



Enhancing Student Learning Report 2023-2024



LAND ACKNOWLEDGEMENT

In School District No. 83, we respectfully acknowledge that we are guests on the traditional, unceded, and ancestral lands of the Adams Lake Indian Band, Skw̓l̓x̓ te Secwepemcúlecw (Little Shuswap Indian Band), Sk'eEtsin (Neskonlith Indian Band), and Splat̓sin ne Seqwepemcú'ecw (Splat̓sin). These Nations have been the stewards and Rightsholders of this land since time immemorial. We extend our respect and gratitude to the Elders who have come before us and reaffirm our commitment to the path of Reconciliation through reciprocal relationships that honour the language, rich traditions, and culture of this place.

DISTRICT CONTEXT

Serving a picturesque region of the Shuswap and the beautiful valley extending from Armstrong through Enderby and into Grindrod, our District is home to 25 schools and approximately 6,800 students and their families. About 20% of our student population is of Indigenous ancestry, with 5% identifying as Métis and 0.03% as Inuit. The percentage of Children and Youth in Care is less than 1% and approximately 18% of the student population is comprised of diverse learners.

The local Board of Education consists of five elected trustees. Our District employs approximately 1,300 people and as of September 2023, the annual operating budget for the District is in excess of \$105 million.

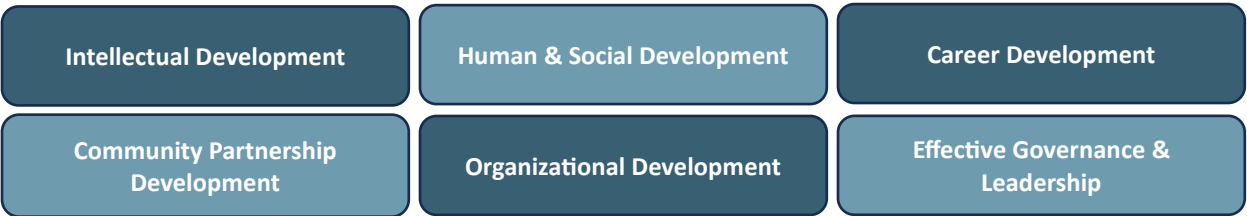
Our daily mission is to empower students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community. We aim to ensure that students within our schools, graduate as educated citizens capable of contributing to a dynamic, sustainable, and diverse world. We are committed to this mission and vision by embodying and promoting the values of belonging, respect, reconciliation, empathy, equity, and perseverance.

The wildfires of 2023 had a devastating impact on the Rightsholders of Skw̓l̓x̓ te Seqwepemcúlecw, as well as the families in Sorrento and particularly the North Shuswap. While we are grateful that the District narrowly avoided losing a school to the fires, many staff, families, Rightsholders, and stakeholders were not as fortunate. Despite facing multiple evacuation alerts and orders, the District successfully welcomed students for the regular 2023-24 school year. Amidst the widespread devastation and profound loss, the resilience and generosity of the community stood out as a beacon of hope.

Truth and Reconciliation remain central to our daily work and are integral to the District’s Strategic Plan. We are committed to educating our staff and stakeholders about the historical truths of our country and the lasting impacts of the Canadian residential school system on Indigenous students, families, and communities. As we continue to listen and learn, the District is dedicated to collaborating with Indigenous communities in the spirit of “nothing about them, without them.” In pursuit of reconciliation, we aim to foster classrooms, schools, and a District-wide learning community where all Indigenous learners can thrive.

STRATEGIC PLAN

Current Strategic Plan Priorities

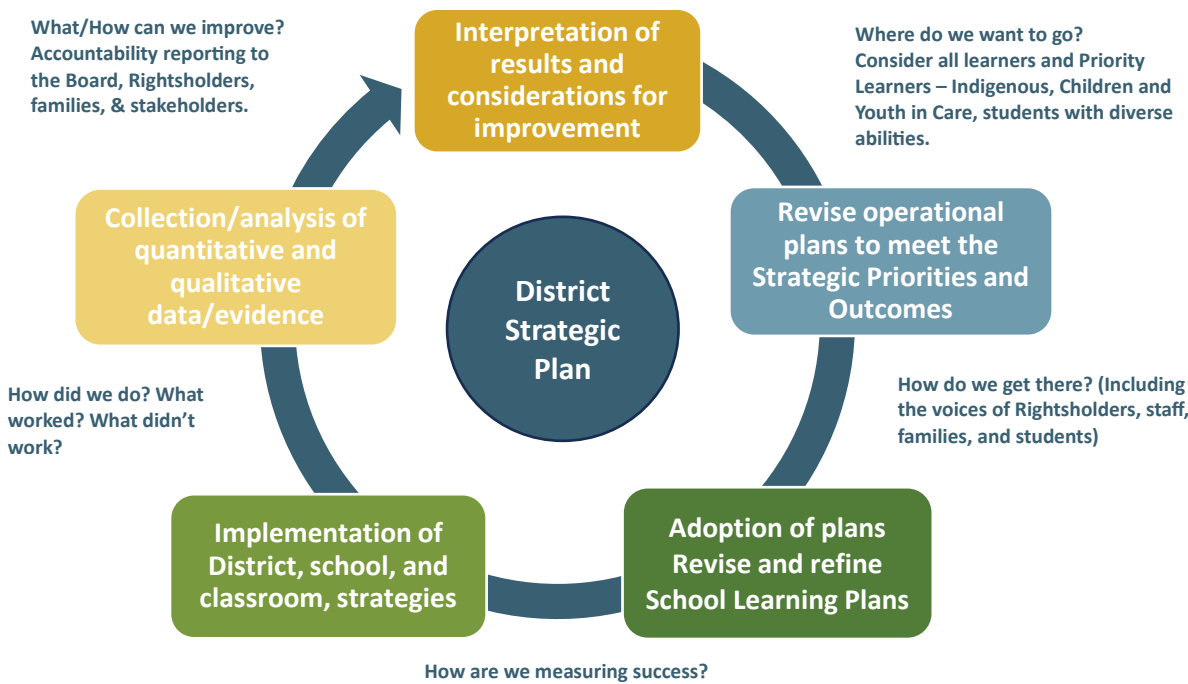


The newly developed Strategic Plan has guided our work throughout the 2023-24 school year. This five-year plan outlines goals, outcomes, performance measures, and operational strategies across six key areas: Intellectual Development, Human and Social Development, Career Development, Community Partnership Development, Organizational Development, and Effective Governance and Leadership. As we enter the second year of the plan, we will implement specific actions within each priority area, with regular reviews to track progress. We will continue to share stories highlighting advancements in each priority area and ensure the annual budget aligns with and prioritizes resource allocation based on the plan’s outcomes and strategies.

A new District logo, developed as part of our organizational development priority, has been a significant achievement. Created in consultation with the Quelmúcw Education Council, the logo incorporates animals of special significance in Secwépemc culture. It also represents the geography of the Secwépemc ancestral lands, including forests, agricultural lands, and waterways, symbolizing land, water, and sky. Mount Ida is depicted to signify the location of the District office, where the Board conducts its business. The circular form of the logo reflects the values of wholeness, equality, sharing, and healing, representing our collective journey with Rightsholders towards reconciliation.



CONTINUOUS IMPROVEMENT CYCLE



The District remains committed to continuous improvement in alignment with the six priorities outlined in the District Strategic Plan: [Public Friendly Version](#), [Internal Document](#). By systematically collecting, reviewing, and analyzing relevant evidence, we are able to refine our District and School Learning Plans to ensure we meet our goals and desired outcomes. Throughout the 2023-24 school year, Parent Advisory Councils (PACs), the District Parent Advisory Council (DPAC), parents, caregivers, students, staff, and community stakeholders participated in over 30 sessions focused on reviewing and discussing data. These discussions played a key role in shaping the Board's decisions on school reconfigurations. In addition, the Board of Education and the Quelmúcw Education Council receive regular data updates during monthly and special meetings.

In 2023, all districts undertook a review of the process led by the Ministry of Education and Child Care, which emphasized the need to better understand our learners, assess their performance, identify changes to improve outcomes, and evaluate the impact of those changes. This review revealed areas in our Enhancing Student Learning Report that required stronger alignment and more intentional reporting. Based on this feedback, we plan to implement the following changes:

PREVIOUSLY (2022-23)	CURRENTLY (2023-24)	FUTURE
School Learning Plan templates were not aligned with the District Strategic Plan.	School Learning Plans were revised to align with the District Strategic Plan.	As a means of accountability and transparency, schools will report back to the Board and school communities, how they engaged Rightsholders, parents, and students in the development of their plans.
There was no alignment between budget consultation and the strategic plan.	Budget consultation was aligned with the Strategic Priorities but lacked adequate and timely consultation.	Budget consultation needs to begin earlier and involve the same partners as the Strategic Plan engagement.
We began consultation with Rightsholders and their communities.	Reporting on Strategic Priorities takes place at monthly meetings with the Quelmúcw Education Council.	Annual reporting around budget and strategic priorities will occur within the communities of each Indigenous band and will become part of the regular engagement cycle.
The Strategic Plan was not aligned to the reporting requirement of FESL.	The newly-developed Strategic Plan includes priorities that align with the reporting requirements of the Ministry.	We will improve our communications with Rightsholders, parents, staff, and the public around our priorities and progress.
	Ministry feedback included that our Enhancing Student Learning Report needed to be more deliberate in sharing how supporting Priority Learners is a collective responsibility.	We will explicitly address the expectations and responsibilities which exist across the system.
	Ministry feedback was to include Children and Youth in Care in our analysis and what we are doing to address students' needs.	We will continue to include Children and Youth in Care data within our plan, but work needs to be done with schools to ensure we are intentionally supporting these students.
	Ministry feedback suggested we clearly articulate how the impact of implemented strategies will inform our next steps.	We will ensure that information is shared regarding the strategies we implemented and what our next steps will be.
	Ministry feedback was to ensure the voices of the Quelmúcw Education Council and students would continue to be incorporated.	We will continue to make student and Rightsholder voice part of our annual strategic engagement process.

Data Analysis, Interpretation, and Plans for Continuous Improvement

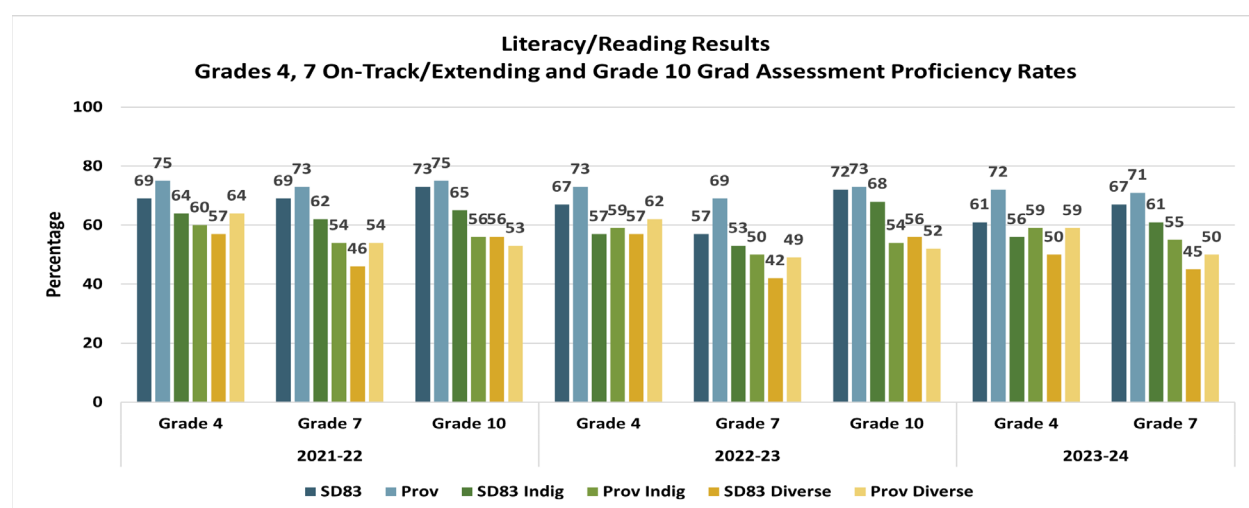
Reflecting On Student Learning Outcomes for 2023-24 and Looking Ahead

Schools within School District No. 83 have concentrated on several key goals: enhancing literacy and numeracy outcomes for all students, fostering a greater sense of belonging, increasing the percentage of Indigenous students earning Dogwood Diplomas, boosting the enrolment of Priority Learners in dual credit opportunities, and improving career preparation satisfaction as reported by Grade 10 students.

Although data discussions take place throughout the year with various stakeholders, there is a need for more timely and focused conversations, particularly with school leaders. In addition to the Foundational Skills Assessment, Graduation Numeracy Assessment, Student Learning Survey, five-year completion rates, grade-to-grade transitions, and post-secondary transition rates, the District also engaged with the [McCreary Report](#) and [Youth Development Instrument](#). The annual [Aboriginal How Are We Doing Report](#) was comprehensively reviewed and discussed with both the Board of Education and the Quelmúcw Education Council. A summary of the [Aboriginal How Are We Doing Report](#) is available in the [How Are We Doing Report Highlights](#) document.

INTELLECTUAL DEVELOPMENT: LITERACY RESULTS

The District assesses literacy development in Grades 4 and 7 using the provincial Foundational Skills Assessment (FSA), as well as Grades 10 and 12 provincial Graduation Literacy Assessments. The District also assesses students in grades 1 to 5 using PM Benchmarks. Additional data is available in [Appendix A Intellectual Development: Literacy](#).



Analysis of the data:

School District No. 83 consistently achieves high participation rates in the Foundational Skills Assessment (FSA) for both Grades 4 and 7, surpassing the provincial averages for all students, Indigenous students, and diverse learners in both literacy and numeracy. However, there is a concerning trend of declining student achievement in literacy among Grade 4 students. This decline has prompted increased focus on early primary intervention strategies and enhanced support for teachers responsible for literacy instruction.

Results for Grades 4, 7, and 10 Children and Youth in Care are not reported due to low numbers but are monitored at the school level when these students are identified. Similarly, results for Indigenous students on reserve are masked, though significant attention is given to these students in accordance with Local Education Agreements (LEAs).

Grade 7 literacy results show notable improvement from the 2022-23 school year. District performance aligns closely with provincial averages, with Indigenous students slightly outperforming their provincial peers. Despite

this, literacy results for Indigenous students and those with diverse learning abilities remain lower compared to the overall Grade 7 student population.

In Grade 10 Literacy Assessments, District students perform comparably to the provincial average. However, disaggregated data reveals that Indigenous students and diverse learners are exceeding provincial results. A significant disparity persists between the results of Indigenous students on and off reserve.

Reflection on the data:

We continue to see high rates of student and staff absences following the pandemic. Consistent literacy instruction and support are crucial, and we acknowledge that these are negatively affected by cumulative absences. Additionally, there are schools across the District that see higher rates of staff turnover and challenges in filling staff absences with qualified personnel which further impacts literacy instruction.

The wildfires during the summer and fall of 2023-24 significantly affected the well-being of many staff members within the District. It is important to consider how these events may have contributed to the increased number of staff leaves and absences throughout the year.

Successes:

Throughout the year, many kindergarten and primary teachers actively participated in professional learning and pilot projects focused on phonemic awareness, phonics, and literacy instruction. All elementary schools within the District had part-time Literacy Support Teachers (LST) who provided small group intervention using a push-in model of support. Additional LST support was provided to several elementary schools to directly support Indigenous learners. To support structured literacy frameworks, full series bundles of decodable readers were distributed to all elementary schools for Tier I support and for Tier II and III interventions. Literacy skills were also embedded in playful learning invitations with a specific focus on oral language development during all early years programs or events.

Success Teachers within secondary schools have had a positive impact on the 3-year trend for literacy 10 assessment results through their on-going academic support.

Needs:

There is a need to better align the District's current early learning literacy assessments to reflect the research supporting structured literacy frameworks. Data indicates that many of our students are requiring ongoing support with writing. There is also a need to provide Indigenous Education Workers (IEWs) with targeted learning in early literacy to support their work in primary classrooms.

District Response for 2024-25:

While District-wide completion rates show positive trends, our focus on early learners remains crucial to maintaining this progress. To support this, the District will offer a professional learning series for early learning professionals in the coming year. Recognizing the importance of consistent literacy resources, instruction, and interventions, we will continue to assist staff in acquiring and implementing these tools. A key emphasis will be placed on writing, with all schools having the opportunity for professional learning and the implementation of School Wide Writes. The DIBELS 8 universal screening tool will be used to assess all Grade 1 and 2 students twice a year. LSTs will remain in primary classrooms, continuing the shift from a pull-out model to a push-in intervention approach. Early Childhood Educators (ECEs) will continue to support Kindergarten classrooms in a number of schools, including the introduction of Indigenous student ECE support at two schools. This push-in model provides effective support for diverse learners through the school team approach. Elementary schools with significant Indigenous populations will receive additional support from LSTs, ECEs, and Indigenous Education Workers (IEWs) to strengthen primary literacy. We will continue utilizing key resources like Heggerty Phonemic Awareness and the University of Florida Literacy Institute (UFLI) for explicit phonics instruction, while exploring the Early Learning Profile (ELP) to align with these tools for more meaningful local data collection. In collaboration with the Quelmúcw Education Council, we will co-plan parent sessions to help families support their children's reading development.

The District Principal of Indigenous Education will collaborate with school staff and the early learning team to support literacy instruction, ensuring that Indigenous learners, students with diverse abilities, and those in care receive the necessary support for success. Indigenous Outreach Workers will also continue to work with students and families to improve school attendance, addressing any barriers in collaboration with District efforts.

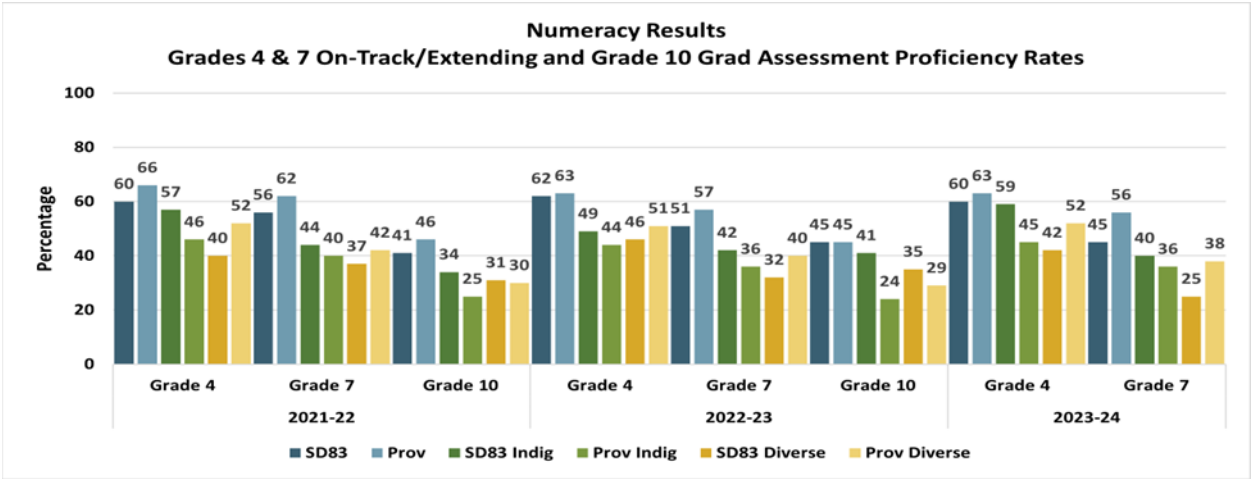
Additionally, District leaders will work with school teams to raise parent awareness of the impact of student absenteeism and reduce its occurrence.

There is a commitment to maintain Success Teachers in secondary schools with a particular focus on providing push-in academic support in classrooms.

INTELLECTUAL DEVELOPMENT: NUMERACY RESULTS

School District No. 83 considers numeracy to be an essential foundational skill for students. It encompasses much more than just computation; it involves problem-solving, analysis, and interpretation. Educators across the District are dedicated to developing these skills in students. Numeracy development is evaluated through the Foundational Skills Assessment (FSA) for Grades 4 and 7, and through the Numeracy Assessment for Grade 10 students.

Additional data is available in [Appendix B Intellectual Development: Numeracy](#).



Analysis of the data:

Grade 4 student results in the District align with provincial averages. Indigenous learners are performing on par with the general District population and have outperformed their provincial peers, showing marked improvement from the 2022-23 school year. However, there remains a concerning disparity between diverse learners and both the District population and their provincial peers. Due to low numbers, results for Grades 4, 7, and 10 Children and Youth in Care are not reported but continue to be monitored at the school level. Similarly, results for Indigenous students living on reserve are masked; however, their performance is closely monitored in accordance with Local Education Agreements (LEAs).

While Indigenous learners are exceeding the provincial average, a significant gap remains between their performance and that of all students within the District. This disparity reflects an ongoing inequity that must be addressed. Similarly, the performance of diverse learners has declined considerably, a trend not fully captured in the FSA literacy data. To enhance proficiency across all student groups, aligning the District’s budget to prioritize support for numeracy will be essential.

Reflection on the Data:

While numeracy results have improved in recent years, the percentage of students meeting or exceeding expectations remains lower than the District results in literacy. We continue to examine the impact of both student

and staff absences on learning outcomes. Budget constraints have led to a reduction in numeracy support teachers, limiting our ability to advance initiatives such as “Thinking Classrooms.” The current results indicate that existing pedagogical practices in numeracy are not fully addressing the needs of our students.

As with literacy, we are exploring the impact of student and staff absences on numeracy learning. While we believe these disruptions may be influencing numeracy outcomes, we also acknowledge that numeracy pedagogy has not received the same level of consistent support as literacy. We are reviewing successful practices in other districts to inform our approach, with a focus on enhancing teacher support. Our goal is to shift from teaching steps, procedures, and memorization of rules, toward fostering deeper thinking skills and conceptual understanding, enabling students to apply their knowledge to problem-solving.

Successes:

On a positive note, Grade 10 Numeracy Assessment results show encouraging trends, with Indigenous learners exceeding the provincial average due to a 20% improvement over the past three years. Learners with diverse abilities have also shown incremental improvement, now exceeding the provincial average. Overall, District students are performing at par with the provincial average on the assessment.

The work of the Numeracy Helping Teacher has been instrumental in assisting schools with pedagogy around numeracy and assessment. Feedback from teachers indicated that having reduced access to the helping teacher posed challenges in fully implementing some of the instructional practices that were introduced. The Numeracy Helping Teacher also ensured that weekly District resources are provided to teachers to assist with problem-solving and instructional planning.

Areas of Need:

Grade 7 numeracy results have declined compared to 2022-23 and are below the provincial average. While Indigenous students in the District perform above the provincial average, they too experienced a slight decline, and a gap remains when compared to the general student population. Diverse learners have seen a decline since 2022-23, resulting in a significant disparity with the provincial average, as well as with both Indigenous and non-Indigenous students at the District and provincial levels.

