Tuesday, September 12, 2023
3:00 pm

A.   PRESENTATIONS AND QUESTIONS

1. Indigenous-focused Speech Language Pathologist Grant

    Abby Brooks and Caitlin Malli shared plans to support Indigenous students in Saanich schools.

2. FESL: review of the DRAFT Plan for 2023

    Carly Hunter shared a draft of the plan for discussion and recommendation

B.   ITEMS FOR DISCUSSION

No Items.

C.   ITEMS FOR RECOMMENDATION

The Committee recommends and I, Trustee Silzer move, that the Board of Directors approve the 2023 Saanich Schools Framework for Enhancing Learning (FESL) report be approved for submission to the Ministry of Education and Childcare.

D.   ITEMS FOR INFORMATION

No Items.

E. **FUTURE AGENDA ITEMS**

English Language Learners (Fall 2023)

Stories behind the data

Enhancing Speech, Language and Literacy for Elementary and Middle School Students through a Culturally-Responsive Approach.

(W̱ IL̲NEW̱ ,EL-) SĆU,ATSET XĆIC/ ESTEN̲ - Indigenous Learner Success

A pilot project through Jordan's Principle Funding in SD #63
Abby Brooks, R.SLP & Caitlin Malli, R.SLP

History

- Presentation from Kevin Lamoureux, faculty member University of Winnipeg
    - Reimagining Schools as Places of Healing Truth and Reconciliation through Education
- Calls to Action and encouraged to become familiar with the document
- Applying the Calls to Action to our rules as Speech and Language Pathologists
- Initial meeting with Melissa Austin, District Principal, Indigenous Education

Proposal

- To access group funding to obtain 4.3 FTE indigenous-focused speech-language pathology positions over a period of 3 years in order to:
    - provide culturally-based support
    - focus on relationship building
    - address unmet needs in language and expand literacy for indigenous students.

Calls to Action

- In 2015, the Truth and Reconciliation Commission of Canada (TRC) made 94 calls to action.
- Proposal addresses:
  - Legacy:
    - Education - 7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
    - Education - 12. We call upon the federal, provincial, territorial, and aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Calls to Action

Legacy:

- Justice: 30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
- Justice: 31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.

Calls to Action

- Justice- 34.i. Providing increased community resources and powers for court to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.

Calls to Action and SLP Support

- 40%-75% of preschoolers with early speech-language disorders develop reading problems (Scarborough and Fowler, 1993)
- Children diagnosed with reading disabilities often have poorer language skills than children without reading disabilities (Scarborough and Fowler, 1993)
- Intersection of language with literacy makes S-LPs an important member of the remediation team for children with emerging literacy skills.

Calls to Action and SLP Support

- 81% of children who are accessing help for emotional-behavioural disorder have been shown to have below-average language proficiency (Hobson and Bird, 2019)
- 64% of children with persisting language disorder exhibit some externalizing behaviours (e.g. conduct problems, aggression and/or internalizing difficulties (e.g. social withdrawal) (Conti-Ramsden & Bottling, 2004).
- 47% of young offenders demonstrated significantly lower levels of language skills than expected at their age. Majority not received support from SLP (Hobson & Bird, 2019).

2022-2027 Strategic Plan

- Aligned with the goals of literacy and indigenous learner success outlined in the 2022-2027 Saanich Schools Strategic Plan
- Co-developed with the local First Nation community
- Development included analysis, dialogue and community consultation with students, parents/guardians, staff, W̱SÁNEĆ First Nation and other community members.

What is SD 63 data saying?

- SD 63: All students in elementary schools, based on need, receive the same amount and quality of S-LP services. However:
    - Completion rates indicate outcomes for Indigenous students are not comparable to non-indigenous students
    - FSA results for literacy lower for Indigenous students in grade 4 and grade 7
    - Currently, no S-LP services for high incidence students at middle school level

