



MEMO

Date: February 23, 2024
To: The Board of Education
From: Kevin Patrick, Secretary-Treasurer
Subject: PUBLIC BOARD MEETING – February 27, 2024

A Meeting of the Board of Education will be held:

Date: Tuesday, February 27, 2024
Time: 7:30 pm
Place: School Board Office Board Room, 425 Pinecrest Rd

The public is invited to attend the public board meeting in person or join the meeting livestream. The following link will allow you to observe the board meeting and to electronically participate in the question period on agenda items.

Attend the Feb 27 meeting online <https://bit.ly/3l7N5HC>

SD72 event calendar <https://www.sd72.bc.ca/page/109/calendar>

Kevin W. Patrick, CPA, CGA
Secretary-Treasurer

KWP:nc

Enc.

c: Schools
Partner Groups

SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER)

**BOARD OF EDUCATION
PUBLIC BOARD MEETING
7:30 pm Tuesday, February 27, 2024
School Board Office Board Room**

DRAFT AGENDA

1. Call to Order/ Chairperson's Remarks
2. Superintendent's Remarks
3. Approval of the minutes of the meeting of February 6, 2024 *Exhibit*
4. Business arising from the minutes
5. Additions or alterations to the agenda
6. Approval of the agenda
7. Report of Board decisions from the February 27, 2024 Confidential Board Meeting
8. Correspondence
9. Public Submissions
10. Agenda Submissions
11. Educational Submissions
- A. French Immersion (Rachel Black and Morgan Kyle) *Presentation*
12. Electorate and Board Matters
- A. Budget Bylaw – Amended 2023-2024 Operating Budget (K Patrick) *Exhibit*
 (motion and three readings required)
- B. Strathcona Regional District/ Southgate middle school project
 announcement (K. Patrick)
13. Educational Issues
- A. How Are We Doing Report 2022/2023 (G. Manning) *Exhibit*

Public Board Meeting February 27, 2024

14. Business Administration
 - A. 2023/2024 minor capital plan amendment (K Patrick)
(motion required)
 - B. 2024-2025 Enrolment forecast (K. Patrick) *Exhibit*
(for information only)
 - C. Draft 2024/25 Annual Operating Budget Development Schedule
(K. Patrick) *(for information only)* *Exhibit*
 - D. Guiding Principles for Decision Making - Budget Cycle 2024-2025
(K. Patrick) *(motion required)* *Exhibit*
15. Committee Reports
 - A. Ministry of Education and Child Care Partner Liaison meeting
February 9, 2024 (C. Gillis)
 - B. District Parent Advisory Council meeting
February 20, 2024 (J. McMann)
 - C. British Columbia School Trustees' Association Provincial Council meeting
February 24, 2024 (C. Gillis)
16. Any Other Business:
17. Questions from Anyone Present on Agenda Items for This Meeting:
18. Adjournment:

Kevin W. Patrick, CPA, CGA
Secretary-Treasurer

KWP:nc

The following link will allow you to observe the board meeting and to electronically participate in the question period on agenda items. <https://www.sd72.bc.ca/Board/boardmeetingschedule>

MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER), HELD IN PERSON AND ELECTRONICALLY AT 7:30 PM, ON TUESDAY, FEBRUARY 6, 2024

Present: C. Gillis, Acting Chair; S. Briggs, K. Eddy (online), J. Gladish, D. Harper, J. McMann Trustees; P. Cizmic, Associate Superintendent, M. Kyle, Associate Superintendent; G. Manning, Superintendent; and K. Patrick Secretary-Treasurer.

Absent: D. Hagen, Trustee

24-13 Call to order/ Chair's remarks

Board Vice Chair Gillis called the meeting to order at 7:32 pm. Gillis noted a successful family Literacy Week with events held in schools and throughout the area, organized by the Campbell River Literacy Association and other community partners.

24-14 Superintendent's remarks

Superintendent Manning noted the opening of Pinecrest Elementary's new playground on January 26. Online kindergarten registration for 24/25 was launched on January 29.

24-15 Approval of the minutes of January 16, 2024

It was proposed by D. Harper, seconded by J. Gladish and **CARRIED:**

THAT the minutes of the meeting of January 16, 2024 are hereby approved as circulated.

24-16 Approval of the Agenda

It was proposed by S. Briggs, seconded by J. McMann and **CARRIED:**

THAT the agenda is hereby approved as submitted.

24-17 Report from the February 6, 2024 Confidential Board Meeting

Vice-Chair Gillis reported general statements of matters discussed in the Board's Confidential Meeting, and in accordance with Section 72(3) of the School Act, reports the following:

1. Teaching, administrative and support staff changes;
2. Property, legal and financial issues.

24-18 SafeTeen

Associate Superintendent Kyle introduced staff members Maya Saxby-Jones, Dylan Grier and Alana Thompson who recently participated in the SafeTeen training program. The training focuses on working to create a safe space place for females to be assertive and for all students to break out of gendered roles. SafeTeen offers gender-specific strategies for managing fear and anger for students, to help them develop skills and stand up for themselves without violence.

24-19 Board Governance Policy review

Vice Chair Gillis shared that the Board is working on identifying a consultant for a Board governance policy review.

24-20 Cell phone usage in schools

Superintendent Manning spoke about recent media coverage and calls for bans on cell phone usage in schools. The Ministry of Education and Child Care is working on guidance for school districts to have plans in place to guide cell phone usage in schools with the goal of reducing in class distractions.

24-21 Finance Warrant No. 6, December 31, 2023

It was proposed by C. Gillis, seconded by J. Gladish and **CARRIED:**

*THAT the Finance Warrant No.6, dated
December 31, 2023 be accepted as presented.*

24-22 Quarterly Finance Report - period ending December 2023

Assistant Secretary-Treasurer Gillian Leask presented the Quarterly Finance Report for the period ending December 2023. The report details operating fund expenses and revenues and illustrates a budget in line with expectations.

24-23 District Parent Advisory Council (DPAC) January 23, 2024

Trustee McMann joined the DPAC meeting on January 23, 2024. DPAC is working on challenges in getting more parent participation on the council.

24-24 Superintendent's student leadership committee (SSLC) January 25, 2024

Trustee Briggs met with the SSLC on January 25, 2024. Discussions included cell phone usage in schools and the application of the student centred Strategic Plan priorities.

24-25 BC Public School Employers' Association (BCPSEA) AGM January 25, 2024

Chair Eddy attended the BCPSEA AGM on January 25, 2024.

Adjournment

The meeting adjourned at 8:39 pm.

Amended Annual Budget

School District No. 72 (Campbell River)

June 30, 2024

School District No. 72 (Campbell River)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 72 (Campbell River) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$90,105,574 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE _____ DAY OF _____, 2024;

READ A SECOND TIME THE _____ DAY OF _____, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 72 (Campbell River) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the _____ DAY OF _____, 2024.

Secretary Treasurer

School District No. 72 (Campbell River)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	5,684,563	5,598,063
Adult	-	8,000
Other	91,500	90,875
Total Ministry Operating Grant Funded FTE's	5,776,063	5,696,938
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	77,601,190	69,894,618
Other		63,000
Tuition	947,050	972,000
Other Revenue	5,946,476	5,113,483
Rentals and Leases	163,000	138,000
Investment Income	609,000	365,800
Amortization of Deferred Capital Revenue	3,228,839	3,215,199
Total Revenue	88,495,555	79,762,100
Expenses		
Instruction	69,636,371	61,398,842
District Administration	3,451,387	3,022,989
Operations and Maintenance	14,550,610	14,333,723
Transportation and Housing	1,997,206	1,963,820
Total Expense	89,635,574	80,719,374
Net Revenue (Expense)	(1,140,019)	(957,274)
Budgeted Allocation (Retirement) of Surplus (Deficit)	486,075	319,571
Budgeted Surplus (Deficit), for the year	(653,944)	(637,703)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(653,944)	(637,703)
Budgeted Surplus (Deficit), for the year	(653,944)	(637,703)

School District No. 72 (Campbell River)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	73,857,276	65,890,039
Operating - Tangible Capital Assets Purchased	270,000	270,000
Special Purpose Funds - Total Expense	10,117,270	8,963,319
Capital Fund - Total Expense	5,661,028	5,866,016
Capital Fund - Tangible Capital Assets Purchased from Local Capital	200,000	200,000
Total Budget Bylaw Amount	90,105,574	81,189,374

Approved by the Board

Signature of the Chairperson of the Board _____ Date _____
Signature of the Superintendent _____ Date _____
Signature of the Secretary/Treasurer _____ Date _____

DRAFT

School District No. 72 (Campbell River)

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,140,019)	(957,274)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(270,000)	(270,000)
From Local Capital	(200,000)	(200,000)
From Deferred Capital Revenue		(2,576,973)
Total Acquisition of Tangible Capital Assets	(470,000)	(3,046,973)
Amortization of Tangible Capital Assets	4,357,783	4,390,902
Total Effect of change in Tangible Capital Assets	3,887,783	1,343,929
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	2,747,764	386,655

School District No. 72 (Campbell River)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,236,412		6,356,783	8,593,195
Changes for the year				
Net Revenue (Expense) for the year	(16,075)		(1,123,944)	(1,140,019)
Interfund Transfers				
Tangible Capital Assets Purchased	(270,000)		270,000	-
Local Capital	(200,000)		200,000	-
Net Changes for the year	(486,075)	-	(653,944)	(1,140,019)
Budgeted Accumulated Surplus (Deficit), end of year	1,750,337	-	5,702,839	7,453,176

School District No. 72 (Campbell River)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	68,457,675	61,863,375
Tuition	947,050	972,000
Other Revenue	3,673,476	2,707,093
Rentals and Leases	163,000	138,000
Investment Income	600,000	360,000
Total Revenue	73,841,201	66,040,468
Expenses		
Instruction	59,884,977	52,773,203
District Administration	3,451,387	3,022,989
Operations and Maintenance	8,985,632	8,545,677
Transportation and Housing	1,535,280	1,548,170
Total Expense	73,857,276	65,890,039
Net Revenue (Expense)	(16,075)	150,429
Budgeted Prior Year Surplus Appropriation	486,075	319,571
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(270,000)	(270,000)
Local Capital	(200,000)	(200,000)
Total Net Transfers	(470,000)	(470,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 72 (Campbell River)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	69,096,327	61,786,658
ISC/LEA Recovery	(2,274,059)	(2,078,449)
Other Ministry of Education and Child Care Grants		
Pay Equity	75,322	75,322
Funding for Graduated Adults	629	629
Student Transportation Fund	316,860	316,860
Support Staff Benefits Grant	63,499	61,931
FSA Scorer Grant	8,187	8,187
Early Learning Framework (ELF) Implementation	792	792
Labour Settlement Funding	1,162,737	1,684,064
Equity Scan	7,381	7,381
Total Provincial Grants - Ministry of Education and Child Care	68,457,675	61,863,375
Tuition		
International and Out of Province Students	947,050	972,000
Total Tuition	947,050	972,000
Other Revenues		
Other School District/Education Authorities	466,191	487,518
Funding from First Nations	2,274,059	2,078,449
Miscellaneous		
Contract Services - Learning Support Services	71,626	71,626
Miscellaneous Revenue/Transcripts	203,600	69,500
Childcare Revenue	658,000	
Total Other Revenue	3,673,476	2,707,093
Rentals and Leases	163,000	138,000
Investment Income	600,000	360,000
Total Operating Revenue	73,841,201	66,040,468

School District No. 72 (Campbell River)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	31,625,287	28,134,838
Principals and Vice Principals	4,145,061	4,162,424
Educational Assistants	7,667,169	5,775,095
Support Staff	7,285,505	6,907,089
Other Professionals	2,237,663	1,746,959
Substitutes	1,682,748	1,596,944
Total Salaries	54,643,433	48,323,349
Employee Benefits	12,065,016	10,357,583
Total Salaries and Benefits	66,708,449	58,680,932
Services and Supplies		
Services	1,981,030	1,896,573
Student Transportation	31,860	25,153
Professional Development and Travel	791,958	925,990
Rentals and Leases	72,700	72,700
Dues and Fees	60,900	60,900
Insurance	182,486	164,488
Supplies	2,530,738	2,570,348
Utilities	1,497,155	1,492,955
Total Services and Supplies	7,148,827	7,209,107
Total Operating Expense	73,857,276	65,890,039

School District No. 72 (Campbell River)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	23,535,962	527,584	175,407	670,198	59,406	1,644,548	26,613,105
1.03 Career Programs				3,708			3,708
1.07 Library Services	855,813			140,424			996,237
1.08 Counselling	1,300,022			24,931			1,324,953
1.10 Special Education	4,387,203	366,420	6,141,529	83,411		35,000	11,013,563
1.20 Early Learning and Child Care			415,564				415,564
1.30 English Language Learning	421,905						421,905
1.31 Indigenous Education	647,245	165,422	914,418	49,695			1,776,780
1.41 School Administration		3,085,635		688,608			3,774,243
1.60 Summer School	163,433		16,794	16,608			196,835
1.62 International and Out of Province Students	313,704			57,385	186,916		558,005
Total Function 1	31,625,287	4,145,061	7,663,712	1,734,968	246,322	1,679,548	47,094,898
4 District Administration							
4.11 Educational Administration				81,295	663,285		744,580
4.40 School District Governance					102,784		102,784
4.41 Business Administration				331,132	916,320	3,200	1,250,652
Total Function 4	-	-	-	412,427	1,682,389	3,200	2,098,016
5 Operations and Maintenance							
5.20 Early Learning and Child Care			3,457				3,457
5.41 Operations and Maintenance Administration				22,141	91,434		113,575
5.50 Maintenance Operations				3,965,194	171,808		4,137,002
5.52 Maintenance of Grounds				401,752			401,752
5.56 Utilities							-
Total Function 5	-	-	3,457	4,389,087	263,242	-	4,655,786
7 Transportation and Housing							
7.70 Student Transportation				749,023	45,710		794,733
7.73 Housing							-
Total Function 7	-	-	-	749,023	45,710	-	794,733
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	31,625,287	4,145,061	7,667,169	7,285,505	2,237,663	1,682,748	54,643,433

School District No. 72 (Campbell River)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	26,613,105	5,332,053	31,945,158	1,488,597	33,433,755	30,756,889
1.03 Career Programs	3,708	1,030	4,738		4,738	
1.07 Library Services	996,237	232,345	1,228,582	274,832	1,503,414	1,439,380
1.08 Counselling	1,324,953	299,166	1,624,119		1,624,119	1,287,597
1.10 Special Education	11,013,563	2,776,987	13,790,550	148,778	13,939,328	11,006,584
1.20 Early Learning and Child Care	415,564	111,243	526,807	22,960	549,767	
1.30 English Language Learning	421,905	95,952	517,857	13,941	531,798	437,297
1.31 Indigenous Education	1,776,780	460,566	2,237,346		2,237,346	2,066,665
1.41 School Administration	3,774,243	785,751	4,559,994	354,875	4,914,869	4,576,687
1.60 Summer School	196,835		196,835	1,958	198,793	230,104
1.62 International and Out of Province Students	558,005	127,003	685,008	262,042	947,050	972,000
Total Function 1	47,094,898	10,222,096	57,316,994	2,567,983	59,884,977	52,773,203
4 District Administration						
4.11 Educational Administration	744,580	166,729	911,309	102,868	1,014,177	893,146
4.40 School District Governance	102,784	6,662	109,446	108,133	217,579	251,962
4.41 Business Administration	1,250,652	336,588	1,587,240	632,391	2,219,631	1,877,881
Total Function 4	2,098,016	509,979	2,607,995	843,392	3,451,387	3,022,989
5 Operations and Maintenance						
5.20 Early Learning and Child Care	3,457	726	4,183		4,183	
5.41 Operations and Maintenance Administration	113,575	36,125	149,700	155,953	305,653	273,205
5.50 Maintenance Operations	4,137,002	1,001,653	5,138,655	1,401,624	6,540,279	6,207,213
5.52 Maintenance of Grounds	401,752	94,860	496,612	139,500	636,112	565,854
5.56 Utilities	-	-	-	1,499,405	1,499,405	1,499,405
Total Function 5	4,655,786	1,133,364	5,789,150	3,196,482	8,985,632	8,545,677
7 Transportation and Housing						
7.70 Student Transportation	794,733	199,577	994,310	490,970	1,485,280	1,498,170
7.73 Housing	-	-	-	50,000	50,000	50,000
Total Function 7	794,733	199,577	994,310	540,970	1,535,280	1,548,170
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	54,643,433	12,065,016	66,708,449	7,148,827	73,857,276	65,890,039

School District No. 72 (Campbell River)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	7,840,270	6,556,129
Other Revenue	2,273,000	2,406,390
Investment Income	4,000	800
Total Revenue	10,117,270	8,963,319
Expenses		
Instruction	9,751,394	8,625,639
Operations and Maintenance	263,177	263,173
Transportation and Housing	102,699	74,507
Total Expense	10,117,270	8,963,319
Budgeted Surplus (Deficit), for the year	-	-

School District No. 72 (Campbell River)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year		13,629	140,908	833,335		18,501	29,375	64,806	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	263,177	256,837			128,000	22,295	451,750	590,612	319,209
Other			23,000	2,000,000					
Investment Income			4,000						
	263,177	256,837	27,000	2,000,000	128,000	22,295	451,750	590,612	319,209
Less: Allocated to Revenue	263,177	270,466	27,000	2,250,000	128,000	40,796	481,125	655,418	319,209
Deferred Revenue, end of year	-	-	140,908	583,335	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	263,177	270,466			128,000	40,796	481,125	655,418	319,209
Other Revenue			23,000	2,250,000					
Investment Income			4,000						
	263,177	270,466	27,000	2,250,000	128,000	40,796	481,125	655,418	319,209
Expenses									
Salaries									
Teachers							38,230		
Principals and Vice Principals							166,781		
Educational Assistants		216,372			102,400			417,142	
Support Staff							9,564		43,385
Other Professionals							8,810		211,982
Substitutes									
	-	216,372	-	-	102,400	-	223,385	417,142	255,367
Employee Benefits		54,094			25,600		49,704	113,729	63,842
Services and Supplies	263,177		27,000	2,250,000		40,796	208,036	124,547	
	263,177	270,466	27,000	2,250,000	128,000	40,796	481,125	655,418	319,209
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 72 (Campbell River)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			94,196	32,929	22,777	268,481		2,862	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	3,860,816	151,770	111,332	52,000	11,250		19,000	175,000	709,927
Other									
Investment Income									
	3,860,816	151,770	111,332	52,000	11,250	-	19,000	175,000	709,927
Less: Allocated to Revenue	3,860,816	151,770	102,699	84,929	34,027	268,481	19,000	177,862	709,927
Deferred Revenue, end of year	-	-	102,829	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	3,860,816	151,770	102,699	84,929	34,027	268,481	19,000	177,862	709,927
Other Revenue									
Investment Income									
	3,860,816	151,770	102,699	84,929	34,027	268,481	19,000	177,862	709,927
Expenses									
Salaries									
Teachers	3,125,008								
Principals and Vice Principals								142,290	127,089
Educational Assistants									
Support Staff			61,619						
Other Professionals									
Substitutes	15,020	121,416			27,221				
	3,140,028	121,416	61,619	-	27,221	-	-	142,290	127,089
Employee Benefits	720,788	30,354	20,540					35,572	27,960
Services and Supplies			20,540	84,929	6,806	268,481	19,000		554,878
	3,860,816	151,770	102,699	84,929	34,027	268,481	19,000	177,862	709,927
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 72 (Campbell River)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	Oasis PRP	Headstart PRP	District Trust Funds	Van Foundation KELP Grant	TOTAL
Deferred Revenue, beginning of year	\$ 4,913	\$ 3,301	\$ 646	\$ 72,754	\$ 1,603,413
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	95,477	95,477			7,313,929
Other					2,023,000
Investment Income					4,000
	95,477	95,477	-	-	9,340,929
Less: Allocated to Revenue	100,390	98,778	646	72,754	10,117,270
Deferred Revenue, end of year	-	-	-	-	827,072
Revenues					
Provincial Grants - Ministry of Education and Child Care	100,390	98,778	646	72,754	7,840,270
Other Revenue					2,273,000
Investment Income					4,000
	100,390	98,778	646	72,754	10,117,270
Expenses					
Salaries					
Teachers	53,386	53,386			3,270,010
Principals and Vice Principals	10,677	10,677			457,514
Educational Assistants					735,914
Support Staff	2,290	2,290			119,148
Other Professionals					220,792
Substitutes	1,756	1,756			167,169
	68,109	68,109	-	-	4,970,547
Employee Benefits	13,934	13,934			1,170,051
Services and Supplies	18,347	16,735	646	72,754	3,976,672
	100,390	98,778	646	72,754	10,117,270
Net Revenue (Expense)	-	-	-	-	-

