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Section One – West Vancouver Schools Context

We acknowledge and are thankful to live, learn, and work on the territory of the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation, on whose territory West Vancouver Schools resides.

School District #45, West Vancouver Schools, resides on the Traditional Territories of the Squamish Nation and includes the District of West Vancouver, the Village of Lions Bay, and Bowen Island. Current enrolment is approximately 7,200 students draws from a combined population of approximately 45,000 people. It also draws students from other Metro Vancouver regions and around the world. West Vancouver Schools has 18 different school sites: four secondary schools (including one alternate school); 11 elementary schools; one Montessori Kindergarten -grade 5 school; and two primary (Kindergarten - grade 3) schools.

West Vancouver Schools has three pillars that guide our practice: Self-Regulation; Inquiry; and Digital Access and Literacy. The school district offers a wide array of optional and integrated programming which includes International Baccalaureate (PYP, MYP, and Diploma), single-track Early and Late French Immersion, Advanced Placement (AP), Montessori, Youth Train in Trades, a variety of secondary-level Premier Academies (Robotics, Fencing, Basketball etc.) and district Premier Programs (Honour Choir, First Aid Swim Training, Entrepreneurship, etc.). The school district is also proud of the many co-curricular opportunities available to students to help enhance their student life experience.

The achievements of the West Vancouver Schools students are due in no small measure to the continuous dialogue between staff, parents, and a broad range of community, cultural, and business organizations within West Vancouver, the Squamish Nation, Lions Bay, and Bowen Island. Examples include community centres, public libraries, the Kay Meek Arts Centre, the District of West Vancouver, and local and provincial emergency response organizations.

Schools in our district have a strong reputation for academic excellence that matches or exceeds independent school and provincial results.

Section Two – West Vancouver Schools Strategic Plan

The West Vancouver Board of Education [Strategic Plan](#) outlines the district's direction for the 2019 – 2022 school years. The Boards' vision is *"to aspire to provide our students with the finest educational experience in the country and embrace the community values that make it possible: excellence, inclusiveness, accountability, authenticity, innovation, community engagement, and happiness."* The Strategic Plan outlines **three goals** that encompass a wide range of initiatives designed to enrich the learning experience and to prepare students and allow them to thrive in the world in which they will live, work, and play.

The Board has adopted the goal of **Educational Excellence**, to provide a richly-woven learning experience in academics, arts, athletics, and business that builds on natural curiosity. The Board also identified the need for **Visionary Leadership**, to build community connections and pave the way for strong advocacy in education. The Board seeks to support students by ensuring **Successful Transitions** as they move through the stages of their education, through the use and development of learning spaces, technology, and more.

In West Vancouver, the graphic of the lighthouse is more than a logo; it represents the beacon that we know each child needs on their path to guide them towards a bright future.

Section Three - Improvement Cycle

West Vancouver Schools is currently two years into the current 2019 -2022 Strategic Plan. This plan was developed, approved, and made public in 2019. As a result, the new Framework for Enhancing Student Learning guidelines introduced this year were considered through the lens of that existing Strategic Plan. The expectations of the Enhancing Student Learning Reporting Order needed to integrate with the goals and strategies that were previously in place in West Vancouver and a responsive plan of action was developed to achieve these new guidelines.

Using the West Vancouver Schools Strategic Plan as a roadmap, the district identified current goals and strategies that aligned with the three educational outcomes in the Framework for Enhancing Student Learning Reporting Order. From there, provincial data was examined and strategic engagement with all stakeholders occurred, to ensure feedback and input from all. This collaboration and consultation led to the development of three district Framework for Enhancing Student Learning goals and the associated strategies to meet those goals.

The improvement cycle for our first Framework for Enhancing Student Learning year is a change from past practice for West Vancouver Schools. The Framework for Enhancing Student Learning process outlined above helped us to increase the intentionality of our previous data-driven practice including: the analysis of data; collaboration with stakeholders; the development of goals and objectives; and the measurement of outcomes. The new Framework for Enhancing Student Learning process shifted our approach from individual schools to broader thematic district-wide goals and strategies.

As West Vancouver Schools moves into the second and third years of the Framework for Enhancing Student Learning process, the Improvement Cycle will be further refined to align the strategic planning

process with the Ministerial Order Educational Outcomes. In year two (2021-2022), West Vancouver Schools will fully implement the action plan, scan data and evidence, and further engage all stakeholders to review, refine and respond. In 2022-23, the final year of the current cycle, West Vancouver Schools will begin a new strategic planning process affording the opportunity to fully integrate the Framework for Enhancing Student Learning.

Section Four - 2020/2021 Results, Data and Themes

The Enhancing Student Learning Report provides a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order. Due to the small Indigenous and Children/Youth in Care populations within our district, their information has been masked in this document to protect the personal information of those students. (attached in the appendix)

An in-depth analysis of the un-masked data was undertaken by the West Vancouver Schools Framework for Enhancing Student Learning Team. This included the analysis of information about Indigenous students, Children/Youth in Care, and Students with Disabilities or Diverse Abilities. In addition to the Foundation Skills Assessment, Graduation Numeracy Assessment, Student Learning Survey, five-year completion rates, grade to grade transitions, and post-secondary transition rates, the district examined results from previously completed surveys, including the Early Development Instrument (EDI), the Middle Years Development Instrument (MDI), and the Adolescent Health Survey. The How You Are Doing Report was also used to gather additional data specific to our Indigenous students. Many graduates of West Vancouver Schools attend post-secondary institutions outside British Columbia and Canada. As such, post-secondary transition information from non-BC institutions was also analyzed, as the BC-only lens did not accurately capture the post-secondary transitions in the district.

After scanning the raw data at face value, the District Framework for Enhancing Student Learning Team re-analyzed the data through the lens of the Educational Outcomes (Intellectual Development, Human and Social Development and Career Development) outlined in the Enhancing Student Learning Order. This process led to the emergence of three district trends.

1. Intellectual Development Data Trends

During the last five years, West Vancouver Schools had very high participation rates in the Foundation Skills Assessment (FSA) in both Grades 4 and 7. The results of all students in both grades indicate that they exceed the provincial average in all three areas (reading, writing and numeracy). Results for students with Disabilities or Diverse Abilities exceed the provincial average but are slightly lower than the desegregated data for the general West Vancouver Schools population. When looking at the disaggregated Indigenous and Child/Youth in Care student population results there were trends that cannot be included in this report due to the protection of personal information.

The grade-to-grade transitions rates for West Vancouver Schools are higher than the provincial average and the disaggregated data did not show any significant outliers.

2. Human and Social Development Data Trends

In the examination the Student Learning Survey results, West Vancouver Schools is aligned or slightly above the provincial averages in the areas of feeling welcome, sense of belonging, and adults who care. There were no significant outliers in the data.

3. Career Development Data Trends

During the last five years, the Five-Year graduation rates have consistently exceeded the provincial average. This trend is also evident within all the disaggregated student populations.

The BC Post-Secondary transition rates as reported in the Ministry Data are below the provincial average. When BC Post-Secondary Transition rates are combined with Post-Secondary Out of Province and Out of Country rates, however, they are excellent.

Student Learning Survey results in the area of career and post-secondary, although not data sets included in the Ministerial Order, indicated that Grade 10 students are below the provincial average when reporting “satisfaction” related to their career and post-secondary preparation.

Section Five - Development of the Framework for Enhancing Student Learning Plan - Goals and Strategies

West Vancouver Schools has long-standing, trusted, and well-developed processes in place to gather stakeholder feedback and input. Throughout the process described above and in the development of the final Framework for Enhancing Student Learning goals, consultation with all stakeholder groups occurred. Stakeholder consultations included meetings with the West Vancouver Indigenous Education Council, Squamish Nation Education Department, the West Vancouver Board of Education, District Leadership Team, District Parent Advisory Council representatives, WVTA representatives, and all West Vancouver Schools administrators. These consultations provided space for feedback, input, and refinement of the district goals. All stakeholders were in favour of the final goals established through this process.

It is important to note that the current West Vancouver Schools Strategic Plan was a reference point through all consultations and served to guide the development of the final Framework for Enhancing Student Learning goals.

The District Framework for Enhancing Student Learning Team deliberately worked to identify goals which were specific, measurable, and actionable. It was also important to the district that the final goals included one goal in each of the Educational Outcome areas identified in the Enhancing Student Learning Order.

Human and Social Development

Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years.

Rationale: West Vancouver Schools believes that feeling safe, welcome, connected, and respected forms the foundation for student learning and success. Although West Vancouver Schools’ data in Sense of Belonging demonstrated alignment with provincial averages, the district was not satisfied with the percentage of students feeling a positive sense of belonging. The theme of Sense of Belonging was also apparent and articulated in many of school-based goals and this new Framework for Enhancing Student Learning process created clarity and direction in this regard.

Intellectual Development

Increase the number and percentage of Indigenous students in grades 4, 7, and 10 who are on-track or extending in specified numeracy assessments (FSA and GNA 10) within two years.

Rationale: West Vancouver Schools believes that focusing on numeracy with a targeted population will not only improve achievement results for individual students but will also have a significant impact upon all learners in this area.

Career Development

Increase the level of satisfaction that grade 10 students report regarding how school is preparing them for their career and life goals.

Rationale: West Vancouver Schools celebrates excellent graduation results and post-secondary transitions. However, it is important to our schools and community that we are continually striving to improve the post-secondary transitions for our students. We believe that focusing on feelings of career satisfaction in Grade 10 will help to create a positive experience and continue to increase successful transitions for students.

Measures of Success

As part of the continuous improvement cycle, West Vancouver Schools focused on specific data points related to each of the three goals. Each school year, as new data is published, the District Framework for Enhancing Student Learning Team will examine the data to determine success. It is important to note however, that some of the data sets, specifically those related to our numeracy goal, are very small, and subject to year-to-year fluctuations based on individual students.

Human and Social Development Goal (Sense of Belonging):

The current data set is comprised of survey results collected during the last four years. Additional data will be collected in 2021-2022 and combined with previously collected data, in order to produce a new five-year average. An indicator of success will be an improved average for the new five-year period.

	Grade 4		Grade 7		Grade 10	
Student Learning Survey Questions	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022
Do students feel welcome at their school? (Students reporting many times or always)	78.5%	<78.5%	75%	<75%	66.25%	<66.25%
	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022

Is school a place where students feel they belong? (Students reporting many times or always)	63.25%	<63.25%	66.75%	<66.75%	51.5%	<51.5%
	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022	Four Year Average	New Five Year Average incl 2021-2022
Do students have more than two adults who care about them? (Students reporting two adults or more)	76.5%	<76.5%	71%	<71%	64.5%	<64.5

Intellectual Development (Numeracy): The Foundation Skills Assessment and Graduation Numeracy Assessment data is masked due to the small Indigenous population within our district, so specific data cannot be made public. The current data set is comprised of survey results collected during the last three years. Additional data will be collected in 2021-2022 and combined with previously collected data, in order to produce a new four-year average. An indicator of success will be an improved average for the new four-year period.

Career Development Goal (Grade 10 Preparation): The current data set is comprised of survey results collected during the last four years. Additional data will be collected in 2021-2022 and combined with previously collected data, in order to produce a new five-year average. An indicator of success will be an improved average for the new five-year period.

	Grade 10	
Student Learning Survey Questions	Four Year Average	New Five Year Average incl 2021-2022
Are students satisfied that school is preparing them for post-secondary education? (Students reporting many times or all the time)	40.75%	<40.75%
Are students satisfied that school is preparing them for a job for the future? (Students reporting many times or all the time)	24%	<24%

The Framework for Enhancing Student Learning Goal Strategies

The development of the West Vancouver Schools Framework for Enhancing Student Learning plan and strategies involved consultation with all stakeholders described above. This process allowed stakeholder groups to provide specific strategies related to their unique perspectives. These strategies were collated by the District Framework for Enhancing Student Learning Team and incorporated into the final plan.

Human and Social Development

Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on Student Learning Surveys within two years.

Strategy 1	Timeline
Seek student input with respect to how schools can develop a better sense of belonging. Selected schools will host student focus groups. Results will be shared with all schools and an action plan will be implemented where appropriate.	March 2022
Strategy 2	Timeline
Continue to focus on increasing Indigenous student sense of belonging as articulated in our 2020-2025 Indigenous Enhancement Agreement created by the West Vancouver Indigenous Education Council. (link)	Ongoing
Strategy 3	Timeline
Launch and implement the new West Vancouver Schools Mental Health Framework (link) <ol style="list-style-type: none">1. Implement and support the Promotion, Prevention, and Intervention Approaches outlined in the Mental Health Framework2. Commit to a variety of professional development and training opportunities related to positive mental health3. Allocate dedicated staff (district counsellor and Enhancement Teachers) to support the implementation	Begin October 2021 and ongoing
Strategy 4	Timeline
Launch and realize the West Vancouver Schools Assessment Framework (link) <ol style="list-style-type: none">1. Provide and support professional development and training opportunities related to assessment2. Allocate dedicated staff (District Enhancement teachers)	October 2021 and ongoing
Strategy 5	Timeline
Continue to focus and build our Early Learning initiatives (Strong Start, Changing Results for Young Learners, Seamless Day, Welcome to Kindergarten, Success By 6, Ready, Set Learn, etc.)	Ongoing
Strategy 6	Timeline
Continue the district focus on Equity, Diversity, and Inclusion: <ol style="list-style-type: none">1. Provide staff professional development opportunities and training2. Provide parent education opportunities	September 2021 and ongoing

3. Conduct Staff Equity, Diversity and Inclusion Audit 4. Collect student and family input	
Strategy 7	Timeline
Participate in the Indigenous Provincial Equity in Action Project - commencing Fall 2021.	Begin November 2021 to June 2023
Strategy 8	Timeline
Realize the opportunities and supports of our redeveloped secondary schedule, that includes Flexible Instruction and a collaborative Learning Hub to enhance safety, welcoming, belonging, and positive student/adult interactions.	Fall 2021
Strategy 9	Timeline
Support schools in their specific Framework for Enhancing Student Learning goals, strategies, and initiatives related to student sense of belonging.	Ongoing

Intellectual Development

Increase the number and percentage of Indigenous students in grades 4, 7, and 10 who are on-track or extending in specified numeracy assessments (Foundation Skills Assessment (FSA) and Graduation Numeracy Assessment (GNA) 10) within two years.

