

SD 36

2022/23

ENHANCING STUDENT LEARNING REPORT



In review of Surrey Schools' Strategic Plan 2021-2023 (Year 2 of 3)
Approved by the Board on September 28, 2022

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DISTRICT CONTEXT

Surrey Schools is located on the traditional, ancestral, and unceded territory of the ǵíćəý (Katzie), ǵʷa:ńłəń (Kwantlen), Semyóme (Semiahmoo) and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children 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 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, Éy swayel / Bienvenue / Welcome to Surrey Schools.

Click below to watch our welcome video, Éy swayel / Bienvenue / Welcome to Surrey Schools



In addition to the results presented in this report, supplementary information can be reviewed by clicking on the links provided throughout this document.

The addenda to this report can be viewed by clicking on the following link: [ESLR Addenda](#)




Where numbers of students are too low to report, we have masked the data to ensure student confidentiality

STRATEGIC PLAN PRIORITIES

At the heart of Surrey Schools is its district-wide vision for learning. Called Learning by Design, our goal is to prepare learners for a world in which they think creatively and critically, communicate skillfully, and demonstrate care for self, others, and the world beyond. Three areas of inquiry, highlighted below, form our strategic foundation and cause us to continually ask: How are we doing? How do we know? How is our evidence informing and adjusting our practice?

As we empower the system to enact practices and process that develop confident and courageous children and youth who have a strong sense of personal identify, who are inquiry-minded, and who are socially, emotionally, and academically successful, the district routinely evaluates its successes in each of our priority areas: Literacy and Numeracy, Wellbeing, and Student Transitions. The collection, selection, and analysis of our evidence is embedded throughout this report. Central to all dialogue we have engaged in are issues of equity and the impact on our most vulnerable students. From this emerges our priority inquiry: What will help our learners know that they matter, that they are cared for, and that they belong?

 Surrey School’s Strategic Plan can be viewed by clicking on the following link: [Surrey School’s Strategic Plan](#)

Literacy & Numeracy



Wellbeing



Student Transitions



STRATEGIC ENGAGEMENT

Student Voice

In pursuit of better understanding students' school experiences – from issues related to educational equity, the learning environment, and the pandemic – the district positions students as valuable partners who are well-informed and capable of providing future-focused insights related to district challenges. To empower our learners and broaden the discourse told by our provincial data, we connected with students through two means: a Student Voice Survey administered to over 6,000 secondary students (Grades 8 – 12); and a Student Voice Focus Group that engaged in five, 90-minute facilitated conversations with the Superintendent to discuss the survey's emerging themes and students' school experiences.

Throughout, while directing our attention to what students were telling us, several key questions drove our sense-making process: Is there a fuller story to be told? What is going well? What are students feeling proud of?

What is their biggest frustration? How are inciting events affecting them? What changes would they like to see? What could make the school environment more equitable and inclusive? As we attempted to uncover patterns and hidden stories, more questions emerged – and we further recognized that as the district grapples with equity challenges, it is imperative that we listen deeply to student-driven solutions and continue to engage faithfully and wholeheartedly in this reflective review process rooted in student voice.



Additional description and analysis of our Student Voice Survey, as well as our strategic engagement with employees and their representatives as part of the district's employee wellbeing initiative, can be viewed by clicking on the following links: [Student Voice](#) and [Employee Wellbeing Initiative](#)

Learning Liaison

To spark conversation and reflection that inform the educational goals outlined in our strategic plan, the district explored student achievement data and the alignment of resources and operational plans with community stakeholders. Chaired by a member of the Board of Trustees, the Learning Liaison Committee met bimonthly and included additional members from each of the following groups: Board of Education, Senior Team (Superintendent & Deputy Superintendent), Indigenous Learning, Surrey Principals and Vice Principals' Association (SPVPA), Surrey Teachers' Association (STA), Canadian Union of Public Employees (CUPE), District Parent Advisory Council (DPAC), and students.

To support and advance the district in its aspiration to create a more equitable and inclusive system which benefits all students, educators and families, the Learning Liaison Committee engaged with qualitative and quantitative data captured in the district's 2021 Enhancing Student Learning Report. Central to these evidence-informed discussions was a process that

involved asking questions rather than offering answers, exploring root causes rather than quick fixes, and considering structures and practices that create conditions in which optimal teaching and learning occur. Through this process we acknowledged that in service of transformation that drives equity and deep learning forward, it is essential that we amplify our understanding of the communities we serve. Moving forward, our plans will involve, but not be limited to, cultivating a practice of listening to the voices of those often unheard, infusing perspectives and insights of Indigenous peoples and local communities, and using approaches that add depth to our data because they tell stories that reveal students' learning experiences, rather than just their achievement levels.



Additional description and data can be viewed by clicking on the following link: [Learning Liaison Committee Reports](#)

INTELLECTUAL DEVELOPMENT

Intellectual development includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and knowledge. Drawing from a range of district and provincial data sources, the following summarizes Surrey students' performance in relation to literacy and numeracy.

District Successes – Literacy & Numeracy

Literacy Learning

Literacy involves exploring and creating written, oral, and visual texts, to expand and deepen an understanding of both real and imagined worlds in order to gain insight into our own identity, the lives of others, and the world we live in.

Central to many literacy initiatives across the Surrey school district is the exploration of how we can help our learners become readers, writers and thinkers who do so much more than decode, recall, summarize, and answer questions accurately. Today's complex world requires that our students learn to think creatively, critically, collaboratively and compassionately. They need to be able to question and challenge the status quo, engage in deep thinking, see situations from multiple perspectives, develop habits of mind that go beneath surface meaning, and recognize that in most cases, there is not one correct answer, but rather multiple answers that need to be weighed and evaluated.

To support our teachers in helping students develop broad literacy skills, the district provides various professional learning opportunities aimed at supporting students across all grades and subject areas with how to read with curiosity, how to grapple with ideas, and how to “make meaning” and sense of information through hands-on learning experiences. District staff collaborate with school-based staff to explore evidence-based literacies instruction and assessment practices in a range of ways.

In the 2021 – 2022 school year, elementary and secondary teachers could choose from 34 different literacy sessions or series. These included, but were not limited to, professional book clubs and workshops that explore how to design literature circles with a social justice and anti-racist lens, advancing educational equity in the classroom, story workshop structures and routines, using loose parts as pedagogical tools, harnessing graphic novels for classroom use, building capacity around modelled and shared writing, integrating disciplinary literacy across subject areas, and rethinking high frequency word instruction.

To capture their learning, teachers completed a series of prompts. For example: Initially I observed..., I then took action by..., I learned..., and I plan to.... Thematic analyses of teachers' responses demonstrated that despite challenges with adjusting their teaching practices and students' confidence and specific literacy skills, there was improvement in students' levels of engagement and critical thinking – the overall quality of their ideas and their ability to make real-world meaningful connections.

“Talk is important in my classroom. Each student is unique and so is what they bring to the classroom. By giving them the chance to respond emotionally and intellectually to the ideas we are reading about ... and by hearing the unique perspectives of others in the class, students build deeper understandings because they think not only about their own experience, but about others and their experiences. All of this can change, challenge or confirm their thinking.”

–Secondary School Teacher



Program descriptions and additional analysis can be viewed by clicking on the following link: [Literacy Learning](#)

Responding to Readers

The Responding to Readers (RtR) initiative provided an opportunity for cohorts of teachers to look closely at their readers and engage with a community of professionals to explore quality classroom-based reading assessment practices and responsive instruction — with the goal of better supporting the needs of their diverse learners.

At the heart of this inquiry, primary and intermediate teachers worked with cohorts of readers within their classroom. Taking part in the RtR initiative allowed educators to spend time in deep reflection; work towards understanding their student’s experiences with reading; further their relationships with students; and tell the story of each student’s reading journey.



With district support, participating teachers gathered evidence and explored new evidence-based pedagogical directions. Teachers completed four reflectionnaires over four months to thoughtfully consider their instructional practices and their focus students. Towards this reflective documentation, teachers had access to release time to work closely with readers in their classrooms, to reflect on their strengths and stretches, consider supports and activities, and plan for instruction. Analysis of reflections showed that teachers were engaged in the following:

Understanding Student Needs

Teachers emphasized one-on-one time as important moments to identify and understand student needs, especially around decoding, fluency, and reading comprehension

Offering Supports

Based on one-on-one context, teachers offered specific supports for improving reading skills, often strategic lessons and resources

Explicit Attention

Teachers benefitted from explicit attention to their reading instruction practices, including new learnings and curiosities to support learners

Applying New Learning

As reading skills progressed, students applied new learning, built self-awareness and confidence



Additional program description and analysis of the initiative can be viewed by clicking on the following link: [Responding to Readers Initiative](#)

Phonemic Awareness

Early learning is critical to children’s future success and lifelong learning. An important and foundational component to early learning, as well as a strong predictor of reading achievement, is the acquisition of phonemic awareness: the ability to manipulate individual sounds in spoken words.

