



CAMPBELL RIVER
School District 72

Our District Story

2021 Framework for
Enhanced Student Learning

Message from the Superintendent



Welcome to the Campbell River School District's 2020-2021 District Story, our yearly community update on our commitment and progress towards the priorities and goals of the district's strategic plan.

To demonstrate how we have performed on our commitment to fulfilling the goals of the 2019-2023 strategic plan we report on a number of success indicators that include results from the grade 4 and grade 7 Foundation Skills Assessment, grade 10 numeracy and literacy assessments, completion rates, and the Student Learning Survey. These measures are mandated by the Ministry of Education's Framework for Enhancing Student Learning Ministerial Order.

To provide further context on our district and some of the challenges that our students face in their educational journey, we also share data from our community's Early Development Index and community socio-economic information.

The data shared in this report clearly indicates that the goal of having Indigenous and non-Indigenous students achieve equity across all measures must continue to guide our work. This year's implementation of the literacy and mental health and wellness frameworks, as well as actions in response to our district's equity scan are important first steps in improving each student's experience and achievement and how we will start to see improvement in overall district data.

A handwritten signature in black ink, appearing to read 'J. Morrow'.

Dr. Jeremy Morrow
Superintendent/CEO

Message from the Board Chair



On behalf of the Campbell River School District Board of Education, we invite you to review this document as it provides an important snapshot into how the school district is moving towards the priorities and goals we heard clearly from you – our community.

In the process of developing the current strategic plan, we heard some very specific needs, particularly on the importance of accountability, and we made a commitment that the 2019-2023 strategic plan would be a practical, transparent, measurable and accountable course of action. This yearly report is our follow through on that commitment.

The board hopes you find this informative and we thank school district staff for their ongoing work towards improving student achievement, building a culture of learning and wellness and honouring Indigenous world views and perspectives.

Lastly, we would like to thank district families for your ongoing support of public education. We know that the last two years have been difficult and our number one focus has been on the health and welfare of your children as we continue to strive to provide the best educational outcomes for all students.

A handwritten signature in black ink, appearing to read 'J. Kerr'.

John Kerr
Board Chair

Overview of the Campbell River School District

The Campbell River School District (SD72) is honoured to operate on the traditional territories of the Laichwiltach, Klahoose and K'omoks First Nations; land that has always been a place of learning. In addition, the district is a proud community partner with the Homalco First Nation and the North Island Métis Nation. We honour our relationship with these peoples and all other First Nations, Métis and Inuit peoples who reside in these traditional territories.

The district is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra. We are dedicated to the achievement of personal excellence for all members of our learning community: staff, students, and parents alike.

Over 900 employees provide educational programming to approximately 5,500 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre.

The district's annual consolidated budget is approximately \$71 million.

Respectful relationships are fundamental to student learning.

Learning is an active and social process.

All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development.

Positive learning behaviours and attitudes lead to greater student independence, success and lifelong learning.

— Campbell River School District Learning Beliefs



Strategic Plan

2019-2023

Through its strategic plan, the Board of Education and all district employees are committed to helping enhance the opportunities for Indigenous learners. Currently, the district is undertaking an Equity Scan to help identify areas for growth and determine best practices to ensure we achieve the needed outcomes. Collection and sharing of data, particularly the disaggregated information for Indigenous learners, will improve overall learning and assist the district in supporting equitable outcomes for all Indigenous learners. Referencing the Truth and Reconciliation Commission Call to Action #57 is a developing priority for the district. Ongoing professional development with an enhanced suite of resources will continue to support educators and community members as they work to overcome the harmful legacy of colonial practices and residential schools.



PRIORITY ONE

Improve Student Achievement.

In 2019-2020 the board made a significant investment by hiring several full-time positions to support the achievement of strategic plan priorities. This included three full-time district literacy teacher coordinators to support literacy instruction by offering support for teachers to improve and develop best practice instructional skills at the school and classroom level. District literacy teacher coordinators also were tasked with completing class level assessments for all primary classes and creating new classroom and district literacy assessments to increase confidence in the data collected.

A new reporting format for elementary and middle schools was also unveiled in June 2020. After consultation with staff and parents, the formal report cards and parent communication tools were changed to improve their readability. This has helped increase parent participation in assessment for and of learning. Continued enhancements in this area continue to be made. Secondary teachers are now able to use standards-based reporting for all subjects. Opportunities for professional learning in these areas are ongoing.

Embedded within the focus of the student achievement priority are deliberate and forward-facing actions to increase the data collection around all learners. Accurately tracking relevant information around the achievement, grade-to-grade transitions, graduation rates and post-secondary transitions; not just by numbers, but by individuals, is promising to have a large impact around the success of students as they progress towards graduation. This data collection, along with the measures included in the Equity Scan Project will help achieve the goal of equity across all measures for every student. One indicator of this work is the distribution of technology items to students without regular access.

