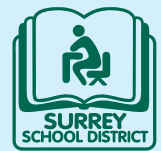




16th Annual Report On Student Achievement 2009/2010



Surrey Schools...
Keeping Learners at the Centre



Submitted by the
**Improving Student
Learning Committee**

16th Annual Report on Student Achievement 2009/2010

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Introduction

The Surrey School District's Improving Student Learning Committee is pleased to issue its Sixteenth Annual Report on Student Achievement for the 2009/2010 school year.

This report provides a summary of evidence of student achievement and outlines the many initiatives directed at improving results.

Over the years, the district's Improving Student Learning Committee has supported and coordinated evidence of the many initiatives, programs, services and learning opportunities available to students, as well as those that promote best practices and professional learning for our educators. The Surrey School District continues to take a provincial leadership role in teaching and learning. In response to emerging research and knowledge, many strategies and initiatives have been developed to address the specific needs of our very diverse learners and to improve student success. The report describes and celebrates the success of many of these programs and initiatives.

Our district is committed to providing a well-rounded education for our students. We offer a rich variety of learning experiences, enabling our students to explore interests and excel in many ways. In addition to academic programs, students develop skills through: Visual and Performing Arts; Technology; Physical Education and Athletics; the study of language and culture; and through school programs and activities that promote leadership and social responsibility.

Through all of these initiatives, the district has focused attention on, and is growing professional expertise in using effective assessment practices to guide instruction.

As a result of the committee's work and the efforts of a large number of teachers, principals, vice principals, and district and support staff, there are many positive results to be reported for 2009/10, including:

- The district's Phonemic Awareness (reading readiness) initiative reduced the number of kindergarten students experiencing difficulties recognizing letters and associated sounds by 20 per cent.
- The percentage of English 10 students receiving C+ or better in English 10, a core subject in the graduation program, increased from 62 per cent in 2008/09 to 64 per cent in 2009/2010.
- The district is within one per cent or above the provincial average pass rate in all required provincial examinations for Grades 10 through 12 except Math 10 which is within two per cent.
- The percentage of students making an immediate transition from graduation to post-secondary has increased from 50.4 per cent in 2004/05 to 57.8 per cent in 2008/2009.
- 58 students received \$1,000 Secondary School Apprenticeship (SSA) scholarships.
- District students competed and won at regional, provincial, national and world skills competitions for trades and technology.
- Eight Surrey Science Fair projects qualified for the Canada-Wide Science Fair held in Winnipeg.
- Close to 12,500 students participated in music, dance or theatre Fine Arts performances.

The committee is very pleased with the overall progress that has been made since its mandate was established more than 16 years ago. During that time:

- There has been a steady improvement in provincial examination results.
- Early interventions in kindergarten and the primary years have grown and shown positive results.
- Leadership skills development has become an integral component of social responsibility.
- Growth in enrolment and participation in Fine Arts, Applied Skills, and Career Education have contributed to a rich and varied selection of learning experiences that provide a well-rounded education for our students.

The Improving Student Learning Committee offers its sincere gratitude to the Surrey School District's teachers, principals, vice principals and support staff for their effort and dedication in responding to the needs of over 68,000 learners,

challenging students to attain higher levels of achievement, helping them to grow personally and socially, and assisting them in choosing pathways to a preferred future. As the district motto says, we are Keeping Learners at the Centre.

More detailed information and statistics regarding student performance are available in the Surrey School District Achievement Contract on the district's website at www.sd36.bc.ca.

Our Graduates

Education shapes children's development and contributes to their success in life, as well as to the economic and social well-being of our community and province. Graduates from schools in Surrey are well prepared for post-secondary education and work.

To graduate, students must complete five provincial examinations: English 10, Science 10, Mathematics 10, Social Studies 11 or equivalent and an English 12 or Communications 12. Surrey students consistently achieve high results, comparing well with the province-wide rate.

Percentage of students achieving a C- (pass rate) or better on required provincial exams (2009/10)

	ENGLISH 10	MATHEMATICS 10	SCIENCE 10	SOCIAL STUDIES 11	ENGLISH 12
Surrey	95%	91%	95%	97%	98%
BC	96%	93%	95%	97%	98%

Ninety-three per cent of students eligible to graduate at the beginning of Grade 12 typically do so, with 43 per cent graduating with honours in 2009/2010.

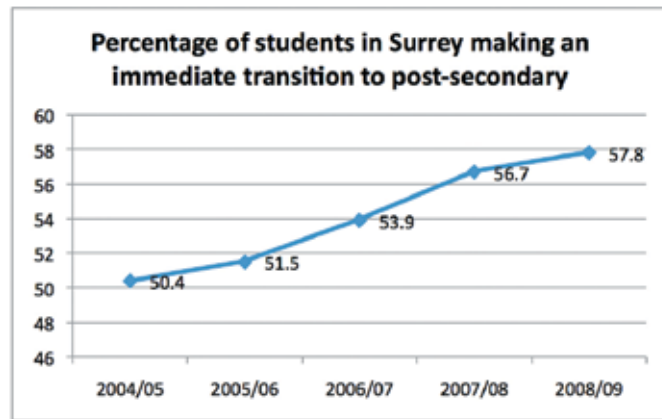
Surrey's completion rate has remained relatively constant over several years and was at 82 per cent for 2009/2010—three per cent above the rate for all public schools.