Completion rate of B.C. Residents versus Indigenous Students in Saanich School District Across Years
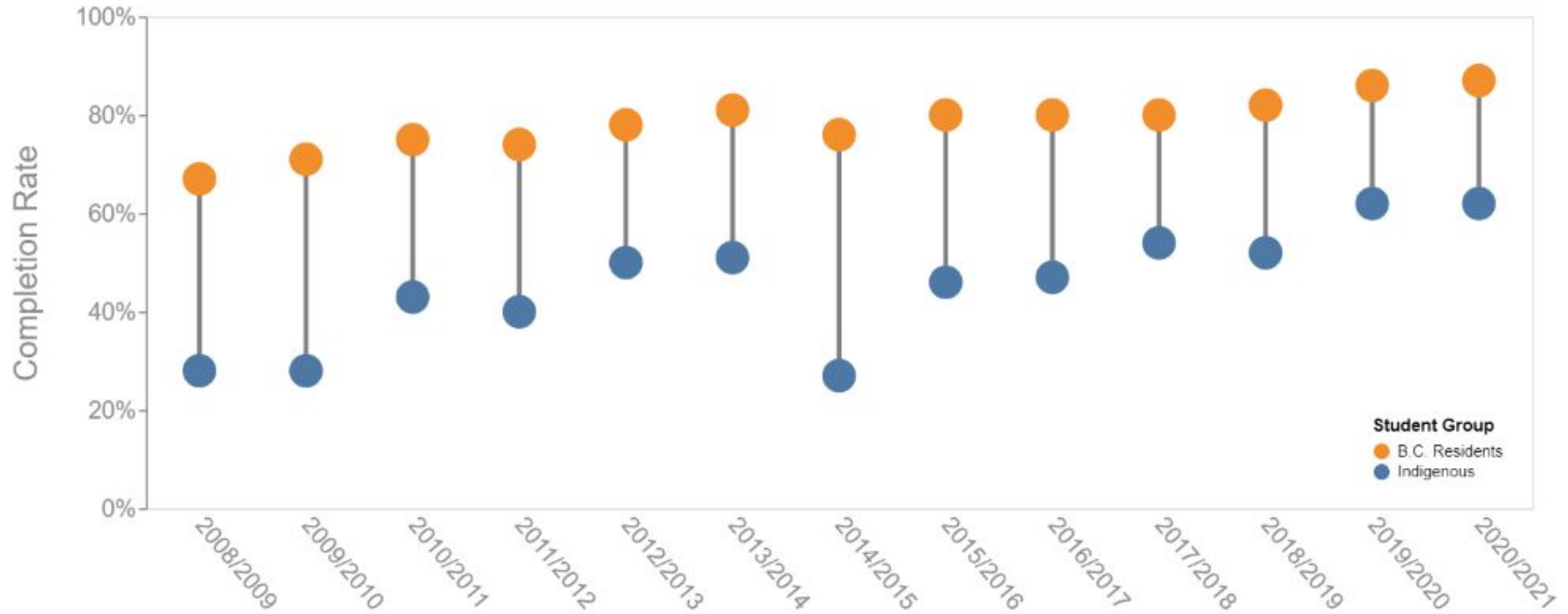
Foundational Skills Assessment- Grade 4 Saanich Schools 2022-2023 results

Typical range across B.C. (middle 50% of school districts)

Selected school district's most recent results (2022/23)

Range of school district's results over time (2017/18 - 2022/23)

