

2023/24

ADDENDA TO THE ENHANCING STUDENT LEARNING REPORT



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DISTRICT CONTEXT

Surrey Schools is located on the traditional, ancestral, and unceded territory of the ǵíćǵǵ (Katzie), ǵǵǵǵǵǵ (Kwantlen), SEMYÓME (Semiahmoo) and other Coast Salish Peoples. It is BC's largest school district where over 12,300 employees serve more than 80,000 students in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through the implementation of evidence-informed practices that enhance student learning, inclusivity, and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth—mind, body, and heart—a commitment captured in our welcome video.

Click below to watch our welcome video.



This year's Enhancing Student Learning Report and Strategic Plan can be viewed by clicking on the following link: [2023/24 Enhancing Student Learning Report and Surrey School's Strategic Plan, 2021 - 2023 \(Year 3 of 3\)](#)



Where numbers of students are too low to report, we have masked the raw data to ensure student confidentiality, while percentages are still provided.

Results from smaller cohorts should be viewed with caution as there can be greater fluctuation in percentages.

We would like to thank employees of the Surrey School District who took the photographs that are found throughout this report.

INTELLECTUAL DEVELOPMENT



PROVINCIAL DATA

BC's Ministry of Education defines literacy as, "the ability to understand, critically analyze, and create a variety of forms of communication... to accomplish one's goals. Literacy helps students apply reading, writing, speaking, and listening skills across a variety of subject areas."

Literacy Foundation Skills Assessment

Grade 4 FSA Literacy

In the current 2022/23 academic year, 66% of Grade 4 students who completed the FSA Literacy were on-track or extending. This continues a three-year decline in the percentage of students in Surrey who are on-track or extending. In 2022/23, participation rates on the FSA Literacy remains significantly lower than the province (72%). Participation on this portion of the FSAs has decreased by almost one-third since 2017/18, with the majority of the drop-off in participation coming after 2020 and may be in part due to the COVID-19 pandemic. However, the participation rate for the current 2022/23 year was 45%, up 4% from 2020/21 (41%).

Similar to general trends in the district, each sub-group of students has seen a decline in the percentage of students who are on-track or extending over the past six years. **Indigenous Students** within the district have seen a decline in the percentage of students who are on-track or extending. In the current 2022/23 academic year, less than half (49%) of **Indigenous Students** were on-track or extending, a drop from a high in 2020/21 when 64% of students were on-track or extending. FSA participation rates among **Indigenous Students** have also decreased since 2017/18, with only 32% of students participating in the current 2022/23 year.

Half (50%) of **Children and Youth in Care** were on-track or extending the past two years. Participation rates among this sub-group of students have increased each year for the past three years, with about four in ten (44%) **Children and Youth in Care** completed the Literacy portion of the FSA. Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

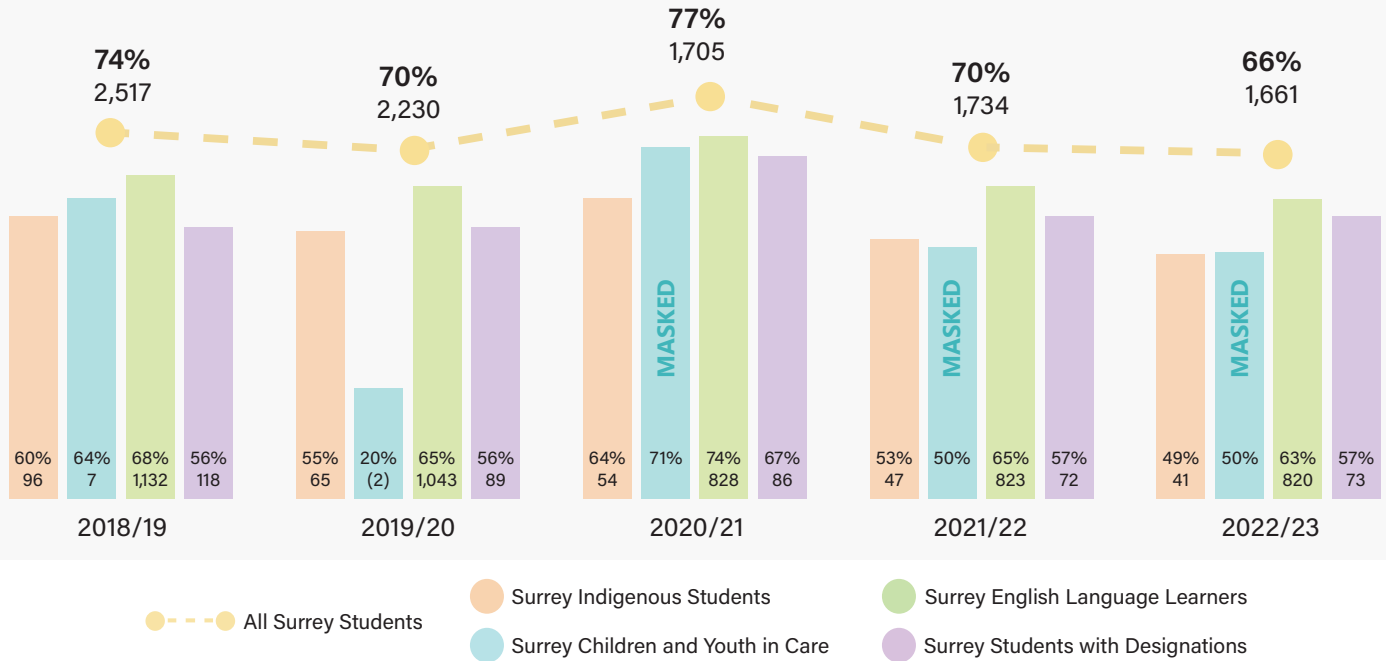
In the current 2022/23 academic year, **English Language Learners** have an on-track or extending rate of 63%. Comparatively, the percentage of **English Language Learners** who were on-track or extending was 64% in 2021/22, and down from a six-year high of 74% in 2020/21. It should be noted that participation rates among **English Language Learners** have fluctuated over the past six years, with the 2022/23 participation rate of 44% increasing from a six year low of 39% in the 2020/21 academic year.



Students with Designations have experienced a fluctuation of on-track and extending rates throughout the past 6 years. For the past two years, 57% of students were on-track or extending, compared to 67% in 2020/21, 56% between the 2018/19 and 2019/20 academic years, and 59% in 2017/18. Over the past six years, the participation rate has generally decreased, with 22% of **Students with Designations** completing the Grade 4 Literacy portion of the FSA the past two years.

See Figure 1 for a breakdown of the percentage and number of Surrey students by sub-group who are on-track or extending in Grade 4 FSA Literacy between the 2017/18 and 2022/23 academic years. Please note, FSA data for **Students with Designations** includes scores for all **Students with Designations**.

Figure 1. Percentage and number of Grade 4 Surrey students who are on-track or extending on FSA Literacy, 2018/19 – 2022/23



Grade 7 FSA Literacy

In the current 2022/23 academic year, 68% of Grade 7 students who participated in FSA Literacy were on-track or extending. Previously, the percentage of students who were on-track or extending was 74% in 2021/22, and down from a six-year high of 80% in 2019/20. Participation rates have dropped considerably over the past six years, with the past two years having the same participation rate (44%), up from 2020/21 (40%), but down from a high of 69% in 2017/18.

Within the district, there has been a decline in the rate of students who are on-track or extending over the past six years across all student population subgroups. Less than half (46%) of **Indigenous Students** were on-track or extending in 2022/23, compared to 60% in 2021/22, and a high of 68% in 2019/20. Approximately one-third (33%) of Grade 7 **Indigenous Students** Surrey completed the Literacy portion of the FSA, up from 30% in 2021/22, but down from a high of 58% in 2017/18.

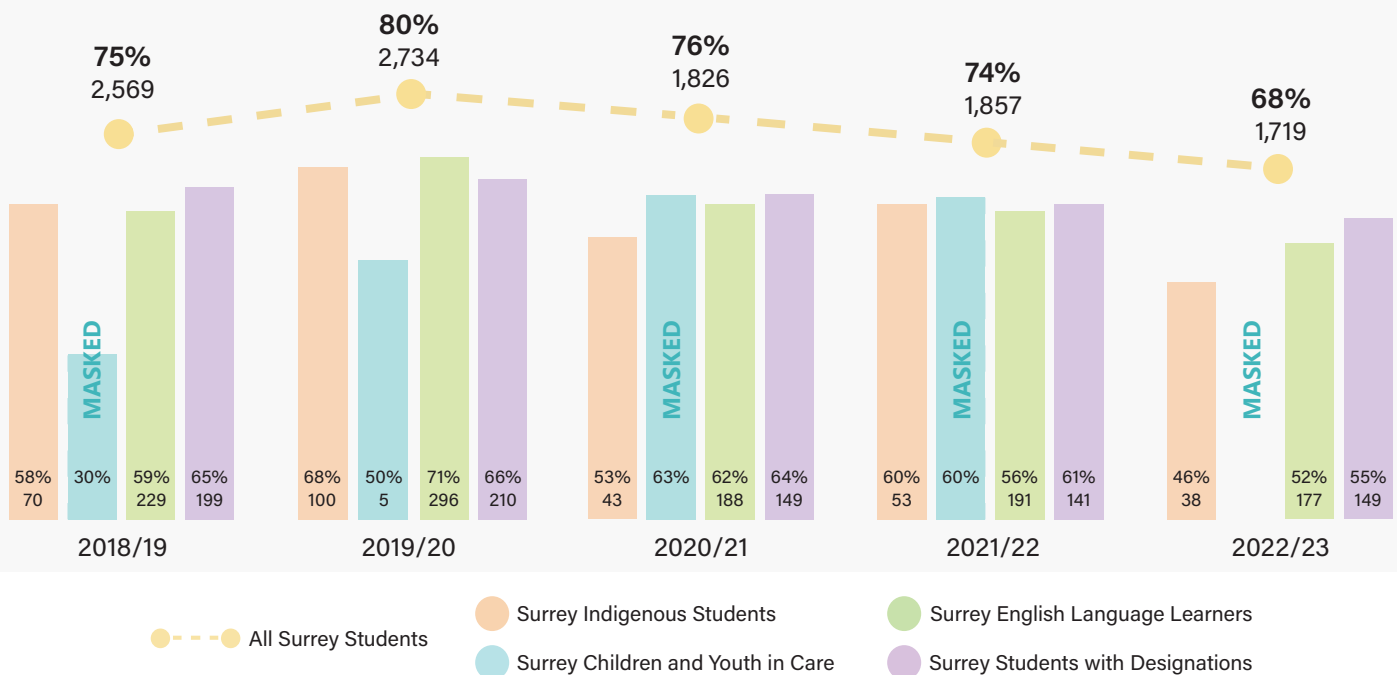
In the current 2022/23 academic year, **English Language Learners** have an on-track or extending rate of 52%, down from 56% in 2021/22, and a high of 71% in 2019/20. It should be noted that participation rates among **English Language Learners** have fluctuated over the past six years. In the current 2022/23 academic year, 37% of **English Language Learners** completed the Literacy portion of the FSA, down from the high of 62% in 2017/18.

No Grade 7 student within the **Children and Youth in Care** category were on-track or extending on FSA Literacy for the 2022/23 academic year. Between 2020/21 and 2021/22, six in ten students were on-track or extending. Participation rates among this sub-group of students increased to about one-quarter (26) in 2022/23, up from 19% the previous year. Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

In the current 2022/23 academic year, 55% of **Students with Designations** were on-track or extending, compared to 61% in 2021/22, and down from a high of 67% in 2017/18. Over the past six years, the participation rate for **Students with Designations** has generally decreased. Three in ten (30%) Grade 7 **Students with Designations** in Surrey completed the Literacy portion of the FSA, up slightly from 28% in 2021/22, but down from a high of 45% in 2017/18.

See Figure 2 for a breakdown of the percentage and number of Surrey students by sub-group who are on-track or extending in Grade 7 FSA Literacy between 2017/18 and 2022/23. Please note, FSA data for **Students with Designations** includes scores for all **Students with Designations**.

Figure 2. Percentage and number of Surrey students who are on-track or extending Grade 7 FSA Literacy, 2018/19 - 2021/22



Grade 10 Literacy Assessment

The Grade 10 Literacy Assessment evaluates students' ability to use critical thinking and analysis to make sense of a diverse array of texts, as well as their ability to communicate ideas. The assessment is not based on a specific course, but on literacy learning across multiple subjects. Please note there is only three years of data available for the Grade 10 Literacy Assessment, beginning with the 2019/20 academic year.

For the 2021/22 school year, 77% of Surrey students who participated in the Grade 10 Literacy Assessment were proficient or extending. This is a slight increase from the previous two academic years (74%). More than three-quarters (77%) of Grade 10 students completed the Grade 10 Literacy Assessment, up from 2020/21 (76%), and significantly higher than 2019/20 (60%).

About six in ten (63%) **Indigenous Students** were proficient or extending in the 2021/22 academic year, up from 57% in 2020/2021. Participation rate among **Indigenous Students** has increased each year between 2019/20 (43%) and 2021/22 (58%).

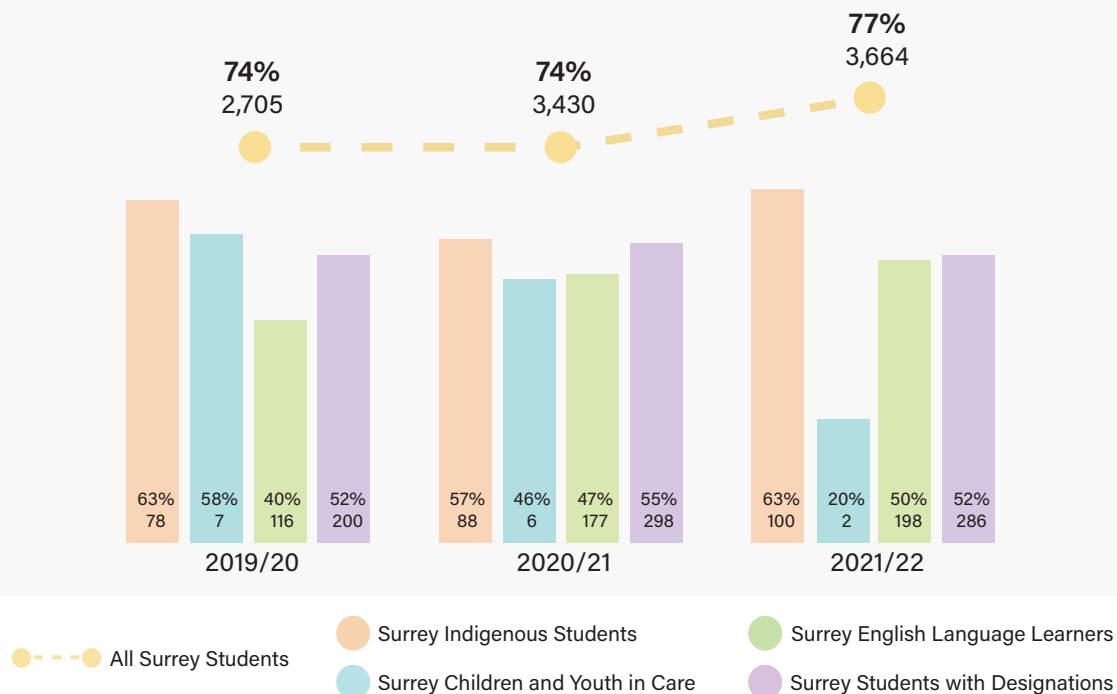
For the 2021/22 school year, 20% of **Children and Youth in Care** were proficient or extending, down from about half (46%) in 2020/21. Approximately one-quarter (25%) of **Children and Youth in Care** completed the Grade 10 Literacy Assessment in 2021/22, down from about

three in ten students (31%) in 2020/21. Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

For three consecutive years, the percentage of **English Language Learners** in Surrey who are proficient or extending have increased. In the current academic year, half (50%) of **English Language Learners** are proficient or extending, up from 2020/21 (46%) and 2019/20 (40%). Similarly, participation rates have also increased for three years in a row. About seven in ten (71%) **English Language Learners** completed the Grade 10 Literacy Assessment, up from about half (48%) in the 2019/20 school year.

In the most recent academic year, 52% of **Students with Designations** were proficient or extending, down from 55% in 2020/21, but on par with 2019/20 results (52%). The participation rate among **Students with Designations** was 63% in 2021/22, substantially higher than the 47% participation rate in 2019/20. See Figure 3 for a breakdown of the percentage and number of Surrey students by sub-group who are proficient or extending on the Grade 10 Literacy assessment. Please note, data for **Students with Designations** includes scores for all **Students with Designations**.

Figure 3. Percentage and number of Surrey students who are proficient or extending on Grade 10 Literacy, 2019/20 – 2021/22



Numeracy Foundation Skills Assessment

Grade 4 FSA Numeracy

BC's Ministry of Education defines numeracy skills as "the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real life scenarios."

In the current 2022/23 school year, 56% of Grade 4 students in Surrey who completed the FSA Numeracy were on-track or extending, down from 62% the previous year. Participation rates for the FSA Numeracy slightly increased (45%) this year compared to 2021/22 (44%), but down from a high of 65% in 2017/18. A significant drop between 2019/20 (58%) and 2020/21 (40%) in the participation rate can be attributed to the Covid pandemic.

