

ACHIEVEMENT CONTRACT

2009 - 2012



**SUNSHINE COAST SCHOOL DISTRICT
YEAR TWO UPDATE - JULY 2011**



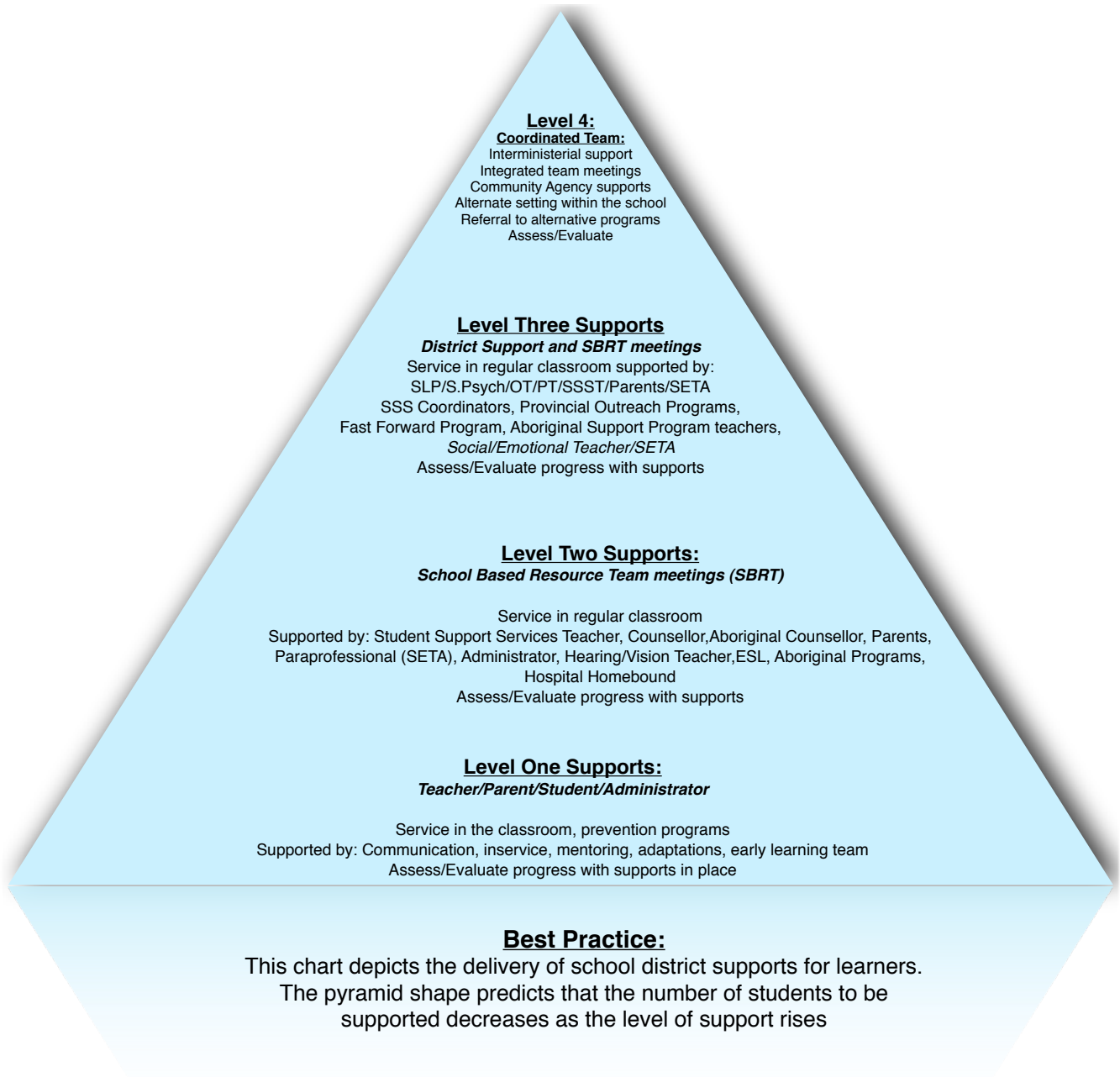
ACHIEVEMENT CONTRACT YEAR 2 UPDATE

<p>... our second update</p>	<p>School District No. 46 (Sunshine Coast) embarked on a process during the 2008-09 school year to examine how to move our annual Achievement Contract further towards being a living testament to the work of all of our employees in promoting student success. The end product of the discussions with all of our stakeholders was a three-year document covering the school years from 2009-2012. This is our second update to that document and it is structured to respond to some of the key questions raised and to provide the most recent data sets and narratives that speak to our progress in response to the questions. As many of the objectives will require the full three years (and some might require more time than that), not all of the questions could be answered at the end of the second year. In fact, some of our work in addressing the questions has led to further questions that will need to be incorporated as we continue to address student achievement. We also continue to implement new methods of assessment and data gathering so some of our results of this past school year will form the baseline for future progress. The bulk of the text from the achievement contract submitted last year has been kept intact for reference purposes (see the end pages of this document) and this update is a response to a key question or area we tried to address in each of literacy, early learning, social responsibility, numeracy and Aboriginal education. The data sets will be updated to reflect the results of the current school year and we have kept all of the information on file for future reference or for discussion purposes with Ministry of Education representatives.</p>
<p>... established targets for improvement</p>	<p>In addition to the relevant questions posed in each of the areas, we have also established targets for improvement in the areas of grade-to-grade transitions, completion rates and literacy at the elementary school level. Within each of these first two areas we have also created targets for our Aboriginal students. This summary will address each of the questions identified in the latest update of the Achievement Contract.</p>

<p>Literacy</p>	<p>The questions that formed the bulk of our work in the area of Literacy this year were:</p> <p>How do we sustain reading and writing growth across the grades?</p> <p>This year we have continued to build on the consistency of the BC Performance Standards and to refine our use of formative classroom reading and writing assessment tools. Through the structures within our district that support professional inquiry, teachers’ reflective thinking and conversations about classroom practice and student learning continue to grow.</p> <p>The PM Benchmark Kit is now in each primary classroom for ongoing informal reading assessment and for the reporting of the summative reading levels of individual students at year end. The intermediate teacher teams are choosing to use either the Kamloops Whole Class Reading assessment or the DART (District Assessment Reading Team) for grades 3 to 8. Our grade 8 teachers are planning to use the DART assessment for this fall and will be provided with the time to have team conversation and use the assessment information to inform their instructional planning and practice.</p> <p>Teachers are using classroom assessment information in a formative fashion to guide instructional practice and through conversations at the district level we use the summative assessment to inform whether or not we are sustaining student learning growth from year to year. Our data sets in support of this area include a local kindergarten screen (which is used both in the fall and in the spring) and a summative snapshot based on classroom assessment data using the performance standards (see Appendix). Based on the elementary data gathered over the past three years, students who may benefit from a variety of intervention strategies will be brought to the attention of the District Special Education team in the fall (see diagram page 4).</p> <p>The increased common use of formative assessment within our classrooms is supported through a variety of curriculum instruction and assessment tools/ resources we now have available in our Literacy and Numeracy Folder on our local First Class system.</p> <p>Within a number of our elementary schools, a student learning portfolio will follow each child as they progress through the grades and is being found valuable for the parent/teacher interview at reporting time.</p>
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BEST PRACTICE IN SUPPORTING STUDENTS SERVICE DELIVERY MODEL

Supporting the full participation of students as members of the school community in the most enabling and welcoming environment, as well as the promotion of their learning success in intellectual, social, emotional, physical growth and self esteem in their own unique way.



How do we continue our strong ties to the Community Literacy Plan?

We continue to have individuals representing curriculum and Aboriginal perspectives in the district work specifically with the Literacy Council to ensure a deep connection that reflects the goals of both the school district and our various community partners. In support of this area we have included some narratives about events that we supported and were active participants. Please refer to the plan submitted to 2011 Legacies Now for further details (available on our district website).

We participated in the development of writing skills in partnership with the Celebrating Authors Books and Children (CABC) program. We have a longstanding partnership with CABC, a collaboration of the Sunshine Coast Festival of the Written Arts, the Sechelt Public Library, the Sunshine Coast Arts Council and School District No. 46. CABC's goal is to promote literacy by bringing writers and students together to celebrate books, reading and writing. In 2011 CABC produced an anthology of student writing called Coastal Voices. In 2010-11 we began to explore ways to offer writing workshops for youth and adults in 2011/12. These workshops will be modelled after CABC with published authors helping adults and youth to find their voices as writers.

Family Literacy Week, January 2011: The Literacy Council and partners sponsored and hosted events during Family Literacy Week to promote awareness of family literacy and community literacy. This year we created Family Stories booklets for the general public and schools. Parents and children could use the booklets to create their own family stories. There was a full-page ad in the Coast Reporter promoting the Literacy Council and a Family Literacy Week insert in the Coast Reporter. Aboriginal Programs & Services sponsored a number of literacy events.

Education Week: Mall displays were set up with samples of student classroom work and Community/ District project work. We also had class lessons take place in the mall during the week.

