

2023/24 ENHANCING STUDENT LEARNING REPORT



In review of Surrey School's Strategic Plan, 2021/2023 (Year 3 of 3)
Approved by the Board on October 3rd, 2023

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Located in the lobby of the District Education Centre, the Welcome Post pictured above was carved by John Walkus (Kwakwaka'wakw artist) and finished by Leonard Wells (Semiahmoo First Nation artist).

DISTRICT CONTEXT

Surrey Schools is located on the traditional, ancestral, and unceded territory of the ɥícəy̓ (Katzie), ɥwɑ:ńłəń (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.



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: [2023/24 Addenda to the Enhancing Student Learning Report](#)



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.

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?

The district empowers the system to enact practices and processes that develop confident and courageous children and youth who have a strong sense of personal identity, 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, 2021 - 2023 \(Year 3 of 3\)](#)



Literacy & Numeracy



Wellbeing



Student Transitions



STRATEGIC ENGAGEMENT

Student, Staff, and Family Voice

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, teacher volunteers, and a steering committee consisting of 80 members. Two student members from each secondary school were selected to gather stories about issues important to student youth.

This year, we surveyed families and community members regarding our strategic priorities (literacy, numeracy, social and emotional learning, and transitions) in our annual budget survey as to how important these priorities were to them.

Surrey Schools is committed to establishing safe and supportive educational environments, which is why the district has ongoing consultations with students, employees, and families related to wellness and safety. In addition to the Student Voice Program that gathers information directly from students about school-related issues, the district also received responses from over 6,500 parents and guardians who provided feedback on

student wellness and school safety as part of a district-wide survey administered in April and May of 2023. Our Board of Education held government-to-government rightsholders' meetings with the Katzie and Semiahmoo First Nations to understand their priorities in terms of ensuring success for their children. We also meet quarterly with the Indigenous Leadership Council to work collaboratively on strategic priorities for the success of **Indigenous Students** in Surrey.

We know that our students' wellbeing is strongly related to the wellbeing of those adults they interact with on a daily basis, which includes contact with any one of our more than 12,000 employees in the school district. As part of a broader Wellness Framework, Surrey Schools has engaged in a series of focus groups and has surveyed more than 3,300 employees related to their wellness.



For more information on the Student Voice Program, click on the following link: [Student Voice](#)

Learning Liaison

To spark conversation and reflection that informs 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 2022/23 Enhancing Student Learning Report.

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 links: [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 and 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 surrounding communities.

Central to many literacy initiatives and activities 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 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 literacy instruction and assessment practices in a range of ways.

Responding to Readers

The Responding to Readers (RtR) initiative provided an opportunity for cohorts of over 100 new and returning 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.

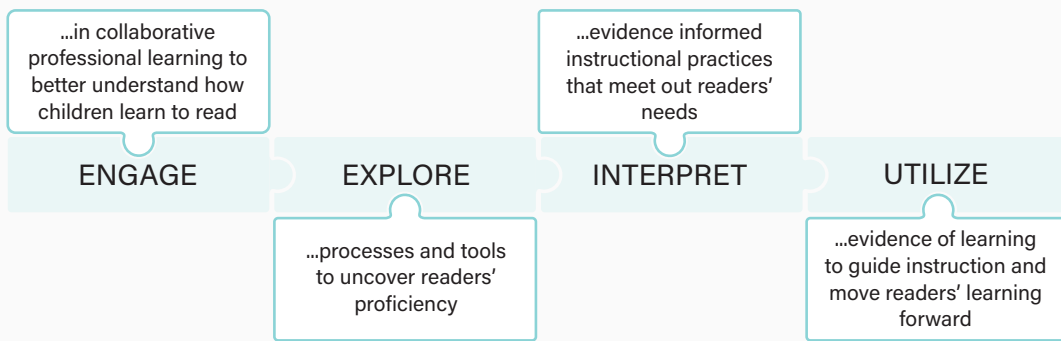
At the heart of this inquiry, primary and intermediate teachers worked with cohorts of readers within their classroom. Taking part in the RtR initiative allowed educators to spend time in deep reflection; work towards understanding their student's experiences with reading; further their relationships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

Teachers worked closely with 1 to 2 focal students within their classroom with the intention of furthering their relationships with the readers, spending time on reflection, and telling the story of their student's reading journey – in focused and manageable ways.



Teachers were guided to gather evidence of student learning for their focal students through one-on-one interactions and in small groups. Using the information and stories they learned from these meetings as a foundation and the resources they explored through the initiative, the participating teachers inquired about new evidence-based ways of improving their teaching practices to better support these students, and, as a result, all other students in the class as well.

For some teachers returning to RtR this year, the initiative offered additional opportunities to collaborate with colleagues, release time to work with their students, and engage in reflective activities. The objectives for RtR were focused on four areas: (1) Engage, (2) Explore, (3) Interpret and (4) Utilize.



With district support, participating teachers gathered evidence and explored new evidence-based pedagogical directions. Teachers completed reflectionnaires over the school year, thoughtfully considering 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.

Emerging from the analysis of teacher's end of year reflections were three themes that were key to this year's initiative – Responding to readers allowed teachers to: (1) hear their students' voices, (2) reflect on their teaching practices, and (3) try new practices (see Table 1).

Table 1. *Hearing readers' voices, encouraging teacher reflection, and promoting new practices: A sample of quotes highlighting the impacts of the Responding to Readers Initiative , 2022/23*

Responding to their readers allowed teachers to hear their readers' voices	Responding to their readers encouraged teachers to reflect	Responding to their readers encouraged teachers to try new practices
<p>“I know my reading is improving. I can pronounce big words and I know how to read words I didn't know before. I am more fluent. I've started to like reading because it's not stressful and hard, its more interesting and fun because I understand what I am reading.”</p> <p>– Intermediate student reflection</p>	<p>“This year was challenging. I really learned to take my reading instruction from where my students are. To really look at the skills they have, the skills they need and the next steps I need to take for them to achieve the reading goal. I learned patience.”</p> <p>– Intermediate teacher reflection</p>	<p>“I want to continue to prioritize working one on one with students more regularly in my classroom. That has been the most informing aspect of this project. I incorporated intentional lessons specifically around language and word study as well as vocabulary strategies.”</p> <p>– Intermediate teacher reflection</p>

Phonemic Awareness

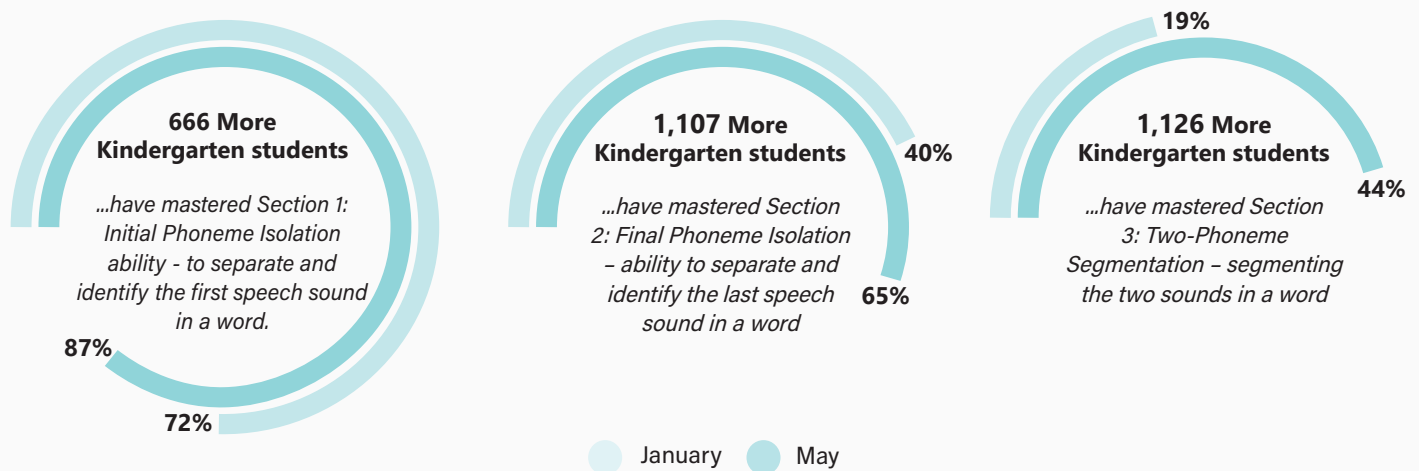
Early learning is critical to children’s future success and lifelong learning. An important and foundational component to early learning, as well as a strong predictor of reading achievement, is the acquisition of phonemic awareness: the ability to manipulate individual sounds in spoken words.

The Early Literacy Phonemic Awareness Tool – Surrey (ELPATS) is an annual district-based oral assessment of phonemic awareness designed for classroom teachers to monitor learners’ development of phoneme-level phonological awareness skills. The skills included in the ELPATS are informed by research to be the most critical phonemic awareness skills for reading and writing success. ELPATS are administered to all Kindergarten students in the school district, with periodic monitoring through the primary years until mastery of each skill is achieved.

The ELPATS consists of 9 sections across 2 parts: (1) Isolation and Segmentation of Phonemes; and (2) Blending of Phonemes. The ELPATS is administered to all Kindergarten students in January. If the child is not yet demonstrating mastery on a section, the assessment stops and is revisited after further targeted instruction and practice.

When examining the development of early literacy skills of 4,477 Kindergarten students who were administered the ELPATS in January and June, significant student growth across all sections were found. See Figure 1 for a selection of results demonstrating improvement in the phonemic awareness of Kindergarten students between January and June.

Figure 1. Average January and May section scores for students who completed ELPATS at both timepoints, 2022/23



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 2022/23 school year, the ELPATS was administered to 1,099 Kindergarten students from 26 schools involved in the ICEL Initiative.

