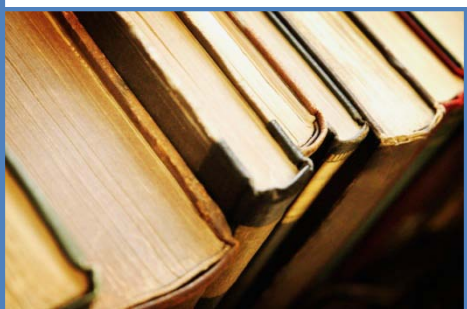




School District #45 (West Vancouver)
District

ACHIEVEMENT

Contract



2009 — 2011

June 2010 Update

DISTRICT CONTEXT

The [West Vancouver School District](#) includes the District of West Vancouver, the Village of Lions Bay and Bowen Island – an area of 18.5 kilometres stretching west from the Capilano River to Howe Sound. The District has three secondary schools, three primary schools (K-3), and 11 elementary schools, including two, single-track French Immersion elementary schools.

In an era of province-wide declining enrollment, the West Vancouver School District has continued to attract students. The District competes for students with several well-established private schools. Enrollment projections indicate another increase for the fall of 2010, with growth coming from both inside the district (students selecting to move from private to public schools) and from outside the district (out-of-district students selecting to attend a school in West Vancouver).

In the spring of 2009, the West Vancouver Board of Education renewed its commitment to its vision statement:

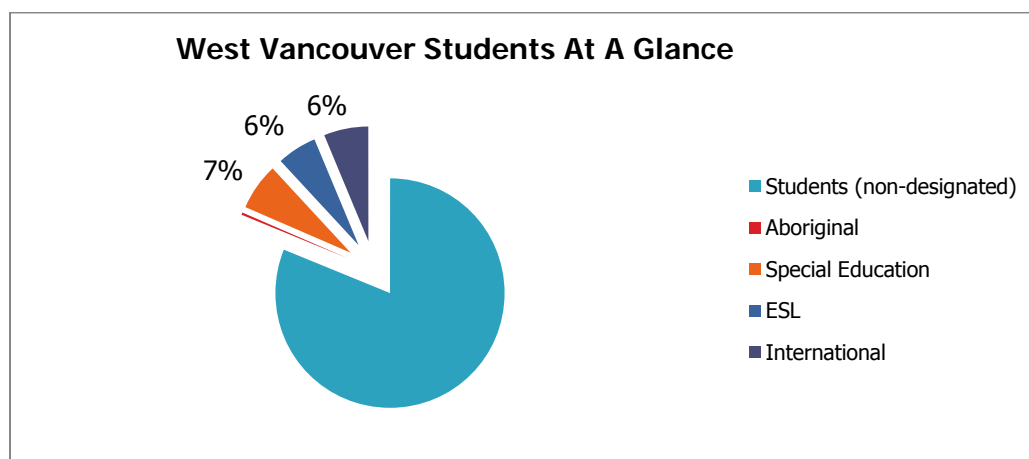
We aspire to be the finest educational system in the country – for our children, our employees, our community and our world.

The Board of Education has a [Strategic Plan](#) with a series of goals and objectives for the West Vancouver School District, for a three-year period ending in 2011, built around Educational Excellence, System Sustainability and Community Connections. The District Achievement Contract has short and long term targets and is viewed as a rolling plan.

District Information

(as of February 2010)

		FEMALE	MALE
Total Students	6914	3365	3549
Aboriginal	28	17	11
Special Education	562	177	385
ESL	477	231	246
International (fee paying)	535	274	261



UNIQUE FEATURES AND AREAS OF STRENGTH

West Vancouver School District has become synonymous with high achievement. The number of students meeting or exceeding expectations on the Foundation Skills Assessment (FSA) has consistently placed our district at the 100th percentile among public school districts. Our Grade 10, 11 and 12 students' results from government program examinations are also close to, or at, the 100th percentile.

Our Dogwood completion rate for the six years ending in 2009 was 93% and compares favourably to the 79% completion rate for the province. When the data is further disaggregated, and International students are removed, the six-year graduation rate is about 98%. For the school year ending June 2009, 141 students in the district won provincial scholarships.

The West Vancouver School District has a commitment to a range of unique program options throughout the district. The following are Board approved Academies and Specialty Programs:

Rockridge Secondary

- Advanced Placement Program
- Golf Academy (proposed for September 2010)
- International Baccalaureate Middle Years Program (candidate phase)

Sentinel Secondary

- Advanced Placement Program
- Computer Immersion
- French Immersion
- Hockey Academy
- Soccer Academy
- Tennis Academy

West Vancouver Secondary

- International Baccalaureate Diploma Program

Cedardale Elementary

- Single-Track French Immersion

Cypress Park Primary

- Primary Years International Baccalaureate (authorization phase)

Eagle Harbour Primary

- Montessori

Pauline Johnson Elementary

- Single-Track French Immersion (early and late)

West Bay Elementary

- Primary Years International Baccalaureate

DISTRICT AND SCHOOL CONNECTIONS

The Process Used to Approve School Plans

The Deputy Superintendent meets with School Administrators and/or School Planning Councils to review drafts of school plans. Upon completion and signing off by SPCs, each plan is then read and signed off by the Superintendent of Schools. A complete set of school plans is then provided electronically to the trustees, the District Parent Advisory Council (DPAC) and each principal. At principals' meetings, time is set aside for group discussion of school goals.

The West Vancouver School District adopted a new school template for school plans, the *Action Plan for Learning*, in 2008-09. Plans are submitted for final approval by June 30th of the school year. There is a commitment to ensure that school plans contain clear language and are accessible to the general audience. School plans contain measurable targets directly linked to school goals and objectives.

The District Achievement Contract was revised for 2009-10, to include both short and long term targets which reflect those in the individual school plans.

The Role of School Planning Councils

School Planning Councils (SPCs) were established in each school in January 2003 and these teams comprise an administrator, a teacher and three parents. Each School Planning Council at secondary has added a student to their SPC and there is optional participation, as non-voting members, for representatives of the West Vancouver Municipal Employees Association (WVMEA), the support staff union, at each site. Teachers have not been part of the formal SPCs during this past school year.

We are very proud of the work from our School Planning Councils. To quote from the District Review (March 2005): "*It was clear at all schools that parents are meaningfully engaged and are actively involved in working together with their school and the district to improve the achievement of all students.*"

SPCs are supported by District Staff in developing their Action Plan for Learning and all partners involved with the School Planning Councils are asked to provide representation on a District Committee, which finalizes the contents of the District Achievement Contract.

Connecting School and District Goals

For 2010-2011, 14 of our 17 schools have indicated they will focus on improving either reading and/or writing skills. In West Vancouver, there has been strong support by our schools for the district to sustain its focus on literacy. As is described later in this document, many schools have been tracking their progress over time and have made achievement gains. In recent years, there has been an increased focus on supporting diverse learners (ESL, Special Education, etc.) and supporting digital literacy.