Another province-wide measurement is the "completion rate"; the proportion of students who successfully complete school within six years of beginning Grade 8 for the first time. Surrey's completion rate has remained relatively constant over several years and was at 82 per cent for 2009/2010—three per cent above the rate for all public schools. However, at 52 per cent, the rate for Aboriginal students is significantly lower. The district committed in the 2008 Aboriginal Enhancement Agreement to improve Aboriginal student results and progress has been made. For 2009-10, the completion rate for Aboriginal students increased by 10 per cent over the previous year and is higher than the 51 per cent rate for all public schools.

Graduates Report Back

In order to improve how the district prepares its graduates, students are surveyed in Grade 12 and again a year later about their plans and actions after graduation, as well as about what their learning has meant to them.

District survey results indicate 69 per cent of students make plans to attend post secondary while still in Grade 12 and a year later, most (61 per cent) had fulfilled their ambition. Preliminary statistics from the Ministry of Education report that from 2005/06 to 2008/09, the number of Surrey students making an immediate transition to post-secondary increased by eight per cent to 58 per cent of the graduating class. For those students who do not immediately go on to post secondary, another 25 per cent stated they planned to enrol in post-secondary within five years of graduating.



For the last year surveyed, 29 per cent of Surrey graduates attended Kwantlen Polytechnic University. Research universities like UBC and SFU attracted about 20 per cent of graduates. The local SFU campus, SFU Surrey, attracted another 14 per cent of grads. These statistics are similar to a province-wide trend, where students enrol in post-secondary close to where they live and also reflect the expanded degree options available in regional universities.

More girls (39 per cent) than boys (28 per cent) reported attending post secondary, although BCIT attracted more boys than girls.

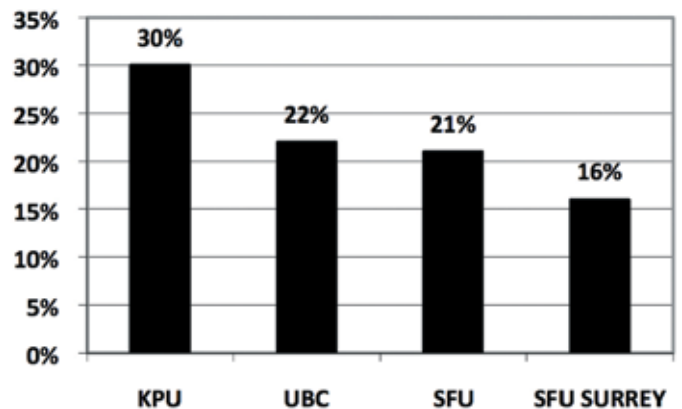
The most common post-secondary study choices were business, sciences, law, medicine, trades/technical, engineering, fine arts, teaching, accounting and nursing.

Most graduates were very positive when asked about their secondary school experiences, and within one year following graduation, most students felt very well or moderately well-prepared overall, even in the key skills of reading and mathematics.

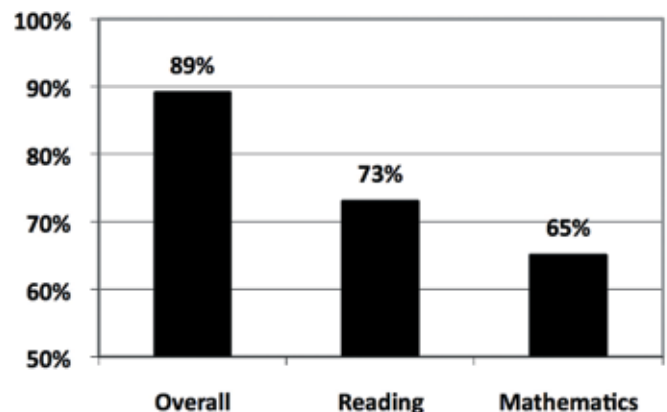


More girls (39 per cent) than boys (28 per cent) reported attending post secondary, although BCIT attracted more boys than girls.