Recent experience with shifting timetables at the secondary level to allow a more concentrated focus on individual subjects has shown that many of our students have been more successful at core academic subjects. As we continue to adopt non-traditional timetabling the opportunities to differentiate entire cycles of learning, as well as classroom models is exciting. Again, the increased data collection we are engaging in will help identify circumstances of success, as well as areas of focus for learners.



PRIORITY TWO

Build a culture of learning and wellness.

A positive outcome of the restrictions during the pandemic has been the increased emphasis amongst all employee groups of the need to be as healthy as possible. This increasingly includes emotional and psychological health, as well as physical health. The district team set clear and encompassing COVID guidelines which met, or exceeded, the requirements from the health authority. This helped set the tone for staff to focus less on the physical issues and more towards the emotional challenges the pandemic brought forward. Our existing health and safety teams, as well as the realignment of the district health and safety officer to the human resources department has allowed a more integrated response for staff than in previous years. Starting in 2019-2020 the district has increased the number of online wellness options for staff to take part in as in-person meetings were restricted. The uptake of these programs has been very positive. They are planned to continue.

Attention has also increased on the wellness of students through the development of a mental health and wellness framework. Recognizing that learning is a struggle when there is turmoil present our support teams at Student Services and schools have been increasing the variety of contacts. From the Foundry program to SOGI commitments the district is working on becoming more visibly inclusive and caring. Another of the positions hired by the Board to support students is a teacher dedicated to supporting schools and classes as they create inclusive spaces. This position is supported as well through the work of the Indigenous education department and student services with child and youth care workers and counsellors.

Data collection, through surveys and interviews, is helping focus the district on key areas. The yearly satisfaction surveys at schools as well as district participation in the MDI from the HELP program at UBC, offers valuable insight into student thinking.

The district remains committed to the sharing of resources and knowledge with the wider community. Close coordination with Social Service agencies and Ministry contacts, making the best use of often strained resources.

Each school has a code of conduct and fair practice information which is shared with parents regularly. The schools are committed to actively support families with children in crisis and are ably supported by district resources. Ongoing training and professional learning opportunities are encouraged and supported.

Using revised management positions, the district staff have created several committees with shared leadership. These committees, both formal and ad hoc, meet with work groups to support student academic, social, and personal growth. Literacy, Assessment, SOGI, FSL, Numeracy, Indigenous, and Technology all have dedicated structures supporting the flow of ideas and actions. Two formal surveys of employee work groups at the school and district level have been conducted in the last 3 years to help guide senior management in adapting and developing these practices.



"Memorial Dance Curtain to Keanan Lucas Sr.," Qwaya Sam, Nuu-Chah-Nulth, on loan by Cedar Elementary School Culture Group to Georgia Park Elementary.

PRIORITY THREE

Honour Indigenous world views and perspectives.

A significant investment of resources to improve student outcomes has been placed within the Indigenous education department to aid in a dual goal of improving Indigenous student outcomes and helping to expand the knowledge, awareness, and skill of all staff in understanding and supporting the Indigenous community.

The district has developed a bilingual K^wak^wala and Lⁱk^wala language program at an elementary school for K-2 learners. It is working on how to meet the desire for increasing the scope of this successful first step.

A district support teacher for Indigenous learning was amongst the staff hired to meet the strategic plan goals. The impact of this hiring has been felt already. Learning kits, with culturally appropriate materials, have been produced and distributed to schools. Learning opportunities for staff, in the form of online and in-person workshops have been well attended. School level days for reflection on practice and culture have been eagerly received.

Each school has incorporated how they intend to support Indigenous learning within their school success plans. Having a teacher supporting teachers in their journey towards understanding and changing practice towards Indigenous knowledge is helping to lower barriers of uncertainty and discomfort. Many individual lessons and units are being developed and shared as teachers undertake this necessary work.

A renewed focus within the Indigenous department on collection of individual student data has increased the scope of opportunities for discussion amongst the district staff and schools as well as the education councils for the bands. New strategies for supporting individual students as well as structural changes in how classes are offered has opened avenues for support which promise to help more Indigenous student completion of grade 12.

While all these new, increased, or adapted actions are positive, the most informative work and decisions will be made from results of the Equity Scan which is being undertaken this year. Preliminary training by the district leadership team occurred in 2020-2021, with the district wide implementation of the scan occurring in the 2021-2022 year.

The district is fortunate to receive guidance and counsel from members of the Indigenous Education Advisory Council and benefits from this strong partnership.

District Context

Number of Students Across All Grades 2020-2021

	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
All Students	402	424	411	383	431	395	426	458	436	390	364	367	490	17	5,394
Indigenous	76	89	113	76	97	107	109	115	121	93	88	89	135		1,312
Students with disabilities or diverse abilities	17	18	27	35	45	53	49	81	78	70	67	68	82		690

* Other includes elementary ungraded, secondary ungraded, and graduated adults in the school system.

