

2024/25 ENHANCING STUDENT LEARNING REPORT



In review of Surrey School's Strategic Plan, 2023-2028 (Year 2 of 5)

Approved by the Board on September 26, 2024

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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

Our Territory and Beyond

The Surrey School District respectfully acknowledges that our schools reside on the ancestral and unceded territories of the Coast Salish peoples – including the ḱíčəḱ (Katzie), ḱʷa:ḱəḱ (Kwantlen), and SEMYÓME (Semiahmoo) First Nations. We honour their enduring connection to this land and express deep gratitude and respect for their stewardship and the opportunity to learn from their wisdom.

Surrey Schools proudly serves the City of Surrey and the City of White Rock. We are the largest school district in British Columbia and the second-largest employer in Surrey, as well as recipients of the BC Top Employers Award and Canada's Greenest Employer Award. Our educational canvas spans 328 square kilometers, encompassing a diverse multicultural city.

In excess of 12,500 staff serve over 83,000 students across 131 school sites, including 104 elementary schools, 21 secondary schools, 4 learning centers, and a variety of satellite programs, including online distributed learning. Dedicated to removing barriers and creating inclusive environments that empower all students and staff to thrive, our commitment extends from the early years to adult education.

Many Voices, One Vision

Over 3,000 students of Indigenous ancestry (First Nations, Métis, and Inuit) are enrolled in our district. Guided by the Declaration on the Rights of Indigenous Peoples Act and the Truth and Reconciliation Calls to Action, the district works closely with the Indigenous Leadership Council, including representatives from the Katzie and Semiahmoo First Nations, Métis Nation BC, and the Fraser Region Aboriginal Friendship Centre Association (FRAFCA).

Collectively, with the district's Indigenous Education team, they provide critical leadership and direction on district programs, services, and initiatives that are dedicated to delivering comprehensive support for Indigenous students across academic, social, emotional, and cultural dimensions.

In addition to Indigenous learners in Surrey, our student body reflects a rich tapestry of cultures – with over half of our students speaking a language other than English at home. Among the 196 languages represented in our schools, the most commonly spoken at home include English, Punjabi, Mandarin, Hindi, Tagalog, and Arabic.

To celebrate our diverse community, our schools celebrate a range of cultural events, including Vaisakhi, Diwali, Lunar New Year, Eid, and other significant festivals. We also recognize the National Day for Truth and Reconciliation, National Indigenous Peoples Day, Black History Month to honour the achievements and history of Black individuals, as well as Pride Month to commemorate the struggle for 2SLGBTQ+ rights and to promote acceptance, visibility, and equality for all.



Navigating Growth

With its surging student population, Surrey Schools faces the dual challenge of managing space constraints and addressing workforce shortages, while maintaining focus on district priorities and providing exceptional service to students. Over the last two years, the district has seen an average increase of 2,400 students annually, compared to the previous decade's average of 800 new students – a staggering 200% increase in student enrollment. This rapid growth places unprecedented pressure on the district in accommodating this influx of students within existing facilities, while simultaneously grappling with teacher and teacher-on-call shortages.

These workforce challenges directly impact Surrey's professional learning communities. Our commitment, however, to creating equitable and empowering educational experiences for all students by investing in ongoing initiatives that empower educators, bolster school leadership and, consequently, student achievement – remains strong.

Before the 2023/24 school year began, 2,500 district staff participated in our annual Summer Institute, which included 73 professional development sessions held over three days in August. During the 2023/24 school year, over 650 unique professional learning opportunities were facilitated by district staff, most notably by Helping Teachers from various departments, including: Education Services – Priority Practices; Building Professional Capacity; Indigenous Learning; Racial Equity; and Student Support.

While recognizing that it is not feasible to engage over 7,000 educators across 131 sites, we remain committed to navigating our growth and continuing our journey toward enhancing teaching and learning for all by finding innovative solutions that leverage technology, peer networks, and strategic allocation of resources. To achieve this, all initiatives are designed as multi-year learning experiences, with adoption occurring at different stages and times across the district.





REFLECTING ON 2023/24 STUDENT LEARNING OUTCOMES

INTELLECTUAL DEVELOPMENT

Literacy



Analysis of Provincial Data

Grade 4 and Grade 7 FSA Literacy

FSA Literacy participation rates among our students increased significantly in 2023/24 compared to the previous two years and exceeded participation rates of students across all BC public schools. In 2023/24, eight in ten Grade 4 (78%) and Grade 7 (81%) students participated in FSA Literacy, up from 45% and 44% respectively in 2022/23.

In 2023/24, the percentage of Grade 4 students who were *on-track* or *extending* matched the results from 2022/23 (66%) but fell below 2021/22 (70%). Last year we saw a decline in the percentage of Grade 7 students who were *on-track* or *extending* compared to Grade 7 cohorts in 2022/23 (68%) and 2021/22 (74%).

Among Indigenous students in Surrey who completed the FSA Literacy in 2023/24, over half in Grade 4 (54%) and close to six in ten in Grade 7 (57%) were *on-track* or *extending*, an improvement from the results reported for the Grade 4 (48%) and Grade 7 (46%) cohorts in 2022/23.

Among Surrey students with designations, half (49%) who were in Grade 4 and four in ten (46%) who were in Grade 7 were *on-track* or *extending*, down from 2022/23 when close to six in ten (57%) students with designations in Grade 4 and half (53%) in Grade 7 were *on-track* or *extending*.



Grade 10 Literacy Assessment

Our district also had a 7% increase in the number of students completing the Grade 10 Literacy Assessment between 2021/22 and 2022/23. 2022/23 marked the third year in a row that a higher percentage of Surrey students were *proficient* or *extending* on the Grade 10 Literacy Assessment compared to the province.

Nearly eight in ten (77%) Surrey students who completed the Grade 10 Literacy Assessment in 2022/23 were *proficient* or *extending*, which exceeded the percentage of students across all BC public schools (73%).

Among Indigenous students in Surrey who completed the Grade 10 Literacy Assessment in 2022/23, two-thirds (66%) achieved a score of *proficient* or *extending*, an improvement from 2021/22 (63%). Between the 2021/22 and 2022/23 academic years, the percentage of Indigenous students in Surrey who were *proficient* or *extending* exceeded the percentage of Indigenous students across all BC public schools but fell below the achievement of non-Indigenous students across BC.

Half (54%) of students with designations in Surrey who completed the Grade 10 Literacy Assessment in 2023/24 were *proficient* or *extending*, an improvement from the year before (52%).

Figures on the next two pages present the following data: (1) percentage of Grade 4 and Grade 7 students in Surrey and across BC who are *on-track* or *extending* on FSA Literacy over a six-year period, and (2) percentage of Grade 10 students in Surrey and across BC who are *proficient* or *extending* on the Grade 10 Literacy Assessment over a four-year period.

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Figures developed by the Ministry of Education and Child Care are located throughout this report. Where numbers of students are too low to report, raw data have been masked to ensure student confidentiality. Results from smaller cohorts should be viewed with caution as there can be greater fluctuation in percentages.

Measure 1.1: Grade 4 and Grade 7 FSA Literacy

Figure 1. Percentage and number of Grade 4 Surrey students who are on-track or extending on FSA Literacy compared to students across all BC public schools, 2018/19 - 2023/24

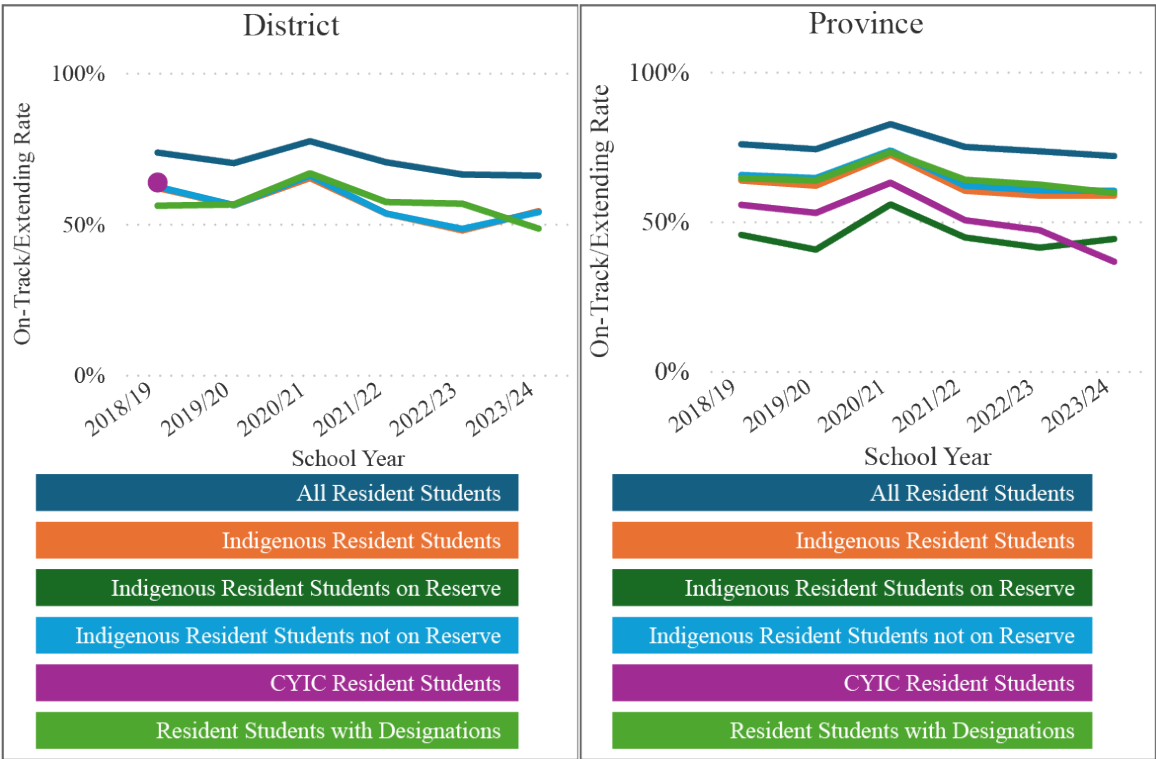
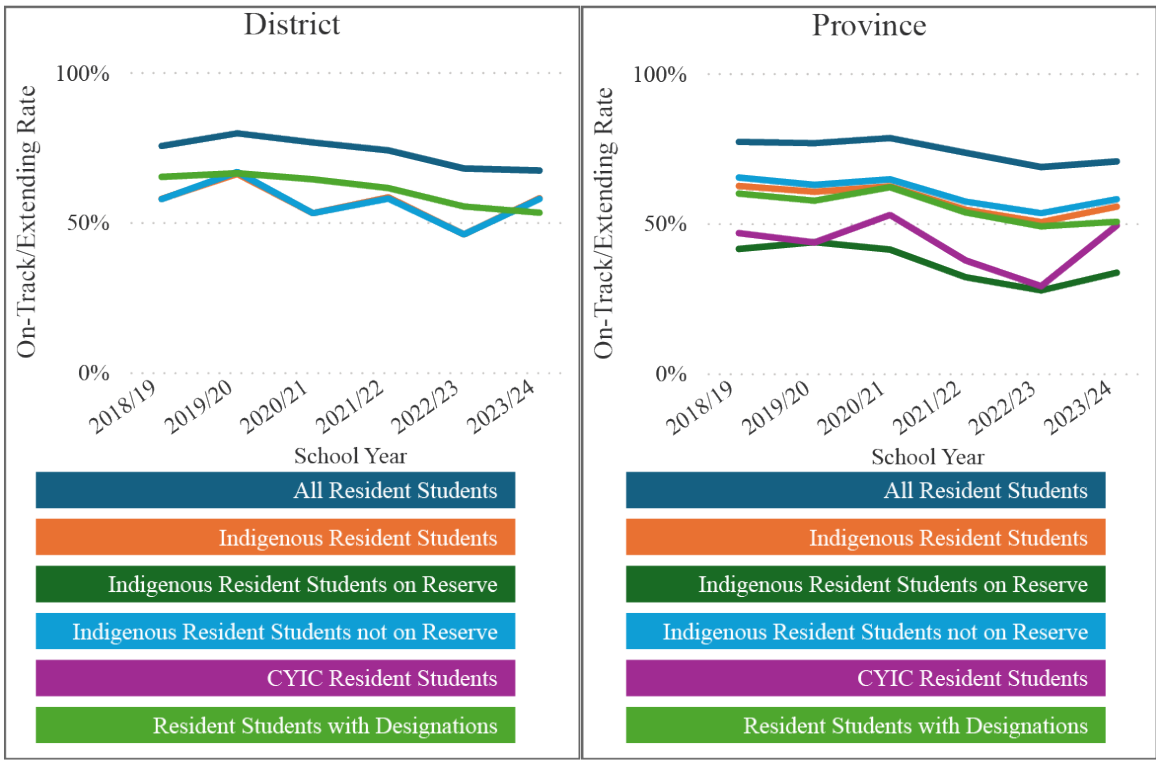
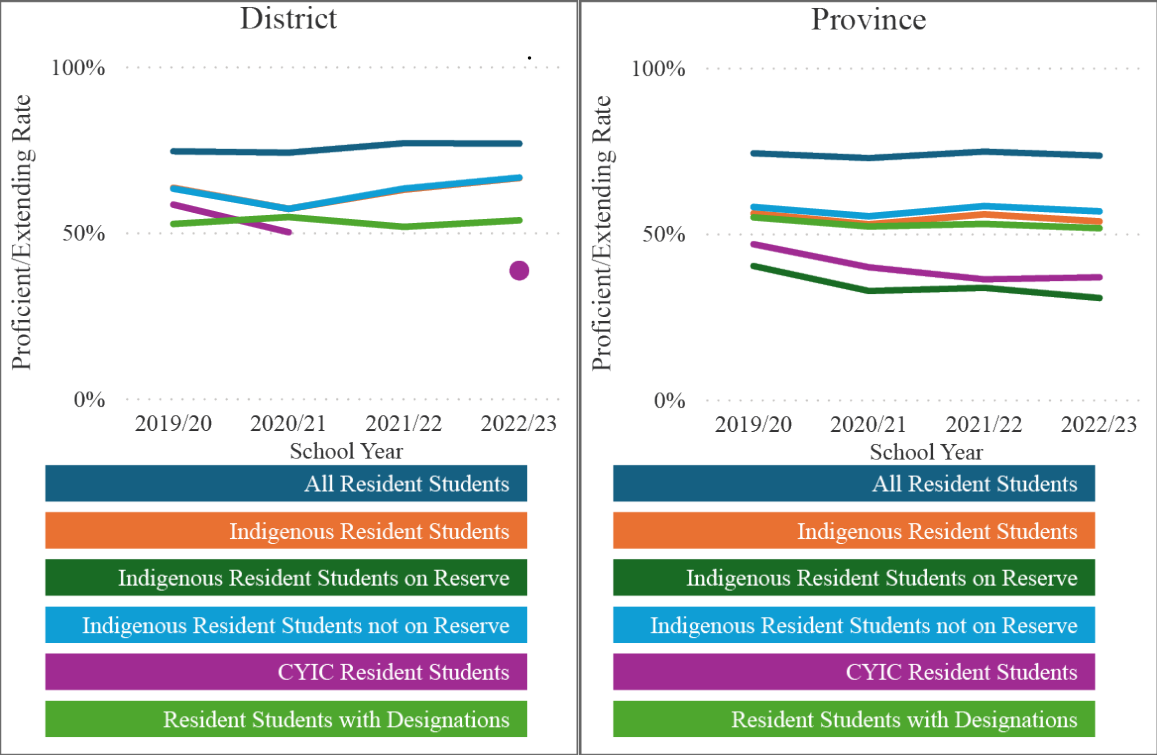


Figure 2. Percentage and number of Grade 7 Surrey students who are on-track or extending on FSA Literacy compared to students across all BC public schools, 2018/19 - 2023/24



Measure 1.2: Grade 10 Literacy Assessment

Figure 3. Percentage and number of Grade 10 Surrey students who are on-track or extending on FSA Literacy compared to students across all BC public schools, 2019/20 - 2022/23



Analysis of Relevant Local Data

Literacy Learning in Surrey Schools

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 in reading with curiosity, grappling with ideas, and making meaning through interactive learning experiences. Our extensive digital library, [SurreySchoolsOne](#), houses an expanding selection of evidence-based literacy resources to support staff, students, and involve families in their children's literacy development.

During the 2023/24 school year, Helping Teachers facilitated school-based and virtual literacy-focused sessions district-wide. District staff collaborated with school-based staff to explore evidence-based literacy instruction and assessment practices in a variety of ways.



Responding to Readers

Responding to Readers (RtR) provided an opportunity for cohorts of teachers to look closely at their readers and engage with literacy coaches: Helping Teachers who guide and empower teachers, foster a culture of continuous improvement, and ultimately improve students’ literacy outcomes. Helping Teachers collaborated with classroom teachers to explore quality classroom-based reading assessment practices and responsive instruction – with the goal of better supporting the needs of diverse learners.

During the 2023/24 school year, over 100 new and returning primary and intermediate teachers participated in the initiative. With district support, participating teachers gathered evidence and explored new evidence-based pedagogical directions.

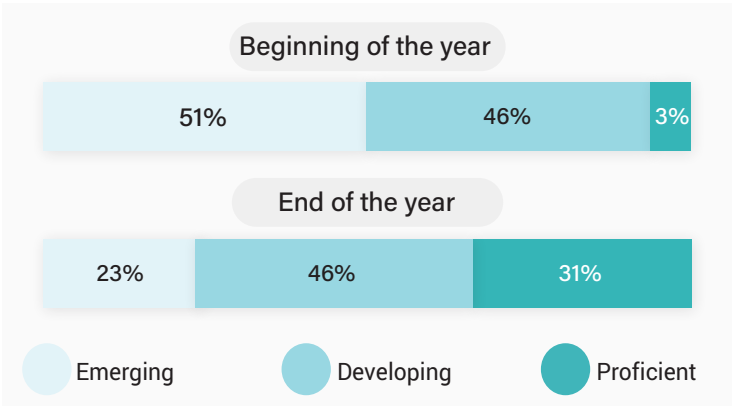
Teachers worked closely with their students with the intention of furthering their relationships with readers, spending time on reflection, and telling the story of their student’s reading journey in focused and manageable ways. Insights gained from RtR informed teachers’ instructional practices for the whole class and influenced over 2,000 students across 34 schools, including nearly 100 Indigenous students and over 200 students with designations.

