

District Achievement Contract



We aspire to be the finest educational system in the country

-- for our children, our employees, our community and our world



2013-2014
June 2014 Update

DISTRICT CONTEXT

The [West Vancouver School District](#) includes the District of West Vancouver, the Capilano 5 Reserve, the Village of Lions Bay and the Community of Bowen Island. The district has three secondary schools, three primary schools (K-3), and 11 elementary schools, including two, single-track French Immersion elementary schools.

All 17 schools are situated along the traditional lands of the Skwxwú7mesh Nation, also known as the North Shore of Metro Vancouver. With easy access to the natural environment around their schools, students and staff are able to benefit from the rich and diverse outdoor community in addition to the traditional classroom.

Students in the West Vancouver School District benefit from innovative and exciting programming that continues to grow and provide new options for learning. Educational teams in West Vancouver review, assess and improve existing programs each year, to provide current and relevant learning experiences to better meet the needs of our students.

Enrollment projections remain stable for 2014/2015 with movement 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).

The West Vancouver Board of Education's vision statement is a commitment to maintaining our high standards at all levels:

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

Two key documents that guide our planning for student success include:

1. The [*Strategic Plan](#) developed by the Board of Education with a series of goals and objectives for the West Vancouver School District built around Educational Excellence, System Sustainability and Community Connections.
2. The *District Achievement Contract* which has short and long-term targets and is viewed as a living document, with input from our students, parents, educators and community partners.

District Information

	numbers	%
Total Students	7,128	
Female Students	3,465	48.6
Male Students	3,663	51.4
Aboriginal	62	0.7
Special Education	555	7.8
ELL	845	11.9
French Immersion	937	12.8
International (fee paying)	530	7.4

UNIQUE FEATURES AND AREAS OF STRENGTH

West Vancouver School District continues to be the "*Premier Place for Learning*". Unique features of this district include the following:

- Student achievement remains at the 100th percentile among public school districts according to the number of students meeting or exceeding expectations on the Foundation Skills Assessment and our annual Grade 10, 11 and 12 students' results from government program examinations.
- A highly valued culture of excellence that ensures quality programs and resources for staff and students
- Consistently high Graduation Completion Rate at over 95% each year
- Unique program options that allow students more choice and self-organized learning throughout the district including:

Secondary Schools

- Advanced Placement Programs
- International Baccalaureate -- Middle Years Program, Diploma Program
- French Immersion
- Baseball Academy
- Hockey Academy
- Soccer Academy
- Tennis Academy
- Fencing Academy
- District Honour Choir
- Ace It Carpentry Program
- First Aid Swim Training
- Basketball BC/WVSD High School Performance Training Centre
- Young Entrepreneurship and Leadership
- Ignite Your Passions
- Art West
- Self-Efficacy 10
- Yoga 11/12

Elementary Schools

- Outside45 Academy
- iDEC – Inquiry-based Digitally Enhanced Community
- Single-Track French Immersion (Early and Late)
- International Baccalaureate - Primary Years Program
- Single-Track French Immersion/IB Primary Years Program
- Montessori
- Ignite Your Passions

DISTRICT AND SCHOOL CONNECTIONS

The Process Used to Approve School Plans

The Director of Instruction connects with School Administrators to review drafts of school plans and discuss student progress. Goals are developed to meet the needs of students according to data collected throughout the year.

Upon completion and signing off by School Planning Councils 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. Administrators review and develop their school goals during district meetings and school-based meetings.

School 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 (DAC) includes both short and long term targets which reflect those in the individual school plans. These documents are used to guide school plans for curriculum, assessment and initiatives to enhance student learning.

The Role of School Planning Councils

School Planning Councils (SPCs) were established in each school in January 2003. Each SPC is comprised of an administrator and three parents. Each secondary school 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 the past six school years.

Connecting School and District Goals

The three pillars of Inquiry, Self-Regulation and Digital Literacy have continued to guide our implementation of curriculum in the past year. While these pillars do not exclusively structure our planning, they have provided a focus for school plans that has resulted in clear alignment across the district. This alignment has been highly beneficial to both staff and students as resources, staff development and learning opportunities are more easily shared.

Inquiry-Based Learning

Inquiry-Based Learning models have been more widely implemented in our schools this year. This has continued to expand our capacity for innovation and personalized learning. These models are guided by curriculum with clearly defined learning outcomes. Ongoing formative assessment and rich informational resources provide the scaffolding for self-directed learning and improved student achievement. Students' meta-cognition is improved as they become owners of their learning. Adult learners are also encouraged to model inquiry-based learning to enhance transformative pedagogies and deeper learning opportunities for all. Inquiry-based learning models have been included in:

- Administrators' Growth Plans
- School-Based Professional Development opportunities – elementary and secondary
- Innovation Support Teachers – elementary and secondary
- Choice Programs – iDEC, Outside 45, MYP, PYP, IB, FI
- Action Plans for Student Learning 2013/2014 – 12 out of 17 schools with specific inquiry models
- Innovation Grant Proposals – projects this year district-wide – over 250 teachers involved in Innovative Projects
- School/Out of District Visits – Teacher initiated professional development opportunities to research Inquiry models of learning
- North Shore IB Schools Committee – professional learning community
- Network of Inquiry and Innovation – School-based Inquiry Projects
- Healthy Schools Network – School-based Inquiry Projects
- Online conferences and webcasts – international/national networking with inquiry-based educators

Digital Literacy

Digital literacy has evolved to encompass digital learning – improving student engagement, learning relevancy and rigour through digital opportunities. Digital Learning is supporting a district-wide focus on inquiry and self-regulation and is becoming a cornerstone of learning across all grades and curriculum. Digital literacy teachers are now supporting digital learning through assessment, inquiry and other pedagogical concepts. During the past year, staff received mobile devices to assist them in leveraging digital resources with their planning and teaching. This access has provided an opportunity for teachers to utilize current resources and ideas with their classrooms. The district continues to focus on:

- Support for blended learning opportunities for teachers and classrooms
- Classroom adoption of laptop programs at elementary schools
- Creation of a K-to-7 Digital Literacy Framework for student outcomes at each key stage of development
- Continued teacher support through district support teachers
- Continued joint partnership through group committee on technology and communication
- Innovation teams focused on teacher-led inquiry using technology to facilitate deeper learning
- Expansion of a “personalized web portfolio” for all students in Grades 4 to 10
- Continued professional support for teachers using *Web 2.0 Tools* in the classroom

Self-Regulation

This year marks our third year embedding Self-Regulation practices into our pedagogy in our school communities. We continue to be guided by Stuart Shanker's research and the five domain model of Self-Regulation;

- Biological
- Emotional
- Cognitive
- Social
- Pro-social

West Vancouver has continued our commitment to the Canadian Self-Regulation Initiative (CSRI) as one of leading first-wave school districts and will be hosting the national CSRI Summer Institute in August 2014. Having a long-term focus on mental health, understanding behaviour and human development, all elementary schools continue to embed Self-Regulation practices within one or more domains.

This past year the District Self-Regulation team has focused on three areas of continued professional and community development/education:

1. Staff professional development sessions
Completed – 9 elementary schools and district support staff
Booked for September, 2014 – 2 elementary schools
Ongoing – 1 secondary school
2. Parent Education events – Total: 10
3. Community Education events – Total 12

The district continues to emphasize self-regulation as one of our three pillars of learning through:

- Continuation of District Occupational Therapist time in district dedicated to self-regulation initiatives
- Continued support of our District Self-regulation Team consisting of the District Occupational Therapist, Behaviour Learning Support Teacher, District Counsellor, Speech and Language Pathologist, and District Administration
- Implementation and sustainment of self-regulation strategies in twelve elementary schools,
- Initial implementation of self-regulation concepts and strategies in the secondary context
- Dedication to the creation of a district-wide visual campaign promoting Self-Regulation
- Active participation in Canadian Self-Regulation Initiative
- Self-regulation ties to social emotional learning in school goals in 15 of 17 schools.
- Participation and presentation in the Canadian Self-Regulation Summer Institute 2013
- Some programs currently used are *Mind Up, Positive Behavior Support, Zones of Regulation, Second Step, Peer Tutoring, Roots of Empathy, Play is the Way, Beyond the Hurt, FRIENDS for life, Transitions* and *Service Learning*. Our district's *Foundations for Learning* Goal supports a focus on school health, the environment, and sustainability.

Connecting Teacher Innovation and District Initiatives

SD 45 Innovation Grants

This is the third year that West Vancouver educators have benefitted from the availability of Innovation Grants to support student learning. Over 400 teachers were involved in Innovation projects this year. The structure of inquiry to support innovation and improve student learning has continued to grow in our schools.

Teachers, support staff and administrators may apply for a grant of up to \$3500 to provide release time, resources and professional development opportunities in the areas of inquiry, digital literacy and self-regulation. The Learning Team is a group of educators engaged in collaborative forms of inquiry with an explicit commitment to routinely investigate, explore and plan ways to improve student achievement. This inquiry team structure has provided a staff development model to deepen understanding of teaching practice and student achievement.

The Innovation Grants Projects include the following characteristics, criteria and commitments:

- **Teamwork** – a willingness to work in learning teams on behalf of learners in your community
- **Interdependence** – a willingness to work with, and on behalf of, all interested schools in the district
- **Inquiry** – an interest in developing and collectively pursuing significant learning improvement questions in depth and over time
- **Assessment** – a belief in the central importance of the individual and classroom assessment as evidence for powerful change
- **Communication** – an acted upon belief in telling change stories honestly with both qualitative and quantitative evidence sources
- **Depth of Thinking** – a commitment to going deeper by asking increasingly challenging questions about practice
- **Sustained Thinking** – an understanding that realizing genuine learning requires time, focused work, reflection, and an ongoing commitment
- **Metacognition** – using knowledge about learning to strengthen thinking
- **Use of Evidence** – a commitment to using clear evidence patterns to illustrate and describe improvement

Innovation Coaches

Our Innovation Coaches have had great success in supporting teacher professional development this year and we plan to continue this model in 2014/2015. With a focus on Innovation and Inquiry, the model is designed to support those teachers who have demonstrated or articulated an interest in district leadership. Training sessions will continue throughout the year and the teacher leaders will be encouraged to develop cohorts within the group to focus on one of the three pillars of Inquiry, Digital Literacy and Self-Regulation. Teachers will build their skills in the following areas:

- Formal Leadership training
- Coaching Innovation Team teachers
- Facilitating staff development sessions
- Participating in a personal Inquiry related to leadership skills
- Sharing resources and professional development opportunities in leadership

Developing teacher leadership skills foster and align our goals to develop Inquiry and Innovation in the district to support student learning. This has also enabled us to build capacity for progressive leadership in our schools. Several of our Innovation Coaches from this year have taken on formal leadership roles for next year.

Innovation Projects – topics of interest

- Neuroplasticity
- Physiological Feedback and Motivation
- 20% Self-Directed Learning
- Mindfulness in Teens
- The Maker Movement
- Physical Literacy – Fun, Functional Fitness
- Enhanced Inquiry for English Language Learners in a Digital Landscape
- The Answer Model
- French Immersion International Baccalaureate
- Eco-Explorers
- Technology in Theatre
- Transformative Literacy
- Perseverance and Grit
- Digital Literacy and Coding
- SMRT Classrooms
- Curatorial Exhibitions
- Cross Pollination in Social Studies Curriculum
- Science Probes and Error Analysis

Connecting to Our Aboriginal Student Population and Community

The West Vancouver School District respectfully honours and acknowledges the history and culture of the Skwxwú7mesh Nation, in whose territory we reside, learn and work. Further, it is recognized that a successful partnership in education between the Skwxwú7mesh Nation and the West Vancouver School District is critical to the academic, social and emotional growth of our students.