Indigenous Students within the district have seen a slight increase in the percentage of students who are on-track or extending for the 2022/23 academic year (36%) compared to the 2021/22 (35%), but down from a high of 47% in 2020/21. It should be noted that FSA participation rates among **Indigenous Students** have also decreased over the past six years, with only 32% of **Indigenous Students** participating in the current academic year, which reflects a small increase from the 2020/21 academic year (31%).

Half (50%) of **English Language Learners** within the district are on-track or extending, lower than the 58%

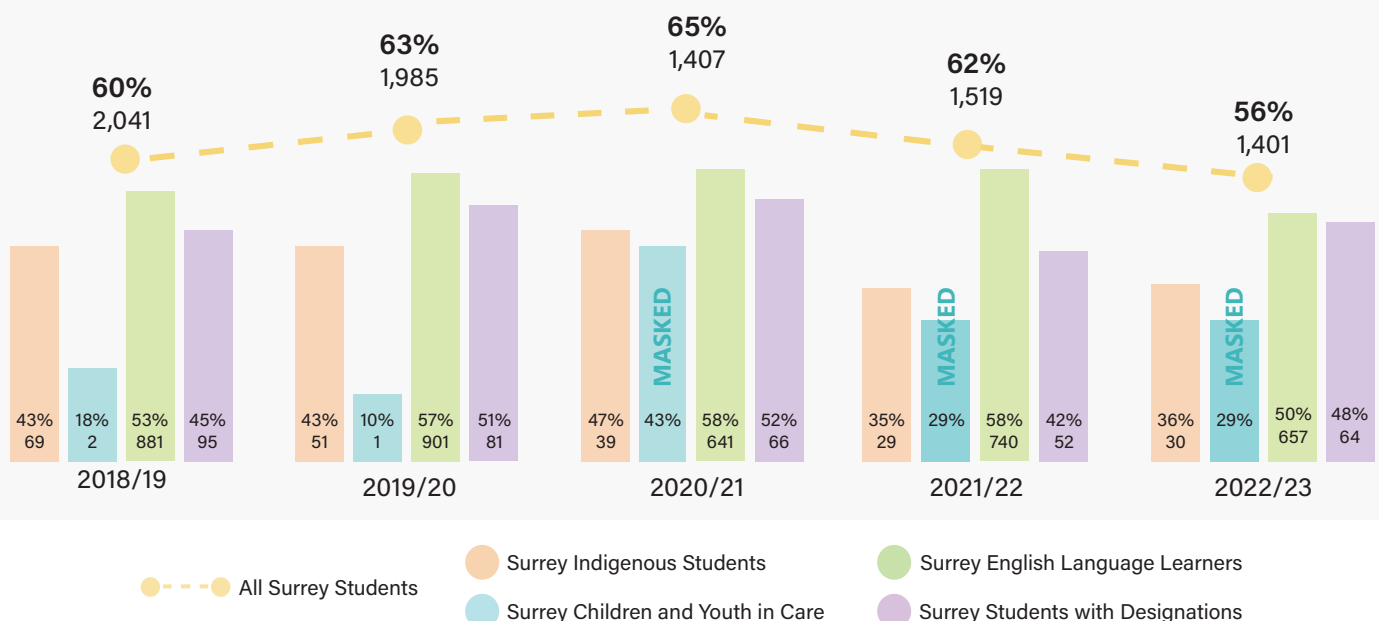
of **English Language Learners** who were on-track or extending in 2020/21 and 2021/22. The participation rate has steadily increased the past three years, with 39% of students participating in 2020/21, 43% in 2021/22, and 44% in the current year.

One in three (29%) Grade 4 **Children and Youth in Care** in Surrey Schools were on-track or extending on the Numeracy portion of the FSA the past two years. The participation rate of **Children and Youth in Care** in Surrey was 44%, up from 29% in 2021/22. Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

Students with Designations have seen an increase in the percentage of students who are on-track or extending for the 2022/23 academic year (48%) compared to 2021/22 (42%). The participation rate has dropped from a high of 37% in 2018/2019 to 22% the past two academic years.

See Figure 4 for a breakdown of the percentage and number of Surrey students by sub-group who are on-track or extending in Grade 4 FSA Numeracy. Please note, FSA data for **Students with Designations** includes scores for students with any designation.

Figure 4. Percentage and number of Grade 4 Surrey students who are on-track or extending on the FSA Numeracy, 2018/19 – 2022/23



Grade 7 FSA Numeracy

In the current 2022/23 school year, 57% of Grade 7 Surrey students who participated in the FSA Numeracy were on-track or extending, down from 64% in 2021/22 and a high of 70% in 2020/21. Grade 7 participation this year on the FSA Numeracy was at 43%, down from 44% the previous year, and down from a high of 69% in 2017/18 prior to the Covid pandemic.

This year, 35% of **Indigenous Students** were on-track or extending, down from 36% in 2021/22, and a high of 52% in 2019/20. About one-third (32%) of **Indigenous Students** in Surrey completed the Numeracy portion of the FSA, up from 30% in 2021/22.

In the current 2022/23 academic year, **English Language Learners** have an on-track or extending rate of 46%, down from 53% in 2021/22 and a high of 62% in 2020/21. The participation rates among **English Language Learners** have fluctuated over the past three years, with 37% of students completing the Numeracy portion of the FSA this year, 42% in 2021/22, and 36% in 2020/21.

Among **Children and Youth in Care** in Surrey Schools, 17% completed the Numeracy portion of the FSA. Overall, about one-quarter (26%) of **Children and Youth**

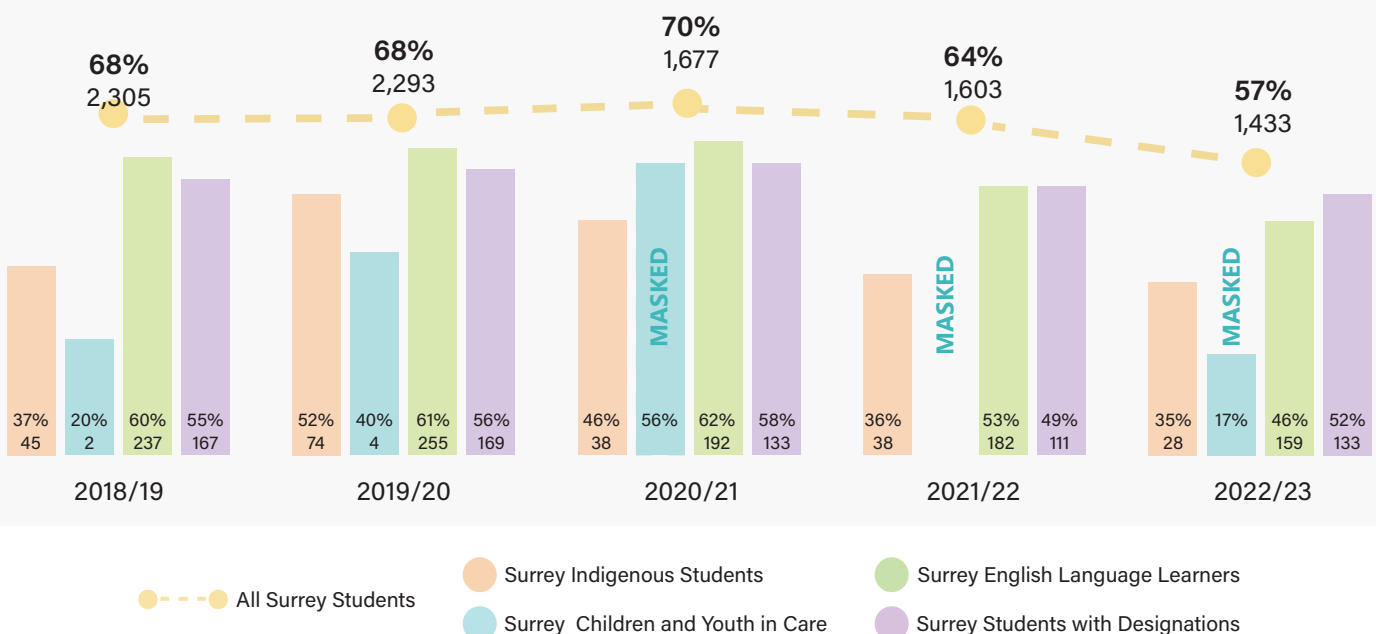
in Care completed the Numeracy portion of the FSA in 2022/23, up from about one in five (19%) students the previous year.

Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

In the current 2022/23 academic year, 52% of **Students with Designations** are on-track or extending, an increase from 49% in 2021/22. The participation rate for **Students with Designations** has increased this year (29%) compared to 2021/22 (27%), but is down from a high of 44% in 2017/18 prior to the Covid pandemic. Please note, FSA data for **Students with Designations** includes scores for students with any designation.

See Figure 5 for a breakdown of the percentage and number of Surrey students by sub-group who are on-track or extending in Grade 7 FSA Numeracy. Please note, FSA data for **Students with Designations** includes scores for students with any designation.

Figure 5. Percentage and number of Grade 7 Surrey students who are on-track or extending on the FSA Numeracy, 2017/18 – 2022/23



Grade 10 Numeracy Assessment

The Grade 10 Numeracy Assessment is an evaluation of students' proficiency in their ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in real-world situations. It is not a measure of students' basic mathematical skills of course-specific content. Please note the most recent school year that complete data is available for is the 2021/22 school year.

In the 2021/22 school year, 47% of Surrey students who participated in the Grade 10 Numeracy Assessment were proficient or extending, up from 35% in 2020/21, and 38% for 2019/20. Over three-quarters (78%) of Surrey students completed the Grade 10 Numeracy Assessment in the 2020/21 and 2021/22 academic years, more than double the participation rate since the 2018/19 school year (36%).

One-quarter (25%) of **Indigenous Students** within the district were proficient or extending on the Grade 10 Numeracy Assessment in 2021/22, an increase from the previous year (18%). The participation rate has more than doubled since the 2018/19 academic year (24%) among **Indigenous Students**, which has increased to 59% in the 2021/22 academic year.

Two in ten (22%) **Children and Youth in Care** were proficient or extending on the Grade 10 Numeracy Assessment in 2021/22, up from the previous year (10%). Approximately one-quarter (25%) of **Children and Youth in Care** completed the Grade 10 Literacy Assessment in 2021/22, four times higher than the participation rate in

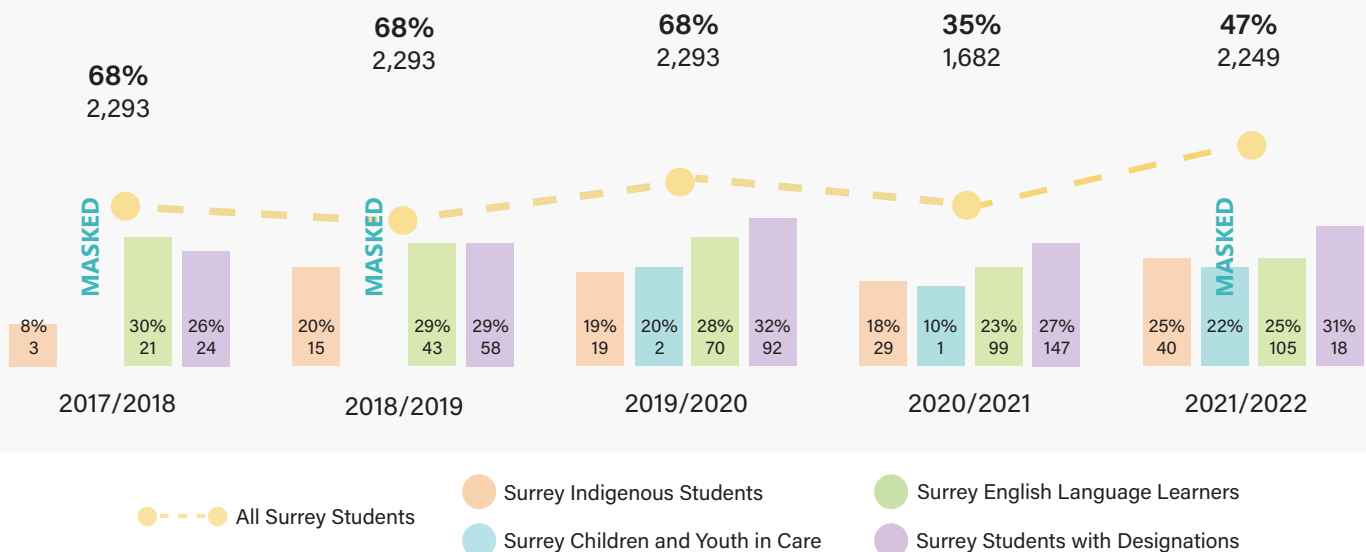
2018/19 (6%). Results should be viewed with caution as small sample sizes can cause greater fluctuation in the percentage of students who are proficient or extending from one year to the next.

One-quarter (25%) of **English Language Learners** were proficient or extending in the 2021/22 school year, up from the results in 2020/21 (23%). The participation rate among **English Language Learners** in Surrey has significantly increased over the past four academic years. Three in ten (30%) students completed the Grade 10 Numeracy Assessment in 2018/19, increasing to three-quarters (75%) in 2021/22.

In the most recent school year 2021/22, three in ten (31%) **Students with Designations** in Surrey were proficient or extending. This is an increase from the 2020/21 academic year when the percentage of **Students with Designations** who were proficient or extending was 27%. The participation rate for the most recent school year 2021/22 was 65%, slightly lower than the 65% rate in 2020/21. In both years, the participation rate was substantially higher than the 27% of **Students with Designations** in Surrey who participated in 2018/19.

See Figure 6 for a breakdown of the percentage and number of Surrey students by sub-group who are proficient or extending on the Grade 10 Numeracy assessment. Please note, data for **Students with Designations** includes scores for all **Students with Designations**.

Figure 6. Percentage and number of Surrey students who are proficient or extending on Grade 10 Numeracy, 2017/18 – 2021/22



HUMAN AND SOCIAL DEVELOPMENT



DISTRICT SUCCESSES

School and Community Connections: Community-Schools Partnership

Surrey School District's Community-Schools Partnership (CSP) provides targeted programming, support, and resources to children, youth, and their families who face barriers to accessing programs and supports before, during, and after school.

The CSP collaborates in partnership with district departments, community agencies, and partners to deliver enriching learning programs that are innovative and aligned with the BC Ministry of Education Curricular Competencies. The CSP coordinates several initiatives and out of school time programs to meet the needs of diverse families and students in various schools of complexity.

CSP's Outreach Workers collaborate with district departments, community agencies and school-based teams support students in effective and inclusive ways. The CSP work primarily consists of supporting children and youth through before and after school programs as well as lunchtime programming. Programs and supports the CSP provides fall within five domains: (1) social-emotional growth, (2) promoting healthy living, (3) decision making and problem solving, (4) self-esteem and worth, and (5) sense of belonging and connectedness.

This year, the CSP supported 2,650 students in out-of-school time programs across 30 schools in the district, with CSP staff members hosting more than 30 different types of programming and support.

The CSP also maintains partnerships with over 40 community organizations and runs programs at locations using community resources at 18 schools. Students who participated in CSP programs cultivated numerous skills linked with self-efficacy and positive decision-making.

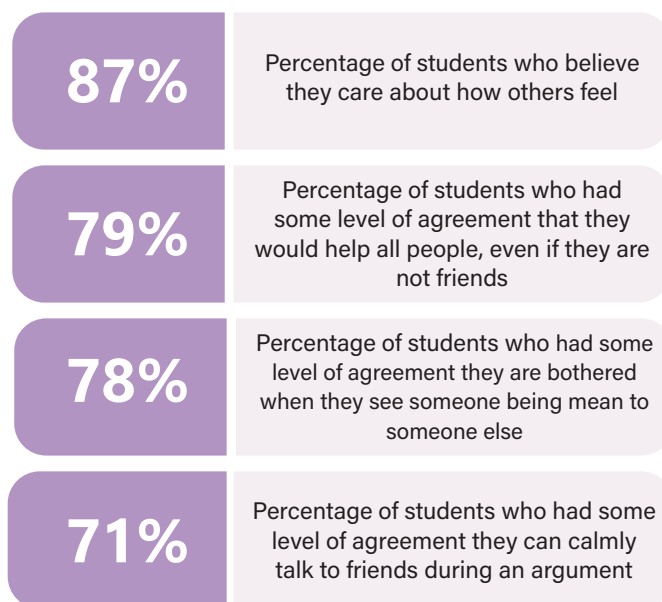
Impacts of the Community-Schools Partnership

Aiming to assess the impact of CSP programs on multiple facets of student growth, a survey was administered to students participating within CSP programs, in which on the self-reported measure, 769 students participated across various grade-levels within the district.

Social-Emotional Growth

Of interest, students were asked a series of questions related to their social-emotional growth, particularly, the ability to maintain constructive conversations with peers in high emotional states, and their concern for the welfare of others. About nine in ten students (87%) feel they care about how others feel. Additional results can be found in Table 1 below.