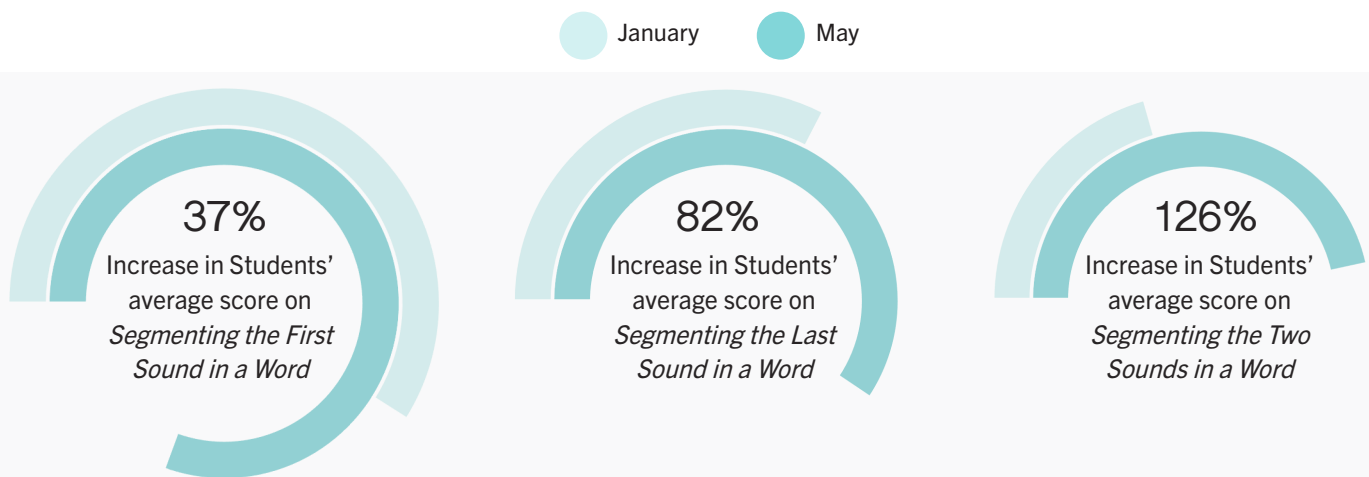
The Early Literacy Phonemic Awareness Test – Surrey (ELPATS) is an annual district-based oral assessment of phonemic awareness administered by Kindergarten teachers to identify *at-promise* students who are experiencing difficulty in the acquisition of phonemic awareness skills and to guide early literacy instruction. The assessment, which includes 45 items across 9 domains, is administered to all Kindergarten students in January. In January 2022, 4,643 students were assessed.

In May 2022, 2,033 of these students were reassessed, the majority of whom demonstrated difficulties with the acquisition of phonemic awareness skills in January.

When examining the development of early literacy skills across the 2,033 students who were assessed in both January and May, our data revealed significant student growth across all sections. See Figure 1 for a selection of results demonstrating student improvement across three ELPATS domains.

Additional analysis of ELPATS scores can be viewed by clicking on the following links: [Phonemic Awareness - ELPATS](#) and [ELPATS January & May 2022 Results](#)

Figure 1. Average January and May section scores for students who completed ELPATS at both timepoints



Inner City Early Learning

To facilitate the success of our youngest learners, Surrey provides 26 inner-city schools with targeted early literacy staffing. Through our Inner City Early Learning Initiative (ICEL), Early Literacy Teachers work collaboratively with Kindergarten and Grade 1 classroom teachers to provide in-class, strategic, and flexible support throughout the year for at-promise learners. Specifically, this support focuses on oral language development and emergent reading development, including phonemic awareness.

In the 2021/22 school year, there were 616 students from schools involved in the ICEL Initiative who were assessed in January and then reassessed in May. In January, 70% of these students were deemed at-promise. In May, this percentage dropped by more than half to 30%. Furthermore, students in these schools saw significant improvement across all ELPATS sections and a 38% increase in their total scores.

Surrey provides additional early learning support during the Summer Learning session. Our "Little Eaglets" program focuses on literacy development for Indigenous students entering Kindergarten and for Indigenous students in the primary years. The goal of this program is to foster an early love of learning, culture, and connection to land by honouring the spirit of Indigenous peoples. Working alongside elders and knowledge keepers in the community, this program connects Indigenous Kindergarten learners and their families to school in their community.

Additional program description and analysis of the initiative can be viewed by clicking on the following link: [ELPATS Results - Inner City Early Learning](#)

Numeracy Learning

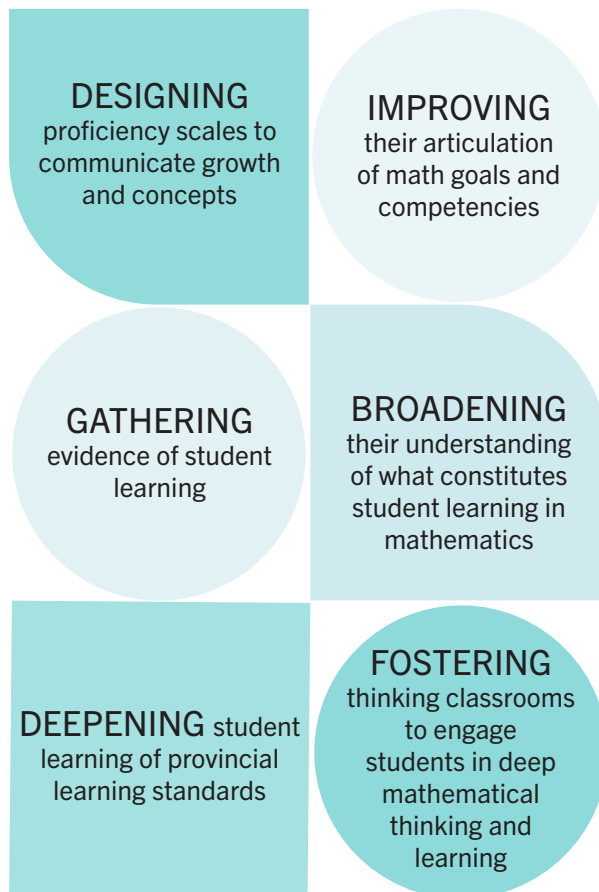
Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognizing and understanding the role of mathematics in the world and having the capacities to use mathematical knowledge and skills purposefully.

Inspired by research, Surrey Schools' numeracy initiatives dig deeply into what it means to teach, learn, and assess in a "thinking" mathematics classroom. Helping students learn how to think and do as mathematicians think and do is at the core of our district work. Taking risks, rising to the challenge, persevering, asking questions, connecting ideas, using intuition, reasoning, showing proof, paying attention to detail, and working collaboratively and individually characterize the dispositions and habits of mind our young mathematicians are developing.

To support students in becoming numerate and using mathematics confidently at school and in their lives, elementary and secondary teachers participated in various numeracy initiatives that explored standards-based mathematics, as well as research-based practices that engage students in deep mathematical thinking. Moving beyond steps and procedures, memorization of

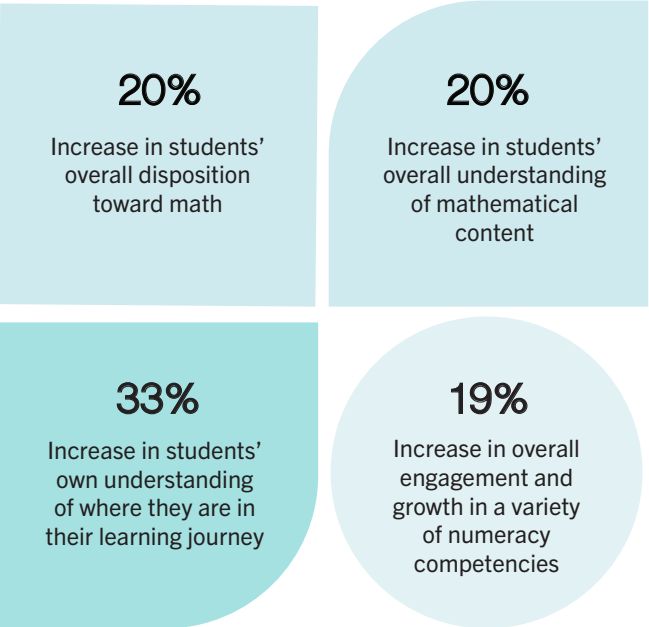
rules, and repetitive exercises, teachers fostered critical thinking by helping students connect the dots between concepts, solve problems in more ways than one, and apply knowledge in new and creative ways. Teachers encouraged productive struggle and set up classroom environments where thinking was made visible – for example, where students captured their learning and made sense of mathematical concepts concretely, pictorially and symbolically; where they verbalized and articulated viable arguments using precise language; and where groups of students stood with peers using vertical whiteboards – all while discussing, puzzling, making mistakes, erasing, questioning, reasoning, and persevering in solving problems. Teachers set the stage, honoured students' voices, allowed for bumps in their learning, and encouraged risk-taking in safe and supportive environments.

While positioning all students as competent and capable learners and doers of mathematics, teachers designed learning opportunities that engaged students in mathematical processes as they learned grade-level content. Throughout these initiatives, teachers reflected on their practices and collaborated on:



Evaluation of these district-led initiatives demonstrated positive impacts on students' learning and understanding of numeracy concepts, in addition to improvements in educators' teaching practice. Table 1 provides a select number of student outcomes impacted by teachers' participation in these district-led numeracy initiatives.

Table 1. *Numeracy Initiatives: Teacher's observations of students' improved numeracy skills from pre- to post-initiatives, 2021/22*



Surrey's Indigenous Learning Department offers a secondary numeracy program during Summer Learning, where students interact daily with math teachers and Indigenous Cultural Facilitators who create an environment that is culturally responsive to the needs of Indigenous learners. Students receive scholarships for their achievement in math.

Additional description and analysis of our district's numeracy initiatives can be viewed by clicking on the following link: [Numeracy Learning](#)



Mathematics Report Cards

District led initiatives also had a positive impact on our students, as evidenced by their Mathematics 10 success rates. In the current 2021/22 school year, 91% of our district's Grade 10 students were successful in achieving Mathematics learning standards, as demonstrated in their report card grades (see Table 2).