The West Vancouver Aboriginal Education Committee (WVAEC) has been in close consultation with the Skwxwú7mesh Nation Education Department. Our goal is to work together to support student learning and ensure that all Aboriginal students in West Vancouver achieve success and graduate with dignity, purpose and opportunities. In addition, we have endeavored to provide opportunities for education for all of our students and families that would honour and reflect the rich history, current issues and culture of the Skwxwú7mesh Nation, Métis and Inuit people.

This has been a very positive journey to date, with collaborative sessions, Circle Gatherings, Family Feasts, student lunch meetings, and more formal committee meetings for our First Nations and Métis families, students and Elders to communicate, work together and provide input toward the goals and objectives of school programs and structures in West Vancouver.

The Skwxwú7mesh Nation Education Department has provided excellent guidance to our committee and has kindly worked with our senior staff, administrators and teachers to ensure that mutual understandings and learning activities are appropriate and reflective of the needs of our students. We will continue to work with the Education Department as we develop school programs and resources to enhance student learning and improve student achievement.

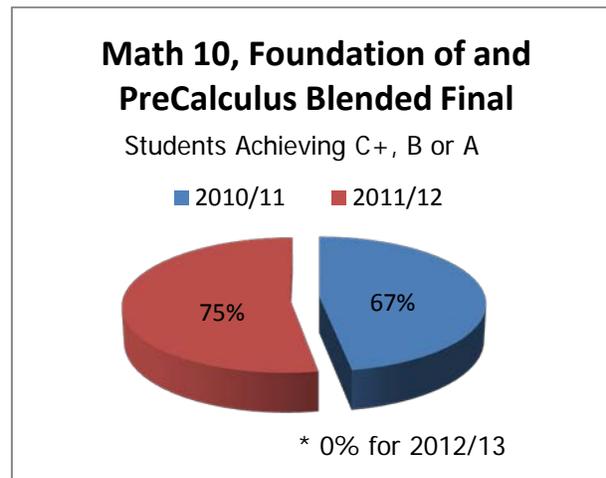
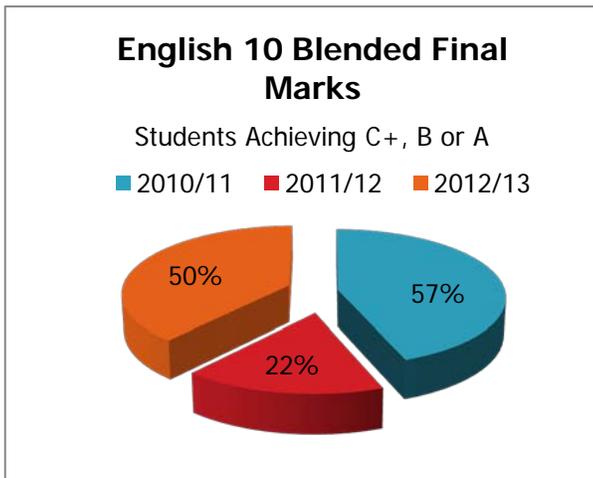
This marks the first time that a formalized Aboriginal Education Enhancement Agreement has been developed in West Vancouver. The goals of this agreement will ensure that School District employees, First Nations, Métis and Inuit students, parents, and families and school communities work together to ensure student success.

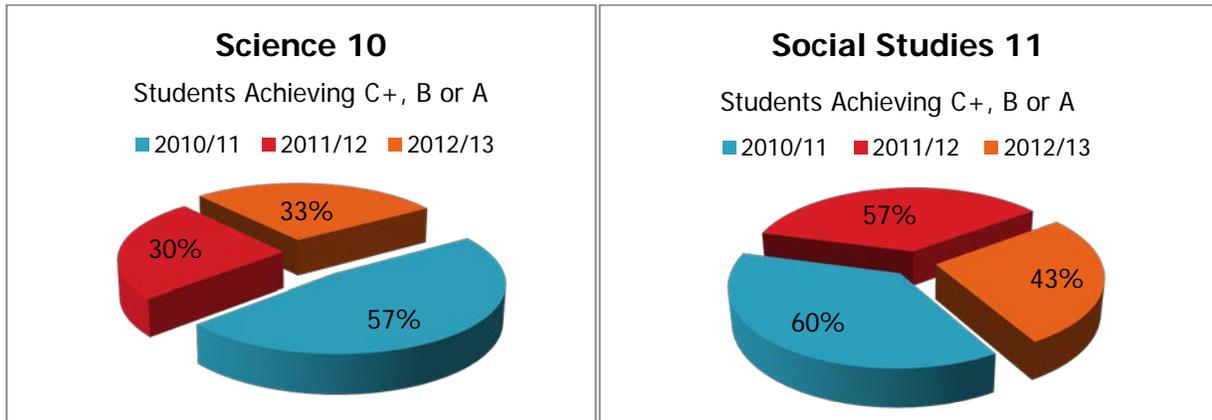
There are currently 62 self-declared Aboriginal students across the West Vancouver School District. Student profiles have been prepared for all Aboriginal students including information pertaining to academic achievement, attendance and cultural involvement. We are in the process of creating a digital database to house these files in an effort to expedite support service for students across the district. Information is maintained and updated each term to provide school staff with an up to date picture of student progress and engagement throughout the year.

In addition, this year, we have mapped out the specific achievement progress of each student in a comprehensive data report spanning the past three years. Details of grades and achievement levels in all academic and elective programs are included. This report will remain 'live' online and will be used to inform planning and funding for instruction of all First Nations and Métis students as needed and in an appropriately supportive time frame. Target areas that have emerged through this data are in Numeracy and Literacy. Specifically, the numeracy skills of students in Grades 1 to 12 are generally average or below average. This data is reflected in Aboriginal education trends throughout the province and will be of focus for student support next year.

Aboriginal Student Progress Reports:

Provincial Required Examinations – 2012/2013





Elementary Aboriginal students' general progress reports 2013/2014

	Not Yet Meeting	Meeting	Exceeding
Numeracy	6/27	14/27	7/27
Literacy	7/21	11/21	3/21

Connecting to School and our Immigrant Community

- Over 450 individual new clients received service, and five settlement workshops/information sessions held, and families connected to six community events
- Target numbers have increased to more accurately reflect population and services
- SWIS Program moving under the North Shore Multicultural Society Services with West Vancouver school district maintaining active engagement in terms of service delivery needs.
- Supporting this community with workshops targeting their needs (such as understanding the school system, parenting support to help student integration, enhance student achievement, and summer learning opportunities)
- Partnership with community agencies and resources

Connection to Early Learning

The Four Pillars of *ReadNow* — BC's Action Plan, form the organizational framework for the District Achievement Contract. 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 continued to focus on providing support for children's early literacy development through programs including:

- *iPals Program* – location to be determined
- *Properties Family Hub Society* - Chartwell Elementary
- *Storyhouse Program (through Family Literacy Program)*– West Vancouver Memorial Library
- *Kindergarten Gradual Entry Program* - all elementary schools
- *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
- *Changing Results for Young Readers* – Ministry of Education

Through our *District Early Literacy K/1 Screener* data, we track readiness skills of our K learners as they enter school. This year, all elementary schools also participated 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

District Literacy planning is intended to build on the Community Literacy planning process. We work with many different community agencies to enhance the Literacy programs in our schools. These agencies include:

- North shore Literacy Now Task Group
- Skwú7mesh Nation Education Department
- West Vancouver Memorial Library
- North Vancouver School District #44
- North Shore Multicultural Society
- WECAN Committee
- Bowen Island Literacy Committee
- Capilano University

The West Vancouver Literacy Plan includes four pillars for success:



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), to increase the reading and writing proficiency of English Language learners (ELL) in the West Vancouver School District. This objective is inclusive of ELL and International students. While the objective speaks to all ELL, there is a more noticeable impact for student achievement at the secondary level.

The focus of the *North Shore Community Literacy Plan* is on ELL of all ages within the community. Over the years, there has been an overall improvement in pass rates in a range of core areas for ELL students, including English 10, Science 10, Social Studies 11, Communications 12 and English 12, but their achievements are still generally lower than the non-ELL population. Previous ELL targets which focused on success rates in secondary school core academic courses have been met, and now more challenging targets have been set.

The third pillar, *Reading Success for Aboriginal People* is now directly connected to this document (Goal #3, Objectives 1 and 2), To improve the academic achievement of Aboriginal students and to increase the use of accurate, authentic and relevant First People's resources in our schools. These objectives align with the proposed Ministry of Education Curriculum draft K-9, which includes a focus on Aboriginal content and ways of knowing in courses, programs and curriculum.

Objective #1

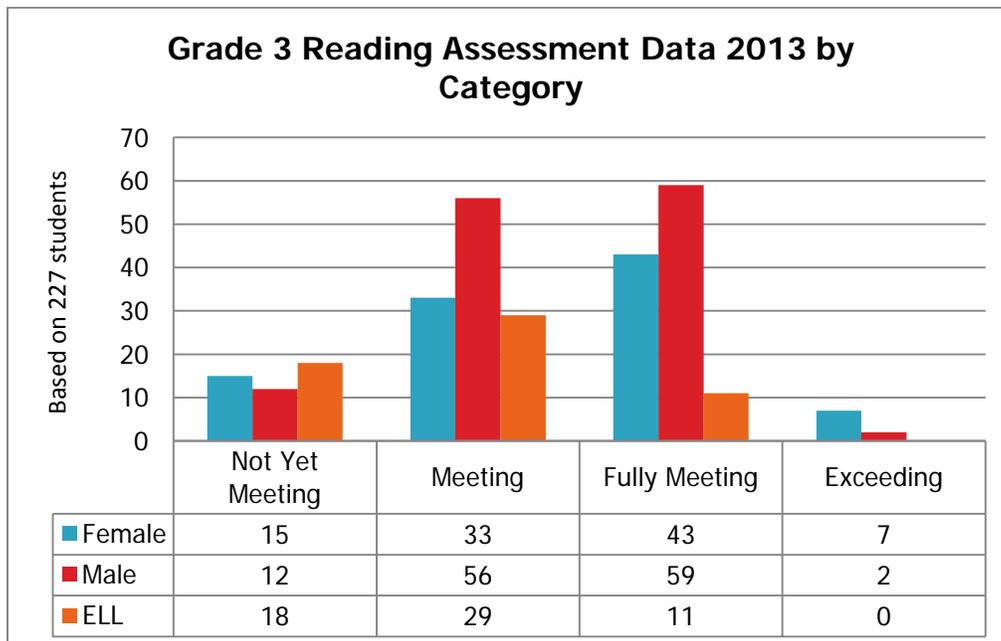
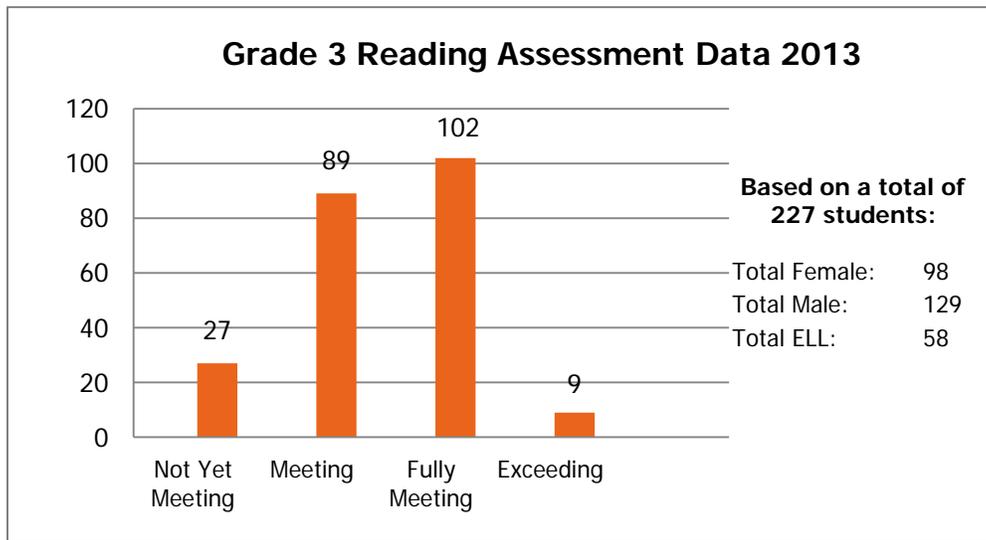
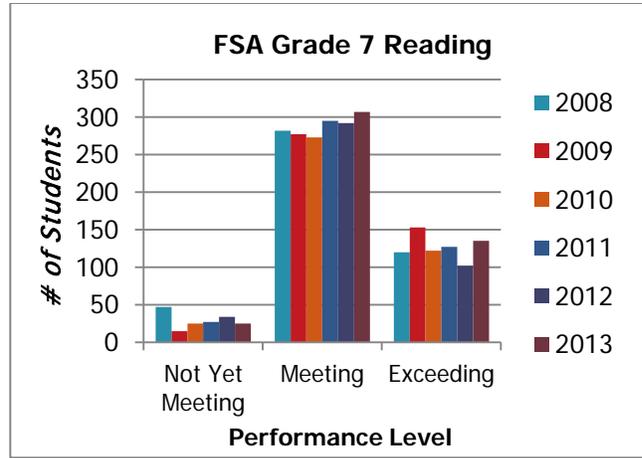
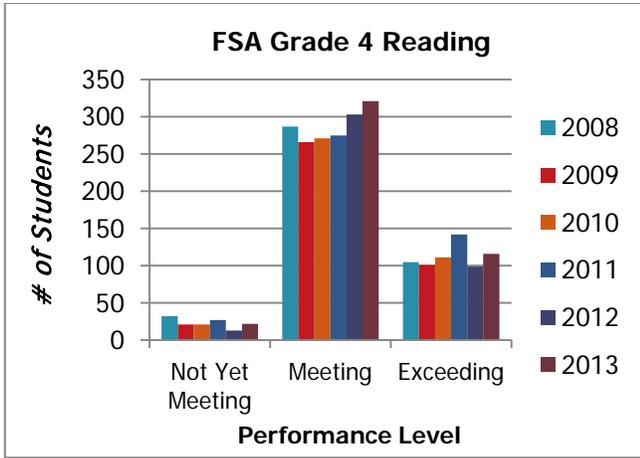
To increase reading comprehension of all students