School District No. 72 (Campbell River)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,303,245		1,303,245	1,475,114
Other			-	63,000
Investment Income		5,000	5,000	5,000
Amortization of Deferred Capital Revenue	3,228,839		3,228,839	3,215,199
Total Revenue	4,532,084	5,000	4,537,084	4,758,313
Expenses				
Operations and Maintenance	1,303,245		1,303,245	1,475,114
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,998,556		3,998,556	4,049,759
Transportation and Housing	359,227		359,227	341,143
Total Expense	5,661,028	-	5,661,028	5,866,016
Net Revenue (Expense)	(1,128,944)	5,000	(1,123,944)	(1,107,703)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	270,000		270,000	270,000
Local Capital		200,000	200,000	200,000
Total Net Transfers	270,000	200,000	470,000	470,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	200,000	(200,000)	-	
Total Other Adjustments to Fund Balances	200,000	(200,000)	-	
Budgeted Surplus (Deficit), for the year	(658,944)	5,000	(653,944)	(637,703)

SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER)

2023/24 Final Budget

	FINAL	FINAL	PRELIM	FINAL	Variance	
	PRE-APPROP	POST-APPROP	BUDGET (V2)	POST-APPROP	Prelim 23/24 to Final Pre-	
	2022/23	2022/23	2023/24	2023/24	Approp 22/23	
SALARIES AND BENEFITS						
TEACHERS	28,134,842	28,134,842	30,805,959	31,639,204	833,245	3%
CUPE	12,682,186	12,682,186	14,308,080	14,973,395	665,315	5%
ADMINISTRATIVE STAFF	5,810,371	5,810,371	6,190,869	6,286,697	95,828	2%
ADMIN PREP	20,924	20,924	20,924	18,728	(2,196)	-10%
TEACHERS SICK LEAVE	1,562,820	1,562,820	1,562,820	1,650,820	88,000	6%
TEACHERS PRO D	324,408	324,408	324,408	215,011	(109,397)	-34%
TRUSTEES	102,212	102,212	102,212	102,784	572	1%
BENEFITS	10,357,585	10,357,585	11,453,076	12,074,914	621,838	5%
TOTAL SALARIES AND BENEFITS	58,995,347	58,995,347	64,768,348	66,961,553	2,193,205	3%
Benefits as % of all salaries	0.2130	0.2130	0.2148	0.2200	0	1%
SERVICES						
PROFESSIONAL SERVICES	409,912	409,912	410,912	434,574	23,662	6%
TRANSPORTATION ASSISTANCE	52,800	52,800	52,800	22,800	(30,000)	-57%
TRAINING AND TRAVEL	601,582	601,582	620,322	576,947	(43,375)	-7%
RENTAL OF FACILITIES	72,700	72,700	72,700	72,700	0	0%
DUES AND FEES	60,900	60,900	60,900	60,900	0	0%
INSURANCE	164,488	164,488	164,488	182,486	17,998	11%
CONTRACTS	1,201,370	1,201,370	1,253,864	1,297,176	43,313	3%
OFFICE AND COMMUNICATIONS	414,628	609,562	379,628	539,594	159,966	42%
RECOVERY OF BAD DEBTS						
TOTAL SERVICES	2,978,381	3,173,314	3,015,614	3,187,177	171,564	6%
SUPPLIES						
INSTRUCTIONAL	465,010	570,251	469,166	461,700	(7,466)	-2%
MAINTENANCE	1,278,780	1,278,780	1,278,780	1,288,240	9,460	1%
GROUND	92,000	92,000	92,000	92,000	0	0%
BOOKS AND GUIDES	172,584	226,256	172,584	225,000	52,416	30%
TOTAL SUPPLIES	2,008,375	2,167,287	2,012,530	2,066,941	54,410	3%
UTILITIES						
FUEL	1,257,770	1,257,770	1,257,770	1,257,770	0	0%
WATER AND SEWAGE	114,195	114,195	114,195	114,195	0	0%
GARBAGE	70,940	70,940	70,940	70,940	0	0%
TOTAL UTILITIES	1,442,905	1,442,905	1,442,905	1,442,905	0	0%
EQUIPMENT (REPLACE & CURRIC)						
	351,986	381,194	351,986	468,705	116,719	33%
TOTAL EXPENDITURES	65,776,993	66,160,047	71,591,383	74,127,280	2,535,897	4%

SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER)

2023/24 Final Budget

	FINAL	FINAL	PRELIM	FINAL	Variance	
	PRE-APPROP	POST-APPROP	BUDGET (V2)	POST-APPROP	Prelim 23/24 to Final Pre-	
	2022/23	2022/23	2023/24	2023/24	Approp 22/23	
REVENUE						
SURPLUS						
CONSOLIDATED REVENUE GRANT	61,786,658	61,786,658	67,853,988	69,096,327	1,242,339	2%
Transportation Supplement	316,860	316,860	316,860	316,860	0	0%
Support Staff Benefits Grant	61,931	61,931	63,499	63,499	0	0%
Confirmed Labour Settlement Funding	1,684,064	1,684,064	827,981	1,162,737	334,756	40%
Less: LEA Agreements	(2,078,449)	(2,078,449)	(2,078,448)	(2,274,059)	(195,611)	9%
OTHER MIN EDUCATION GRANTS-Pay Eq/etc	92,311	92,311	92,311	92,311	0	0%
LEA AGREEMENTS	2,078,449	2,078,449	2,078,448	2,274,059	195,611	9%
NORTH ISLAND COLLEGE	192,000	192,000	192,000	192,000	0	0%
SCHOOL DISTRICT NO. 93	295,518	295,518	295,518	274,191	(21,327)	-7%
TUITION FEES	972,000	972,000	972,000	947,050	(24,950)	-3%
MISC FEES & REVENUES	141,126	141,126	78,126	275,226	197,100	252%
COMMUNITY USE OF FACILITIES/LEASES	138,000	138,000	163,000	163,000	0	0%
INTEREST ON TERM DEPOSIT	360,000	360,000	360,000	600,000	240,000	67%
CHILDCARE REVENUE			476,100	658,000	181,900	38%
TOTAL REVENUE	66,040,468	66,040,468	71,691,383	73,841,201	2,149,818	3%
LESS:						
LOCAL CAPITAL	200,000	200,000	200,000	200,000	0	0%
TOTAL OPERATING REVENUE	65,840,468	65,840,468	71,491,383	73,641,201	2,149,818	3%
OPERATING SURPLUS (DEFICIT)	63,475	(319,579)	(100,000)	(486,079)	(386,080)	386%
Special Purpose Fund:						
Classroom Enhancement Fund	3,639,580	3,639,580	3,914,765	4,269,881	355,116	9%
Labour Settlement Funding - CUPE estimate	540,000	540,000			0	#DIV/0!
ADJUSTED SURPLUS (DEFICIT)	603,475	220,421	(100,000)	(486,079)	(386,080)	386%



Aboriginal Report

How Are We Doing?

2022/2023

School District: 072
Campbell River

QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division
Ministry of Education and Child Care

educ.reportingunit@gov.bc.ca
studentsuccess.gov.bc.ca



BRITISH COLUMBIA | Ministry of Education and Child Care

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electronic version: <https://studentsuccess.gov.bc.ca/ahawd>

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ABORIGINAL REPORT - HOW ARE WE DOING?

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-Year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

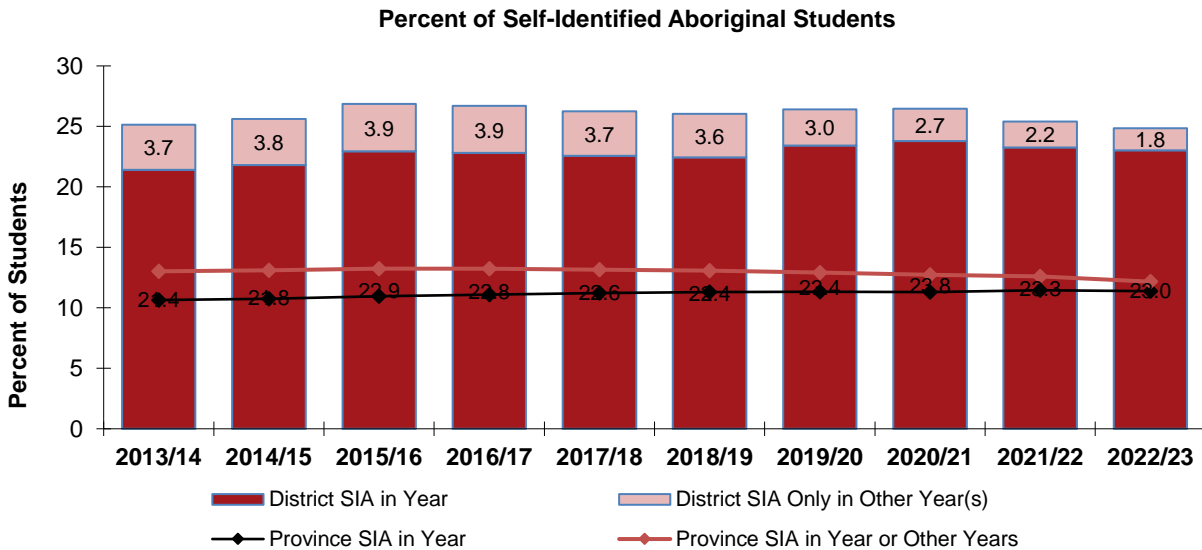
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	5,207	1,115	21.4	194	3.7	558,983	59,502	10.6	13,325	2.4
2014/15	5,188	1,131	21.8	198	3.8	552,786	59,382	10.7	13,068	2.4
2015/16	5,257	1,206	22.9	206	3.9	553,376	60,706	11.0	12,567	2.3
2016/17	5,324	1,214	22.8	207	3.9	557,625	61,801	11.1	11,979	2.1
2017/18	5,331	1,203	22.6	196	3.7	563,241	63,182	11.2	10,930	1.9
2018/19	5,428	1,218	22.4	195	3.6	568,982	64,326	11.3	10,009	1.8
2019/20	5,487	1,285	23.4	164	3.0	576,000	65,215	11.3	9,152	1.6
2020/21	5,394	1,283	23.8	145	2.7	568,285	64,272	11.3	8,037	1.4
2021/22	5,520	1,284	23.3	119	2.2	578,797	66,282	11.5	6,635	1.1
2022/23	5,622	1,294	23.0	103	1.8	590,583	67,285	11.4	4,553	0.8



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

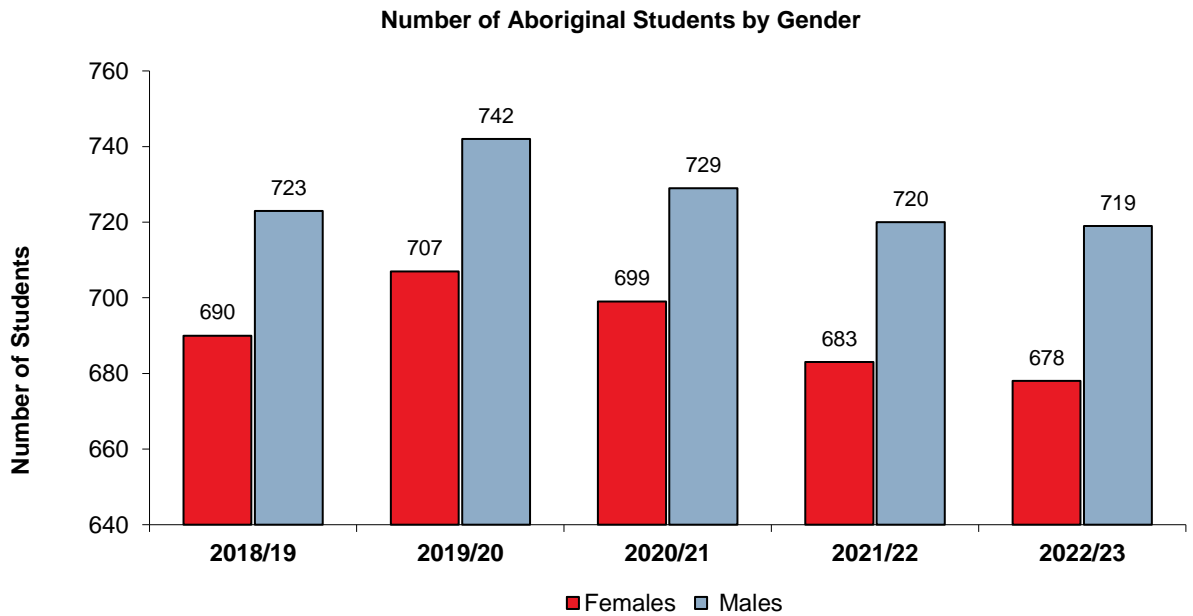
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	5,428	1,413	26.0	690	12.7	723	13.3	74,335	36,874	37,461
2019/20	5,487	1,449	26.4	707	12.9	742	13.5	74,367	36,847	37,520
2020/21	5,394	1,428	26.5	699	13.0	729	13.5	72,309	35,901	36,408
2021/22	5,520	1,403	25.4	683	12.4	720	13.0	72,917	36,210	36,707
2022/23	5,622	1,397	24.8	678	12.1	719	12.8	71,838	35,586	36,252



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

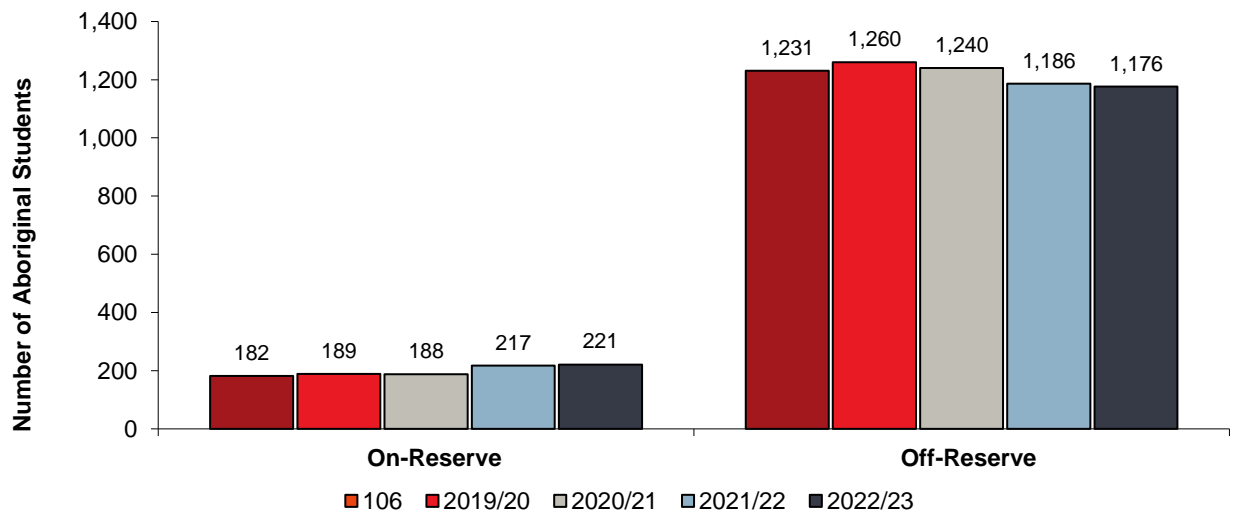
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,413	84	98	182	606	625	1,231	7,993	66,342
2019/20	1,449	88	101	189	619	641	1,260	8,209	66,158
2020/21	1,428	93	95	188	606	634	1,240	7,752	64,557
2021/22	1,403	105	112	217	578	608	1,186	7,992	64,925
2022/23	1,397	111	110	221	567	609	1,176	8,074	63,764

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,429	86	100	186	615	628	1,243	8,007	66,275
2019/20	1,448	89	100	189	623	636	1,259	8,056	66,087
2020/21	1,443	101	100	201	611	631	1,242	7,713	64,505
2021/22	1,397	89	99	188	593	616	1,209	7,916	64,400
2022/23	1,411	94	98	192	592	627	1,219	8,001	63,477

Number of Aboriginal Students, On or Off-Reserve (September Count)