Table 2. *Report card data: Rates of success in Mathematics 10, 2019/20 to 2021/22*

Course Name	2019/20	2020/21	2021/22
Workplace Mathematics 10	89%	88%	89%
Foundations of Math and Pre-Calculus 10	92%	89%	91%
Maths: Fondements et Pre-Calcul 10	100%	99%	96%

Provincial Data – Literacy & Numeracy

Literacy Foundation Skills Assessment

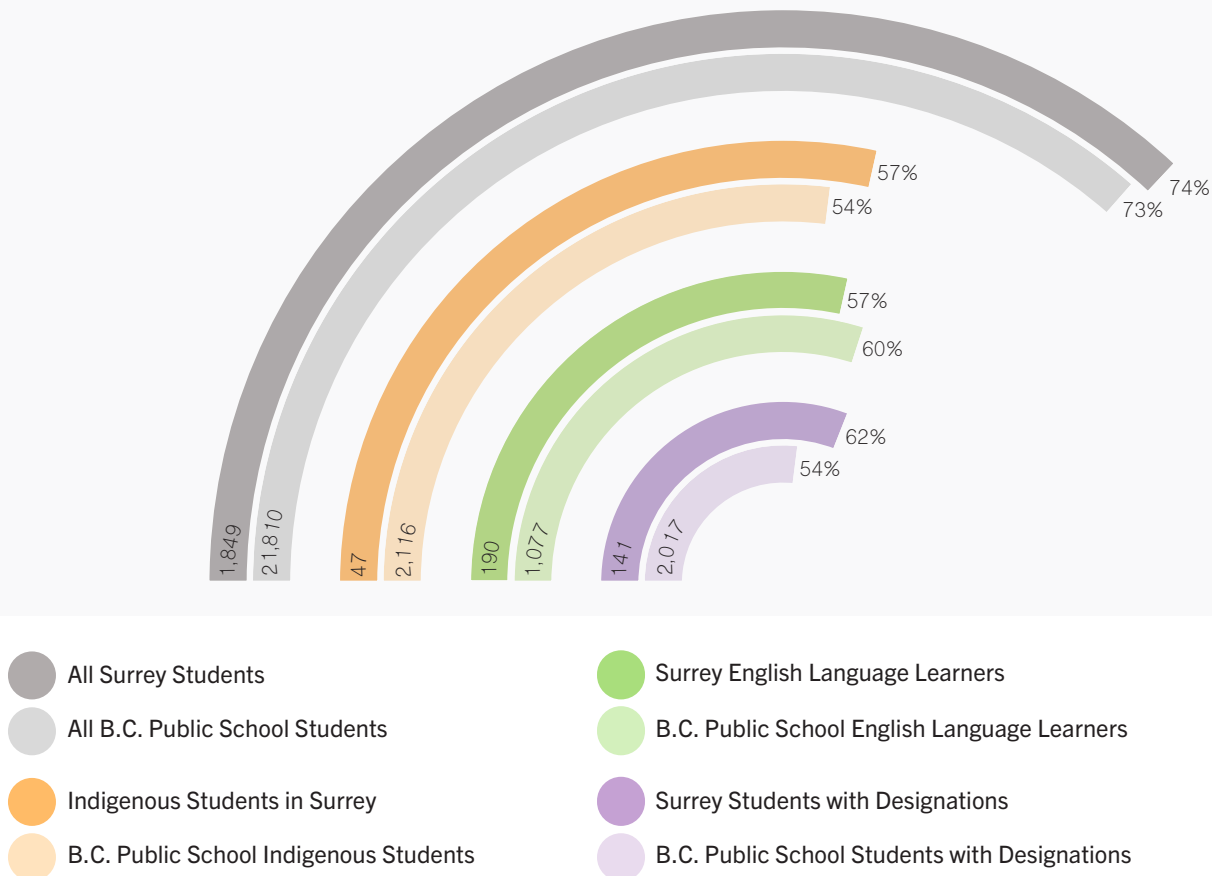
The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in Grades 4 and 7, and provides important information on how well students are progressing in the foundation skills of Writing, Reading, and Numeracy. In light of the ongoing COVID-19 pandemic, participation rates have continued to be negatively impacted, potentially impacting FSA Literacy and Numeracy scores.

In 2021/22 at the Grade 4 level, Surrey had a lower proportion of students who were either on-track or extending (70%) than the percentage of students across all B.C. public schools (75%). Considering **Indigenous Students**, Surrey had a lower proportion of students who were on-track or extending (54%), compared to the provincial average of the same sub-group (60%). Similarly, **English Language Learners** also had a lower proportion of students who were on-track or extending (65%), compared to the provincial average of the same sub-group (68%), as was the case for **Students with Designations** (58% compared to 64%).

At the Grade 7 level, a similar percentage of Surrey students were on-track or extending (74%) compared to the province (73%). Results from the district's **Indigenous Students** (57%) were greater than the province for the same sub-group (54%), as were our **Students with Designations** whose results (62%) exceeded the provincial results (54%). See Figure 2 for a breakdown of the percentage and numbers of Surrey students who are on-track or extending in Grade 7 FSA Literacy.

Additional analysis of Grade 4 and Grade 7 FSA Literacy can be viewed by clicking on the following link: [Foundation Skills Assessment–Literacy](#)

Figure 2. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Literacy in relation to students across all B.C. public schools, 2021/22



Grade 10 Literacy Assessment

The Grade 10 Literacy Assessment assesses 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.

In the 2020/21 school year, 74% of Grade 10 students demonstrated understanding of the readings and tasks outlined in the assessment, surpassing the provincial average (73%). This includes proficiently summarizing ideas, drawing conclusions, expressing judgments about ideas from the text, and clearly expressing written ideas in formats that are organized, straightforward, and supported with appropriate details.

Approximately 60% of **Indigenous Students** within the district reported an on-track or extending rate, exceeding the provincial average of the same sub-group (53%),

as was the case for **Children and Youth in Care** (42% compared to 39%), **English Language Learners** (48% compared to 41%), and **Students with Designations** (55% compared to 52%). See Figure 3 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 10 Literacy.

To continue strengthening these broad literacy skills across all student sub-groups, educators from all disciplines will continue to collaborate in supporting and developing students' cross-curricular literacy skills – including the ability to analyze and make meaning of a variety of texts, as well as communicate ideas in multiple ways.


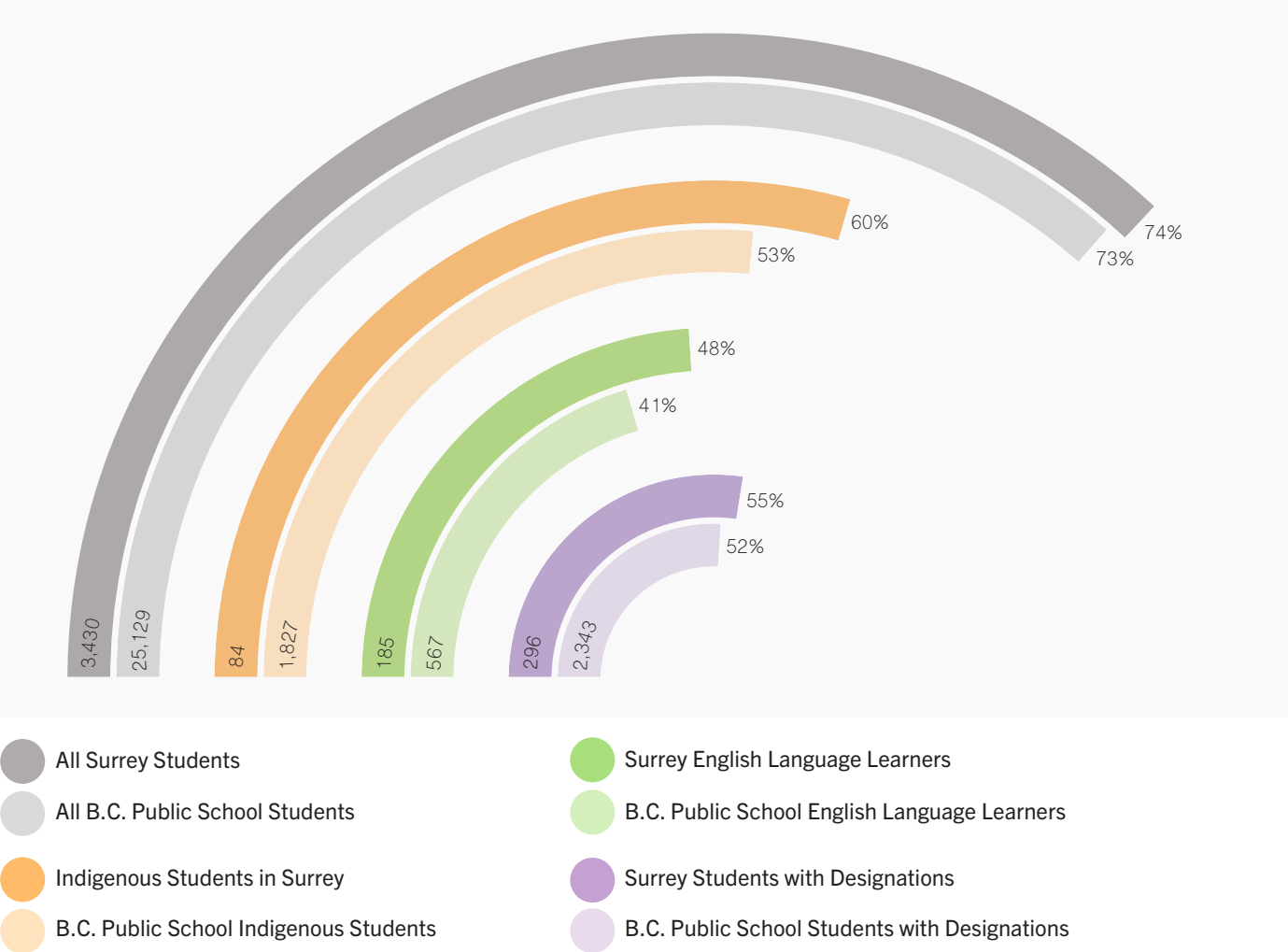
 Additional program description and analysis of the initiative can be viewed by clicking on the following link: [Grade 10 Literacy](#)

Figure 3. Percentage and number of Surrey students who are on-track or extending in Grade 10 Literacy, 2020/21



Numeracy Foundation Skills Assessment

Results of the 2021/22 FSA Numeracy indicate that Grade 4 students in Surrey had a lower proportion of students who were on-track or extending (62%) compared to the province (66%). Similarly, all Grade 4 sub-groups in Surrey had results that were lower than the province for their respective sub-groups.

