

Superintendent's Report on Student Achievement 2013/2014

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted to the Board of Education by December 15.
- Must be submitted by email by January 31.

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No:

School District Name:

1. Improving Areas of Student Achievement

What is improving? What evidence confirms this area of improvement?

Foundation Skills Assessment Reading and Writing Grades 4 and 7

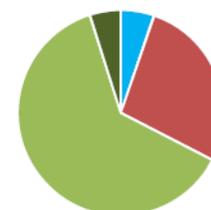
	2010/11			2011/12			2012/13		
	% No.57 All Students	% Province All Students	Difference (+,-)	% No 57 All Students	% Province All Students	Difference (+,-)	% No. 57 All Students	% Province All Students	Difference (+,-)
Reading 4 Meeting Expectations + Exceeding Expectations	64	69	-5%	68	70	-2%	75	72	+3
Reading 7 Meeting Expectations + Exceeding Expectations	61	66	-5%	67	64	+3%	68	66	+2
Writing 4 Meeting Expectations + Exceeding Expectations	64	73	-9%	64	72	-8%	77	73	+4
Writing 7 Meeting Expectations + Exceeding Expectations	68	72	-4%	67	71	-4%	78	72	+6

The percentage of students who are meeting or exceeding expectations has continued to improve. This is the first year that district results have exceeded provincial results(% meeting and exceeding expectations) in Reading and Writing at both the grade 4 and grade 7.

Foundational Skills Assessment; Aboriginal Results: Reading Comprehension Grade 4 and Grade 7

GRADE 4: ABORIGINAL

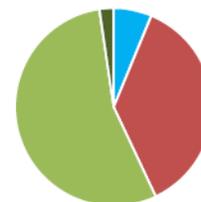
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	259	90	25	10	81	31	139	54	14	5
2009/10	276	90	27	10	103	37	137	50	9	3
2010/11	224	86	31	14	68	30	117	52	8	4
2011/12	249	90	24	10	86	35	129	52	10	4
2012/13	267	95	14	5	73	27	167	63	13	5



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	318	87	41	13	101	32	166	52	10	3
2009/10	281	88	35	12	114	41	127	45	5	2
2010/11	273	85	41	15	98	36	131	48	3	1
2011/12	260	89	29	11	75	29	148	57	8	3
2012/13	256	94	16	6	94	37	140	55	6	2



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

Our Aboriginal grade 4 reading comprehension results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 11%. They trail SD57 All Students results (% meeting and exceeding) by 7%.

Our Aboriginal grade 7 reading comprehension results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 9%. They trail SD57 All Students results (% meeting and exceeding) by 11%.

Foundation Skills Assessment Aboriginal Results: Writing Grade 4 and Grade 7

GRADE 4: ABORIGINAL

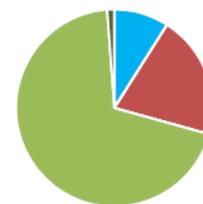
School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	259	92	20	8	82	32	151	58	6	2
2009/10	276	88	34	12	71	26	170	62	1	0
2010/11	224	86	32	14	69	31	120	54	3	1
2011/12	249	88	29	12	99	40	121	49	0	0
2012/13	267	94	17	6	63	24	183	69	4	1



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

GRADE 7: ABORIGINAL

School Year	Expected Cnt #	Participation %	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%	#	%
2008/09	318	86	43	14	100	31	166	52	9	3
2009/10	281	86	40	14	101	36	140	50	0	0
2010/11	273	83	46	17	66	24	157	58	4	1
2011/12	260	87	34	13	74	28	148	57	4	2
2012/13	256	91	23	9	52	20	178	70	3	1



- Performance Level Unknown
- Not Yet Meeting
- Meeting
- Exceeding

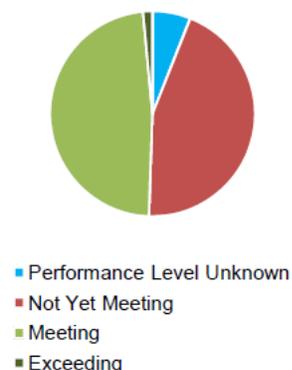
Our Aboriginal grade 4 writing results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 14%. They trail SD57 All Students results (% meeting and exceeding) by 7%.