Table 1. Results from students in CSP programs on their social-emotional growth

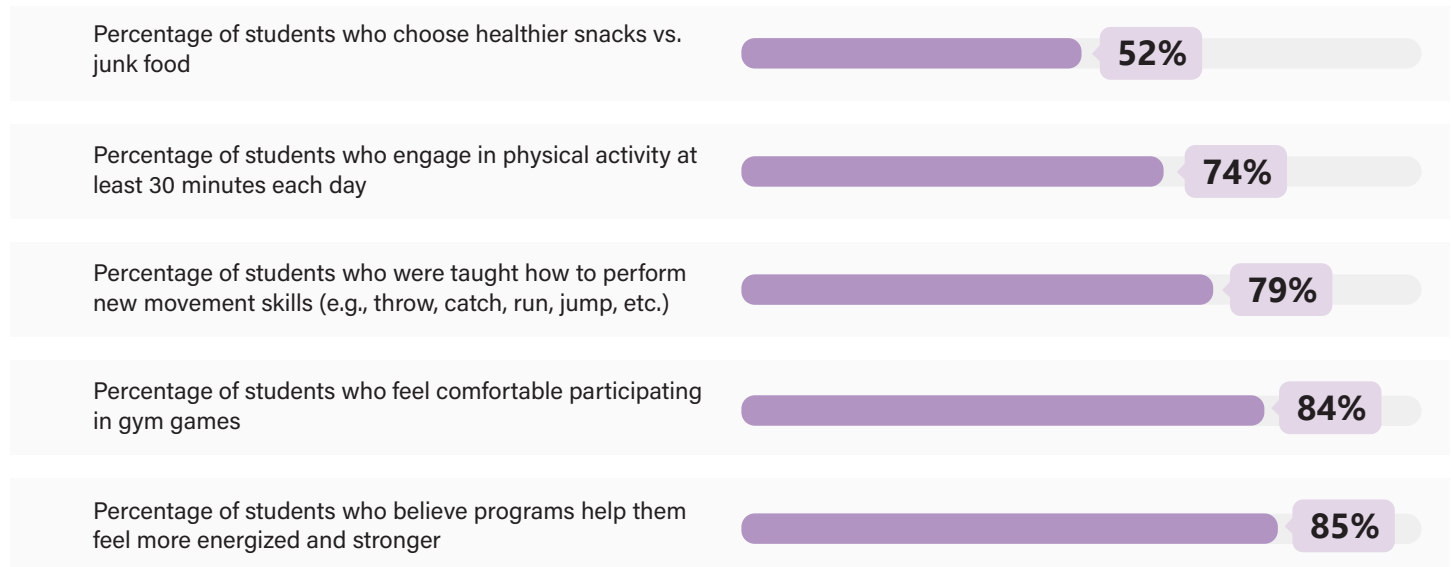


Promoting Healthy Living

Given the importance of physical health and movement across CSP programs, the survey inquired how CSP programs promote healthy living among students, while facilitating decisions on healthy living beyond program participation.

About eight in ten students (84%) feel more comfortable participating in gym games and believed the programs they were involved in helped them to feel stronger and more energized. Additional results can be found below in Figure 7.

Figure 7. Percentage of students in CSP programs who believe programs promote healthy living

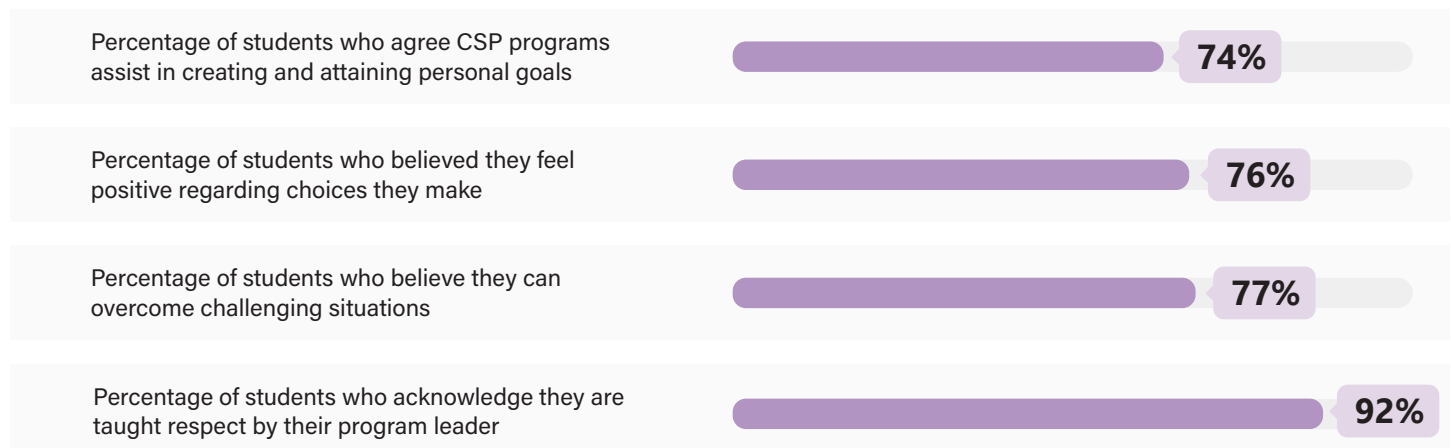


Decision-Making and Problem-Solving

Also of interest was student decision-making and problem-solving. In particular, how students reach and establish lifelong decisions and whether students believe they can overcome experienced challenges.

Nine in ten students (92%) believe they are taught respect by their program leader. Additional results can be found below in Figure 8.

Figure 8. Percentage of students in CSP programs displaying positive decision-making and problem-solving



Self-Esteem and Worth

As mental health and wellness of our student is of utmost importance to the district, students were asked to provide further insight into their personal self-esteem while also articulating their sense of worth in their school environment.

Furthermore, getting a clear understanding of students' sense of belonging and connectedness of their school was also of priority. Slightly more eight in ten students (82%) agree they like the present version of themselves. Additional results can be found below in Figure 9.

Figure 9. Percentage of students in CSP programs displaying positive decision-making and problem-solving skills

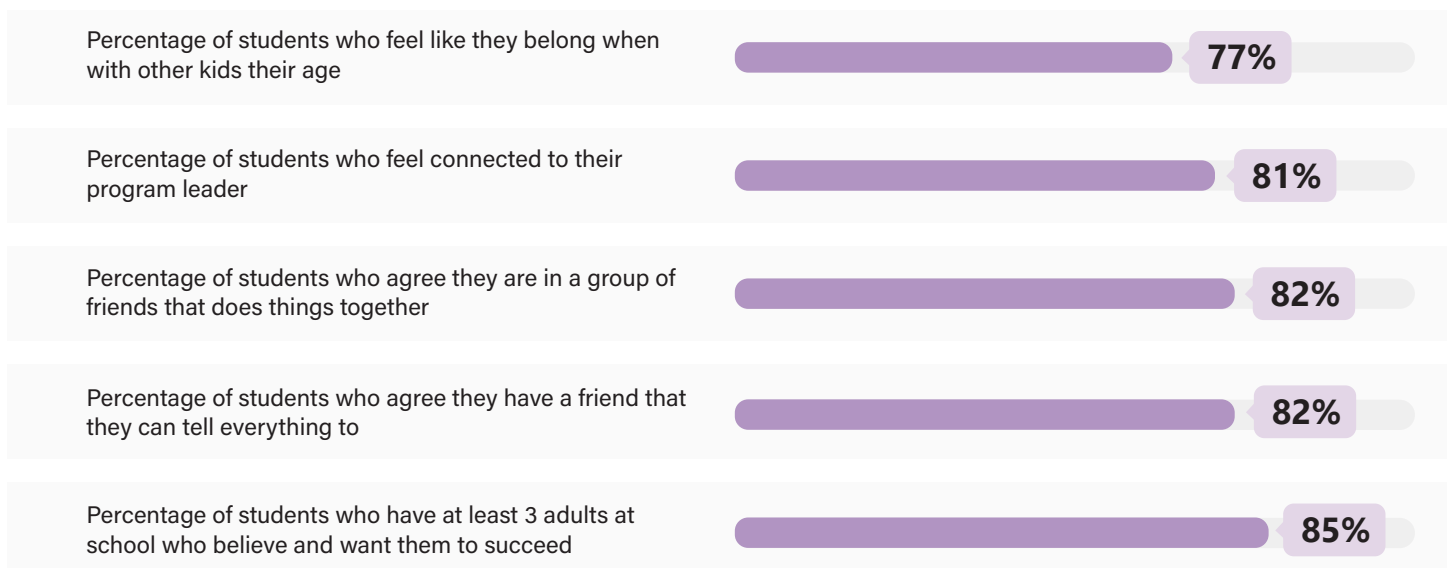


Sense of Belonging and Connectedness

Similar to self-esteem and worth, the survey also investigated student sense of belonging and connectedness with peers of age and to their schools, with close to nine in ten (85%) of responding students

stating they can think of at least 3 adults at school who believe in them and want them to succeed. Additional results can be found below in Figure 10.

Figure 10. Percentage of students in CSP programs expressing their sense of belonging and connection to their schools



School and Community Connections: Welcome Centre

The Surrey School District English Language Learner Welcome Centre welcomes English Language Learner students and their families by providing transition supports to ease their integration into the Surrey school system and community. In addition, school staff can access a wide range of resources at the Welcome

Centre library to support our English Language Learner students with their language needs and integration into the schools. In the 2022/2023 school year, the Welcome Centre provided support to 15,028 students and families, 6,739 of which were students (see Figure 11). Of that total, 9,300 were new families (see Figure 12).

Figure 11. Number of students/families seeking support*

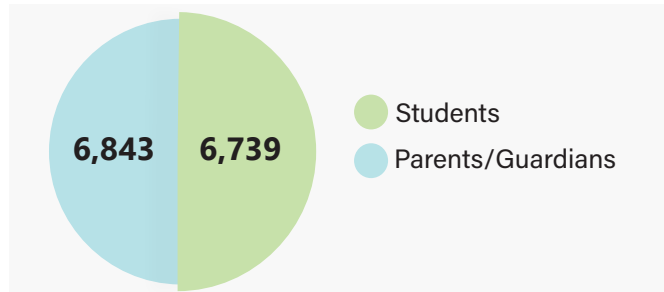
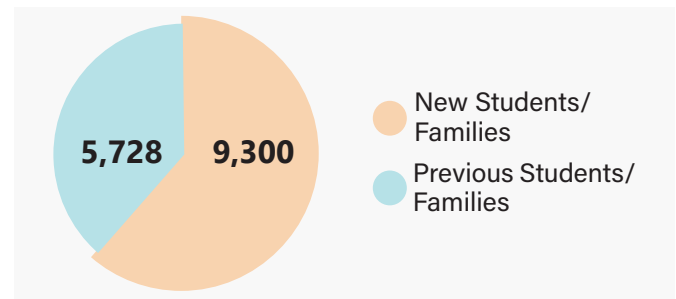


Figure 12. Number of students/families who sought help in previous years versus 2021/2022*



*An additional 1396 (9.6%) individuals were provided support (e.g., siblings and relatives of students)

Students and Families Supported: Immigration Region

In the last academic year, 14,593 students and family members representing 112 out of 195 countries in the world have been supported by the Welcome Centre. Those supported arrived in Canada from a wide range of regions (see Table 2).

Students and family supported by the Welcome Centre most often immigrated from South Asia (27.1%), Middle East/West Central Asia East Asia (20.5%), or East Asia (15.8%). A significant number of students were from the United States or from different parts of Canada (8.9%).

Table 2. Regional breakdown of immigrants supported by Welcome Centre Programs

Region	Number of Students and Family	Proportion by Region
Asia - South	3,954	27.1%
Middle Eastern/West Central Asian	2,985	20.5%
Asia - East	2,303	15.8%
North American	1,299	8.9%
Asia - Southeast	1,001	6.8%
Latin, Central, or South American	935	6.4%
Africa - South and East	724	4.9%
Europe- East and Southeast	684	4.7%
Africa - North	321	2.2%
Africa- Central and West	160	1.1%
Europe - South	100	0.7%
Europe - West and North	69	0.5%
Caribbean	39	0.3%
Pacific Islands and Oceania	19	0.1%

*Mexico has been added to Latin, Central and South America due to cultural similarities.

Students and Families Supported: Immigration Type

Students and families supported by the Welcome Centre arrive to Canada following a diverse set of circumstances. See Table 3 for a breakdown of the specific circumstances surrounding the immigration of students and families by category. Nearly a quarter (23%) of students and families supported by the Welcome Centre arrived in British Columbia as Government Assisted Refugees. Additionally, just under a tenth (7.7%) of students and families arrived in Canada under a Family Class Sponsorship.

Many students and families who receive support through the Welcome Centre are arriving from countries where there is limited formal schooling. Additionally, the Welcome Centre provides resources for families and their children who often have low reading and writing proficiency in the English language, and are unfamiliar with Canadian culture. Families can become disoriented when attempting to navigate services that will help them successfully transition to Surrey. These are essential settlement.

Table 3. Students and families supported by Welcome Centre Programs by Immigration type, 2022/2023.

Immigration Type	Number of Students/Family	Percentage of Total
Foreign Worker	3,598	23.9%
Govt. Assisted Refugee	3,454	23%
Unknown	1,503	10%
Skilled Worker	1,288	8.6%
Family Class	1,155	7.7%
Provincial Nominee	833	5.5%
Other*	667	4.4%
Born in Canada to immigrant parents	666	4.4%
Refugee class: Privately sponsored refugee	636	4.2%
Foreign student (non-fee paying)	492	3.3%
Other refugee class	441	2.9%
Business	263	1.8%

*The Other category combines numbers from Canadian Citizen, Child of Canadian Parent, Child of Temporary Resident, Fee-paying (Int'l Student), Independent, Religious Visa, Visitor Visa, Live-in Caregiver, and BVOR.

*The categories may also fall under more than one category.



Students and Families Supported: Age and Residency Status

The Welcome Centre assisted students and families from a variety of residence statuses in 2022/2023. Most commonly, students and family assisted fell under the

permanent residence immigration type (60.8%; see Table 4). Temporary residents made up 27% of the total students/family assisted.

Table 4. Total number of students and families assisted by the Welcome Centre, broken down by residency status

Student/Family Type	Number of Students/Family	Percentage of Total
Permanent Resident	9,140	60.8%
Temporary Resident	4,062	27%
Canadian Citizen by Birth	787	5.2%
Naturalized Canadian Citizen	505	3.4%
Other	32	0.2%

In total, the Welcome Centre assisted 4,166 students during the 2022/2023 school year. The most common age for students assisted was between 13 to 17 (21.5% of total students/family assisted; see Table 5).

The Welcome Centre also assisted 1766 students between the ages of 9 to 12 (11.8%), and 1042 between the ages of 5 to 8 (6.9%). 794 students (5.3%) were pre-kindergarten age.

Table 5. Total number of students and families assisted by the Welcome Centre, broken down by age group

Age Group	Number of Students/Family	Percentage of Total
Pre-kindergarten	794	5.3%
Kindergarten to Grade 3	1,042	6.9%
Grade 4 to Grade 7	1,766	11.8%
Grade 8 to Grade 12	3,233	21.5%
19 to 54	7,712	51.3%
55 and Over	474	3.2%

Students and Families Supported: Years Living in British Columbia

Table 6 depicts a breakdown of assistance by years spent living in British Columbia (BC). Just over one third (32.3%) of students/family assisted by the Welcome Centre had been living in BC for under one year.

One quarter (26.1%) of assisted students/family had been in Canada for less than 3 years, and one third (30.8%) had been in Canada for more than three.

Table 6. Total number of students and families assisted by the Welcome Centre, broken down by years living in British Columbia

Years in British Columbia	Number of Students/Family	Percentage of Total
Under One Year	4,858	32.3%
One to Three Years	3,926	26.1%
Over Three Years	4,623	30.8%

Windspeaker

To support **Indigenous Students** towards greater connection with each other and the land, Aboriginal Learning has been organizing Windspeaker for a few years. Over the year, Windspeaker drew **Indigenous Students** from grades 8 through 12 from across the district, offering outdoor and placed-based learning experiences.

The objectives of the program are to give **Indigenous Students** an opportunity to visit local Nations, meet with elders or other representatives, learn aspects of their local culture, and engage in land-based physical activities. These field trips occur during the school day,

once a month and are supervised by Aboriginal Child and Youth Care Workers, who provide socio-emotional learning support, connect with families, and advocate for students under their care. Through these visits, Windspeaker provided opportunities for students to develop interpersonal, cultural, and social competencies that harnessed their diverse meaning making abilities, and built on **Indigenous Students'** immense potential.

Between 2016 and 2023, a total of 471 **Indigenous Students** from 20 schools have participated in Windspeaker, experiencing transformative effects.

Beginning and Intentions

Through collaboration and inquiry, the Windspeaker coordinator sought to explore various aspects of the students' involvement in Windspeaker. These aspects included their motivations for joining, identity development, connections to peers and school, their goals, and their perceptions of how Windspeaker differed from traditional classroom teachings. To achieve this, an introductory interview was designed based-on these guiding principles, aiming to gain insights into the students' perceptions, goals, and intentions as they started on their journey through Windspeaker..

After the students completed a full year in Windspeaker, the focus shifted towards understanding their experiences and thoughts about it. Wrap-up reflective questions were asked to students in order to identify the most memorable activities, unexpected positive experiences,

the extent to which the students' initial goals were met, how Windspeaker differed in terms of content and context, and what suggestions they may have for program improvements. Several cohorts of students participated in introductory interviews, and others participated in a wrap-up reflective discussion. Some examples of questions asked to prompt deep thinking and reflection are provided below in Table 7.