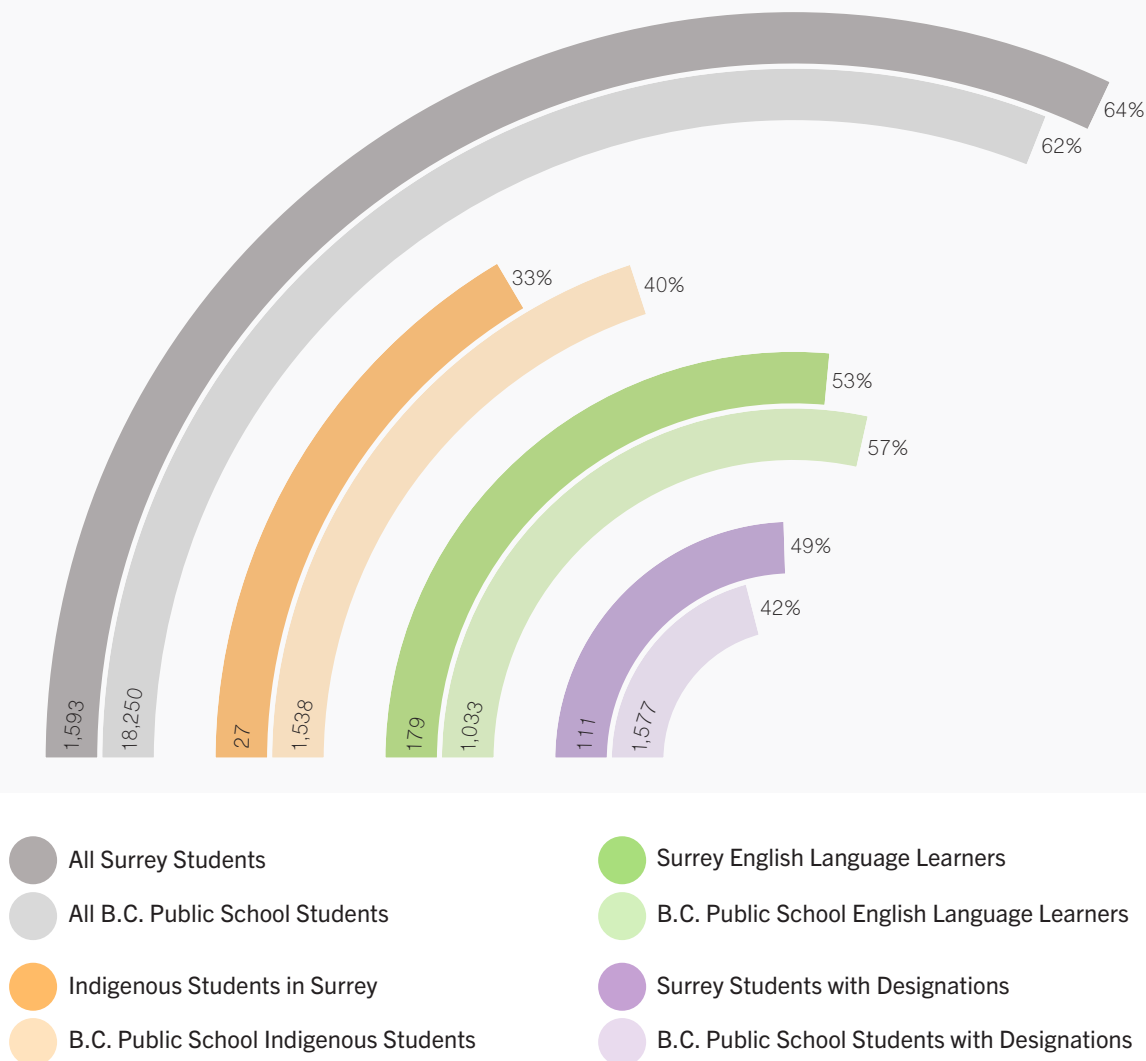
The percentage of **English Language Learners** within the district who are on-track or extending has increased over the past five years. In the 2021/2022 academic year, nearly six in ten (58%) **English Language Learners** were on-track or extending which was slightly below the provincial percentage (61%).

In contrast, Grade 7 students in Surrey had a higher proportion of students who were on-track or extending (64%) than the province (62%). Further, all Grade 7 sub-groups were lower than the provincial results, except for **Students with Designations** (49%), who exceeded the provincial results (42%). See Figure 4 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Numeracy.



Additional data and analysis of Grade 4 and Grade 7 FSA Numeracy across multiple years for each sub-group are available in the addendum: [Foundational Skills Assessment - Numeracy](#)

Figure 4. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Numeracy, 2021/22



Grade 10 Numeracy Assessment

The grade 10 Numeracy Assessment is an assessment 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. In the 2020/21 school year, a lower proportion of Grade 10 students in Surrey were on-track or extending (35%) on the Grade 10 Numeracy Assessment, compared to the province (38%). In contrast, the percentage of **Indigenous Students** in Surrey who were on-track or extending was the same as the provincial average (20%). See Figure 5 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 10 Numeracy.

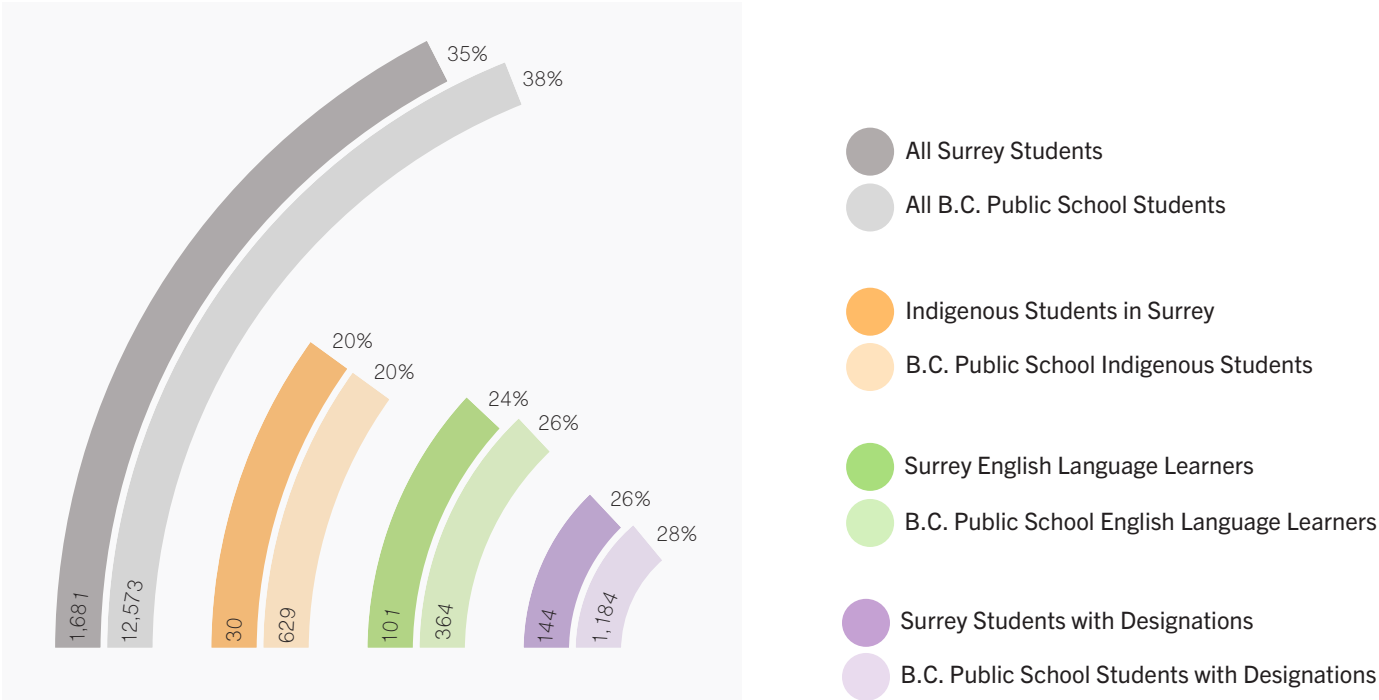
The discrepancy between these results and Grade 10 report card marks reflect that these two data sets do not measure the same outcomes. This difference may be attributed to significant changes in how numeracy processes are assessed. These changes require shifts in instruction and assessment practices. By supporting all teachers in understanding and embedding numeracy processes in their teaching, regardless of subject area, we hope to see results improve in the years ahead.

