

Enhancing Student Learning Report

September 2023

In Review of Year 2 of School District 52,
Prince Rupert Strategic Plan 2021-2026



Table of Contents

Introduction District Context	3
Reflecting Back	9
Educational Outcome – Literacy	12
Educational Outcome – Numeracy	14
Relevant Additional / Local Data and Evidence – Transition	18
Student Well Being	20
Grade Transition and School Graduation	21
Career Development – Students will Graduate – Achieved Dogwood Within 5 Years	22
Life and Career Core Competencies – Transition to Post Secondary Intermediate	23
Life and Career Core Competencies – Transition to Post Secondary Within 3 Years	24
Relevant Additional / Local Data	25
Conclusion - Future Directions	26



Introduction: District Context

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](#).

Ła Bała Sgan

School District 52 would like to acknowledge the traditional and unceded territory of the Ts'msyen and of 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.

School District 52 embraces the responsibility to engage in meaningful learning about Ts'msyen culture and the profound relationships they hold with the land. We are committed to fostering an ongoing journey of understanding and respect.

Our Location ...Ts'msyen Territory



The Prince Rupert School District serves just under 2000 students in the communities of Port Edward, Metlakatla and Hartley Bay (Gitga'at First Nation), as well as the city of Prince Rupert.

SD52 currently has a Local Education Agreement with Gitga'at First Nation and Metakatla First Nation.

Prince Rupert is a port city situated on Kxeen, just north of the mouth of the Skeena River. We are located in the heart of the Ts'msyen and Sm'algyax speaking nations. Kxeen is connected to the neighbouring nations of the Gitksan, Nisga'a, Haida, Haisla, Heiltsuk, Tāltān and Wet'suwet'en peoples.

SD 52 supports 1814 students in 5 Elementary Schools, 1 Secondary School, 1 Middle School, an Alternate School and one First Nations Independent Elementary/Junior/Secondary School. There are 7 Board of Education Trustees.

As of September 30, 2023, we have 204 teachers, 226 support staff, and 31 excluded staff which includes principals and vice principals.

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

- Sm'algyax Language Program from Strong Start – Gr.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 Family Wellness and Mental Health Literacy Support
- Indigenous Coach Mentors
- District Drumming Program for all students and staff

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

School District 52 learners benefit from our diverse community, skilled staff, natural environment, and local culture. We are committed to a safe, equitable, and inclusive educational system where student voice is honoured and students are empowered to learn.



and

Values

Equity

Courageous, innovative, inclusive and personalized learning inspires success for all.

Relationship

Interactions are grounded in integrity and compassion

Collaboration

Working together helps to build community and hear all voices

Inclusion

Honor the diversity of our learning community.



Place

Respect and care for the natural environment and an understanding of the history of the territory.

Łoodis Ip'nuun

Respect yourself

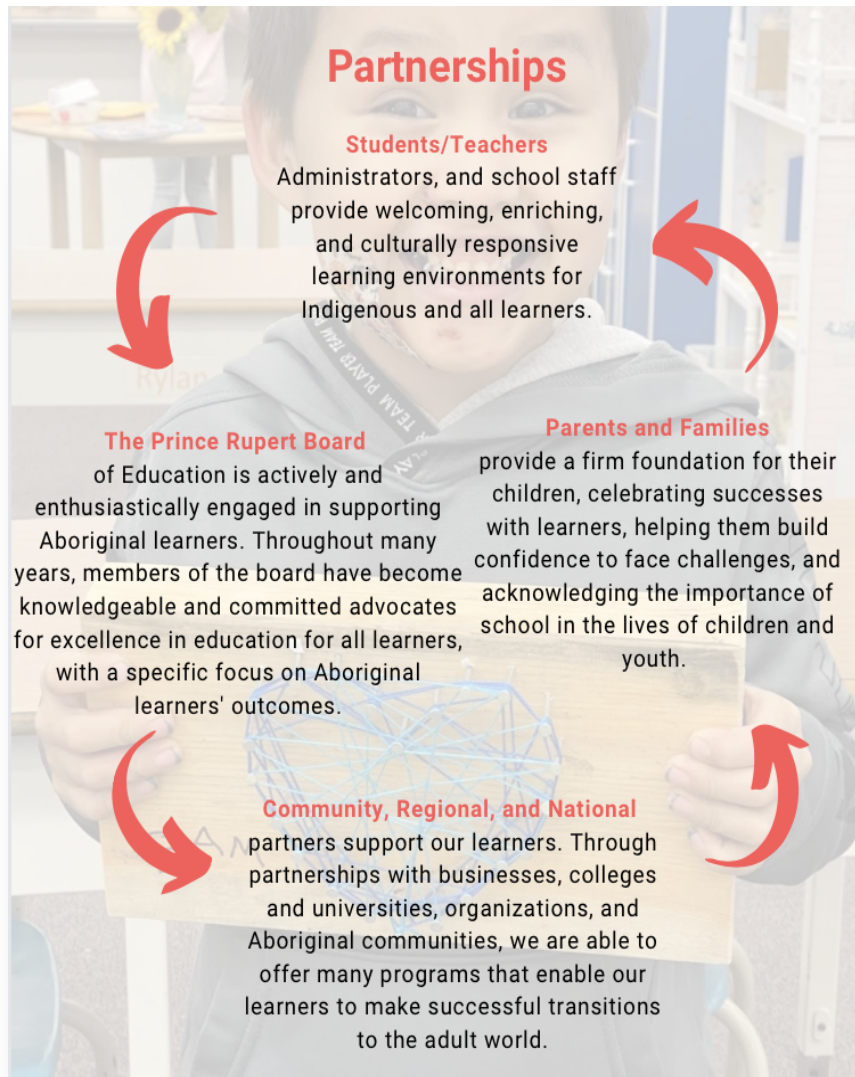
Łooda sila gyedn

Respect others

Łooda txa'nii goo

Respect all things

Partnership / Changing Possibilities for Young Children



Partnerships

Students/Teachers
Administrators, and school staff provide welcoming, enriching, and culturally responsive learning environments for Indigenous and all learners.

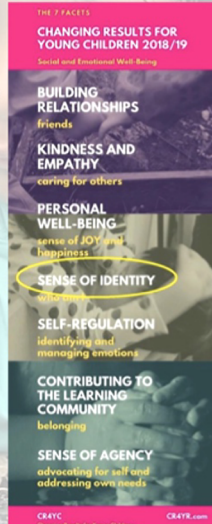
The Prince Rupert Board of Education is actively and enthusiastically engaged in supporting Aboriginal learners. Throughout many years, members of the board have become knowledgeable and committed advocates for excellence in education for all learners, with a specific focus on Aboriginal learners' outcomes.

