



SUPERINTENDENT OF SCHOOLS/CEO REPORT ON STUDENT ACHIEVEMENT 2019



**Central Okanagan
Public Schools**

Together We Learn

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CENTRAL OKANAGAN PUBLIC SCHOOLS



MISSION STATEMENT

Our Mission: To educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society.

VISION STATEMENT

Our Vision: Central Okanagan Public Schools is a progressive leader in education, which sets the standard for educational excellence and strives to ensure that each student has opportunities to succeed.



CULTURAL VALUES

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.
- While recognizing individual situations and differences, **Fairness** is ensuring impartiality where everyone plays by the same rules.

CENTRAL OKANAGAN PUBLIC SCHOOLS



OUR OVERARCHING GOAL

"Each Central Okanagan Public School student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor."

CENTRAL OKANAGAN PUBLIC SCHOOLS



- Serve over 200,000 citizens in 4 municipalities (Peachland, West Kelowna, Kelowna and Lake Country), Westbank First Nation and the Regional District of Central Okanagan
- 5th largest District in the province (4% of provincial enrollment)
- 44 Schools: 31 Elementary, 7 Middle, 5 Secondary, 1 Alternative Education (4 campuses)
- Partnerships with 15 Preschools
- 8 Strong Start Centres



Partners Include:

- Central Okanagan Teacher's Association (COTA)
- Canadian Union of Public Workers (CUPE)
- Central Okanagan Principal's & Vice Principal's Association (COPVPA)
- Central Okanagan Parent Advisory Council (COPAC)
- District Student Council (DSC)

Management Team:

- Central Okanagan Principals' and Vice-Principals' (COPVPA)
- Central Okanagan School Business Officials (COSBO)
- BC School Superintendents Association (BCSSA)



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



	H/C*
Elementary	11,790
Middle	5,109
Secondary	6,253
	23,070
International Ed	343
TOTAL:	23,563

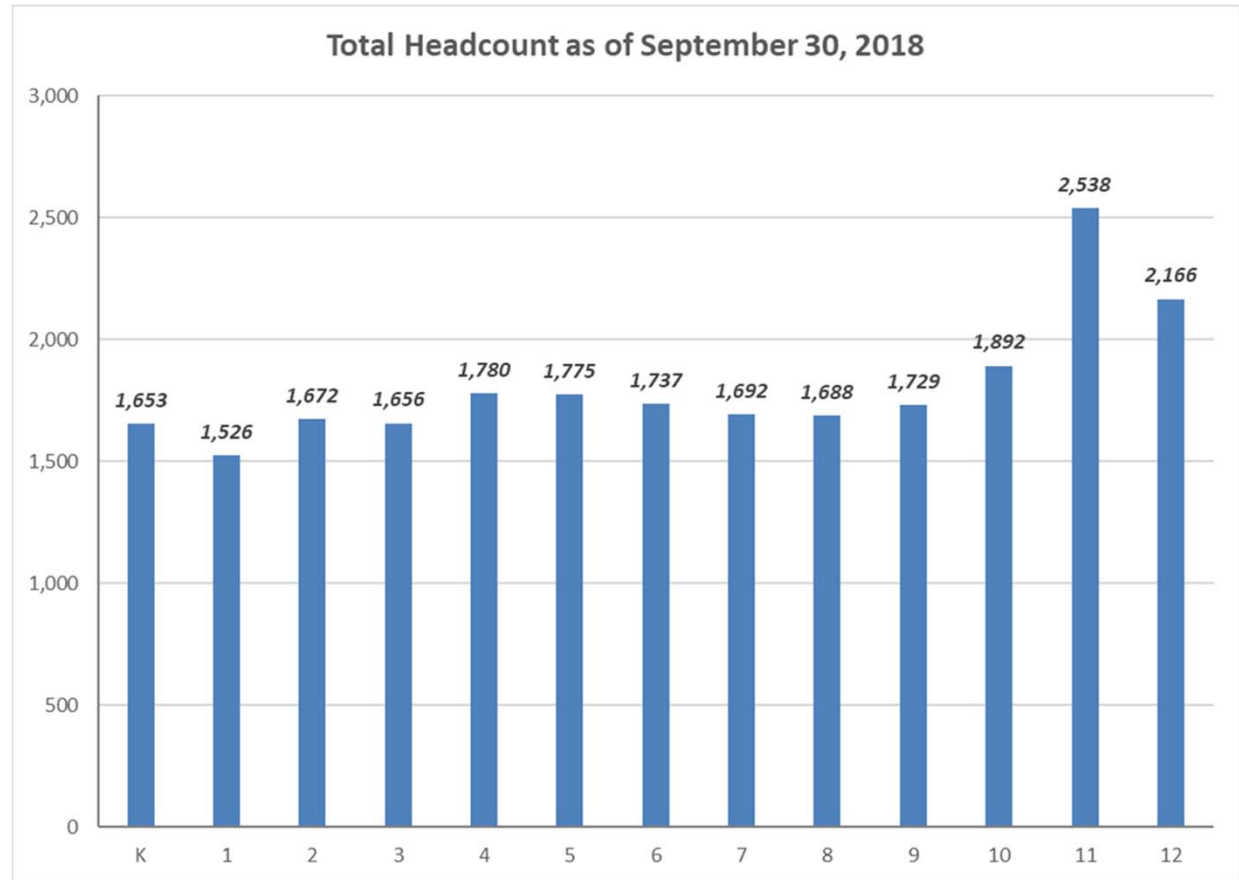
- *H/C = headcount
- Data as of September 30, 2018



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



GRADE LEVEL DISTRIBUTION



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



- The Internationalization of local schools is accelerating with the growth of the community and in the 2018/2019 school year the Central Okanagan Public Schools:
 - o processed and supported **347** new clients (parents and children) through the District Welcome Centre resulting in the enrolment of **289** newly arrived students from **39** countries
 - o had a total of **1213** new immigrant children from **75** countries enrolled across the District
- The diversity coming into the community is also reflected in the data collected by Immigration, Refugees and Citizenship Canada:
 - o during the 2018/2019 school year, **172** economic class immigrants, **27** family class immigrants and **95** refugees were serviced through the District Welcome Centre
 - o the most prevalent countries represented in new immigrant numbers in the Central Okanagan by volume were: Syria, Philippines, Peoples Republic of China, Germany, Great Britain, Bangladesh, Ethiopia, Iraq, Nepal and Socialist Republic of Vietnam.



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



Together We Learn



**Central Okanagan
Public Schools**

International Education



- Further cultural diversity was introduced to local schools through the Central Okanagan Public Schools International Education Program in the 2018/2019 school year:
 - o **529** students totaling **378** FTE from **31** countries and jurisdictions enrolled in local schools
 - o the countries sending the most students to the Central Okanagan by volume were: Germany, China (including Hong Kong and Macau), Mexico, Spain, Japan, Korea, Brazil, Italy and Belgium.



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION – OUR STUDENTS



- Aside from the benefits inherent to interactions with students from other cultures, such as becoming more globally aware, local students also benefit from increased services and support due to having an international program in the district:
 - o in 2018/2019, **\$3.6** million dollars was distributed to schools and the district supplementing funding from the Ministry of Education
 - o structures, services and support required to provide a robust international program were able to be leveraged to better support students in all schools

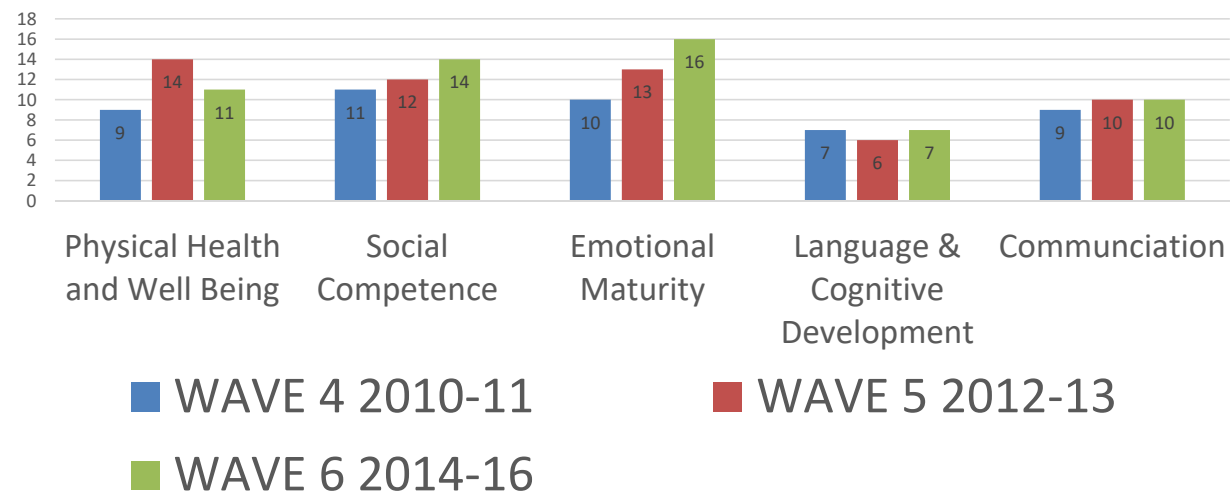
EARLY DEVELOPMENT INSTRUMENT (EDI)



The collection of the Early Development Instrument (EDI) data over the last decade, through the work of the late Dr. Clyde Hertzman of UBC's Human Early Learning Partnership (HELP), indicates approximately **27%** of children living in the Central Okanagan are developmentally vulnerable in one or more area when they enter Kindergarten. Waves 4, 5 and 6 of data reflect this.