DISTRICT REVIEW RESPONSE

In February of 2005, a Ministry of Education District Review Team, led by Gulf Islands' Superintendent Wendy Herbert, had four main recommendations to strengthen the focus of the district and its schools on student achievement:

- ❖ *Continue to review and analyze the types of data collected to determine the most relevant and useful assessment strategies and practices to improve student achievement.*
- ❖ *Continue to review, analyze and define specific instructional strategies that impact student achievement.*
- ❖ *Continue and expand the implementation of the Service Learning Model.*
- ❖ *Continue developing student awareness and willingness to take personal responsibility when witnessing bullying behaviour, instead of acting as a passive bystander, as identified in the Safe School Surveys.*

All four of these recommendations have been included as part of the planning process for the Achievement Contract over the last five years. Targets and Actions for each of the four recommendations are embedded in the two goal areas and the related objectives.

In addition, six schools have selected a goal related to social responsibility. Goals range from creation of a safe and caring environment to providing opportunities for service and leadership. While not a goal area at each site, there has been a district-wide commitment to tracking the range of socially responsible behaviours at all sites. This may be done formally through school plans, or through school climate initiatives such as *Effective Behaviour Support* (EBS); classroom initiatives such as monthly character themes or a virtue of the week; extracurricular activities and community service. Programs such as Second Step, Focus on Bullying, Peer Buddies, Peer Tutoring, Roots of Empathy and Service Learning are all in place in our district. This year's social responsibility goal, now referred to as the *Foundations for Learning Goal*, reflects the growing commitment in school, and in the district, to comprehensive school health and the environment and sustainability.

Connecting to the Aboriginal Enhancement Agreement

The West Vancouver School District does not have a large Aboriginal student population. There are currently 28 self-declared Aboriginal students across the district. The *Aboriginal Enhancement Agreement*, currently in the development stage, will raise awareness of Aboriginal students and will identify our collective responsibility for their success within our public school system. Beginning with the 2008-09 District Achievement Contract, we have begun to track the success rate of our Aboriginal students as part of this annual process.

Connection to Early Learning

The Four Pillars of ReadNow — BC's Action Plan, form the organizational framework for the District Literacy Plan. The first pillar is *School Readiness in Young Children*. We work with our partners in WECAN (North Shore Early Childhood Network) to align our literacy programs with those of other agencies, such as the municipal library and community recreation programs. Our district has focused on providing support for children's early literacy development through programs including:

- Ready, Set, Learn at all elementary schools
- Welcome to Kindergarten at all elementary schools
- Mother Goose at select sites
- StrongStart Centres at Hollyburn and Eagle Harbour (and one planned for Bowen Island)

Through our K/1 Early Literacy Screener data, we track readiness skills of our K learners as they enter school. The district also participates in the Early Development Instrument (EDI) to contribute data for use by the broader community in developing the District Literacy Plan.

Connection to District Literacy Plan

The second pillar is *Reading Success in Schools* and in our District Literacy Plan we reference the student literacy goals contained in the Achievement Contract (Goal #1, Objectives 1 and 2). For the purposes of K-12, we have incorporated the fourth pillar *Reading Success for Aboriginal People* into the broader *Reading Success in Schools* goal. There is a Performance Target to establish baseline data regarding the number of Aboriginal students who are achieving at grade level.



LITERACY

TO IMPROVE LITERACY SKILLS FROM K TO 12

OBJECTIVES



- To increase reading comprehension of all students



- To increase the reading and writing proficiency of ESL students



- To improve the digital literacy of all students

2009 — 2011

June 2010 Update

Objective #1

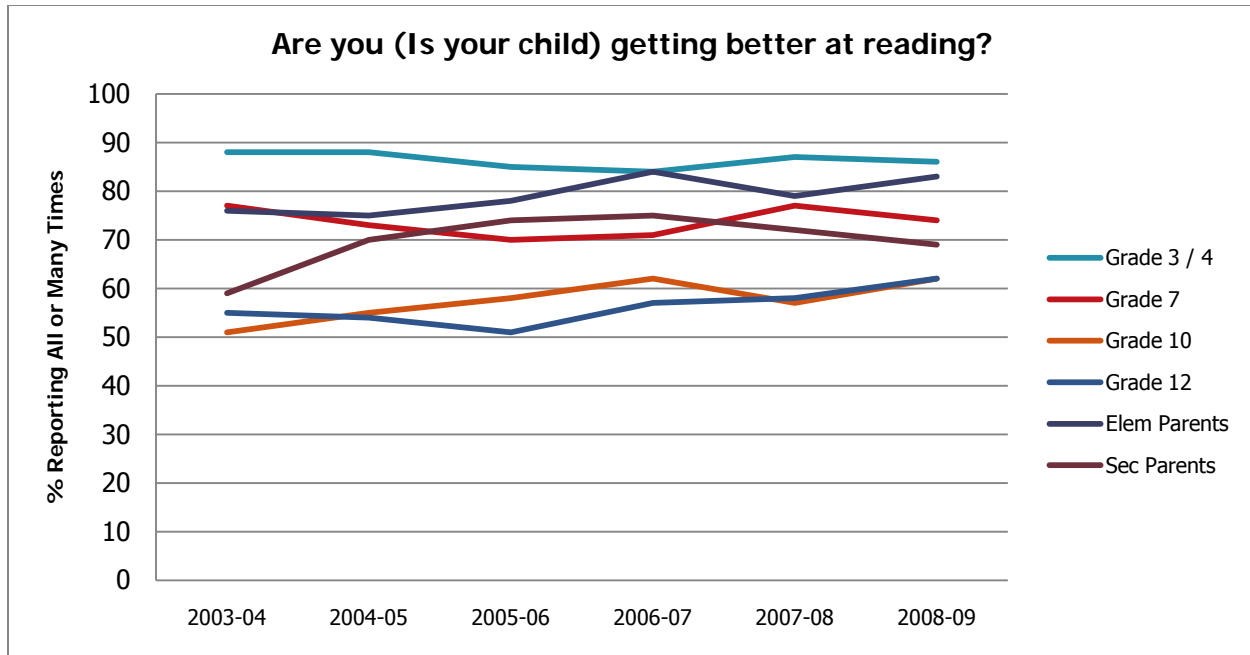
To increase reading comprehension of all students