Parents and Families provide a firm foundation for their children, celebrating successes with learners, helping them build confidence to face challenges, and acknowledging the importance of school in the lives of children and youth.



Community, Regional, and National partners support our learners. Through partnerships with businesses, colleges and universities, organizations, and Aboriginal communities, we are able to offer many programs that enable our learners to make successful transitions to the adult world.

Changing Possibilities 4 Young Children

"Changing Possibilities for Young Children (CP4YC) is a partnership between The Ministry of Education and Child Care (MOECC) and the United Way of the Lower Mainland (UWLM) and was initiated in the fall of 2017. CP4YC is based on the successful Changing Results for Young Readers framework that was implemented in 57 BC School Districts from 2012 – 2015. CP4YC is a collaborative inquiry project that brings together Community-based Early Childhood Educators, Strong Start Facilitators, and Kindergarten Teachers who are released to work collaboratively in six joint professional learning sessions with release time provided by the CP4YC Project. CP4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CP4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving the social and emotional well-being of young children. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators."



From website: <https://cr4yr.com/about/>

Reflecting Back

Our school district continues to be focused on three main goals:

Equity - as evidenced by improving achievement for all students in literacy and numeracy as well as improving graduation rates the disparity for indigenous students is recognized and has been a focus of our intentions and attention.

Truth and Reconciliation - growing our understanding of the truth as staff and students and finding ways to bring reconciliation to life. The Indigenous Education Department should not be expected to do all this work and yet, they are a wonderful resource for our learning.

Mental Health and Wellness - in these times mental health has become a great concern and School District 52 has put supports in place for staff and students to learn more about looking after their mental health and finding ways to be well.

- The data provided by the MOECC in July 2023 for this report has been included for assessment and evaluation.
- The data offers insights into the representation of Indigenous learners within achievement data. This data holds significance because it parallels the individual experiences and achievements of students in our schools.
- This data is also reflected in our School District 52 Annual District Growth Report, created by the Indigenous Education Department of SD52, which also includes District specific data achievement in the Ts'msyen Sm'algyax language program.

This report is approved and shared with the Indigenous Education Council as well, to inform decision making and in proper consultation with rights holders of the territory. This report also marks growth toward the Indigenous Education Partnership Agreement goals which include:

1. Increase Indigenous learners' knowledge of Indigenous language, culture and history.
2. Increasing Indigenous learners' achievement in reading and writing
3. Increasing Indigenous learner's achievement in numeracy
4. Increasing Indigenous learners' successful transitions, completion rates and graduation rates

The Annual District Growth Plan for 2021-2023 can be accessed here:

<https://www.dropbox.com/scl/fi/0qXH5y4k25lcm9u53qaan/SD52-District-Annual-Growth-Report-2021-2023.pdf?rlkey=lztha5imn63hnekcgvnvsb6ry8&dl=0>

Based on our district goal of moving toward equity in educational outcomes, and addressing disproportionate barriers for Indigenous students, our district is reinvigorating our participation in the Equity Scan. We are participating in the equity scan, both as a district, and each individual school is also conducting their own specific equity scans. These school-level scans are designed to pinpoint and address the specific barriers faced by Indigenous students, enabling us to provide more tailored and inclusive support for each student's unique needs.

The SD52 Equity Scan Report for 2022-2023 can be accessed here:

https://www.dropbox.com/scl/fi/815fhtk3ennfk49osa4mv/EQUITY-ACTION-PLAN_2023_FINAL-SD52.docx?rlkey=77qgdftz4ecx5et37nb3l1395&dl=0

Furthermore, our district has made available an equity-focused report in conjunction with our district's equity scan, titled the "SD52 Report on Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities." In conjunction with our district's Equity Scan, we have also provided an additional report that emphasizes equity. You can retrieve this report by clicking the link provided below:

SD52 Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities Report:

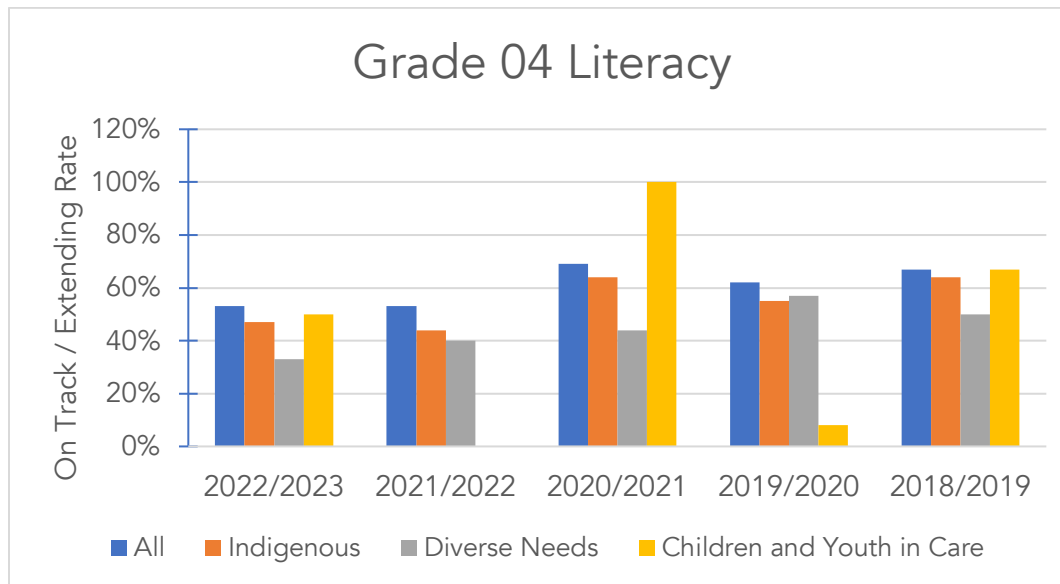
<https://www.dropbox.com/scl/fi/ldd0mm420klz3zuti187b/SD52-Indigenous-Children-and-Youth-in-Care-and-Learners-with-Disabilities-or-Diverse-Abilities-Reporting-Template-2022-2023.docx?rlkey=o6be6gqgc0jl4r6jy0fhjri53&dl=0>