Kindergarten teachers recently completed the survey during the 2018-2019 school year. This survey information will be reflected in Wave 7 data (2017-2020).

Human Early Learning Partnership Early Development Instrument (EDI)



MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)



The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood. Researchers at the Human Early Learning Partnership (HELP) are using results from the MDI to understand the factors that promote children's social-emotional health and well-being. In addition, the MDI is being used to inform policy and practice and support collaboration across education, health and community sectors.

Children's self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child's life increases, they are more likely to report higher levels of well-being (Gadermann et al., 2016).

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) – Grade 4 Social and Emotional Development Results



OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."

Number of children: 1,470

2016-2017

Percentage of children who reported:

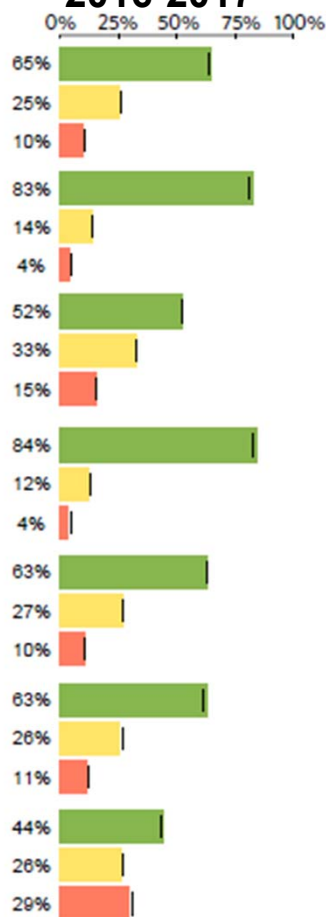
High well-being

Medium well-being

Low well-being

Average for all districts *

* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.



Number of children: 1,467

2017-2018

Percentage of children who reported:

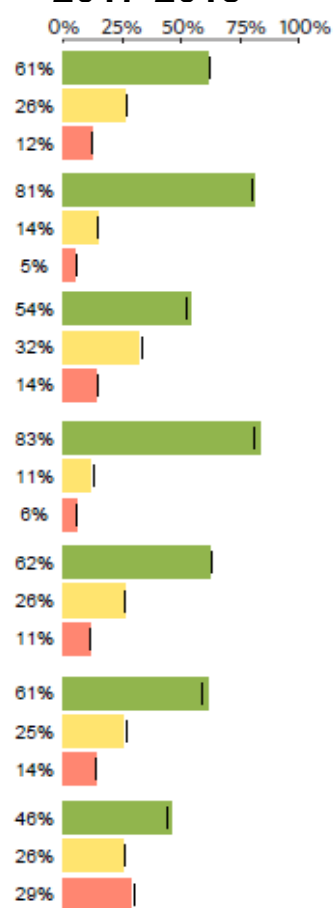
High well-being

Medium well-being

Low well-being

Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 14,650 children, including those from your district. See page 9 for a list of participating districts.



EARLY LEARNING

EARLY LEARNING PROGRAMS IN THE CENTRAL OKANAGAN

In partnership with families and community, we support the development of the whole child through competency driven, child centered, place-based pedagogy so that each child develops the attributes of a learner, thinker, innovator, collaborator and contributor.



EARLY LEARNING



EARLY YEARS PARTNERSHIPS

- We currently have **15** preschools and **8** StrongStart programs nested in Central Okanagan Public Schools. We are excited about the opening of the Aboriginal HeadStart program in the coming year at South Rutland Elementary. This will be our **16th** preschool partnership.
- Serving approximately **600** families each year in preschool programs and more than **1800** families through StrongStart, these programs have had a profound impact on learner and school readiness. It is one of our most effective practices for ensuring safe, seamless and well-supported transitions from home to school.
- We also recognize the need to transition all **1667** children entering kindergarten in the coming year, through a family-centered approach. We know that each family entering public education is unique as circumstance and context varies from family to family.



EARLY LEARNING



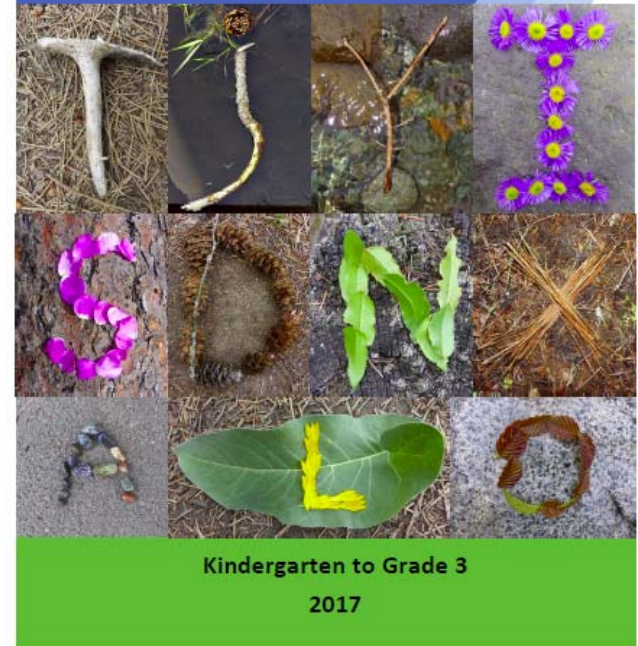
EARLY LEARNING PROFILE

Emergent literacy assumes that literacy acquisition begins at birth and emerges gradually over time. Long before children can read and write in a conventional sense, they are learning about literacy especially when immersed in literate-rich environments. Children arrive at preschools, StrongStart programs and Kindergarten with varying degrees of emerging literacy knowledge dependent upon their prior experiences.

A strong focus of the Central Okanagan over the last decade has been on ensuring that foundational decoding skills are in place prior to the end of grade two to facilitate reading comprehension and to foster the joy of reading literature independently at grade three.

PM Benchmarks are used to assess students reading skills (accuracy, fluency and comprehension) and help us as a District monitor the reading skills of our learners. **89% of grade three students last year were meeting grade level expectations.**

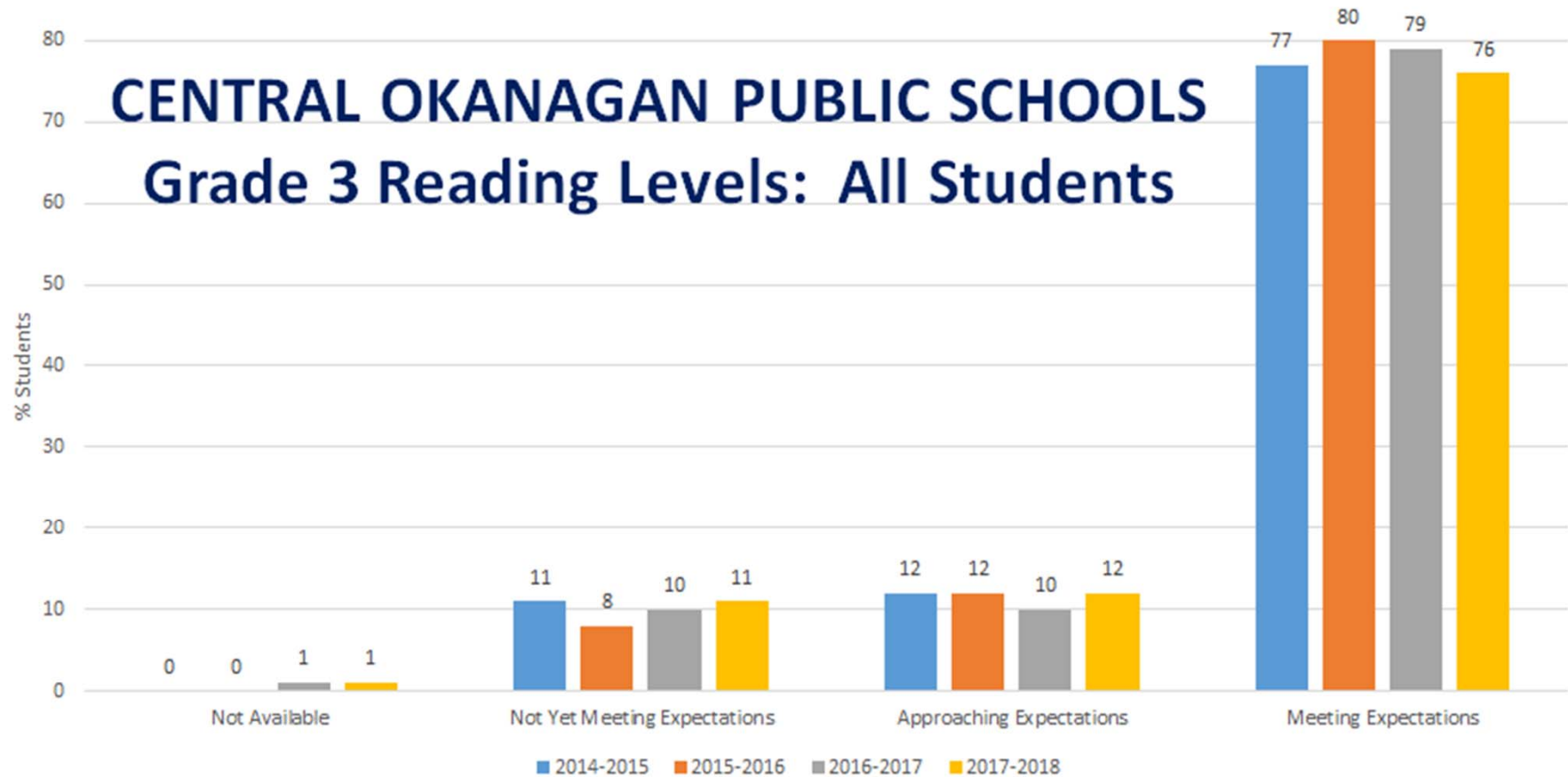
Teacher Resource Package Early Literacy Essential Skills Profile