Rationale

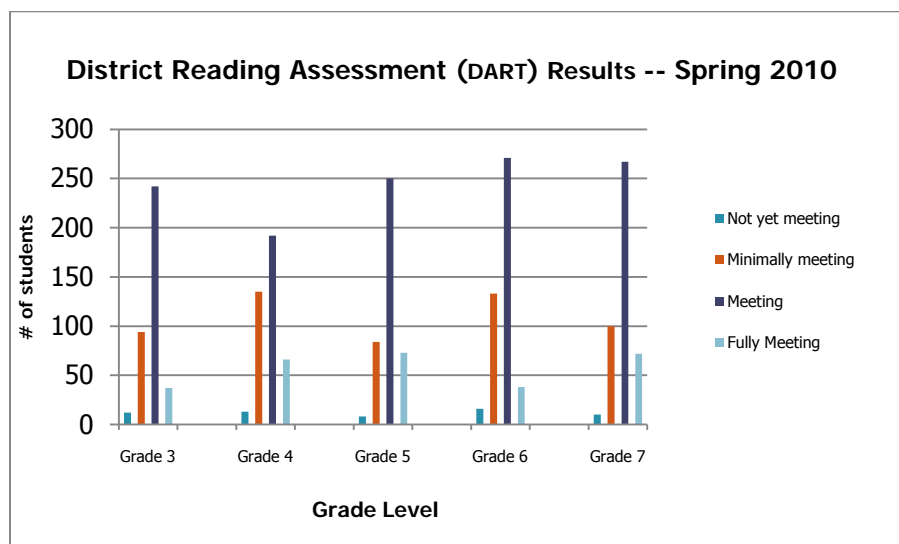
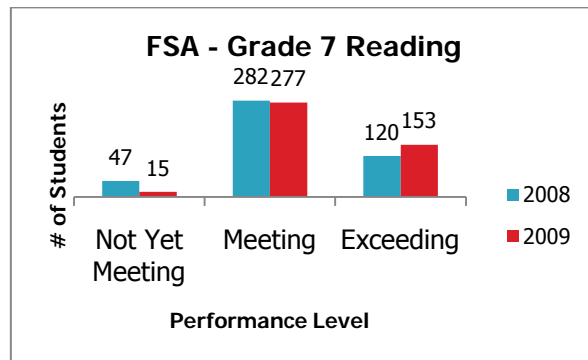
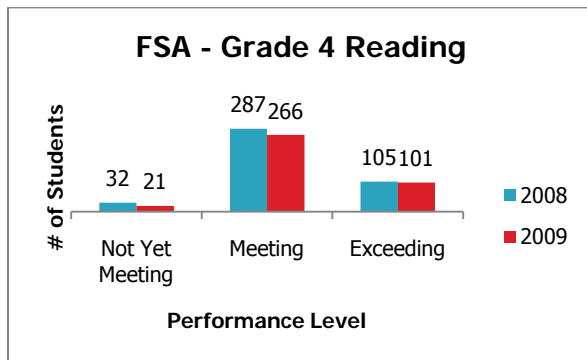
- The District Review Report 2005 recognized West Vancouver for having goals that were relevant, data-based and focused on student achievement. To this end, the district continues to analyze and review data to refine literacy assessment tools
- While in all core competencies (reading, writing, numeracy) the district continues to perform at the 100th percentile on provincial assessments, it is in the area of reading in which the district has the highest number and percentage of students *Not Yet Meeting Expectations*
- District Level Reading Assessment indicates there is room for improvement, particularly at the transition to intermediate (Grades 3 and 4) and secondary (Grades 8 and 9) levels
- District Early Literacy K Screener indicates that about 25% of all K students are not meeting criterion in blending and segmenting
- While the district has very few Aboriginal students, their individual achievement is being tracked on an annual basis

Performance Indicators

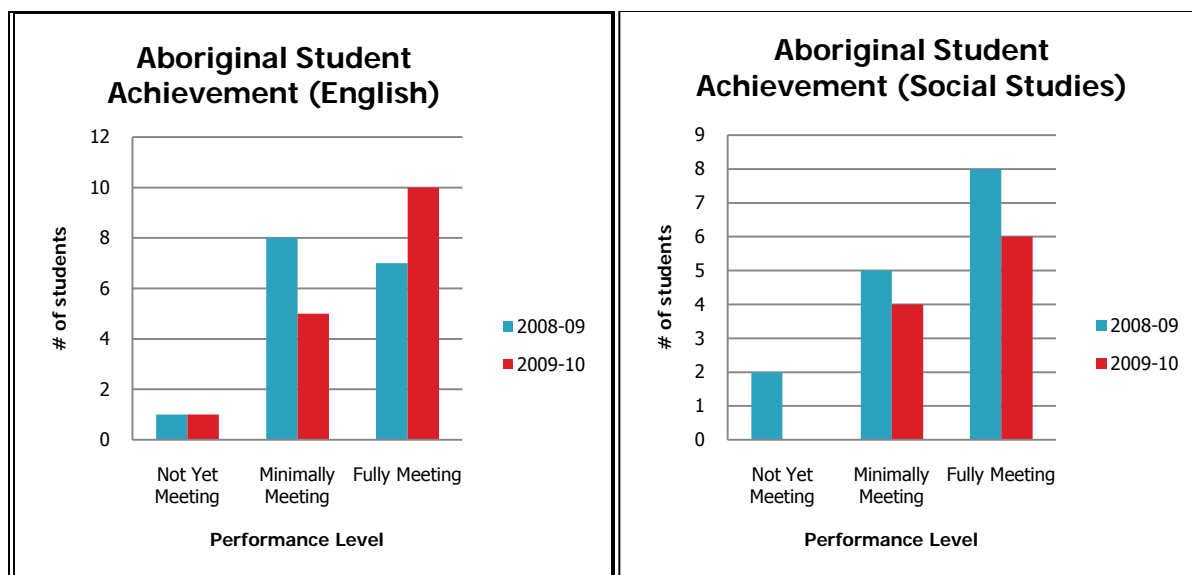
- District Reading Assessment (DART) Grades 3 through 7
- District Reading Assessment (SRA) Grades 8 and 9
- District Early Literacy K / 1 Screener
- Ministry of Education — Satisfaction Survey Results
- Foundation Skills Assessment (FSA) Grades 4 and 7 – Reading Component
- English 10 Government Program Exam



Source: Ministry Satisfaction Survey – Note this chart contains both student and parent perception data



Note: There is a lag between FSA and Dart Results (only 2009 available) and the assessments do not naturally lead to direct comparisons



Source: Secondary Report Card Data

Progress

- Survey information indicates general satisfaction with elementary school students and with parents about reading improvement. Secondary students indicate a lower level of satisfaction that they are becoming better at reading (these results are similar to provincial levels).
- There is clearly a gap between the perception of reading improvement as reported on the Satisfaction Surveys and the Achievement results in reading as seen with school, district and ministry data. This may be a communication issue rather than a reading achievement issue.
- Foundations Skills Assessment (FSA) results are being tracked starting with the 2008 results. On the provincial level, West Vancouver students scored well above provincial averages on all components of the FSAs.
- While overall results are reported across the system, individual results are being used to create action plans for individual learners at the school level
- Anecdotal reports indicate the Coordinator of Student Support Services working with individual school-based teams is having a positive effect on planning effective interventions to improve individual student performance

Targets

- Continue to monitor and maintain the number of students *Not Yet Within* Expectations on the FSA and DART assessments
- A specific secondary data source based on school-based data will be developed in 2010-11
- Increase the number of Aboriginal students who are *Minimally Meeting* and *Fully Meeting Expectations* in Secondary English and Social Studies (*ABORIGINAL STUDENT IMPROVEMENT*)
- Continue to monitor school and maintain current graduation rates (*COMPLETION RATES*)

Actions

Sustaining Successful Actions:

- Continue to increase teacher use of the B.C. Reading Performance Standards as part of classroom assessment for learning
- Support the participation of schools in the Network of Performance Based Schools
- Support the use of school, district and provincial data to make informed decisions about student success in reading

Emerging Actions:

- Support the recently revised secondary literacy strategy at Grades 8 and 9
- Continue to use the Student Support Services coordinator as a resource for school-based teams to identify, track and plan for teaching interventions with students *Not Yet Within* or *Minimally Meeting* expectations for learning
- Support the work on breakthrough assessment practices that focuses on increasing feedback and decreasing the use of marks
- Support the use of frameworks for learning including *Understanding by Design* (UbD) and other inquiry-based models
- Expand the use of differentiated instruction techniques for teachers to meet the needs of learners within increasingly complex classrooms