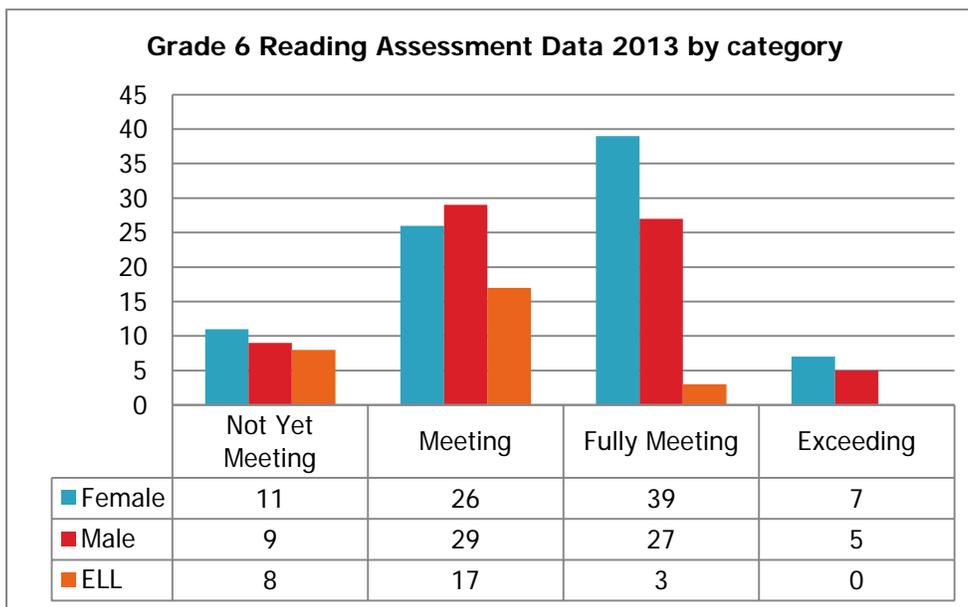
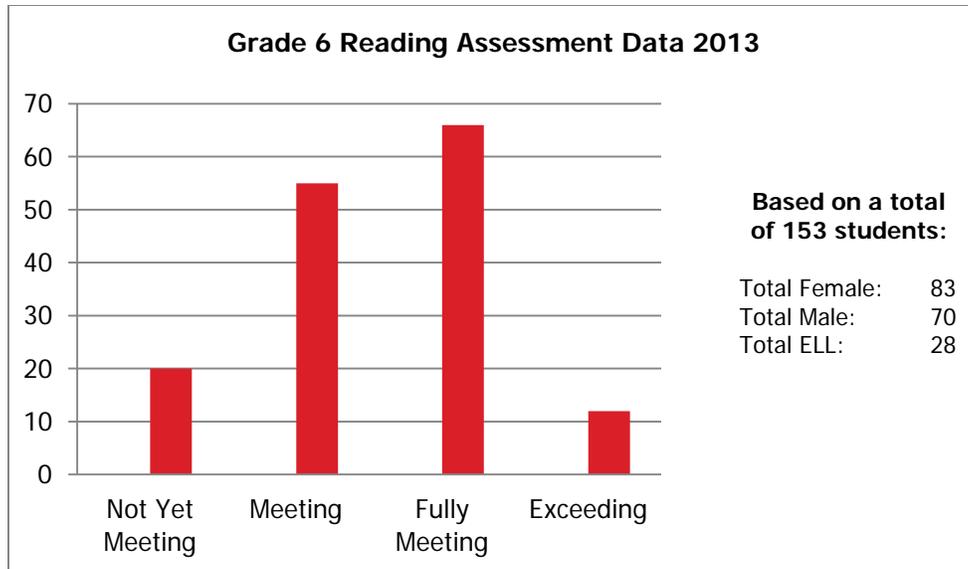
Rationale

- In the 2012/2013 FSAs, 5% of Grade 7 students were *Not Yet Meeting Expectations* in Reading
- The 2013 RAD results indicate that only 4% of our Grade 3 students are Exceeding Expectations in Reading and only 8% of our Grade 6 students are Exceeding Expectations in Reading
- The 2013 RAD results also indicate that girls are scoring higher in Reading skills in both Grade 3 and Grade 6
- District Early Literacy Kindergarten K-Grade 1 Screener indicates that about 25% of all K students are not meeting criterion in sound/symbol recognition and phonological awareness (isolating, blending, and segmenting skills)
- District Grade 1 and 2 Screeners indicate that about 20% of all Grade 1 and 2 students are not meeting criterion in the ability to connect and apply phonological awareness skills to their knowledge of sound/symbol relationships (phonics)
- On the 2013 English 10 Provincial Exam, 23% of our students scored C or C-
- The individual achievement of our Aboriginal students in 2013/2014 indicates that 43% of our Grade 10 students achieved C or C- on their English 10 Blended Marks and 33% of our Grade 12 students achieved C or C- on the English 12 provincial exam.

Performance Indicators

- District Early Literacy Kindergarten/Grade 1 Screener
- District Grade One and Two Screeners
- Ministry of Education — Satisfaction Survey Results
- Foundation Skills Assessment (FSA) Grades 4 and 7 – Reading Component
- Reading Assessment District (RAD) Grades 3 and 6
- English 10 Provincial Exam
- English 12 Provincial Exam
- Report Cards – Term 1 and 2 – 2013/2014





Progress

- Foundations Skills Assessment (FSA) results are being tracked starting with the 2009 results. On the provincial level, West Vancouver students continue to score 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
- The majority of our students continue to fully meet expectations for Reading at their grade level. We need to continue to move students to the next level of achievement based on the BC Performance Standards
- Aboriginal students in our district are achieving at a higher rate than those in other districts. However, we need to increase support in the core academic areas so that they may improve to their full potential

Targets

- To develop and strengthen word attack/decoding skills (phonological awareness, sound/symbol, phonics, fluency) in K-3 classrooms through district implementation of early literacy support programs
- Continue to monitor and reduce the number of students *Not Yet Within* and *Meeting* Expectations on the FSA assessments with a goal to raise student achievement by at least one level
- Increase the number of students *Exceeding Expectations* on the RAD by 15% for 2014/2015
- Increase the number of Aboriginal students who are *Minimally Meeting* and *Fully Meeting Expectations* in Secondary English and Social Studies (*Aboriginal Student Improvement*) by 15% for 2014/2015
- Increase the number of Aboriginal elementary students who are Exceeding Expectations in Literacy by 15% for 2014/2015
- Increase the number of Aboriginal students who are achieving a C+ or better in English 10 Blended Marks to 70% for 2014/2015
- Continue to monitor 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
- Continue to develop early literacy assessment strategies to support students in K-3 Literacy programs
- Continue to develop school participation in the *Changing Results for Young Readers* (CR4YR) program through the Ministry of Education
- Support the use of school, district and provincial data to make informed decisions about student success in reading

Emerging Actions:

- Hire an Aboriginal Success Teacher to support students K – 12 in Literacy skills
- Continue to develop a “push-in” model of support for students in the classroom as per the CR4YR model
- Expand the use of the RAD assessment tool to Grade 5 next year
- Develop a Literacy Touchback Series for teachers to focus on specific literacy strands of learning
- Develop a literacy assessment tool for Grade 8 and 9 students
- Continue to employ 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

- Further development of early instruction in literacy to enhance improved literacy performance across all grade levels
- Implementation of phonological awareness/development instruments/tools for all K-2 students
- Continue to support and establish the use of school-wide inquiry-based frameworks for learning
- Continue to support and develop student and staff digital literacy
- Support the use of differentiated instruction techniques for teachers to meet the needs of learners within increasingly complex classrooms
- Continue to expand and support the implementation of *Fast ForWord* as an early target Reading intervention
- Continue to provide early learning supports focusing on individualized in-class supports for Kindergarten children in the areas of early phonemic awareness and language/literacy development
- Exploration of direct instruction program (Reading Mastery) which delivers effective and systematic early literacy support in phonological awareness, phonics and fluency