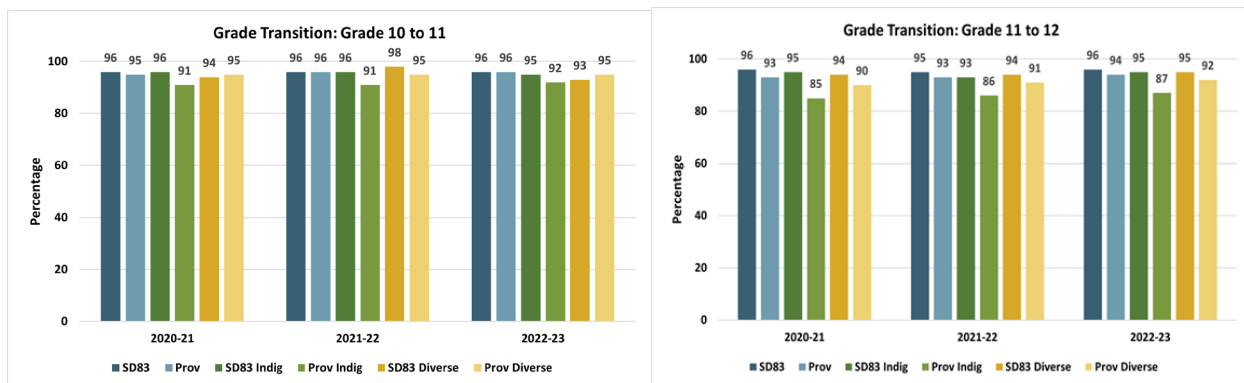
District Response for 2024-25:

We will continue leveraging the expertise of a District Numeracy Helping Teacher, focusing on elementary and middle classrooms to enhance pedagogical practices in numeracy. This includes the ongoing development of District-wide resources that clarify math curriculum expectations, ensuring key content is revisited throughout the year. Additionally, the District will expand the use of Pearson Mathology, a resource that fosters curiosity and engagement through math stories and activities. Teachers report that Mathology provides valuable assessment opportunities and motivates students with its hands-on approach and incorporation of Indigenous perspectives. While Mathology is considered a foundational resource, it complements rather than replaces core programming. Professional learning series for staff will further strengthen math instruction by focusing on creating comprehensive math programs and developing “Thinking Classrooms” to deepen student engagement and problem-solving skills.

The District Principal of Indigenous Education will collaborate with school staff and the early learning team to support numeracy instruction, ensuring that Indigenous learners, students with diverse abilities, and those in care receive the necessary support for success. Indigenous Outreach Workers will also continue to work with students and families to improve school attendance, addressing any barriers in collaboration with District efforts.

INTELLECTUAL DEVELOPMENT: GRADE-TO-GRADE TRANSITIONS

Transitions are changes or movements from one stage to another, at a significant point in a student’s life. Transitions can be disruptive, and therefore require care and attention. As students progress from Grade 10 to Grade 11 and from Grade 11 to Grade 12, these results inform us about the likelihood of SD83 high school students graduating on time. Additional data can be found in [Appendix C Intellectual Development: Grade-to-Grade Transitions](#).



Analysis of the data:

At the time of writing this report, grade-to-grade transition rates for the 2023-24 school year have not yet been released, so this report references 2022-23 data. District trends show that the general student population transitions from Grade 10 to 11 at a rate consistent with the provincial average. Indigenous students and students with diverse learning abilities transition from Grade 10 to 11 and Grade 11 to 12 at rates higher than the provincial average and closely aligned with the overall District population.

Data for Children and Youth in Care is masked due to small sample sizes. When identified, schools provide targeted support to help these students successfully transition to the next grade, though changes in living arrangements often mean they do not remain in the District for the entire school year. Data pertaining to students who live on-reserve is also masked due to small enrolment numbers.

A deeper analysis of the data reveals concerns about the transition rates of male Indigenous students both on and off reserve, particularly from Grade 9 to 10, which lagged behind their non-Indigenous peers in 2022-23. A similar trend was observed among male students with diverse learning abilities. Without the 2023-24 transition rates, it is unclear whether these disparities are anomalies or part of an emerging pattern.

Reflection on the data:

With the integration of Early Learning and Child Care into the Ministry of Education, we recognize that successful transitions from childcare to kindergarten, and ultimately to graduation, will require careful planning and attention. The Early Learning Team has played a crucial role in fostering connections between our District and community partners to support seamless transitions into the school system. In addition to facilitating smooth grade-to-grade transitions, school teams excel at preparing students for the transitions between the multiple schools they will attend.

Quantitative data supports what has been shared anecdotally in parent sessions, leadership meetings, and sharing circles with Rightsholders: students tend to experience smoother transitions when they remain in the same school for an extended period, allowing them to form stronger connections with the adults around them. Given the frequent school transitions many students in the District face due to our current grade configurations, it is reasonable to assume these disruptions affect their engagement, attendance, grade transitions, and high school completion rates.

Successes:

All schools across the District are intentional in fostering inclusive, respectful environments that enrich the student experience. Students with complex needs receive wrap-around support, often involving collaboration between Indigenous Education, Student Support Services, the broader education team, and external agencies to enhance their chances of success. We are confident these efforts will help dismantle systemic bias and create school communities where all students feel welcome and supported as they transition between grades and schools.

Areas of Need:

During a Quelmúcw Education Council meeting, one member highlighted that the transition rates for Indigenous males needed additional attention to prevent them from mirroring incarceration rates. This important perspective emphasizes the importance of ensuring successful grade-to-grade transitions for Indigenous students.

Through numerous consultation sessions around grade configurations, Rightsholders, parents/caregivers of diverse learners, and many staff shared the challenges around the reduced number of years that students spend in one school and the four school transitions that are required within the community of Salmon Arm. It is incredibly challenging when secondary students are required to begin and complete their graduation program in two different schools (J.L. Jackson for grades 9 and 10 and Salmon Arm Secondary for grades 11 and 12).

District Response for 2024-25:

To support grade-to-grade transitions, secondary schools will continue to support Indigenous learners through [Graduation Pathway Circles](#), with a particular focus on students in grades 10 to 12, ensuring they receive the guidance and resources needed for success. In partnership with the Quelmúcw Education Council, we will offer engaging opportunities for students on-reserve, guided by the Council's recommendations. Our District careers programming will remain focused on supporting learners in dual credit programs and the Youth Train in Trades Program through SkilledTradesBC. We have plans to follow the trajectory of four students from one Indigenous community who are enrolled in a Trades Sampler for the fall of 2024.

To further enhance student support, we are implementing an Integrated Child and Youth (ICY) Team, which will connect children and youth to essential care services both within schools and in the broader community. Additionally, we will continue a targeted approach to student success, with Directors of Instruction and school principals regularly engaging in data discussions. School leaders will receive enhanced support in data collection and interpretation, ensuring they can effectively monitor student progress and address emerging needs.

Following extensive discussions and consultations with Rightsholders, stakeholders, staff, families, and students, the District will begin reconfiguring schools to reduce the number of school transitions from four to two.

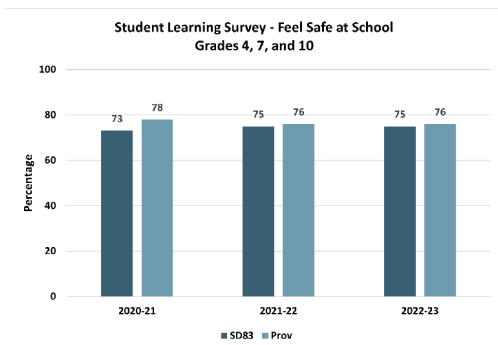
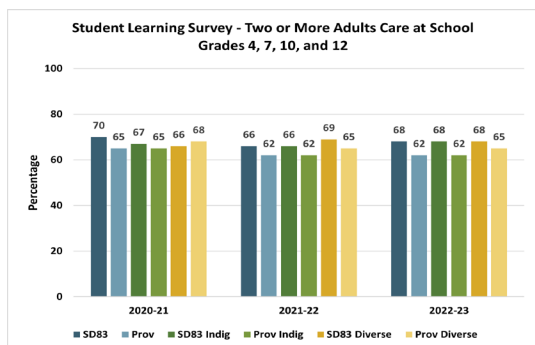
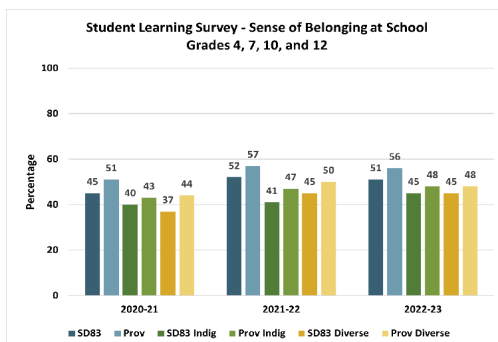
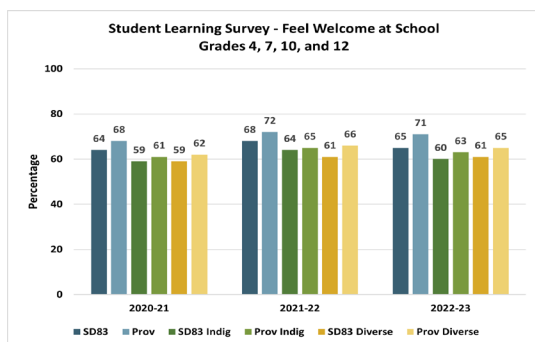
HUMAN AND SOCIAL DEVELOPMENT: FEELING WELCOME, SENSE OF BELONGING, TWO OR MORE CARING ADULTS, FEELING SAFE

Building strong, supportive relationships with students remains a top priority for the District. We recognize that a sense of belonging and connection with adults in the school environment is essential for students to thrive as learners. Our ongoing efforts focus on ensuring that our schools are inclusive, celebrate cultural diversity, and promote equity. When staff and students develop healthy relationships, students feel welcomed and supported every day.

In analyzing the data within this section, we focus on responses from Grade 4, 7, 10, and 12 students in the Student Learning Survey to the following questions:

- Do you feel welcome at your school?
- Do you feel like you belong at school?
- How many adults at school do you think care about you?
- Do you feel safe at school?

Additional data can be found in [Appendix D Human and Social Development: Students Feel Welcome, Safe, and Connected](#).



Analysis of the data:

Grade 4 students report feeling welcome at school all or most of the time at rates higher than the provincial average. However, we find it concerning that students in Grades 7, 10, and 12 report feeling less welcome than their provincial peers, with satisfaction levels in this area also lower than the previous year's District data. Additionally, Indigenous students across all grades consistently report feeling less welcome at school compared to their non-Indigenous peers.

Grade 4 students across all categories showed an increased sense of belonging from the previous year, with rates surpassing the provincial average. Among Grade 7 students, only those with diverse abilities reported a higher sense of belonging compared to both the previous year and their provincial peers. In Grades 10 and 12, Indigenous students were the only group to report an increased sense of belonging, both from the previous year and compared to the provincial average.

Generally, students in Grades 4, 7, 10, and 12 report having two or more caring adults at school at rates higher than the provincial average, apart from Grade 10 Indigenous students and diverse learners, who fell below this trend.

Although we are unable to report data on Children and Youth in Care, schools pay particular attention to creating conditions that make these students feel safe, welcome, and supported by caring adults when their identities are known. For on-reserve students, despite the small sample size limiting reporting, significant work through Local Education Agreements has ensured focused attention on both their intellectual and social development.

Overall, students across the District report feeling as safe in their schools as their provincial peers. When the YDI data is considered, the feeling of safety in secondary schools was reported to be significantly higher than that of the Student Learning Survey. However, the YDI data raises concerns about feelings of safety for students who identified as 2SLGBTQIA+.

Reflection on the data:

Rightsholders and stakeholders have told us that student sense of belonging is relevant and a priority. We also know that when students have a sense of belonging it results in increased engagement, school connectedness, and well-being. We remain curious about the connection between having two or more adults who care and sense of belonging. We have heard from numerous staff members that more time with students is beneficial to relationships, school connections, and student engagement.

We cannot overlook the impact that the lack of a gymnasium has had on the students attending our secondary school in Armstrong. For those entering their final year, this essential facility has been unavailable throughout their high school experience. Gymnasiums serve more than just athletic purposes; they are vital spaces for school assemblies, community gatherings, and fostering student well-being. The absence of this structure has unquestionably affected student experiences and likely influenced the responses on the Student Learning Survey. We look forward to January 2025 for the grand opening of the new gymnasium.

Successes:

The inclusion of ECEs in many kindergarten classrooms provided valuable support for social-emotional learning, routines, transitions, and developmental skills, while also creating more opportunities for students to form meaningful connections with caring adults. Additionally, the Vice Principal of Early Learning and Child Care and StrongStart educators played a pivotal role in building relationships between families and the school even before children enrolled in kindergarten. These early connections not only facilitate smooth transitions but also foster an initial sense of belonging and create a welcoming environment at school that can continue throughout a student's experience in school.

In kindergarten to grade 8, we have seen an increase in student dysregulation that required intensive support through the Student Services Department. As a result, we have expanded the Department to add an additional Inclusion Support Teacher to assist schools with regulation strategies for neurodiverse students. This has also led us to engage staff in work with the *Behavior Code* which has assisted in building capacity for dealing with complex behaviours. We continue to work with school teams around push-in support for struggling students versus pulling them out of regular classroom instruction. We remain curious about the impact that pull-out support has on sense of belonging and feeling welcome at school.

Areas of Need:

Within our District, we will need to continue creating opportunities for students to share their stories with us about how we might improve their school experience. Students have expressed the desire to have more opportunity to exercise voice and agency and we recognize this is an area of growth for us.

During interviews conducted by the Senior Leadership Team, students expressed that schools continue to be environments where racist and homophobic remarks affect them. We have also observed that many Indigenous students prefer to spend their instructional time in Indigenous Education spaces. Conversations have revealed that culturally insensitive or offensive incidents occur in classrooms, and staff sometimes lack the skills to respond appropriately. As a result, an unintended segregation has emerged, with Indigenous students missing valuable instruction and feedback from their teachers. This also hinders the development of relationships between classroom teachers and students. These concerns, drawn from anecdotal data, will require focused attention from both schools and the District in the coming year.

We need to find a more systematic way of determining who the Children and Youth in Care are within our District and have well defined processes in place to ensure they not only are socially and emotionally supported in our schools, but that they are set up for academic success as well.

Response to the data in 2024-25:

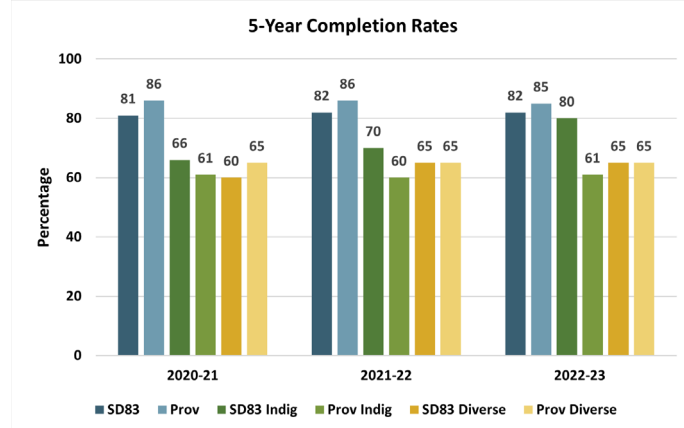
Under the leadership of the District Vice Principal of Student Wellness, we will expand student voice initiatives from secondary to middle years classrooms to better understand student perspectives and emotions. To foster

collaboration and inclusion, we will provide opportunities for SOGI school leads to work together, while also undergoing significant changes in school grade configurations to enhance student belonging and connectedness. We will develop a process to assist children and youth in care to be successful socially, emotionally, and academically. In elementary schools, we will continue to use Everyday Speech to support social-emotional learning, and Indigenous students will again participate in the annual Indigenous Youth Summit at Thompson Rivers University (TRU). We will maintain inclusive, in-class support for Indigenous and struggling students by deepening school leaders' and teams' understanding of Universal Design for Learning strategies. A focus on push-in support for diverse learners and Indigenous learners provides opportunities for increased connection with all adults in the building not only CEAs and IEWs which has historically been the case.

Additionally, we will continue utilizing Jessica Minahan's *The Behavior Code* to better understand and address complex behaviours with proven strategies that promote effective learning. A District-wide book study on *Ensouling Our Schools* will help explore approaches to supporting mental health, well-being, and reconciliation for all students. Furthermore, we will continue to integrate Indigenous worldviews and cultures into our school environments and build positive school cultures through initiatives such as Feeding Futures.

CAREER DEVELOPMENT: GRADUATION

It is a priority of the District to have students graduating with options, dignity, and purpose. We recognize that students who achieve a Dogwood Diploma are more likely to enter post-secondary and to enter a career pathway.



Additional data can be found in [Appendix E Career Development](#).

Analysis of the data:

At the time of writing this report, graduation data for the 2023-24 school year was not yet released. The five-year completion rate for the District indicates that we are slightly below provincial rates for all students however, Indigenous students in the District outperform the completion rate of their peers provincially. It is evident that a significant disparity exists between students with diverse learning abilities when compared to the overall student population in the District. With a small sample size for Children and Youth in Care, the data remains masked. Likewise, the data around on-reserve students are masked however, there is significant focus on these students through the Local Education Agreements.

Reflection on the data:

Secondary schools have been focusing on reducing the number of Adult Dogwood Diplomas by ensuring that students are not “streamed” away from pursuing the academic Dogwood Diploma. In the past, though well-intentioned, this practice disproportionately disadvantaged Indigenous students and diverse learners. It is essential that we maintain high expectations for all students, as we know that educators' expectations have a profound impact on student success.

There is a shared understanding that graduation is a collective responsibility from kindergarten through grade 12. Consequently, every school and grade level are actively working to remove barriers that hinder student success and impact their overall experience in the District. These efforts include addressing transportation challenges for

students both on and off reserve, implementing restorative justice practices that reduce suspensions and are culturally responsive, ensuring classrooms are inclusive with learning entry points for all students, placing Success Teachers in all secondary schools to support Indigenous learners, breaking down silos between departments to provide comprehensive student support, involving the Quelmúcw Education Council in brainstorming, planning, and executing strategies for inclusion and success, fostering engaging learning opportunities, and creating space for student voice.

Successes:

As a District, we are committed to honouring and recognizing the unique stories each student brings to their school experience. These stories inform our efforts to remove barriers that may hinder students from staying in school and completing their education. We continue to make strides in implementing restorative practices, ensuring that when students face challenges due to poor decision-making, they receive the support needed to learn from these experiences and become valued members of the school community.

We are continuing to see the Indigenous students in the District graduate at rates higher than the province. Though the Indigenous Education Department has done tremendous work, the improvements speak to a collective responsibility across the system to improve outcomes for Indigenous students. In both LEAs there are specific procedures in place to ensure that all capable on-reserve students are enrolled in academic Dogwood pathways.

Areas of Need:

We continue to assess the need for alternate school environments for students who struggle to thrive in traditional school settings. Currently, only one community in the District offers such an environment, but we have consistently heard from other communities that this is a growing need. In response, we are committed to conducting a District-wide review of alternate programs to explore how we can better support students who are dedicated to completing their education but require a different pathway to achieve this goal.

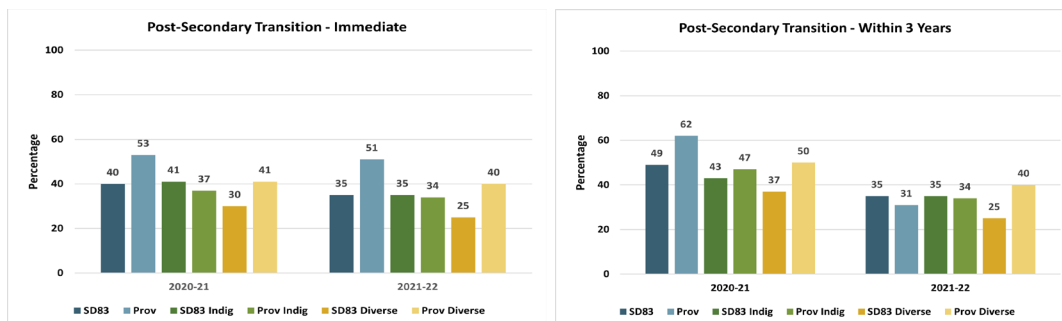
Diverse learners are completing school at rates lower than all SD83 students. This is a concerning trend that will require us to consider the supports necessary to ensure that diverse learners are able to complete grade 12 with dignity, purpose, and options.

Response to the data in 2024-25:

We are committed to expanding Graduation Pathway Circles for Indigenous students across all secondary schools, ensuring that they have the support they need to succeed. In collaboration with Indigenous communities on reserve, we will continue to honour the commitments outlined in the Local Education Agreements. Additionally, we are focused on removing barriers for students seeking to access dual credit opportunities, providing them with greater flexibility and options for their future. To support academic success, Directors of Instruction will continue data discussions with secondary school principals to ensure students stay on track for graduation, with targeted plans in place for those who need additional support. Finally, we will develop and implement attendance strategies to improve student engagement and success.

CAREER DEVELOPMENT: TRANSITION TO POST-SECONDARY

Students transitioning to post-secondary education is measured as either an immediate transition rate or a three-year transition rate. Immediate transition rate refers to students who transition to a BC post-secondary institution program in the year after graduation. Three-year transition rate refers to students who transition to a BC post-secondary institution within three years of their high school graduation. Additional data can be found in [Appendix E Career Development](#).



Analysis of the data:

Indigenous students transition into post-secondary at rates which are at par with the province. Transition rates to post-secondary are lower than provincial averages for all students and diverse learners. The rates of transition for students in the District have remained consistent over the past several years.

Reflection on the data:

Though the transition to post-secondary rates seems to be lower than provincial averages, we are aware that a significant percentage of students from the District choose to attend school outside the province of British Columbia. Given our geographical location, post-secondary institutions within the province of Alberta are very appealing to our students. It is evident to us through the data, that diverse learners and students living on-reserve do not transition to post-secondary at the same rate as other students across the District.

We recognize the importance of career explorations beginning in the elementary grades. The District currently has invested in a dedicated Kindergarten to Grade 12 Career Education Coordinator. Schools have the expectation that there is a focus on Career Explorations within all School Learning Plans.

Successes:

Through the [Careers Department](#), students in our District have been introduced to dual credit programs through our secondary partners that include Okanagan College, Thompson Rivers University, Camosun College, Vancouver Community College, British Columbia Institute of Technology, and the Justice Institute of British Columbia. The high number of post-secondary partners that we have is unique to our District. As a result, dual credit enrolment has nearly doubled in just one year, and we have secured over \$200,000 in grant funding for career development.

Areas of Need:

To ensure that schools can continue promoting dual credit opportunities and trades samplers, the District must establish a system that prevents high schools from being penalized by a reduction in course blocks when students enroll in courses outside their home school. Based on feedback from Indigenous communities, we recognize that we need to expand opportunities for on-reserve students and provide support to them in dual credit programs.

Response to the data in 2024-25:

We continue to utilize tools like myBlueprint to help students with goal setting, course selection, and career planning. Moving forward, we will continue offering in-class career-based events for middle and secondary students, along with District-wide field trips and virtual provincial panels covering a wide range of career sectors. We will also continue to work closely with the Quelmúcw Education Council to create opportunities for on-reserve students and their families to have access to dual credit options, trade samplers, health care samplers, and in-person career sessions which have been very successful to date. Work will begin with Student Support Services to develop strategies to support diverse learners and Children and Youth in Care along with their families/guardians in career exploration.

STRATEGIC PRIORITY: COMMUNITY PARTNERSHIP DEVELOPMENT

Goal: To strengthen existing and develop new strategic partnerships in gap areas.

