

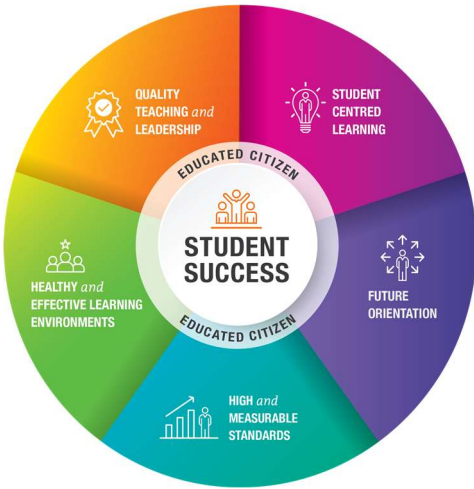
FRAMEWORK FOR ENHANCING STUDENT LEARNING

Policy Statement

School Act, Sections 8.3, 65 (1.1), and 81 and 168 (2) (t)

Boards of education will set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities ...

... Provincial, district, and school educational outcomes should align with the School Act, the Goals of Education and the Educated Citizen in Parts B and C of the Statement of Education Policy Order (Mandate for the School System).



STATEMENT OF EDUCATION POLICY ORDER

Mandate for the School System

School Act, Section 169 (3)

Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy

The Educated Citizen

A quality education system assists in the development of human potential and improves the well being of each individual person in British Columbia society.

Continued progress toward our social and economic goals as a province depends upon well educated people who have the ability to think clearly and critically, and to adapt to change.

Progress toward these goals also depends on educated citizens who accept the tolerant and multifaceted nature of Canadian society and who are motivated to participate actively in our democratic institutions.

Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.


We have a collective mandate to develop the “educated citizen.” which is also defined as including:

- **Intellectual Development** – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- **Human and Social Development** – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- **Career Development** – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

BC CURRICULUM CORE COMPETENCIES

C	T	PS
<p>Communication -The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.</p> <p>Communicating Collaborating</p>	<p>Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.</p> <p>Creative Thinking Critical and Reflective Thinking</p>	<p>Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.</p> <p>Personal Awareness and Responsibility Positive Personal and Cultural Identity Social Awareness and Responsibility</p>

Revelstoke School District No. 19



4

Schools

In

Total

1

Grades 8–12
Secondary
School

3

K–7
Elementary
Schools

143

Staff

Class Sizes Averages

Kindergarten 17.5
Grades 1-3 20
Grades 4-7 19.6

Revelstoke Secondary School
73 Courses with 1-20 students
59 Courses with 21-24 students
41 Courses with 25-29 students
0 Courses with over 29

Class Sizes Limits

K – 20
Grade 1 to 3 – 22
Grade 4 to 12 - 29

1,082 + 21 International Student Population

Child Care Resource and
Referral plus Revelstoke
Child Care Society Programs
on 2 School District Sites

16.5

Million Operating
Budget 2023-2024

Board of Education

We believe in a school district that:

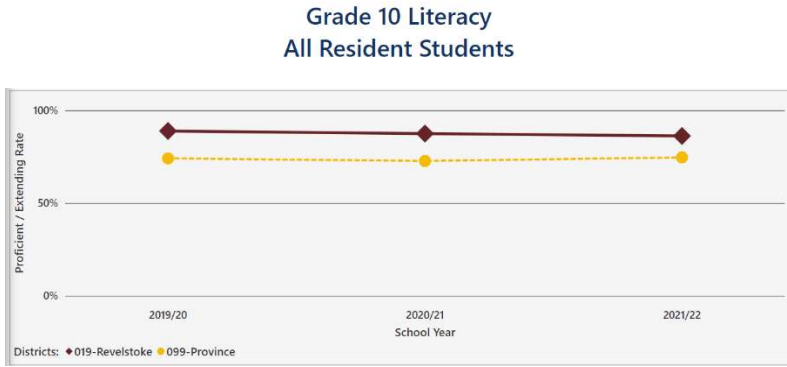
- nurtures a joy for learning.
- strives for the physical, mental and emotional well-being for all.
- supports the development of diverse communication skills and creative, critical and reflective thinking.
- improves equity and outcomes for Indigenous students and students with disabilities/diverse abilities.
- upholds the ideals of social and environmental responsibility at both the individual and societal levels.