2022-2023 Student Learning Outcomes

Educational Outcome : Literacy

Grade 4 Literacy Expectations

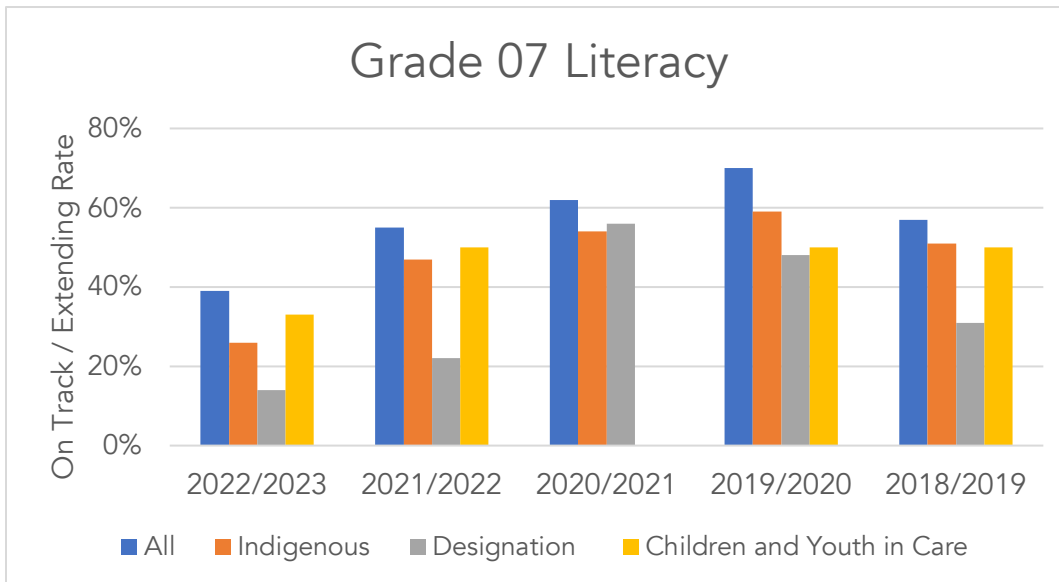
Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	53%	53%	69%	62%	67%
Indigenous	47%	44%	64%	55%	64%
Diverse Needs	33%	40%	44%	57%	50%
Children and Youth in Care	50%	0%	100%	8%	67%



In 2022/2023 at the Grade 4 level, School District 52 had a lower proportion of students who were either on-track or extending (53%) than the percentage of students across all B.C. public schools (73%). Our Indigenous students had a lower proportion of students who were on-track or extending (47%), compared to the provincial average of the same sub-group (59%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (33%), compared to the provincial average of the same sub-group (62%). However, our Children and Youth in Care had a higher percentage than the provincial average. (57% compared to 47%).

Grade 7 Literacy Expectations

Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	39%	55%	62%	70%	57%
Indigenous	26%	47%	54%	59%	51%
Designation	14%	22%	56%	48%	31%
Children and Youth in Care	33%	50%	0%	50%	50%



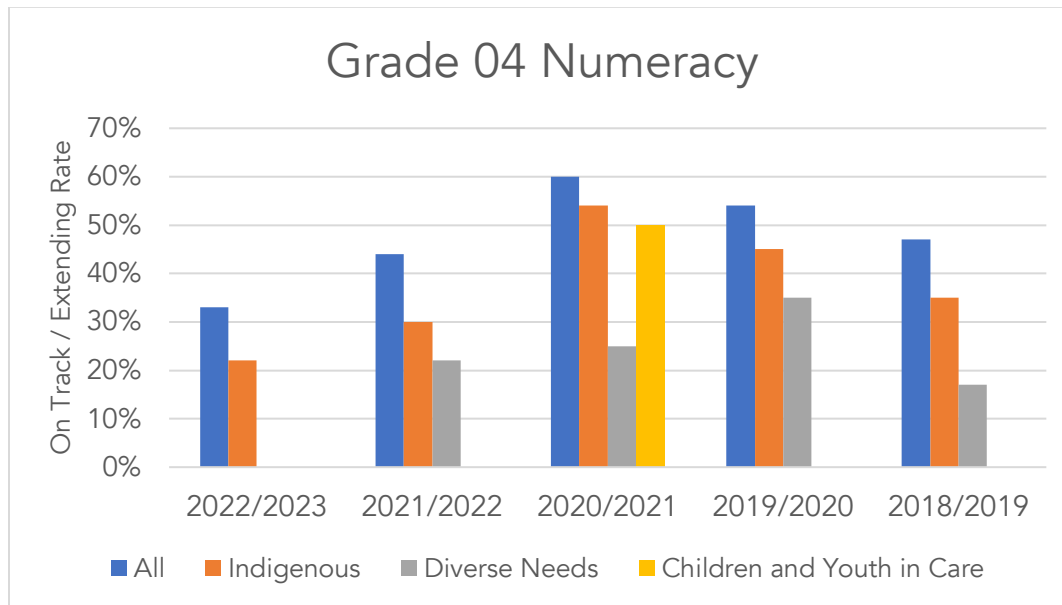
In 2022/2023 at the Grade 7 level, School District 52 had a lower proportion of students who were either on-track or extending (39%) than the percentage of students across all B.C. public schools (69%). Our Indigenous students had a lower proportion of students who were on-track or extending (26%), compared to the provincial average of the same sub-group (50%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (14%), compared to the provincial average of the same sub-group (49%). Our Children and Youth in Care had a higher percentage than the provincial average. (33% compared to 29%)