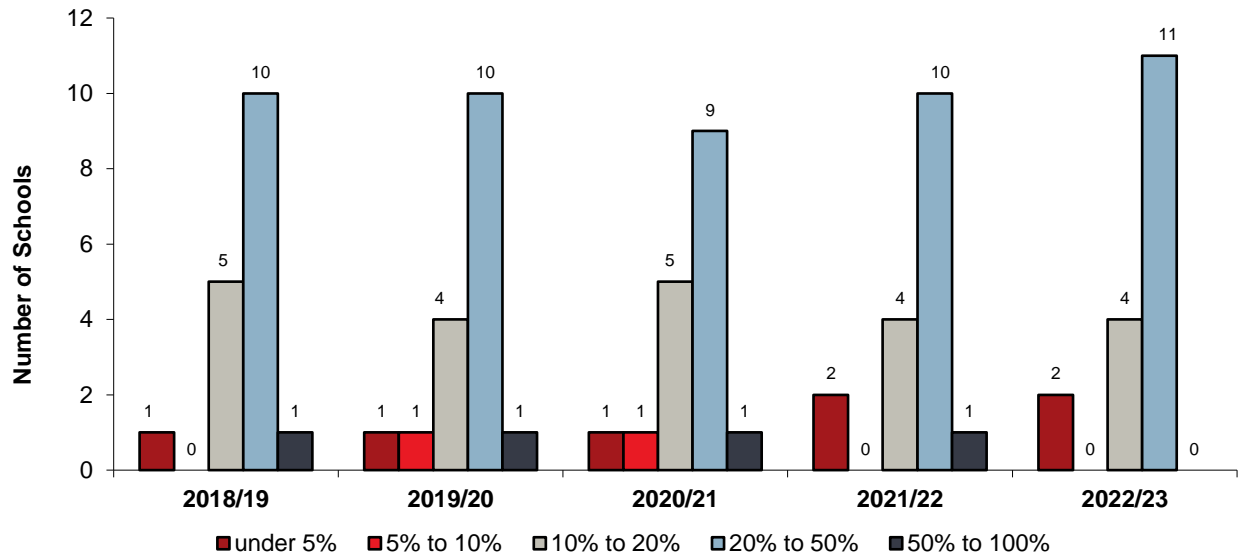


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	17	1	0	5	10	1	1,385	367	217	324	385	92
2019/20	17	1	1	4	10	1	1,389	382	217	318	378	94
2020/21	17	1	1	5	9	1	1,398	399	210	341	348	100
2021/22	17	2	0	4	10	1	1,405	402	240	338	330	95
2022/23	17	2	0	4	11	0	1,412	423	246	336	318	89

SD Data: Number of Schools with Aboriginal Students (%)

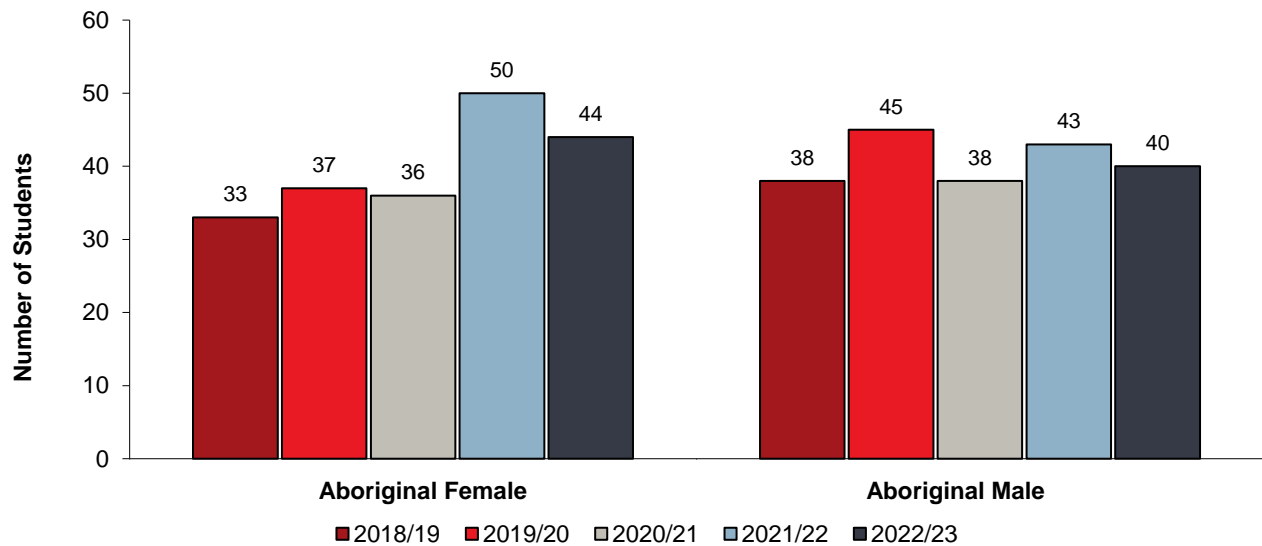


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	141	33	38	71	39	31	70	1,516	1,457	1,943	2,320
2019/20	172	37	45	82	45	45	90	1,580	1,508	2,114	2,525
2020/21	143	36	38	74	41	28	69	1,429	1,327	1,778	1,831
2021/22	171	50	43	93	38	40	78	1,454	1,262	1,761	1,631
2022/23	179	44	40	84	44	51	95	1,518	1,264	2,004	1,742

SD Data: Number of Aboriginal Students in Alternate Programs



* Public schools only

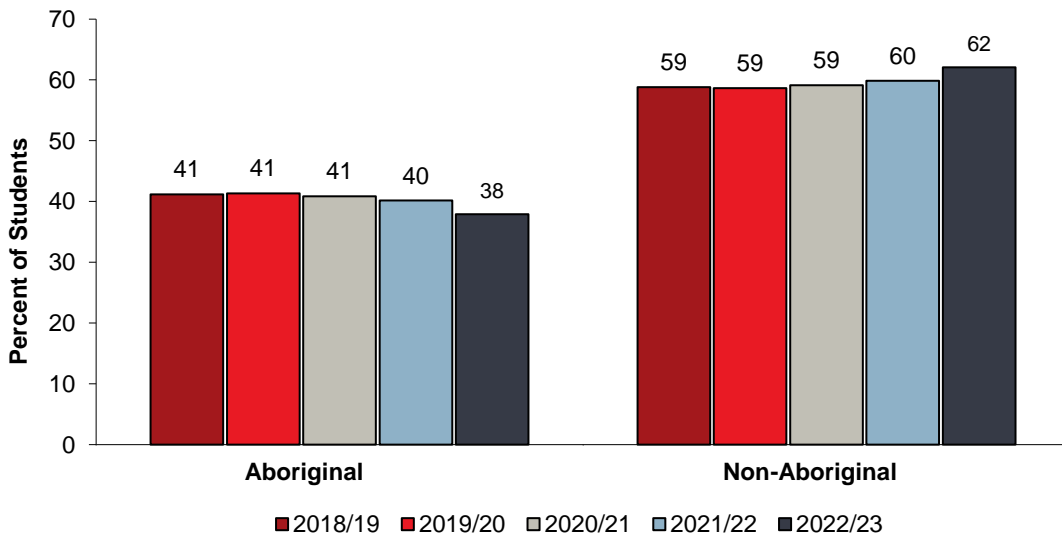
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry of Education is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the terms “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	687	283	41	404	59
2019/20	694	287	41	407	59
2020/21	690	282	41	408	59
2021/22	757	304	40	453	60
2022/23	802	304	38	498	62

Percent of Students with Disabilities or Diverse Abilities (12 Designations)

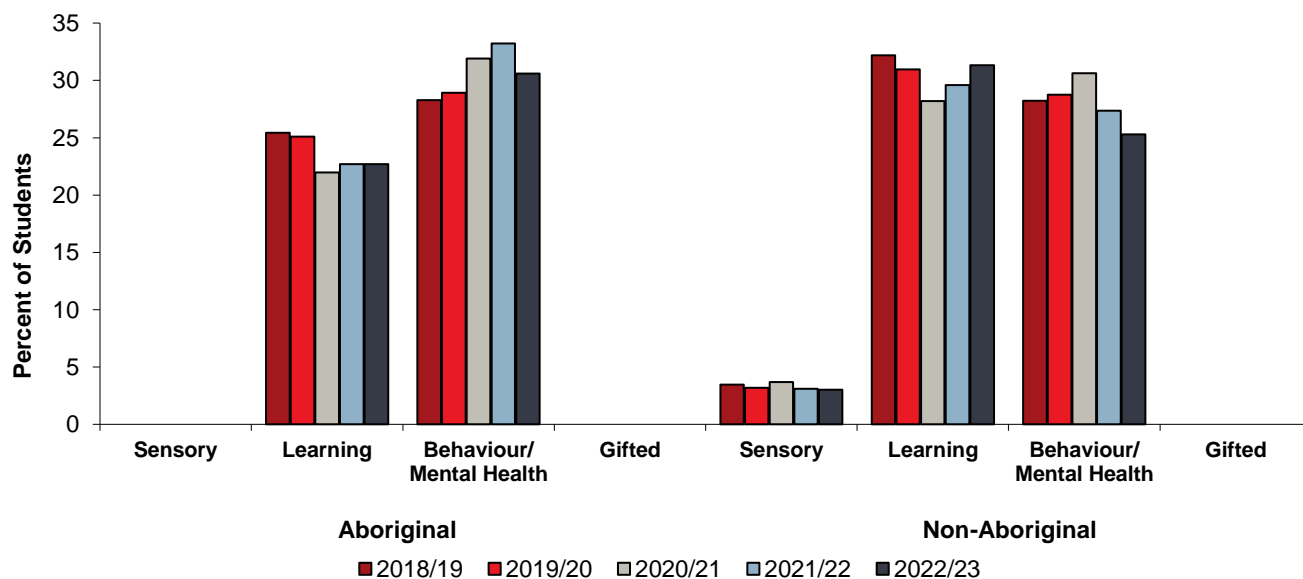


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation includes E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	283	404	Msk	Msk	14	3	72	25	130	32	80	28	114	28	Msk	Msk	Msk	Msk
2019/20	287	407	Msk	Msk	13	3	72	25	126	31	83	29	117	29	Msk	Msk	Msk	Msk
2020/21	282	408	Msk	Msk	15	4	62	22	115	28	90	32	125	31	0	0	Msk	Msk
2021/22	304	453	Msk	Msk	14	3	69	23	134	30	101	33	124	27	0	0	Msk	Msk
2022/23	304	498	Msk	Msk	15	3	69	23	156	31	93	31	126	25	0	0	Msk	Msk

Percent of Students with Disabilities or Diverse Abilities (Selected Designations)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

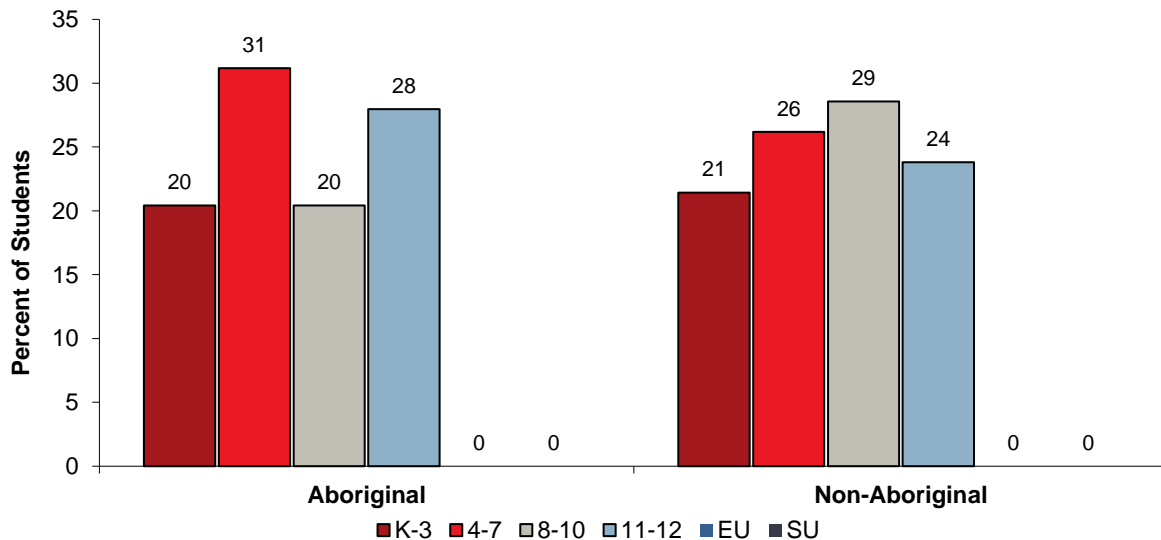
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	80	16	20	25	31	25	31	14	18	0	0	0	0
2019/20	83	13	16	32	39	16	19	22	27	0	0	0	0
2020/21	90	14	16	25	28	26	29	25	28	0	0	0	0
2021/22	101	18	18	22	22	33	33	28	28	0	0	0	0
2022/23	93	19	20	29	31	19	20	26	28	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	114	19	17	35	31	42	37	Msk	Msk	0	0	Msk	Msk
2019/20	117	22	19	36	31	35	30	24	21	0	0	0	0
2020/21	125	21	17	41	33	38	30	25	20	0	0	0	0
2021/22	124	16	13	37	30	40	32	31	25	0	0	0	0
2022/23	126	27	21	33	26	36	29	30	24	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designation
Grade Distribution 2022/23**



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

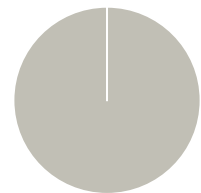
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	86	75	Msk	Msk	48	56	Msk	Msk
2019/20	107	87	Msk	Msk	59	55	Msk	Msk
2020/21	86	82	Msk	Msk	50	58	Msk	Msk
2021/22	79	90	37	47	Msk	Msk	Msk	Msk
2022/23	105	91	Msk	Msk	54	51	Msk	Msk

Grade 4: Aboriginal

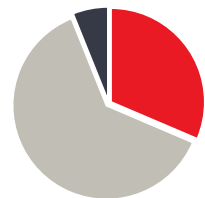


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

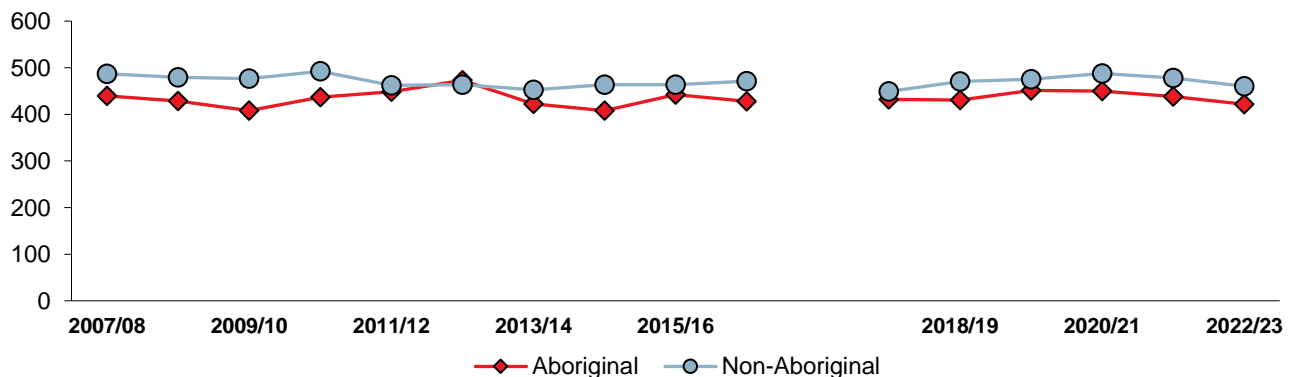
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	277	88	73	26	175	63	29	10
2019/20	261	93	65	25	168	64	28	11
2020/21	288	88	57	20	188	65	43	15
2021/22	291	96	78	27	176	60	37	13
2022/23	296	97	93	31	185	63	18	6

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

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FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

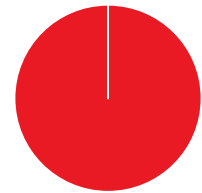
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	89	77	49	55	Msk	Msk	Msk	Msk
2019/20	105	85	51	49	54	51	0	0
2020/21	85	81	41	48	Msk	Msk	Msk	Msk
2021/22	78	89	43	55	35	45	0	0
2022/23	107	92	73	68	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

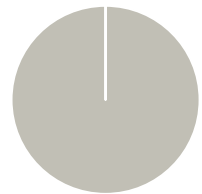


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

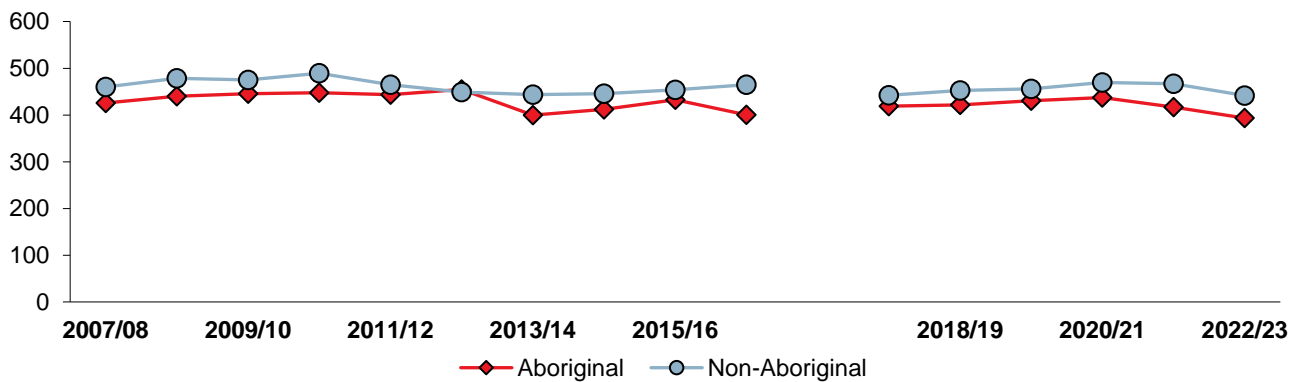
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	278	88	109	39	157	56	12	4
2019/20	260	93	99	38	149	57	12	5
2020/21	282	86	93	33	175	62	14	5
2021/22	291	96	106	36	173	59	12	4
2022/23	296	97	Msk	Msk	151	51	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

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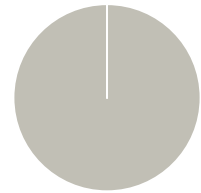
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GRADE 7: ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	77	78	28	36	49	64	0	0		
2019/20	111	86	Msk	Msk	55	50	Msk	Msk		
2020/21	83	66	29	35	54	65	0	0		
2021/22	100	94	56	56	44	44	0	0		
2022/23	110	87	Msk	Msk	58	53	Msk	Msk		

Grade 7: Aboriginal

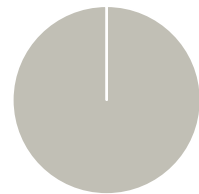


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

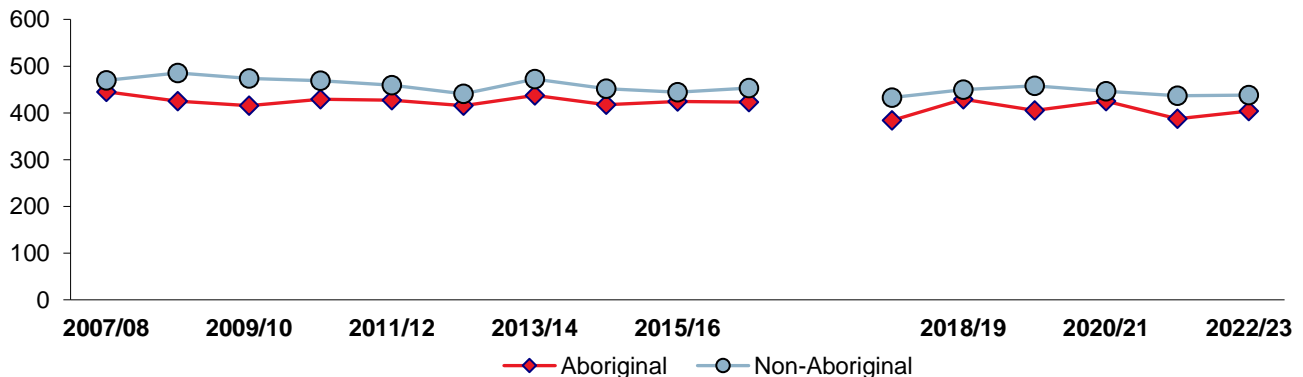
School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	241	80	Msk	Msk	168	70	Msk	Msk		
2019/20	273	88	Msk	Msk	197	72	Msk	Msk		
2020/21	266	81	82	31	171	64	13	5		
2021/22	304	93	Msk	Msk	198	65	Msk	Msk		
2022/23	264	93	Msk	Msk	164	62	Msk	Msk		