Our Goal

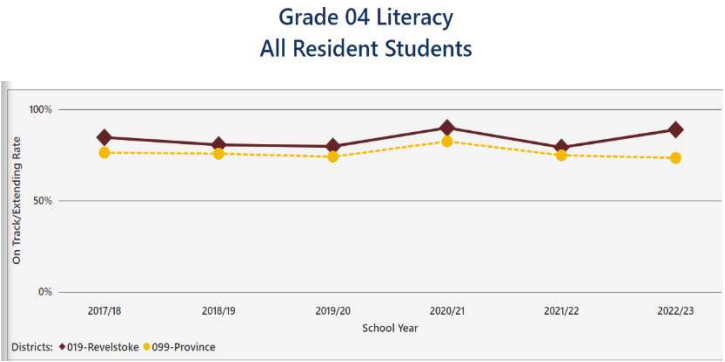
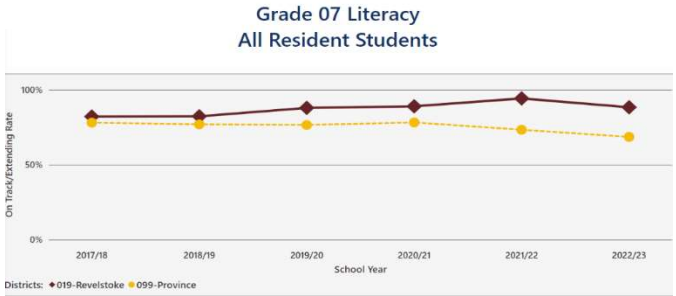
Student Learning Goal

We will create purposeful learning environments that seamlessly incorporate the three core competencies into every facet of the curriculum. This will prepare students to enter the next stage of their lives with career life choices, flexibility of understanding and sense of self worth.

What We Do Well “Our Strength”



Literacy Data Walk



Next Steps

Activate | Designing & communicating | Feb/March

- Presentation to PAC, SD 19 Committees, students, staff and partner groups
- Feedback opportunities in presentation and online

Acquire | Listening and synthesizing | March/April

- Collate feedback
- Board meeting to adopt Beliefs and Learning Goal

Apply | Collaborate/deferring & creating | May/June

- Writing team

Align | Creating aligned operational & school learning plans | May/June

- Schools & Departments

Areas for Growth

Not all grades had the same questions in the survey

Student Learning Survey	Gr. 4	Gr. 7	Gr. 10	Gr. 12	Agree/ Strongly Agree	Most of the Time/All the Time
	%	%	%	%		
Are you satisfied that school is preparing you for a job in the future?			32	38		✓
Are you satisfied that school is preparing you for post-secondary education?			48	48		✓
At school, are you learning creative ways to think of new ideas?	43	57	38	35		✓
At school, are you learning to be a critical thinker?		62	41	36		✓
I am satisfied that in school I am learning basic reasoning skills that I need for the future			57	64	✓	
Can you explain your thinking and describe to others how you solve problems?	38	63	47	58		✓

Parent Student Learning Survey	2022 – 23 % for yes
Do you think the BC education system is preparing students for transition to the work force after graduation?	33
Do you think the BC education system is preparing students for transition to post-secondary?	33
Is your child learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	64
Is your child learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	69
Is your child being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	69

Alignment with Ministry of Education and Child Care and Local data & Voice

The Board of Education supports the mandate of the public education system for the province of British Columbia as expressed in the School Act, Provincial Regulations, Provincial Policies, Orders in Council, and Ministerial Orders. The Board of Educations’ Strategic Plan sets out a clear vision for public education in SD19. The Strategic Plan is the north star for our school district, guiding our priorities and allocation of resources.

We believe collecting diverse voices ensures a more comprehensive understanding of the educational landscape and promotes equity and inclusivity in education. The Boards priorities focus on provincial alignment with emphasis on local Revelstoke data and voice.