To support students in understanding and applying numeracy processes in a variety of situations, the district has continued to support secondary math teachers in understanding and developing rich numeracy tasks that incorporate the numeracy process that assessment is structured around: Interpreting, applying, solving, analyzing, and communicating.

Throughout the past year, Surrey Schools participated in the Ministry’s Numeracy Proficiency Project (K-12), which supported the district in offering and expanding numeracy-related professional development to teachers. Specifically, there was a focus on identifying numeracy applications across all curricular areas and giving students opportunities to transfer their mathematical knowledge and skills to context outside the mathematics classroom.

Additional analysis can be viewed by clicking on the following link: [Grade 10 Numeracy Assessment](#)

Figure 5. Percentage and number of Surrey students who are on-track or extending in Grade 10 Numeracy, 2020/21



HUMAN AND SOCIAL DEVELOPMENT

Human and social development is central to a student’s ability to learn. Building community and connection, as well as supporting educators in the development of their own social and emotional competencies, is critical to students’ wellbeing. The following highlights evidence gathered from district surveys and district-led initiatives that focus on social and emotional learning (SEL).

District Successes

Social & Emotional Learning Leads

Supporting quality social and emotional learning (SEL) through research-based processes and practices promotes equitable outcomes for all students as well as teacher wellness and resiliency. Thus, Surrey Schools has implemented a SEL Lead Initiative in 53 of our schools, which offers opportunities for teachers and administrators to participate in a schoolwide, systems approach to integrating academic, social, and emotional learning across classrooms.

As part of this initiative, we invited both teachers and students from Kindergarten to Grade 7 to complete surveys measuring student SEL outcomes across six domains: (1) Empathy for Others; (2) Self-Awareness and Self-Management; (3) Sense of Belonging to One’s Classroom and School; (4) Critical Thinking and Decision Making; (5) Healthy Relationships; and (6) School Engagement and Achievement of Learning Goals.

Our 2021/22 baseline findings revealed that students tended to indicate that they demonstrate empathy for others and healthy relationships most often. At the end of the year, students generally indicated that they demonstrate SEL competencies and experience SEL outcomes more often than they did in baseline across each of the domains (See Figure 6 for examples of student growth). These results will inform focus areas for the 2022/23 school year.

Additionally, the SEL Leads completed surveys about the impact that the initiative has had within their school communities. SEL Leads most frequently reported an increased sense of belonging and connectedness among students and staff in their school. Student voices were elevated as students felt more comfortable with being vulnerable, sharing their own stories, and talking about their emotions. The initiative has also helped to provide students with better tools to express themselves, problem solve, resolve conflict, regulate their emotions, and support their own wellbeing.


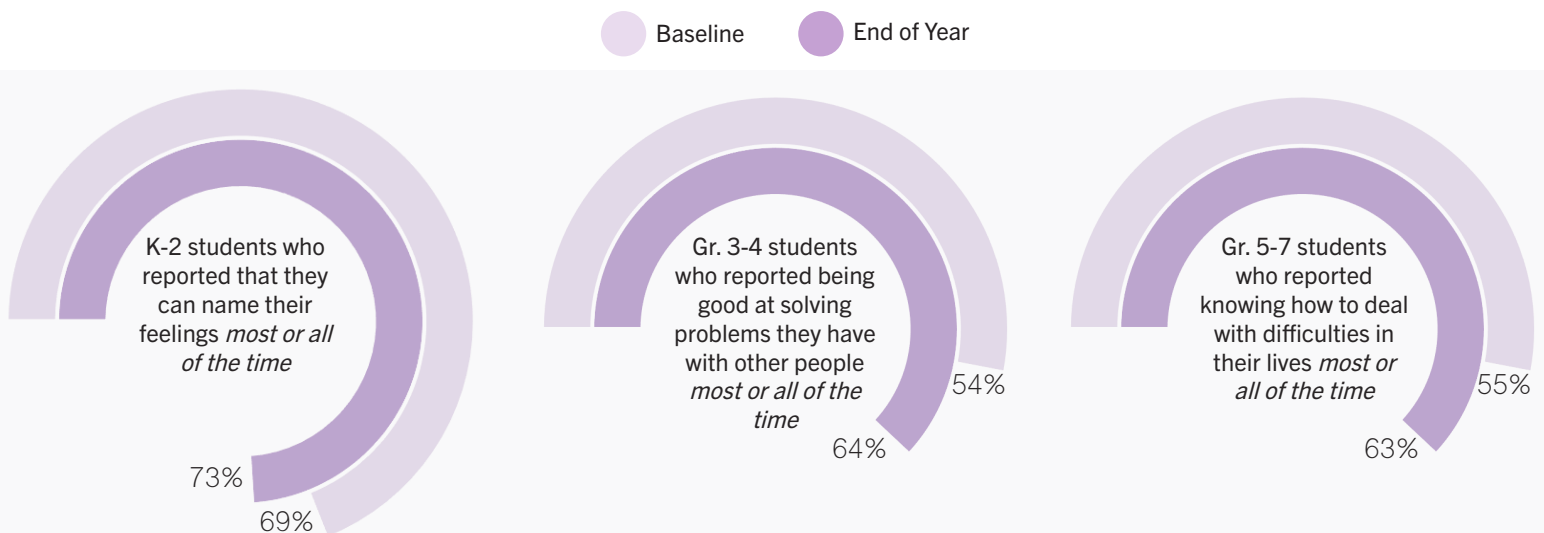
 Additional analysis of SEL Lead Initiative can be viewed by clicking on the following link: [2021/2022 SEL Lead Initiative Report](#)

Figure 6. Baseline versus end-of-year ratings of how often K-7 students demonstrate SEL competencies



Community-Schools Partnership

Community-Schools Partnership (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's work primarily consists of supporting children and youth through before and after school programs, as well as lunchtime programming.

In 2021-2022, the CSP supported 2,650 students in out-of-school time programs across 30 schools in the district. CSP staff members hosted 25 different types of

programming and support. Additionally, the CSP partners with over 40 community partners and run programs at locations without Outreach Staff at 18 schools. Among students supported in 2021-2022, between 78% and 85% felt they received some benefit from participating in CSP programs, ranging from skill building to goal building and healthy living (see Table 3).


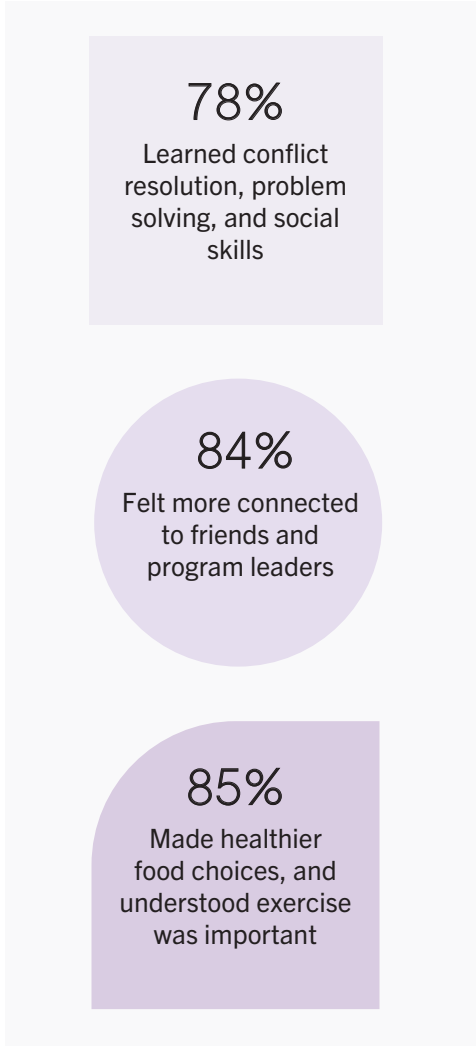
 Additional information on CSP programs, as well as initiatives through our district Welcome Centre can be viewed by clicking on the following link: [School and Community Connections](#)

Table 3. Student self-report of benefits from their time in Community-Schools Partnership programs, 2021/22



Indigenous Transition Facilitators: Connecting Indigenous Students to Surrey Schools

To increase a sense of welcomeness, safety, and connectedness for our **Indigenous students**, especially as they transition into a school or program, our district established the role of Indigenous Transition Facilitators. These Indigenous teachers work closely with students, families, community members and organizations, as well as Aboriginal Enhancement Workers (who provide socio-emotional learning and academic supports, connect with families, and advocate for students under their care) and other school staffs to engage students who are not finding success in the school system. This group has been especially critical during the COVID era, wherein students and their families have been supported as schools transitioned to and from online and in-person learning environments.

The district's Indigenous Learning Department has led an inquiry project to consider what **Indigenous students** and their families need in terms of culturally-responsive and relational supports and how schools engaged with those situations.

The research question that guided this inquiry was: "Why are Indigenous Transitions Facilitators successful at connecting with students and families and what can we learn from that?" Through a detailed case study approach that included the voices of students and their families, the Indigenous Learning Department has learned that Indigenous students and families need a greater sense of connection and community, seek self-reflection from those in school systems, and require culturally-sustaining and equitable practices towards building success for Indigenous learners.

The inquiry has led to a better understanding of the options for re-engaging with students and how the district can come together to better support **Indigenous students** and their families, including through improved recognition of First People's Principles of Learning across school systems.