2009/2010 Percentage of Surrey graduates choosing each institution



2009/2010 Percentage of Surrey graduates satisfied with their preparation for post-secondary



Literacy

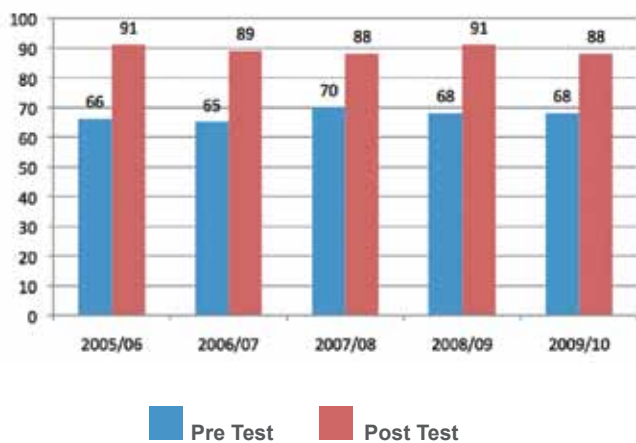
Literacy development is a critical part of every program and curriculum area at all grade levels. Literacy instruction supports all learners as they strive to become independent and critical readers, writers, speakers and thinkers. The Surrey School District's key principles for student literacy are:

- All support must be tailored to meet the specific needs of the student.
- The level and type of support must be determined by informal methods such as student observations and conversations, and by formal methods such as testing.
- Effective instruction begins with the teacher modelling the process, followed by many opportunities for students to practice with support before finally applying their new thinking and learning.
- To move forward with literacy, students must become aware of their own thinking and learning and how to identify their own "next steps".
- Teachers, not programs, are central to a student's success. No commercial product, regardless of its quality, can be as effective or replace a knowledgeable teacher whose instructional decisions are based on the needs of each student.

Through district and school staff initiatives, teachers are provided with effective classroom literacy tools and programs. Many of these tools have been developed by Surrey School District educators based on current research. Teachers also receive ongoing professional development to learn about and share effective literacy practices.

The district has developed several literacy initiatives described below, designed specifically for each stage of a student's development, as well as for addressing specific learning challenges students may have.

Percentage of students demonstrating success in acquiring Phonemic Awareness Skills



Any students who are identified as having difficulties are provided with targeted instruction and reassessed in May. Results consistently show marked improvement over time.

Kindergarten Phonemic Awareness

This initiative serves to identify students who have difficulty in acquiring phonemic awareness (hearing, identifying and playing with sounds in words). Using an assessment tool developed by Surrey teachers (the Early Literacy Phonemic Awareness Test), all kindergarten students are assessed in January. Any students who are identified as having difficulties are provided with targeted instruction and reassessed in May. Results consistently show marked improvement over time.

Inner-City Early Literacy Project

Now in its tenth year, this initiative supports our most vulnerable kindergarten and Grade 1 inner-city students. Teachers are provided with additional staffing, specific programming and literacy resource materials. These additional, school-based resources are critical in building solid literacy skills for "at risk" students.

Developing Readers

Developing Readers is a program for teachers, providing them with opportunities for ongoing, school-based professional development. The program explores techniques that make a significant difference in students' learning. Teachers work together to create learning experiences that engage students through reading, writing and oral language across the curriculum. Ultimately, students

are supported to become independent readers and thinkers who know how to create meaning with all forms of text. In 2009/2010, nearly two-thirds of district elementary and secondary schools were involved in this initiative.

Making Connections

The district recognizes the special challenges facing students as they transition from elementary to secondary school. This two-year initiative involves 20 elementary and secondary schools in a collaborative effort to effectively bridge reading and oral language to improve writing.

Secondary Leadership

English and Humanities department heads within the district attend regular sessions facilitated by district Helping Teachers and leading educators from around the province. These sessions focus on key issues, including: effective assessment practices; understanding new curricula; and responding to student diversity through differentiating instruction.



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Early Learning

Early learning is defined as the knowledge, skills and dispositions that preschool children acquire in the years before they enter school in key developmental areas: cognitive, physical, language and communication, social and emotional. Early learning takes place in homes, preschools, child care environments, early learning centres and increasingly, in our schools.

The district offers a range of early learning programs in partnership with the Ministry of Education, the community and our parents.

Ready, Set, Learn (RSL)

The Ministry of Education sponsors this program to prepare young children for school, as well as to support the continued learning and development of preschoolers. The role of schools in the RSL program is to establish a connection between the home and school for families of pre-schoolers by recognizing and supporting parents or other caregivers as a child's first teacher. Schools also promote the value and relationship of play in early learning activities, as well as the importance of oral language as the foundation for the development of early literacy skills in young children.

PALS (Parents as Literacy Supporters)

PALS is a family literacy program developed to help parents support their child's early literacy development (language, literacy and numeracy). The initiative assists parents in gaining a greater awareness of their child's social, emotional, cognitive and physical development. Parents develop their own literacy skills and learn the importance of their role in assisting their child's literacy development.

The program focuses on three and four-year-olds and consists of ten sessions structured to provide parent support



The role of schools in the RSL program is to establish a connection between the home and school for families of pre-schoolers by recognizing and supporting parents or other caregivers as a child's first teacher.

and family time. Parents/caregivers spend time with their child doing a variety of activities. Parents/caregivers also have sessions together that include discussions about classroom roles and activities, and opportunities to debrief. Sessions run in the evenings, early mornings or at other times based on the needs of the community.