EARLY LEARNING



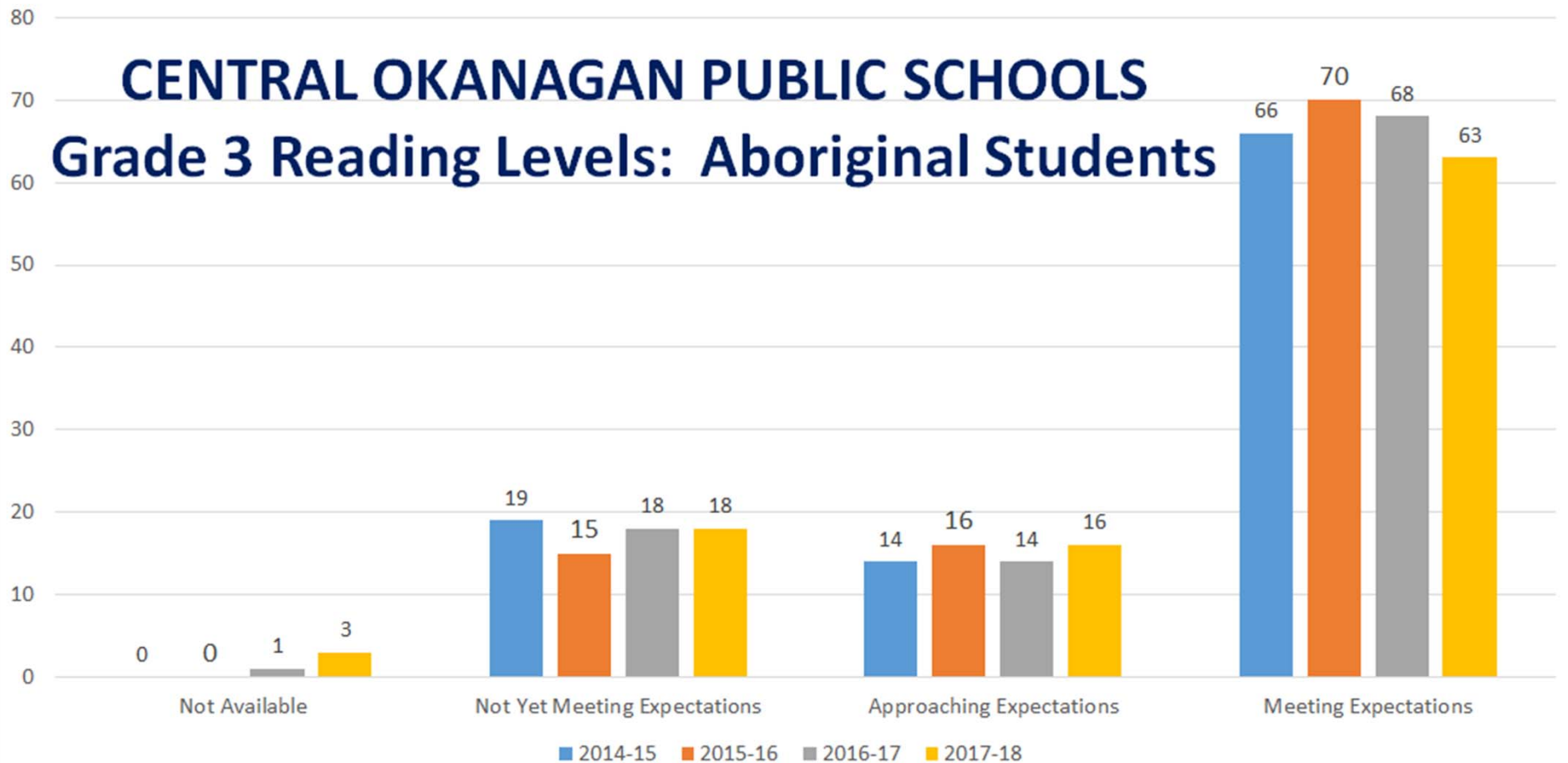
CENTRAL OKANAGAN PUBLIC SCHOOLS Grade 3 Reading Levels: All Students



EARLY LEARNING



CENTRAL OKANAGAN PUBLIC SCHOOLS Grade 3 Reading Levels: Aboriginal Students



BUILDING FOUNDATIONAL SKILLS - LITERACY



TRANSFER OF LITERACY FOUNDATIONAL SKILLS

Having a strong foundation of literacy skills contributes to each student acquiring the attributes of a learner. We believe that as competent communicators that they will thrive as they acquire the attributes of thinker, innovator, collaborator and contributor.

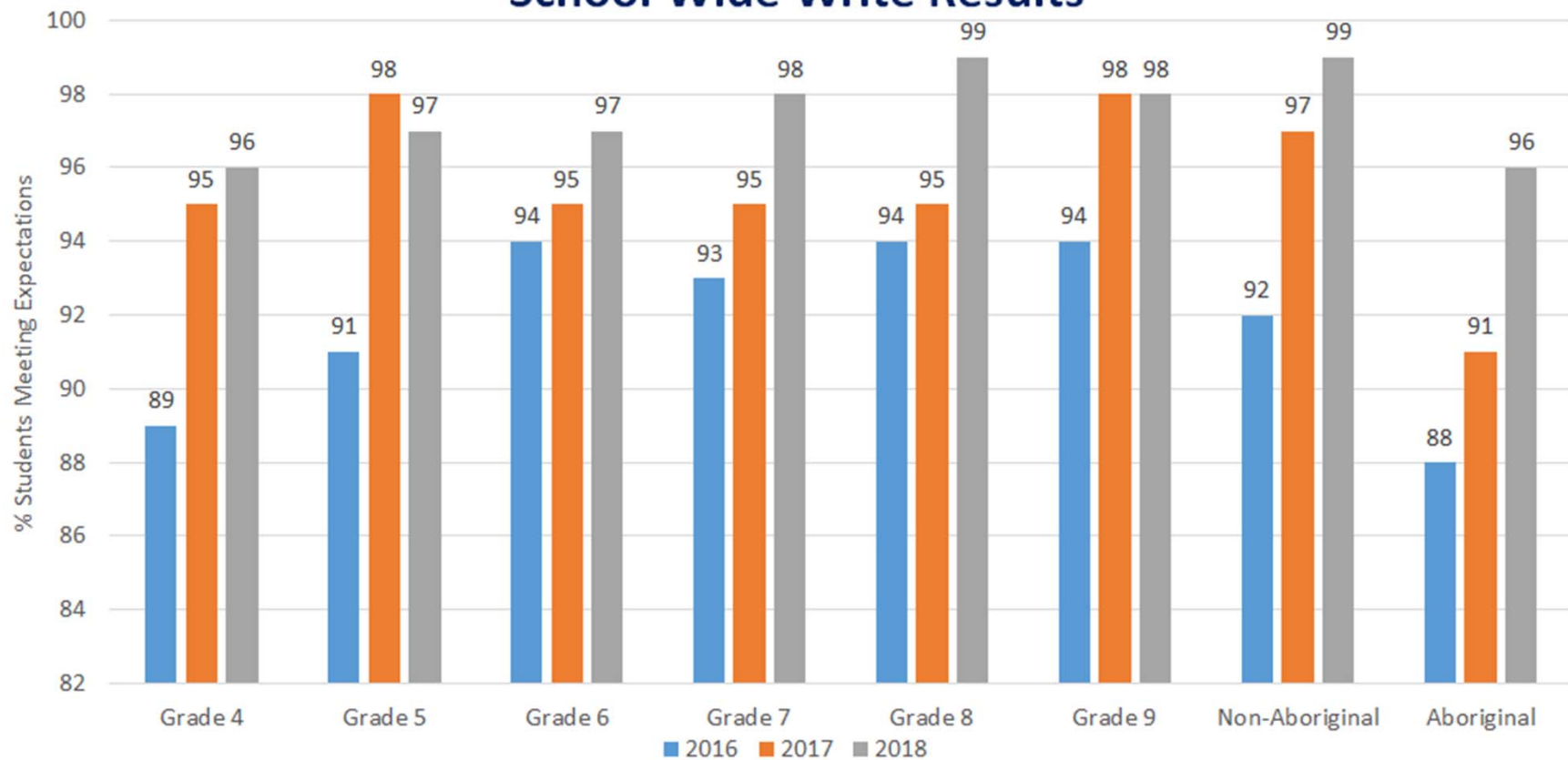
We use the School Wide Write to assess the achievement of our students beyond the primary grades.