Foundation Skills Assessment - Grade 4

Grade	Skill	Student Group	Total Writers	Participation Rate
4	Literacy	All Students	358	70%
		Indigenous	28	60%
		Diverse Abilities	22	39%
	Numeracy	All Students	347	68%
		Indigenous	Msk	Msk
		Diverse Abilities	20	36%
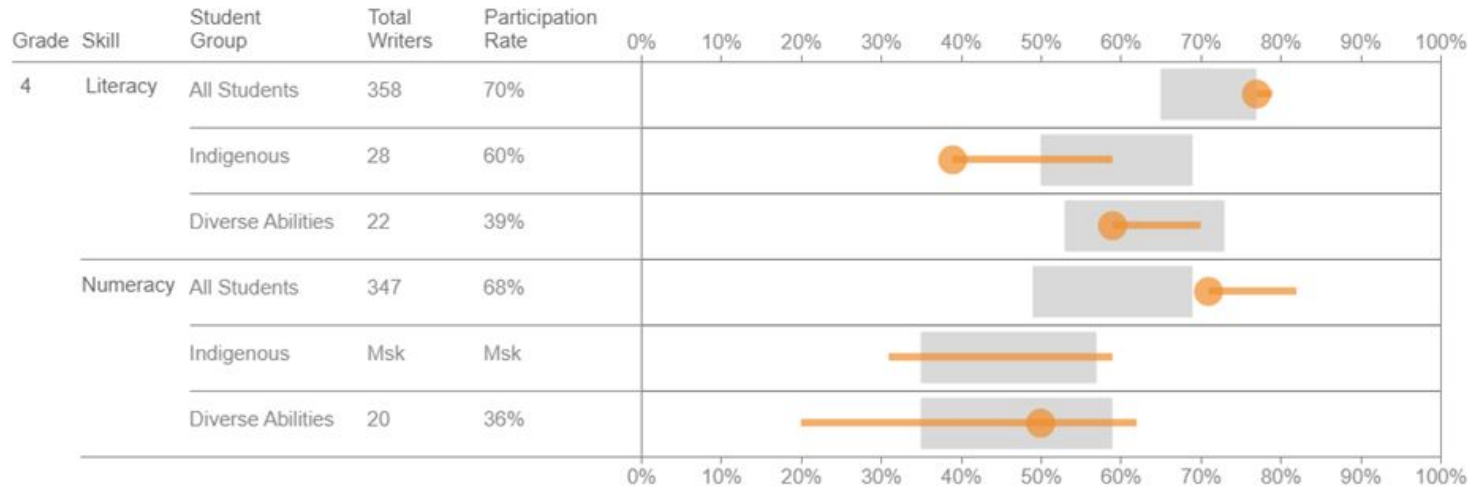
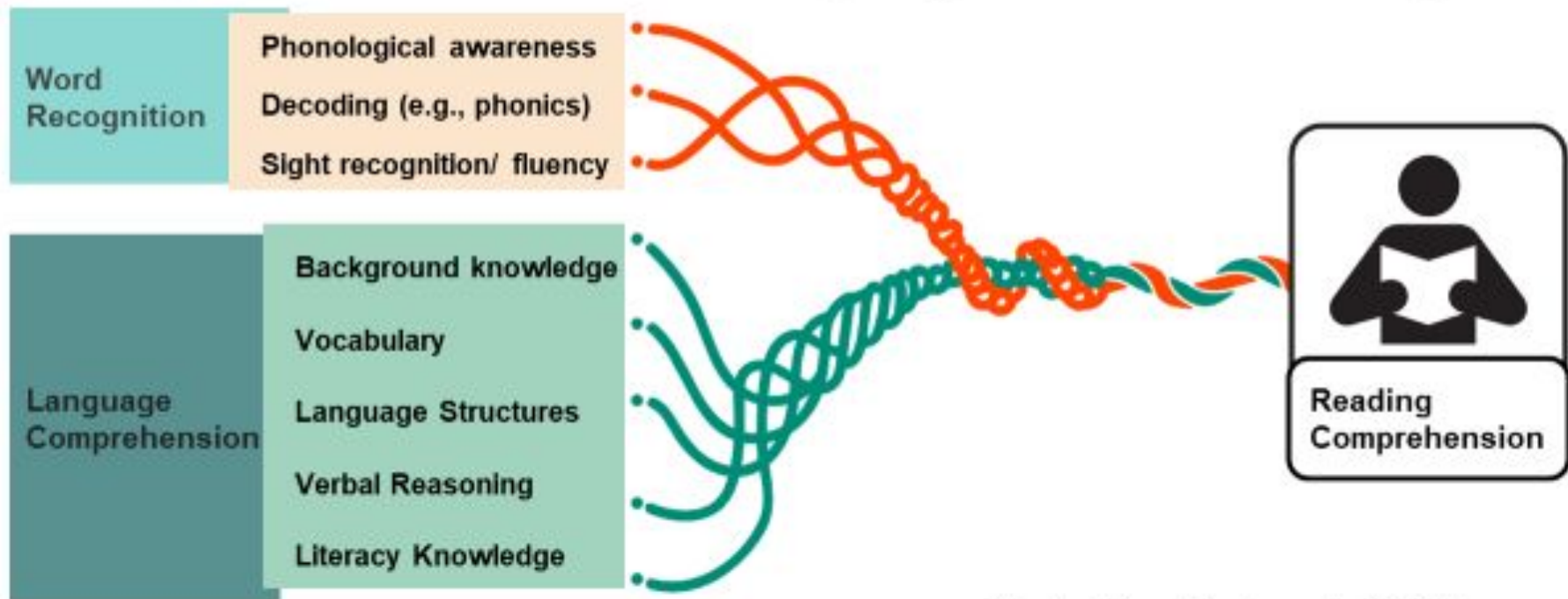# This project allows us to

- Think differently about how we are providing supports, adapt approaches, offer substantial and meaningful culturally sensitive services.
- Brentwood Elementary, KELSET Elementary and Bayside Middle School
- Selected students on the S-LP caseload and/or had emerging literacy skills. Cannot separate language and literacy so many overlapping.