Outcome	Year 1 of Strategic Plan Successes/Accomplishments
Co-construct a Local Education Agreement (LEA) with Splatstin .	Following a year of discussions and collaboration, a Local Education Agreement was officially signed with Splatstin. The signing ceremony took place within the community, after District and Band Education leaders presented the Agreement's details to Chief and Council. The event concluded with a shared meal, symbolizing our mutual commitment to enhancing educational opportunities for on-reserve students.
Fulfill the responsibilities and commitments of the LEA with Skwlāx , Adams Lake , and Sk'eEtsin Indian bands .	A Year-at-a-Glance document has been prepared for all school administrators to ensure the commitments made within the LEA are highlighted and upheld. Engagement opportunities were organized throughout the year to strengthen the positive relationships between school, District, and Band Education Coordinators.
Strengthen and expand our relationships with community groups and agencies.	The Feeding Futures grant served as a catalyst for building partnerships with numerous community groups, leading to a comprehensive food program across all twenty-five schools. Through this initiative, partnerships were formed with sixteen different organizations. The ICY Team solidified partnerships with Child & Youth Mental Health (CYMH), the Canadian Mental Health Association (CMHA), the Shuswap Family Resource Centre, the SAFE Society, and the Shuswap Children's Association. These collaborations will provide students in our region with coordinated services and wrap-around supports for mental health and substance use challenges. The Early Learning Team also expanded its partnerships this year, engaging with more than a dozen local organizations. These efforts resulted in new childcare programs, smoother transitions for young learners entering school, increased accessibility for vaccination clinics, coordination of early learning fairs, and access to a variety of community engagement sessions. Partnerships continue to be strengthened with our community literacy partners to provide One-to-One Children's Literacy and Summer Slide Literacy Programs. The Careers Team expanded partnerships to offer new dual credit opportunities and Trades Samplers for students, establishing connections and innovative ground-breaking projects with Interior Health, BC Youth in Manufacturing, and the Shuswap Food Action Society, among others. The team continues to strengthen existing partnerships to ensure ongoing collaboration and growth. The District continues to maintain a strong working relationship with the four Secwépemc bands. Last year marked a historic first for the District, as all students from the Enderby community joined students from an on-reserve school to participate in an Orange Shirt Day gathering. Over the past year, District leaders have engaged in parent and student nights on reserve, facilitated dual credit opportunities, and hosted post-secondary information sessions for on-reserve families. Additionally, Knowledge Keeper lunches and teas were held to honour their significant contributions to the Knowledge Keeper Program.

Areas of Need: An area requiring further focus is developing a long-term plan that supports sustainability and environmental stewardship. This will involve creating new community partnerships and renewing existing ones with environmentally focused groups. Additionally, it is essential to establish clear District expectations for what

sustainability and environmental stewardship should look like in all schools. An additional area of focus moving forward is to formalize a District communication plan to ensure transparency and effectiveness.

Adjustments for 2024-25: Two Directors of Instruction have agreed to lead the development of an action plan for sustainability and stewardship. Additionally, a newly appointed Communications Manager will be responsible for ensuring consistent branding, overseeing the development of a new website, and creating a future communications plan.

STRATEGIC PRIORITY: ORGANIZATIONAL DEVELOPMENT

Goal: We will develop and enhance procedures and practices that will assist in meeting the Strategic Priorities.

Outcome	Year 1 of Strategic Plan Accomplishments
Establish school configurations that support positive relationships and educational outcomes for all students.	Over a six-month period, more than thirty engagement sessions were conducted to review Baragar enrollment projections, school utilization rates, staff survey data, student achievement data, Student Learning Survey results, and community feedback. A sample PowerPoint from one session can be found here . This extensive consultation process informed the Board's decision to move forward with reconfiguring the urban Salmon Arm and rural feeder schools. The new configuration will shift from the current kindergarten to grade 5, grade 6 to 8, grade 9 to 10, grade 11 to 12 model to a kindergarten to grade 7 and grade 8 to 12 structure.
Provide targeted in-service and skills training that supports the professionals within the organization.	Over the past year, various employee groups have had the opportunity to participate in targeted professional learning tailored to their roles. The learning focused on areas identified by both school staff and District leaders as priorities based on our data. Key areas included instructional support for teachers in literacy and numeracy, Non-Violent Crisis Intervention (NVCI) training for teachers, administrators, and certified educational assistants (CEAs), behaviour support and social-emotional regulation workshops, a Indigenous Day of Learning for all employee groups along with municipal and provincial elected officials , weekly training for school clerical staff via Microsoft Teams, and more.
Develop an equitable and sustainable financial plan that supports the outcomes of the strategic plan.	With the establishment of the new Strategic Plan, the District aligned resource allocation with the Plan's key priorities. Tight budgets have made it challenging to meet all the needs across the District, leading to reductions in District-level positions to prioritize direct support for all students. Supports for diverse learners and Indigenous students continue to see a significant portion of the budget.
Review operational processes and procedures to improve efficiency and service delivery.	Learning Resource Teachers have developed a department handbook and a tasks and timelines document to enhance the effectiveness and efficiency of the Student Support Services Department. Similarly, Indigenous Education has created a timeline (Adams Lake , Neskonlith , Skwłāx te Secwepemcu'lecw and Splatsin) document to support the implementation of LEAs. The Learning Department has established assessment schedules and District in-service calendars . We created an online SD83 Practices portal to support staff from multiple departments in finding step-by-step processes and practices specific to our District. Meanwhile, the Finance Department has begun implementing MyBudgetFile to improve transparency and efficiency. Additionally, tracking and reporting mechanisms have been developed to promote accountability and transparency across all District departments. Health and Safety established effective Joint Occupational Health and Safety Committees (JOHSC) at all required sites with awareness training on refusal to work.
Develop an Administrative Procedures handbook to complement existing and future Board policies.	Further develop an Administrative Procedure Handbook to meet the District's operational needs and complement Board policy. The completion of the Handbook will require a dedicated and concentrated effort.

Areas of Need: There is a need to develop and implement training programs to support employee growth, as well as to update supervision and evaluation processes for school administrators, teachers, and itinerant professionals. Establishing a Staff Wellness Committee, with representation from both District and school levels, is a priority, especially as staff absenteeism continues to rise year over year, requiring effective solutions. Additionally, onboarding practices need refreshing. Finally, the District must implement a tool capable of assessing enrolments, school capacities, and utilization rates to guide decisions on catchment changes, transportation adjustments, and staffing implications.

Adjustments for 2024-25: Human Resources will implement a [Leadership Program](#) for new principals and vice-principals. In Transportation, efforts will focus on improving communication and streamlining processes to enhance the timeline for courtesy ridership and better meet school field trip demands. The Facilities Department will need to address the aging white fleet and aging facilities by utilizing an audit system which consider the overall safety, functionality, and efficiency of facilities and assets, while Information Services will continue advancing District Initiatives to mitigate cybersecurity threats. Meanwhile, the Finance Department will focus on developing a succession plan and addressing the department's future needs.

STRATEGIC PRIORITY: EFFECTIVE GOVERNANCE AND LEADERSHIP

Goal: The Board of Education will work to represent the interests of all students by actively advocating for student learning and well-being through Strategic Planning Policy and responsible stewardship.

Outcome	Year 1 of Strategic Plan Accomplishments
Continue to review, revise, and refine Board Policies.	The Board Policy Committee meets monthly to review, revise, and develop policies as needed. The committee includes representatives from all employee groups, school leaders, a trustee, and the Superintendent. In 2023-24, a variety of policies were renewed and created, with significant focus on the Student Code of Conduct, Sanctuary Schools, and SOGI policies. Additionally, a policy on the Role of the Superintendent was developed, which provided guidance for the evaluation process conducted throughout the year.
Increase opportunities for Rightsholders, staff, and community engagement.	The Board is committed to providing meaningful engagement opportunities for the public, Rightsholders, and staff. Throughout 2023-24, meetings were held monthly, with additional sessions scheduled according to the Board's work plan and others arising from the Board's broader initiatives. This will be discussed in greater detail in an upcoming section of the report.
Continue a deep commitment to Truth and Reconciliation.	The Board is deeply committed to their personal journeys toward reconciliation and, as governors of the District, they are dedicated to advancing reconciliation through their leadership. Members of the Quelmúcw Education Council actively participate in Board committees, are involved in leadership interviews, and have full autonomy in hiring the District Principal and Director of Indigenous Education. Most recently, in response to a request from the Council, the Board has also agreed to change the name of the District. Creating equity for Indigenous learners is also a key priority of the Board. Monthly Updates are shared with the Quelmúcw Education Council and the Board of Trustees. During the year, the Board requires senior leadership to update them on Indigenous student outcomes and plans for improvement.
Continue visibility within the District and communities which the Board serves.	The Board of Education is actively engaged in the communities it serves. At each Board meeting, trustees provide public reports on their attendance and participation in monthly Parent Advisory Councils (PACs), various school events, and District-led community engagements. During 2023-24, trustees took part in numerous community, staff, and PAC meetings focused on the consideration of reconfiguration.
Ensure that financial reporting is accessible, current, and consistent with best practice.	The Audited Financial Statements for 2023-24 will receive Board approval based on the information supplied by KMPG. In the spring of 2024, the Board unanimously approved an operating budget for the 2024-25 school year, despite the challenges associated with the current funding model.

Areas of Need: The Board recognizes the need to strengthen its collaboration with municipal governments and local Members of the Legislative Assembly (MLAs). These relationships are crucial and should be prioritized by the Superintendent and Secretary Treasurer. Additionally, there has been considerable feedback that the amended and annual budget processes often feel rushed. To address this, discussions with the Budget Committee and stakeholders should occur earlier in the budgeting process.

Adjustments for 2024-25: The Superintendent and Secretary Treasurer will facilitate opportunities for the Board to engage with local politicians to discuss key issues that are priorities for the District and its communities. The District will also continue to follow the guidance of Chiefs and Councils to improve support for students living on reserve. Budget discussions will begin earlier, with a focus on fostering collaboration and transparency. Additionally, the Board will continue to advocate to the Ministry for a review of operational funding and for the need to update District school infrastructure.

Ongoing Engagement

Empowering students is a core mission of School District No. 83. To achieve this, the Directors of Instruction, along with the Vice-Principal of Student Wellness, conducted one-on-one interviews with middle and secondary school students to gain deeper insights into their experiences. In addition, Indigenous students shared their perspectives with the District Principal of Indigenous Education and Success Teachers at their schools. These interviews revealed that, despite progress, school environments can still be places of racism and discrimination for marginalized populations.

The Board of Education, through its Education Directions Committee, which includes student representation, is consistently kept informed about educational initiatives across the District. Both qualitative and quantitative data are regularly shared to highlight the outcomes of these initiatives. Members of the North Okanagan Shuswap Teachers Association (NOSTA), the Canadian Union of Public Employees (CUPE), school leaders, and District leadership actively participate in this committee, where they can ask questions, offer suggestions, celebrate successes, and pursue continuous improvement through ongoing collaboration.

The Superintendent actively participates in school PAC and DPAC meetings throughout the year. This engagement effectively facilitates the sharing of relevant data, updates on the Strategic Plan, and provides opportunities to address local concerns from parents.

The Quelmúcw Education Council holds monthly meetings to discuss priorities, concerns, and celebrations. The Superintendent and a trustee, as invited guests, join the Director and District Principal of Indigenous Education, along with council members representing each local Secwépemc band and a representative from the Métis Association. These meetings provide opportunities for updates and to listen to the Council's perspectives. Additionally, District leaders are invited to community events throughout the year to hear directly from Indigenous communities.

Over the past two years, the district has conducted over sixty community engagement sessions on strategic planning and, more recently, on school reconfigurations. These sessions have involved school PAC members, Rightsholders, parents/caregivers, students, and the wider community. The District remains committed to transparency and accountability throughout these processes.

This year, the Human Resources Department initiated sessions with various employee groups to discuss staff well-being. As a result, a Staff Wellness Committee will be established in the coming year to focus on well-being support, return-to-work assistance, and identifying general improvements the District can implement to enhance staff engagement and foster a sense of value.

The Early Learning Team has made significant strides in building community connections and encouraging parental involvement in their children's opportunities. Attendance at Ready, Set, Learn events has markedly increased, StrongStart participation is on the rise, and the Strengthening Early Years to Kindergarten (SEY2KT) Team, which

includes Indigenous representation, has broadened its transition events. Additionally, programs like Changing Possibilities for Young Children and Roots of Empathy have further fostered community engagement.

The Career Programs Team has expanded its offerings and, in turn, has increased parent night events. There has been excellent collaboration between the Careers Team and Education Coordinators from the four Bands, leading to presentations both on and off reserve to raise awareness of the opportunities available for Indigenous students.

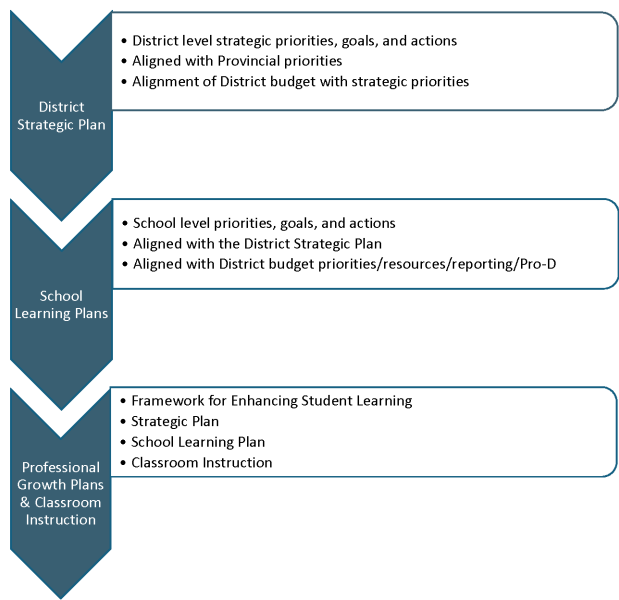
This past year, surveys were distributed to staff members, Rightsholders, students, parents, and community members on various topics, including the newly-designed logo, school reconfigurations, student data, budget priorities, program changes, and the Superintendent's evaluation. These surveys provided the Board with valuable feedback to inform their decision-making. The District places great importance on the engagement process and remains dedicated to ensuring that the voices of all groups are heard and respected.

Alignment and Adaptations:

To support the District Strategic Plan, the Board of Education has prioritized existing strategies that meet the goals and outcomes within the Plan. The Board’s [budget](#) commitments supported key areas during a very challenging budget cycle. With staff leaves and absenteeism growing year over year, the costs associated with them are an unfunded liability to the Board. Despite these challenges, [key investments](#) were upheld or added by the Board.

One area of the budget that garnered significant feedback from staff and parents/caregivers was the proposed reduction in CEAs. In response, the Board directed senior leaders to minimize the impact of these reductions and explore reductions at the District level instead. As a result, the District reduced positions, including a Director of Instruction, 1.5 FTE reduction in clerical support for Operations, a manager supporting the Secretary Treasurer and the Board, and a District Principal.

Senior leadership recognized a lack of cohesive alignment in the past between the District Strategic Plan and School Learning Plans (SLPs). To address this, significant efforts have been made to work with school administrators, ensuring they understand the connection between the Strategic Plan and the work happening in their schools. The graphic shown below has been discussed extensively with school leaders and was required to serve as a key reference during school start-up meetings with staff prior to the start of the 2024-25 school year.



As per Ministerial order, each year districts are required to submit an Enhancing Student Learning report by September 30th.

The report must be passed by Board motion and must address specific criteria measures set out by Ministerial Order and the Ministry of Education and Child Care.

During the 2023-24 school year, School Learning Plans were updated to align with the District's strategic priorities. Additionally, professional learning and Personal and Professional Growth Plans, for Principals and Vice Principals, have been adjusted to ensure system-wide alignment.

Continuous Improvement:

This report outlines areas of need and necessary adaptations within the District's strategic priorities that will be addressed in the coming year. Key focus areas include improving student achievement in numeracy, formalizing student voice opportunities at the middle school level, enhancing outcomes for Priority Learners (Indigenous students, diverse learners, and Children and Youth in Care), and supporting a stronger sense of belonging for all students in our schools.

With a renewed emphasis on alignment across the system, we will continue refining professional growth plans for school and District leaders, while exploring teacher growth plans, particularly in literacy and numeracy. This improved alignment aims to bring greater coherence and purpose to the District's efforts.

We are currently exploring local assessment instruments due to concerns around the accuracy of our existing tools. This challenge makes it difficult to effectively triangulate our local data with provincial assessments. To address this, the District has reached out to other districts to gather insights that will inform our decision-making process. We expect that future Enhancing Student Learning Reports will reflect improved triangulation of multiple data sources.

The upcoming year also brings significant changes with a reconfiguration that will affect thirteen schools. The District remains committed to engaging with Rightsholders, families, students, and staff throughout the restructuring process.

Finally, the wellness of both staff and students remains a top priority for the District. Increased absences from school and work highlight the system's struggles with mental health, declining engagement, and a general sense of being overwhelmed. Through the efforts of the Vice Principal of Student Wellness and the Human Resources Department, we are optimistic about reversing this trend and improving the well-being of both students and staff.

Conclusion:

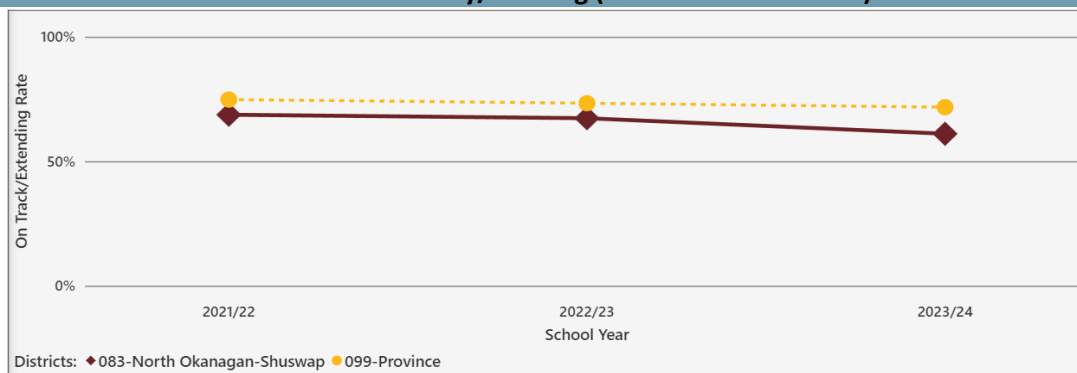
We are committed to implementing the strategies outlined in the working version of the District Strategic Plan. This commitment encourages reflection on current practices and the consideration of necessary changes to enhance student learning outcomes. To achieve this, District and school leaders must approach data with curiosity and purpose, using it to guide informed next steps.

By addressing areas of growth, we position ourselves to fulfill our mission: "empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community."

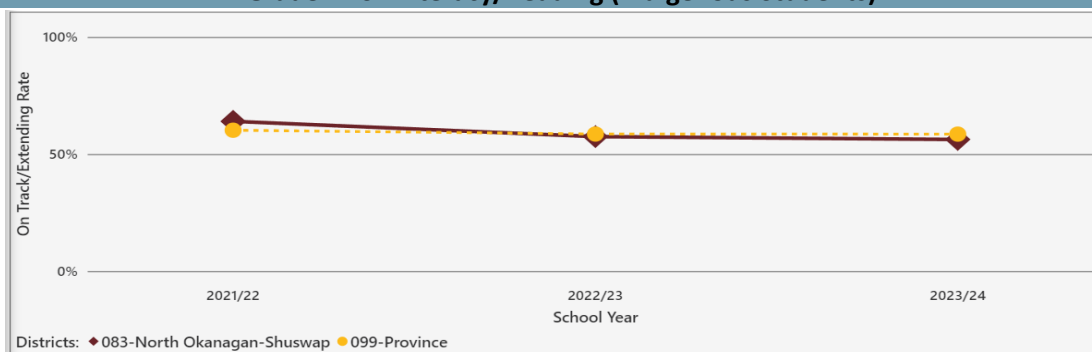
Appendix A – Intellectual Development: Literacy

Grade 4

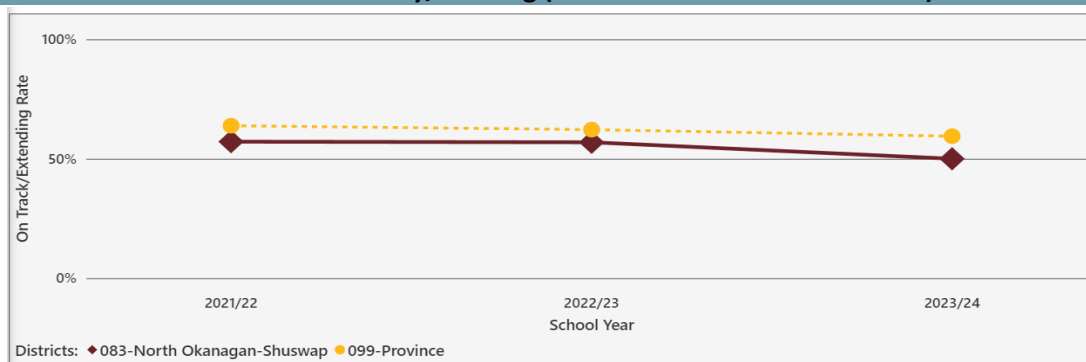
Grade 4 FSA Literacy/Reading (All Resident Students)



Grade 4 FSA Literacy/Reading (Indigenous Students)



Grade 4 FSA Literacy/Reading (Students with Diverse Abilities)



Grade 4 FSA Literacy/Reading On-Track/Extending Rate

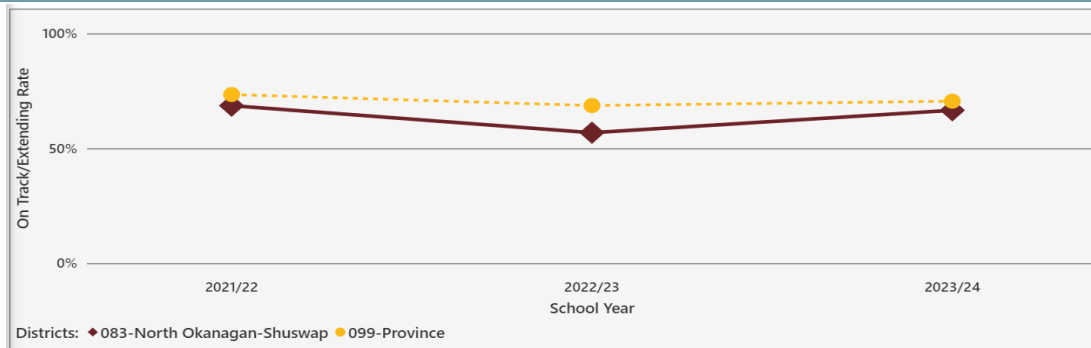
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	69%	67%	61%	66%
Indigenous Students	64%	57%	56%	59%
Students with Diverse Abilities	57%	57%	50%	55%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 4 FSA Literacy/Reading Participation Rate

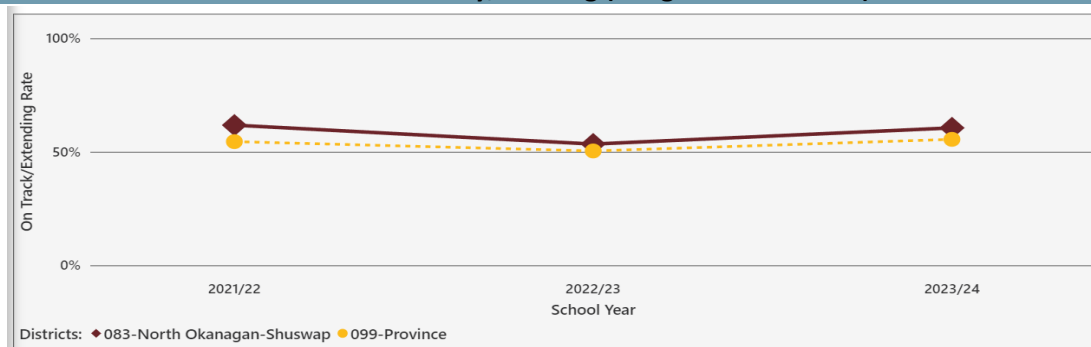
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	93%	91%	91%	92%
Indigenous Students	97%	90%	86%	91%
Students with Diverse Abilities	68%	64%	80%	71%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 7

