

Enhancing Student Learning Report 2022-2023

In Review of School District 52 Strategic Plan 2021-2026

This report is provided to the Minister of Education and our school district community as part of School District 52 Prince Rupert's commitment to continuous improvement. This is in keeping with the [Framework for Enhancing Student Learning Policy](#) as set out by [Ministerial Order](#). It should be noted that the previous peer review was based on an old Strategic Plan and this report is based on the current 2021-2026 [Strategic Plan](#).

La Bala Sgan

School District 52 would like to acknowledge the traditional and unceded territory of the Ts'msyen and of all the Sm'algyax speaking peoples who have been stewards of this land since time immemorial. The land is very important to Ts'msyen peoples and is ingrained in language and culture. It is also a connection between ancestors, the present and the future. School District 52 acknowledges the responsibility to learn about Ts'msyen culture and relationships to the land and will commit to pursuing ongoing learning.

District Context



The Prince Rupert School District serves students in the communities of Port Edward, Metlakatla and Hartley Bay (Gitga'at First Nation), as well as the city of Prince Rupert.

School District 52 currently has a Local Education Agreement (LEA) with both Metlakatla and Gitga'at First Nations.

Prince Rupert is a port city located on Kxeen (Kaien Island), at the mouth of the Skeena River. We are located in the heart of the Tsm'syen and Sm'algyax speaking nations. Kxeen is connected to the neighbouring nations of Gitksan, Nisga'a, Haida, Haisla, Tahltan, and We'tsuwet'en peoples.

SD#52 supports 1,822 students in 5 Elementary Schools, 1 Secondary School, 1 Middle School, an Alternate School and one Elementary/Junior/Secondary School. There are 7 Board of Education Trustees.

As of September 30, 2022, we have 136 teachers, 140 support staff, and 33 excluded staff which includes principals and vice principals.

We provide a number of unique programs in support of students, including the following:

- Sm'algyax Language Program K – 12
- After School Sports and Arts Programs
- Youth Explore, Work and Learn Trades Dual Credit Partnership with Coast Mountain College (CMC)
- A new ECE Dual Credit Partnership with CMC and SD 91
- Strong Start Programs in 4 locations
- Summer Read and Play in Hartley Bay (Gitga'at) and Prince Rupert
- Indigenous Role Model Program
- French Immersion K – 12
- Wilwilaaysk Wellness and Mental Health Literacy Support

We are guided by our:

Vision

Learners on Ts'msyen territory will be competent, creative and critical thinkers with a strong sense of identity.

Mission

We are committed to a safe, equitable, and inclusive education system. Student voice is honoured and students are empowered to learn from our diverse community, skilled staff, natural environment, and local culture.

Values

Equity

Collaboration

Loodis lp'nuun (Respect yourself)

Relationships

LOOMSK

Looda sila gyedn (Respect others)

Place

Inclusion

Looda txa'nii goo (Respect all things)

Of the 1,822 students the district supports, 1,138 or 63% are Indigenous, 295 or 17% are students with diverse abilities and disabilities. Of students with diverse abilities and disabilities, 70% are Indigenous.

Current Strategic Plan Priorities

The Board approved a new Strategic Plan for School District 52 on March 15, 2022. The Board's [Strategic Plan](#) aligns with the [Ministry of Education's Policy for Student Success](#). This report identifies the district's priorities and progress to improving student success and equity of learning outcomes for every student in School District 52.

The Strategic Plan is built on four themes supported by our priorities and goals as follows:

- Suwilawa'aska – Learning
- Indigenous Ways of Knowing
- A Culture of Care
- Future Focused System

The priorities of our new strategic plan are:

1. Equity
 - a. Eliminate the achievement gap for K – 12 students
 - b. Literacy – All students reading at grade level by Grade 3
 - c. Completion Rates – Commitment to the improvement of the five-year completion rate for Indigenous student
2. Truth and Reconciliation
 - a. Strengthen our commitment to truth and reconciliation.
3. Mental Health Literacy
 - a. Building capacity for mental health literacy for students, staff and families.

District Successes

District successes related to our priorities are as follows:

1. Equity

We have been actively participating in the Equity in Action Project since 2018 resulting in new initiatives and successes:

- Work continues on a ground up literacy plan where primary school literacy teams are looking to change practice so all learners are reading by Grade 3. This is foundational to improving achievement for all students.
- We have established equity scan teams in every school where staff and students are looking at improving belonging and achievement for everyone.
- Many schools are now sharing their equity goals in their school plans
- We have started reading training for Primary Education Assistants so they are better able to support Literacy in K – 3 classrooms.
- We are implementing a Letter Sound Assessment for all K/Grade 1 students this year through the work of primary literacy school teams and the District Literacy Helping Teacher
- The Summer Read and Play program focuses on Indigenous Primary students who may require extra support and the District Literacy Helping Teacher worked with the teachers and students this summer
- Indigenous Coach Mentors work with secondary students who need support with course completion and career advice. We have also added an Indigenous Coach Mentor at the Middle School to start supports at an earlier time.

2. Truth and Reconciliation

- A position was created two years ago for a Truth and Reconciliation Helping Teacher/Administrator and this has ensured staff, students, families and the community are moving forward with their learning and commitment to action.
- We have hosted an anti-racism symposium the past two years to raise awareness of inequity and this has become an annual event that includes the community.

- This past year we began to provide 2 sessions of anti-racism training for every employee in the School District. This work will continue until every staff member has taken the training and for all new staff.
- School District 52 brought the [Witness Blanket](#) to the community which created powerful learning activities for students, staff, families and survivors of Residential Schools.
- Each school hosted evening family events to build relationships and trust in their communities.
- Work has begun on creating a local language and culture course for the School District.
- English First Peoples 10, 11 and 12 have been offered in our district since their creation and those are the only English courses offered at Hartley Bay Elementary/Junior/ Secondary School and Pacific Coast School.

3. Mental Health Literacy

- Mental Health funding was used to provide counselling/teaching support for staff and students to learn about social emotional learning using Second Step and Everyday Anxiety Strategies for Educators Programs.
- Continue to work with educators to strengthen the tools and resources needed to embed mental health and wellness in the classrooms.
- A Wilwilaaysk Wellness Worker (Social Worker) works to build capacity with staff, students and families to mitigate the over-representation of Indigenous students in care.

We are building strong relationships with community groups and partners resulting in funding for upgraded playgrounds, outdoor education spaces, gardens, greenhouses and breakfast programs in every school.

Strategic Engagement

The City of Prince Rupert situated on Ts'msyen Territory is small, remote and vibrant. The School District benefits from relationships with Indigenous Communities, the municipality, not for profit organizations, corporations, government agencies (Northern Health, MCFD, CYMH), and small businesses. Strategic engagement takes place in many ways, for example:

- The Superintendent meets with the Indigenous Education Council three times per year. This council is made up of representatives from all the nations in the region, Ts'msyen Sm'algyax Language Authority, teachers, support staff, the Principal's association, District Parent Advisory Council (DPAC), Trustees and the Superintendent.
- The Superintendent also meets with the Executive for meaningful consultation about funding, special purpose grants, equity, and the anti-racism symposium.
- The Metlakatla Local Education Agreement (LEA) will be signed in the next few months and will include more enhanced reporting for their students. The Education coordinator will have access to student report cards in the future so they are better able to support families.
- The Hartley Bay (Gitga'at) LEA has been signed. The reporting relationship is enhanced as the Principal of the school is also a co-chair of the Indigenous Education Council.
- The District Principal of Learning Services and Indigenous Education meet with the Ministry of Children and Families (MCFD) and other social agencies on a regular basis to ensure families and children in care are receiving support.
- The Superintendent and Director of Instruction connect weekly with the Education Coordinators in Metlakatla and Gitga'at (Hartley Bay).
- The District Principal of Indigenous Education is a member of the Senior Leadership Team and provides counsel, advise, and support for the team. The team meets weekly to move the education agenda forward in terms of the District's priorities of equity, truth and reconciliation and mental health.
- Our District Principal of Inclusive Education is also a member of the Senior Leadership team keeping the needs of students with diverse abilities and disabilities and students in care at the forefront.
- The District has completed Year 3 of our Equity in Action Report and after consulting with the Indigenous Education Council will be submitting the report to the Ministry.
- We collaborate throughout the year with our partners in education and have listed some of them in the following table.

Strategic Engagement			
Partners in Education			
INTERNAL		EXTERNAL	
Board of Education	Prince Rupert Principals Assn (PRPA)	City of Prince Rupert	Village of Port Edward
Superintendent	Indigenous Education Council	Chamber of Commerce	Port of Prince Rupert
Secretary Treasurer	Metlakatla First Nation	Breakfast Club of Canada	Ministry of Children & Families
District Literacy and Numeracy	Gitga'at First Nation	Northern Health	Early Childcare Providers
Student Support Services	Ts'msyen Sm'algyax Language Authority	Lester Centre of the Arts	Local Service Clubs
Indigenous Education	Strongstart	Non-Profit Groups	Coast Mountain College
Maintenance & Facilities	Teachers Union (PRDTU)	Small Businesses	Post Secondary Institutions
Human Resources	IUOE Local	Media	Health and Social Agencies
Technology	District Parent Advisory Council (DPAC)	Community Futures	Hecate Strait
Schools	Parent Advisory Committees (PAC)	RCMP	Employers
	Students	Corporations	WorkSafeBC
	Parents	Friendship House Prince Rupert	Prince Rupert Metis Association

Student Performance Data Analysis & Interpretation

School District 52 is a small student population and as such some of the cohort data is masked. We did look at our unmasked data and so while we are only sharing masked data in this report, we have commented on what we are noticing with our unmasked data. This latest data is also a reflection of the negative impact of the COVID-19 pandemic on student attendance and achievement in the district, as we are also seeing in the Provincial data.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