BUILDING FOUNDATIONAL SKILLS - LITERACY



**CENTRAL OKANAGAN PUBLIC SCHOOLS:
School Wide Write Results**

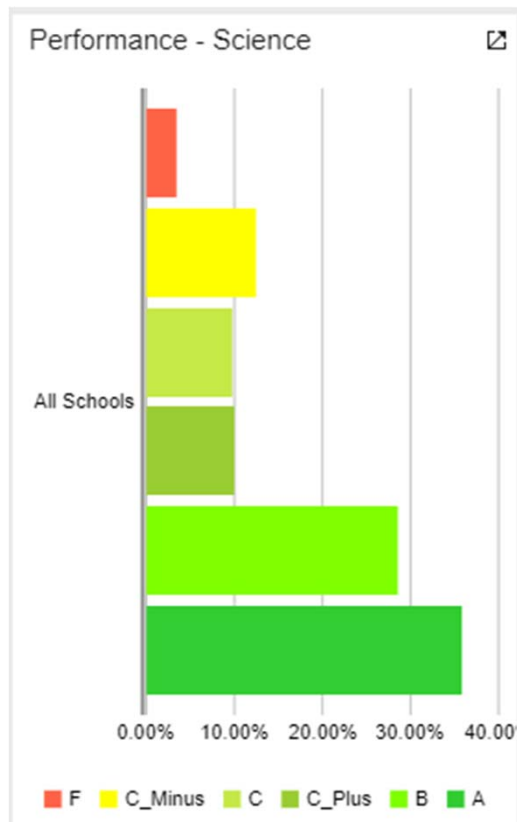


BUILDING FOUNDATIONAL SKILLS - SCIENCE

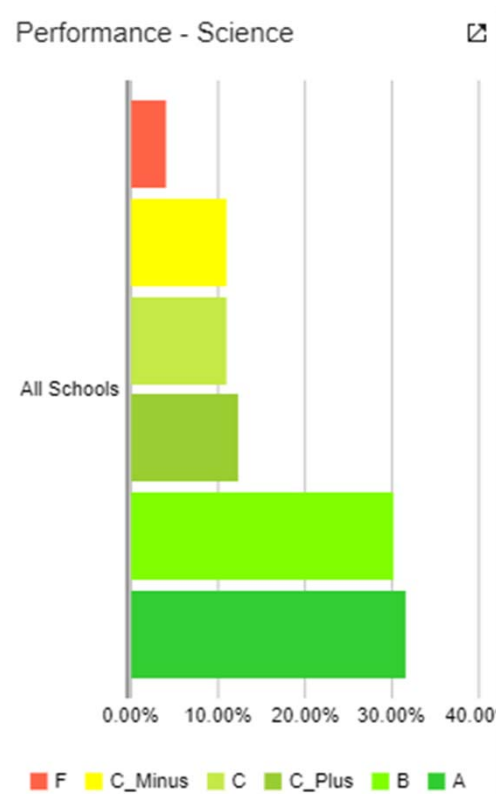


FINAL MARK DISTRIBUTION FOR SCIENCE COURSES BY GRADE - 2017-2018

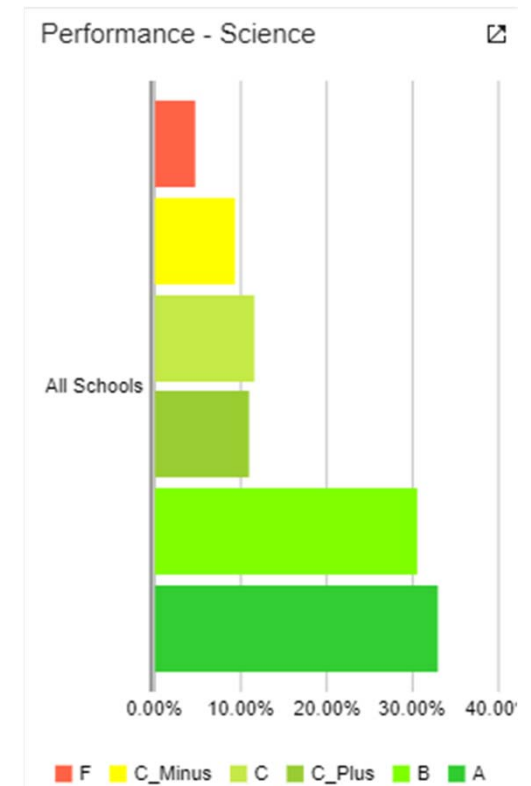
Grade 10



Grade 11



Grade 12

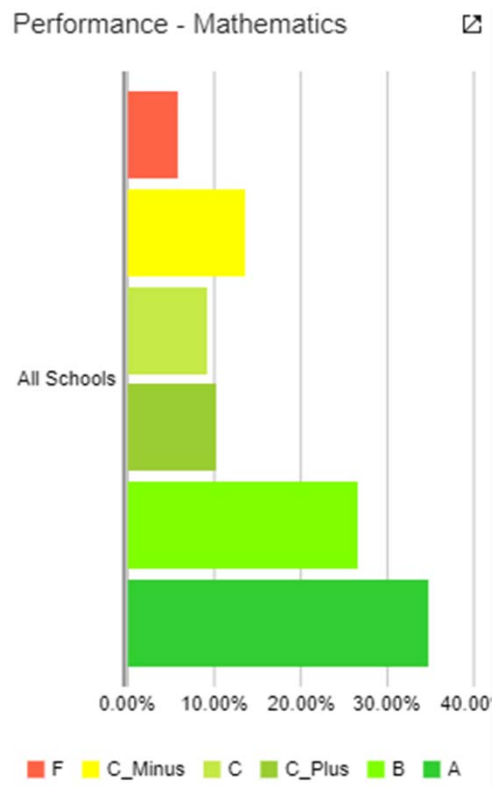


BUILDING FOUNDATIONAL SKILLS – MATHEMATICS

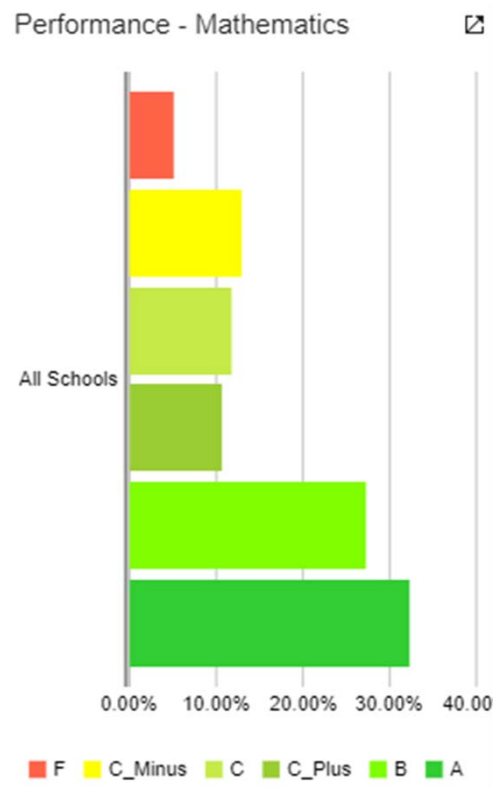


FINAL MARK DISTRIBUTION FOR MATH COURSES BY GRADE - 2017-2018

