

New Westminster

SD#40



Enhancing Student Learning Report

September 2024

In Review of Year 5 of Our Learning Journey, 2019 - 2024



September 24, 2024

Table of Contents

Introduction: District Context.....	4
Section A: Reflecting 2023-2023 Student Learning Outcomes	5
Intellectual Development.....	6
Educational Outcome 1: Literacy	6
Measure 1.1 Grade 4 & Grade 7 Literacy.....	6
Measure 1.2 Grade 10 Literacy Expectations.....	7
Relevant Additional/Local Data and Evidence	8
Analysis and Interpretation: What Does this Mean?	9
Educational Outcome 2: Numeracy	10
Measure 2.1 Grade 4 & Grade 7 Numeracy Expectations.....	10
Measure 2.2: Grade 10 Numeracy Expectations.....	11
Relevant Additional/ Local data and Evidence	12
Analysis and Interpretation: What Does this Mean?	14
Grade-to-Grade Transition	15
Measure 2.3: Grade-to-Grade Transitions.....	15
Relevant Additional/Local data and Evidence	15
Analysis and Interpretation: What Does this Mean?	16
Human and Social Development	16
Educational Outcome 3: Students Feel Welcome, Safe, and Connected	16
Measure 3.1 Student Sense of Belongings (Welcome, Safe, Belonging).....	16
Measure 3.2 Two or More Adults who Care About Them.....	17
Relevant Additional/Local data and Evidence	18
Analysis and Interpretation: What Does this Mean?	20
Career Development.....	21
Educational Outcome 4: Students will Graduate	21
4.1 Achieved Dogwood Within 5 Years.....	21
Educational Outcome 5: Life and Career Core Competencies	22
Measure 5.1 Transitioning to Post-Secondary.....	22
Relevant Additional/ Local data and Evidence	22
Analysis and Interpretation: What Does this Mean?	23

Section B: Moving Forward Planning and Adjusting for Continuous Improvement	24
Current Strategic Plan Priorities	24
Looking Back on the Year: Effectiveness of Implemented Strategies	25
Existing and/or Emerging Areas of Growth	27
Ongoing Strategic Engagement (Qualitative Data)	28
Situation Table	30
Wellness Centre Advisory	30
Adjustments and Adaptations: Next Steps	30
Alignment for Successful Implementation	32
Conclusion	33

Introduction: District Context

At New Westminster Schools, we recognize and acknowledge the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

New Westminster Schools is a caring, inclusive, and committed learning community that is dedicated to supporting each of our unique learners. In the district there are 8 elementary schools, 3 middle schools, one secondary school, 3 alternate programs, a Continuing Education program, and two Provincial Online Learning programs. We want every student to build the skills and competencies they need to be productive and successful citizens in a rapidly changing world, with support from the life-long learners who work in our schools and across our district.

The City of New Westminister retains a strong sense of history and community. The city is situated in the centre of the Greater Vancouver Regional District between the larger communities of Burnaby, Coquitlam, Surrey and Richmond. The estimated population of New Westminister in 2022 (estimated by BC Stats) is 85,693 within an area of 15.62 square kilometers.

The student population is reflective of the city's population, with a full range of social and cultural backgrounds forming a diverse presence in our schools. As one of the fastest growing districts in Metro-Vancouver, the school district is addressing the current and future enrolment capacity challenges through regular review of the [Long Range Facilities Plan](#).

Student Group	FTE/Headcount
Standard Enrolment	7165
Online Learning	180/1209
Continuing Education	171/1214
Alternate Programs	124
Home learners	101
Total Enrollment	7741

Sub Population	NW
Non-Residents	179
English Language Learners	1655
Indigenous	309
French Immersion	1000
Diverse Abilities	845
Children and Youth in Care	13

Data from 2023/2024

Section A: Reflecting 2023-2023 Student Learning Outcomes

Missing or Masked Data Points Throughout this Report

In New Westminster, there are two priority populations whose data is at times “masked” because the number of students is consistently below 9 each year. These groups are Indigenous students and Children and Youth in Care (CYIC). Their data is masked to protect their identity but is included in the “All Residents” data set.

Support for Indigenous Students

In New Westminster, Indigenous students come from many different First Nations, Metis, and Inuit communities across Canada. The progress and success of Indigenous students is a collective responsibility of all staff in each building. The District Vice Principal of Indigenous Education monitors Indigenous student achievement by analyzing quantitative data from various sources (report cards, Ministry assessments), How Are We Doing Report, Power BI Ministry data) and qualitative information from staff and students. Trends in student achievement are shared with the Indigenous Education Committee, District Leadership Team, and Board of Education.

All schools in New Westminster have Indigenous support workers who provide students timely support and services such as literacy and numeracy interventions, cultural experiences, and specialized district-based supports. A special school-based team meeting focused on Indigenous students occurs twice per year to determine any additional supports these students may need to succeed. Additionally, the Graduation Coach closely monitors Indigenous student progress toward graduation and creates individualized support plans when required.

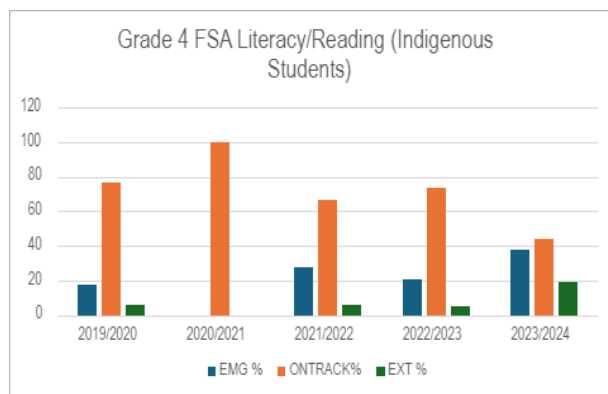
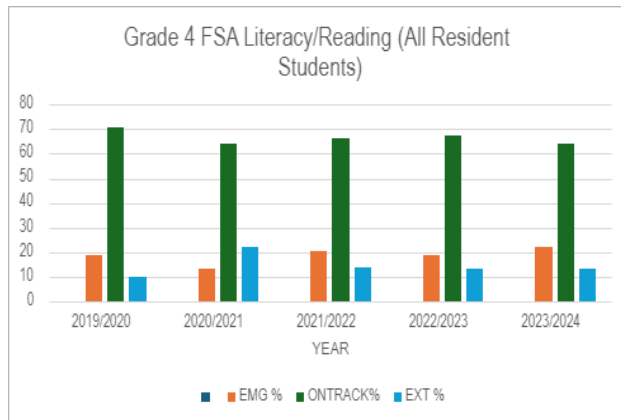
Support for Children and Youth in Care (CYIC)

New Westminster schools assign a Case Manager to students who are in Care. This population of students receives priority targeted and intensive supports. The Case Manager monitors the student’s academic progress and social-emotional well-being continuously. The school collaborates with the social worker to support student success and communicates progress through report cards, meetings, and the Integrated Case Management process. The school-based team meets regularly to determine any additional supports these students may need to succeed.

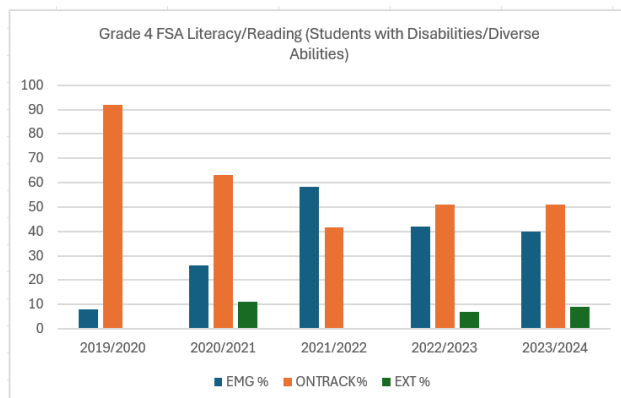
Intellectual Development

Educational Outcome 1: Literacy

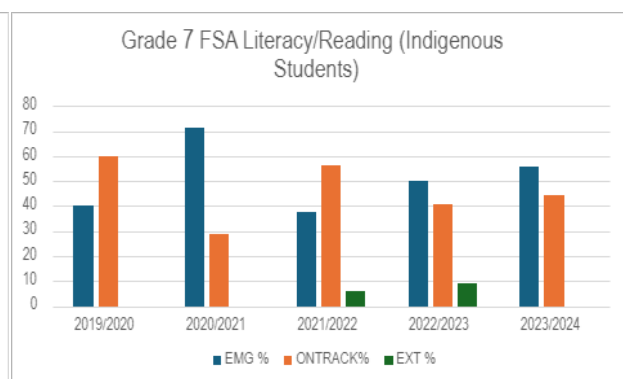
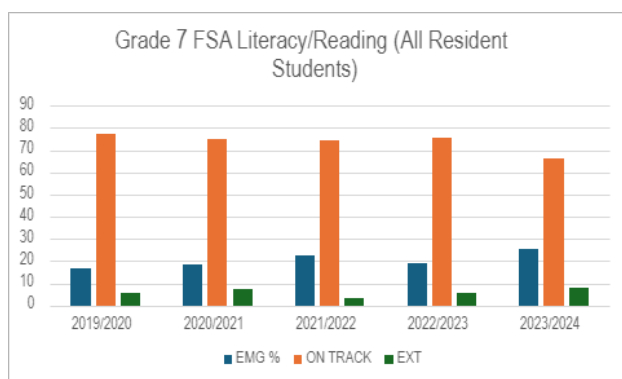
Measure 1.1 Grade 4 & Grade 7 Literacy