Our Aboriginal grade 7 writing results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 17%. They trail SD57 All Students results (% meeting and exceeding) by 7%.

Foundation Skills Assessment Aboriginal Results: Numeracy Grade 4 and Grade 7

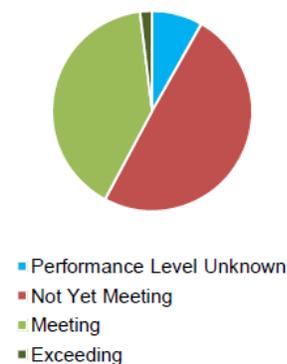
GRADE 4: ABORIGINAL

School Year	Expected		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	Cnt #	Participation %	#	%	#	%	#	%	#	%
2008/09	259	90	27	10	113	44	111	43	8	3
2009/10	276	88	32	12	128	46	112	41	4	1
2010/11	224	86	31	14	109	49	80	36	4	2
2011/12	249	89	27	11	108	43	107	43	7	3
2012/13	267	94	16	6	119	45	128	48	4	1



GRADE 7: ABORIGINAL

School Year	Expected		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	Cnt #	Participation %	#	%	#	%	#	%	#	%
2008/09	318	88	39	12	146	46	129	41	4	1
2009/10	281	86	38	14	133	47	110	39	0	0
2010/11	273	82	48	18	125	46	98	36	2	1
2011/12	260	88	30	12	120	46	108	42	2	1
2012/13	256	92	21	8	127	50	103	40	5	2



Our Aboriginal grade 4 numeracy results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 2%. They trail SD57 All Students results (% meeting and exceeding) by 11%.

Our Aboriginal grade 7 numeracy results for 2012/13 are higher than the provincial Aboriginal results (% meeting and exceeding) by 3%. They trail SD57 All Students results (% meeting and exceeding) by 17%.

Six Year Completion Rate

SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2008/09	47	49	45	76	80	73
2009/10	52	58	47	79	82	76
2010/11	44	52	36	81	83	79
2011/12	55	60	50	82	83	81
2012/13	56	55	56	81	81	82

The six year completion rate is the percentage of grade 8 students who graduate with a Certificate of Graduation. Our Aboriginal graduation rate continues to improve. Our non-aboriginal graduation rate has remained stationary for three years.

Required Examinations for Graduation

ENGLISH 10

School Year	Students Assigned Final Mark #	Aboriginal				Non-Aboriginal				
		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
Final Mark		#	%	#	%		#	#	%	#
2008/09	256	240	94	138	54	988	967	98	700	71
2009/10	268	252	94	151	56	924	885	96	634	69
2010/11	238	225	95	138	58	822	804	98	568	69
2011/12	253	236	93	143	57	776	752	97	543	70
2012/13	229	221	97	137	60	778	758	97	584	75

Aboriginal results for 2012/13 are 6% higher than Provincial Aboriginal results (Pass or Better). Non-Aboriginal results equal Provincial results (Pass or Better).

FOUNDATIONS & PRE-CALCULUS MATH 10

		Aboriginal				Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%	#	%	#	%
			2008/09	-	-	-	-	-	-	-
2009/10	-	-	-	-	-	-	-	-	-	-
2010/11	95	82	86	49	52	572	525	92	327	57
2011/12	125	102	82	53	42	550	514	93	324	59
2012/13	119	103	87	48	40	559	515	92	325	58

Aboriginal results for 2012/13 are 1% higher than Provincial Aboriginal results (Pass or Better).

APPRENTICESHIP AND WORKPLACE MATH 10

		Aboriginal				Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%	#	%	#	%
			2008/09	-	-	-	-	-	-	-
2009/10	-	-	-	-	-	-	-	-	-	-
2010/11	103	85	83	42	41	248	223	90	110	44
2011/12	136	117	86	57	42	270	259	96	123	46
2012/13	129	110	85	56	43	245	228	93	110	45

Non-Aboriginal results for 2012/13 are 1% higher than Provincial Non-Aboriginal results (Pass or Better).