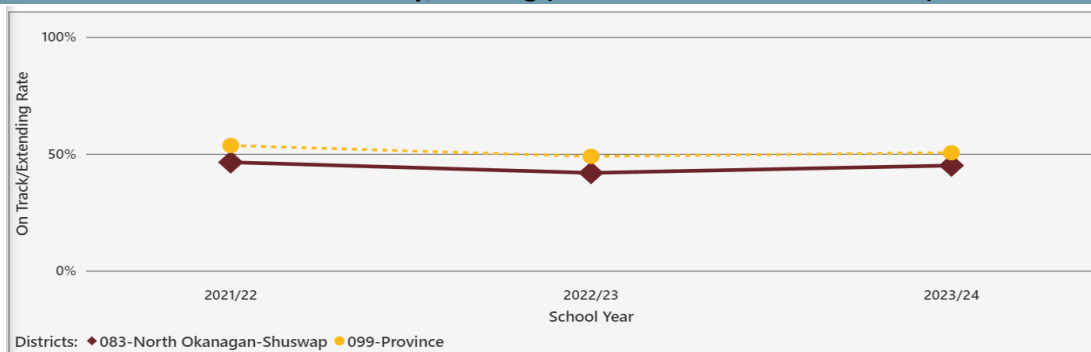
Grade 7 FSA Literacy/Reading (All Resident Students)



Grade 7 FSA Literacy/Reading (Indigenous Students)



Grade 7 FSA Literacy/Reading (Students with Diverse Abilities)



Grade 7 FSA Literacy/Reading On-Track/Extending Rate

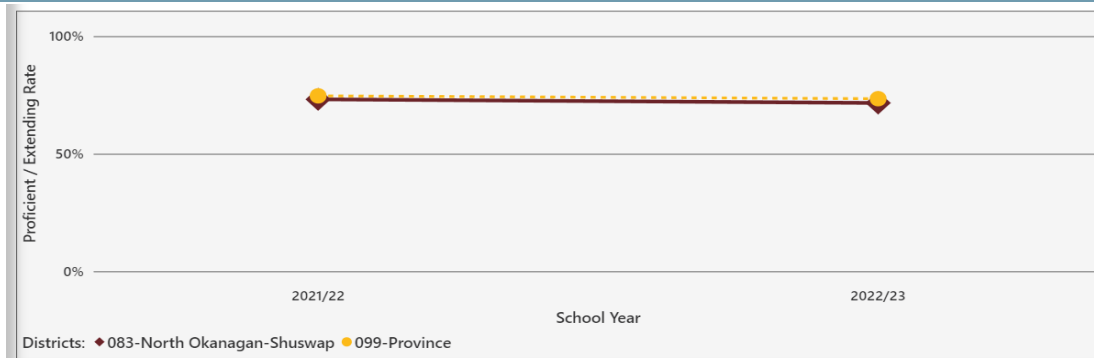
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	69%	57%	67%	64%
Indigenous Students	62%	53%	61%	59%
Students with Diverse Abilities	46%	42%	45%	44%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 7 FSA Literacy/Reading Participation Rate

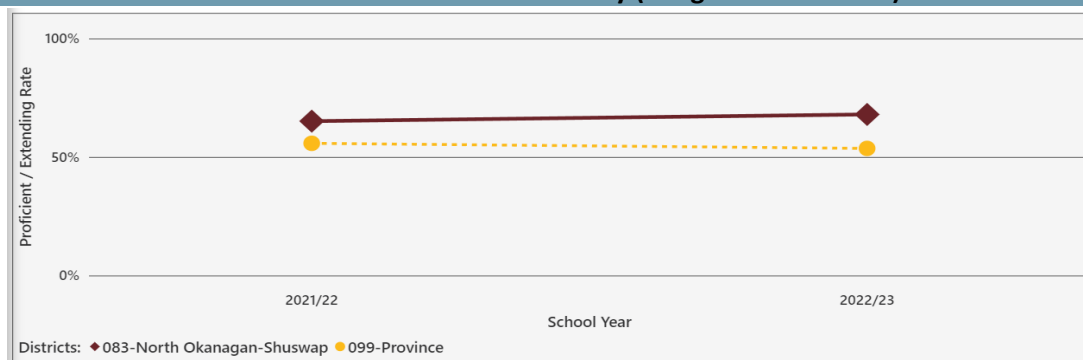
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	92%	90%	92%	91%
Indigenous Students	94%	82%	87%	88%
Students with Diverse Abilities	85%	80%	81%	82%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 10

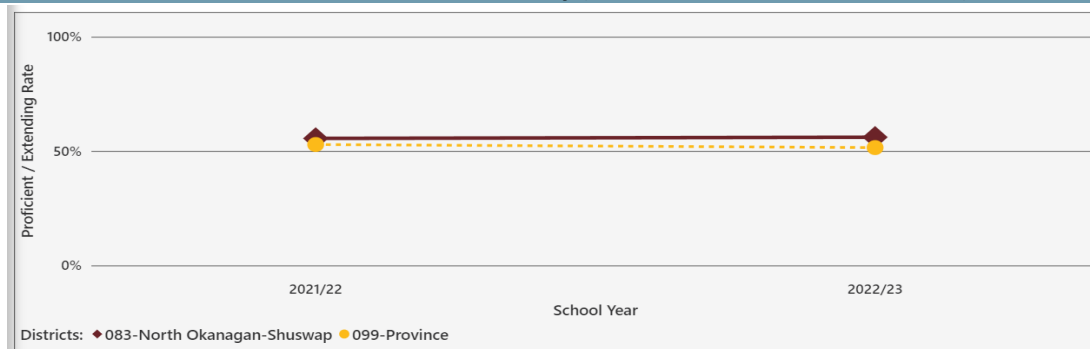
Grade 10 Grad Assessment Literacy (All Resident Students)



Grade 10 Grad Assessment Literacy (Indigenous Students)



Grade 10 Grad Assessment Literacy (Students with Diverse Abilities)



Grade 10 Grad Assessment Literacy Proficiency Rate

	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	73%	72%	-	-
Indigenous Students	65%	68%	-	-
Students with Diverse Abilities	56%	56%	-	-
CYIC Resident Students	MSK	MSK	MSK	-

Grade 10 Grad Assessment Literacy Participation Rate

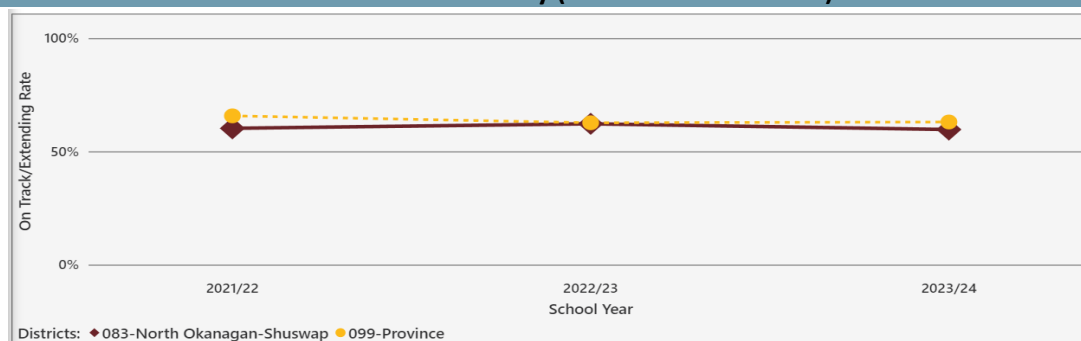
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	80%	85%	-	-
Indigenous Students	69%	78%	-	-
Students with Diverse Abilities	68%	76%	-	-
CYIC Resident Students	MSK	MSK	MSK	-



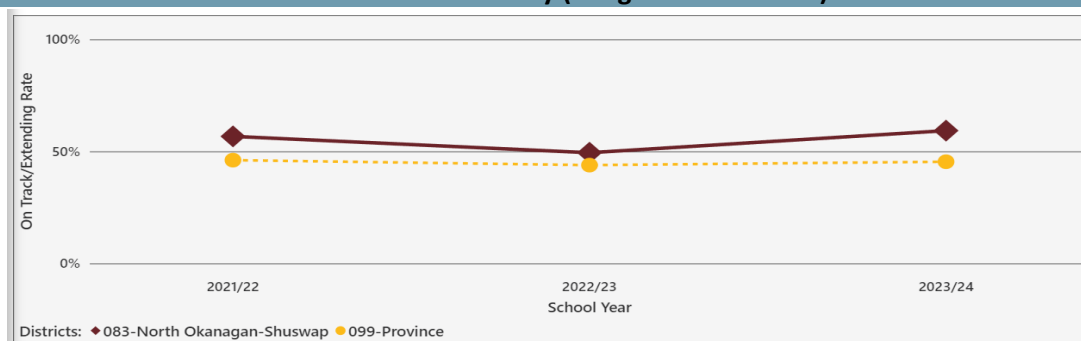
Appendix B – Intellectual Development: Numeracy

Grade 4

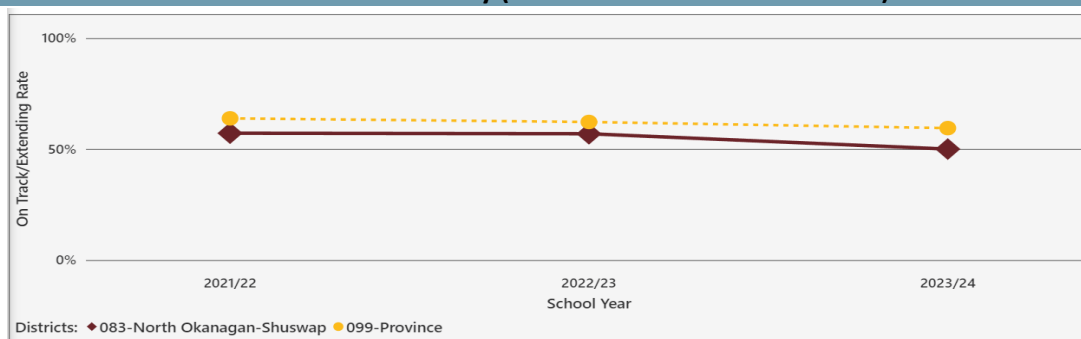
Grade 4 FSA Numeracy (All Resident Students)



Grade 4 FSA Numeracy (Indigenous Students)



Grade 4 FSA Numeracy (Students with Diverse Abilities)



Grade 4 FSA Numeracy On-Track/Extending Rate

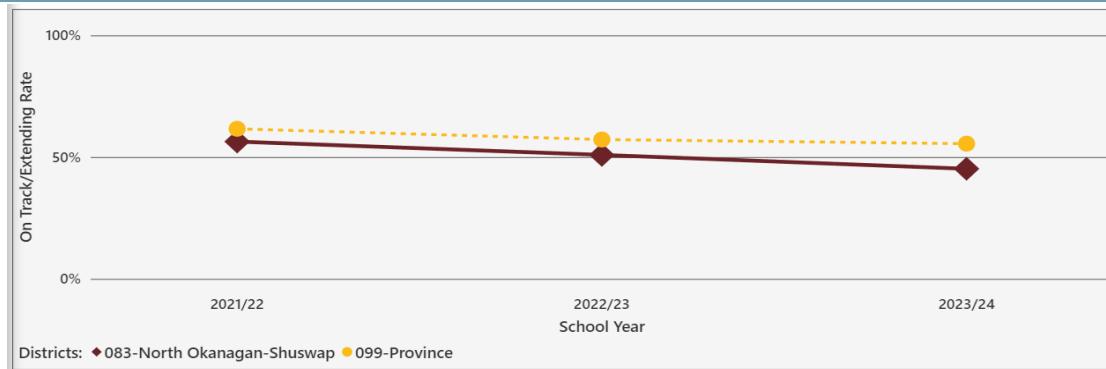
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	60%	62%	60%	61%
Indigenous Students	57%	49%	59%	55%
Students with Diverse Abilities	40%	46%	42%	43%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 4 FSA Numeracy Participation Rate

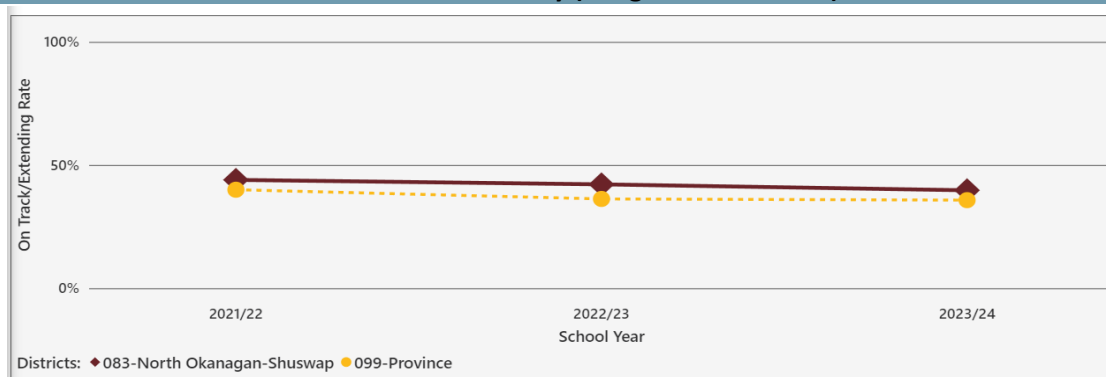
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	92%	91%	91%	91%
Indigenous Students	94%	88%	87%	90%
Students with Diverse Abilities	65%	66%	80%	70%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 7

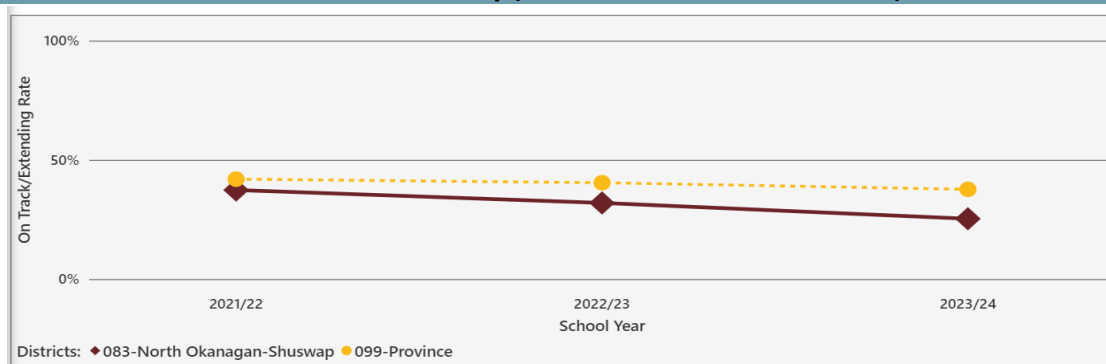
Grade 7 FSA Numeracy (All Resident Students)



Grade 7 FSA Numeracy (Indigenous Students)



Grade 7 FSA Numeracy (Students with Diverse Abilities)



Grade 7 FSA Numeracy On-Track/Extending Rate

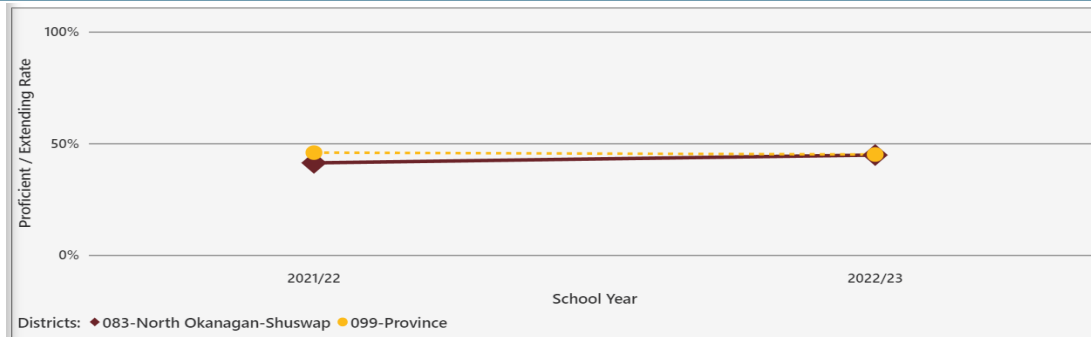
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	56%	51%	45%	51%
Indigenous Students	44%	42%	40%	126%
Students with Diverse Abilities	37%	32%	25%	31%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 7 FSA Numeracy Participation Rate

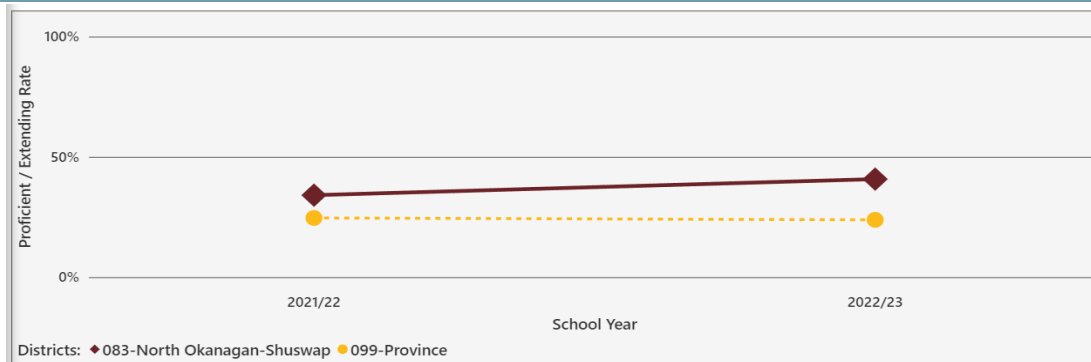
	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	93%	89%	92%	91%
Indigenous Students	95%	82%	90%	89%
Students with Diverse Abilities	87%	79%	80%	82%
CYIC Resident Students	MSK	MSK	MSK	-

Grade 10

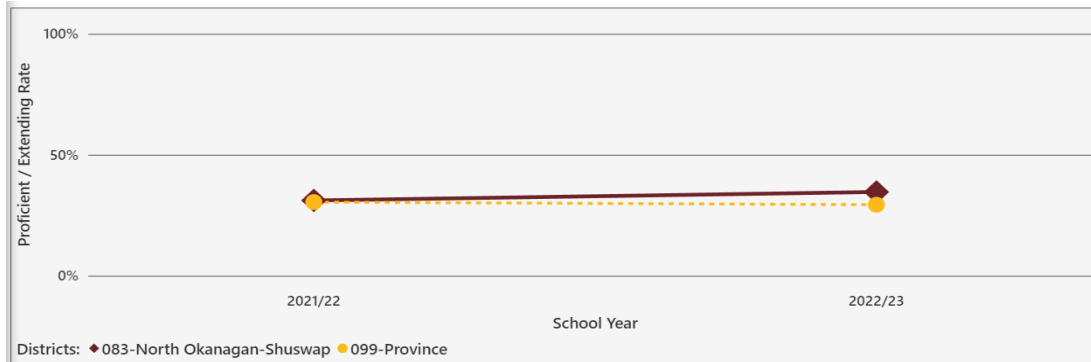
Grade 10 Grad Assessment Numeracy (All Resident Students)



Grade 10 Grad Assessment Numeracy (Indigenous Students)



Grade 10 Grad Assessment Numeracy (Students with Diverse Abilities)



Grade 10 Grad Assessment Numeracy Proficiency Rate

	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	41%	45%	-	-
Indigenous Students	34%	41%	-	-
Students with Diverse Abilities	31%	35%	-	-
CYIC Resident Students	MSK	MSK	-	-

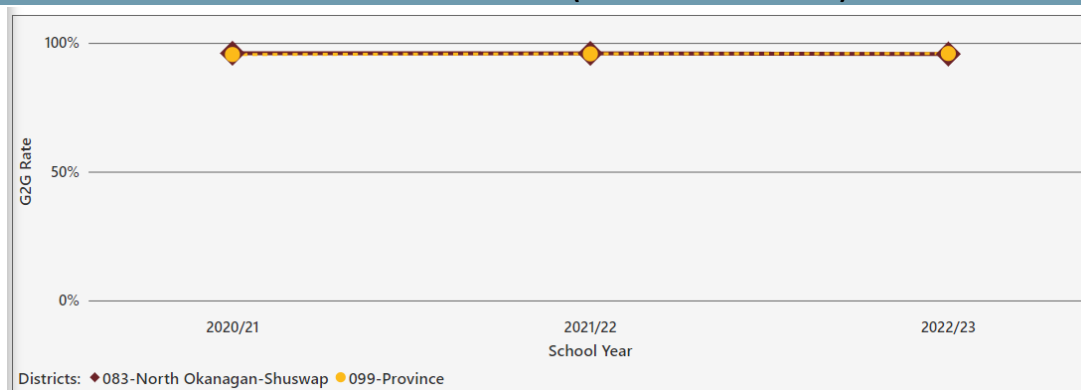
Grade 10 Grad Assessment Numeracy Participation Rate

	2021-22	2022-23	2023-24	3-Year Trend
All Resident Students	81%	87%	-	-
Indigenous Students	72%	81%	-	-
Students with Diverse Abilities	70%	74%	-	-
CYIC Resident Students	MSK	MSK	-	-

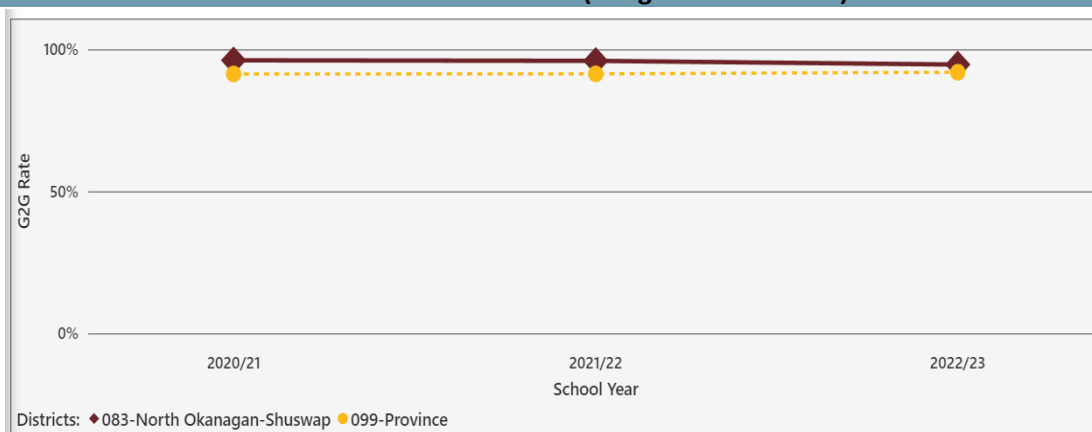
Appendix C – Intellectual Development: Grade-to-Grade Transitions

Grade 10 to 11

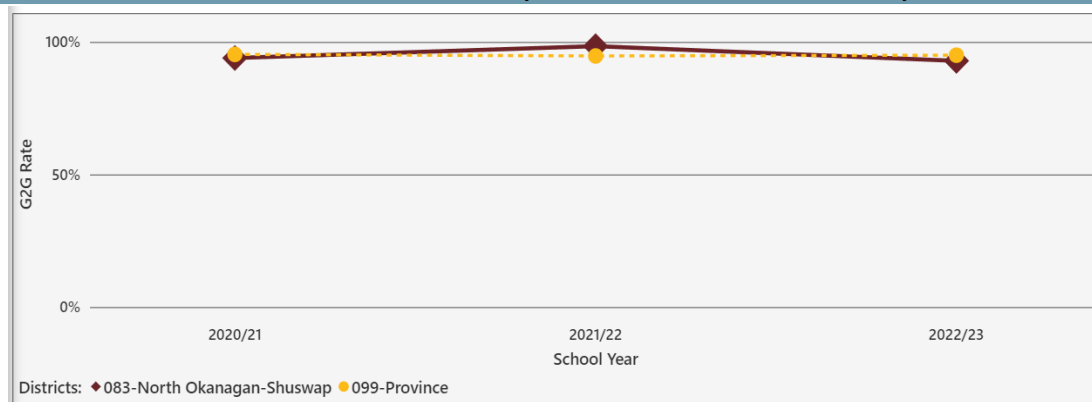
Grade 10 to 11 Transition (All Resident Students)