Strategies:

Strategy 1	Timeline
Formally track and monitor Indigenous student numeracy results using FSA, GNA, and report cards	Ongoing
Strategy 2	Timeline
Provide targeted support to Indigenous students who are identified at an “emerging” level of proficiency in numeracy <ol style="list-style-type: none"> 1. School and district Indigenous Success Teachers to support, track, and facilitate 2. Work with Squamish Nation Advocates 3. Use Learning Hub instructional time 4. Target the “mathematical literacy” competencies 5. Engage Indigenous families, specifically the Squamish Nation 	Ongoing
Strategy 3	Timeline
Continue to refine and develop our relationships and processes, around and with our West Vancouver Indigenous Education Council, Indigenous Education Circle, and the Squamish Nation	Ongoing
Strategy 4	Timeline
Provide numeracy professional development opportunities for teachers	Begin September 2022

Career Development

Increase the level of satisfaction that grade 10 students report regarding how school is preparing them for their career and life goals within two years.

Strategy 1	Timeline
Seek secondary student input to help identify their needs regarding preparation for career and life goals. Selected schools will host student focus groups. Results will be shared with all schools and an action plan will be implemented where appropriate.	January 2022
Strategy 2	Timeline
Encourage and support sharing and networking opportunities across the district in the area of career development	Ongoing
Strategy 3	Timeline
Increase student and parent communication regarding currently available career development resources, programs, and opportunities.	Ongoing

Section Six - Financial and Operational Plan Alignment

As part of the new Framework for Enhancing Student Learning process, West Vancouver Schools has realigned and refocused financial and operational resources to address the new district Framework for Enhancing Student Learning goals.

The financial considerations include the following:

- In collaboration with our Indigenous partners, we have adjusted targeted funds for the 2021-2022 school year to focus on our Framework for Enhancing Student Learning goals by increasing our Indigenous Success Teacher staffing.
- New District Enhancement teacher positions have been created for the 2021-2022 school year at both the elementary and secondary level. These teachers will lead, support, and realize the Framework for Enhancing Student Learning goals related to sense of belonging. In addition, special enhancement funds have been allocated to provide staff with time and resources to do this work.
- West Vancouver Schools has committed funds to support Equity, Diversity, and Inclusion. This includes working with an Equity, Diversity, and Inclusion strategist, providing targeted professional development, staff training, parent education sessions, student focus groups, and guest speakers.
- West Vancouver Schools continues to prioritize staff and support with initiatives related to Early Learning.
- West Vancouver Schools will strategically allocate funds from the Mental Health in Schools Grant funding to support and align with all three Framework for Enhancing Student Learning goals.
- During the 2020-2021 school year, West Vancouver Schools created a District Post-Secondary and Career Advisor for the secondary sites. This position focuses on collating and

communicating post-secondary opportunities to schools, students, and families, and provides a central post-secondary resource hub for school counsellors and careers teachers. This position remains a high priority and will continue to be funded.

- Staff development funds during the 2021-2022 and 2022-2023 school years will prioritize numeracy and literacy-focused opportunities to support the Framework for Enhancing Student Learning goal #2.

The Framework for Enhancing Student Learning process has also resulted in numerous operational shifts across the district. Those operational considerations include the following:

- All schools within West Vancouver Schools have in place robust Framework for Enhancing Student Learning plans. Each school's individual plan identifies a specific school-based goal and the associated plan of action to achieve this goal. To ensure that school plans are more aligned with the district Framework for Enhancing Student Learning process and goals, moving forward, individual school plans will identify goals based on data from their own sites and will be linked to one of the identified district goals.
- The West Vancouver Indigenous Education Council created a new Enhancement Agreement in 2020. One of the goals outlined in the 2020-2025 Agreement focused on developing a sense of belonging for Indigenous students that is inclusive to all. The development of the sense of belonging the Framework for Enhancing Student Learning goal aligns with the Enhancement Agreement and honours the work that was done to develop this goal.
- West Vancouver Schools has committed to participating in the Ministry of Education Equity in Action Project beginning in November 2021. This process involves the creation of an Equity scan team consisting of multiple stakeholders and perspectives, the completion of an Equity Scan, the development of a district Equity Profile, the development of a theory of change and an Equity Plan.
- West Vancouver Schools has developed and will implement a district-wide improvement cycle focused on the new Framework for Enhancing Student Learning goals. This includes dedicated time for administrators at leadership meetings, training, resources, and financial support.

Section 7 - Communication Plan

West Vancouver Schools is committed to achieving the goals outlined in this Framework for Enhancing Student Learning plan. Stakeholder involvement and ownership was vital to the development of this plan. As the Framework for Enhancing Student Learning plan is put into action, a collective responsibility of the entire district, including all stakeholders, will be required to realize the goals. The formal Framework for Enhancing Student Learning plan will be presented to the Board this fall. Following this presentation, there will be multiple opportunities for all stakeholders to learn more about and engage in our Framework for Enhancing Student Learning goals and action plan. This will include the West Vancouver Indigenous Education Council, Squamish Nation Education Department, District Parent Advisory Council, teachers, support staff, and all West Vancouver Schools administrators. As the plan rolls out, student voice and input will play a key role in achieving the Framework for Enhancing Student Learning goals. It is important to highlight that West Vancouver Schools has excellent working relationships with all its stakeholders. The process has strengthened and built stakeholder engagement and shared decision making.

Section 8 - Next Steps

As West Vancouver Schools moves into the second and third years of the Framework for Enhancing Student Learning process, the improvement cycle will be refined to further align the strategic planning process with the Ministerial Order Educational Outcomes. In year two (2021-2022), the district will fully implement the action plan, scan data and evidence, and further engage all stakeholders to review, refine, and respond to the goals, strategies, and new evidence. In 2022-2023, West Vancouver Schools will begin a new strategic planning process affording the opportunity to fully integrate the Framework for Enhancing Student Learning framework.

Just as the lighthouse logo symbolizes the beacon that guides students on their path towards a bright future, the Framework for Enhancing Student Learning plan will guide and direct the work of West Vancouver staff moving forward. Working through the new Framework for Enhancing Student Learning process allowed West Vancouver Schools to unify the district's direction and vision by providing greater clarity and alignment, through the creation of three distinct and achievable goals.

Appendix

1. WVS Strategic Plan: https://westvancouver.schools.ca/wp-content/uploads/2015/06/WVS_Strategic-Plan-2019-ONLINE.pdf
2. Enhancing Student Learning Report Masked Data: included on next page
3. West Vancouver Schools Indigenous Enhancement Agreement: <https://westvancouver.schools.ca/aboriginal-education/wp-content/uploads/sites/4/2020/11/2020-2025-Indigenous-Enhancement-Agreement.pdf>

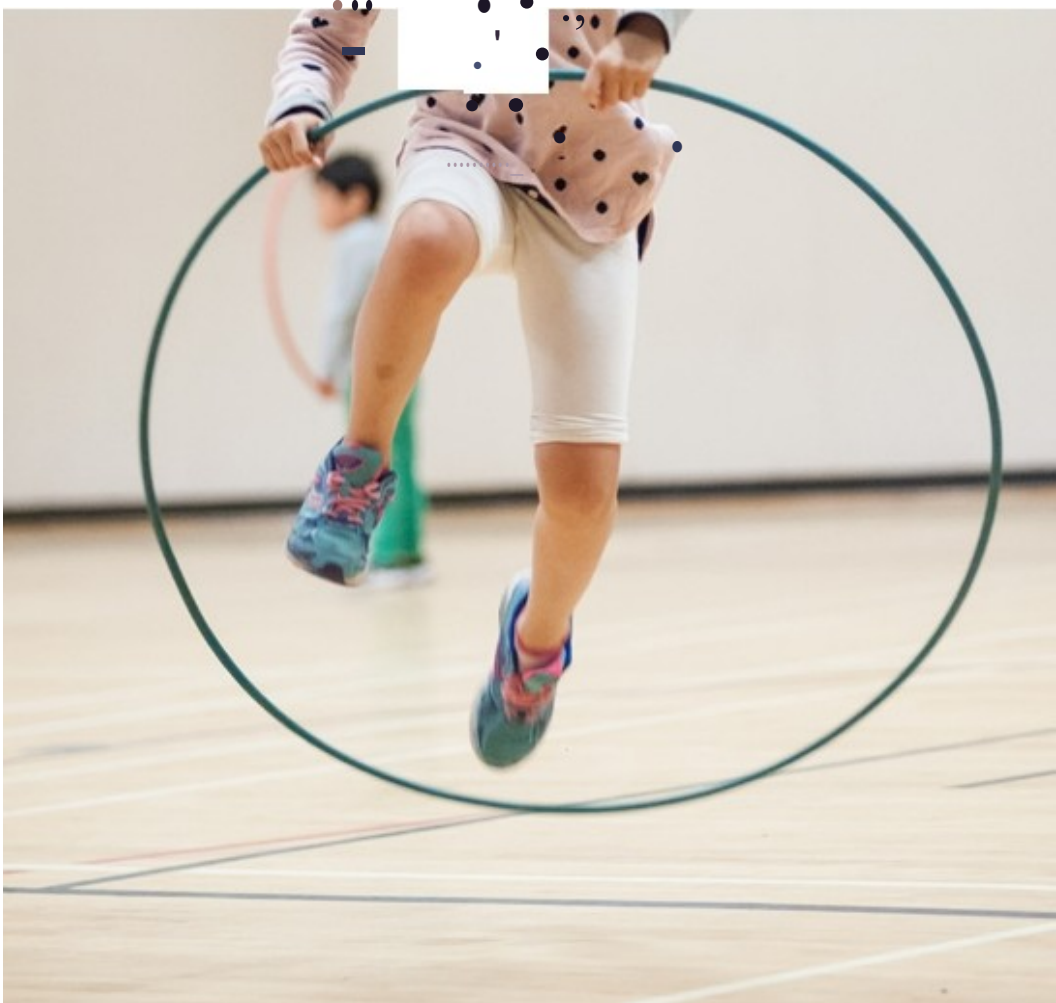




**WEST
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A world of opportunity

2019–2022 STRATEGIC PLAN





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2019–2022 STRATEGIC PLAN

“

*We want to ensure that
all of our students have
found their voice, are
engaged and empowered
to learn.*

THE WEST VANCOUVER
BOARD OF EDUCATION



“ *We have a reputation as the highest-achieving school district in the province.* ”

MESSAGE FROM THE BOARD CHAIR

Excellence in education is a shared community value that transcends political boundaries and has the power to shape the future health of our communities, families, economy and institutions for generations.

In West Vancouver, we have an established reputation as the highest achieving education district in the province. We are equally proud of our leadership role in innovation, widely recognized for creating conditions that foster creativity, confidence, compassion, collaboration, resilience, peak health and engaged citizenship – all hallmarks of excellence in education.

It is in this context that we have developed our strategic direction for 2019-2022, which begins with the vision statement that we aspire to provide the finest educational experience in the country. To continue moving steadily in that direction, we have embraced the values that make it possible: excellence, inclusiveness, accountability, authenticity, innovation, community engagement and happiness.

Our three goals are simple, yet the actions they prescribe encompass a wide range of initiatives designed to enrich the learning experience and prepare students to thrive in the world in which they will live, work and play. The evolution of education has already begun; this plan will leverage our strengths to continue building on our tradition of excellence for the future.

The Board has adopted the goal of Educational Excellence, to provide a richly-woven learning experience in academics, arts, athletics, and business that builds on natural curiosity. We have also identified the need for Visionary Leadership, to build community connections and pave the way for strong advocacy in education. Successful Transitions in technology, learning spaces, supporting the student journey and more, to ensure that every child has the means to succeed. In West Vancouver, the emblem of the Lighthouse is more than a symbol; it represents the beacon that we know each child needs on their path towards a bright future.

Carolyn Broady
BOARD CHAIR





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VISION

We aspire to provide the finest educational experience in the country for the benefit of our children, our employees, our community and the world.

VALUES

EXCELLENCE

We pursue excellence in everything we do.

INCLUSIVENESS

We treat everyone fairly. We respect, reflect and appreciate the diversity in our community.

ACCOUNTABILITY

We strive to be approachable and to make our processes and decisions as open and transparent as possible.

AUTHENTICITY

We provide meaningful and relevant learning experiences.

INNOVATION

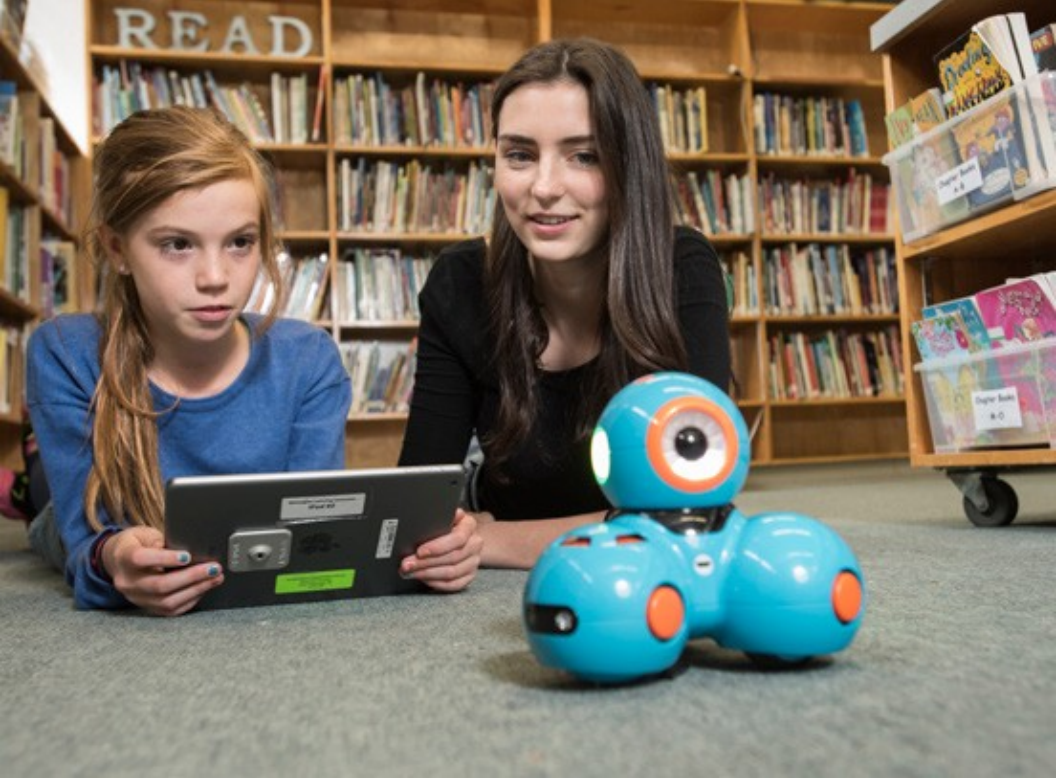
We pursue innovation by encouraging curiosity and a spirit of inquiry.