These conversations provide invaluable information for Windspeaker coordinators and staff to understand whether objectives and goals are being achieved, to allow for reflection on successes, consider improvements, and enhance effectiveness. As a result, students gain peer connections, which builds upon their positive energy and cultural pride.

Table 7. *Introductory and wrap-up reflections for evaluating Windspeaker objectives and supports, 2022/23*

Introductory Interview	Guiding Principles		Wrap-up Reflection
What were your motivations for joining Windspeaker?	Motivations	Memorable Activity	What is the most memorable activity from the Windspeaker program this year? And why?
Do you think Windspeaker will help develop your learning and cultural identity?	Identity	Positive Surprise	What are some things about the Windspeaker program that you didn't expect, but turned out to be positive?
How do you think Windspeaker has helped or will help with peer and school connections?	Connections	Enhancements	Is there anything you think can be changed or improved on for next year?
What kind of goals do you have for the year based on Windspeaker?	Goals	Goals	What were your intentions and goals for joining Windspeaker, and were those met?
How is Windspeaker different from the learning you are doing in your classroom?	Distinction	Distinction	How has Windspeaker been different from what and how you learn in school?

Process and Activities

Over the course of several months, Windspeaker offered diverse and enriching activities and experiences for 85-120 students (see Table 8).

In October 2022, Windspeaker kicked off with a successful Parent and Student Information Night, followed by the Siya:ye Leadership Conference in November 2022, which students had the opportunity to participate. This two-day event brought together **Indigenous Students** from various parts of the Lower Mainland, where they engaged in empowering leadership workshops and received valuable cultural teachings from local elders and Indigenous leaders. A month later, students visited the Fort Langley National Historic Site to delve into its history and to further explore the process of Indigenizing this message and examine the profound influence of Indigenous People on Fort Langley’s history.

In January 2023, the students embarked on an exciting journey of snowshoeing on Grouse Mountain. Additionally, the students had the opportunity to visit a Squamish First Nation feasthouse situated on the mountain during which a Squamish First Nation leader generously shared their rich history, captivating the students with mesmerizing dance and song in which they enthusiastically participated. Windspeaker organized its own cultural event in collaboration with Surrey Schools’ Indigenous Learning Department in February 2023. This special occasion featured Indigenous dancers, singers, and artists, who gracefully shared their knowledge and skills with the students, fostering a deeper appreciation for their heritage.

In March 2023, the students were exposed to a new and culturally significant experience as they attended the Earl Marriott Powwow. For many, it was their first time participating in such an event, providing a profound opportunity for cultural learning and appreciation.

The students engaged in an educational and nature-centric adventure with Takaya Tours in May of 2023. They embarked on a scenic canoeing trip, navigating the waters of North Vancouver on traditional canoes. Following this, they immersed themselves in a nature walk through the forest, where they learned about local vegetation and traditional tea ingredients.

As Windspeaker concluded in June 2023, the students devoted their time to reflect on their journey, appreciating the transformative experiences they had encountered throughout Windspeaker. The absence of events in April provided a moment of introspection before they celebrated the completion of the program in June.

Table 8. *Windspeaker activities, 2022/23*

Month	Activity
October 2022	Student and Parent Information Night
November 2022	Siya:ye Two-day Leadership Conference
December 2022	Fort Langley National Historic Site
January 2023	Grouse Mountain Snowshoeing and Squamish First Nation Feasthouse Visitation
February 2023	Surrey Schools Cultural Event
March 2023	Earl Marriott Powwow
May 2023	Takaya Tours Canoeing, and nature walk in North Vancouver

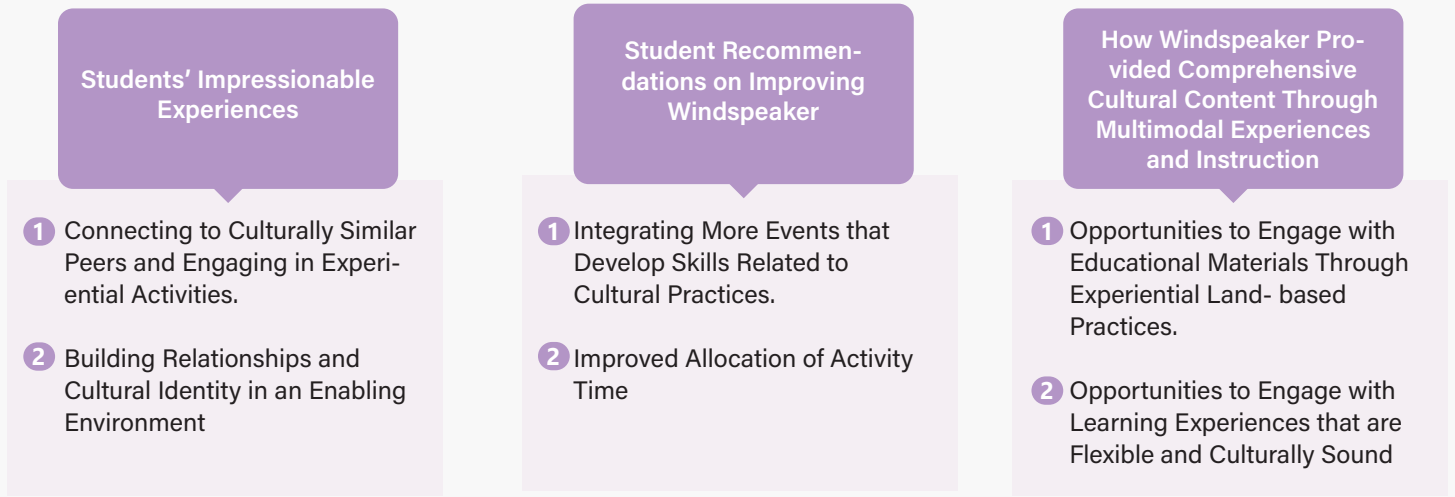
“ I think that the program is basically [to] help youth learn more about their culture, learn more about leadership, and about just cultural aspects that we may be missing in our lives. ”

Evaluation of the impacts of Windspeaker

When Windspeaker concluded at the end of the year, we revisited the students' initial motivations for joining Windspeaker and whether the students met their objectives for joining Windspeaker. Overall, students were able to accomplish what they set out to achieve. Through Windspeaker's culturally-enriching teachings and a supportive social environment, students built upon their individual and cultural identities.

The table below summarizes the themes that emerged from discussions with students who participated in Windspeaker. Themes included students' motivation for joining Windspeaker, how Windspeaker supported social connections, and how Windspeaker provided a reflective environment for learning their own identities.

Table 9. *Indigenous Students' reflections on their experiences with Windspeaker, 2022/23*



Conclusion

The learning that is possible outdoors is different than what happens in a school building, often offering students a distinctive sense of belonging to the natural world through experiential learning. Windspeaker activities support our **Indigenous Students** in making meaningful and deep connections with the land through multimodal, holistic learning activities, including: (1) observing and exploring connections with place that comes about by being with and around plants, fire, and water; (2) tending to and connecting with animals; (3) listening to elders' stories; and (4) building cultural competencies through learning languages and songs.

While students learn about the traditional territories and cultures on which Windspeaker experiences take place, they also develop relationships with each other, their community and themselves. Windspeaker builds interpersonal skills, leadership capacities, and a sense of pride and confidence for Indigenous youth through empowering activities and positive identity building with peers.

The connection to ancestry and traditions, sense of collective wellbeing, and finding out who they are as a person and as a community are important aspects for students to explore as part of their learning. Windspeaker continues to advance the Indigenous Learning Department's vision for more targeted work to specifically support **Indigenous Students** as they navigate the education system by providing culturally appropriate, safe, and respectful learning environments within and beyond the classroom.

“ I joined Windspeaker so I could learn more about my culture, since I grew up in like a full-white background. So, don't really have a lot of experience, but learning all the stuff that I have so far and experiencing hands on things has really helped me achieve my goal, and its just so educational.”

- Windspeaker Student

Student Voice

Surrey School District strives to gain a comprehensive understanding of students' school experiences – from issues related to educational equity, student safety, and the teaching and learning environment. The district recognizes students as valuable partners who are insightful and can be important sources of knowledge when addressing challenges.

To empower students in shaping their own educational experiences, the district has created the Student Voice Program that brings together a collaborative of student representatives from each secondary school in the district, a small group of teacher volunteers, and a steering committee consisting of 80 members and included two student members from each secondary school to gather stories about issues important to student youth.

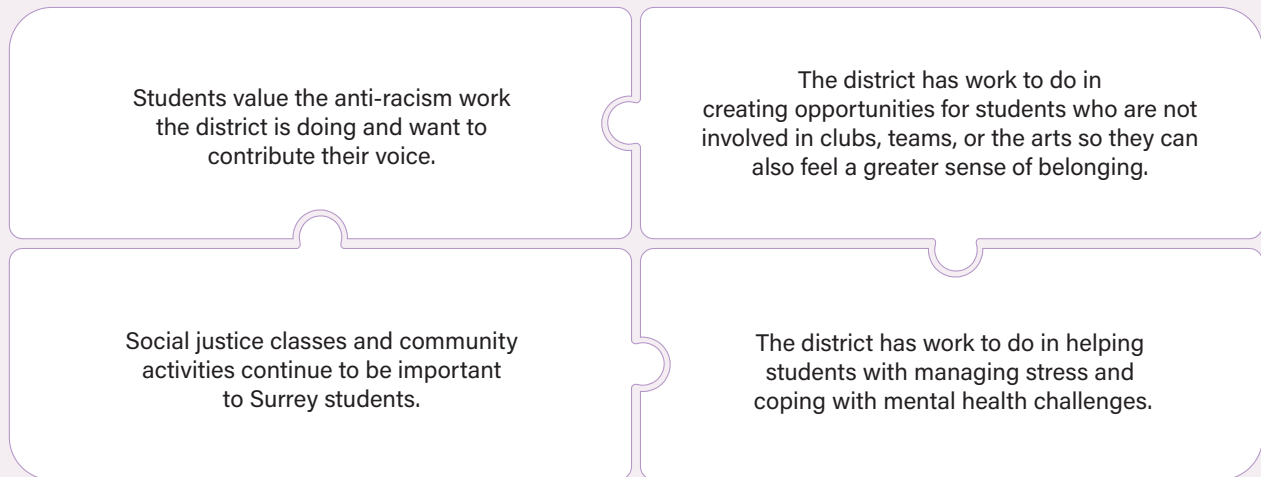
Utilizing a student-centred approach, the steering committee held four large gatherings throughout the school year, hosting up to 160 secondary students to gain

feedback about their experiences in Surrey Schools. There were also a number of focus groups with a smaller number of students who were able to share their experiences directly with district leaders and school principals.

Student participants were able to select the focus area for the year: Enhancing learning environments and creating a greater sense of belonging in schools. As students spend a significant amount of time in school, their wellbeing directly impacts their ability to learn effectively.

Through the Student Voice Program, we gathered information about issues such as bullying, mental health, safety concerns, and other factors that affect the overall learning environment. Across the large and small gatherings, several themes emerged:

Table 10. *Focus areas selected by students to enhance learning environments*



From these sessions it is clear that when we elevate student voice, students feel respected and heard, and this helps foster a positive school climate, encourages open communication, and promotes a sense of belonging.

Surrey Schools will continue with the Student Voice Program next year and will also expand to elementary students.

PROVINCIAL DATA

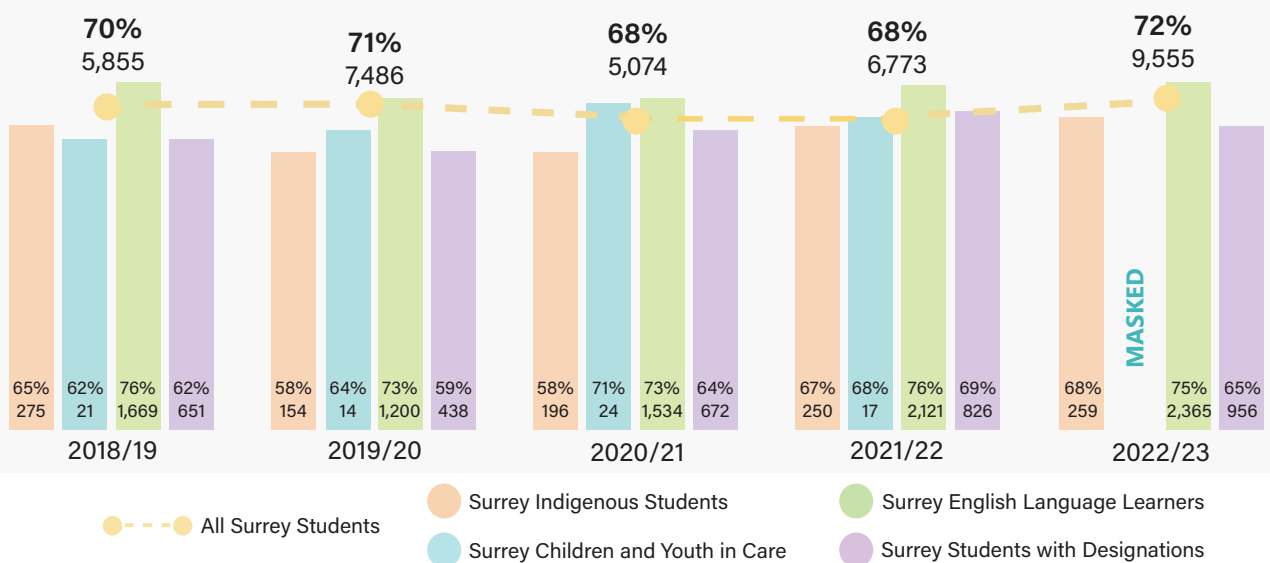
Student Learning Survey (SLS)

Schools that promote inclusion, celebrates cultural identity, and promotes equity are helping students to feel that they matter and are welcome. Staff across our district are making connections with their students and building relationships so that all our students feel welcomed at school every day.

Over the past five years, about seven in ten Surrey School students have felt welcome in school, with the highest percentage of students feeling this way

in 2022/23 (72%), which exceeds the provincial percentage (71%). Close to six in ten (58%) **Indigenous Students** in Surrey felt welcome in school during the 2019/20 and 2020/21 academic years, but has increased to nearly seven in ten (68%) students in 2022/23. Between 2018/19 and 2022/23, three-quarters of **English Language Learners** have felt like they are welcome at school (see Figure 13).

Figure 13. The percentage and number of Surrey students in Grades 4, 7, 10 and 12 who often or always feel welcome at school, 2018/19 - 2022/23



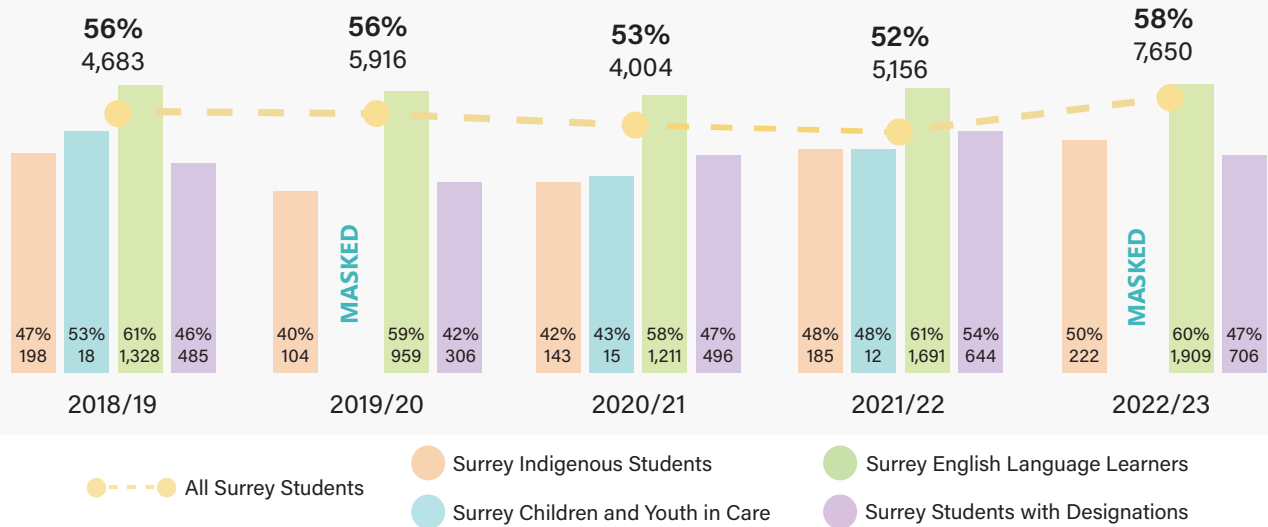
School belongingness is fundamental to student's quality of life in and outside of school. Research has demonstrated that school belongingness is associated with greater social and emotional wellbeing, fewer mental health problems, and better educational outcomes.

Close to six (58%) Surrey students felt a sense of belonging in school during the 2022/23 school year, an increase from the previous two school years. About four in ten **Indigenous Students** in Surrey felt a sense

of belonging in school during the 2019/20 (40%) and 2020/21 (42%) school years, increasing to nearly half of **Indigenous Students** in 2021/22 (48%) and 2022/23 (50%).

The percentage of **English Language Learners** who often or always feel a sense of belonging at school has remained steady since 2018/19, which six in ten students feeling a sense of belonging to their school (see Figure 14 on the next page).