Scientific evidence: Language Basis of Reading

Word Recognition
- Phonological awareness
- Decoding (e.g., phonics)
- Sight recognition/ fluency

Language Comprehension
- Background knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Reading Comprehension

Adapted from Scarborough (2001)

3

Individual vs Block Funding

- Schools have accessed individual funding through Jordan's Principle in past years
- Barriers for individual funding:
  - Shortage of private S-LPs across BC
  - Travel to services
  - Multiple S-LPs providing services across the district

Individual vs Block Funding

- Benefits of block funding
    - Cost-effectiveness of intervention
    - Collaborate and build culturally safe S-LP resources
    - Consistent S-LP to build relationships
    - Builds a collaborative team (S-LP, District Principal, Indigenous Education, Head Start Program and with the W̱SÁNEĆ peoples represented by the Tsartlip, Pauquachin, Tsawout and Tseycum Nations).

Evidence-Based Multi-Tier Approach

Tier one: Universal programming, general classroom education

Tier two: Targeted group interventions

Tier three: Intense individual instruction

Jordan's Principle Grant

- Approved for $1.6 million
- Across three years
- Equates to 4.3 FTE S-LP time for the district
    - 2.0 at Bayside Middle School
    - 0.8 at Brentwood Elementary
    - 1.5 at KELSET Elementary
- Collect ongoing data to measure outcomes and understand the scope of the needs and service gaps

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- Tomblin, J. B., Harrison, M, Ambrose, S. E., Walker, E. A., Oleson, J. J., & Moeller, M. P. (2015). Language outcomes in young children with mild to severe hearing loss. Ear and Hearing, 36, 76S-91S. doi: 10.1097/AUD.0000000000000219
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Framework for Enhancing Student Learning

The Process

FESL (Framework for Enhancing Student Learning)

- Our district's Framework for Enhancing Student Learning report has been produced with the following understandings:

Grouping Educational Outcomes into three themes:
  - Human and Social Development;
  - Intellectual Development;
  - Career Development.

- Including data tables and descriptive text which outline strategic connections, goals, current data, specific strategies (current and future) and prospective timelines.
- Using an Annual Enhancing Student Learning Report to indicate progress and including supporting data to the Ministry of Education on a yearly basis.
- Ensuring that the Saanich District's Strategic Plan drives the FESL work

SAANICH
SCHOOLS

Theme 1- Intellectual Development

Goal: To improve student literacy across the curriculum for all students with a particular focus on early learning.

Rationale: Equitable access to quality literacy instruction is critical to supporting all learners in reaching their potential.

Ongoing/ Upcoming Initiatives	• Completion of a comprehensive K-12 Literacy Plan with an initial focus on Early Learning by December 2023 (in progress) • Continue to: grow the early literacy intervention program at all schools with a focus on equity and on-going professional learning of teachers, create a literacy resource review which reflects student diversity and inclusion, use report card data to track student progress in grade transitions to inform progress and support proficiency-based assessment language and practice from K-12 • Incorporate Brightspace digital portfolios for communicating student learning

Theme 2- Career Development/Intellectual Development

Goal: To improve global citizenship for all students.

Rationale: To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the wellbeing of oneself, family, community and our environment.

Ongoing/ Upcoming Initiatives	
	• Continue to emphasize the key role of student voice with staff, parents and community as a main focus for decision making and action
	• Utilize qualitative data sources strategically as tools to track our progress
	• Create a K-12 working group and conduct a levelled landscape scan to inform the development and/or enhancement of student opportunities and programs
	• Work collaboratively to define a shared vision (student, parent, teacher, community) of the Saanich Global Citizen which articulates the alignment and support of this priority with other Strategic Priorities

Theme 3-Human and Social Development

Goal: To improve mental health and wellness for all students.