Grade 10 to 11 Transition (Indigenous Students)



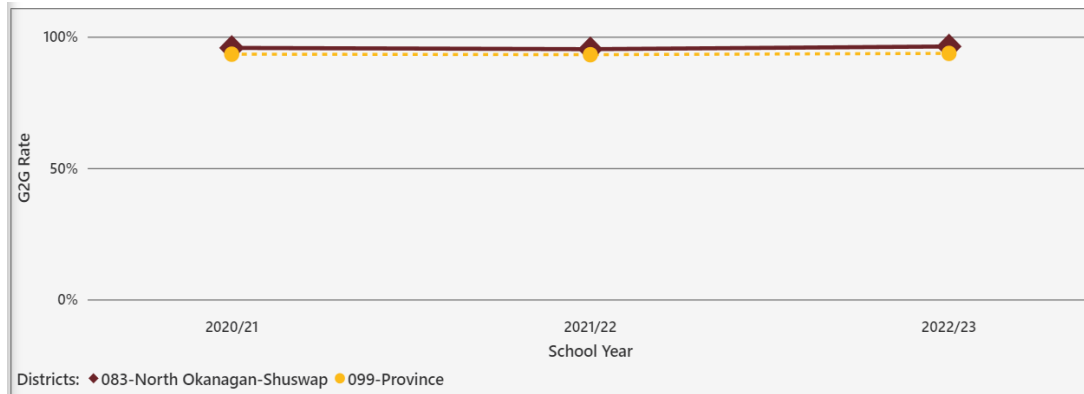
Grade 10 to 11 Transition (Students with Diverse Abilities)



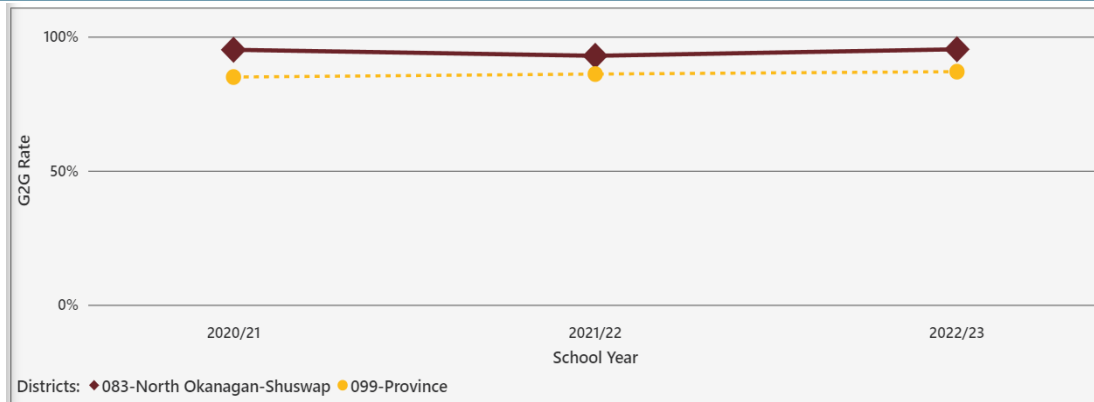
Grade 10 to Grade 11 Transition Rate				
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	96%	96%	96%	96%
Indigenous Students	96%	96%	95%	
Students with Diverse Abilities	94%	98%	93%	
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 11 to 12

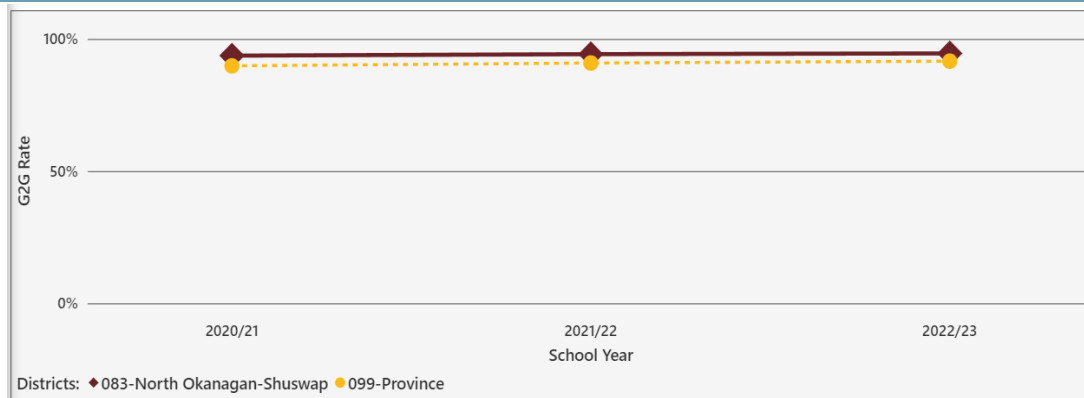
Grade 11 to 12 Transition (All Resident Students)



Grade 11 to 12 Transition (Indigenous Students)



Grade 11 to 12 Transition (Students with Diverse Abilities)



Grade 11 to Grade 12 Transition Rate

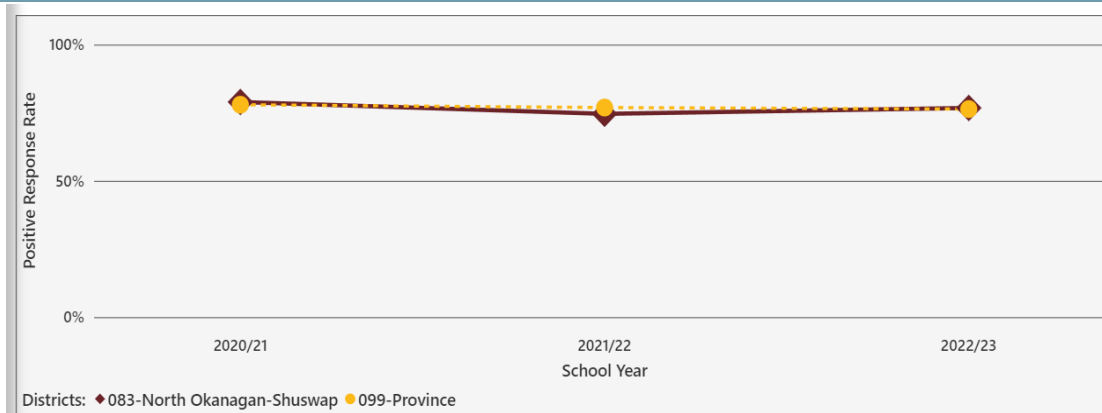
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	96%	95%	96%	96%
Indigenous Students	95%	93%	95%	94%
Students with Diverse Abilities	94%	94%	95%	94%
CYIC Resident Students	MSK	MSK	MSK	-

Appendix D – Human and Social Development: Students Feel Welcome, Safe, and Connected

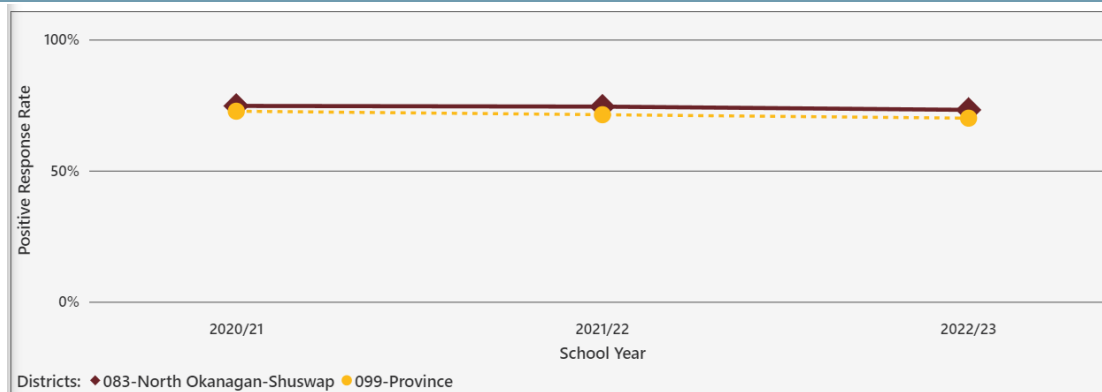
Feel Welcome at School

Grade 4

Grade 4 Student Learning Survey – Feel Welcome (All Resident Students)



Grade 4 Student Learning Survey – Feel Welcome (Indigenous Students)



Grade 4 Student Learning Survey – Feel Welcome (Students with Diverse Abilities)

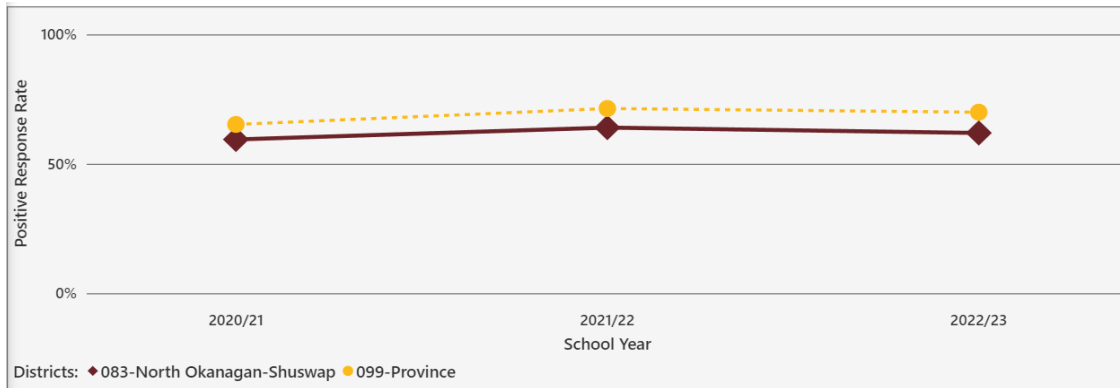


Grade 4 Student Learning Survey – Feel Welcome at School

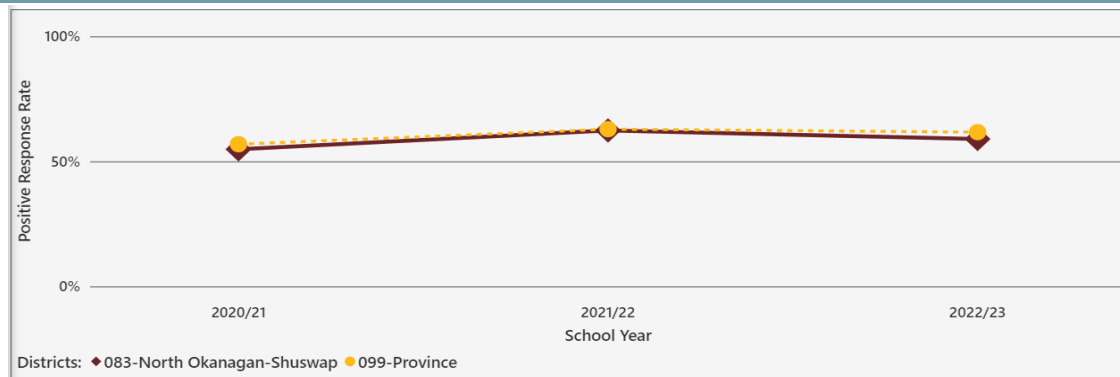
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	79%	75%	77%	77%
Indigenous Students	75%	74%	73%	74%
Students with Diverse Abilities	75%	67%	79%	74%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 7

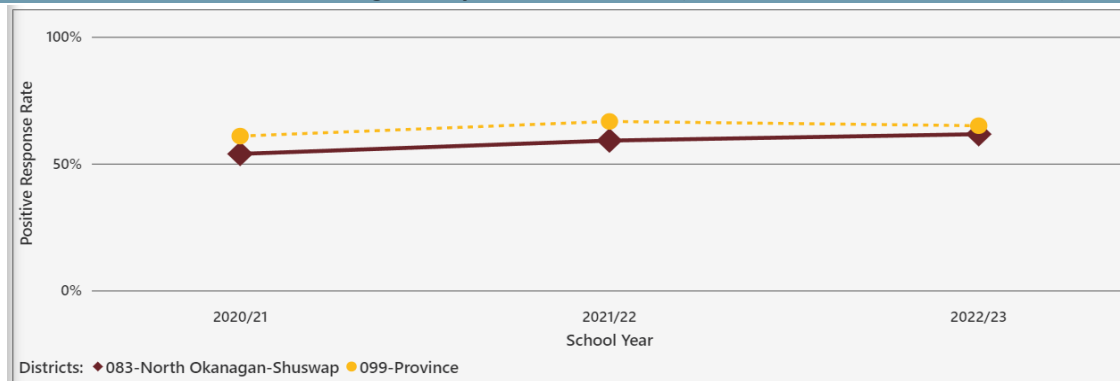
Grade 7 Student Learning Survey – Feel Welcome (All Resident Students)



Grade 7 Student Learning Survey – Feel Welcome (Indigenous Students)



Grade 7 Student Learning Survey – Feel Welcome (Students with Diverse Abilities)

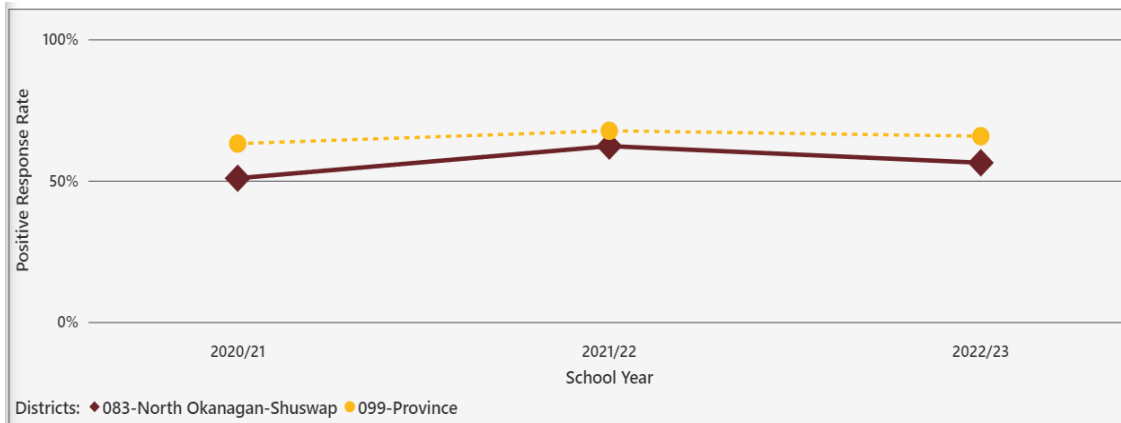


Grade 7 Student Learning Survey – Feel Welcome at School

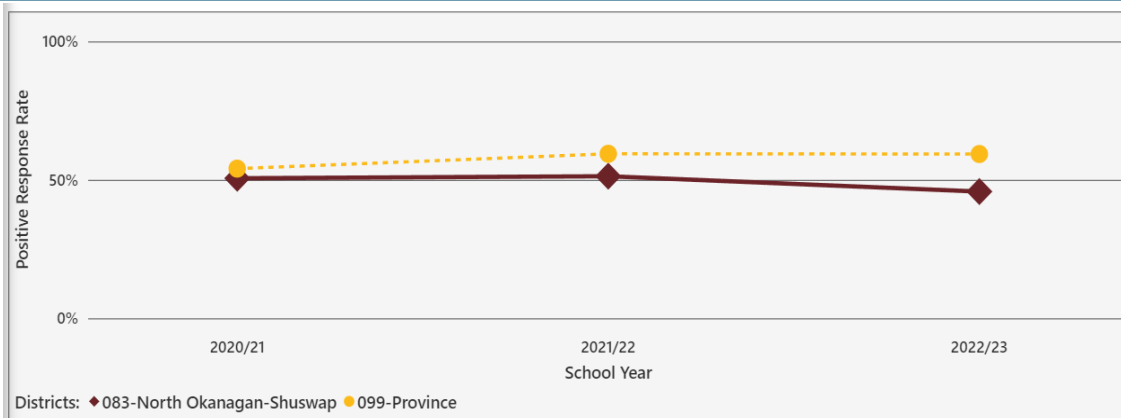
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	59%	64%	62%	62%
Indigenous Students	55%	62%	59%	59%
Students with Diverse Abilities	54%	59%	62%	58%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 10

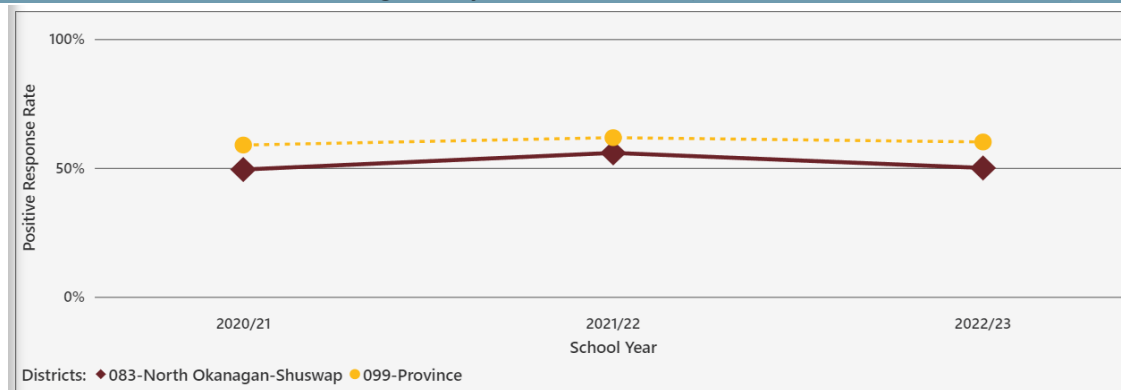
Grade 10 Student Learning Survey – Feel Welcome (All Resident Students)



Grade 10 Student Learning Survey – Feel Welcome (Indigenous Students)



Grade 10 Student Learning Survey – Feel Welcome (Students with Diverse Abilities)

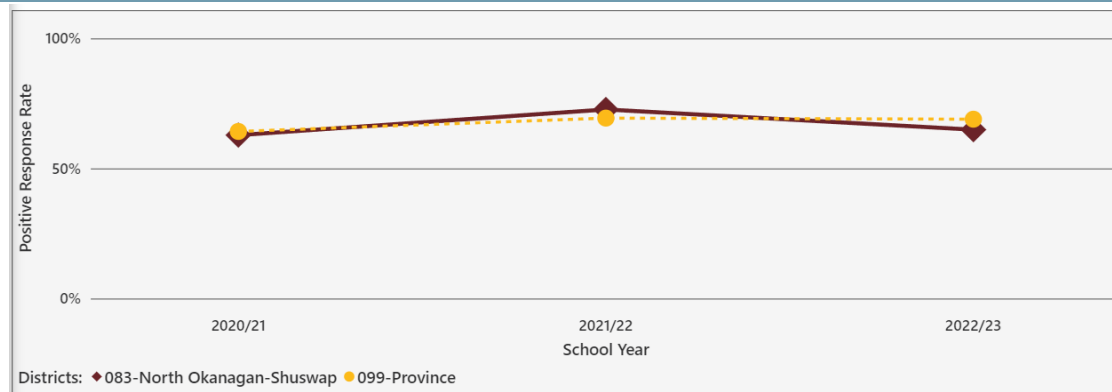


Grade 10 Student Learning Survey – Feel Welcome at School

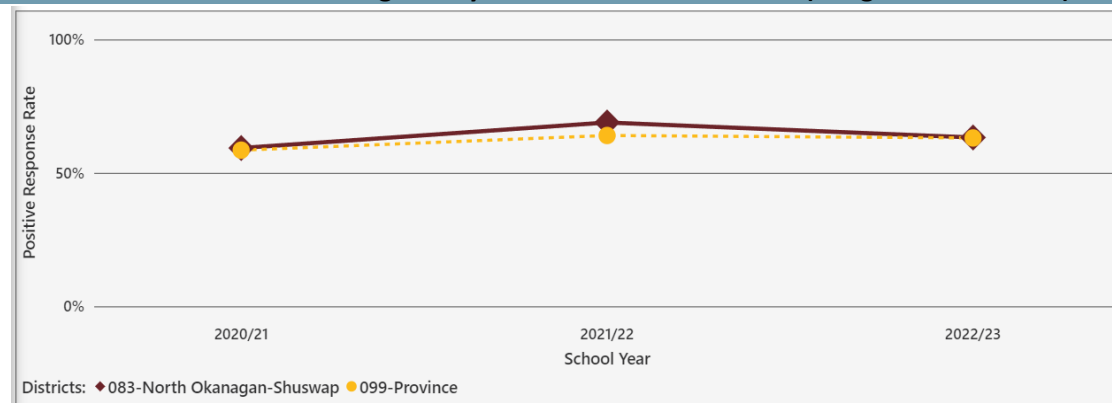
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	51%	62%	56%	56%
Indigenous Students	51%	51%	46%	49%
Students with Diverse Abilities	49%	56%	50%	52%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 12

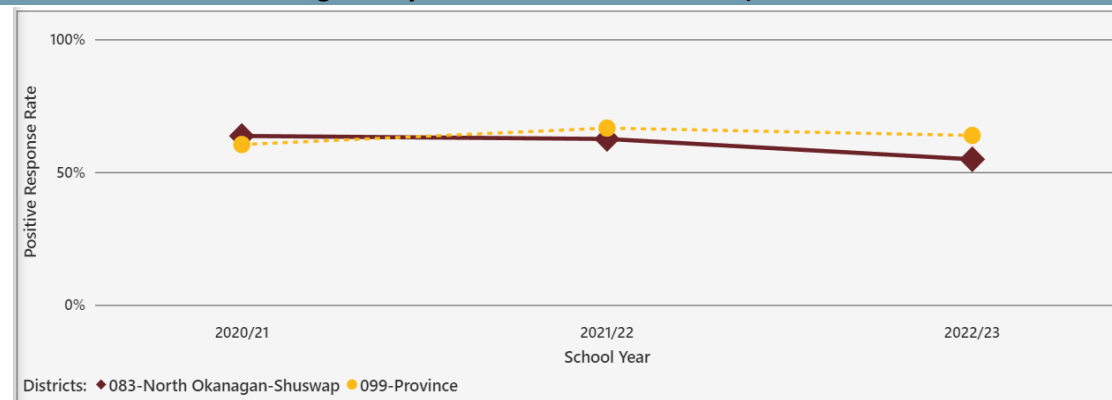
Grade 12 Student Learning Survey – Feel Welcome at School (All Resident Students)



Grade 12 Student Learning Survey – Feel Welcome at School (Indigenous Students)