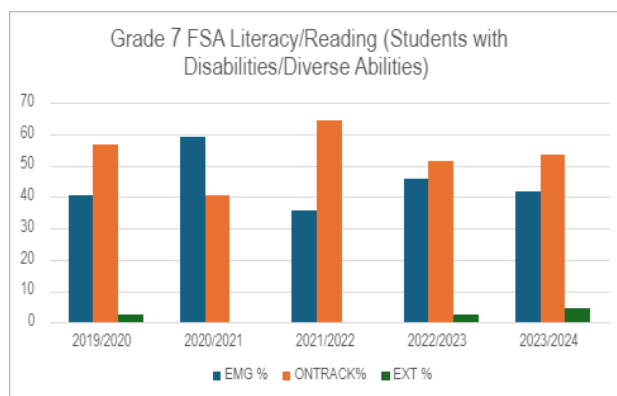
Grade 4 FSA Literacy/Reading (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 4 FSA Literacy/Reading (Children/Youth in Care) - Data Masked

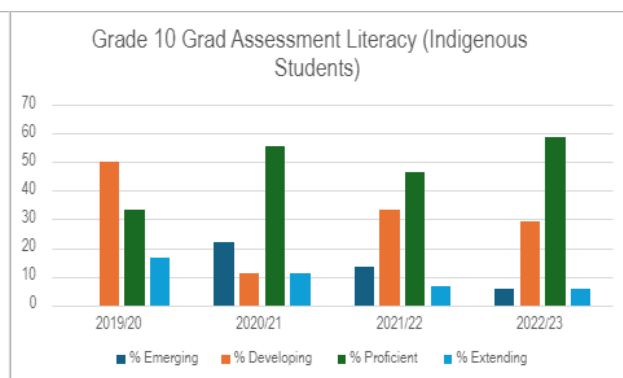
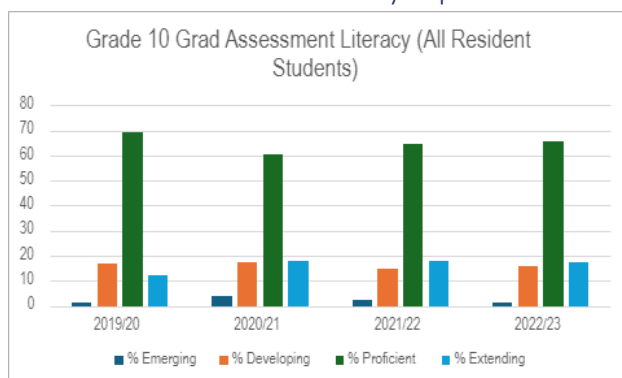


Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve and off Reserve) - Data Masked

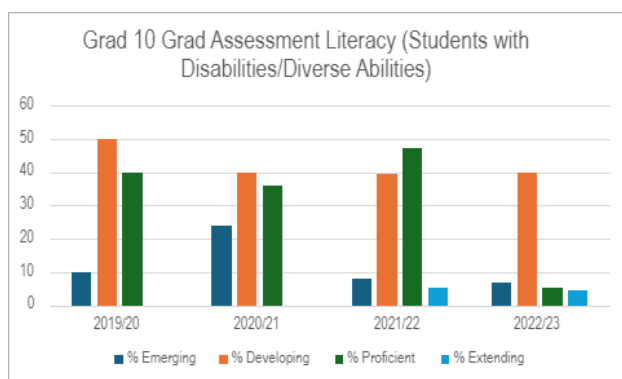


Grade 7 FSA Literacy/Reading (Children/Youth in Care) - Data Masked

Measure 1.2 Grade 10 Literacy Expectations



Grade 10 Grad Assessment (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 10 Grad Assessment (Children/Youth in Care) - Data Masked

Relevant Additional/Local Data and Evidence

Findings from Five Years of FSA Participation:

- District participation rates for all resident students have dropped from 81.9% to 75.5% at the grade 4 level and from 70.1% to 68.4% at the grade 7 level
- Indigenous participation rates are trending down for both grade 4 (73.1% to 72.7%) and grade 7 (73.3% to 52.9%)
- Students with Disabilities/Diverse Abilities have low participation rates, which likely impacts the validity and reliability of FSA results these priority populations
- English Language Learners (ELL) students have slightly lower participation rates than the overall rate for all residents in both grade 4 and 7
- The grade 10 Literacy graduation assessment maintains a participation rate of 89%, which is higher than the provincial average 85.8%
- The grade 12 Literacy graduation assessment has a lower participation rate of 68.1%, which is below the provincial average of 73.9%

Summary of Key Findings:

- **Overall Performance:** The aggregated performance of students on the FSA and graduation assessment is generally in line with the provincial average
- **District Trends:** The district's aggregated performance tends to mirror provincial trends
- **Operational Equity:** The chart below summarizes observations regarding priority populations:

Priority population	Operational Equity Trend
Indigenous Students	Our internal review indicates a significant performance gap in literacy.
Students with Diverse Abilities/ Disabilities	Our internal review indicates a significant performance gap in literacy.
Children and Youth in Care	Accurate conclusions about performance cannot be drawn due to inconsistent data availability.

Note: Although this data is masked, the district knows which schools these students attend through the learning support teams who monitor and support them.

Trends: For students who participated in the FSA or graduation literacy assessment, the following is noted:

- About 78% of grade 4 students are on track or extending, though this is declining (down from 80.9%)
- About 74% of grade 7 students are on track or extending, with performance declining (down from 81.1%)
- About 83% of grade 10 students are proficient or extending, with performance improving (up from 79.7%)
- Only priority population with unmasked data is students with disabilities/diverse abilities, showing significant performance gaps compared to all residents:
 - The performance gap is 10% at grade 4, 12% at grade 7, and 30% at grade 10

Declining Performance

- **Reading Performance:** The overall reading performance for district students has declined over the past five years, mirroring a similar provincial decline
- **Possible Explanations:**
 - Students' reading ability could be declining
 - The test difficulty could be increasing
 - Results could reflect a combination of the two factors above
- **Further Evidence:** Additional sources of evidence about student reading performance are needed to substantiate any meaningful explanation for the decline. The district is gathering more evidence while continuing to monitor and track results.

Analysis and Interpretation: What Does this Mean?

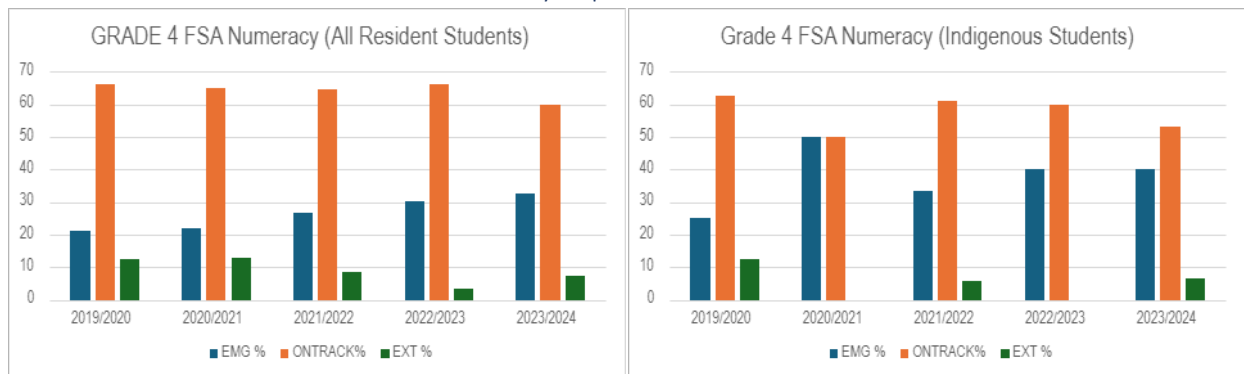
- **Inequity:** There is an inequity in the district between all students and priority populations (Indigenous, Students with Disabilities/Diverse Abilities, CYIC, and ELL students). Positive and improving results are seen for all students in priority populations in primary grades, but results decline as students get older. This indicates a need for increased attention and capacity building for educators working with intermediate, middle year, and secondary students, as well as robust interventions for learners who are slower to develop as readers.
- **Internal Review:** An internal review of mass results for priority populations shows that each priority population of students in SD40 achieved at or above provincial averages.
- **Masked Data:** Results for Indigenous students and CYIC are masked but are significantly below provincial averages for resident students. Grade 10 graduation literacy assessment results have shown some improvement for most priority populations.
- **Need for Support:** Lower results in grades 7 and 10 indicate the need for more robust support and intervention for students not yet meeting literacy expectations. There is a persistent equity gap for Indigenous students and students with disabilities/diverse abilities, requiring increased attention. This should be viewed cautiously due to small population sizes.
- **Targeted Interventions:** These trends highlight the need for targeted interventions to support literacy development, particularly among priority populations. The district's goal of achieving 95% proficiency in ELA by the end of Grade 3 remains a critical focus. While most students reach the 'Proficient' level in the Literacy 10 and 12 assessments, the data suggests a need for targeted strategies to support priority populations. Further details on the exact strategies and methods to be implemented by the district will be explored in Section B.