Through PALS, families become comfortable in their schools. Parents interact with and support each other and become more aware of when to actively help their children and when to encourage their children to do activities on their own. The PALS program also connects parents/caregivers with other family literacy programs as their child enters kindergarten. PALS has expanded from 30 sites to 38 sites in 2010/2011.

iPALS

(Parents as Literacy Supporters in Immigrant Communities)

Similar in format to PALS, this program focuses on new Canadian families with young children. Besides helping new immigrant families settle into their community, iPALS provides a welcoming, supportive learning environment for family members to develop language and literacy abilities, integrate into a neighbourhood school and build relationships with teachers, administration and other school staff.

The iPALS program is located at Senator Reid elementary in a three-year pilot project running January 2008 through December 2010. The program is supported with a grant from 2010 Legacies Now. Although the grant has been completed, iPALS continues to be supported by the Surrey School District.

Welcome to Kindergarten

This program consists of a school workshop for parents/caregivers of incoming kindergarten students. Parents/caregivers receive early literacy resources (books, information) and learning strategies for using the resources with their children. There were 38 participating schools in 2009/2010.

Play, Connect, Learn

Many students beginning kindergarten at inner-city schools have not had the same opportunities as other children to participate in age-appropriate activities to develop social and emotional skills important to success in school. Play, Connect, Learn provides pre-kindergarten children and their parents/caregivers with the information, experiences, skills and confidence to make a successful transition into kindergarten. The program is play-based with a focus on language and is geared towards children who have had little or no prior experiences with formal early childhood programs.

Play, Connect, Learn is run at eight school sites for two weeks in July in collaboration with the Community-Schools Partnership program.

SPARK (Supporting Parents Actively Reading with Kids)

SPARK is a family literacy program developed by the district for parents who speak a language other than English. There are three main goals for the program:

1. Help parents of kindergarten children develop a better understanding of how they can support their child's language and literacy learning at home.
2. Help parents with limited English language skills or limited literacy skills understand the importance of sharing books with their kindergarten child.
3. Promote schools as welcoming places for non-English speaking parents who have limited or no prior experience with public schools in Canada.



Many students beginning kindergarten at inner-city schools have not had the same opportunities as other children to participate in age-appropriate activities to develop social and emotional skills important to success in school.

Numeracy

A new provincial mathematics curriculum was implemented in 2007. The district's focus continues to be developing student "numeracy"; the ability to reason with numbers and other mathematical concepts and apply those skills in "real life".

Assessment tools developed by teachers for teachers give insight into a student's thinking and knowledge of math concepts beyond rote memory. The Ministry of Education's Foundation Skills Assessment (FSA) provides information about students' general achievement level with numeracy.

There are several initiatives aimed at assisting students to understand and improve their numeracy skills, including intervention programs to assist struggling math learners.

"Making Math Happen"

This district numeracy project involves working with math teams at 49 elementary schools and 21 secondary schools, learning centres and inter-agency programs, to develop teaching strategies and build a support network. Organizers deliver presentations at PAC meetings, demonstration lessons at schools and facilitate staff discussions around the school's numeracy goals. Workshops are also held throughout the year for teachers, administrators, Special Education Assistants and Strong Start Facilitators to share and enhance numeracy support.

Parent involvement

In order to promote understanding of the changes to the math curriculum, information sessions and presentations for parents have been held at PAC meetings and several other parent forums. Parents were provided with opportunities to experience their child's mathematical learning.

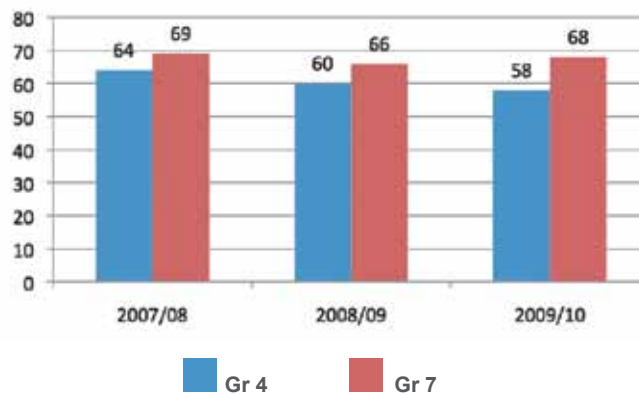
Transition sessions

Sessions were held for Grade 7 teachers to meet and work with Grade 8 math teachers and math department heads to support collaboration regarding the needs and capabilities of students transitioning into secondary school.

Future directions

The district is expanding its numeracy initiatives to include more schools and involve more parents and teachers. Math leaders in schools will be supported in facilitating discussions that promote the latest, best practices for developing student numeracy. Ongoing, effective assessment practices remain a key part of the process to identify struggling learners and provide support specific to their needs.