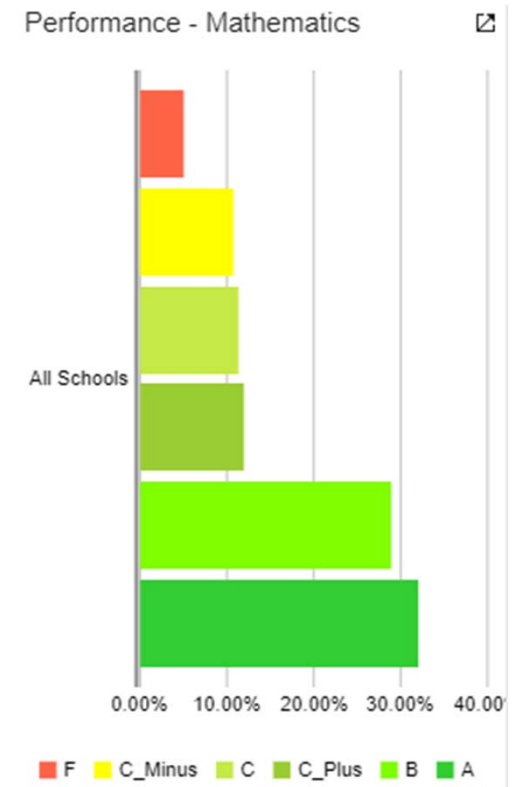
Grade 10



Grade 11



Grade 12

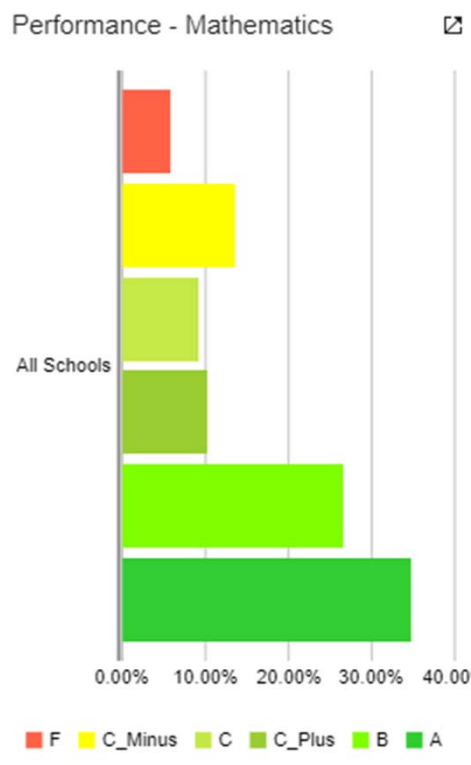


BUILDING FOUNDATIONAL SKILLS – GRADE 10 MATHEMATICS

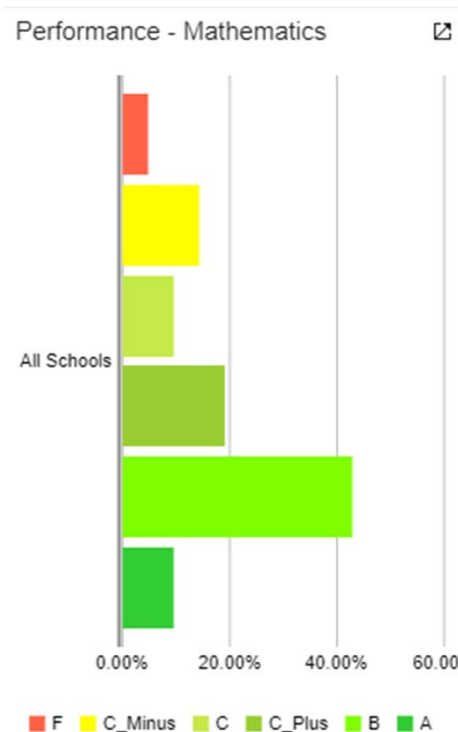


FINAL MARK DISTRIBUTION FOR GRADE 10 MATH COURSES - 2017-2018

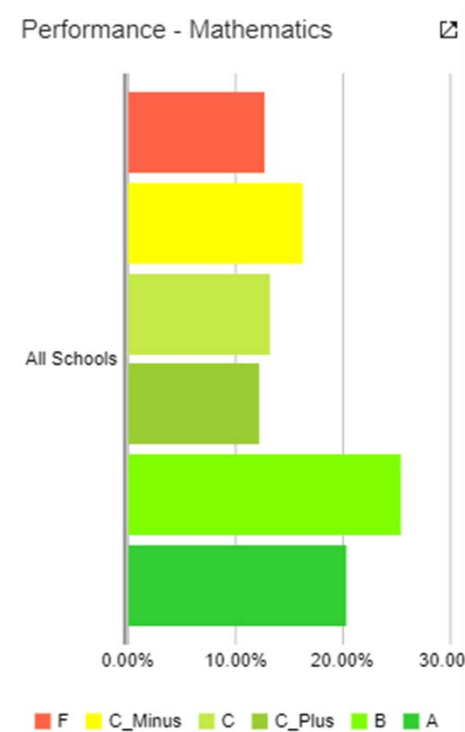
All Students



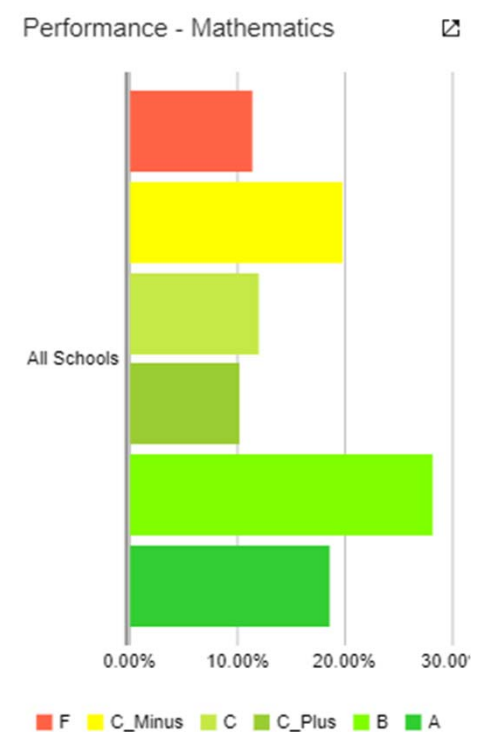
ELL



Aboriginal



Special Needs

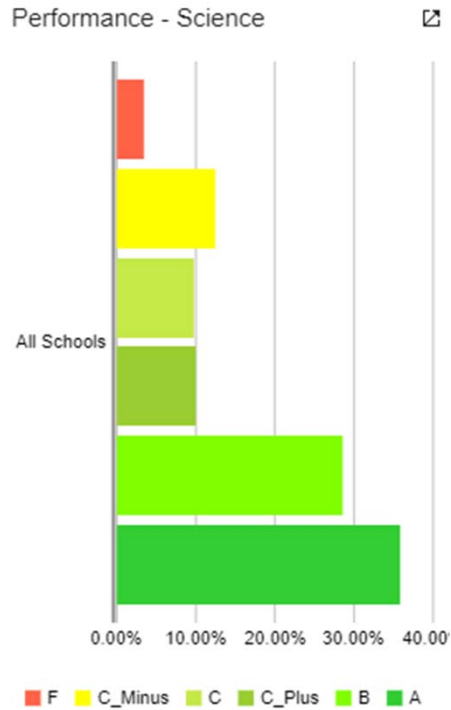


BUILDING FOUNDATIONAL SKILLS – GRADE 10 SCIENCE

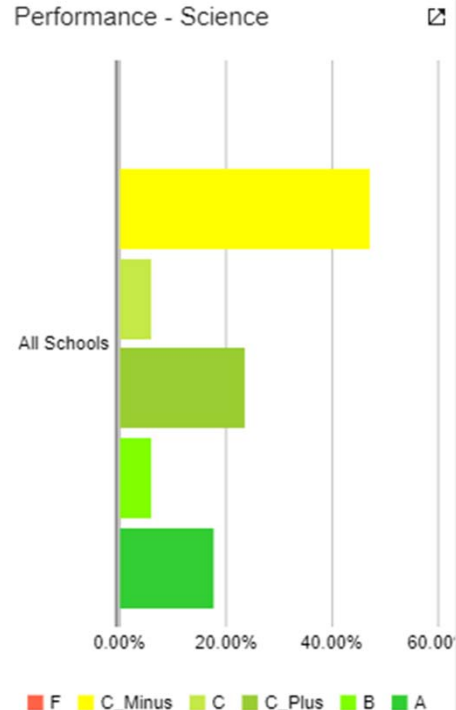