E = Exceeding

M = Meeting

MM = Minimally Meeting

NYM = Not Yet Meeting

Appendix Page 37

June, 2010 GRADE 1 READING % at each level based on school marks		June, 2011 GRADE 1 READING % at each level based on school marks	
E	21	E	24
M	51	M	48
MM	16	MM	15
NYM	12	NYM	13

June, 2010 GRADE 3 READING % at each level based on school marks		June, 2011 GRADE 3 READING % at each level based on school marks	
E	30	E	18
M	53	M	63
MM	12	MM	12
NYM	5	NYM	8

June, 2010 GRADE 6 READING % at each level based on school marks		June, 2011 GRADE 6 READING % at each level based on school marks	
E	16	E	15
M	67	M	60
MM	16	MM	21
NYM	1	NYM	4

June, 2010 GRADE 1 WRITING % at each level based on school marks		June, 2011 GRADE 1 WRITING % at each level based on school marks	
E	8	E	9
M	59	M	64
MM	14	MM	21
NYM	19	NYM	6

June, 2010 GRADE 3 WRITING % at each level based on school marks		June, 2011 GRADE 3 WRITING % at each level based on school marks	
E	12	E	8
M	60	M	62
MM	20	MM	21
NYM	8	NYM	9

June, 2010 GRADE 6 WRITING % at each level based on school marks		June, 2011 GRADE 6 WRITING % at each level based on school marks	
E	15	E	12
M	59	M	56
MM	22	MM	25
NYM	4	NYM	6

FSA - GRADE 4 % MEETING OR EXCEEDING EXPECTATIONS			FSA - GRADE 7 % MEETING OR EXCEEDING EXPECTATIONS		
	READING	WRITING		READING	WRITING
2011	78	78	2011	69	76
2010	73	74	2010	76	86
2009	77	84	2009	78	81
2008	79	81	2008	79	92

Note that the results for Writing continue to indicate some challenges in this domain and a separate goal will continue for the 2011-12 school year in this area (see additional goals).

Early Learning

The question that formed the bulk of our work in the area of Early Learning this year was:

How can we continue to build multiple layers of programs and supports in order to best meet the diverse needs of our community?

Our programs continue to expand in terms of the numbers of participants and the variety of offerings. We have received approval for a sixth StrongStart Centre and will have a mobile program to reach those families unable to attend at one of our fixed sites. Data for this section will include participant numbers, our kindergarten screen results and some anecdotal comments that reflect the value of these programs.

Participant Numbers:

StrongStart BC Attendance Data – Number of visits by children at our StrongStart Centres (September 2010 – May 2011):

Gibsons StrongStart: 2,407

Roberts Creek StrongStart: 2,262

Sechelt StrongStart: 4,274

Halfmoon Bay StrongStart: 1,779

Madeira Park StrongStart: 1,313

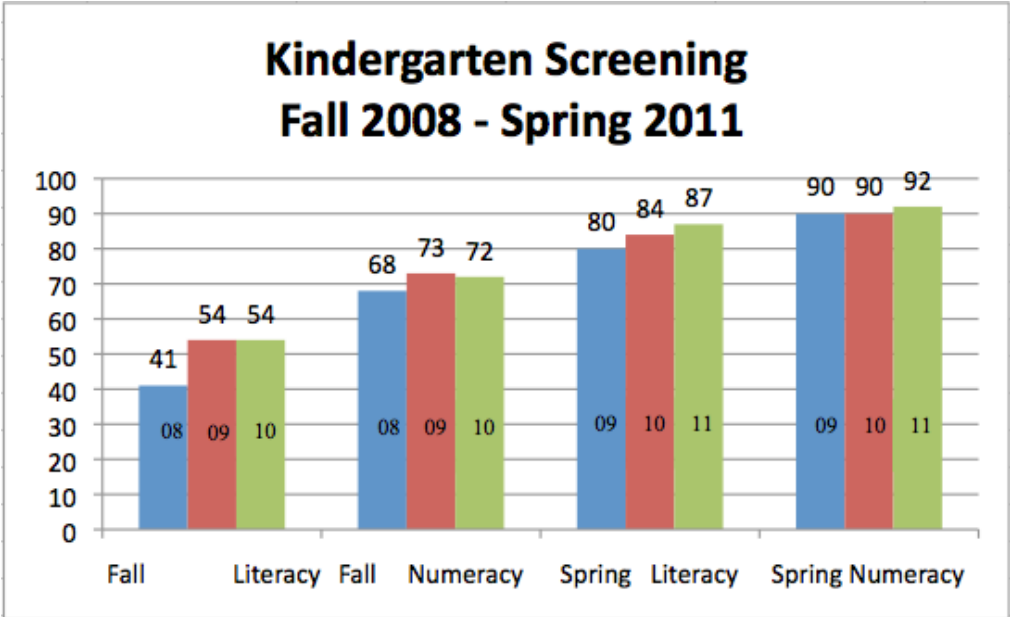
Kindergarten Screen Results:

A Summary of the K Screen Results is included.

Anecdotal Comments:

For a list of some of the anecdotal comments we have collected from parents that reflect the value of our Early Learning programs, please see Appendix page 31). Two have been highlighted under each category (SPARK!, Imagination Library, StrongStart, KinderSPARK!)

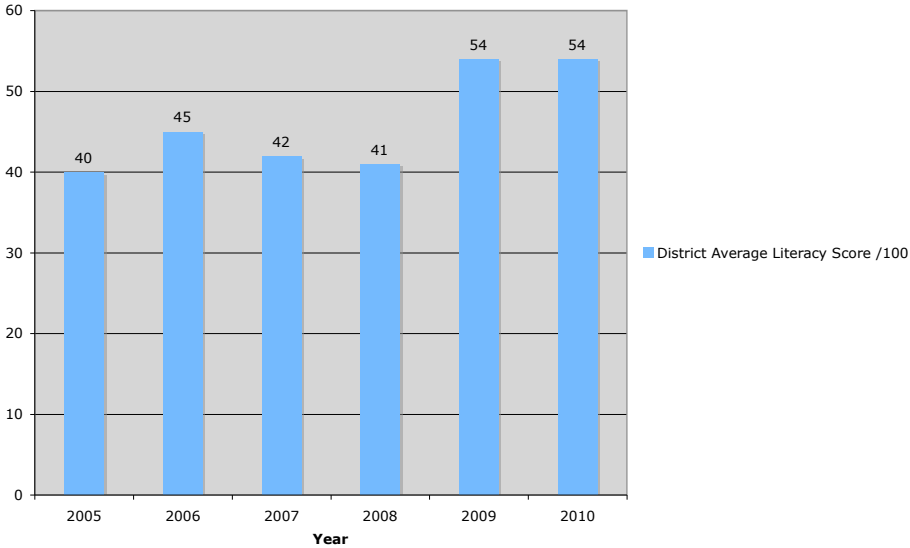
We recognize the important role that early learning plays in the development of children and in preparing them to enter school ready for the kindergarten program. The transition to the work our teachers do during this critical first year of formal schooling is also evident in the results of the kindergarten screen that is administered in September and June.



Literacy:

In the 2010-2011 Kindergarten screen, the average district literacy score is high, matching last year’s significant improvement, for a second year in a row. Once again, the district average literacy screen score is 54, which is a significant improvement from the baseline data collected in 2005 where we saw an average score of 40. The goal of the SPARK! program, which was first implemented in 2005, was to improve overall district scores. These families have had five full years of support available through the SPARK! program. The SPARK! program continues to grow and expand in our district, and these results are encouraging.

School District No. 46 Kindergarten Screening Average Literacy Score



<p>Social Responsibility</p>	<p>The question that formed the bulk of our work in the area of Social Responsibility this year was:</p> <p style="text-align: center;">Will assisting/training teachers to use restorative practices on a regular basis in their classrooms assist with classroom management and improve social responsibility among students?</p> <p>We continue to train with, and develop restorative practices to further address the needs of our employees and students. A “girls circle” was created, jointly sponsored by Community Justice and Aboriginal Programs & Services to deal with challenges related to female aggression and subtle forms of bullying behaviour. Some of the comments we received from participants illustrate the value of this endeavour:</p> <ul style="list-style-type: none"> ✓ <i>“I love this girls group. I love knowing I have a group of people I can talk to – it is very comforting.”</i> ✓ <i>“I don’t do sexting as much because I know what can happen and I think more about my actions now.”</i> ✓ <i>“Now that I know more, I feel more obliged to help my friends who struggle with these issues.”</i> ✓ <i>“It gave me a chance to meet new people and talk about things you might not be able to talk about on your own.”</i> <p>The Appendix includes some data on the number of participants and impacts on disciplinary actions routinely taken by schools. During the school year 13 cases were referred to the Community Justice Program involving 37 youth (25 offenders and 12 victims) involving secondary students. The nature of the offences included verbal threats, assault, break and enter, theft, and threatening behaviour. Eight restorative conferences were completed, a number of which were facilitated in an Aboriginal context, and all offenders successfully complied with the terms of the resolution agreements developed during the conferences. Three cases were returned due to the offender not accepting responsibility. The most prevalent form of remedy was a Peace Letter that outlined specific steps to cease all negative contact as well as consequences for failure to comply and strategies to deal with further harassment. Some of the agreements also included letters of apology, community service, financial restitution, team building exercises, conflict resolution training, and a presentation to younger students on bullying behaviour.</p> <p>As for the impact of this work on schools, the data at our elementary schools for this past year indicate that over 94% of our students are meeting expectations for social responsibility based on teacher assessment using the performance standards. Noted is a reduction in the number of Aboriginal students suspended in 2010/2011. This data (number of students meeting expectations for social responsibility based on the performance standards) is in the Appendix.</p>
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Numeracy

The question that formed the bulk of our work in the area of Numeracy this year was:

What is the most effective means of assessing for learning in the mathematics classroom?

