



The Superintendent's Report

on

Student Achievement

**School District No. 46
(Sunshine Coast)**

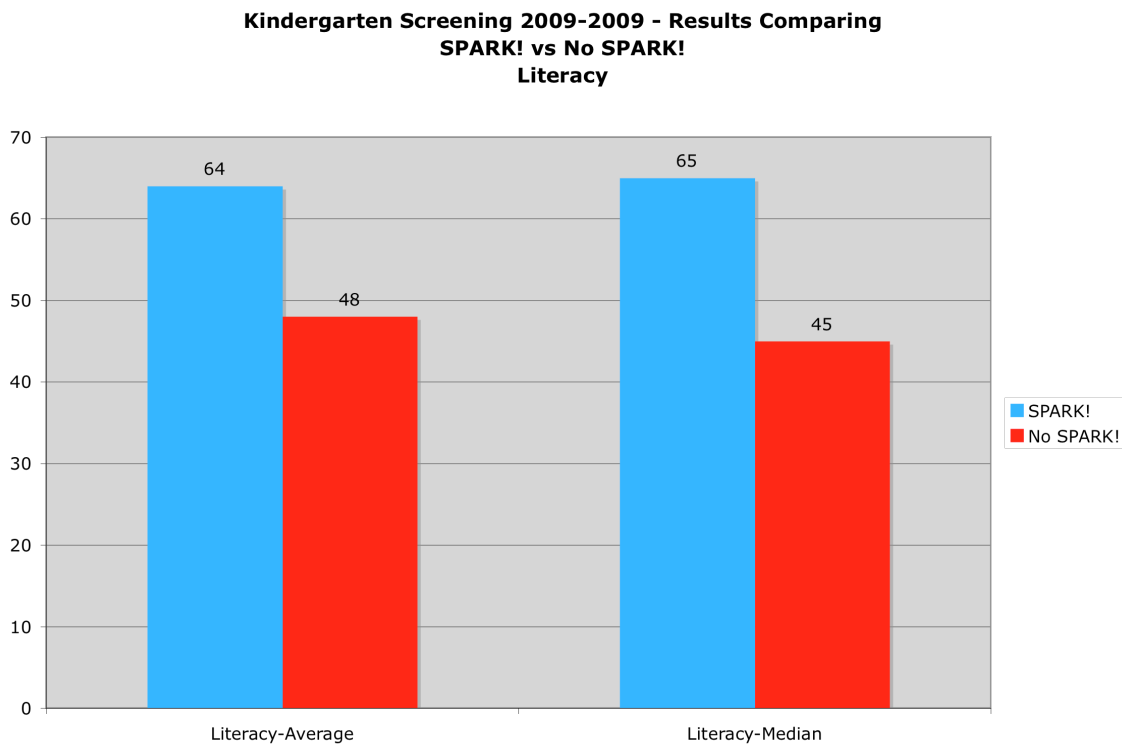
December 2009

IMPROVING AREAS OF STUDENT ACHIEVEMENT

SPARK! (Supporting Parents About Readiness for Kindergarten)

Children whose parents attended three or more SPARK! sessions performed significantly better on the 2009-2010 Kindergarten Screen. There is a 16% improvement in the Literacy Average, and a 21% improvement in the Literacy Median. Children whose parents attended SPARK! also performed significantly better on the math component.