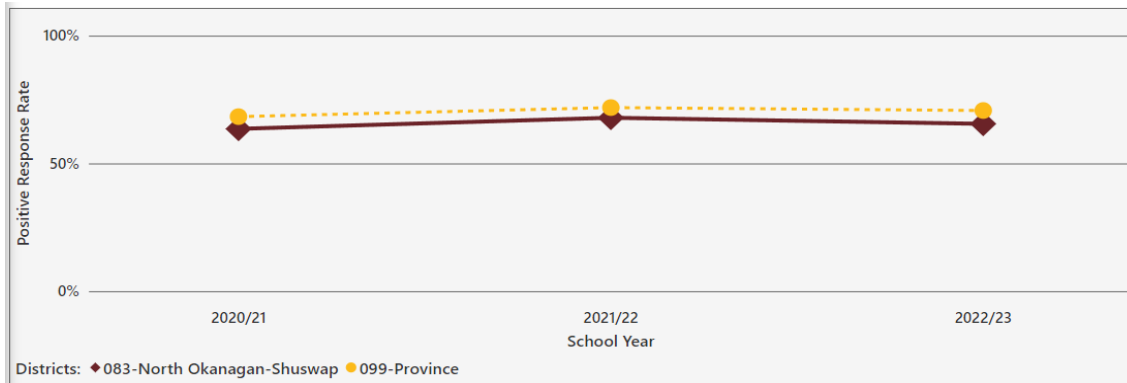
Grade 12 Student Learning Survey – Feel Welcome at School (Students with Diverse Abilities)



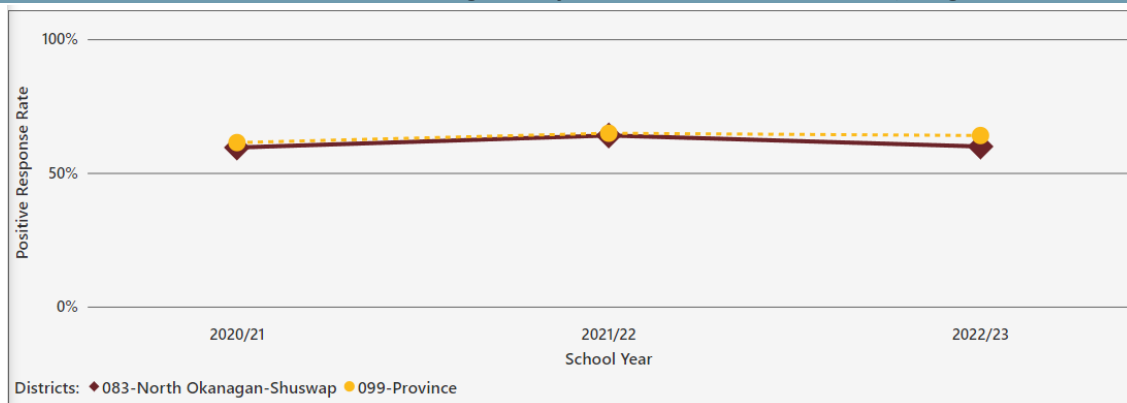
Grade 12 Student Learning Survey – Feel Welcome at School				
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	63%	73%	65%	67%
Indigenous Students	59%	69%	63%	64%
Students with Diverse Abilities	64%	63%	55%	61%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grades 4, 7, 10, and 12

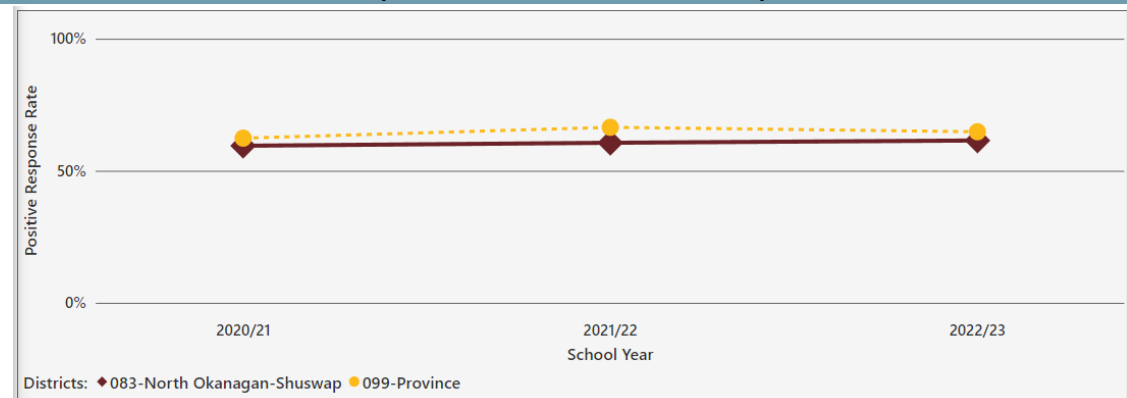
Grades 4, 7, 10, and 12 Student Learning Survey – Feel Welcome at School (All Resident Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Feel Welcome at School (Indigenous Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Feel Welcome at School (Students with Diverse Abilities)



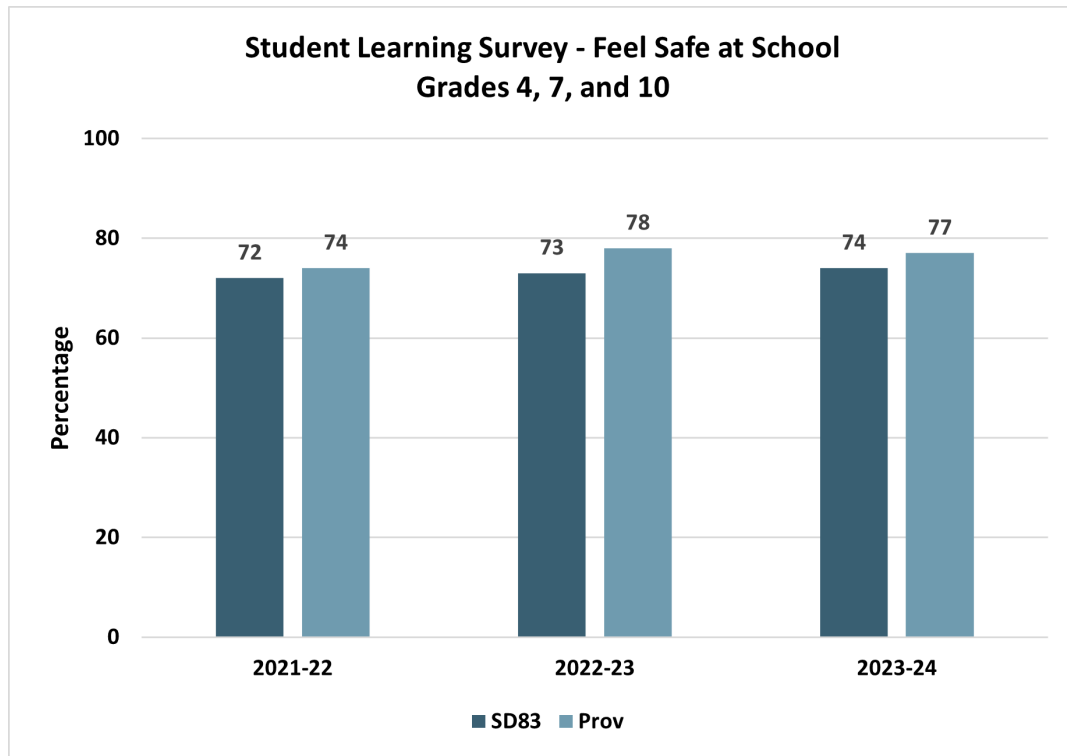
Grades 4, 7, 10, and 12 Student Learning Survey – Feel Welcome at School

	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	64%	68%	65%	66%
Indigenous Students	59%	64%	60%	61%
Students with Diverse Abilities	59%	61%	61%	60%
CYIC Resident Students	MSK	MSK	MSK	MSK

Feel Safe at School

Grade 4, 7, and 10

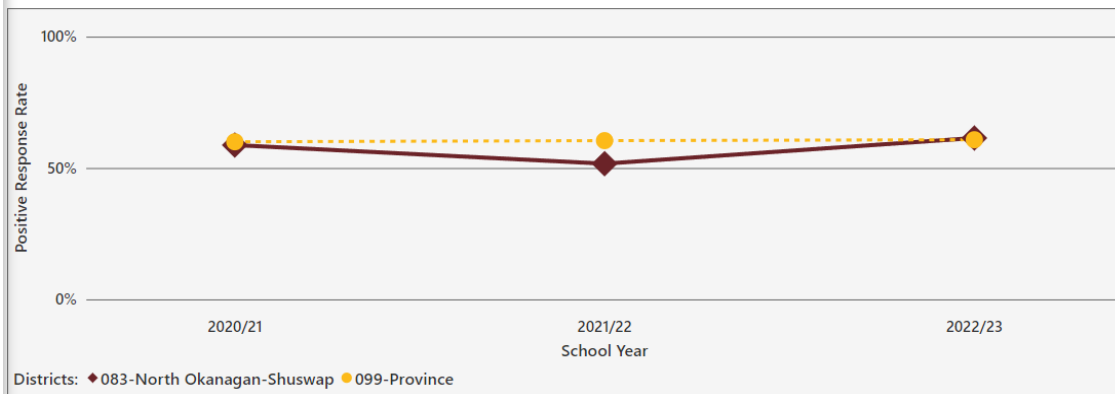
Grade 4,7, and 10 Student Learning Survey – Feel Safe at School (All Resident Students)



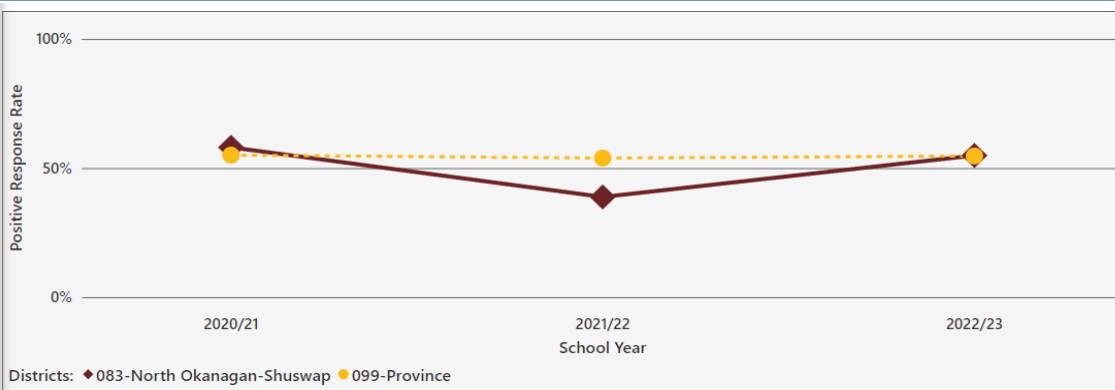
Sense of Belonging at School

Grade 4

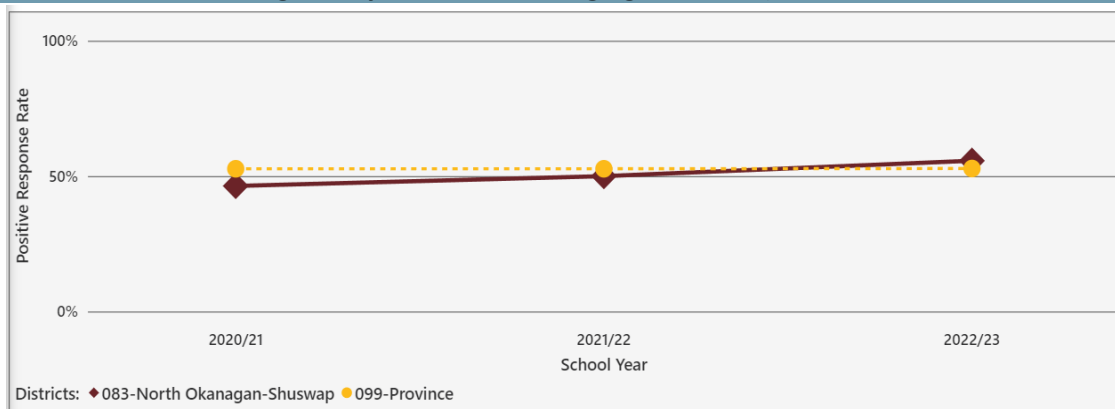
Grade 4 Student Learning Survey – Sense of Belonging at School (All Resident Students)



Grade 4 Student Learning Survey – Sense of Belonging at School (Indigenous Students)



Grade 4 Student Learning Survey – Sense of Belonging at School (Students with Diverse Abilities)

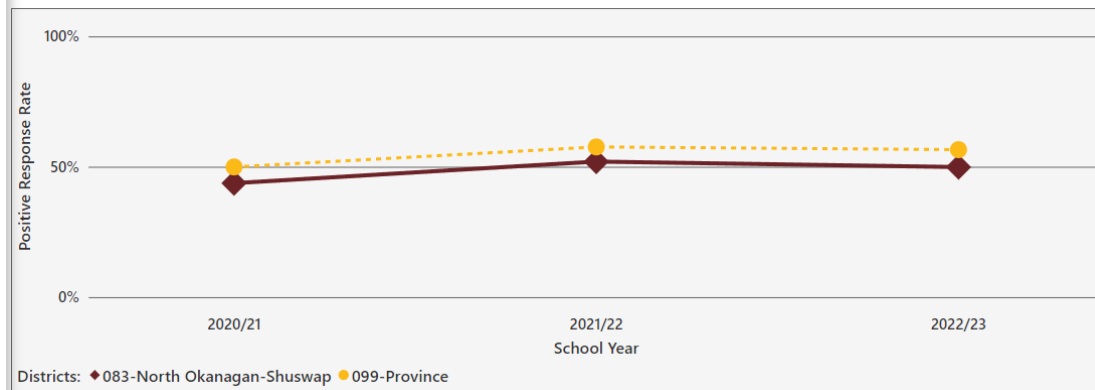


Grade 4 Student Learning Survey – Sense of Belonging at School

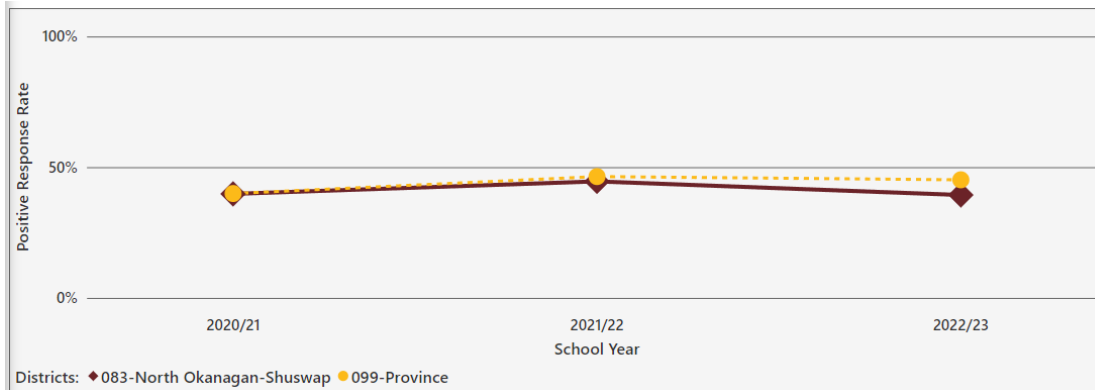
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	59%	52%	61%	57%
Indigenous Students	58%	39%	55%	51%
Students with Diverse Abilities	46%	50%	56%	51%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 7

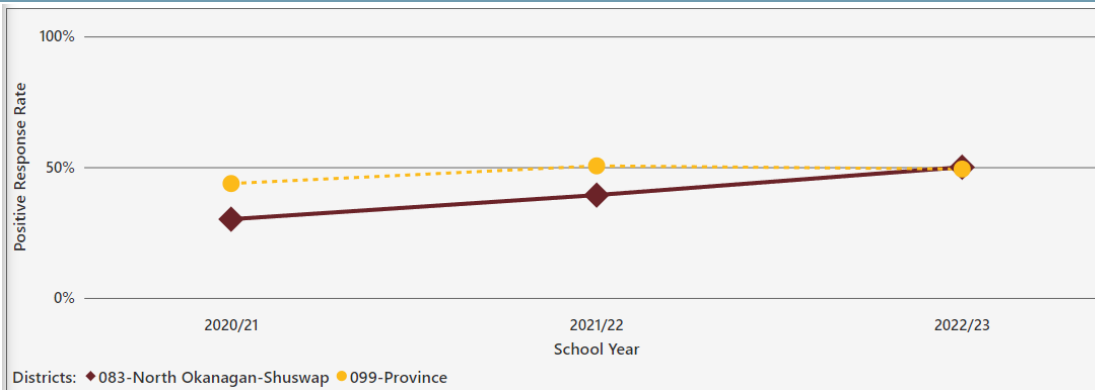
Grade 7 Student Learning Survey – Sense of Belonging at School (All Resident Students)



Grade 7 Student Learning Survey – Sense of Belonging at School (Indigenous Students)



Grade 7 Student Learning Survey – Sense of Belonging at School (Students with Diverse Abilities)

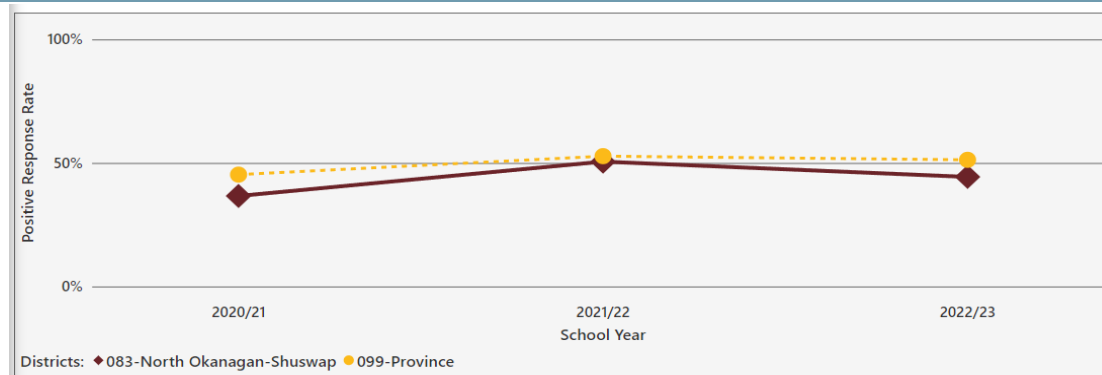


Grade 7 Student Learning Survey – Sense of Belonging at School

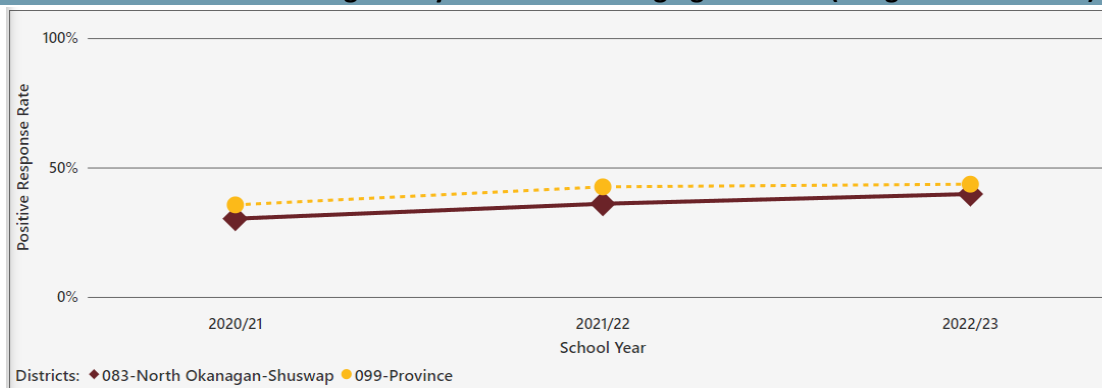
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	44%	52%	50%	49%
Indigenous Students	40%	45%	39%	41%
Students with Diverse Abilities	30%	39%	50%	40%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 10

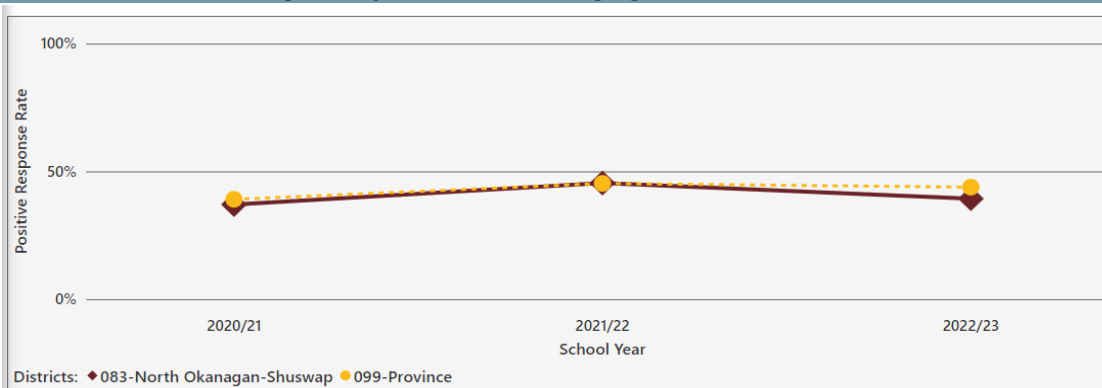
Grade 10 Student Learning Survey – Sense of Belonging at School (All Resident Students)



Grade 10 Student Learning Survey – Sense of Belonging at School (Indigenous Students)



Grade 10 Student Learning Survey – Sense of Belonging at School (Students with Diverse Abilities)

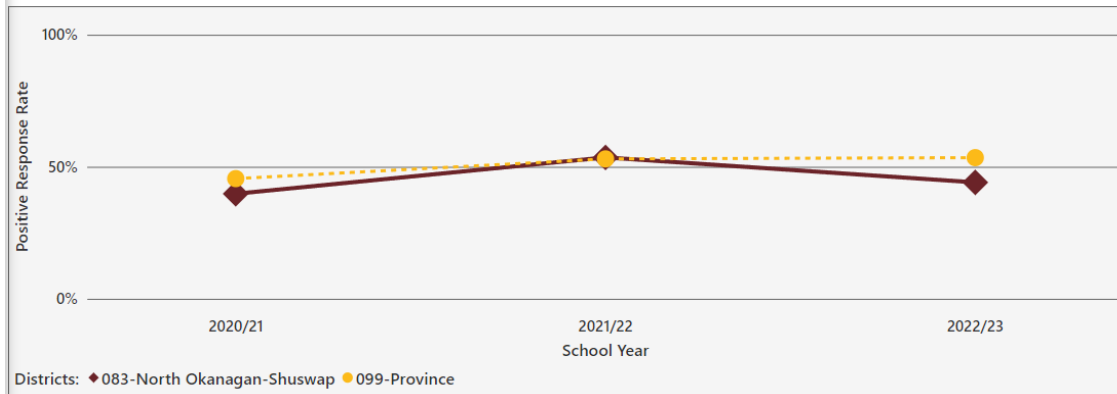


Grade 10 Student Learning Survey – Sense of Belonging at School

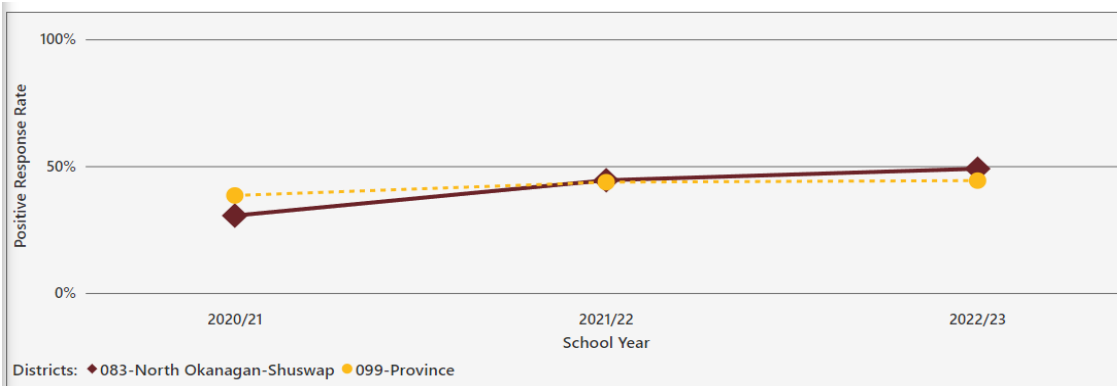
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	37%	51%	44%	44%
Indigenous Students	30%	36%	40%	35%
Students with Diverse Abilities	37%	45%	39%	40%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 12