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

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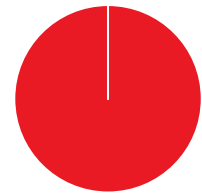
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	77	78	46	60	Msk	Msk	Msk	Msk
2019/20	108	84	74	69	Msk	Msk	Msk	Msk
2020/21	78	62	43	55	Msk	Msk	Msk	Msk
2021/22	96	91	51	53	Msk	Msk	Msk	Msk
2022/23	106	83	65	61	Msk	Msk	Msk	Msk

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

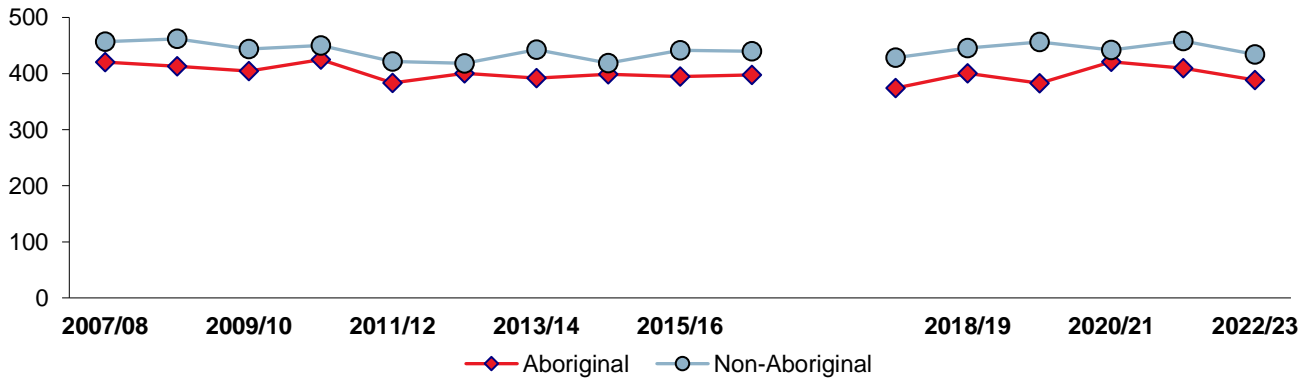
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	242	80	107	44	124	51	11	5
2019/20	269	87	114	42	134	50	21	8
2020/21	273	83	128	47	126	46	19	7
2021/22	302	92	116	38	159	53	27	9
2022/23	256	90	123	48	122	48	11	4

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

2018/19 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	24	21	Msk	Msk	16	67	Msk	Msk	0	0		
Non-Aboriginal	121	38	34	28	56	46	Msk	Msk	Msk	Msk		

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	24	26	Msk	Msk	13	54	Msk	Msk	0	0		
Non-Aboriginal	87	33	Msk	Msk	33	38	36	41	Msk	Msk		

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	42	43	22	52	Msk	Msk	Msk	Msk	0	0		
Non-Aboriginal	201	77	Msk	Msk	95	47	61	30	Msk	Msk		

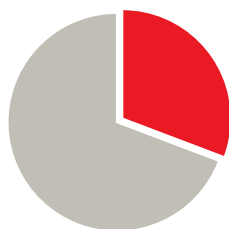
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	43	44	Msk	Msk	24	56	Msk	Msk	0	0		
Non-Aboriginal	181	60	Msk	Msk	73	40	67	37	Msk	Msk		

2022/23 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	66	58	16	24	36	55	Msk	Msk	Msk	Msk		
Non-Aboriginal	261	80	44	17	106	41	89	34	22	8		

Numeracy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	29	32	0	0	Msk	Msk	15	52	Msk	Msk
Non-Aboriginal	128	48	Msk	Msk	33	26	91	71	Msk	Msk

2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	46	47	10	22	17	37	19	41	0	0
Non-Aboriginal	188	72	12	6	49	26	108	57	19	10

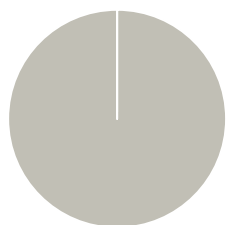
2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	57	Msk	Msk	Msk	Msk	37	66	0	0
Non-Aboriginal	224	74	Msk	Msk	50	22	155	69	Msk	Msk

2022/23 Grade 10 (includes Grade 10 first-time writers only)

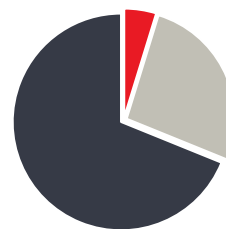
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	80	70	Msk	Msk	35	44	34	43	Msk	Msk
Non-Aboriginal	273	84	13	5	72	26	169	62	19	7

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 12, students are required to write cross-curricular assessments in Literacy.

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

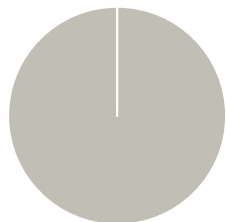
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	68	56	Msk	Msk	22	32	37	54	Msk	Msk		
Non-Aboriginal	233	80	Msk	Msk	51	22	154	66	Msk	Msk		

2022/23 Grade 12 (includes Grade 12 first-time writers only)

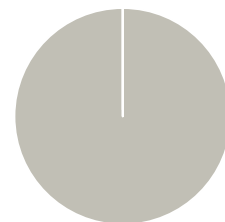
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	50	45	Msk	Msk	13	26	30	60	Msk	Msk		
Non-Aboriginal	247	81	Msk	Msk	46	19	156	63	Msk	Msk		

Literacy 12 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

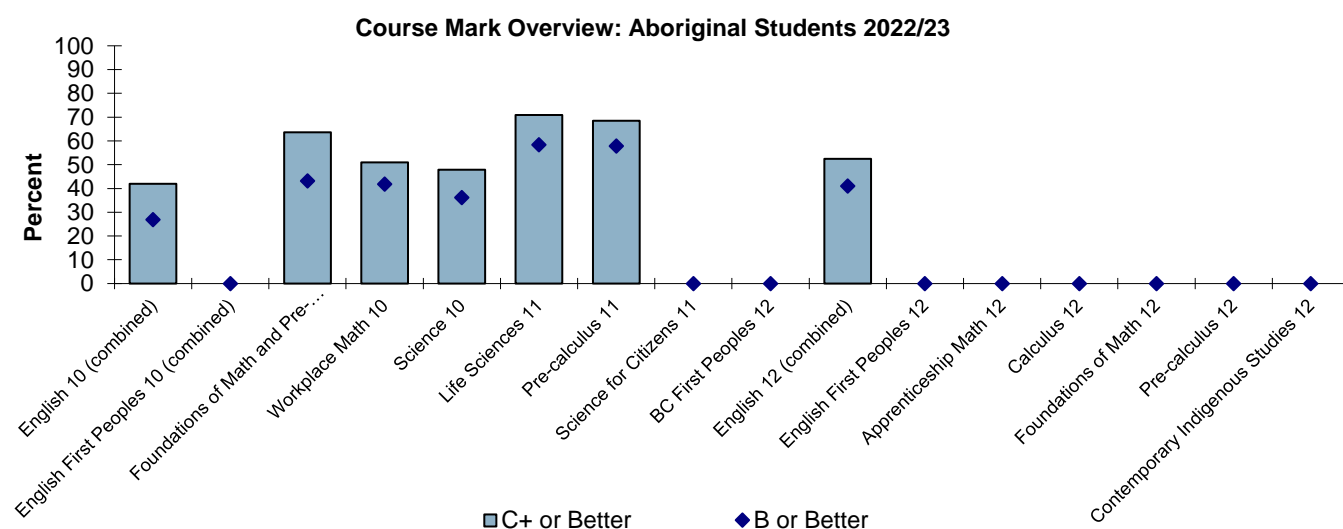
COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	179	75	42	48	27	627	432	69	341	54
English First Peoples 10 (combined)*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	44	28	64	19	43	218	152	70	129	59
Workplace Math 10	55	28	51	23	42	112	51	46	32	29
Science 10	94	45	48	34	36	301	192	64	165	55
Life Sciences 11	24	17	71	14	58	124	88	71	76	61
Pre-calculus 11	19	13	68	11	58	152	95	63	76	50
Science for Citizens 11	10	Msk	Msk	Msk	Msk	41	27	66	25	61
BC First Peoples 12	-	-	-	-	-	-	-	-	-	-
English 12 (combined)*	61	32	52	25	41	270	203	75	170	63
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	63	49	78	47	75
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-



Note:

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

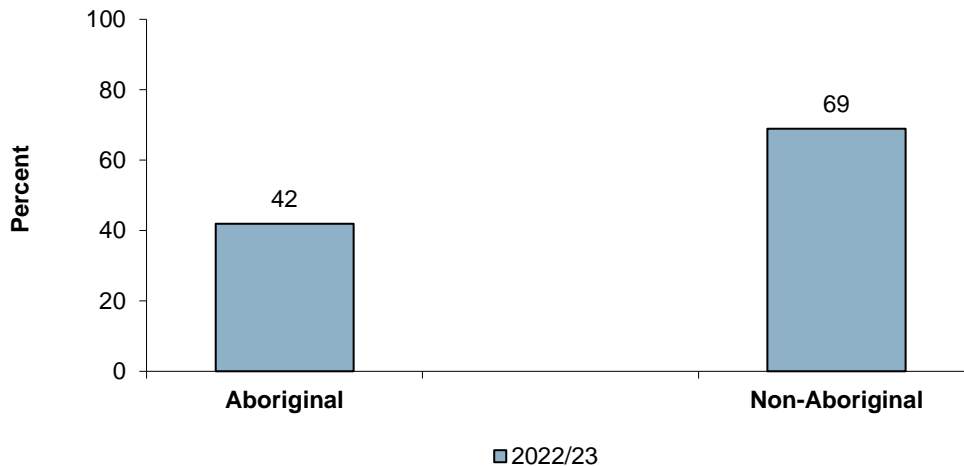
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	316	177	56	136	43	963	713	74	560	58
2020/21	143	74	52	45	31	485	402	83	313	65
2021/22	167	101	60	81	49	602	456	76	382	63
2022/23	179	75	42	48	27	627	432	69	341	54

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	316	94	264	52	963	269	885	78		
2020/21	143	102	124	19	485	268	458	27		
2021/22	167	101	144	23	602	306	557	45		
2022/23	179	118	161	18	627	331	579	48		

English 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 These courses carry 2 credits each and students are expected to take 2 courses.

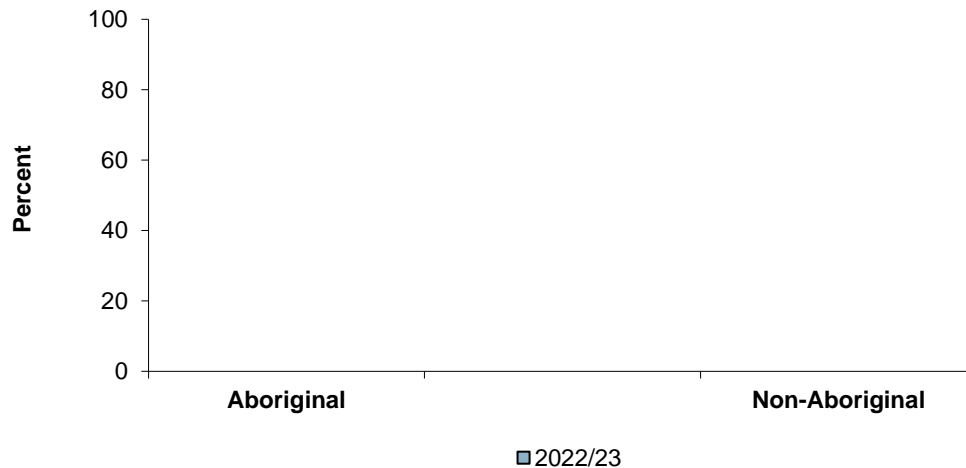
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	57	32	56	24	42	180	137	76	106	59
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	57	94	Msk	Msk	180	269	167	13	
2020/21	Msk	102	Msk	Msk	-	268	-	-	
2021/22	Msk	101	Msk	Msk	-	306	-	-	
2022/23	Msk	118	Msk	Msk	Msk	331	Msk	Msk	

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

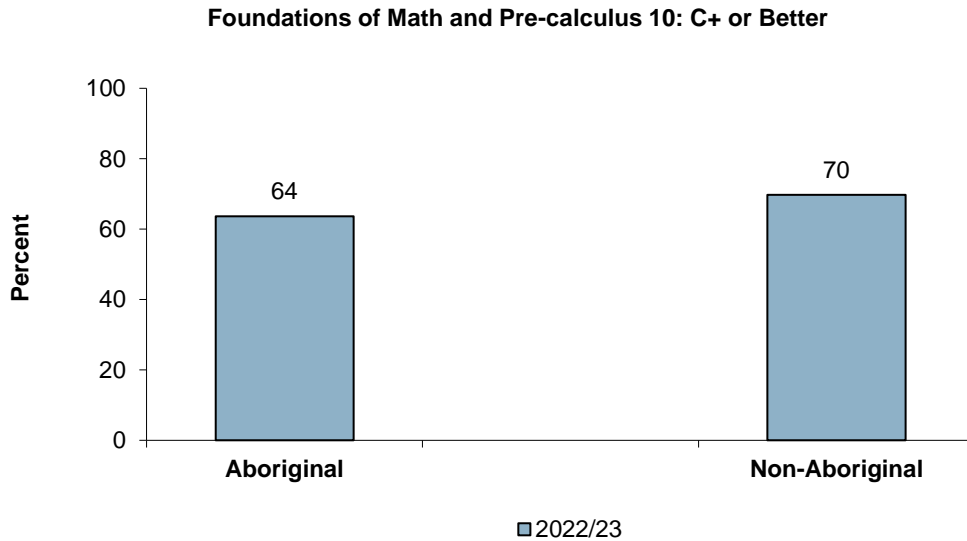
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	99	59	60	43	43	433	288	67	239	55
2020/21	40	19	48	17	43	214	155	72	128	60
2021/22	41	21	51	16	39	220	154	70	134	61
2022/23	44	28	64	19	43	218	152	70	129	59

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	99	94	85	14	433	269	408	25		
2020/21	40	102	Msk	Msk	214	268	201	13		
2021/22	41	101	Msk	Msk	220	306	202	18		
2022/23	44	118	Msk	Msk	218	331	193	25		



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

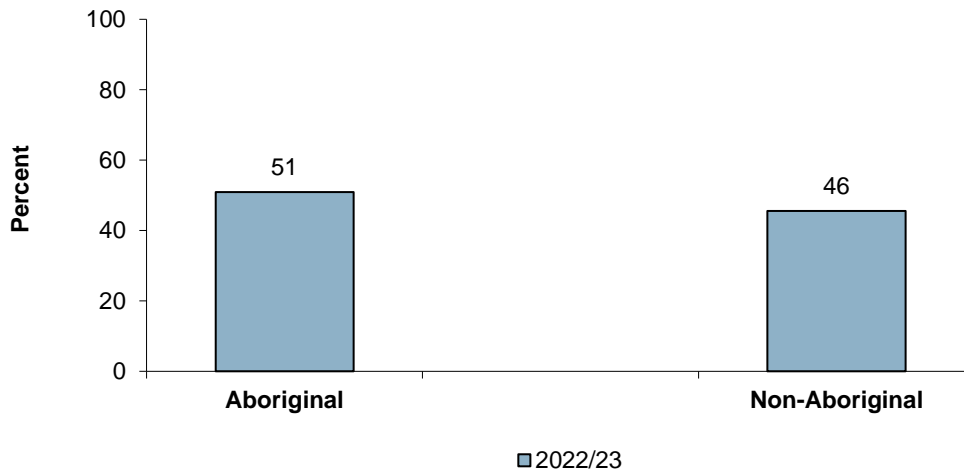
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	81	35	43	25	31	142	62	44	47	33
2020/21	55	27	49	21	38	70	44	63	35	50
2021/22	59	29	49	21	36	93	48	52	41	44
2022/23	55	28	51	23	42	112	51	46	32	29

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	81	94	55	26	142	269	93	49		
2020/21	55	102	37	18	70	268	53	17		
2021/22	59	101	38	21	93	306	75	18		
2022/23	55	118	40	15	112	331	91	21		

Workplace Math 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

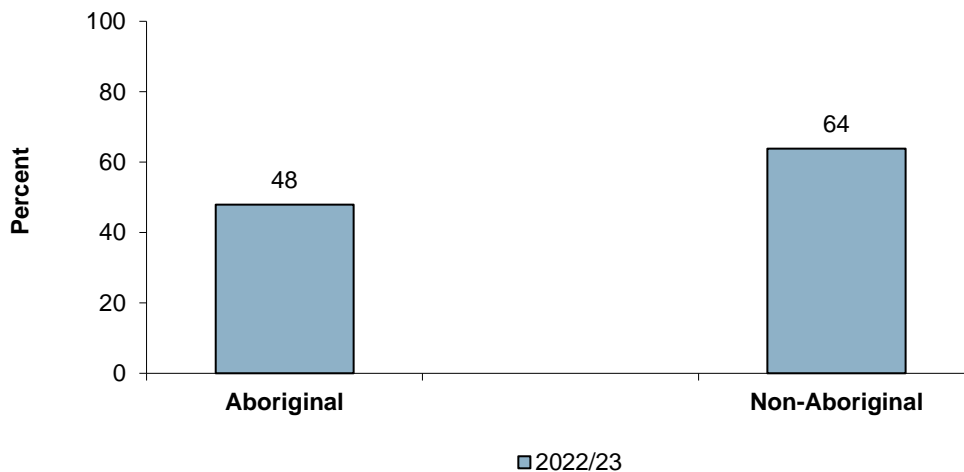
COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	172	86	50	66	38	558	380	68	326	58
2020/21	78	37	47	22	28	259	180	69	153	59
2021/22	92	47	51	41	45	302	210	70	181	60
2022/23	94	45	48	34	36	301	192	64	165	55

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count		
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #	
2019/20	172	94	145	27	558	269	502	56	
2020/21	78	102	61	17	259	268	238	21	
2021/22	92	101	75	17	302	306	281	21	
2022/23	94	118	77	17	301	331	279	22	