Percentage of students meeting or exceeding expectations in FSA Numeracy



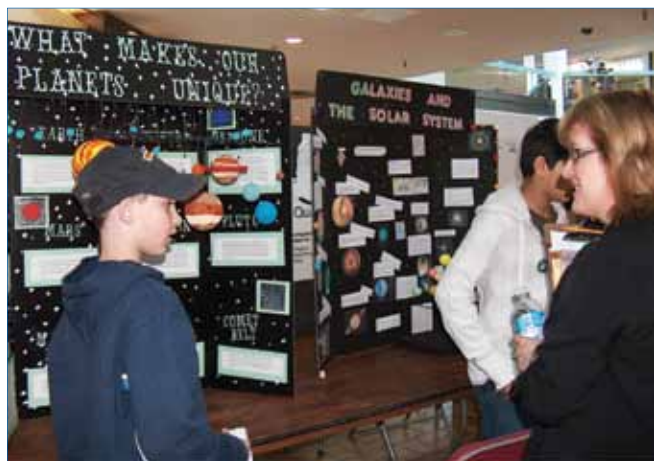
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Science

Science instruction is most effective when learning experiences are engaging, interesting, relevant and meaningful to the students being taught. Through many science-related events and ongoing professional development, the district encourages active learning for students and teachers. Science programs include:

Three Surrey schools were each awarded \$1,000 in the Green Games, an initiative of Science World, Terasen Gas and BC Hydro.



The district Science Fair was held at Surrey's Central City with 200 students from 40 schools demonstrating science inquiry into chosen topics.

Salmon In Your Classroom

Salmon In Your Classroom is an ongoing, joint initiative with the Department of Fisheries and Oceans that involves students from 56 Surrey schools in raising Coho salmon eggs. Over 3,000 salmon fry were released into local streams during 2009/2010.

Science Fairs

The district Science Fair was held at Surrey's Central City with 200 students from 40 schools demonstrating science inquiry into chosen topics. Students in Grades 7 to 12 also entered the South Fraser Regional Science Fair held at the Surrey Kwantlen Polytech campus. This was a collaborative effort involving Surrey and Delta school districts along with Simon Fraser University. The eight winning Surrey projects qualified for the Canada-wide Science Fair held in Peterborough, Ontario.

Environmental Sustainability

Three Surrey schools were each awarded \$1,000 in the Green Games, an initiative of Science World, Terasen Gas and BC Hydro. Fraser Heights Secondary students participated in the Sustainability Project sponsored by the Pembina Institute. The project focused on identifying waste reduction initiatives at the school.

Junior Science Challenge

This project involved 26 teams of Grades 8 and 9 students from nine schools who completed challenges requiring students to demonstrate their scientific literacy.

Mitchell Odyssey Foundation

In recent years, seven secondary schools won \$25,000 grants from the foundation to be spent over a five-year period. The primary goal of the grants is to enrich the learning experience for students aged 12 to 14 and inspire them to take senior-level science courses and consider science-related careers. The funds were used to purchase new equipment and provide field trip opportunities.

Environmental Considerations

Surrey School District continues to promote science learning with a global and environmental focus. The district also continues to offer and expand science education initiatives with the assistance and participation of local environmental agencies. The K-9 Science Performance Standards that will help teachers engage students in active science learning are being refined in partnership with other Lower Mainland school districts.

Physical Education

Improving students' attention to physical fitness and their understanding of the factors influencing healthy living – 2009/2010
Surrey Board of Education Goal

Through innovative initiatives delivered by the Physical Education Department, the Surrey School District continues work to increase the quality of physical education and the quantity of physical activity.

ELEMENTARY PROGRAMS

FitKid Coach Program

This unique program developed in Surrey encourages Grade 6 and 7 leadership students to become ambassadors for fitness education within their schools and communities. In 2009/2010, more than 1,200 student leaders learned about health, fitness, proper training techniques and nutrition and used this training to help more than 15,000 classmates learn healthy habits for growing bodies and lifelong fitness. In four years, the FitKid Coach Program has expanded to 42 elementary schools involving a specially-designed “Train Like the Pros” fitness circuit which focuses on agility, balance, coordination, speed, reaction, endurance, flexibility and strength. The program has since added the BC Lions and Dasani as sponsors.

ABC Fitness

A key progress indicator for student physical fitness is the ABC Fit Assessment where students are required to demonstrate certain levels of aerobic fitness, balance and core strength. While traditional fitness testing like the Canada Fitness Award (1970) focused on the health-related components of fitness, it did not address the goal of promoting lifelong physical activity. Children are obviously not small adults and the tests need to be age-appropriate and safe, while promoting learning and positive attitudes about fitness.

The ABC Fit program is an important shift as the focus is on functional (used daily) fitness. Once all students acquire this level, they will be better prepared to advance to more performance-based tests.