Additional information can be viewed by clicking on the following link: [Indigenous Transitions Facilitators](#)

Windspeaker

The Windspeaker program provides **Indigenous students** in grades 8 to 12 with outdoor and placed-based learning experiences. Windspeaker offers opportunities for students to develop interpersonal, cultural, and social competencies that harness their diverse meaning making abilities, and builds on students' immense potential. Activities include field trips that happen during the school day. Once a month, students go on school field trips and are supervised by Aboriginal Child and Youth Care Workers who offer socio-emotional learning support, connection with families, and advocacy for **Indigenous students** under their care.

Between 2016 and 2022, 349 **Indigenous students** students have participated in the program where they have built confidence, connections, and a sense of leadership and community while connecting with other youth. In the 2021/22 school year, 67 students from 18 schools in the district participated in the program.

As students developed deeper relationships with each other and themselves, they also learned more about the traditional practices and territories on which these program experiences take place.



Additional information can be viewed by clicking on the following link: [Windspeaker](#)

Provincial Data

Assessing Student Wellbeing

Children’s early development can have long-lasting impacts on their school engagement and achievement, social and emotional competencies, and overall quality of life. It is important to identify potential vulnerabilities within this stage of development to ensure appropriate programs and resources are allocated where they will be most impactful. Surrey Schools supports the annual administration of the Student Learning Survey and

collaborates with the Human Early Learning Partnership to take part in waves of data collection using the Early Development Instrument (EDI) and Middle Years Development Instrument (MDI).

Additional information can be viewed by clicking on the following link: [Assessing Student Wellbeing](#)

Student Learning Survey

The Student Learning Survey (SLS) is a provincial survey administered on an annual basis to measure, among other indicators of student development and well-being, students’ feelings of being safe and welcome at school, their sense of belonging at school, as well as their perceptions of how many adults at school care about them.

In the 2020/21 school year, nearly seven in ten (69%) Surrey students felt welcome at school. During the same year, almost three-quarters (73%) of English Language Learners felt welcome at school.

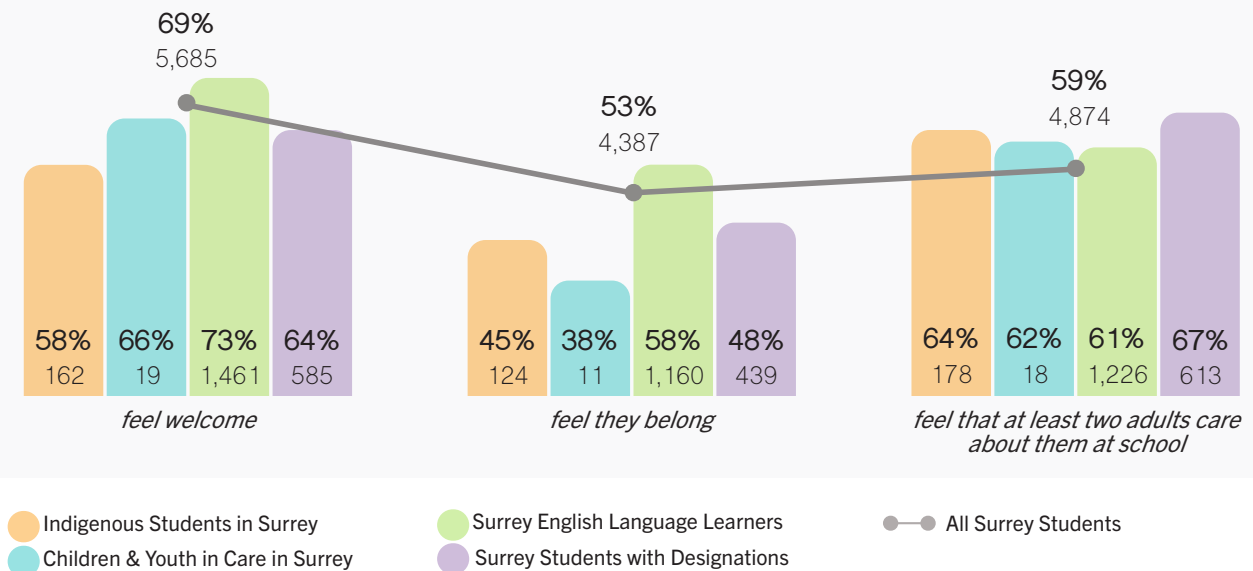
Over half (53%) of all Surrey students in 2020/21 felt like they belong at school, which dropped from 55% from the previous year but exceeded the provincial average.

Similarly, almost half (48%) of Students with Designations in the district felt like they belong at school during the 2020/21 school year, which was up from approximately four in ten (42%) Students with Designations the previous year.

In the 2020/21 school year, more Indigenous students (64%), Children and Youth in Care (62%), English Language Learners (61%), and Students with Designations (67%) felt they have two or more adults at school who care about them compared to all Surrey students (59%) who felt the same way (see Figure 7).

Additional information can be viewed by clicking on the following link: [Student Learning Survey](#)

Figure 7. Percentage and number of Surrey students who feel they are welcome, feel they belong, and feel that at least two adults care about them at school, 2020/21



SCHOOL TRANSITIONS & CAREER DEVELOPMENT

Transitions are changes or movement 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 supports.

Career development involves actualizing one's potential to be self-directed and responsible for setting and meeting career goals; knowing a range of career choices and actions needed to pursue those choices; and learning to work effectively and collaboratively.

District Successes

Transition Initiatives in Secondary Schools

Successfully transitioning from grade to grade or from high school to post-secondary education or employment can be challenging for many students. To support secondary learners who are at risk of not transitioning, the district works collaboratively with schools to implement effective school transition strategies that are characterized by the following guiding principles:

In service of equity, deep learning, and successful student transitions, each of our 22 secondary school in the district accesses .50 FTE teacher staffing. Central to the process is not that schools quantify the value of their students' successes, but that they embrace a process that weaves rapport-building, deep listening, and equitable pedagogy with the most marginalized voices in their school communities.

KNOWING our learners – their stories, experiences, strengths, goals, curiosities, and passions

CHAMPIONING the interests and perspectives of diverse learners and engaging them in creative and critical thinking activities through inquiry practices

CREATING welcoming environments of belonging where students feel emotionally safe and connected to teachers, support staff, and administrators who are responsive to their needs

AUTHENTICALLY capturing students' real world skills by revisioning and redefining student success using performance-based assessments

CULTIVATING student agency by affirming students' individual and diverse identities and believing that all students' knowledge, life experiences, and culture are an asset to the school and classroom community

Additional description can be viewed by clicking on the following link: [Transition Initiatives in Secondary Schools](#)



Indigenous Woodcarving

Students are set up for successful grade-to-grade transitions when students attend schools where they feel they are welcomed, feel they belong, can positively connect with their peers and staff, and can see themselves and their culture reflected in the school and staff.

To advance **Indigenous students** towards graduation and support them in culturally responsive ways, an after school First Nations Westcoast Carving Course was initiated by the Indigenous Learning Department in partnership with Continuing Learning in 2017-18. Since then, this course has served as an introduction to woodcarving for students in grades 11 and 12 across the district. Taught by Indigenous carvers, the course also

brought other Indigenous artists into the classroom and inspired the students to engage with their their histories, their identities, and Indigenous ways of meaning making. While doing so, students earned credits towards graduation and could additionally earn credits towards an arts course by completing extra art pieces. Working with strengths-based assessments and considering students' socioemotional wellbeing, this woodcarving course created culturally safe spaces for students to belong, participate creatively, and transition to school completion.



Additional description can be viewed by clicking on the following link: [Indigenous Woodcarving](#)

Career Education

Career Education is an ongoing process of self-discovery, growth in competencies, and learning from experiences in educational, work-related, and personal life contexts. It is designed to support students in becoming successful, contributing members of society by providing K-12 students with opportunities to explore and create individualized pathways for their own future.

Through various opportunities to explore, experience, and increase awareness, students in Surrey engage in the Career Education curriculum in K-12 and prepare themselves for post-secondary school or career options upon graduation. Beginning in kindergarten, students are guided through foundations in career-life development, in which they begin to develop a sense of self and explore the roles and responsibilities of family, school, and community. As they continue, they learn to recognize their evolving interests and strengths and explore career-

life concepts such as leadership and transferrable skills. Later in their learning journey, students are encouraged to explore post-graduation possibilities by cultivating community connections and engaging in experiential learning. Combined, these experiences promote a holistic view of students by supporting them in exploring their identity, purpose, and wellbeing in diverse learning contexts.

Between the 2019/20 and 2021/22 academic years, 4,853 Surrey students were enrolled in four core areas of career education: (1) Career Preparation, (2) Career Technical, (3) Co-Op, and (4) Academic Dual Credit (see Table 4).



Additional description can be viewed by clicking on the following link: [Career Education](#)

Table 4. Percentage and number of students enrolled in courses across four core areas of Career Education, 2019/20 to 2021/22

CORE AREAS	2019/20 Enrollment	2020/21 Enrollment	2021/22 Enrollment	TOTAL Enrollment
Career Prep (e.g., Business & Applied Business, Health & Human Services)	45% (625)	43% (580)	63% (1,339)	2,544
Career Technical (Trades & Technology)	11% (150)	10% (138)	7% (142)	430
CO-OP (e.g., Science and Applied Science; Liberal Arts & Humanities, etc.)	36% (503)	37% (500)	23% (480)	1,483
Academic Dual Credit	9% (120)	9% (118)	7% (158)	396
TOTAL	1,398	1,336	2,119	4,853

*Not included in these counts: (1) Additional students that enrolled in these programs after September 30, (2) courses that fall outside of the four core areas of Surrey School's Career Education

Provincial Data

Grade-to-Grade Transitions

To support students who may be at risk of not successfully 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 track both student successes and supports offered, with an intentional focus on **Indigenous students**, **Children and Youth in Care**, **English Language Learners**, and **Students with Designations**. School administrators and support staff reported that this model decreased absenteeism and truancy while increasing student achievement of learning outcomes.