2022-2023 Student Learning Outcomes

Educational Outcomes: Numeracy

Grade 4 Numeracy Expectations

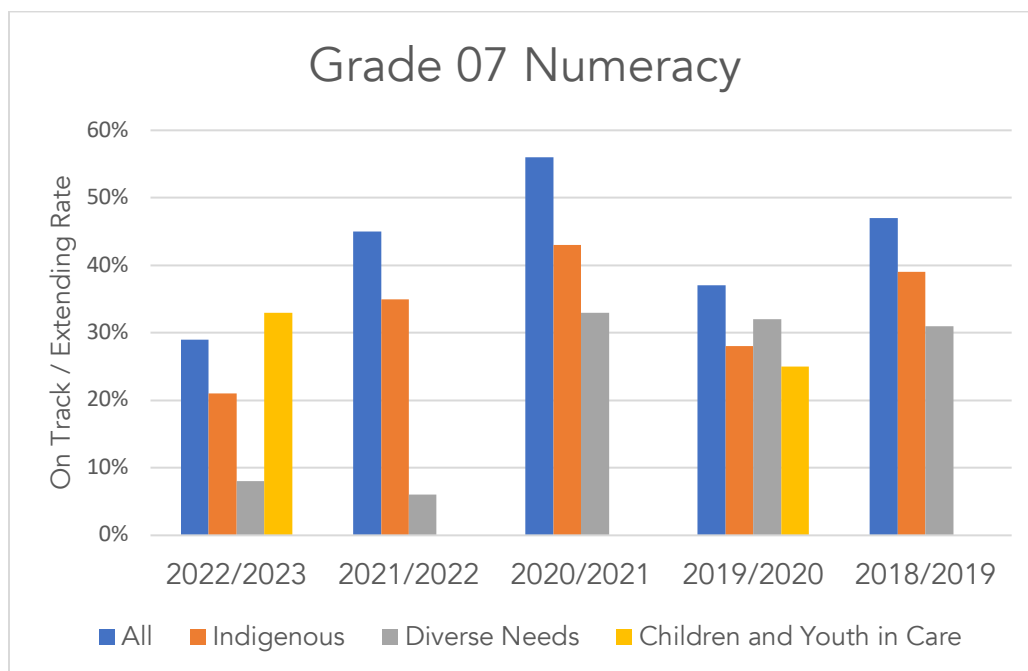
Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	33%	44%	60%	54%	47%
Indigenous	22%	30%	54%	45%	35%
Diverse Needs	0%	22%	25%	35%	17%
Children and Youth in Care	0%	0%	50%	0%	0%



In 2022/2023 at the Grade 4 level, School District 52 had a lower proportion of students who were either on-track or extending (33%) than the percentage of students across all B.C. public schools (63%). Our Indigenous students had a lower proportion of students who were on-track or extending (22%), compared to the provincial average of the same sub-group (44%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (0%), compared to the provincial average of the same sub-group (51%). Our students in the Children and Youth in Care category reported (0%) as compared to the provincial average (33%).

Grade 7 Numeracy Expectations

Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	29%	45%	56%	37%	47%
Indigenous	21%	35%	43%	28%	39%
Diverse Needs	8%	6%	33%	32%	31%
Children and Youth in Care	33%	0%	N/A	25%	0%

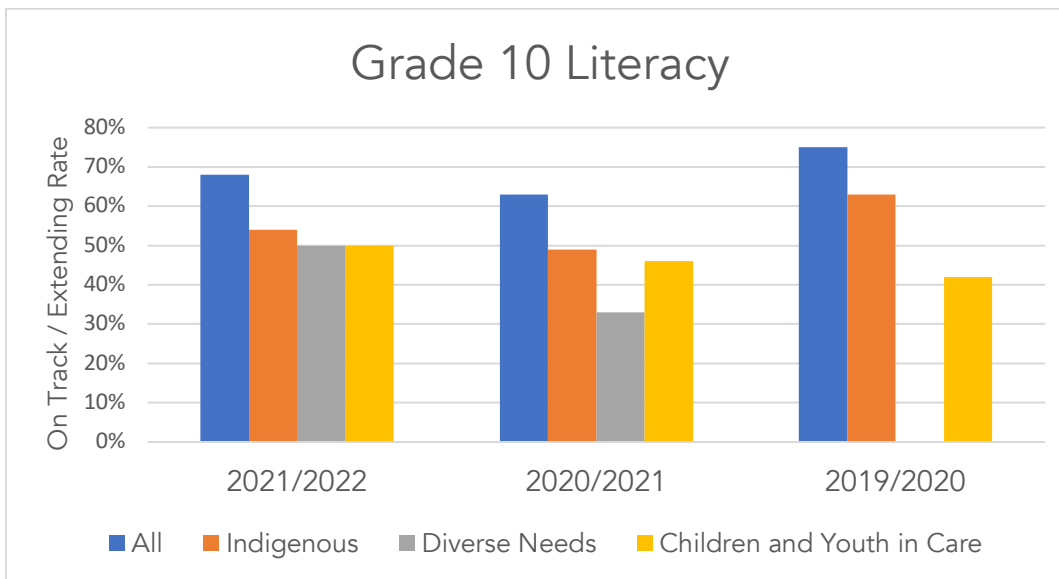


In 2022/2023 at the Grade 7 level, School District 52 had a lower proportion of students who were either on-track or extending (29%) than the percentage of students across all B.C. public schools (57%). Our Indigenous students had a lower proportion of students who were on-track or extending (21%), compared to the provincial average of the same sub-group (36%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (8%), compared to the provincial average of the same sub-group (40%). Our Children and Youth in Care reported a higher percentage than the provincial average. (33% compared to 19%).

Grade 10 Literacy Expectations

The Grade 10 Literacy Assessment examines students' ability to utilize critical thinking and analytical skills for comprehending a diverse range of texts and their proficiency in expressing their ideas. This assessment is not tied to a specific course but rather focuses on the cultivation of literacy skills that extend across multiple subjects.

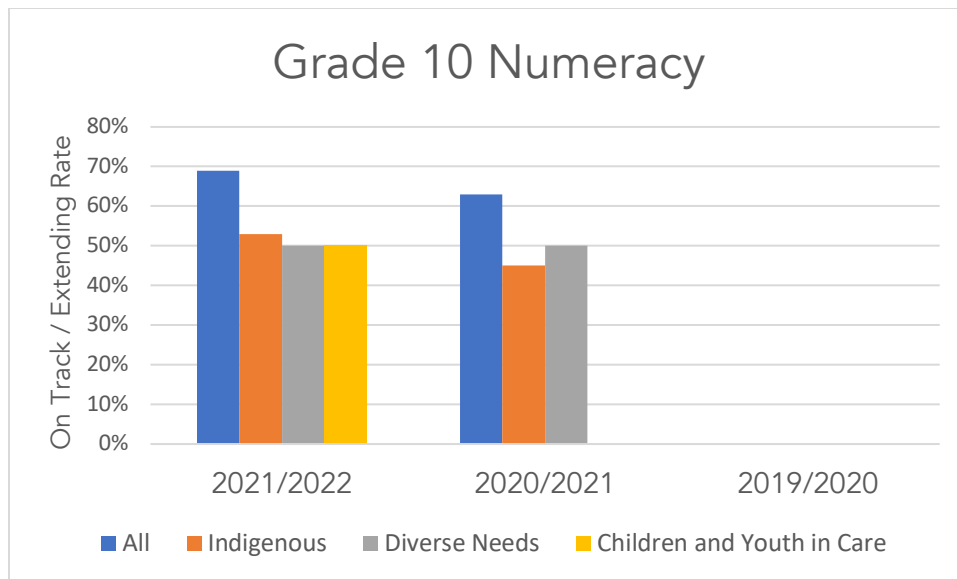
Students	2021/2022	2020/2021	2019/2020
All	68%	63%	75%
Indigenous	54%	49%	63%
Diverse Needs	50%	33%	0%
Children and Youth in Care	50%	46%	42%



In 2021/2021 school year, at the Grade 10 level, School District 52 had a lower proportion of students who were either on-track or extending (68%) than the percentage of students across all B.C. public schools (81%). (54%) of our Indigenous students were on-track or extending compared to the provincial average of the same sub-group at (63%). Our Students with Diverse Needs reported a higher proportion of students who were on-track or exceeding (50%), compared to the provincial average of the same sub-group (40%). Our Children and Youth in Care reported a percentage of (50%) compared to the provincial average. (65%).