Rationale: Schools are a critical community resource to provide students with access to strategies and some services for mental wellness. We must promote resilience, supportive settings and address barriers to positive mental health.

Ongoing/ Upcoming Initiatives	
	• Mental Health Literacy initiative
	• PHE (Secondary Physical and Health Education) curriculum support
	• Staff mental health and wellness capacity building
	• EASE (Everyday Anxiety Strategies for Educators) implementation
	• Digital Literacy support
	• Review access to Counselling Support
	• Address anxiety strategies in secondary students proactively

Themes

- Continuing to look at the data critically to identify barriers for students

- Actively engaging with schools around data and school planning

- Keeping the Strategic Plan and FESL living and responsive documents

- Share successes and stretches with school community

Framework for Enhancing Student Learning (FESL)

September 2023

Introduction

FESL (Framework for Enhancing Student Learning) is a comprehensive approach to continuous improvement. This living document includes input from Saanich Schools staff and an ongoing commitment of collaboration with rights holders, educational partners and the community. Its focus is on increasing student growth.

Most importantly, specific actions to address student needs and evidence samples are included using a transparent structure that is accessible to our stakeholders.

The plan will be posted publicly and prominently on the district website.

Context

The Saanich School District has nearly 8,000 students in eight elementary schools, three middle schools, and three neighborhood secondary schools. In addition, the District also provides programming at a Children's Development Centre and two Individual Learning Centres. The South Island Distance Education School is a Kindergarten to Grade 12 school offering online courses to all students in British Columbia. We also have one of the province's most successful International Student programs.

The Saanich Board of Education's Strategic Plan is grounded in several shared beliefs that form the foundation for everything we do:

- Truth and Reconciliation with Indigenous communities is central to the work we do and the decisions we make
- Public education is fundamental to our democratic society and provides equity of opportunity for all children
- Public schools have the responsibility to prepare young people to be active participatory members of the community who contribute to a healthy, diverse, socially responsible and environmentally sustainable society
- Public education is a shared responsibility with the whole community. Decisions made locally by elected Boards of Education and by the Provincial Government must reflect the values and aspirations of a democratic society
- Healthy relationships are the foundation of a successful public education system
- We share responsibility for the health of our planet. Our schools, in the way they function and in the many ways learning occurs, must highlight environmental stewardship

In Saanich, everything we do is driven by a desire to see students achieve success and personal growth. Our district's success is measured not only by our students' academic accomplishments, but by how well we inspire them to reach their full potential and be outstanding citizens locally and across the globe

We are proud of the achievements of our students, both within our system and beyond. As leaders of tomorrow, Saanich School District graduates can be found in post-secondary institutions locally and internationally furthering their education. Building the future leaders of tomorrow is our focus and our passion.

2021/22 PROCESS

Strategic Plan

In 2021/22, the Saanich School Board successfully engaged with the community to create a Strategic Plan for 2022/27.

The process of creating a new Strategic Plan included:
- Working with Board appointed consultant, Mr. Mike McKay
- Engaging with the ad hoc Strategic Plan Advisory Committee (SPAC) which was provided terms of reference including the responsibility to review and analyze district data, ministry data and stakeholder feedback
- Engaging with First Nations rights holders and community stakeholders through a consultation process to review provincial and local data, obtain feedback on areas of focus, and to explore potential strategies moving forward
- Creating a plan by identifying specific goals based on the evidence available
- Creating specific action plans which will be reviewed and renewed on a regular basis

Through this process four Strategic Goals were Identified:
- ❖ **Literacy**
- ❖ **Indigenous Learner Success**
- ❖ **Mental Health & Wellness**
- ❖ **Global Citizenship**

FESL (Framework for Enhancing Student Learning)

Our district's Framework for Enhancing Student Learning report has been produced with the following understandings:
- Grouping Educational Outcomes into three themes:
  - o Human and Social Development
  - o Intellectual Development
  - o Career Development
- Including data tables and descriptive text which outline strategic connections, goals, current data, specific strategies (current and future) and prospective timelines
- Using an Annual Enhancing Student Learning Report to indicate progress and including supporting data to the Ministry of Education on a yearly basis