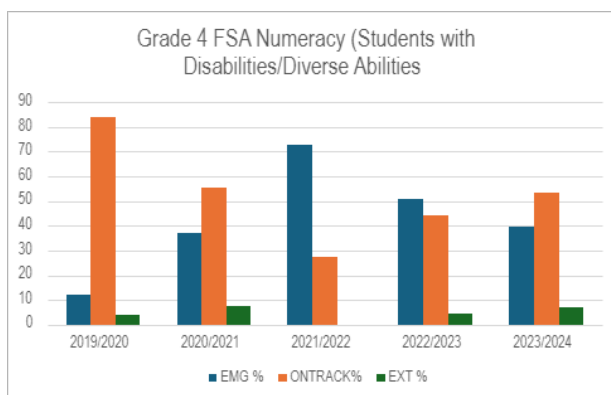
Student Symposium – Shadbolt, 2024

Educational Outcome 2: Numeracy

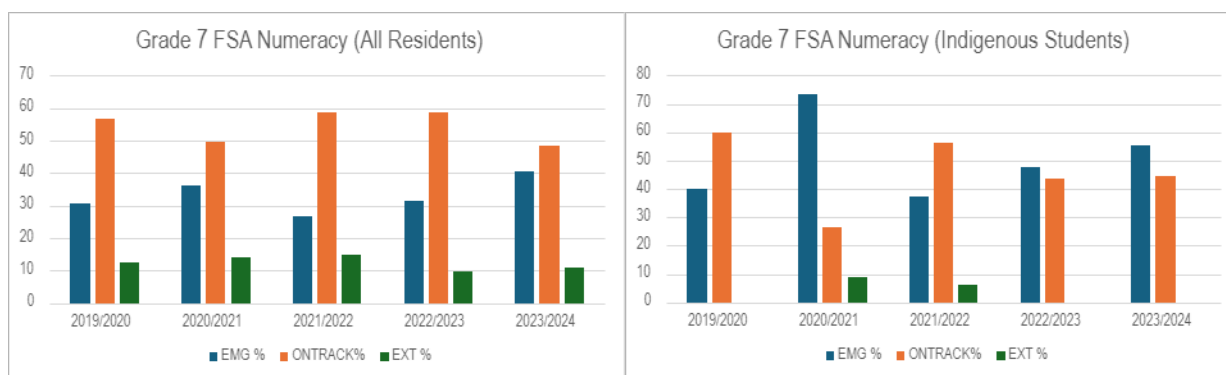
Measure 2.1 Grade 4 & Grade 7 Numeracy Expectations



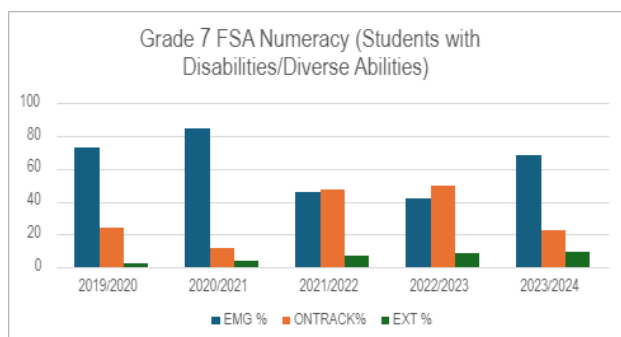
Grade 4 FSA Numeracy (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 4 FSA Numeracy (Children/Youth in Care) - Data Masked

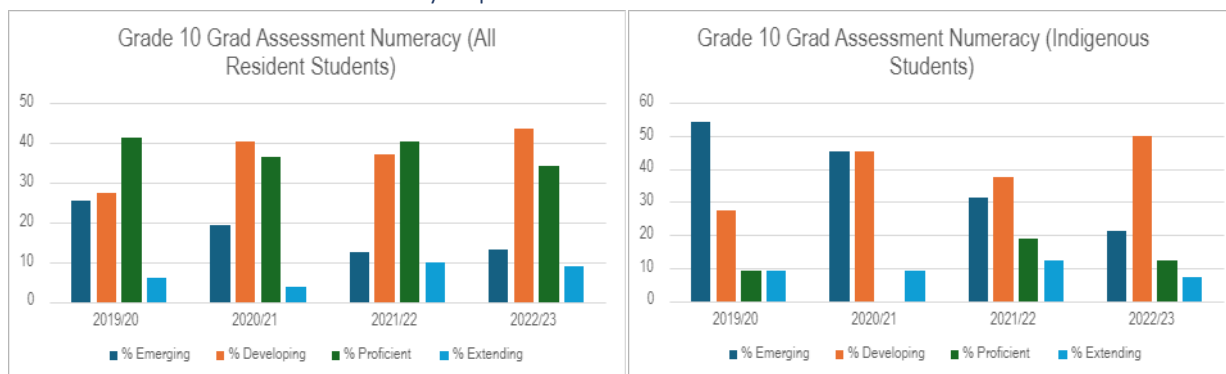


Grade 7 FSA Numeracy (Indigenous Students on Reserve and off Reserve) - Data Masked

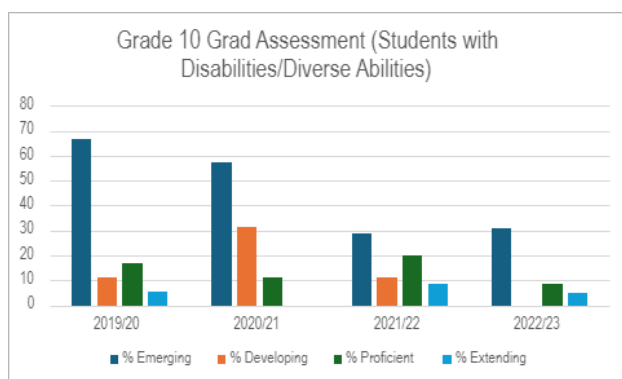


Grade 7 FSA Numeracy (Children/Youth in Care) - Data Masked

Measure 2.2: Grade 10 Numeracy Expectations



Grade 10 Grad Assessment (Indigenous Students on Reserve and off Reserve) - Data Masked



Grade 10 Grad Assessment (Children/Youth in Care) - Data Masked

Relevant Additional/ Local data and Evidence

Provincial and district participation rates in the Foundation Skills Assessment (FSA) have been declining for years. The FSA participation rate in the district has consistently declined in Numeracy for both grade 4 and 7, although the gap between the participation rates has remained relatively stable.

Findings from Five Years of FSA Participation:

Grade 4

- **All Residents:** Participation rates have decreased from 81.9% (2022/23) to 74.8% (2023/24)
- **Indigenous Students:** Participation has declined from 76.9% (2022/23) to 68.2% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Participation has decreased from 68.2% (2022/23) to 64.3% (2023/24)

Grade 7

- **All Residents:** Participation rates have decreased by 2% from 70.6% (2022/23) to 68.6% (2023/24)
- **Indigenous Students:** There is a larger decrease in participation, from 70% (2022/23) to 52.9% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Participation has increased from 49.3% (2022/23) to 53% (2023/24)

Grade 10 Numeracy Graduation Assessment - The Grade 10 Numeracy Assessment is required for graduation and has seen an increase in participation rate for most population groups over the years.

- **All Residents:** Participation rates have increased from 85.2% (2021/22) to 89.6% (2022/23)
- **Indigenous Students:** A significant increase from 60.1% (2021/22) to 70% (2022/23)
- **Students with Disabilities/Diverse Abilities:** Similar participation rates for 2021/22 and 2022/23 of 56%. Note: this is down significantly from 2020/21 when the participation rate was 62%

Trends: For students who participated in the FSA or graduation numeracy assessment, the following is noted:

Grade 4: On average, 67% of grade 4 students are on track or extending, similar to the provincial average of 63%.

- **All Residents:** There is a decline in the number of students who are on track, from 66.3% (2022/23) to 60.1% (2023/24)
- **Indigenous Students:** Performance has decreased for students on track, from 60% (2022/23) to 53.3% (2023/24). There has been an increase though in the number of students receiving extending levels from 0 (2022/23) to 6.7% (2023/24)
- **Students with Disabilities/Diverse Abilities:** Performance has seen an increase in the number of students on track, from 44.4% (2022-2023) to 53.5% (2023-2024)

Grade 7: About 59.4% of grade 7 students are on track or extending, a decrease from previous years.