SCIENCE 10

		Aboriginal				Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%	#	%	#	%
			2008/09	225	208	92	90	40	936	907
2009/10	234	211	90	100	43	909	875	96	561	62
2010/11	220	198	90	82	37	796	766	96	458	58
2011/12	236	198	84	86	36	743	704	95	402	54
2012/13	235	215	91	91	39	754	718	95	454	60

Aboriginal results for 2012/13 are 2% higher than Provincial Aboriginal results (Pass or Better).

SOCIAL STUDIES 11

		Aboriginal					Non-Aboriginal				
School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		
		#	%	#	%		#	%	#	%	
2008/09	172	160	93	76	44	814	776	95	517	64	
2009/10	184	173	94	91	49	884	863	98	610	69	
Final Mark 2010/11	179	160	89	84	47	855	832	97	520	61	
2011/12	173	161	93	87	50	739	717	97	454	61	
2012/13	205	192	94	110	54	724	705	97	500	69	

Both Aboriginal and Non-Aboriginal results for 2012/13 equal Provincial Aboriginal and Non-Aboriginal results (Pass or Better)

ENGLISH 12

		Aboriginal					Non-Aboriginal				
School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		
		#	%	#	%		#	%	#	%	
2008/09	138	133	96	65	47	712	701	98	460	65	
2009/10	121	117	97	77	64	704	695	99	470	67	
Final Mark 2010/11	147	142	97	74	50	804	794	99	515	64	
2011/12	141	139	99	73	52	718	709	99	490	68	
2012/13	112	110	98	59	53	627	622	99	451	72	

Both Aboriginal and Non-Aboriginal results for 2012/13 are 1% higher than Provincial Aboriginal and Non-Aboriginal results (Pass or Better).

COMMUNICATIONS 12

		Aboriginal					Non-Aboriginal				
School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		
		#	%	#	%		#	%	#	%	
2008/09	57	56	98	36	63	124	124	100	73	59	
2009/10	46	45	98	21	46	100	100	100	52	52	
Final Mark 2010/11	42	40	95	21	50	85	84	99	54	64	
2011/12	49	46	94	22	45	110	107	97	62	56	
2012/13	46	44	96	33	72	106	103	97	74	70	

Non-Aboriginal results for 2012/13 equal Provincial Non-Aboriginal results (Pass or Better).