LEARNING GOALS

THEME 1: INTELLECTUAL DEVELOPMENT	
Goal	To improve student literacy across the curriculum for all students with a particular focus on early learning.
Rationale	Equitable access to quality literacy instruction is critical to supporting all learners in reaching their potential.
Data	**What do FSA results reveal about student learning needs?**

2020/21: FSA Reading – Gr 4	Participation	Emerging*	On Track
All	67.4%	12.1%	87.9%
Indigenous	41.5%	35.3%	64.7%
2021/22: FSA Reading – Gr 4	**Participation**	**Emerging***	**On Track**
All	69.5%	20.5%	79.5%
Indigenous	67.5%	40%	60%
2022/23: FSA Reading – Gr 4	**Participation**	**Emerging***	**On Track**
All	70%	23%	77%
Indigenous	60%	61%	39%

2020/21: FSA Reading – Gr 7	Participation	Emerging*	On track
All	43.2%	17.5%	82.5%
Indigenous	26.7%	56.3%	43.8%
2021/22: FSA Reading – Gr 7	**Participation**	**Emerging***	**On Track**
All	51.2%	23.1%	85.9%
Indigenous	41.2%	53.6%	45.4%
2022/23: FSA Reading – Gr 7	**Participation**	**Emerging***	**On Track**
All	58%	30%	70%
Indigenous	56%	69%	31%

Students who do not meet widely held expectations for their grade level and require further intervention.

Observations:
- FSA participation rates decreased in all categories
- The % of Indigenous students who are emerging has increased

Data Specific Goal:
- Address literacy improvement (reduction in Emerging category) for all learners with a goal of also decreasing the disparity between Indigenous and non-Indigenous learner achievement. We are not seeing any improvement in this area
- Increase % of students who participate in the FSA through a concentrated effort by sharing the FNESC support of the FSA throughout the district. This will be a major point of focus in 2023/24

What does report card data reveal about a student's literacy needs?

K-5 Spring Report Card Data - Emerging* in:		
	Literacy	**Numeracy**
2021	189	111
2022	208	136
2023	209	146

Students who do not meet widely held expectations for their grade level and require further intervention.

% of K- 8 students Emerging in Literacy – June 2022 Report cards

	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve
Elementary	8.22%	.53%	45.5%
Middle	4.22%	n/a	34.06%

% of K- 8 students Emerging in Literacy – June 2023 Report cards

	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve
Elementary	8.06%	n/a	40.33%
Middle	5.05%	.33%	26.85%

What do district level programs and assessments tell us about a student's literacy needs?

% Students who received Early Intervention Reading Support in 2023.

	Total Number of Students	Received Regular Literacy Intervention	% of Students Who Receive LIT Support	Emerging on Term 2 Report Card	% of Emerging Students Who Received LIT Support
Indigenous	190	43	22%	57	75%
Non-Indigenous	2517	151	6%	206	73%

% of Grade 1- 8 students Emerging in Literacy – Spring 2022 DLA*

	Total Emerging Literacy Students	Indigenous Students
Elementary	8.2%	27.9%
Middle	7.8%	22.2%

DLA: District Literacy Assessment given to students in grade 1-8 every fall and spring

% of Grade 1- 8 students Emerging in Literacy – Spring 2023 DLA

	Total Emerging Literacy Students	Indigenous Students
Elementary	7.4%	24.3%
Middle	9.8%	23.51%

Observations:
- Literacy levels show a need to provide district-wide focus in this area, particularly for on reserve indigenous students
- We see our highest numbers of emerging in primary students—this demonstrates the need for early intervention
- We are also seeing an increase in emerging students in middle school on the DLA. This may be because of more accurate assessment strategies but it should be monitored
- We see some small improvements in literacy levels

Data Specific Goal:
- Track learning cohorts over time (i.e. transitions) to demonstrate a decrease in the number of elementary students emerging in literacy of at least 5 %
- Decrease the % of on-reserve Indigenous students who are emerging in literacy

Ongoing/ Upcoming Initiatives	- Completion of a comprehensive K-12 Literacy Plan with an initial focus on Early Learning by December 2023 (in progress)

	• Continue to: grow the early literacy intervention program at all schools with a focus on equity and on-going professional learning of teachers, create a literacy resource review which reflects student diversity and inclusion, use report card data to track student progress in grade transitions to inform progress and support proficiency-based assessment language and practice from K-12 • Incorporate Brightspace digital portfolios for communicating student learning	