Evidence:

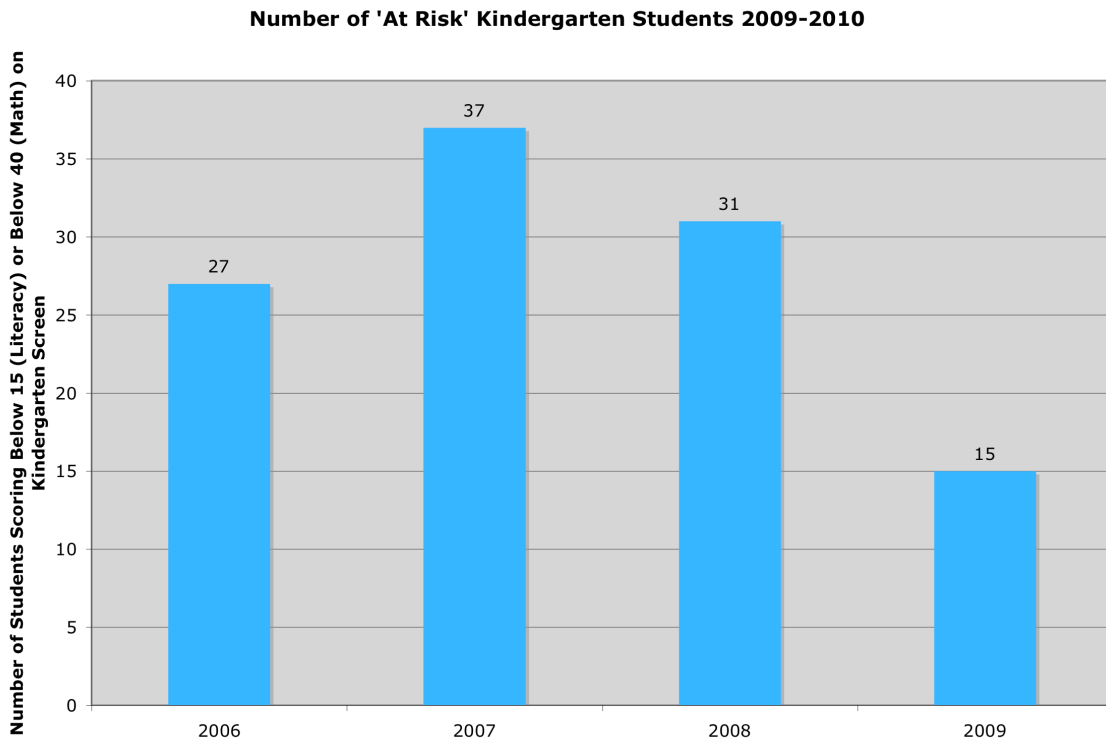


IMPROVING AREAS OF STUDENT ACHIEVEMENT (cont'd)

Number of 'At Risk' Students

The number of students deemed to be 'At Risk', with scores on the Kindergarten Screen below 15 on the Literacy Component, or below 40 on the Math Component has also seen significant improvement. On this year's screen, only 15 students (which is 50% less than the previous year) fall within the 'At Risk' category.

Evidence:



District 046 - Sunshine Coast

All Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	74		74		79		76	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	71	71	71	72	68	70	71	73
*FSA Gr. 4 Reading Meeting-Exceeding	81		73		74		72	

The results for “All Students” have shown little change in any of the categories (six-year completion rate, English 10, FSA 4) over the four year period listed. Our efforts to improve these results moving forward are centred around a thorough examination of our assessment practices with an eye towards expanding our formative assessment repertoire. Additionally, our high schools are taking on the challenge of examining and mitigating each failing grade a student receives. Professional Development in the district is getting aligned around assessment. Our Early Learning interventions are also aimed at improving these results and the full impact of this work will be felt in future data cycles.

Aboriginal Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	43		48		49		47	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	68	66	64	62	60	65	61	63
*FSA Gr. 4 Reading Meeting-Exceeding	82		65		68		56	

* Beginning in 2007/08 students completed the FSA in February, almost three months earlier than in previous years. Consequently, the 2007/08 and 2008/09 results cannot be compared to those of previous years.

A multi-faceted approach is directed towards improving Aboriginal student achievement. Following is a sample of projects and interventions aimed at supporting instruction and improved student achievement.