Community Socio-Economic Information

	BC Public Schools	Campbell River
Unemployment Rate	6.8%	9.8%
Percent of 25-64 with Post Secondary Credentials	63%	56.9%
Percent of Lone Parent Families	4.4%	4.7%
Median Family Income Economic Families	\$93,013	\$81,276

Indigenous Students

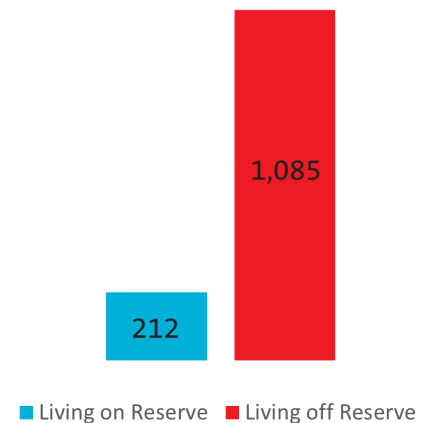
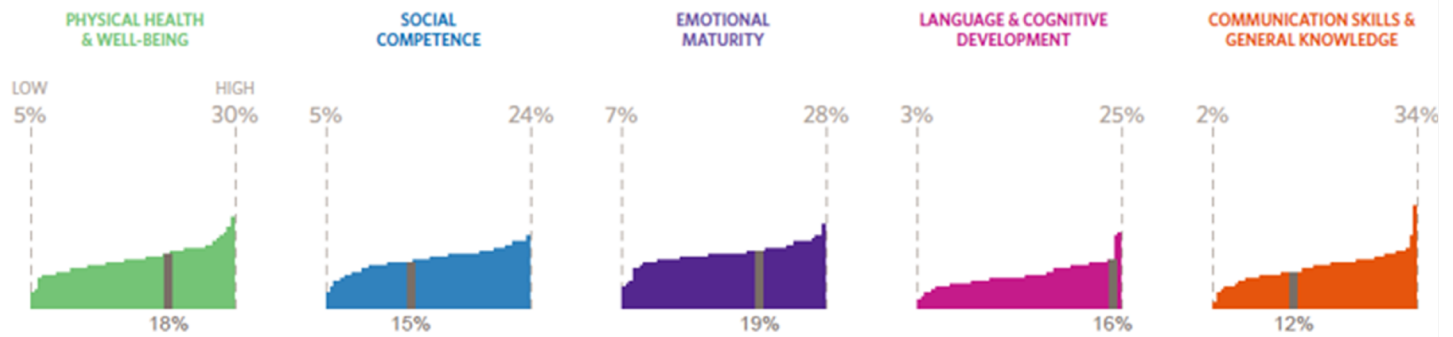
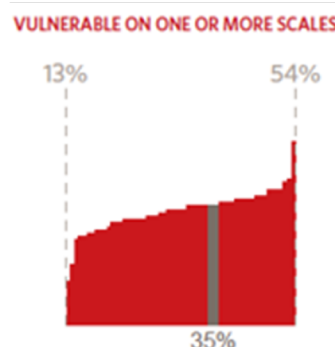


FIGURE 14. WAVE 7 SCALE-LEVEL VULNERABILITY IN CAMPBELL RIVER WITHIN A PROVINCIAL CONTEXT



The most recent EDI data shows our youngest students experiencing higher vulnerability in all domains of the survey except one.