Figure 14. Percentage and number of Surrey students in Grades 4, 7, 10 and 12 who feel they often or always belong at school, 2018/19 - 2022/23

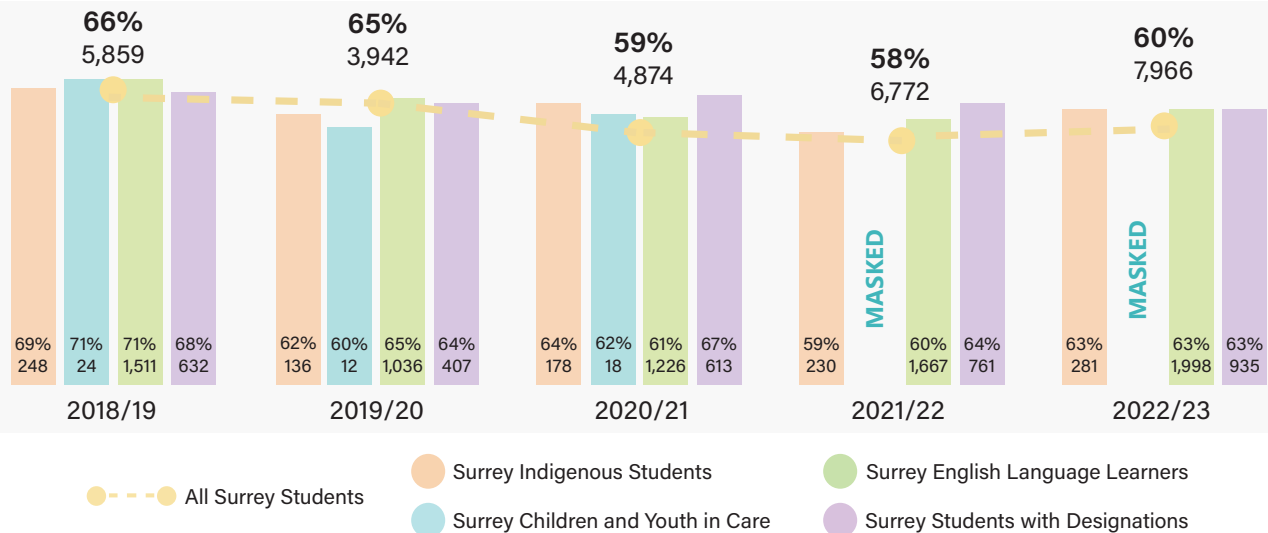


“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be” (Dr. Rita Pierson). Surrey Schools knows that it’s about the connections and relationships between our staff and students that build a sense of belonging in students and makes schools a welcoming place to learn.

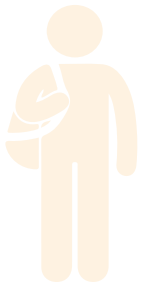
During the 2022/23 school year, six in ten (60%) Surrey students felt they had at least two adults who care about them, an increase from the previous two school years. Similarly, six in ten **Indigenous Students** and **Students with Designations** in Surrey felt they had at least two adults who care about them during the 2020/21 and 2022/23 school years (see Figure 15).



Figure 15. Percentage and number of Surrey students who feel that at least two adults care about them, 2018/19 - 2022/23



SCHOOL TRANSITIONS & CAREER EDUCATION



DISTRICT SUCCESSES

Transition Initiatives in Secondary Schools

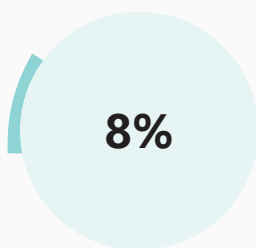
Secondary Transitions refer to the changes or shifts that students experience at important milestones in their lives. Moving from elementary to secondary school, progressing from one grade to another, or transitioning from high school to post-secondary education or employment can pose challenges for many students.

These transitions can sometimes be disruptive and often necessitate additional care, tailored support, and personalized attention to cater to the unique needs of each student. In Surrey School District, the Secondary Transitions initiative acknowledges and considers these requirements in order to improve our practices and offer effective support.

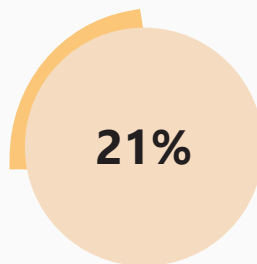
Initiative Background and Activities

To promote equity, meaningful learning, and successful student transitions, each of our 22 secondary schools received a .50 full-time equivalent (FTE) teacher staffing allocation. These teachers were dedicated to working

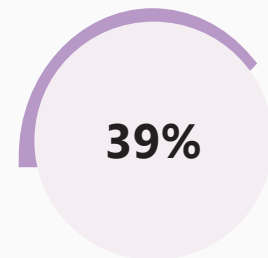
with students seen as at-risk of dropping out of school during designated support blocks. During the 2022/23 school year, over 560 students were identified and enrolled to receive Transitions support, including:



Within the Children and Youth in Care population



Indigenous Students



Students with Designations

Applying our core principle of knowing who our learners are, schools developed personalized Secondary Transitions support models.

These models aimed to create a safe and inclusive environment, support diverse learners, and employ various strategies to enhance student learning, promote a sense of belonging, improve school attendance, and increase academic engagement.

Throughout the year, schools collected and shared narratives about student' successes, including: (1) School Attendance, (2) Academic Achievement, and (3) Sense of Belonging and Connection. Additional information was collected to better understand students' past academic performance and attendance, their home lives, and reports and feedback from counsellors, student support workers, and previous classroom teachers.

Evaluating Transitions Support on Student Outcomes

To gain a better understanding of the impact of the Secondary Transitions supports on students, Surrey Schools' Research and Evaluation Department employed a mix of research methods. To support schools in the data collection process, on-site visits were organized to meet with Transitions teams and students at various schools. Additionally, an online survey was administered, wherein each school designated one to two students to

participate and complete the survey electronically. Schools also shared narratives and anecdotes about these selected students, along with providing supporting evidence of the program's impact. Transitions teachers were also given the opportunity to assess the progress of these students in achieving their Transitions goals. Additionally, through meetings and conversations, schools' Transitions teams shared their experiences, stretches, and support needs.

Secondary Transitions Supports for Improving Connections and Belonging

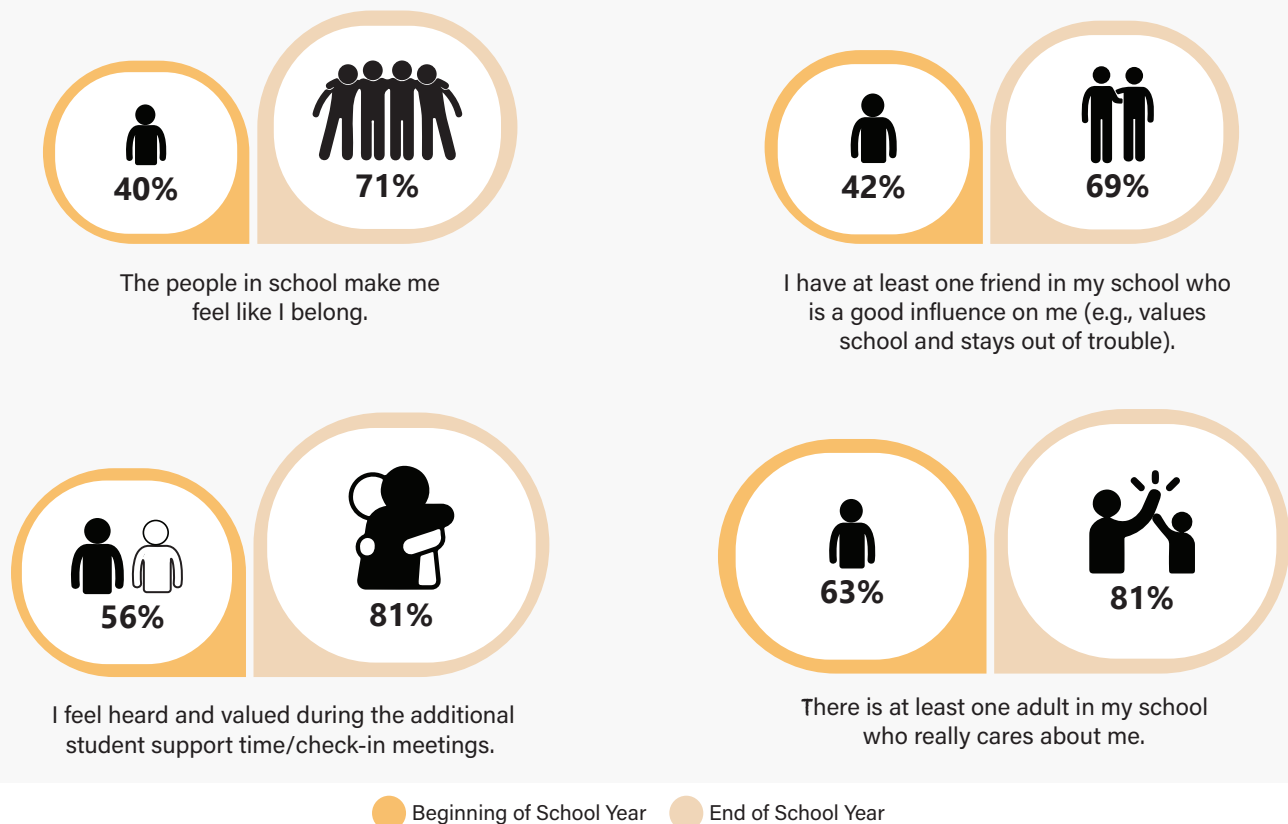
To improve school attendance and achievement, students must first feel that the adults in their lives care for them and their success. By purposefully investing attention and care, adults can create significant positive impacts that can contribute to students feeling valued and connected within the school environment. This sense of belonging, in turn, is linked to increased student wellbeing and greater engagement in school.

were connected to their school most or all the time, up from half (50%) of students at the beginning of the school year.

This improvement can be attributed, in part, to Transitions teachers creating non-judgmental learning spaces, and offering valuable advice and affirmations of students' worth. The table below presents the percentages of students who believe they are attaining goals related to their sense of belonging and connection to the school most or all of the time.

The online survey found that by the end of the school year, more than three-quarters (76%) of students receiving Transitions supports felt they belonged and

Figure 16. Percentage of students who are meeting goals related to their sense of school belonging and connection



As part of the online survey, students were asked about the challenges that they experienced with adults and other students while at school. Common challenges included miscommunication, feeling overlooked when teachers are busy with other students, difficulty making friends, managing schoolwork, encountering unsupportive and judgmental peers, experiencing bullying and negative comments, feeling embarrassed and judged when incorrectly answering questions in class, struggling with mental health, and feeling a lack of support and understanding from some adults.

To combat these challenges, Transitions teachers purposefully engaged students to ensure they were seen and heard. Students felt that Transitions teachers were supportive in making them feel valued and understood. From the survey, it was found that Transitions teachers were attentive, encouraged open discussions, and genuinely cared for their wellbeing and success.

“The student used to connect to no peers or staff in building. The student now seeks out some teachers (Counsellor, Transitions and Leadership) to say hi, to talk about absences and class work. The student also seems to smile a lot more and have more positive interactions with other students.”
 - Secondary Transitions Teacher

The presence of a teacher who helped students to feel comfortable in school led to greater motivation and engagement with their academics. Students found Transitions support and resources helpful in making them feel valued and understood. They characterize Transitions intervention as supportive, non-judgemental, motivating, and welcoming.

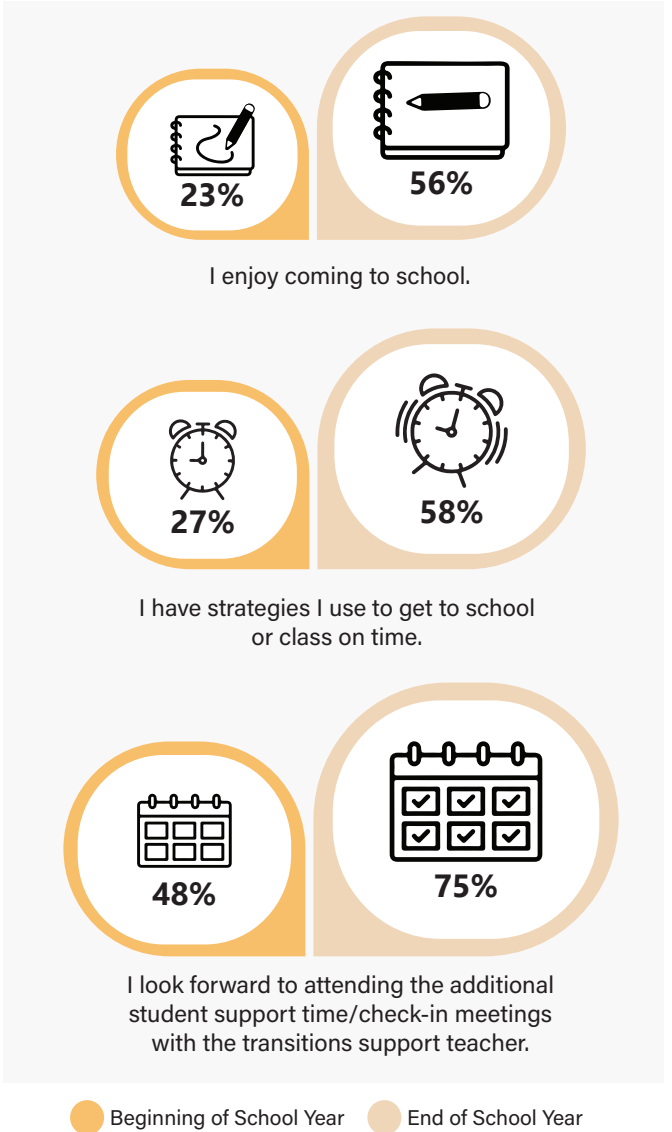
Transitions teachers observed that 67% of students now feel they have a greater sense of belonging and connection to school most or all the time, a significant increase from the 7% of students that Transition teachers observed at the beginning of the school year. The school environment and students’ relationships with their teachers can impact how valued students feel as members of the school community.

“In the transitions initiative, I felt more me. I felt heard. I felt like I never needed to impress anyone but myself. I’m more confident more respectful and responsible.”
 - Grade 8 Student

Growth in a student’s academic improvement occurs when they attend school regularly and establish strong connections to many aspects of the classroom and school learning environment. One of the goals for the Secondary Transitions initiative was to devise strategies that pull students to school, get them to attend class on time, and regularly attend their course blocks – including the additional student support time and check-in meetings with the Transitions teachers.

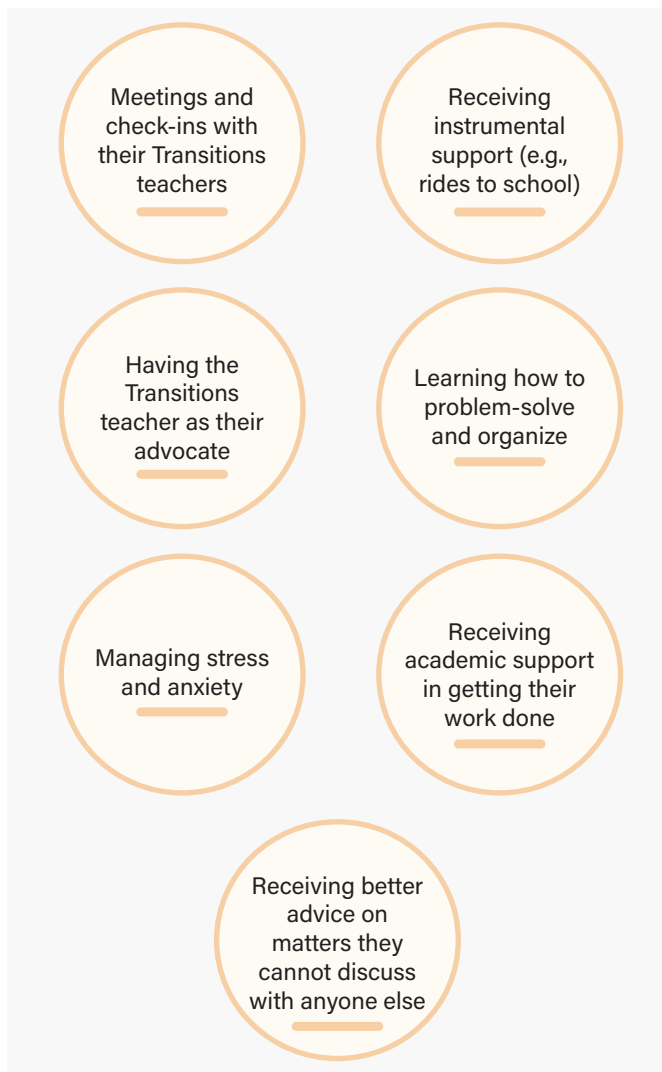
Overall, 63% of students completed the online survey reported that they are achieving their school attendance goals most or all of the time, compared to 33% of students who felt this at the start of the school year. The following table provides the percentage of students who feel they are mostly or all the time achieving their three sub-goals related to School Attendance.

Figure 17. Percentage of students who are meeting goals related to their school attendance



The students also shared various challenges and difficulties that they face in arriving at school and class on time. These included experiencing anxiety and stress due to unfinished homework, struggles with getting out of bed in the morning, living far away from school, and dealing with public transportation, including transfers and traffic issues. Moreover, they also mentioned being distracted by their friends and lacking enjoyment and having weaker self-will and motivation to attend school. They found the following Transitions support and resources helpful in overcoming these challenges (see Table 11).