At the heart of this inquiry were four objectives: (1) **engaging** in collaborative professional learning to deepen their understanding of how children learn to read; (2) **exploring** various tools and processes to uncover readers’ proficiency; (3) **interpreting** evidence of student learning to guide instruction; and, (4) **utilizing** evidence-informed instructional practices and resources to meet the diverse needs of the readers.

The overarching questions guiding RtR asked, (1) How are our readers doing? and (2) How do we know this? To help answer these questions, the district collected stories and reflections from Literacy Helping Teachers, classroom teachers, and one or two students selected by participating teachers.

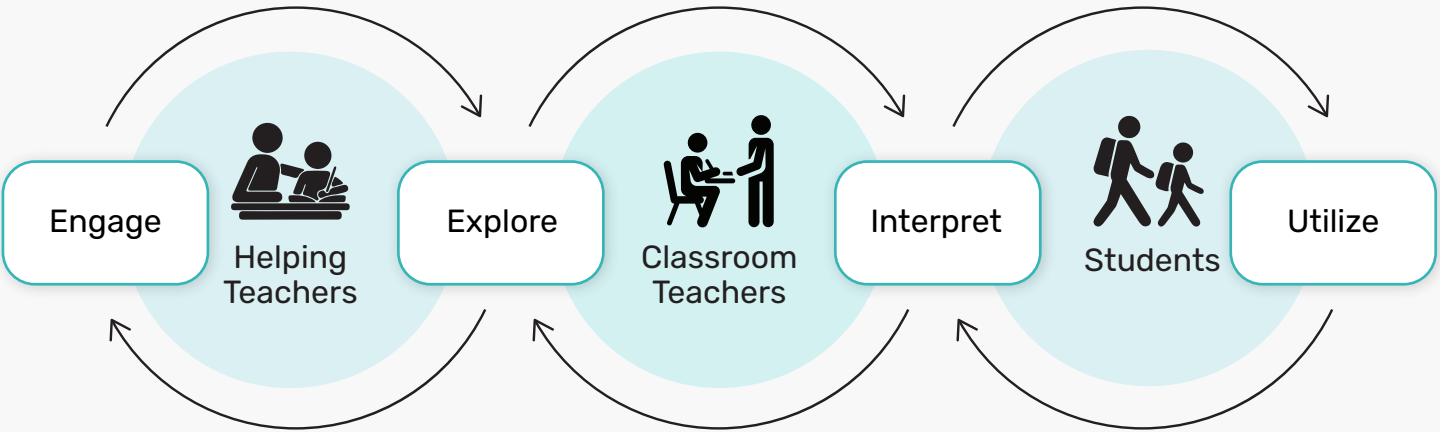
Based on teacher responses, a significant number of students progressed in their reading proficiency skills, many moving from *emerging* to *developing* stages, and from *developing* to *proficient* stages (see Figure 5).

Figure 5. Teachers’ assessment of their students’ reading proficiency levels



Analysis of the data included the students that teachers focused on while participating in RtR but does not highlight the proficiencies of Indigenous learners and students with designations. Moving forward, we will ensure this information is disaggregated to better support Indigenous students and those with diverse abilities and disabilities in our district.

Figure 4. RtR cycle of collaborative professional learning, 2023/24



Early Phonemic Awareness

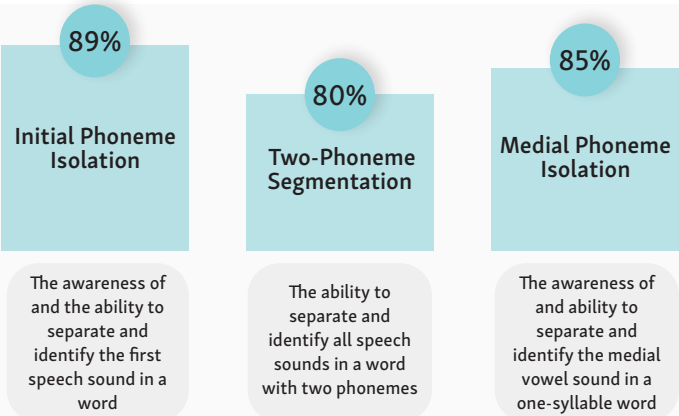
The Early Literacy Phonemic Awareness Tool – Surrey (ELPATS) is an annual district-based oral assessment of phonemic awareness designed for classroom teachers to monitor young learners’ development of phoneme-level phonological awareness skills. The ELPATS has nine sections across two parts: (1) Isolation and Segmentation of Phonemes and (2) Blending of Phonemes.

Surrey provides additional targeted early literacy staffing to 26 schools where there is a greater number of *at-promise* students. Our district’s Early Literacy Teachers work collaboratively with kindergarten and Grade 1 classroom teachers to provide in-class, strategic, and flexible support throughout the year. Specifically, this support focuses on oral language development and emergent reading development, including phonemic awareness.

In January and June of each school year, the ELPATS is administered to students starting in their kindergarten year, with progress monitoring throughout the primary years until mastery of each skill is achieved. Last year, 4,984 kindergarten students were assessed using the ELPATS. Approximately 3,081 kindergarten students were assessed in January and then re-assessed by June, while the remaining 1,893 students were assessed only once during the year because they mastered all sections, moved into or out of the district, or were unable to be re-assessed for other reasons.

When examining the development of the early literacy skills of kindergarten children who were administered the ELPATS at both time points last year, a significant number of students demonstrated mastery (see Figure 6), with nine in ten (91%) students mastering one or more sections of the ELPATS.

Figure 6. *Percentage of kindergarten students who demonstrated mastery on ELPATS sections*



Joyful Encounters

Primary educators were invited to participate in a reflective and creative process aimed at uncovering their evolving understandings of the Early Learning Framework. They re-imagined how purposeful exploration of resources, tools, and materials can nurture and extend thinking for both them and their students.

Using clay, loose parts, and printmaking, educators contextualized the Early Learning Framework principles and *living inquiries* – ongoing, evolving processes through which children, educators, materials, and ideas interact as children think and learn.

These ways of welcoming children’s interests were not just useful, but transformative towards decolonizing literacy practices in the early years, rethinking classroom pedagogies in supportive ways, and supporting equity for all learners.

- Elementary teacher

Together, teachers and their students delved into concepts of identity and diversity through loose parts, considered communication and literacies through clay, and explored well-being and belonging through printmaking.



Indigenous Learning Resources

In response to the district's commitment to truth, reconciliation, and Indigenous student success, the district provided all schools – 103 elementary schools, 21 secondary schools, and 5 learning centers – with authentic resources that reflect First Peoples narratives, knowledge, and perspectives.

To support schools in building understanding and knowledge of Indigenous communities, cultures and histories, Surrey Schools developed a locally focused, authentic Indigenous Peoples Collection and organized the collection using the following classification system created by Helping Teachers and Teacher Librarians in consultation with members of the Indigenous community:



The goal of this initiative was to elevate Indigenous voices, respectfully center Indigenous stories and knowledge, increase access to First Peoples voices, and help Indigenous students see themselves and their cultures reflected in the resources available to them. To start their Indigenous Peoples Collection, all elementary and secondary Learning Commons received funding and classification labels designed by an Indigenous artist.



Indigenous Graduation Requirement – Resources

To support the implementation of the new Indigenous graduation requirement that came into effect in the 2023/24 school year, all secondary schools received class sets of authentic Indigenous resources, featuring 22 different titles. These resources featured themes and issues important within First Peoples cultures – including loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationship between individuals and the community, the importance of the oral tradition, and the experience of colonization and decolonization.



Interpretation of Data: What Does This Mean?

Surrey's overall provincial literacy assessment results indicate a mixed performance across grade levels in the 2023/24 school year: with a substantial portion of students *on-track* or *extending* in Grade 4; a decline in students *on-track* or *extending* in Grade 7; and encouragingly, surpassing the provincial rates for the past three years, a higher percentage of students *proficient* or *extending* in Grade 10.

Results also demonstrate that although fewer Indigenous students are *on-track* or *extending* when compared to non-Indigenous students in Surrey, the literacy gap has closed. Similarly, the performance disparity between Grade 10 Indigenous students and non-Indigenous students who are *on-track* or *proficient* on the Grade 10 Literacy Assessment has also closed. Each secondary school in Surrey has established Indigenous Teams to review the needs of Indigenous students throughout the school year and to implement targeted interventions to support their educational success.

Relevant data from Surrey's literacy initiatives further revealed that Indigenous students, students with diverse abilities and disabilities, and youth and children in care, require a comprehensive approach to literacy that begins with strong early literacy foundations and continues through with targeted strategies that focus on developing fluency, comprehension, critical thinking, and effective communication of complex ideas.



Review and evaluation of these initiatives validate the significant efforts and progress we are making as a district in implementing research and evidence-informed practices. The valuable insights we have gained about the key factors that influence literacy learning include the following:

- Nurturing oral language skills to provide a strong foundation for comprehending, connecting, creating, and communicating
- Using knowledge of our learners to respond to their capacities and needs as listeners, speakers, readers, and writers
- Triangulating ongoing evidence of learning in relation to clear literacy goals and success criteria for the purpose of making informed instructional decisions
- Engaging in continuous monitoring of student learning and adjusting instructional strategies accordingly
- Focusing on establishing thinking routines, learning structures, and collaborative relationships to build critical literacy skills
- Providing explicit instruction of discipline-specific literacies to support meaning-making and text-creation in a variety of contexts



Surrey's unwavering commitment to literacy learning is exemplified by our dedication to supporting and embracing literacy initiatives that foster inclusive and responsive environments that reduce barriers to learning. This commitment guided our work in the 2023/24 school year and will continue to guide our efforts in the future. The Surrey School District will continue to enhance our processes and methodologies for gathering data to illuminate the impacts of our programs and supports on student learning – especially among Indigenous students, students with diverse abilities and disabilities, and youth and children in care.

INTELLECTUAL DEVELOPMENT

Numeracy



Analysis of Provincial Data

Grade 4 and Grade 7 FSA Numeracy

FSA Numeracy participation rates among all Grade 4 and Grade 7 Surrey students increased significantly in 2023/24 (78%) compared to the previous two years. Grade 4 student participation matched the participation rate of students across all BC public schools (78%) while the percentage of Grade 7 students (81%) who participated exceeded the provincial participation rate (77%).

Over half of Grade 4 (54%) and Grade 7 (51%) Surrey students who completed the FSA Numeracy in 2023/24 were *on-track* or *extending*, which fell below the percentage of Grade 4 (63%) and Grade 7 (56%) students across all BC public schools.

Close to four in ten Grade 4 (37%) Indigenous students in Surrey who completed the FSA Numeracy in 2023/24 were *on-track* or *extending*, a lower percentage compared to Grade 4 Indigenous students across all BC public schools (45%). Similarly, four in ten (41%) Grade 7 Indigenous students in Surrey were *on-track* or *extending*, which exceeded the percentage of Grade 7 Indigenous students across all BC public schools (36%) but fell below the percentage of non-Indigenous students in Surrey and across the province.

Among students with diverse abilities and disabilities, four in ten (43%) Grade 4 students and nearly four in ten (37%) Grade 7 students who completed the FSA Numeracy in 2023/24 were *on-track* or *extending*, both down from 2022/23 when half of Grade 4 (49%) and Grade 7 (52%) students with diverse abilities and disabilities were *on-track* or *extending*. In 2023/24, the percentage of Grade 4 and Grade 7 students with diverse abilities and disabilities in Surrey who were *on-track* or *extending* fell below the percentage of students within this cohort across all BC public schools.

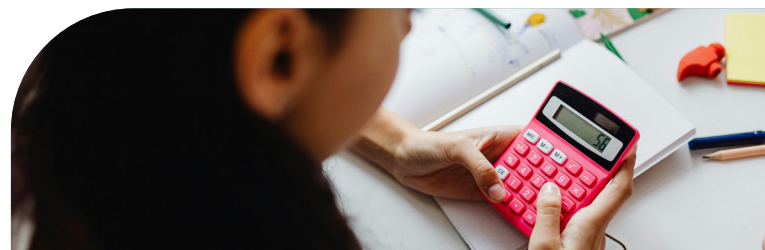
Grade 10 Numeracy Assessment

The Grade 10 Numeracy Assessment participation rate among Surrey students increased in 2022/23 (79%) compared to the previous two years (78%) but fell below the participation rate across all BC public schools (81%).

Close to half (47%) of Surrey students who completed the Grade 10 Numeracy Assessment in 2022/23 were *proficient* or *extending*, which exceeded the percentage of students across all BC public schools (45%). Among Indigenous students in Surrey who completed the Grade 10 Numeracy Assessment in 2022/23, three in ten (29%) achieved a score of *proficient* or *extending*, an improvement from 2021/22 (25%) and 2020/21 (18%).

Three in ten (30%) students with diverse abilities and disabilities in Surrey who completed the Grade 10 Numeracy Assessment in 2023/24 were *proficient* or *extending*, down slightly from 2022/23 (31%) but higher than 2021/22 (27%). In 2023/24, the percentage of students with diverse abilities and disabilities in Surrey who were *proficient* or *extending* on the Grade 10 Numeracy Assessment was higher than the percentage of students within this cohort across all BC public schools (29%).

Figures on the next two pages present the following data: (1) percentage of Grade 4 and Grade 7 students in Surrey and across the province who are *on-track* or *extending* on FSA Numeracy over a six-year period, and (2) percentage of Grade 10 students in Surrey and across the province who are *proficient* or *extending* on the Grade 10 Numeracy Assessment over a four-year period.



Measure 2.1: Grade 4 and Grade 7 FSA Numeracy

Figure 7. Percentage and number of Grade 4 Surrey students who are on-track or extending on FSA Numeracy compared to students across all BC public schools, 2018/19 - 2023/24

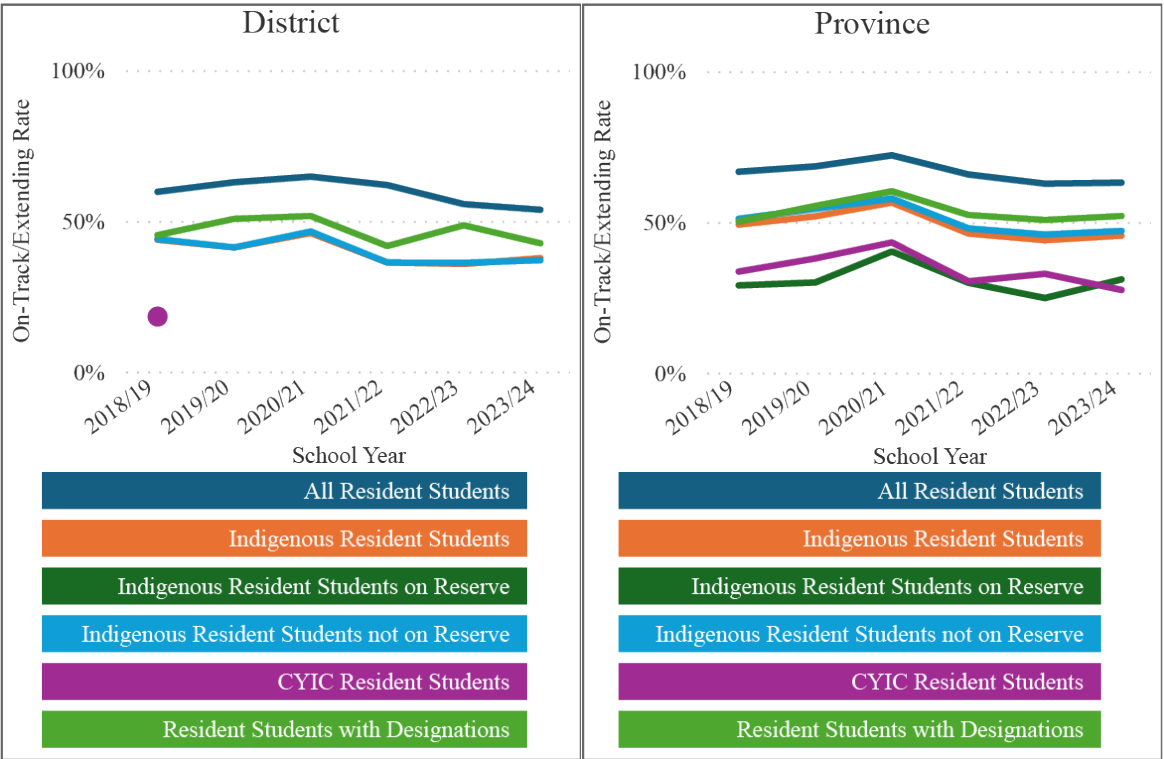
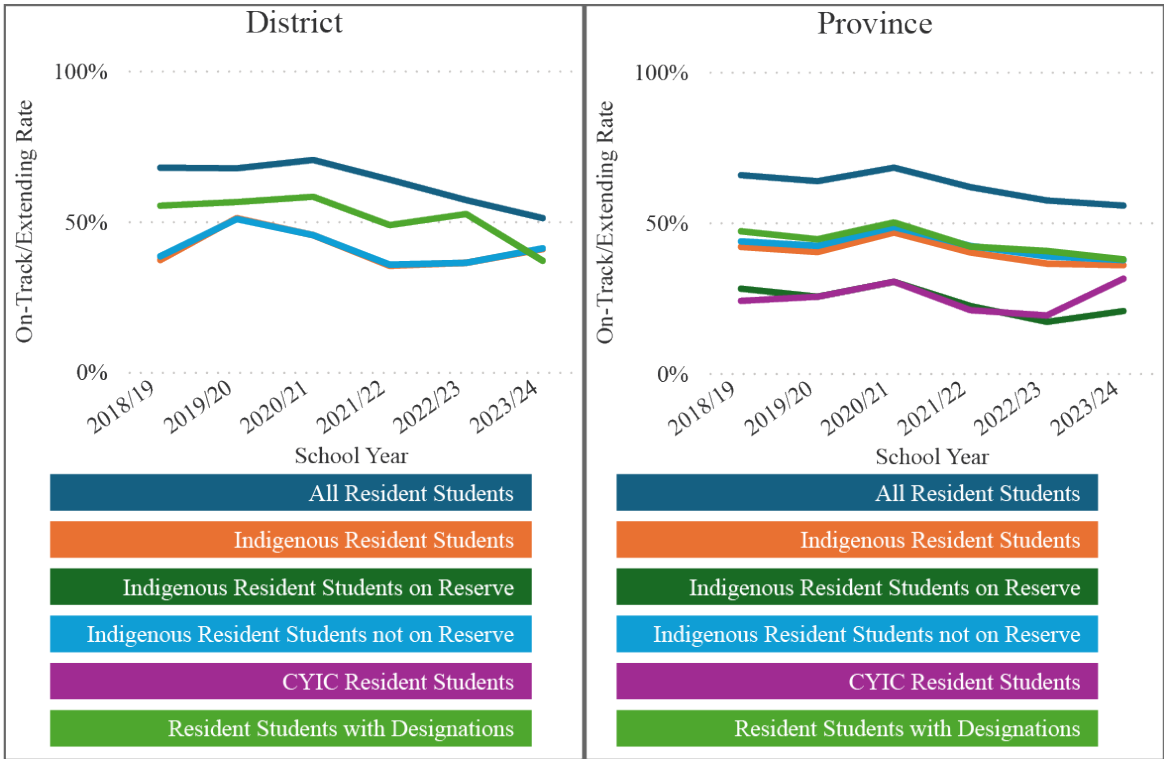
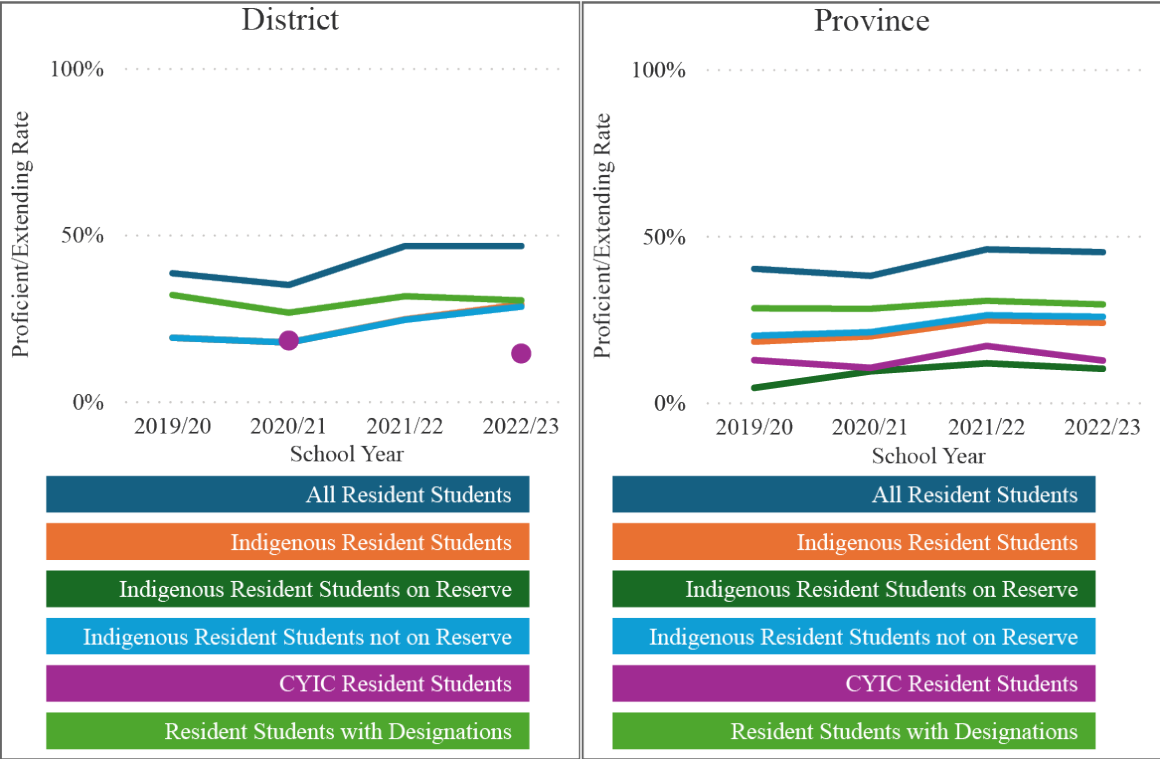