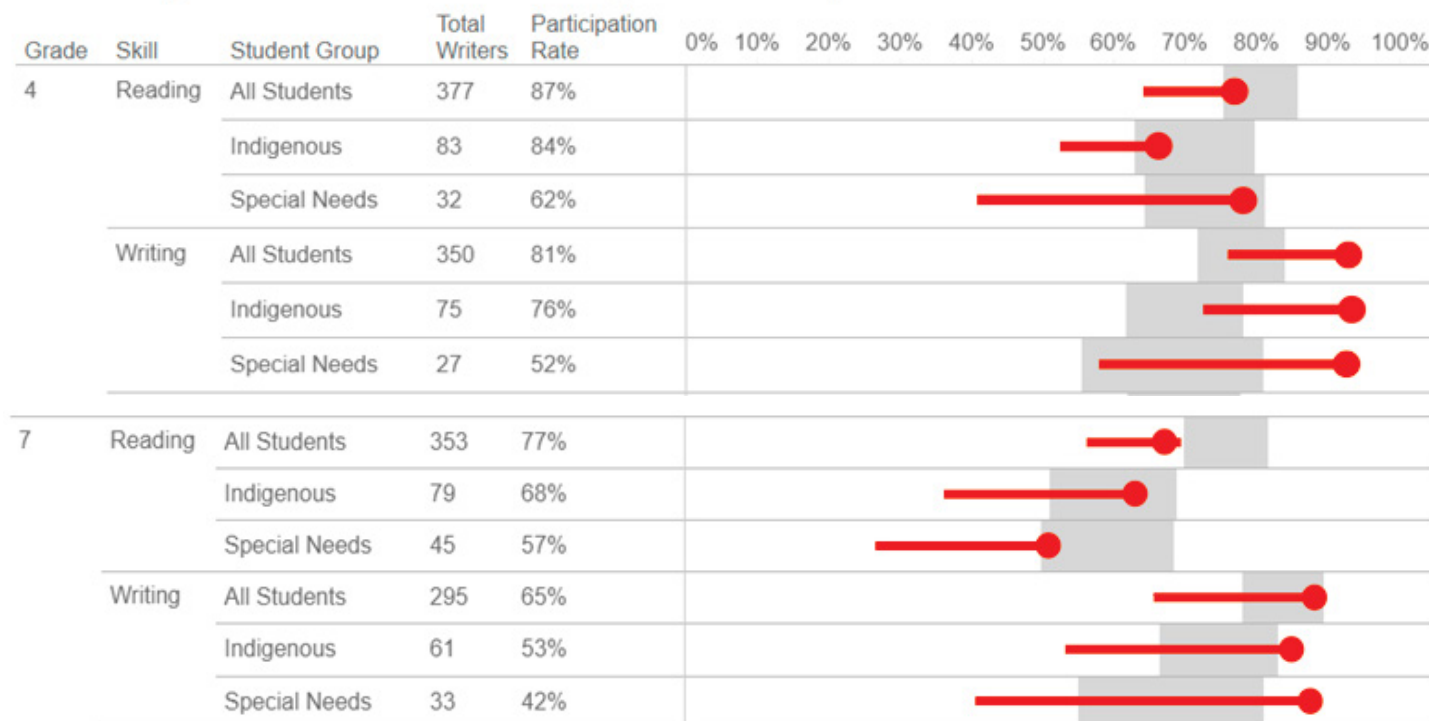
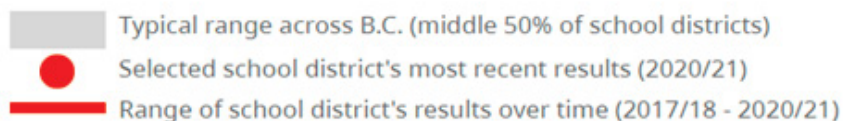


Our biggest concern is that the high vulnerability is in the language and cognitive development section where the district is very close to the most vulnerable districts in the province.

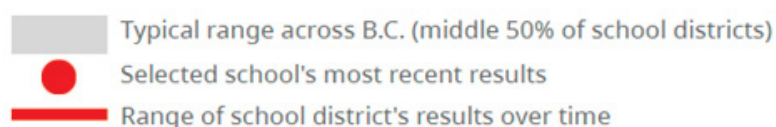
How Are We Doing?

Literacy Expectations

Foundation Skills Assessment



Graduation Assessments



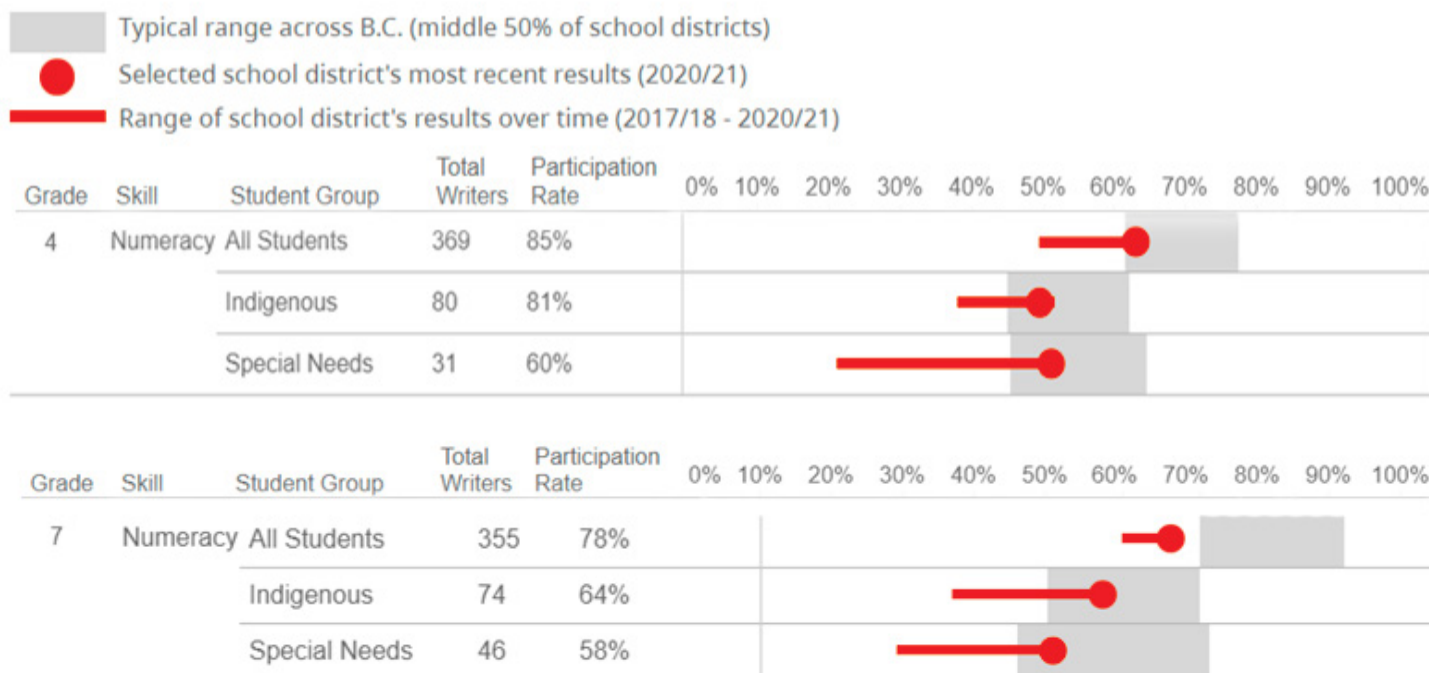
Notes:

In the literacy domain grade 4 literacy outcomes are at or above the provincial averages, showing growth over time. Grade 7 reading results are not as strong and have shown a decline in year-to-year tabulation. Grade 7 writing is much better and shows development over provincial averages. Grade 10 literacy results are single year indicators as the assessment is new. It is of concern to the district that the Indigenous results are lower in reading in grades 4 and 7. This gap is being addressed through both Priority One and Three of the district strategic plan.

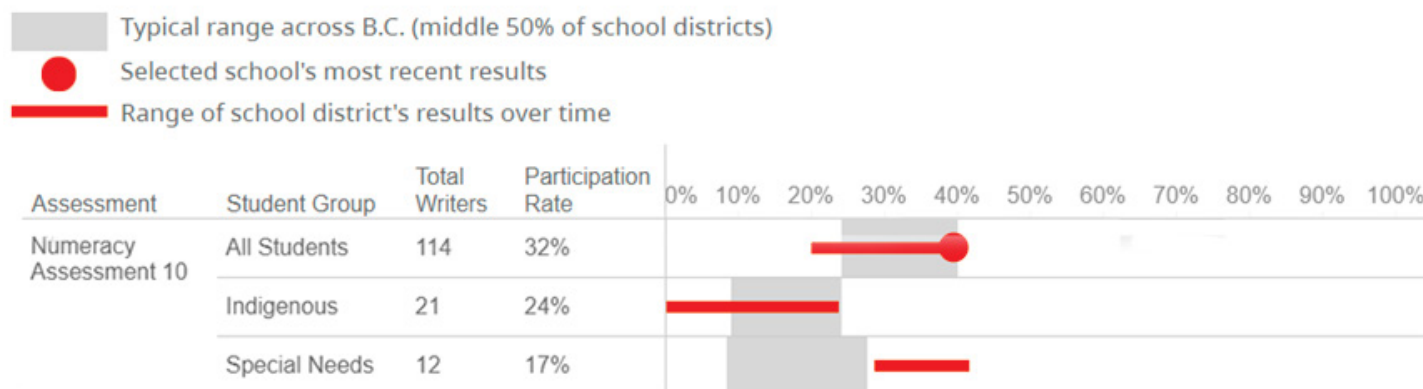
How Are We Doing?