Science 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

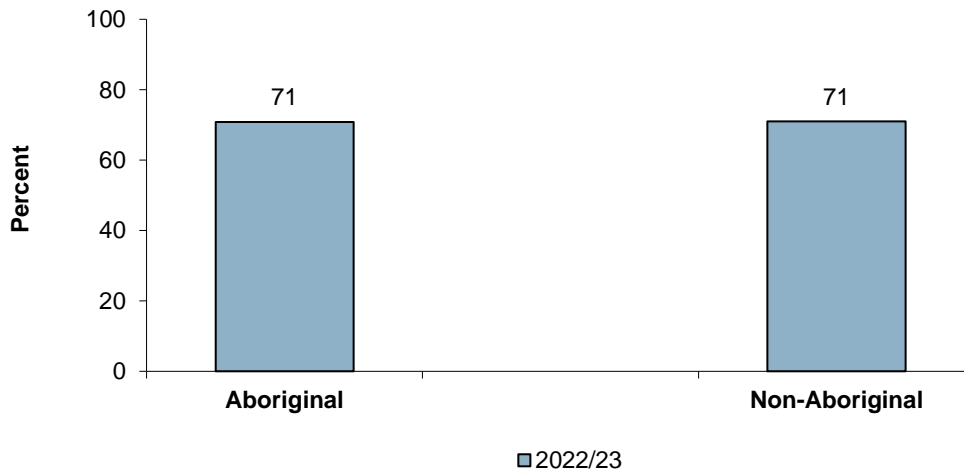
COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	35	21	60	17	49	130	94	72	85	65
2020/21	28	19	68	18	64	131	110	84	97	74
2021/22	26	18	69	13	50	89	68	76	58	65
2022/23	24	17	71	14	58	124	88	71	76	61

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	35	118	Msk	Msk	130	322	99	31		
2020/21	28	101	Msk	Msk	131	282	94	37		
2021/22	26	102	Msk	Msk	89	275	78	11		
2022/23	24	95	Msk	Msk	124	319	101	23		

Life Sciences 11: C+ or Better



Note:

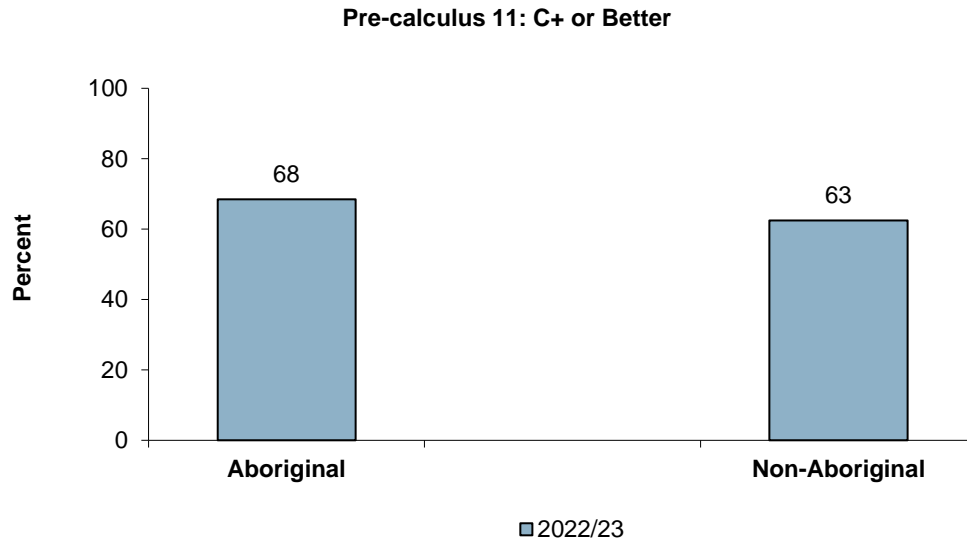
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	47	39	83	26	55	285	233	82	210	74
2020/21	22	18	82	17	77	158	132	84	117	74
2021/22	20	12	60	10	50	123	88	72	75	61
2022/23	19	13	68	11	58	152	95	63	76	50

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	47	118	Msk	Msk	285	322	261	24		
2020/21	22	101	Msk	Msk	158	282	130	28		
2021/22	20	102	Msk	Msk	123	275	109	14		
2022/23	19	95	Msk	Msk	152	319	130	22		



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

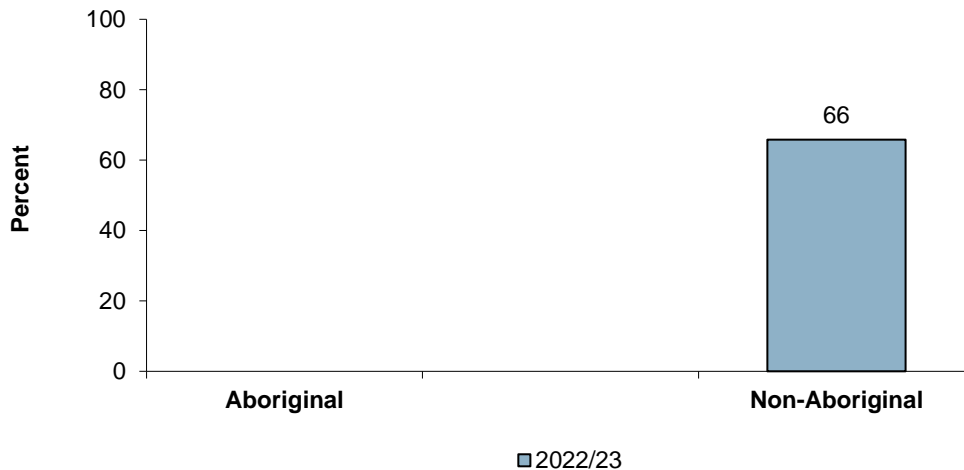
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	24	Msk	Msk	Msk	Msk
2020/21	10	Msk	Msk	Msk	Msk	14	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	25	20	80	17	68
2022/23	10	Msk	Msk	Msk	Msk	41	27	66	25	61

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	Msk	118	Msk	Msk	24	322	14	10	
2020/21	10	101	10	0	14	282	Msk	Msk	
2021/22	Msk	102	Msk	Msk	25	275	Msk	Msk	
2022/23	10	95	Msk	Msk	41	319	Msk	Msk	

Science for Citizens 11: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

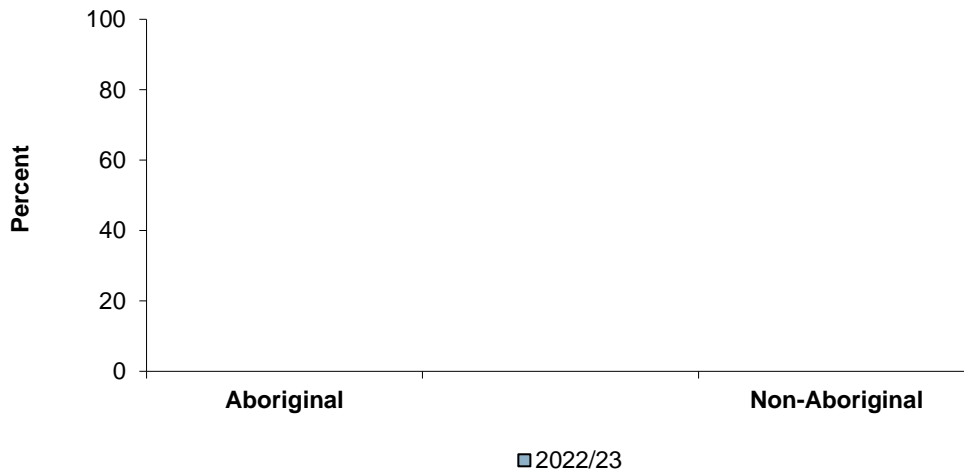
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	138	-	-	-	400	-	-		
2020/21	-	154	-	-	-	372	-	-		
2021/22	-	131	-	-	-	304	-	-		
2022/23	-	117	-	-	-	311	-	-		

BC First Peoples 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

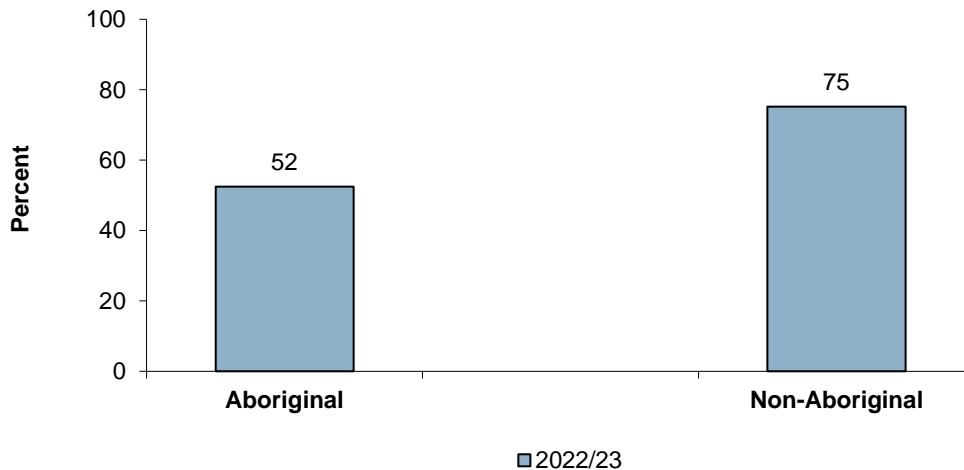
COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	81	57	70	42	52	330	265	80	220	67
2020/21	97	76	78	57	59	310	273	88	239	77
2021/22	72	45	63	35	49	231	189	82	153	66
2022/23	61	32	52	25	41	270	203	75	170	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	81	138	Msk	Msk	330	400	313	17		
2020/21	97	154	Msk	Msk	310	372	291	19		
2021/22	72	131	Msk	Msk	231	304	Msk	Msk		
2022/23	61	117	Msk	Msk	270	311	259	11		

English 12 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

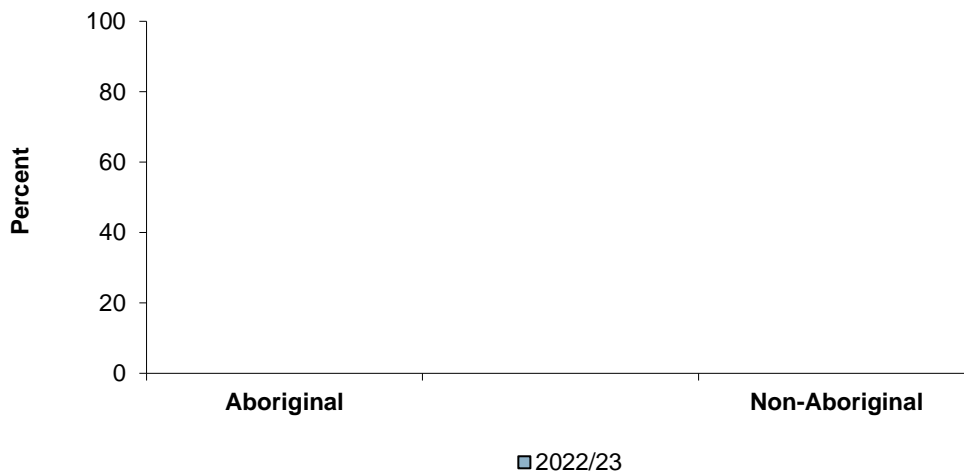
COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	15	Msk	Msk	Msk	Msk	20	20	100	17	85
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	Msk	154	Msk	Msk	Msk	372	Msk	Msk	
2021/22	15	131	Msk	Msk	20	304	20	0	
2022/23	Msk	117	Msk	Msk	Msk	311	Msk	Msk	

English First Peoples 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

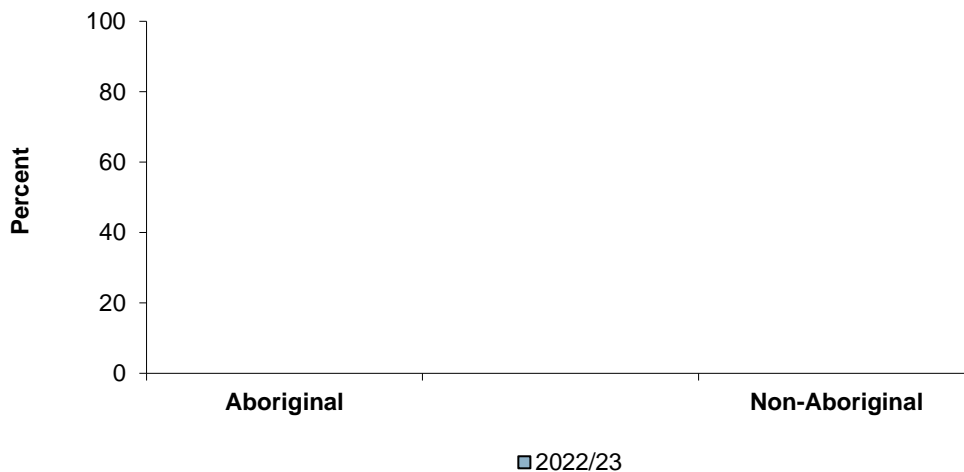
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	-	154	-	-	Msk	372	Msk	Msk	
2021/22	Msk	131	Msk	Msk	Msk	304	Msk	Msk	
2022/23	-	117	-	-	Msk	311	Msk	Msk	

Apprenticeship Math 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

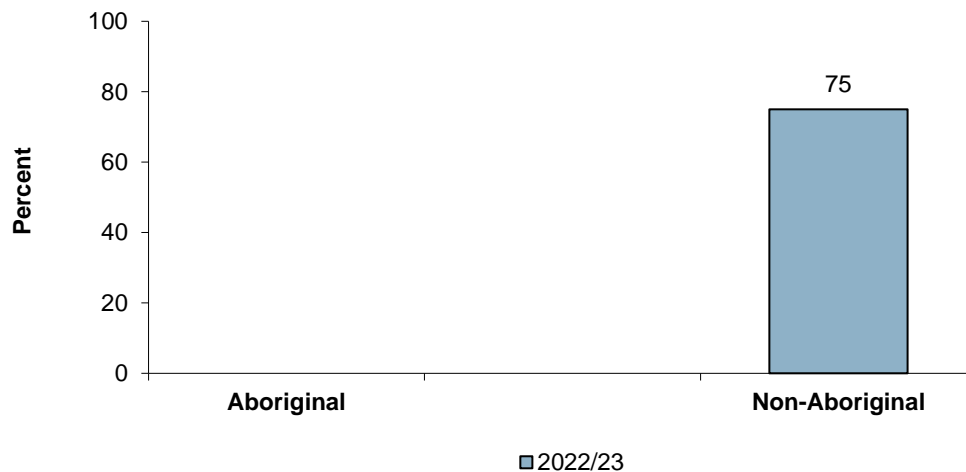
COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	22	18	82	18	82
2020/21	-	-	-	-	-	20	19	95	19	95
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	138	Msk	Msk	22	400	22	0		
2020/21	-	154	-	-	20	372	20	0		
2021/22	-	131	-	-	Msk	304	Msk	Msk		
2022/23	Msk	117	Msk	Msk	16	311	Msk	Msk		

Calculus 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

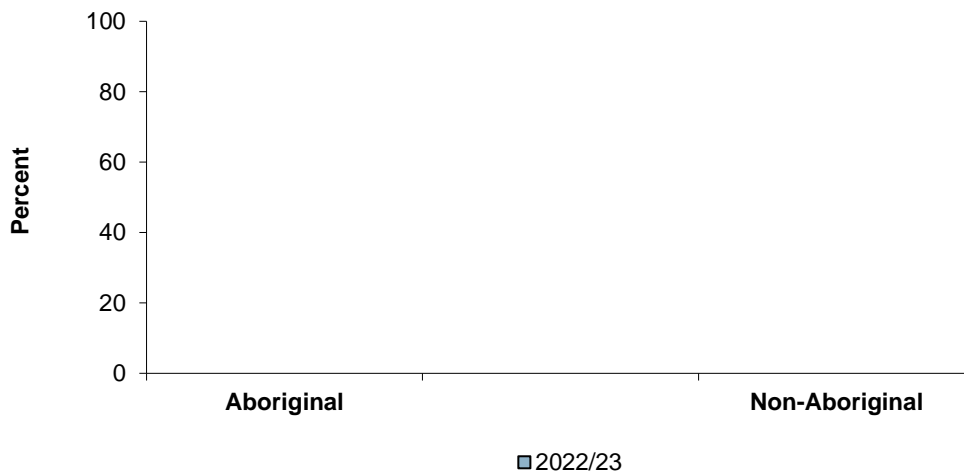
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	32	25	78	20	63
2020/21	Msk	Msk	Msk	Msk	Msk	30	28	93	23	77
2021/22	Msk	Msk	Msk	Msk	Msk	18	14	78	11	61
2022/23	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12	Course Mark Count		Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #	Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	138	Msk	Msk	32	400	Msk	Msk	
2020/21	Msk	154	Msk	Msk	30	372	30	0	
2021/22	Msk	131	Msk	Msk	18	304	Msk	Msk	
2022/23	Msk	117	Msk	Msk	12	311	Msk	Msk	

Foundations of Math 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

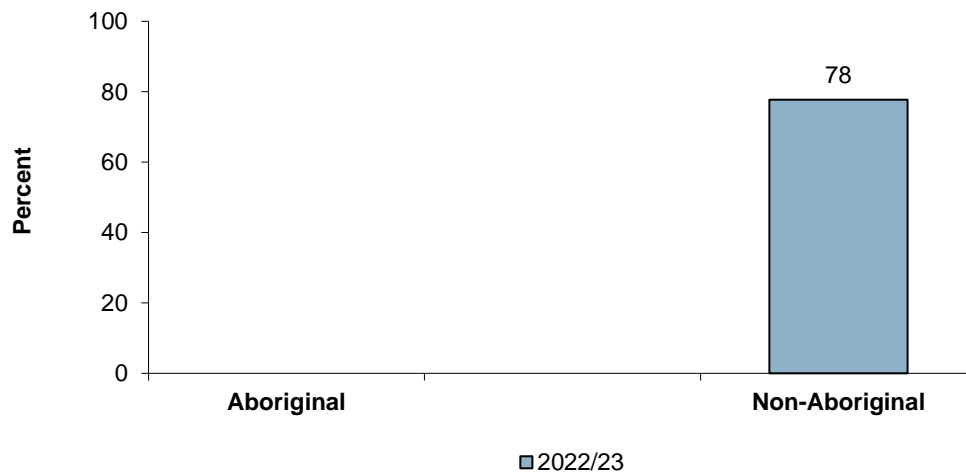
COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	17	13	76	13	76	103	84	82	74	72
2020/21	13	11	85	10	77	110	98	89	88	80
2021/22	12	Msk	Msk	Msk	Msk	78	63	81	52	67
2022/23	Msk	Msk	Msk	Msk	Msk	63	49	78	47	75

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	17	138	Msk	Msk	103	400	92	11	
2020/21	13	154	13	0	110	372	Msk	Msk	
2021/22	12	131	Msk	Msk	78	304	Msk	Msk	
2022/23	Msk	117	Msk	Msk	63	311	Msk	Msk	