On the pre-test, the majority of students fell into the “Emerging” category for the three categories of aerobic fitness, balance and core strength. However, in post-testing, the majority of students reached the “Accomplished” category, indicating significant improvement throughout the year.

RBC Wicket Cricket

Over a span of four weeks, students and teachers were introduced to the game of Cricket. This professional development model had two cricket coaches provide equipment and lead instruction for Grades 4 to 7. Teachers were left “homework” from each lesson that they were to practice with their students during the other PE classes throughout that week.

The coaches then returned the following week to build on the previous lesson. The project culminated with a Playday at Newton Athletic Park. In its second year, 20 elementary schools are playing RBC Wicket Cricket.

SECONDARY

Physical Education Survey

The district wanted evidence that PE programs are meeting the needs of students. The secondary Physical Education departments surveyed Grade 8 to 10 students in second semester about many topics related to timetabling, motivation, enjoyment, course satisfaction, fitness, health, nutrition and assessment and evaluation practices. Some items that surfaced from the survey:

- Students strongly felt that PE provides an opportunity to improve fitness.
- PE has a good mix of activities.
- Boys prefer co-ed classes.
- Twenty per cent of students recognize they are mostly sedentary.



Athletics

Thousands of students throughout the district participate in athletics every year and school teams often compete and win at the provincial level. Athletics serve to:

- extend the physical education program,
- help students set personal goals with commitment and responsibility,
- increase school spirit,
- encourage good sportsmanship,
- increase physical activity opportunities.



Elementary Athletics

Students from Grade 6 and 7 may participate in seven different sports at various times of the year, while students in Grades 3 to 5 have two options for extra-curricular athletics. The Surrey Elementary Athletics Society (SEAS) governs and coordinates the leagues. More than

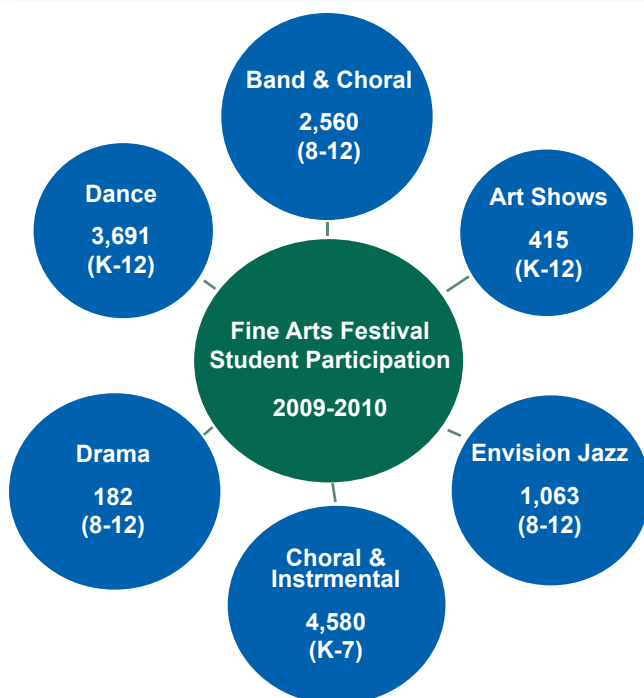
60 per cent of all eligible elementary students participate in after-school athletics in badminton, basketball, cross country, soccer, track and field, ultimate and volleyball.

Secondary Athletics

Students in all secondary grades in the district have opportunities to participate in a variety of sports throughout secondary school. When appropriate, competition for a sport takes place in different divisions to reflect the general physical size and capabilities of students at different ages/grades. Typically, there is a Grade 8 division, Junior division (Grades 9 & 10),

and Senior division (Grades 11 & 12). The Surrey Secondary Schools Athletic Association (SSSAA) governs and coordinates the leagues. About 20 percent of our secondary students participate in extra-curricular sports including badminton, basketball, cricket, cross country, field hockey, football, golf, rugby, soccer, track and field, volleyball and wrestling.

Fine Arts



The key goal of the Fine Arts program is to enhance student learning through and in visual arts, dance, drama and music. Experiencing the arts is critical. The program's overall objective is to create an environment that values uniqueness and risk-taking, while encouraging self-expression and creativity.

Fine Arts District Festivals:

Participation in the Fine Arts Festivals continues to grow every year. Through these festivals, students have the opportunity to display their artwork, present choral, instrumental and dance performances and participate in theatrical works in classrooms, local shopping centres, community halls, school theatres and at a professional venue at the Bell Performing Arts Centre.

Envision Jazz Festival

The Envision Jazz Festival sees students from Surrey and all over the Pacific Northwest participate in three days of jazz workshops, performances and competitions. The Envision Jazz Festival gives students an opportunity to perform as professionals in a world-class venue and to work with some of the finest professional jazz musicians in North America.

Learning through the Arts

This dynamic education program provides Surrey School District teachers with creative tools to teach core curriculum through the arts. Students with wide-ranging learning styles experience success through active and motivating art experiences that help build their self-confidence. Thirty-three elementary and secondary classrooms in 15 schools participated in Learning through the Arts in 2009/2010.