- **All Residents:** The number of students on track has decreased significantly from 58.7 (2022/23) to 48.4 (2023/24)
- **Indigenous Students:** The number of Indigenous students on track has decreased from 43.5% (2022-2023) to 44.4% (2023-2024)
- **Students with Disabilities/Diverse Abilities:** Performance in grade 7 have shown a significant decrease in those on track, from 50% (2022-2023) to 22.7% (2023-2024)

Grade 10 Numeracy Assessment: In numeracy, the district's performance is generally lower than the provincial average for all students. This suggests a need to focus on numeracy strategies across the board.

- **All Residents:** The percentage of students at the 'Proficient' level has decreased from 40.5% (2021/22) to 34.3% (2022/23). The percentage of students at the 'Emerging' level has slightly increased from 12.4% (2021/22) to 13.1% (2022/23)
- **Indigenous Students:** The percentage of Indigenous students at the 'Proficient' level has increased from 18.8% (2021/22) to 21.4% (2022/23). On a positive, the percentage of students at the 'Emerging' level has decreased from 31.3% (2021/22) to 21.4% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The percentage of students at the 'Proficient' level has decreased from 20.1% (2022/23) to 17.9% (2023/24)

The data suggests a need for targeted interventions and support for students of priority population groups. The fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

For this report, the Ministry provided data for performance on the FSA and graduation assessments. Additionally, the district has reviewed student achievement data based on report card marks from the permanent student record to ensure that data has been triangulated from multiple sources of information for planning purposes.

Student Achievement on Report Cards

The chart below reports the average of aggregated and priority populations report card achievement data trends. These have been reviewed and analyzed in alignment with the grade levels and curriculum areas assessed by the FSA. The report card data is expressed as letter grades. For comparison students achieving a grade of 'C' or higher are meeting or exceeding expectations.

Grade	Curricular Area/FSA	Report Card Meeting or Exceeding	FSA On Track or Extending
4	Language Arts/Reading	54.3%	77.6%
	Math/Numeracy	74.3%	67.4%
7	Language Arts/Reading	54.2%	74.4
	Math/Numeracy	63.7%	59.4%

Grade 4: From the district total of 518 Grade 3 students in 2022-2023, 281 students or 54.3 % were Proficient/Extending in Literacy. This summative score on report cards is much lower than the combined score of Grade 4 students in 2023-2024, who scored Proficient/Extending in Literacy 77.6% on the FSA. This discrepancy can be accounted for by the number of students who did not participate in the FSA.

From the district total of 518 Grade 3 students in 2022-2023. 433 students or 74.4 % were Proficient/Extending in Numeracy. The summative score on report cards is higher than the combined score of Grade 4 students in 2023-2024 who scored Proficient/Extending in Numeracy on the FSA.

Grade 7: From the district total of 489 grade 6 students in 20223-2023, 265 students or 54.2% were Proficient/Extending in Literacy. This summative score is lower than the combined score of Grade 7 students in 2023-2024 who scored Proficient/Extending in Literacy.

From the district total of 538 grade 6 students in 2022-2023, 343 students or 63.75% were Proficient/Extending in Numeracy. This summative score is higher than the combined score of Grade 7 students in 2023-2024 who scored Proficient/Extending in Numeracy. This discrepancy can be accounted for by the number of students who did not participate in the FSA.

Analysis and Interpretation: What Does this Mean?

While we have been experiencing success in some areas such as numeracy in the primary grades, numeracy results in grades 7 and 10 continue to be low. Numeracy instruction from kindergarten to grade 8 has received attention but it has not received the same level of attention and resources as literacy. We need to devote more attention and resources to developing numeracy skills for all our priority populations, particularly in the middle and high school years.



Early Education Investigation

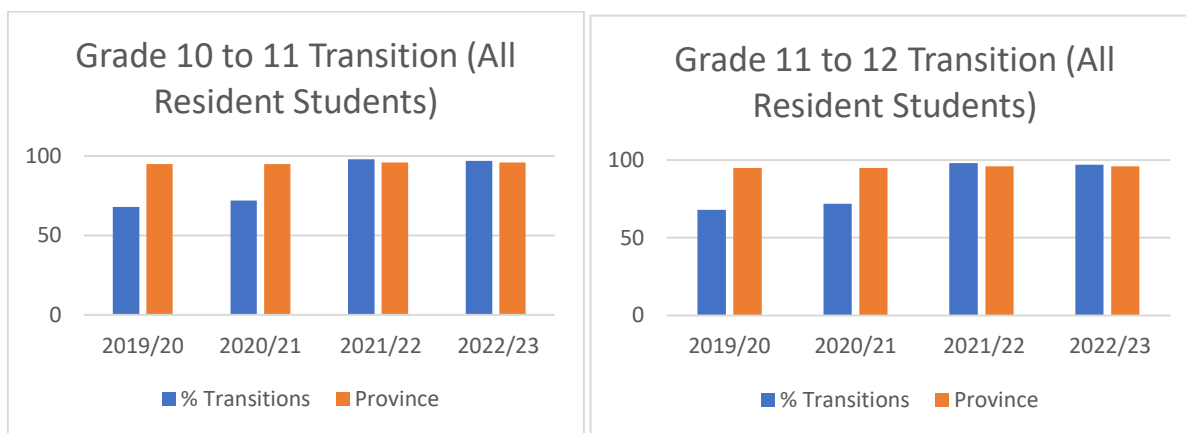
Key Points:

- **Need for Targeted Interventions:** The data suggests a need for targeted interventions and support for students with disabilities/diverse abilities and Indigenous students. The fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

- **District Performance:** The district's performance in numeracy is lower than the provincial average, there is a need to focus on numeracy strategies across the board. The district should detail specific strategies in future reports to provide a more comprehensive understanding of their numeracy performance.
- **Trends Over Time:** Over the past couple of years, the district and provincial averages have climbed by about 15%, suggesting that as the new performance assessment is implemented, the difficulty of the test is being reviewed and adjusted.
- **Equity:** The district's performance for students in priority populations is significantly lower than the provincial average, indicating a need for targeted numeracy support for these students.

Grade-to-Grade Transition

Measure 2.3: Grade-to-Grade Transitions



Grade 10 to 11 Transitions (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities, & Children/Youth in Care) - Data Masked

Grade 11 to 12 Transitions (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

Relevant Additional/Local data and Evidence

The grade-to-grade transition rate is a measure of student progress towards graduation. The grade-to-grade transition rate is expressed as a percentage of students in grade 10 who proceed to grade 11 and students in grade 11 who proceed to grade 12 in the subsequent school year.

Grade 10 to 11 Transition:

- **All Students:** The transition rate has remained relatively stable, with a slight decrease from 98% (2021/22) to 97% (2022/23)
- **Indigenous Students:** The transition rate has slightly decreased from 92% (2021/22) to 91% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The transition rate remains consistently in the low to mid 90% rate

- **Comparison to Provincial Average:** The transition rate is slightly lower than the provincial average, suggesting a need to focus on strategies to support students in making this transition

Grade 11 to 12 Transition:

- **All Students:** The transition rate has slightly decreased from 97% (2021/22) to 96% (2022/23)
- **Indigenous Students:** The transition rate has decreased from 95% (2021/22) to 91% (2022/23)
- **Students with Disabilities/Diverse Abilities:** The transition rate remains consistently in the high 90% rate
- **Comparison to Provincial Average:** The transition rate is higher than the provincial average, which is a positive sign. Continuous efforts should be made to maintain or improve this rate

Analysis and Interpretation: What Does this Mean?

The district exceeds the provincial rate for grade-to-grade transition rates. Internal review of mass data shows that most recent results for grade-to-grade transitions have returned to or above provincial norms for all priority populations except for Indigenous students who remain 5-10% below then provincial rate. Though there are few Indigenous students in New Westminster, the continued low rate of grade-to-grade transition for these students deserves attention. Given the very small number of students involved this analysis will be best accomplished as individual case studies by school-based teams at each school to ensure that students receive the necessary support.