Pre-calculus 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

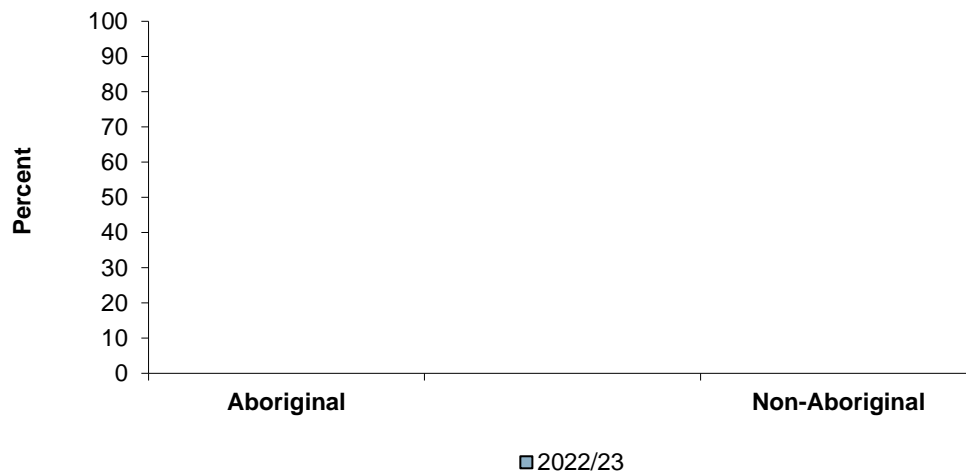
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #		
2019/20	-	138	-	-	-	400	-	-		
2020/21	-	154	-	-	-	372	-	-		
2021/22	-	131	-	-	-	304	-	-		
2022/23	Msk	117	Msk	Msk	-	311	-	-		

Contemporary Indigenous Studies 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2018/19 - 2022/23

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

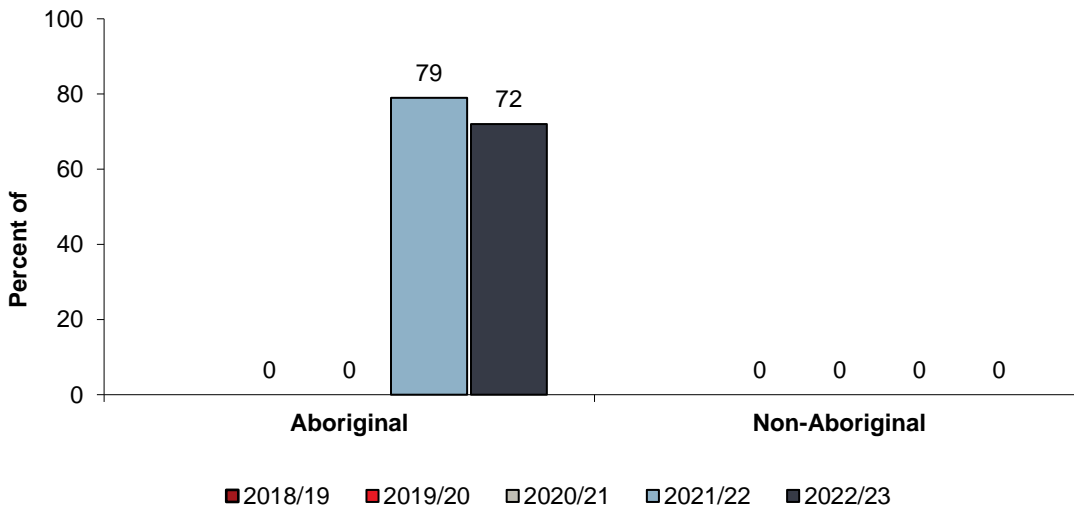
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal					
		C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	-
2021/22	19	15	79	15	79	-	-	-	-	-	-
2022/23	25	18	72	15	60	-	-	-	-	-	-

List of First Nations Languages Courses in District:

Kwak'wala

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

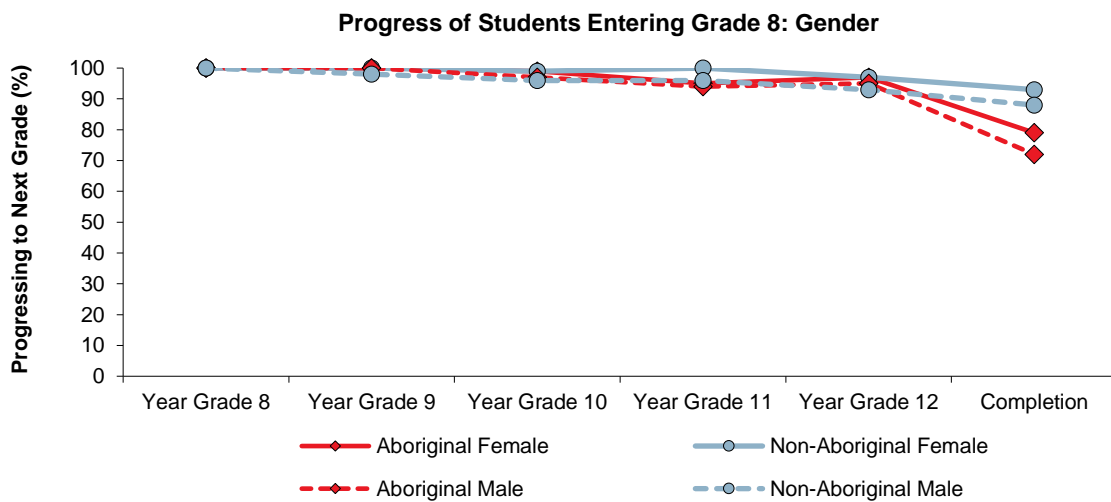
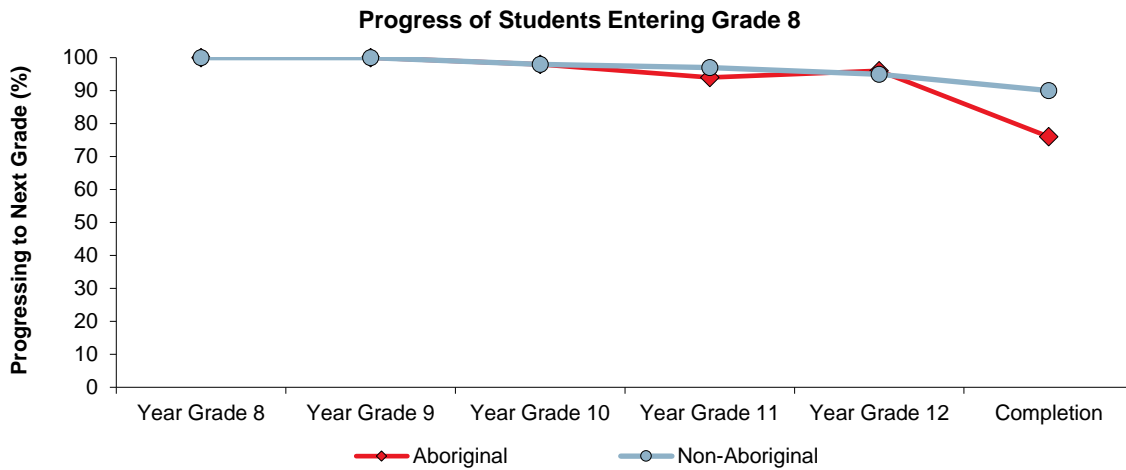
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any B.C. Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	98
	Grade 10	98	99	97	98	99	96
	Grade 11	94	95	94	97	100	96
	Grade 12	96	97	95	95	97	93
2022/23	Completion	76	79	72	90	93	88



FIVE-YEAR COMPLETION RATE, 2018/19 - 2022/23

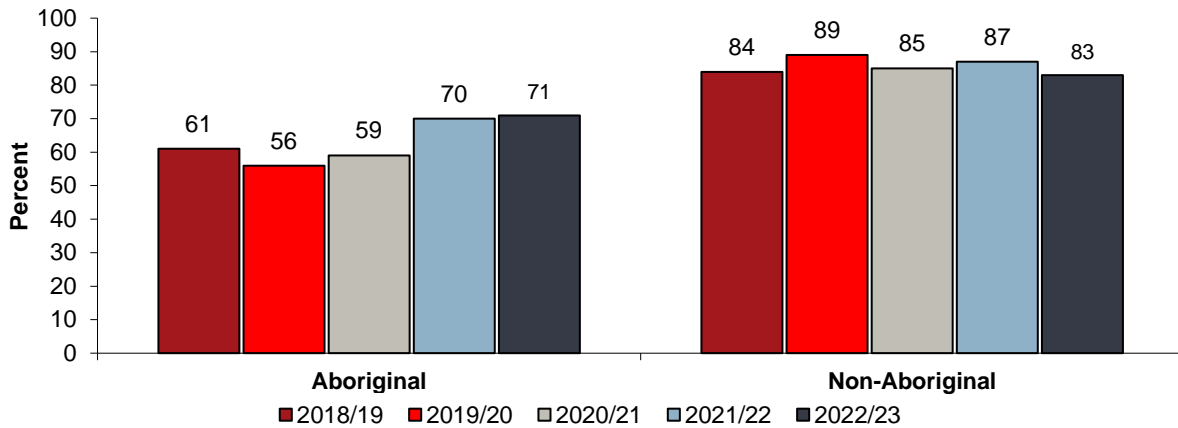
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

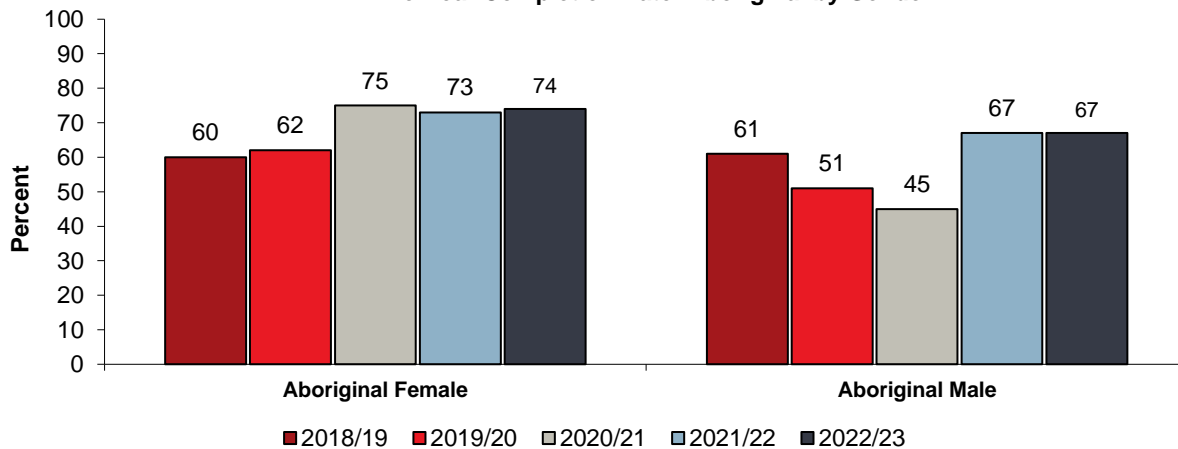
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	61	60	61	84	87	81
2019/20	56	62	51	89	87	90
2020/21	59	75	45	85	85	84
2021/22	70	73	67	87	87	87
2022/23	71	74	67	83	87	79

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



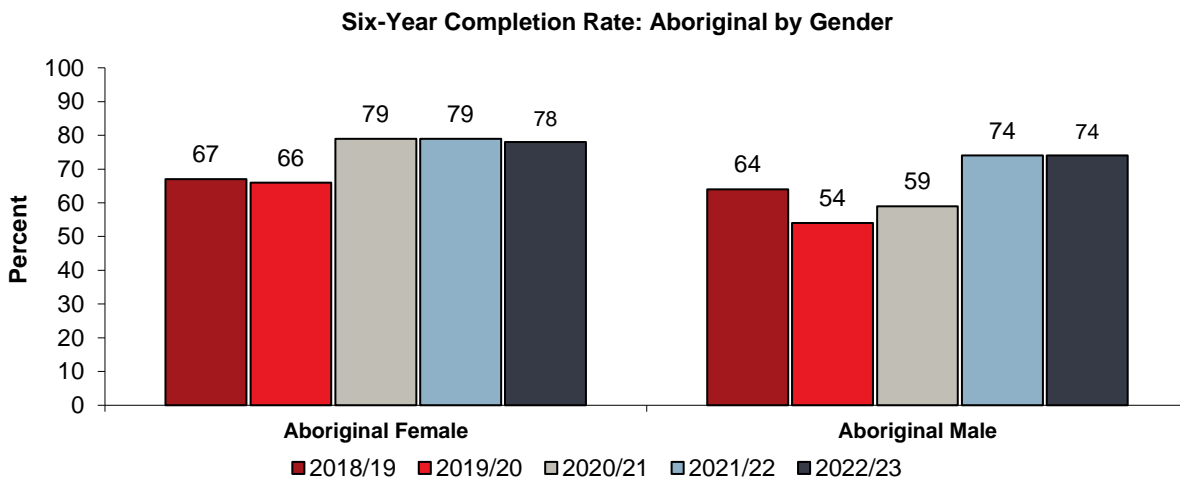
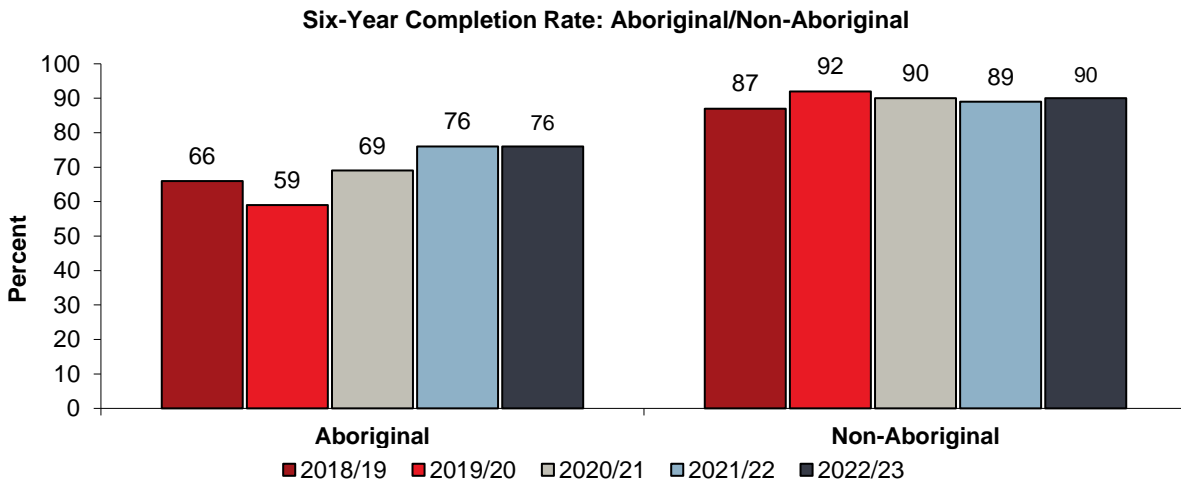
SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	66	67	64	87	88	86
2019/20	59	66	54	92	94	90
2020/21	69	79	59	90	90	90
2021/22	76	79	74	89	90	88
2022/23	76	78	74	90	93	87



* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).

SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

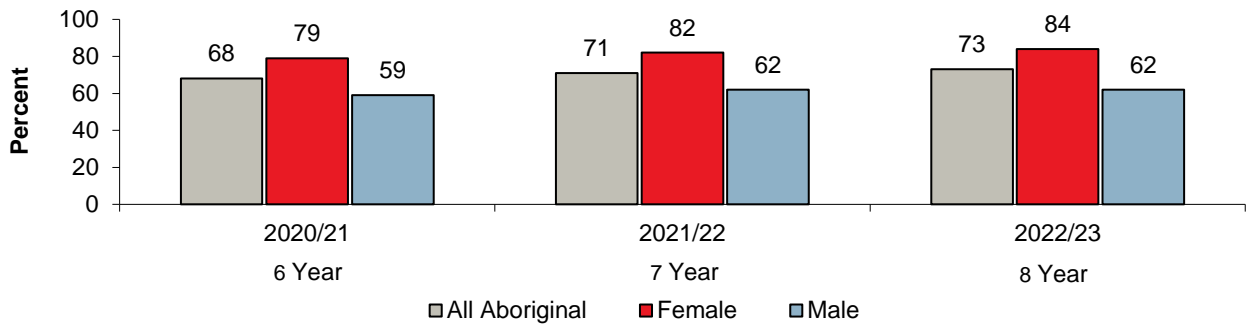
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2016/17 and 2017/18 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

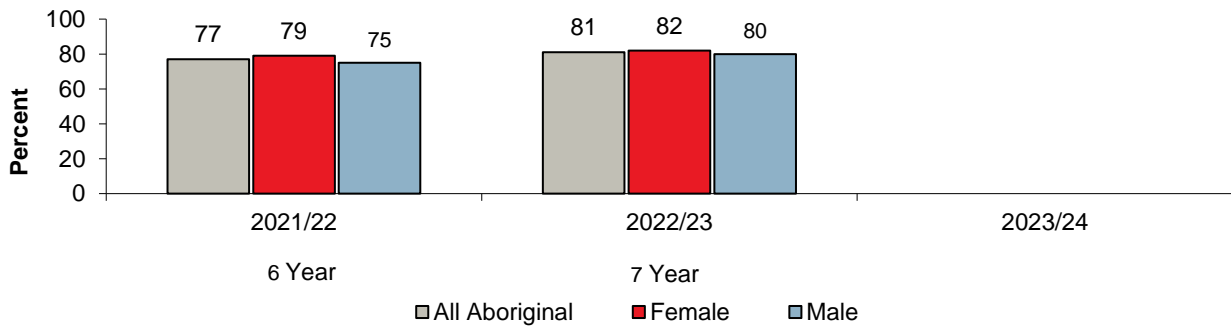
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	68	79	59	71	82	62	73	84	62
2016/17	77	79	75	81	82	80	-	-	-
2017/18	76	79	72	-	-	-	-	-	-