Figure 8. Percentage and number of Grade 7 Surrey students who are on-track or extending on FSA Numeracy compared to students across all BC public schools, 2018/19 - 2023/24



Measure 2.2: Grade 10 Numeracy Assessment

Figure 9. Percentage and number of Grade 10 Surrey students who are on-track or extending on FSA Numeracy compared to students across all BC public schools, 2019/20 - 2022/23



Analysis of Relevant Local Data

Numeracy Learning in Surrey Schools

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.

In the 2023/24 school year, Helping Teachers prepared and facilitated numeracy-focused sessions district-wide. Numeracy workshops and initiatives were offered with a focus on leadership in numeracy, mathematical instruction, assessing competencies, introductions to and access to curricular aligned mathematical resources.

The district supported and guided teachers in designing curriculum that developed students' abilities to engage in mathematical competencies as well as their understanding of mathematical content. Supports and resources were provided to schools, teams, and individual teachers by:

- Working closely with teachers pursuing numeracy inquiry questions
- Providing district-wide after school workshop sessions that address Surrey Schools Priority Practices
- Facilitating school-based professional learning through workshops, lunch and learns, book clubs, and cross-curricular learning
- Meeting with teachers about passions or challenges related to the teaching and learning of mathematics
- Modelling or co-teaching lessons

Helping Teachers provided expansive support to further refine teachers’ practices and improve students’ outcomes in mathematical learning. For example, the Numeracy-Focused Schools, Place Based Numeracy, and Teaching and Assessing Competencies initiatives directly impacted over 3,500 students across 25 of our schools (see Table 1).



Numeracy workshops and initiatives were offered with a focus on leadership in numeracy, mathematical instruction, assessing competencies in numeracy, along with introductions to and access to curricular aligned mathematical resources.

Overall, positive impacts on student learning and teachers’ practices were observed. Teachers reported growth in their own conceptual and curricular understandings and knowledge as well as growth in their students’ mathematical abilities and increased participation in mathematical lessons and activities.

Table 1. Reach of evaluated district-led numeracy sessions during the 2023/24 academic year

Initiative	Schools	Teachers	All Students	Indigenous Students	Students with Diverse Abilities and Disabilities	Children In Care
Numeracy-Focused Schools	14	42	821	39	105	5
Place Based Math	6	10	217	11	29	1
Teaching & Assessing Competencies	5	14	2,507	85	305	8
Total	25	66	3,545	135	439	14

Numeracy-Focused Schools

Classroom teachers from various elementary schools formed collaborative inquiry teams and worked with district Helping Teachers to identify a specific numeracy focus area for their schools. Their selected focus area was aligned with two broader goals of the Numeracy-Focused Schools Initiative: (1) fostering a mathematical growth mindset and (2) establishing equitable mathematical learning opportunities.

By encouraging students to analyze mathematical concepts deeply, teachers helped them understand the underlying principles and real-world applications of math. This led teachers to notice improvement in students’ engagement, peer cooperation, resilience, confidence, and creative problem-solving in mathematics.

Focusing intentionally on a specific numeracy area, teachers embedded targeted teaching strategies aimed at actively engaging students in tasks that required them to make connections, think critically about the material, apply mathematics in practical or real-world situations, and reflect on how the material applies to their personal experiences.

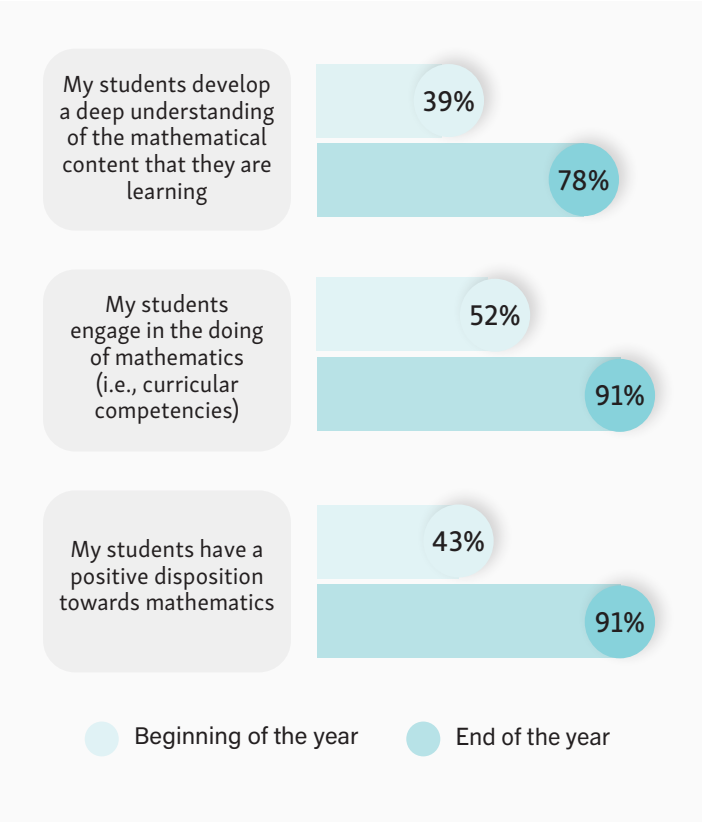


Teachers observed progress in their students' understanding, engagement, and attitudes towards mathematics. The most notable improvement was in students' positive disposition, which increased from 43% at the beginning of the year to 91% by the end of the school year (see Figure 10).

Having a positive disposition towards mathematics can significantly enhance student learning – leading to improved achievement, increased confidence and motivation, reduced anxiety, and greater involvement and participation in learning activities.



Figure 10. Teachers' agreement on students' improvement in mathematical understanding, engagement, and attitudes



Place Based Numeracy

Place Based Numeracy is an initiative that leverages local Indigenous stories and ideas to guide the exploration of the land, its narratives, and the mathematical concepts intertwined with these explorations.

During the 2023/24 school year, Helping Teachers from the Indigenous Learning and Priority Practices Departments supported a group of teachers across six elementary schools – impacting over 200 students, including a dozen who identified as Indigenous.

Educators explored inquiry-based Indigenous and mathematical learning by integrating local Indigenous stories with handcrafted depictions of local geographical areas. They incorporated various math skills and concepts, such as topography, patterns, counting, fractions, division, multiplication, and measurements of distance and elevation.

Students explored and deepened their knowledge of local Indigenous stories. They applied and extended their learning by creating relevant and engaging hand-made depictions of local geographical areas. These depictions included detailed maps, models, and illustrations of their local environment – intrinsically incorporating

cross-curricular learning that spanned literacy, history, Indigeneity, geography, and fundamental mathematical concepts.

Students asked interconnected questions and sought answers to mathematical inquiries that arose from the local Indigenous stories they were told. This process allowed them to make connections between the land, stories, and numeracy, fostering a deeper understanding of mathematical concepts through an inquiry-based approach.

Evidence from research demonstrates that learning and achievement improve when students, especially Indigenous students and those from other racialized backgrounds, have opportunities to make personal connections and see their identities reflected in the curriculum. Through the Place Based Numeracy initiative, students were better able to express math creatively, critically, contextually, and holistically.

Interpretation of Data: What Does This Mean?

Surrey's Foundation Skills Assessment (FSA) data for numeracy revealed several key insights. Overall, results demonstrated a decline in the percentage of Grade 4 and Grade 7 students who were *on-track* or *extending* compared to the two previous years.

Indigenous students, on the other hand, matched the results from the previous year but fell below the district results, while the percentage of Grade 7 students improved. For the second consecutive year, a higher percentage of Surrey students were *proficient* or *extending* on the Grade 10 Numeracy Assessment, and the percentage of Indigenous students in Surrey who were *proficient* or *extending* exceeded the percentage of Indigenous students across all BC Public schools.

Although the achievement gap between Indigenous students and non-Indigenous students has closed, Indigenous students in our district and across BC public schools are much more likely to be achieving at the level of *emerging* as opposed to being *on-track* or *extending*. This indicates that students are beginning to develop foundational numeracy skills but require significant support in understanding and applying mathematical concepts. More targeted instruction and practice are necessary to build students' numeracy skills to the expected level for their grade.

To develop students' mathematical competencies as well as their understanding of mathematical content, the district implemented numeracy initiatives that supported teachers in designing learning experiences that allow all students – Indigenous students, non-Indigenous students, students with diverse abilities and disabilities, and youth and children in care – to participate in and benefit from carefully chosen problems, tasks, and activities.

Evaluation of our district's numeracy initiatives demonstrated that students developed positive dispositions in mathematics and developed procedural fluency through conceptual understanding when the following practices were in place:

- Engaging students in sense-making through the active doing of mathematics
- Providing students with opportunities to explain their reasoning, justify their answers, and engage in mathematical discussions
- Emphasizing Indigenous knowledge, perspectives, stories, traditions, practices, and connections to land – and using this knowledge and understanding to solve mathematical problems
- Using formative assessment to identify students' strengths and challenges for the purpose of guiding instruction



By integrating these evidence-informed practices into their lessons, teachers successfully created more engaging and culturally relevant learning environments that not only deepened students' understanding of mathematical concepts and procedures, but also fostered more inclusive and responsive environments that reduced barriers to learning.

Given the data presented, it is imperative not only that these approaches guided our work in the 2023/24 school year, but also that they continue to guide our efforts in the future. Moving forward, our district will enhance our data collection procedures so that we are better able to identify impacts of our numeracy programs and supports on our students, especially Indigenous students, students with diverse abilities and disabilities, and youth and children in care in our district.



INTELLECTUAL DEVELOPMENT

Grade-to-Grade Transitions

Analysis of Provincial Data

Grade 10 to Grade 11 Transitions

In 2022/23, nine in ten (93%) students in Surrey entered Grade 11 for the first time, which marks a decline from the percentage of Surrey students who successfully transitioned to Grade 11 the year before (94%).

Nine in ten (93%) Indigenous students in Surrey successfully transitioned to Grade 11 for the first time in 2022/23, matching the percentage of non-Indigenous students across the district (93%) but fell below the provincial percentage of non-Indigenous students across the province (97%).

Among students with diverse abilities and disabilities, nine in ten (96%) successfully transitioned for the first time to Grade 11 in 2022/23, slightly higher than the province (95%) and an improvement from the previous year (95%).

Similarly, nine in ten (98%) students within the category of youth and children in care successfully transitioned for the first time to Grade 11 in 2022/23, higher than the province (88%), but down from the previous year when all (100%) students within the category of youth and children in care successfully transitioned to Grade 11.



Grade 11 to Grade 12 Transitions

Nine in ten (95%) students in Surrey entered Grade 12 for the first time in 2022/23, which exceeded the provincial rate (94%) and matched the percentage of Surrey students who successfully transitioned to Grade 12 for the past two school years.

There has been an improvement in the percentage of Indigenous students in Surrey who entered Grade 12 for the first time in 2022/23 (90%) compared to 2021/22 (86%) and 2020/21 (85%). However, the percentage of Indigenous students who successfully transitioned to Grade 12 fell below the percentage of non-Indigenous students in our district (96%).

In 2022/23, nine in ten students with diverse abilities and disabilities (96%) successfully transitioned to Grade 12 for the first time in 2022/23, exceeding the provincial percentage (92%) and improving from 2021/22 (94%). In the same year, youth and children in care have also successfully transitioned to Grade 12 at higher rates in Surrey (88%) compared to the previous year (85%).

The figures on the next page present five-year data trends on the percentage and number of students who successfully transitioned to Grade 11 and Grade 12 for the first time.



Measure 2.3 Grade-To-Grade Transitions

Figure 11. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 10 to 11, 2018/19 - 2022/23

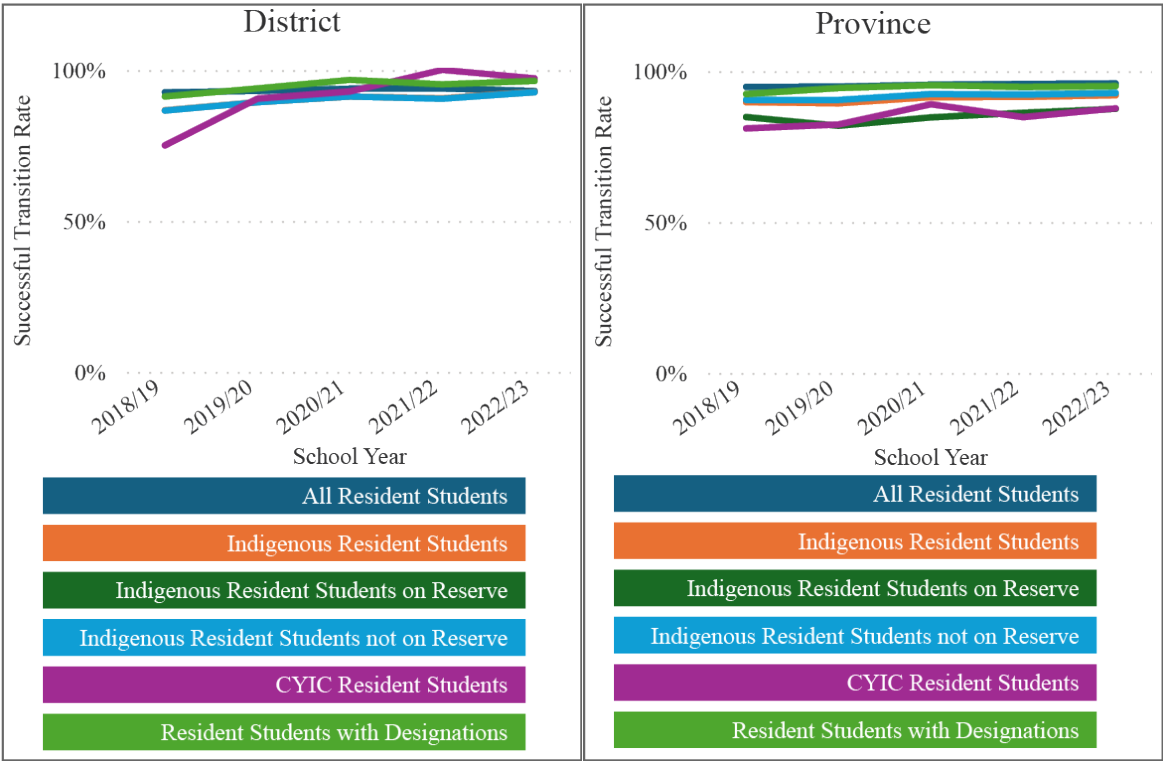
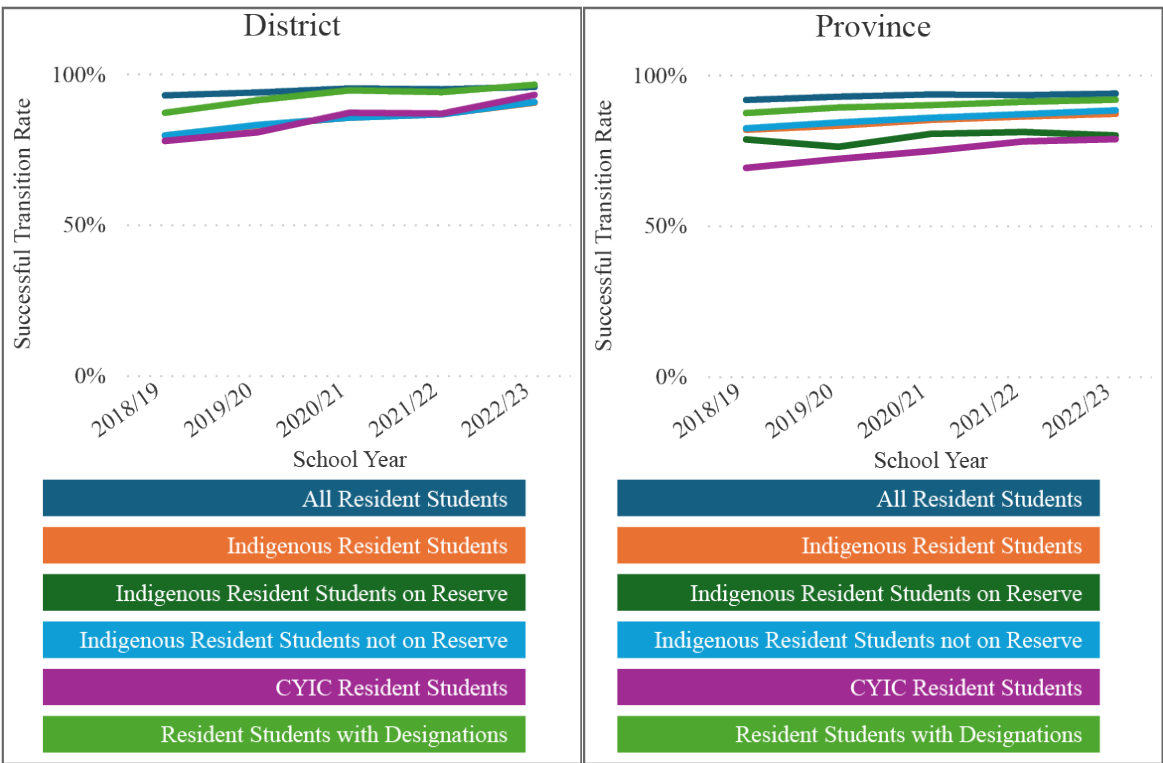