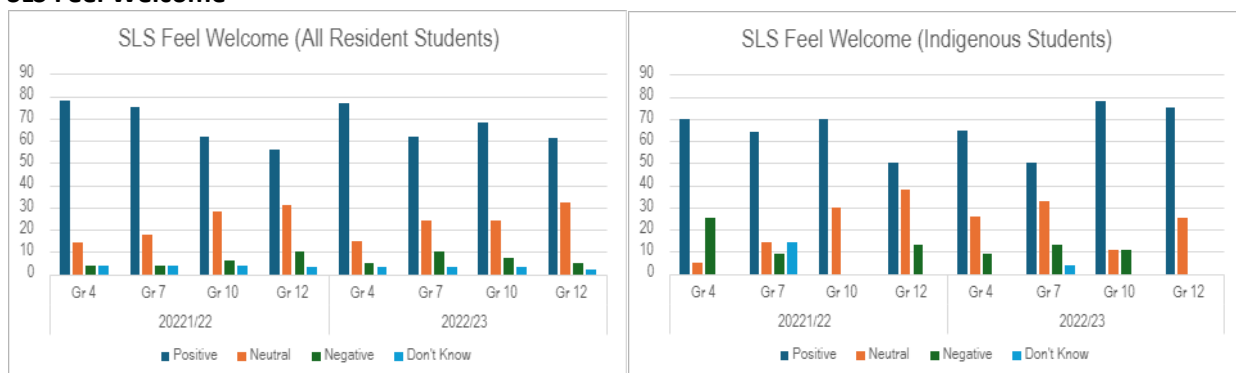
The transition rates for all students from Grade 10 to 11 and from Grade 11 to 12 have remained relatively stable, with a slight decrease observed. There is a need to focus on strategies to support students, particularly in the transition from Grade 10 to 11, to ensure they continue to progress successfully.

Human and Social Development

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

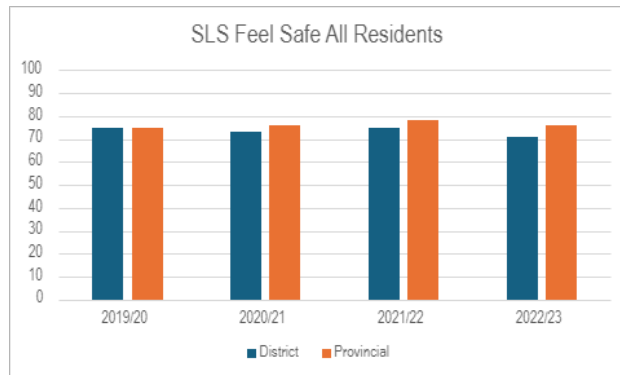
Measure 3.1 Student Sense of Belonging (Welcome, Safe, Belonging)

SLS Feel Welcome



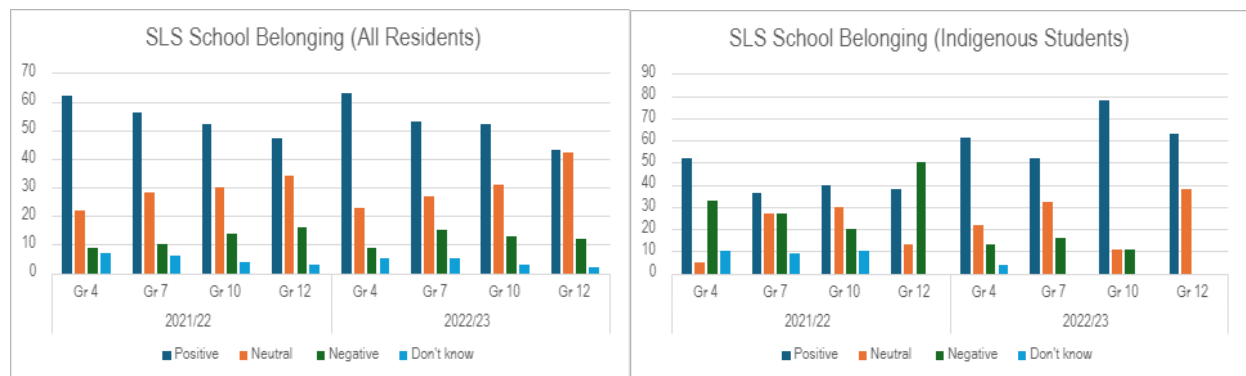
SLS Feel Welcome (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

SLS Feel Safe



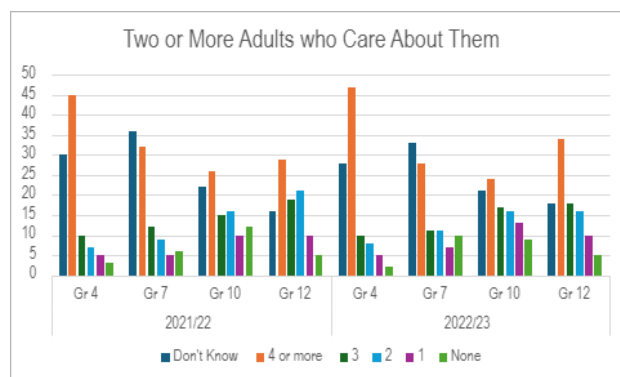
SLS Feel Safe (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

SLS School Belonging



SLS School Belonging (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Measure 3.2 Two or More Adults who Care About Them



SLS Two or More Adults who Care About Them (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Relevant Additional/Local data and Evidence

Student Learning Survey Key Factors

Feeling safe, having a sense of belonging, feeling welcome, and knowing that there are adults who care about you are all crucial factors that underpin a student's ability to learn and succeed. The Student Learning Survey is an extensive survey that captures students' perceptions about school and learning. This report reviews the level of positive student responses to the following questions:

1. Do you feel safe at school?
2. Is school a place where you feel like you belong?
3. Do you feel welcome at school?
4. At your school, how many adults do you feel care about you? (e.g., teachers, counselors, teacher helpers)

For this review and analysis, responses of "many times" and "all of the time" are considered positive for the first three questions. For the fourth question a response indicating that a student feels two or more adults care about them, is considered positive.

Student Learning Survey Participation Rates

Grade Level	Participation Rate	Previous Participation Rate
4	89.4	Similar participation rate
7	87.4	Similar participation rate
10	72.3	Increased by 13%
12	57.3	Increased by 11%.

Feeling Welcome

- **Grade 4:** The percentage of students feeling welcome is within the provincial rate. The percentage has consistently been in the mid 70% for the last couple of years
- **Grade 7:** The percentage of students feeling welcome decreased by 13% from 2021/22 to 2022/23, below the provincial response of 70%
- **Grade 10:** There was a 6% increase in students feeling welcome from 2021/22 to 2022/23 (62% to 68%)
- **Grade 12:** Despite a 5% increase in students feeling welcome from 2021/22 to 2022/23, the number is 8% below the provincial score
- **Indigenous Students:** Positive scores in grade 10 and 12, but grades 4 and 5 need improvement

Feeling Safe

- **Grade 4:** Students feeling safe is below the provincial responses
- **Grade 7:** Students feeling safe is below the provincial responses
- At the high school level students feeling safe in grades 10 and 12 are below the provincial responses

Sense of Belonging

- **Grade 4:** Slight increase of 1% in students feeling a sense of belonging, slightly higher than the provincial score of 61%. About 20% of students were neutral
- **Grade 7:** 3% decrease in students feeling a sense of belonging, below the provincial score. A 5% increase in negative responses from 2021/22 to 2022/23
- **Grade 10:** The number of students feeling a sense of belonging is within the provincial rate, with no significant change over the past two years
- **Grade 12:** 4% decrease in students feeling a sense of belonging from 2021/22 to 2022/23, with an 8% increase in neutral responses. Continues to be below the provincial score.

Connectedness with Adults

- **Grade 4:** 3% increase from 2021/22 to 2022/23, on par with the provincial score
- **Grade 7:** 1% decrease from 2021/22 to 2022/23, below the provincial standard
- **Grade 10:** 3% increase from 2021/22 to 2022/23, within the provincial score
- **Grade 12:** 1% decrease from 2021/22 to 2022/23, 2% lower than the provincial score

MDI Data 2023-2024

For this report, the Ministry provided data from the Student Learning Survey. Additionally, the district has reviewed student results of the EDI and MDI to triangulate data from multiple sources to inform planning and to ensure that resources allocations are addressed accordingly. The most recent MDI data supports the information identified in the Student Learning Survey. Students' responses demonstrated the following:

- **Sense of Belonging:** A certain percentage of students felt a high sense of belonging
- **Adult Support:** A certain percentage of students felt there was a high level of adult support within their schools
- **Bullying Reports:** When reporting on bullying (cyber, physical, social, and verbal), percentages were consistent with last year's, ranging from 48% to 80% of students reporting no bullying this school year

Grade 5 Student Responses

School Belonging: The degree to which children feel connected and valued at their school (e.g., "I feel like I am important to this school"):

- High: 62%
- Medium: 22%
- Low: 17%

Connectedness with Adults: The quality of relationships children have with the adults they interact with at school (e.g., "At my school, there is an adult who believes I will be a success"):

- High: 71%
- Medium: 24%
- Low: 5% (slightly lower than the overall response range of participating schools)

Overall:

- 70% of Grade 5 students have two or more important adults at school, higher than the average for participating schools (67%)
- 20% have no important adults at school, lower than the average (23%)
- 10% have one important adult at school, on par with the response of students at participating schools

Grade 8 Students Responses

School Belonging: The degree to which children feel connected and valued at their school:

- High: 31% (compared to approximately 45% overall responses)
- Medium: 37% (compared to approximately 35% overall responses)
- Low: 32% (compared to approximately 35% overall responses)

Connectedness with Adults: The quality of relationships children have with the adults they interact with at school:

- High: 46% (compared to over 50% for participating schools)
- Medium: 39% (in range with other participating schools)
- Low: 15% (compared to approximately 20% for participating schools)

Overall:

- 36% of Grade 8 students have two or more important adults at school, lower than the average for participating schools (37%)
- 54% have no important adults at school, higher than the average (52%)
- 10% have one important adult at school, lower than the average for all schools (11%)

Analysis and Interpretation: What Does this Mean?