In K-1, assessment tools have been developed and are available on our First Class system. Work continues to refine the Diagnostic Math Assessment for grades 2-7 and the current version is available for teachers to use as both a pre- and post-assessment tool. At the same time the Assessment of Numeracy for Education (ANIE) has been introduced and is available on the website. Grade 8 teachers met and developed an assessment tool that reflects the core curriculum and was utilized across the district. A similar process will be followed for the grade 9 curriculum.

June, 2010 MATH 8 % at each level based on school marks		June, 2011 MATH 8 % at each level based on school marks	
E/M	64	E/M	73
MM	16	MM	16
NYM	20	NYM	11

June, 2010 MATH 9 % at each level based on school marks		June, 2011 MATH 9 % at each level based on school marks	
E/M	69	E/M	77
MM	20	MM	16
NYM	11	NYM	8

These school level data sets indicate a positive trend with students at the “not yet meeting” designation decreasing. This may be related to the additional hours (50) assigned to the majority of students in this core curricular area. This will be monitored for the next school year.

Numeracy K-7

June, 2010 GRADE 1 NUMERACY % at each level based on school marks		June, 2011 GRADE 1 NUMERACY % at each level based on school marks	
E	7	E	10
M	76	M	74
MM	9	MM	10
NYM	7	NYM	6

June, 2010 GRADE 3 NUMERACY % at each level based on school marks		June, 2011 GRADE 3 NUMERACY % at each level based on school marks	
E	18	E	10
M	69	M	69
MM	10	MM	17
NYM	3	NYM	4

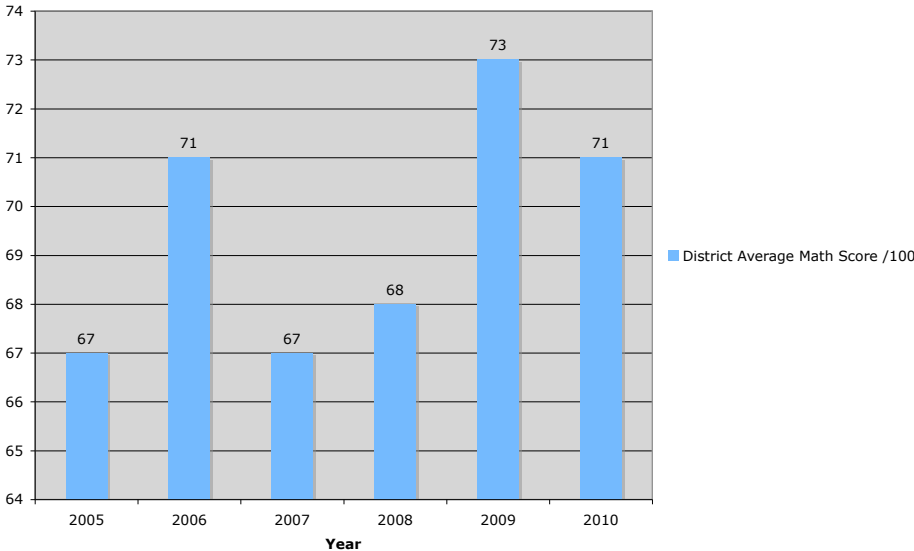
June, 2010 GRADE 6 NUMERACY % at each level based on school marks		June, 2011 GRADE 6 NUMERACY % at each level based on school marks	
E	19	E	20
M	58	M	58
MM	20	MM	18
NYM	3	NYM	3

FSA - GRADE 4 NUMERACY % MEETING OR EXCEEDING EXPECTATIONS		FSA - GRADE 7 NUMERACY % MEETING OR EXCEEDING EXPECTATIONS	
2011	79	2011	62
2010	67	2010	72
2009	81	2009	67
2008	79	2008	78

Math:

In the 2010-2011 Kindergarten screen, the average district math score results are similar to last year's findings. (71/100 in 2010; 73/100 in 2009). These scores continue to be higher than the baseline data collected in 2005.

School District No. 46 Kindergarten Screening Average Math Score



**Aboriginal
Education**

The questions that formed the bulk of our work in the area of Aboriginal Education this year were:

How can we create an Enhancement Agreement that respects the self-government of the First Nations of the area and which reflects the diversity of the Aboriginal community living on the Sunshine Coast?

The Aboriginal Education Advisory Circle, and in particular the Education Coordinator of the Sechelt Indian Band and district representatives (principal of Aboriginal Programs and Services and the Superintendent of Schools), in consultation with representatives of the Aboriginal Education Enhancements Branch, devised an approach to enhancement that may very well address the above question in an effective and uniquely “Sunshine Coast” way. An “Enhancement Guide”, to be implemented in 2011/2012, has been created to inform and to be used by the educators in the district. A one-page document has been devised to be a “declaration of intent” of each specific Aboriginal community **to work together and within the values and mandates of each of the respective organizations to improve school success for Aboriginal learners in School District No. 46 (Sunshine Coast).**

Specifically, the intent is to:

- enhance and continually improve the learning opportunities and quality of education achieved by Aboriginal students.
- assure the safety, dignity, well-being and success of Aboriginal students through collaboration on the design, delivery and evaluation of educational programs and services.
- seek the resources necessary to build capacity where needed and to address educational needs and issues with a view to long term sustainability.
- participate together in the ongoing development of plans to advance and implement collaborative programs in the district and in the Aboriginal community including:
 - Language and Culture Programs;
 - Education Support Programs;
 - English Language Development and Literacy Programs;
 - Early Learning Programs;
 - Transitions, Technology, Skills Training Programs, Apprenticeships and Post Secondary Programs

Partners will meet annually to talk about the concept of achievement measurement and to agree upon the key performance indicators of readiness, skills development and achievement, which will be used in reviewing student cohort success. For example:

- EDI and other Kindergarten Screening results
- Primary Assessment summaries
- Report Card Data Summaries
- District, School and Other Assessments
- Foundation Skills Assessments
- Provincial Examinations
- Graduation/School Leaving Rates
- Attendance and Lateness Rates
- Social Responsibility, including participating in school culture, volunteer opportunities, Numbers of Suspensions and other Disciplinary, Intervention or Restorative Justice Events related to Behaviour
- School Drop Out Rates
- Identified Special Needs of Students
- Participation in Extra-Curricular Activities
- Participation in Cultural Events and Activities at school and/or in the community
- Transitions to work
- Transitions to training programs
- Transitions to post-secondary institutions

What can we do in schools, the district, and with the help of the Aboriginal community to address the factors that are contributing to lower graduation rates?

During the course of the school year, the District Aboriginal Programs and Services team met with the members of the Aboriginal Education Advisory Circle and held formal and informal dialogues, including the annual “Nurturing the Learning Spirit” forum, about educational issues and the success rates of Aboriginal students, and in particular improving school and classroom response to the needs of Aboriginal students, including improving graduation rates.

District Aboriginal Programs and Services implemented three specific activities intended to impact graduation rates:

1. A concentrated effort to provide individual counseling and transitional support to each Aboriginal secondary student – as per the informal local research done last year to identify the socio-economic and psychological factors that contribute to lower graduation rates;

2. Members of the Aboriginal Education Support Team attending all School Based Team meetings concerning secondary level Aboriginal students;
3. Implementation of individual student Learning Plans for specific students whose achievement assessments indicated a need for “Tier 2” in the Pyramid Response to Intervention model.

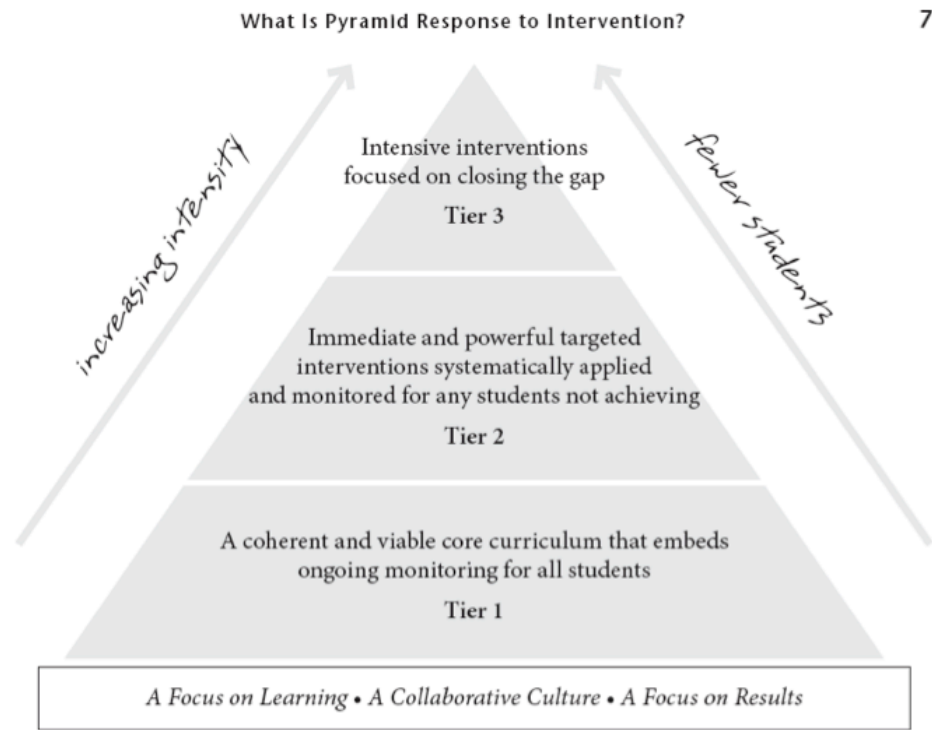


Figure 1-2: The pyramid response to intervention model

Additional Targets for the 2010-11 School Year (will all continue in 2011-12)

Writing (Elementary):

The classroom assessment data (see Appendix) indicates some success in achieving this goal. The improvements were most profound in grade one where the number of students “not yet meeting” dropped by 13%. Reductions were also seen in grades two and four. The table below shows that overall the percent of students in the “not yet meeting” category remained the same indicating that more work is still required in this area and this goal will continue for the 2011-12 school year.