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

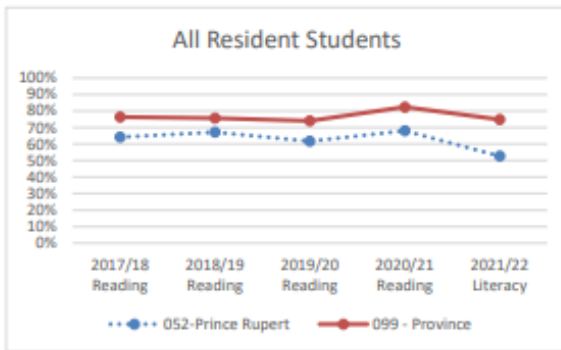


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

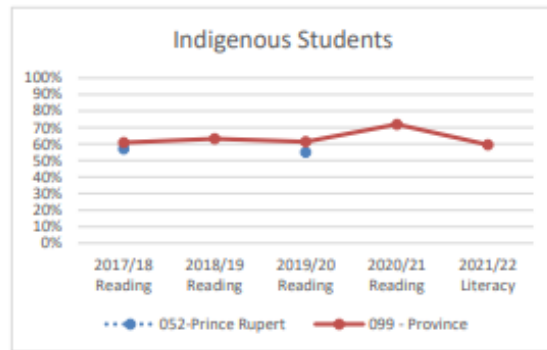


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

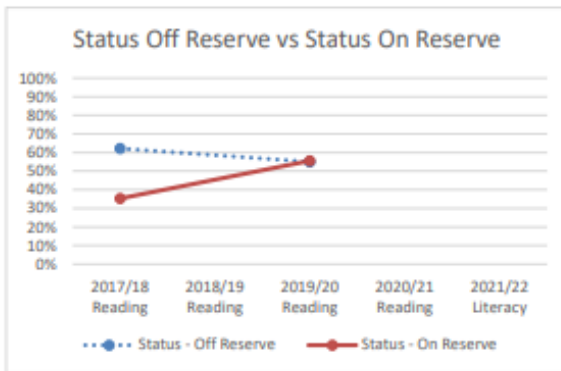


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

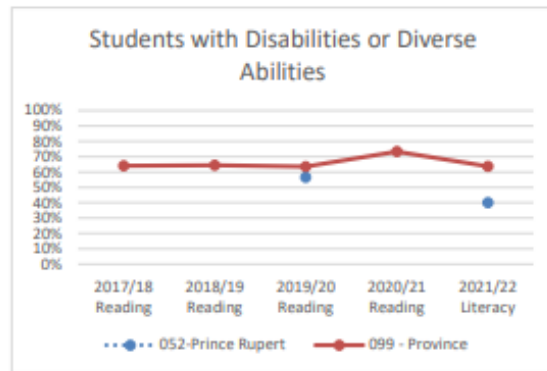


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

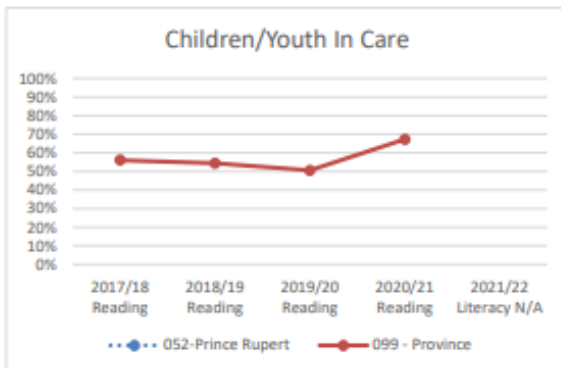


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

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

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

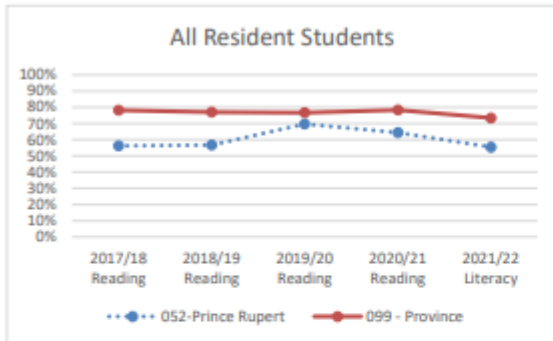


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

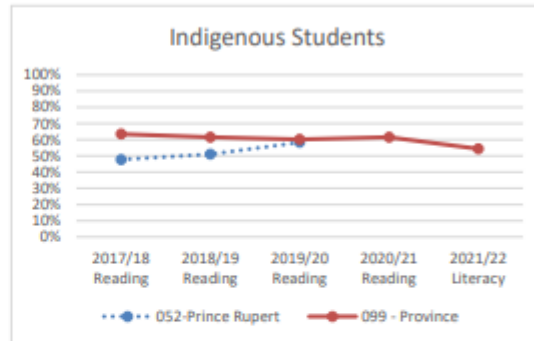


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

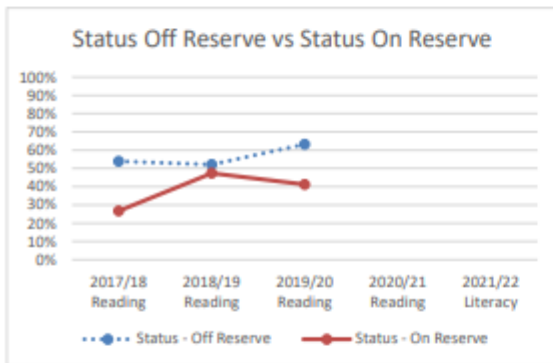


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

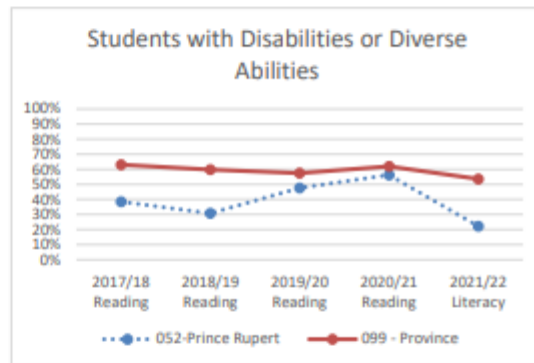


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

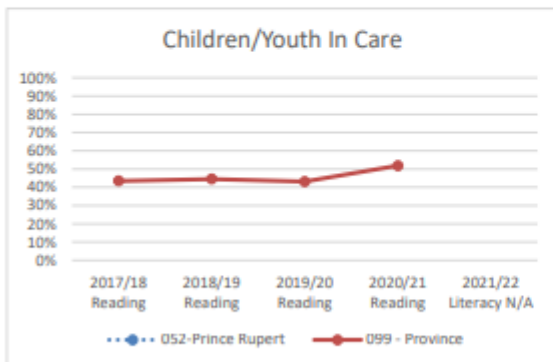


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

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

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

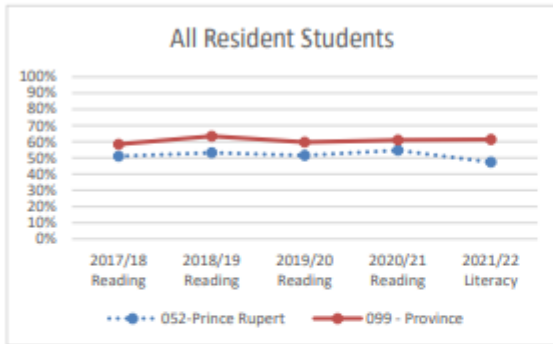


Figure 11: FSA Grade 4 Reading - All Resident Students

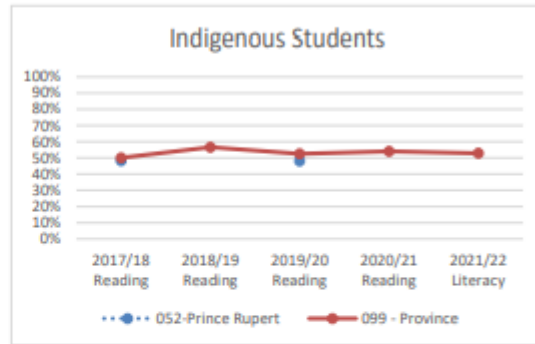


Figure 12: FSA Grade 4 Reading - Indigenous Students

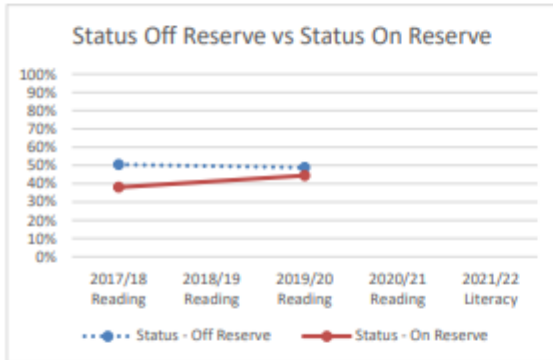


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

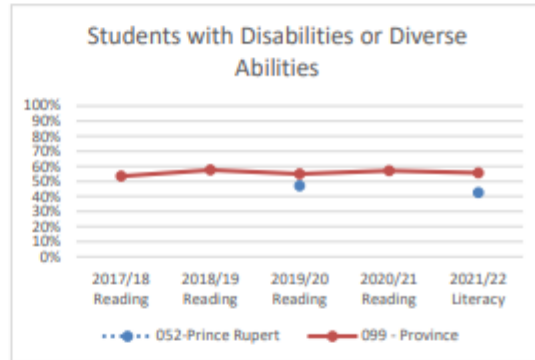


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

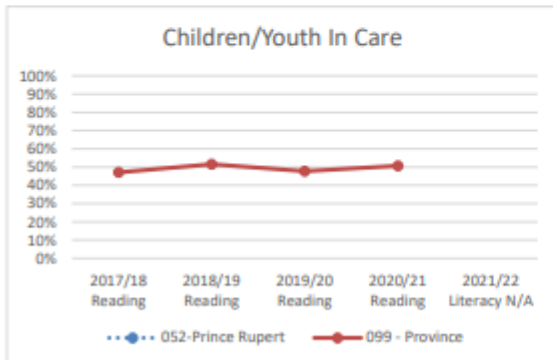


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

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

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

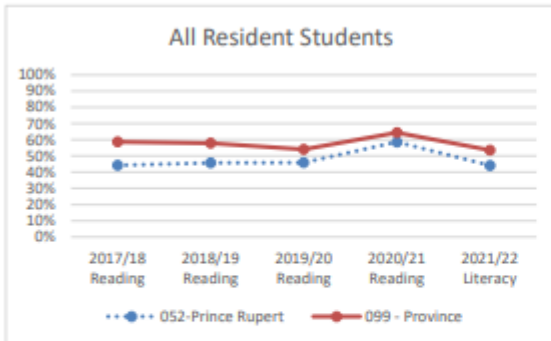


Figure 16: FSA Grade 7 Reading - All Resident Students

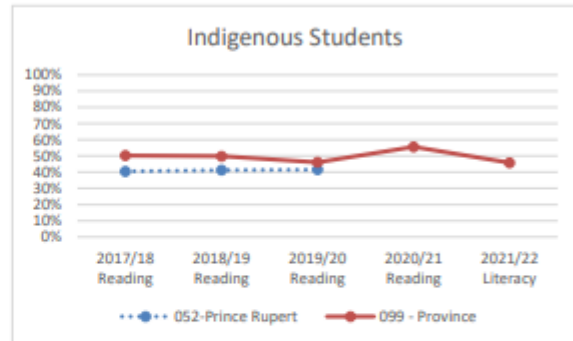


Figure 17: FSA Grade 7 Reading - Indigenous Students

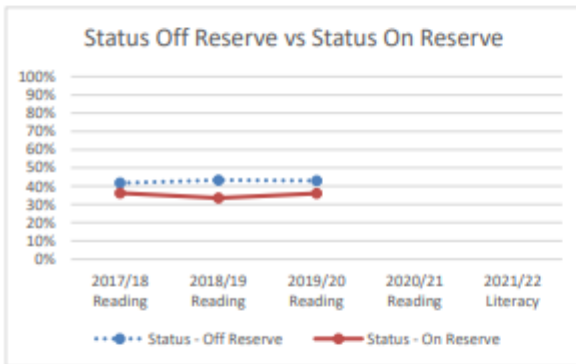


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

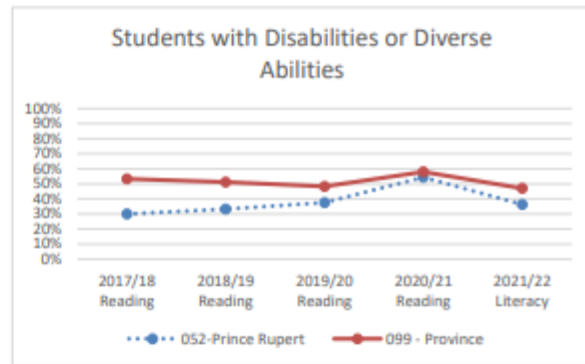