Numeracy Expectations

Foundation Skills Assessment



Graduation Assessments



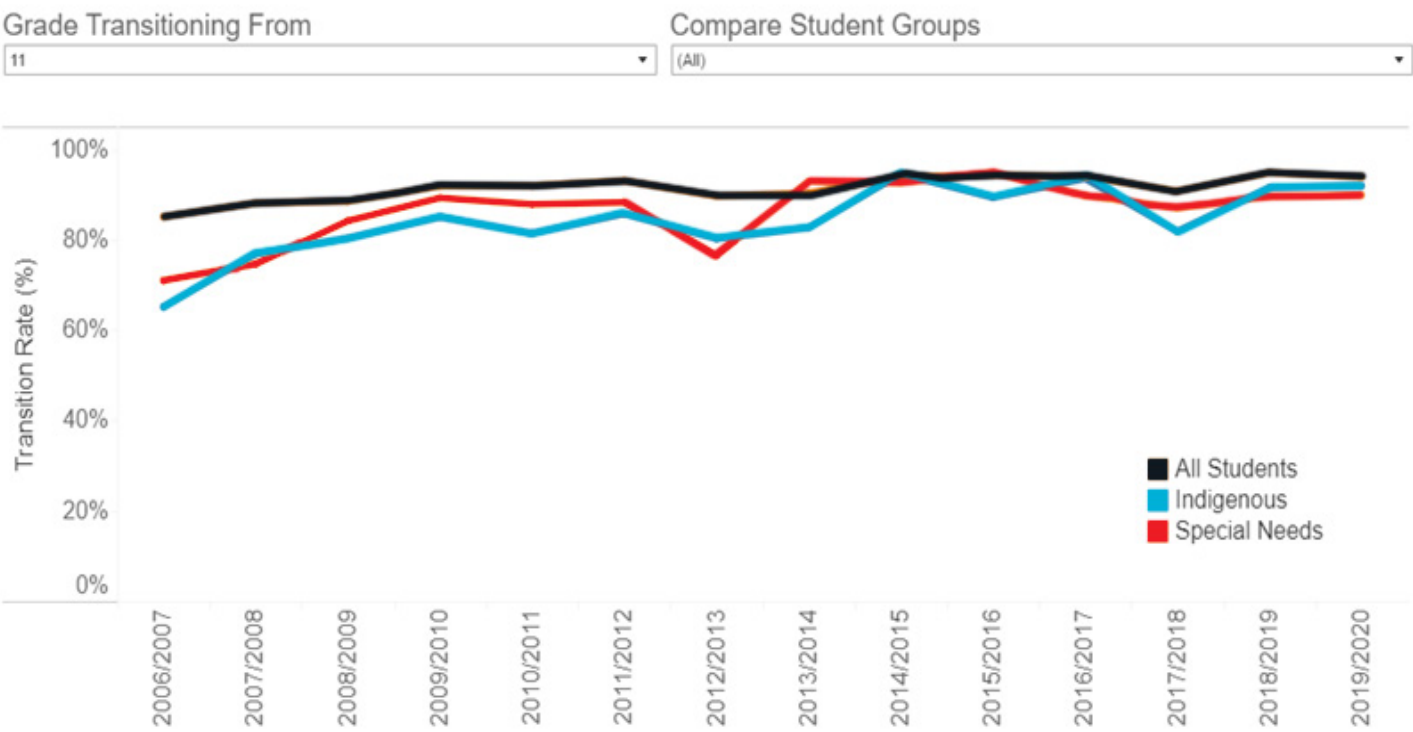
Notes:

As with literacy, results are better in grade 4 than 7. While the trend over time is upward the gap between Indigenous students and the whole population is concerning. Numeracy achievement for all students is increasing as a priority for the district. School and district plans are in development to mirror the process used with literacy to increase the depth of assessment knowledge for all grades and use that to focus efforts on improvement in instruction.

How Are We Doing?