TOTAL WRITING % NYM 2011	8%
TOTAL WRITING % NYM 2010	8%
DIFF IN WRITING % NYM 2011 TO 2010	0%

The FSA results do indicate an improvement at grade four that matches the classroom results and a decrease at grade seven that cannot be validated by the classroom information so deeper analysis is required.

The district also engaged in some initiatives designed to improve results in this area:

The Author-in-Residence – We had three local authors working in our elementary classrooms. In addition we had an opportunity to connect with the Vancouver Writer’s Festival and became involved with Maggie de Vries. She spent a week as author-in-residence with a class at Gibsons Elementary. The students worked on many aspects of writing and storytelling including point of view, character, emotion, metaphor and description.

Writer’s Camp – A Canopy of Creations – A full day of creative writing, art and music amongst the trees at Camp Byng occurred with our late intermediate classes.

Writer’s Anthology – Coastal Voices – both an elementary and a secondary publication were completed this year and are available in our local school and public libraries as well as the local Writers’ Festival office.

Connecting the Aboriginal Community to Schools - Gibsons Aboriginal Gatherings – monthly events to promote Aboriginal friendship in the Gibsons area and Phoenix Potlucks – monthly lunches to invite the community to connect with Alternative School students.

Target: To reduce the percentage of students in the “not yet meeting” category in Writing.

Target: To increase the connections between schools and the Aboriginal community.

First Time Graduation Rate:

The results (see Appendix) indicate very positive gains in this area as there was an overall improvement of 10% (to 87%) for all students, and 52% percent (to 84%) for our Aboriginal students. Further analysis of this improvement will provide insights into which changes produced these results. We will monitor these results again in the 2011-12 school year with an eye on specific initiatives (program offerings, increased support for specific students, improving our assessment literacy, timetable changes) and their impact.

Target: To reverse the trend of the “First Time Grade 12” graduation rate results for the district.

Target: To return the “First Time Grade 12” graduation rate of Aboriginal students to the provincial level.

Grade to Grade Transitions:

This area continues to be a challenge and will require more in depth analysis to identify which factors have the biggest impact and what can be done to address those. The results remained stable for this past year and still indicate declining results as students enter the graduation program years. This goal will be looked at in concert with the previous goal. The district will also participate in the MDI screening tool with an eye towards identifying factors that might influence these results.

Target: To ensure the grade-to-grade transitions remain high (ninety-five percent) through the graduation program years.

Target: To ensure the grade-to-grade transitions for Aboriginal students is comparable to those for all students.

APPENDIX A

Classroom Data

- K-7 Numeracy
- K-7 Reading
- K-7 Writing
- K-7 Social Responsibility
- English and Math 8-12

Provincial Data:

- FSA Grade 4 and 7 Reading and Writing
- FSA Grade 4 and 7 Numeracy
- Grade to Grade Transitions
- 6 Year Completion and Grade 12 Graduation Rates

District Data:

- Early Learning
- A Year-End Snapshot of Student Learning

2011 SCHOOL BASED DATA

June, 2011 K NUMERACY % at each level based on school marks		June, 2011 GRADE 1 NUMERACY % at each level based on school marks		June, 2011 GRADE 2 NUMERACY % at each level based on school marks		June, 2011 GRADE 3 NUMERACY % at each level based on school marks	
E	6	E	10	E	11	E	10
M	84	M	74	M	76	M	69
MM	10	MM	10	MM	14	MM	17
NYM	1	NYM	6	NYM	2	NYM	4

June, 2011 GRADE 4 NUMERACY % at each level based on school marks		June, 2011 GRADE 5 NUMERACY % at each level based on school marks		June, 2011 GRADE 6 NUMERACY % at each level based on school marks		June, 2011 GRADE 7 NUMERACY % at each level based on school marks	
E	16	E	12	E	20	E	16
M	59	M	55	M	58	M	52
MM	18	MM	23	MM	18	MM	24
NYM	8	NYM	10	NYM	3	NYM	0

June, 2011 K READING % at each level based on school marks		June, 2011 GRADE 1 READING % at each level based on school marks		June, 2011 GRADE 2 READING % at each level based on school marks		June, 2011 GRADE 3 READING % at each level based on school marks	
E	18	E	24	E	21	E	18
M	66	M	48	M	55	M	63
MM	12	MM	15	MM	14	MM	12
NYM	3	NYM	13	NYM	11	NYM	8

June, 2011 GRADE 4 READING % at each level based on school marks		June, 2011 GRADE 5 READING % at each level based on school marks		June, 2011 GRADE 6 READING % at each level based on school marks		June, 2011 GRADE 7 READING % at each level based on school marks	
E	13	E	14	E	15	E	16
M	61	M	58	M	60	M	57
MM	21	MM	23	MM	21	MM	22
NYM	5	NYM	5	NYM	4	NYM	5

2011 SCHOOL BASED DATA

June, 2011 K WRITING % at each level based on school marks		June, 2011 GRADE 1 WRITING % at each level based on school marks		June, 2011 GRADE 2 WRITING % at each level based on school marks		June, 2011 GRADE 3 WRITING % at each level based on school marks	
E	13	E	9	E	6	E	8
M	67	M	64	M	66	M	62
MM	17	MM	21	MM	23	MM	21
NYM	3	NYM	6	NYM	5	NYM	9

June, 2011 GRADE 4 WRITING % at each level based on school marks		June, 2011 GRADE 5 WRITING % at each level based on school marks		June, 2011 GRADE 6 WRITING % at each level based on school marks		June, 2011 GRADE 7 WRITING % at each level based on school marks	
E	11	E	10	E	12	E	15
M	59	M	56	M	56	M	52
MM	27	MM	24	MM	25	MM	26
NYM	4	NYM	10	NYM	6	NYM	6

June, 2011 K SOC. RESP. % at each level based on school marks		June, 2011 GRADE 1 SOC. RESP. % at each level based on school marks		June, 2011 GRADE 2 SOC. RESP. % at each level based on school marks		June, 2011 GRADE 3 SOC. RESP. % at each level based on school marks	
E	8	E	13	E	9	E	12
M	71	M	72	M	77	M	75
MM	19	MM	11	MM	13	MM	10
NYM	2	NYM	4	NYM	1	NYM	3

June, 2011 GRADE 4 SOC. RESP. % at each level based on school marks		June, 2011 GRADE 5 SOC. RESP. % at each level based on school marks		June, 2011 GRADE 6 SOC. RESP. % at each level based on school marks		June, 2011 GRADE 7 SOC. RESP. % at each level based on school marks	
E	7	E	7	E	11	E	13
M	73	M	69	M	65	M	60
MM	15	MM	20	MM	18	MM	23
NYM	6	NYM	4	NYM	6	NYM	4

2011 SCHOOL BASED DATA

June, 2011 ENGLISH 8 % at each level based on school marks		June, 2011 MATH 8 % at each level based on school marks		June, 2011 ENGLISH 9 % at each level based on school marks		June, 2011 MATH 9 % at each level based on school marks	
E/M	78	E/M	73	E/M	79	E/M	77
MM	17	MM	16	MM	13	MM	16
NYM	5	NYM	11	NYM	8	NYM	8

June, 2011 ENGLISH 10 % at each level based on school marks		June, 2011 F&PC MATH 10 % at each level based on school marks		June, 2011 A&WP MATH 10 % at each level based on school marks	
E/M	80	E/M	66	E/M	59
MM	10	MM	19	MM	25
NYM	10	NYM	16	NYM	15

June, 2011 ENGLISH 11 % at each level based on school marks		June, 2011 COMMUNICATIONS 11 % at each level based on school marks		June, 2011 MATH 11 PRINCIPLES % at each level based on school marks		June, 2011 MATH 11 APPLIC. % at each level based on school marks	
E/M	86	E/M	73	E/M	74	E/M	76
MM	11	MM	27	MM	18	MM	24
NYM	3	NYM	0	NYM	8	NYM	0

June, 2011 MATH 11 ESSENTIALS % at each level based on school marks		June, 2011 ENGLISH 12 % at each level based on school marks		June, 2011 COMMUNICATIONS 12 % at each level based on school marks		June, 2011 MATH 12 PRINCIPLES % at each level based on school marks	
E/M	73	E/M	83	E/M	89	E/M	87
MM	22	MM	13	MM	11	MM	7
NYM	4	NYM	4	NYM	0	NYM	6