The data highlights the following significant concerns about students' feelings of safety, belonging, and being cared for at school:

- **Lower Sense of Safety and Connection:** Students consistently report feeling less safe, welcome, and connected compared to their provincial counterparts.
- **Subgroup Trends:** This trend holds true across multiple years and for every subgroup, except for CYIC, whose results fluctuate due to small population sizes.
- **Indigenous Students:** Particularly less likely to report a sense of belonging or that adults care about them.
- **Students with Disabilities or Diverse Abilities:** Majority report not feeling welcome or a sense of belonging.
- **Gradual Improvement in Safety:** The percentage of students feeling safe at school is gradually increasing but still below provincial averages.

- **Need for Further Inquiry:** It's crucial to understand what makes students feel unsafe or unwelcome to address these issues effectively.

This data indeed represents a call to action. Further details on the exact strategies and methods to be implemented by the district will be explored in Section B.

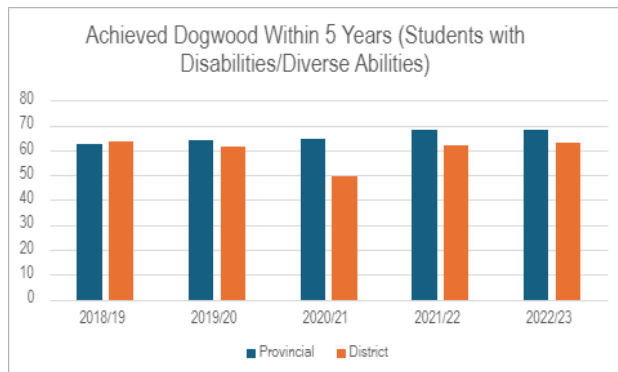
Career Development

Educational Outcome 4: Students will Graduate

4.1 Achieved Dogwood Within 5 Years



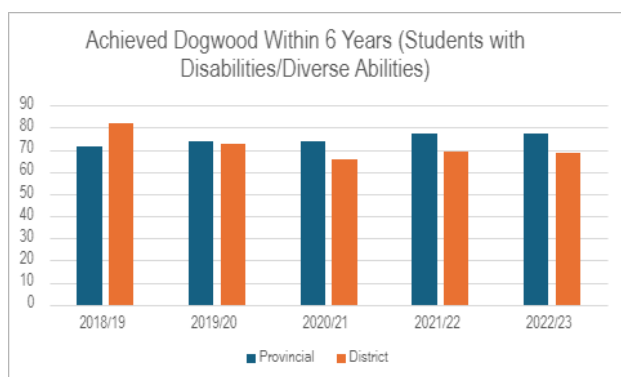
Achieved Dogwood Within 5 Years (Indigenous Students on Reserve and off Reserve) - Data Masked



Achieved Dogwood Within 5 Years (Children/Youth in Care) - Data Masked



Achieved Dogwood Within 6 Years (Indigenous Students on Reserve and off Reserve) - Data Masked

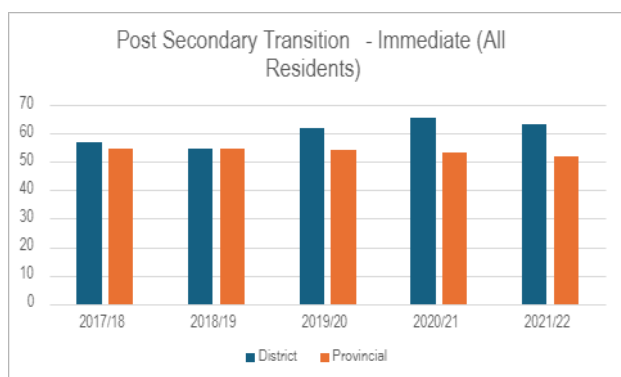


Achieved Dogwood Within 6 Years (Children/Youth in Care) - Data Masked

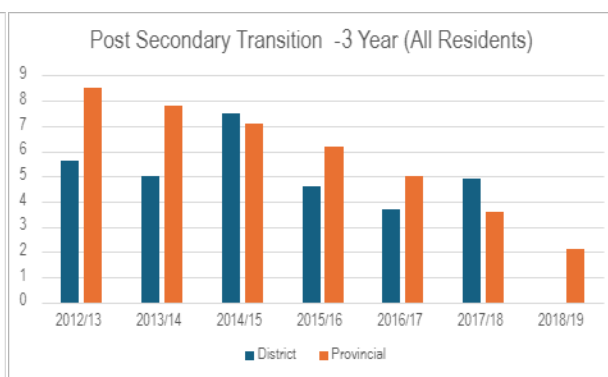
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1 Transitioning to Post-Secondary

Post Secondary Transition-Immediate



Post Secondary Transition-3 Year



Post Secondary Transition- Immediate (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities) & Children/Youth in Care) - Data Masked

Post Secondary Transition- 3 Year (Indigenous Students on Reserve and off Reserve, Students with Disabilities/Diverse Abilities & Children/Youth in Care) - Data Masked

Relevant Additional/ Local data and Evidence

It is difficult to make conclusions about successful transitions after graduation from provincial post-secondary transition rates as most of the data is masked.

Completion Trends (Dogwood and Adult Dogwood)

- The district's performance in completion rates has shown promising results in some areas, but there are areas that require attention and improvement, particularly for Indigenous students and students with disabilities/diverse abilities.
- The district's 5-year completion rate was consistently higher than the provincial average from 2018/19 to 2022/23. However, for Indigenous students, the district's completion rate is lower than the provincial average. This suggests a need to focus on graduation strategies for Indigenous students.

- The district's 5-year completion rate for students with disabilities/diverse abilities while close to the provincial rate (68%) is approximately 20% lower than the district All Resident students.
- The district's 6-year completion rate was consistently higher than the provincial average from 2018/19 to 2022/23.
- The 6-year completion rate for Indigenous students was lower than the provincial average from 2021/22 to 2022/23.
- The district's 6-year completion rate for students with disabilities/diverse abilities is also lower than the provincial rate.

Transition Rates to Post Secondary Institute (PSI)

- The district's transition rate to BC Public Post Secondary Institute (PSI) was higher than the provincial average in 2022/23.
- The disaggregated data sets illuminate inequities in learning outcomes, particularly for Indigenous students. Despite the district's overall strong performance, Indigenous students have lower PSI transition rates compared to the overall student population. This suggests a need for targeted support and interventions for these students.

Analysis and Interpretation: What Does this Mean?

While the district has made strides in some areas, there is a clear need for targeted strategies to support Indigenous and students with disabilities/diverse abilities.

District's Approaches to Supporting Teaching and Learning - The PSI transition data suggests that the district's approaches have resulted in most students reaching the 'Proficient' level in the Literacy 10 and 12 assessments. However, the fluctuation in proficiency levels across years indicates a need for consistent and effective teaching and learning strategies.

Equity of Learning - The PSI transition data reveals that the district's current approaches to equity of learning may not be fully addressing the needs of Indigenous students. The lower PSI transition rates for Indigenous students compared to the overall student population suggest a need for more targeted and effective strategies. Further disaggregation of data by First Nation(s), Métis, and Inuit populations could provide more insights into specific areas of need and potential strategies for improvement.

Section B: Moving Forward **Planning and Adjusting for Continuous Improvement**

Current Strategic Plan Priorities

Strategic Priority 1 Transform the Student Experience <ul style="list-style-type: none">• Be unwavering in our commitment to improve student success• Students are thriving emotionally, socially, and academically, and are whole and healthy learners• Students are meaningfully engaged and have an active voice• Staff are supported and encouraged to find purpose and meaning in their work and reach their full potential
Strategic Priority 2 Build Meaningful Relationships <ul style="list-style-type: none">• Families have opportunities to engage with the educational system to develop trusting relationships• Students are connected in a welcoming and inclusive learning community• Staff are valued and appreciated• Meaningful relationships with community partners to support our students and families
Strategic Priority 3 Lead into Our Future <ul style="list-style-type: none">• A commitment to truth and reconciliation guides and informs our work in the district• Maintain financial accountability, transparency, and stability• Develop an environmental strategy and climate action plan, and provide leadership in environmental education• Develop innovative and sustainable programs• Implement the District's long-range facilities plan• Attract, recruit, and retain staff
Strategic Priority 3 Ensure Full Participation in Learning <ul style="list-style-type: none">• Sustain our ongoing commitment to address food security and healthy eating to ensure high quality food programs are available in our schools• Increased childcare opportunities for our families• Act as an advocate for public education in New Westminster and the province

Every year, we continue to reflect on our [Strategic Plan](#), identify and celebrate progress, and focus on areas that require ongoing support. We engage in a yearly review of strategic priorities and goals through the lens of the Collaborative Learning Cycle- Structuring Dialogue for Connection Making from Bruce Wellman and Laura Upton's model with all district departments and schools. School Learning Plans are aligned with the District Strategic plans using FESL data analysis and adjusted accordingly.