Grade 10 Numeracy Expectations

Students	2021/2022	2020/2021	2019/2020
All	69%	63%	0%
Indigenous	53%	45%	0%
Diverse Needs	50%	50%	0%
Children and Youth in Care	50%	0%	0%

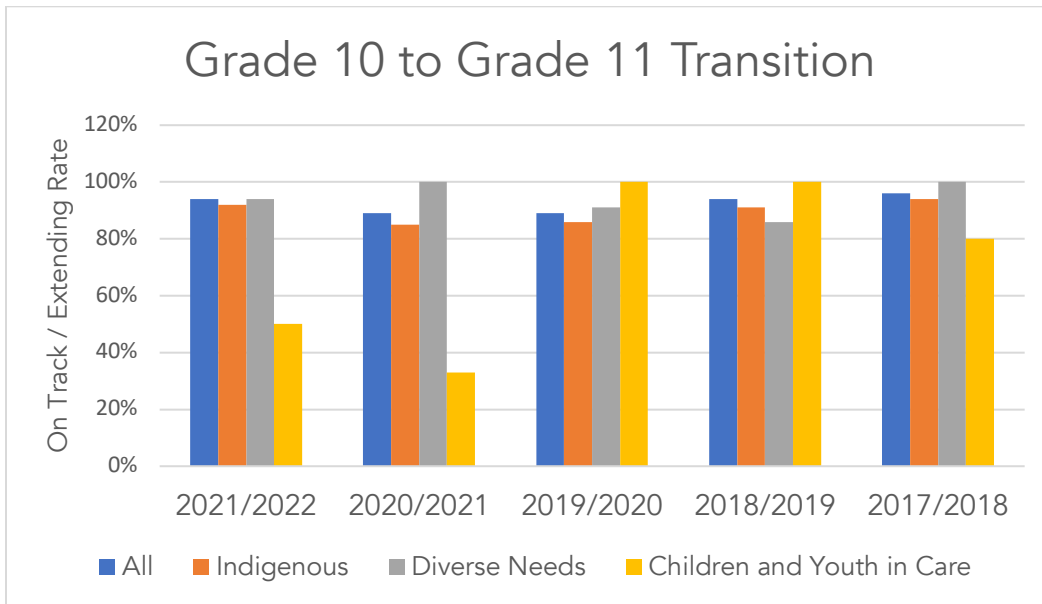


In 2021/2021 school year, at the Grade 10 numeracy expectations, School District 52 had a lower proportion of students who were either on-track or extending (69%) than the percentage of students across all B.C. public schools (75%). (53%) of our Indigenous students were on-track or extending compared to the provincial average of the same sub-group at (57%). Our Students with Diverse Needs reported a proportion of students who were on-track or exceeding at (50%), compared to the provincial average of the same sub-group (61%). Our Children and Youth in Care reported a higher percentage than the provincial average. (50% compared to 36%).

Relevant Additional/Local Data and Evidence

Grade 10 to Grade 11 Transition

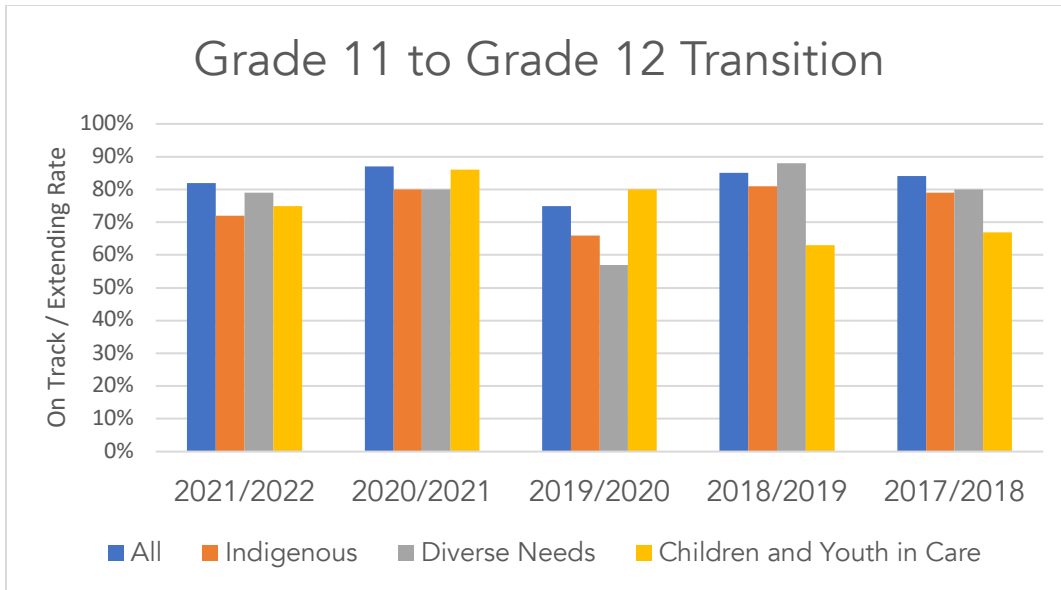
Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	94%	89%	89%	94%	96%
Indigenous	92%	85%	86%	91%	94%
Diverse Needs	94%	100%	91%	86%	100%
Children and Youth in Care	50%	33%	100%	100%	80%



School District 52 supports and helps students so that they smoothly transition from one grade level to the next. Transitions can be challenging for students and providing support can improve their academic and personal development outcomes. The district supports students through various initiatives such as academic support, counseling and, parent and family involvement as well as social and emotional support.