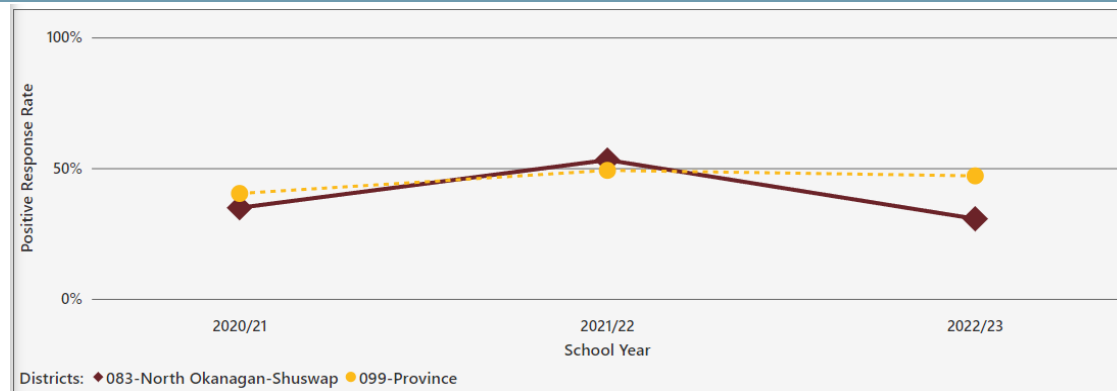
Grade 12 Student Learning Survey – Sense of Belonging at School (All Resident Students)



Grade 12 Student Learning Survey – Sense of Belonging at School (Indigenous Students)



Grade 12 Student Learning Survey – Sense of Belonging at School (Students with Diverse Abilities)

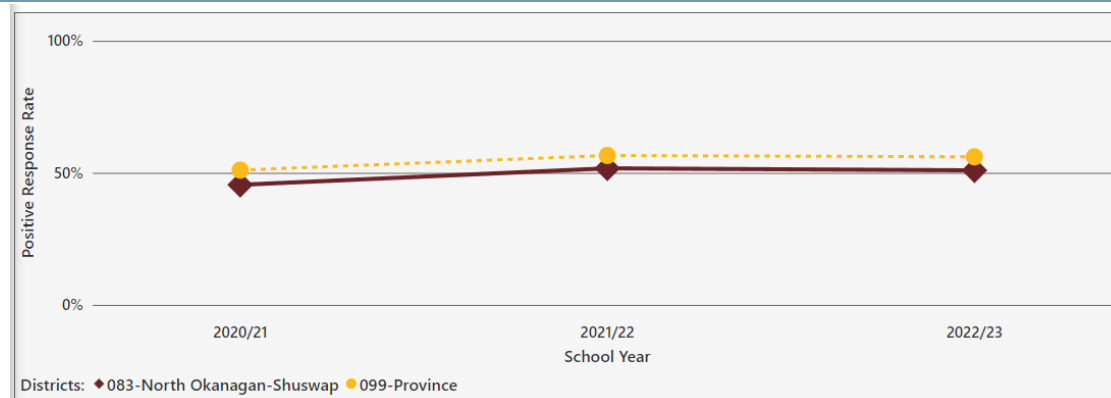


Grade 12 Student Learning Survey – Sense of Belonging at School

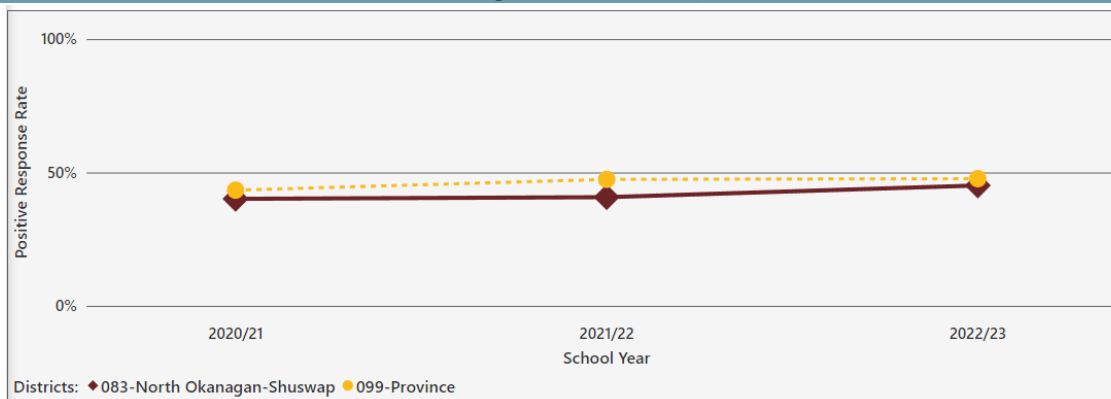
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	40%	54%	44%	46%
Indigenous Students	31%	44%	49%	41%
Students with Diverse Abilities	35%	53%	31%	40%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grades 4, 7, 10, and 12

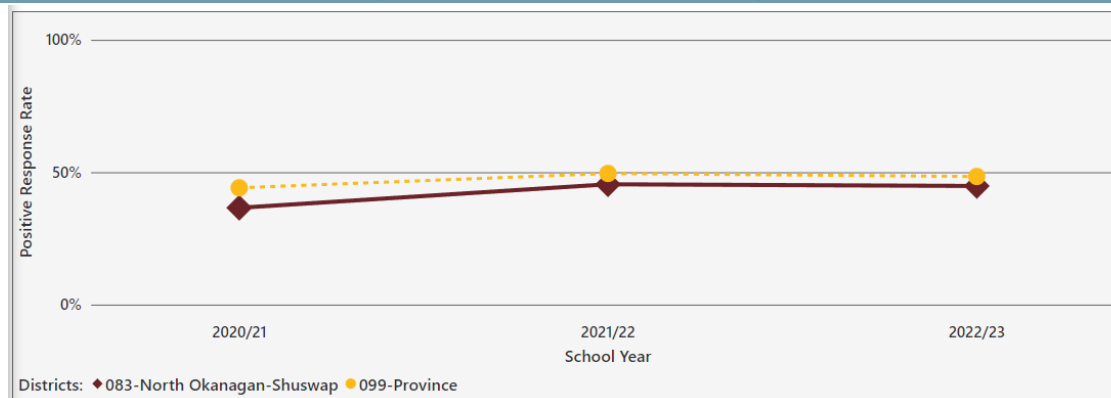
Grades 4, 7, 10, and 12 Student Learning Survey – Sense of Belonging at School (All Resident Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Sense of Belonging at School (Indigenous Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Sense of Belonging at School (Students with Diverse Abilities)

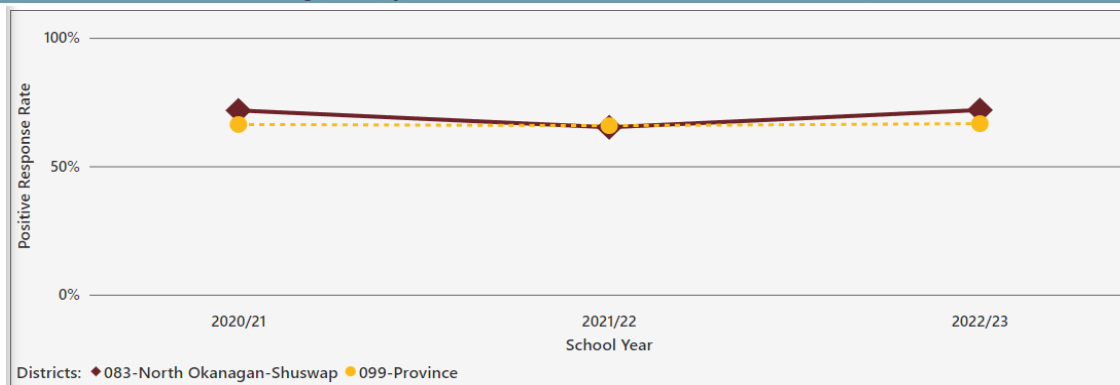


Grades 4, 7, 10, and 12 Student Learning Survey – Sense of Belonging at School				
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	45%	52%	51%	49%
Indigenous Students	40%	41%	45%	42%
Students with Diverse Abilities	37%	45%	45%	42%
CYIC Resident Students	MSK	MSK	MSK	MSK

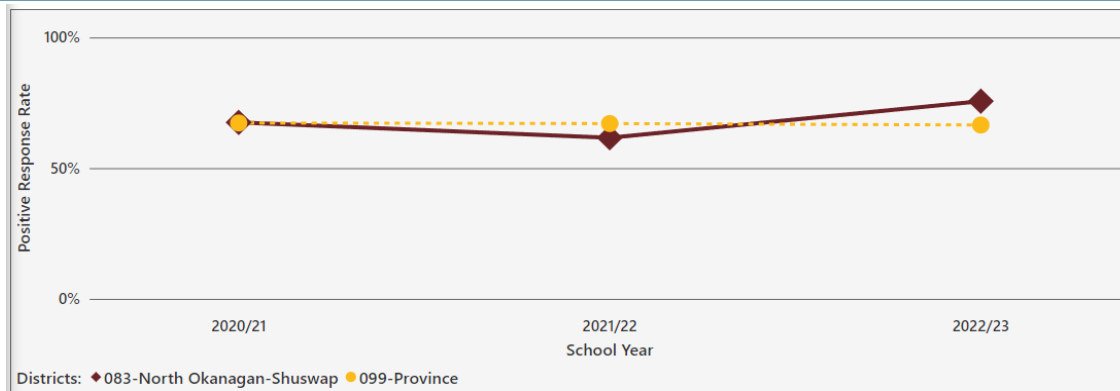
Two or More Adults Care at School

Grade 4

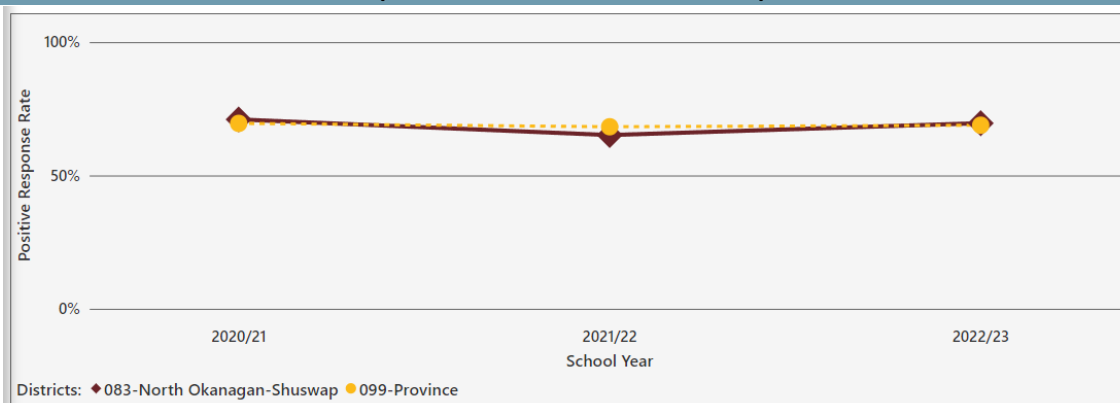
Grade 4 Student Learning Survey – Two or More Adults Care at School (All Resident Students)



Grade 4 Student Learning Survey – Two or More Adults Care at School (Indigenous Students)



**Grade 4 Student Learning Survey – Two or More Adults Care at School
(Students with Diverse Abilities)**

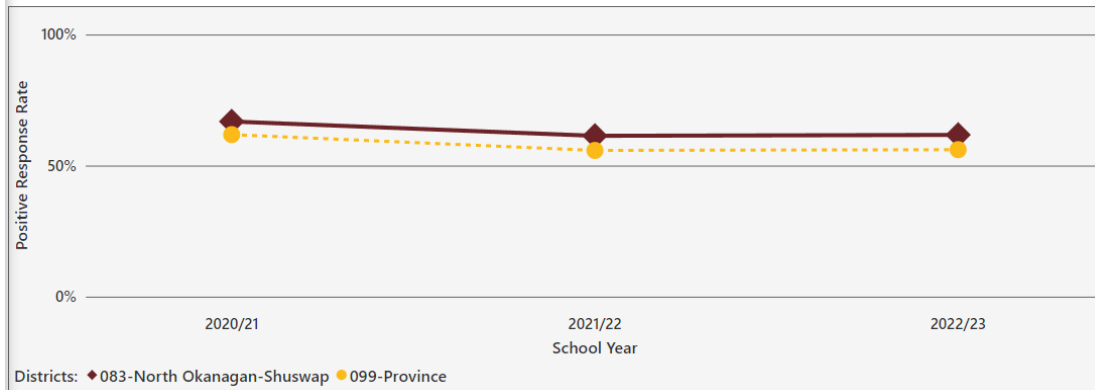


Grade 4 Student Learning Survey – Two or More Adults Care at School

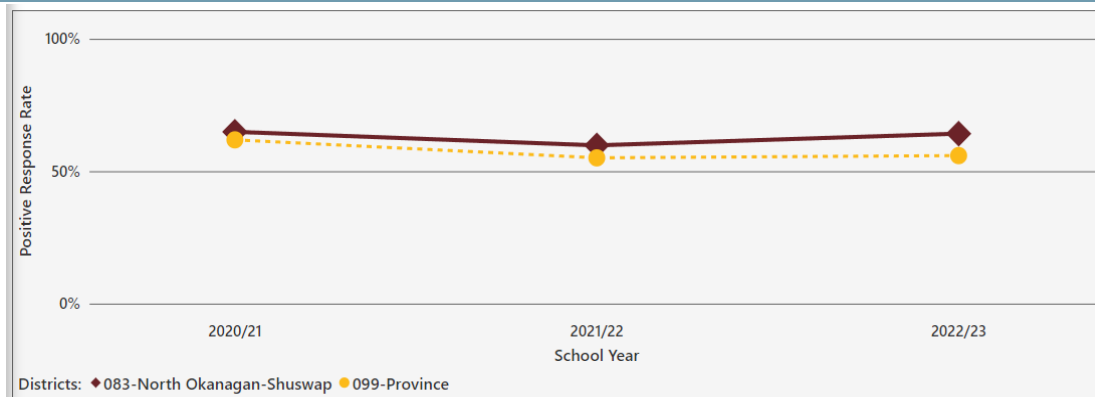
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	72%	65%	72%	70%
Indigenous Students	68%	62%	76%	69%
Students with Diverse Abilities	71%	65%	70%	69%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 7

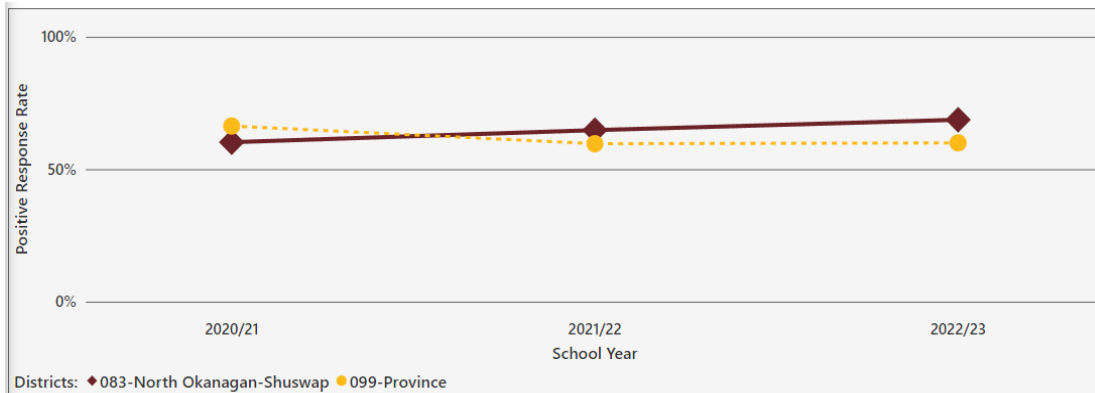
Grade 7 Student Learning Survey – Two or More Adults Care at School (All Resident Students)



Grade 7 Student Learning Survey – Two or More Adults Care at School (Indigenous Students)



Grade 7 Student Learning Survey – Two or More Adults Care at School (Students with Diverse Abilities)

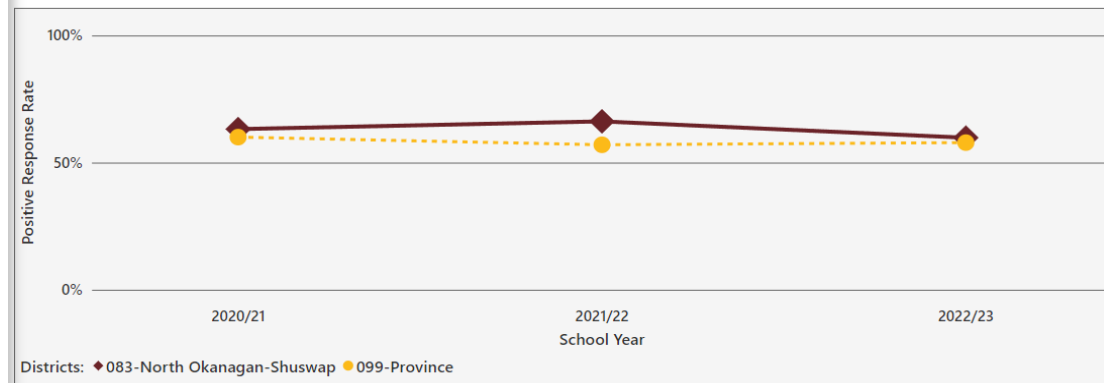


Grade 7 Student Learning Survey – Two or More Adults Care at School

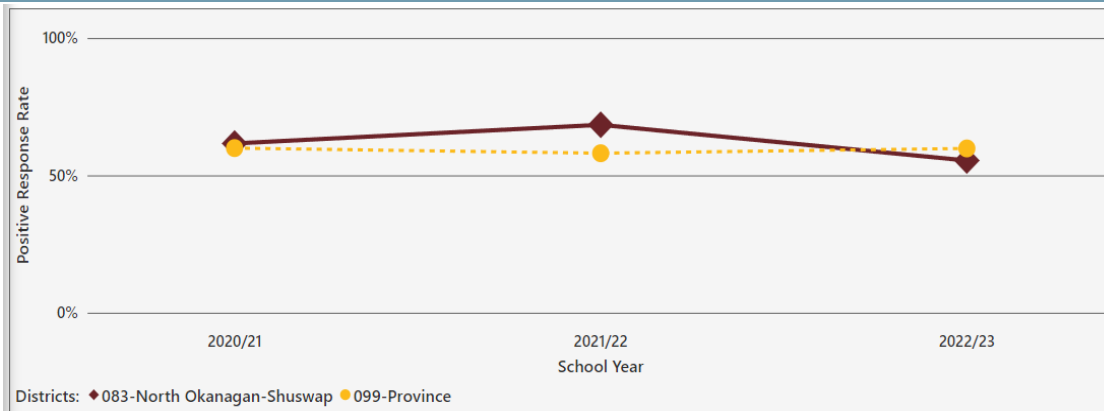
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	67%	61%	62%	63%
Indigenous Students	65%	60%	64%	63%
Students with Diverse Abilities	60%	65%	69%	65%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 10

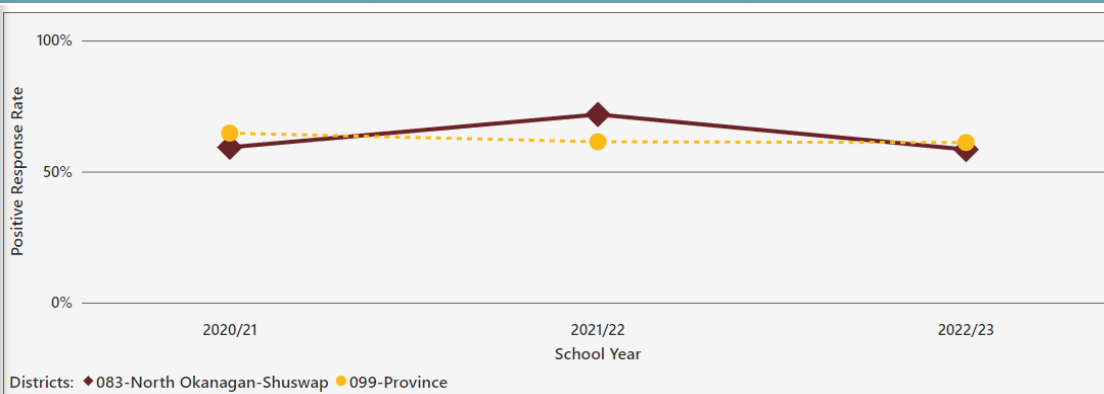
Grade 10 Student Learning Survey – Two or More Adults Care at School (All Resident Students)



Grade 10 Student Learning Survey – Two or More Adults Care at School (Indigenous Students)



Grade 10 Student Learning Survey – Two or More Adults Care at School (Students with Diverse Abilities)

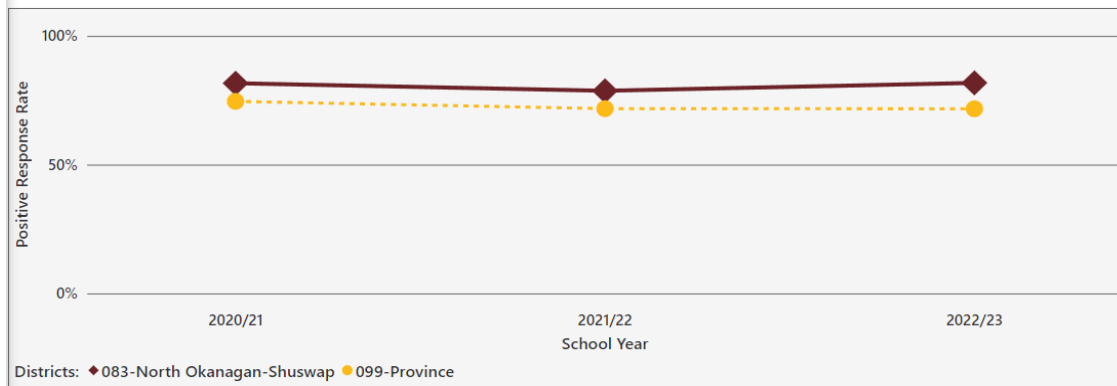


Grade 10 Student Learning Survey – Two or More Adults Care at School

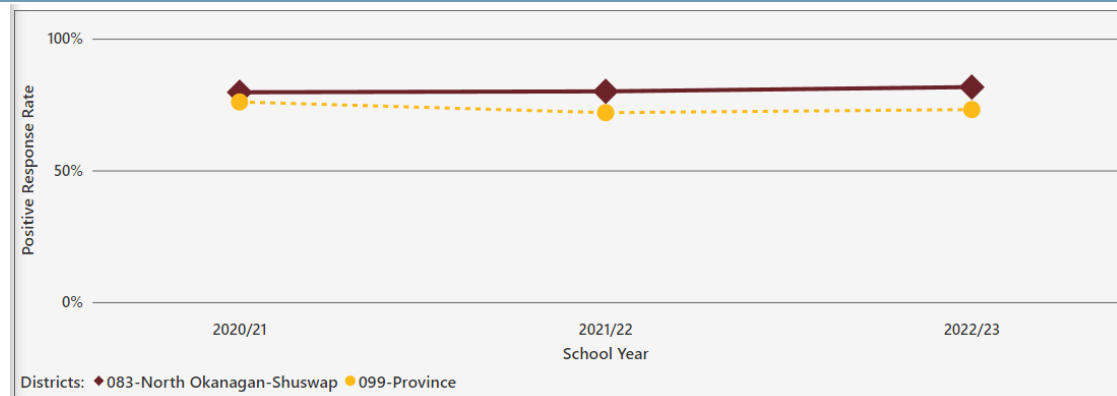
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	63%	66%	60%	63%
Indigenous Students	62%	68%	55%	62%
Students with Diverse Abilities	59%	72%	58%	63%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grade 12