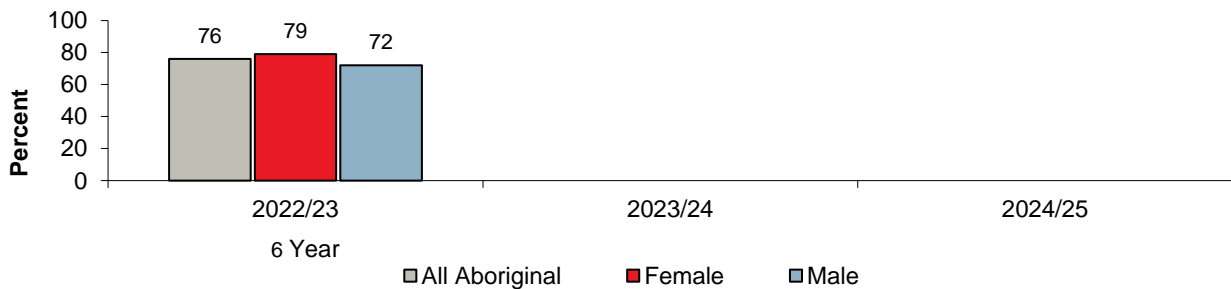
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2016/17 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2017/18 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" is issued upon successful completion of the provincial graduation requirements.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	113	Msk	Msk	350	Msk	Msk
2019/20	119	Msk	Msk	364	Msk	Msk
2020/21	138	Msk	Msk	349	Msk	Msk
2021/22	122	Msk	Msk	292	Msk	Msk
2022/23	112	10	9	306	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	113	54	48	350	272	78
2019/20	119	59	50	364	283	78
2020/21	138	80	58	349	276	79
2021/22	122	58	48	292	227	78
2022/23	112	48	43	306	238	78

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

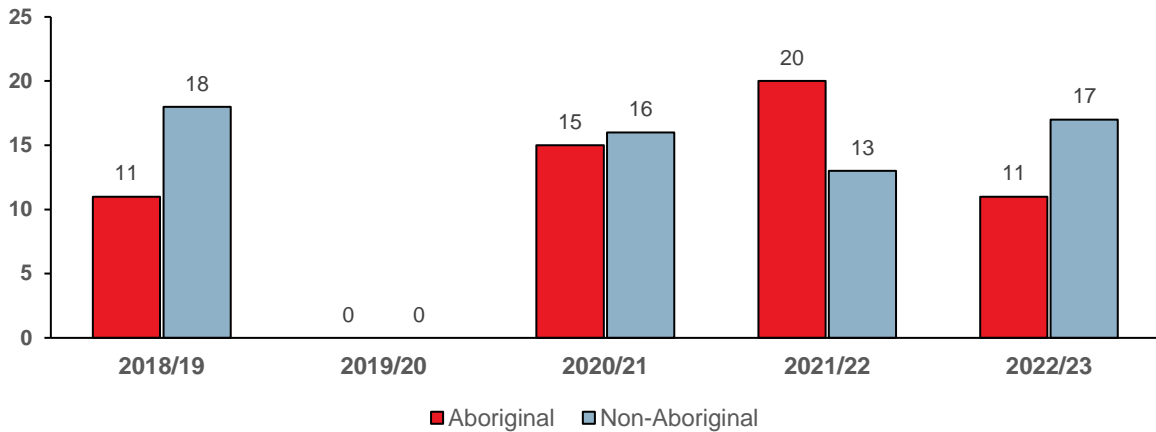
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

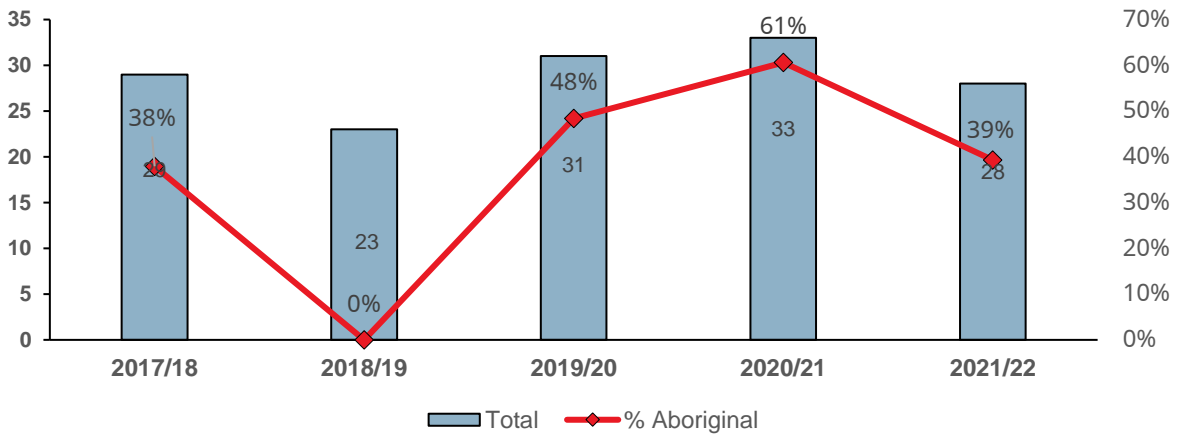
NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	29		11	38	18	62
2019/20	23		Msk	Msk	Msk	Msk
2020/21	31		15	48	16	52
2021/22	33		20	61	13	39
2022/23	28		11	39	17	61

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	-	-
2019/20	-	Msk	Msk	Msk	Msk	Msk	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	-	-
2021/22	Msk	Msk	60	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	88	Msk	-	-	-

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	13	65	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	-	-

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	11	65	-	-

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

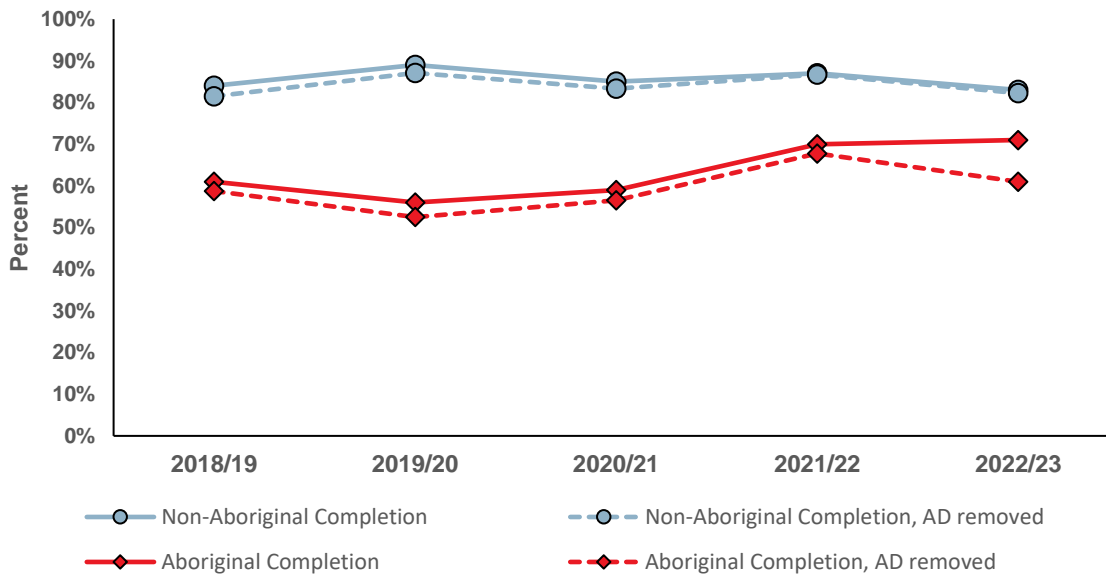
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	61	-2	59	84	-3	81
2019/20	56	-4	52	89	-2	87
2020/21	59	-2	57	85	-2	83
2021/22	70	-2	68	87	0	87
2022/23	71	-10	61	83	-1	82

Five-Year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

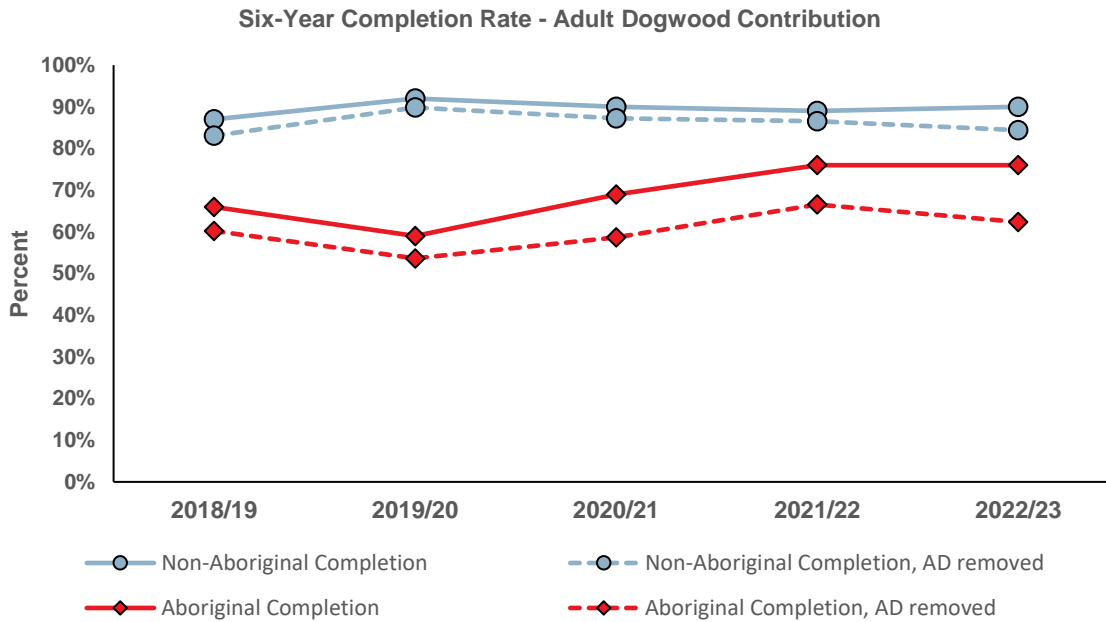
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	66	-6	60	87	-4	83
2019/20	59	-5	54	92	-2	90
2020/21	69	-10	59	90	-3	87
2021/22	76	-9	67	89	-2	87
2022/23	76	-14	62	90	-6	84



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

CYIC - Refers to a child or youth who is in the custody, care or guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. The "CYIC (Ever)" dataset includes children who were "ever" identified as CYIC at any point from birth to their time in K-12. Note, however, that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the Ministry of Children and Family Development (MCFD) while enrolled in the B.C. school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the MCFD.

<https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	343	225	66	118	34
2018/19	360	227	63	133	37
2019/20	380	237	62	143	38
2020/21	366	230	63	136	37
2021/22	340	225	66	115	34

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,399	225	16
2018/19	1,413	227	16
2019/20	1,449	237	16
2020/21	1,428	230	16
2021/22	1,403	225	16

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	49	Msk	Msk	51	Msk	Msk	Msk
2018/19	55	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	53	Msk	Msk	49	Msk	Msk	Msk
2020/21	43	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	59	Msk	Msk	59	Msk	Msk	Msk

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	100	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	95	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	94	Msk	Msk	92	Msk	Msk	Msk
2020/21	88	Msk	Msk	91	Msk	Msk	Msk
2021/22	82	Msk	Msk	83	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	20	29.0	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	51	100	15	29.4	Msk	Msk	Msk	Msk		
	2019/20	59	100	12	20.3	Msk	Msk				
	2020/21	80	100	20	25.0						
Non-Aboriginal	2017/18	254	100	84	33.1	20	7.9	Msk	Msk	Msk	Msk
	2018/19	268	100	98	36.6	20	7.5	10	3.7		
	2019/20	272	100	76	27.9	13	4.8				
	2020/21	274	100	79	28.8						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	-	-	-	-	-	-	-	-
	2018/19	51	100	-	-	-	-	Msk	Msk		
	2019/20	59	100	Msk	Msk	-	-				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	Msk	Msk	-	-	-	-	Msk	Msk
	2018/19	268	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	272	100	Msk	Msk	Msk	Msk				
	2020/21	274	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	51	100	Msk	Msk	-	-	-	-	-	-
	2019/20	59	100	Msk	Msk	Msk	Msk				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	27	10.6	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	268	100	24	9.0	Msk	Msk	-	-		
	2019/20	272	100	37	13.6	Msk	Msk				
	2020/21	274	100	33	12.0						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	51	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	59	100	Msk	Msk	-	-				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	10	3.9	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	268	100	21	7.8	Msk	Msk	Msk	Msk		
	2019/20	272	100	17	6.3	Msk	Msk				
	2020/21	274	100	16	5.8						

STUDENT LEARNING SURVEY RESULTS, 2018/19 - 2022/23

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

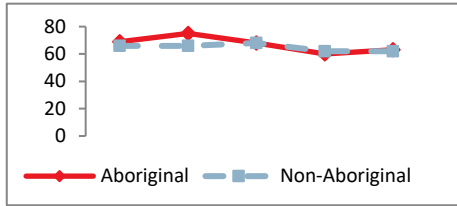
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

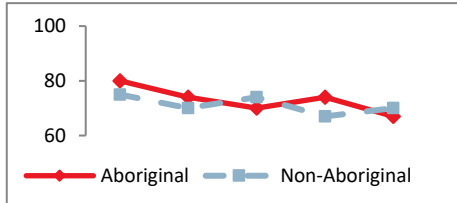
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



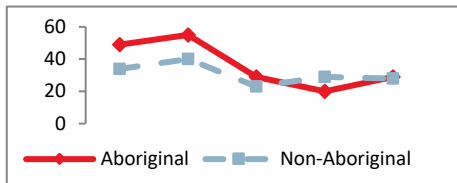
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	96	66	69	268	177	66
2019/20	40	30	75	64	42	66
2020/21	74	50	68	270	184	68
2021/22	65	39	60	253	156	62
2022/23	86	54	63	271	167	62

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	97	78	80	268	202	75
2019/20	39	29	74	63	44	70
2020/21	73	51	70	269	198	74
2021/22	66	49	74	252	169	67
2022/23	86	58	67	272	190	70

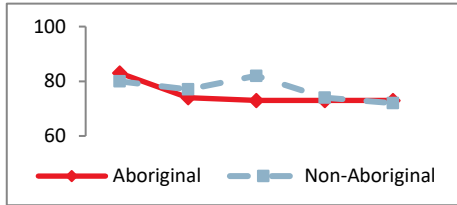
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	96	47	49	265	90	34
2019/20	40	22	55	65	26	40
2020/21	75	22	29	269	61	23
2021/22	65	13	20	249	71	29
2022/23	85	25	29	266	75	28

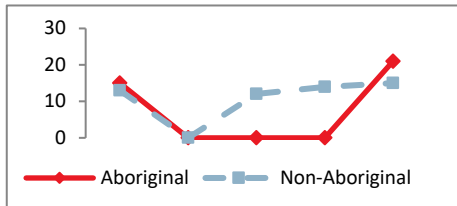
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



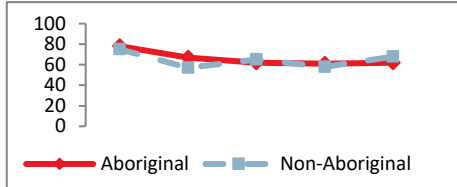
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	84	70	83	276	222	80
2019/20	38	28	74	65	50	77
2020/21	70	51	73	272	224	82
2021/22	59	43	73	261	192	74
2022/23	84	61	73	272	197	72

Have you ever felt bullied at school?



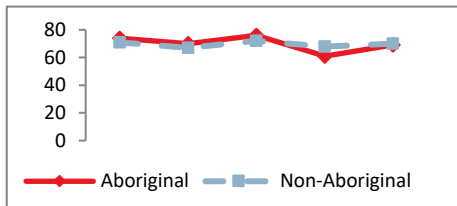
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	86	13	15	274	35	13
2019/20	38	Msk	Msk	66	Msk	Msk
2020/21	70	Msk	Msk	273	32	12
2021/22	60	Msk	Msk	255	36	14
2022/23	81	17	21	275	40	15

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	96	79	82	267	199	75
2019/20	39	26	67	63	36	57
2020/21	73	45	62	271	176	65
2021/22	66	40	61	248	145	58
2022/23	85	53	62	270	184	68

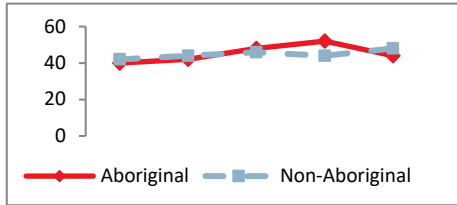
I am happy at my school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	97	72	74	268	191	71
2019/20	40	28	70	64	43	67
2020/21	72	55	76	269	194	72
2021/22	66	40	61	249	169	68
2022/23	86	59	69	273	191	70

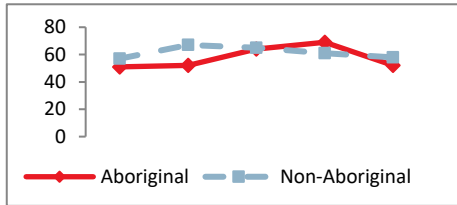
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



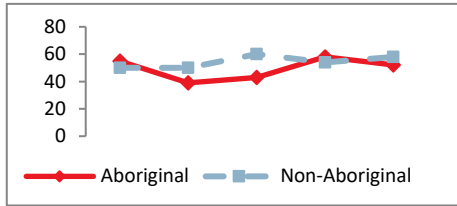
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	31	40	256	107	42
2019/20	31	13	42	50	22	44
2020/21	79	38	48	255	118	46
2021/22	79	41	52	270	118	44
2022/23	93	41	44	227	109	48

Do adults in the school treat all students fairly?



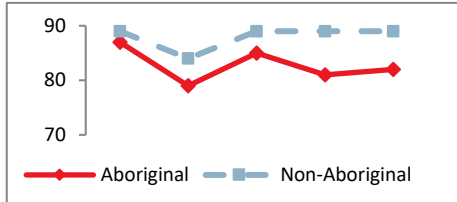
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	78	40	51	256	147	57
2019/20	31	16	52	49	33	67
2020/21	78	50	64	253	165	65
2021/22	80	55	69	270	164	61
2022/23	92	48	52	228	133	58

How many teachers help you with your schoolwork when you need it?



