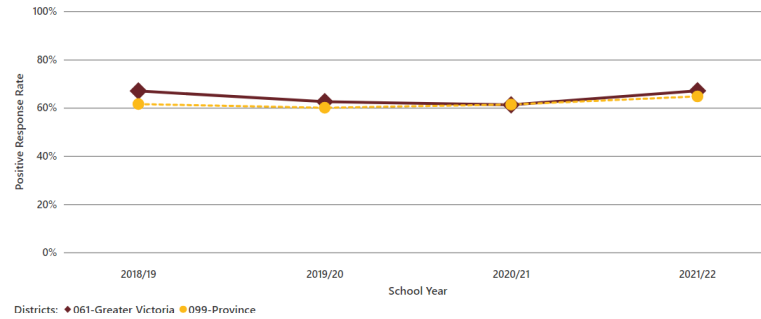
Student Learning Survey - Student sense of feeling welcome, safe, and connected at school

Feel Welcome

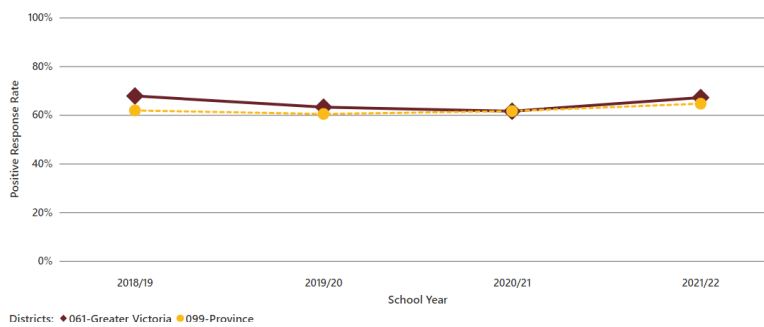
All Resident Students



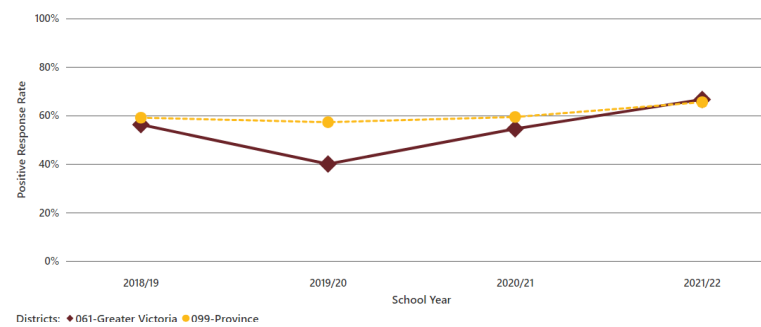
Indigenous Students



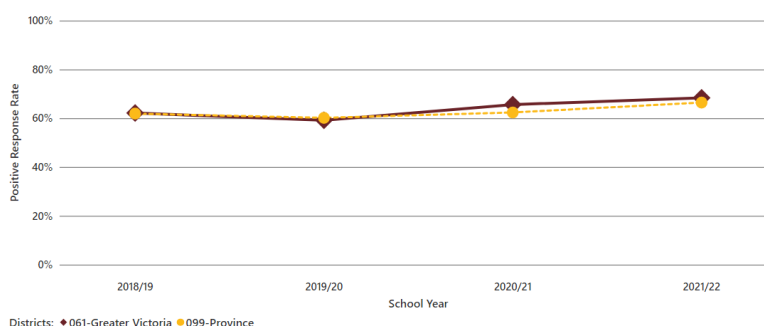
Indigenous Students Not on Reserve



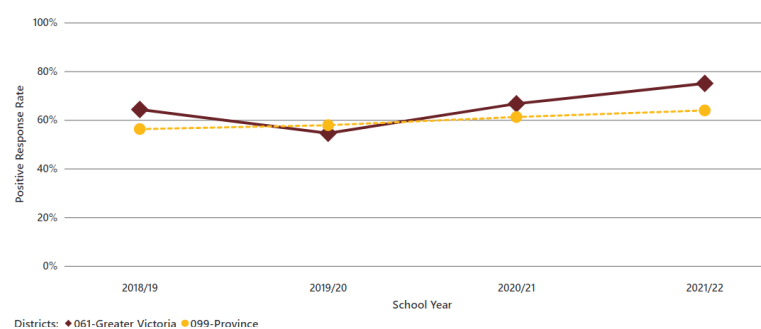
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

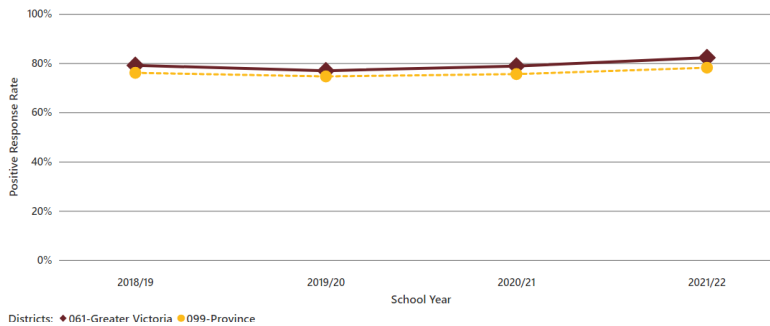


Human and Social Development Measures

Student Learning Survey - Student sense of feeling welcome, safe, and connected at school