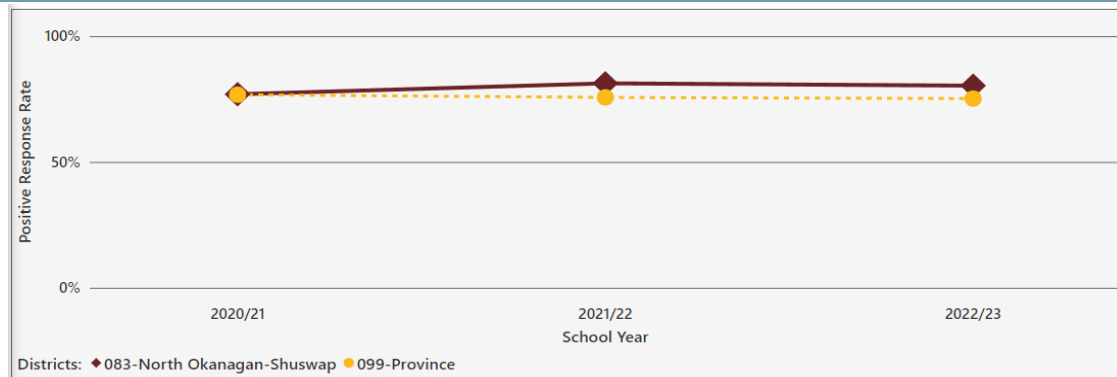
Grade 12 Student Learning Survey – Two or More Adults Care at School (All Resident Students)



Grade 12 Student Learning Survey – Two or More Adults Care at School (Indigenous Students)



Grade 12 Student Learning Survey – Two or More Adults Care at School (Students with Diverse Abilities)

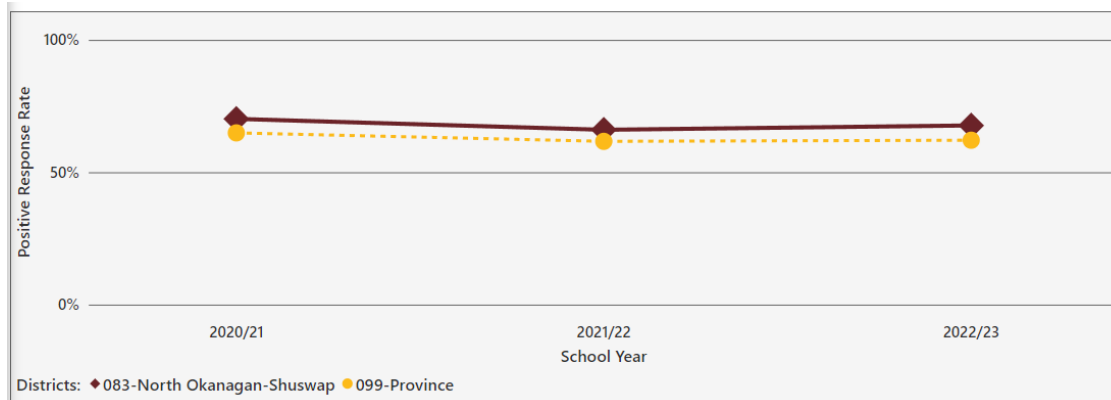


Grade 12 Student Learning Survey – Two or More Adults Care at School

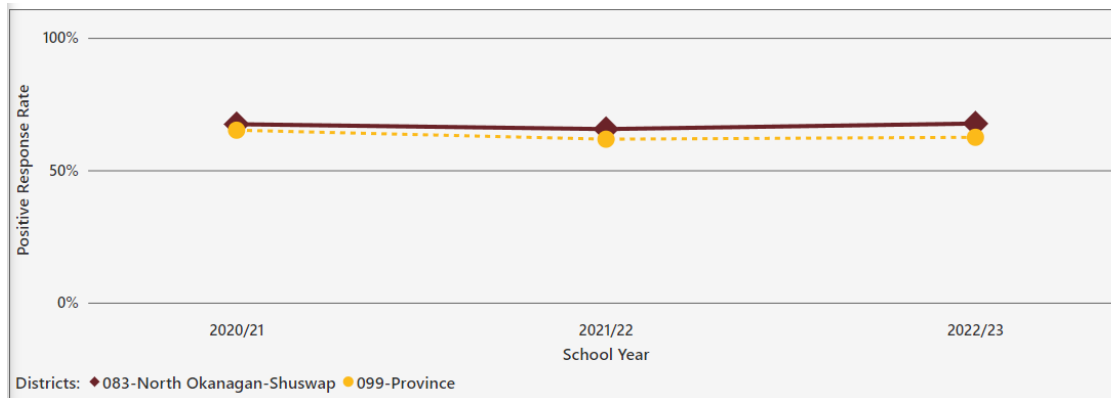
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	82%	79%	82%	81%
Indigenous Students	80%	80%	82%	81%
Students with Diverse Abilities	77%	81%	80%	79%
CYIC Resident Students	MSK	MSK	MSK	MSK

Grades 4, 7, 10, and 12

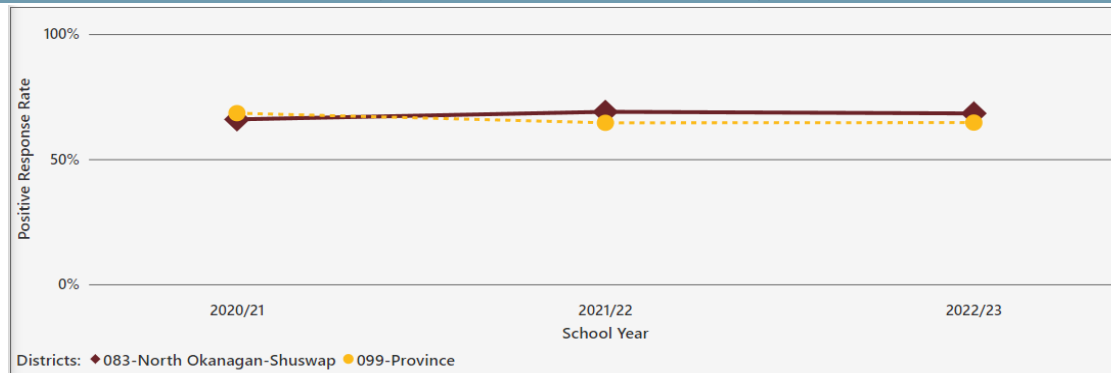
Grades 4, 7, 10, and 12 Student Learning Survey – Two or More Adults Care at School (All Resident Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Two or More Adults Care at School (Indigenous Students)



Grades 4, 7, 10, and 12 Student Learning Survey – Two or More Adults Care at School (Students with Diverse Abilities)

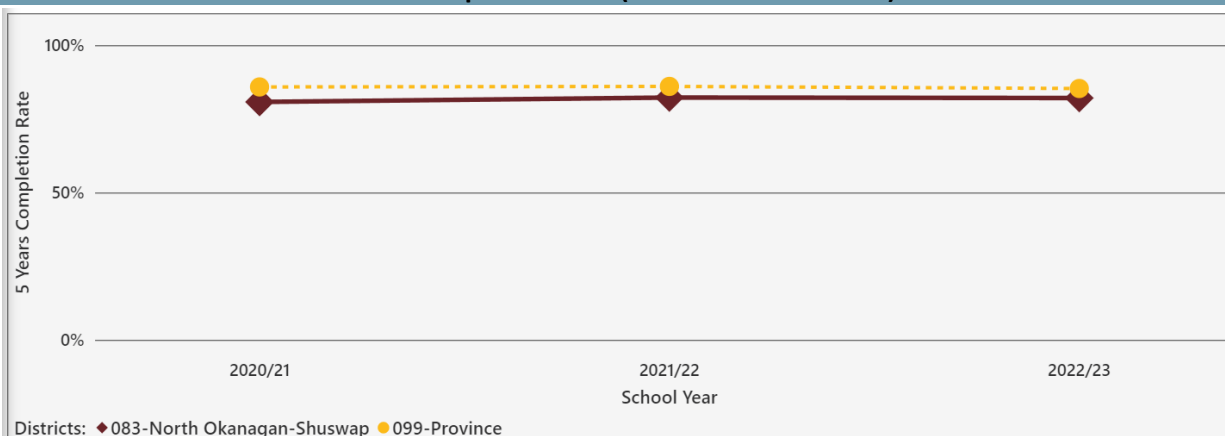


Grades 4, 7, 10, and 12 Student Learning Survey – Two or More Adults Care at School				
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	70%	66%	68%	68%
Indigenous Students	67%	66%	68%	67%
Students with Diverse Abilities	66%	69%	68%	68%
CYIC Resident Students	MSK	MSK	MSK	MSK

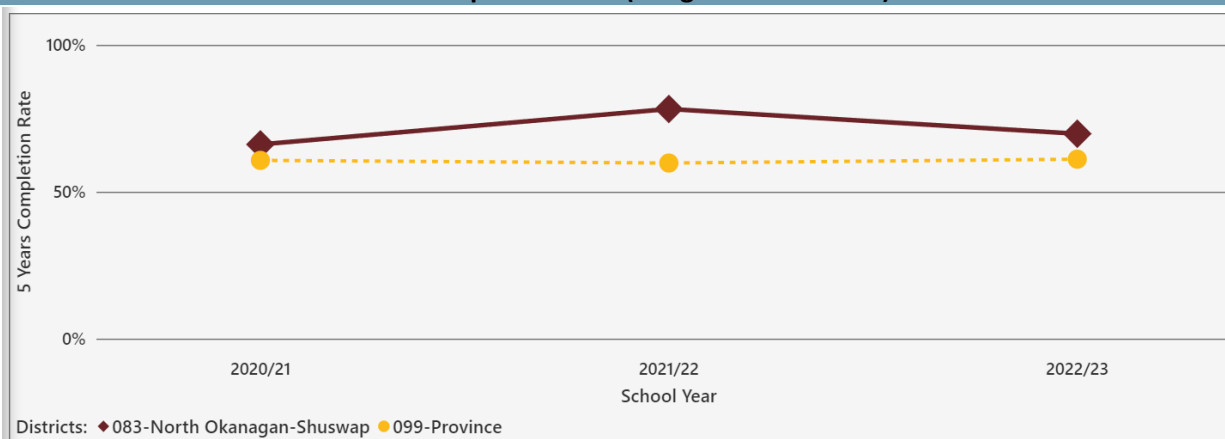
Appendix E – Career Development

5-Year Completion Rates

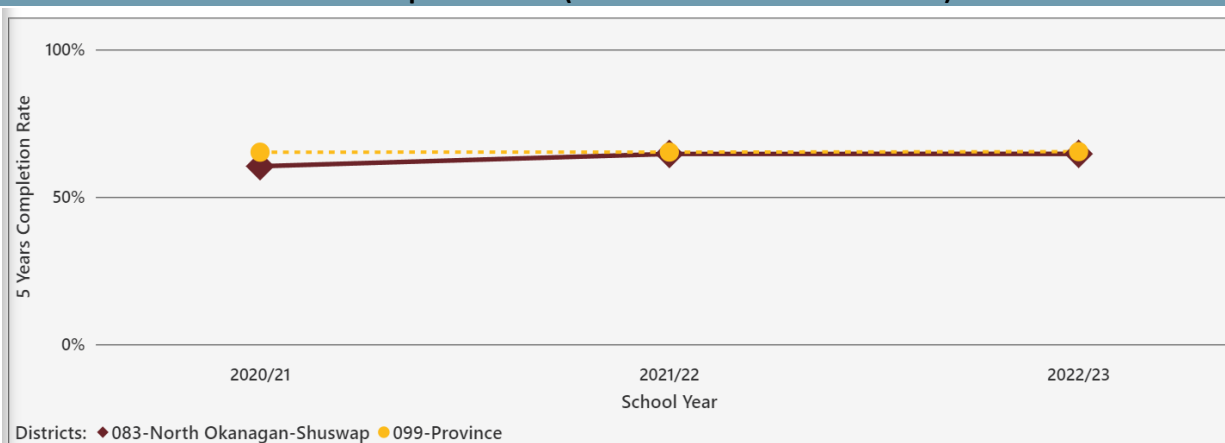
5-Year Completion Rate (All Resident Students)



5-Year Completion Rate (Indigenous Students)



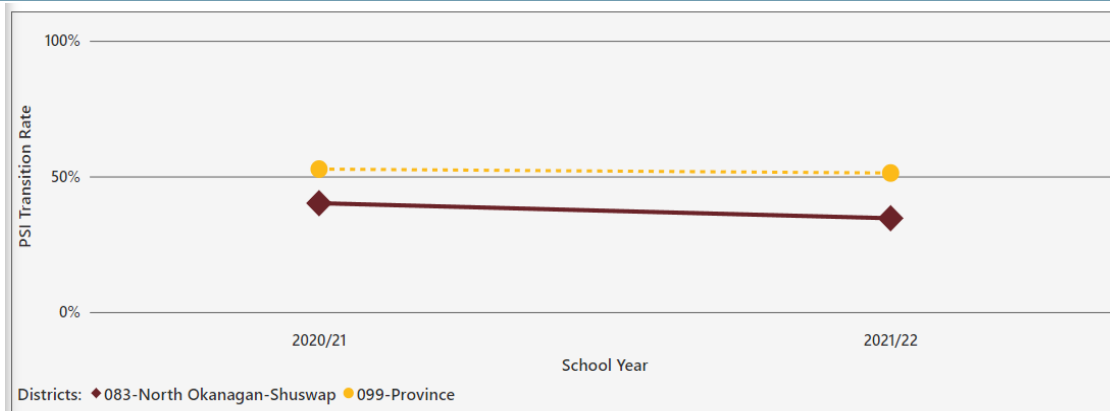
5-Year Completion Rate (Students with Diverse Abilities)



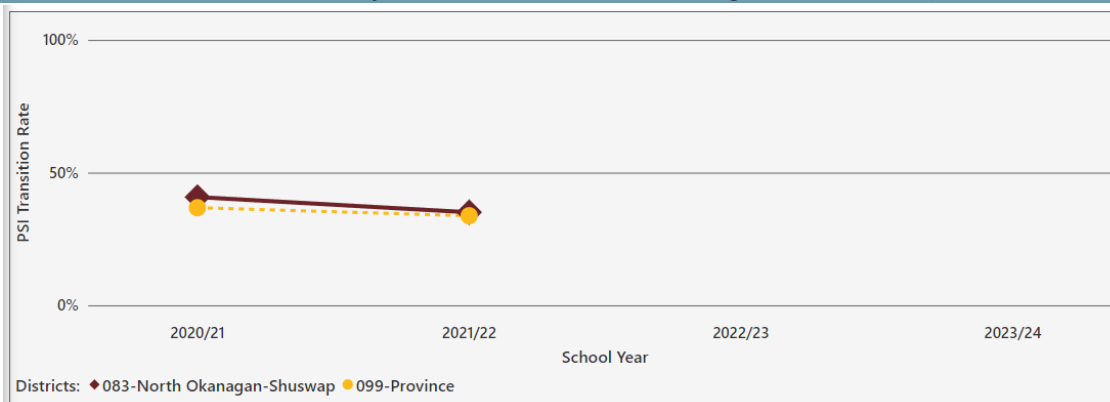
5-Year Completion Rate				
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	81%	82%	82%	82%
Indigenous Students	66%	70%	80%	72%
Students with Diverse Abilities	60%	65%	65%	63%
CYIC Resident Students	MSK	MSK	MSK	MSK

Transitioning to Post-Secondary Immediate Transition

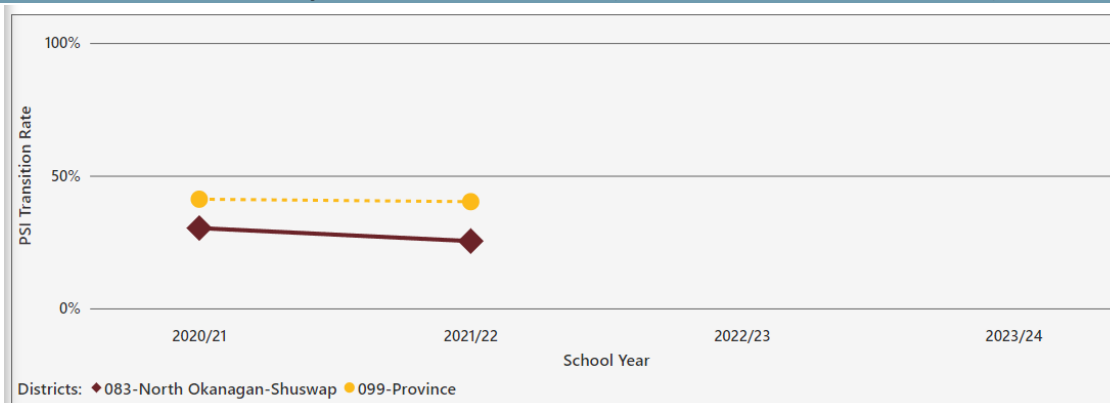
Post-Secondary Transition - Immediate (All Resident Students)



Post-Secondary Transition - Immediate (Indigenous Students)



Post-Secondary Transition - Immediate (Students with Diverse Abilities)

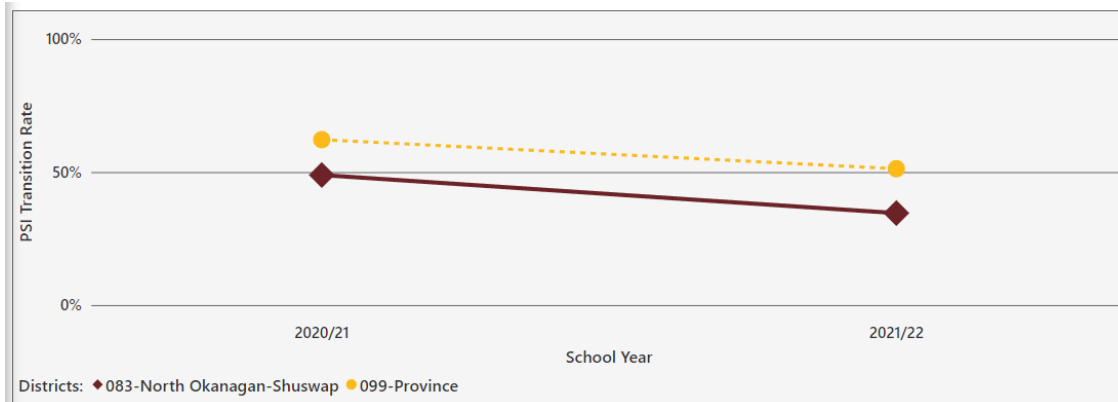


Post-Secondary Transition - Immediate

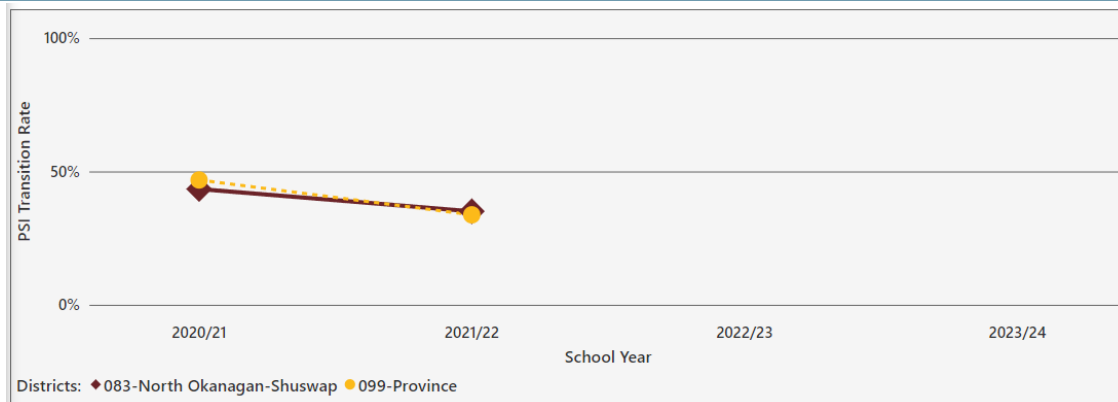
	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	40%	35%	-	-
Indigenous Students	41%	35%	-	-
Students with Diverse Abilities	30%	25%	-	-
CYIC Resident Students	MSK	MSK	MSK	MSK

Within 3 Years Transition

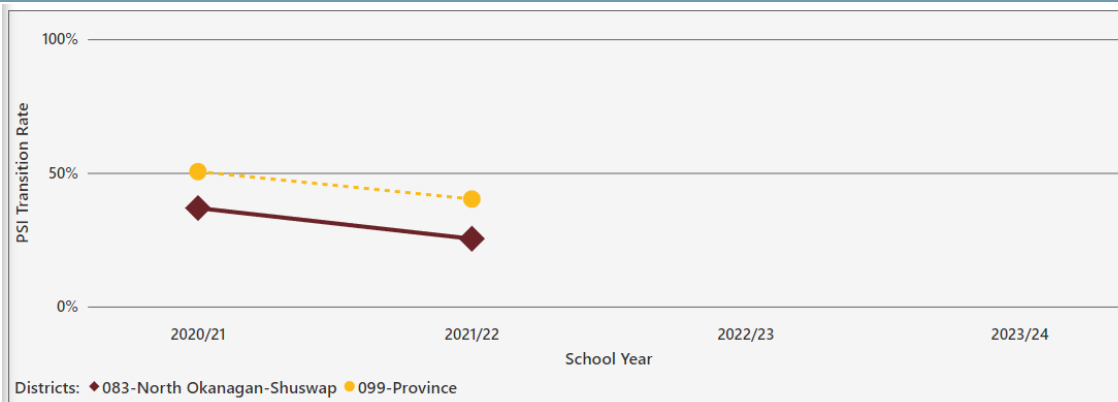
Post-Secondary Transition – Within 3 Years (All Resident Students)



Post-Secondary Transition - Within 3 Years (Indigenous Students)



Post-Secondary Transition - Within 3 Years (Students with Diverse Abilities)



Post-Secondary Transition – Within 3 Years

	2020-21	2021-22	2022-23	3-Year Trend
All Resident Students	49%	35%	-	-
Indigenous Students	43%	35%	-	-
Students with Diverse Abilities	37%	25%	-	-
CYIC Resident Students	MSK	MSK	MSK	MSK

Appendix F Additional Documents to Support Continuous Improvement

Strategic Priority - Intellectual Development

- [Comprehensive Math Framework](#)
- [Professional Learning Series](#)
- [SD83 Early Literacy Framework](#)

Strategic Priority - Human and Social Development

- [Racial Equity PLC Poster](#)
- [SD83 Early Learning Programs & Initiatives 2023-24](#)
- [The Childhood Experiences Questionnaire – School District Report 2022](#)
- [EDI Wave 7 Subscales Community Profile](#)
- [EDI Wave 7 community Profile](#)

[Ministerial Order 302/20 - Enhancing Student Learning Reporting Order](#)