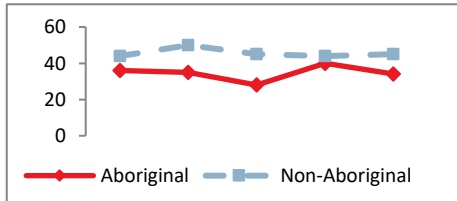
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	76	42 55	246	124 50
2019/20	31	12 39	48	24 50
2020/21	77	33 43	242	145 60
2021/22	79	46 58	269	144 54
2022/23	93	48 52	225	130 58

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	78	68 87	253	225 89
2019/20	29	23 79	50	42 84
2020/21	78	66 85	251	224 89
2021/22	78	63 81	265	235 89
2022/23	90	74 82	221	197 89

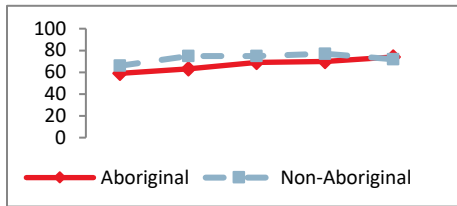
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	78	28 36	254	113 44
2019/20	31	11 35	50	25 50
2020/21	78	22 28	252	113 45
2021/22	78	31 40	266	117 44
2022/23	93	32 34	226	102 45

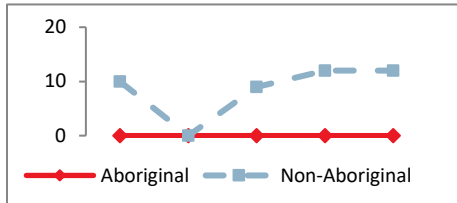
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



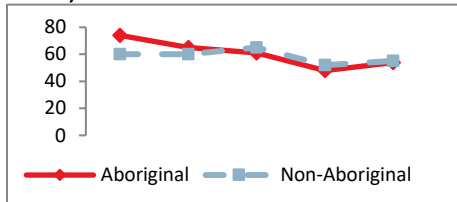
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	71	42	59	262	172	66
2019/20	30	19	63	51	38	75
2020/21	74	51	69	256	192	75
2021/22	73	51	70	274	210	77
2022/23	91	67	74	229	165	72

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



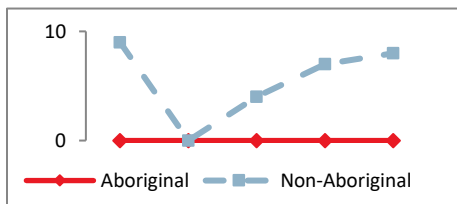
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	69	Msk	Msk	262	27	10
2019/20	30	Msk	Msk	51	Msk	Msk
2020/21	73	Msk	Msk	255	23	9
2021/22	74	Msk	Msk	275	33	12
2022/23	91	Msk	Msk	227	27	12

How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	78	58	74	255	153	60
2019/20	31	20	65	50	30	60
2020/21	79	48	61	255	165	65
2021/22	80	38	48	269	141	52
2022/23	94	51	54	227	124	55

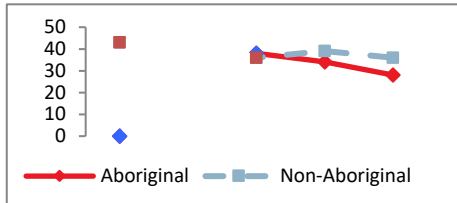
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	Msk	Msk	255	22	9
2019/20	31	Msk	Msk	48	Msk	Msk
2020/21	79	Msk	Msk	255	11	4
2021/22	79	Msk	Msk	270	20	7
2022/23	94	Msk	Msk	227	19	8

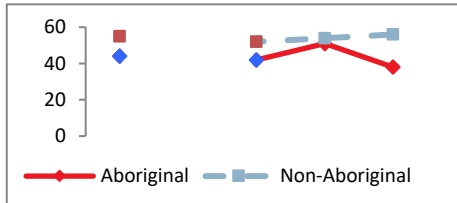
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



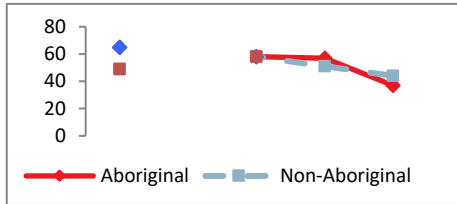
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	Msk	Msk	99	43	43
2019/20	-	-	-	-	-	-
2020/21	26	10	38	115	41	36
2021/22	35	12	34	175	68	39
2022/23	47	13	28	168	61	36

Do adults in the school treat all students fairly?



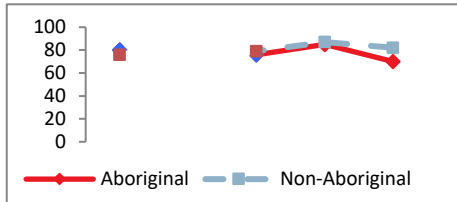
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	12	44	98	54	55
2019/20	-	-	-	-	-	-
2020/21	26	11	42	115	60	52
2021/22	35	18	51	175	95	54
2022/23	48	18	38	169	94	56

How many teachers help you with your schoolwork when you need it?



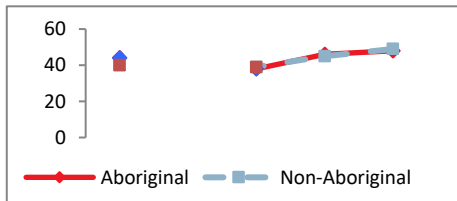
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2018/19	26	17	65	96	47	49
2019/20	-	-	-	-	-	-
2020/21	24	14	58	110	64	58
2021/22	35	20	57	173	88	51
2022/23	46	17	37	167	74	44

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	20	80	96	73	76
2019/20	-	-	-	-	-	-
2020/21	25	19	76	114	90	79
2021/22	34	29	85	169	147	87
2022/23	43	30	70	158	130	82

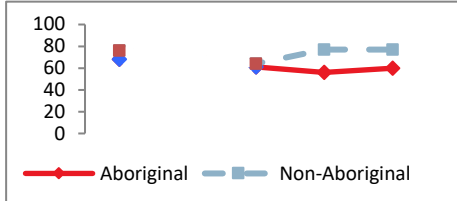
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	12	44	99	40	40
2019/20	-	-	-	-	-	-
2020/21	26	10	38	115	45	39
2021/22	35	16	46	171	77	45
2022/23	46	22	48	164	81	49

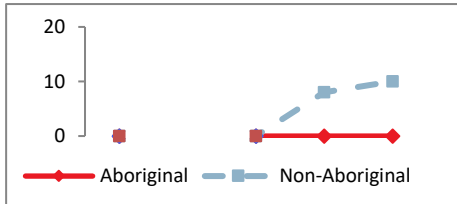
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



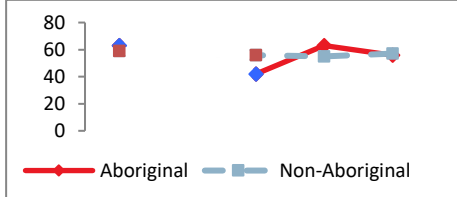
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	17	68	100	76	76
2019/20	-	-	-	-	-	-
2020/21	23	14	61	115	74	64
2021/22	32	18	56	177	136	77
2022/23	45	27	60	167	128	77

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



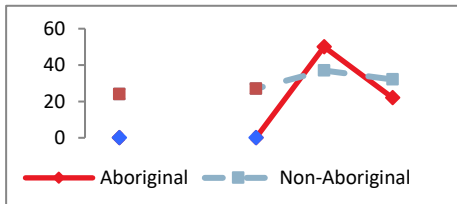
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	99	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	24	Msk	Msk	116	Msk	Msk
2021/22	31	Msk	Msk	175	14	8
2022/23	45	Msk	Msk	168	17	10

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



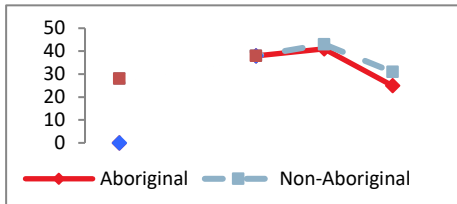
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	27	17	63	99	58	59
2019/20	-	-	-	-	-	-
2020/21	26	11	42	115	64	56
2021/22	35	22	63	175	97	55
2022/23	48	27	56	167	95	57

Are you satisfied that school is preparing you for a job in the future?



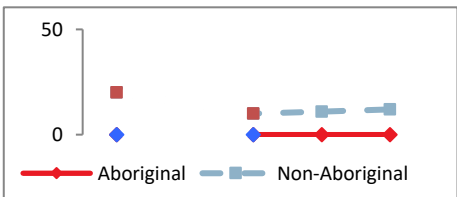
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	98	24	24
2019/20	-	-	-	-	-	-
2020/21	26	Msk	Msk	113	31	27
2021/22	34	17	50	166	61	37
2022/23	46	10	22	163	52	32

Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	Msk	Msk	98	27	28
2019/20	-	-	-	-	-	-
2020/21	26	10	38	114	43	38
2021/22	34	14	41	167	71	43
2022/23	44	11	25	163	51	31

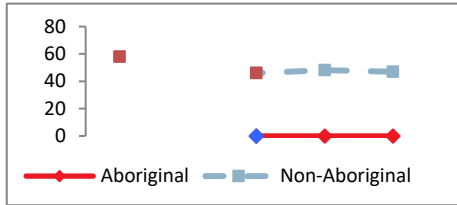
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	Msk	Msk	97	19	20
2019/20	-	-	-	-	-	-
2020/21	26	0	0	115	12	10
2021/22	35	Msk	Msk	175	19	11
2022/23	48	Msk	Msk	166	20	12

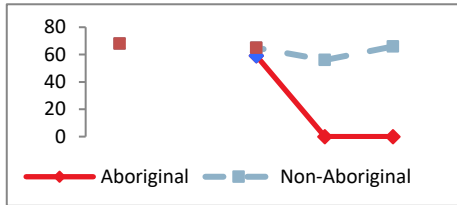
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



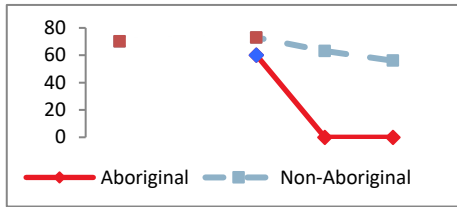
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	47	58
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	52	46
2021/22	13	Msk	Msk	88	42	48
2022/23	11	Msk	Msk	100	47	47

Do adults in the school treat all students fairly?



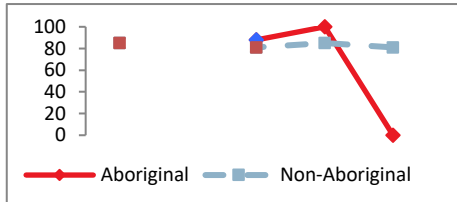
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	55	68
2019/20	-	-	-	-	-	-
2020/21	27	16	59	113	74	65
2021/22	13	Msk	Msk	88	49	56
2022/23	11	Msk	Msk	100	66	66

How many teachers help you with your schoolwork when you need it?



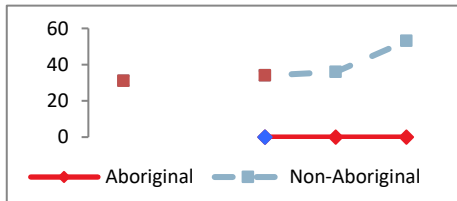
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	57	70
2019/20	-	-	-	-	-	-
2020/21	25	15	60	112	82	73
2021/22	12	Msk	Msk	87	55	63
2022/23	11	Msk	Msk	100	56	56

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	69	85
2019/20	-	-	-	-	-	-
2020/21	26	23	88	113	91	81
2021/22	10	10	100	86	73	85
2022/23	11	Msk	Msk	97	79	81

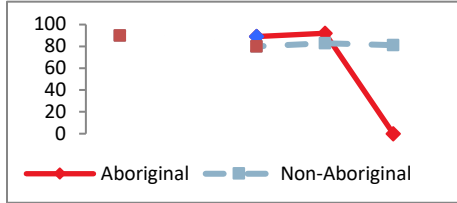
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	25	31
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	39	34
2021/22	11	Msk	Msk	87	31	36
2022/23	11	Msk	Msk	98	52	53

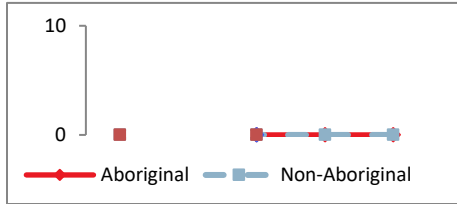
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



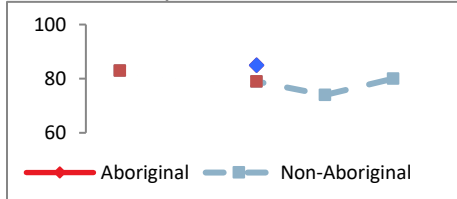
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	72	90
2019/20	-	-	-	-	-	-
2020/21	27	24	89	114	91	80
2021/22	12	11	92	87	72	83
2022/23	11	Msk	Msk	100	81	81

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



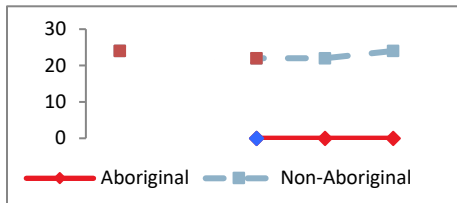
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	113	Msk	Msk
2021/22	12	0	0	87	Msk	Msk
2022/23	11	Msk	Msk	100	Msk	Msk

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



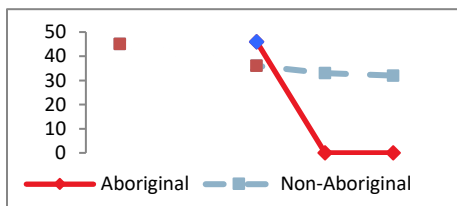
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	67	83
2019/20	-	-	-	-	-	-
2020/21	27	23	85	113	89	79
2021/22	Msk	Msk	Msk	88	65	74
2022/23	Msk	Msk	Msk	100	80	80

Are you satisfied that school is preparing you for a job in the future?



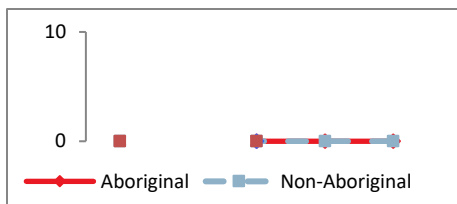
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	19	24
2019/20	-	-	-	-	-	-
2020/21	26	Msk	Msk	112	25	22
2021/22	10	Msk	Msk	87	19	22
2022/23	11	Msk	Msk	99	24	24

Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	36	45
2019/20	-	-	-	-	-	-
2020/21	26	12	46	113	41	36
2021/22	10	Msk	Msk	87	29	33
2022/23	11	Msk	Msk	98	31	32

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	27	0	0	112	Msk	Msk
2021/22	13	Msk	Msk	88	Msk	Msk
2022/23	11	0	0	100	Msk	Msk

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
CYIC	Children and Youth in Care. It refers to a child or youth who is in the custody, care of guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years “in the future”), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
Resident (student)	<p>Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools.</p> <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>
Students with Disabilities or Diverse Abilities (selected designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>

Data Collection of Estimated Enrolments for 2024/25, 2025/26 and 2026/27

Version 1 - Revised 12/12/23

Step 1: Enter your school district number here: Campbell River
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2023/24 Interim Base	Estimated Enrolment						Notes
		2024/25		2025/26		2026/27		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	695	695	695	695	695	695	695	
Summer Learning: Grades 8-9 Course Enrolment	28	28	28	28	28	28	28	
Summer Learning: Grades 10-12 Course Enrolment	9	9	9	9	9	9	9	
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	5,475.5625	5,527.0000	5,458.9135	5,577.0000	5,435.4090	5,627.0000	5,366.8543	
Continuing Education FTE (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Alternate Schools FTE (School-Age)	178.0000	180.0000	178.0000	180.0000	178.0000	180.0000	178.0000	
Online Learning FTE (School-Age)	26.0000	26.0000	26.0000	26.0000	26.0000	26.0000	26.0000	
Total Estimated School-Age Enrolment	5,679.5625	5,733.0000	5,662.9135	5,783.0000	5,639.4090	5,833.0000	5,570.8543	
Change from Previous Year		\$3.4375	-16.6490	50.0000	-23.5045	50.0000	-68.5547	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	5	5	5	5	5	5	5	
Level 2 Special Needs FTE	339	335	362	362	387	387	414	
Level 3 Special Needs FTE	166	176	181	181	198	198	216	
English Language Learning FTE	296	350	306	355	317	360	328	
Indigenous Education FTE	1,300	1,318	1,323	1,325	1,346	1,330	1,370	
Adult Education FTE (Non-Graduates only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	
Online Learning FTE Grades 10-12 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 3 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Online Learning								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Online Learning FTE Grades 10-12 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-February enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	

*Notes: Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2023/24 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2023/24 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2024/25. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2024 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2024/25	Comments:
Net provincial in-migration		From other districts.
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	53,4750	
Total Estimated School-Age Enrolment Movement	53,4750	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.
 Yes: No:

Step 5: Please provide a contact for follow-up questions:
 Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 72 Enrolment Estimates> no later than Thursday, February 15, 2024

**2024-2025 Annual Operating Budget
Development Schedule**

	Date	Time	Budget Activity
1	Wednesday, February 21, 2024	3:30 pm	District leadership team – share consultation plan
2	Wednesday, March 6, 2024	3:30 pm	District leadership team – review staffing plan
3	Tues, March 12 & April 9, 2024	7:30 pm	Public Board Meeting - update on budget progress/priorities
4	Thursday, March 7, 2024	3:30 pm	Student Budget consultation session
5	Wednesday, March 13, 2024	9:30 am	Consultation with Indigenous partner groups (virtual)
6	Thursday March 14, 2024	3:30 pm	Budget Function Committee meeting with partner groups
7	Tuesday April 2, 2024	1:00 pm	Senior leadership team – review budget progress/priorities
8	Wednesday, April 3, 2024	3:30 pm	District leadership team – review budget progress/priorities
9	Monday, April 15, 2024	1:00 pm	Senior leadership team – set recommendations
10	Wednesday April 17, 2024	9:30 am	Consultation with Indigenous partner groups – review final draft (virtual)
11	Tuesday, April 23, 2024	7:00 pm	District Parent Advisory Group Meeting
12	Monday, April 29, 2024	1:00 pm	Senior leadership team – review draft and make recommendations
13	Monday April 29, 2024	3:30 pm	Budget Function Committee Meeting with partner groups – final recommendations
14	Wednesday, May 1, 2024	3:30 pm	District leadership team – review draft
15	Monday, May 6, 2024	1:00 pm	Senior leadership team – review draft and finalize recommendations
16	Tuesday, May 14, 2024	7:30 pm	Public Board Meeting - review draft budget
17	Tuesday, May 28 2024	7:30 pm	Public Board Meeting - adoption of the budget and submission to Ministry for approval



**Guiding Principles for Decision Making
Budget Cycle 2024-2025**

The Board of Education will accept and carry out its responsibility and accountability in approving the annual budget.

In collaboration with senior management, the Board of Education has developed the following guiding principles which, in their entirety, will ensure the best educational and financial decisions for our students.

The Board of Education and senior management are committed to basing the budget process and decisions on the following guiding principles:

We will use a budget development process that is respectful, open and consultative with all educational partners: employees, parents, schools, and the community.

We will ensure that resources, whether they are human, material or technological, are allocated to best support student learning.

We will be comprehensive and open when communicating budget information; we will provide all budget facts.

We will ensure that budget decisions reflect the District's Strategic Plan and District Priorities (Learning and Support Services).

We will plan annually to manage the contingency reserve level, allowing us to ensure operational effectiveness and to manage the risks toward our school district and student learning.

We will ensure that school district initiatives not within our K-12 mandate are at least cost-neutral.

We will continuously strive to achieve efficiencies as a school district.

We will continue to build student success through the attraction, development and retention of employees who share our values of learning, collegiality and respect.

We will approve a budget with integrity, taking into account the elements of fairness and equity.

** Examples of school district initiatives not within our K-12 mandate would be education services identified as outside our mandate under the School Act and our core services. Examples of such programming includes the international program.*

*Approved by Board Motion
Date: February 27, 2024*