When examining the development of these students’ early literacy skills across both timepoints, significant student growth across all sections were observed. By June, 71% of students attending an inner-city elementary school mastered one or more sections of the ELPATS.

Additional ELPATS results, including for our inner city schools, can be viewed by clicking on the following links: [ELPATS](#) and [ELPATS-ICEL](#)

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.

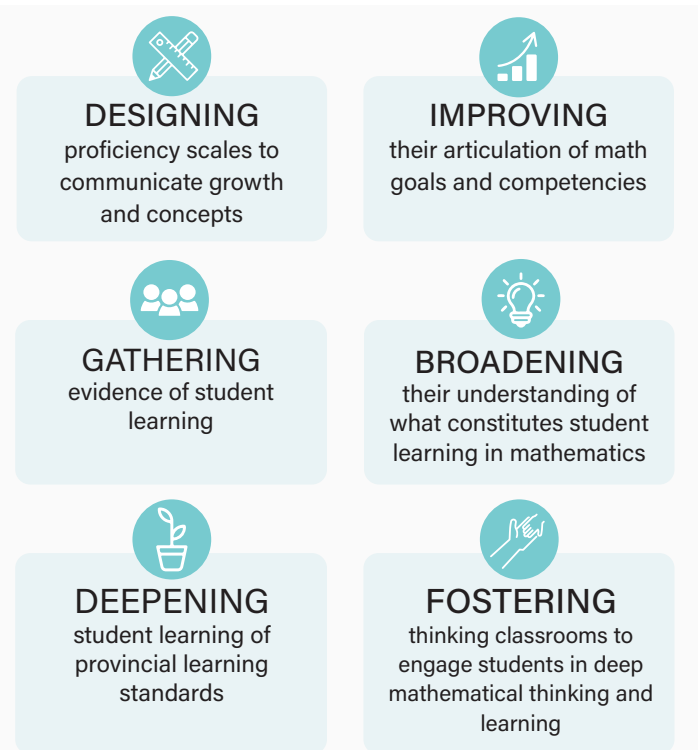


Building Thinking Classrooms

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:



Numeracy Initiatives

Helping Teachers facilitated 32 school-based and virtual sessions to provide continuous support and in-district training to our educators on a variety of topics, including numeracy fluency and skills, quality assessment practices, and use of specific online math resources.

The numeracy focus for participating elementary teachers included a combination of themes geared towards building up students' mathematical skills, increasing equity and inclusion in the mathematics classroom, and supporting student confidence and motivation.

Teachers found that the learning and resources offered through this initiative had positive impacts on students' learning, improving students' disposition towards numeracy concepts, as well as improvements to their own teaching and assessment practices (see Table 2).



Table 2. *Teachers' perceptions of their student's growth in numeracy after taking part in the Numeracy Focused Initiative, 2022/23*

67%

Percentage of teachers who observed an increase in their students' understanding of the mathematical content being taught in the classroom.

89%

Percentage of teachers who observed an increase in their students' being engaged in the doing of mathematics.

100%

Percentage of teachers who observed an increase in their students' having a positive disposition towards mathematics.

To better support, assess, and evaluate what students know and can do within mathematics, the Standards-Based Reporting in Secondary Mathematics initiative supported classroom teachers in forming collaborative inquiry teams and explored ways to update their assessment practices.

Targeted support was provided to Grade 8 and 9 teachers with the goal of shifting away from reporting letter grades and percentages to reporting on student learning with proficiency scales. This secondary initiative also supported teachers' understanding of: (1) standards-based assessment, (2) providing descriptive feedback to students and parents, (3) identifying learning goals, and (4) developing proficiency scales for both content and curricular competencies.

The Standards-Based Reporting initiative helped secondary teachers to utilize and develop proficiency scales and exemplars, as well as determine and communicate where a student is within their learning journey.

This initiative helped teachers to provide quality and descriptive feedback, including how students improve their proficiency level and approach the next step in their learning. Teachers were able to incorporate and became more aware of and shift their focus to learning goals aligned with curricular content and learning goals rather than assigning 'grades' to students.

Secondary teachers indicated that their participation in this numeracy initiative helped to improve their teaching and general assessment practices, including raising awareness of proficiency levels and exemplars for assessing student learning.

It has made me more aware of proficiency levels and exemplars for each learning goal at our school. This will make it easier to assess students and give both students and parents better feedback as to where a student is in their learning and what they should be able to do to get to the next proficiency.

- Grade 10 Math Teacher

District numeracy initiatives promoted the fostering of supportive mathematics classrooms, instructional strategies that embraced different perspectives, and offered diverse points of entry for students to explore numeracy concepts. Intentions of both district-led sessions were realized as teachers are incorporating equity in their classrooms through various means (see Table 3).



Additional information and analysis can be viewed by clicking on the following link: [Evaluation of Numeracy Initiatives in Surrey Schools: September 2022 – June 2023](#)

Table 3. *Teachers' means of ensuring equity in their classrooms, 2022/23*

Offering Multiple and Accessible Entry Points	Providing an Array of Activities and Strategies	Utilizing Resources and Supports	Supporting Positive Student Dispositions
<p>...by providing various activities and questions from tasks that all students can access which can also be extended, including use of open-ended tasks and questions, to ensure that all levels of learners have opportunities to engage in the content and lessons.</p>	<p>...that allow students to: (a) learn different problem-solving strategies and methods; (b) engage in projects connected to personal goals, values and experiences; and (c) learn through peer collaborations, use of manipulatives, and other hands-on activities.</p>	<p>...by encouraging student voice and fostering a safe environment where students feel valued and encouraged to participate, where students are motivated to learn, to not give up, and to feel comfortable taking risks.</p>	<p>...that allow teachers to: (a) be mindful of the diversity of our learners within the classroom (b) leverage the supports received from colleagues, and (c) continue to access new resources and professional learning opportunities.</p>

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 2022/23 academic year, 91% of our district's Grade 10 students were successful in achieving

mathematics learning standards across three courses: Workplace Mathematics 10, Foundations of Math and Pre-Calculus 10, and Fondements et Pre-Calcul 10 as demonstrated in their report card grades (see Table 4).

Table 4. *Report card data: Rates of success in Mathematics 10 courses, 2019/20 to 2022/23*

Course Name	2019/20	2020/21	2021/2022	2022/2023
Workplace Mathematics 10	90%	90%	90%	89%
Foundations of Math and Pre-Calculus 10	92%	89%	92%	92%
Maths: Fondements et Pre-Calcul 10	100%	98%	95%	96%

Provincial Data - Literacy & Numeracy

Literacy Foundation Skills Assessment

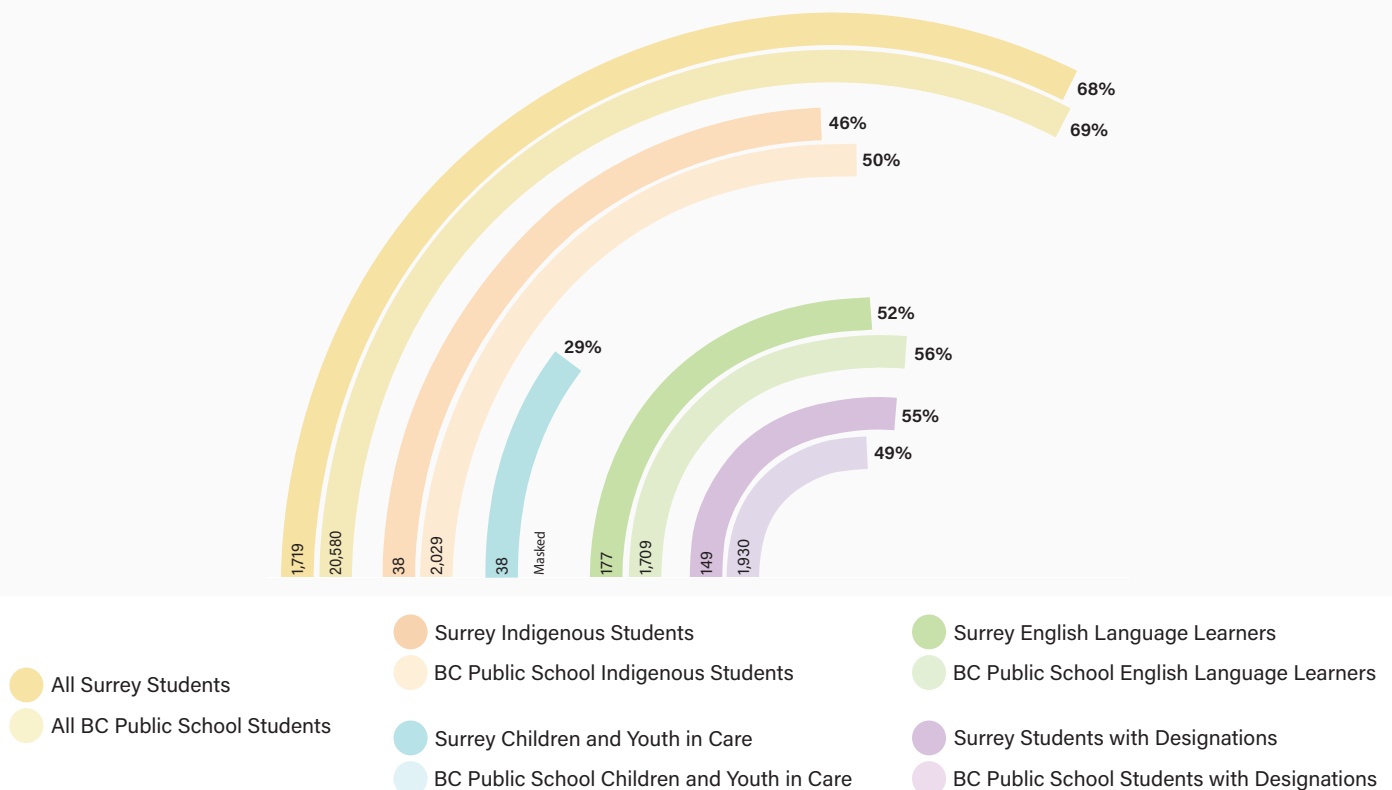
The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all BC students' academic skills in Grades 4 and 7, and provides important information on how well students are progressing in the foundation skills of Writing, Reading, and Numeracy. Participation rates continue to be low in Surrey Schools, potentially impacting FSA Literacy and Numeracy scores.