Objective #2

To increase the reading and writing proficiency of English Language Learners

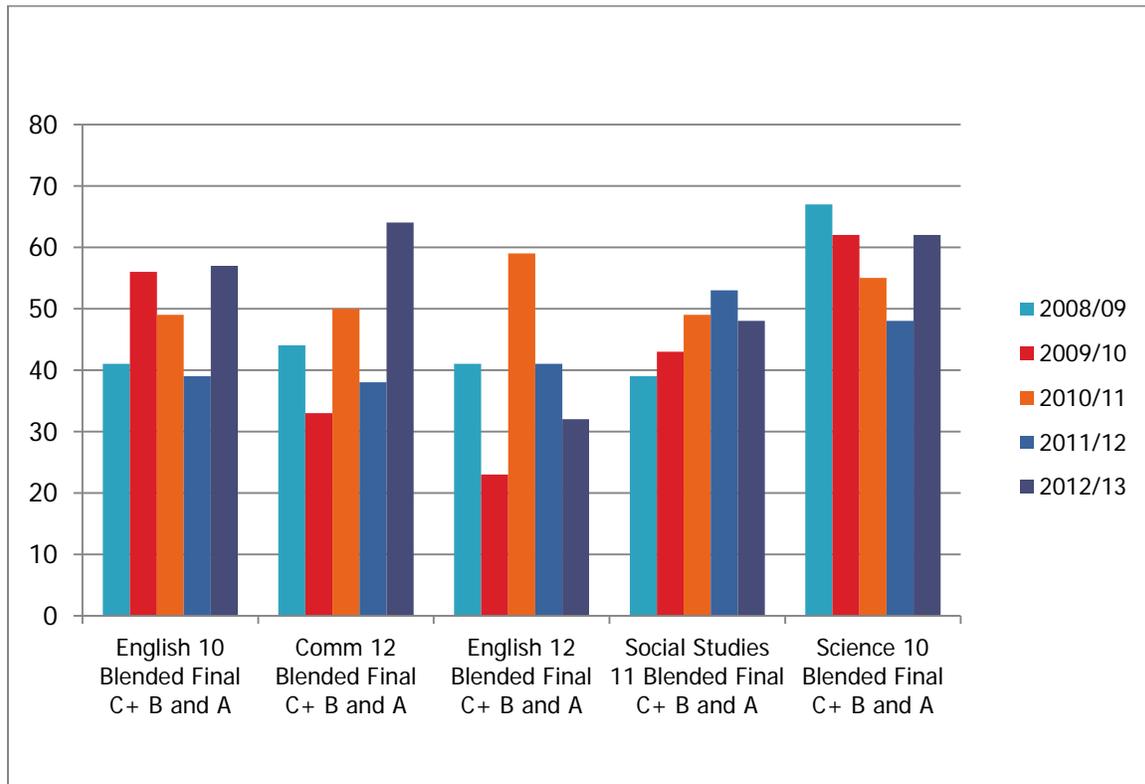
Rationale:

- Our ELL population continues to grow. From September 2012 to April 2014, our ELL numbers have increased 49% in elementary and secondary combined, with an increase of 10% in the last year. The largest growth occurs in the elementary school population: 23% of K students; 21% Primary years; 13% Intermediate years. Four of our elementary schools have ELL populations upwards of 22% to 44%. There is also an increase of ELL students in our French Immersion Programs. In the secondary schools, 6% of the total population is designated as ELL students but this number swells to 20% inclusive of International students. In April 2014, we recorded 869 ELL students, up from 825 in February 2013. ELL students comprise 12% of the district population and there are approximately 1,372 students who are either ELL or International learners.
- This objective is inclusive of ELL and international students
- While the objective speaks to all ELL, there is a more noticeable impact for student achievement at the secondary level
- The focus of the *North Shore Community Literacy Plan* is on ELL of all ages within the community
- Over the years, there has been an overall improvement in pass rates in a range of core areas for ELL students, including English 10, Science 10, Social Studies 11 and Communications 12. These pass rates are commensurate with the non-ELL population.
- Previous ELL 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

- Foundation Skills Assessment (FSA) Grades 4 and 7 – Reading and Writing Component
- Graduation Program Exams (EN 10, SC 10, SS 11, COM 12, EN 12,)
- Lower Mainland English Reading Assessment (LOMERA/WVERA) for Secondary students
- Idea Proficiency Test (IPT) for the Primary Years (oral IPT on-line assessment)
- Lower Mainland Elementary English Reading Assessment (LOMEERA) for the Intermediate Years
- Idea Proficiency Test (IPT) for all new incomers to elementary
- ELL Assessment Consortium

Provincial Required Examinations - West Vancouver ELL Results



Progress

- When compared to current results, our ELL students have generally maintained or increased their success rates over the past five years.
- There has been an increase in the number of our ELL students taking English Program examinable courses
- The new cohort of students entering our schools in both elementary and secondary tends to have lower English Language Proficiency levels. These beginning levels are reflected in the number of our ELL students who did not write the FSA Grades 4 and 7 Reading and Writing tests:
 - Gr. 4 ELL – 42% performance unknown
 - Gr. 7 ELL – 47% performance unknown
- In the secondary schools, these new students 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 the Grade 10 and 11 ages expecting to graduate in three years.
- ELL students tend to perform better in reading (receptive language) than in writing (expressive language). The achievement gap widens in the higher grades.

Goal #1 – Literacy

- At the Grade 4 level, the ELL students' achievement in reading at *Meeting Expectations* has decreased compared to the total population (ELL 47% – ALL 64%). There has been a slight increase in ELL students *Exceeding Expectations* although the gap widens compared to the overall population (ELL 4% – ALL 23%).
- The same pattern for Grade 4 continues in Writing and mirrors the performance of the total population showing a decrease of students *Meeting Expectations* (ELL 49%– ALL 59 %) but an increase of students *Exceeding Expectations* (ELL 9 – ALL 31%).
- Performance at the Grade 7 level has remained relatively constant. The ELL students' achievement in Reading indicates 39% of ELL students are *Meeting Expectations* compared to 58% of the total cohort; 4% ELL students and 25% of all students *Exceed Expectations*.
- In Gr. 7 Writing, 44% of ELL students meet expectations compared to 67% of our total Grade 7 cohort. There has been an increase in students *Exceeding Expectations* (ELL 7% - ALL 20%).
- District results (Blended Mark) generally mirror those of provincial results for ELL students in the secondary schools.
- On the Blended Final Mark, ELL students achieving a *Pass Rate* of C- or better in SC10 and SS11 reflect the achievement of all SD45 students at 95% and 98% respectively. There has been considerable improvement in the number of students achieving a C+ or better in SC10 (48% to 62%) surpassing the provincial average.
- There has been an increase in the number of students achieving pass rates or better in EN10 and COM12, and the *Pass Rates* mirror the achievement of all SD45 students. This year, more ELL students are achieving a C+ or better in EN10 (39% to 57%) and Com12 (38% to 64%). These results are higher than the provincial average.
- On the Blended final Mark, 95% of our students pass EN12. However, the gap widens between ELL students' achievement and the general population in the C+ or better category (ELL 32 per cent – ALL 81 per cent). This rate is less than the provincial average for ELL students' achieving a C+ or better.
- In the past years, there had been an increasing trend in the district for students to leave ELL service, particularly at the secondary level, which may have had a negative effect on student achievement. This trend appears to be reversing as students are choosing our Language Adapted blocks for ELL support.

Targets

Increase or maintain the number of students obtaining a C+ or higher on the Blended Final Mark (combination of school and exam mark) in English 10, Science 10, Social Studies 11 and Communications 12 to above 50 per cent. Increase the number of students achieving a C+ or better in English 12 to the provincial average.

Actions

Sustaining Successful Actions:

- The ELL Learning Support teacher will continue to provide support and professional development to all ELL teachers in order to ensure practice and assessment are aligned with Ministry of Education guidelines and policy
- The ELL Learning Support Teacher facilitated professional development on Collaboration and Co-Teaching for elementary ELL specialists in order to begin implementing a *Push-In* Model of support. Workshops in this area will continue.
- Continue to provide English language instruction tailored to meet the needs of the student's level of English language proficiency
- 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 English Language Learners. To this end
 - The ELL Resource Teacher facilitated a series of four *Sheltered Instruction Observation Protocol* (SIOP) workshops for teachers K-Grade 12 and interested administrators. This series will be replicated next year.
 - Dr. Sylvia Helmer presented a workshop on *Teaching ELLs in the Content Areas*
 - SD45 hosted the ELL PSA 2013 and will continue to do this in 2014
- Secondary schools support *Sheltered Instruction Observation Protocol* (SIOP) training of teachers
- Staff understanding of ELL issues will be enhanced by our participation in the ELL Consortium, ELL Assessment Consortium (with UBC), the ELL Metro Network and the ELL PSA
- Continue to provide resources to ensure consistency of program delivery. In the past year, resources targeting support for the teaching of specific writing genre have been provided to all elementary schools. Resources for collaboration and Co-t
- eaching have also been provided to ELL specialists. At the secondary level, resources have included novel studies to enhance the language adapted EDGE Series and materials targeting vocabulary development
- Consistent programs and assessment tools are implemented district-wide to lead to common experiences for students at all sites, as well as a consistent district framework maintained for reporting K to 12 ELL progress

Goal #1 – Literacy

- The ELL district resource teacher will continue to facilitate close coordination between elementary and secondary schools to ensure appropriate ELL support and 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
- Align student reporting to specific goals for ELL language development
- Remove letter grades from English Language Development courses to focus more on student improvement
- Provide professional development to assist ELL teachers in recognizing behaviors indicating additional support needs

Emerging Actions:

- Continue the use of contact teachers at each secondary school for ELL, creating a Secondary, ELL Coordination Team (district administrator – student support services, district ELL learning support teacher, and school contacts from each of the three secondary schools)
- Continue to identify students needing ELL support in French Immersion Programs
- Continue to encourage students to postpone graduation program exams until they are proficient enough in English and are likely to be successful
- Continue to provide an ELL teacher support block at each secondary school to help implement the collaborative model of ELL support (SIOP). This model will help build teacher capacity for working with English language learners and provide teacher support across the curriculum
- Continue to establish Language Adapted/Supported secondary classes, as needed, for core subjects in order to help students meet the *Intended Learning Outcomes* (ILOs) in the courses and develop a stronger command of academic language. Support these courses with appropriate language-adapted materials
- Continue to introduce Language Adapted Materials for SC10 in order to support ELL students and ensure their success in this Government Program Examinable course
- Continue to support models of Collaboration and Co-teaching within the mainstream classrooms. These models reflect current pedagogy and help build capacity for supporting our ELL students
- Liaise with North Shore Multicultural Society (NSMS) to support *Settlement Workers in Schools* (SWIS) in order to meet the needs of new immigrant students and their families.
- The ELL Resource Teacher will facilitate workshops for immigrant parents on the models of ELL Support in SD 45 schools.

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.

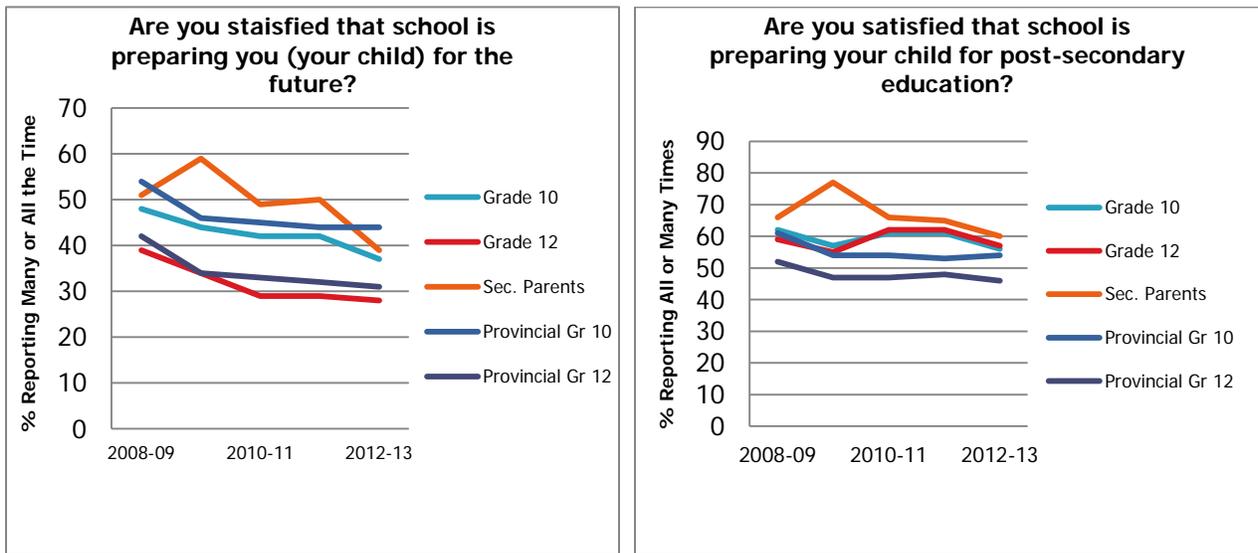
West Vancouver School District Digital Literacy Committee (2010)