When compared to provincial rates, Surrey students excel. Grade 9 students in Surrey transitioned into Grade 10 at the end of the 2020/21 school year at a greater rate (98%) than the provincial percentage (97%). In Surrey, **Indigenous students**, **Children and Youth in Care**, **English Language Learners**, and **Students with Designations** have consistently met or exceeded the provincial transition rates of their respective sub-groups for the years between 2018/19 and 2020/21.

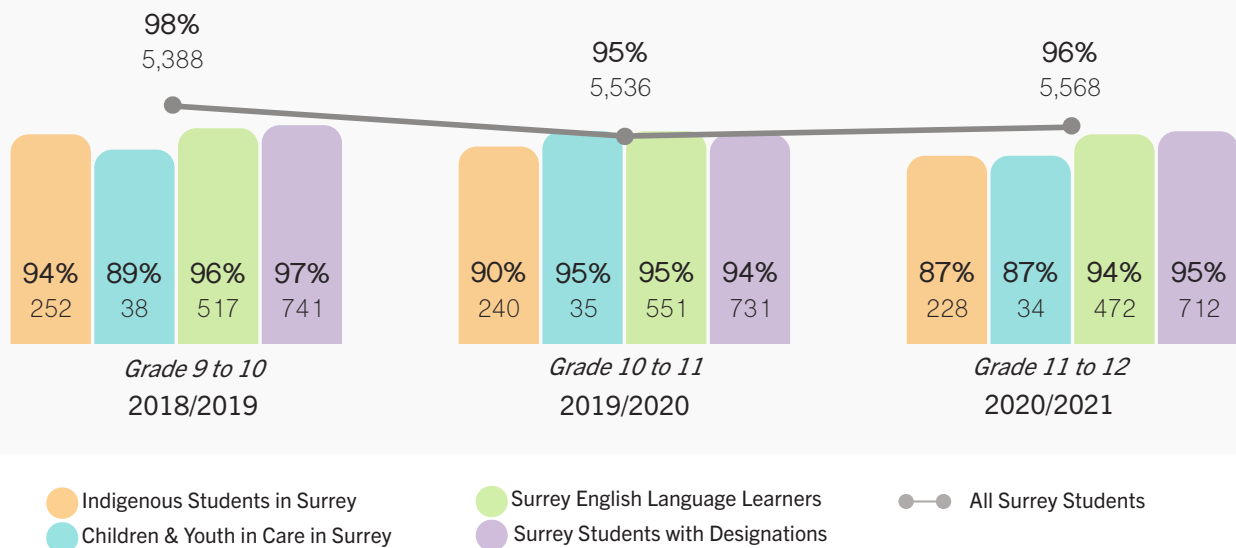
While our students have been successful in their grade-to-grade transitions relative to the province, there have been declines in the transition percentages for Surrey students and within each of the four sub-groups.

At the end of the 2018/19 school year, 94% of Grade 9 Indigenous students in Surrey transitioned into Grade 10. Of those **Indigenous students** who successfully transitioned into Grade 10, only 90% transitioned into Grade 11 at the end of the 2019/2020 school year, which further dropped to 87% for the Grade 12 transition at the end of the 2020/21 school year.

English Language Learners in Surrey, who successfully transitioned from Grade 9 into Grade 10 (96%) at the end of the 2018/2019 school year, slightly dropped to 95% when transitioned to Grade 11 at the end of the 2019/2020 school year. The transition rate further dropped by one-percentage point (94%) when this sub-group transitioned to Grade 12 at the end of the 2020/21 school year. Figure 8 provides a breakdown of the percentage and number of successful grade-to-grade transitions among one Surrey student cohort.

Additional analyses of sub-group comparisons to provincial averages can be read by clicking on the following link: [Grade-to-Grade Transitions](#)

Figure 8. Percentage and number of successful grade-to-grade transitions among one Surrey student cohort, 2018/19 to 2020/21



Graduation Rates

Grade 12 students in Surrey who graduated at the end of the 2020/21 school year were on par with the provincial percentage (86%). Our students graduating from secondary school have slightly dropped (1%) from the 2019/20 school year, with 86% of our students successfully graduating at the end of the 2020/21 school year (see Figure 9).

At the end of the 2020/21 school year, **English Language Learners** had a greater proportion of Grade 12 students graduate (87%) compared to their sub-groups provincial average (84%).

We are 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.


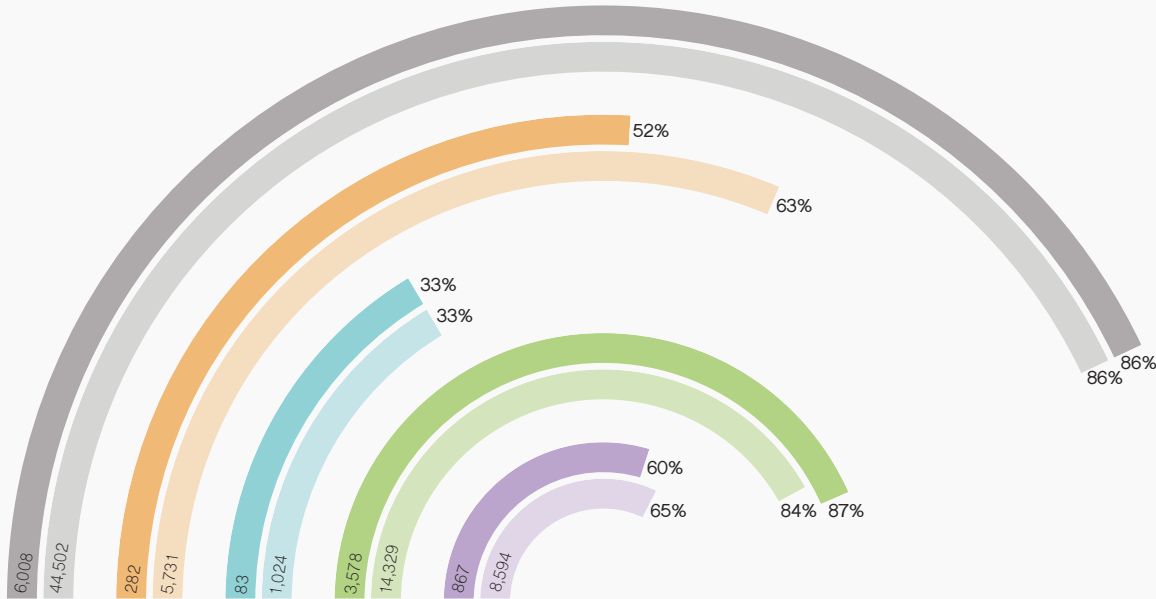










 Additional analyses of sub-group comparisons to provincial averages can be read by clicking on the following link: [Secondary Graduation Rates](#)

Figure 9. Percentage and number of Surrey students who graduated from secondary school, 2020/21



-  All Surrey Students
-  Children & Youth in Care in Surrey
-  Surrey Students with Designations
-  All B.C. Public School Students
-  B.C. Public School Children & Youth in Care
-  B.C. Public School Students with Designations
-  Indigenous Students in Surrey
-  Surrey English Language Learners
-  B.C. Public School English Language Learners
-  B.C. Public School Indigenous Students

Post-Secondary Institution Attendance

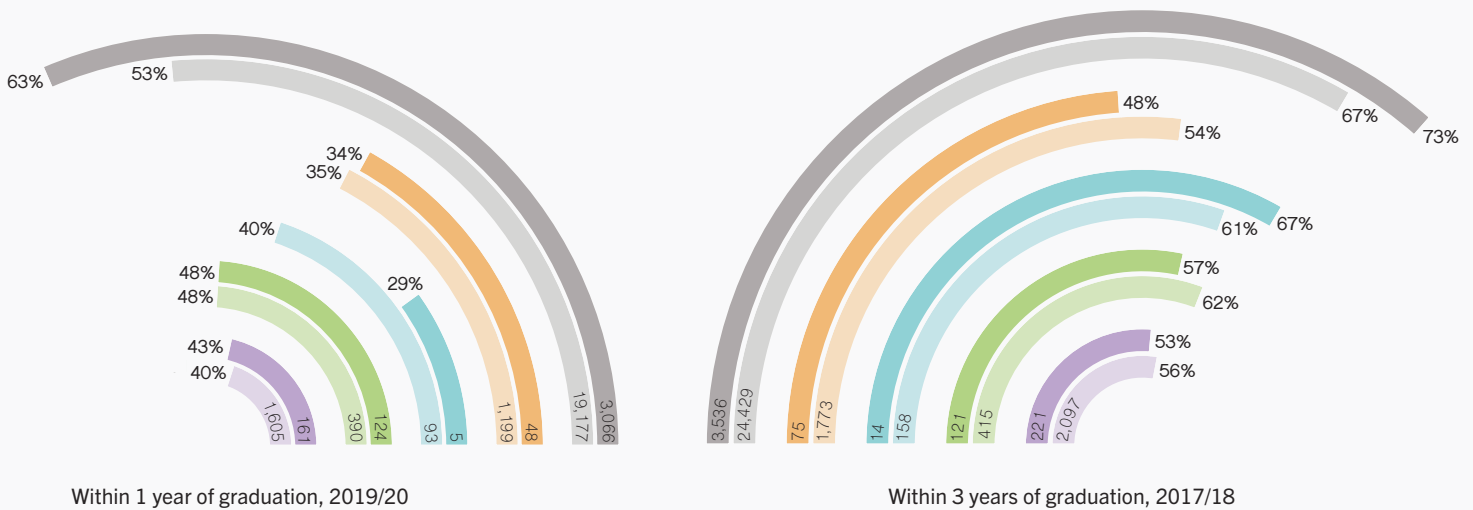
Surrey students transitioned to B.C. public post-secondary institutions immediately after graduating following the 2019/20 school year at a much greater rate (63%) than the provincial rate of 53%. One-third (34%) of Indigenous students and four in ten (42%) Students with Designations transitioned to B.C. public post-secondary institutions following the 2019/20 school year. Nearly half (48%) of the district's English Language Learners transitioned to a B.C. public post-secondary institution following the 2019/20 school year.