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

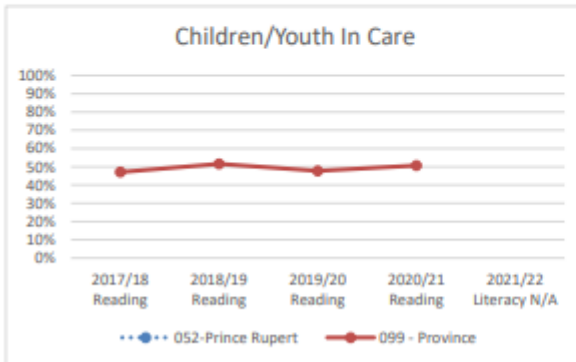


Figure 20: Grade 7 Reading - Children/Youth In Care

It should be noted that the Foundation Skills Assessment has changed from a focus on reading and writing to a focus on Literacy. Therefore, the data cannot be directly correlated to previous reading data.

Grade 4

Foundation Skills Assessment data for Grade 4 mirrors the Provincial drop in achievement for all resident and Indigenous students as well as for students with disabilities and diverse abilities.

The data for children and youth in care also mirrored the provincial data with an increase in achievement as shown in our unmasked data.

We believe that attendance challenges due to the pandemic exacerbated the results of the FSA.

Grade 7

Grade 7 Foundation Skills data shows a decline in the data for literacy which mirrors the provincial data for all resident students and for students with disabilities or diverse abilities. We noted the gap between provincial outcomes and our district outcomes for Indigenous students was reduced this year and are hopeful this growth will continue.

We had no children in care in Grade 7 in this cohort.

Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment - Literacy 10

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

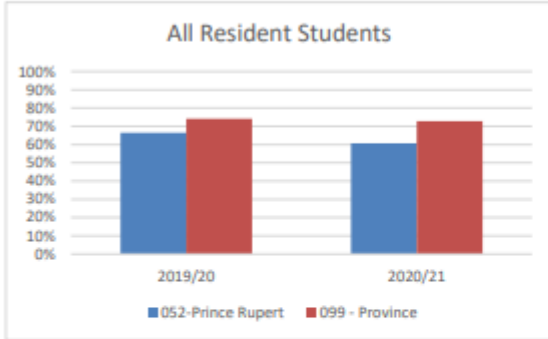


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

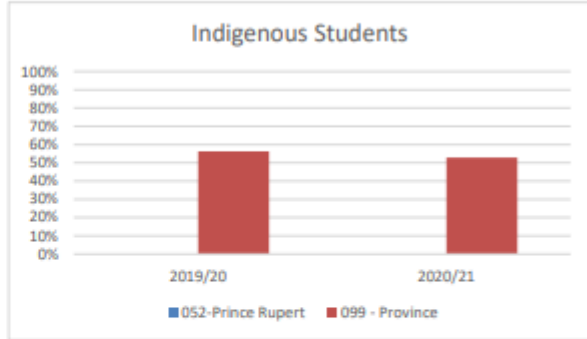


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

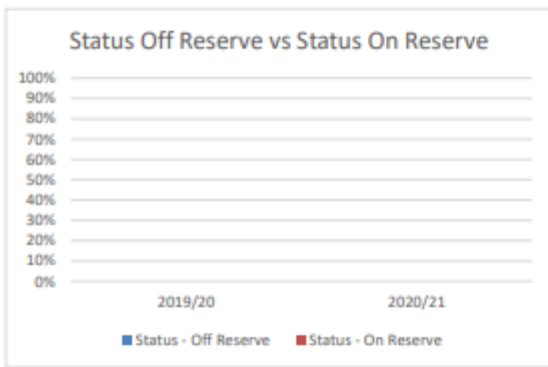


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

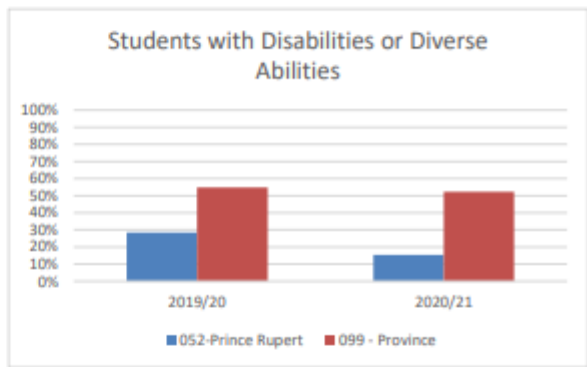


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

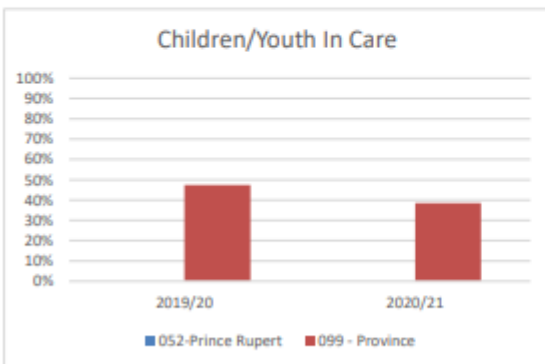


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Grade 10 Literacy Assessment data shows a decline in achievement for all resident students and students with disabilities and diverse abilities for proficient or extending. In looking at our unmasked data we noted that Indigenous student achievement improved and mirrored provincial Indigenous student data.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy - Grade 4