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
- Student Forums



Source: Ministry Satisfaction Survey (both graphs)

Progress

- 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 continue to implement these outcomes in the 2014/2015 school year
- The district will work to establish baseline data in 2014/2015 in this area (e.g. performance tasks, survey)

Targets

- Improvement on the *Satisfaction Survey* results by parents and students in the following areas by 2015
 - 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)?
- Baseline data and targets to be developed during the 2014/2015 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
- Classroom adoption of laptop programs at elementary
- Creation of a K to 7 Digital Literacy Framework for student outcomes at each stage of development
- Continue to provide teacher support through District Digital Literacy Support Teachers
- Continue a joint partner group committee on Technology and Communication

Emerging Actions:

- Provide all teaching staff with a “modernized” teaching environment, including access to projectors and mobile technology
- Support and expand innovation teams focused on teacher-led inquiry
- Continue to expand a “personalized web portfolio” for all students in Grades 4 to 10
- Implement teacher collaboration tools including class websites and teacher collaboration sites
- Continued professional support for teachers using Web 2.0 Tools in the classroom
- Supporting staff with a series of ongoing professional development opportunities focusing on digital literacy during common professional development daytime workshops
- Expand digital writing opportunities through the development of a framework to provide resources and lesson plans
- Complete the implementation of a district wireless infrastructure to increase access
- Encourage and support the use of digital devices as part of the learning environment

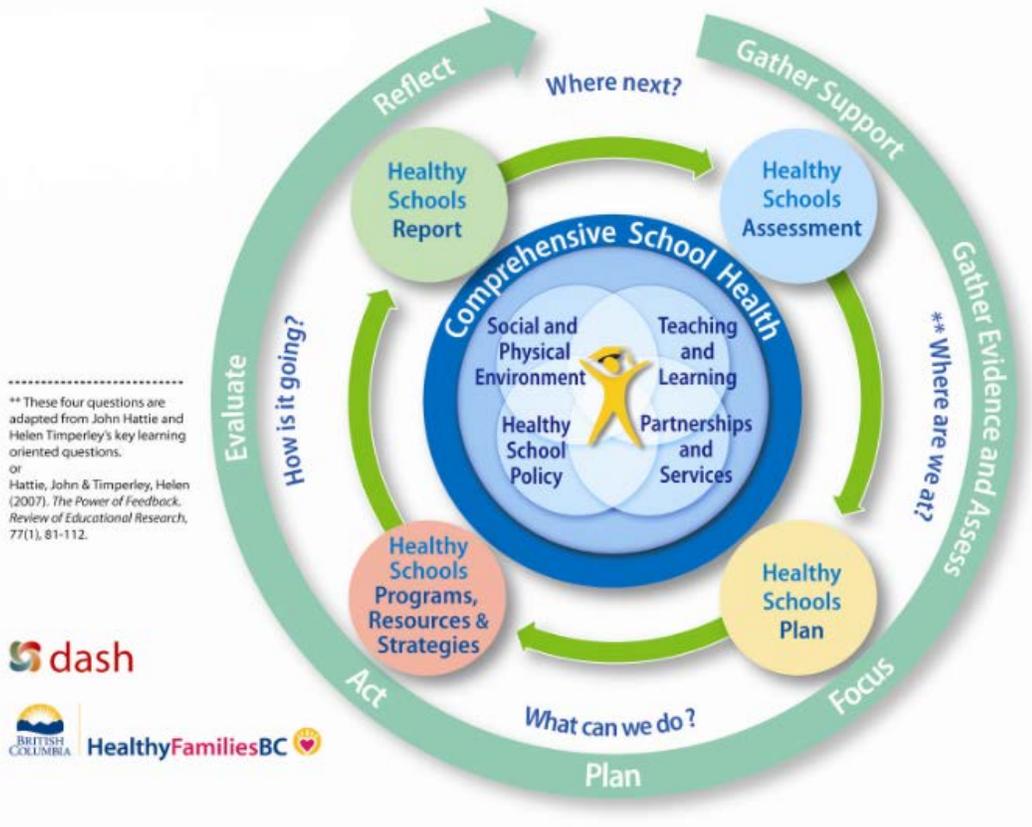
Objective #1

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 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*)



- The *Comprehensive School Health Model* supports our continued goal of increasing student resiliency and reducing risk-taking behaviors
- 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
- 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 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 and Action Schools! BC*
- 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

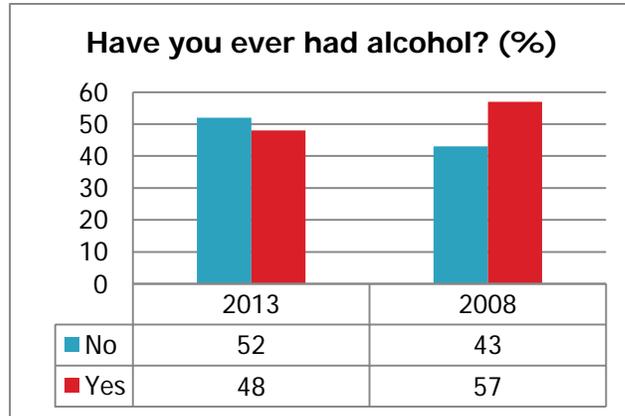
Performance Indicators

- Ministry of Education – Satisfaction Surveys
- McCreary Adolescent Health Survey 2013
- VCH priorities
- Core Public Health documents
- Safe and Caring Schools documents
- Ministry of Health Healthy Living Performance Standards

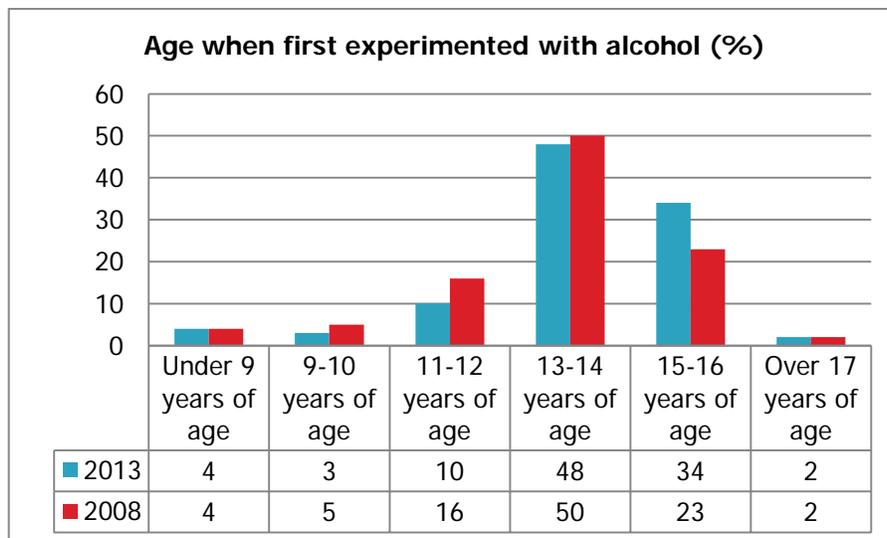
McCreary Adolescent Health Survey 2013 results / SD 45 Data:

Reducing risk-taking behaviours:

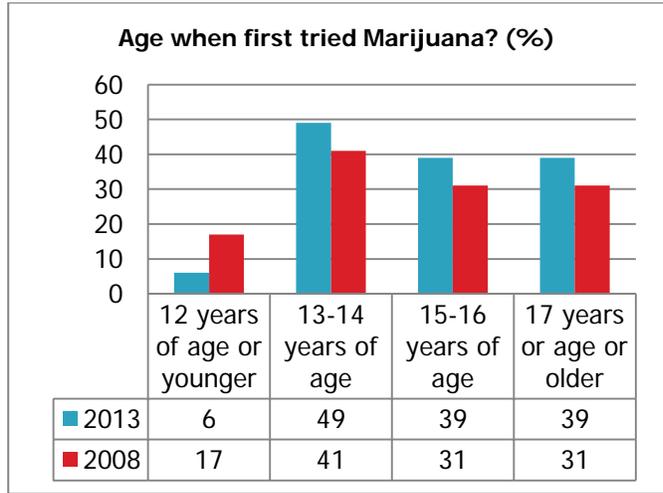
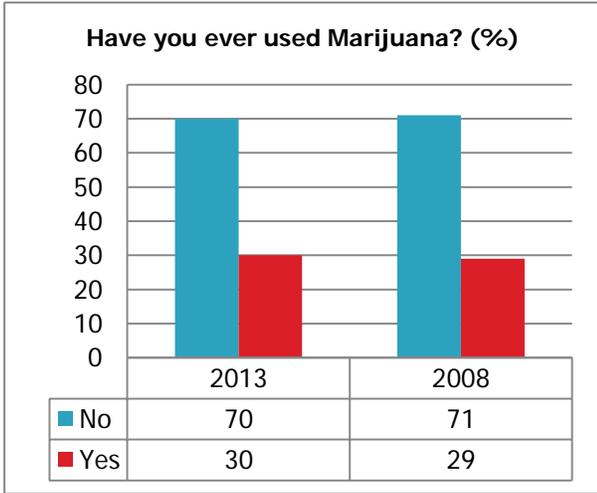
Alcohol:



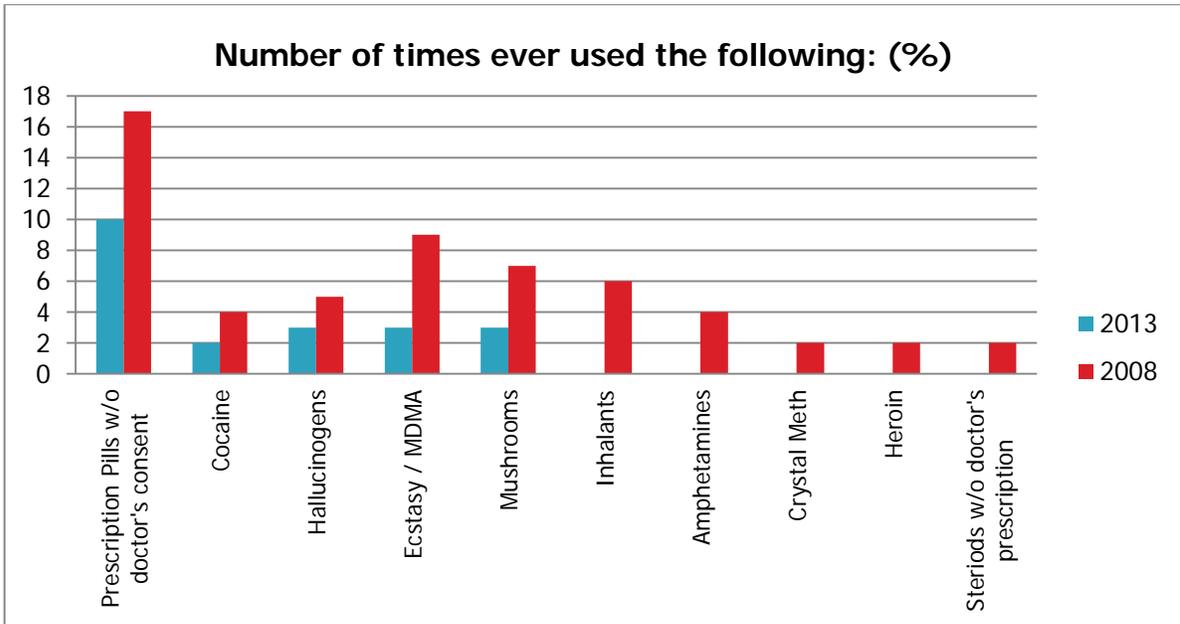
In BC there has been a continuing decline in percentage of youth who have tried alcohol from 2003-2008-2013. The most common age to try alcohol in BC is 14 years old (reflected in our data). Compared to 5 and 10 years ago, youth in 2013 are more likely to wait until later in adolescence to have their first drink (also reflected in our data).