Grade 11 to Grade 12 Transition

Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	82%	87%	75%	85%	84%
Indigenous	72%	80%	66%	81%	79%
Diverse Needs	79%	80%	57%	88%	80%
Children and Youth in Care	75%	86%	80%	63%	67%

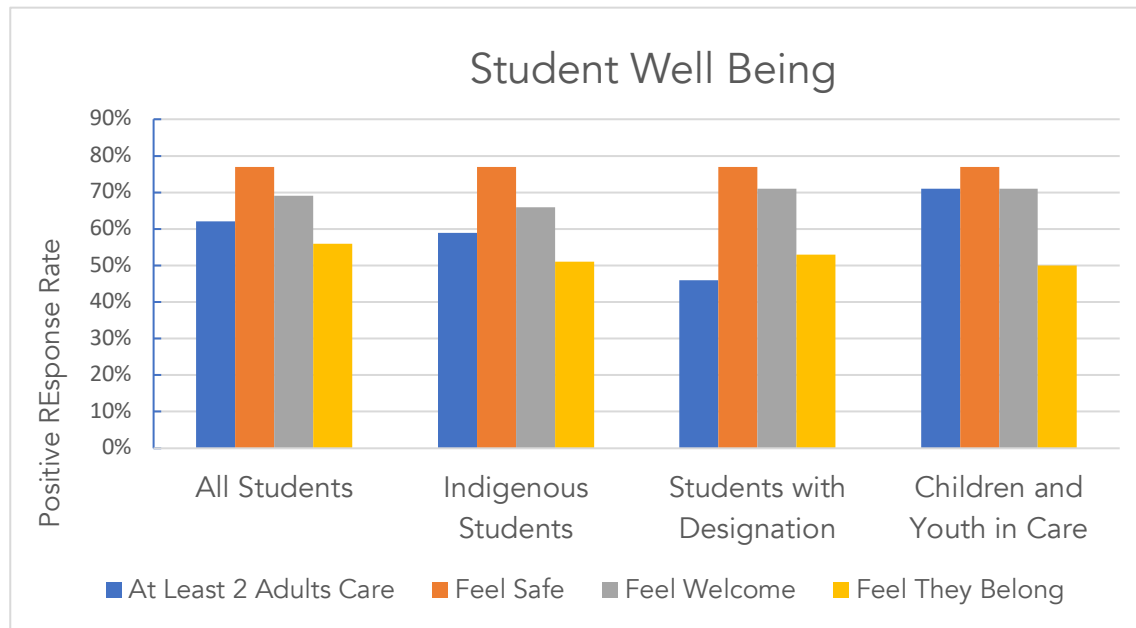


For the 2021/2022 school year, the transition percentage of students in Grades 10 and 11 at Sd52 were almost at par with the provincial average of about 94% to 78% in all domains except for students in the Children and Youth in Care sub-domain transitioning from Grade 10 to 11 where the district average was (50%) compared to the provincial average of (85%)

Student Well Being

A student’s early development can significantly affect their school success, emotional growth, and overall life quality. Identifying potential challenges during their school years are essential to target resources and programs where the district can make the most difference. The student learning survey (SLS) is a provincial survey administered on an annual basis to measure indicators of their development, well-being, and feelings of being safe and welcome at school as well as their perception of how many adults at school care about them.

Students	All Students	Indigenous Students	Students with Designation	Children and Youth in Care
At Least 2 Adults Care	62%	59%	46%	71%
Feel Safe	77%	77%	77%	77%
Feel Welcome	69%	66%	71%	71%
Feel They Belong	56%	51%	53%	50%



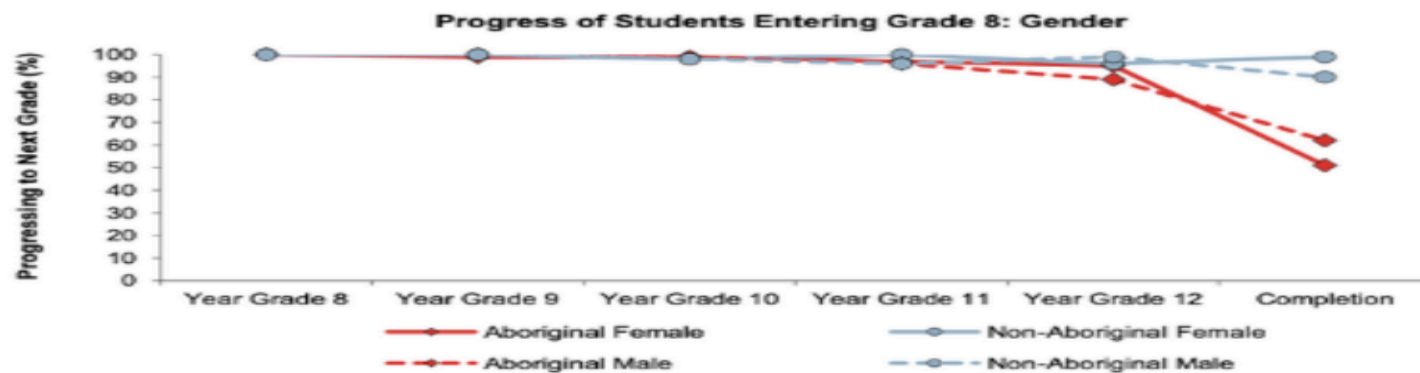
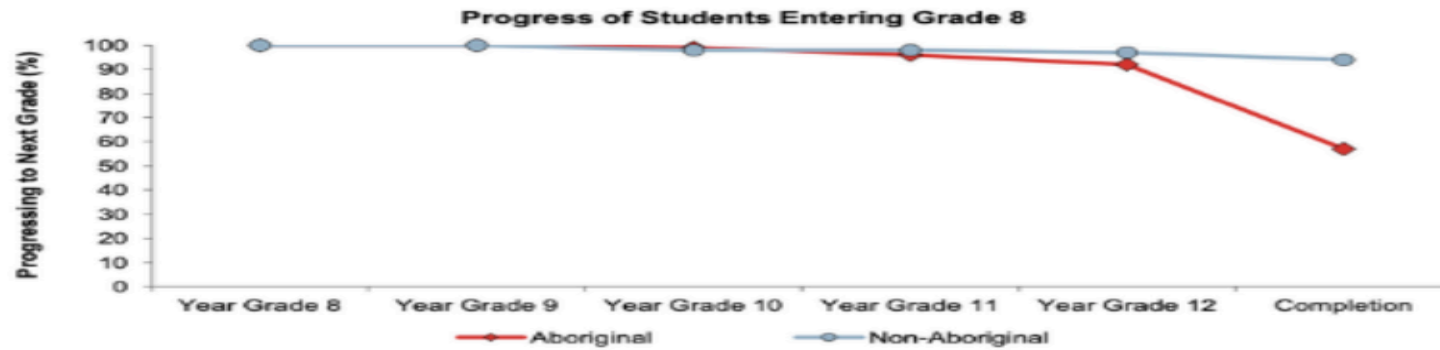
In the 2021/22 school year, nearly six (62%) of students felt that an adult cared about them. (71%) Children and Youth in Care and about 5 to 6 out of 10 Indigenous Students and Students with Designation felt that at least 2 adults cared about them.