FINAL MARK DISTRIBUTION FOR GRADE 10 SCIENCE COURSES - 2017-2018

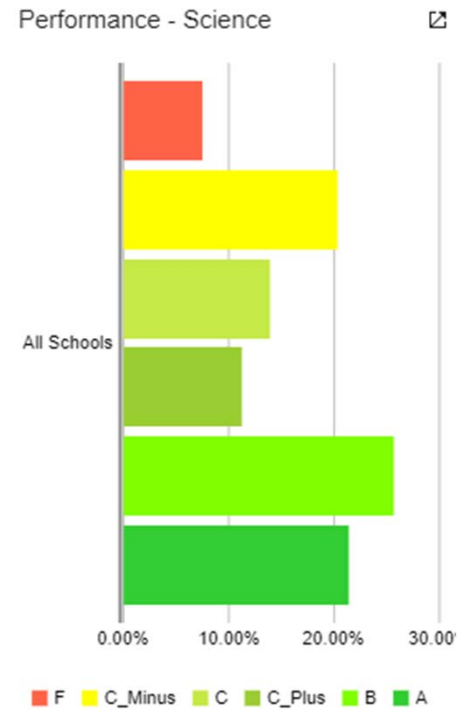
All Students



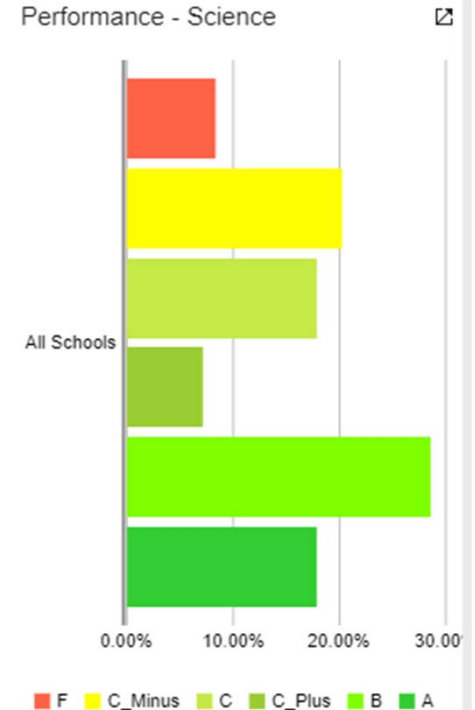
ELL



Aboriginal



Special Needs

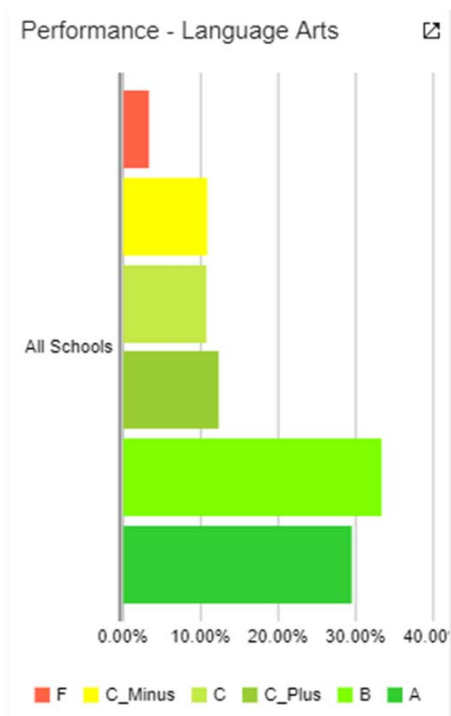


BUILDING FOUNDATIONAL SKILLS – GRADE 10 ENGLISH

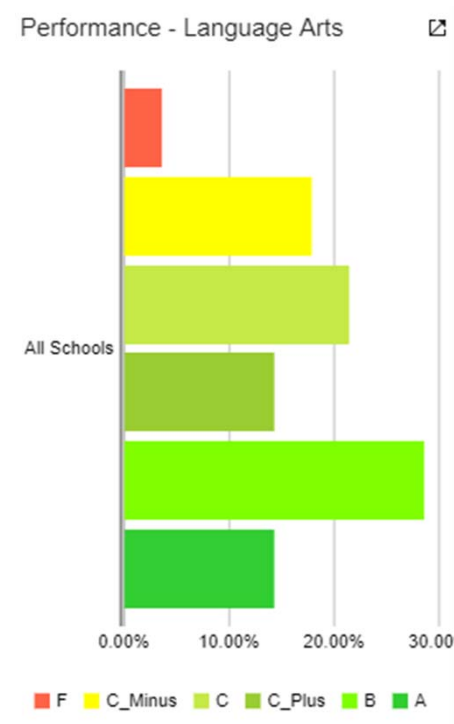


FINAL MARK DISTRIBUTION FOR GRADE 10 ENGLISH COURSES - 2017-2018

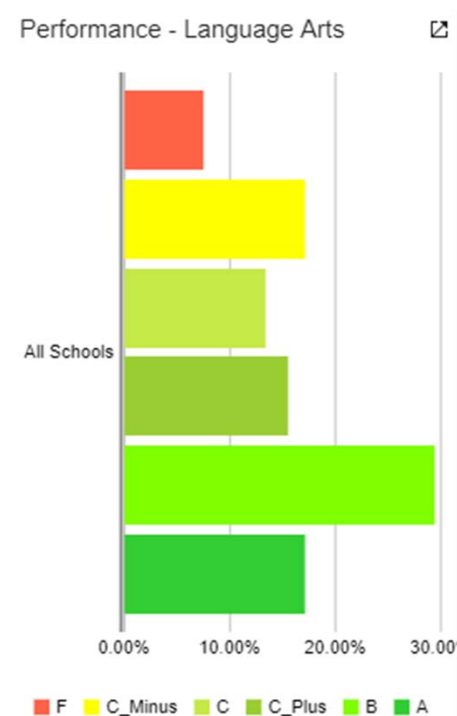
All Students



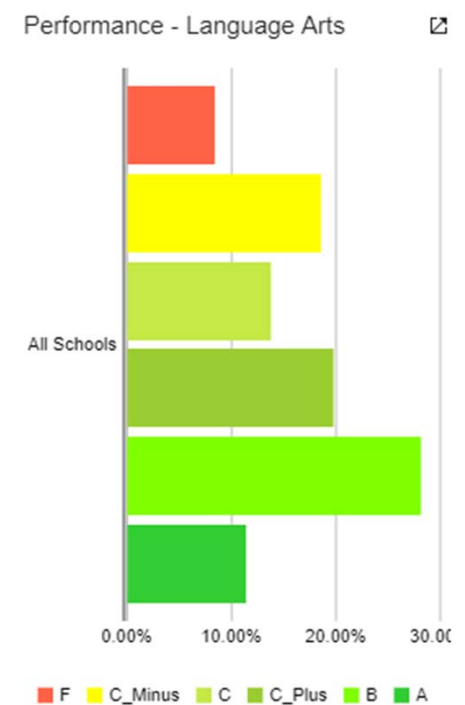
ELL



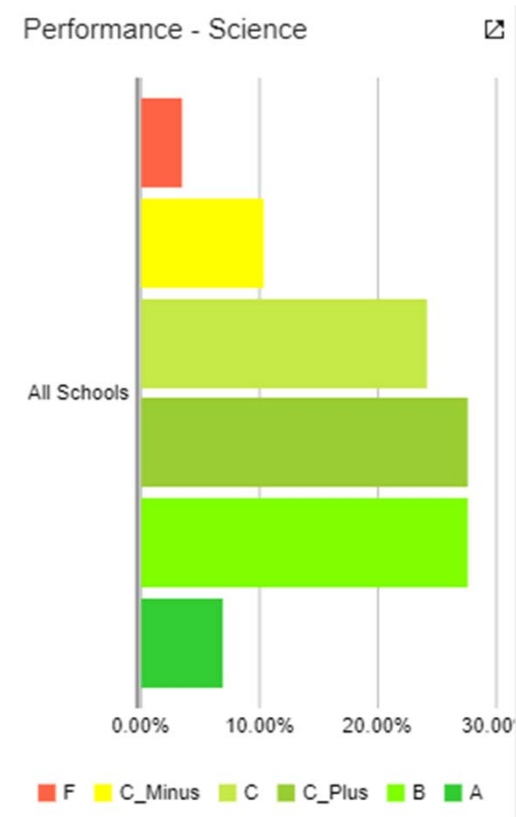
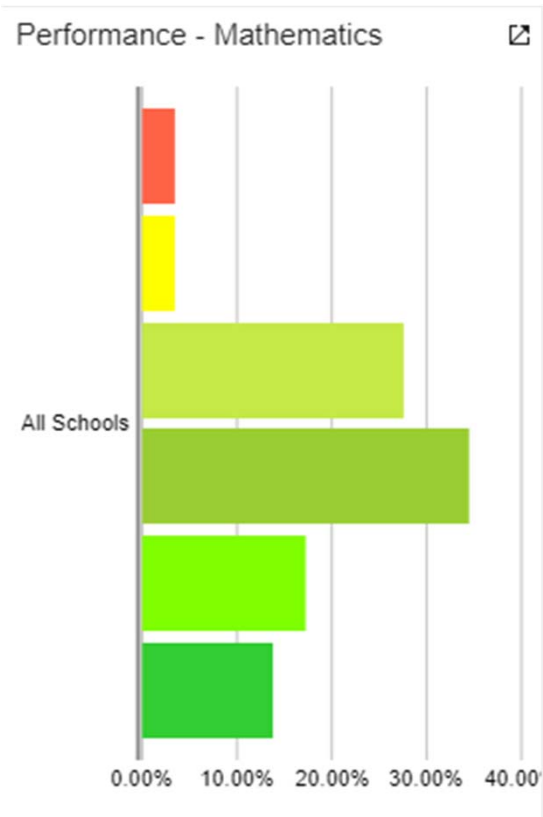
Aboriginal