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

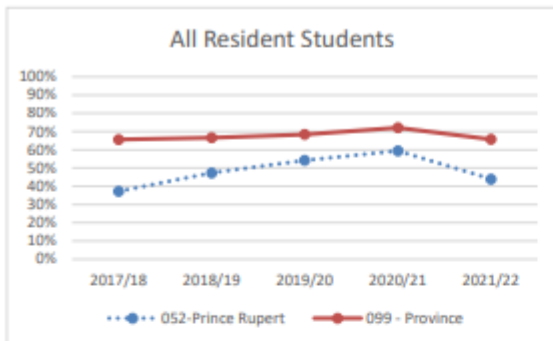


Figure 26: FSA Grade 4 Numeracy - All Resident Students

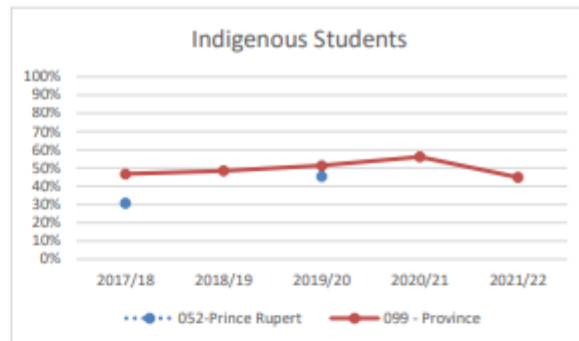


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

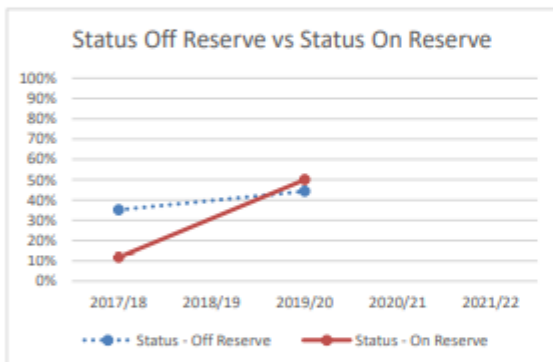


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

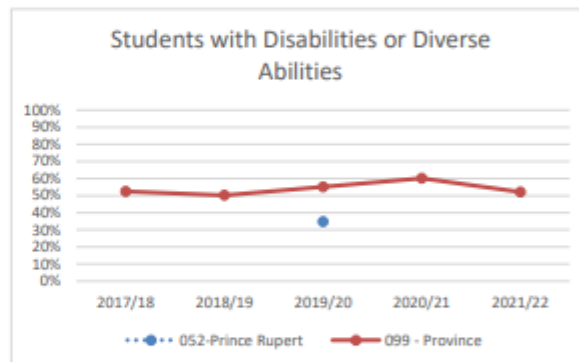


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

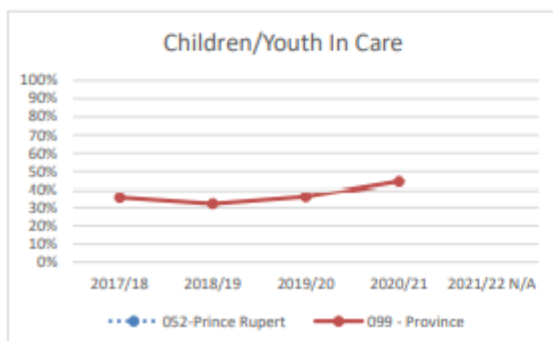


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

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

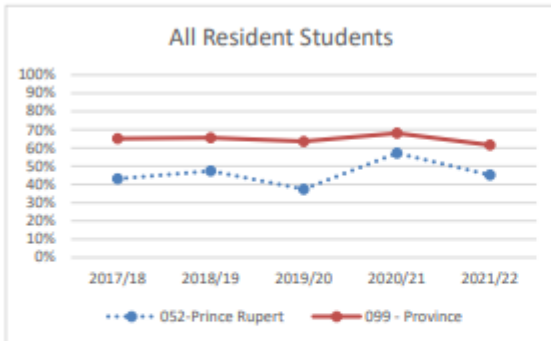


Figure 31: FSA Grade 7 Numeracy - All Resident Students

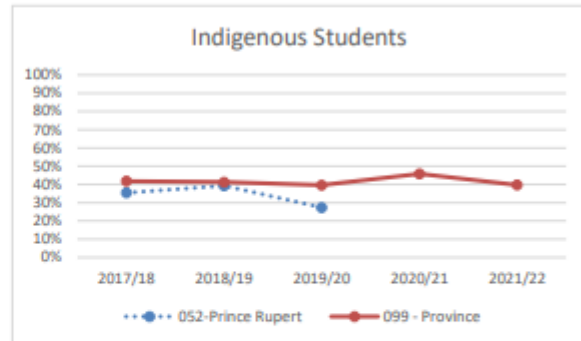


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

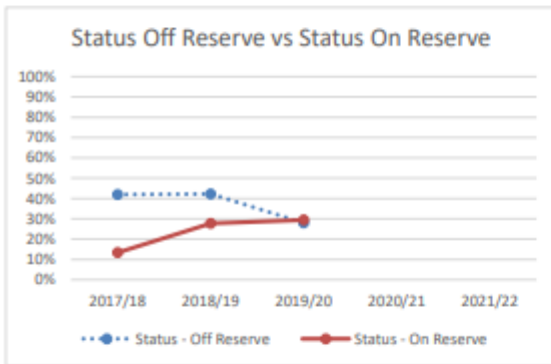


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

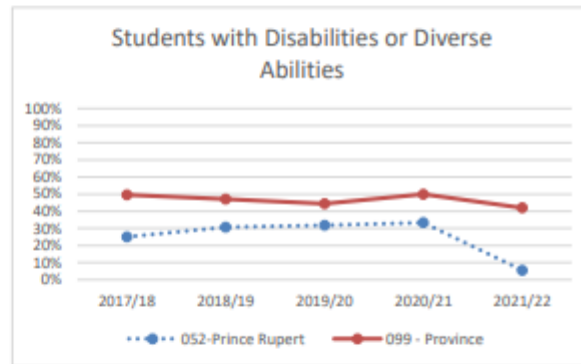


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

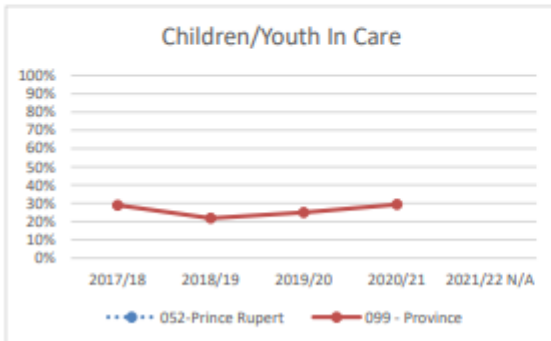


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Grade 4

The data for the Grade 4 FSA mirrors the province in a decline for students who are on track or extending for Numeracy in all categories. The mixed results we see for Children and Youth in Care is a result of a small/masked population size.

Grade 7

The Grade 7 FSA data shows that all resident and Indigenous student data is also mirroring the provincial data with a decline in achievement. A decline in achievement is also evident for students with disabilities and diverse abilities. There are no children in care represented in the Grade 7 cohort in 2021-2022.

Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment - Numeracy 10

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

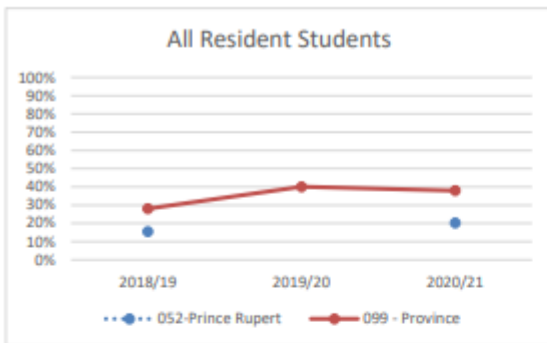


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

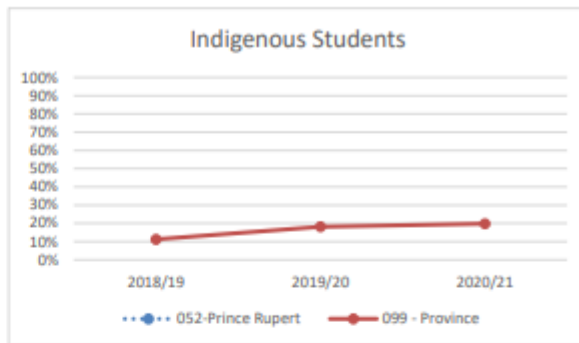


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

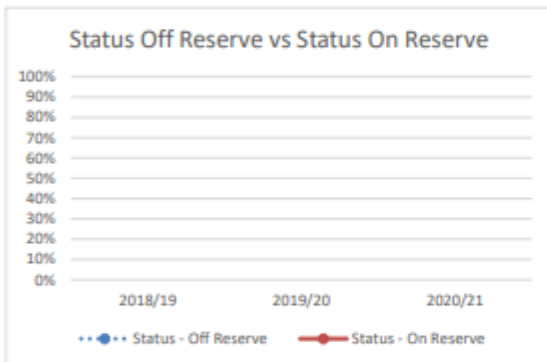


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

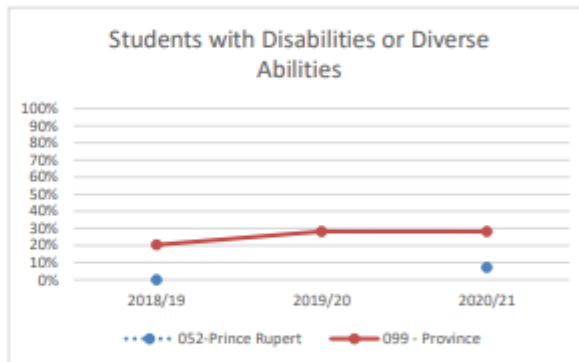


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

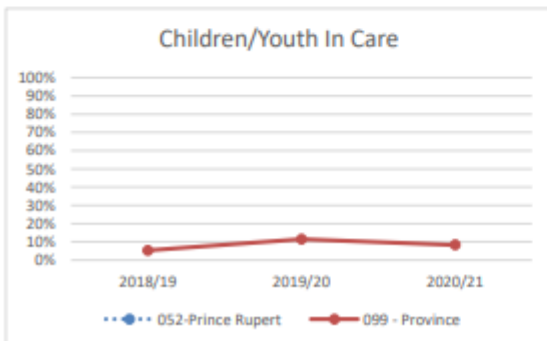


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

School District 52 Grade 10 Numeracy results are difficult to compare as students were scheduled to write the exam in April 2020 and then the exam was cancelled due to COVID. We did see a substantial increase in achievement for all resident students, and Indigenous students are now at parity with the provincial achievement data.

Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition - Grade 10

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

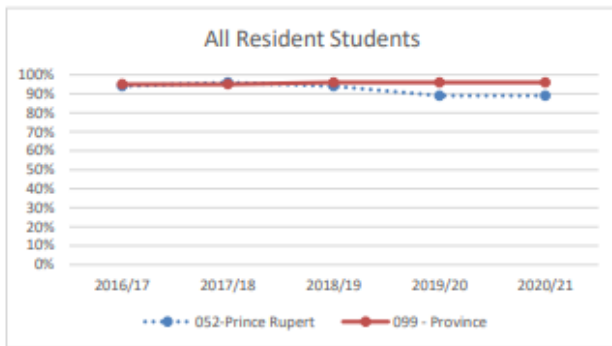


Figure 41: Transition Grade 10 to 11 - All Resident Students

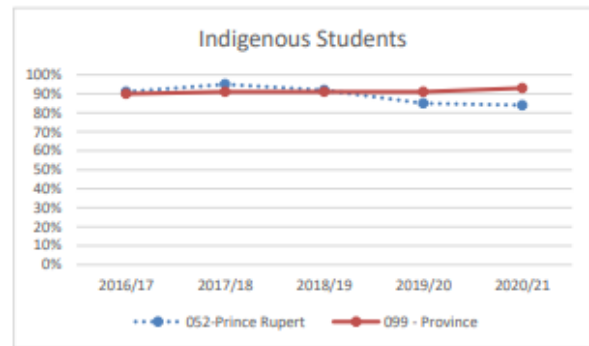


Figure 42: Transition Grade 10 to 11 - Indigenous Students

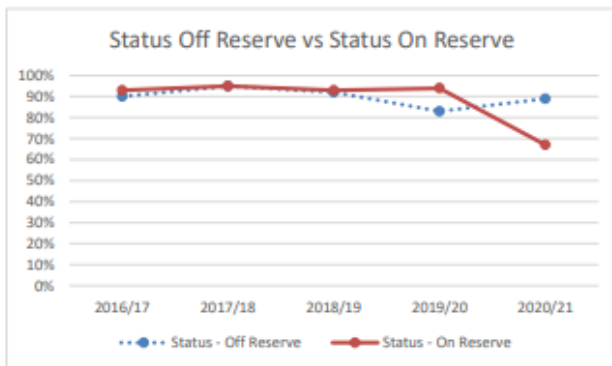


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

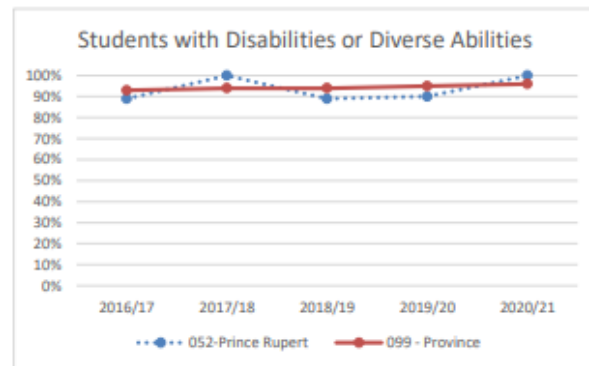


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

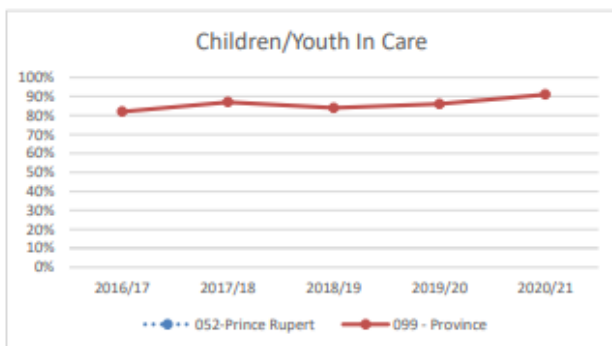


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

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

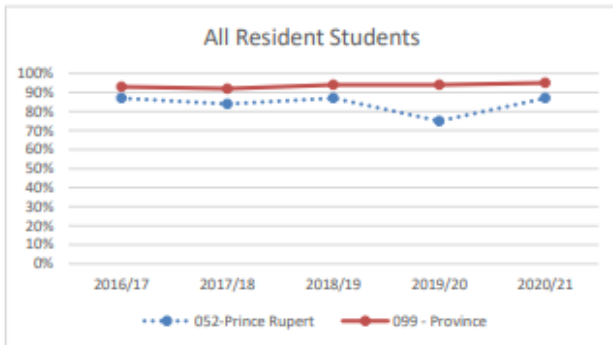


Figure 46: Transition Grade 11 to 12 - All Resident Students

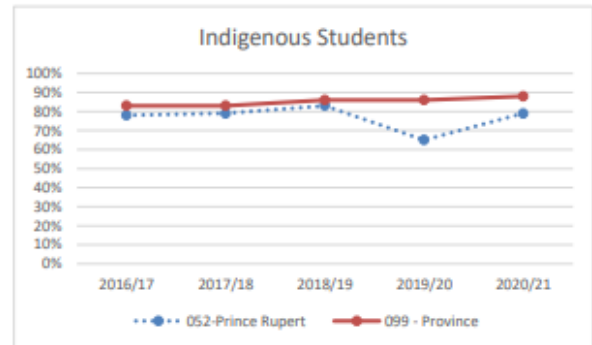


Figure 47: Transition Grade 11 to 12 - Indigenous Students

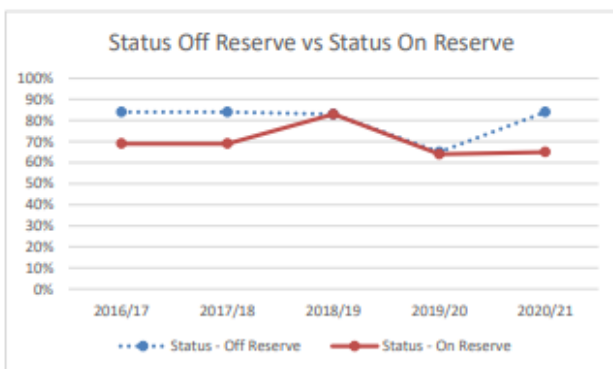


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

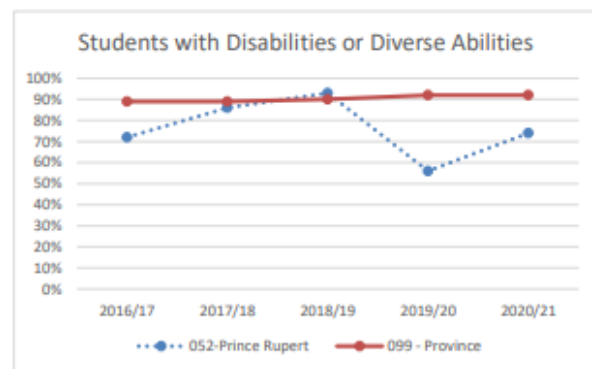


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

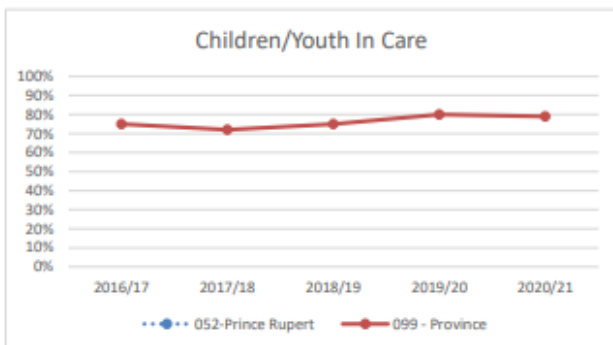


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Grade 10 to 11 Transitions

We have noted that all resident students and Indigenous students are transitioning from Grade 10 to 11 at a lower level than the provincial average and that the gap is closing. Students with disabilities and diverse abilities are transitioning from Grade 10 to Grade 11 with a higher average in our district than the province.

Grade 11 to 12 Transitions

We saw an improvement in transitions from Grade 11 to 12 for all of our students with the exception of our Children in Care. We believe the work of the Indigenous Coach Mentors and the Equity Coach Mentor will help support the continuation of this growth.

Human and Social Development

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

Measure 3.1: Student Sense of Belonging

Student Learning Survey (SLS) - Feel Welcome

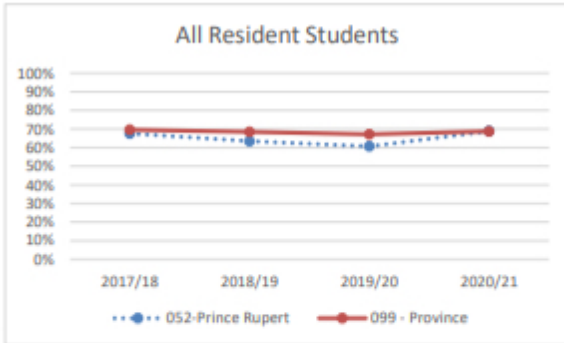


Figure 51: SLS - Feel Welcome - All Resident Students

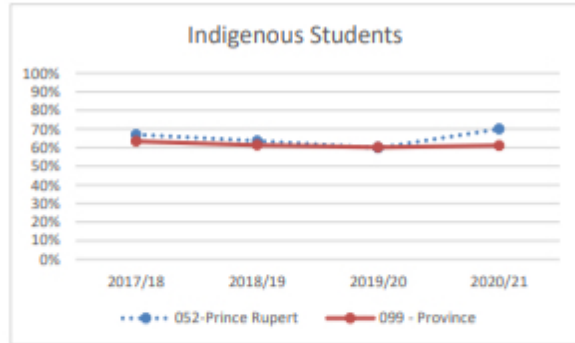


Figure 52: SLS - Feel Welcome - Indigenous Students

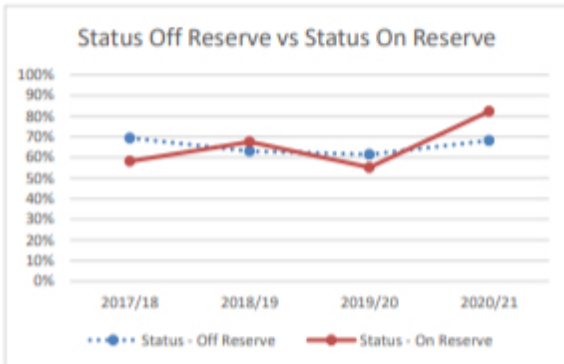


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

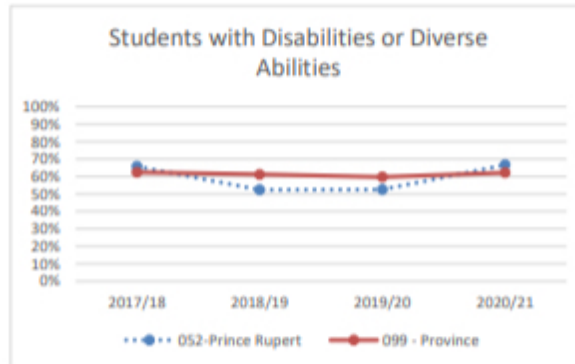


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

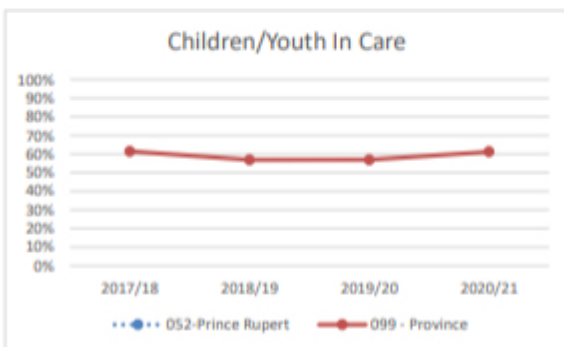


Figure 55: SLS - Feel Welcome - Children/Youth In Care

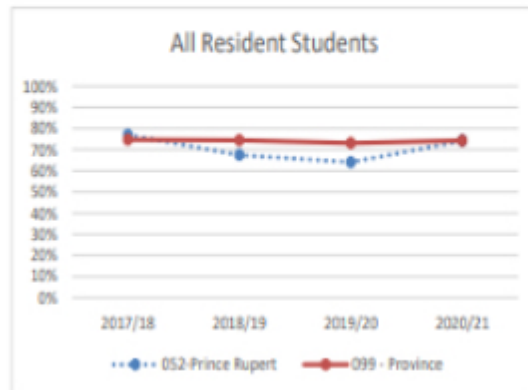


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

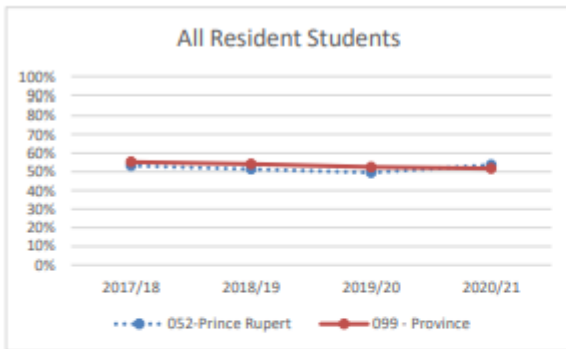


Figure 57: SLS - School Belong - All Resident Students

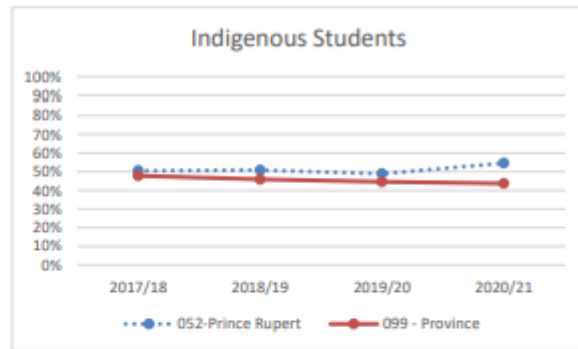


Figure 58: SLS - School Belong - Indigenous Students

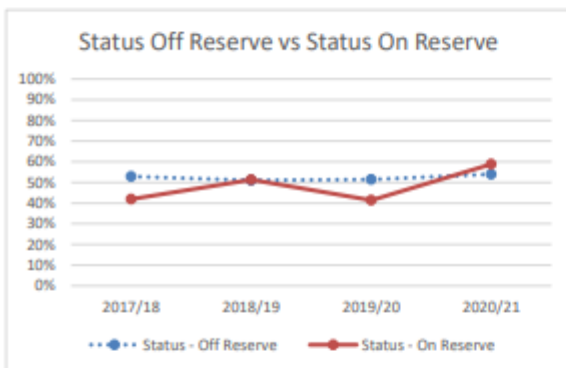


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

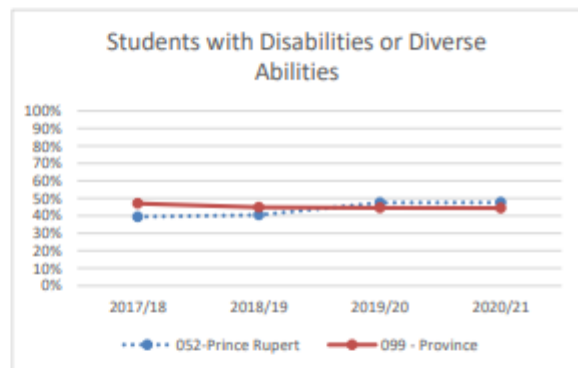


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

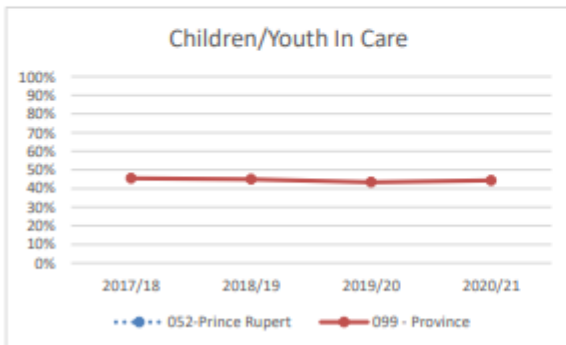


Figure 61: SLS - School Belong - Children/Youth In Care

Measure 3.1: Student Sense of Belonging

Data shows that student sense of belonging is either at parity with the provincial data or higher. The data for on reserve students feeling less welcome is inconsistent and this is due to a small cohort of students.