In 2022/23, Grade 4 students in Surrey Schools had a lower percentage of students who were either on-track or extending (66%) than the percentage of students across all BC public schools (73%). Half (49%) of the **Indigenous Students** in Surrey were on-track or extending, lower than the provincial average of the same sub-group (59%). Similarly, **English Language Learners** also had a lower proportion of students who were on-track or extending (63%), compared to the provincial average of the same sub-group (69%).

At the Grade 7 level, a similar percentage of Surrey students were on-track or extending (68%) compared to the province (69%). A lower percentage of **Indigenous Students** in the school district were on-track or extending (46%) compared to the province for the same sub-group (50%). **Students with Designations** who were on-track or extending (55%) exceeded the provincial results for the same sub-group (49%). See Figure 2 for a breakdown of the percentage and numbers of Grade 7 Surrey students who are on-track or extending on FSA Literacy.

Additional analysis for Grade 4 and Grade 7 FSA Literacy can be viewing by clicking on the following link: [Foundational Skills Assessment - Literacy](#)

Figure 2. Percentage and number of Surrey students who are on-track or extending on FSA Literacy compared to students across all BC public schools, 2022/23



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 2021/22 school year, 77% of Grade 10 students demonstrated understanding of the readings and tasks outlined in the assessment, surpassing the provincial average (75%). 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.

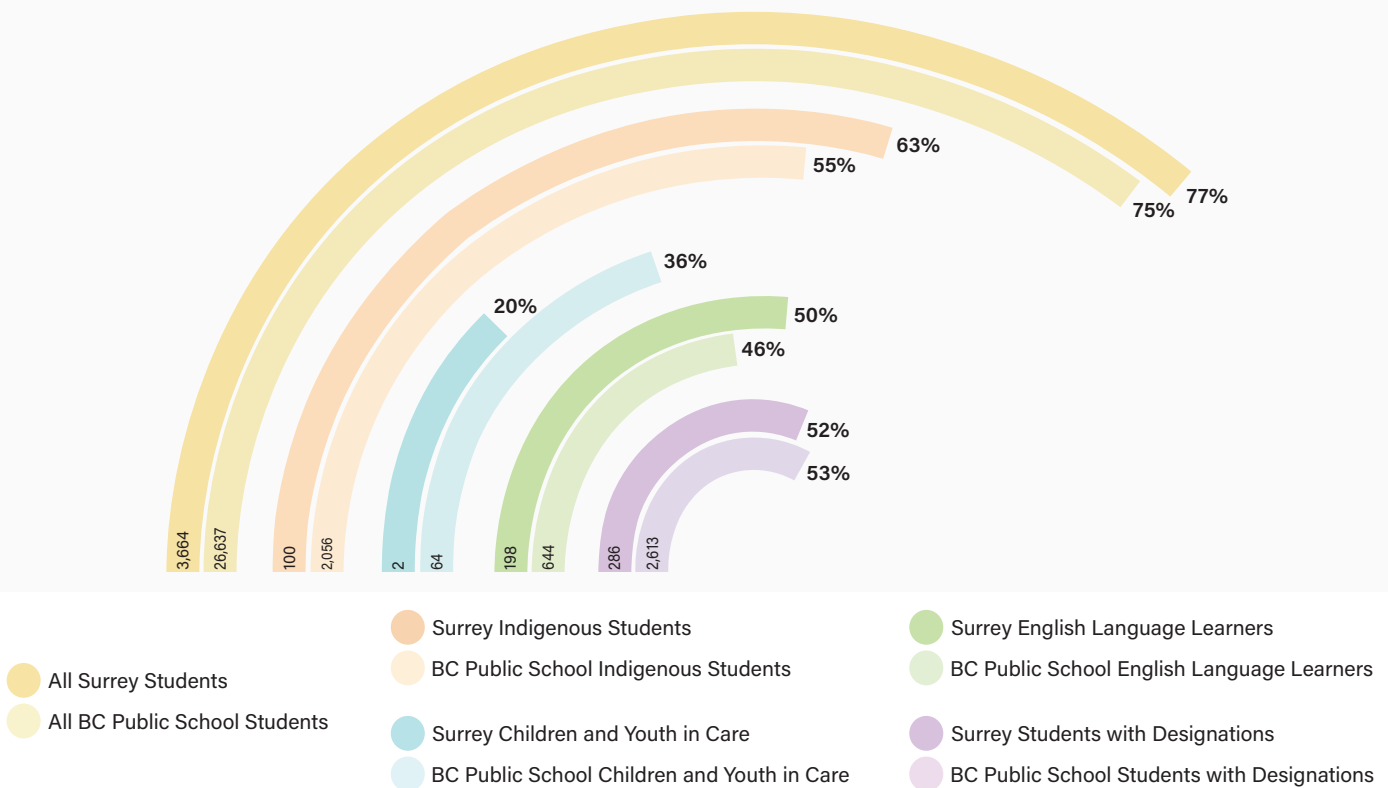
Approximately 63% of **Indigenous Students** within the district were proficient or extending, exceeding the provincial percentage of the same sub-group (55%), as was the case for **English Language Learners** (50%) compared to the provincial percentage of the same sub-group (41%). About half (52%) of **Students with**

Designations were proficient or extending on the Grade 10 Literacy Assessment, slightly lower than the provincial percentage (53%) for the same sub-group. Approximately two in ten (20%) **Children and Youth in Care** were proficient or extending, lower than the provincial percentage (36%). See Figure 3 for a breakdown of the percentage and number of Surrey students who are proficient 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 Assessment](#)

Figure 3. Percentage and number of Surrey students who are proficient or extending in Grade 10 Literacy in relation to students across all BC public schools, 2021/22



Numeracy Foundation Skills Assessment

Results of the 2022/23 FSA Numeracy indicate that Grade 4 students in Surrey had a lower proportion of students who were on-track or extending (56%) compared to the province (63%). Similarly, all Grade 4 sub-groups in Surrey had results that were lower than the province for their respective sub-groups.

Indigenous Students in Surrey have seen a slight increase in the percentage who are on-track or extending in 2022/23 (36%) compared to 2021/22 (35%). Half (50%) of **English Language Learners** are on-track or extending, a drop from 2021/22 (58%). For the past two years, three in ten (29%) **Children and Youth in Care** are on-track or extending.

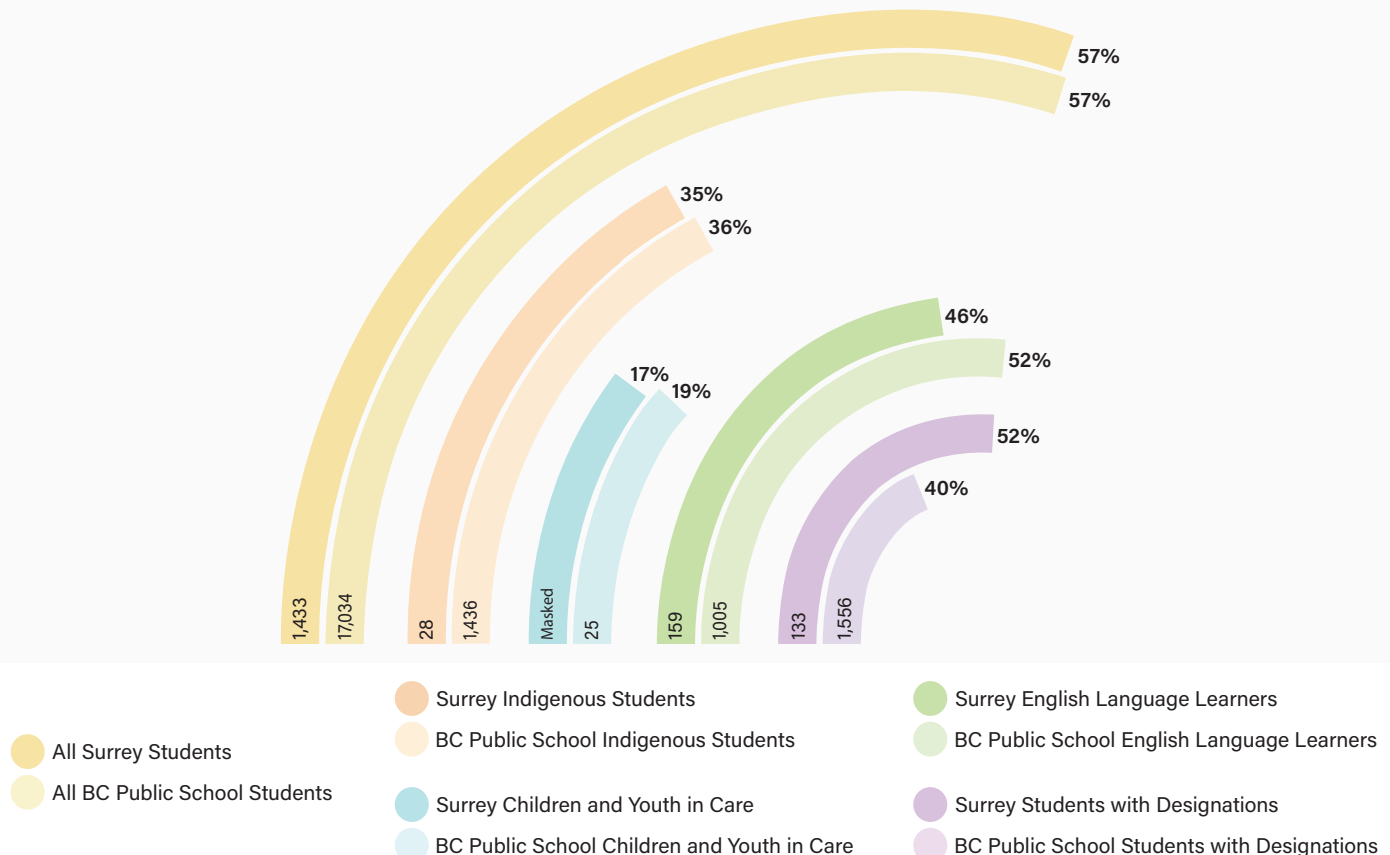
While Grade 4 **Students with Designations** have seen an increase in the percentage of students who are on-track or extending for the 2022/23 academic year (48%) compared to 2021/22 (42%), the rate of students on-track or exceeding falls below the provincial percentage (51%).