COMMUNITY ENGAGEMENT

We forge connections with our community and welcome their input.

HAPPINESS

We seek happiness in the way we learn and work.



STRATEGIC GOALS

1

STRATEGIC GOAL #1 EDUCATIONAL EXCELLENCE

Education is our core business. And once again our plan makes excellence in education our top priority. We have a well-deserved reputation for academic strength, and we are determined to do what it takes to maintain and continually improve it.

GOALS AND OBJECTIVES

11 Maintain core academic excellence

- Continue to improve our top standings in local, provincial and international assessments, graduation rates and post-secondary transitions
- Continue to focus on the foundational skills of literacy and numeracy
- Guide the implementation of the Graduation Program (e.g. Career Education, Applied Design Skills, Technology and new course offerings)
- Promote full integration and realization of BC's Core Competencies of Communication, Thinking and Personal and Social Responsibility
- Support the ongoing development of new courses and programs that will meet the needs of our modern learners
- Develop and implement common district assessment principles and understandings to ensure alignment in our schools
- Ensure high quality inclusive educational experiences are available for all learners

12 Develop and implement exemplary processes to recruit, retain and develop staff

- Promote West Vancouver Schools as a great place to work, learn and grow
- Use targeted Board funding towards innovative recruitment and retention strategies
- Provide increased support, onboarding, and mentorship encouraging community among new staff
- Enhance active provincial and national engagement to recruit exceptional teachers
- Support ongoing structures and opportunities for professional learning ensuring capacity building and professional growth for all employees
- Value, celebrate and support all of our staff

STRATEGIC GOAL #1 EDUCATIONAL EXCELLENCE

13 Celebrate and tell our stories of everyday innovation

- Enhance communication strategies at all levels to share our innovations and successes throughout the organization
- Create and maintain opportunities that celebrate and showcase our accomplishments
- Use the Framework for Enhanced Student Learning and other Provincial accountability measures as a way for schools to connect the learning journeys of student success to their community
- Highlight successes of traditionally marginalized students







STRATEGIC GOALS

2

STRATEGIC GOAL #2 VISIONARY LEADERSHIP

School boards are responsible to both their local communities and to the provincial government. The West Vancouver Board of Education takes its responsibility to grow and maintain a vibrant public education system seriously. We are committed to continually strengthening our connections with the communities we serve.

GOALS AND OBJECTIVES

21 Demonstrate responsible and responsive governance

- Ensure opportunities are available for public engagement in decisions of the Board
- Prioritize strong working relationships with our internal partners - West Vancouver Administrators' Association, West Vancouver Teachers' Association, West Vancouver Municipal Employees' Association and the West Vancouver District Parent Advisory Council
- Continually update policies and procedures of the Board to ensure they are current and relevant

22 Future-proof our organization

- Upgrade and maintain network infrastructure and improve cybersecurity
- Continue with the thoughtful integration of emerging technologies in our schools (Virtual Reality, Data Analytics, Mobile Computing, Robotics, Cyber and Artificial Intelligence)
- Support the overall wellness of staff through school and District led health initiatives

23 Maintain strong community and government relationships

- Continue with regular liaison meetings and informal dialogue with various government and community partners around areas of shared interest (District of WV, Bowen Island, Lions Bay, VCH, Kay Meek, West Vancouver Police Department, West Vancouver Memorial Library)
- Foster our ongoing supportive relationships with key community groups, colleges and universities and non-profit organizations
- Work closely with the provincial government in our co-governance role in education

STRATEGIC GOAL #2

VISIONARY LEADERSHIP

24 Continue to build our relationship with the Squamish Nation

- Work towards the development of a Government to Government Protocol Agreement
- Collaborate to further enhance student success and focus on strong graduation rates
- Build upon our inclusive practices and First Peoples worldviews

25 Continue to adopt practices to address climate change and sustainability

- Engage our students as leaders in changing practices that promote sustainability across the District
- Continue to incorporate green practices into our facilities and operations
- Lead our community in environmentally responsible practices
- Support and expand teaching and learning practices that address climate change and sustainability
- Enhance connections with community partners (Department of Fisheries and Oceans (DFO), Pacific Science Enterprise Centre (PSEC), Ocean Ambassadors, Ocean Wise, Academia, Lighthouse Park Preservation Society, Streamkeepers, Coho Society, etc.) to enhance knowledge and understanding







Stream of Drains

Drains Lead to Fish

STRATEGIC GOAL #2

VISIONARY LEADERSHIP

26 Find effective ways to tell the story of our successes to our community and the larger BC audience

- Ensure Strategic Plan grounds all management growth plans
- Intentionally align Board Highlights to the Strategic Plan
- Continue active representation at Metro Vancouver and Provincial organizations
- Be actively involved with community organizations telling our story
- Use a variety of traditional and social media strategies to share the story of the Board's Strategic Plan broadly beyond the school district and into our community
- Create metrics to ensure we are working towards our goals that are aligned to provincial expectations

27 Maintain business practices that promote a stable and sustainable organization

- Ensure financial practices that maintain our targeted reserves
- Maintain currency of Risk Management Plan
- Review adequacy of management structures





STRATEGIC GOALS

3

STRATEGIC GOAL #3 SUCCESSFUL TRANSITIONS

The next four years will see many transitions, including new technologies, curricula, learning spaces, learning methods and reporting systems. We will support students and parents, teachers, staff and administrators through these challenges.

GOALS AND OBJECTIVES

3.1 Support the student journey

- Continue to establish and facilitate a seamless entry into West Vancouver Schools for children and families (e.g. StrongStart, Welcome to Kindergarten, Pre-K Connections, Ready-Set-Learn)
- Continue to support a thoughtful, supported and successful transition from elementary to secondary school
- Develop a world class career-life program designed to assist students in reflecting on where their personal interests and strengths overlap with emerging career-life opportunities in the world.
- Enhance guidance for post secondary options and transitions including information on various options including university, college and trades

3.2 Ensure that transition processes enhance student resilience and durability

- Implementation of the mental health framework
- Focus on the mental wellness of our students
- Continue to create structures and alignment with community resources and partners

3.3 Support new West Vancouver families

- Work closely with the North Shore Multicultural partnership with SWIS (Settlement Workers in Schools) to support our new families
- Advocate for ongoing school-based cultural events that reflect the diversity of our community
- Streamline District registration process
- Highlight for our new families their importance to our community, and as leaders in our schools





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Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	2-3
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	4
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	5-6
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	7
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	8-9
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	10-12
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	13
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	14
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	15-16