THEME 2: CAREER DEVELOPMENT / INTELLECTUAL DEVELOPMENT	
Goal	To improve outcomes and opportunities for all Indigenous learners.
Rationale	It is a moral imperative to strive for a system where all Indigenous students are educated without encountering barriers or systemic racism to graduate with dignity, purpose and options.
Data	**What systemic barriers do Indigenous student graduation rates reveal?** **6 Year Graduation Rate**

	Aboriginal Students *	All Students including DL	All Students excluding DL
15/16	46%	80.3%	92.1%
16/17	47%	79.9%	87.6%
17/18	54%	80.2%	88.4%
18/19	52%	82.3%	93.2%
19/20	62%	86%	95.3%
20/21	62%	87.2%	95.4%
21/22	56%	84%	94.6%

Aboriginal is used by the Ministry of Education

Indigenous Adult Graduation Numbers

15/16	17 students
16/17	15 students
17/18	25 students
18/19	22 students
19/20	14 students
20/21	18 students
21/22	masked

Observations:
- Indigenous student graduation rates have been improving year over year, but are not yet at the same level as non-Indigenous students
- This remains an important metric in our goal of improving Indigenous student success and opportunities

Data Specific Goal:
- Continue to see a year-over-year increase in the graduation completion rate for Indigenous students

What are some of the barriers that affect opportunities for Indigenous students to graduate with dignity, purpose and options?

Report Card Data Second Semester 2021

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10	26 (96% completion) 5.5% of total registration	28 (93% completion) 31.1% of total registration
Grade 11	13 (100% completion) 6.6% of total registration	43 (93% completion) 25.4% of total registration

Report Card Data Second Semester 2022

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10	18 (78% completion) 4% of total registration	32 (91%completion) 24% of total registration
Grade 11	28 (89% completion) 5.7% of total registration	33 (91% completion) 27.3% of total registration

Report Card Data Second Semester 2023

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10	12 (100% completion) 4% of total registration	30 (86 %completion) 29% of total registration
Grade 11	9 (100% completion) 3% total registration	31 (83% completion) 22% of total registration

Observations:
- More Indigenous students enroll in Workplace and Apprenticeship Math classes than Math Principles/Foundations classes
- While this is partly explained by career program choices (e.g. ILC programs), it does reveal a potential barrier for Indigenous students in pursuit of other post-secondary options

Data Specific Goal:
- Work with secondary schools to increase the number of Indigenous students taking Math Principles/Foundations so that greater post-graduation options are available to them
- School staff will work with grade 8 and 9 Indigenous students individually to map out a graduation path and revisit and revise this path each year

Ongoing/ Upcoming Initiatives	• Continuation of Family Advocacy Indigenous Support Liaison and Indigenous Education Coordinator position • Ensure Indigenous students are supported by the early intervention literacy program • Focus on increasing SENĆOŦEN language instruction at all levels, SENĆOŦEN language exposure for Kindergarten students and SENĆOŦEN language instruction for all students at KELSET elementary • Ongoing and intensive support for teachers implementing the new graduation requirement • Conduct student focus groups to infuse student voice into data collection strategy • Focus on graduation check and grad pathway checks in a systematic way • Specifically target racism by working towards a comprehensive anti-racism plan that impacts all levels

THEME 2: Career Development/Intellectual Development	
Goal	To improve global citizenship for all students.
Rationale	To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the wellbeing of oneself, family, community and our environment.
Data	**How can we expand and deepen programs that support global citizenship?**
	Student Learning Survey **Student Survey – Education Modernization: Curriculum** At school, are you learning about how people change the world around us? *Students Reporting 'Many Times' or 'All of the Time'*

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2019/20	31%	29%	60%	60%	50%	47%	49%	41%
2020/21	20%	24%	45%	54%	55%	40%	40%	36%
2021/22	27%	32%	44%	44%	48%	40%	44%	38%

Student Survey – Improving Student Learning: Social Development

At school, I am learning how to solve problems in peaceful ways.