The percentage of Grade 7 students who are on-track or extending in Surrey matched the provincial percentage (57%).

About one-third (35%) of Grade 4 **Indigenous Students** in Surrey are on-track or extending for the 2022/23 academic year. Close to half (46%) of **English Language Learners** and two in ten (17%) **Children and Youth in Care** were on-track or extending on the FSA Numeracy in 2022/23. All Grade 7 subgroups were lower than the provincial results, except for Grade 7 **Students with Designations** (52%), exceeding the provincial results (40%). See Figure 4 for a breakdown of the percentage and number of Grade 7 Surrey students who are on-track or extending on the FSA Numeracy in 2022/23.

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

Figure 4. Percentage and number of Grade 7 Surrey students who are on-track or extending on the FSA Numeracy compared to students across all BC public schools, 2022/23



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 higher proportion of Grade 10 students in Surrey were proficient or extending (47%) on the Grade 10 Numeracy Assessment, compared to the province (46%). One-quarter (25%) of **Indigenous Students** in Surrey were proficient or extending, slightly higher than the provincial percentage (24%).

Similarly, three in ten (31%) **Students with Designations** in Surrey were proficient or extending and exceeded the provincial percentage for the same sub-group (30%). See Figure 5 for a breakdown of the percentage and number of Surrey students who are proficient or extending in Grade 10 Numeracy.

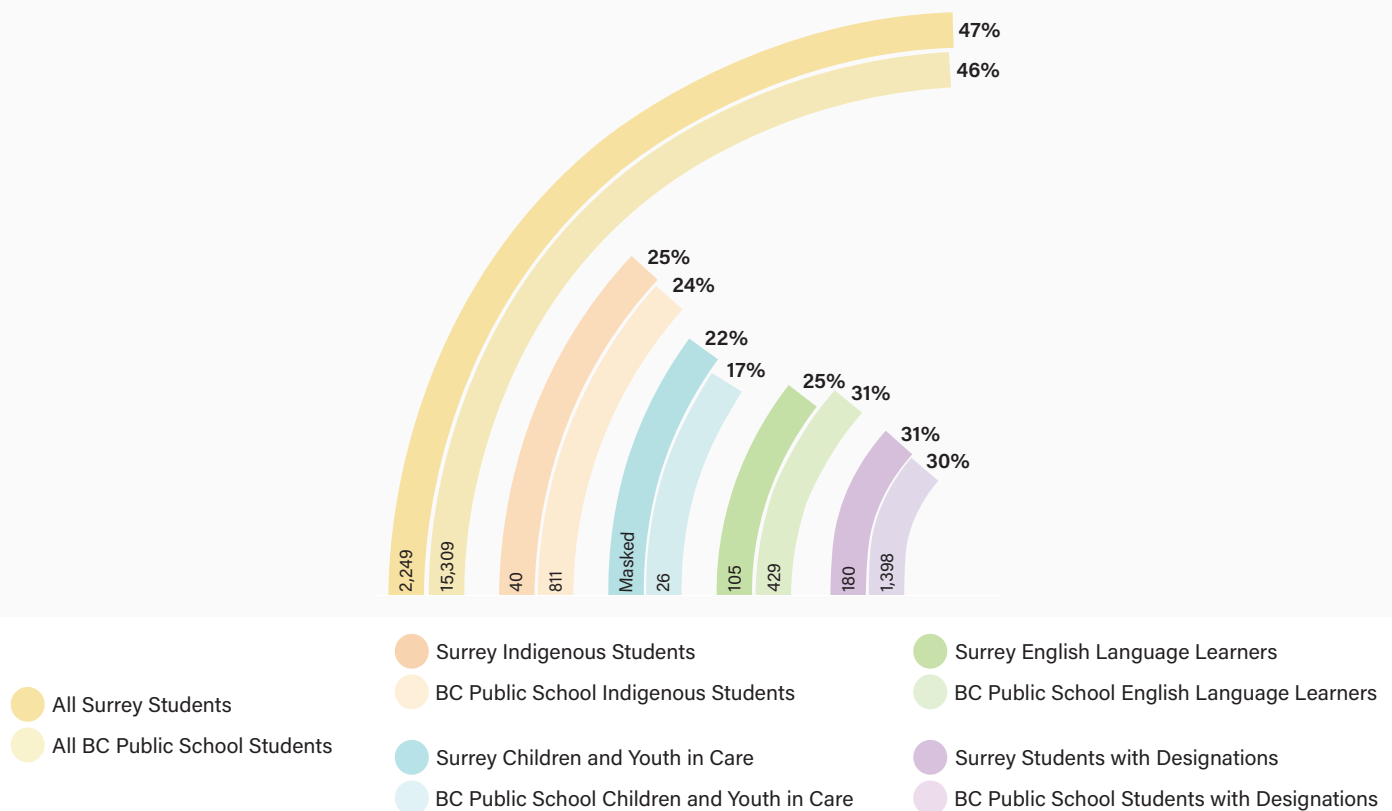
The discrepancy between these results and Grade 10 report card marks reflect that these two data sets do not measure the same outcomes. This difference may

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.

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

Figure 5. Percentage and number of Surrey students who are proficient or extending in Grade 10 Numeracy in relation to students across all BC public schools, 2021/22



HUMAN & 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.

District Successes

Social and Emotional Learning Leads Initiatives

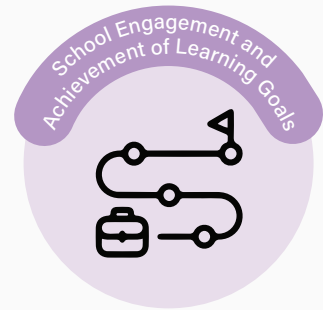
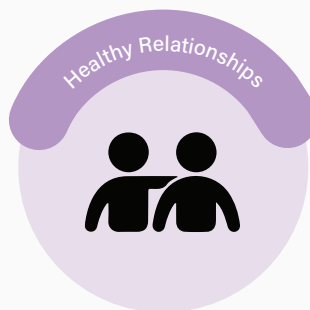
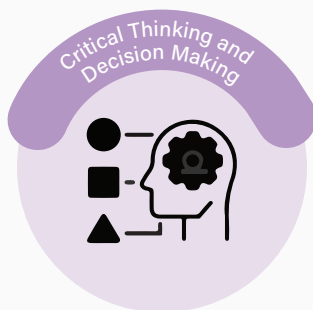
Fundamental to the successful implementation of social and emotional learning (SEL) in districts, schools, and classrooms is the interplay between adequate systemic supports and adults' own social and emotional capacities. Recognizing that educators' own adoption of SEL values play a critical role in the development of their SEL competencies and their capacity to support students' SEL development, Surrey Schools has adopted an intentional, multi-pronged approach through its SEL Leads Initiative.

Implemented across 62 elementary and secondary schools in the 2022/23 school year, the district provided ongoing support and learning sessions for school-based SEL Teams that consisted of teachers, administrators, and SEL Leads who supported staff with their unique

needs and personal understanding of SEL. Within this framework, each school was supported by the district's SEL Team who provided meaningful, culturally relevant practices and suggestions for each school's specific context to further build SEL understanding and leadership capacity in all SEL sites.

To evaluate the impact of this initiative, teachers and students from Kindergarten to Grade 7 were invited to complete surveys measuring student outcomes across six domains (see Table 5). To help better understand the impacts of the initiative, both students and teachers completed the SEL Leads survey at two time periods, once at the beginning of the school year, and again at the end of the school year.