Figure 12. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 11 to 12, 2018/19 - 2022/23



Analysis of Relevant Local Data

Secondary Transitions

To support students who may be at risk of not successfully transitioning between grade levels, secondary schools established and implemented a cohort model that utilized a holistic wraparound response to serve students with complex needs.

Each secondary school in the district formed a team of educators, administrators, counsellors, and a designated Transitions Teacher who planned, designed, and implemented individualized interventions with the objective of creating a supportive, inclusive environment where students can thrive emotionally, socially, and academically.

Transition teams leveraged school and community resources, expertise, and available infrastructure to identify students and meet their academic and developmental needs.

The supports, resources, activities, and strategies implemented by Transitions Teams encompassed diverse approaches, each aimed to improve student well-being, school engagement, and academic growth. Transitions teachers were deeply invested in their students’ overall development, serving as a nexus within their school communities by collaborating with classroom teachers, counsellors, support workers, other staff members, and family/caregivers.

Secondary schools identify students who were identified as struggling academically, not attending school regularly, not engaging in class, not connecting with peers and adults, and/or experiencing social and emotional challenges. Since 2021/22, an increasing number of students have been identified to receive additional supports (see Table 2).

During the 2023/24, 759 students received transition supports. Of these, 17% of the students identified as being Indigenous, 38% were students with diverse abilities and disabilities, and 2% were youth in care.

Schools tracked student successes and supports offered, with an intentional focus on Indigenous students, youth in care, and students with diverse abilities and disabilities. School administrators and support staff reported that this model decreased absenteeism while increasing student engagement and achievement of learning outcomes.

Transitions supports led to students feeling more connected with peers and adults, feeling heard, and improving their understanding of classroom content. Three in four (77%) students receiving transitions supports found that their check-in meetings with transitions teachers were helpful in improving their academic learning and achievement, and that they felt heard and valued by their teachers.

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.

- Grade 12 student

By the end of the school year, 713 of the 759 students (94%) successfully transitioned to the next grade level or graduated. The success rate was slightly higher for Indigenous students at 95%, while 93% of students with diverse abilities and disabilities and 94% of youth in care transitioned to the next grade level or graduated.

Table 2. Grade 8 to Grade 12 students who were identified and received additional transitions supports by sub-population status, 2021/22 - 2023/24

	2021/22 Cohort	2022/23 Cohort	2023/24 Cohort
Total student count	379	547	759
Indigenous students (%)	27%	21%	17%
Students with diverse abilities and disabilities (%)	45%	39%	38%
Youth in care (%)	4%	2%	2%

Transitions Through the Years

Supporting students through transitions – entry into kindergarten, grade to grade, elementary to secondary, graduation to next – is central to the work of all schools. Focusing on building a sense of belonging and connection to people and place plays a key role in optimizing opportunities for deep learning and growth over time.

As young children take their first steps into kindergarten, school teams and families work together to ease the transition. Activities and opportunities are designed to help children see themselves in their new learning environment, connect to peers and engage in play-based learning experiences. In schools with StrongStart Centres, the Early Childhood Educators spend the early days of September working side by side with kindergarten teachers to further assist with the transition journey.

The transition between elementary and secondary school is equally pivotal in a student's school experience. Cultivating connections to peers and to the school community while deepening an understanding of self, is critical in setting the stage for success. Secondary schools across the district create experiences and opportunities that are responsive to learners, nurturing the relationship with Grade 7 students through repeated points of contact and continuing to deepen the connections during the early days of Grade 8 and beyond.



Camp Next

At Fleetwood Park Secondary, Grade 8 students are invited to participate in a retreat, engaging in a series of activities designed to foster friendships, build a sense of belonging and create lasting memories. This opportunity represents more than a single event. Instead, it is an initiation into a community where students will grow, learn and thrive together. While the design of the supports may differ from school to school, the same transition goals are mirrored across all secondary schools in Surrey.

Camp Next is a summer leadership camp that was founded in 2015 by an L.A. Matheson Secondary educator. The camp is coordinated with and supported by our district's Safe Schools Department and Feeding Futures initiative.

Last year, the camp brought together over 500 students during the summer for two weeks of activities, community building, and the 'Mustang Cup' soccer tournament. Older students were provided with leadership roles, including organizing and running daily events, and mentoring younger students through various games and activities.

The camp ran during the second half of July, but the entire program spanned a month for alumni and student leaders who spent the first two weeks on team building and camp preparations before the arrival of elementary students who came from six surrounding elementary schools within L.A. Matheson's catchment area.

The camp allowed students to form friendships and community connections, helping to ease young students' transition to the secondary level as they interacted with older peers. One of the most rewarding aspects was seeing former Camp Next students, who make up about 80 percent of the leaders, return to mentor the next generation.



Interpretation of Data: What Does This Mean?

The data on student transitions from Grade 10 to Grade 11 and Grade 11 to Grade 12 in Surrey for the 2022/23 school year reveals several key insights and areas for growth. Overall, the rate of Surrey students who successfully transitioned from Grade 10 to Grade 11 remains high but has slightly declined from the previous year. Indigenous students had the same transition rate as their non-Indigenous peers in Surrey. Students with diverse abilities and disabilities showed a positive trend, with a transition rate that was slightly higher than the province and an improvement from the previous year.

The Grade 11 to Grade 12 transition rate among Surrey students has stayed consistent over the past two years, exceeding the provincial percentage in 2022/23. We have seen an improvement in the transition rate among Indigenous students over the past three years, although still below the rate of non-Indigenous students. The gap between Indigenous and non-Indigenous students has narrowed, indicating progress but also highlighting the need for continued targeted efforts. Students with diverse abilities and disabilities and youth in care have also shown positive trends, with improvements in transition rates from previous years.

Our district has demonstrated success through several initiatives that support grade-to-grade transitions, especially when targeted towards students who demonstrate low achievement, poor attendance, and are at-risk of dropping out. When our schools design and implement holistic, wraparound supports for students with complex needs, aimed at addressing academic struggles, absenteeism, and social and emotional challenges, the results are conclusive – students are much more likely to be engaged, improve academically, feel they belong, and find success in their school journey.



The formation of dedicated school-based transitions teams that included educators, administrators, and counsellors led to enhanced individualized interventions and the effective use of community resources. This model led to a greater percentage of students successfully transitioning from one grade to the next and graduating. Additionally, students who demonstrated higher levels of absenteeism and lower levels of academic achievement prior to receiving transitions supports were able to improve their attendance, engagement, and achievement in the classroom once they were enrolled in a transitions block. Even more, these students reported increased positive connections with their peers and adults at school.

Surrey Schools is supporting student transitions by providing after school programming and supports that connect soon-to-be secondary students with their older peers. Our programs, including Camp Next, are fostering community connections and leadership skills in our students.

While Surrey's transition rates are generally positive and show improvements in several areas, there are still gaps, particularly for Indigenous students and youth in care. Continued focus on targeted support initiatives will be crucial in addressing these gaps and fostering a supportive and inclusive environment for all students.



HUMAN & SOCIAL DEVELOPMENT

Feel Welcome, Safe, and Connected



Analysis of Provincial Data

Students Feel Welcome at School

In the 2022/23 school year, seven in ten (73%) Surrey students felt welcome at school, an improvement since 2020/21 (69%). During the same year, two-thirds (67%) of Indigenous students in Surrey reported feeling welcome at school, an improvement since 2021/22 (59%), but remains lower compared to non-Indigenous students.

Six in ten (65%) students with diverse abilities and disabilities and five in ten (55%) youth and children in care in our district reported feeling welcome at school in 2022/23, a decline from the previous year.

Students Feel Safe at School

In 2022/23, three-quarters (76%) of students in Surrey and across the province indicated they felt safe at school. The percentage of students who felt safe at school this year marked a decline from 2021/22 when closer to eight in ten students in Surrey (79%) and across the province (78%) felt safe.

Students Feel They Belong at School

Six in ten (59%) students in Surrey felt a sense of school belonging in 2022/23, an improvement since 2020/21 (54%). Half (51%) of Indigenous students in Surrey have a sense of belonging at school, an improvement since 2020/21 (43%), but remains lower than their non-Indigenous peers.

Close to half (48%) of students with diverse abilities and disabilities in Surrey felt they belong at school in 2022/23, which is lower than the previous year. In the same year, three in ten (29%) youth and children in care in Surrey felt a sense of belonging at school.

Students Have Two or More Adults Who Care About Them

In 2022/23, six in ten (60%) Surrey students felt they had two or more adults at school who care about them, a slight increase from the previous year (58%). More Indigenous students (62%) in Surrey felt there were adults at school who cared about them in 2022/23 compared to non-Indigenous students in Surrey (59%).

In our district, six in ten students with diverse abilities and disabilities (61%) and youth and children in care (58%) reported having two or more adults at school who cared about them in 2022/23.

Figures on the next two pages present six-year trends on the percentage and number of Grade 4, 7, and 10 students who feel welcome and safe at school, who have a sense of belonging at school, and have two or more adults at school who care about them.



Measure 3.1: Students Feel Welcome, Safe, and Connected at School

Figure 13. Percentage and number of Surrey students in Grades 4, 7 and 10 who feel they are welcome at school, 2017/18 - 2022/23

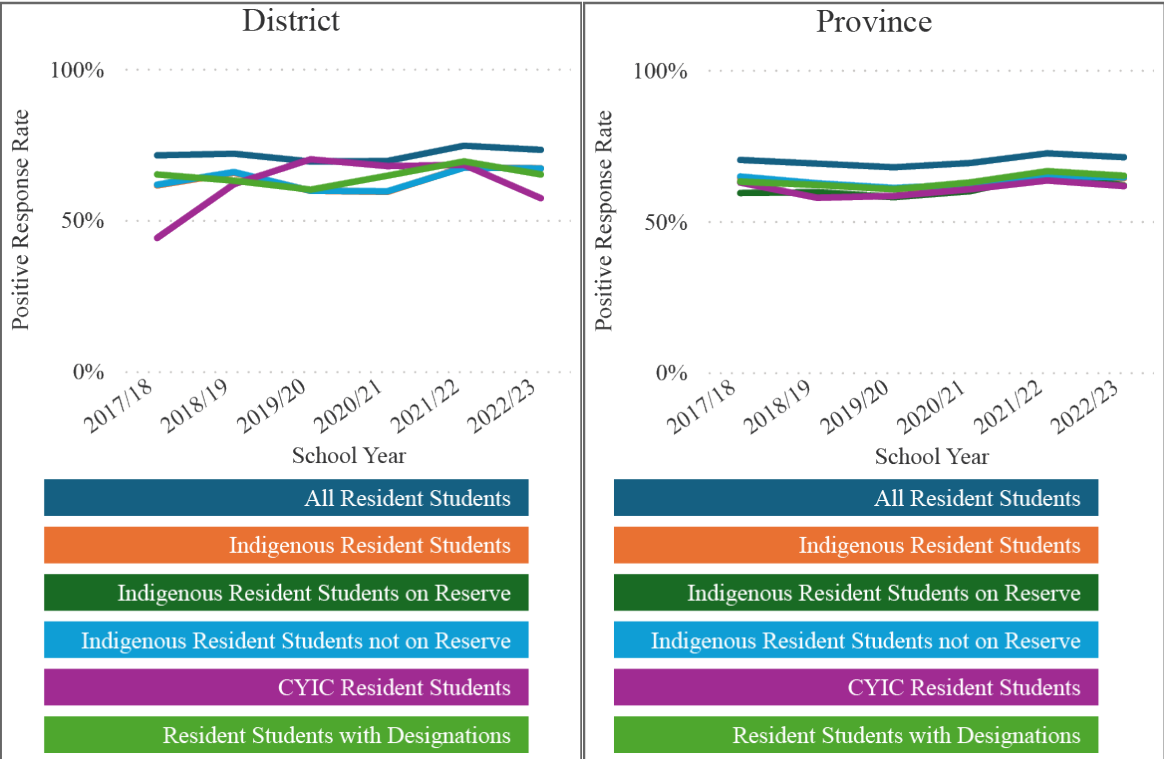


Figure 14. Percentage and number of Surrey students in Grades 4, 7 and 10 who feel they are safe at school, 2017/18 - 2022/23

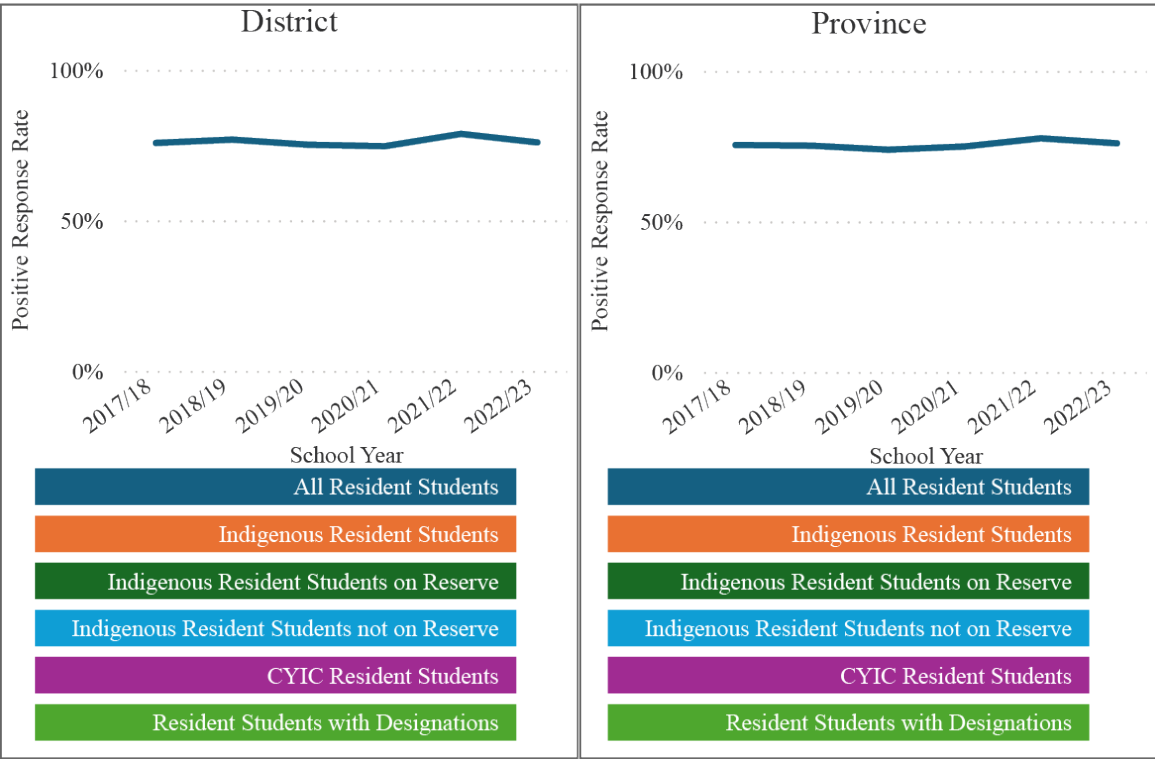


Figure 15. Percentage and number of Surrey students in Grades 4, 7 and 10 who feel they belong at school, 2017/18 - 2022/23