Students Reporting 'Agree' or 'Strongly Agree'

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2019/20	65%	56%	57%	62%	44%	48%	57%	51%
2020/21	61%	55%	63%	60%	52%	47%	52%	50%
2021/22	62%	57%	54%	53%	43%	40%	41%	44%

Student Survey – Improving Student Learning: Intellectual Development

At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration).

Students Reporting 'Many Times' or 'All of the Time'

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2019/20	45%	44%	54%	58%	43%	46%	49%	43%
2020/21	36%	44%	61%	57%	51%	48%	47%	44%
2021/22	50%	49%	48%	48%	51%	51%	51%	51%

Student Survey – Improving Student Learning: Intellectual Development

At school, are you learning ways to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions).

Students Reporting 'Many Times' or 'All of the Time'

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2019/20	Not asked		50%	53%	44%	49%	55%	49%
2020/21	Not asked		59%	53%	57%	49%	53%	50%
2021/22	Not asked		51%	50%	47%	44%	44%	48%

Observations:

- Although our district trends above the provincial average in the area of intellectual development, particularly in grade 11/12, we need to draw more overt connections to the curriculum and better track the experiences of students in all programs
- Older students are below the provincial average in critical thinking. This is a change in data from previous years
- The questions change slightly from year to year so comparing to the provincial average is beneficial

	Data Specific Goal
	• Increase students' perceptions of critical and creative thinking as measured by the student leaning survey and student focus group data.
	• Do a survey of sustainability programs available at each school throughout the district.
Ongoing/ Upcoming Initiatives	• Continue to emphasize the key role of student voice with staff, parents and community as a main focus for decision making and action • Utilize qualitative data sources strategically as tools to track our progress • Create a K-12 working group and conduct a levelled landscape scan to inform the development and/or enhancement of student opportunities and programs • Work collaboratively to define a shared vision (student, parent, teacher, community) of the Saanich Global Citizen which articulates the alignment and support of this priority with other Strategic Priorities

THEME 3: HUMAN & SOCIAL DEVELOPMENT

Goal	To improve mental health and wellness for all students.
Rationale	Schools are a critical community resource to provide students with access to strategies and some services for mental wellness. We must promote resilience, supportive settings and address barriers to positive mental health.
Data	**Do students feel they have strategies to care for their mental health?**
	Student Learning Survey *"At school, I am learning how to care for my mental health."* *Students Reporting 'Agree' or 'Strongly Agree'*

YEAR	Grade 4	Grade 7	Grade 10	Grade 12
2019/20	41%	41%	30%	31%
2020/21	38%	42%	30%	25%
2021/22	40%	47%	24%	17%

Observations:
- In particular, Grade 12 students demonstrate a decreased understanding of how to care for their mental health
- Less than 50% of students in all grades report a positive finding

Data Specific Goal:
- Target middle and secondary school mental health literacy to increase student understanding of their mental health care as measured on the student learning survey and in student focus groups
- Target student voice groups at the secondary level to better understand how to support them. Review data from 2022/23 student voice groups and create an action plan

Do students feel a sense of belonging at school?

Student Learning Survey

"Is school a place where you feel like you belong?"

Students Reporting 'Agree' or 'Strongly Agree

Year	Grade 4	Grade 7	Grade 10	Grade 12
2019/20	70%	58%	59%	70%
2020/21	70%	62%	63%	59%
2021/22	61%	56%	58%	58%

"Does school make you feel stressed or anxious?"

Students reporting never/almost never

Year	Grade 4	Grade 7	Grade 10	Grade 12
2019/20	50%	38%	21%	21%
2020/21	43%	43%	21%	25%
20211/22	44%	29%	12%	10%

Observations:
- There is a decrease in overall feelings of positive mental health and sense of belonging that requires further investigation
- As students get older, they feel less and less prepared to care for their mental health
- Fewer students were surveyed in 2021/22 which possibly affect results
- Increase in anxiety and mental health concerns noted in multiple sources

	Data Specific Goal: • Increase the % of students who feel a sense of belonging at every grade level • Increase students' understanding of their own mental health at the grade 10 and 12 levels
Ongoing/ Upcoming Initiatives	• Mental Health Literacy initiative • PHE (Secondary Physical and Health Education) curriculum support • Staff mental health and wellness capacity building • EASE (Everyday Anxiety Strategies for Educators) implementation • Digital Literacy support • Review access to Counselling Support • Address anxiety strategies in secondary students proactively