Objective #2

To Increase the reading and writing proficiency of ESL Learners

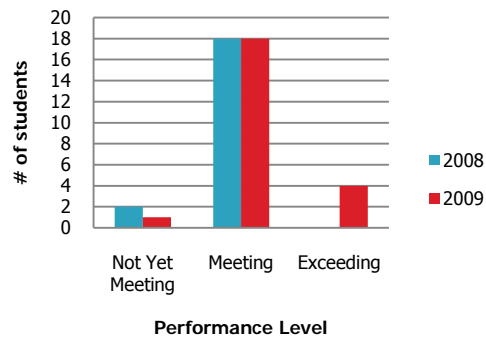
Rationale:

- The district has continued to see a growth in the number of ESL learners – currently, 477 in February 2010 from 441 in February 2009. ESL learners comprise close to 6% of the district population, and close to 1,000 students in the district are either ESL or International learners
- This objective is inclusive of ESL and International students
- While the objective speaks to all ESL learners, the primary issue is at the secondary level
- The focus of the North Shore Community Literacy Plan is on ESL learners of all ages within the community
- There has been an overall improvement in pass rates in a range of core areas for ESL students, including English 10, Social Studies 11, Communications 12 and English 12, but their achievements are still generally at a minimal level
- Previous ESL targets which focused on success rates in secondary school core academic courses have been met and now more challenging targets have been set

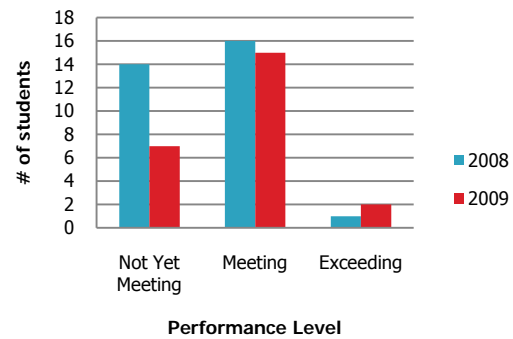
Performance Indicators

- District Reading Assessment (DART) Grades 3 through 7
- District Reading Assessment (SRA) Grades 8 and 9
- Foundation Skills Assessment (FSA) Grade 4 and 7 – Reading Component
- Graduation Program Exams (Eng 10, SS 11, Com 12, Eng 12)

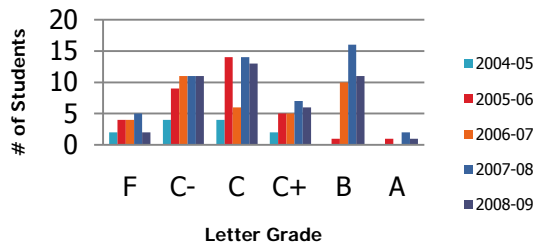
FSA - Grade 4 Reading (ESL)



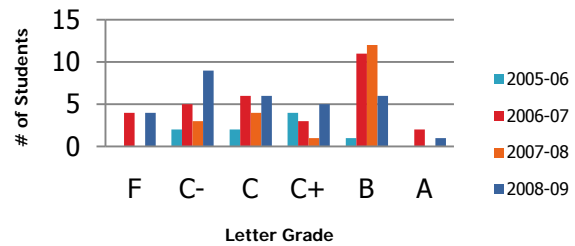
FSA - Grade 7 Reading (ESL)



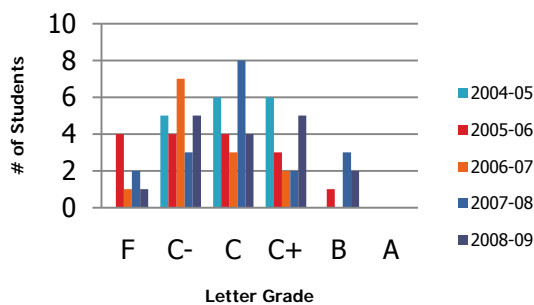
ESL Grade Distribution - English 10



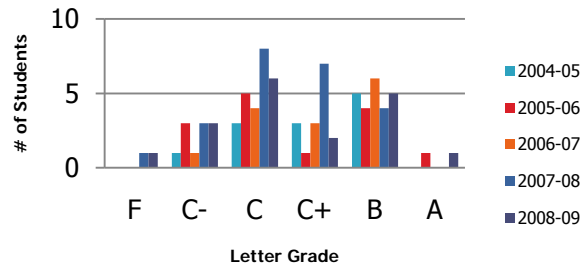
ESL Grade Distribution - Social Studies 11



ESL Grade Distribution - English 12



ESL Grade Distribution - Communications 12



Source: Report Card Data (final blended marks)

Progress

- When compared to current results, there have been very strong increases in success rates for ESL learners since 2000
- Minimal level performance and pass rates have improved, but generally, ESL learners have not been able to fully meet expectations
- There has been an increasing trend in the district for students to leave ESL service earlier than in the past, which may have an effect on the data
- District results generally mirror those of provincial results for ESL learners, but West Vancouver ESL students tend to pass courses at a higher rate than the rest of B.C. That said, West Vancouver students tend to pass at minimal level, and the number scoring a C+ or higher, although improving, is below provincial averages
- The new cohort of ESL students entering our secondary schools from abroad tends to have lower English language proficiency levels. These students, however, expect to graduate “on time” and may rush entry into academic subjects without the required language skills necessary for success. This is happening on an increasingly frequent basis with students often arriving at Grade 10 age expecting to graduate in three years.

Targets

- Increase and maintain the number of students obtaining a C+ or higher on the blended final mark (combination of school and exam mark) in English 10, Social Studies 11, English 12 and Communications 12 to above 50% by 2011

Actions

Sustaining Successful Actions:

- The ESL Resource teacher will continue to provide professional development for all curricular teachers in Differentiated Instruction and Differentiated Assessment to accommodate the various levels of proficiency in English of our ESL learners
- The ESL Resource teacher will continue to provide professional development to all ESL teachers in order to ensure practice and assessment are aligned with Ministry of Education guidelines and policy
- Continue to program ESL learners on an individual basis with school counsellors ensuring a customized program
- The profile of the district as being leaders in ESL will be raised by our participation in the ESL Consortium, ESL Assessment Consortium (with UBC) Metro Network and the Ministry of Education
- Remaining grant monies obtained from an Innovation Literacy Grant will be utilized to fund professional development, particularly in Differentiation, to improve ESL performance *Note: These grant monies have ended. What remains will be used for Pro D and resources*

- Consistent programs and assessment tools will be implemented district-wide to lead to common experiences for students at all sites, as well as a consistent district framework maintained for reporting K-12 ESL progress, to improve transitions between elementary and secondary
- Use of inside45 portal to support *Annual Instructional Plan* (AIP) development and transitioning from elementary to secondary school

Emerging Actions:

- Align student reporting to specific goals of ESL students
- Expand the use of contact teachers at each secondary school for ESL, creating a Secondary ESL Coordination Team (Deputy Superintendent, District ESL Resource Teacher, school contacts from each of the three secondary schools)
- Move from grouping Level 1 and 2 ESL learners being grouped by grade to being grouped by level, to improve the quality of support
- Remove letter grades from selective secondary ESL courses to focus more on improvement
- Encourage students to postpone Graduation Program Exams until they are proficient enough in English that they are likely to be successful
- Provide an ESL teacher support block at each secondary school to help implement the collaborative model of ESL support. This model will help build teacher capacity for working with English language learners and provide teacher support across the curriculum
- Establish Language Adapted/Supported secondary classes, as needed, for core subjects in order to help students meet the *Intended Learning Outcomes* (ILOs) of the courses and develop a stronger command of academic language
- Utilize *Settlement Workers in Schools* (SWIS) to support the transition needs of new immigrant students and their families

Objective #3

To improve the digital literacy of all students

What is Digital Literacy?