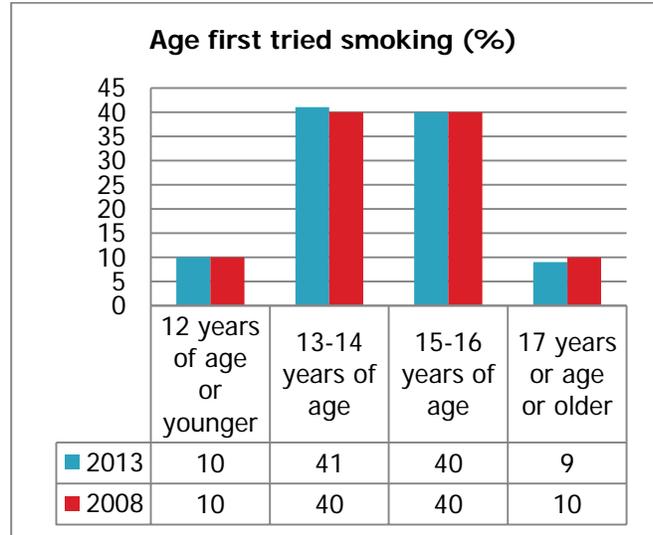
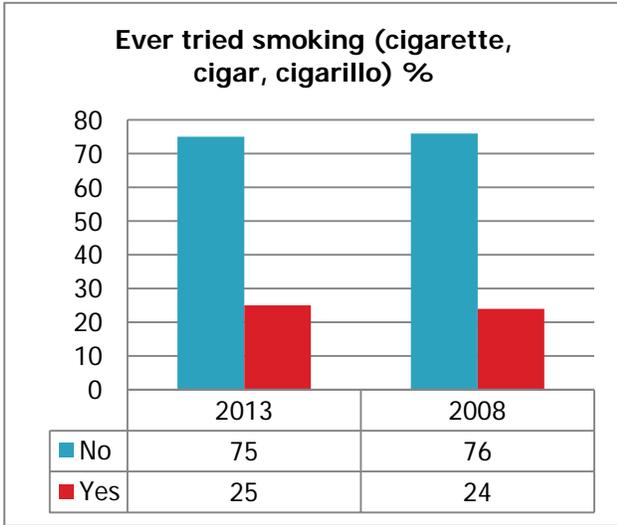
Marijuana:



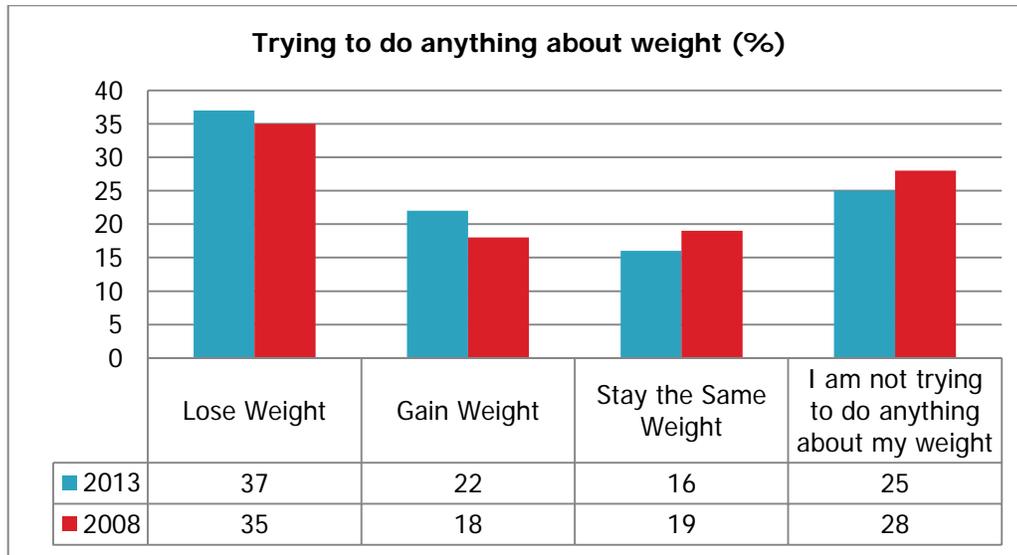
Other Drugs:



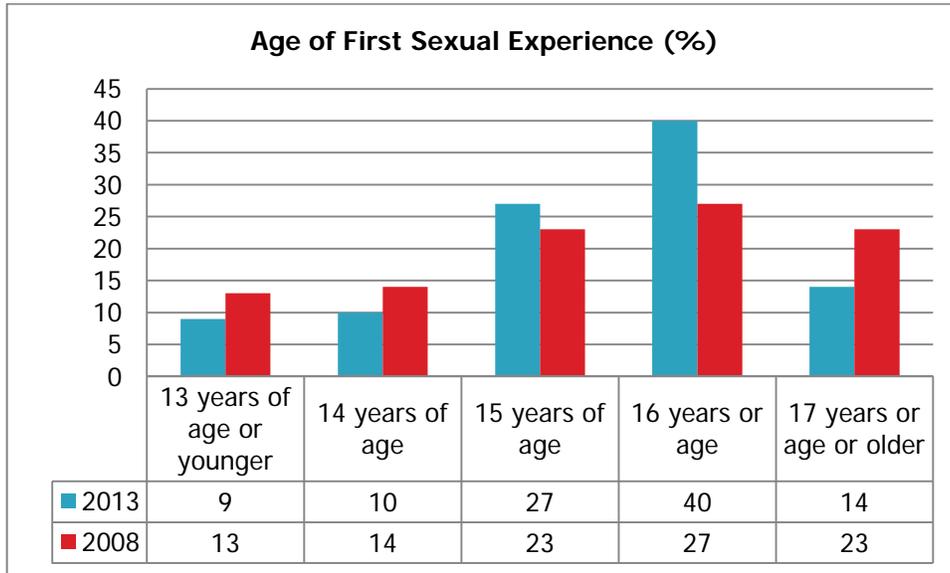
Tobacco Use:



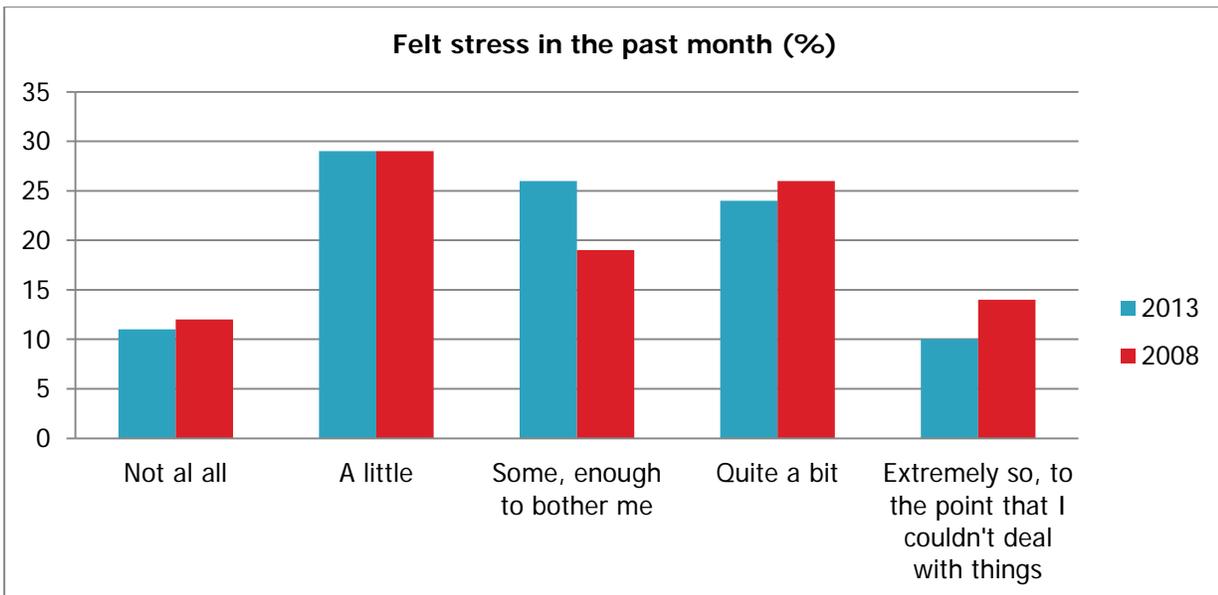
Self-Image:



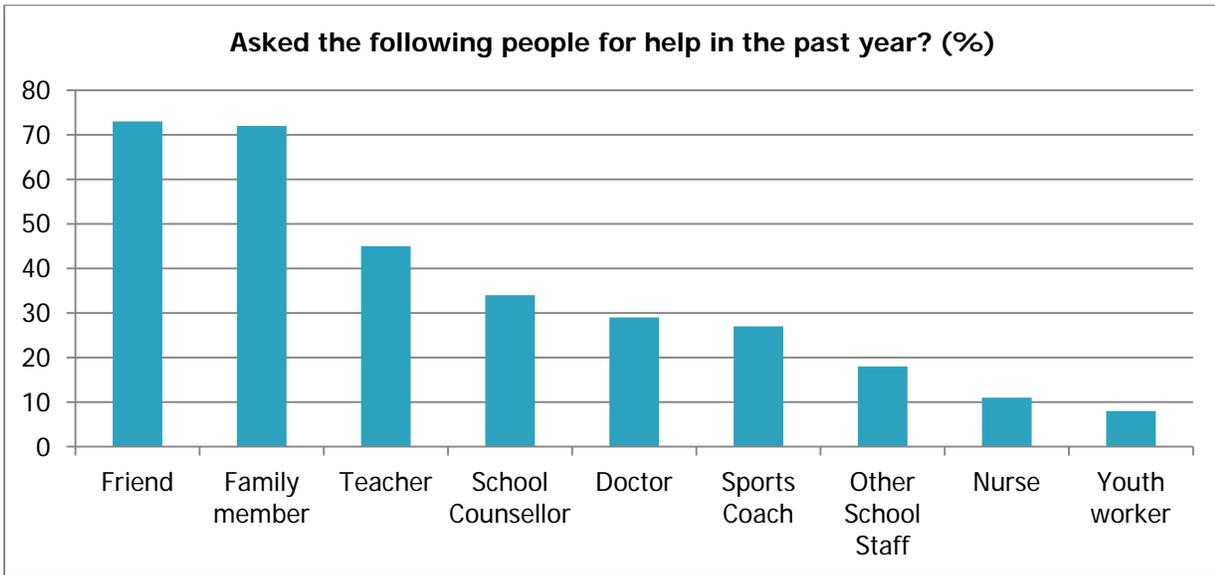
Sexual Activity:



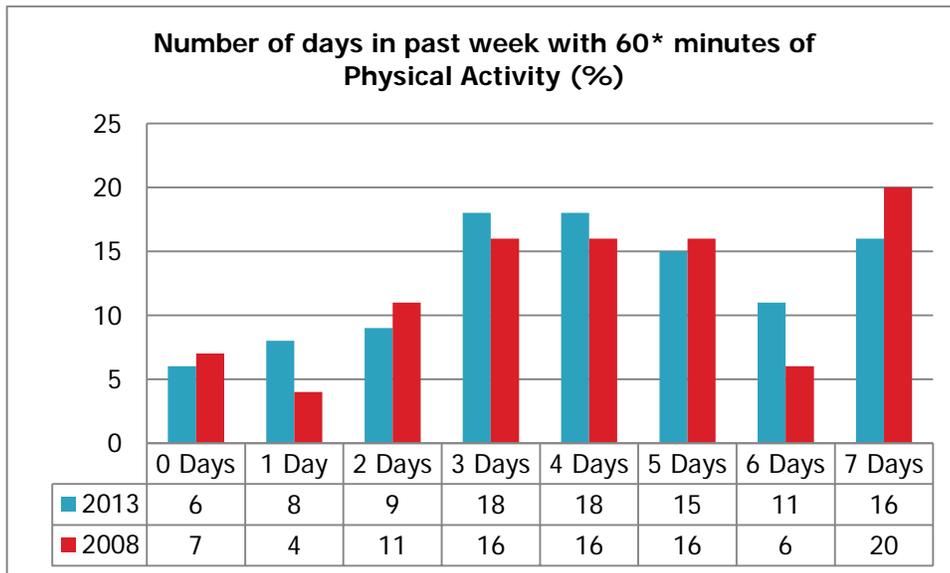
Stress and Despair:



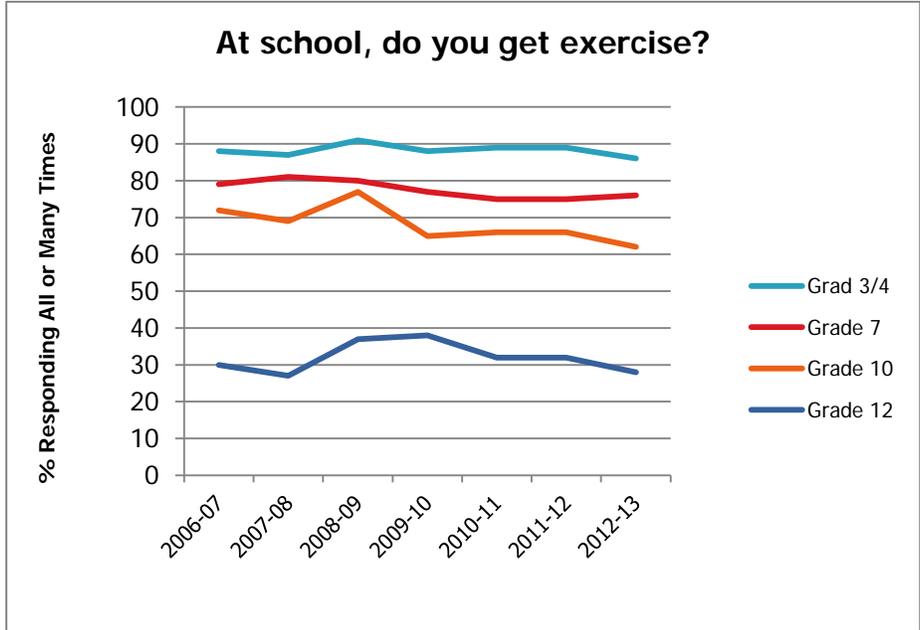
Help Seeking:



Physical Activity:



Source: - McCreary Adolescent Health Survey



Source: Ministry Satisfaction Survey

Progress

- The *Comprehensive School Health Committee* includes: Community Nutritionist (contracted to the school district), VCH representatives, manager for public health and Child and Youth Mental Health, representatives from Action BC!, Parks and Recreation, District Principal for Student Support Services, one to two parent advisor representatives, Director of Instruction, School Administrators and the District Safe and Caring Schools Counselor. This committee meets every two months throughout the school year.
- The district continues to partner with the *West Vancouver Police* in the delivery of a prevention initiative primarily targeting “at risk” youth in the school district
- The district continues to partner closely with the *North Shore Middle Childhood Matters Community Table (MCM)*, *West Vancouver Child and Family Hub* and *North Shore ECD Community Table (WECAN)*
- The district is partnering with West Vancouver Child and Family HUB, North Shore ECD Community Table (WECAN) to create the Properties Family Hub
- The district has taken an active role in the development of the West Vancouver Youth Hub to support all West Vancouver youth
- The district continues to provide regular parent/community education on Self-Regulation.
- Continued school-based in service on embedding Self-regulation into daily classroom practice

Goal # 2 Foundations for Learning

- McCreary data 2013 is showing increased connection for students and students feeling safer in all areas of school as compared to the 2008 data
- McCreary data 2013 shows a decrease in the use of substances and substance use starting at a later age
- McCreary data 2013 shows less students are sexually active, more are waiting until a later age to become sexually active and students are using protection more frequently than in 2008
- McCreary data 2013 shows there are less occurrences of cyber bullying that in 2008

Targets

Students in Grades 5 to 12 will complete the District Comprehensive Health Survey for 2014/2015. Based on that survey, our targets for improvement from the 2010 data include the following:

- Increase the number of students (Grades 5 to 12), who *Agree* or *Strongly Agree* that it is harmful to use alcohol, marijuana and other drugs to over 85 per cent by 2015 based on the District Comprehensive School Health Survey
- Increase the number of students (Grades 5 to 12), 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 75 per cent by 2015
- Increase the number of students (in Grades 5 to 12), who report they get over 30 minutes of physical activity per day to over 95 per cent (elementary) and 85 per cent (secondary) by 2015
- Increase the number of students (in Grades 5 to 12), who report they choose healthy food at elementary and secondary school levels to over 95 per cent by 2015
- Increase the number of students reporting that they are getting more than 8 hours of sleep per night by 50%
- Decrease the number of students reporting that they are involved in binge eating or purging by 50%

Actions

Sustaining Successful Actions:

- The *Comprehensive School Health Committee* will continue to bring together all school and community partners focused on all aspects of health
- Continue active participation and partnership of school district in the West Vancouver Youth Services Review: Implementation Group
- "Askable Parent" delivered by PHNs, one session for two hours during the school year focuses on empowering parents to connect with their children.
- Continue and expand self-regulation education and practices within the school district

- North Shore Youth Eating Disorder Services – Resources provided to all WV schools
- Development of the Secondary School Fairs for Mental Health – all three schools to participate
- School and community-based youth workers to facilitate youth engagement and provide delivery of targeted prevention/intervention strategies
- Continue working with district occupational therapist to provide professional development for teachers and support for implementation of Self-Regulation in primary classrooms
- Continue initiatives introduced for “at risk” youth, with a particular focus on the Grades 7 to 9 students
- Continue to create service hubs by co-locating services to support particular communities. These services can include *Settlement Workers in Schools* (SWIS), *StrongStart Centres*, childcare services, and parenting programs
- Continue active participation and partnership of school district in the *West Vancouver Child and Family HUB*
- Continue working with *West Vancouver Child and Family Hub* and *Dalai Lama Centre for Peace and Education* focusing on the Heart-Mind Index – pilot project
- Continue partnership with *Vancouver Coastal Health* (community dietitian, and substance use prevention consultant) to work with all constituents to support comprehensive school health
- Continue use of provincial healthy school initiatives including *Action Schools! BC* (all elementary schools currently registered), a best practices model to promote healthy living and *the BC School Fruit and Vegetable Nutrition Program* (13 schools currently registered)
- Continue to support schools to use evidence-based practices to prevent disordered eating through the *North Shore Education Committee for the Prevention of Disordered Eating*
- Draw on the services and expertise of the WVPD 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
- 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)
- Continue to partner with *District of West Vancouver* to access grants to enhance after-school programming opportunities for elementary age students
- Support the *North Shore Congress – Child and Family Friendly Community Charter*, an agreement of North Shore governments, Vancouver Coastal Health and First Nations. We are committed to recognizing the importance of children and their families by creating broad, equitable access to the learning conditions that help them thrive in our community

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 to 7
- Creation of a new *Mental Health Website link* in partnership with North Shore Mental Health Services for Youth: www.vch.ca/schoolhealth/ns to provide immediate contact information for students in crisis
- Active participation and partnership of school district in West Vancouver Youth Hub
- Creation of a new **Comprehensive School Health Contact Information** resource for Students, Staff and Parents
- West Vancouver students in Grade 4 will participate in the MDI (Middle Years Development Instrument) to measure their responses regarding: Social/Emotional Development, Connectedness, School Experiences, Physical Well-Being and Health and Constructive Use of After-School Time
- Self-regulation education and practices will continue to be expanded from primary classrooms to include intermediate and secondary students and staff

Objective #2

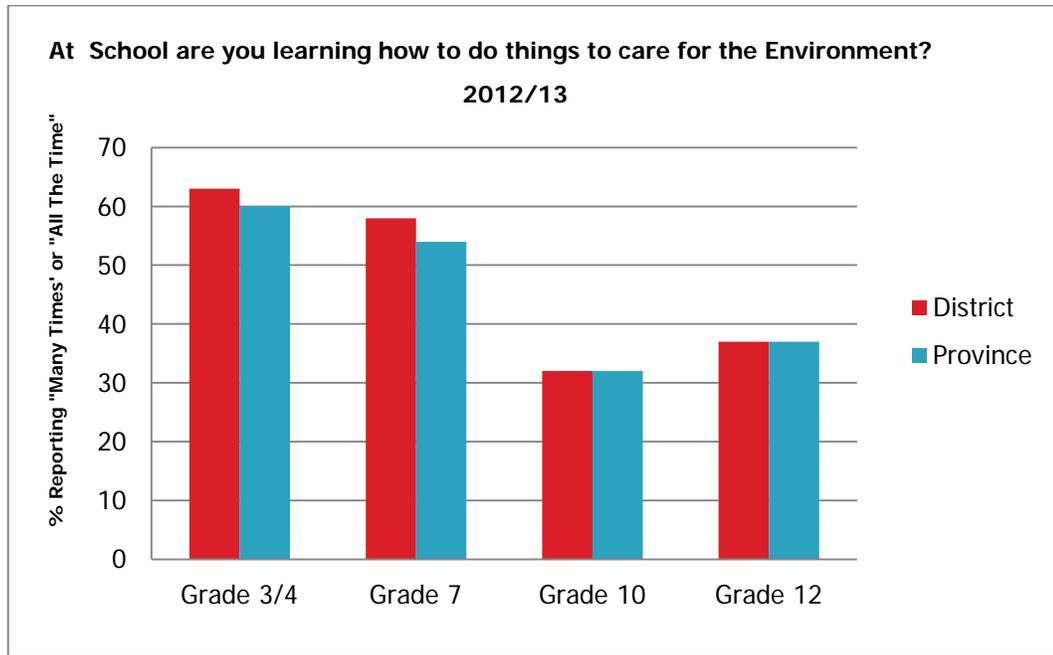
To increase the number of students reporting they are contributing to positive change at school or in the community

Rationale:

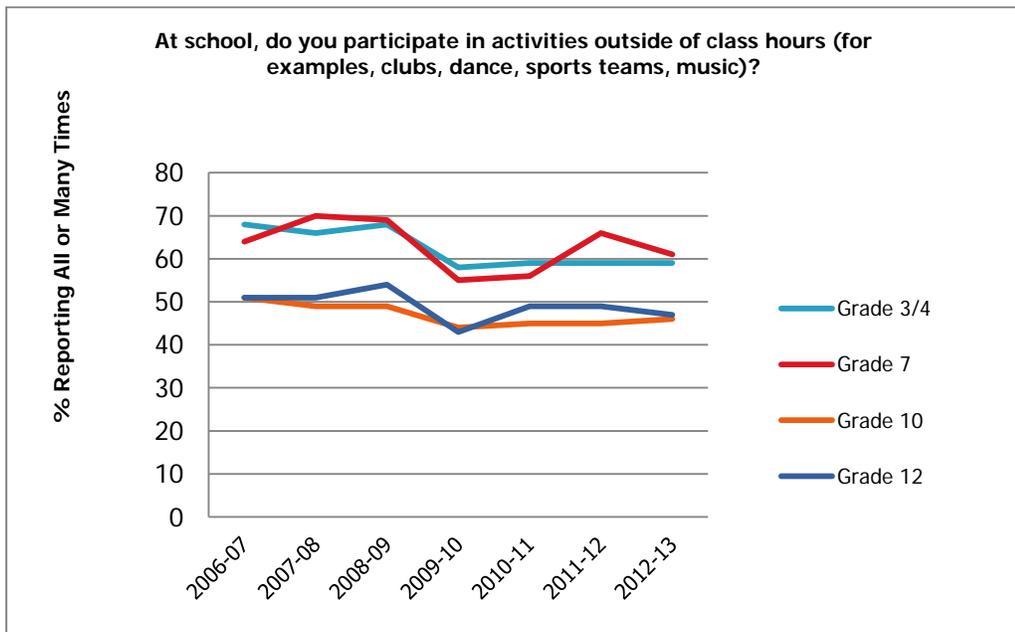
- District survey results indicate areas for improvement in service learning and student leadership
- Students have recognized that it is important to learn leadership skills at school as evidenced through the district survey
- Strong crossover to other areas of social responsibility including respect for diversity
- The district has continued to focus on 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