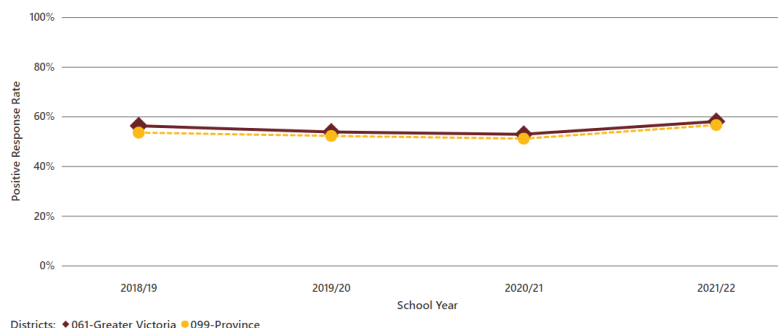
Feel Safe

All Students

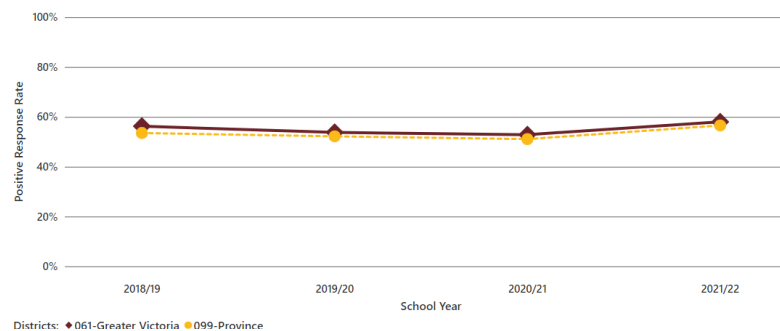


Feel Connected

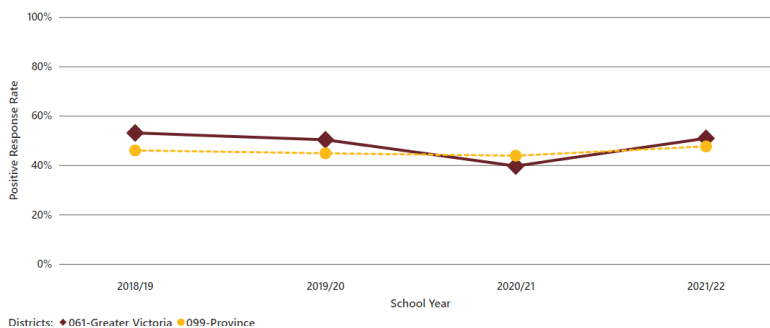
All Resident Students



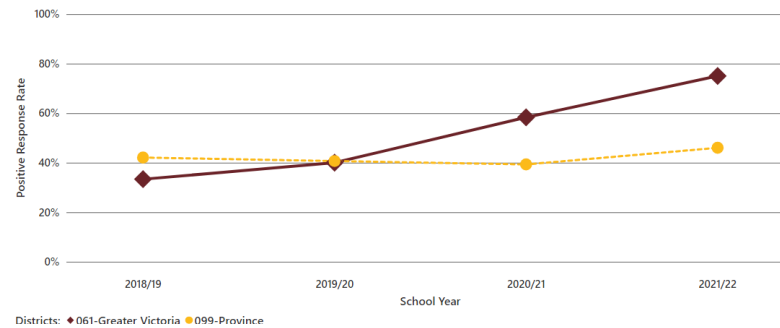
Indigenous Students



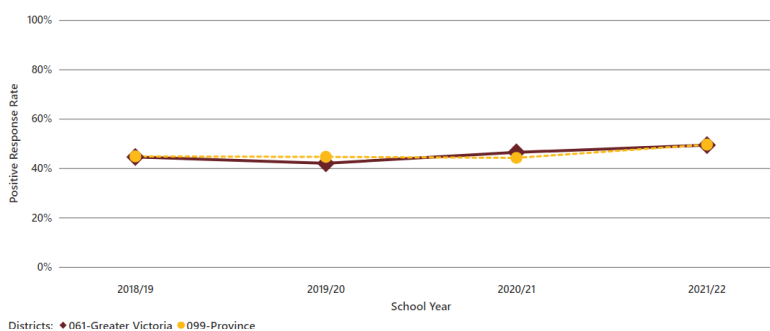
Indigenous Students Not on Reserve



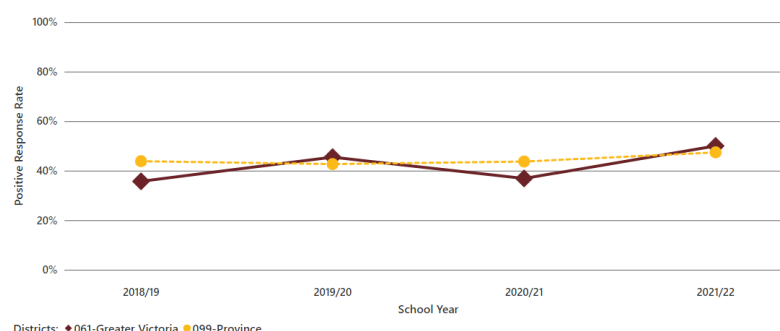
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