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

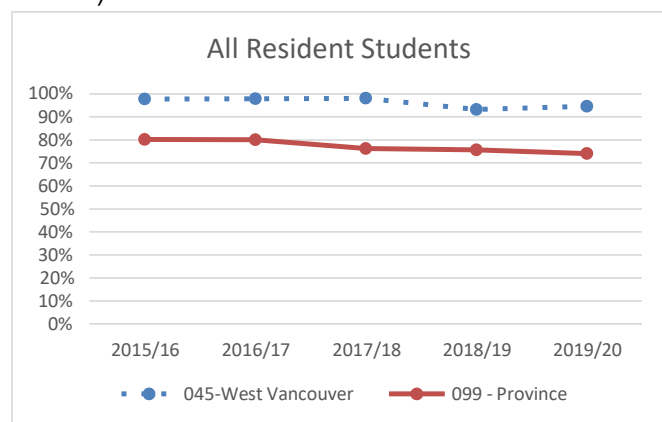


Figure 1: FSA Grade 4 Reading - All Resident Students

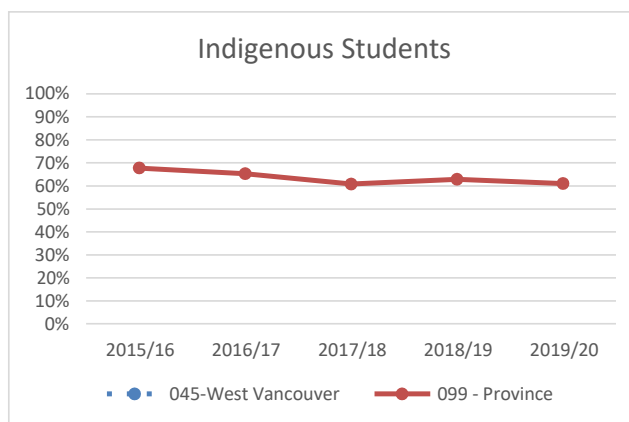


Figure 2: FSA Grade 4 Reading - Indigenous Students

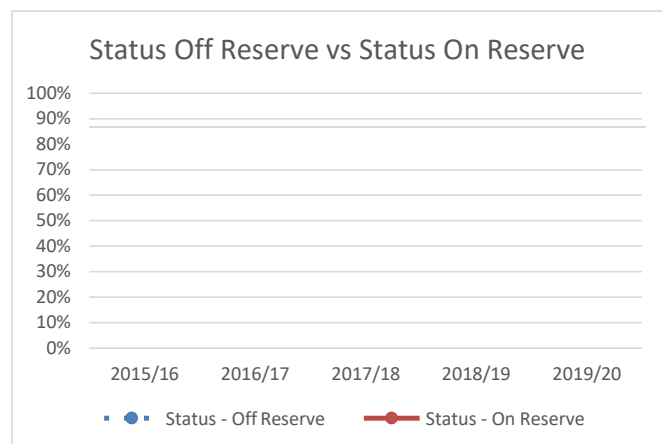


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

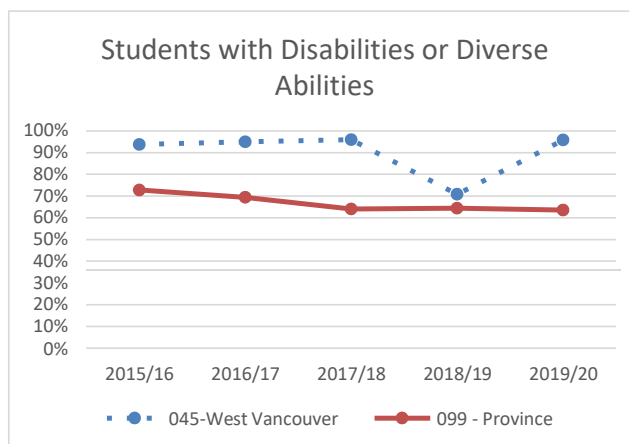


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

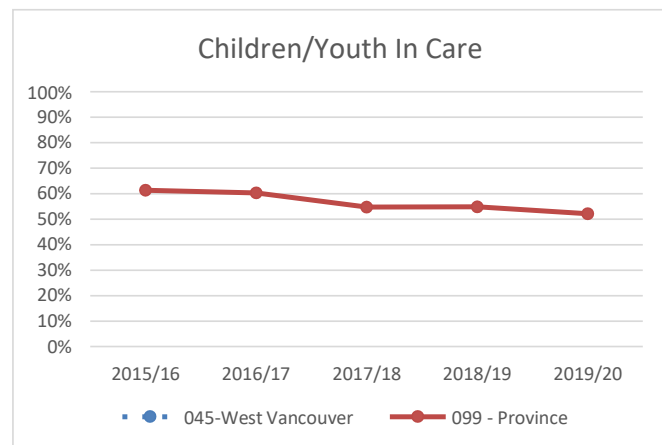


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

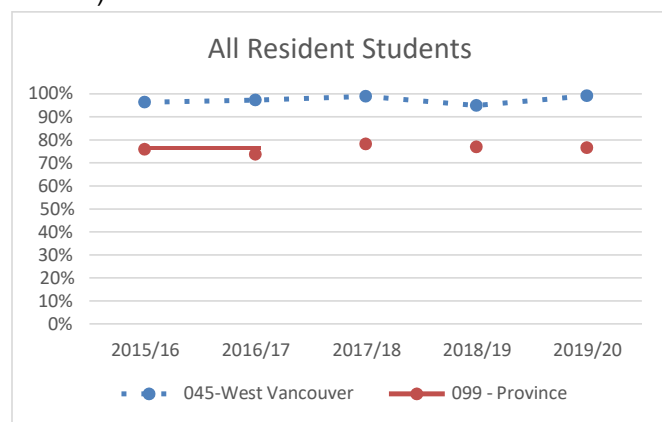


Figure 6: FSA Grade 7 Reading - All Resident Students

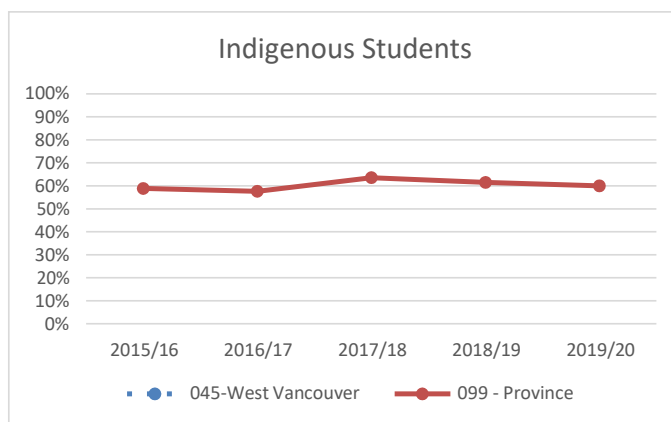


Figure 7: FSA Grade 7 Reading - Indigenous Students

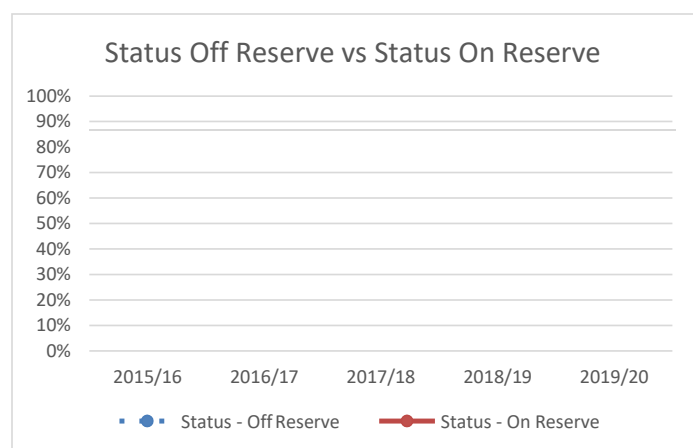


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

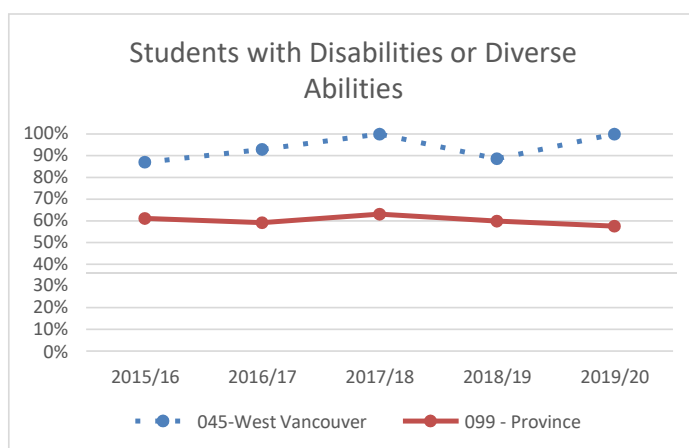


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

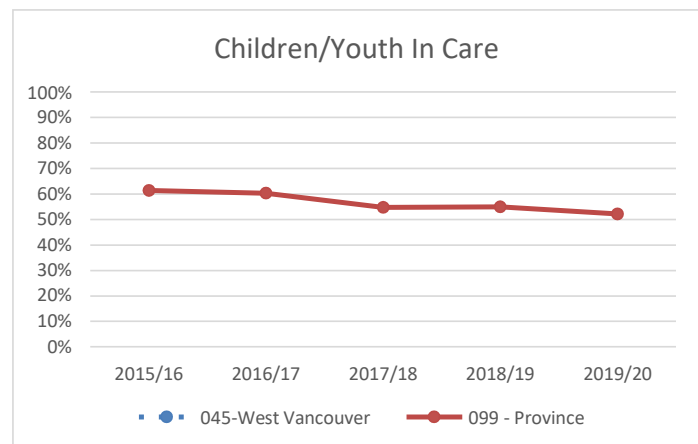


Figure 10: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

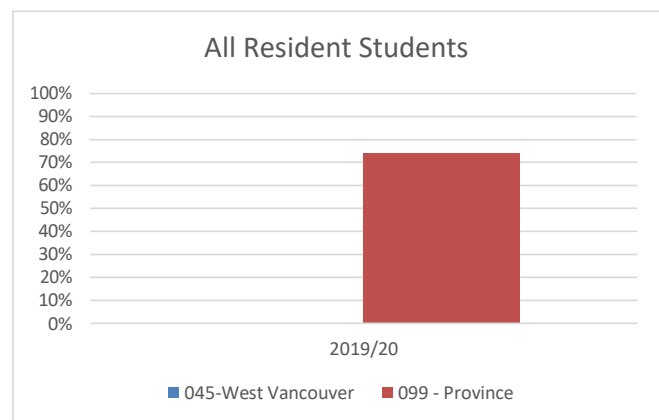


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

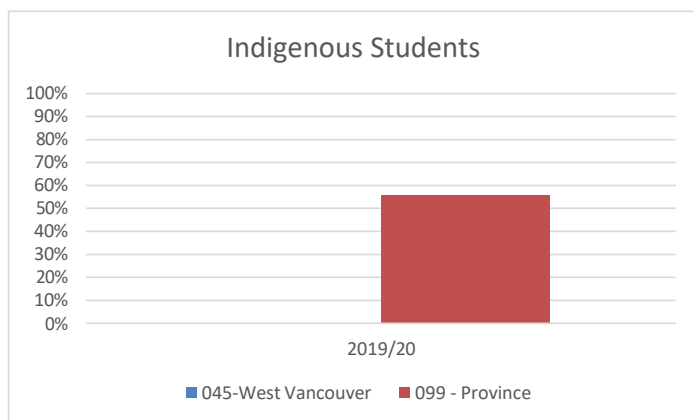


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

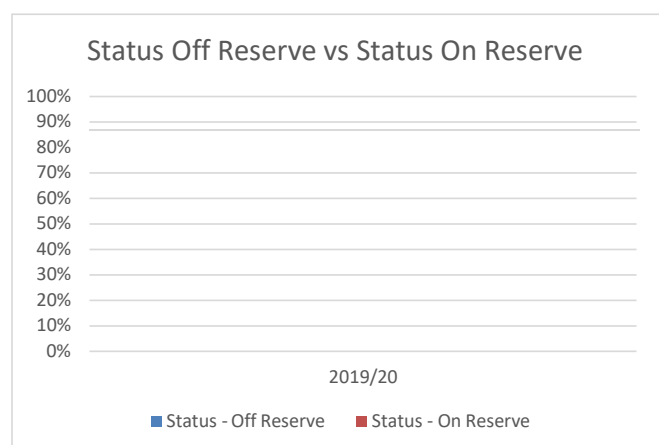


Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

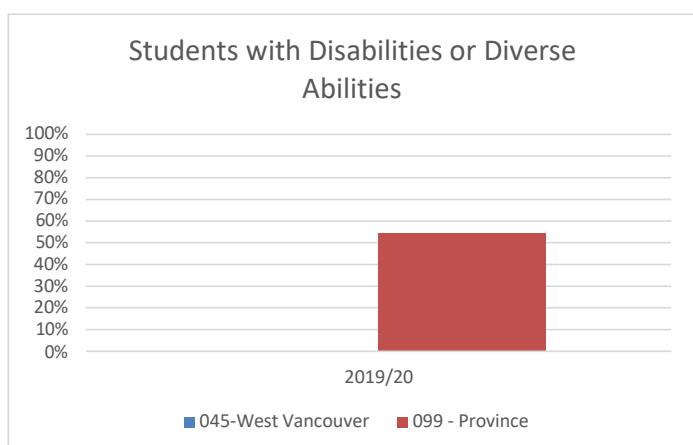


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

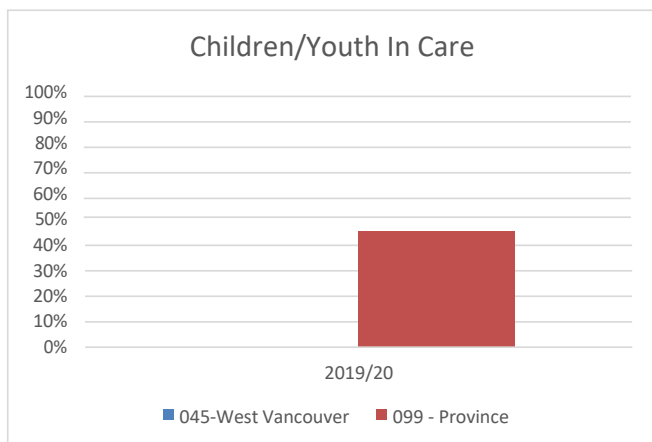


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

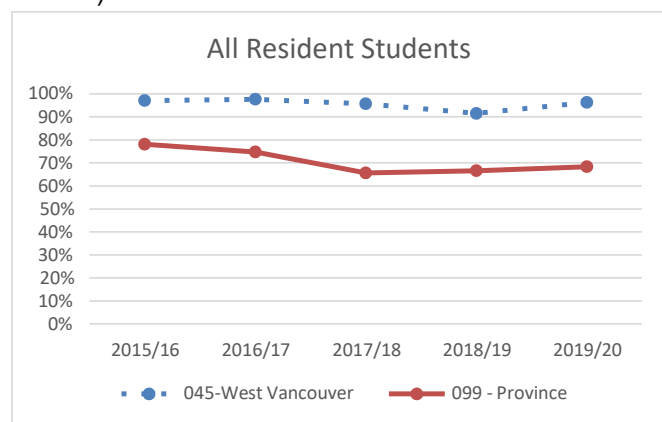


Figure 16: FSA Grade 4 Numeracy - All Resident Students

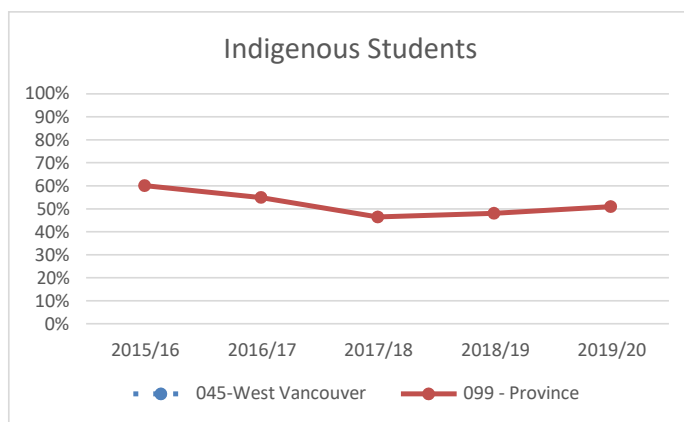


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

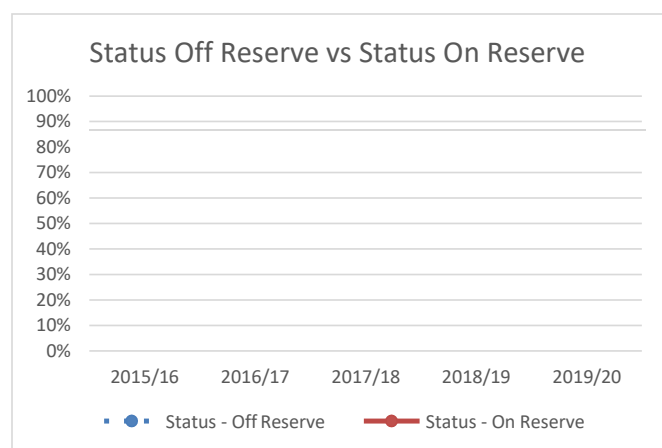


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

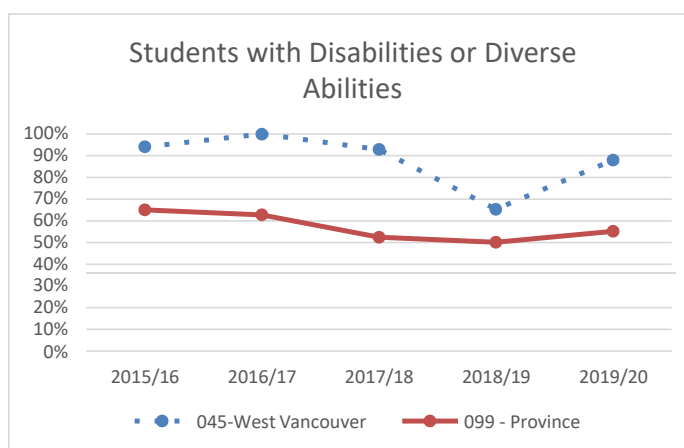


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

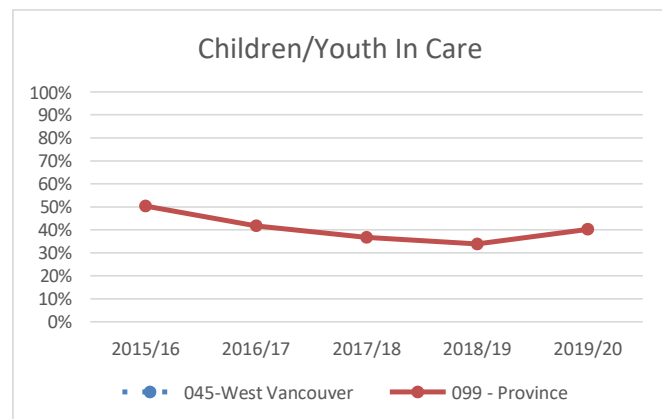


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

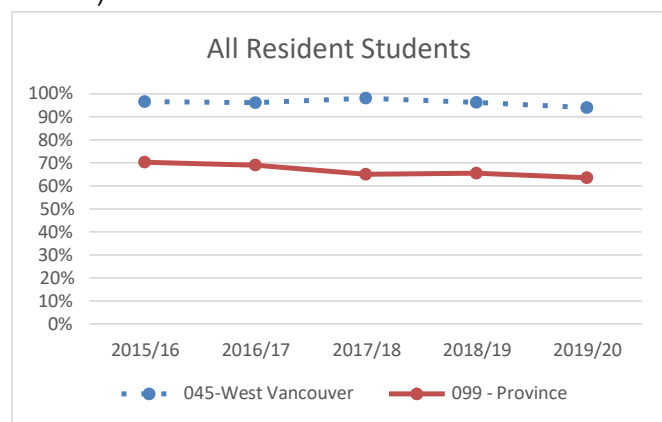


Figure 21: FSA Grade 7 Numeracy - All Resident Students

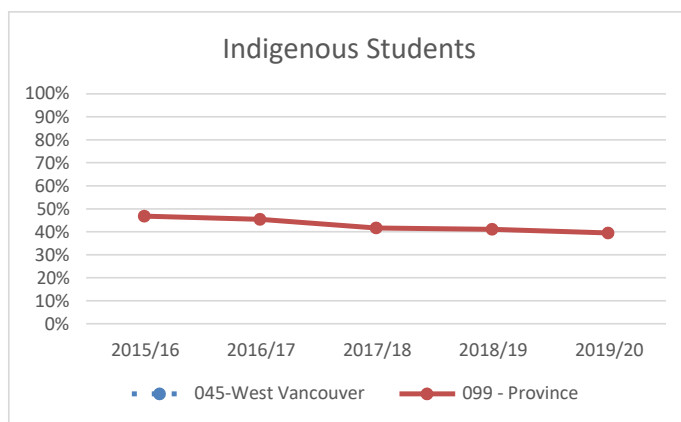


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

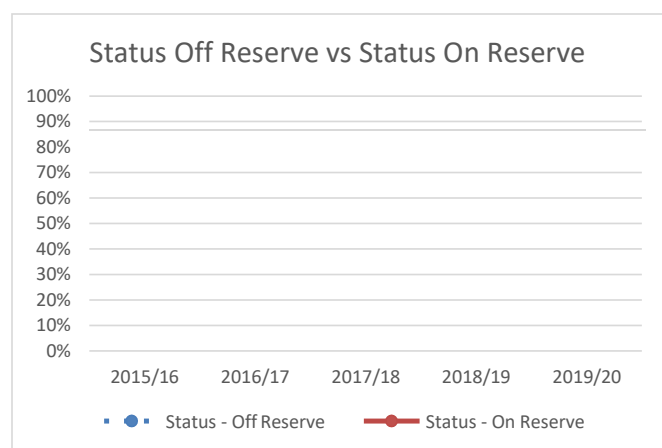


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

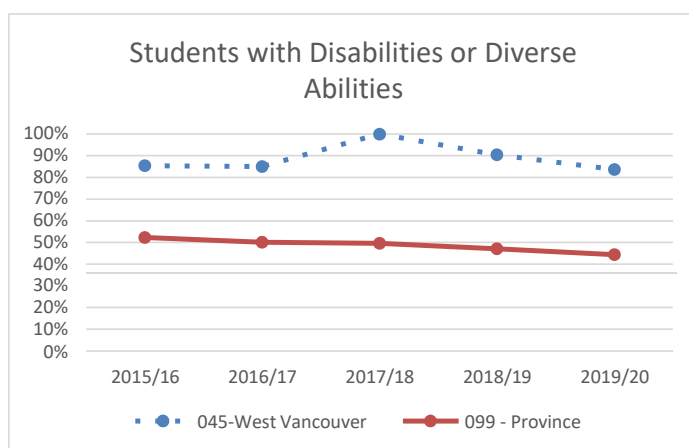


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

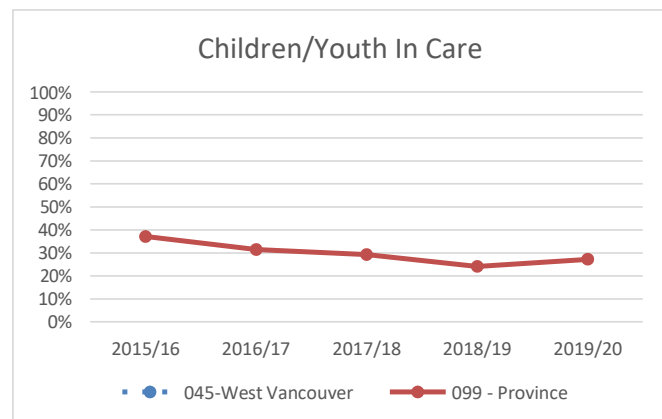


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

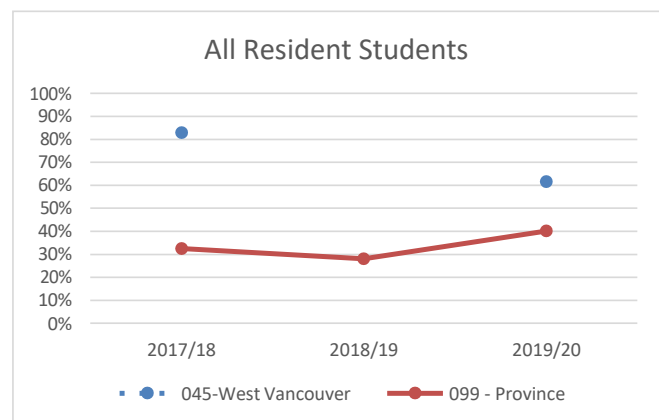


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

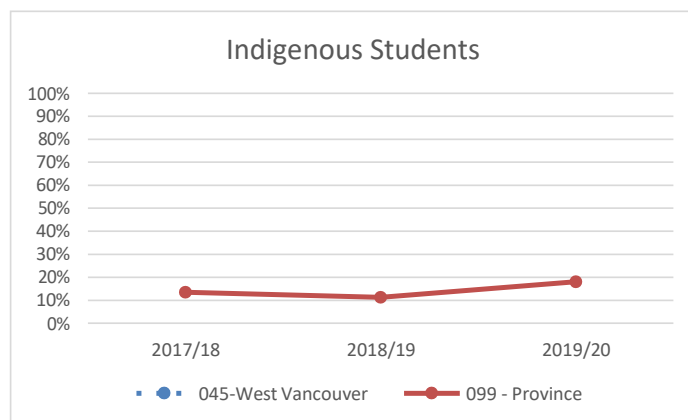


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

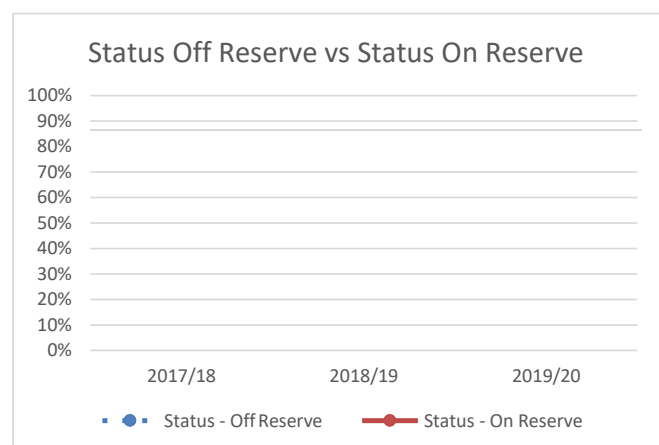


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

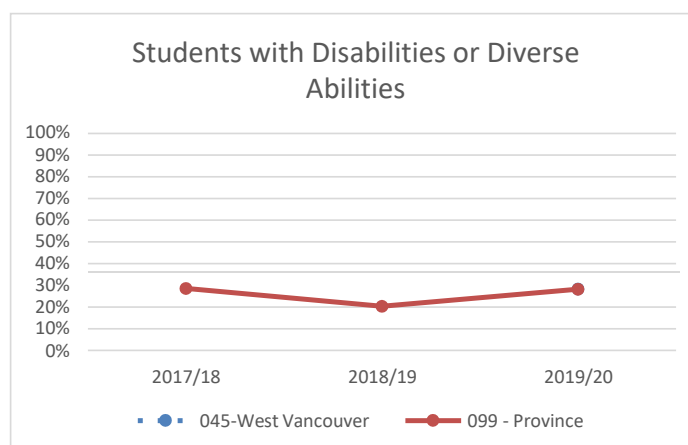


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

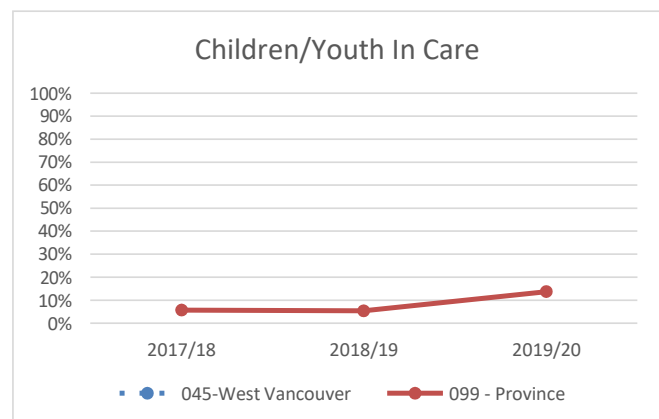


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

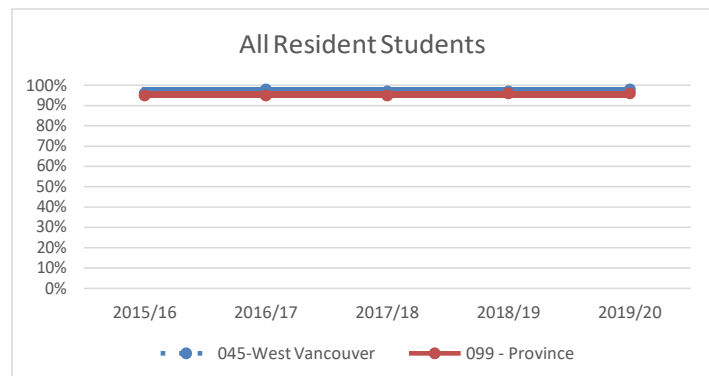


Figure 31: Transition Grade 10 to 11 - All Resident Students

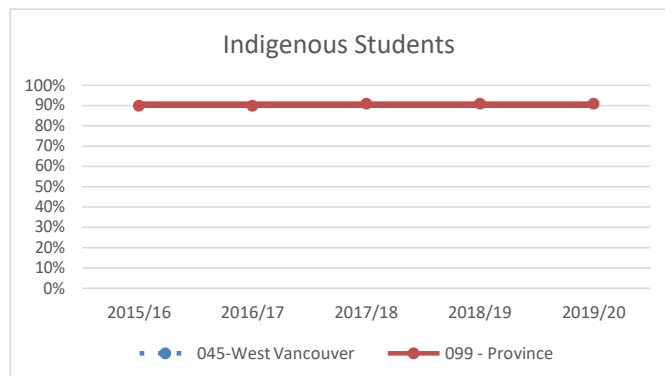


Figure 32: Transition Grade 10 to 11 - Indigenous Students

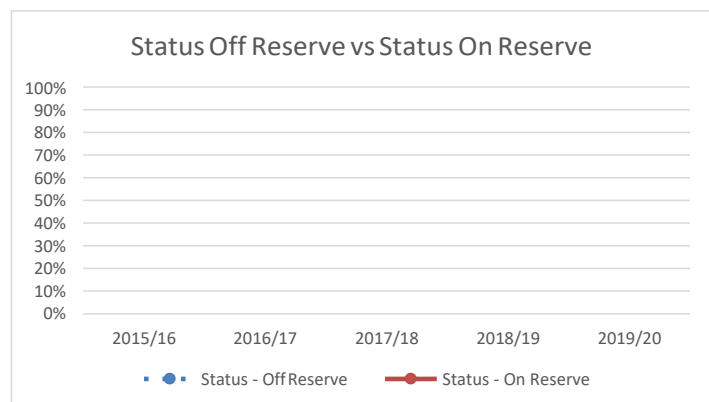


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

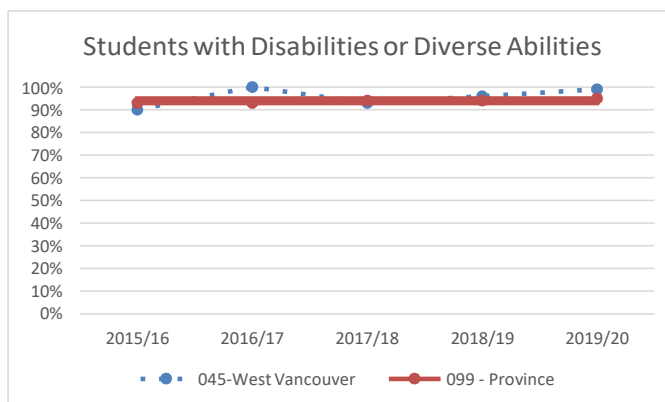


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

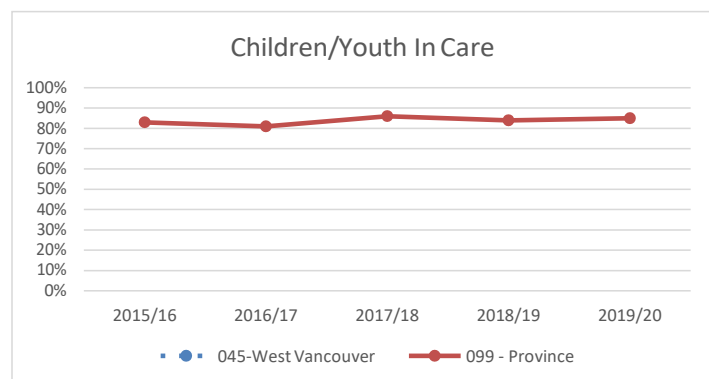


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

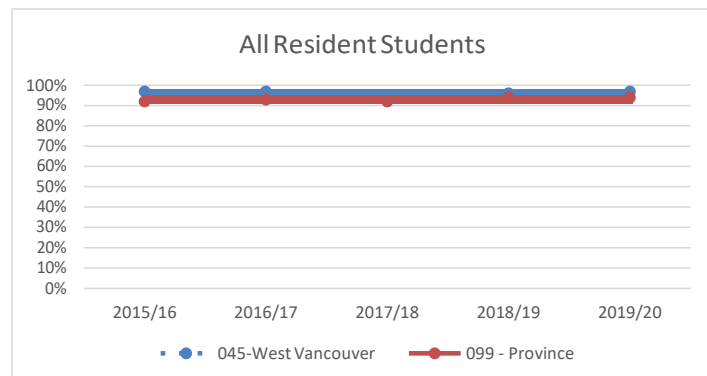


Figure 36: Transition Grade 11 to 12 - All Resident Students

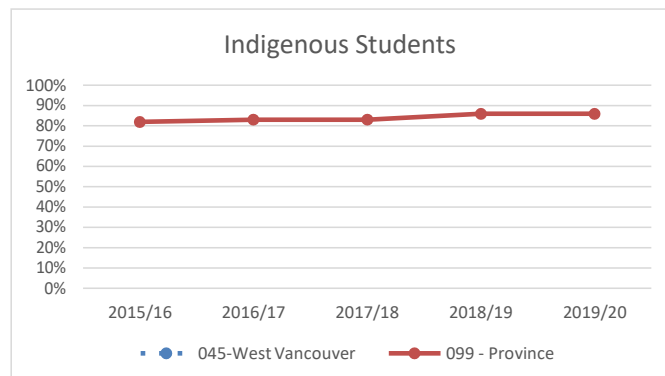


Figure 37: Transition Grade 11 to 12 - Indigenous Students

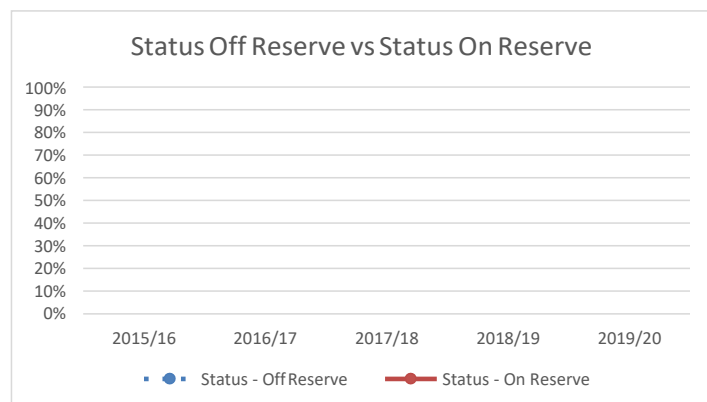


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

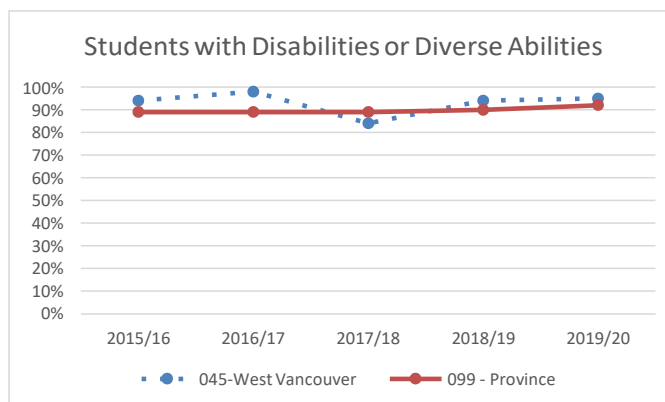


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

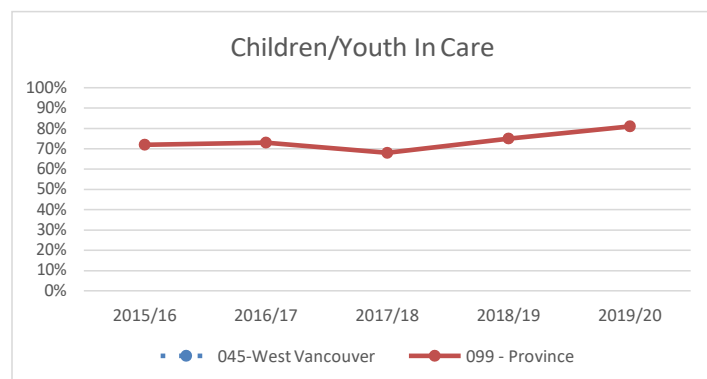


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

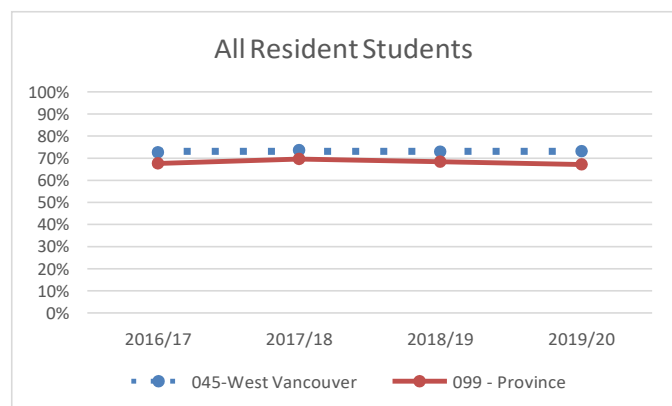


Figure 41: SLS - Feel Welcome - All Resident Students

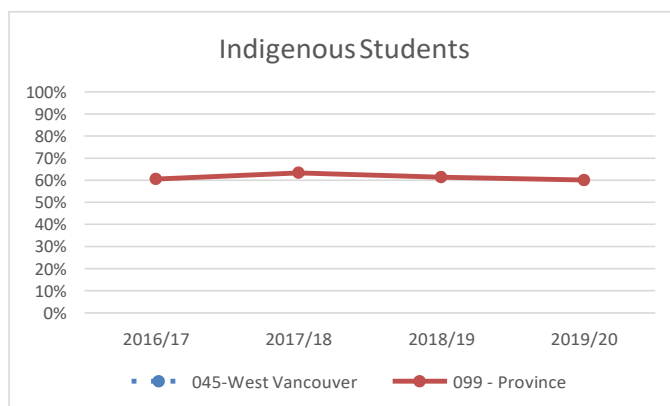


Figure 42: SLS - Feel Welcome - Indigenous Students

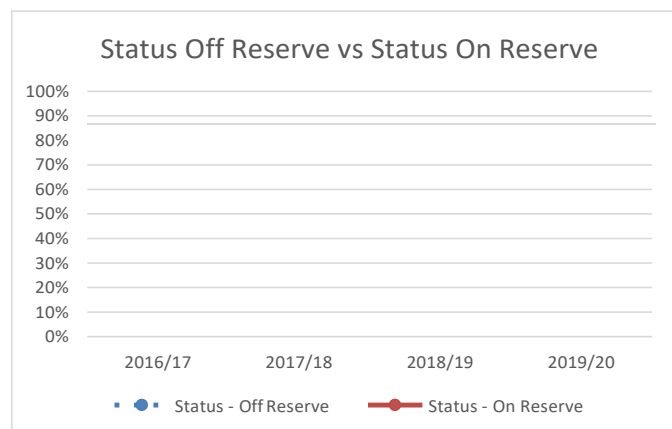


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

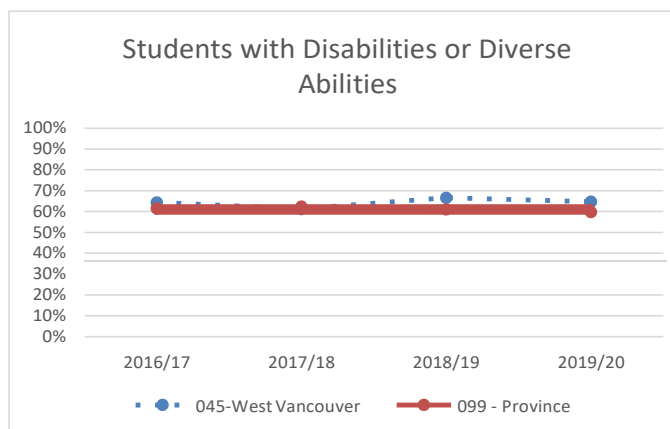


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

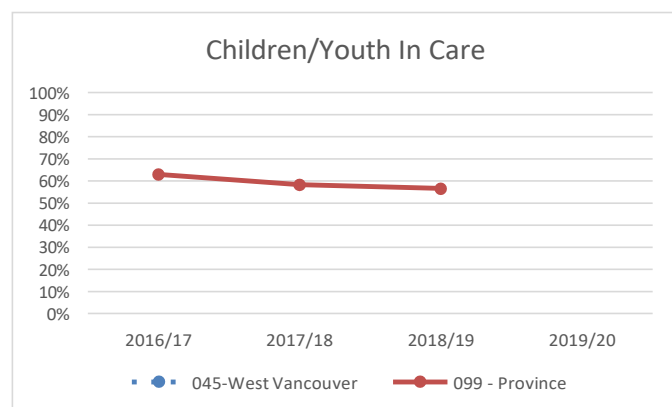


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

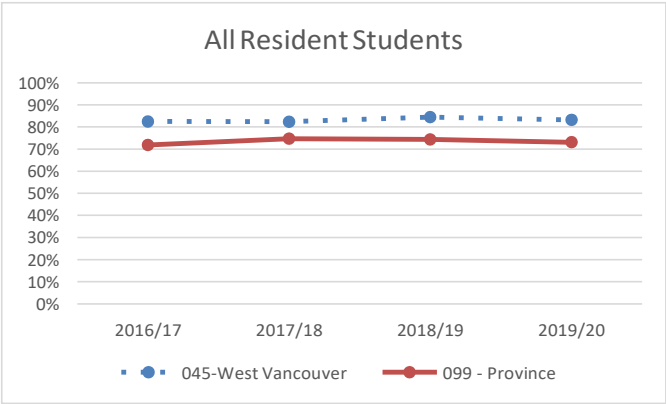


Figure 46: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

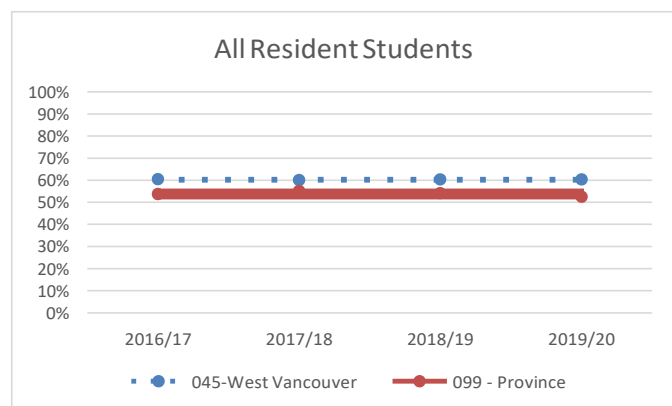


Figure 47: SLS - School Belong - All Resident Students

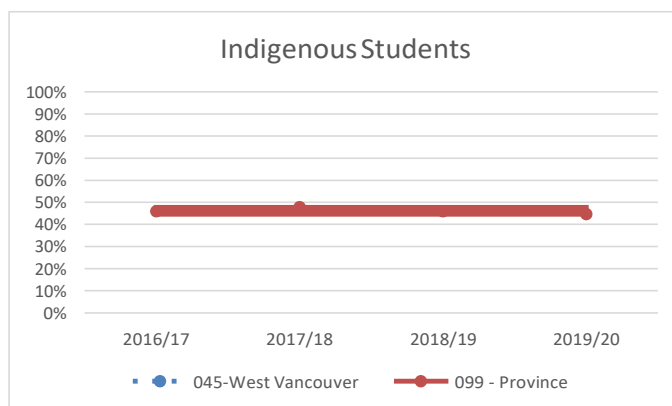


Figure 48: SLS - School Belong - Indigenous Students

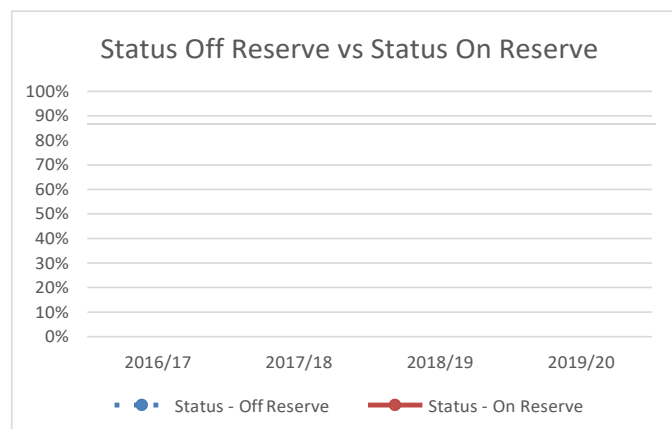


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

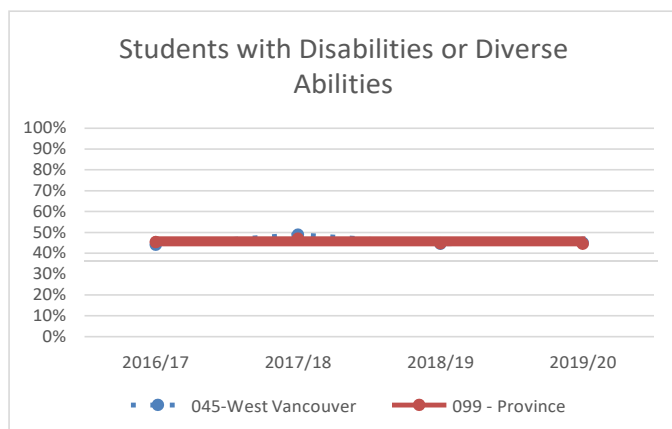


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

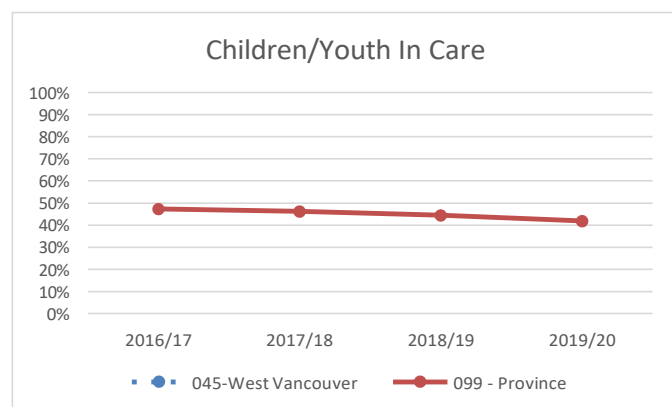


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

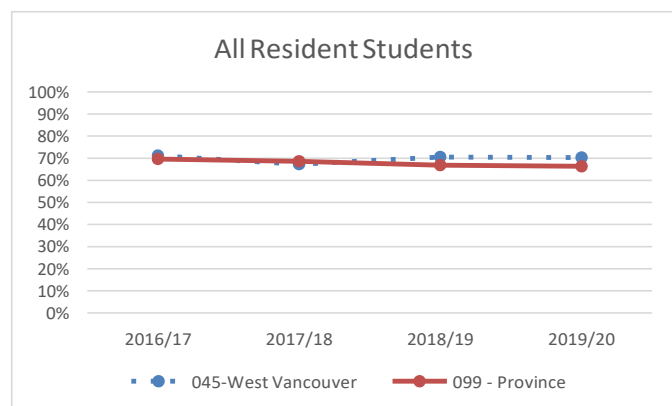


Figure 52: SLS - Adults Care - All Resident Students

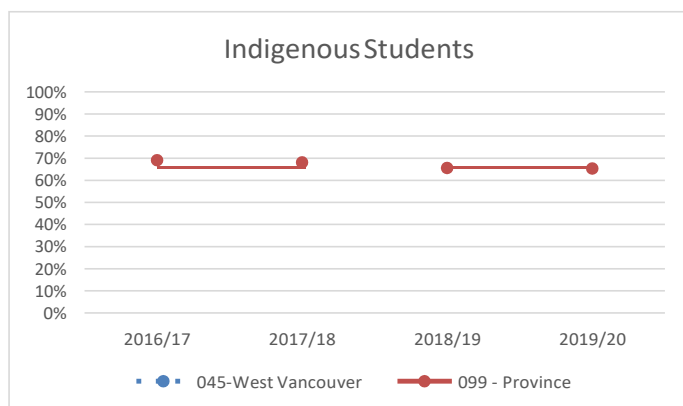


Figure 53: SLS - Adults Care - Indigenous Students

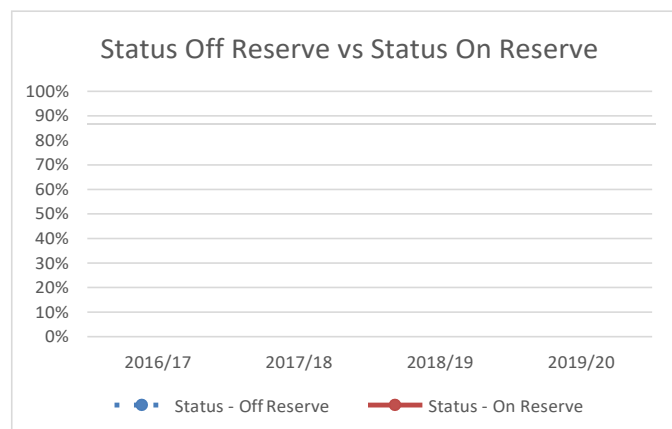


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

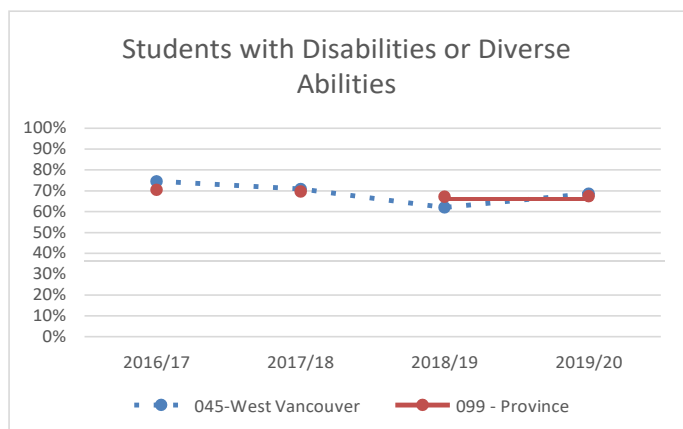


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

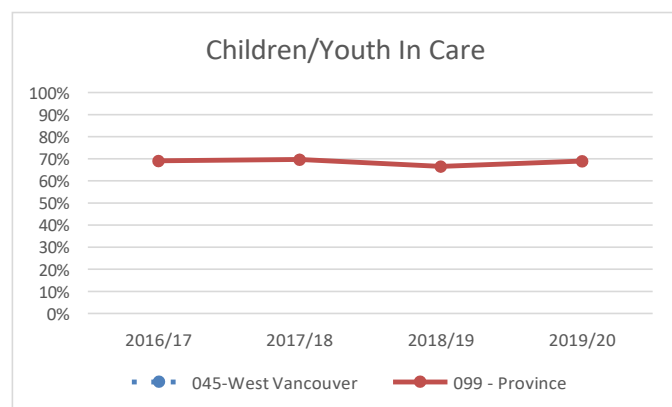


Figure 56: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

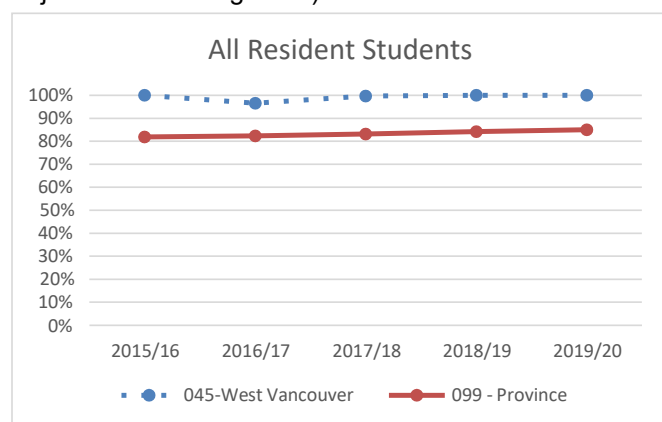


Figure 57: 5 Year Completion Rate - All Resident Students

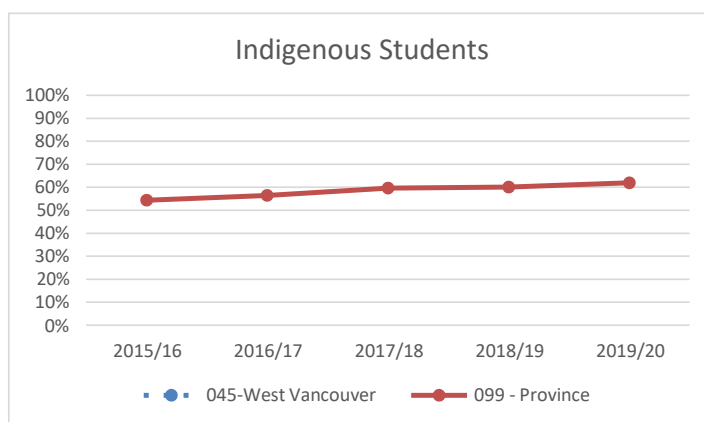


Figure 58: 5 Year Completion Rate - Indigenous Students

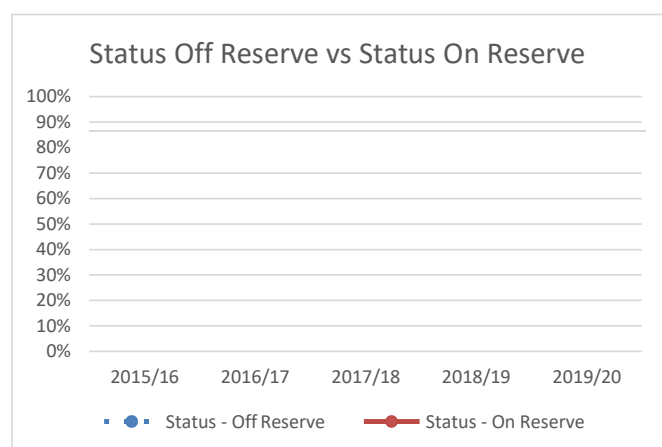


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

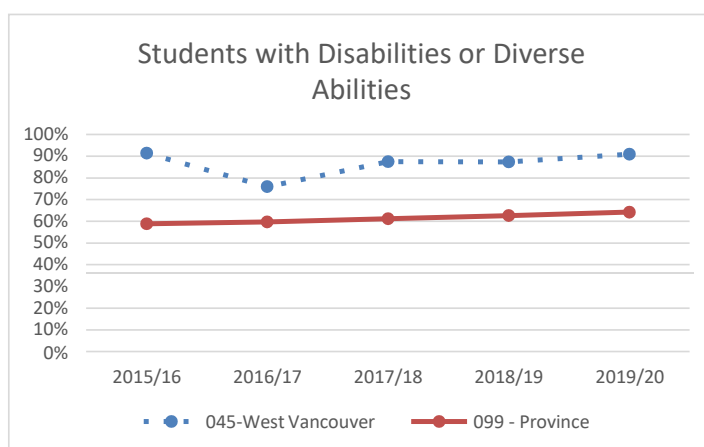


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

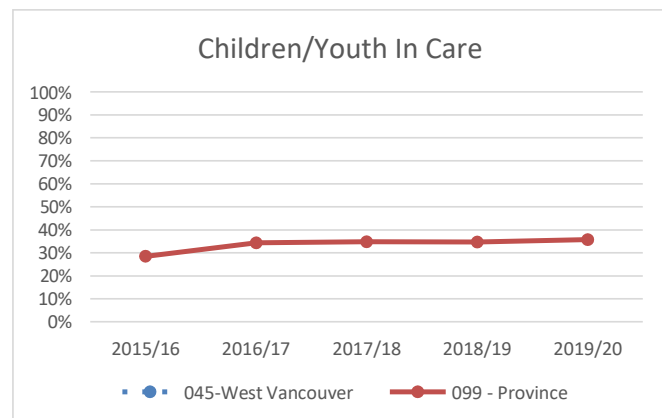


Figure 61: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

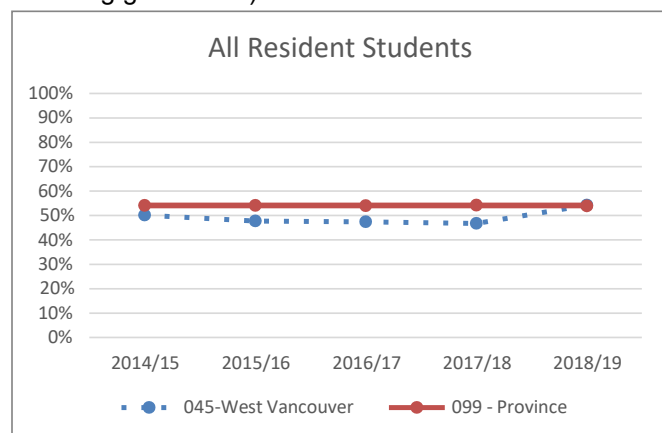


Figure 62: Post-Secondary Institute Transition - All Resident Students

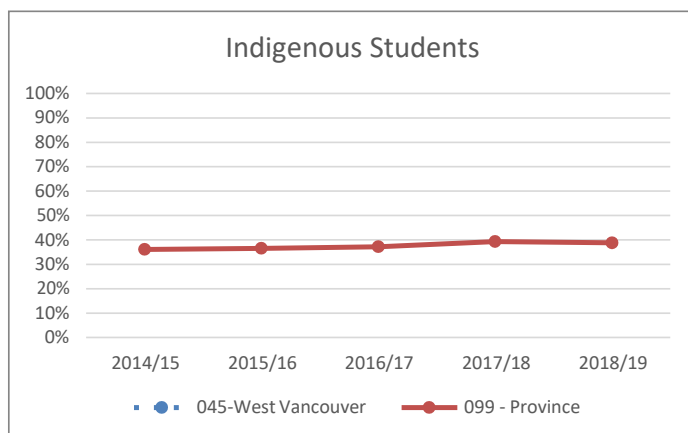


Figure 63: Post-Secondary Institute Transition - Indigenous Students

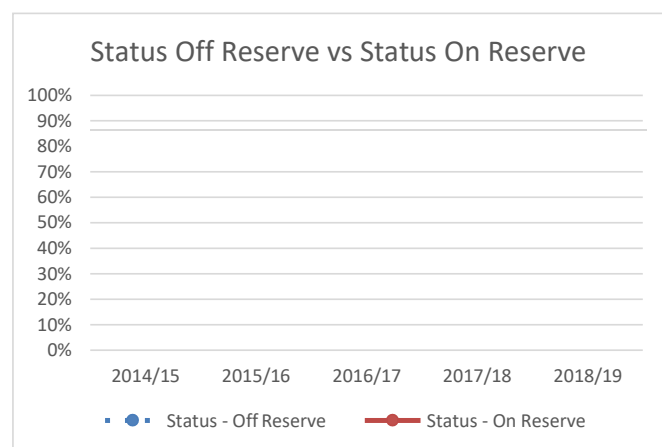


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

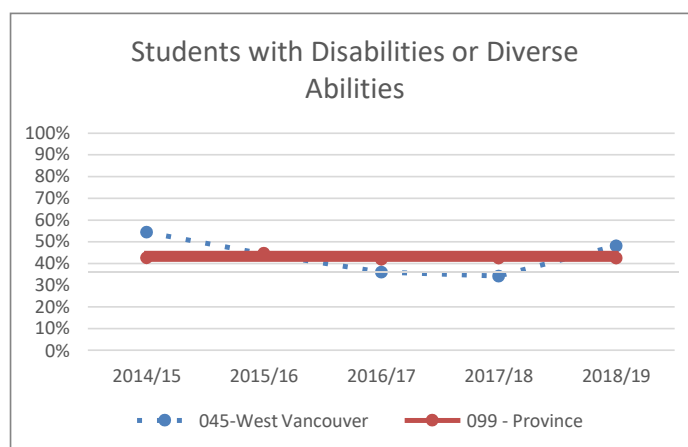


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

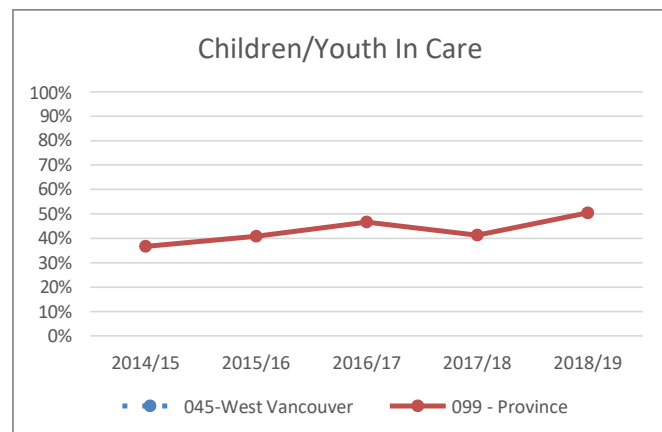


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

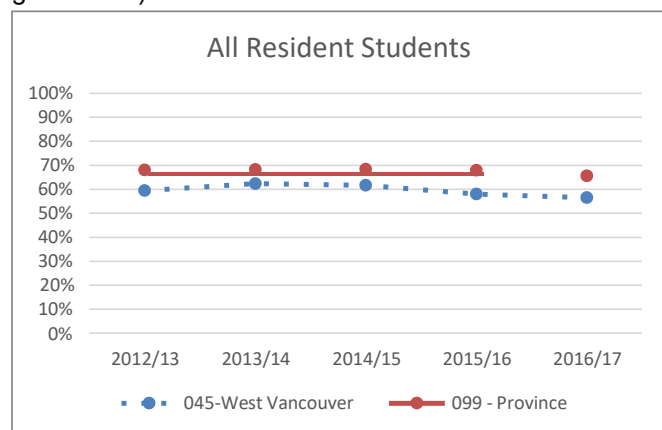


Figure 67: Post-Secondary Institute Transition - All Resident Students

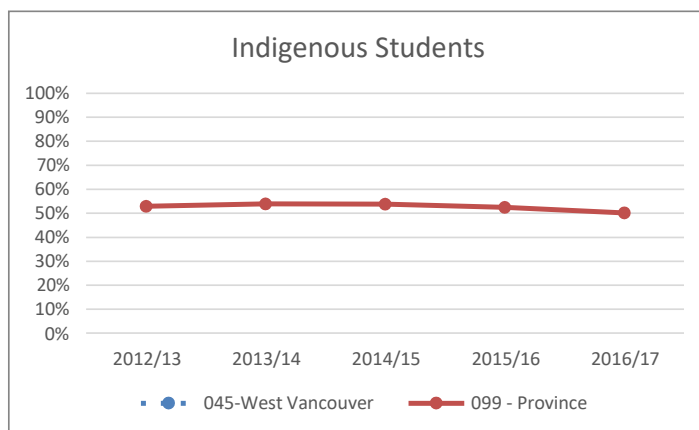


Figure 68: Post-Secondary Institute Transition - Indigenous Students

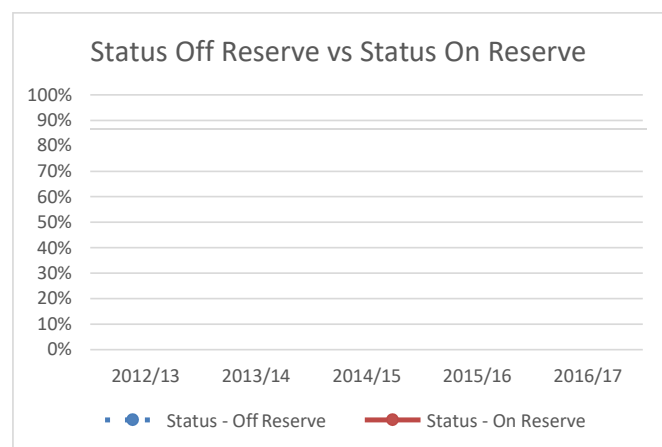


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

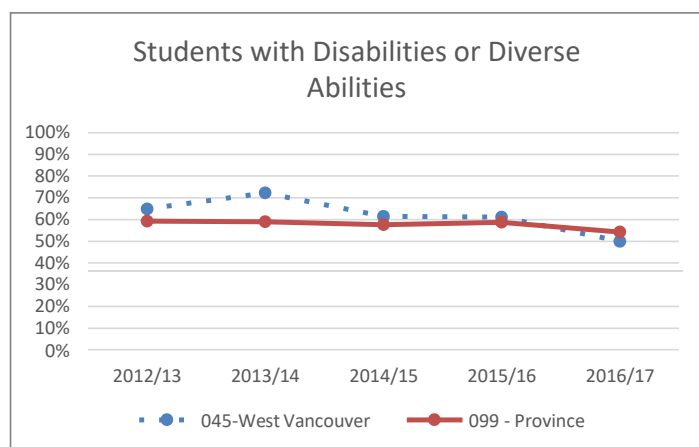


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

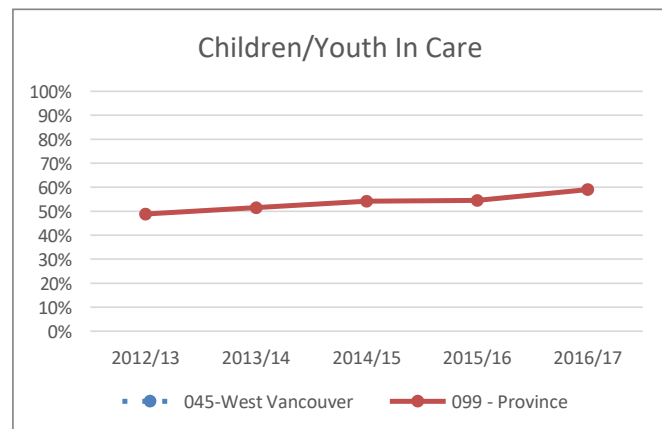


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on a enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

Grade 4 and Grade 7 Participation

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