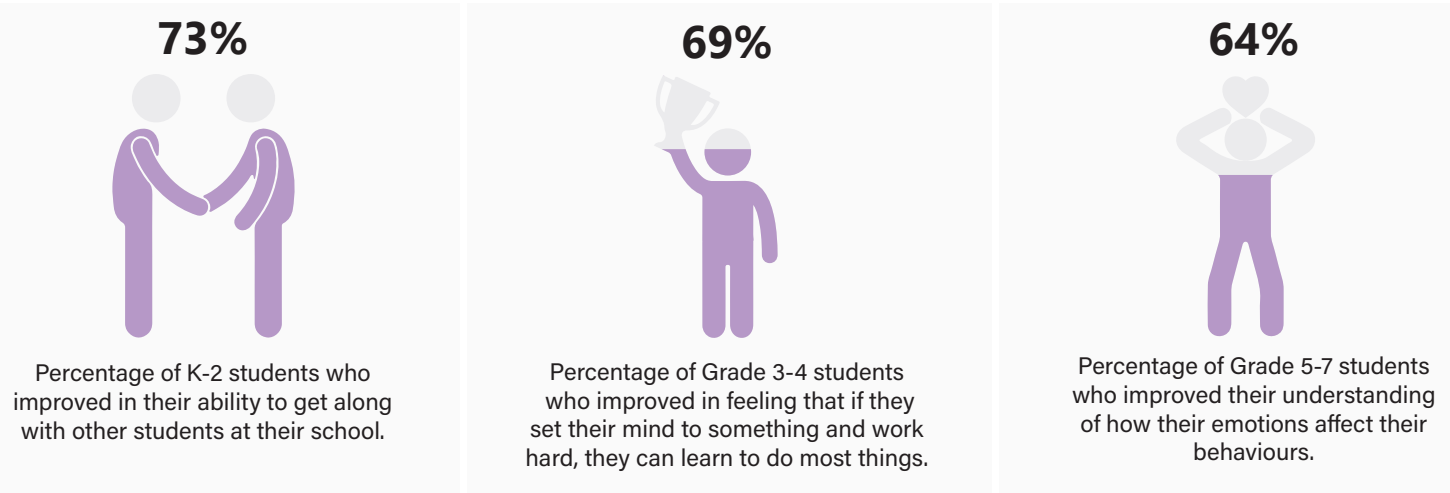
Table 5. SEL Leads Survey: Measuring student SEL competencies across six domains



By the end of the year, students' overall SEL competencies improved, including greater demonstration of empathy for others, and maintaining healthy relationships. Teacher's assessment of their students' development indicated an increased level of self-awareness and self-management. Additional data suggests that educators who are engaged in the SEL process and recognize the value of SEL in practice tend to see larger shifts in their classroom climate.

Figure 6 below provides the percentage of students who went from engaging in SEL behaviours or competencies in a limited capacity at the beginning of the year to engaging in the same SEL behaviours most or all of the time by the end of the year.

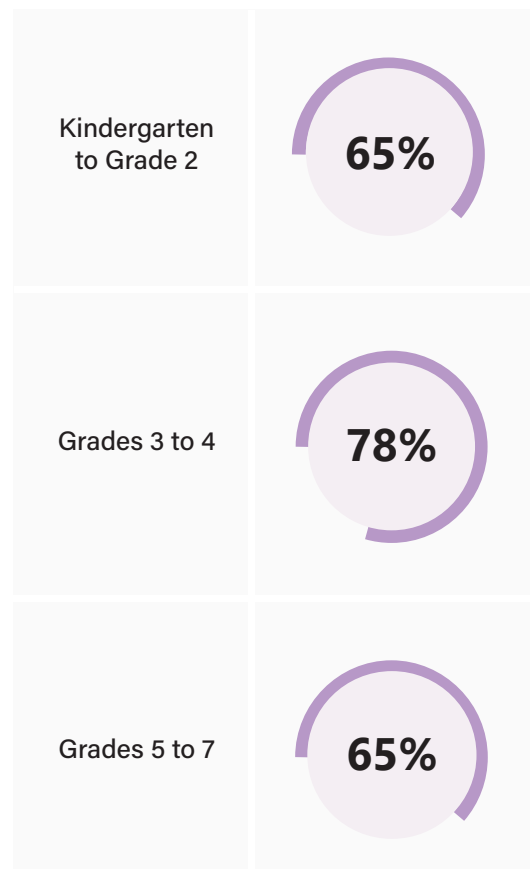
Figure 6. Student improvements in social and emotional competencies, 2022/23



Surrey's SEL Leads Initiative has provided students tools to develop healthy relationships, regulate their emotions, support their own wellbeing, as well as foster a stronger sense of community in their schools.

To better understand how students are thriving, we considered the percentage of students by grade level who selected response options that fell within the high range for the majority of items in each domain (e.g., most of the time, all of the time), in at least four of the six domains (see Figure 7).

Figure 7. Percentage of students thriving across social and emotional competencies, 2022/23



Additional analysis of the SEL Lead Initiative can be viewed by clicking on the following link: [Surrey School District's Social and Emotional Learning Lead Initiative: 2022 - 2023 Report](#)



Windspeaker

The Windspeaker program provided **Indigenous Students** in Grades 8 through 12 with outdoor and placed-based learning experiences that cultivated their interpersonal skills, while increasing their cultural and social competencies. Through Windspeaker, students were able to harness their diverse meaning making abilities and build on their immense potential. The program included monthly field trips supervised by Aboriginal Child and Youth Care Workers who provided social and emotional learning support, established connections with families, and advocated for the wellbeing of students under their care.

Between 2016 and 2023, a total of 471 students have participated in Windspeaker, experiencing transformative effects. Students have reported building confidence, making greater connections with peers and adults, and developing a sense of leadership and community. Students deepened their understanding of traditional practices and the territories on which Windspeaker experiences took place.



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

Community-Schools Partnership

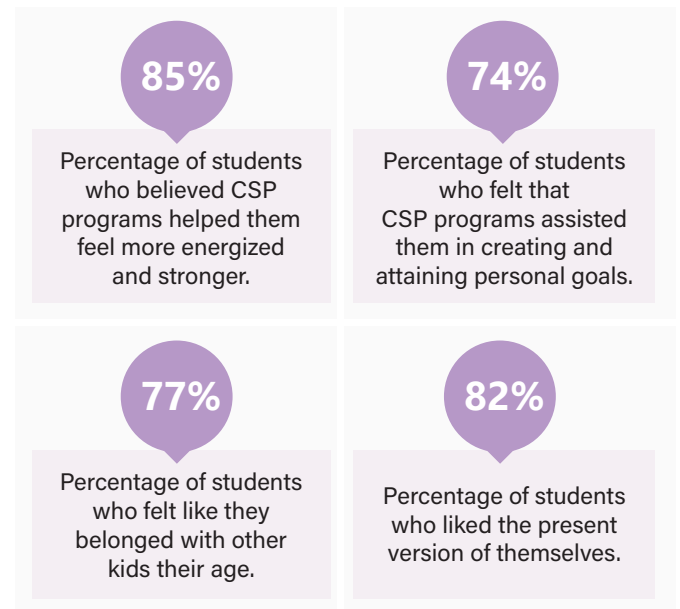
Surrey School District's Community-Schools Partnership (CSP) provides targeted programming, support, and resources to children, youth, and their families who face barriers to accessing programs and supports before, during, and after school.

The CSP collaborates in partnership with district departments, community agencies, and partners to deliver enriching learning programs that are innovative and aligned with the core competencies set out by the BC Ministry of Education and Child Care. The CSP coordinates several initiatives and out-of-school programs to meet the needs of diverse families and students in various school contexts.

This year, the CSP supported 2,650 students in out-of-school programs across 30 schools in the district, with CSP staff members facilitating 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 physical health, self-worth, connection and belonging, and decision-making skills, all areas of development that are promoted across CSP programs (see Table 6).

Table 6. Student self-report of benefits from their time in Community-Schools Partnership programs, 2022/23



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](#)

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).

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 wellbeing, students’ feelings of being welcomed at school, their sense of belonging at school, as well as their perceptions of how many adults at school care about them.

In the 2022/23 school year, about seven in ten (72%) Surrey students felt welcome at school, slightly higher than the provincial percentage (71%). During the same year, a higher percentage of **Indigenous Students** in Surrey (68%) reported feeling welcome at school compared to the provincial percentage (64%) for the same sub-group. The same percentage of **Students with Designations** (65%) in Surrey and across the province reported feeling welcome at school.

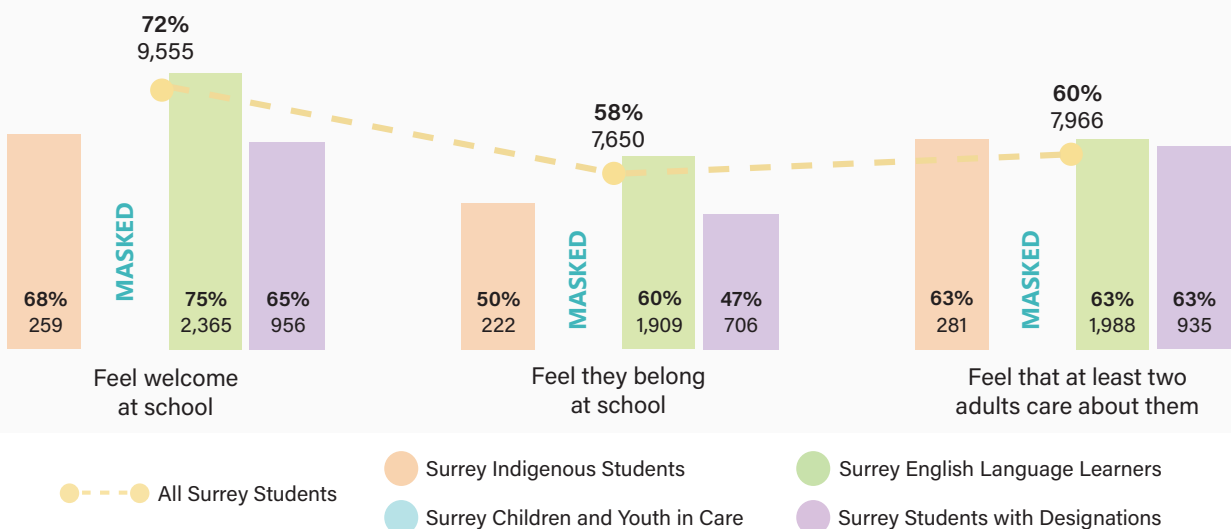
Close to six in ten (58%) students in Surrey felt they belonged at school during the 2022/23 school year, exceeding the provincial percentage (56%). There was a greater percentage of **Indigenous Students** in Surrey (50%) who reported feeling they belonged at school, compared to the same sub-group across the province (48%).

