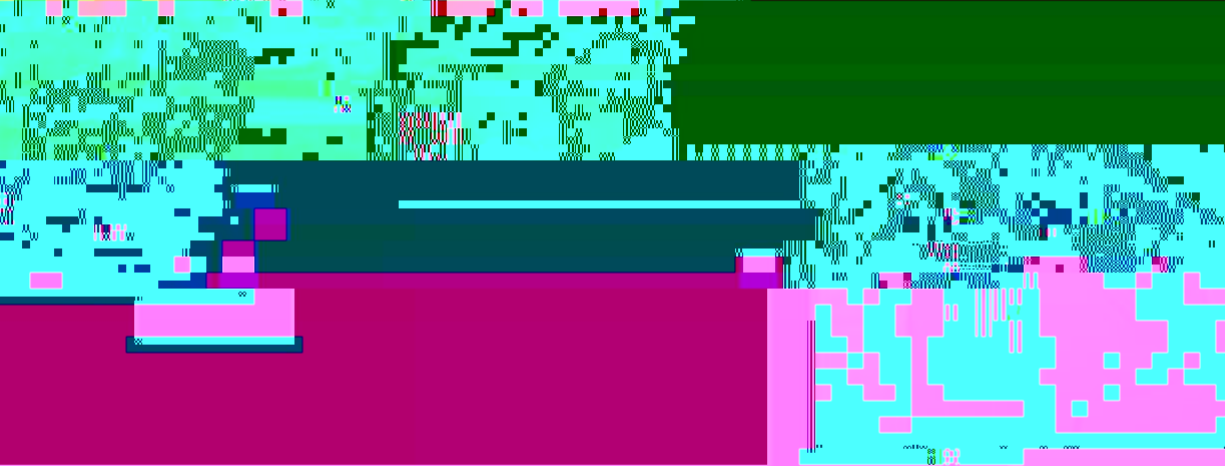
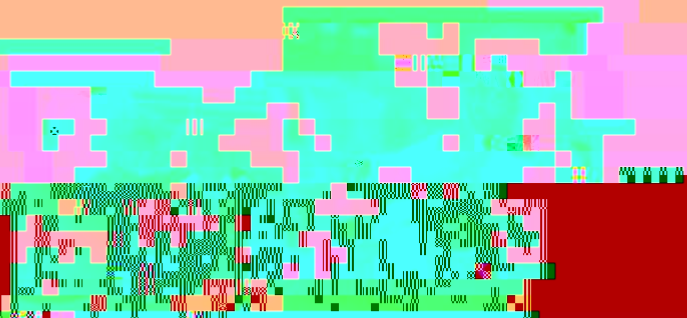
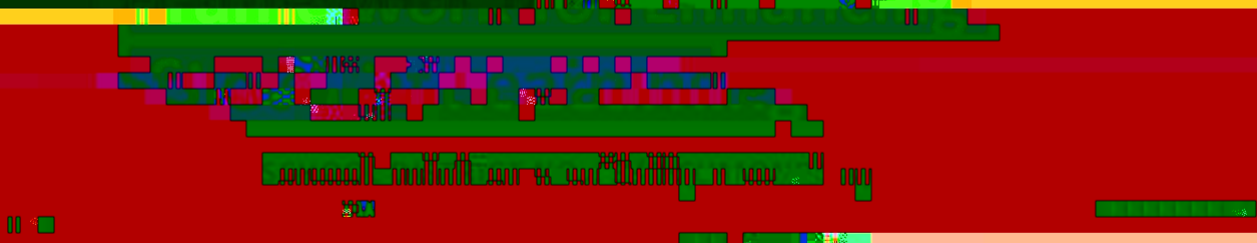
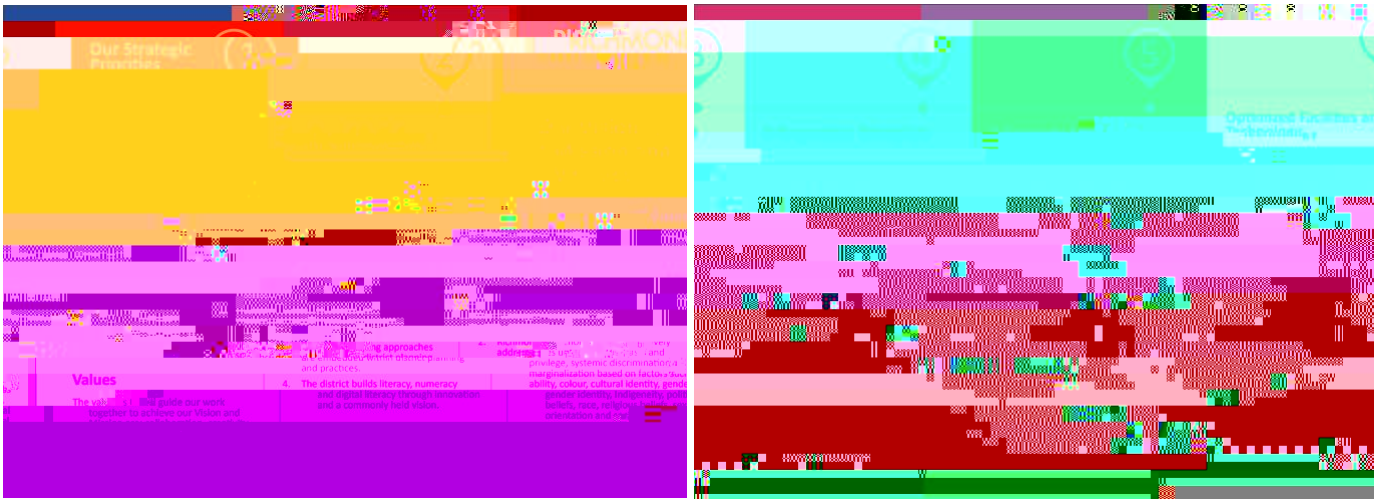