<https://planview-media.s3.us-west-2.amazonaws.com/wp-content/uploads/2018/09/Continuous-improvement-Planview.jpg>



William, S. & Lipson, J. (2016). Data driven dialogue: A facilitator's guide to collaborative inquiry. Boston, CT: MIT Press, LLC

https://media.lrsd.net/docs/5c094f9f-188b-4258-bc45-b23ca27cfd44_CLC.pdf

Looking Back on the Year: Effectiveness of Implemented Strategies

Priority 1: Transform the Student Experience

New Westminster Schools continues to focus on literacy and numeracy. In the 2023-2024 students in grades 4 and 7 scored above the provincial average in both curricular domains. The school district continues to focus on student achievement rates in literacy and numeracy with a commitment to ensure that achievement rates continue to increase for ELL, Indigenous and students with diverse needs and disabilities. This past year the school district updated its Numeracy and Literacy Frameworks and continued to effectively implement various evidence-based assessments including the Early Primary Reading Assessment (EPRA), the District Assessment for Reading Team (DART) and the English Language Level Test (ELLT), all to inform levels of student intervention. The District Learning Services team has also implemented a greater level of consistency with Tier 3 (Intensive) Literacy Interventions for vulnerable students. Additionally, the creation of single point proficiency rubric for K-5 literacy and numeracy, is being utilized by teachers to inform their assessment practices.

The school district continues to focus on student success for students with disabilities/diverse abilities. In the 2023-2024 school year, the school district focused on providing extensive professional development opportunities for school-based teams, Learning Support Teachers and Educational Assistants. Professional development opportunities will continue to be a focus to ensure that educators are provided with the best possible training to enhance students' learning experiences through an equitable and compassionate approach.

The creation of district support positions including District Vice Principal for Literacy, additional Inclusive Education Curriculum Facilitators, additional FTE for the Behaviour Support Team, 1.0 FTE School Language Pathologist, and an increase in FTE for Augmentative and Alternative Communication Speech and Language Pathologist (AAC SLP) has also proven to be effective in supporting students.

Priority 2: Build Meaningful Relationships

Upon review of the Student Learning Survey and the MDI data, it is evident that there continues to be a focus on ensuring that students feel safe, connected and have a sense of belonging at school. This year, key strategies were implemented to support this priority area:

- Increased number and visibility of lunchtime supervisors and Child and Youth Workers to support students,
- Improved on-boarding and training for lunchtime supervisors and Child and Youth Workers to engage with students in caring and meaningful ways,
- School-wide initiatives to teach students what safe and caring schools look, sound, and feels like,
- Implementation of the ERASE (Expect Respect and A Safe Education) report it tool—links on District website and all school websites and additional ERASE training for school counsellors,
- Creation of the Transitions Guide to support elementary to middle and middle to secondary transitions for all students,
- Individual transition planning for students with complex needs requiring an additional year or transitioning to Community Living BC (CLBC),
- Robust ‘Welcome to School’ events at school sites, and
- Recognition of special cultural days aligned to reflect diversity and personal identity of students, and their families.



NWSS International Day, 2024

Priority 3: Lead Into Our Future

From the 2023 FESL Annual Review the recommendation to intentionally engage with Indigenous communities was noted. Specifically, this year 2024 school district continued with intentionality to work collaboratively with the Nation to better support the learning of Indigenous students in the district. The Indigenous District Leads and the Interim Associate Superintendent worked closely in collaboration with the Qayqayt First Nation to plan the 2024 Indigenous Graduation Ceremony. The Ceremony was well attended by students, families and the wider school community including trustees, teachers and members of the district leadership team. The graduation ceremony infused Coast Salish traditions of drumming, singing and a traditional salmon feast. Students were recognized and honoured for their efforts and achievements on their successful journey through to graduation.

One of the greatest areas of success from this year’s Equity in Action plan was the collaboration between local Indigenous artist Eleanor Atkins and Fraser River Middle School. Ms. Atkins created an Indigenous school logo. At New Westminster Secondary School an aesthetics committee meet to consult on acquiring and installing Indigenous artifacts that reflect the local Indigenous communities.

The following strategies also highlight key achievements to support Indigenous students in the school district:

- The inclusion of an Indigenous lens to the budget process by engaging and seeking the input of the Indigenous Advisory Council,
- Indigenous Focus Pro D district-wide professional development day focused on our commitment to Truth and Reconciliation and Indigenous Education,
- Update of current Learning Resources Administrative Procedure 207 to better align with the Aboriginal Enhancement Agreement and the educational recommendations within the United Nations Declaration on the Rights of Indigenous Peoples,
- Within our Equity in Action initiative, the district has:
 - Created a new Indigenous Education Administrative Procedure 207,
 - Created Reconciliation Committees at three schools.
- Removal and installation of new resources and Indigenous art installations,
- Creation of new Administrative Procedures 541 & 542 AP's (naming and re-naming of schools and district facilities) reinforcing the district's commitment to reconciliation and decolonization of the district's physical structures within the public landscape of the traditional and unceded territories of the Qayqayt and Coast Salish peoples. (e.g. Qayqayt and Skwo:wech Elementary schools),
- Ongoing focus to Indigenize spaces with completed initiatives at Skwo:wech Elementary, Fraser River Middle, and the Welcome Centre located at New Westminster Secondary,
- Involvement of Indigenous students in Middle Schools to create drums and protocols to model, teach their peers,
- Recognition, and education of: Louis Riel Day, Metis Week, MMIWG Red Dress Campaign, National Indigenous People's Day, National Day for Truth and Reconciliation, Moose Hide Campaign,
- Vice-Principal of Indigenous Education uses the Grandmother's Perspective as a formative approach to assessment that addresses opportunity gaps for Indigenous students. This approach is specifically geared to Grades 10-12 students and provides insight into how best to address students' academic and social emotional needs so that they can successfully continue their journey through graduation.

Existing and/or Emerging Areas of Growth

The district's achievement results, and strategic engagement process indicate some trends about what is happening in the school district. In general, it is noted that a smaller sample size reflects greater variance as the data for certain student population cohorts is masked. There has been a drop in FSA participation rates over the past few years amongst all groups particularly Indigenous students. For grade 7 Indigenous students, in particular, there is concern with attendance rates and the general nature of transiency.

Literacy results for students in Grades 4 and 7 are overall higher than the provincial level. There is consistent alignment between literacy scores for students in grades 10 and 12. Numeracy has not received the same level of focus as literacy. The numeracy achievement results are particularly lower in grade 7.

The district's performance in completion/graduation rates has shown promising results in some areas, but there are areas that require attention and improvement, particularly for Indigenous students and students with disabilities/diverse abilities.

The proportion of students who report feeling safe, welcome, cared for, and that they belong at school has been slowly and steadily declining. While these results are disappointing, they point to the need to inquire further regarding student understanding and interpretation of the words and questions.

Ongoing Strategic Engagement (Qualitative Data)

Goals for the Strategic Plan were determined in consultation with education partners. Our processes for strategic planning reflect the Board's commitment to work in partnership with stakeholders, communities, and the local Indigenous Nation.

The school district is committed to working alongside partners during engagement and consultation. The district uses the [IAP2 Spectrum of Public Participation Framework](#). This framework serves as a guide when engaging with community members.

In general, the district's process for inclusive and ongoing strategic engagement occurs throughout the school year including:

- A yearly review of strategic priorities and goals with and by all District departments and schools,
- Parent/community/staff/student input and feedback in the annual budget process to identify and prioritize needs, adjust goals and align budget,
- Community engagement at all Board of Education Meetings (hybrid format to support virtual and in-person attendance),
- Regular consultation with various stakeholder groups, including the Indigenous Education Council, Accessibility Advisory, Student Voice, Wellness and Welcome Centre Advisories, District Parent Advisory Council, CUPE, New West Teachers' Association, and Community Partners,
- Each of our schools and programs have developed a *School Learning Plan* identifying key areas for improvement—along with specific goals and strategies that will enhance student success. School Learning Plans are aligned with the District Strategic Plan using FESL data analysis and are created in consultation with school staff, families, and students.



Skwowech Family Engagement Night, 2024

Engaging the local Nation, Indigenous Education Council, Parents and Students

Beginning in January 2024, the Indigenous leads and Interim Associate Superintendent met with members of the Qayqayt First Nation to begin to understand the new ministerial orders and that of the Indigenous Education Council. The meetings sought to create a collaborative framework for sharing and building relationships with the Qayqayt representatives. This involved a series of gatherings, including attending the Joint Convened Annual Meeting (JCAM) together and holding dinner meetings. Additionally, the school district partnered with the Nation on two key initiatives. The first being the development of Terms of Reference to guide the council's structure. The development of this document is crucial for establishing clear guidelines and structures for the council and helps to define roles, responsibilities, and processes; ensuring that the council operates effectively and meets the needs of the community.