Digital Literacy is the ability to participate effectively and ethically in a digital environment.

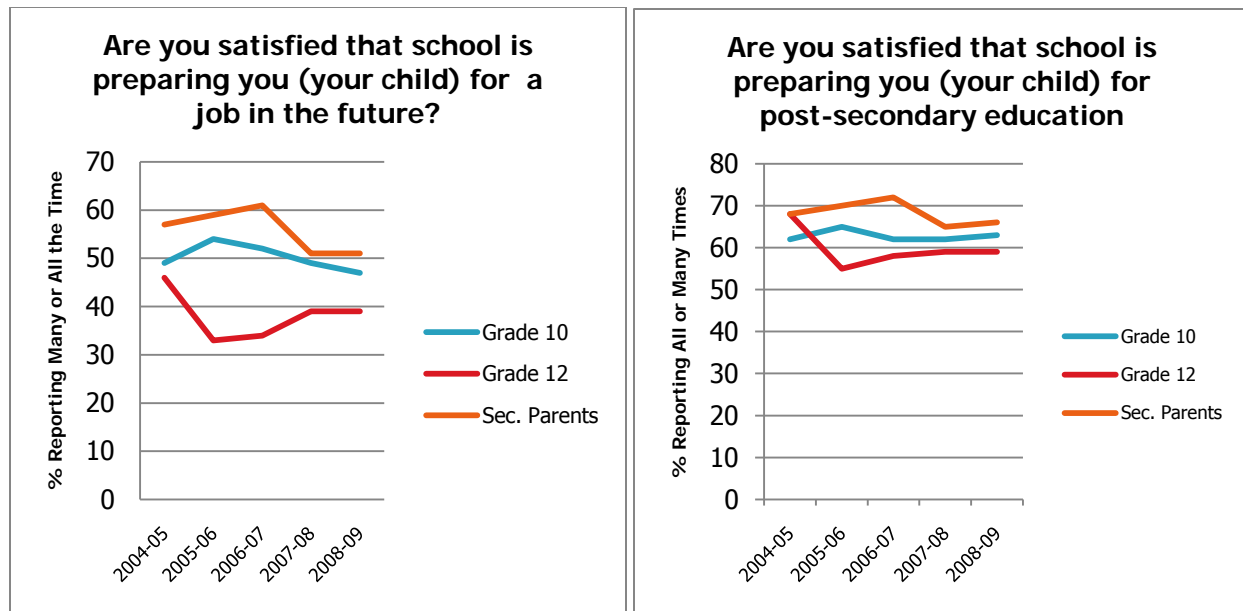
West Vancouver School District Digital Literacy Committee (2010)

Rationale:

- The district recognizes the central role technology plays in supporting effective teaching and learning and is taking a progressive approach in this area
- The district has established a reliable, secure “digital environment” that can be accessed at school or home and provides the structure for digital literacy activities
- The district has provided a standardized level of access across all schools and is pursuing new forms of access to digital information, resources, and collaboration
- The district has committed to using technology as a tool to support student learning throughout the curriculum
- Student forums have identified student engagement, flexibility and “ownership of learning” as a primary area of improvement
- Data indicates that approximately 50% of secondary school parents believe schools are preparing students for the future *All the Time* or *Many Times*. Over time, it is hoped students will link digital literacy to their perceptions of readiness for their world beyond school.
- Students, parents and teachers have identified the ability to participate in digital media effectively and ethically as a high priority for all students

Performance Indicators

- Ministry of Education – Satisfaction Survey Results
- National Educational Technology Standards
- District created student outcomes for digital literacy
- Student Forums



Source: Ministry Satisfaction Survey (both graphs)

Progress

- This is the second year for this objective and the district focused on technical readiness and people readiness. This included extensive in-service for teachers and the creation of a technology strategy to increase access, provide a focus on digital literacy, and ensure economic and environmental sustainability.
- Satisfaction levels related to post-secondary readiness are well above provincial averages, while preparation for jobs in the future is similar to province-wide results
- Identified key outcomes and assessments at each of the developmental stages and will implement these outcomes in the 2010-11 school year
- The district will work to establish baseline data in 2010-11 in this area (e.g. performance tasks, survey)

Targets

- An improvement by 5% on the Satisfaction Survey Results by parents and students in the following areas by 2011:
 - Are you satisfied that school is preparing you (your child) for a job in the future?
 - Are you satisfied that school is preparing you (your child) for post-secondary education (for example: college, university, trade school)?
- Additional baseline data and targets to be developed during the 2010-11 school year

Actions

Sustaining Successful Actions:

- Adoption of a common set of software tools across the district to support student learning
- Creation of a technology strategy to increase access to technology
- Creation of “next” practice to highlight and understand innovative teaching and learning with technology
- Support for blended learning opportunities for teachers and classrooms
- Computer Immersion Program as a program of choice at secondary, and classroom adoption of pilot laptop programs at elementary

Emerging Actions:

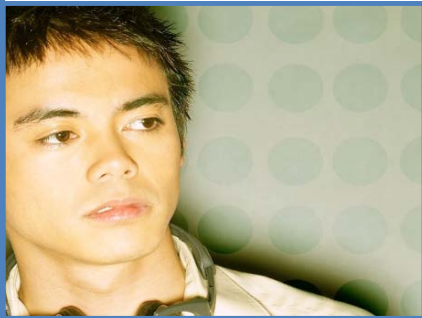
- Creation of a K-7 Digital Literacy Framework for student outcomes at each key stage of development
- Exploration of a “personalized web portfolio” for students in Grades 4 – 10 that could be used as part of an exit interview at each grade
- Full adoption of the inside45 Learning Portal for class and school websites
- Professional support for teachers using Web 2.0 Tools in the classroom
- Supporting Parent Education through a series of workshops on emerging technologies
- Supporting staff with a series of professional development opportunities focusing on digital literacy during common professional development days
- Support the Digital Literacy District Team to identify instructional strategies and evaluation strategies supported by technology as a follow-up to its work this year
- Engagement of all partner groups (WVTA, WVAA, WVMEA, WVPAC) in an ongoing conversation surrounding district directions with technology and digital literacy
- Implementation of district wireless infrastructure to increase access ([Link to Technology Plan](#))



FOUNDATIONS FOR LEARNING

**TO RAISE STUDENT ACHIEVEMENT LEVELS BY
IMPROVING STUDENTS' SOCIAL, EMOTIONAL AND PHYSICAL
HEALTH AND SOCIALLY RESPONSIBLE BEHAVIOURS**

OBJECTIVES



- **To increase student factors related to the development of resiliency and reduce risk-taking behaviours**



- **To increase the number of students reporting they are contributing to positive change at school or in the community**



**2009 — 2011
June 2010 Update**

Objective #1

To increase student factors related to the development of resiliency and reduce risk-taking behaviours

What is resiliency?