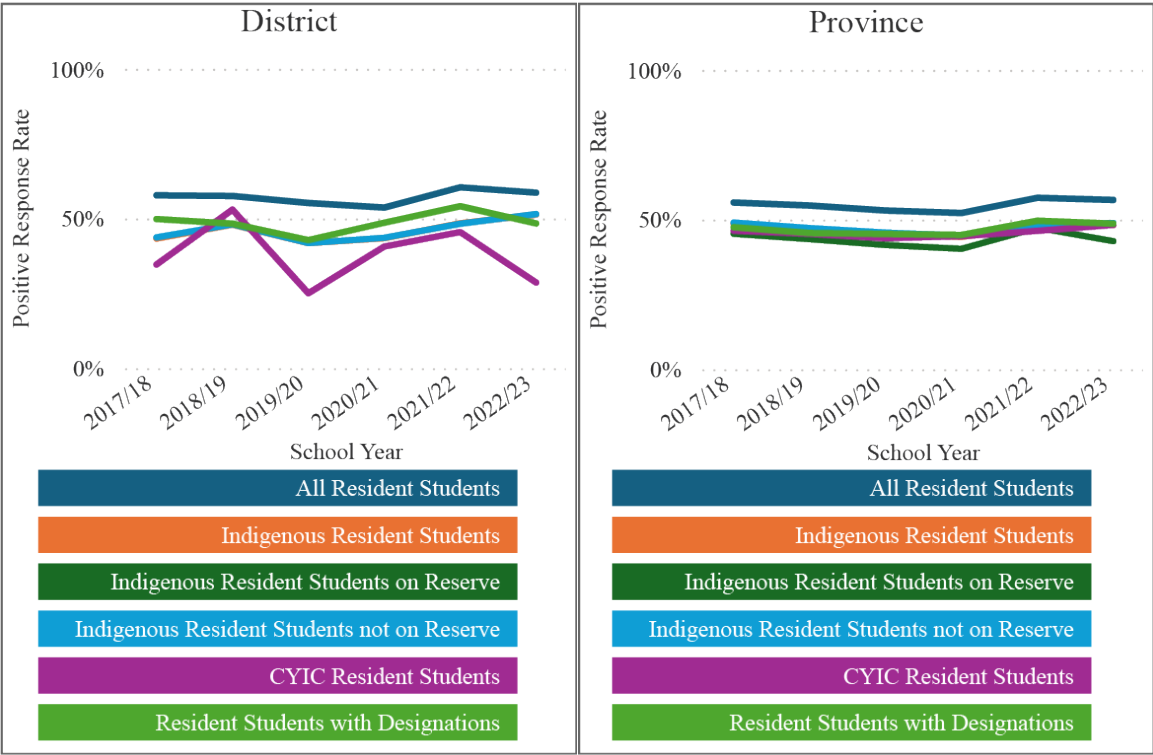
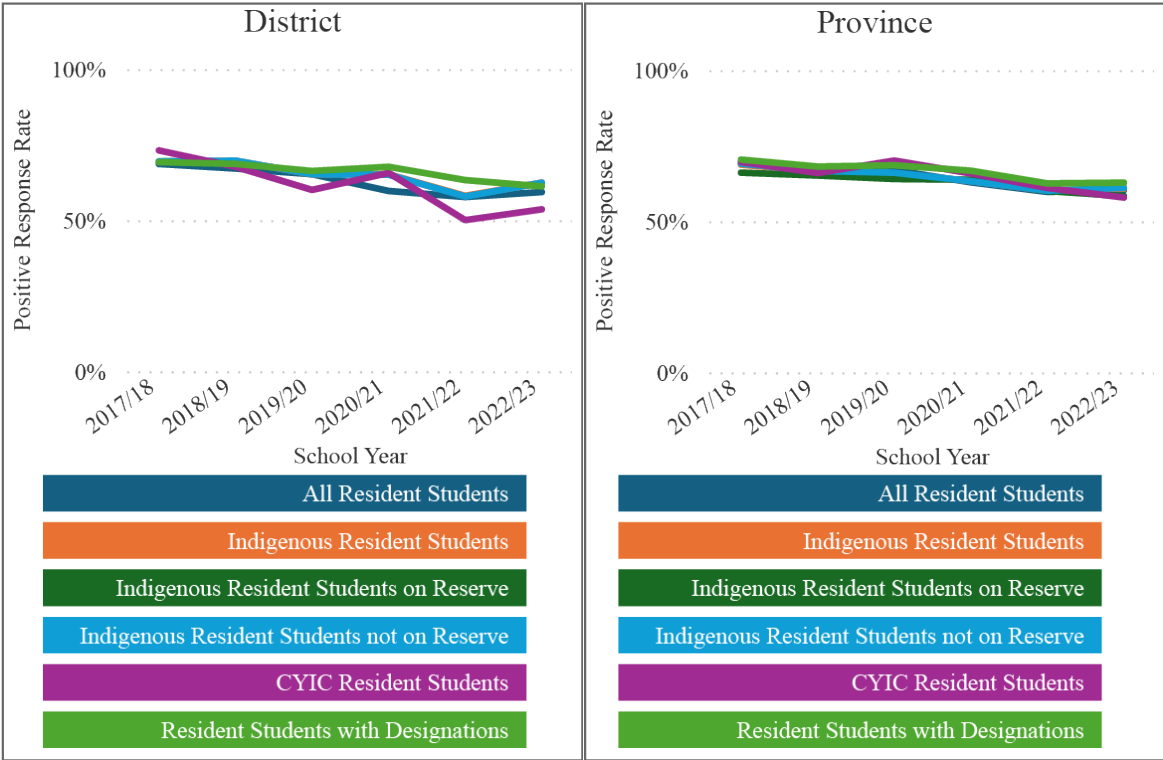


Figure 16. Percentage and number of Surrey students in Grades 4, 7 and 10 who feel that at least two adults care about them at school, 2017/18 - 2022/23



Analysis of Relevant Local Data

Human and Social Development in Surrey Schools

Surrey Schools supports quality social and emotional learning (SEL) through research-based processes and practices that enhance student well-being and academic achievement, foster more equitable outcomes for all students, and improve staff wellness and resiliency. These efforts create a positive learning environment that directly contributes to student success.

Our district’s SEL team advances this work through ongoing sessions and site visits that support school communities by building upon their existing knowledge, skills, and dispositions to cultivate rich learning opportunities for the development of learners’ social and emotional well-being.

During the 2023/24 school year, the district-based SEL Team provided over 40 district- and school-wide SEL sessions to both staff and students, exploring numerous SEL topics, including building resilience, promoting mental health and wellness, implementing various SEL-based programs and activities, and fostering school connectedness and belonging. In addition, the district-based SEL team also made over 225 site visits to different schools throughout the school year to aid schools and staff in building their own SEL capacities.

These initiatives have directly impacted 2,220 teachers and staff members, and approximately 51,000 of their students across elementary and secondary school levels.

Social and Emotional Learning Leads Initiative

Since 2019, the SEL Leads initiative has been implemented across the district, providing opportunities for teachers and administrators to participate in and deliver their own school-wide SEL approach that integrates academic, social, and emotional learning activities.

During the 2023/24 school year, 55 elementary and 4 secondary schools formed SEL teams to design and implement activities to support school-wide SEL. Each SEL team identified SEL areas of focus, including the promotion of inclusiveness, compiling and sharing SEL resources with staff, designing and teaching SEL lessons in classrooms, and supporting staff with the development and implementation of SEL activities.

The district’s SEL team provided support for each school site, working directly with over 1,650 teachers and staff members. The SEL activities led to positive impacts and created healthier school environments to more than 33,000 elementary and secondary students across the district, of which approximately 1,200 were Indigenous students, 3,700 were students with diverse abilities and disabilities, and nearly 120 were youth and children in care. As part of this initiative, teachers and their students from Grade 3 to Grade 7 were invited to complete surveys measuring student SEL competencies across six domains (see Figure 17).



Figure 17. SEL Lead Survey: Measuring student SEL competencies across six domains, 2023/24



The majority of students demonstrated significant growth across all SEL competencies from the beginning to the end of the school year. For example, school staff reported that eight in ten (81%) students between Grades 3 and 7 worked well with other students at school most or all the time by the end of the school year, up from one-third (34%) of students at the beginning of the year.

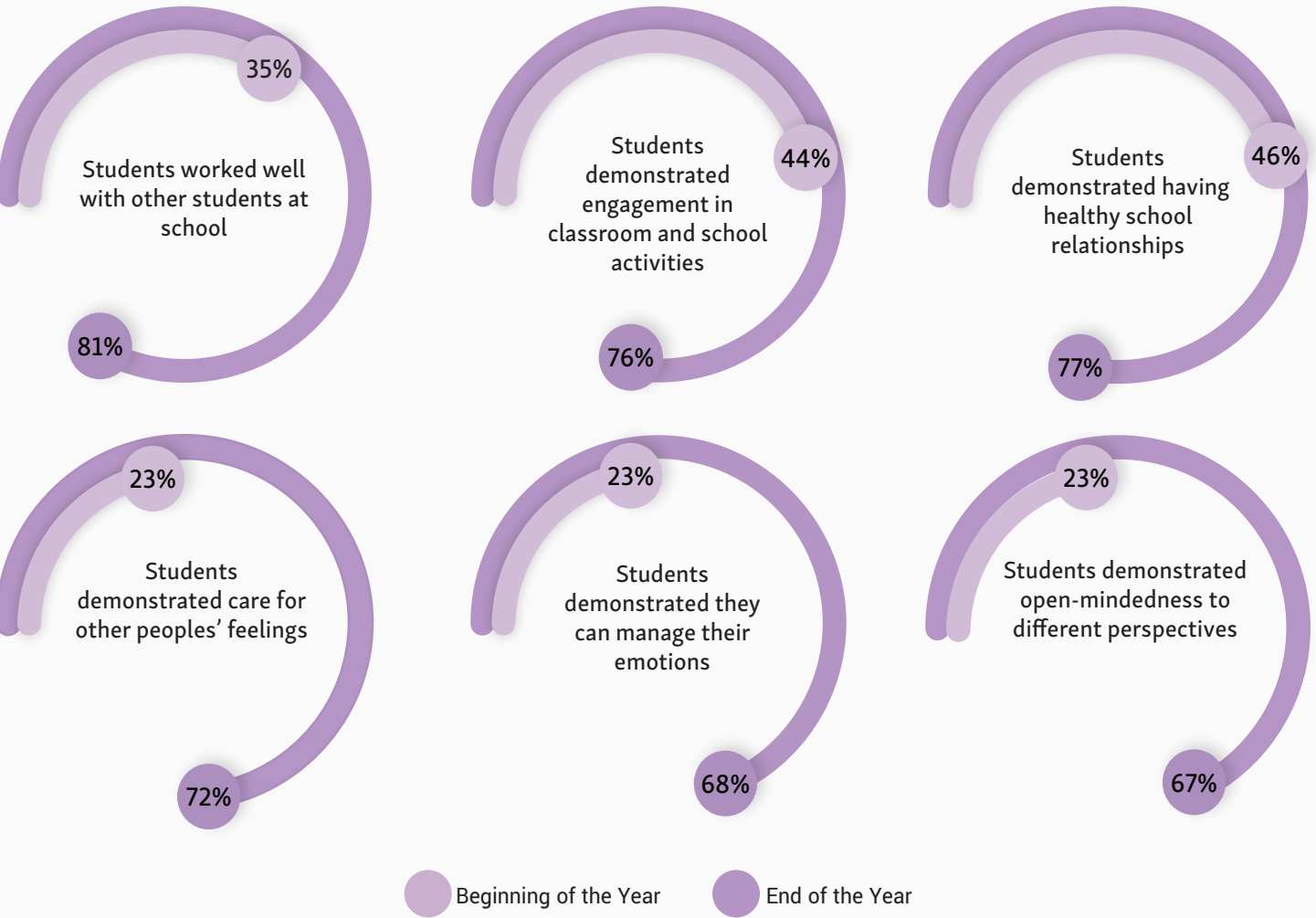
School staff reported that three in four (76%) students demonstrated their engagement in classroom and school activities most or all the time, up from 44% from the beginning of the school year. The figure below provides examples of student SEL competency growth during the 2023/24 school year (see Figure 18).

When considering the overall school climate, school staff most often reported that their schools’ focus on SEL this school year led to an increased sense of community and connectedness within their schools, enhanced student voices, and saw increased school and family partnerships.

Overall, this year’s SEL Leads Initiative has created more supportive school communities for students, and also helped to provide students with better tools to express themselves, problem solve, regulate their own emotions, and to support their own well-being.



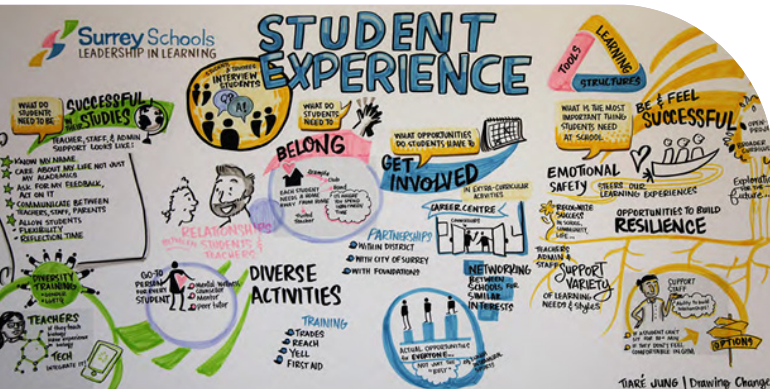
Figure 18. Growth in K-7 students’ SEL competencies, 2023/24



Student Voice Forums

During the 2023/24 school year, effort was made to increase the number of opportunities for student voice to be heard across the district. Students from all secondary schools in Surrey collaborated to design a framework to amplify student voice.

Student forums were held throughout the year at elementary schools, secondary schools and learning centres to ensure that a diverse representation of students had the opportunity to provide feedback on their school experience and share ideas for the future.



The valuable insight from our students has helped the district continue our work – focusing on equity, normalizing discussions on mental health, and prioritizing safe and inclusive learning environments.

Surrey students are excellent advocates and have a clear vision and expectation of what they want to see in our schools. In May, as a culminating event, a panel of student representatives shared student forum themes with school trustees and school leaders.

Many school leaders made meaningful changes at their schools after listening to student ideas. For example, two participating principals invited students to attend staff meetings. In one school, students shared their experiences as members of the SOGI community, while in another school, students spoke to staff about their lived experience as racialized and marginalized students. These powerful presentations had significant and immediate impacts on staff, allowing them to tweak their practice and foster a welcoming learning environment.

Windspeaker

Windspeaker provides Indigenous students in Grades 6 through 12 with outdoor and place-based learning experiences that cultivate their interpersonal skills, while increasing their cultural and social competencies.

Approximately 300 Indigenous learners joined Windspeaker in the 2023/24 school year, and were provided opportunities to connect with Coast Salish territories, traditions, cultures, languages, and histories. Through Windspeaker, students were able to harness their diverse meaning making abilities and build on their immense potential. The program included monthly field studies to a Coast Salish community.

Students in the graduation program earned Independent Study credits, while those in Grades 6 through 9 were provided with additional opportunities to participate in a two-week Summer Culture and Recreation program.

Students were supervised by Aboriginal Child and Youth Care Workers who provided social and emotional learning support, established connections with families, and advocated for the well-being of students under their care.



Here4Peers Program

Surrey Schools partnered with the Canadian Mental Health Association to deliver the Here4Peers Workshop, a mental health awareness program delivered to Grade 7 and Grade 6/7 combined classrooms by trained Grade 10-12 Youth Facilitators.

Staff from each secondary school taking part had formed a team of Adult Mentors, who then recruited and trained student volunteers to become Youth Facilitators. These facilitators then delivered the Here4Peers workshop to local elementary school classes in our district. The workshop helped to strengthen connections and communication between the secondary school Adult Mentors and the elementary school teachers.

Youth Facilitators took elementary students through a series of activities to help de-stigmatize mental health access and to normalize conversations around mental health. One key activity demonstrated how stress levels fluctuate and how individuals respond differently to stress. Students read scenario cards and discussed whether each scenario would add or reduce stress, visually learning about stress management. Through a calming skills activity, students brainstormed and noted activities that help them reduce stress.

Through the workshop activities, students' basic mental health literacy was enhanced, equipping our learners with resources and skills to manage stress and seek help during their transition from elementary to secondary school.



Helping Others and Providing Education (HOPE) Program

Surrey School District collaborates with and sponsors many community organizations that run school-based mental health and literacy programs. In partnership with Fraser Health and Child Youth Mental Health, for example, we are delivering the Helping Others and Providing Education (HOPE) program, a blend of school-based and district placements for students who have a diagnosis of anxiety and/or depression. Through the program, students receive individualized support and planning as well as integration into mainstream courses and school life.



Interpretation of Data: What Does This Mean?

In addition to district data demonstrating that Surrey students showed significant growth across all SEL competencies, provincial data demonstrated that strides have been made in fostering a safer and more inclusive school environment for Indigenous students – with more Indigenous students feeling welcome in 2023/24 than in 2022/23, and more feeling there were two or more adults who cared about them compared to the percentage of non-Indigenous students who felt the same.

Relevant data gathered from the district's SEL Leads initiative, which directly supported over 1,650 educators and 33,000 students across 55 elementary schools and 4 secondary schools, demonstrated that focusing on SEL contributes to increased sense of community and connectedness among adults and students, enhanced student engagement, and strengthened school and family partnerships.

The SEL Leads initiative enabled schools to be responsive to their school culture and climate and the development of school-wide social and emotional learning. This allowed school SEL teams and communities to focus on elevating student voice, integrating SEL skillsets in academics, explicitly developing SEL skills with students, enhancing educator's SEL competencies, and fostering authentic family partnerships.



By embedding SEL strategies into their daily classroom activities, teachers supported not only students' academic success but also their overall well-being and personal growth. Improved student outcomes were supported by the following SEL practices:

- Building community through connecting activities, engaging strategies and intentional closures to ensure students feel safe to express themselves and collaborate with peers
- Integrating collaborative activities to foster social awareness and relationship skills
- Using mindfulness and emotional check-ins to enhance self-management and help students regulate their emotions
- Modelling and encouraging empathy and respect to promote healthy school relationships and care for others' feelings
- Facilitating discussions that explore diverse perspectives to develop social awareness and openness to different viewpoints, cultures, and identities
- Explicitly teaching social and emotional skill sets to build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

Implementing these evidence-informed SEL strategies reduced barriers to learning and created more inclusive learning environments. By focusing on building positive climates and addressing the unique needs of diverse student populations, educators fostered a culture where students and adults felt valued and supported.

This universal approach to social emotional learning developed skill sets for all learners. Although data suggests that our most vulnerable students are positively impacted by these practices, further evidence is needed to specifically connect the impacts to Indigenous students, students with diverse abilities and disabilities, and youth and children in care.



CAREER DEVELOPMENT

Graduation



Analysis of Provincial Data

Graduation Rates

At the end of the 2022/23 academic year, eight in ten (85%) Surrey students graduated within five years of starting Grade 8, matching the provincial graduation rate (85%). For the past three years, there has been a consistent percentage of Surrey students who graduated within five years of starting Grade 8.