In 2009, Bear Creek Elementary incorporated Learning through the Arts into its long-term planning with the goal of becoming a centre for excellence in teaching and learning through the arts.

RBC Take P-Art

Through the RBC Take P-Art program, disadvantaged elementary students are given the opportunity to see professional artists perform on a professional stage, participate in workshops with those artists and share what they have learned with each other at the Bell Performing Arts Centre. In 2009, the theme was “On with the Dance!” and featured award-winning Latin dance troupe *Grupo América*.

Vancouver Symphony Orchestra Education Program

The VSO Education Program introduces symphonic music to elementary and secondary students and integrates these musical experiences into other curricular areas such as Science, Language Arts, Social Studies and Technology.

Band 7 and Core Music

Specialist music teachers provide a core music program and Band 7 program in every elementary school. Through these programs, students learn to sing and play a musical instrument, are introduced to a great variety of music from all cultures and genres and create their own music.

Artists in Education (ArtStarts) Program

Through performances, workshops and residencies, to date, more than tens of thousands of Surrey students have been introduced to traditional and cultural events in dance, theatre, music, literary, media and visual arts.



Aboriginal Education

The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture and language. The district believes all Aboriginal learners can experience success through public education.

The district approach seeks to align services between the Aboriginal Education Department and district staff, with an inclusive approach for Aboriginal learners at their schools. It is the firm belief of the district that all stakeholders share responsibility for the academic, social and emotional well-being of the Aboriginal student.

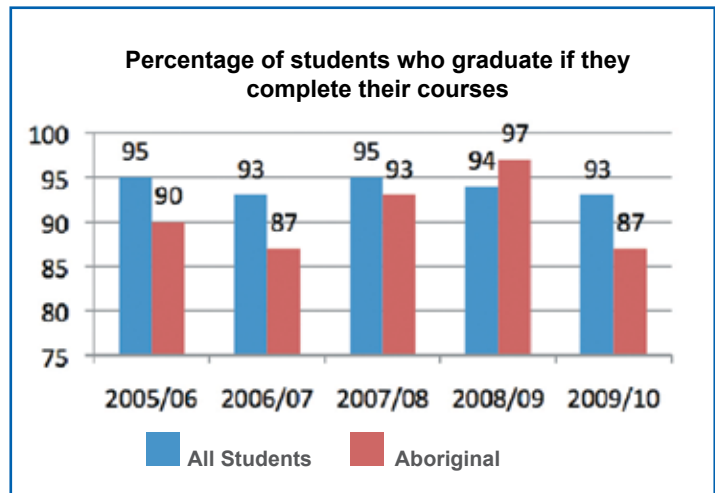
The board goals for last year and for 2010/11 include continuing to work on closing the achievement gap between Aboriginal students and their non-Aboriginal peers.

Two years into the Aboriginal Enhancement Agreement involving local Aboriginal communities, the Surrey School District and the Ministry of Education, it is encouraging to see some of the goals being met, yet with only two years of data, making observations is challenging. Results for literacy show improvement in several indicators, including gains in Foundation Skills Assessment results (FSA) of up to eight per cent and the district reading assessment (RAD36) of up to 14 per cent. There was an increase of two per cent for Aboriginal participation in English 10. Furthermore, Aboriginal students continue to achieve as well as their non-Aboriginal peers on the kindergarten Phonemic Awareness test.

An important concern is the “six-year completion rate” as it remains low for Aboriginal learners. However, there has been considerable improvement over the previous year. The percentage of Aboriginal students completing high school within six years of beginning Grade 8 for the first time, increased 10 per cent to 52 per cent in 2009/10.

A research project was initiated which looked at the academic trajectories of Aboriginal students who did not complete within the six years. The research study clearly demonstrates that there are many reasons why these students found school a challenge. Many had learning designations, social or behavioural problems, or had attended numerous schools leading to low academic success and often suspension from school.

The district has worked to help these students by establishing a teacher advocate for each student at 14 secondary schools and one learning centre. These teacher advocates participate as part of a support team, consisting of an administrator, counsellor, resource teacher and Aboriginal worker. The intent is to create a wrap-around support service to ensure Aboriginal students are identified and that their academic, social and emotional needs are met. The hope is that this will promote a positive relationship that will empower the learner and support graduation.



In Surrey, many Aboriginal students *are* succeeding and a ceremony honouring 96 Aboriginal 2010 graduates and Grade 11 honour roll students was held at the Surrey Arts Centre with more than 300 parents, guests and district staff. The event included commencement and awards, entertainment and a keynote speaker.