Through these initiatives, we aim to create a more inclusive and responsive educational environment for Indigenous students and families. During discussions with the Nation, the district has envisioned creating a student and parent forum to collect feedback regarding their expectations and desires for Indigenous education. With the approval of the Indigenous Education Council, the District leadership is eager to revisit and implement this initiative for the 2024-25 school year.

Stakeholder and Community Engagement Summary:

Stakeholder and Community engagement and consultation take place throughout the school year to provide opportunities for the Board to receive feedback from parents, staff and community members to inform and adjust strategies and inform the Board's budget process. The following is a list of key groups:

Accessibility Advisory Committee

Participating Groups: CUPE, NWTU, Parent Participation, Community Partners (Kinsight, and Share Society), MOSAIC. The Director of Inclusive Education, VP for Indigenous Education and VP for DEIA are also members of the committee

Issues raised through the engagement process:

- In the 2024-2025 school year the committee aims to address accessibility issues at the high school to improve access to the school for students and members of the community

Anti-racism and SOGI Committee

Committees were created out of response from the 2021 DEIA report. Participants: Members from each stakeholder group (HR, Senior Management, NWTU, NWPVPA, Indigenous Education Department, CUPE). Received feedback from the student voice symposium regarding anti-racism initiatives, student success and mental health supports

Issues raised through the engagement process:

- Anti-racism: Needs to respond to hateful events in an appropriate manner
- SOGI: Reporting and responding to events of discrimination. Visibility in schools to highlight representation from the 2SLGBTQIA+ Community
- Both groups expressed the need for further professional development for all staff in the school district

Sexual Health Education Working Group

- Has included engagement with students through:
 - SEAS (Safety, Education, Advocacy, Support), a student-led, collaborative advocacy group who aims to uplift the voices of NWSS students to create a safe school environment
 - Student Symposium – organized and for middle and high school students, held annually at Shadbolt Centre of the Arts
- Consultation with Fraser Health, community sexual health educators, LMCAPE (Lower Mainland Child Abuse Prevention Educators group), Burnaby-New West Exploitation Prevention Task Force (includes city counsellors, police, CYMH, MCFD, school trustees, other community partners), other stakeholders including parents, educators
- Consultation and advocacy have resulted in creation of a permanent .5FTE District Sexual Health Educator position

Situation Table

- Funded by the federal Building Safer Communities grant. Created by City of New Westminster with focus on supporting youth
- Attendees include human service organizations in New West (school district, CYMH, MCFD, transit, indigenous services, BC Housing & Pathways BC, NWPD, City of New Westminster, Fraser Health, income assistance, etc.)
- Provides collaborative 24–48-hour intervention to youth and families at acutely elevated risk

Wellness Centre Advisory

- Various initiatives of engagement include parent education evenings, student presentations and workshops, professional growth workshops

Adjustments and Adaptations: Next Steps

The school district will continue and or expand on the following key strategies:

a) Professional Learning Networks

- Professional learning networks consist of educators representing each school who will meet with their respective network group on a regular basis throughout the year
- Participants engage in focused conversations pertaining to instructional areas that require further attention and support
- Participants collectively examine evidence-based research, discuss and share instructional strategies within their network and with colleagues. Networks for this year include: UDL, Literacy, Numeracy and SEL

b) District Assessments

- Expansion on district literacy assessments for students in K-3 will take place 2-3 times per year. This allows for monitoring of student progress and identification of students that may require targeted or intensive support
- Implementation of CTBS (Cognitive Test of Basic Skills) to grade 5 students and a grade one numeracy assessment created by the District Support Numeracy Facilitator will also occur

c) Inclusive Education Educator Supports

- In addition to continued district-wide support teacher meetings and in-service that targets interventions for students, the Inclusive Education Department will also provide opportunities to connect with Provincial Outreach Programs for continued learning on student access points
- Provide targeted UDL support at the high school level with a focus on identifying and enhancing student access points
- Focus on a wraparound service delivery model from the inclusive education team (SLP/OT/AAC/Curriculum Facilitators/District Behaviour teachers) to support student learning outcomes
- The development of Competency-Based Individual Education Plans will focus on closer connections to the Core Competencies of the curriculum. This approach will foster greater intentionality in educational planning, enabling educators to focus more on student strengths and competencies

d) Indigenous Education

- Indigenous Teacher lead will work with the Indigenous Support Workers to ensure that there is a greater infusion of local First Nation culture, traditions and Indigenous worldviews into all programs at the elementary, middle, and secondary level
- Re-establish the Elder's and Knowledge Keepers Program. A handbook will be created this year for Elders and Knowledge Keepers protocols for teachers in the district to use. This initiative will support the Model Local Education Agreement
- Restructuring of the Indigenous room at the high school in collaboration and consultation with the administration, teaching staff and learning support teachers. The goal is to create a learning space that will enable students to focus on their learning throughout the school day as well as infuse an array of cultural teachings over the lunch break
- To increase the participation rate of Indigenous students in Ministry assessments (FSA specifically) a district letter to Indigenous families will be sent to ensure purpose, clarity and the importance of the FSAs
- More time and attention to attendance as put forth in the Model Local Education Agreement. Work in collaboration with schools to put a plan in place to support greater attendance rates
- Increasing Indigenous graduation rates by bringing in rotating learning support teachers that are specialized in Math, Science, and Literacy to support Indigenous students
- Ensure that adequate supports are provided to Indigenous students during transition from elementary to middle school and from middle school to high school

e) Focus on Equity and Inclusion

It is evident that a continued focus to ensure that students feel welcome, safe and have a sense of belonging is required. With the creation of the District's DEIA Framework the following strategies will compliment and support the goal to have all students from diverse backgrounds thrive and flourish in the district with a genuine sense of self-identity and pride:

- Greater focus on student learning in how to report, respond in a restorative process to discrimination
- School Climate and Culture Survey/Scan. This initiative is targeted for middle schools, students and families to determine if students feel safe and connected to their school communities

- Build capacity with administrators on how best to address incidences of discrimination with confidence and care at the admin monthly meetings
- Culturally responsive pedagogy focus: To create a deeper sense of belonging for students as we uplift their cultural identities as assets not deficits in their learning
- Increase point time for district SOGI Facilitator from 0.20 FTE to 0.40 FTE
- This year: JEDI Program (Justice, Equity, Diversity and Inclusion) based on the work of Leona Prince. Focus on creating networks in schools for staff and students to address those topics
- Representation from each school with different stakeholders (CUPE, NWTU, NWPVPA and Senior Executive. Goal to develop shared responsibility amongst stakeholder groups

f) Focus on Sense of Belonging in Middle Schools

To gain greater insight into student experiences, staff will continue to engage students in forums. This year, the school district will work with University of British Columbia to seek input as to how best to support students in middle schools with their social emotional learning (SEL). As well the SEL working team, consisting of NWTU, CUPE, BCPVPA and district staff will chart what SEL strategies are being used across schools and investigate school and district assessment methods to ensure successful implementation of SEL strategies.

Alignment for Successful Implementation

The school's district's strategic plan highlights Priority Areas that target student learning success. The plan aligns with the district's Enhancement and Local Education Agreements. School plans are developed and revised yearly. Each school plan is informed by the district's plan and the key aspects of the Framework for Enhancing Student Learning. School plans are reviewed by the Superintendent of Schools. During the school year, individual schools work through their identified goals in consultation and collaboration with staff and their school community.

Operational budgets, Human Resources and Facilities develop their plans in alignment with the identified objectives and key results (OKRs) in the strategic plan. Directors of Instruction, and District Vice Principals identify goals and strategies that align with the district's strategic plan based on (OKRs). The cycle of reflection, adjustment and action takes place throughout the school year.

Key commitments and results by district services

Every department contributes to the short and long-term goals we are trying to achieve by working together. Please review to the link provide for explanation for how district services to support successful implementation of the strategic plan. This highlights the recommendation from the 2023 Annual Review of the FESL report.

Learning Team	Capital Projects	Communications	Facilities & Operations
Finance	Human Resources	Information Technology	International Education

<https://newwestschools.ca/about-us/strategic-planning/>

At the end of each school year, results from provincial and local assessment data are reviewed with school-based administrators and department personnel. The Framework for Enhancing Student Learning Report is submitted outlining the district's key achievements and identified areas of future growth.

Conclusion

The yearly submission of the Framework for Enhancing Learning report informs the school district on how best to move forward in achieving its strategic plan goals. The ongoing journey towards equity for all learners in the school district is reflected through many initiatives. It is acknowledged that we have much to achieve, and yet we have achieved much to ensure that students are reaching their full potential in all aspects of their learning.

As the New Westminster School District begins consultation with its stakeholders in the coming school year to envision the next five-year cycle of its strategic plan, it recognizes that it is entering an exciting phase of growth and promise that will ensure all students can succeed and thrive today, and in the future.