Table 11. *Supports and resources students found helpful in addressing transition challenges*



Secondary Transitions addressed these challenges expressed by students by emphasizing the need to establish inclusive and welcoming environments, where students feel emotionally secure and connected, especially with their Transitions teachers. When students were asked to express what they found

beneficial about the Transitions support in terms of arriving at school and class on time, they discussed the significant amount of attentiveness Transitions teachers provided and how it motivated them to go to school.

According to Transitions teachers who assessed the progress of the students who participated in the online survey, 74% of the students now attend school most or all the time, compared to 45% at the start of the school year.

“When the student first arrived at the school, they began spending a lot of time wandering the hallways and hanging out in the washroom. Teachers were contacting me regularly with concerns about the amount of classes the student was missing. The student has said that they skipped a lot of classes at their past school. The student said nobody (i.e., school and family) cared if they skipped. Their attendance now is great. They only miss school when they are actually sick or have something going on with their family, however this is rare.”

- Secondary Transitions Teacher

“The support I got from this was the motivation to get up and get everything right. I’ve honestly never felt so confident and motivated to come to school the reasoning behind all this would be the great help and support from the Transitions teacher. Also, they came to my house to pick me up and take me to school. This has helped a lot.”

- Grade 12 Student

Daily attendance records of the Transitions students over the past two school years were analyzed. The dataset consisted of attendance records from 500 students who received Transitions support during the 2022/23 school year. The following are highlights from the analysis:

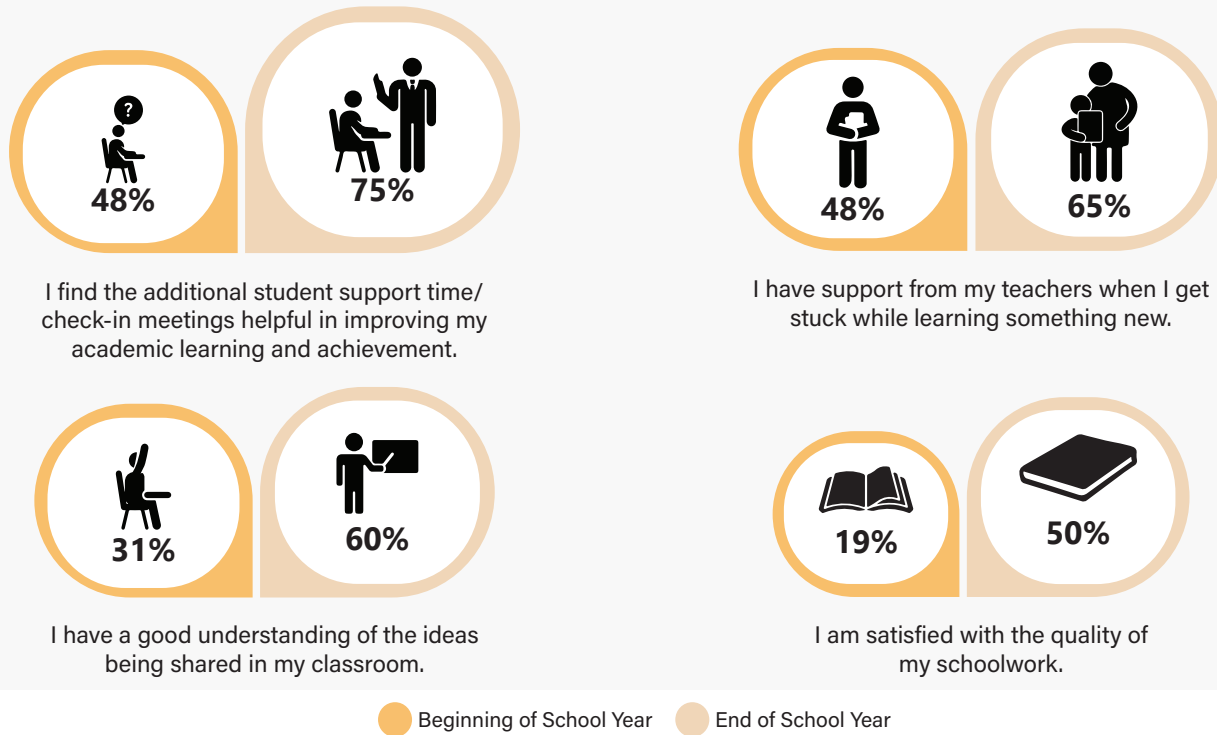
- Of all students who received Transitions support during the 2022/23 school year, 29% of students demonstrated a decrease in their unexcused absences.
- Of all the students who received Transitions support in the previous school year and continued receiving the support during the first half of the 2022/23 school year, 36% of students demonstrated a decrease in their unexcused absences.
- Of all the students who received Transitions support in the previous school year (2021/22) and continued to receive support throughout the 2022/23 school year, 38% of students demonstrated a decrease in their unexcused absences.

Secondary Transitions Supports for Improving Academic Achievement

The Secondary Transitions support helped to enhance academic achievement by fostering increased collaboration between students and teachers, as well as encouraging active student participation and engagement in the classroom. By the end of the school year, 62% of students reported that they were meeting their academic achievement goals most or all the time, which was up from 37% at the beginning of the year.

During the online survey, students were asked to self-assess the quality of their schoolwork, their perception of the additional academic support that they receive through Transitions, and how good they feel about their class participation. The following table provides the percentage of students who feel they are mostly or all the time achieving these academic achievement sub-goals.

Figure 18. Percentage of students who are meeting goals related to their school achievement



The Secondary Transitions initiative offered academic support and resources in a manner that students found beneficial for enhancing their learning. In the online survey, students mentioned that the Transitions support and resources –particularly the check-in system, mindful exercises, time management strategies, teacher assistance with classroom and homework completion, and availability of the support block– have been effective in leading to improved understanding, motivation, and confidence.

As part of the online survey, Transitions teachers reported that 67% of students are now meeting their academic achievement goal most or all the time.

The Secondary Transitions aimed to enhance academic achievement, offering academic support and resources in a manner that supported students' academic achievement. At the end of the school year, nine in ten students (N = 513) receiving supports through the Secondary

Transitions Initiative successfully transitioned to the next grade level or graduated

“ I have found every support and resource that has been provided really effective. Just coming into the classroom and getting my homework done. Having chat with my favorite Transitions teacher. Better understanding on things and learning new things. A way that is different and really helpful. I would’ve never got all of this confidence and motivation to come into class if it wasn’t for the Transitions teacher.”

- Grade 12 Student

Leadership Reflection and Future Outlook

Towards the end of the school year, Transitions teachers and school administrators discussed and shared their experiences. In this process, they highlighted key components for positive impact and noted areas needing additional input to strengthen the Transitions support. These findings are summarised below.



Click on the following link for one story of a student's successful transition: [Reconnecting: A Student's Journey from Disconnection to Academic Success](#)

▪ Flexibility and tailored approach:

The students enrolled for the Transitions require custom support for their growth and development. Transitions effectiveness and success lies in its flexibility, individualized approach that is tailored to meet each student's needs and progress.

▪ Time constraints for providing individualized support:

Tailoring support to students necessitates ample time and resource provisions. Constrained by their schedules and teaching responsibilities, Transitions teachers found it challenging to provide effective assistance to students beyond designated Transitions block hours. Schools propose a dedicated 1.0 FTE teacher for Transitions to provide greater flexibility to support students.

▪ Consistency in maintaining connections for providing support:

Emphasizing consistency in connection for ongoing support, schools expressed caution that may arise when the Transitions teacher changes each year.

▪ Professional development and resource support:

Transitions teachers suggested district-wide professional development opportunities for collaboration and learning with other schools, as well as skill development to ensure appropriate student involvement, avoiding boundary breaches and confidentiality lapses. Additionally, they suggested having thematic activity resource bank, community resources support list, and a virtual platform for exchanging ideas.

▪ Knowing our learners:

Student profiles indicate that many of them have experienced trauma early on in their lives, causing anxiety, low attendance, and hindering academic progress. Most struggle in Math, Science, and lack rapport with subject teachers, peers, and adults.

▪ Varied program format:

To match students' schedules and needs, schools adapted and tested various program formats, including enrolling and non-enrolling blocks, walk-ins, checking-in, or a combination of formats. Over 70% of schools employed non-enrolling block, yet its operation varies, each presenting its own challenges for monitoring and aiding students.

▪ Greater emphasis on Social-Emotional learning:

Incorporating social-emotional learning was recognized as a vital component for connecting with students and supporting growth. Stronger Transitions teacher-student bond enhanced trust, vulnerability, academic progress, wellbeing, and sense of belonging and connection to school.

▪ Personal growth and student accountability:

The Transitions program enhances students' learning and executive skills, provides academic support, and boosts self-confidence. However, its effectiveness and success hinges on students' active participation and accountability, which evolves gradually.

In Spring 2022, Surrey Schools launched the ministry-funded Secondary Transitions, reimagining success for numerous at-risk students. Embarking on this transformative journey requires not just initial efforts but sustained, long-term commitment and equitable resource to achieve meaningful outcomes for all students.

Our findings indicate that schools value Transitions program's positive impact, particularly in building relationships and social-emotional growth, while also empha-

sizing the need for longer-term support in improving attendance and academic achievement.

Schools appreciated district's approach, funding, and Research and Evaluation department's backing for data collection process, enhancing program success. The desire for ongoing student support, opportunities for professional development, and multi-year teacher consistency were identified as important areas for program improvement.

Career Education

Surrey Schools' Career Education focuses on designing customized pathways to help K-12 students in self-discovery and educational learning, preparing them for post-secondary education and future careers. Students engage in experiential learning, identifying interests, strengths, and career options while developing transferable skills to become successful contributors to civil society.

To facilitate this self- and career-exploration process, Career Education provides opportunities and pathways through various courses and hands-on experiences that are categorized as (a) Career Preparation, (b) Career Technical, (c) Co-operative Education (Co-Op) programs, (d) Academic Dual Credit courses, and (e) Youth Exploitation of Trade Skills.

Career Preparation

Students in Surrey are encouraged to explore potential careers they are interested in pursuing upon completing secondary school. Career Preparation includes Work Experience courses, which are designed to prepare students to adapt to ongoing change, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans.

Over a twelve-month period, Surrey students held more than 140 job positions, gaining significant on-the-job skills and experiences with 660 employers throughout the city. Likewise, our school district hired students who have completed the Inclusive Education Support Worker program.

Career Technical

In 2022/23, Surrey students explored 16 different Career Technical courses, including Aircraft Maintenance Engineer, Automotive Service Technician, Baking and Pastry Arts, Carpentry, Collision & Refinishing Common Core, Construction Craft Worker, Culinary Arts, Electrical, Hairstylist, Heavy Mechanical Trades, Horticulture, Metal Fabrication, Millwright, Painter, Piping, and Welding.

During the 2022/23 academic year, 160 Surrey students participated in trades and technology-related technical training programs. Of these, 9% (14 students) were **Indigenous Students** and 21% (33 students) were **Students with Designations**.

Co-op Programs

Co-operative Education (Co-Op) is a one-semester, educational program that includes two or three academic courses, and a Work Experience component. The program is designed to enhance a student's education by incorporating work experience along with a focus on core academic courses.

The Work Experience component is intended to assist in preparing students for the transition from secondary school to the world of work or further education and training. In the 2022/23 academic year, 641 Surrey students enrolled in Co-Op programs that provided them access to a wide and varied scope of work experience opportunities in the community.

Academic Dual Credit Courses

Through Academic Dual Credit, 200 Surrey students were enrolled in 8 different programs. These programs include Community and Public Safety, Drafting/CADD, Early Childhood Education, Indigenous High School on Campus, Introduction to Health Science, Introduction to Legal Office Procedures, Introduction to Practice for Child and Youth Care Counsellors, and Tah-Ta-Lut Indigenous Education Pathway.

In partnership with Douglas College, the Surrey Schools' Early Childhood Education Program (ECE) lets Grade 12 students explore a variety of

educational settings to work with children from newborns to eight years old as an ECE educator.

The program blends theory, practical learning, and a practicum, and over one semester, students earn credit for both high school and Douglas College courses. Upon completion, students can secure the ECE Assistant License and may continue their studies at Douglas College for further ECE qualifications. During the 2022/23 academic year, 15 students were enrolled in this program.

Inclusive Education Support Worker Diploma, Exploration in Aviation Careers, Headstart in Art, and Youth Explore Trade Skills

In addition to the four core areas of Career Education, during the 2022/23 academic year, students between Grades 10 and 12 were also offered opportunities to explore several other trades and professional careers. These programs and initiatives include (a) Inclusive Education Support Worker Diploma, (b) Exploration in Aviation Careers, (c) Headstart in Art, and (d) Youth Explore Trade Skills.

The Inclusive Education Support Worker Diploma Program is designed to provide knowledge and skills for education assistants to support students with diverse learning challenges, and special needs. Students who successfully complete this five-month-long program and two practicums, receive an Inclusive Education Support Worker Diploma from Surrey Community College as well as an interview opportunity with the Surrey School District. In 2022/23, five Surrey students were enrolled in this program.

To benefit from the rapid expansion of Canada's aviation and aerospace industries, the Exploration in Aviation Careers program offered a wide range of career options and opportunities including jobs in aircraft design, systems engineering, testing, search and rescue, human factors, piloting, air traffic control, jet mechanics, computer systems, airport management, customer service, and other career paths.

In 2022/23, two dozen Surrey students were enrolled in this program to explore a range of aviation industry careers. Enrolled students complete three months of study at North Surrey Secondary, five weeks at BCIT's Aerospace Technology Campus, and a three-week work experience placement with an aviation industry company.

The Headstart in Art course is a partnership between Emily Carr University of Art + Design and Surrey Schools. The course introduces students who are interested in visual art, media art, and design to drawing methods, materials, and concepts as a visual language and tool for heightened awareness, thereby enabling them to build their portfolios and earn credit recognized by many post-secondary institutions. In 2022/23, 22 Surrey students benefited from this partnership.

Eight Surrey secondary schools delivered Youth Explore Trade Skills course providing 255 students with an opportunity to explore a variety of trades, including carpentry, construction, electrical, sheet metal, aircraft maintenance engineer, cooking, baking plumbing, welding, and more.

PROVINCIAL DATA

Transitions are changes or movements from one stage to another, at significant points in our students' lives. Transitions can be disruptive at times, and as a result, require the provision of extra care and attention to student needs, which in turn further informs our practices and our support.

Grade-To-Grade Transitions

Surrey Students' Transition Rates: Grade 9 to Grade 10

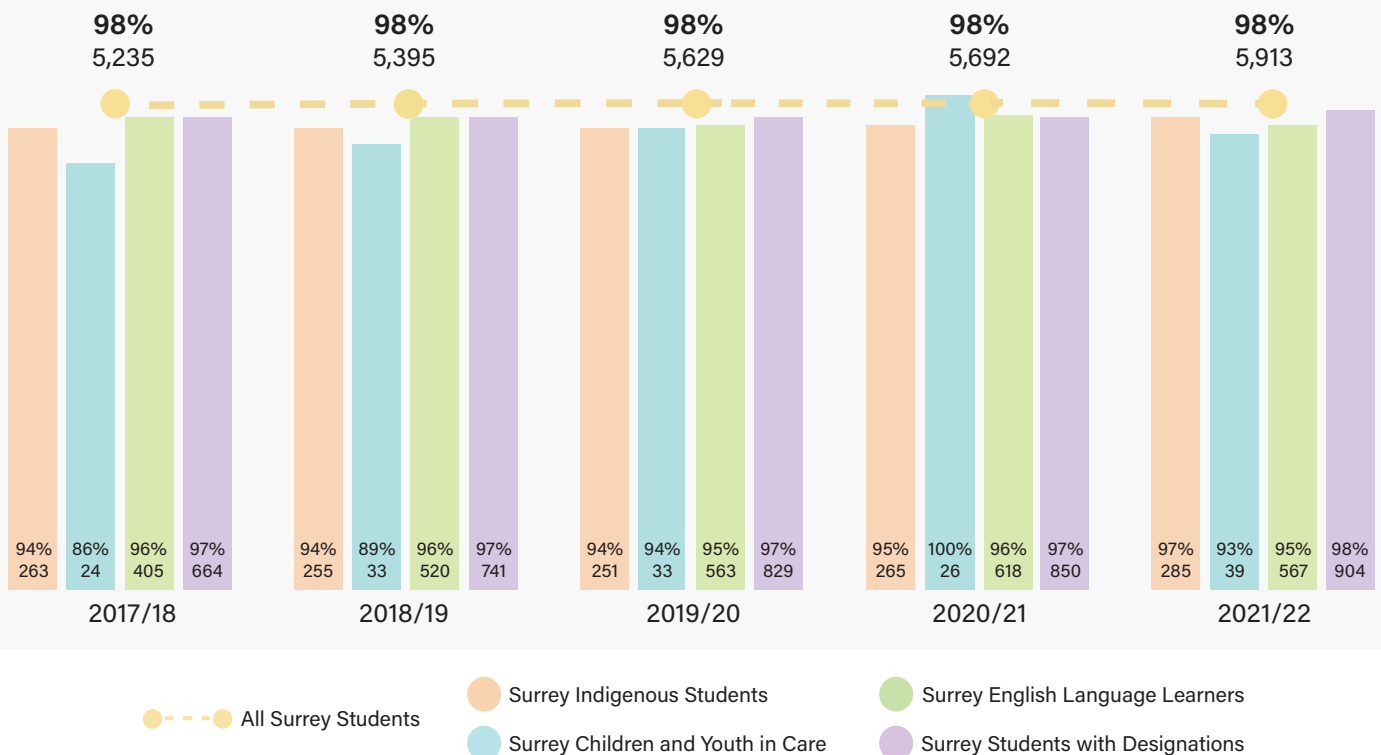
The percentage of Surrey students (98%) transitioning to Grade 10 at the end of the 2020/21 school year was greater than the province (97%). Table 22 provides the percentage and number of all Grade 9 Surrey students who successfully transitioned to Grade 10 between the 2016/17 and 2020/21 academic years.