2010 SCHOOL BASED DATA

June, 2010 K NUMERACY % at each level based on school marks		June, 2010 GRADE 1 NUMERACY % at each level based on school marks		June, 2010 GRADE 2 NUMERACY % at each level based on school marks		June, 2010 GRADE 3 NUMERACY % at each level based on school marks	
E	11	E	7	E	12	E	18
M	79	M	76	M	71	M	69
MM	8	MM	9	MM	14	MM	10
NYM	2	NYM	7	NYM	3	NYM	3

June, 2010 GRADE 4 NUMERACY % at each level based on school marks		June, 2010 GRADE 5 NUMERACY % at each level based on school marks		June, 2010 GRADE 6 NUMERACY % at each level based on school marks		June, 2010 GRADE 7 NUMERACY % at each level based on school marks	
E	8	E	15	E	19	E	17
M	68	M	67	M	58	M	58
MM	17	MM	13	MM	20	MM	22
NYM	7	NYM	5	NYM	3	NYM	3

June, 2010 K READING % at each level based on school marks		June, 2010 GRADE 1 READING % at each level based on school marks		June, 2010 GRADE 2 READING % at each level based on school marks		June, 2010 GRADE 3 READING % at each level based on school marks	
E	17	E	21	E	26	E	30
M	65	M	51	M	54	M	53
MM	15	MM	16	MM	16	MM	12
NYM	3	NYM	12	NYM	4	NYM	5

June, 2010 GRADE 4 READING % at each level based on school marks		June, 2010 GRADE 5 READING % at each level based on school marks		June, 2010 GRADE 6 READING % at each level based on school marks		June, 2010 GRADE 7 READING % at each level based on school marks	
E	9	E	15	E	16	E	20
M	67	M	67	M	67	M	64
MM	18	MM	15	MM	16	MM	14
NYM	6	NYM	3	NYM	1	NYM	2

2010 SCHOOL BASED DATA

June, 2010 K WRITING % at each level based on school marks		June, 2010 GRADE 1 WRITING % at each level based on school marks		June, 2010 GRADE 2 WRITING % at each level based on school marks		June, 2010 GRADE 3 WRITING % at each level based on school marks	
E	7	E	8	E	11	E	12
M	79	M	59	M	54	M	60
MM	11	MM	14	MM	26	MM	20
NYM	3	NYM	19	NYM	9	NYM	8

June, 2010 GRADE 4 WRITING % at each level based on school marks		June, 2010 GRADE 5 WRITING % at each level based on school marks		June, 2010 GRADE 6 WRITING % at each level based on school marks		June, 2010 GRADE 7 WRITING % at each level based on school marks	
E	8	E	10	E	15	E	18
M	63	M	63	M	59	M	58
MM	20	MM	20	MM	22	MM	19
NYM	9	NYM	7	NYM	4	NYM	4

June, 2010 K SOC. RESP. % at each level based on school marks		June, 2010 GRADE 1 SOC. RESP. % at each level based on school marks		June, 2010 GRADE 2 SOC. RESP. % at each level based on school marks		June, 2010 GRADE 3 SOC. RESP. % at each level based on school marks	
E	5	E	1	E	8	E	15
M	88	M	82	M	78	M	75
MM	6	MM	13	MM	13	MM	9
NYM	2	NYM	4	NYM	1	NYM	1

June, 2010 GRADE 4 SOC. RESP. % at each level based on school marks		June, 2010 GRADE 5 SOC. RESP. % at each level based on school marks		June, 2010 GRADE 6 SOC. RESP. % at each level based on school marks		June, 2010 GRADE 7 SOC. RESP. % at each level based on school marks	
E	9	E	15	E	12	E	20
M	77	M	71	M	72	M	62
MM	11	MM	14	MM	14	MM	17
NYM	2	NYM	1	NYM	2	NYM	1

2010 SCHOOL BASED DATA

June, 2010 ENGLISH 8 % at each level based on school marks		June, 2010 MATH 8 % at each level based on school marks		June, 2010 ENGLISH 9 % at each level based on school marks		June, 2010 MATH 9 % at each level based on school marks	
E/M	85	E/M	64	E/M	86	E/M	69
MM	9	MM	16	MM	9	MM	20
NYM	6	NYM	20	NYM	5	NYM	11

June, 2010 ENGLISH 10 % at each level based on school marks		June, 2010 MATH 10 PRINCIPLES % at each level based on school marks		June, 2010 MATH 10 APPLIC. % at each level based on school marks		June, 2010 MATH 10 ESSENTIALS % at each level based on school marks	
E/M	88	E/M	71	E/M	77	E/M	64
MM	9	MM	16	MM	12	MM	23
NYM	3	NYM	13	NYM	11	NYM	13

June, 2010 ENGLISH 11 % at each level based on school marks		June, 2010 COMMUNICATIONS 11 % at each level based on school marks		June, 2010 MATH 11 PRINCIPLES % at each level based on school marks		June, 2010 MATH 11 APPLIC. % at each level based on school marks	
E/M	84	E/M	63	E/M	87	E/M	88
MM	15	MM	12	MM	8	MM	12
NYM	1	NYM	25	NYM	5	NYM	0

June, 2010 MATH 11 ESSENTIALS % at each level based on school marks		June, 2010 ENGLISH 12 % at each level based on school marks		June, 2010 COMMUNICATIONS 12 % at each level based on school marks		June, 2010 MATH 12 PRINCIPLES % at each level based on school marks	
E/M	71	E/M	83	E/M	75	E/M	80
MM	11	MM	12	MM	9	MM	16
NYM	18	NYM	5	NYM	16	NYM	4

FSA DATA OVER TIME

FSA - GRADE 4 % MEETING OR EXCEEDING EXPECTATIONS			FSA - GRADE 7 % MEETING OR EXCEEDING EXPECTATIONS		
	READING	WRITING		READING	WRITING
2011	78	78	2011	69	76
2010	73	74	2010	76	86
2009	77	84	2009	78	81
2008	79	81	2008	79	92

FSA - GRADE 4 NUMERACY % MEETING OR EXCEEDING EXPECTATIONS		FSA - GRADE 7 NUMERACY % MEETING OR EXCEEDING EXPECTATIONS	
2011	79	2011	62
2010	67	2010	72
2009	81	2009	67
2008	79	2008	78

Grade To Grade Transitions - 2009/10 046 - Sunshine Coast

Number of Students Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students (#)	Grade 7 Students (#)	Grade 8 Students (#)	Grade 9 Students (#)	Grade 10 Students (#)	Grade 11 Students (#)
All Students	2005/06	273	304	326	332	336	288
	2006/07	263	278	298	327	325	296
	2007/08	294	274	276	294	336	311
	2008/09	262	298	287	260	263	291
	2009/10	231	269	298	277	244	250
Female	2005/06	136	155	159	147	181	152
	2006/07	140	140	153	161	149	162
	2007/08	146	149	138	150	160	146
	2008/09	143	146	161	131	137	138
	2009/10	111	141	143	152	119	127
Male	2005/06	137	149	167	185	155	136
	2006/07	123	138	145	166	176	134
	2007/08	148	125	138	144	176	165
	2008/09	119	152	126	129	126	153
	2009/10	120	128	155	125	125	123
Aboriginal	2005/06	38	45	46	34	38	23
	2006/07	45	42	44	47	31	26
	2007/08	54	50	39	43	47	25
	2008/09	44	56	46	35	30	33
	2009/10	27	43	50	40	29	20
ESL	2005/06	13	11	16	8	10	Msk
	2006/07	12	12	12	12	Msk	Msk
	2007/08	15	14	11	9	11	Msk
	2008/09	Msk	11	11	8	Msk	6
	2009/10	Msk	Msk	10	Msk	Msk	Msk
Special Needs	2005/06	32	38	42	34	39	33
	2006/07	23	37	33	45	36	27
	2007/08	40	25	34	39	55	26
	2008/09	31	40	23	30	26	32
	2009/10	25	30	42	20	26	12

Six-Year Completion and Grade 12 Graduation Rates - 2009/10 046 - Sunshine Coast

		Six-Year Completion	Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate					
		Rate	Total Gr 12	Graduates		Honours Graduates		Total Gr 12	Graduates		Honours Graduates	
		%	#	#	%	%	#	%	%			
All Students	2005/06	73.7	276	268	97	40	286	248	87	37		
	2006/07	73.5	291	281	97	44	298	268	90	41		
	2007/08	79.1	299	286	96	34	318	264	83	32		
	2008/09	76.2	290	278	96	39	345	266	77	33		
	2009/10	79.2	289	280	97	31	301	262	87	30		
Female	2005/06	79.7	138	133	96	53	147	125	85	48		
	2006/07	76.8	155	151	97	54	155	143	92	51		
	2007/08	82.8	167	164	98	48	176	153	87	44		
	2008/09	80.0	143	140	98	47	162	135	83	41		
	2009/10	84.3	142	136	96	32	145	128	88	31		
Male	2005/06	68.5	138	135	98	28	139	123	88	26		
	2006/07	70.4	136	130	96	32	143	125	87	30		
	2007/08	75.2	132	122	92	17	142	111	78	17		
	2008/09	71.8	147	138	94	31	183	131	72	25		
	2009/10	74.8	147	144	98	30	156	134	86	28		
Aboriginal	2005/06	42.9	21	21	100	24	28	18	64	18		
	2006/07	47.7	22	22	100	32	25	20	80	28		
	2007/08	48.5	23	22	96	30	29	21	72	21		
	2008/09	47.1	12	11	92	17	34	11	32	6		
	2009/10	45.6	31	31	100	16	32	27	84	16		
ESL	2005/06	60.5	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk		
	2006/07	51.8	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk		
	2007/08	60.5	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk		
	2008/09	40.7	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk		
	2009/10	60.9	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk		
Special Needs	2005/06	43.4	25	25	100	20	31	23	74	13		
	2006/07	41.2	28	26	93	18	32	26	81	16		
	2007/08	41.6	15	15	100	0	19	12	63	0		
	2008/09	51.0	16	15	94	13	42	13	31	7		
	2009/10	47.0	19	19	100	5	21	16	76	5		

The Six-Year Completion Rate data are only available at district and province level. Six-Year Completion Rates are not calculated at the school level as adjustments to account for students leaving the province are not estimated.

Early Learning - Anecdotal Comments from Parents:

SPARK!

“The SPARK! program has helped me become a better parent. It has not only given me tools and information to help my children develop their minds and bodies to their full potential, but it has also given me information so that if problems exist they can be caught at a young age (for example, taking my baby to the optometrist). I am so thankful to have been able to participate in such an important program that should be available to children and parents everywhere!”

Laura Trewin

Madeira Park, Sunshine Coast, B.C.

“The SPARK! program is very helpful with child learning and development information for each age and stage. We spend time at home using the toys and learning activities. I feel Arrianna has a better foundation and the skills needed to enter Kindergarten and be successful.”

Deyon Chiasson

Madeira Park, Sunshine Coast, B.C.

“It’s wonderful to have access to an early learning professional to answer development-related questions and give us new insight into what is going on inside our son’s brain and body. The resources (toys and books) are fantastic and help us choose other toys and books to help him grow and be his best.”

Jackie Reid

Sechelt, Sunshine Coast, BC

“I found SPARK! to be an amazing program for a number of reasons:

1. Introducing me to families with children of similar ages
2. Exceptional information (science-based)
3. Info on community programs (StrongStart)”

Anna MacNeil-Allcock

Halfmoon Bay, Sunshine Coast, BC

“We love the SPARK! program!

Not only do we get free, age-appropriate toys but we get the opportunity to be more informed about how our daughter (15 months) learns. With this information I can make sure that I am doing my best to help her learn and use new skills and information. I personally love how Kirsten gives out a lot of information on how babies learn and I find it very useful and informative. I also love how Kirsten answers questions we may have about how to teach certain things, for example – different languages, sharing skills, etc.

Robin Lawson

Halfmoon Bay, Sunshine Coast, BC

“We love SPARK! Thank you so much for providing this program for us. Our friends back in Vancouver are jealous of the free toys 😊

Going to a SPARK! night always inspires me to be a helpful, patient parent. We get a lot of great information and its nice to know that other parents are experiencing the same challenges as us. Thank you! Thank you! Thank you!”

Celia Clare
Gibsons, Sunshine Coast, BC

“The SPARK! presentations are very informative and help us as parents focus on what is important developmentally at each age. Sharing thoughts and ideas with other families is invaluable. It affirms what is appropriate at each age. The sharing also reinforces good parental practice and helps us feel less isolated. The books and toys are, of course, fantastic.”

Lynne Thomas
Roberts Creek, Sunshine Coast, BC

“The SPARK! seminars provide up-to-date, educational, thought-provoking information on the normal development of your child at each age. The toys given at the seminars and monthly story books sent in the mail make for family bonding and play time.”

Laura Lund
Roberts Creek, Sunshine Coast, BC

Imagination Library

“My daughter Arrianna, really loves getting the books in the mail and reading them together as soon as we get home. She also gets her older brother and sister to read the books with her, which allows them to practice reading aloud. We enjoy the different stories and styles of books that I may not have chosen otherwise.”

Deyon Chiasson
Madeira Park, Sunshine Coast, B.C.

“The Imagination Library program has given my boys a desire to read. Before they received the books in the mail they were more interested in throwing books. But when they receive them in the mail they are excited to get mail. They viewed the books as a super special treat that they opened and flipped through and then asked me to read the books to them again and again. It is something about getting them in the mail, because they never did that with other books they had received as gifts.”

Laura Trewin
Madeira Park, Sunshine Coast, B.C.

“**Reading** the Imaginary Library books brings our whole family together, and opens up conversations that wouldn’t have otherwise happened.”

Eli Swinney
Gibsons, Sunshine Coast, BC

“My six year-old daughter and three year-old son have always loved to receive books from the Imagination Library. It helped my daughter become an avid reader. She can read beginner books all by herself now. My son always enjoys the quiet and intimate reading time.”

Nancy Relova
Gibsons, Sunshine Coast, BC

“We are so lucky to get all of these wonderful books! Most of them have become favourites and Sullivan loves getting special mail just for him. We like the range of different themes, and being introduced to authors we otherwise wouldn't read. Most of the books have such fantastic artwork, too. We read together every day. The Imagination Library helps keep things fresh and exciting. Many thank yous!

Celia Clare
Gibsons, Sunshine Coast, BC

“My son, Noah, looks forward each month to receiving a book. I like that some of the books have parents tips included on ways to engage your child and questions to ask.”

Tracy Loder
Sechelt, Sunshine Coast, BC

“The books that have arrived in the mailbox every month have been a huge asset to our family. Reading nightly to the kids is filled with positive and varied perspectives of the world.”

“Our eldest has learned so much, for example about emotions or about sharing. Our youngest is just getting into the beautiful books we have received.”

Penny Brown
Sechelt, Sunshine Coast, BC

“We love getting new and age-appropriate books to read to Cohen. The Imagination Library books give us a good idea of what authors are good and what reading levels he enjoys.”

Jackie Reid
Gibsons, Sunshine Coast, BC

StrongStart

“Arrianna loves going to StrongStart. She likes to play with all of the great toys and activities. StrongStart has helped her learn to interact with other children her age. Arrianna is very comfortable in the school and knows where the gym and bathroom are. She is looking forward to attending Kindergarten in September. For now, StrongStart is her class at the ‘big’ school that her older brother and sister attend.”

Deyon Chiasson
Madeira Park, Sunshine Coast, B.C.

“The StrongStart program is amazing ☺. The facilitator is so well organized and creative. She brings creative crafts and activities that I otherwise wouldn't do at home. Some of my favourite activities and crafts were building a robot, playing with the bug and drawing robots, watching the caterpillars turn into butterflies, wood art, and the gifts for Mothers Day and Fathers Day. I also

love having gym time where the kids can run around rain or shine and develop skills like riding bikes, balancing, playing hockey, playing basketball and throwing.

Laura Trewin

Madeira Park, Sunshine Coast, B.C.

“This page isn’t big enough to say how much StrongStart has had a positive effect on our family. The ability to have interaction with other people both for myself and my children, making strong connections that may become lifelong friends. The variety of experiences and subject matter the facilitator provides for the children enhances all of their skills. The high energy and the enthusiasm of the facilitator are very contagious, keeping the environment fun. We LOVE StrongStart.”

Jessica Grohs

Madeira Park, Sunshine Coast, B.C.

“I have attended the Roberts Creek and Sechelt StrongStart programs on a fairly regular basis with my three year old son. We have benefitted from the social interactions with other parents, from the many art activities and from the fun exercise at gym time. Circle time with parents is my favourite cuddle time with Nevin.”

Heather Evans-Cullen

Roberts Creek, Sunshine Coast, B.C.

“Tuesdays means “Trina Day” at our house. My three year-old LOVES to see her friends at StrongStart, zoom around the gymnasium, paint and do crafts, play in the spring garden, crawl on the crocodile’s back, and she is captivated by Trina at story time. I LOVE the connection with other parents and enjoy the creative mess-making here (rather than a mess at home!)”

Meredith Thomson

Roberts Creek, Sunshine Coast, B.C.

“We moved into Halfmoon Bay in December 2010. Not knowing anyone, we were told about StrongStart! What an amazing experience this has been for us! Meeting other families and kids has certainly made our move here spectacular!”

Laura makes us always want to come back! She’s the best!”

Melinda Oliver

Halfmoon Bay, Sunshine Coast, B.C.

“Participating in StrongStart has been positive for my family because it allows my 2 ½ year old to have positive play experiences with other children and to play with a variety of toys. The story time and singing allows my child to learn self-confidence and teaches him to remember songs and stories. It also allows me to spend time with other mothers in the same situation as myself. It also teaches our children skills that they will need when entering school.”

Suzie Armstrong

Sechelt, Sunshine Coast, BC

“I found StrongStart great for keeping Noah interacting with other children, and for meeting other parents. I love that the program brings in different presenters, Library Time, and Song & Rhyme Time. Marilyn is a great facilitator – I love the program!

Tracy Loder
Sechelt, Sunshine Coast, BC

“Coming to StrongStart gives our son the opportunity to interact with other kids which is great for all of us because we haven’t got many friends with young children. There are always loads of resources and activities to help him grow, learn and explore.”

Jackie Reid
Sechelt, Sunshine Coast, BC

“StrongStart is an amazing resource for us! It entertains my kids, teaches us songs, especially songs with fun hand gestures. (This later became a survival technique on a long road trip!) StrongStart gave me respite when I was pregnant and had my newborn. Then my 2-½ year-old could play with a huge variety of toys and learn at the same time. And let us not forget the coffee. Thank you for the coffee!

Penny Brown
Sechelt, Sunshine Coast, BC

KinderSPARK!

- “I enjoyed meeting the kids in Carter’s class, the parents and learning different activities to help Carter with his learning. I had a great time! So did my kids.”
- “Great parent/child interaction, makes them feel much more secure in a new environment in a classroom. Braden always looks forward to coming, much more interactive as the program went on.”
- “I enjoyed spending time with my daughter. Getting to be a part of the Kindergarten process. Marilyn is amazing!!”
- “Max asked if there was a grade 1 KinderSPARK!”
- “The facilitator was enthusiastic and made each day interesting. I loved watching my son in a Kindergarten setting and being in the K room was fun!!”
- “Getting to work alongside my child; getting them comfortable in the classroom and seeing them learn at many different tasks, and seeing and meeting future classmates.”
- “I enjoyed meeting the other moms and the fact that the kids get a chance to get to know one another before they start school so they don’t start with not knowing anyone. Thank you, it was a wonderful program.”
- “I enjoyed meeting my child’s fellow students, talking about the fall and support for that. The great community feel. We are very lucky to have this!”
- “I liked that Kolby got a chance to get familiar with the school, future friends and teacher. Thank you!”
- “New ideas, meeting other children, great facilitator, positive association with Kindergarten.”
- “I enjoyed the way to teach everything. The activities and games we did every week are so good.”
- “How much my son loves it! Great job!”

- “The kids enjoyed meeting their future classmates and getting to know the school (library, gym, etc.) Great to review alphabet, numbers, shapes, etc. Sarah’s a great facilitator. It’s been really fun and educational. Really glad we did it.”
- “Very good program. Matthew enjoys coming to KinderSPARK! and talks about it all the time.”

A Year End Snapshot of Student Learning

Name _____

Date _____

Reading Performance Standards (Grades 4-5)

Not Yet Within Expectations	Meets Minimal Expectations	Fully Meets Expectations	Exceeds Expectations
<i>With support, may be able to read and understand brief, simple fiction, and non-fiction text. Responses are often inaccurate or incomplete.</i>	<i>Is able to read and understand and respond to simple and direct fiction, nonfiction material but may need some support to complete assignments. Work often lacks detail.</i>	<i>Is able to read direct fiction and non-fiction material and complete assigned tasks independently. Work is accurate and complete.</i>	<i>Is able to read materials that have some complexity and complete comprehension or assigned tasks efficiently. Work often shows exceeds requirements of the task.</i>

Writing Performance Standards (Grades 4-5)

Not Yet Within Expectations	Meets Minimal Expectations	Fully Meets Expectations	Exceeds Expectations
<i>The writing offers some related events or ideas but hard to follow and understand. The student needs ongoing support.</i>	<i>Writing presents loosely connected ideas with little development and may be confusing in places and /or flawed by frequent errors.</i>	<i>The writing is complete and easy to follow with interesting description, detail, and/or relevant and logical ideas about the topic.</i>	<i>The writing is well developed with clear, complete and concise information or ideas that fully and effectively accomplishes the task. Story is engaging and with some originality.</i>

Numeracy Performance Standards (Grades 4-5)

Not Yet Within Expectations	Meets Minimal Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Does not meet basic requirements of the task(s) without close, ongoing assistance. Usually unable to explain result.</i>	<i>Satisfies basic requirements for most parts of the task, but some important aspect is flawed or incomplete. Partial explanation.</i>	<i>Satisfies basic requirements for all parts of the task(s); reaches explains reasonable solution(s). (may be minor flaws)</i>	<i>Thoroughly satisfies requirements of all parts of the task; solution is well developed and justified; often insightful or innovative.</i>

Social Responsibility Performance Standards (Grades 4-5)

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly, ignoring the feelings and needs of others shows little commitment to the group or class and has difficulty following basic rules for working together 	<ul style="list-style-type: none"> usually friendly; if asked, will help or include others generally willing and cooperative in classroom and group activities; may need some support 	<ul style="list-style-type: none"> friendly, considerate, and helpful contributes and shows commitment to classroom and group activities 	<ul style="list-style-type: none"> friendly and kind, and often seeks opportunities to help or include others voluntarily takes responsibility in classroom and group activities (effective)
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies 	<ul style="list-style-type: none"> tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems 	<ul style="list-style-type: none"> tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help can explain simple problems or issues and generate and select simple, logical strategies 	<ul style="list-style-type: none"> considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help can explain an increasing variety of problems or issues and generate and evaluate strategies
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; appears unaware of others' rights 	<ul style="list-style-type: none"> usually respectful to others, but may need prompting to see how fairness applies to some situations 	<ul style="list-style-type: none"> treats others fairly and respectfully; often shows interest in correcting injustice 	<ul style="list-style-type: none"> fair and respectful; shows growing commitment to fair and just treatment for everyone
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be apathetic and may feel powerless to affect classroom, school, community, or world 	<ul style="list-style-type: none"> willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions 	<ul style="list-style-type: none"> shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action 	<ul style="list-style-type: none"> shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action

Appendix B

2009 – 2012

<p>WHO ARE WE?</p> <p><i>14% of our students are of Aboriginal heritage.</i></p> <p><i>Enrolment continues to decline.</i></p> <p><i>We have international students from Korea, Taiwan, Denmark, Germany and Brazil.</i></p>	<ul style="list-style-type: none"> • School District No. 46 (Sunshine Coast) extends from Port Mellon to Egmont on the beautiful Sunshine Coast and provides a comprehensive education program to 3,307 students in 9 elementary, 3 secondary, 1 alternative school and one distributed learning program. • The school district operates on the traditional territories of the <i>shíshálh</i> (Sechelt) Nation and the <i>Skwxwu7mesh uxwumixw</i> (Squamish Nation). Approximately 14% of our students are of Aboriginal ancestry including 100 members of the Sechelt Indian Band and many other students of Sechelt, Squamish, other First Nations, Metis, and Inuit ancestry. • Enrolment continues to decline by approximately 4% annually and is projected to continue at that rate during the term of this contract. • Our vision is “A Community Engaged in the Pursuit of Lifelong Learning and Educational Excellence” and our 400+ skilled employees embody this spirit. • School-based decision-making, budgeting, and local context contribute to the uniqueness of each school. For the 2010-2011 school year, the district was divided into three family groups which will lead to a move away from school-based decision-making to family-based decision-making. • The International Student Program includes students from Korea, Taiwan, Denmark, Germany and Brazil resulting in 16 fee-paying students. • School District No. 46 offers students and families a wide range of educational options designed to meet the unique needs of all students and includes: <ul style="list-style-type: none"> - A student-centred alternative education program, which uses a variety of delivery methods resulting in a reduction in dropouts. - A partnership with Coast Cable, which houses their studio in Elphinstone Secondary and provides a program in television production for students. - A great number of formal and informal partnerships engaging many government, private and public sector, First Nations and community based services, agencies, programs and institutions in creating a vibrant and supportive community for children and youth.
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<p><i>We have six Strong Start Centres on the Sunshine Coast.</i></p> <p><i>ACE-IT programs</i></p> <p><i>Active participation of parents</i></p> <p><i>Student involvement in Highway 46 meetings</i></p>	<ul style="list-style-type: none"> - A provincially recognized Special Education program. - Many district Aboriginal programs and services including a strong Aboriginal Education Support Program, an English Language Development (ESD) program, and a respected <i>shashishalhem</i> (Sechelt) Language and Culture Program through the Sechelt Indian Band. - Learning Community Teams established to serve and support student improvement efforts. - Early Learning Programs including: SPARK!, KinderSPARK!, Ready Set Learn, the Dolly Parton Imagination Library and Parents As Literacy Supporters (PALS). - ACE-IT Programs, through a partnership with Vancouver Island University, in Residential Construction Framing Technician and Culinary Arts are entering their third years. An additional program of Auto Service Technician will complete its first year in the upcoming school year. - Fast ForWord, a computer assisted program to improve auditory processing proficiency for students, has been intensely utilized at seven elementary schools for three years with very positive results. - A Distributed Learning (DL) program that offers on-line learning to support families who wish to have their children educated in the home. <ul style="list-style-type: none"> • Areas of Strength: <ul style="list-style-type: none"> - Increase in the number of students who reconnect with school through our Alternative programs. - Active participation of parents on School Planning Councils in preparing School Growth Plans for adoption by the Board of Education. - Strong student involvement in educational issues through their participation in Highway 46 meetings. - Local Network of Performance Based Schools which has expanded to include Powell River and Sea to Sky. - Curriculum support personnel for language literacy, numeracy, cultural literacy, early learning, and special education. - Active PAC at our Alternative School. - Active FDK working committee with all K teachers. Focused meeting times throughout the year to review the FDK document and celebrate successes with students.
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<p>WHAT DO WE KNOW?</p> <p><i>Differentiated instruction</i></p> <p><i>Student self-assessment</i></p> <p><i>Parents are a child's first and most important teachers.</i></p> <p><i>A safe, healthy, nurturing learning environment</i></p>	<p>Literacy:</p> <ul style="list-style-type: none"> • Promising practices exist within our District including: <ul style="list-style-type: none"> - family literacy - differentiated instruction - critical thinking - literature circles - guided reading - instruction models - increased daily writing - student self-assessment - integration of literacy instruction and technology • Classroom assessment has positive effects on teacher instruction and school/district program plans that support student learning. • A support teacher, materials acquisition, and PD in-service are supporting the implementation of the English Language Arts curriculum at the District level. • We have a number of programs at the elementary and secondary levels that are improving the literacy achievement for whom English is a second dialect or a second language. <p>Early Learning:</p> <ul style="list-style-type: none"> • The early years of development set the base of competence and coping skills that affect learning, behaviour, and health throughout life. • Parents are a child's first and most important teachers and have an important ongoing role in their children's education. • Building nurturing relationships, responsive interactions and opportunities for play will support and optimize early development and learning. • Programs and outreach have supported our Aboriginal learners. <p>Social Responsibility:</p> <ul style="list-style-type: none"> • We care about creating safe, healthy, nurturing learning environments. • We believe that everyone is doing the best they can and we need to honour the socially responsible practices that are already in place. • Restorative Justice through community support will continue at the secondary level. <p>Numeracy</p> <ul style="list-style-type: none"> • The implementation of the new Math curriculum is a long-term project and results will take 4-6 years to realize. A support teacher, materials acquisition, and PD in-service are supporting this at the district level. We are heading into year three of a four year implementation plan.
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Aboriginal Education

- If Aboriginal students reach Grade 12, they do very well and often graduate within that Grade 12 year. However, only half of the Aboriginal students who enter Grade 8 complete their Dogwood within six years. This needs more intensive study and intervention.