Annual Report of

1991 1992 1993 1994 1995



The Richmond Board of Education acknowledges with gratitude, the First Peoples of the h nq min m language group on whose traditional and unceded territories we teach, learn and live.



The Strategic Plan has two strategic priorities focused specifically on enhancing student learning: *Inspired Learners* and *Equity and Inclusion*. Both priorities' goals focus on intellectual, human and social, and career development. Specific attention is paid in those priorities to supporting Indigenous learners, children and youth in care, and learners with disabilities or diverse abilities, while all strategic priorities are aligned to improve educational outcomes for all learners.

The District has developed an annual planning cycle that links the Strategic Plan to the [District Story](#) which is, in turn, linked to each school's School Story. Throughout the year, each school engages in a [process](#) to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students. This is achieved by setting a focus to improve student achievement based on a continual cycle of inquiry.

This [linked example](#) of an elementary school story illustrates the school's context and focus as well as actions and evidence that support the intention of the school's focus. This [linked example](#) of a secondary school story illustrates the connections to the district's strategic plan and the Ministry of Education and Child Care's competency-based curriculum. Links to all of the District's school stories can be found [here](#). The district story demonstrates how the district is working to improve student outcomes. The district story is driven by examples from school stories as well as district and ministry level data. For example, the stories and data found [here](#) relate to social emotional learning examples from around the school district including data from the MDI (Middle Years Development Instrument).

The image on the next page describes the interconnectedness and coherence being built between the FESL, Strategic Plan and school level planning.

Figure 1 - Continuous Improvement of Student Achievement Process

District operational plans and the distribution of resources (human, financial and technological) are aligned with the outcomes set out in the Strategic Plan as evidenced in Strategic priorities [3](#), [4](#), and [5](#). To date 127 of 146 Key Actions are complete. The Strategic Plan is directly connected to the continuous improvement of educational outcomes for all students as the actions within the plan support optimizing learning conditions in the support of human, physical and

Grade 4 Literacy - All Resident Students

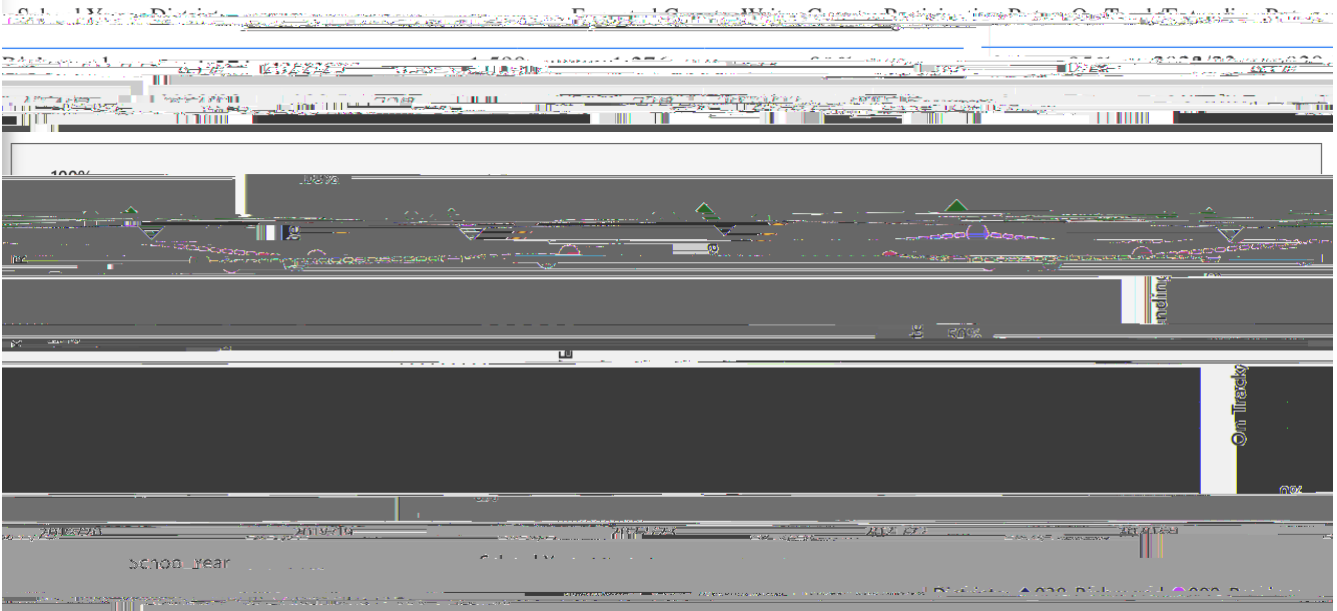


Figure 2- FSA Grade 4 Literacy- All Resident Students

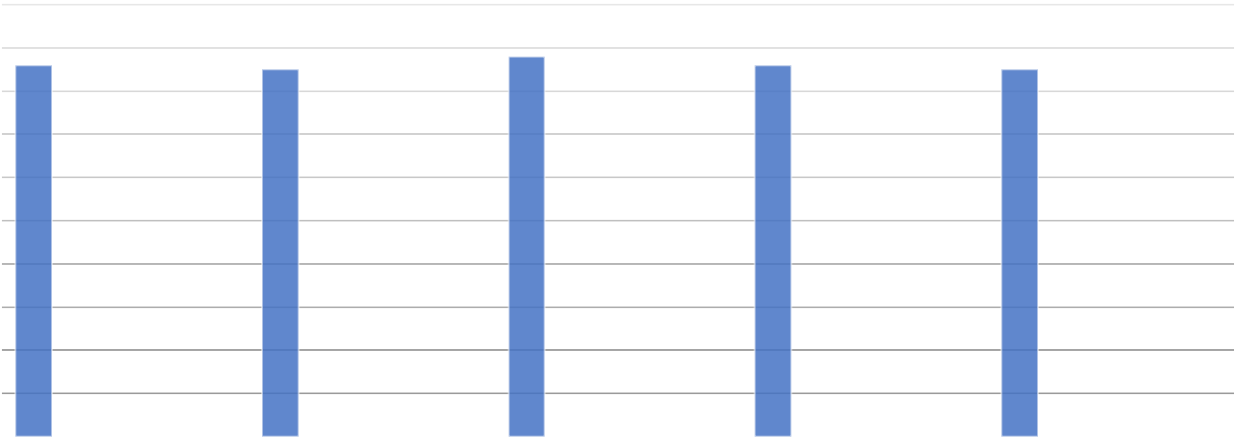


Figure 3- FSA Grade 4 Literacy- All Student Populations

Grade 7 Literacy – All Resident Students

Figure 4- FSA Grade 7 Reading - All Resident Students

Figure 5- FSA Grade 7 Reading - All Student Populations

Current trend for the tm(tR-11(ur)10(r)8(ent)-5(t)-2S /ent)-5(t)-2S /ent 8(t081(ent)-5(t)- g0 G[C]-11(ur)10(r)8(ent)-5((l)8(l)8

Grade 10 Literacy – All Resident Students

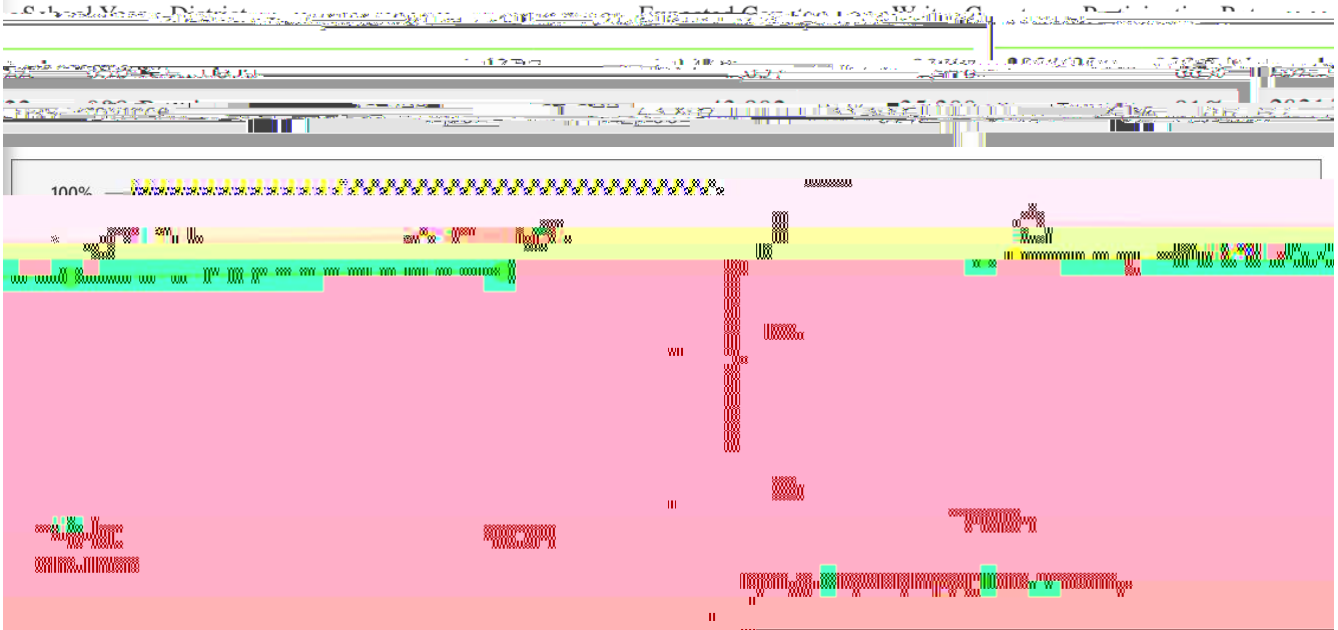


Figure 6- Graduation Assessment Grade 10 Literacy - All Resident Students

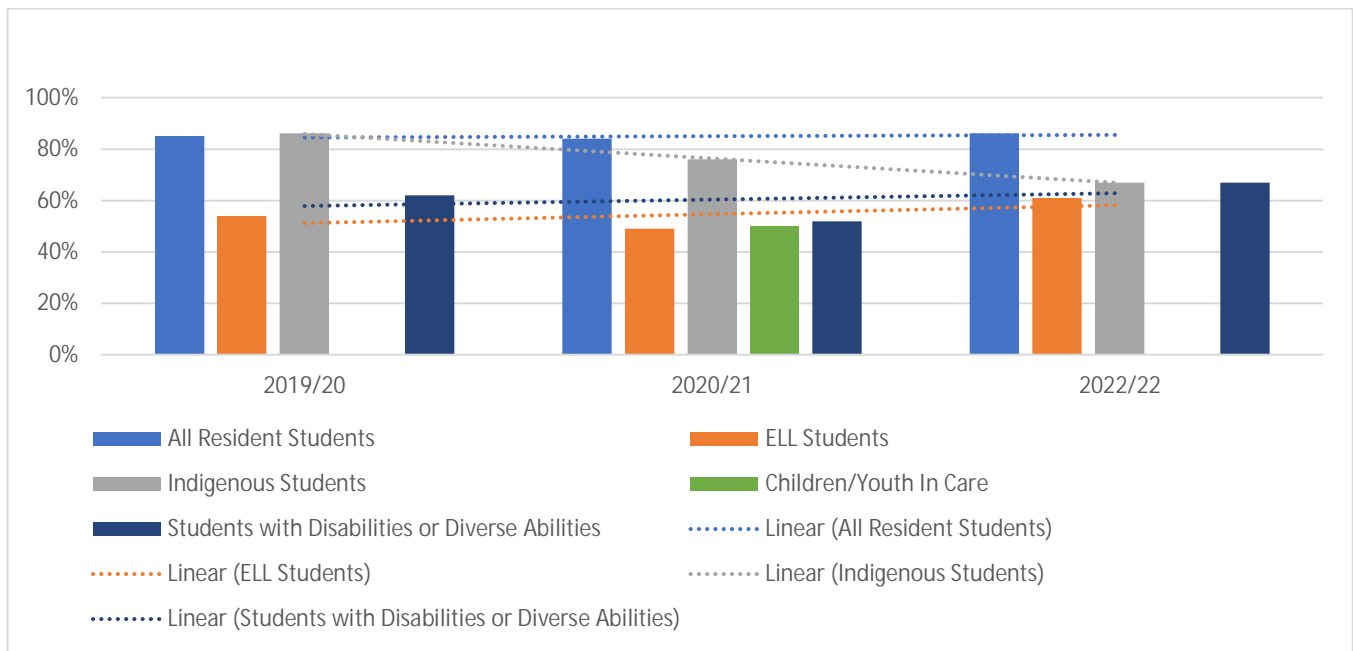


Figure 7- Graduation Assessment Grade 10 Literacy - All Student Populations

June 2022 report card data % of students proficient or above in English Language Arts

Figure 8 - June 2023 Report Card data English Language Arts

Spring snapshot of students Not Yet Meeting (NYM) or Emerging in Reading proficiency K-7 reported by teachers.

2021-2022	% NYM or Emerging	8	14	12	8	4	3	2	3
2022-2023	% NYM or Emerging	10	14	11	7	8	6	4	4

Figure 9 Spring snapshot; Reading K-7

- The Richmond School District has a history of and continues to consistently perform above the provincial average on the literacy components of the FSA as well as on the g8(y90.0ll)3(as)-17(o TJET1nt)-220 aswell as on the g8

Students will meet or exceed numeracy expectations for each grade level.

Current year and 4-year trend for the number and percentage of students in grades 4 and 7 on -track or extending as specified in provincial assessments.

Grade 4 Numeracy – All Resident Students



Figure 10: FSA Grade 4 Numeracy - All Resident Students

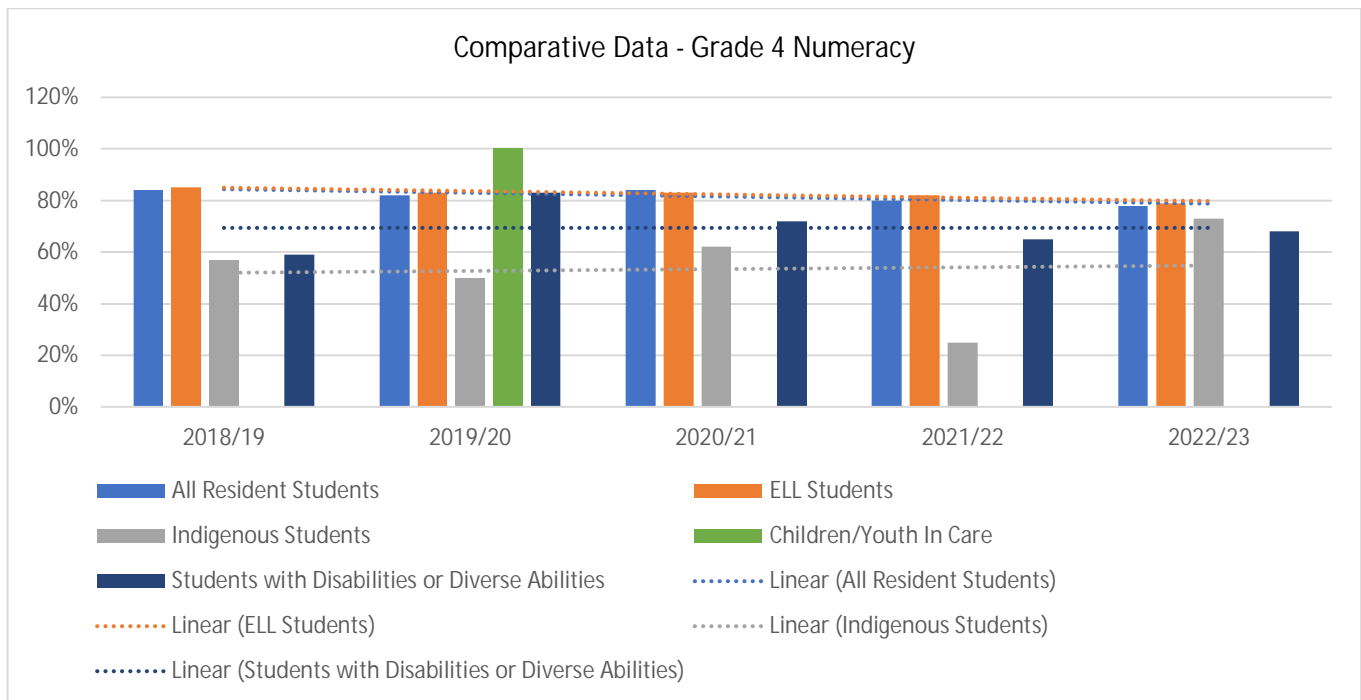


Figure 11: FSA Grade 4 Numeracy - All Student Populations

Grade 7 Numeracy – All Resident Students

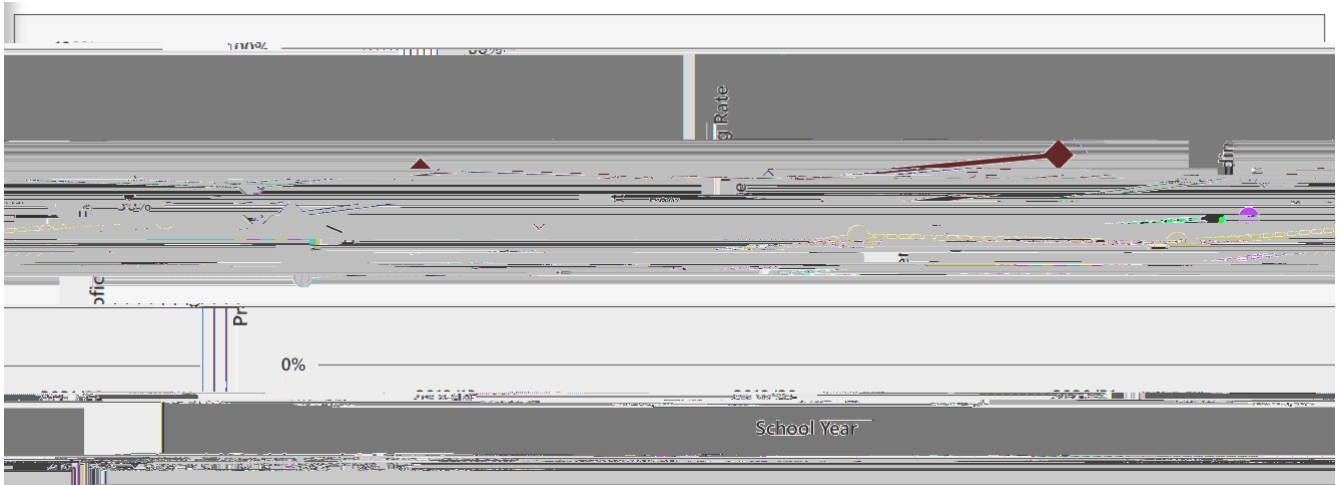


Figure 14: Graduation Assessment Grade 10 Numeracy - All Resident Students

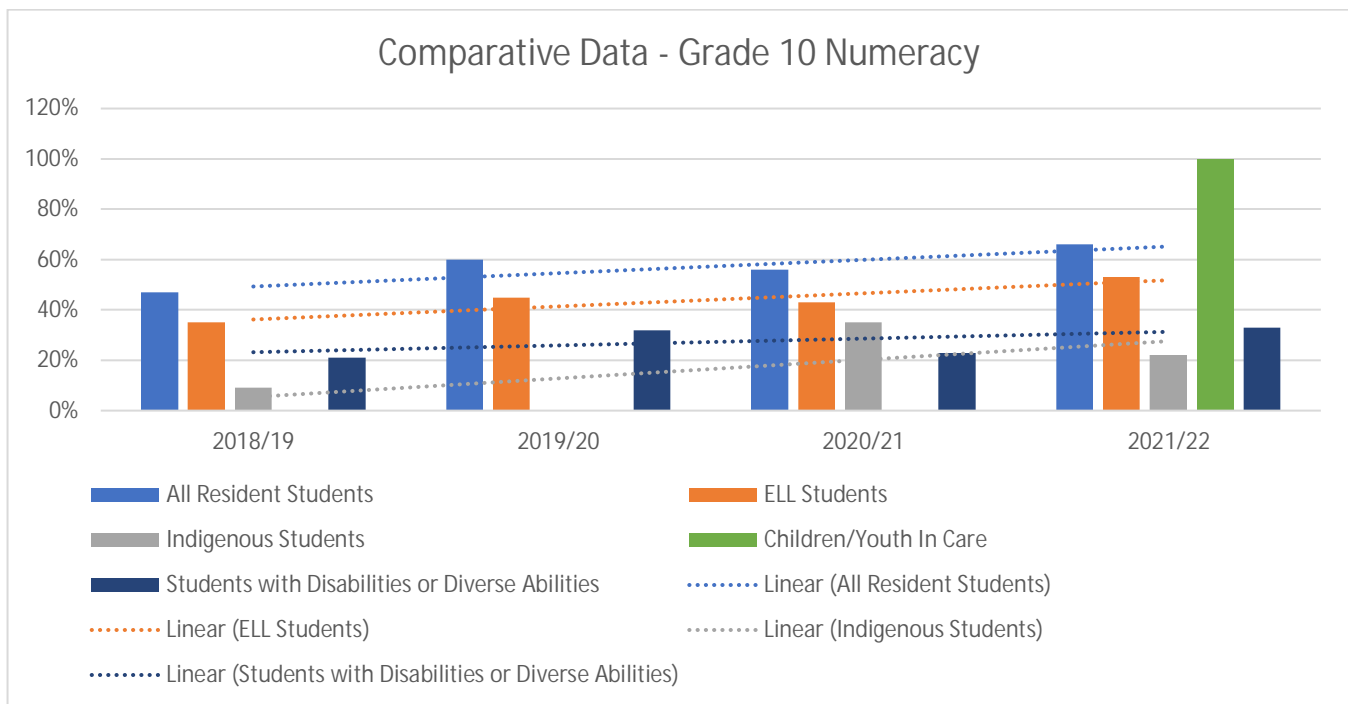


Figure 15: Graduation Assessment Grade 10 Numeracy - All Student Populations

June 2022 report card data % of students proficient or above in Math.