Grade 4 and Grade 7 Achievement

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.



2020 - 2025 Indigenous Enhancement Agreement

November 24, 2020

PURPOSE:

The 2020 West Vancouver Indigenous Enhancement Agreement (IEA) was developed to guide decision-making that will ensure Indigenous student success. The IEA was developed by the West Vancouver Indigenous Education Advisory Council (WVIEAC), with input and support from our WVS partner groups. The council is made up of a WVS Trustee, an elected member of Skwxwú7mesh Council, the Director of Skwxwú7mesh Nation Education, Employment & Training, a Skwxwú7mesh parent, an Indigenous parent, a Skwxwú7mesh WVS student, an Indigenous WVS student, a West Vancouver Administrators Association (WVAA) representative, a West Vancouver Teachers Association (WVTA) representative, and two WVS District Leadership Team members. The committee met throughout the 2019-2020 school year to envision, refine, and develop three guiding goals:

To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

To create a sense of space and belonging for Indigenous students that is inclusive to all.

This agreement commits West Vancouver Schools to continue to develop ongoing partnerships to ensure the success of all First Nations, Métis, and Inuit students attending school in the West Vancouver School District. This Indigenous Enhancement Agreement is a living document that offers direction for the parties, as they work together to provide the finest possible learning opportunities for our students. We strive to work together with mutual respect for one another, and a combined commitment to enhance the educational opportunities and experiences for our students.

On November 23, 2020, the West Vancouver Indigenous Education Advisory Council gifted and presented the 2020-2025 WVS Indigenous Education Enhancement Agreement to the WVS Superintendent of Schools Chris Kennedy, and WVS Board Chair Carolyn Broady, to guide future decision-making ensuring Indigenous student success, to furthering our understandings and actions of Truth and Reconciliation, and to cement our commitments and relationships with our Indigenous partners.

PROCESS:

Throughout the 2019-20 school year, the WVEAC met to develop the 2020-2025 Enhancement Agreement goals. The process began by revisiting the previous Enhancement Agreement goals and reflecting on the successes, challenges, and future opportunities. The committee then participated in a series of facilitated activities and discussions designed to focus, refine, and develop three guiding goals and directions. These draft goals were shared with our WVS Indigenous Circle Committee, made up of teachers, administrators, Indigenous Success teachers, our Skwxwú7mesh Nation Elder Advisors, and members of our District Leadership Team, for input and feedback. The WVS Indigenous Circle Committee worked to articulate Indicators of Success from the student, family and school perspectives. These indicators act as benchmarks from which to measure future success and progress.

In the fall of 2020, the IEA was reviewed and further refined by a number of our WVS partner groups before being officially being enacted by the WVEAC. Although an Enhancement Agreement is no longer a provincial requirement, we feel it is a meaningful process, and are excited that this important agreement represents our combined commitment to support our students and families.

GOALS:

The Indigenous Enhancement Agreement is designed to enhance the educational success of our First Nations, Métis, and Inuit students, and will focus on three main goals to ensure that our students are supported intellectually, culturally, and emotionally.