<p>WHAT DO WE WONDER ABOUT?</p> <p><i>How do we sustain reading and writing growth?</i></p> <p><i>What do we mean by vulnerable child?</i></p> <p><i>Assessment for learning in mathematics</i></p>	<p>Literacy:</p> <ul style="list-style-type: none"> • How do we effectively use ongoing assessment to inform and shape our practice? • 09-10: How do we sustain and improve reading and writing growth across the grades? • How do we foster further integration of literacy instruction across the curriculum from early learning through to grade 12? • How do we ensure that students attain and retain positive attitudes toward literacy, with an eye on creating lifelong readers and writers? • How do we keep our literacy practices authentic and relevant in a rapidly changing society? • How do we foster the further integration of cultural literacy across the curriculum from early learning through to grade 12? • 09-10: How do we continue our strong ties to the Community Literacy Plan? <p>Early Learning:</p> <ul style="list-style-type: none"> • How do we build the culture of parent involvement that begins in the early years? • 09-10: How can we continue to build multiple layers of programs and supports in order to best meet the diverse needs of our community? • How do we help more Aboriginal and recently immigrated parents to feel comfortable, welcomed and ‘at home’ in early learning workshops/forums/programs? <p>Social Responsibility:</p> <ul style="list-style-type: none"> • How do we establish empowered relationships? • How do we know that relationships make a difference in promoting academic achievement? • How does our district recognize the healthy balance between personal and social development with academic achievement? • What do we mean by “vulnerable child?” • 09-10: Will assisting/training teachers to use restorative practices on a regular basis in their classroom assist with classroom management and improve social responsibility among students? <p>Numeracy:</p> <ul style="list-style-type: none"> • 09-10: What is the most effective means of assessing for learning in the mathematics classroom? • How do we foster the authenticity and relevancy of math for students in cultural and everyday activities?
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Aboriginal:

- 11-12: How can we create an implementation of the Enhancement Guide that respects the self-governance of the First Nations of the area and which reflects the diversity and unique circumstances of the Aboriginal people living on the Sunshine Coast?
- 11-12: How do we continue to foster greater understanding of Aboriginal culture in the district generally and increase the desire for “excellence” among Aboriginal students?
- 11-12: What are the factors that are contributing to the graduation rate fluctuations? How can we duplicate positive factors in all learning environments across the district?

<p>WHAT IS THE FOCUS IN SCHOOL PLANS?</p> <p><i>Assessment practices that reflect a formative approach</i></p> <p><i>Improved numeracy skills</i></p> <p><i>Success for Aboriginal students</i></p> <p><i>Early Learning Program success</i></p>	<p>Secondary Schools</p> <ul style="list-style-type: none"> • Grading practices that address individual student needs and provide opportunities to re-learn and re-test. • Provide additional reading program time for those students below grade level. • Provide students with clear intentions for each lesson and allow them to demonstrate learning in a variety of ways. • Every Aboriginal student will successfully complete his or her graduation plan. • Improve the overall performance of students in Math at the grade 8-10 levels. • Improve work habits and responsibility for learning. <p>Elementary Schools</p> <ul style="list-style-type: none"> • Increase achievement in writing. • Take responsibility for physical and emotional well being of self and others. • Reading skills and strategies. • Literacy skills of vulnerable learners. • Improved numeracy skills through using the new curriculum. • Enhanced learning opportunities in Fine Arts. • Assessment practices that engage students about their own learning. • Strengthen students’ skills in reading and writing for a range of purposes. • Student and parent engagement in the reporting process. • Environmental sustainability. • Building a new school community. • UDL principles and practice. • FDK working committee. <p>Overall</p> <ul style="list-style-type: none"> • Use of assessment for learning practices. • Focus on success for Aboriginal students. • Teacher Mentorship. • Early Learning Program success. • Networking and collaboration – Learning Community Teams, Network of Performance Based Schools.
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**WHERE DO
WE WANT TO
GO?
(TARGETS)**

Literacy:

- At the school/district level, we need to make decisions about how we can measure student growth in literacy over the next three years.
- Thereafter, we need to establish a baseline using the agreed upon assessment tool(s).

The Kindergarten Assessment identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This assessment also informs the teaching and learning programs that schools implement in the early years of schooling and concerns are identified early in the year so that interventions can be provided.

- All students will demonstrate individual growth in the areas of reading and writing by the end of 2012 as evidenced by the use and analysis of the agreed upon assessment tool(s).

Early Learning:

- The parents of 90% of children birth to age 5 will be involved in Early Learning programs (currently at 50%).
- Develop a more integrated and collaborative model of service delivery.

Social Responsibility:

- Implement Restorative Justice at the secondary level to promote social responsibility (district based support to all schools; school rep to meet three times/year).

Numeracy:

- Fully implement and support the revised Math curriculum K-12.

Aboriginal Education:

- Educators in schools and the district, with the Aboriginal community, will have agreed upon a view of “student success” and will have identified tools and approaches that will measure and celebrate growth in student learning over time – just as much as we measure and celebrate final achievement.
- A living, vibrant Enhancement Agreement developed and signed.

<p>HOW ARE WE GOING TO GET THERE? (ACTIONS)</p> <p><i>Expanding our Assessment for Learning strategies.</i></p> <p><i>Culturally respectful and relevant experiences.</i></p> <p><i>Restorative Justice practices.</i></p>	<p>Literacy:</p> <ul style="list-style-type: none"> • Expanding our Assessment for Learning strategies within our daily instruction (intentions, criteria, questions, descriptive feedback, self and peer assessment, student ownership) • Continuing to encourage learning experiences that have cultural authenticity and relevancy. • Engaging in a variety of professional learning opportunities: <ul style="list-style-type: none"> - School-based collaboration - LCT Inquiry Projects - Niwapaten Projects - Formal mentorships - District in-services - School-based professional development - District-based professional development - Individual professional development - District Speaker Series • Aligning closely with the Community Literacy Plan wherever possible. <p>Early Learning:</p> <ul style="list-style-type: none"> • Continuing to support Early Learning programs that are universally accessible, affordable and equitable. • Building a ‘continuum of support’ that fosters nurturing and responsive relationships and interactions at an early age between children and their families, their communities and their schools that will help all children thrive and develop an early and lifelong zest for learning. • Continuing to create culturally respectful and relevant experiences for parents. <p>Social Responsibility:</p> <ul style="list-style-type: none"> • Creating a safe, healthy, nurturing learning environment. • Modeling, practicing, emulating healthy functional relationships. • Learning Restorative Justice practices and including them in our work with students. <p>Numeracy</p> <ul style="list-style-type: none"> • Developing an assessment for learning process within the mathematics classroom. • Continuing with in-service and PD opportunities.
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*Inclusion of
Aboriginal
content.*

Aboriginal Education:

- Engaging Aboriginal parents and community representatives in school based activities including parent-teacher interactions, Parent Advisory Council, School Planning Council, and volunteering in the classroom and concerning extra-curricular activities. Connect elders with youth in the school setting and in experiential learning.
- Engaging students and the Aboriginal community in sharing cultural activities in the school settings.
- Encouraging the inclusion of Aboriginal content in classroom reading materials.

HOW WILL WE KNOW IF WE'VE MADE A DIFFERENCE? (MONITOR AND ADJUST)

Cultural literacy of all students will continue to increase.

Aboriginal students will be achieving as well or better than their peers.

Literacy:

- We will track our target over a period of three years (see the where we want to go section).
- We will report where we are at and make modifications and adjustments.
- The cultural literacy of all students will be increasing and Aboriginal students will be showing growth in their reading, writing, listening and speaking.

Early Learning:

- That there is a positive academic difference when Early Learning programs are supported (e.g., EDI results, graduation rates, FSA results, K-screening, District Math assessment, PM Benchmark).

Social Responsibility:

- That there is a positive academic difference when the values of social responsibility are upheld.
- Restorative Justice practices will be a part of the culture of schools.

Numeracy:

- Students will recognize authenticity and relevancy of mathematics and will show growth in their numeracy skills.

Aboriginal Education:

- There will be an Enhancement Agreement in place.
- Aboriginal students will be achieving as well or better than their peers at the Intermediate and Graduation level and Graduation rates for Aboriginal students will be increasing steadily.