The percentage of **Indigenous Students** who have successfully transitioned to Grade 10 has been between 94% and 95% since the 2016/17 academic year, while 96% of **English Language Learners** have successfully transitioned to Grade 10 in all but one academic year over the same time period.

Approximately 97% of **Students with Designations** successfully transitioned to Grade 10 each year between the 2016/17 and 2020/21 academic years. The percentage of Surrey students under the **Children and Youth in Care** subgroup who have successfully transitioned to Grade 10 has also increased between the 2017/18 (86%) and 2020/21 (100%) academic years.

Figure 19 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 10.

Figure 19. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 9 to Grade 10, 2017/18 – 2021/2



Surrey Students' Transition Rates: Grade 10 to Grade 11

Grade 10 students in Surrey transitioned to Grade 11 at the same rate as the province (96%) at the end of the 2020/21 school year. The percentage of Surrey students successfully transitioning to Grade 11 has improved by four-percentage points between the 2016/17 (92%) and 2020/21 (96%) academic years.

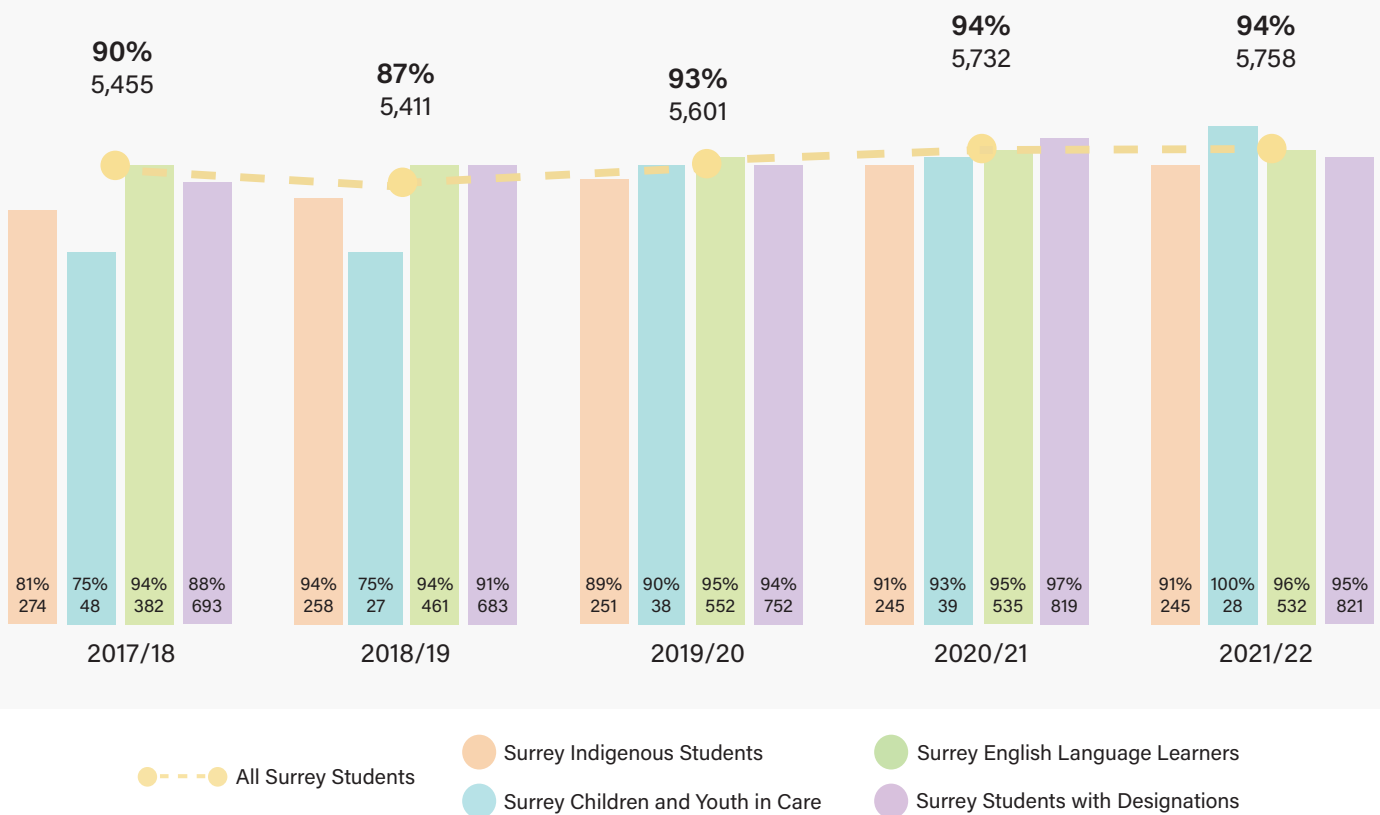
Figure 20 provides the percentage and number of Surrey students who successfully transitioned to Grade 11 between the 2016/17 and 2020/21 academic years.

The percentage of **Indigenous Students** who have successfully transitioned to Grade 11 has consistently increased over the last five years, rising from eight in ten (79%) students at the end of the 2016/17 academic year to nine in ten (92%) students at the end of the 2020/21 academic year.

Between 94% and 95% of **English Language Learners** have successfully transitioned to Grade 11 over the same time period. The percentage of **Students with Designations** who have successfully transitioned to Grade 11 has improved between 2016/17 (90%) and 2020/21 (97%).

Similarly, the transition percentage of students under the **Children and Youth in Care** subgroup also improved every year from 72% (2016/17) year to 95% (2020/21). Figure 20 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 11.

Figure 20. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 10 to Grade 11, 2017/18 – 2021/22



Surrey Students' Transition Rates: Grade 11 to Grade 12

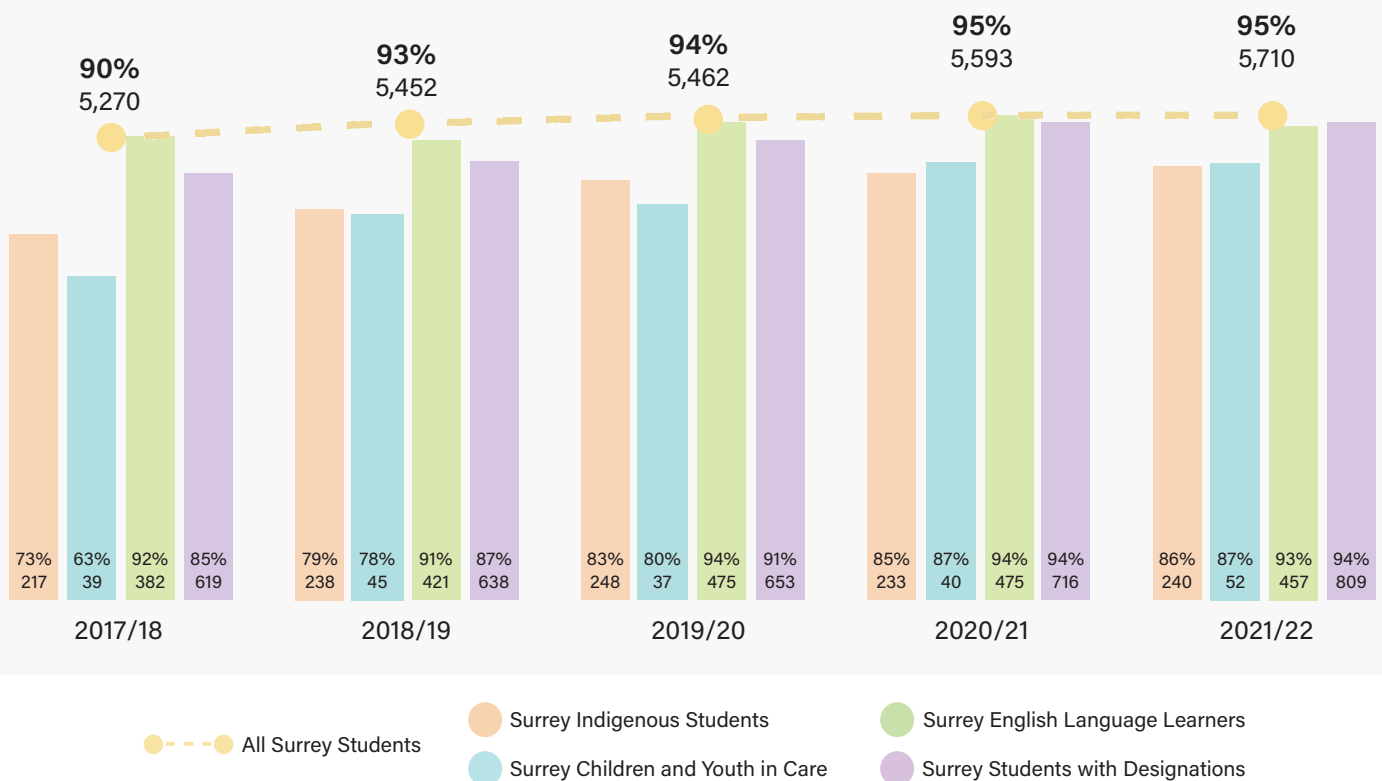
Grade 11 students in Surrey transitioned into Grade 12 at a slightly higher rate (96%) as compared with the provincial rate (95%) at the end of the 2020/21 school year.

The percentage of **Indigenous Students** successfully transitioning to Grade 12 has increased by ten percentage points between 2016/17 (77%) and 2020/21 (87%). Though students under the **Children and Youth in Care** subgroup improved by fifteen percentage points between 2016/17 (72%) and 2020/21 (87%), the percentage dropped by three percentage points from 2019/20 school year (90%).

English Language Learners have also seen an improvement in the percentage of successful transitions to Grade 12 between 2016/17 (87%) and 2020/21 (94%). Similarly, **Students with Designations** have had an increase in the percentage of successful transitions to Grade 12 between 2016/17 (91%) and 2020/21 (95%).

Figure 21 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 12.

Figure 21. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 11 to Grade 12, 2017/18 – 2021/22



Surrey Students' Transition Rates: Tracking of One Cohort

When tracking one cohort of Surrey students beginning in Grade 9 (2019/20) through Grade 12 (2021/22), the percentage of students who successfully transitioned exceeded the provincial rates for two out of the three academic years. At the end of the 2019/20 academic year, 98% of Grade 9 students successfully transitioned to Grade 10, compared to the 97% success rate across the province. The following year, 94% of Grade 10 students successfully transitioned to Grade 11, lower than the 95% percentage of students in BC. For the 2021/22 academic year, 95% of Grade 11 students successfully transitioned to Grade 12, higher than the 93% of students BC-wide.

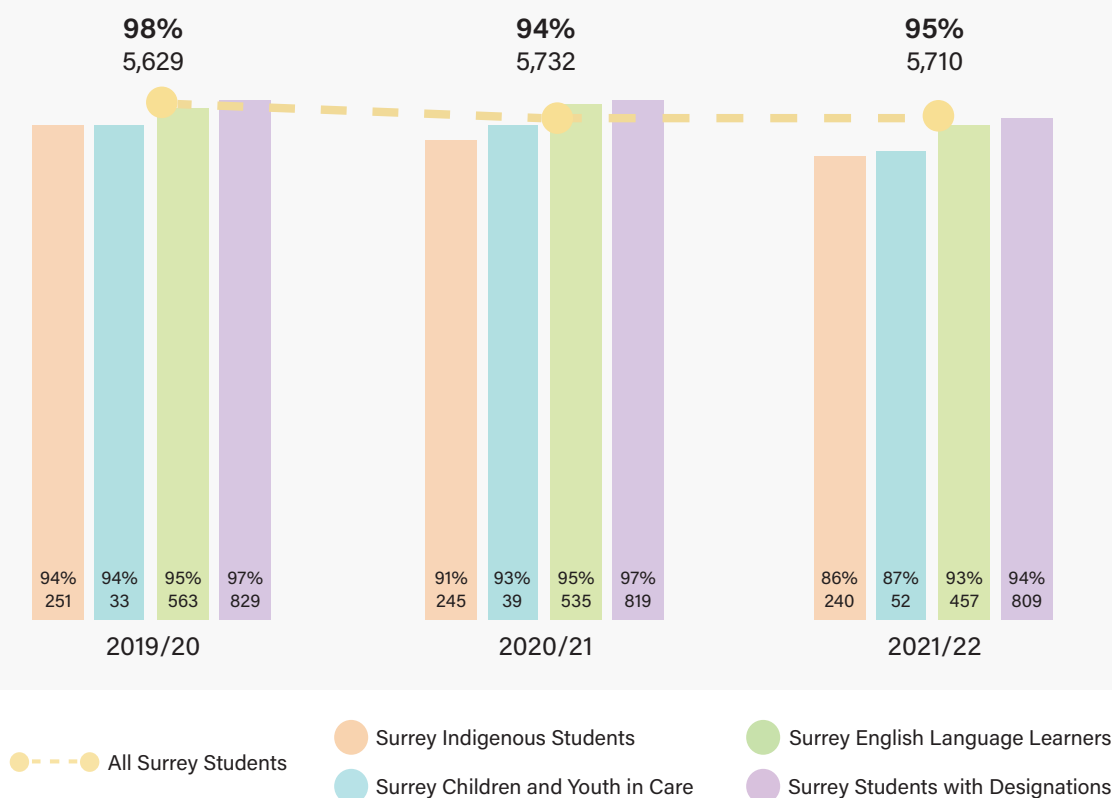
In Surrey, **Indigenous Students**, **English Language Learners**, **Students with Designations**, and **Children and Youth in Care** have consistently met or exceeded the provincial transition rates of their respective sub-groups for the years between 2019/20 and 2021/22. While our students have been successful in their grade-to-grade transitions relative to the province, there have been declines in the transition percentages for Surrey students and within each of the four sub-groups.

At the end of the 2019/20 school year, 94% of Grade 9 **Indigenous Students** and **Children and Youth in Care**

in Surrey transitioned into Grade 10. The following year, 91% of both **Indigenous Students** and **Children and Youth in Care** in Surrey successfully transitioned into Grade 11. At the end of the 2021/22 academic year, 86% of Grade 11 **Indigenous Students** and 87% of Grade 11 **Children and Youth in Care** successfully transitioned to Grade 12. Nine in ten **English Language Learners** and **Students with Designations** in Surrey successfully transitioned between each secondary grade level. Figure 22 provides a breakdown of the percentage and number of successful grade-to-grade transitions among one Surrey student cohort.

To support students who may be at-risk of unsuccessfully transitioning between grade levels, the district provides each secondary school with additional staffing to establish and implement a cohort model that utilizes a holistic wraparound response to serve our youth with complex needs. Schools tracked both student successes and the support provided, with an intentional focus on **Indigenous Students**, **English Language Learners**, **Children and Youth in Care**, and **Students with Designations**. School administrators and support staff have reported improvement in attendance and student achievement of learning outcomes.

Figure 22. Percentage and number of successful grade-to-grade transitions for one Surrey student cohort by sub-groups, 2019/20 – 2021/22

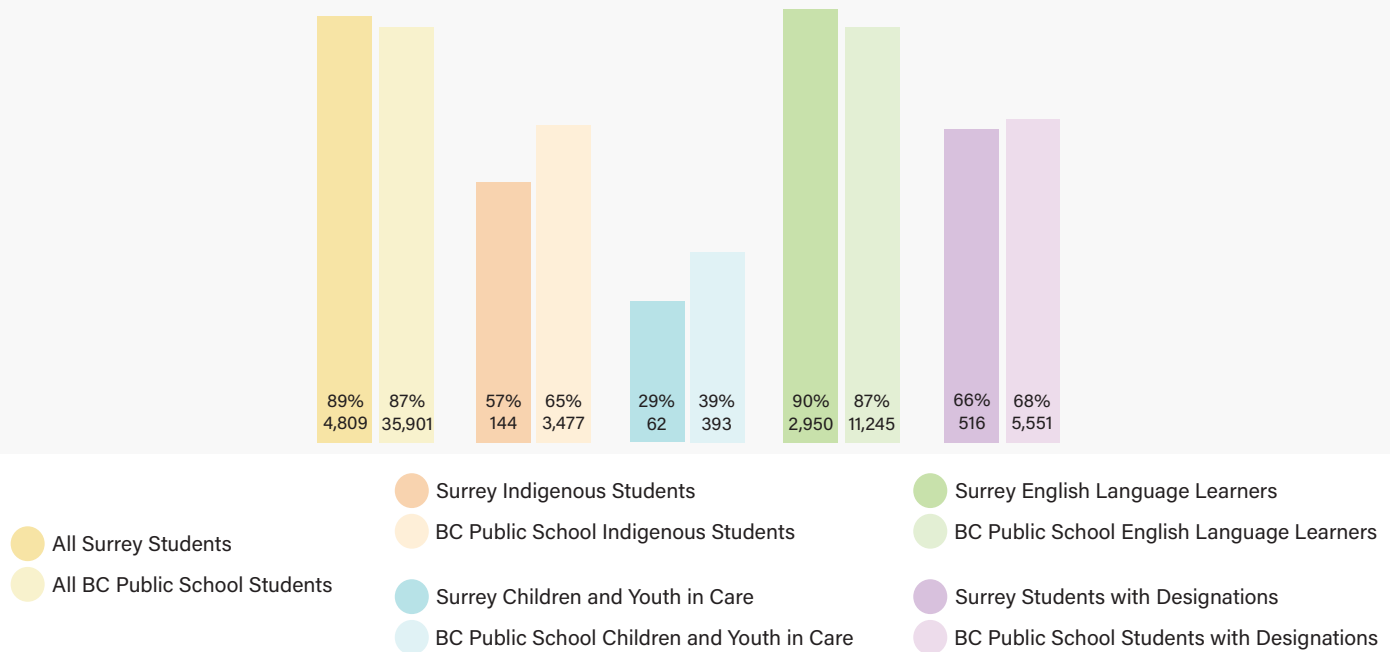


Graduation Rates

The percentage of Grade 12 students in Surrey who graduated at the end of the 2021/22 school year (89%) exceeded the provincial percentage (87%). For the past dozen years, the percentage of Grade 12 students in Surrey who graduated within five years of starting Grade 8 has exceeded the provincial percentage.