Among the 2022/23 cohort of Indigenous students in Surrey, over half (52%) graduated within five years of starting Grade 8, closing the gap with the district and provincial graduation rates. More Indigenous students in Surrey are now graduating compared to the 2021/22 cohort (47%), but slightly lower than the 2020/21 cohort (54%). Compared to non-Indigenous students in Surrey and across the province, Indigenous students in our district are graduating at lower rates.

In Surrey, one-quarter (25%) of the 2022/23 youth in care cohort graduated within five years of starting Grade 8, down from the 2021/22 cohort (28%). The percentage of graduating Surrey youth in care was lower than the general student population in Surrey and across BC in 2022/23.

Six in ten (64%) students with diverse abilities and disabilities from the 2022/23 cohort graduated within five years of starting Grade 8, an improvement from the 2021/22 graduation rates (61%). In 2022/23, Surrey students with diverse abilities and disabilities graduated at a slightly lower rate than the percentage of students within this cohort across the entire province (65%), and lower than all undesignated students in Surrey and across the province.

Figures on the next page present the following six-year trends: (1) the percentage of students in Surrey and across the province who achieved a Dogwood and Adult Dogwood within five years of starting Grade 8, and (2) the percentage of students in Surrey and across the province who achieved a Dogwood only within five years of starting Grade 8.



Measure 4.1 : Achieved Dogwood within 5 years

Figure 19. 5-Year Completion Rate (Dogwood & Adult Dogwood)

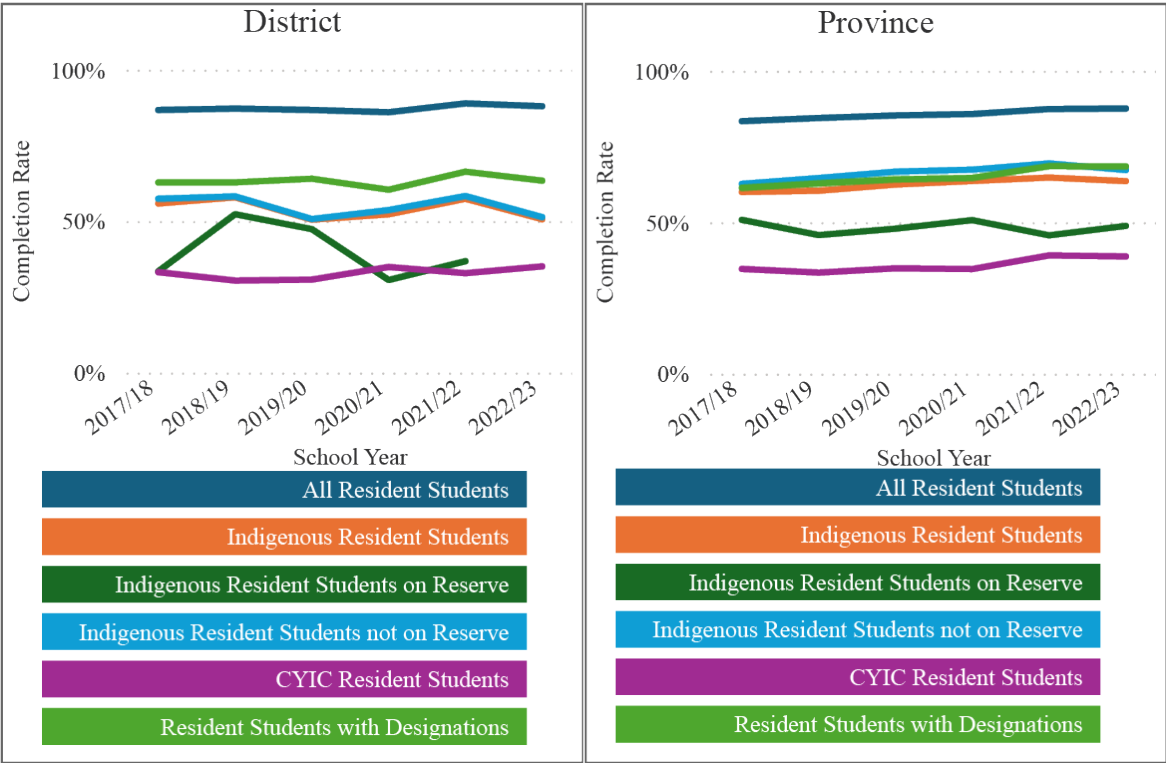
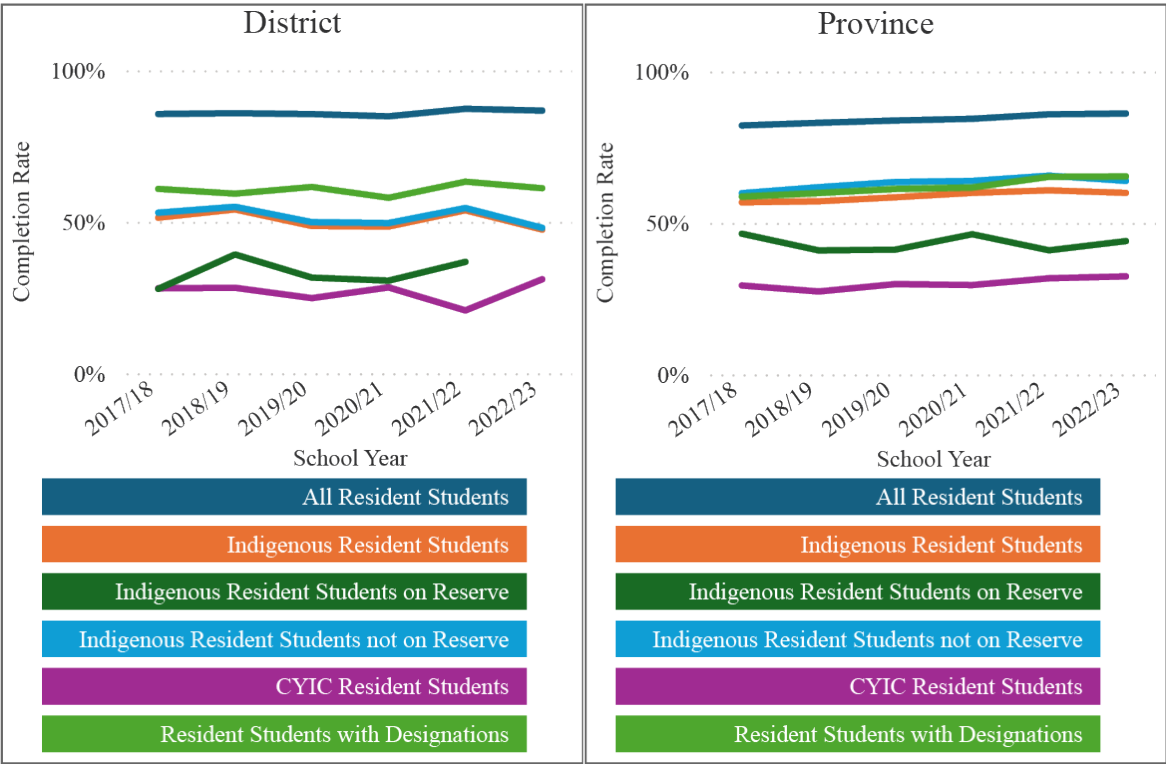


Figure 20. 5-Year Completion Rate (Dogwood Only)



Analysis of Relevant Local Data

Academic Dual Credit Courses

Through Academic Dual Credit, 195 Surrey students were enrolled in 9 different programs. These programs include Community and Public Safety, Drafting/CADD, Early Childhood Education, Indigenous High School on Campus, Introduction to Health Science, Introduction to Legal Office Procedures, Introduction to Practice for Child and Youth Care Counsellors, and Graphic Design.

In partnership with Douglas College, the Surrey Schools' Early Childhood Education Program (ECE) allows Grade 12 students to explore a variety of educational settings to work with children ranging from birth to eight years as an early childhood educator.

The program blends theory, practical learning, and a practicum, and over one semester, students earn credit for both high school and Douglas College courses. Upon completion, students can secure the ECE Assistant License and may continue their studies at Douglas College for further ECE qualifications. During the 2023/24 academic year, 20 students were enrolled in this program.



Grade 12 Transitions Supports

During the 2023/24 school year, Transitions teachers were dedicated to working with 98 Grade 12 students in need of additional supports to successfully graduate. Among the cohort, 12% identified as Indigenous and 31% were students with diverse abilities and disabilities.

The Secondary Transitions Initiative provided individualized academic support and resources for Grade 12 students on their journey towards graduation. These wrap-around interventions helped create inclusive and welcoming environments, where students felt emotionally secure and connected.

Our goal with the student was to explore forming stronger, genuine bonds with peers, but also to graduate. I feel that they have formed stronger bonds, and is well on their way to graduation.... Monitoring their attendance and progress in each class has been important... They are very close and hopefully will transition to the next part of their life.

- Secondary Transitions Teacher



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

At the end of the school year, 73 (75%) Grade 12 students graduated. Three-quarters (75%) of Indigenous students and seven in ten (70%) students with diverse abilities and disabilities graduated at the end of the 2023/24 school year.



Interpretation of Data: What Does This Mean?

Surrey's graduation rates at the end of the 2022/23 academic year present a mixed picture of success and areas needing improvement. The overall graduation rate for Surrey students has been positive, with eight in ten students graduating within five years of starting Grade 8, matching the provincial percentage. Our district has had a steady percentage of students graduating, declining slightly between 2020/21 and 2022/23.

There has been notable progress among Indigenous students, with over half graduating within five years, up from the previous year when less than half of Indigenous students in Surrey graduated. This improvement suggests that efforts to support Indigenous students are yielding results, although there is still a gap compared to non-Indigenous students.

The graduation rate among youth in care has decreased, highlighting a significant disparity compared to the general student population and suggests that more targeted support is needed for these vulnerable students. Similarly, while there has been an improvement in the graduation rates for students with diverse abilities and disabilities, the number of students graduating still lag behind the provincial percentage for students with diverse abilities and disabilities and the overall student population.

Addressing these gaps will be crucial in ensuring that all students, regardless of their background or circumstances, have the opportunity to succeed.



Interpretation of relevant local graduation data demonstrates that a variety of programs support students on their path to graduation. For example, Indigenous Learning, Community-Schools Partnership, Continuous Learning, and Student Support all provide pathways to graduation by addressing different barriers and creating a positive, inclusive, and safe learning environment for our learners.

One of the common elements of our successful support programs has been the provision of personalized academic support, as evidenced by our Transitions initiative, as well as tutoring supports provided by our secondary schools and Community School Partnerships. Providing help both during and after school enhanced student performance and students' overall confidence. Additionally, mentorship programs connected students with role models who provided guidance, encouragement, and practical support with academics. They helped students set realistic goals, manage their time effectively, overcome setbacks, make healthy lifestyle choices, and celebrate their successes.

Another critical component of programs that supported students' academic success was their focus on inclusive and supportive learning environments. For example, culturally responsive teaching practices ensured that students from diverse backgrounds stayed connected and motivated. Social and emotional supports fostered a culture of respect and understanding, and a focus on identity allowed students to feel proud of who they are, which in many cases bolstered self-esteem and confidence. Creating a sense of belonging and cultivating inclusive environments were essential strategies for supporting students' success and increasing Indigenous learners' graduation rates.

The district's efforts to support students in graduating within a five-year period from Grade 8 to 12 involved a multifaceted approach. Personalized academic support, mentorship, inclusive and supportive learning environments, and social and emotional supports were essential elements that contributed to student success. By continuing to refine and expand our programs, the district will aim to further close the disparity in graduation rates between Indigenous and non-Indigenous students so that all students have the opportunity to achieve their full potential.



CAREER DEVELOPMENT

Life and Career Core Competencies



Analysis of Provincial Data

Immediate Transitions to a BC Post-Secondary Institution

Among the cohort of students in Surrey who graduated between 2019/20 and 2021/22, six in ten (60%) transitioned to a BC post-secondary institution (PSI) within one year of graduating, exceeding the percentage of students across the province (51%).

Only one-third (34%) of Indigenous students in Surrey made a similar transition, with non-Indigenous students in Surrey being almost twice as likely to enter a BC PSI within one year of graduating.

An increasing number of students with diverse abilities and disabilities in Surrey are attending a PSI in the province compared to previous years, with almost half (48%) of students with diverse abilities and disabilities in Surrey attending a BC PSI within one year of graduation, more than the percentage of this cohort across the province (40%).

Among youth and children in care, four in ten (41%) transitioned to a PSI in the province after graduating. This rate exceeds the provincial percentage for the same sub-population of students but is a decline from the transition rate of those who graduated in 2020/21 (50%).

Transition to a BC Post-Secondary Institution Within Three Years

Six in ten (60%) Surrey students who graduated in 2021/22 transitioned to a BC PSI within three years of graduating, a decline from previous Surrey graduate cohorts, but exceeding the percentage of students across the province for the past three years.

Indigenous students in Surrey and across the province are still less likely to transition to a PSI in BC within three years of graduating. One-third (34%) of Indigenous students in Surrey transitioned to a PSI in the province since graduating in 2021/22, compared to 61% of non-Indigenous students in Surrey and 53% of non-Indigenous students across the province.

A greater percentage of students with diverse abilities and disabilities in Surrey (48%) who graduated in 2021/22 had transitioned to a PSI in BC compared to the provincial percentage (40%). However, this marks a decline from the 2020/21 cohort (56%).

Four in ten (41%) students who were in care had transitioned to a PSI in the province within three years of their graduation in 2021/22, exceeding the provincial percentage (37%), but a decline from 2020/21 (50%).

The following figures present: (1) six-year data trends on the percentage and number of students who immediately transitioned to a public post-secondary institution in BC within one year of graduating from Grade 12; and (2) the percentage and number of students who transitioned to a public post-secondary institution in BC within three years of graduating from Grade 12.



Measure 5.1: Post-Secondary Transitions

Figure 21. Percentage and number of Surrey students and BC public school students who transitioned to a BC public post-secondary institution within 1 year, 2016/17 - 2021/22

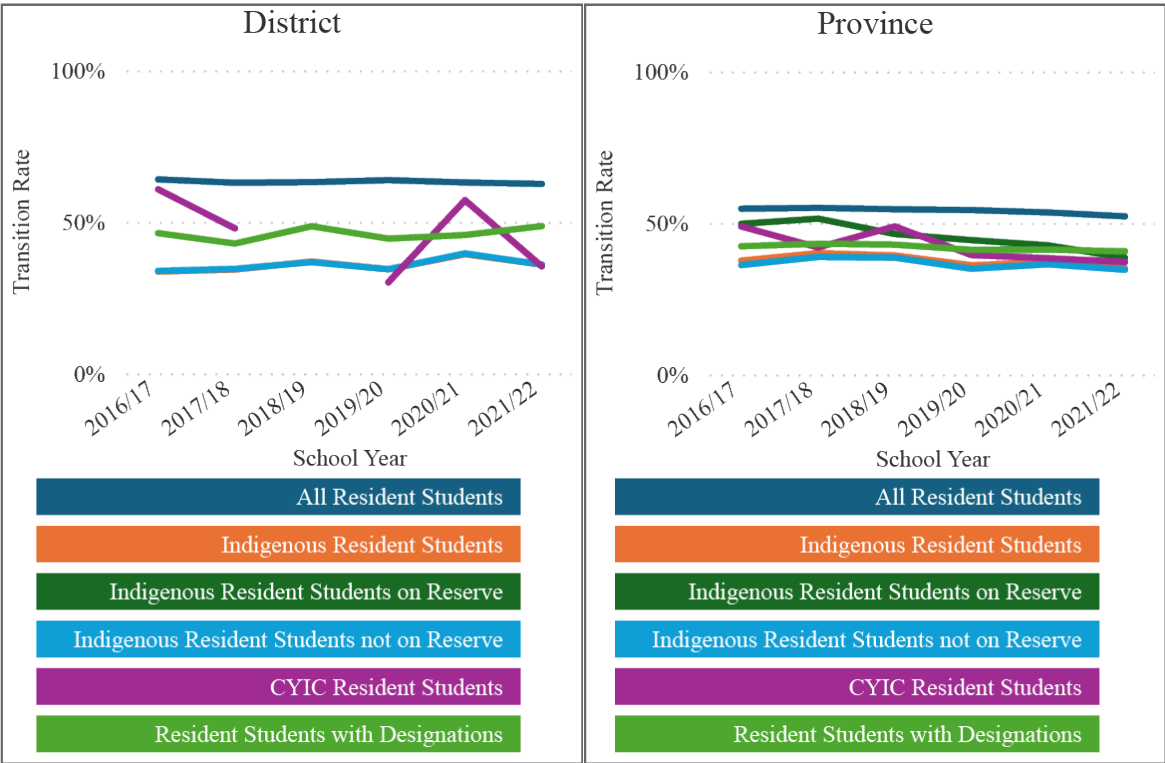
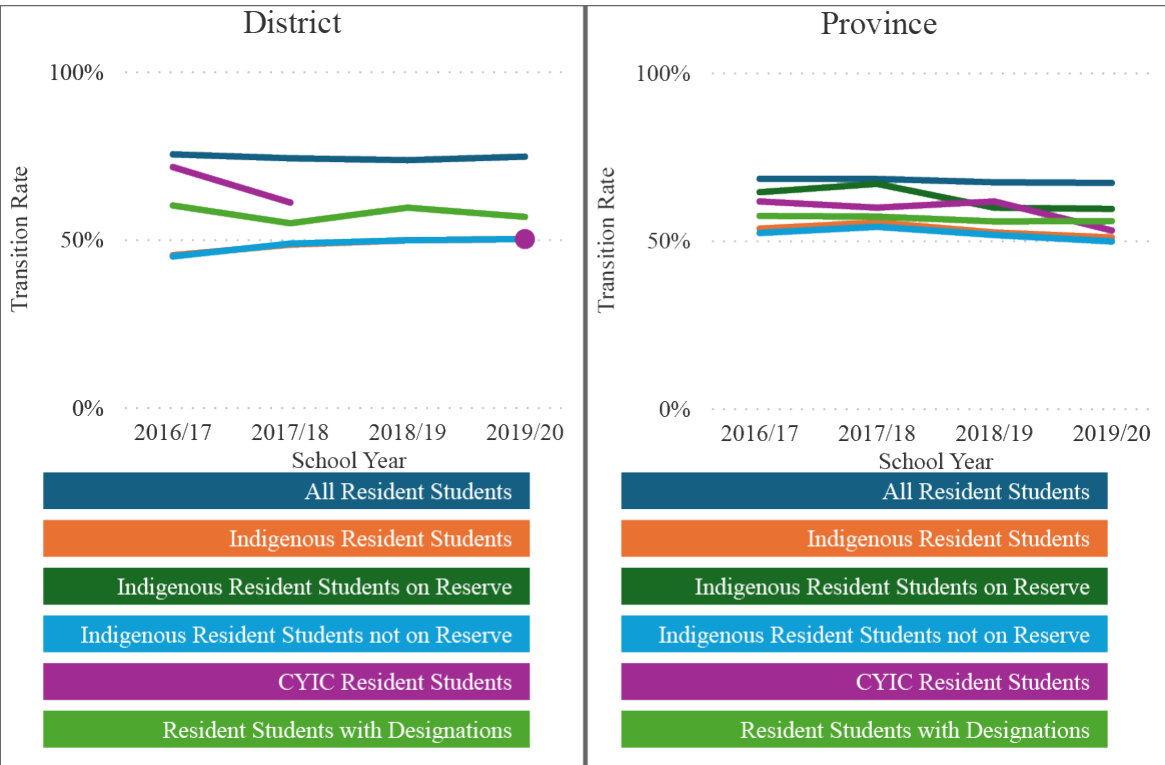


Figure 22. Percentage and number of Surrey students and BC public school students who transitioned to a BC public post-secondary institution within 3 years, 2016/17 - 2019/20



Analysis of Relevant Local Data

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, students learn to recognize their evolving interests and strengths, and they explore career-related concepts such as leadership and transferable skills that can be applied to various jobs. Later in their learning journey, students are encouraged to explore post-graduation possibilities by cultivating community connections and engaging in experiential learning.