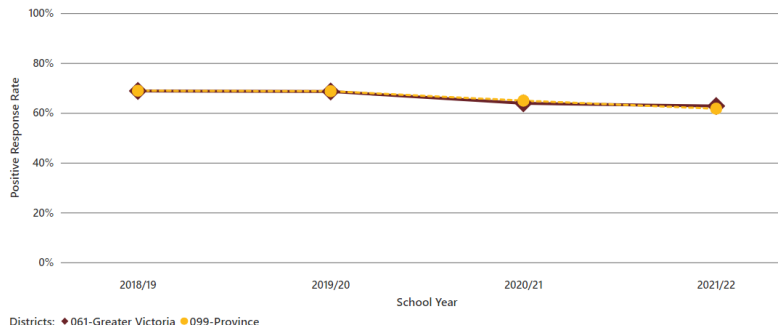


Human and Social Development Measures

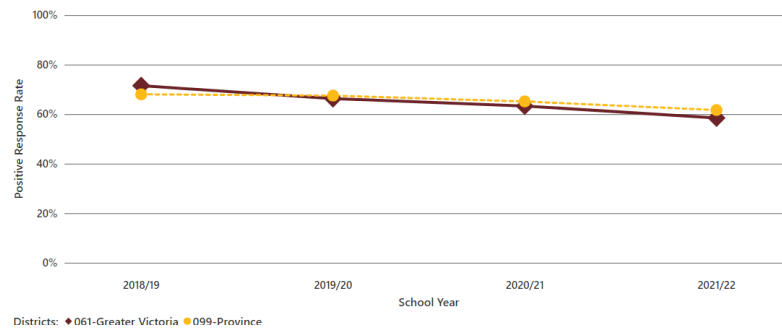
Student Learning Survey - Adults Care

Adults Care

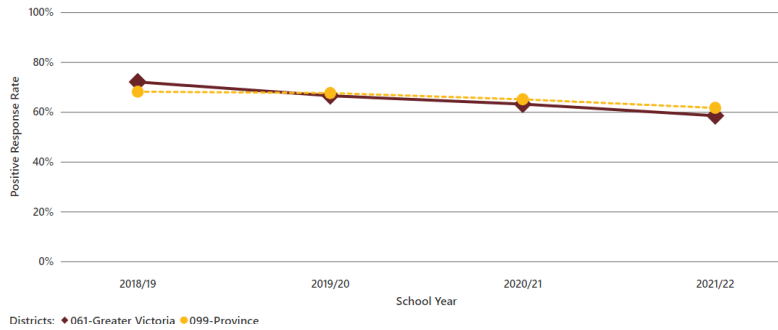
All Resident Students



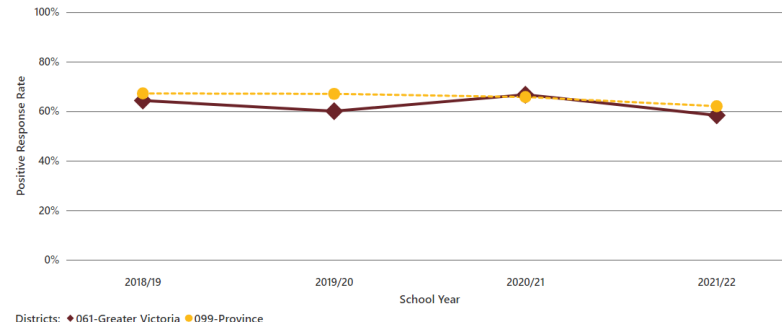
Indigenous Students



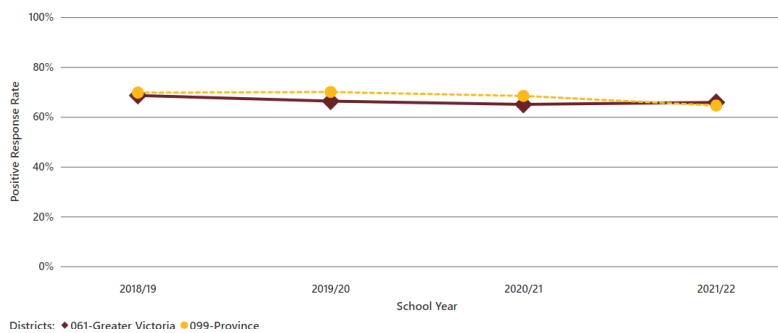
Indigenous Students Not on Reserve



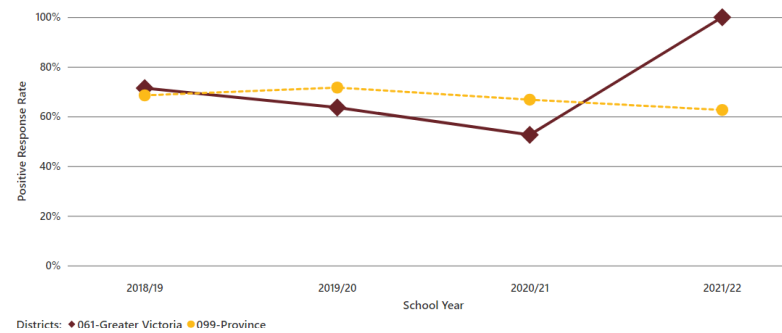
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



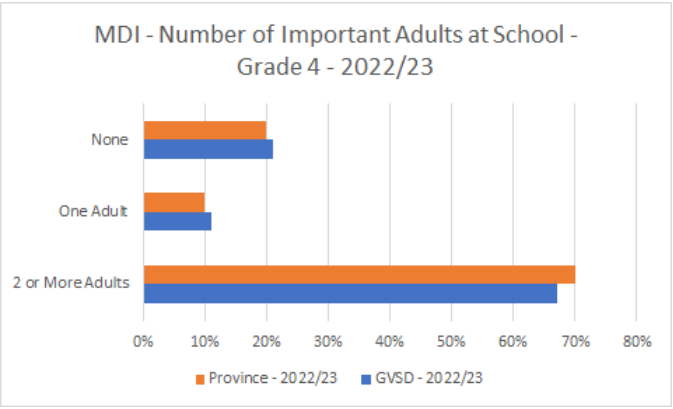
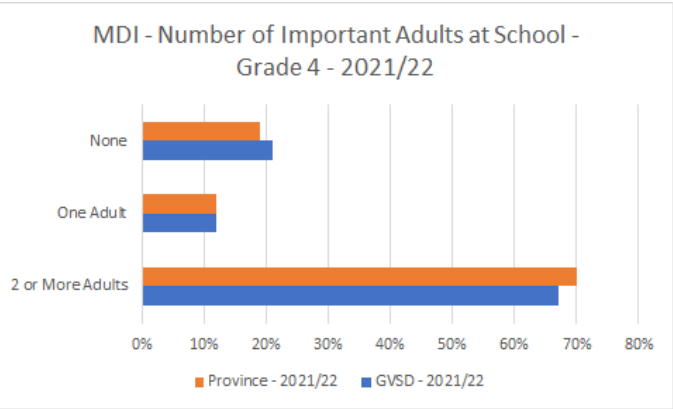
Children/Youth in Care



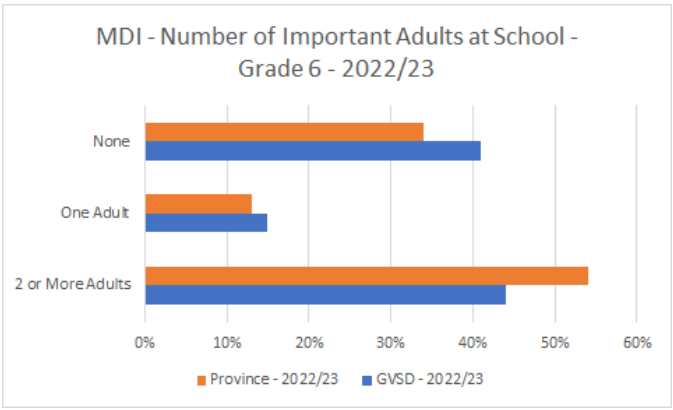
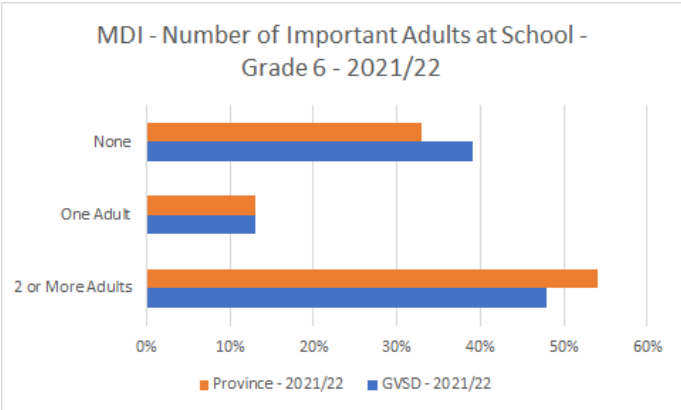
Human and Social Development Measures

MDI - Number of Important Adults at School

Grade 4



Grade 6



Career Development

The District 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 centres, community, and the workplace.

We continue to be committed to creating avenues for all learners to succeed and feel a sense of purpose and belonging. 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.

Career Development focus for 2023-2024

- Design opportunities for students to feel they belong, they have purpose, and they matter
- Improve rates of dual credit participation by Indigenous students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities
- Improve the rates of participation in career education experiential learning activities by Indigenous students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities
- Increase the number of Students with Disabilities or Diverse Abilities with person-centered planning including transition after Grade 12

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

Dual credit increases student success:

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



STRATEGIES TO SUPPORT CAREER DEVELOPMENT

Continue to support schools in re-engaging priority students so the students can say, “I belong, I have purpose and I matter.”	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
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., Centre for Accessible Learning, Eyē? Sqa’lewen, inclusive education educators, career educators, Indigenous education support team, etc.)
Implement the use of person-centered planning in secondary schools	Continue to invest in time for career centre educators to co-create individualized plans with students, families, communities, and Indigenous education, inclusive education, and counselling teams

Five-Year Completion Rate Data:

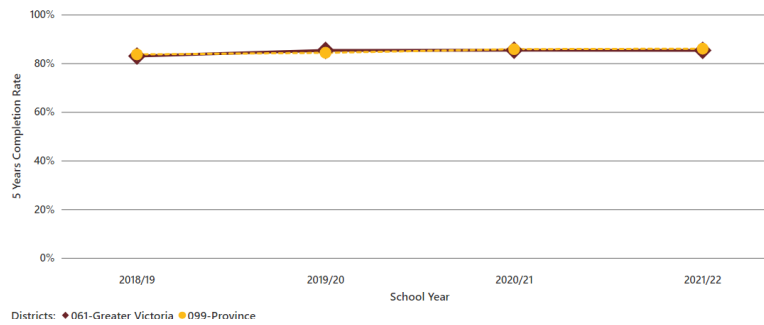
- Most recent data (2021/22) shows a sustained graduation rate for all resident students
- Indigenous student graduation has declined slightly between 2020/21 and 2021/22 for students On Reserve and Not on Reserve, equally
- Students with Disabilities or Diverse Abilities showed a slight uptick in graduation rates from the 2020/21 to 2021/22 school year
- Children/Youth in Care graduation rate decreased substantially from 2020/21 to 2021/22



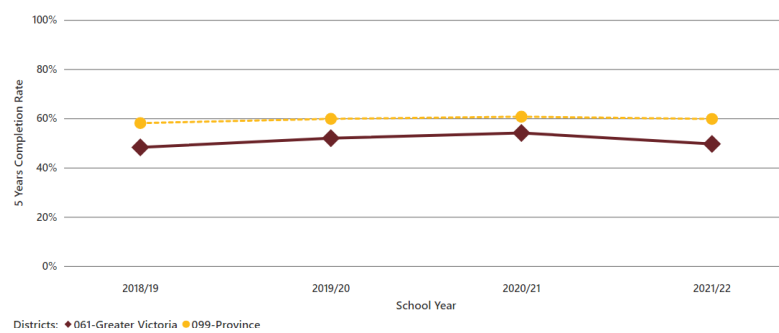
Students Will Graduate

Graduation - Five-Year Completion Rate

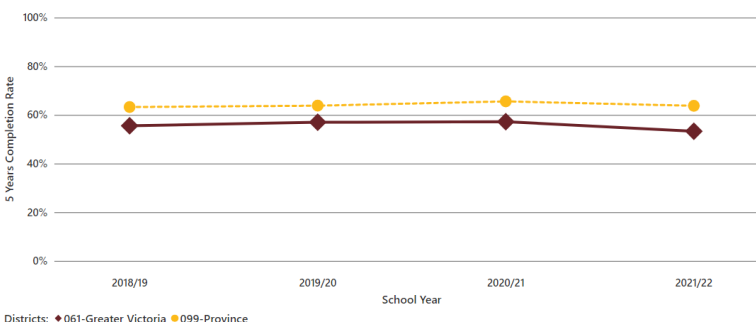
All Resident Students



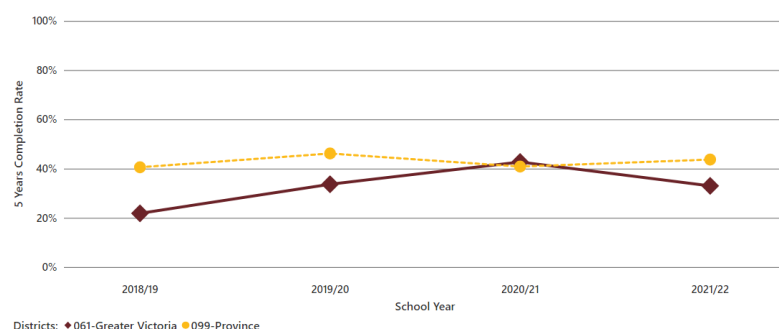
Indigenous Students



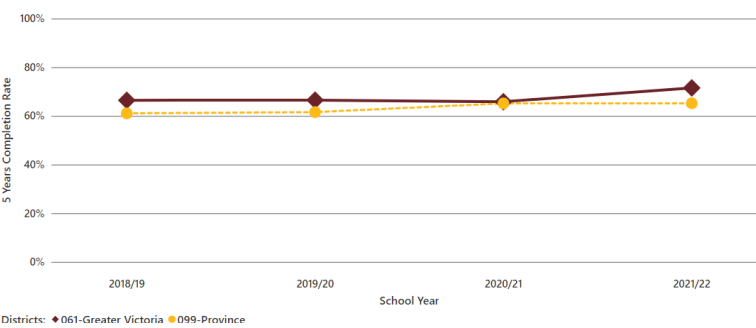
Indigenous Students Not on Reserve



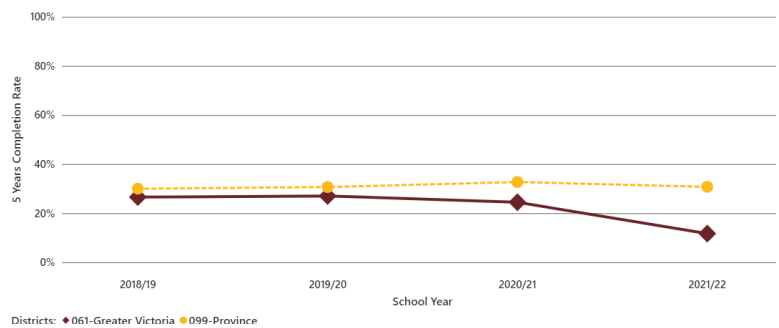
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



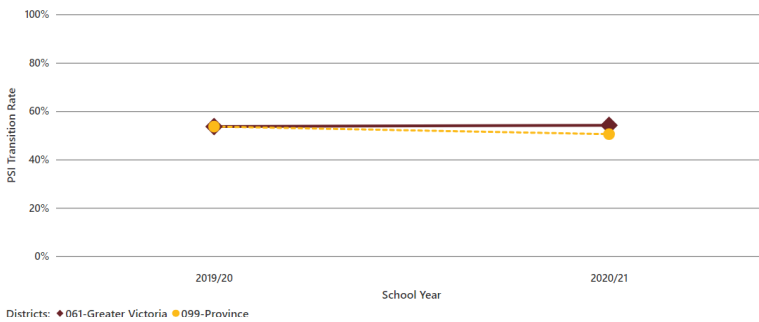
Children/Youth in Care



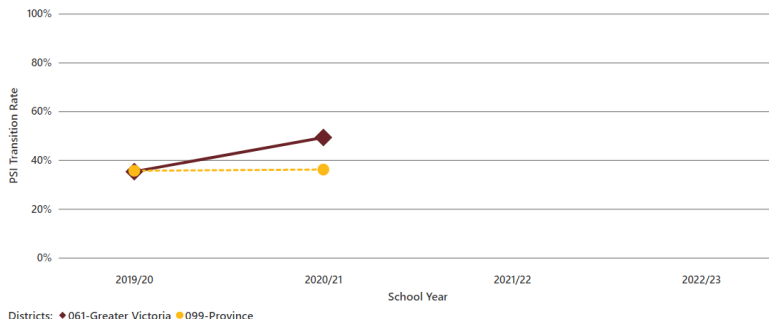
Post-Secondary Institute (PSI) Immediate Transition Rate

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

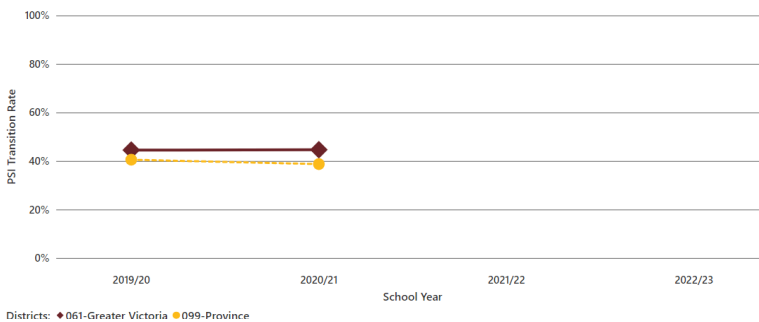
All Resident Students



Indigenous Students



Students with Disabilities or Diverse Abilities

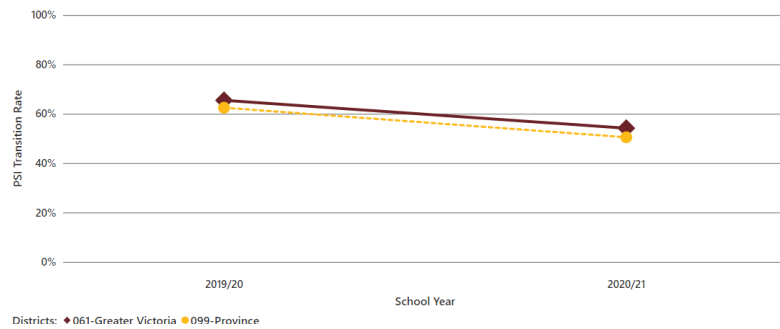


*No data for Indigenous Students Not on Reserve and On Reserve; no data for Children/Youth in Care

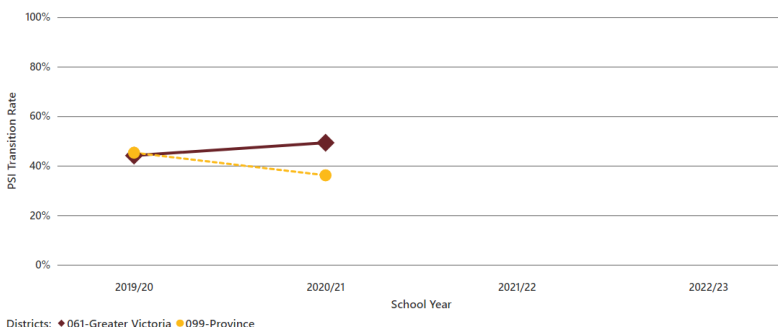
Post-Secondary Institute (PSI) 3-Year Transition Rate

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

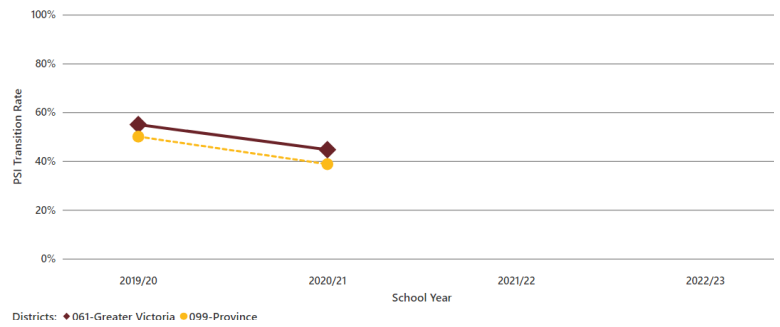
All Resident Students



Indigenous Students



Students with Disabilities or Diverse Abilities



*No data for Indigenous Students Not on Reserve and On Reserve; no data for Children/Youth in Care

Existing and/or Emerging Areas of Need

1. Use of 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. Create a District numeracy sub-committee through JCCI and begin to develop a District Numeracy Framework K-12 in 2023-2024.
7. Establishment of an Accessibility Committee, an Accessibility Plan, and a feedback mechanism as required by the Accessible British Columbia Act.

Addressing Areas of Need



SD61's first-ever Student Forum on Inclusion and Anti-Racism was organized and led by district students of colour (May 2023)



SD61's second annual Indigenous Storytelling & Film Festival professional development event featured Indigenous films, authors, storytellers, land-based learning, and other offerings (May 2023)

Adjustments and Adaptations

District Departments

Our District Departments have 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.

- With the support of the Indigenous Education Department, we 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.
- We will continue to focus on increasing data literacy across the system.
- We will develop a District Numeracy Framework K-12.
- Implementation of the Accessibility Plan to deliver lasting accessibility improvements that reduce barriers for all members of our learning community.

Our District Departments have one key 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.”