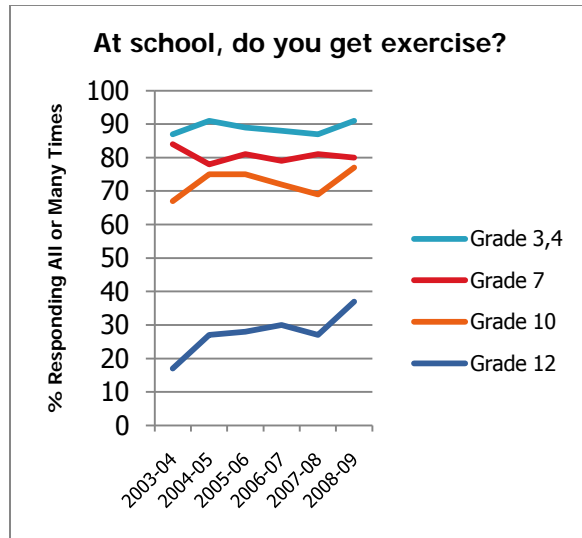
Resiliency is the ability to recover readily, spring back from adversity, and succeed in school despite the presence of adverse conditions

Rationale

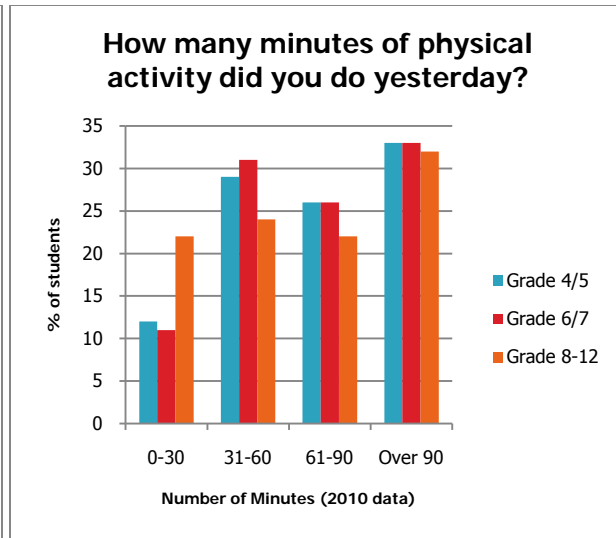
- An extensive body of research supports the common-sense idea that when children are healthy they learn better, achieve more and have higher self-esteem. Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. Research clearly demonstrates interrelated comprehensive approaches offer more effective solutions than addressing single components. (*BC Healthy Schools Network*)
- Resiliency has been shown to be a primary factor in reducing risk-taking behaviour in youth, particularly when early efforts are directed through youth engagement in communities and schools and the importance of healthy relationships (friends, family, mentors) is stressed and facilitated
- The district has been focusing on reducing risk-taking behaviours, and improving areas such as physical fitness, healthy eating and positive social interactions, in efforts to improve student achievement
- The district recognizes the important role the entire community plays in education, and this objective emphasizes the key role of parents, as well as partners, including the District of West Vancouver, the West Vancouver Police Department and Vancouver Coastal Health
- Although our results mirror rates across the province, the district continues to be concerned with the number of students self-reporting that they regularly engage in risk-taking behaviours
- The *Early Development Indicator* (EDI) results indicate that the development of social and emotional competencies in young children should be a focus for the broader community in planning for targeted interventions
- The district, in concert with policies and directions from the provincial government, is committed to increasing physical activity and ensuring healthy food choices are available to students in schools

Performance Indicators

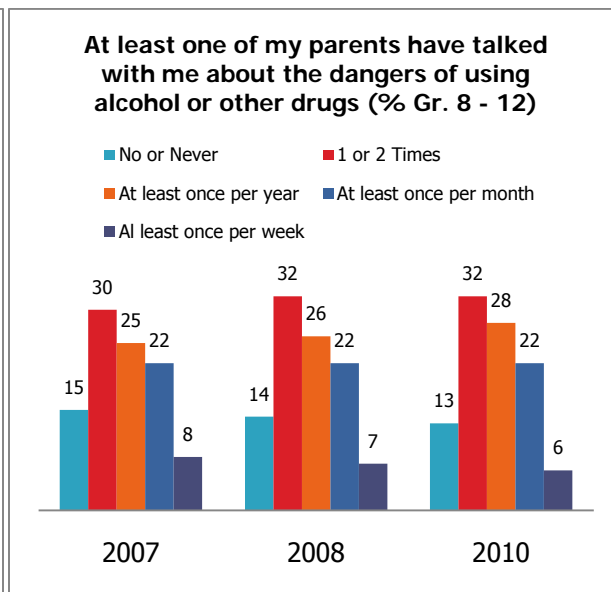
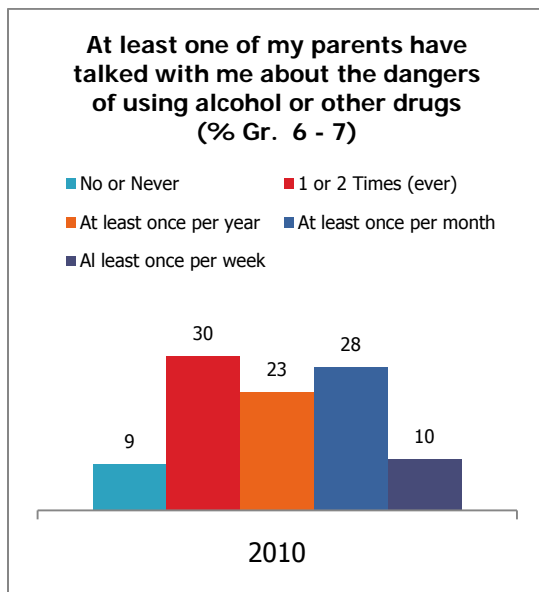
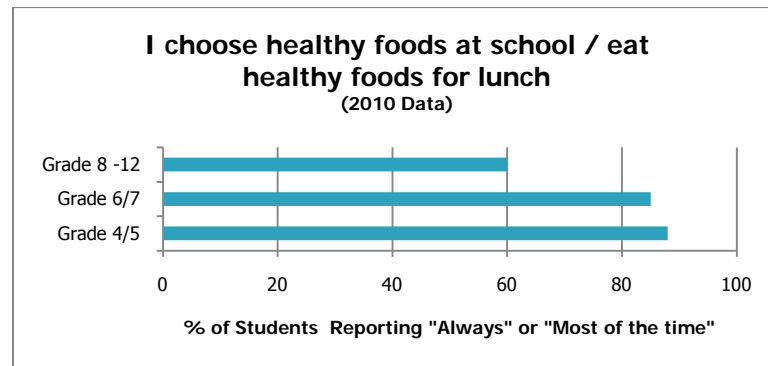
- Ministry of Education – Satisfaction Surveys
- McCreary Adolescent Health Survey
- West Vancouver School District – District Comprehensive School Health Survey