Close to three-quarters (73%) of students in Surrey transitioned to a B.C. public post-secondary institution within three years after graduating at the end of 2017/18 and exceeding the provincial rate (63%). Two-thirds

(67%) of students in the Children and Youth in Care group transitioned into a B.C. public post-secondary institution, and surpassing the provincial rate (56%) (see Figure 10).

Additional analyses of sub-group comparisons to provincial averages can be read by clicking on the following link: [Post-Secondary Institution Attendance](#)

Figure 10. Percentage and number of Surrey students who transitioned to public post-secondary institutions within 1 year (2019/20) and 3 years (2017/18) of graduation



- All Surrey Students
- Children & Youth in Care in Surrey
- Surrey Students with Designations
- All B.C. Public School Students
- B.C. Public School Children & Youth in Care
- B.C. Public School Students with Designations
- Indigenous Students in Surrey
- Surrey English Language Learners
- B.C. Public School English Language Learners
- B.C. Public School Indigenous Students

EXISTING & EMERGING AREAS OF NEED

Highlighted throughout this document are examples and details of initiatives and district programs that exhibit our students' and educators' successes. Our students – demonstrating what they can do and who they are becoming. Our teachers – inquiring and exploring questions to better understand their learners and instructional pathways that lead toward equity and deep learning. Glaring, however, are the disparities that exist for our Indigenous learners, children and youth in care, students with designations, and English language learners.

As a district, our commitment to advancing educational equity is unwavering. Giving all students, particularly those who have been historically marginalized, the best possible chance to access learning and move their learning forward is critical to our work. Reorienting ourselves from traditional methods to culturally responsive practices that engage students in deep thinking, help them believe they belong in their school community, tell them they are safe to grow and thrive in our buildings, and create counter narratives about their lived experiences requires us to:

SPARK our students' natural curiosities by creating a culture of inquiry in our classrooms and professional learning spaces

RELINQUISH the view that the stories of our students' successes are best told through their grades and test scores

BELIEVE that every child has endless potential and that their experiences and perspectives matter



ADJUSTMENTS & ADAPTATIONS

Based on evidence that equity work is deeply connected to pedagogy, Surrey Schools has adjusted its theory of action to prioritize equity practices. Areas of focus that are aligned with the complex work of teaching and learning and drive professional development include educational equity, effective learning environments, and evidence-informed practice. This vision of equitable pedagogy is outlined in Table 5 below.

Table 5. *Surrey Schools theory of action for prioritizing equity practices*

Focus Areas	Professional Practice		Student Outcomes
	Practitioner Knowledge	Classroom Application	
Educational Equity	<ul style="list-style-type: none"> • Educators understand their identity and their social, emotional, and cultural competencies • Educators recognize the relation between privilege and implicit bias and how this impacts their relationships with students, their curricular choices, and assessment of learning • Educators know and understand Indigenous history, traditions, and culture 	<ul style="list-style-type: none"> • Educators utilize their own SEL and cultural competencies in their practice • Educators build community by ensuring SEL and equitable practices are intentionally present in their classrooms • Educators integrate culturally responsive and anti-racist practices that enhance equity, student voice, and agency • Educators embed First Peoples Principles of Learning in their daily practice 	<ul style="list-style-type: none"> • Every child knows they matter, they are cared for, and they belong • All learners are engaged, participating, and developing their full academic and social potential • Students recognize, respect, and honour the histories of Indigenous peoples and other diverse cultures
Learning Environments	<ul style="list-style-type: none"> • Learning is social and emotional • To experience agency, students must feel that their core identity – their ways of being, learning and knowing – are valued • Accessible and appropriate learning tools and resources reduce barriers to learning, promote equitable access, and take into consideration the interest of students 	<ul style="list-style-type: none"> • Students collaborate and engage in learning experiences that allow them to find their voices and discover what they think and feel • Students grapple with ideas and make meaning through learning experiences that are inquiry-based and hands-on • Using a variety of tools and resources, learning opportunities focus on “doing” – investigating, experimenting, co-creating, and tinkering 	<ul style="list-style-type: none"> • Students feel safe, heard, and respected • Students from all communities develop cognitive skills and habits of mind that prepare them for challenging learning tasks • Students believe they are capable, creative, resilient, caring, and connected individuals
Evidence-Informed Practice	<ul style="list-style-type: none"> • Evidence-informed conversations with colleagues and students enhance practice and understanding of each student’s needs • There is no substitute to “knowing our learners” – their stories, experiences, strengths, goals, curiosities, and next steps in learning 	<ul style="list-style-type: none"> • Acknowledging how culture and identity shape how and what we learn, teachers and students partner in a process where they: <ul style="list-style-type: none"> ○ Clarify learning standards ○ Co-create success criteria ○ Design experiences that elicit evidence of learning from conversations, observations & products ○ Provide feedback in relation to the standards and success criteria 	<ul style="list-style-type: none"> • Students take ownership of their learning by understanding the learning standards, success criteria, their strengths, and next steps in learning • Learners from all communities know and believe that with time, effort, practice and input they can move their learning forward

ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

To support the district’s shared vision of Learning by Design, the Board of Education has prioritized existing, impactful strategies that meet the goals of the current strategic plan. The Board’s 2021/22 budget commitments to supporting these research-based and evidence informed initiatives are outlined in Table 6 below.

A more comprehensive fiscal report detailing the alignment between the financial and operational plans with the priorities in the current strategic plan will be available this Fall.

Table 6. Alignment of strategies and resources for successful implementation

<p>Inner-City Early Literacy & Numeracy</p>	<p>To facilitate the success of our youngest learners, resourcing and targeted early literacy and numeracy staffing (16.5 FTE) are provided to 26 Inner-city elementary schools. Early Literacy and Numeracy Teachers work with K and Grade 1 classroom teachers to provide additional, strategic in-class support for at- promise students.</p>	<p>\$1,821,094</p>
<p>Social & Emotional Learning Leads</p>	<p>To complement existing student supports, 53 elementary schools are provided with release time and resources to integrate school-wide SEL as a means of promoting equitable outcomes for all students, while also promoting teacher wellness and resiliency.</p>	<p>\$438,752</p>
<p>Student Transitions</p>	<p>To support the successful transition of secondary students between grade levels and/or from Grade 12 to post-secondary or a career, staffing (.50 FTE) is provided to each secondary school to develop strategies aimed at working with those students most at -risk of not successfully transitioning.</p>	<p>\$1,158,878</p>

PULLING IT ALL TOGETHER

Surrey Schools' Strategic Plan anchors the district's focus in three key areas that form our strategic foundation: Literacy and Numeracy, Wellbeing and Student Transitions.

Previous sections of this report highlight district successes in each of these areas, where a variety of district departments worked collaboratively with school-based educators to create supportive, inclusive, and caring learning communities where all children and youth could thrive. Teachers took risks in their daily practice, collaboratively reflected on how to address challenges, and shared insights about their students' learning throughout the duration of these district-led initiatives.

Similarly, at the school level, each elementary and secondary school highlight their students' learning experiences and successes in one or more of these focal areas in their Student Learning Plan. Each is an exhibition of student learning that centers what our students *know*, what they can *do*, and what they *understand*. In addition to providing context, each school's plan speaks to *Our Learners, Our Focus, Our Next Steps*. Rather than rely on traditional metrics and deficit narratives, they weave together core competencies, curricular competencies,

inquiry-based learning, performance-based assessment, teacher voice, and student voice. They take us into the classroom to see and hear the gifts and talents of the children, youth, and adults in our school communities.

Critical to the development of these plans was that schools initially engage in a messy, collaborative process that positions equity and deep learning at its core. With this in mind, a process that utilized a backward-design approach was encouraged. Schools were provided with a planning tool and a series of guiding questions aimed at helping them design with intentionality, while keeping educational equity at the forefront. The table below highlights the questions that schools considered before developing their plans.

Using decisions and information gained from the process, schools set forth to tell their story. To complement their provincial data, they gathered direct and indirect evidence of student learning; they focused on cohorts of learners; and in the end, they generated the first iteration of plans that publicly tell stories of their students' engagement, perseverance, and brilliance.

Table 7. *Surrey Schools collaborative and planning process*



RESOURCES

In addition to data provided by the B.C. Ministry of Education, the reports and plans below helped to inform and support the development of the 2022/23 Enhancing Student Learning Report:

2022

- Early Literacy Phonemic Awareness Test – Surrey, January and May 2022 Results
- Numeracy Initiatives in Surrey Schools, September 2021 – June 2022
- Surrey School District's 2021/2022 Social and Emotional Learning Lead Initiative Baseline and Final Reports

2021

- Surrey School District's Strategic Plan, 2021 – 2023

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





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