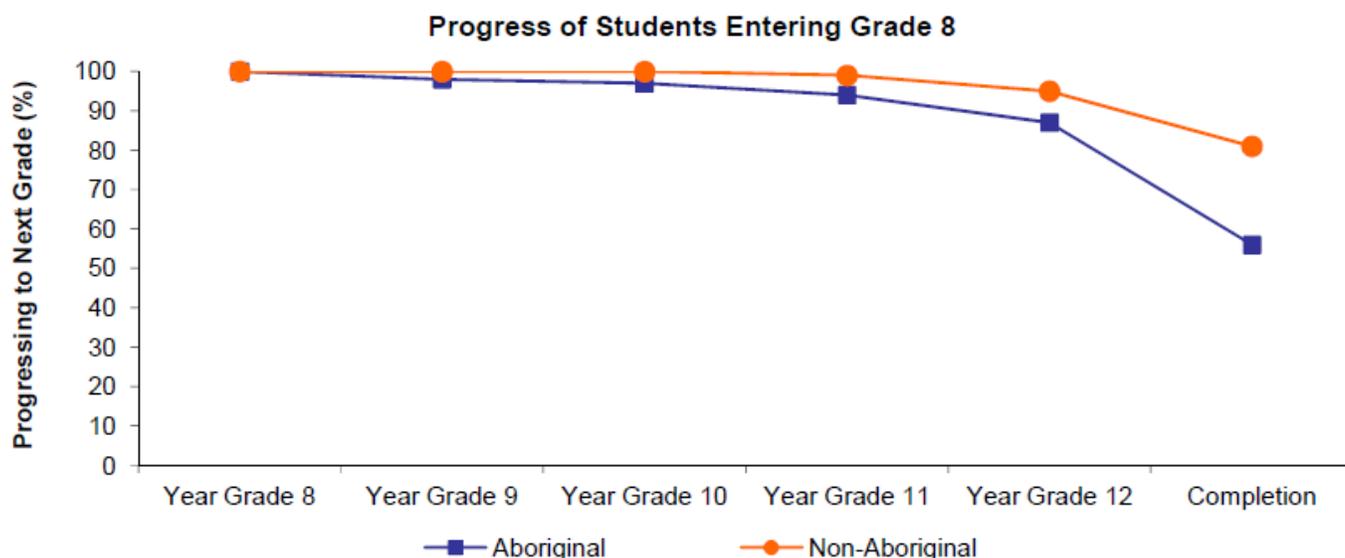
2. Challenging Areas

What trends in student achievement are of concern to you?

Transition and Graduation

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2007

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2008/09	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	99	100	100	100
	Grade 10	97	97	96	100	100	100
	Grade 11	94	93	94	99	98	99
	Grade 12	87	89	85	95	94	95
2012/13	Completion	56	55	56	81	81	82



Our Aboriginal graduation rate continues to improve. Our graduation rate for all non-aboriginal students is now 5% behind the provincial rate for all non-aboriginal students but the gap is narrowing.

Of concern is the transition rate for Aboriginal students moving from grade 11 to grade 12. There is also a significant drop in the completion rate for Aboriginal students. Inquiry into this significant drop will be important if we are to continue to improve graduation rates for Aboriginal students.

Achievement Gap between Aboriginal and All Students Remains

Aboriginal student achievement results are generally lower than the results for All Students.

Foundation Skills Assessment: Numeracy Grade 4 and Grade 7

	2010/11			2011/12				2012/13		
	% No. 57 All Students	% Province All Students	Differ.	% No. 57 All Students	% Province All Students	Difference		% No. 57 All Students	% Province All Students	Differ.
FSA Mathematics 4 Meeting Expectations + Exceeding Expectations	54	67	-13%	61	68	-7%	60	68	-8	
FSA Mathematics 7 Meeting Expectations + Exceeding Expectations	48	62	-14%	56	60	-4%	59	63	-4	

District numeracy results for grades 4 and 7 as determined by the Foundation Skills Assessment remain behind the provincial average. The gap between the provincial results and the district results did not lessen during the 2012/13 school year. . Inquiry will help staff to determine what approaches will assist in improving numeracy achievement.

Success Rates for Students under Continuing Custody Orders

“A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.” Ministry of Education

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2008/09	244	185	76	59	24
2009/10	238	189	79	49	21
2010/11	221	171	77	50	23
2011/12	210	170	81	40	19
2012/13	200	165	83	35	18

CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2008/09	22	0	21	16	55	22	32
2009/10	35	40	10	27	0	70	56
2010/11	23	44	0	17	-	44	44
2011/12	27	34	0	19	36	54	46
2012/13	20	23	16	21	58	0	18

* six-year completion results are based on students under a Continuing Custody Order while in their Grade 8 year.

Our tracking of children under a continuing custody order includes performance in Grade 4 reading, Grade 7 reading and blended (exam and class marks) for English 10, Math 10, English 12 and Communication 12. In addition we are tracking the number of different schools attended during the high school years.

We have a very good working relationship with the Ministry of Children and Family. We have regular contact with the MCF identified contacts who participate in Individual Education Plan work sessions and Integrated Case Management Meetings at our elementary and secondary schools.

Our greatest concern for children in care is poor achievement. Six year completion rates of 21% (Aboriginal) and 18% (Non-Aboriginal) are not good enough. This must be an area of focus!

3. Performance Targets / Action / Results

We continue to align our school and district initiatives with the five elements of the British Columbia Education Plan: high standards, flexibility and choice, quality teaching and learning, personalized learning and learning empowered by technology.