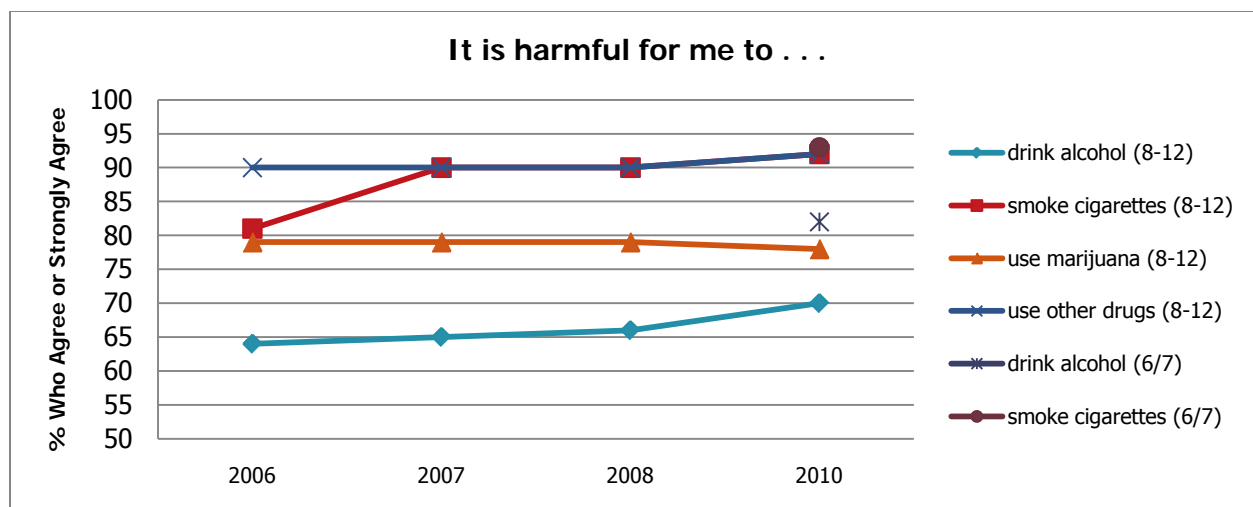
Source: Ministry Satisfaction Survey



Source: District Comprehensive School Health Survey



Source: District Comprehensive School Health Survey (all three graphs above)



Source: District Comprehensive School Health Survey

Progress

- This was a new objective beginning in 2009-10, and the first year the data was part of the Achievement Contract. Several of the data sources completed this year, were gathered for the first time
- While general trends have been positive on questions related to health and physical activity, there is a dramatic difference between results on the Satisfaction Survey at Grades 3, 4, 7, 10 compared with the results at Grade 12
- The District Comprehensive School Health Survey was adjusted for 2009-10 to include specific questions that relate to this objective, allowing for more exact tracking in the future
- Questions previously used only for secondary students are now being used at the Grade 6 and 7 levels beginning in 2010 (in future years we may break out elementary and secondary data)
- Actual reported substance misuse usage is below rates of students that consider these behaviours harmful

Targets

- Increase the number of students who *Agree* or *Strongly Agree* that it is harmful to use alcohol and drugs to over 80% by 2011
- Increase the number of students who report their parents/guardians have talked with them about the dangers of using alcohol or other drugs at least once per year, to over 70% by 2011
- Increase the number of students who report they get over 30 minutes of physical activity per day to over 90% (elementary) and 80% (secondary) by 2011
- Maintain the number of students who report they choose healthy food at elementary and secondary levels
- Increase the number of students who report they are learning to stay healthy at schools to 70% at the Grades 3, 4, 7 and 10 level, by 2011

Actions

Sustaining Successful Actions:

- District Healthy Schools committee brings together all school and community partners focused on all aspects of health
- School and community-based youth workers facilitate youth engagement and provide delivery of targeted prevention / intervention strategies
- Creating service hubs by co-locating services to support particular communities. These services can include Settlement Workers (SWIS), StrongStart Centres, childcare services and parenting programs
- Parent Education Series – Understanding Adolescence – *The Incredible Journey Series* will be continued in 2010/11
- Developed a partnership with Vancouver Coastal Health (Community Dietitian, Vancouver Coastal Health and Substance Misuse Prevention Consultant) to work with all constituents to support comprehensive school health
- Support and expand the use of provincial healthy school initiatives including *Action Schools! BC* (15 schools currently registered), a best practices model to promote healthy living and *the BC School Fruit and Vegetable Nutrition Program* (13 schools currently registered)
- Support schools to use evidence-based practices to prevent disordered eating through the *North Shore Education Committee for the Prevention of Disordered Eating*

Emerging Actions:

- Implementation of new resources and lessons to support the outcomes related to substance misuse and prevention, safety and injury prevention and healthy living at Grades 4 - 7
- Work with Vancouver Coastal Health and other partners to support staff and parents with current resources and forms available through the School District website
- Draw on the services and expertise of the West Vancouver Police to support teacher instruction in these areas, in conjunction with recommendations from "[Reaching Out – West Vancouver Police and Youth 2009](#)" and support the WVPD with the Drug and Alcohol section of their website and Alcohol Awareness Campaign targeting liquor stores in our community.
- Develop an administrative procedure regarding school food gardens
- Support teachers and schools to improve the activity levels of inactive female secondary students with creative course offerings and partnerships with the Municipality and other community partners
- Align Substance Prevention strategy with the Canadian Standards for school-based youth substance abuse prevention initiatives established by the *Canadian Centre on Substance Abuse* (CCSA)

Objective #2

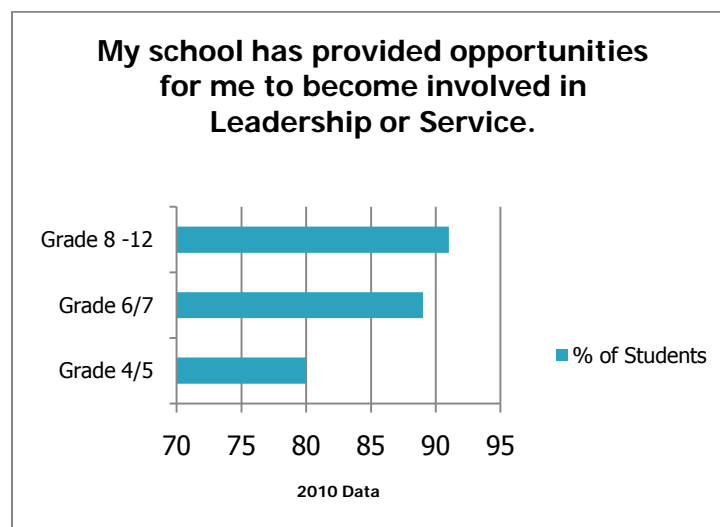
To increase the number of students reporting they are contributing to positive change at school or in the community

Rationale:

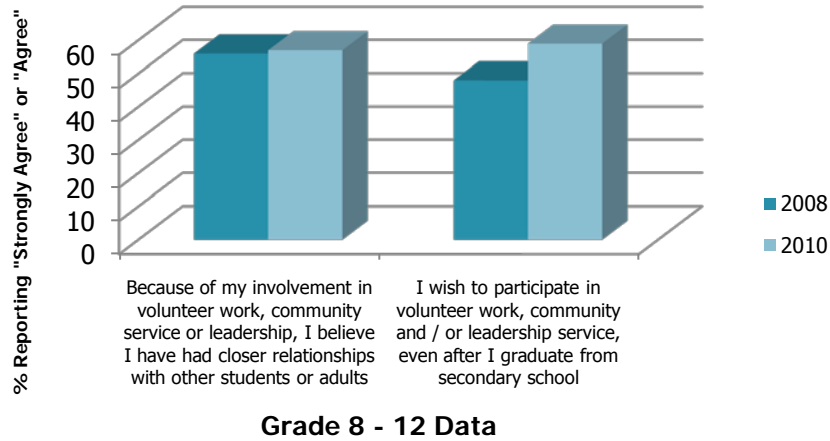
- District survey results indicate areas for improvement in service learning and student leadership
- Students have recognized that it is important to learn leadership skills at school as evidenced through district survey
- Strong crossover to other areas of social responsibility including respect for diversity
- The district has adopted a commitment to global citizenship
- This objective is inclusive of a previous objective focused on student bystander behaviour when confronted with bullying in the school and community
- Supports the district commitment to giving student increased ownership of their own learning