Special Needs



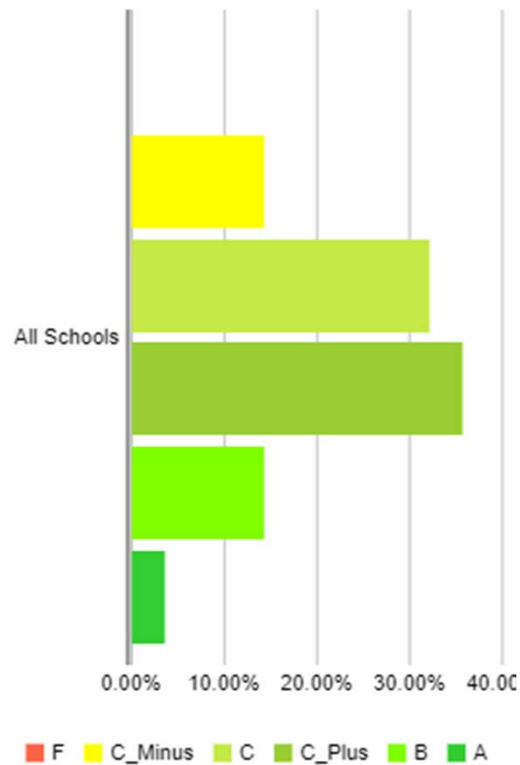
CHILDREN IN CARE SCIENCE AND MATH



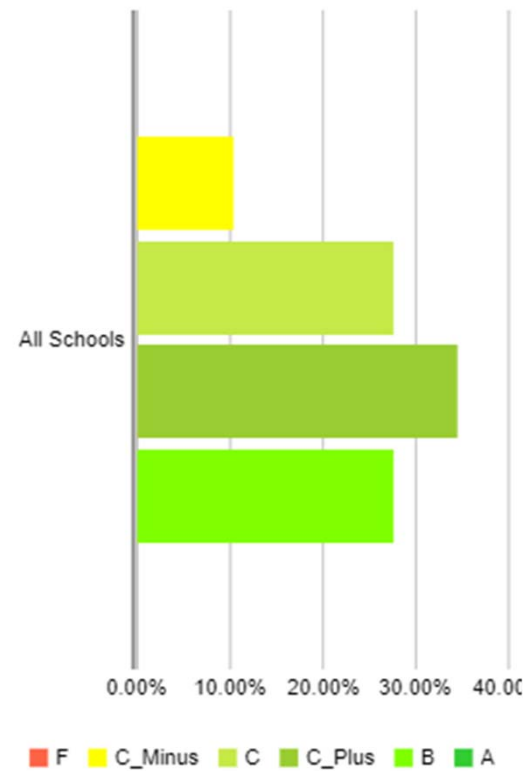
CHILDREN IN CARE SOCIAL STUDIES AND LANGUAGE ARTS



Performance - Language Arts



Performance - Social Studies



STUDENT LEARNING SURVEY

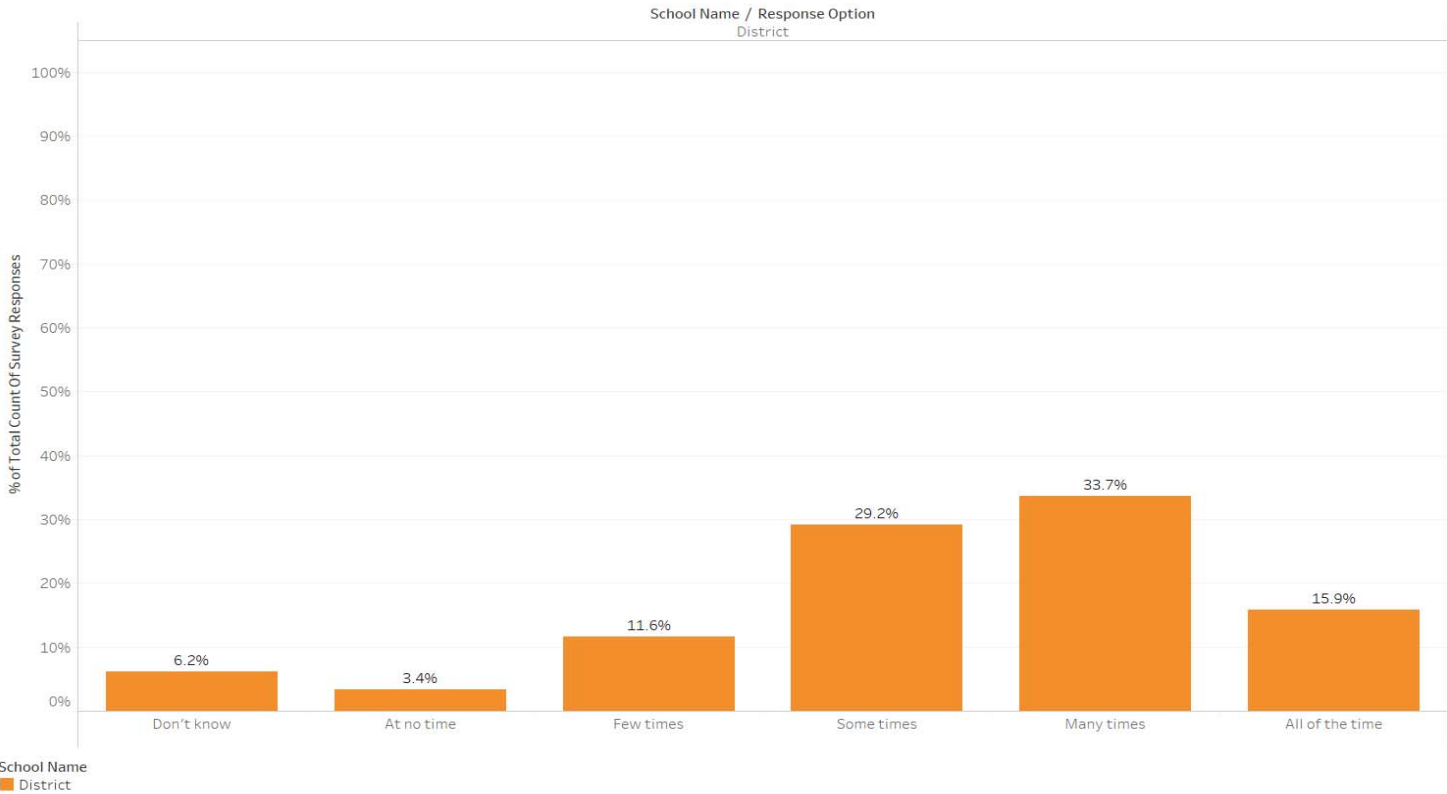
OVERARCHING GOAL – CRITICAL THINKING



Student Learning Survey

Topic: Accountability Framework - Intellectual Development

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



90.4% responded positively

STUDENT LEARNING SURVEY

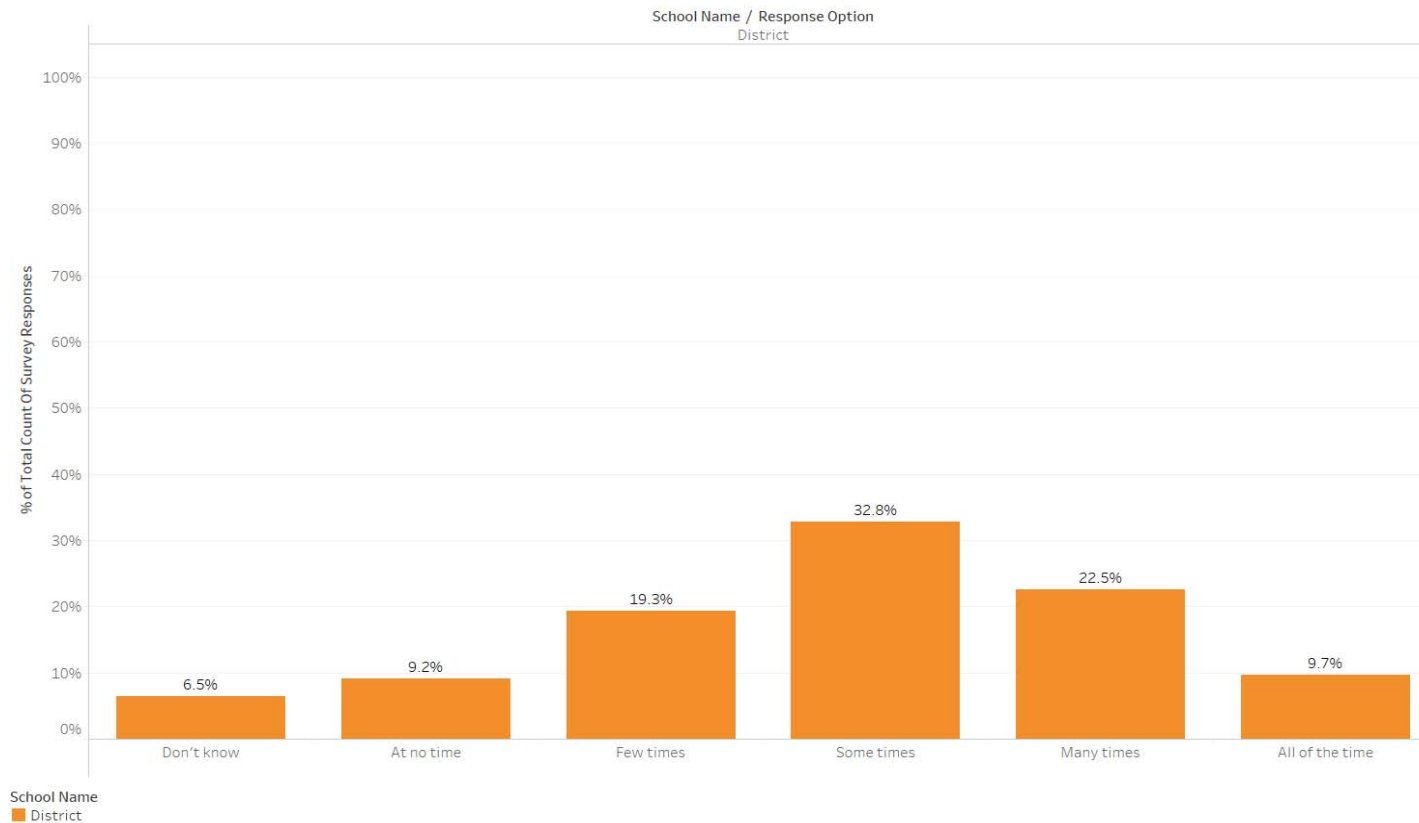
OVERARCHING GOAL – CREATIVE THINKING



Student Learning Survey

Topic: Accountability Framework - Intellectual Development

Question: 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)