We have four key goals in our Achievement Contract:

Goal 1: Our expectation is that students graduating will have acquired the 21st century foundational skills necessary for individual success in the modern world. These include:

- Reading, Writing and Numeracy
- Critical thinking and problem solving
- Creativity and innovation
- Collaboration, teamwork and leadership
- Cross-cultural understanding
- Communications, computing and technology literacy
- Career and learning self-reliance
- Caring for personal health and Planet Earth.

Goal 2: Each child will meet grade level core learning outcomes in mathematics by the end of each school year.

Goal 3: Each child will meet grade-level core learning outcomes in reading by the end of each school year.

Goal 4: Increase rates of success for Aboriginal students.

Three year Performance Targets and Action To Date

Goal 1 – 21st Century Learning

Evidence of success of personalized learning initiatives will be included in the year-end reports of learning Team Grants and/or Innovation Pilots. *Embedded into practice – a requirement. Will ensure the learning is available to others in our district.*

By June 2014, the pilot for personal learning profiles will expand and additional data will be included. *Data collection matrix has been created which includes: Early Primary Reading Assessment (EPRA), District Assessment of Reading Team (DART), Writing Performance Scales, Primary Project assessments and Math assessments.*

Over three years, we will improve the completion rates by all students to “at or above” the provincial rate. *See Section 1 Improving Areas and Section 2 Challenges. We are moving in the right direction!*

The number of students (and parents) participating in Strong Start programs will increase each year. *Information collected and monitored yearly. A sample of a yearly report is contained in Section 6 Early Learning.*

Goal 2 and 3 – Mathematics and Literacy

By June 2014, learning teams of teachers, facilitated by the Department of Curriculum and Instruction, will develop rubrics to measure the use of formative assessment strategies and differentiated instruction strategies in each classroom. *Work underway with department staff.*

In one year, we will improve the performance results on the required provincial exams by one percent. In three years, we will be “at or above” the provincial average on FSAs and Provincial Examinations. *For baseline data see Section 1 Improving Areas of Student Achievement and Section 2 Challenging Areas.*

Goal 4 – Aboriginal Success Rate

In one year we will improve the grade-to-grade transition rates of students in Grade 11 by three percent. *The 2013/2014 Achievement Contract utilized data collected in 2011/2012. According to the data collected in 2012/2013 and listed in Section 2 Challenging Areas, our transition rate has increased by 6%.*

In three years, we will improve the graduation rates by nine percent. *The 2013/2014 Achievement Contract utilized data collected in 2011/2012. According to the data collected in 2012/2013 and listed in Section 1 Improving Areas of Student Achievement, our graduation rate has increased by 1%.*

5. Children in Care

See Section 2 Challenging Areas

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

The district provides a wide range of early learning opportunities for children and families prior to school entry:

1. 8 StrongStart programs offered in schools located in vulnerable areas: Spruceland, Nusdeh Yoh, Ron Brent, Harwin, Quinson, Peden Hill, Mackenzie, and Heather Park.
2. Two StrongStart outreach programs involving five schools offered at Blackburn, Beverly, Nukko Lake, Buckhorn and Edgewood.

StrongStart Attendance Summary - July 2013 Collection 057 - Prince George

	Age Category															
	6 months or less		7 to 12 months		1 year		2 years		3 years		4 years		5 years		All ages	
	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount	Attendance	Headcount
September	60	19	127	45	330	102	588	154	507	138	358	84	-	-	1970	528
October	60	19	135	41	398	117	610	146	711	154	422	94	-	-	2336	553
November	64	18	111	31	393	104	618	144	597	150	456	95	-	-	2239	527
December	42	16	69	23	238	76	453	122	406	126	360	88	-	-	1568	434
January	81	18	118	31	302	86	562	139	536	131	498	105	14	6	2111	498
February	64	18	148	38	326	93	623	153	512	132	500	108	45	14	2218	535
March	27	11	58	28	124	61	317	119	260	101	267	89	39	16	1092	413
April	50	16	100	33	318	85	645	133	682	148	453	110	195	41	2443	536
May	53	14	110	30	283	69	525	114	562	138	392	80	222	53	2147	478
June	25	11	132	28	230	68	471	104	529	119	382	85	248	55	2017	454
Year Total	526	63	1108	119	2942	255	5412	337	5302	347	4088	234	763	69	20141	972