All sub-groups of students in Surrey, with exception to **English Language Learners**, graduated at a lower percentage compared to the provincial percentage for their respective sub-group. Figure 23 below provides the percentage of Surrey students who graduated from secondary school at the end of the 2021/22 school year.

Figure 23. Percentage and number of Surrey students who graduated from secondary school, 2021/22



The percentage of **Indigenous Students** in Surrey who have graduated has increased each year since 2019/20. At the end of 2021/22 academic year, 57% of **Indigenous Students** in Surrey graduated.

Indigenous Students with off-reserve status were four times more likely to graduate (48%) at the end of the 2021/22 academic year than **Indigenous Students** with on-reserve status (14%). Table 12 provides a breakdown of these trends by on/off-reserve status among **Indigenous Students**.

Table 12. Percentage and number of Indigenous students in Surrey (by reserve status) graduating within 5 years of starting Grade 8, 2017/18 – 2021/22

Academic Year	Graduation Rate (On-Reserve status)	Graduation Rate (Off-Reserve status)
2017/18	39%	55%
2018/19	32%	50%
2019/20	31%	50%
2020/21	37%	55%
2021/22	14%	48%

Since 2017/18, about three in ten students within the **Children and Youth in Care** category have graduated within five years of starting Grade 8. In all but one of the past five years (2020/21), the provincial percentage of students within the **Children and Youth in Care** category has exceeded the percentage of Surrey students who graduated.

Surrey School's **English Language Learners** graduated at a higher percentage (90%) than the provincial percentage (87%). Since at least 2010/11, the graduation rates among **English Language Learners** in Surrey have exceeded the provincial percentage.

The graduation percentage of Surrey **Students with Designations** increased between 2021/22 (66%) and 2020/21 (60%). In all but one of the past five school years (2017/18) have **Students with Designations** in Surrey graduated at a greater percentage than the provincial percentage for the same sub-group.

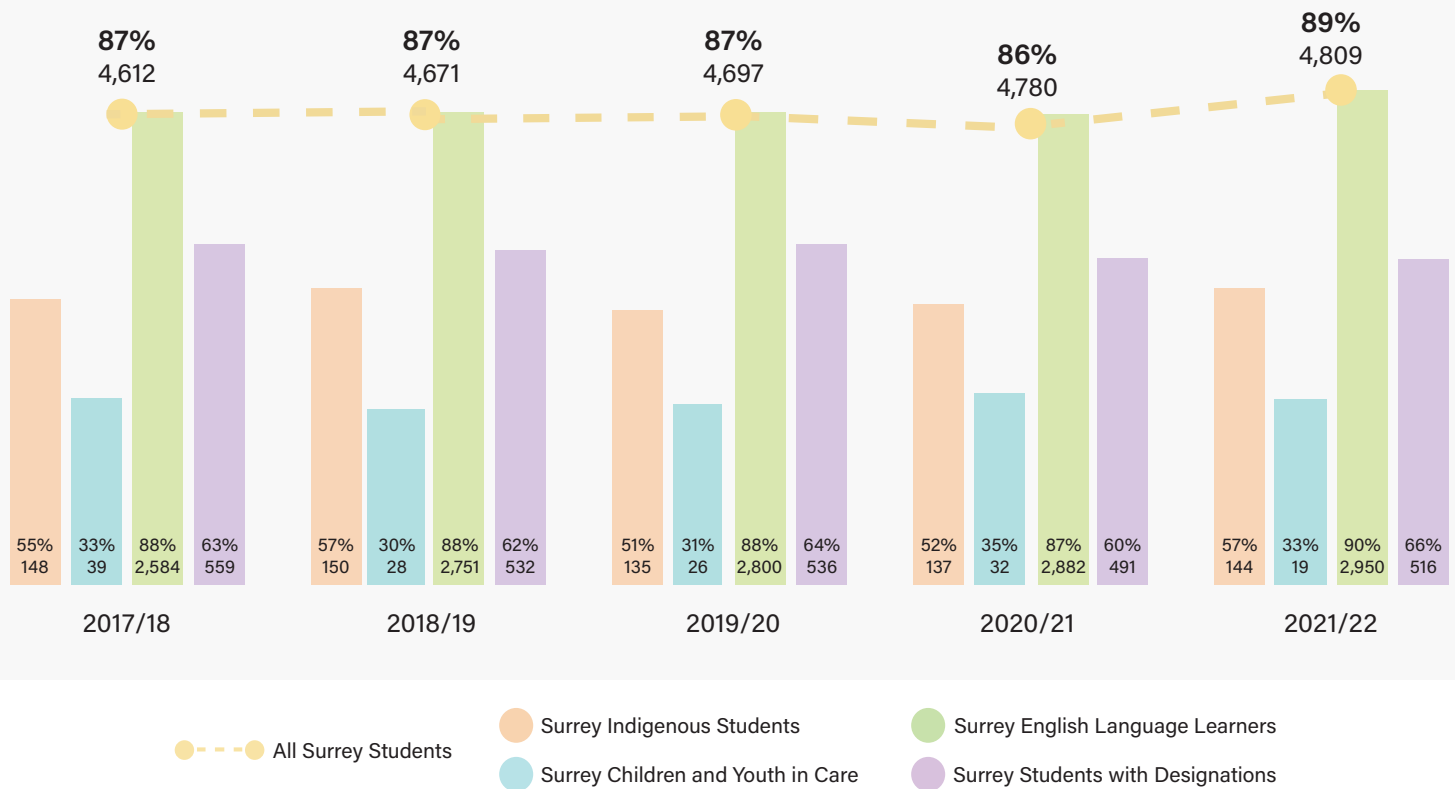
See Figure 24 for the 6-year data trends of the percentage and number of all Surrey students, as well as

the four student sub-groups who graduated within five years of starting Grade 8.

Surrey School District is committed to increasing graduation rates through initiatives that focus on continuous improvement of student achievement across various district departments: Building Professional Capacity, Career Education, Community-Schools Partnership, Continuous Learning, Indigenous Learning, Priority Practices, Research and Evaluation, Safe Schools, and Student Support.



Figure 24. Percentage and number of Surrey students graduating within 5 years of starting Grade 8, 2017/18 – 2021/22



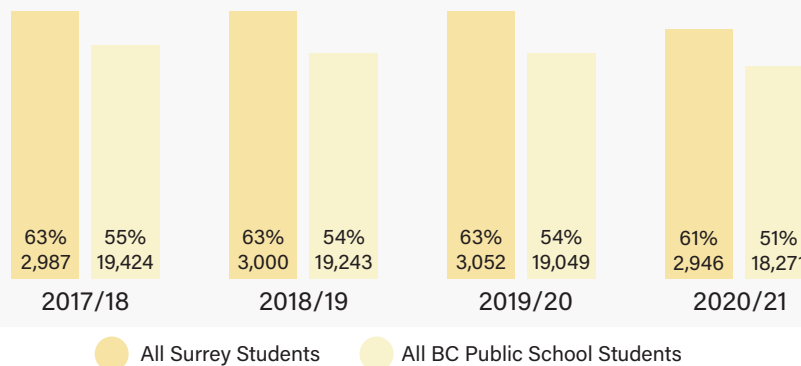
Post-Secondary Institution Attendance

Transition to BC public postsecondary institutions within 1 year of graduation

Since 2017/18, six in ten Surrey students have transitioned into BC public post-secondary institutions immediately after graduating secondary school.

Overall, the percentage of Surrey students who enrolled in a public post-secondary school in BC has exceeded the provincial percentages each year between 2014/15 and 2020/21 (see Figure 25).

Figure 25. Percentage and number of Surrey students and BC public school students who transitioned to a BC public post-secondary institution within 1 year of graduation, 2017/18 – 2020/21

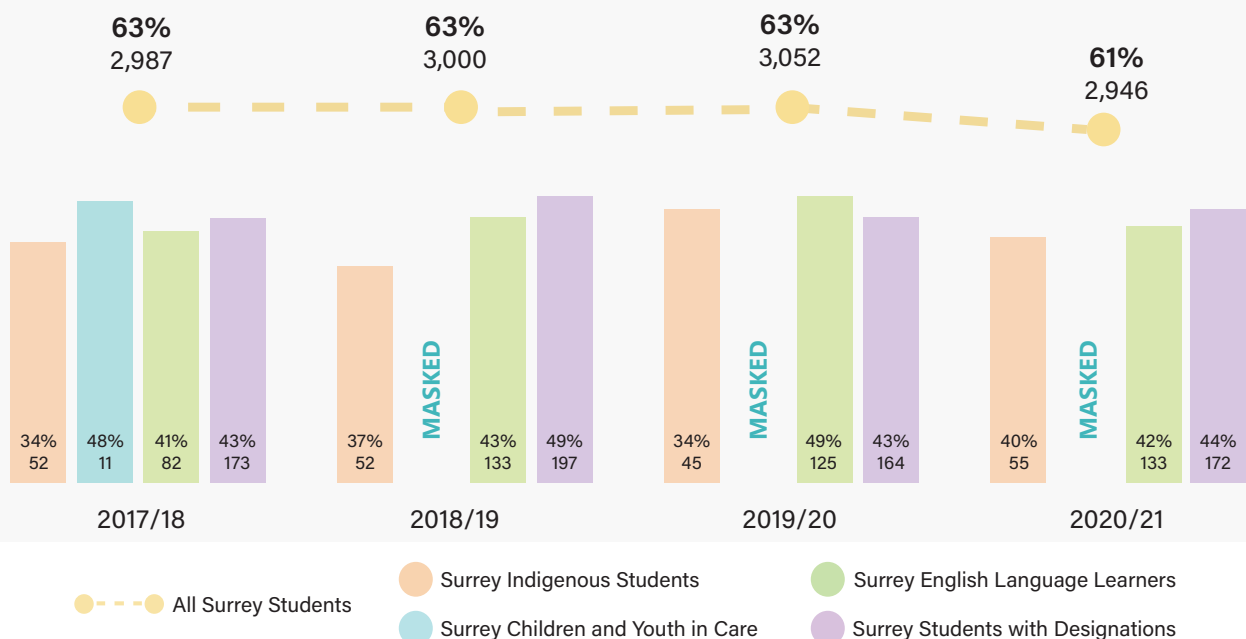


Four in ten (40%) **Indigenous Students** in Surrey transitioned into BC public post-secondary institutions following the 2020/21 school year, up from the year before (34%), and exceeding the provincial percentage (36%).

the provincial percentage (45%). More **Students with Designations** in Surrey transitioned into a BC public post-secondary institution following the 2020/21 school year (44%), compared to the 2018/19 school year (43%), and higher than the provincial percentage for the same sub-group (39%). See Figure 26 for multiple year trends of the number and percentage of Surrey students who transitioned immediately to a BC public post-secondary institution.

The percentage of **English Language Learners** in Surrey who transitioned into BC public post-secondary institutions following the 2020/21 school year has dropped (42%) compared to 2019/20 (49%), and lower than

Figure 26. Percentage and number of Surrey students who transitioned to a BC public post-secondary institution within 1 year of graduation, 2017/18 – 2020/21

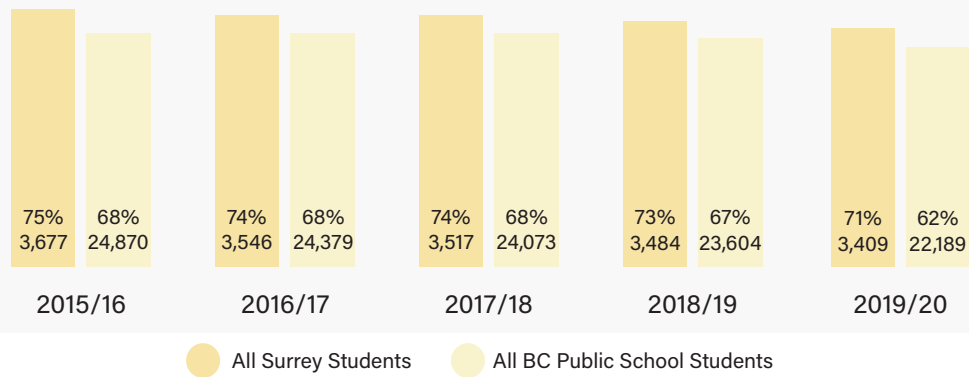


Transition to BC public postsecondary institutions within 3 years of graduation

Between 2017/18 and 2019/20, seven in ten Surrey students have transitioned into BC public post-secondary institutions within three years after graduating secondary school. Overall, the percentage of Surrey

students who enrolled in a public post-secondary school in BC within three years of graduating has exceeded the provincial percentages each year between 2012/13 and 2019/20 (see Figure 27).

Figure 27. Percentage and number of Surrey students and BC public school students who transitioned to a BC public post-secondary institution within 3 years of graduation, 2017/18 – 2020/21



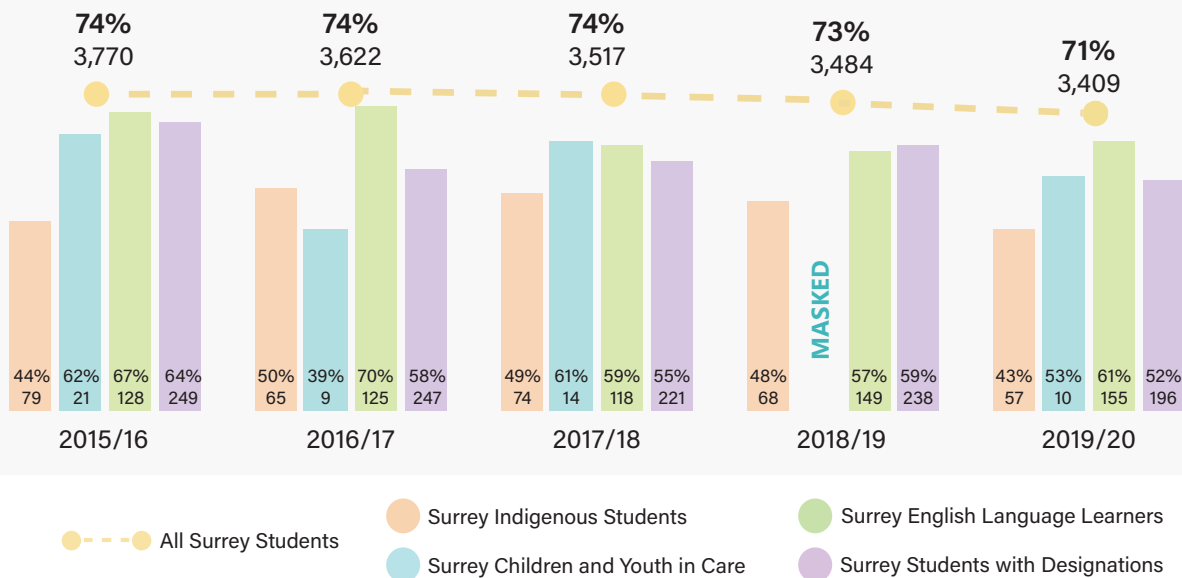
Four in ten (43%) **Indigenous Students** in Surrey transitioned into BC public post-secondary institutions within three years of graduating after the 2019/20 school year, down from the year before (48%), and lower than the provincial percentage (45%).

Students with Designations in Surrey transitioned into a BC public post-secondary institution within three years of graduating after the 2020/21 (52%) dropped from the previous year (59%), but is higher than the provincial percentage for the same sub-group (50%).

The percentage of **English Language Learners** in Surrey who transitioned into BC public post-secondary institutions within three years of graduating after the 2019/20 school year has increased (61%) compared to 2018/19 (57%), and exceeded the provincial percentage (60%).

See Figure 28 for multiple year trends of the number and percentage of Surrey students who transitioned immediately to a BC public post-secondary institution.

Figure 28. Percentage and number of Surrey students who transitioned to a BC public post-secondary institution within 3 years of graduation, 2017/18 – 2020/21





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