Indigenous Education Department

- Improving programs and service delivery model
- Implement the Indigenous Mental Health Framework
- Activation of the Four Agreements
- Review and adjust district allocation of funding as required
- Re-engagement of Equity Scan

Alignment for Successful Implementation

Strategic Plan

The District’s Strategic Plan 2020–2025, which was renewed by the Board of Education in June 2020, was developed and informed by students, Indigenous communities, staff, educational partners, administrators, and the Board of Education.

Guided by the Strategic Plan and its focus on student equity and well-being, District plans and processes are updated through research-based strategic adjustments that ensure continued alignment with the District’s Mission and Vision while addressing emerging areas of need.

Budget Development Process

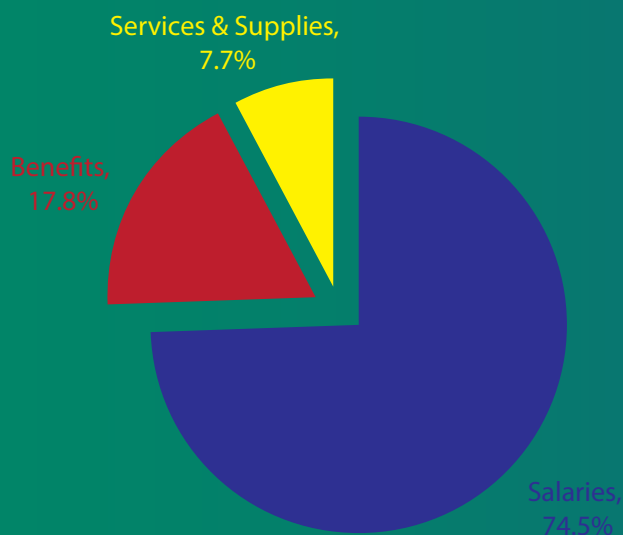
With a \$3.8 million deficit, the District was able to implement some one-time and ongoing reductions in the 2023-2024 budget and support student success by allocating resources in alignment with the Enhancing Student Learning Report and the Strategic Plan.

Budget Allocations

In the 2023-24 budget process, allocations linked to the Enhancing Student Learning Report (ESLR) and the Strategic Plan include:

- \$25,000 for professional development for Indigenous-focused grad requirement
- \$346,129 for five daytime shift custodians to address classroom/school cleanliness
- \$164,330 increase in Educational Assistant hours to 30 hours/week at five equity-seeking priority schools
- \$48,000 professional development for mental health
- \$64,172 additional Early Childhood Educator/Educational Assistant hours at five primary level equity-seeking schools
- \$572,000 to replace educator laptops in schools
- \$48,000 to repair student devices
- \$418,250 for network infrastructure updates
- \$428,680 for Indigenous Education supports beyond targeted funding
- \$575,000 for direct literacy support and/or supplemental funding to 29 elementary schools

Operating Expenses



Salaries and benefits make up approximately 92.3% of the budget

Everything else (services and supplies) such as technology, travel, janitorial supplies, library books, etc. makes up the remaining 7.7%