Performance Indicators

- Ministry of Education – Satisfaction Surveys
- West Vancouver School District – District Comprehensive School Health Survey
- West Vancouver School District Student Leadership Survey

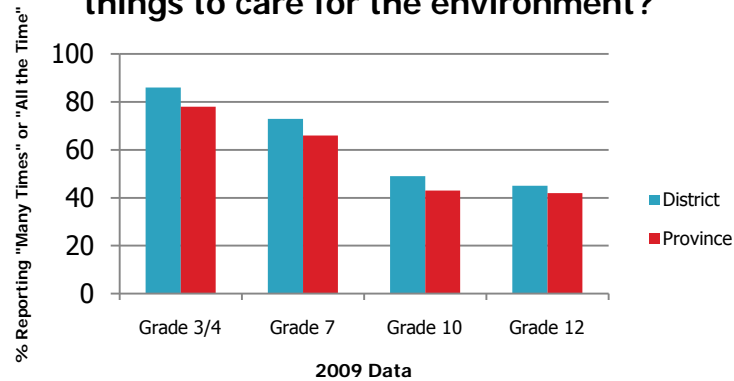


Lasting Effects of Leadership / Service

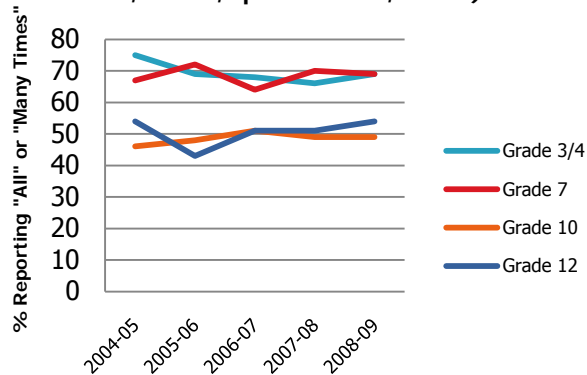


Source: District Comprehensive School Health Survey

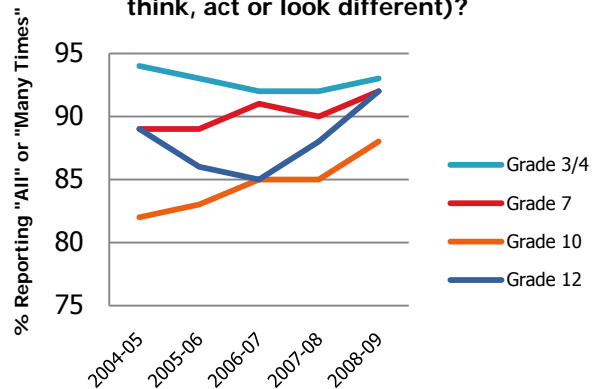
At school, are you learning how to do things to care for the environment?



At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?



At school, do you respect people who are different from you (for example, think, act or look different)?



Source: Ministry of Education Satisfaction Survey (all three graphs above)

Progress

- Data from the District Comprehensive School Health Survey indicates that there has been a gradual increase in secondary students believing they have made a positive difference through leadership and service; the numbers at the elementary level have remained constant
- Ministry Satisfaction Survey data indicates West Vancouver students report positive levels in these areas: 2-10% above provincial averages in the areas of human and social development. The greatest difference is in participation in activities outside of class hours at Grade 7, where West Vancouver reports 70% *All or Many Times*, compared to the 60% province-wide average.

Targets

- Increase the number of secondary students that *Agree* or *Strongly Agree* that their involvement in volunteer work, community service or leadership is creating closer relationships with other students or adults, and is leading them to continue with volunteer work, community service or leadership after graduation, to 60% by 2012
- Increase the number of students reporting they respect people who are different from themselves to 95% at Grades 3, 4 and 7, and to 90% at Grades 10 and 12 by 2011
- Establish a target related to environmental citizenship in 2010-11

Actions:

Sustaining Successful Actions:

- Continue to support staff at schools who wish to implement service learning and to continue to create awareness about the value of this objective
- Support a range of school-based service learning experiences (e.g. Schools for Africa, UNICEF, Project Honduras, Me To We)
- Access community resources to support existing and new initiatives in schools
- Provide opportunities for students to be involved in meaningful ways in the school district (e.g. members of district committees, Leadership 45 initiative)
- Hosting annual Leadership Conference for Grades 5 through 12 for students across the district

Emerging Actions:

- District-wide participation in Me to We events and related projects, in partnership with *Free the Children*
- Expand District Student Leadership program to include follow-up sessions and a spring environmental science fair open to all district students
- Support the *School Completion and Beyond* efforts in each of the three secondary schools focused on giving student voice in their schools, and expand the use of Leadership 12 as a vehicle for district-wide leadership initiatives
- Utilize technology to connect students with people and projects supporting their school or community contributions
- Develop a systemic approach to expanding the use of Restorative Justice practices throughout the district

Want to Learn More About Our Achievements?

Full data sets are available online for all of the data included in this contract.

District Literacy Plan:

<http://www.sd45.bc.ca/docs/sd45finalDLPjuly09.pdf>

Superintendent's Report of Student Achievement:

<http://www.sd45.bc.ca/docs/ReportonStudentAchievement09.pdf>

District Data Summary:

http://www.bced.gov.bc.ca/reports/pdfs/sd_perf/045.pdf

For more information on our achievements,
please contact Deputy Superintendent [Chris Kennedy](#) at 604-981-1031

For information about our schools and how to register for school in West Vancouver,
please contact Communications Officer [Andrea Wilson](#) at 604-981-1054

WORKING COMMITTEE

WEST VANCOUVER SCHOOL DISTRICT

Deputy Superintendent
Assistant Superintendent

Chris Kennedy
Maureen Ciarniello

WEST VANCOUVER ADMINISTRATORS' ASSOCIATION

Elementary
Secondary
District Principal, Student Support Services
District Principal, Technology and Innovation

Cathie Ratz
Jeannette Laursoo
Jody Langlois
Gary Kern

PARENT REPRESENTATIVES

Parent Representative

Elaine McHarg

WORKING COMMITTEE MET ON THE FOLLOWING DATES:

Tuesday, May 25, 2010

Tuesday, June 1, 2010

related across goal
teacher source year
success health parent
student meeting behaviours
schools
primary action
time maintain practices
secondary
participation improvement survey provide completion system
children access actions results
resources rationale digital es data provincial
range school-based superintendent
vancouver contract indicates
satisfaction plan learners
councils targets reading outcomes emerging areas
programs responsibility spcs
deputy creation new positive social activity indicate levels youth
staff 2010-11 leadership level focused initiatives services
education achievement elementary
three engagement information expectations comprehensive including objective currently
aboriginal
supporting grade well work report fsa within parents progress goals
language used
increase support rates
service annual healthy community partners skills committee working
number early performance ministry
continue literacy assessment focus sustaining
individual improve english indicators development
technology e.g successful physical may
students rate role
west grades future prevention
program learning
international area plans teachers part
expand substance professional graduation use