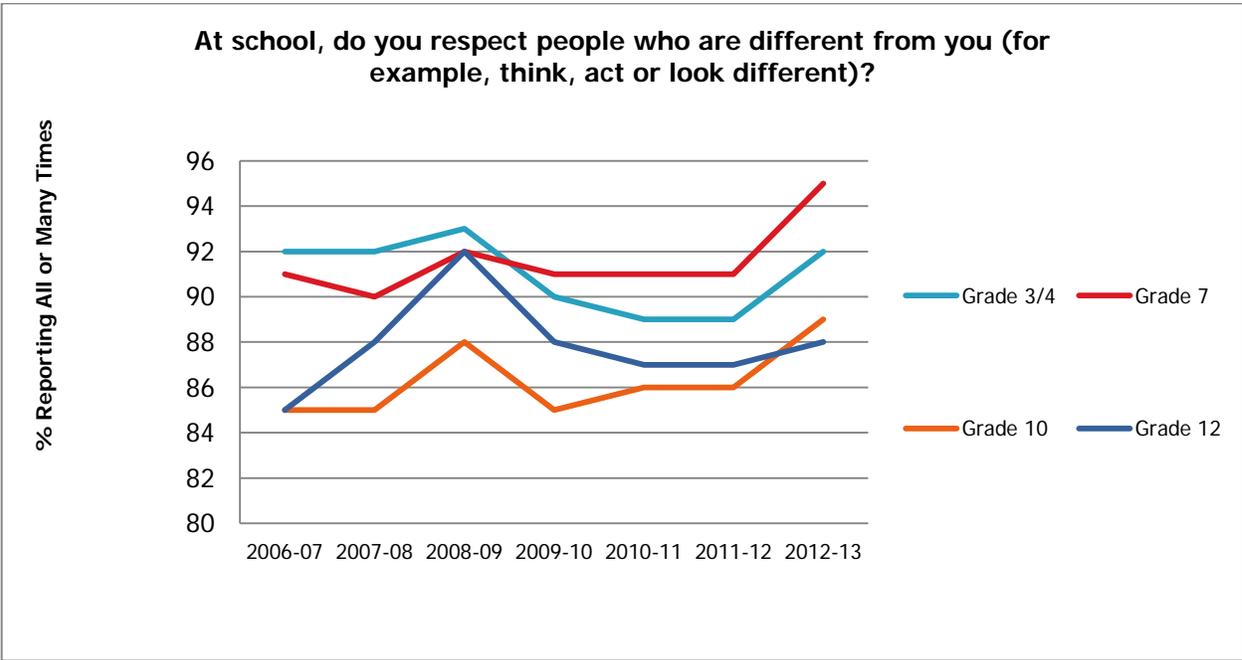
- Ministry of Education – Satisfaction Surveys
- McCreary Adolescent Health Survey 2013
- West Vancouver School District Student Leadership Survey



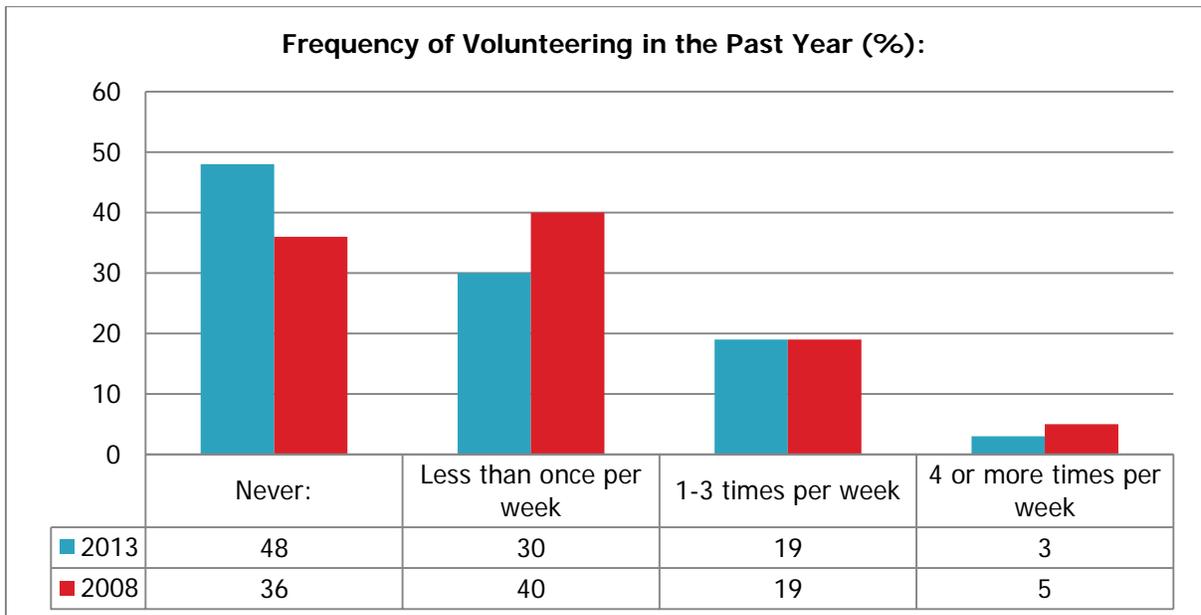
Source: McCreary Adolescent Health Survey 2008 - 2013



Source: Ministry Satisfaction Surveys 2007 - 2013



Source: Ministry of Education Satisfaction Survey



Source: McCreary Adolescent Health Survey

Progress

- Data from the McCreary Adolescent Health Survey in 2013 indicate that secondary students are continuing to learn about their impact on the Environment at a steady rate as compared to 2008
- Less students in Grade 7 reported that they are participating in extracurricular activities than in 2008
- Students in Grades 3, 4,7,10 and 12 reported that they are more tolerant of others than in 2008. This statistic is rising steadily each year
- Less students are volunteering at secondary school than in 2008

Targets

- Increase the number of secondary students that volunteer at school or in the community by at least 15%
- Increase the number of elementary students who are reporting that they are learning to care for the Environment at school by 20% in 2015

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
- Continue to support the District Student Council in developing new initiatives connected to community support and service learning
- Continue support and implementation of *Administrative Procedure 171: Sexual Minority/Sexual Orientation/Gender Identity* through professional development and staff training [Administrative Procedure 171](#)
- Promote and support a range of school-based service learning experiences (e.g. Schools for Africa, UNICEF, Project Honduras, Me To We, Rights of the Child)
- Improve access to community resources to support existing and new initiatives in schools
- District-wide participation in "Me to We" events and related projects, in partnership with *Free the Children*

Emerging Actions:

- Increase connections and develop programs with Senior Citizens in West Vancouver
- Continue to support the *District Student Leadership* program and implementation of new student initiatives
- Support the *School Completion and Beyond* efforts in each of the three secondary schools focused on giving student voice in their schools, and continue to support the use of Leadership 11/12 as a vehicle for district-wide leadership initiatives
- Utilize technology to connect students with people and projects supporting their school or community
- Continue to develop the connections between Skwxwú7mesh Nation social justice programs and the use of Restorative Justice practices in schools

Goal 3 Aboriginal Education

Objective #1

To improve the academic performance of Aboriginal students

Rationale:

This goal focuses on the intellectual development of each student who may be struggling academically. With a relatively small population of Aboriginal students in West Vancouver, we have tracked each student's individual progress and are able to determine appropriate programs and support needed. We will use ongoing formative classroom assessments and district assessment tools to monitor student achievement and plan for educational programs. Increasing the academic success of students of Aboriginal ancestry is critically important to helping them progress beyond graduation and reach their full potential as adults.

Actions:

- a) Assign staff resources to review each student's education profile and make professional contacts as required for student success at least three times per year, coinciding with reporting issued by the school.
- b) Assign staff to review the individual student education plan, and make contacts as required for each student of Aboriginal ancestry to ensure resources are properly deployed to support the student for academic, social and emotional success.
- c) Develop data collection that will allow for easier analysis of the academic success and attendance records of our Aboriginal students.
- d) Utilize resources from the Skwxwú7mesh Nation Education Department as required.
- e) Provide staffing to support "At Risk" Aboriginal students through Student Support Services or through the Aboriginal Success Teacher model

Performance Indicators

1. To increase the number of students who are fully meeting or exceeding expectations in the following:
 - FSA results – Grades 4 and 7
 - District Literacy Assessment results including DART, RAD and Early Screeners – K – 7
 - Numeracy - Report cards Grades 4 – 7
 - Satisfaction Survey results – Grades 4 – 12

2. To increase the following:
 - Transition rates from Gr 3 – 12
 - English and Mathematics course marks and participation – Gr 8 - 12
 - Participating and completing high school trades and apprenticeship programs

Objective #2

To increase the use of accurate, authentic and relevant First People's Resources

Actions:

- a) Review current resources and learning activities used by teachers and administration at the Subject Department level at secondary, and at the Primary and Intermediate team meetings at the elementary level.
- b) Ensure our Caring Communities Coordinator and/or the Director of Instruction with responsibility for Aboriginal Education is in attendance at the secondary department and elementary team meetings, or failing that, another resource person will attend who is approved by the Director of Instruction (Aboriginal Education)
- c) Utilize resources from the Skwxwú7mesh Nation where appropriate within classrooms, and at school wide functions and events.
- d) Identify activities that may be undertaken at other sites, or in other districts which may benefit our students of Aboriginal ancestry, and arrange for them to attend if appropriate.
- e) Liaise at least three times per year with Aboriginal Coordinators and/or administrators from North Vancouver, Sea to Sky and Sunshine Coast.
- f) Continue to develop the Aboriginal School Plan model to annually track each school's progress and plans in the area of Aboriginal Education
- g) Support the inclusion of Aboriginal content and ways of knowing in courses, programs and curriculum
- h) Increase professional development for teachers to support the new curriculum on Residential Schools in BC with specific focus on the Grade 5, 10, 11 and 12 Social Studies curricula
- i) Connect teachers with workshops on Aboriginal Education

Performance Indicators

- Aboriginal students and parents will report an increased satisfaction that the historical and current context for Aboriginal resources is accurately presented in West Vancouver classrooms (District Aboriginal Education Survey)
- Grade 5 and 10 teachers will attend workshops on Residential Schools and use the resources provided for instruction in Social Studies
- West Vancouver classrooms will have clear evidence of the use of the First People's Principles of Learning embedded throughout the curriculum as reported in Aboriginal School Plans
- Elementary Social Studies and English programs will be literacy-based including current First People's resources available through the Ministry of Education, FNEESC and other sources
- Teachers will be encouraged to use the District Aboriginal Education Website to share resources and exemplars

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:

[WVSD District Literacy Plan](#)

Superintendent's Report of Student Achievement:

[Superintendent's Report 2013/14](#)

District Data Summary:

[Ministry of Education Provincial/District/School Reports](#)

For more information on our achievements, please contact
Director of Instruction, Lynne Tomlinson at ltomlinson@sd45.bc.ca

For information about our schools and how to register for school in West Vancouver, please
contact Erica Waddell at 604-981-1341