Transitions and Completion Rates

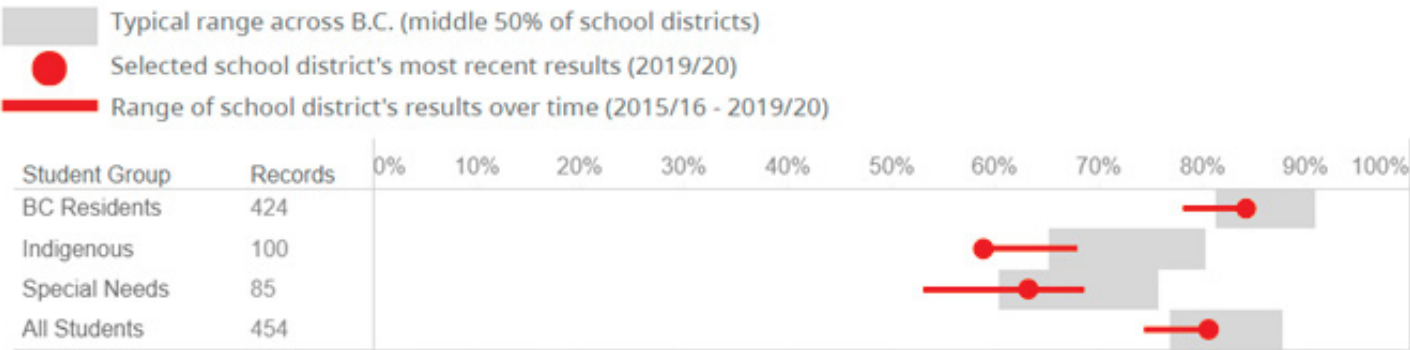
Grade-to-Grade Transitions



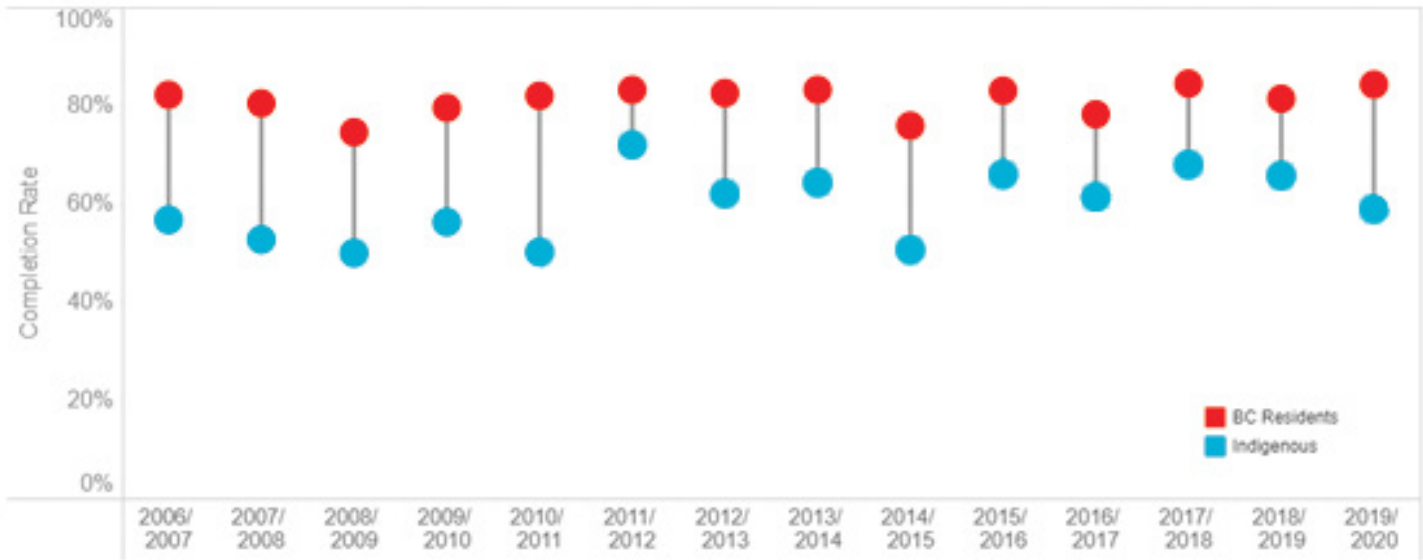
Notes:

While this provincial data point is important, developing information in our district around our Indigenous students indicates that earlier transition years, between grades 8, 9, and 10 are more critical to help intervene to support school retention. District efforts offering adaptive scheduling, individualized academic experiences, and wrap around supports for students in crisis are proving to have made positive impacts.

Completion Rates



Completion Rate Over Time for Indigenous and BC Residents



How Are We Doing?

Transitions and Completion Rates

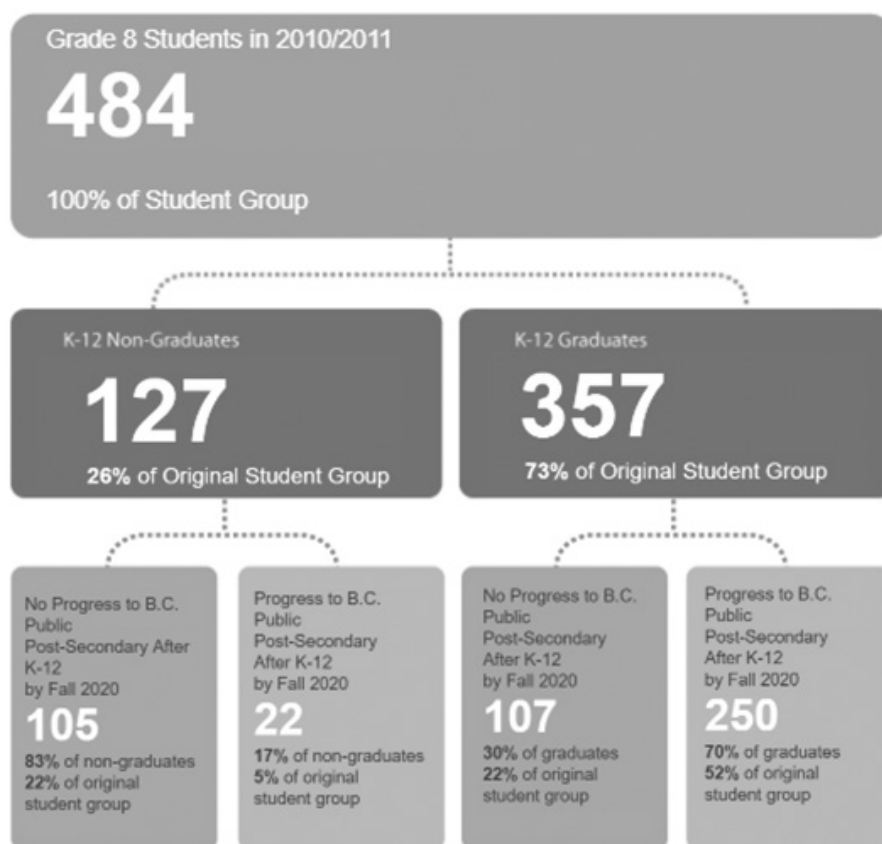
Children & Youth in Care (Ever)