3. An Early Learning program at Malaspina Elementary.

The goals for StrongStart and the Early Learning program are to provide quality early learning experiences for children birth to five years, to engage families and support early learning in the home, to connect children and families early and often with the school and school staff and to connect families to resources and supports within the community. StrongStart facilitators work with Kindergarten teachers to facilitate a positive transition to Kindergarten.

4. Ready, Set, Learn sessions, providing a variety of early learning experiences and connecting families to community resources, are offered at every elementary school throughout the district for three and four-year-olds.

7. Other Comments

A. Five Aboriginal Learning Foci – Available to all School District No. 57 students.

Rediscovery and Traditional Environmental Knowledge, Elders and Indigenous Knowledge, Restitution and Restorative Practice, Youth Leadership and Culture and Language continue to be the focus areas for our Aboriginal Department. *The work is resulting in improved achievement and greater sense of belonging for Aboriginal students. A substantial portion of this work is done in collaboration with the Aboriginal community – their involvement and critical contributions are valued and essential.*

B. ERASE Training and Violent, Threat, Risk Assessment Training (VTRA)

Both ERASE and VTRA are critically important to ongoing safety for students in our district. *This fall, ERASE training for secondary teams has been conducted in our district. Additionally VTRA level 1 training was conducted for administrative staff during November 2013.*

C. Focus Programs – Initial Year

The Polar Performing Arts Program provides students in grades 10 – 12 a personalized approach to fine arts learning. The program welcomes students from all Prince George high schools through a cross enrolment option.

Polar Project Based Learning provides a personalized learning option for interested PGSS students in grades 9-11. English, Science, Planning and Social Studies curriculum are utilized in this multi-grade learning option.

D. Trades Programming

In collaboration with the College of New Caledonia and numerous community business partners, approximately 70 students from district secondary schools attend our Career and Technical Centre. Programs for carpentry, electrical, professional cook, welding, heavy duty mechanics/commercial transport, industrial mechanic/machinist, plumbing, and automotive service are offered under the direction of our teacher coordinator.

The Secondary School Apprenticeship option has attracted 100 students. These students participate in the graduation program offered in our secondary schools and in addition receive credit for apprenticeship training under the direction of journeyman supervisors.

E. Student Support Services Programs

In recognition of the changing complexity of school classrooms many prevention programs have been developed. The intent is to give students a good foundation for learning and also to provide supports for students with a multitude of physical and mental health complexities.

Behaviour Camps, Behaviour Teams, Elementary Support Program and Grants for Students with Learning Disabilities are only a few of the many critical supports developed and utilized across our district.

F. The Essential Eight

The work of embedding the eight essential learning strands within our district has begun. School district leaders are providing support to school staff in areas of assessment for learning, data driven evidence for learning, cultural competencies, social and emotional learning, poverty and student learning, differentiation and universal designs for learning, enhanced learning through technology and mentorship. Professional development, in-service, expert teacher support and collaboration in schools and collaboration with community partners provides a rich learning environment for district staff in these critical areas of student support.

Learning That Enriches the Life of Each Student

Despite increasing student vulnerability, provincial and district evidence shows a slow, steady improvement in student achievement in our district. When the increasing vulnerability of students is factored into the learning equation, I believe that the balanced decentralized-centralized district philosophy, learning initiatives, resource support, infrastructure enhancements, quality programming and most importantly, skilled and dedicated, student focused staff have combined to provide a rich learning experience for students in School District No. 57!

While the achievement results are encouraging, it is imperative that system improvement continue relentlessly to ensure successful futures for each child attending our schools!

8. Board approval date:
