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DISTRICT REVIEW STORY



Message from the Superintendent



Thank you for taking the time to read the Nanaimo Ladysmith Public Schools' 2019-2020 District Review Story. The District Review Story is Nanaimo Ladysmith Public Schools' approach to providing the community a yearly update on our commitment to continuously improve student learning for each student and to address long-standing differences in performance among particular groups of students, most notably Indigenous students and students with disabilities or diverse abilities.

To demonstrate how we have performed on our commitment to fulfilling the goals of the [Strategic Plan \(2019-2023\)](#) we use a number of success indicators that include results from the Student Learning Survey, grade 4 and grade 7 Foundation Skills Assessment and the grade 10 numeracy and literacy assessments. All of these measures are mandated by Ministry of Education in the *School Act* and in the Framework for Enhancing Student Learning Ministerial Order.

The 2019-20 school year is sure to be recorded as one of the most unique and challenging in our province's history. The COVID-19 pandemic has changed education forever and the rapid integration of information technology in education will remain long after the virus is contained.

On behalf of the senior leadership team, thanks to each and every one of you for your continued patience, understanding and perseverance through what has been one of the most trying times in modern history. Thank you/Merci/Hay ch q'a.

Scott Saywell
Superintendent/CEO

Message from the Board Chair



On behalf of the Board of Education for Nanaimo Ladysmith Public Schools, we want to thank our staff who experienced a school year where we transitioned from in-class to at-home learning, and back again, amidst a global pandemic. We are very proud of what our educators, support staff and administrators were able to accomplish given these challenging and unprecedented times.

Thank you to district families for your ongoing support of public education. While we know it was not ideal for many of you, we hope that through the support of the district, together with the province of B.C., your children were able to continue learning during a very uncertain time.

Lastly, we invite you to peruse this document as it provides a snapshot of some of the many aspects schools districts in B.C. are held accountable to the public and the Ministry of Education. We hope you find it informative and are impressed by the results of the great work of our students and staff. Thank you/Merci/Hay ch q'a.

Charlene McKay
Board Chair



OVERVIEW OF NANAIMO LADYSMITH PUBLIC SCHOOLS

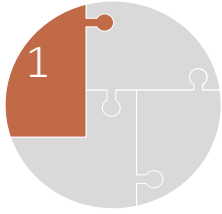
Nanaimo Ladysmith Public Schools (NLPS) is the second largest school district on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, the District is a proud community partner with the Tillicum Lelum Aboriginal Friendship Centre and the Mid Island Métis Nation.

The District claims approximately 15,000 students, with approximately 2700 students identifying as Indigenous and 1200 students with special needs. The District offers a full range of programs from kindergarten to grade 12, in English and French Immersion, with additional programs for pre-school and adult learners. There are: twenty-eight elementary schools; eight secondary schools (including Learning Alternatives and Career Technical Centre); one distributed learning school – Island ConnectEd (K-12); International Education (K-12); and approximately 2,200 employees.

The District encompasses the city of Nanaimo, the towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar and many other communities which represent a population of 126,047 (2016 Census). The District's annual consolidated budget is \$166 million.



***We acknowledge that we are on the
unceded and traditional territories of
the Coast Salish peoples –
Snaw-Naw-As, Snuneymuxw,
and Stz'uminus Nations.***



Continuous Improvement of Instruction and Assessment

The District has continued its upward trend in completion rates, including for Indigenous students. Last year we graduated a higher percentage of students than ever before.

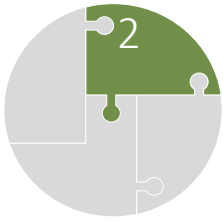
To sustain our positive trend in student completion rates, the District has adopted a number of actions contained in our [Operational Plan](#) that we review continually. Despite the challenges of COVID, we are continuing the focus on supporting our action plans and reviewing their impact.

For example, the District supports capacity building within our staff through funding a variety of relevant professional development opportunities including continued support for the implementation of the new curriculum. The District also supports “Professional Learning Communities”. These allow school staff time to work together to support the improvement of instruction and focus on our students.

The District also supports “Focus Schools”. These are schools in lower socio-economic areas that often have greater needs. Focus Schools receive additional resources, provided by our Board, to aid with additional staffing to support learning and the social and emotional wellbeing of students.

One area that the District is monitoring closely is our Foundation Skills Assessment (“FSA”) results. While our graduation rates continue to improve our FSA results have been largely flat over the last year. Upon review of the results, the District will determine whether we need to shift any of our action plans to improve our outcomes.





Safe, Caring and Healthy Learning and Working Environment that is inclusive of diversity of our entire learning community

The District has created a program to ensure that all children and youth in care are cared for in our schools by assigning a school-based mentor to each and every student who is in care.

This goal has been an area of long-term success for our District. Nevertheless, the District has a wide array of [action plans](#) to ensure continuous improvement in this area.

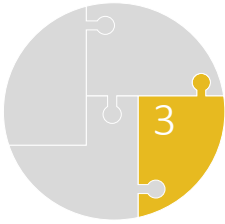
For instance, we have worked to increase awareness and capacity in addressing mental health and wellness by providing in-service and training on Trauma Informed Practices. We have developed a three-year plan to address racism, issues of cultural safety and SOGI initiatives in our district.

In addition, we have deepened our relationships with families new to our community through partnering with our local multicultural society to create a new Settlement Worker in Schools position.

To support an inclusive and equitable learning environment our Board has supported a multi-million dollar technology investment in our schools which is partially complete. Further, the District is working closely with the Ministry of Education on our seismic mitigation program and we anticipate upgrading 1-2 schools per year for the foreseeable future.

One area of opportunity with respect to this goal is data collection. We are currently discussing strategies to increase participation in our student learning survey to ensure we have sufficient data to drive our actions.





To Be A Leader in Environmental Stewardship and Sustainability

The District is committed to lowering our Greenhouse Gas emissions 4.5% per year.



To achieve our Board's ambitious goal we have a variety of [action plans](#) in place that have both operational and educational implications.

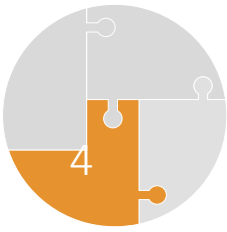
For instance, our schools have supported the goal within the curriculum through community gardens and providing outdoor education spaces. Schools have also participated in extra-curricular opportunities through eco-clubs, engagement in REIMAGINE Nanaimo and civic engagement with active transportation and climate action.

We have also successfully created community partnerships to help us achieve our goal. For instance, we have various partnerships with our local municipalities and regional districts including in the area of waste management and transportation.

In addition, our Board has supported capital upgrades to our schools including boilers, lighting and others as well as the purchase of electric buses and other electric vehicles.

While we note that our GHG emission are down from 2010 levels, increased enrollment and the impact of additional capacity to support that enrollment puts significant pressure on our ability to meet our target.





Truth and Reconciliation

The District has created a groundbreaking initiative with Snuneymuxw First Nation to co-govern Qwam Qwum Stuwixwulh to support reconciliation and provide an educationally and culturally relevant program for Indigenous students.

The District has committed to reconciliation as a core goal. In addition, our Board has adopted the [Syeyutsus Framework](#) as well as a number of other [action plans](#) to pursue this goal. Syeyutsus (walking together) is a Hul'q'umi'num expression for “walking in two worlds”: Living and honouring the teachings of the land and first peoples, while navigating the ever changing complexities of today's world and society. In today's context Syeyutsus suggests we strive to find balance between the traditional way of living and the contemporary lifestyle.

With guidance from the Syeyutsus Family, comprised of knowledge keepers from each Indigenous community, NLPS has taken significant steps to improve awareness of Indigenous languages, cultures and history and will continue this movement forward. This includes exploring the establishment of a Hul'q'umi'num immersion school.

The District has embraced recommendations from the Truth and Reconciliation Commission including ensuring that our staff have access to professional development on Indigenous history, Indigenous ways of knowing and an opportunity to learn the Hul'q'umi'num language.

We have invited members of our land-based nations and community-based partners into our schools. Events like [Singing with Syeyutsus](#), [21 Things You May Not Know About the Indian Act Webinar](#) and the [Learning with Syeyutsus Speaker Series](#) have provided opportunities to learn online.

The positive results are apparent both in our increasing Indigenous graduation rates as well as our relationship with our land based nations and community based partners.



HOW ARE WE DOING?



Number of students across all grades 2018-2019

	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Totals
All Students	1,071	1,052	1,104	1,108	1,115	1,112	1,167	1,049	1,072	1,041	1,094	1,209	1,383	31	14,608
Indigenous Students	177	170	179	172	208	191	218	212	201	193	203	233	228	2	2,587
Students with disabilities or diverse abilities	28	41	63	86	76	87	126	85	114	107	91	103	144		1,151

Student Learning Survey

The Student Learning Survey is a survey for students in grades 4, 7 and 10, their parents and staff. This survey has been administered annually in B.C. public schools since 2001. It is the only source of province-wide information on in-school process and learning environment.

The following results were taken from the Student Learning Survey (2018/2019):



Number, percentage, and provincial comparisons of students in grade 4, 7 and 10

Is school a place where you feel welcome?

Is school a place where you feel safe?

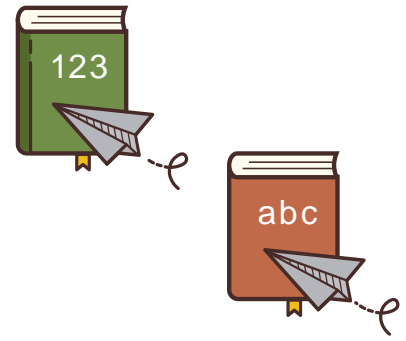
Is school a place where you feel like you belong?

Do you feel there are two or more adults who care about you at school?

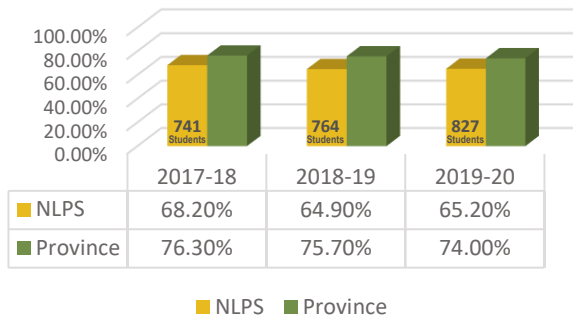
	Number/Percent/Provincial			Number/Percent/Provincial			Number/Percent/Provincial			Number/Percent/Provincial		
Grade 4	760	77%	77%	771	79%	79%	581	60%	61%	705	72%	73%
Grade 7	612	68%	66%	637	71%	71%	464	51%	53%	619	69%	64%
Grade 10	459	61%	61%	522	68%	72%	333	44%	47%	491	64%	63%

Literacy and Numeracy Expectations

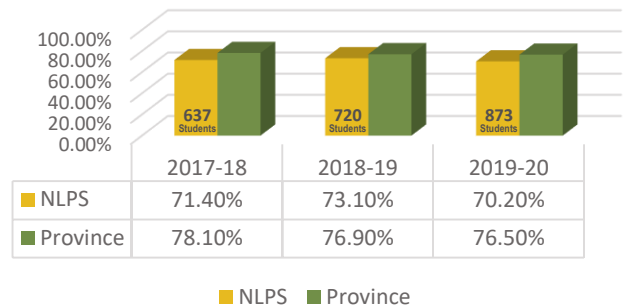
Current year and 3-year trend for number and percentage of students in grade 4 and 7 on-track or extending literacy and numeracy expectation on the [Foundation Skills Assessment](#).



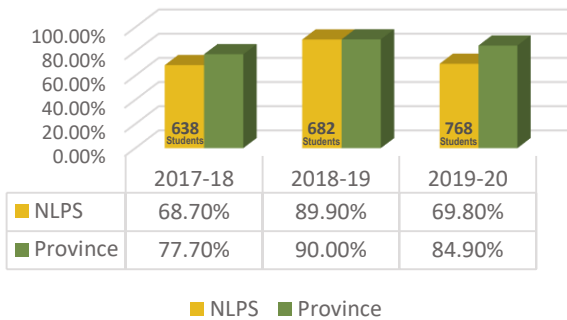
Grade 4 - Reading



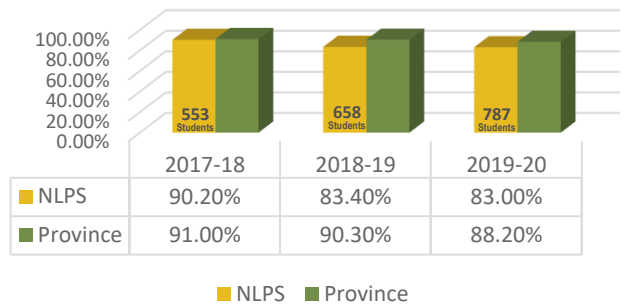
Grade 7 - Reading



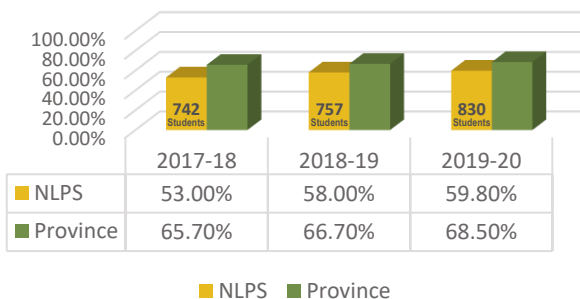
Grade 4 - Writing



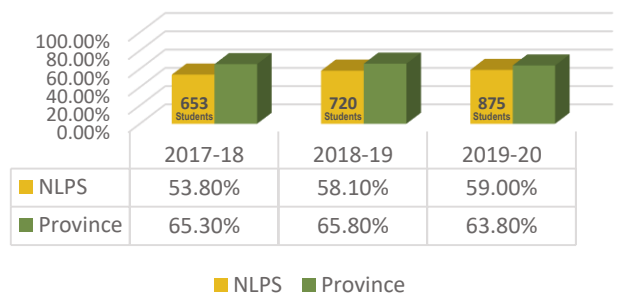
Grade 7 - Writing



Grade 4 - Numeracy



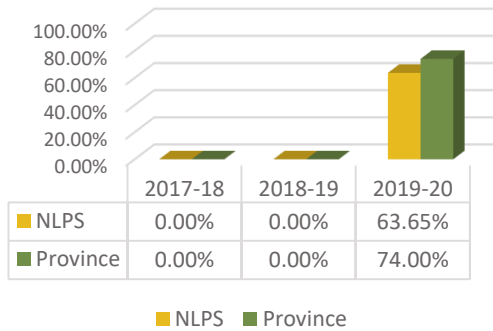
Grade 7 - Numeracy



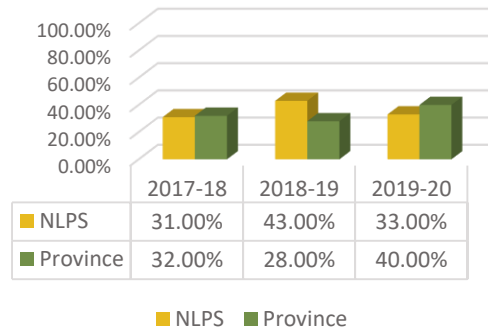
Literacy and Numeracy Expectations

Current year and 3-year trend for number and percentage of students proficient or extending literacy and numeracy expectations as specified in the grade 10 literacy assessment *NO DATA AVAILABLE: 2019-20 is first year for Grade 10's to participate in the Literacy Assessment.*

Grade 10 - Literacy



Grade 10 - Numeracy



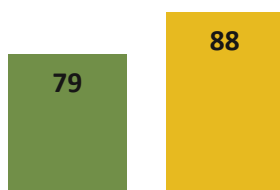
Completion Rates

Percentage of resident students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 and 6 years of starting Grade 8.



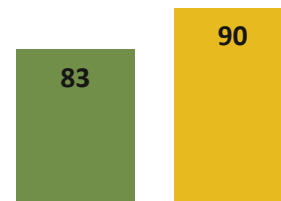
5 Year Completion Rates (%)

■ NLPS
■ British Columbia (average)



6 Year Completion Rates (%)

■ NLPS
■ British Columbia (average)



Overall

Indigenous Students



Students with Disabilities or Diverse Abilities

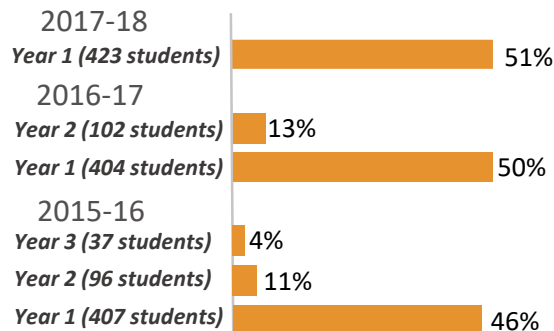


Completion Rates

Number and percentage of students who are completing grade to grade transitions on time.



Students transitioning to Canadian post-secondary institutions within 1 to 3 years.



The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the time they enroll in Grade 8.

Overall, NLPS's Six-Year Dogwood Completion Rates have shown an increase in the number of students graduating from the school system. Over the past number of years, the District has placed an increased emphasis on improving student achievement through its Framework for Enhanced Student Learning and has introduced district-wide assessments to develop a comprehensive understanding of student achievement and to inform instruction.





Nanaimo Ladysmith Public Schools
395 Wakesiah Avenue
Nanaimo, BC V9R 3K6
www.sd68.bc.ca

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