1. Bins – 21 tote bins of teaching and reading materials, on various topics, have been prepared for classroom teacher use across the district and at various grade levels on a sign-out basis.
 - Workshops offered at Learning Community Team and Pro-D events to demonstrate use of the bins and to expose teachers to the reading materials available and make suggestions as to how the materials can be used.
 - It is hoped teachers will explore the reading materials and begin to collect and use their own Aboriginal Content materials on same topics.

2. Collaborative Planning – with the Celebration of Authors, Books and Children team – to assure excellent Aboriginal authors visit schools and instil in students an interest in reading their books (as well as encouraging Aboriginal students to write).
3. Lending Library – of a large variety of resource, fiction and non-fiction reading materials at all grade levels, all written by Aboriginal authors or on an Aboriginal topic.
 - Made available to all classrooms in the district.
 - Teachers may consult with Aboriginal Programs staff as to how to use the materials.
 - Some class sets available.
4. Notifications about newly published or highly recommended materials are put out on First Class e-mail Aboriginal Conference and sent directly to teacher-librarians and individual teachers, when appropriate.
5. School visits with the superintendent. Regularly scheduled visits to review individual student progress in numeracy and literacy progress. Intervention plans are discussed and implemented.
6. Aboriginal Education Support Program – delivery of service includes using fiction and non-fiction materials as a tool to introduce all students to Aboriginal content in the curriculum.
 - Support Program teachers introduce and immerse students in responding to a variety of reading materials (at the elementary level, this is on a weekly basis) that have Aboriginal themes and content.
7. First Peoples English 12 – being done wholly or in part in a number of contexts through SPIDER and the Sunshine Coast Alternative School.
 - Reading materials have been carefully selected to provide a First Peoples’ perspective and delivery is based on First People’s Principles of Learning.
8. Secondary Math and Social Studies courses – and Social Justice 12 – working collaboratively with course teachers to include Aboriginal topics and to introduce readings and resource books that explore Aboriginal culture and issues.

Progress made with respect to goals and targets set out in our last achievement contract and evidence of this progress.

Our current Achievement Contract is a three-year view and is based on a question format. The main thrust in our work is on improving our assessment practice and, by extension, our instructional focus and outcomes. The early part of this school year (and the start of the three-year view) has been our professional development built around formative assessment and for many conversations at schools to be driven by this topic. The work is challenging and messy, but is starting to yield positive results as indicated anecdotally by our staff. We are also developing our own assessment tools and these will become part of our future data sets. On the Social Responsibility front we have implemented Restorative Justice practices that are allowing us to deal with negative behaviour as part of a growth mode.

Connectedness of the Achievement Contract, Superintendent’s Report, District Literacy Plan, Early Learning Plan and Aboriginal Enhancement Agreement

All of our reports are sharing the same focus of improved instructional focus and this is being driven by an examination of our formative assessment practices. Our goal is to ensure all of our students reach their individual potential and that we create avenues for them to each experience success. Work is underway on our first formal Enhancement Agreement. Our literacy plan is aligned with that of the community. Early Learning has some significant highlights that are related to our SPARK! Program that gives us strong indication of the importance of this program. Additionally, our “at risk” population appears to be declining.

Report on the implementation of Recommendation #5 of the Representative of Children and Youth regarding Children in Care

	Yes/No	Comment
Is a person appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions?	Yes	
Have initial rosters of CIC been updated in consultation with local MCFD offices?	Yes	
Is information shared between district, schools and MCFD in a manner consistent with the interests of CIC?	Yes	
Are children in temporary care arrangements, by agreement or in the home of a relative included in monitoring and support functions?	Not formally at this time	At this time we are dependent on the foster parent or relatives informing us about student placement

Further steps and activities in the district planned to undertake to make effective the Representative’s recommendation

Continue to facilitate opportunities for school district staff and Ministry of Child and Family Development staff to meet, share and discuss practices to enhance student success.

Measures and evidence used to monitor the educational attainment of Children in Care in our School District

Use district-wide assessment, NWEA scores, report card grades/comments, IEP reviews.