School Year	All CYICs #	Indigenous		Non-Indigenous	
		CYICs #	%	CYICs #	%
2014-2015	127	94	74	33	26
2015-2016	139	94	68	45	32
2016-2017	165	120	73	45	27
2017-2018	122	84	69	38	31
2018-2019	125	82	66	43	34

Indigenous CYIC (Ever) as a Percent of Indigenous Enrolment

School Year	All Indigenous Students		Indigenous CYIC	
	#	%	#	%
2014-2015	1289		94	7
2015-2016	1362		94	7
2016-2017	1360		120	9
2017-2018	1321		84	6
2018-2019	1328		82	6

Transition to B.C. Post-Secondary



Notes:

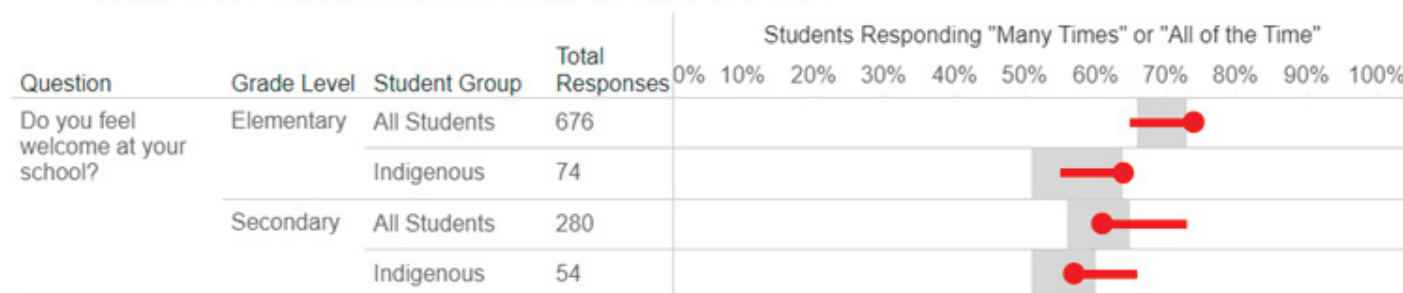
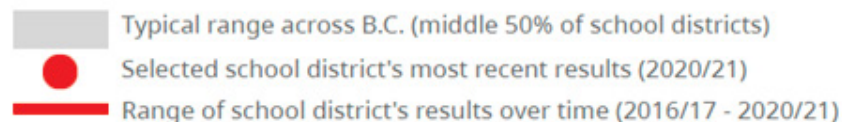
While a slightly larger percentage of grade 12 students (26% local vs. 24% provincial) do not complete their education in the five-year cycle substantially more graduated students locally (76%) go on to post-secondary training within a year than the provincial average (57%). As there is a lower percentage of students entering grade 12 from the grade 8 cohort locally (73%), than provincially (76%) it has been conjectured students struggling with school in SD72 are dropping out more frequently than the provincial average.

Other sections of this report detailed how strategies to differentiate and personalize learning earlier in the school experience at secondary will attempt to address the gap between Indigenous and non-Indigenous students. The student survey results show that the experiences for all students once they are in grade 12 is mostly perceived as similar. Creating an equitable experience for students in all grades is the continued focus of this strategic plan cycle, as well as for the future.

How Are We Doing?

Student Learning Survey

Student Satisfaction



Question: Do You Like School? Responses: All of the Time or Many Times

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-2016	76	64	233	68	75	49	247	55	55	38	206	49	25	64	121	54
2016-2017	65	55	237	53	69	35	234	38	25	40	99	48	18	Msk	82	46
2017-2018	85	68	245	67	70	37	218	48	40	33	198	40	23	52	103	55
2018-2019	88	68	276	66	71	41	262	42	25	Msk	101	43	Msk	Msk	81	58
2019-2020	38	76	66	65	30	43	50	44	-	-	-	-	-	-	-	-

equals the number of total students who participated in the Student Learning Survey.

Question: How Many Adults at Your School Care About You? Responses: 2 or More

School Year	Grade 4				Grade 7				Grade 10				Grade 12			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-2016	77	96	242	97	76	93	253	91	56	75	206	79	26	92	120	87
2016-2017	66	73	235	74	69	71	232	67	25	56	99	72	18	83	81	84
2017-2018	85	69	240	76	70	71	215	71	40	60	199	57	23	87	103	84
2018-2019	88	82	275	75	72	76	261	60	25	60	101	59	Msk	Msk	81	83
2019-2020	37	70	65	55	30	67	50	60	-	-	-	-	-	-	-	-

equals the number of total students who participated in the Student Learning Survey.



CAMPBELL RIVER

School District 72