Career Preparation

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

Over a 12-month period, nearly 2,000 students completed work experience placements and Surrey students held more than 140 job positions, gaining significant on-the-job skills and experiences with approximately 700 employers throughout the city. Likewise, our district hired students who completed the Inclusive Education Support Worker program.



Career Technical

In 2023/24, Surrey students explored 16 different Career Technical courses, including Aircraft Maintenance Engineer, Automotive Service Technician, Baking and Pastry Arts, Carpentry, Collision & Refinishing Common Core, Construction Craft Worker, Culinary Arts, Electrical, Hairstylist, Heavy Mechanical Trades, Horticulture, Metal Fabrication, Millwright, Painter, Piping, and Welding.

During the 2023/24 academic year, 159 Surrey students participated in trades and technology-related technical training programs. Of these, 8% were Indigenous students and 16% were students with diverse abilities and disabilities.



Co-Op Programs

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

The work experience component is intended to assist in preparing students for the transition from secondary school to the world of work or further education and training. In the 2023/24 academic year, 520 Surrey students enrolled in Co-Op programs that provided them access to a wide and varied scope of work experience opportunities in the community.

Additional Trades and Professional Career Opportunities

In addition to the four core areas of Career Education, during the 2023/24 academic year, students between Grades 10 and 12 were also offered opportunities to explore several other trades and professional careers. These programs and initiatives include (a) Inclusive Education Support Worker Diploma, (b) Exploration in Aviation Careers, (c) Headstart in Art, and (d) Youth Explore Trade Skills.

The Inclusive Education Support Worker (IESW) Diploma Program is designed to provide knowledge and skills for IESW's to support students with diverse abilities and disabilities. IESW students who successfully complete this five-month-long program and two practicums receive an IESW Diploma from Surrey Community College and are offered an interview with the Surrey School District.



The Exploration in Aviation Careers program offered students a wide range of career options and opportunities including jobs in aircraft design, systems engineering, testing, search and rescue, piloting, air traffic control, jet mechanics, computer systems, airport management, customer service, and other career paths. In 2023/24, two dozen Surrey students were enrolled in this program to explore a range of aviation industry careers. Enrolled students complete three months of study at North Surrey Secondary, five weeks at BCIT's Aerospace Technology Campus, and a three week work experience placement with an aviation industry company.

The Headstart in Art course is a partnership between Emily Carr University of Art + Design and Surrey Schools. The course introduces students interested in visual arts, media arts, and design to various drawing methods, materials, and concepts. These elements are taught as a visual language and as tools to enhance students' awareness and perception, which enables them to build their portfolios and earn credits recognized by many post-secondary institutions. In 2023/24, 18 Surrey students benefited from this partnership.

Eleven secondary schools delivered the Youth Explore Trade Skills course, providing 336 students with an opportunity to explore a variety of trades, including carpentry, construction, electrical, sheet metal, aircraft maintenance engineer, cooking, baking, plumbing, welding, and more.



Interpretation of Data: What Does This Mean?

The data on the transition of Surrey students to post-secondary institutions (PSI) in BC reveals several important insights and areas for growth. Surrey students show a higher immediate transition rate to PSI's compared to the province. However, there is a notable disparity between Indigenous and non-Indigenous students, with Indigenous students being significantly less likely to transition to PSI's. Additionally, students with diverse abilities and disabilities exhibit promising trends in transitioning to PSI's, while less youth in care are making the same transition to a BC PSI.

These disparities highlight the need for targeted support and interventions to bridge this gap. Effective strategies include cultural support and spaces where Indigenous students can connect with their culture and community, academic support and mentorship programs, scholarships and bursaries, and community partnerships with Indigenous communities to create support networks for students.

Over a three-year period, the transition rates remain higher for Surrey students compared to the province. Disparities between Indigenous and non-Indigenous students persist, underscoring the need for long-term strategies to support Indigenous students. There has been a decline in the percentage of students with diverse abilities and disabilities and youth in care who are attending PSI's in BC, leaving room for improvement to ensure these students receive the necessary support to succeed.

The data on Career Education in Surrey highlights the comprehensive and multifaceted approach taken to prepare students for their future careers and post-secondary education. Starting from kindergarten, students are introduced to career-life development, which evolves as they progress through their education, helping them to identify their interests, strengths, and potential career paths. The curriculum is designed to be holistic, supporting students in their personal growth and development while providing practical experiences and opportunities to explore various career options.

The participation of thousands of students in core areas such as Career Preparation, Career Technical, Co-Op, and Academic Dual Credit underscores the district's commitment to equipping students with the skills and knowledge needed for success. Career Preparation programs, including Work Experience courses, enable students to gain valuable on-the-job skills and build relationships with employers, which are crucial for their future career adaptability.



The diverse range of Career Technical courses offered allows students to explore specific trades and technical fields, providing hands-on training and exposure to real-world applications. Co-Op programs further enhance students' education by integrating academic learning with work experience, preparing them for the transition from school to the workforce. The Academic Dual Credit courses offer students the opportunity to earn both high school and college credits, giving them a head start in their post-secondary education.

Additionally, specialized programs like the Inclusive Education Support Worker Diploma, Exploration in Aviation Careers, Headstart in Art, and Youth Explore Trade Skills provide targeted opportunities for students to delve into specific career fields and gain specialized skills. Despite the robust offerings, there is room for growth in increasing the participation rates of Indigenous students and students with diverse abilities and disabilities in these programs. Enhancing accessibility and support for these groups could foster greater inclusion and ensure that all students have equitable opportunities to benefit from the career education programs.

While Surrey demonstrates strong performance in transitioning students to PSI's, focused efforts are needed to address the disparities among different student groups to ensure equitable opportunities for all. Likewise, Surrey's Career Education initiatives are well-rounded and effective, but continuous efforts are needed to address participation disparities and support all students in their career development journey.



PLANNING AND ADJUSTING FOR CONTINUOUS IMPROVEMENT

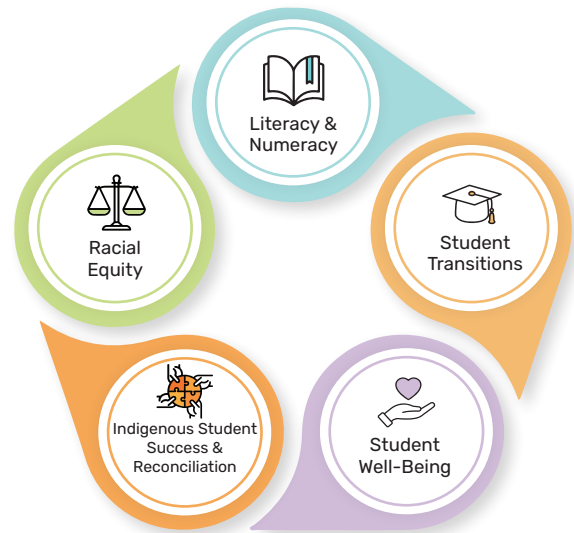
STRATEGIC PLAN PRIORITIES

Central to Surrey Schools is our districtwide vision for learning. Called [Learning by Design](#), this comprehensive vision not only encapsulates our core values and beliefs, with a strong emphasis on fostering inclusive and responsive learning environments, but also underscores our unwavering commitment to the principles of truth and reconciliation.

Our overarching goal, as articulated through this vision, is to equip our learners with the skills and competencies required to excel in a world in which they think creatively and critically, communicate skillfully, and demonstrate care for self, others, and the world beyond.

Serving as a roadmap for fulfilling this vision, is the district's [Strategic Plan](#). To guide the system in enacting practices and processes that support the development of confident learners who have a strong sense of personal

identity, who are inquiry-minded, and who are socially, emotionally, and academically successful, we target our efforts in the following five priority areas:



CELEBRATING OUR SUCCESSES

In the context of a district as large as Surrey, where thousands of educators participate in professional learning, smaller subsets are engaged in ongoing initiatives that occur within a supportive community of administrators and teachers who critically examine their practice, and adapt their approaches accordingly.

Key district initiatives that highlight student programs and the work of passionate educators who participated in ongoing professional learning aimed at enhancing instruction and student outcomes are celebrated below.



Indigenous Student Success and Educational Equity

To foster an inclusive and supportive environment for Indigenous learners, the district has implemented strategies that aim to enhance students' sense of belonging, agency, and overall learning outcomes. This includes a district-wide Indigenous Student Council that guides and informs district decisions and practices.

Listening to the voices of Indigenous youth leaders was an important theme for the district. Several forums were held, including 25 Student Voice Forums, 2 Learning Summits, and 3 Secondary Principal and Vice Principal Forums. Creating equitable and inclusive environments where all students feel valued and heard was central to this work.

Cultural activities help urban youth ...fill the cultural gap and makes me feel more connected to others and then that helps with connection to school and makes me excited to go to school.

- Indigenous secondary student

Another strategy was the introduction of Secondary Principal Meetings for Supporting Indigenous Student Success. The focus was on gaining perspectives on successful practices that enhance Indigenous students' feelings of belonging and learning the stories of Indigenous students who left the education system before graduating.

In our commitment to racial equity, 30 unique professional development sessions were offered to thousands of educators. Administrators, teachers and support staff explored concepts and resources related to identity, diversity, and well-being. In addition to culturally responsive and relevant approaches that support diverse learners, they were introduced to the

importance of representation and the necessity of creating inclusive and responsive learning environments that meet the needs of Indigenous learners and other historically marginalized students.

Initiatives designed to provide safe spaces for students to connect with peers, to see their cultures and histories reflected in their school experiences, and to ensure that their perspectives and needs are heard and addressed continue to be a district focus. Programming for Indigenous learners, including 300 Indigenous students who were part of Windspeaker, were provided opportunities to connect with Coast Salish territories, traditions, cultures, languages, and histories.

The district's efforts to support Indigenous student success and educational equity are multifaceted and ongoing. By prioritizing the voices of Indigenous youth, fostering inclusive environments, and committing to professional development, Surrey Schools aims to create a more equitable and supportive learning experience for all students.



Literacy and Numeracy

In the context of literacy and numeracy in Surrey Schools, dedicated district initiatives aimed at enhancing these two priority areas focus on critical and creative thinking, comprehension, effective communication, problem solving, and metacognition.

As referenced in earlier sections that highlight district data, participating elementary and secondary schools and teachers received time to collaborate, plan, and engage in professional development activities that build on enhancing assessment and instructional practices that support student learning.

Most notable among our successes is Responding to Readers, not only because of its impact on students' reading proficiency, but also the initiative's growth over time. Initially involving 100 teachers and over 2,000 students across 34 schools between 2022 and 2024, it has expanded to include 275 teachers and over 6,000 students across 52 schools for the upcoming 2024/25 school year – demonstrating the initiative's scalability within our participating schools, as well as signifying a strong commitment to literacy improvement.



In addition to the successes demonstrated through our initiatives, the district's process for thoughtfully selecting literacy and numeracy resources played a critical role in creating more equitable and inclusive learning environments that respect and celebrate diversity.

In 2023/24, over 200 literacy and numeracy resources (e.g., picture books, novels, graphic novels, non-fiction resources, comprehensive kits, and digital resources) were recommended for classroom use based on their accessibility and capacity to support diverse learners.

For Indigenous, Black, 2SLGBTQIA+, and other racialized learners in our district, this meant having access to culturally relevant materials that allowed them to see themselves represented in the curriculum, resources that validated their identity and promoted a sense of belonging. For all learners, these recommended resources challenged stereotypes, broadened understanding of all students, and fostered a more inclusive and compassionate school community. Moving forward, Surrey will continue to engage in its review process and recommend learning resources that:

- Reduce barriers to learning
- Consider diverse cultural perspectives and identities
- Account for different points of view
- Deepen knowledge and understanding of Indigenous history, traditions, and culture
- Respond to the impacts of trauma and do not further traumatize students from marginalized and/or racialized communities
- Convey narratives, histories, and perspectives related to race, gender, diverse abilities, and other markers of identity



Student Well-Being

The Surrey School District is deeply committed to student well-being, focusing on mental health, emotional support, and overall wellness. Highlighted in the Human and Social Development section of this report are the successes experienced with the scope and growth of the Social and Emotional Learning (SEL) Leads initiative and its impact on the SEL competencies of thousands of students and teachers.

In addition to this SEL work that is facilitated by Helping Teachers and advocates, there are several key programs and initiatives highlighted in the district’s Mental Health and Well-Being Framework:



Our district formed an Inclusive Leadership Working Group (ILWG) to further support our learners with diverse abilities and disabilities. The ILWG consisted of administrators from 20 Surrey secondary schools with two focus areas: (1) building capacity through learning opportunities and leadership and (2) assessing current priorities to further inclusive learning structures and strategies.

Through a lens of student belonging, the ILWG undertook an appreciative inquiry, exploring and employing different models of inclusion. Guiding the work were three questions: What’s working? What are areas of growth? What are the non-negotiables to achieving inclusive learning environments?

As our secondary administrators continue to employ inclusion models in their schools, our district as a whole remains steadfast in uplifting all of our students and breaking down physical and social barriers that impede learning.

By continuing to prioritize these programs and initiatives, we are promoting mental health awareness and creating safe, caring, and inclusive school communities where every student can thrive.



EXISTING AND/OR EMERGING AREAS OF GROWTH

Highlighted in the previous section of this report are examples of initiatives and district programs that exhibit our students' and educators' successes. Glaring, however, are the disparities that exist for our First Nations students, Indigenous students, youth and children in care, and students with diverse abilities and disabilities.



Indigenous Student Success and Educational Equity

Indigenous student success remains an area of concern, particularly the success of Indigenous learners with complex needs. Our district has identified five areas of need through feedback and data gathered from Indigenous, Black, and racialized staff, student, and parent representatives, including:

- Establishing clearer policies and procedures for students and staff on racial equity and anti-racism
- Continuing to increase student voice and agency in schools
- On-going learning opportunities for staff and students
- Infusing culturally responsive education resources for teachers and students
- Developing guiding practices in responding to all student incidents of racism and discrimination

To further dismantle barriers and to understand the impact of our shared journey in racial equity and anti-racism, a deeper understanding into data and feedback is planned, with a focus on:

- Indigenous, Black, and racialized student voice and agency in schools
- Knowledge and application of racial literacy from on-going learning for staff and students
- Knowledge and application of culturally responsive education and resources for teachers and students
- Knowledge and application of practices in responding to student incidents of racism and discrimination in schools



Literacy and Numeracy

Patterns that emerged within the analysis of our student performance data – particularly in relation to Indigenous learners, youth and children in care, and students with diverse abilities and disabilities – demonstrate the continuing need to prioritize reading comprehension, boost language development, and create classroom environments that foster collaboration, deep comprehension, and critical literacy.

District initiatives that focus on our most marginalized learners will continue to explore how we can develop readers, writers, and thinkers who think creatively, critically, collaboratively, and compassionately. For instance, our district supports five Intensive Literacy Programs, each accommodating learners in Grades 4-6. This Tier 3 program provides direct, systematic, and explicit instruction along with multi-sensory techniques to support students with an identified learning disability in reading.

These literacy programs will undergo a program review to ensure consistency in the provision of evidence-based resources between programs, increased collaboration time for program teachers, enhanced data collection of the impacts on student learning, and professional development that addresses techniques, strategies, and structures to support responsive teaching. The aim is to align resources with students' needs and ensure they can effectively apply their literacy skills in various contexts.



Disaggregation of the district's data further revealed the need to focus on developing students' abilities to engage in mathematical competencies, as well as their understanding of mathematical content. As outlined in our Strategic Plan, the district's strategic focus will continue to emphasize effective teaching of mathematics through the implementation of culturally responsive strategies that engage students in sense-making through the active doing of mathematics.

Our district will also engage in a comprehensive review of evaluation and data collection practices with the aim of ensuring that program data are regularly and systematically collected, analyzed, and utilized. By doing so, we will better understand the impacts of our programs and the evolving literacy and numeracy needs of our diverse learners.



An Adams Road Elementary School art group project representing how we can take care of our mental health.

Student Well-Being

From our review of the data gathered across elementary and secondary schools, we have identified six social and emotional (SEL) domains as areas of need: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and positive mindset and resilience.

Surrey's Strategic Plan further recognizes that our educators' social, emotional and cultural competence profoundly impact the learning environment. As such, the district will continue to implement our SEL Leads initiative and coaching and mentorship programs that support teachers in creating holistic learning environments that integrate students' emotional well-being alongside academic skills.

Recognizing the critical link between SEL and mental health, we will also prioritize mental health support for students. This includes providing access to mental health resources to help students manage stress, anxiety, and other mental health challenges.

By integrating mental health support into our SEL framework, we will aim to create a nurturing environment where students feel safe and supported. This holistic approach will ensure that students' mental well-being is addressed alongside their academic and social emotional development.