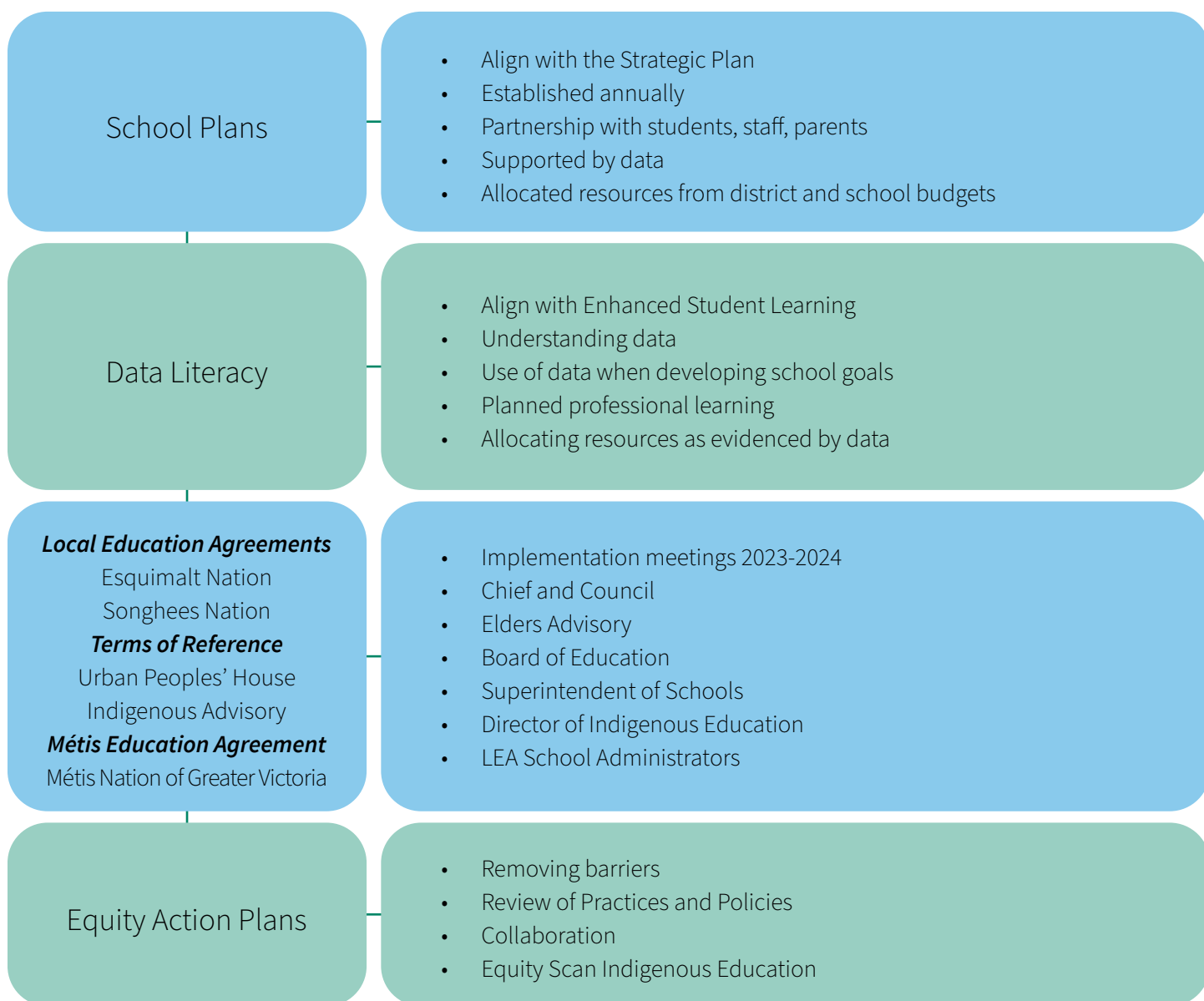
Operational Plans

For 2023-2024, planning is underway to update/create operational plans for district departments to ensure core functions and goals are in alignment with strategic goals and ensure resources are allocated to support the identified goals at the school and district level. Distinctions-based data will be used to identify and focus supports on closing the equity gap that exists in our district.

Operational plans by department include:

- Indigenous Education
- Human Resource Services
- Information Technology for Learning
- Facilities Services
- Financial Services
- International Program
- Modern Languages and Multiculturalism
- Inclusive Education
- Pathways and Partnerships
- English Language Learners
- Early Learning and Child Care

Alignment Strategies





Conclusion

Our Enhancing Student Learning Report (ESLR) is guided by our District mission, vision and core values and is grounded in evidence, research, and local knowledge. The ESLR reflects our 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. Improving student achievement, physical and mental-well being and belonging, as well as closing the equity and opportunity gaps that exist between Indigenous and non-Indigenous students and furthering our Reconciliation with Esquimalt Nation, Songhees Nation, Métis Nation Greater Victoria, and Urban Peoples' House Indigenous Advisory remain as the focus of our work.

Local Education Agreements, Education Agreements, Local Terms of Reference, activation of distinctions-based data, Equity Scan and guiding documents including Truth and Reconciliation Calls to Action, Declaration of the Rights of Indigenous Peoples Act Action Plan, and the BC Tri-Partite Agreement guide our journey through collaborative and transparent processes.

Appendix A: Audience Approaches

The District regularly engages through a culturally responsive lens with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. The scope of engagement 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 District engages with Rightsholders, students, staff, families, partners and the broader community.

Rightsholders

- The 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 working 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 once a month to co-develop plans that set learners up for success. The District has the Four Houses set the table for conversation and actively listens.



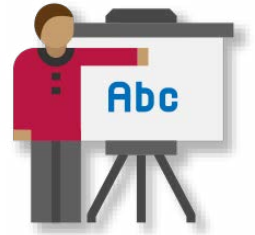
Students

- School staff/teachers engage with students at the school level on important topics.
- The District has a Student Representative Advisory Council (SRAC) comprised of secondary students that informs senior staff about school-based initiatives or ideas. The SRAC communicates with their schools and collect input from peers to help inform district processes. The students and staff meet monthly, and SRAC students attend Board of Education Standing Committee and Board meetings.
- All schools have Gender and Sexuality Alliance (GSA) clubs to create inclusive school cultures that support all students in feeling 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.
- In 2023 senior students led the District's first Student Forum on Inclusion and Anti-Racism. Students of colour shared personal experiences to helped provide direction for senior staff in making the District's schools more equitable.



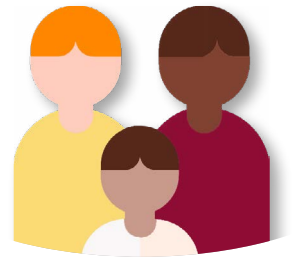
Staff

- Regular updates from the Superintendent and Departments to all staff.
- The Superintendent, the Deputy Superintendent and the Associate Superintendent hold weekly school-level 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 representatives each from each union along with Principals/Vice-Principals, and the Victoria Confederation of Parent Advisory Councils (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, 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, and public meetings.
- 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.



Community Partners

- Community partners are 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, and public meetings.
- Community partners can attend or present at regular Standing Committee and Board Meetings, and have opportunities to be part of committees.
- Trustees are assigned as Board liaisons to municipalities in the District.



Educational Partners

- Joint Committee on Curriculum Implementation: regular committee meetings are held between District staff and Greater Victoria Teachers Association.
- Regular Meetings with Island Chapter of BC School Superintendents Association (BCSSA) and BC Association of School Business Officials (BCASBO), and BCSSA and BCASBO provincially.
- Regular meetings of the Vancouver Island School Trustees Association and BCSTA provincially.
- Educational partners can attend or present at Board of Education Meetings.



Ministry of Education

- Many of our staff participate in Ministry of Education and Child Care committees. In addition the Ministry holds an annual meeting for Board Chairs, Superintendents and Secretary-Treasurers to discuss initiatives at a high level. The District participates in pilot projects to support the Ministry.



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