Similarly, a greater percentage of **English Language Learners** (60%) felt they belong at school compared to the same sub-group BC-wide (58%).

In the 2022/23 school year, six in ten (60%) Surrey students felt they had two or more adults at school who cared about them, which was below the provincial percentage (62%). The same percentage of **Indigenous Students** (63%) in Surrey and across the province felt they had two or more adults at school who cared about them. Six in ten (63%) **English Language Learners** in Surrey believed they had at least two or more adults at school who cared about them, higher than the percentage reported across the province for the same sub-group (62%). Finally, the percentage of **Students with Designations** in Surrey (63%) who reported having two or more adults at school who cared about them was lower than the same sub-group across the province (65%) (see Figure 8).

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

Figure 8. Percentage and number of Surrey students in Grades 4, 7, 10 and 12 who feel they are welcome, feel they belong, and feel that at least two adults care about them at school, 2022/23



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

Secondary Transitions Initiative

Successfully transitioning from grade to grade or from high school to post-secondary education or employment can be challenging for many students. 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.

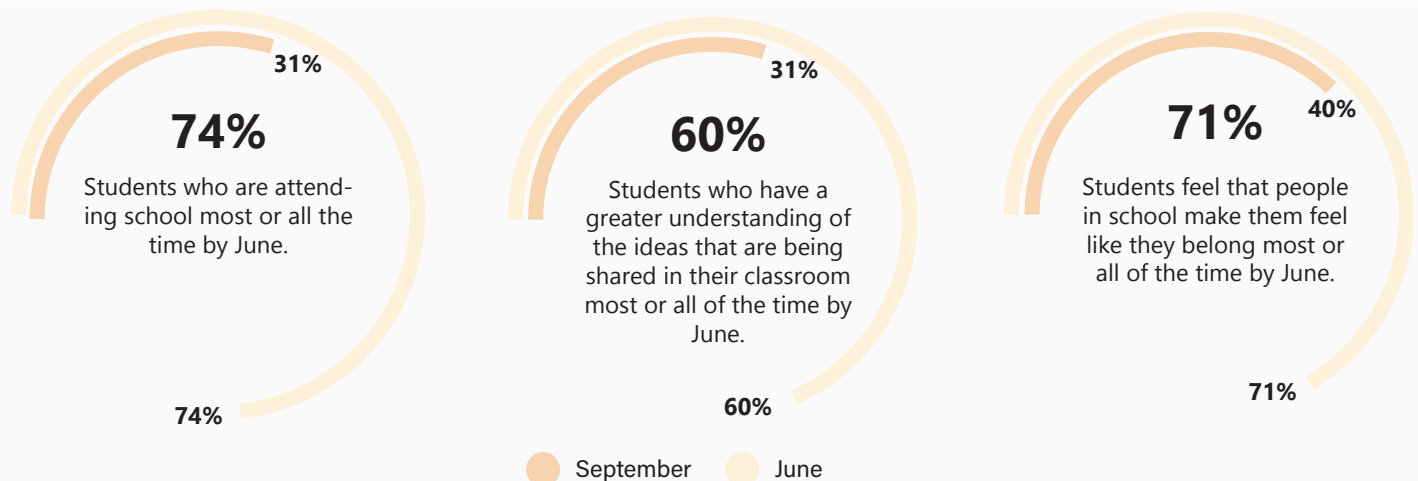
To promote equity, meaningful learning, and successful student transitions, each of our 22 secondary schools received a .50 full-time equivalent (FTE) teacher staffing allocation. During the 2022/23 school year, Transition Teachers were dedicated to working with over 560 students receiving transitions support. Among the students, 39% were **Students with Designations**, 21% were **Indigenous Students**, and 8% were **Children and Youth in Care**.

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. School administrators and support staff reported that this model decreased absenteeism and truancy while increasing student achievement of learning outcomes.

Throughout the year, schools collected and shared narratives about students' successes, including: (1) School Attendance, (2) Academic Achievement, and (3) Sense of Belonging and Connection. At the end of the school year, nine in ten students (N = 559) receiving supports through the Secondary Transitions Initiative successfully transitioned to the next grade level or graduated. Additional results from the Transitions Initiatives are provided in Figure 9.

Figure 9. Rates of success in achieving students' goals during the Transition Initiatives, 2022/23



The Secondary Transitions Initiative offered academic support and resources that created inclusive and welcoming environments, where students felt emotionally secure and connected.

By purposefully investing attention and care, adults created significant positive impacts that contributed to students feeling valued and connected within the school environment, specially the Transitions teachers. This sense of belonging, in turn, is linked to increased student wellbeing and greater engagement in academics.



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

Feeling Heard and Taking Greater Responsibility

“In the transition [block], 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

Feeling More Confident and Motivated

“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

Indigenous Woodcarving

Students are more likely to be successful in their grade-to-grade transitions when schools they attend are welcoming, when the students feel they belong, when they positively connect with their peers and adults, and when they see themselves and their culture reflected in the school and staff.

To support **Indigenous Students** in culturally responsive ways to advance towards graduation, an after school First Nations Westcoast Carving Course was initiated by our Indigenous Learning Department in partnership with the Continuous Department Learning in 2017/18. Since then, this course has enrolled and introduced Indigenous woodcarving to two dozen Grade 11 and Grade 12 students each term from 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 identities and Indigenous ways of meaning making. While doing so, students earned credits towards graduation and could additionally earn credits for an arts course by completing extra art pieces.



Working with strengths-based assessments and considering students social and emotional wellbeing, this Indigenous woodcarving course created culturally safe spaces for students to feel they belong, can participate creatively, and successfully transition from one grade to the next and ultimately graduate from secondary school.



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. Over time, 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. Together, these experiences promote a holistic view of students by supporting them in exploring their identity, purpose, and wellbeing in diverse learning contexts.

Between the 2020/21 and 2022/23 academic years, 6,209 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 7).

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

Table 7. Percentage and number of students enrolled in courses across four areas of Career Education, 2020/21 to 2022/23

Core Areas	2020/21 Enrollment	2021/22 Enrollment	2022/23 Enrollment	TOTAL Enrollment
Career Prep (e.g., Business & Applied Business, Health & Human Services)	43% (580)	63% (1,339)	64% (1,753)	3,672
Career Technical (Trades & Technology)	10% (138)	7% (142)	6% (160)	440
CO-OP (e.g., Science and Applied Science; Liberal Arts & Humanities, etc.)	37% (500)	23% (480)	23% (641)	1,621
Academic Dual Credit	9% (118)	7% (158)	7% (200)	476



Provincial Data

Grade-to-Grade Transitions

Grade 9 students in Surrey transitioned into Grade 10 at the end of the 2019/20 school year at a greater rate (98%) than the provincial percentage (97%). When it comes to Grade 9 to Grade 10 transitions, all students in Surrey including **Indigenous Students**, **Children and Youth in Care**, **English Language Learners**, and **Students with Designations** have consistently met or exceeded the provincial transition rates between 2019/20 and 2021/22.

While our students have been successful in their grade-to-grade transitions relative to the province, as students get further along in their academic journey, there becomes a noticeable decline in the percentage of successful transitions in later grades.

For example, at the end of the 2019/20 school year, 94% of Grade 9 **Indigenous Students** in Surrey transitioned into Grade 10. However, the percentage of **Indigenous Students** who successfully transitioned into Grade 11 at the end of the 2020/2021 school years was 91%. At the end of the 2021/22 school year, the percentage of **Indigenous Students** who successfully transitioned into Grade 12 dropped to 86%.

The percentage of **English Language Learners** in Surrey who successfully transitioned from Grade 9 into Grade 10 at the end of the 2019/2020 school year was 95%, the same percentage of students who successfully

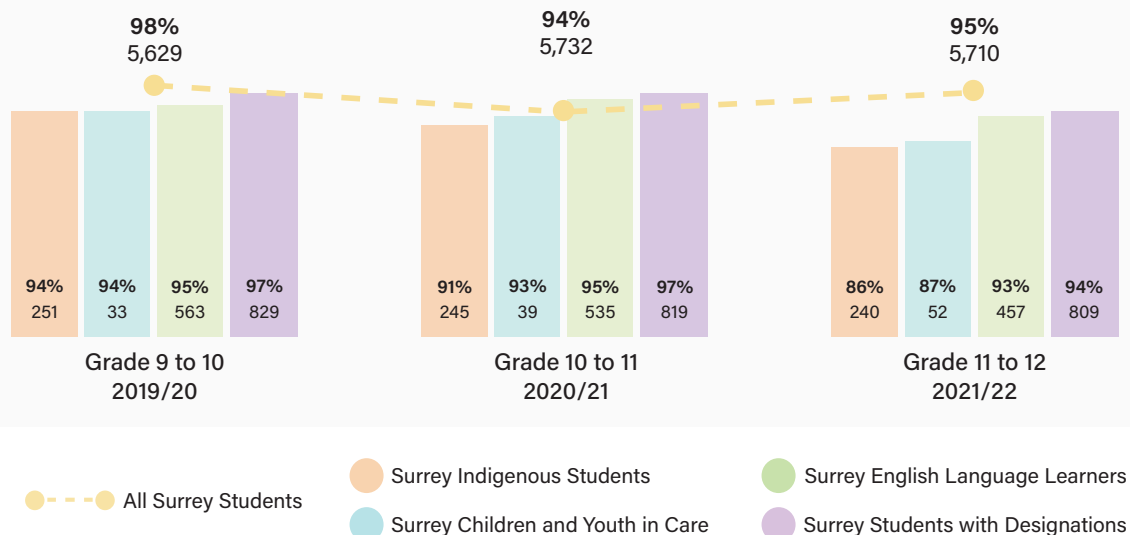
transitioned into Grade 11 at the end of the 2020/21 academic year. However, there was a slight drop at the end of the 2021/22 academic year when 93% of **English Language Learners** successfully transitioned to Grade 12.