Between (77%) to (66%) of the students felt safe and welcome in school. 5 out of 10 students felt like they belong at school.

Grade Transition and School Graduation

Grade to grade transition let us know the percentage of learners who make a successful transition to a higher grade. Successful transitions in the chart below apply to learners who were in the Prince Rupert School District in grade 8 and who are now anywhere in the BC public school system, even if they move away from Prince Rupert. Looking at patterns of transition for learners helps us learn what percentage is staying in school and successfully moving forward to graduation.

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	Grade 8	100	100	100	100	100	100
	Grade 9	100	99	100	100	100	100
	Grade 10	99	99	99	98	98	98
	Grade 11	96	97	96	98	100	96
	Grade 12	92	95	89	97	96	99
2021/22	Completion	57	51	62	94	99	90



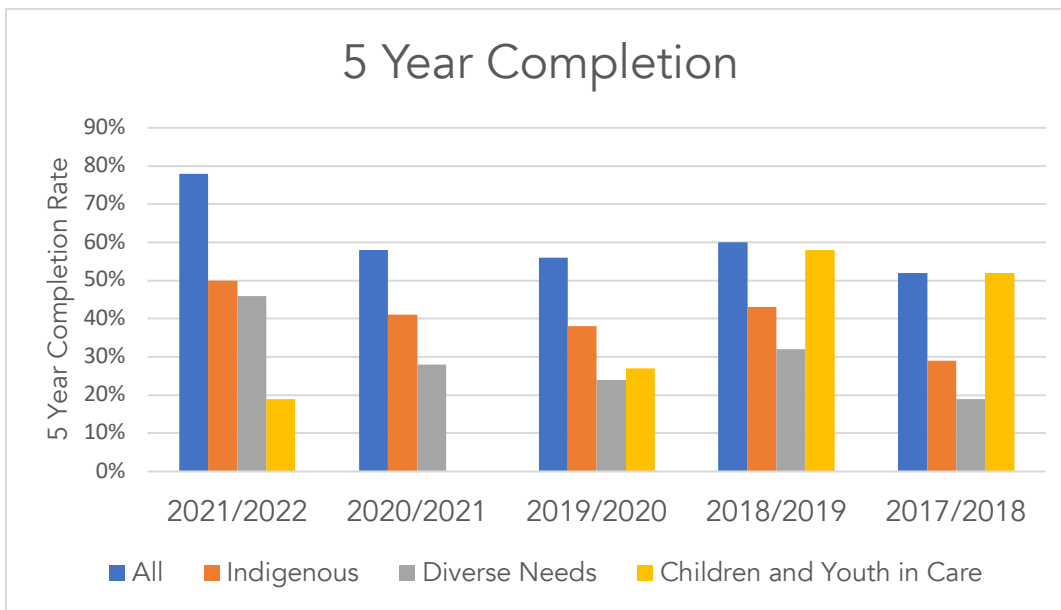
Progress of Students Entering Grade 8 in September 2016

Career Development

Education Outcome: Students Will Graduate

Measure: Achieved Dogwood Within 5 Years

Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	78%	58%	56%	60%	52%
Indigenous	50%	41%	38%	43%	29%
Diverse Needs	46%	28%	24%	32%	19%
Children and Youth in Care	19%	0%	27%	58%	52%

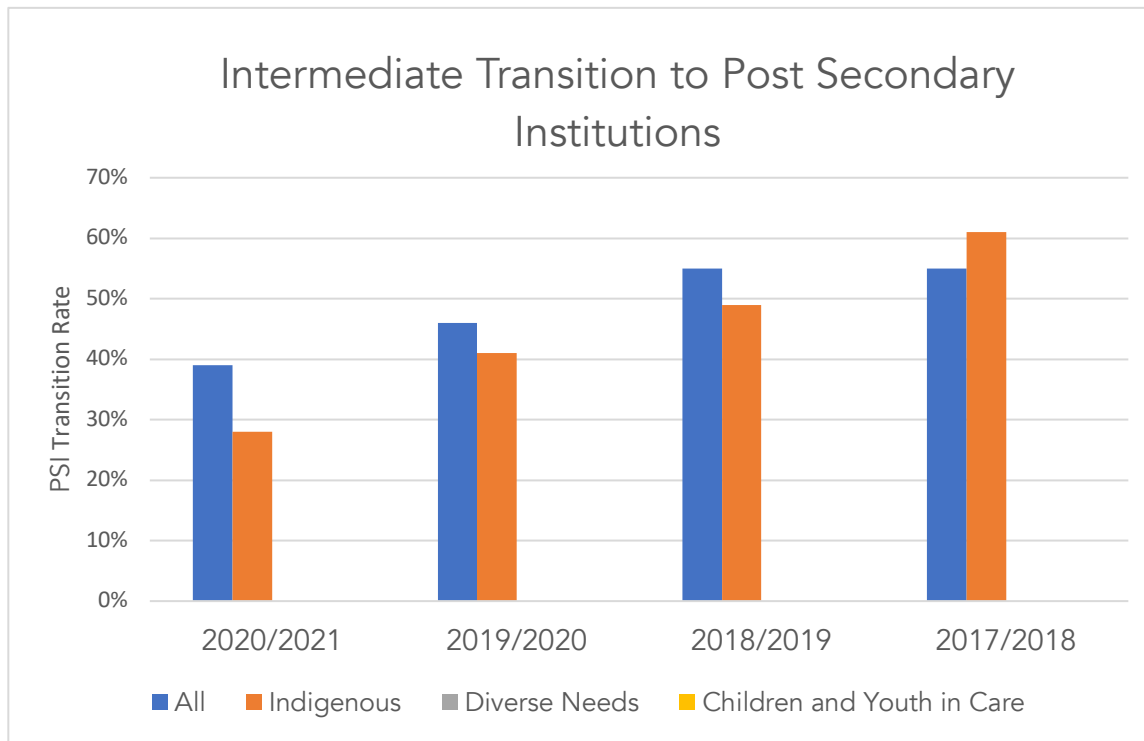


The 5-year completion rate in 2021/22 at Sd52 was about (9%) lower than the provincial average of (86%). Indigenous students were at about (10%) lower and Students with Disability and Diverse Needs were about (20%) lower than the provincial average of (65%).