The data shows that students feel safe is on par with the provincial data. It also shows that we are at par with provincial data for all students and Indigenous students feel safer in SD 52 than the provincial average.

In addition, our local framework for enhancing student learning survey (FESL) demonstrates that the trend continues for our students to feel safe in our schools. We know that a student's sense of belonging is important, and it correlates to future student success and engagement in learning.

Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS) - Adults Care

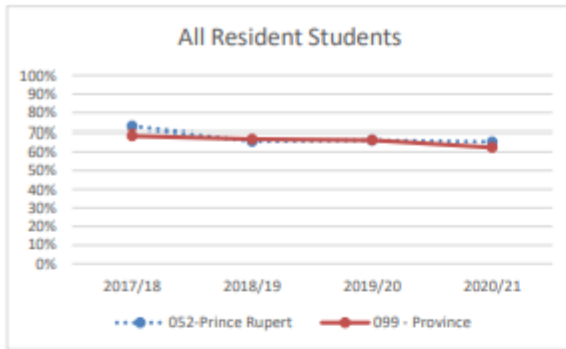


Figure 62: SLS - Adults Care - All Resident Students

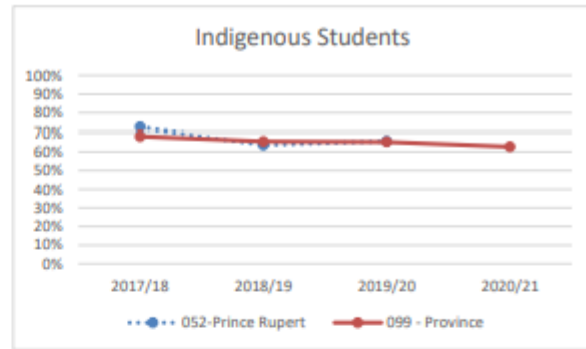


Figure 63: SLS - Adults Care - Indigenous Students

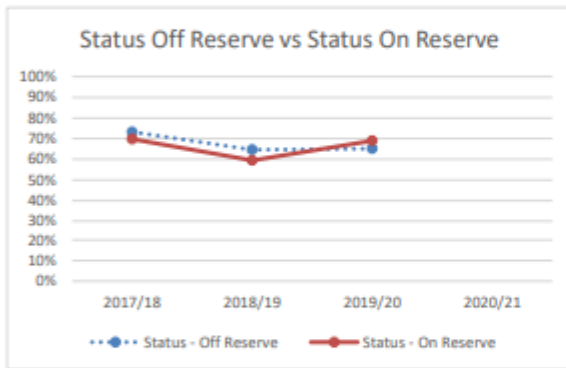


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

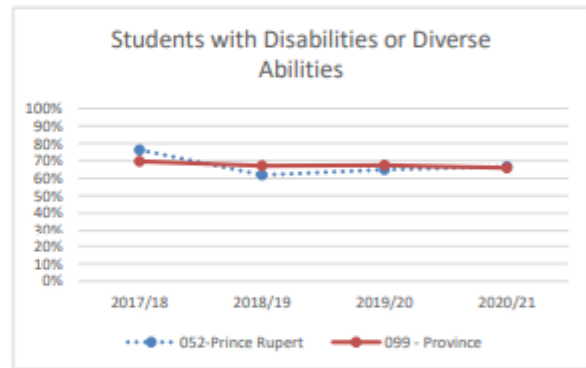


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

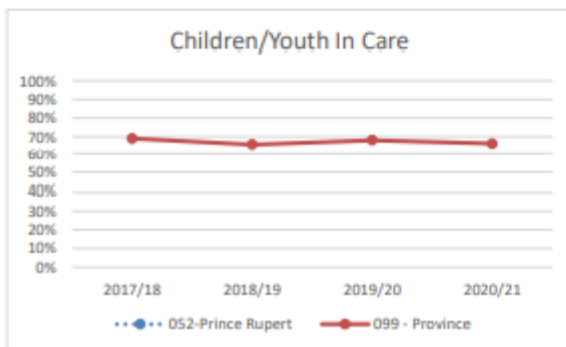


Figure 66: SLS - Adults Care - Children/Youth In Care

Measure 3.2: Two or More Adults who Care About Them

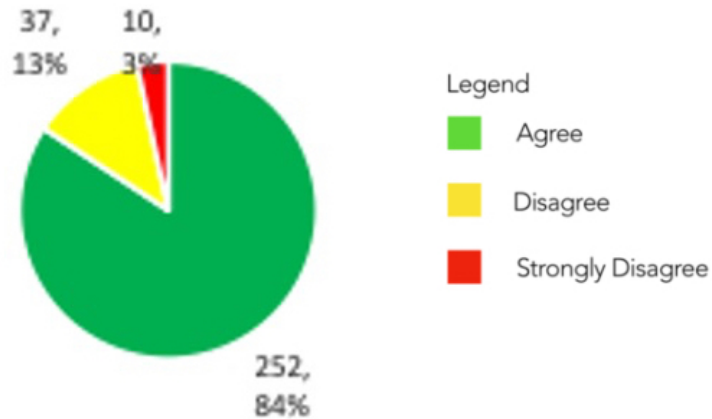
The data shows a decline in students who are feeling 2 or more adults care about them which is on par with the provincial data. This is another area COVID-19 has impacted students as they were less able to make connections with teachers and education assistants online.

School District 52 developed a FESL student survey a number of years ago and we have been collecting survey data as part of our Framework for Enhancing Student Learning. The questions are similar to the student learning survey and tailored to the different grade levels. The survey is taken by all students in Grades 1 through 12 in SD 52 and has been a good tool to hearing student voice.

SD FESL SURVEY DATA for Grades 1 – 3

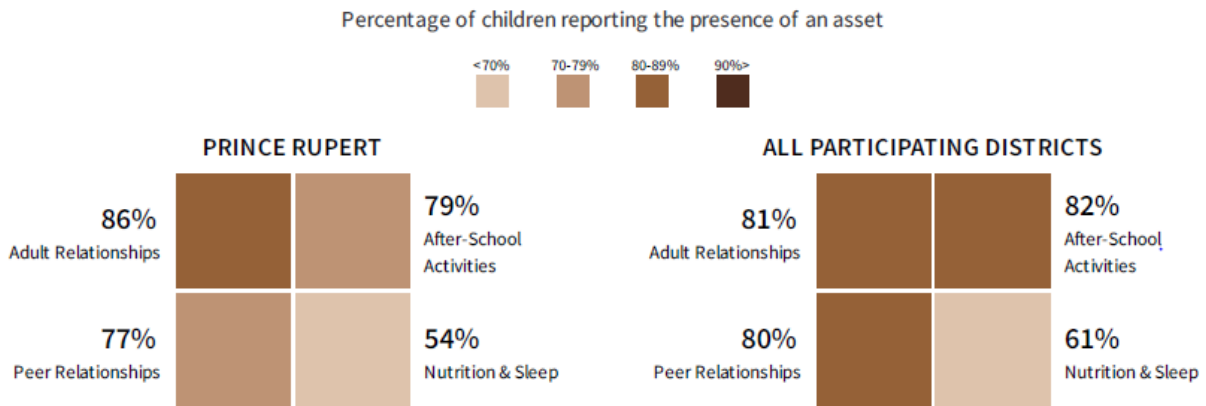
In 2020-2021, 82% of Grades 1 – 3 students said that there are adults in school who care about them. In 2021-2022, this number was up to 84% of Grade 1 – 3 students who felt there are adults at school who care about them.

There are adults in school who care about me

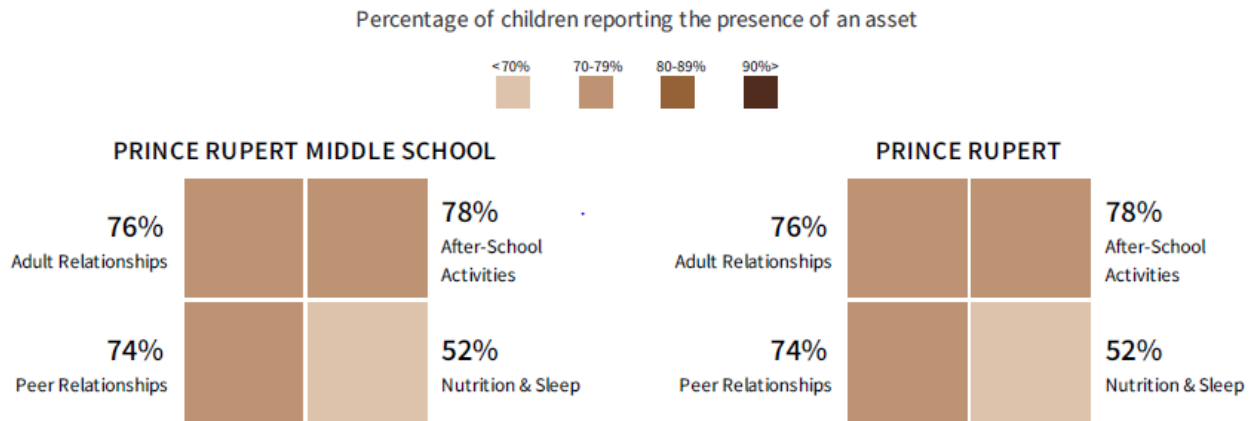


The UBC HELP MDI data collects information about the social emotional development, physical health & well-being, connectedness, use of after school time and school experiences of SD 52 students. The following MDI data shows the percentage of children reporting the presence of an adult asset in their lives and we are comparing that data with our FESL Survey data which shows that they feel there are adults that care about them at school. We have MDI asset data for Grade 4 and Grade 6 students.

MDI Assets Index for Grade 4 Students



MDI Assets Index for Grade 6 Students

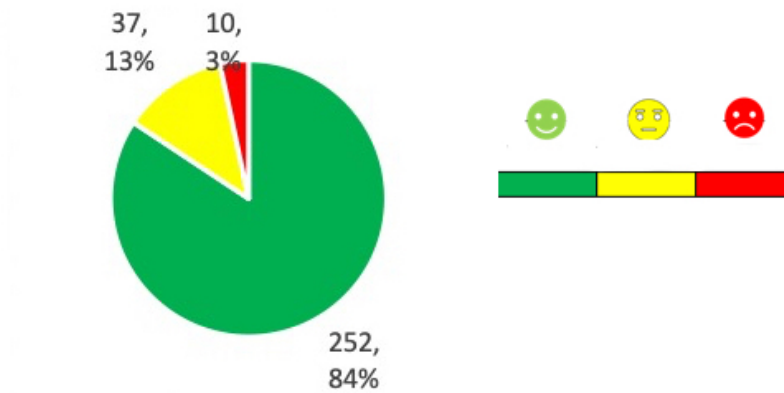


SD52 FESL DATA SD FESL SURVEY DATA for Grades 1 – 3

In 2020-2021, 82% of Grades 1 – 3 students said that there are adults in school who care about them. In 2021-2022, this number was up to 84% of Grade 1 – 3 students who felt there are adults at school who care about them.

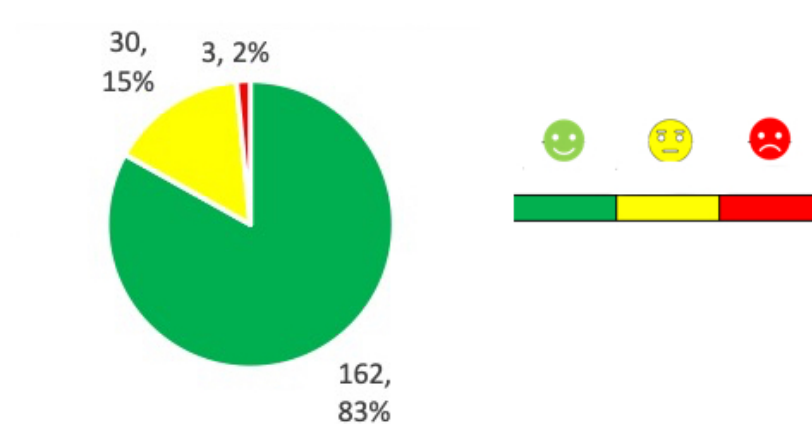
Grade 1 - 3

There are adults in school who care about me



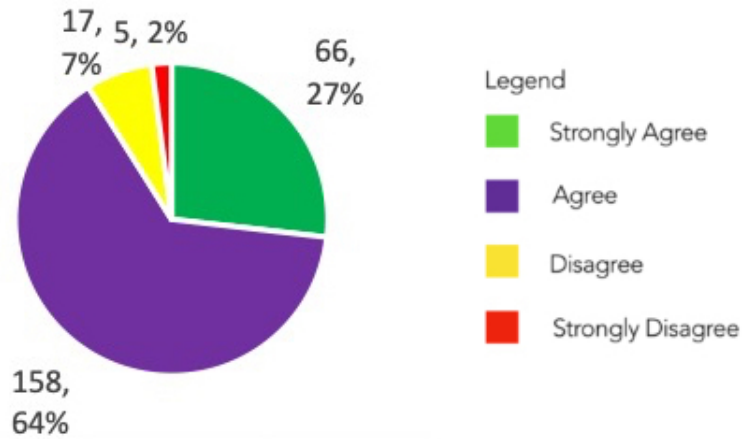
Grade 4 & 5

There are adults in school who care about me



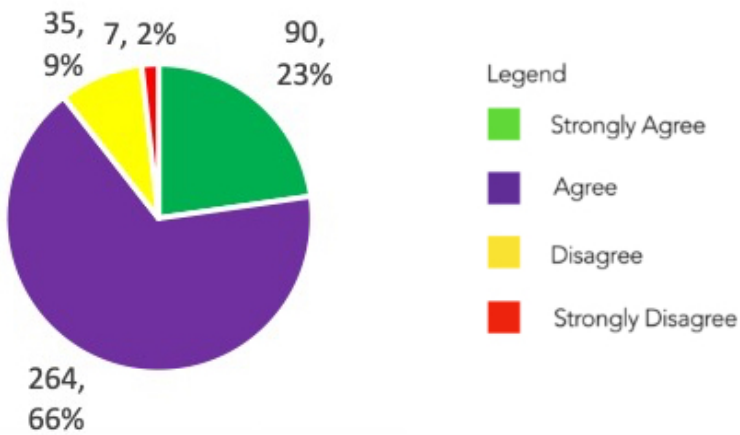
Grade 6 – 8

There are adults in school who care about me



Grade 9 – 12

There are adults in school who care about me



The 2021-2022 MDI data shows that 86% of Grade 4 students report the presence of a positive relationship or asset in adults in their world. The SD52 FESL Survey shows 83% of Grade 4 and 5 students feel there are adults at school who care about them. This is down from 88% students reported in 2020-2021.

The MDI data shows that 76% of Grade 6 students reported the presence of a positive relationship or adult asset in their lives. The SD52 FESL Survey shows that 91% of Grade 6 – 8 students feel there are adults at school that care about them. This is down slightly from 92% in 2020-2021.

The SD 52 FESL Survey data shows that 89% of Grade 9 – 12 students feel there is an adult at school that cares about them. This was down slightly from 90% in 2020-2021

Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

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

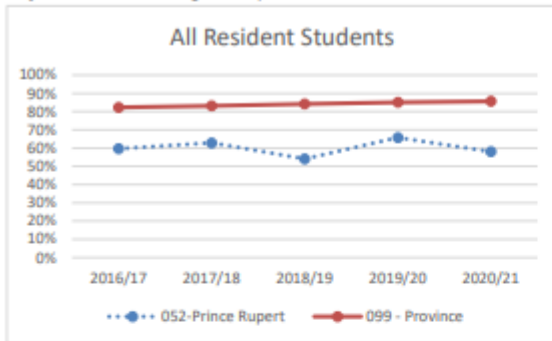


Figure 67: 5 Year Completion Rate - All Resident Students

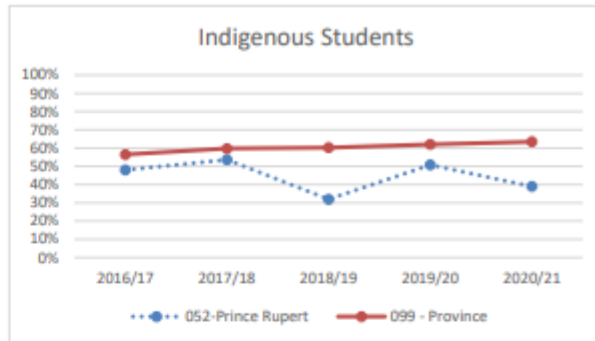


Figure 68: 5 Year Completion Rate - Indigenous Students

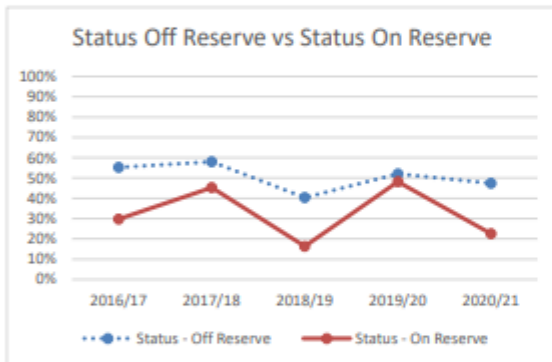


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

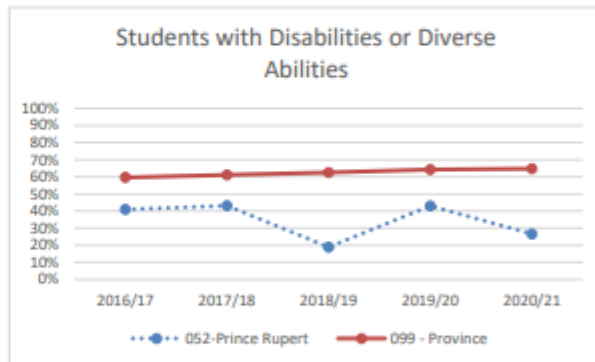


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

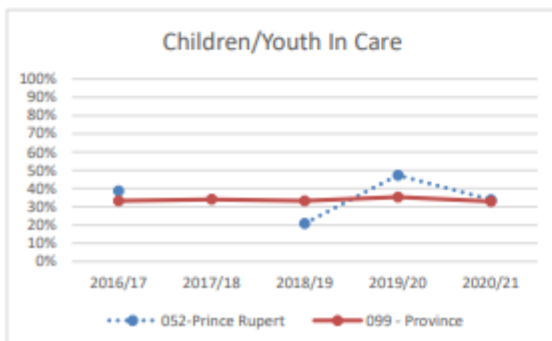


Figure 71: 5 Year Completion Rate - Children/Youth In Care

The 5 year graduation data for all students shows a decline and we believe that our data for 2021-2022 will have improved when released. We know that many students had difficulty with online learning and many did not return face to face instruction last year. The impacts of COVID-19 may affect our achievement data for a number of years. We are looking forward to reviewing the completion rate data in November 2022 and we are confident there will be an improvement.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) Immediate Transition Rate

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

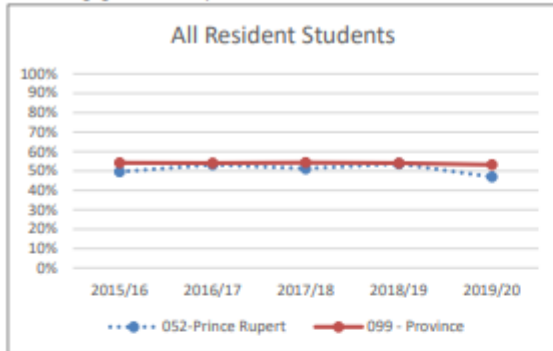


Figure 72: Post-Secondary Institute Transition - All Resident Students

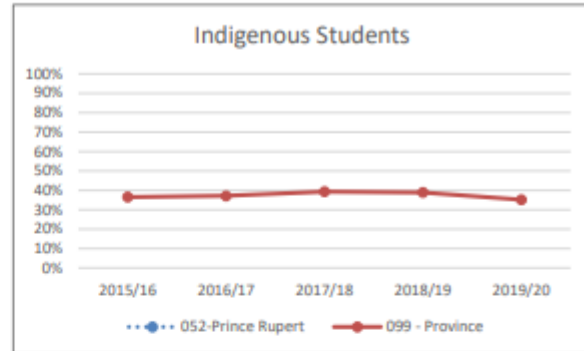


Figure 73: Post-Secondary Institute Transition - Indigenous Students

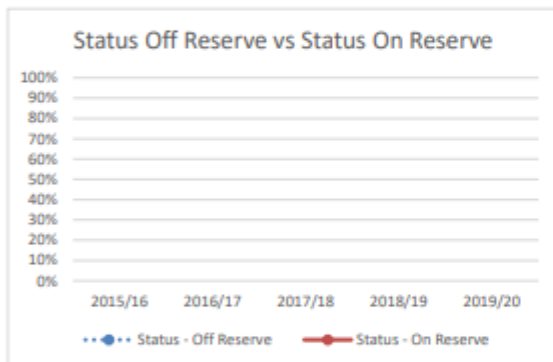


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

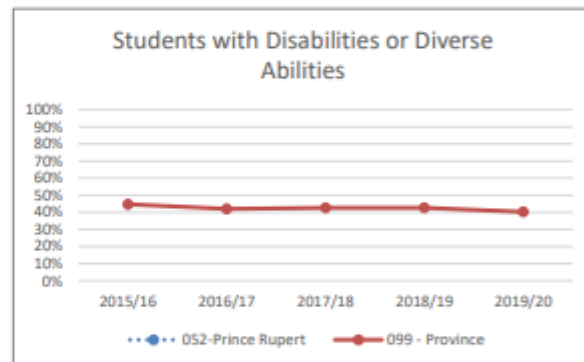


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

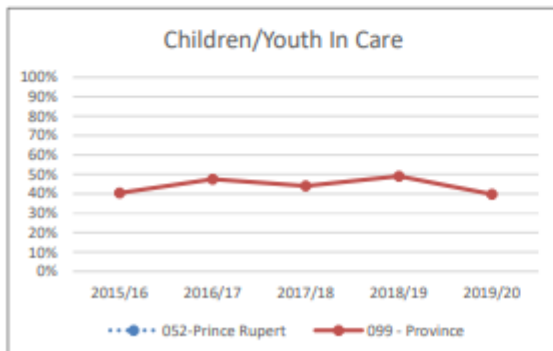


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

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

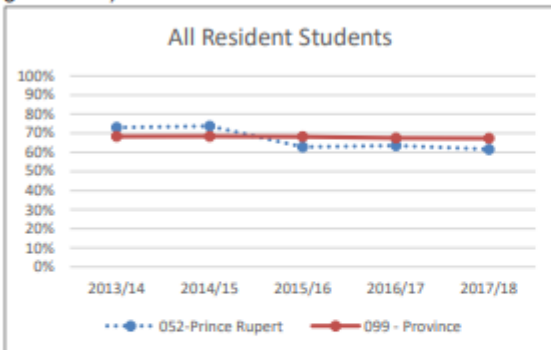


Figure 77: Post-Secondary Institute Transition - All Resident Students

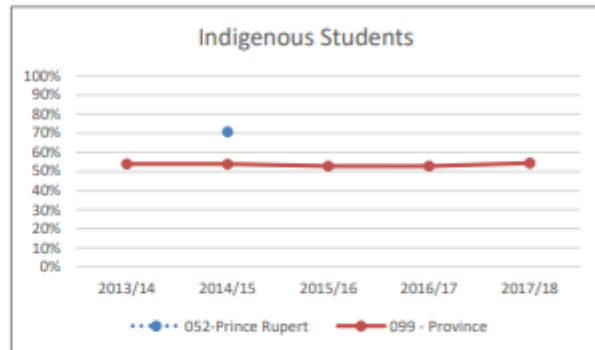


Figure 78: Post-Secondary Institute Transition - Indigenous Students

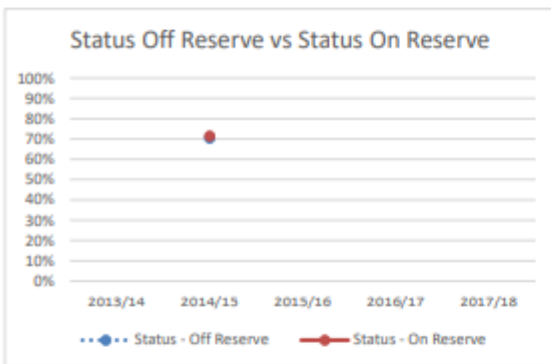


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

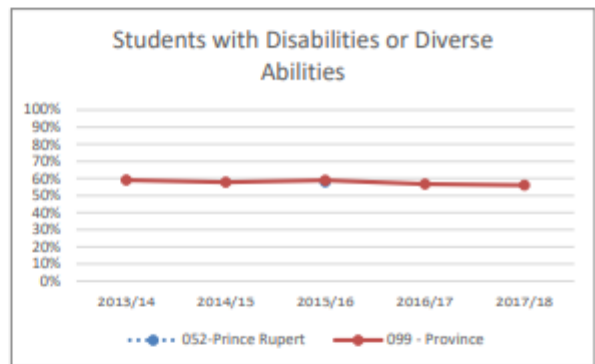


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

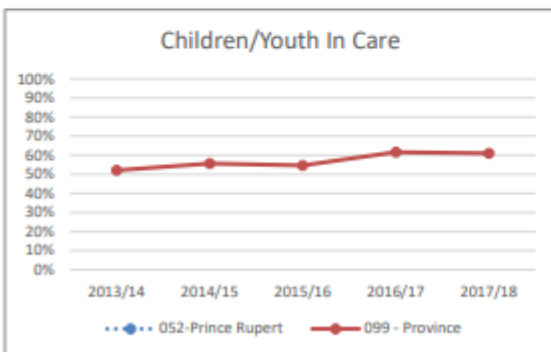


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

We are working with Coast Mountain College (CMC) and UNBC to encourage students to continue their learning journey in Post Secondary Institutions in the northern part of the province. It is financially difficult for many of our students to go to other communities to attend college or university and to be away from their family support system. We anticipate more accurate data when the Ministry moves to including out of province and international institution data.

Existing and/or Emerging Areas of Need

The priorities in our Strategic Plan align with the areas of need for our students.

These areas of need are:

- Our data shows that improving achievement and success for Indigenous students is paramount.
- Improving literacy for all students.
Due to the unintended consequences of the pandemic we have lost academic ground due to the resulting village lock downs, and non-attendance.
Our three-year focus is on K – 3 reading intervention to ensure all students are reading by Grade 3. This intervention will have the greatest impact on literacy achievement for K- 12 in the future.
- There is a need for literacy intervention for the higher grades. We see a decline in literacy achievement for Grade 4 and 5 students.
- Improving graduation rates.
We are looking forward to the completion rate data that comes out in November and to see improvement. Special purpose restart grant money was used to hire Indigenous Coach Mentors to work one on one with students who need support with their graduation path and to encourage them to choose career goals for their future. This initiative continues this year with Board funding.
- Focusing on mental health.
We continue to promote social emotional learning and implement trauma informed practices in our classrooms. The Mental Health special purpose grant will continue to be used to support teachers and students.

Student achievement levels are generally below the Provincial average in most areas for all residents, indigenous students, students with diverse abilities and disabilities and children in care. We shared earlier that 295 students or 17% are students with diverse abilities and disabilities and we wonder why the overwhelming majority of these students are Indigenous.

Adjustments and Adaptations

An updated Operational Plan is in the works to ensure there is alignment in all departments (Education, Human Resources, Building and Maintenance, and Finances) with the Strategic Plan and the Framework for Enhancing Student Learning.

Some of the adjustments and adaptations we have made to enhance achievement and equity are:

- Support for Primary Literacy Teams in each Elementary School to focus on improving reading
- Giving direction to schools to create equity teams
- Encouraging schools to create equity goals and reflect those in their school plans
- Training Education Assistants to support reading in the primary classrooms
- Implementing Letter Sound Assessments for Kindergarten and Grade 1 students with support from the District Literacy Helping Teachers and Learning Resource Teachers
- Continuing the Summer Read and Play Program for Indigenous Primary students in Prince Rupert and Gitga'at (Hartley Bay)
- Indigenous Coach Mentors work with Secondary and Middle School students who need support with course completion and career advice.
- The Truth and Reconciliation Helping Teacher/Administrator position continues to support continued commitment and learning for TRC.
- An annual Anti-Racism symposium helps to raise awareness of inequity for staff and the community.
- Training began last year and continues to provide each staff member with 2 half day sessions on Anti-racism.
- Each school is committed to hosting more family events to build relationships and trust in their school communities.
- Work has begun on creating a local language and culture course for the School District.

- Charles Hays Secondary School (CHSS), Pacific Coast School (PCS) and Hartley Bay Elementary/Junior/Secondary School have been providing English First Peoples 10, 11 and 12 to their students as soon as these courses were made available. These have been the only English courses offered at PCS and Hartley Bay. CHSS is moving towards making English First Peoples the only option for students as well.
- Counsellors have been given extra time to support mental health and wellness in schools by working alongside teachers and students to build mental health literacy.
- A Wilwilaaysk Wellness worker also works with staff, students and families to build mental health capacity and support families.
- Some of our schools have weekly team meetings focused on students in care, students with diverse abilities and disabilities and students with attendance challenges. We are encouraging all of our schools to implement a weekly check in.

Alignment for Successful Implementation

In spite of a challenging financial situation in School District 52, we continue to fund Indigenous Coach Mentors, Indigenous Resource Workers and Kindergarten Resource Workers to support Indigenous students and their families. We also fund a Wilwilaaysk Wellness Worker who works alongside the Indigenous Education staff to support teachers, support staff and families with wellness and mental health initiatives. This program brings language and culture into classrooms or brings classrooms out onto the land to experience language and culture. This connection to place is key to supporting wellness and belonging.

School Based Literacy teams are working on reading strategies and interventions to ensure all students are reading by Grade 3. These teams work with the District Literacy Helping teacher, the Learning Services Teachers, specialists such as Speech Language Pathologists, the School Psychologist, the Hearing Specialist and include Indigenous Resource Workers, Education Assistants and Principals.

Mental health special purpose grant funding is being used to provide support for teachers, students and families to build capacity for social emotional learning, resilience and trauma informed practices. This continues from the previous year.

We are committed to consulting with the Indigenous Education Council as well as other stakeholders. The Superintendent is a key member of the Indigenous Education Council which meets three times per year. During these meetings, ideas are shared for cooperative work and advancing student achievement in alignment with our Strategic Plan. At this time, the Superintendent has proposed that the Indigenous Education Council (Executive) meet for meaningful consultation on a monthly basis.

Members of the Indigenous Council, DPAC, Trustees, the teacher and support staff unions are part of the Large Framework for Enhancing Student Learning that meets in the Fall and Spring of every school year to look at achievement data and the school district 52 framework survey that is administered to all students in Grades 1 – 12. The FESL survey is an example of how we collect student voice data.

It can be noted that school district 52 administration has little input into professional development activities. A sub goal is to work with our labour groups to share the direction of ProD activity funding to align professional development with the strategic plan.

Conclusion

We are encouraged by the high percentage of students who have returned to school in September 2022 for face to face instruction. Student numbers (enrollment) is not increasing, in fact, our numbers are still declining but close to 100% of the students enrolled in our elementary and middle school returned to face to face learning this September.

Some of the students who returned this year have not been in school for 2 years and need additional support to catch up with the students who were attending. School teams are thinking on their feet and finding ways to support.

Every program and initiative are designed to support the priorities of the District. Our work continues to pay attention to achievement data and street data for Indigenous students, students with abilities or disabilities and children in care. Student achievement is strongly connected to staff intercultural awareness and inclusion. An understanding of anti-racism, diversity, and equity is essential and will always be a goal. The school district continues to work within itself, and with partner groups in the community to develop cultural awareness and connections.