STRATEGIC ENGAGEMENT

With the goal of improving student learning, the district prioritizes structured, targeted, and meaningful engagement as an integral part of our continuous improvement cycle.

Throughout this process, we actively engaged with various stakeholders, including students, teachers, parents, principals, vice principals, the Surrey Teachers' Association (STA), the Canadian Union of Public Employees (CUPE), Fraser Health, First Nations communities, and the Indigenous Leadership Council, including representatives from the Katzie and Semiahmoo First Nations, Métis Nation BC, and the Fraser Region Aboriginal Friendship Centre Association.

Indigenous Stakeholder Engagement

To foster a more inclusive and supportive environment for Indigenous learners, the district engaged in a process with local Indigenous leaders and community members, including the Indigenous Leadership Council. Meaningful collaboration and active listening led to several recommendations and changes aimed at enhancing Indigenous student success. This includes the following nine key changes which are being implemented:



- 1 Allowing Indigenous students to register out of catchment
- 2 Reformatting Indigenous Education Council meetings, now held on reserve
- 3 Forming a district-wide Indigenous Student Council to inform district decisions and practices
- 4 Establishing bi-monthly principal and vice principal meetings focused solely on Indigenous student success and reconciliation
- 5 Offering professional learning for staff on anti-racism, discrimination, and addressing systemic and hidden biases
- 6 Creating Indigenous Student Support Teams at all secondary schools to monitor progress, provide necessary support, assist with career and post-secondary planning, and foster a sense of belonging
- 7 Collaborating with rights-holders to develop protocols for Indigenous welcome posts and art on school grounds
- 8 Providing professional learning for staff on embedding Indigenous ways of knowing and content into curriculum and lesson design
- 9 Opening a new elementary school (Xw'epiteng) rooted in Coast Salish culture and tradition, with priority registration given to Indigenous students

Learning Liaison

Among the many engagement initiatives conducted throughout 2023/24, the district's Learning Liaison Committee – which included students, parents, principals, the STA, and CUPE – engaged in a process that explored student success and existing support systems in relation to the district's six priority areas: literacy, numeracy, transitions, student well-being, Indigenous student success, and racial equity.

Through a formalized process that included Gallery Walks and an Interview Matrix, the district's senior leadership team gathered diverse perspectives and insights related to our priority areas. Recognizing that literacy and numeracy are foundational skills that are well supported and must continue to remain a priority, the committee also made three recommendations related to student well-being and mental health, Indigenous student success, and racial equity.

Student Well-Being and Mental Health

To support student success, the committee recommended the district enhance student well-being by providing culturally sensitive resources and more mental health services.

To foster a sense of purpose, hope and belonging, the committee recommended strengthening connections to culture, land, and language.

Indigenous Student Success

Racial Equity

To advance racial and educational equity, the committee recommended interrupting inequitable practices that perpetuate inequities by examining biases and fostering inclusive environments for both adults and students in the system.

Student Engagement

In an effort to continually learn from our students, opportunities were provided to elementary and secondary students to express their opinions, share their ideas, and contribute to shaping district decisions.

Supporting the voice and agency of Indigenous, Black and racialized students has been a key district approach. In our ongoing equity journey, the information collected influenced strategies and structures aligned with three key focus areas identified below.



Nurturing Equitable Learning Environments

...by establishing a shared equity narrative and vision that affirms voices and agency of diverse students and staff.



Cultivating Educational Equity

...by providing students and staff opportunities for building and challenging beliefs and integrating cultural competencies into processes and practices.



Promoting Evidence-Informed Practice

...by acknowledging how culture, identity, and racial literacy shape how and what we learn, and having students take ownership of their learning.

ADJUSTMENTS AND ADAPTATIONS: NEXT STEPS

To build trust, foster collaboration, and drive positive change within our schools and communities, Surrey Schools will continue to ensure that diverse perspectives are heard. Establishing environments where students, parents, teachers, and community members feel safe to share their thoughts and experiences will remain a focus area and guide our work moving forward.

Based on feedback from various stakeholders, including the ǵĩǵǵǵ (Katzie), ǵǵǵǵǵǵ (Kwantlen), and SEMYÓME (Semiahmoo) First Nations, we are making adaptations and adjustments that place greater emphasis on professional learning initiatives aimed at supporting Indigenous students, youth and children in care, and students with diverse abilities and disabilities. Our district's theory of change reflects the adaptations and adjustments being made to support our equity goals (see Table 3).

Table 3. *Surrey Schools theory of change*

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.
Effective Learning Environments	<ul style="list-style-type: none"> • Educators realize 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.
Evidence-Informed Practices	<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.

Additional Adjustments

To support our most vulnerable learners, the district is committed to fostering inclusive and equitable learning environments.

Highlighted below are examples of professional learning pathways that lead to the professional practices and student outcomes identified in our theory of change on the previous page.

Table 4. *Examples of professional learning opportunities*

Focus Areas	Examples of Professional Learning Opportunities
Educational Equity	<ul style="list-style-type: none">● Education for Truth and Reconciliation: Using the Aboriginal Lens● Equity-Driven SEL: Empowering Educators for Inclusive Learning● Exploring Indigenous Ways of Knowing and Being● Gifts of the Truth and Reconciliation Commission● Interrupting and Educating Others to Cultivate a School Community Where Everyone Thrives● Re-imagining and Re-Storying Education: How Indigenous Education Can Transform Classrooms
Effective Learning Environments	<ul style="list-style-type: none">● An Explicit instruction and Scaffolding Framework to Support Math Learning Disabilities● Bridging the Social Gap for Students with Physical Disabilities and Diverse Needs● Cultivating a Pedagogy of Student Voice● Empowering Diverse Learners Through Visual Literacy● Equity and Inclusive Pedagogies with a Focus on English Language Arts and Social Studies● Making Sense of Phonemes, Phonics, and Phonological Awareness (K – 3)
Evidence-Informed Practices	<ul style="list-style-type: none">● Cultivating Communities Where All Learners Thrive Through Strength-Based Descriptive Feedback● From Proficiency Scales to Descriptive Feedback● Nurturing Growth: Empowering Teachers with Competency-Based Planning and Assessment● Turning Data into Decisions: Literacy Assessments as a Compass for Responsive Instructional Decision-Making (K – 7)● Unlocking Student Potential: Harnessing the Power of Voice, Community, and Digital Portfolios for Thriving Learning Environments

Recognizing the diverse needs of our student population, our initiatives are designed to ensure that every teacher has access to research-based and evidence-informed practices that lead to the academic and social emotional growth of our students, regardless of their background.

Surrey’s Racial Equity Strategic Plan recognizes the importance of the areas of need our district has identified and is dedicated to building knowledge, understanding, and application of racial literacy and racial fluency to positively impact student’s success and belonging in schools. As such, the district is committed to providing structures, tools, and learning resources for all administrators, staff, and students, as well as Racial Equity Leads across schools and district sites. These supports, tools, and structures align with the District Strategic Plan and Racial Equity Strategic Plan developed and in place from 2023-2028.



To better address the academic needs of Indigenous students in our district, including supporting literacy and numeracy skills, each secondary school is establishing Indigenous Student Support Teams to review the needs of Indigenous students throughout the school year to monitor student progress and implement timely interventions, as well as assist with career and post-secondary planning, and foster a sense of belonging.

Our district will engage in a review of evaluation and data collection practices to ensure that literacy, numeracy, SEL, and racial equity program data are regularly collected to better understand impacts and needs of our diverse learners.

Student support programs will also undergo a review to ensure consistency in the provision of evidence-based resources between programs, enhanced data collection of the impacts on student learning, and professional development that addresses techniques, strategies, and structures to support responsive teaching. The aim is to align resources with students’ needs and apply evidence-based learning practices effectively.

ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

Harmonizing Across Departments

To build school and system-wide capacity that supports student achievement and meets the immediate needs of our most marginalized learners, Surrey Schools anchors its work in key areas that support our strategic foundations: Literacy and Numeracy, Student Transitions, Student Well-Being, Indigenous Student Success and Reconciliation, and Racial Equity.

Through our shared vision, various district departments work collaboratively with school teams to create supportive, inclusive and caring communities where all youth and children can reach their full potential. The following, though not exhaustive, highlights our ongoing efforts in diversity, equity, and inclusion.

Table 5. *Ongoing diversity, equity, and inclusion efforts across Surrey School District departments*

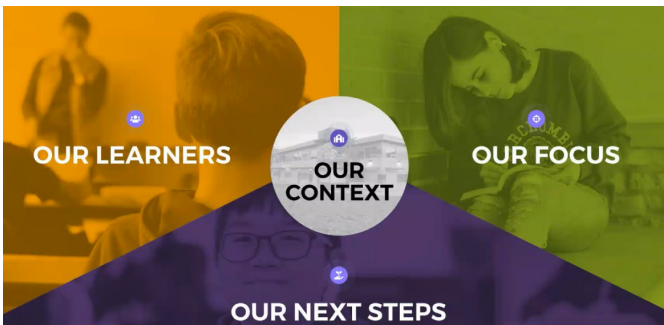
Education Services <i>Building Professional Capacity, Continuous Learning, Indigenous Learning, Priority Practices, Student Support, and Racial Equity</i>	Empowering educators to create inclusive learning environments that are responsive to students’ needs through professional learning opportunities, culturally responsive and relevant pedagogy, mentorship, and student supports.
Human Resources	Growing a diverse and skilled workforce and fostering a safe and inclusive workplace to meet the evolving needs of students.
Finance	Allocating funds and resources strategically in a cost-effective manner to address educational inequalities, ensuring that investments are made efficiently to provide all students with equitable access to high-quality learning opportunities.
Information Technology	Facilitating safe, equitable access to digital learning platforms, tools and supports, while optimizing district and school operations toward maximizing investments in teaching, student learning, and classrooms.
Learning Resource Services (LRS)	Ensuring schools have access to recommended print and digital resources that reduce barriers to learning, foster inclusivity, and do not further traumatize students from marginalized and/or racialized communities.
Research and Evaluation	Assessing the effectiveness of district programs and initiatives, collaborating with departments to ensure alignment with district priorities, and effective implementation of research-based practices.
Capital Project Office	Contributing to a positive school environment by anticipating areas of future growth and proactively planning for school capacity to meet this need.

Planning for Student Learning

At the school level, all elementary and secondary schools collaborate closely with the district’s superintendent team to create, refine and adjust individualized school plans that highlight student learning experiences and successes in relation to the district’s priority areas (see Figure 23).

Centered on BC’s curriculum, each plan is an exhibition of student learning – what students know, what they can do, and what they understand.

Figure 23. *Surrey School Plan Template*



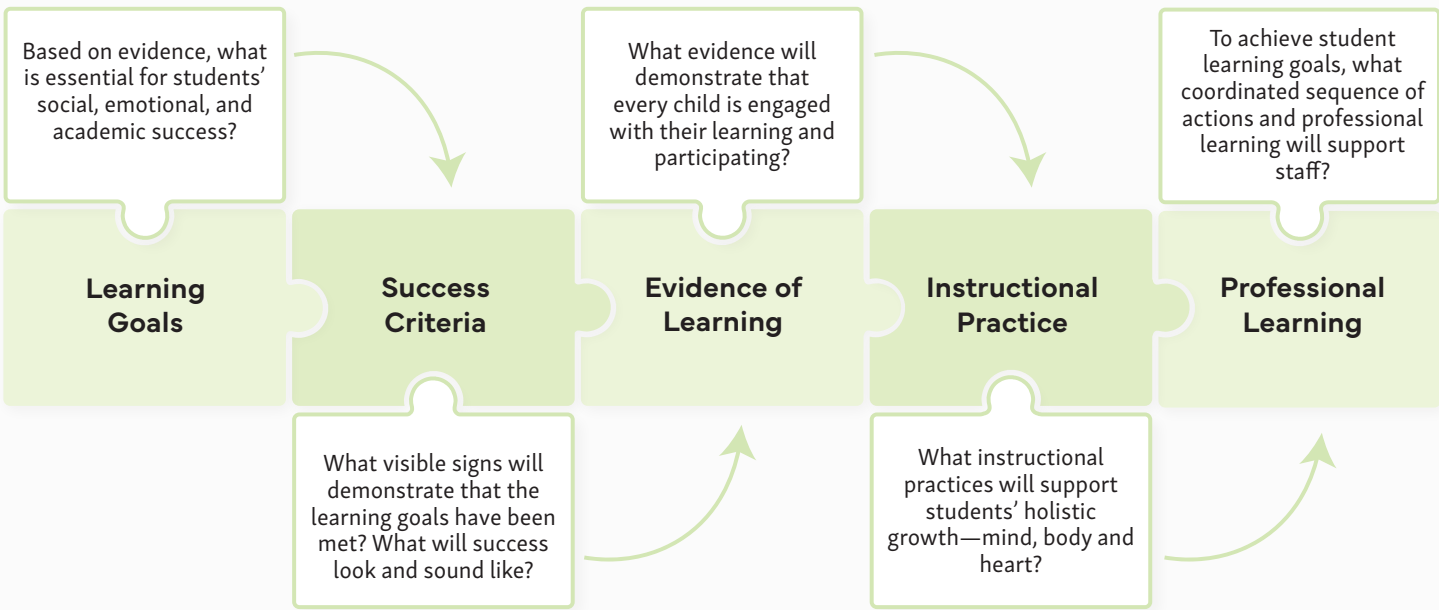
In addition to providing context, each school’s plan speaks to: Our Learners, Our Focus, Our Next Steps. Rather than rely on traditional metrics and deficit narratives, they take us into classrooms to see and hear the gifts and talents of the children, youth, and adults in our school communities.



Critical to the development of these plans is a messy, collaborative process that positions equity and deep learning at its core. The process highlighted below outlines the questions schools consider during the development phase.

Using decisions and information gained from the process, schools set forth to tell their story. To complement their provincial student achievement data, they gather direct and indirect evidence of student learning from small cohorts of learners. In the end, they generate Student Learning Plans that publicly tell stories of their students’ engagement, perseverance, and brilliance.

Table 6. *Surrey Schools collaborative and planning process, 2023/24*

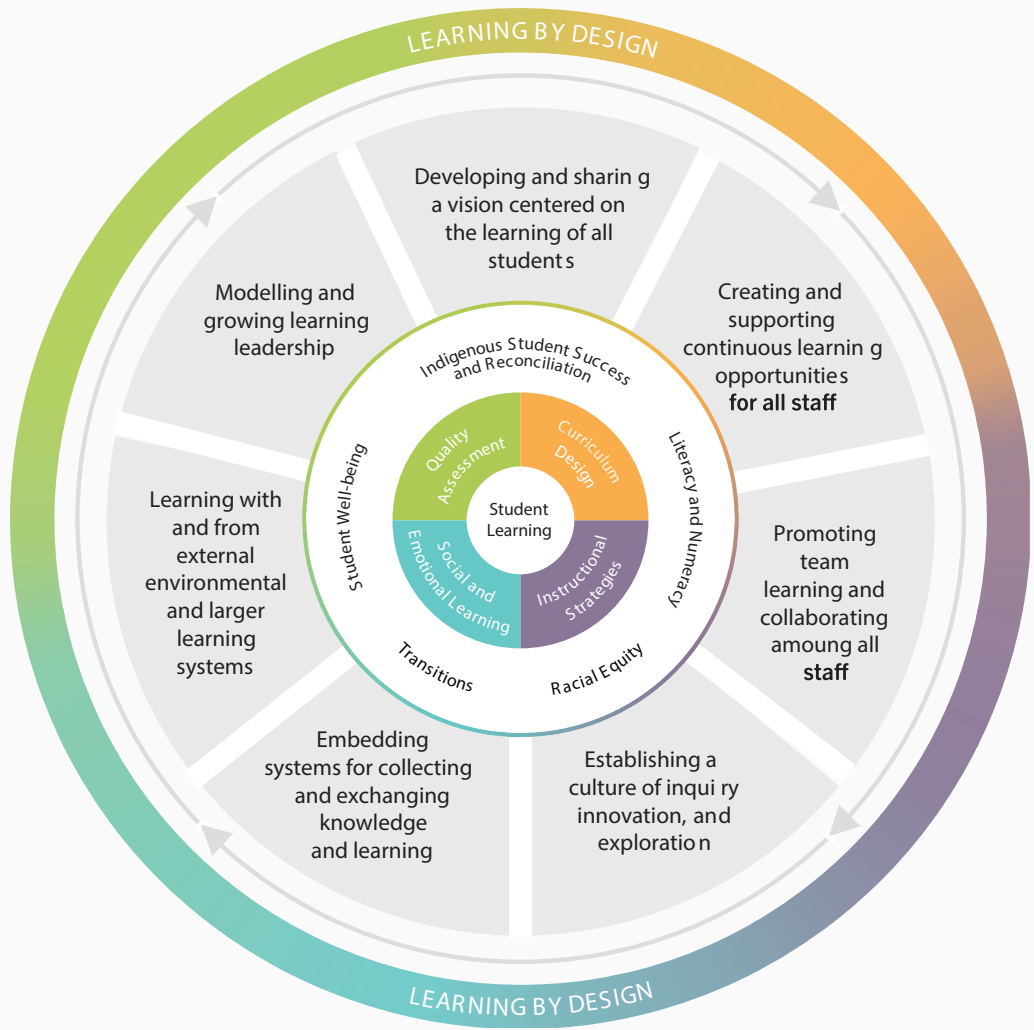


Engaging in Cycles of Improvement

Aimed at enhancing student achievement, the district supports outlined throughout this report align with our goal of empowering our educators to create a continuous improvement culture in which they innovate and take risks in their daily practice, collaboratively reflect on how to address challenges, and share insights on student

learning. Grounded in the concept of *Schools as Learning Organizations*, our continuous improvement cycle puts into action seven key dimensions that guide us in our overall alignment with district strategies, resources, and school plans (see Figure 24).

Figure 24. *Learning By Design*



CONCLUSION

Our reflections of provincial data and district narratives demonstrate that our students are thriving and that their achievements are a testament to the dedication of our educators, administrators, and our community partners. Informed by this evidence of learning, we acknowledge our accomplishments while recognizing the need for future growth.

As we move forward, we will continue to innovate, collaborate, and tailor our strategies to meet the unique needs of every learner. Whether it is ensuring Indigenous student success, enhancing literacy and numeracy skills, nurturing social and emotional well-being, furthering student transitions, or advancing racial and educational equity, our unwavering focus remains on empowering each student to reach their full potential. Fueled by this goal and our shared vision, we embrace our collective journey and the promise of a thriving future for all.



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