To use Indigenous ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

Sample Indicators of Success – Students:

- Students will be able to articulate and understand Indigenous Ways of Knowing and Perspectives.

- Students will have an understanding of the Skwxwú7mesh Nation History and Culture.
- Indigenous students will be proud to share their knowledge, culture and perspectives.
- Indigenous students will have a voice in decision-making, language and culture.

Sample Indicators of Success - Families:

- Indigenous parents/guardians will feel welcome in our schools and will have a voice in decision-making, language and culture.
- Families will experience Indigenous cultures, places, and spaces in our schools.
- School events and structures will acknowledge and promote Indigenous cultures and perspectives.

Sample Indicators of Success - Schools/School District:

- Schools / school district will fully implement the BC Curriculum and Indigenous Knowledge and Perspectives throughout the curriculum in a thoughtful and respectful way.
- Schools / school district will continue to focus professional development opportunities on Indigenous World Views, perspectives and understandings, including Skwxwú7mesh history, language and culture.
- Schools / school district will continue to increase access to quality resources that heighten awareness of Indigenous cultures and traditions for all staff and students at our schools.
- Schools / school district will continue the exploration of Indigenous courses and language opportunities.
- Schools / school district will work closely with the Skwxwú7mesh Nation Education, Employment & Training and Language & Culture Departments.
- Schools / school district will ensure the West Vancouver Board of Education receives regular updates throughout the year and invite trustees to attend activities undertaken in our schools and classrooms designed to enhance education for our Indigenous students.

To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

Sample Indicators of Success – Students:

- Indigenous students will receive additional support as required when transitioning throughout the K-12 journey.
- Indigenous students will have the opportunity to receive extra cultural and language support and experiences.

- Indigenous students will receive targeted academic support in numeracy, literacy, and social emotional learning.
- Students will have access, connections, and space to realize pathways to local opportunities to inspire hope for the future.
- Indigenous student graduation rates will continue to improve.
- Indigenous students will experience successful transitions from WVS to post-secondary opportunities.
- Indigenous students will feel comfortable asking for support.
- Indigenous students will have the opportunity to mentor and be mentored by other Indigenous students.
- Indigenous student attendance will remain high.
- Indigenous students will continue to achieve academic and social emotional success.

Sample Indicators of Success – Families:

- Families will be partners in their child's educational journey.
- Families will receive regular and frequent communication with our schools.
- Families will be informed and engaged in all aspects of the K-12 Journey.

Sample Indicators of Success – Schools / School District:

- Schools will foster and build strong home/school partnerships.
- Schools will develop and maintain healthy relationships with families.
- Schools will use data to support and target student support.
- The district will ensure staffing levels meet the needs of Indigenous students.