Sd52 is committed to increasing our graduation rates through various initiatives that focus on improvement of both staff in all departments and students.

Educational Outcome: Life and Career Core Competencies
 Measure: Transition to Post Secondary
 Intermediate Transition to Post Secondary

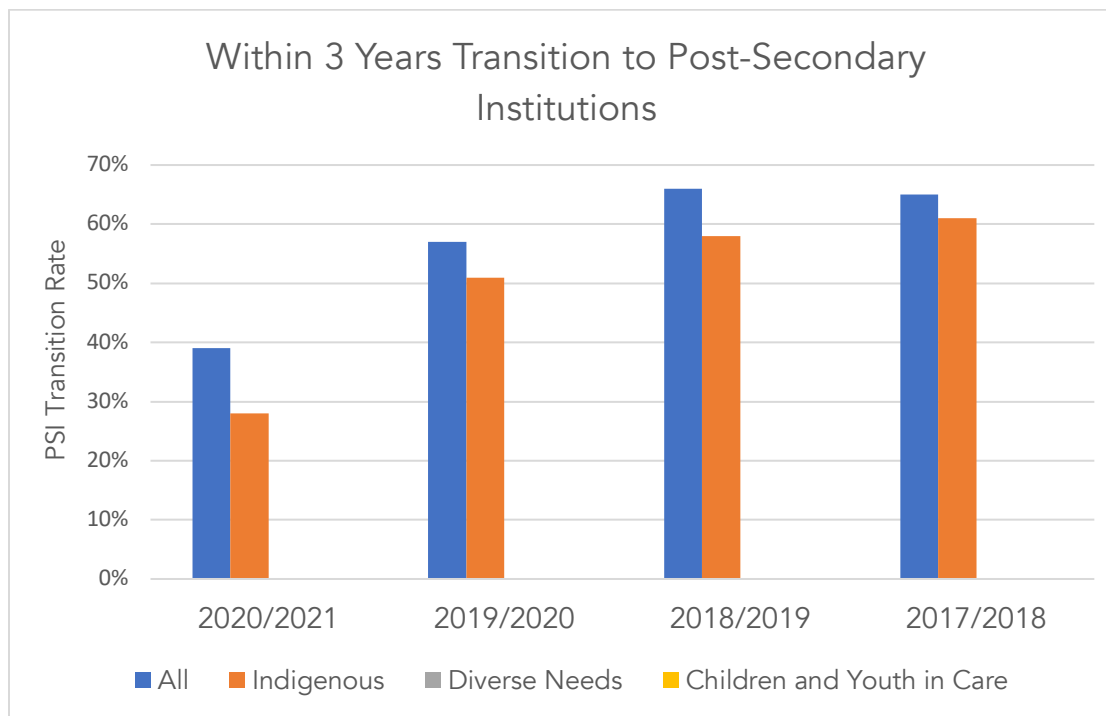
Students	2020/2021	2019/2020	2018/2019	2017/2018
All	39%	46%	55%	55%
Indigenous	28%	41%	49%	61%
Diverse Needs	0%	0%	0%	0%
Children and Youth in Care	0%	0%	0%	0%



Sd52 students transitioned to B.C. public post-secondary institutions at a lower rate (39%) than the provincial rate of (51%) in 2020/21. The number of Indigenous students that transitioned to post-secondary institutions were about 3 in 10 and there were no reported students with diverse needs or Children and Youth in Care that transitioned in the 2020/21 year.

Within 3 Years Transition to Post Secondary

Students	2020/2021	2019/2020	2018/2019	2017/2018
All	39%	57%	66%	65%
Indigenous	28%	51%	58%	61%
Diverse Needs	0%	0%	0%	0%
Children and Youth in Care	0%	0%	0%	0%



Sd52 students who transitioned to post-secondary institutions within 3 years in 2020/21 were at (39%) compared to the provincial average of (51%). The number of Indigenous students were at (28%) compared to the (36%) province wide. There were no reported diverse and or children in youth and care that transitioned in 2020/21.

Relevant Additional/Local Data

Celebrating our Successes for the Past Year

SD52 District Annual Growth Report 2021-2023:

<https://www.dropbox.com/scl/fi/0qXH5y4k25lcm9u53qaan/SD52-District-Annual-Growth-Report-2021-2023.pdf?rlkey=lztha5imn63hnekcgnavsb6ry8&dl=0>

SD52 Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities Report 2022-23:

<https://www.dropbox.com/scl/fi/lDD0mm420klz3zuti187b/SD52-Indigenous-Children-and-Youth-in-Care-and-Learners-with-Disabilities-or-Diverse-Abilities-Reporting-Template-2022-2023.docx?rlkey=o6be6gqgc0jl4r6jy0fhjri53&dl=0>

SD52 Equity in Action Plan Report 2022-2023

https://www.dropbox.com/scl/fi/815fhtk3ennfk49osa4mv/EQUITY-ACTION-PLAN_2023_FINAL-SD52.docx?rlkey=77qgdftz4ecx5et37nb3l1395&dl=0

Conclusion and Future Directions:

Our commitment to continuous improvement for all students is viewed through the lens of Equity, Truth and Reconciliation and Mental Health and Wellness. School Plans reflect the work that is happening in every school to continuously improve outcomes for students. Schools are conducting their own Equity Scans to check systems and instructional strategies (as examples) for inequity and this is continuous.

The Indigenous Education Council recognizes that all learning has its roots in children's early learning experiences. Indigenous education is a shared responsibility and commitment to work together to improve educational success for Indigenous students. We will continue to celebrate with momentum!

We will:

- Continue creating district and school equity goals which is specific, focused, and actionable with a timeline.
- Amplify Indigenous youth voices in establishing goals and directions.
- Support mental health and wellness by emphasizing land-based teachings.
- Continue Language Revitalization through documenting, recording, and archiving our many resources.
- Continue to develop and provide enhanced curriculum in Sm'algyax language.
- Provide French Immersion Programming.
- Encourage students to enrol in Indigenous focused courses beyond the graduation requirement.
- Cultivating inviting school environments that encourage students to attend school regularly and on time so that they can best benefit from instruction.
- Provide inclusive instruction for all learners.
- Improve successful transition rates throughout school and beyond.
- Provide coach mentors for graduation support.
- Specific equity-based literacy and numeracy goals for students in kindergarten to Grade 3.
- Continue to respond to and advocate toward the TRCs Calls to Action for Reconciliation in Education.

The Framework for Enhancing Student Learning Committee will review the 2022-2023 achievement and survey data together in November 2023 as they begin a new cycle for 2023-2024.