Figure 16- June, 2023 Report Card data Math

- The Richmond School District has a history of and continues to have students consistently performing above the provincial average on the numeracy component of the FSA as well as on the grade 10 numeracy assessment.
- There are students who are demonstrating skills at the emerging level in the FSA numeracy component as well as the grade 10 numeracy assessment who would benefit from more targeted numeracy support.
- Indigenous students require additional focused attention and support with numeracy.
- ELL students perform above the district average on FSA assessments and below the district average on the GNA.
- Since its inception, student performance across all student populations is improving on the Grade 10 GNA.
- Develop and monitor the impact on student learning of a K-12 numeracy vision and framework as referenced in the District's Strategic Plan ([Goal 4, Objective 2](#)), and monitor the impact on student learning through local and provincial asses443 RG[()]]TJET&TJETQ.00000912 0 612 792 reW*hBT/F1 11 Tf1 0 0 1 217.658233.08 Tm0 g0 G(a)]TJET

Percentage of students who are completing grade to grade transitions on time

Grade to Grade Transitions (Grade 10-11) – All Resident Students

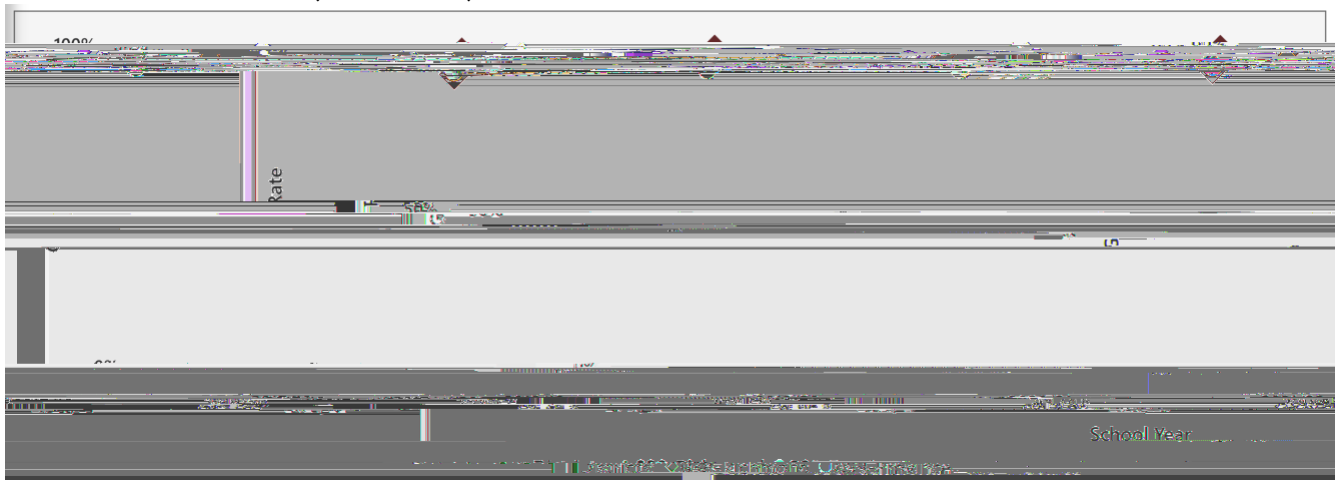


Figure 17: Transition Grade 10 to 11 - All Resident Students

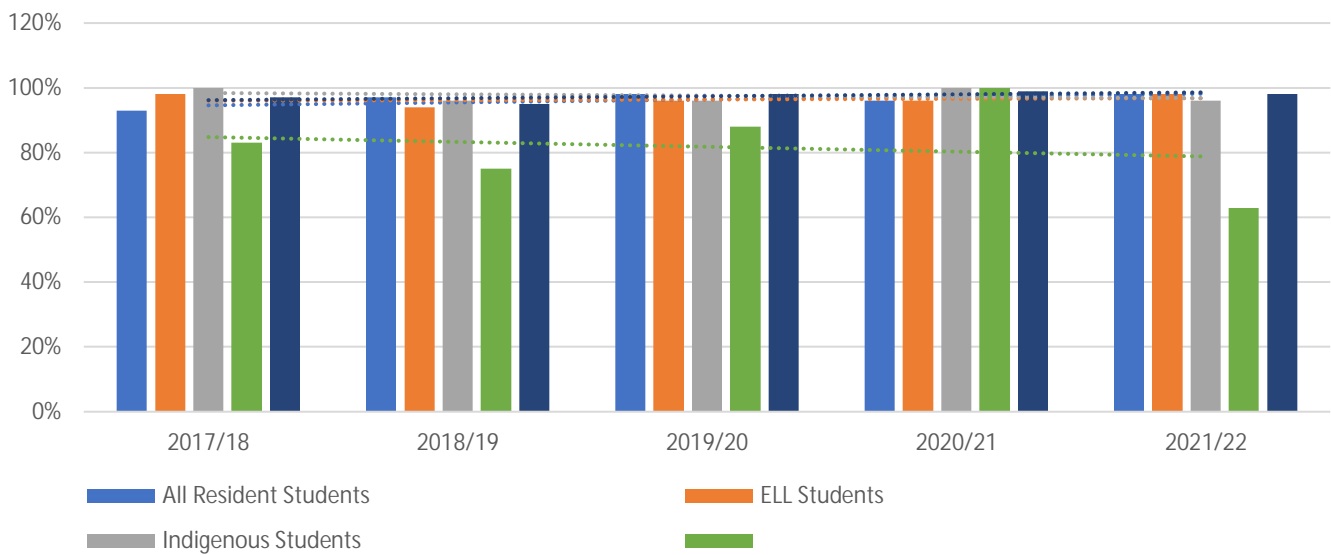


Figure 18: Transition Grade 10 to 11 - All Student Populations

Grade to Grade Transitions (Grade 11 to 12) – All Resident Students

Figure 19: Transition Grade 11 to 12 - All Resident Students

Figure 20: Transition Grade 11 to 12 - All Student Populations

- The rate of transition from Grades 10 to 11 and 11 to 12 is high, however Indigenous students and Children and Youth in Care transition from grade to grade at a lower rate than the general student population
- Our population of Indigenous Students and CYIC (Children and Youth in Care) is 1% and less than 1% respectively of the total student population, therefore individualized supports can be put in place to ensure that these students understand what is needed to transition from Grades 10 to 11 and 11 to 12 on time, and also to investigate the root causes of any delay in transition.

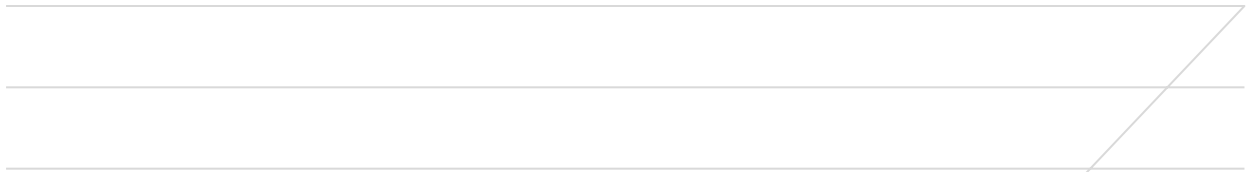


Figure 25: SLS School Belong All Student Populations

- The percentage of students overall who indicate on the Student Learning Survey that they feel welcome, safe and a strong sense of belonging is slightly above that of the provincial average, but still requires attention as it could be improved.
- There is a significant gap and a downward trend between the overall student population and Indigenous students that requires further analysis and action.
- CYIC feelings of safety, belonging and welcome are trending positively, likely due to focused service, attention, and monitoring of CYIC in recent years.
- To work with schools to develop understanding as to why students are not overwhelmingly indicating a sense of belonging, of feeling welcome and safe, 10 a Student Voice Forum was initiated in 2022/23 and will continue annually. This forum gathered student voice from diverse student populations. The Student Voice Forum, in conjunction with Table 38, a conglomeration of student council representatives, have voiced several leadership goals to focus attention on improving in these areas, summarized below:
 - Promote inclusivity and acceptance.
 - Enhance mental health support.
 - Increase student engagement and involvement.
 - Create a positive and safe environment.
 - Improve communication and organization.
 - Boost school spirit and pride.

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Figure 27: SLS Adults Care All Student Populations

- The majority of students, regardless of grade level, were able to indicate that two or more adults care about them. Four-year trend data does demonstrate, however, that there are still many students in all populations who are not yet able to identify two or more adults who care about them.
- Develop an action plan for the District's Strategic Priority Two Equity and Inclusion to enhance the sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#))
- Work with schools to identify students who do not feel that two or more adults care about them all of the time, through their School

5 Year Completion Rate – All Resident Students



Figure 28: 5 Year Completion Rate - All Resident Students

Figure 29: 5 Year Completion Rate - All Student Populations

: Students will have the core competencies to achieve their career and life goals.

Figure 32: 3 Year Post-

District % On Track or Extending	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	86%	85%	88%	86%	85%
ELL Students	85%	87%	87%	86%	85%
Indigenous Students	100%	67%	77%	71%	91%
Status Off Reserve	100%	67%	77%	83%	91%
Status On Reserve	0%	0%	0%	0%	0%
Children/Youth In Care	0%	100%	0%	0%	0%
Students with Disabilities or Diverse Abilities	86%	74%	85%	87%	74%



All Resident Students	85%	84%	86%
ELL Students	54%	49%	61%
Indigenous Students	86%	76%	67%
Status Off Reserve	100%	72%	67%
Status On Reserve	0%	0%	0%
Children/Youth In Care	0%	50%	0%
Students with Disabilities or Diverse Abilities	62%	52%	67%

District % Proficient or Extending	2018/19	2019/20	2020/21	2021/22
All Resident Students	47%	60%	56%	66%
ELL Students	35%	45%	43%	53%
Indigenous Students	9%	0%	35%	22%
Status - Off Reserve	9%	0%	32%	22%
Status - On Reserve	0%	0%	100%	

District % On Track or Extending	2017/18	2018/19
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District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	80%	78%	79%	78%	82%
ELL Students	#N/A	#N/A	#N/A	#N/A	#N/A
Indigenous Students	#N/A	#N/A	#N/A	#N/A	#N/A

Status - Off Reserve

District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22

All Resident Students