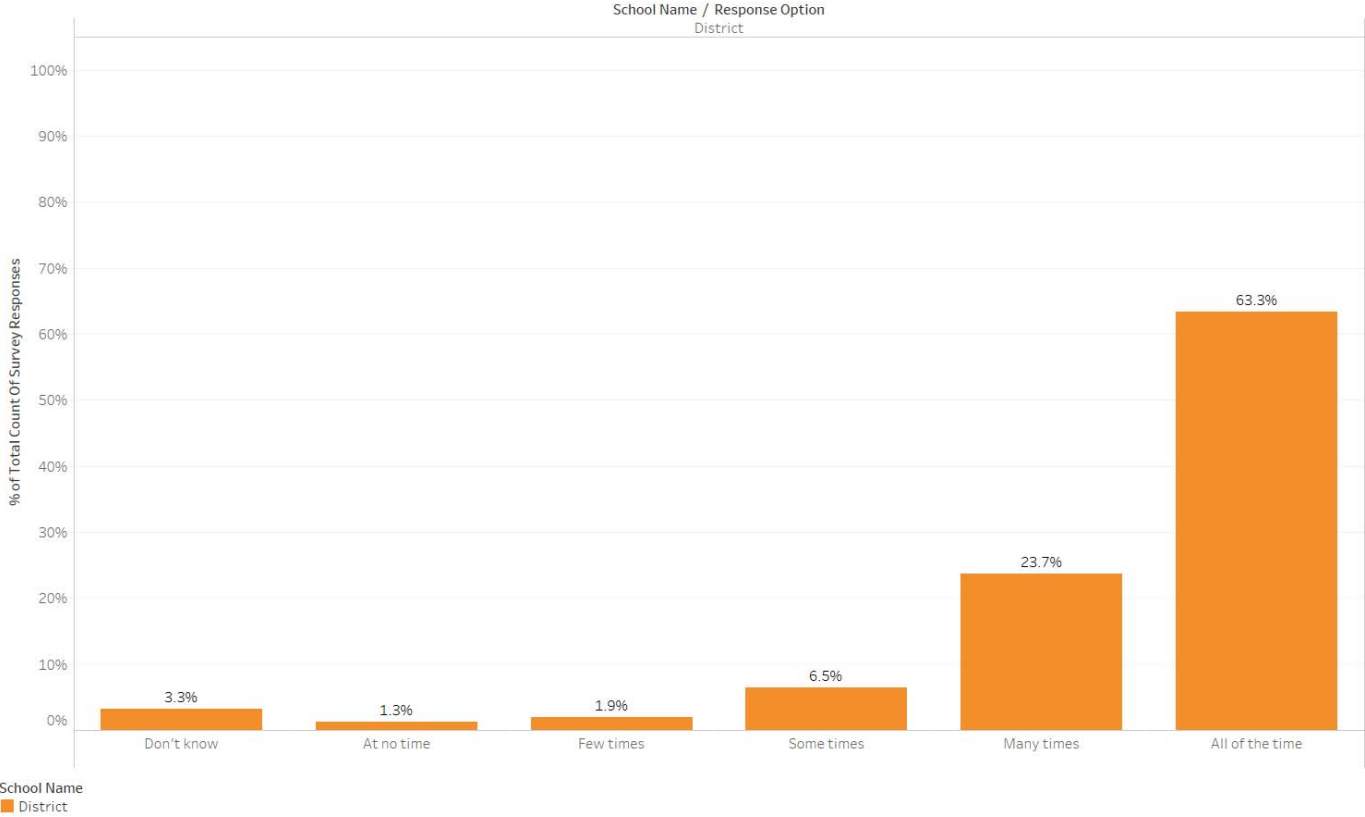
84.3% responded positively

ENHANCING STUDENT LEARNING FRAMEWORK

HUMAN AND SOCIAL COMPETENCIES



Student Learning Survey
Topic: Human and Social Development
Question: At school, do you respect people who are different from you (for example, think, act, or look different)?



95.4% responded positively

ENHANCING STUDENT LEARNING FRAMEWORK HUMAN AND SOCIAL COMPETENCIES



All schools and programs in the Central Okanagan Public Schools have a focus that is directly or indirectly around the Social and Emotional Wellness of each learner. Some of the major themes are identified as:

1. Sense of Belonging and Connectedness
2. Focus on Cultivating a Culture of Kindness
3. Empowering students to develop a Growth Mindset
4. Fostering Curiosity and Engagement
5. Fostering Determined Learners
6. Fostering Positive Relationships in all learners
7. Designing Collaborative Learning Communities by starting with EMPATHY
8. Fostering an adventure for learning through the social, emotional and physical well-being in our school community
9. Supporting Self-Regulated Learners
10. OECD Learning Principles – learners at the centre, learning is a social process and emotions are integral to learning
11. Critical, creative and compassionate thinking
12. Effective personal and inter-personal skills
13. Personal and social responsibility

DUAL CREDIT RESULTS - BCIT and SCHOOL-BASED



BCIT

Electricity & Industrial Electronics (Construction Electrician) - (Graham)
Heavy Duty Equipment Technician

School Based

Auto Service Technician
Culinary Arts
Hairstylist
Forestry/Utility Arborist
Certified Education Assistant
Forestry/Utility Arborist
Fire Academy 12
Emergency Medical Responder (Justice Institute of BC)

BCIT and School Based

YEAR	2015/16	2016/17	2017/18
Completion Rate	69%	83%	83%

2017-18

Students
enrolled in
Dual Credit
Programs **182**

DUAL CREDIT RESULTS - OKANAGAN COLLEGE



Aircraft Maintenance Engineer (AME) M-License
 Aircraft Maintenance Engineer (AME) Structures
 Automotive Refinishing Prep Technician
 Automotive Service Technician (Mechanic)
 Carpentry/Joinery
 Collision Repair Refinishing Prep Technician
 Culinary Arts (Certificate – PC 1&2)
 Culinary Arts (PC1 - Technical)
 Electrician Pre-Apprenticeship (Construction Electrician)
 Heavy Mechanical

Plumbing & Piping Trades
 Recreation Vehicle Service Tech
 Refrigeration & Air Conditioning Mechanic
 Residential Construction
 Sheet Metal
 Welder
 Health Care Assistant
 Electricity & Industrial Electronics (Construction
 Electrician) - (Graham)
 Heavy Duty Equipment Technician (Formerly Diesel) -
 (RSS)
 Trade Sampler Program

Okanagan College Completion Rates

YEAR	2015/16	2016/17	2017/18
Completion Rate	71%	73%	86%

WORK EXPERIENCE 12 (A and B)



Standards for Authentic Work Experience

Ministry Work Experience courses consist of authentic workplace experiences. These authentic workplace experiences should:

- provide students with new learning experiences that go beyond those they receive in a school setting
- provide students with opportunities to apply in-school learning to the world of work
- provide students with opportunities to prepare them for the transition from a school environment to a workplace environment
- be community-based



	2015/16	2016/17	2017/18
WEx. 12 A	1253	1184	1253
Completion		77%	77.5% (971)
WEx. 12 B	130	126	130
Completion		100%	100%



GRAD TRANSITIONS



	Provincial Exam Scholarships	District Authority Scholarship	Youth Work in Trades Scholarship	BC Achievement Scholarship	BC Excellence Scholarship (55 in Province)
12/13	145	176	4	NEW AWARDS FOR 2015/16	
13/14	154	172	8		
14/15	152	184	1		
15/16	134	160	7		
16/17	Phased out in 2016/17	186	2	351	3
17/18	Phased out in 2016/2017	173	7	341	1

Awarded to 2018 Graduates

\$ 402,595 Central Okanagan Bursary and Scholarship Society (COBSS)*

\$ 688,250 Ministry Scholarships
\$1,090,845

+ Millions of dollars in University Entrance and Post Secondary Scholarships

* Currently in 2019 over \$510,000

GRADUATION



COMBINED SIX-YEAR COMPLETION RATE (With Evergreen Successes)

BC Resident Completion Rate (Ministry Reported)	92.7%
Students in Cohort (Adjusted for Ministry Migration Factor)	1943
Students in Cohort (-196) (Adjusted for Non-Resident Students)	1747
Number of Completers (+48) (Adjusted for “Evergreens”)	1694
Combined Six-Year Completion Rate	96.9%

(We were targeting 93% combined rate in June 2016)

GRADUATION



COMPLETION DATA (2012/2013 – 2017/2018)

	12/13	13/14	14/15	15/16	16/17	17/18
BC Resident Rate	88.3%	91.8%	90.9%	90.0%	90.2%	92.7% (+2.5%)
Six-Year Combined Rate	91.7%	94.6%	94.2%	96.4%	93.7%	96.9% (+3.2%)
Provincial Six-Year Completion Rate	83.6%	84.2%	83.9%	83.6%	84.0%	84.8% (+0.8%)

GRADUATION



ABORIGINAL COMPLETION DATA WITH EVERGREEN IN THE COHORT (2017/2018)

	12/13	13/14	14/15	15/16	16/17	17/18
Six-Year Completion Rate	66.0%	72.9%	74.8%	73.8%	76.9%	78.1 (+1.2%)
Six-Year Combined Rate	No previous calculations			78.1%	80.1%	81.9% (+1.8%)
Provincial Six-Year Completion Rate	59.4%	61.6%	63.0%	63.8%	65.9%	69.0% (+3.1%)

GRADUATION



CELEBRATING GRADUATION SUCCESS 2019 CONGRATULATIONS

- Largest Aboriginal Education Grad Class in District history – **217**
- Largest Alternate Education Grad Class – **134**



CENTRAL OKANAGAN PUBLIC SCHOOLS



- Central Okanagan Public Schools is a high performing District in BC
- Student achievement results above both the national and provincial norms on almost every measure
- International testing indicates that BC is number 1 in Canada for academics and equality
- BC is also number 1 in the world for equity and number 2 for academics