- Schools / school district will work closely with the Skwxwú7mesh Nation Advocates.
- Schools / school district will work closely with the Skwxwú7mesh Language & Culture Department.
- Schools / school district will ensure counsellors and success teachers are aware of students with Indigenous ancestry and ensure they receive appropriate levels of support.

To create a sense of space and belonging for Indigenous students that is inclusive to all.

Sample Indicators of Success – Students:

- Indigenous student attendance and sense of belonging will continue to improve.
- Indigenous students will feel that school is a welcoming, inclusive and supportive space and place that values their cultures and experiences.

- Students will experience and learn through authentic acknowledgments, ceremonies and cultural activities designed to infuse and teach about Indigenous cultures and perspectives.

Sample Indicators of Success - Families :

- Indigenous families will feel welcome in WVS Schools.
- Indigenous parents/guardians will attend school events, meetings and PAC meetings.
- Indigenous parents/guardians will be seen as resources with respect to Indigenous world views and cultures.
- Indigenous parents/guardians will have opportunities to meet, provide feedback and participate.

Sample Indicators of Success – Schools / School District:

- The school district will create a WVS Indigenous Success Centre - a space for our Indigenous Success teachers, parents, students, meetings and events.
- The school district will create a Tel'Tewit - West Wind Canoe Shed - a space that will act as a place for outdoor gatherings, events and ceremonies.
- Schools will continue to develop Indigenous spaces, outdoor classrooms, gardens, and spaces that honour Indigenous cultures.
- Schools will work to ensure they create a sense of space and belonging for Indigenous students that is inclusive to all.

Acknowledgment

We are grateful to our First Nations partners, friends, students, and families who have guided this journey. Their shared thoughts, knowledge, and experience helped develop this IEA in order to further support students in achieving their best and foster wellness of spirit, body, and mind.

We would like to thank and acknowledge the following for their work, guidance, and voice in the development of our 2020-2025 WVS Indigenous Enhancement Agreement.

Chen kw'en mantúmi

West Vancouver Indigenous Education Advisory Committee

- Sheelah Donahue – WVS Trustee
- SYETÁXTN, Chris Lewis – Elected Member of Skwxwú7mesh Council
- Paul Wick – Skwxwú7mesh Nation Education Department member
- KÁTXELACHA, Brandon Darbyshire-Joseph - Skwxwú7mesh parent
- Gina Cook – Indigenous parent (Metis)
- Coral Sam – Grade 11 Student Rep - Skwxwú7mesh
- Hoai Irish – Grade 12 Student Rep - Oneida of the Thames, Part of the six Nations of the Iroquois - Haudenosaunee confederation
- Steve Rauh, Principal of WVSS – WVAA representative
- Stephanie Langlois, teacher at Rockridge – WVTa representative
- Liz Hill, Director of Instruction – WVS DLT Member
- Ian Kennedy, Director of Instruction – WVS DLT Member

West Vancouver Elder Advisors

- Sahplek , Bob Baker – West Vancouver Elder Advisor
- Yeltsilewet, Faye Halls – West Vancouver Elder Advisor

Skwxwú7mesh Nation Advocates

- Cherie Baker – Skwxwú7mesh Nation Advocate
- Vanessa Small Legs – Skwxwú7mesh Nation Advocate
- Lisa Newman – Skwxwú7mesh Nation Advocate

West Vancouver Indigenous Success Teachers

- Carol Langley - West Vancouver Indigenous Success Counsellor
- Jada Harry - West Vancouver Indigenous Success Teacher

West Vancouver Indigenous Circle Participants