Figure 10 provides a breakdown of the percentage and number of successful grade-to-grade transitions among one Surrey student cohort.

Additional description and analyses, including by sub-group populations across additional academic years, can be viewed by clicking on the following link: [Grade-to-Grade Transitions](#)



Figure 10. Percentage and number of successful grade-to-grade transitions among one Surrey student cohort, 2019/20 – 2021/22



Graduation Rates

The percentage of Grade 12 students in Surrey who graduated within five years of starting Grade 8 has consistently exceeded the provincial percentage year after year. In the last academic year, the percentage of Grade 12 students in Surrey who graduated (89%) exceeded the provincial percentage (87%).

The percentage of **Indigenous Students** in Surrey who graduated in 2021/22 (57%) fell below the provincial percentage (65%), but has increased each year since 2019/20 (51%). 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.

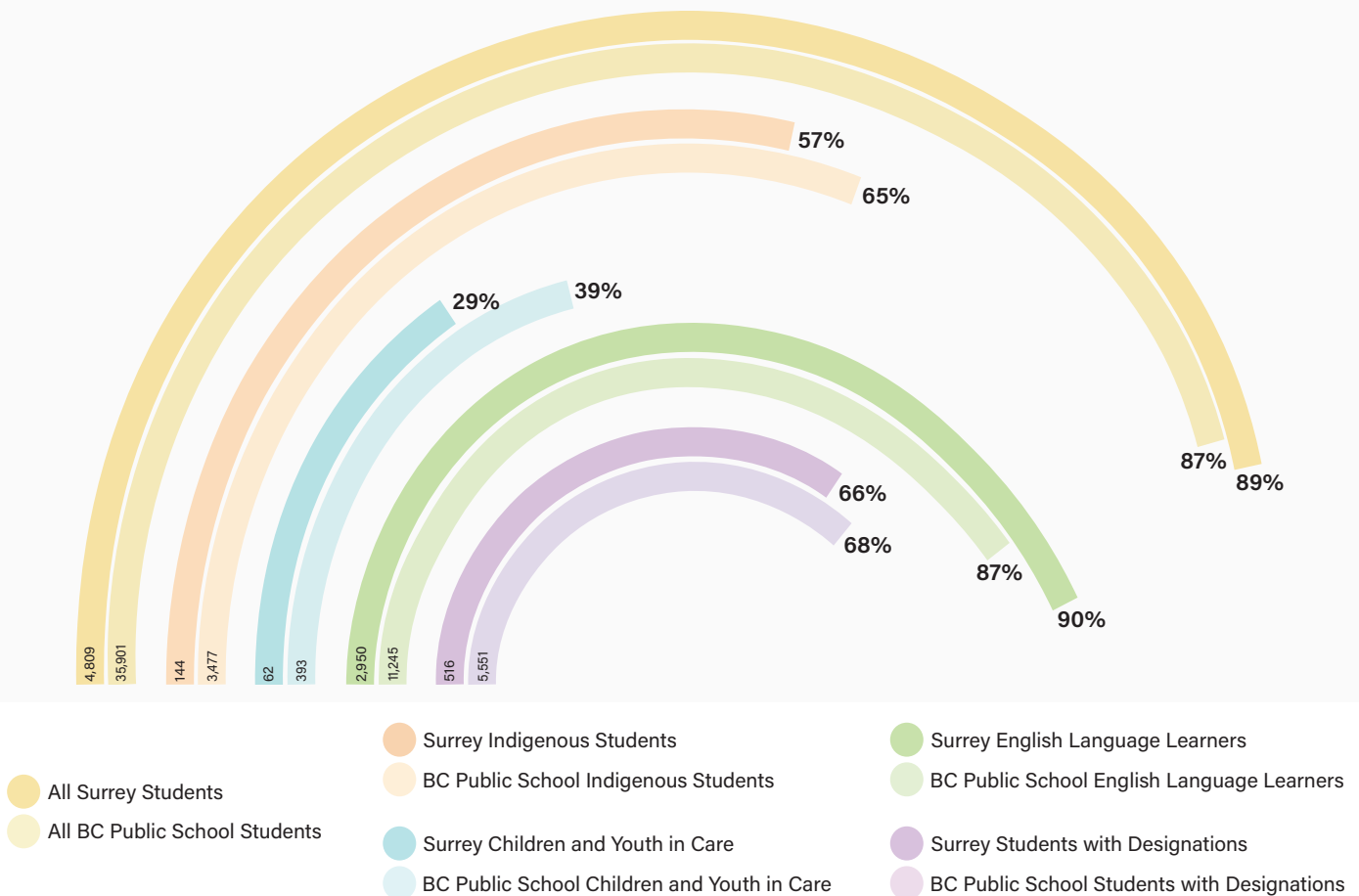
Surrey School's **English Language Learners** graduated at a higher percentage (90%) than the provincial percentage (87%) and have done so since at least 2010/11. Two-thirds (66%) of Surrey **Students with Designations** graduated in 2021/22 (66%), falling below the provincial percentage (68%).

Figure 11 below provides the percentage of Surrey students who graduated from secondary school at the end of the 2021/22 school year.

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



Post-Secondary Institution Attendance

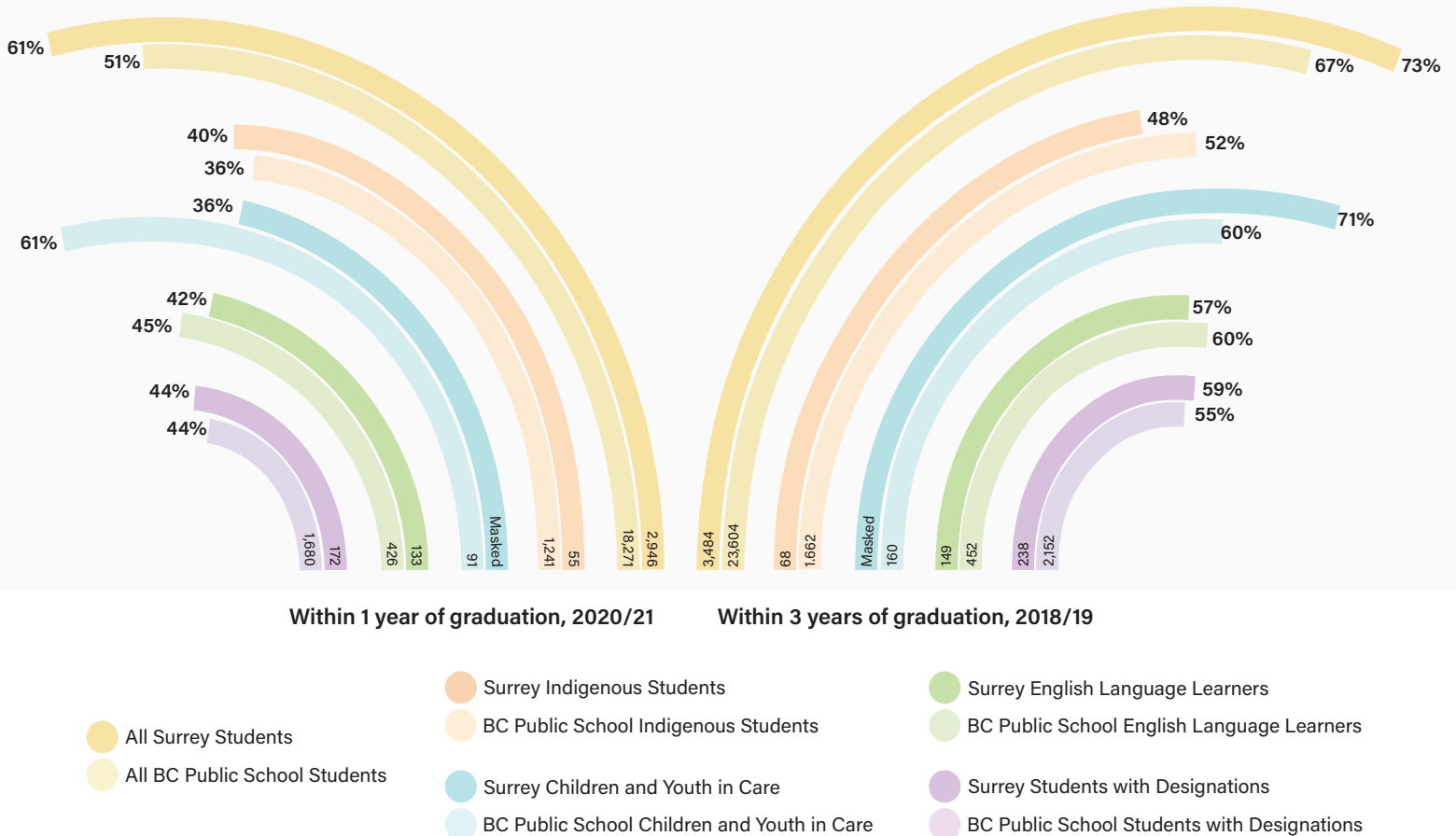
Since 2017/18, six in ten Surrey students have transitioned into BC public post-secondary institutions immediately after graduating from secondary school. Overall, the percentage of Surrey students who enrolled in a public post-secondary school in BC within one year of graduating has exceeded the provincial percentages each year between 2014/15 and 2020/21.

Four in ten **Indigenous Students** (40%), **English Language Learners** (42%), and **Students with Designations** (44%) in Surrey transitioned into a BC public post-secondary institution immediately after the 2020/21 school year.

Close to three-quarters (73%) of students in Surrey transitioned to a BC public post-secondary institution within three years after graduating at the end of the 2018/19 school year, which exceeded the provincial rate (67%). Among Surrey's graduating cohort of 2018/19, six in ten **English Language Learners** (57%) and **Students with Designations** (59%) transitioned into a BC public post-secondary institution within three years of graduating (see Figure 12).

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

Figure 12. Percentage and number of Surrey students and BC public school students who transitioned to a BC public post-secondary institution within 1 year (2020/21) and 3 years (2018/19) of graduation



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 are demonstrating what they can do and who they are becoming and our teachers are 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 Students**, **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 classrooms, and create counter narratives about their lived experiences requires us to:

Relinquish



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

Spark



...our students' natural curiosities by continuing to grow a culture of inquiry in our classrooms and professional learning spaces.

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 change to prioritize equitable practices. During the 2022/23 school year, theories of change were developed to include practices and resources within three areas of

focus that are aligned with the complex work of teaching and learning and drive professional development: (1) educational equity, (2) effective learning environments, and (3) evidence-informed practice.

Focus Areas	Professional Practice		Student Outcomes
	Practitioner Knowledge	Classroom Application	
<i>Educational Equity</i>	<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.
<i>Effective Learning Environments</i>	<ul style="list-style-type: none"> • Educators realized that 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 <i>doing</i> – 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.
<i>Evidence-Informed Practice</i>	<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 <i>knowing our learners</i> – 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, and 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.

More than 110 unique professional development workshops across 250 sessions were held this year. Our district-created resources and supports emphasize the role of continuous understanding and the need for incorporating diverse identities within daily practices. Below is a selection of district-implemented workshops, resources, and supports we have created and delivered across the district.

Focus Areas	Examples of Professional Learning
Educational Equity	<ul style="list-style-type: none"> • <i>SD36 & Simon Fraser University 3-part series on Educational Equity and Agency:</i> An inquiry-based approach for teachers to explore how they can embed equitable practices in their classrooms/schools. • <i>Ethnomathematics of Artists and Place:</i> An exploration of the math embedded in the displays in the gallery at the Surrey Arts Centre by Indigenous and Black artists and in the public art installations in Surrey. • <i>Indigenous Peoples Collections:</i> A special collection of authentic Indigenous books organized using an SD36-developed, de-colonized classification system.
Effective Learning Environments	<ul style="list-style-type: none"> • <i>SEL 3 Signature Practices - Fostering a Supportive Environment for Children and Adults:</i> Embedding welcoming and inclusive activities, engaging strategies, and optimistic closures in the classroom and school community. • <i>Windows, Mirrors, and Sliding Glass Doors - Reconsidering Instructional Resources:</i> A collaborative learning series for teachers to critically examine instructional resources, and the messages being communicated by the routines they teachers adopt.
Evidence-Informed Practice	<ul style="list-style-type: none"> • <i>From Proficiency Scales to Descriptive Feedback:</i> Focus on fair, transparent, and equitable assessment by developing proficiency scales that define criteria at the varying levels, and diversifying assessment to capture evidence of learning from products, conversations, and observations. • <i>SPACES Digital Portfolios:</i> Exploring the flexibility of digital portfolios to collect evidence of learning using a variety of media types (audio, video, pictures, reflections etc.) and to document and curate each student's learning story and growth over time.

Equity, inclusion, and cultural responsiveness are key foci areas that are woven and emphasized throughout the district's initiatives. Our district's professional development activities had a strong focus on personal experiences, storytelling, and promoting equity-based instructional resources. Gatherings encouraged reflection, connection, and self-compassion, while also exploring the importance of critical examination of values and biases held by educators and students within a supportive and culturally responsive environment.

Professional learning opportunities for elementary and secondary educators covered a wide-range of topics, including supportive environments, equity, identity exploration, racism, LGBTQ2+ allyship, and de-centering Whiteness. These resources and supports served as a guide for designing gatherings and learning opportunities, with a focus on self-awareness, identity understanding, and professional growth.

Commitment to Inclusivity and Equity

The emphasis on self-reflection, critical examination of values, and challenging existing norms underscores our commitment towards fostering a more inclusive and equitable educational system that meets the needs of all learners.

Surrey School's Racial Equity Strategic Plan is an important step forward in our commitment to fostering more inclusive and equitable work and learning environments for all students and staff – particularly **Indigenous Students** and other racialized groups. The plan outlines priority areas, strategies, and actions our district will be implementing over the next five years to address systemic disparities, promote cultural responsiveness, and empower every individual within our diverse school communities.

For more information on our plan, click on the following link: [Surrey Schools Racial Equity Strategic Plan, 2023 – 2028: Our Journey 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 2023/24 budget commitments to supporting these research-based and evidence informed initiatives are outlined 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 8. *Alignment of strategies and resources for successful implementation, 2023/24*

<p>Early Literacy & Numeracy</p>	<p>To facilitate the success of our youngest learners, resourcing and targeted early literacy and numeracy staffing (13.6 FTE) are provided to 26 inner-city elementary schools. Early Literacy and Numeracy Teachers work with Kindergarten and Grade 1 classroom teachers to provide additional, strategic in-class support for at-promise students.</p>	<p>\$1,688,882</p>
<p>Social & Emotional Learning Leads</p>	<p>To complement existing student supports, 59 elementary and secondary 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>\$247,460</p>
<p>Transition Support & Indigenous Students Success</p>	<p>To support the successful transition of secondary students, with particular focus on Indigenous learners, between grade levels and/or from Grade 12 to post-secondary school or employment, staffing (.50 FTE) is provided to each secondary school to develop strategies aimed at working with those students to increase successful transitions.</p>	<p>\$1,158,878</p>
<p>Racial Equity</p>	<p>To support the successful implementation of the racial equity priorities, the district is committed to providing culturally-responsive education, professional learning, and resources aimed at ensuring a respectful and safe educational system that is free of racism, discrimination, oppression, and dedicated to achieving and upholding racial equity and belonging.</p>	<p>\$725,000</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.

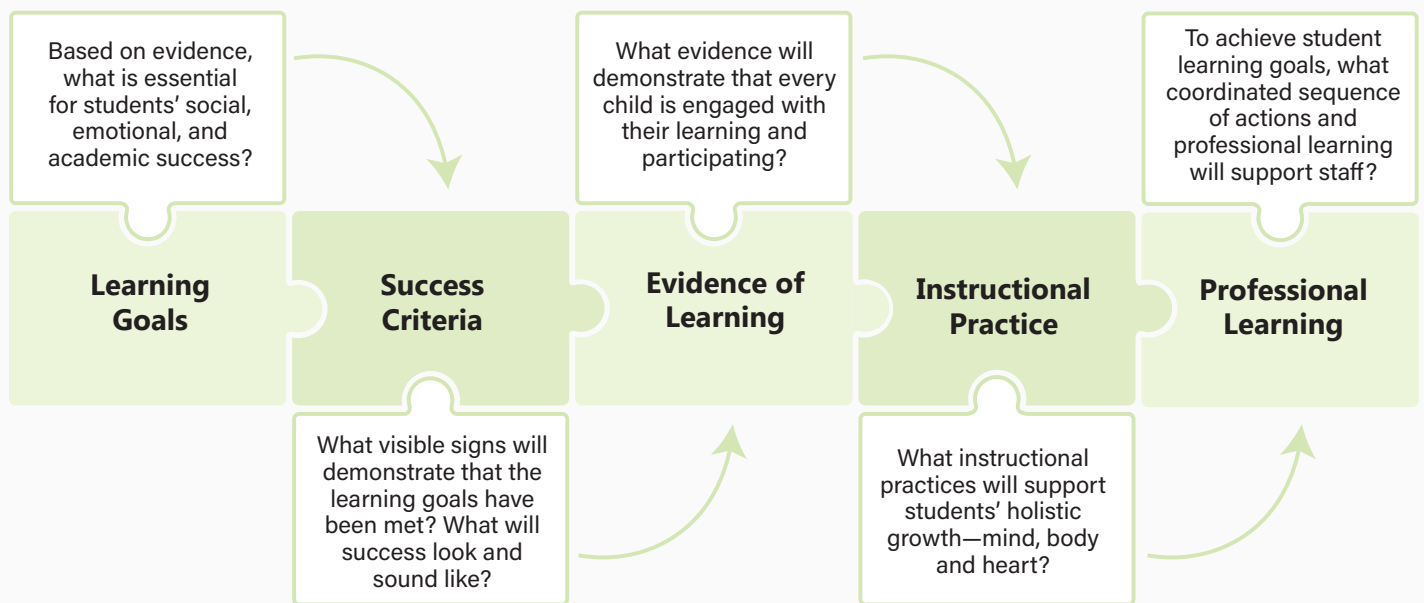
Similarly, at the school level, each elementary and secondary school highlight their students’ learning experiences and successes in one or more of these focal areas in their Student Learning Plan. Each is an exhibition of student learning that centers what our students *know*, what they can *do*, and 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 9. *Surrey Schools collaborative and planning process, 2022/23*



RESOURCES

In addition to data provided by the BC Ministry of Education and Child Care, the reports and plans below helped to inform and support the development of the 2023/24 Enhancing Student Learning Report:

2023

- Early Literacy Phonemic Awareness Tool – Surrey, June 2023 Results
- Early Literacy Phonemic Awareness Tool – Surrey: Inner City Early Learning, June 2023 Results
- Evaluation of Numeracy Initiatives in Surrey Schools, September 2022 – June 2023
- Learning Liaison Committee Reports
- Surrey School District's Social and Emotional Learning Lead Initiative: 2022 – 2023 Report
- Surrey Schools Racial Equity Strategic Plan, 2023 – 2028: Our Journey Forward
- Surrey School's Strategic Plan, 2023 – 2028

2021 and 2022

- Surrey School District's Strategic Plan, 2021 – 2023
- Surrey School District Enhancing Student Learning Reports and Addendums, 2021/22 and 2022/23

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