Foreign Languages

Surrey students have the opportunity to benefit from a range of language programs including three major French programs: French Immersion, Intensive French and Core French. Additional language programs include Spanish, Punjabi and Japanese. Students enrolled in these programs benefit in three key learning areas:

1. Literacy
At a fundamental level, language learning contributes significantly to literacy learning. Strategies learned in the new language further develop English language competency.
2. Cultural understanding
Language programs include cultural components, as well as community and global connections. Field trips and cultural events organized throughout the school year enhance the student's language development and cultural sensitivity.
3. Communication
Not only do students develop skills in new languages, they also develop strategies for communicating in a variety of situations, even in languages that may not be familiar to them. The ability to communicate through negotiation strategies and personal and cultural connections is a valuable life skill.

French Immersion

An increasing number of students are learning French in Surrey. A total of 16 Surrey schools offer French Immersion programs, including early (kindergarten entry), late (Grade 6 entry) and secondary (Grades 8-12). Learning in French Immersion has improved as evidenced through specific assessment in reading comprehension and oral language competency. Students have experienced an increase in motivation and engagement as a result of the integration of technology.

In order to connect students to real-world language learning, cultural and community events are organized to expand students' classroom experiences. Collaboration among the schools, the parent community and Canadian Parents for French contributes to the success of these initiatives.

Intensive French

This program is offered in five elementary schools and provides students with an intensive period of French language instruction in Grades 6 and 7. Students continue to build on their intensive French experience by enrolling in Enhanced French Grades 8, 9 and 10; available in three different high schools. Extensive assessment of these students' speaking and writing skills has confirmed an impressive rate of language acquisition and fluency.

New initiatives - assessment

There is a new development in the Surrey School District and across the province that is having a significant impact on our French learners. It is the introduction of The Common Framework of Reference for languages and the accompanying certifications validating language competency.

Core French and other languages

Enrolment continues to be strong in Core French, Spanish, Punjabi and Japanese language programs. Teachers seek out special cultural opportunities for their students including drama, dance, music, art, cinema and cooking to increase student engagement. Students are encouraged to participate actively in a range of task-based projects in order to develop language competency in real-life scenarios.

DELFL Exam

Through Surrey's leadership in establishing the *Centre DELF scolaire de la C-B à Surrey*, 280 students across the province were able to benefit from this certification process. DELF (Diplôme d'études en langue française) exams were administered in five Surrey high schools in April 2010, with nearly all candidates earning this international diploma. The DELF process has been instrumental in aiding teachers to identify strengths and areas needing focus, by clearly assessing levels of competency across all four communication skills.

DELFL exam (French language certification) results in Surrey

	Number of Candidates	Diplomas	Grade Level	Program	Success Rate
Beginner	32	29	12	Core French	90.6%
Advanced	33	30	11, 12	Immersion	90.9%

Information and Communications Technology

The district continues to prepare students to more fully utilize technology as a powerful tool for learning. It is understood that information skills are vital in the 21st century. Work is guided by the district technology plan with an emphasis on building the capacity of people and systems. The objective is to achieve greater student engagement and success through the integration of technology into student learning.

Technology infrastructure

In order to improve equity and access, in collaboration with the district's Information Management Services, a stable, reliable communication infrastructure has been installed in the majority of the schools and continued to be refined in 2009/2010.

- More than 40 elementary schools received 900 computers in the form of upgrades and modernization by the end of June 2010.
- A total of 13 secondary schools received 890 computers as part of upgrading and modernization, with installation beginning in July 2010 and completion scheduled for mid-December 2010.
- As part of a district commitment to sustainability, 1,450 pieces of obsolete computer equipment will be removed from 13 secondary sites by December 2010.
- Secondary and elementary sites are beginning pilots for the new Windows 7 operating system as the district continues to move forward adopting new technology.
- Digital document cameras were introduced into more than 25 schools to promote teacher creativity and innovation within lessons.
- All secondary schools are on individualized security firewalls resulting in improved access for students at both secondary and elementary sites.
- George Vanier Elementary was the recipient of a \$25,000 technology grant from Best Buy for the innovative use of technology in the classroom.

Many schools now routinely post school newsletters and other information for download directly from their websites.

Student Projects

Technology is used by students as a tool for learning in a variety of courses and programs. For example:

- French Immersion students are engaged in video conferencing projects across the district to support oral language skills.
- Mobile technology is in the pilot phase at several elementary sites to improve student engagement and enhance access to digital resources, with the goal of improving reading, writing, numeracy and study skills.
- Student leaders (iDEAS 36) are creating narratives using video podcasts to enhance the impact of expression and storytelling.
- Students at both the elementary and secondary level are engaging in writing and peer commentary through the use of Wikis and blogs monitored by classroom teachers.
- Students across all grades continue to use digital camera and video technology to improve their communication and presentation skills.

Home Communications

About 80 per cent of all Surrey district schools have established websites to improve communication with parents, students, staff and the community. Many schools now routinely post school newsletters and other information for download directly from their websites.

Educating the educator

The district recognizes teachers should be current with today's technology and exposed to its potential as a tool for learning and for continuing professional development. The "Technology Partners Program" continued in 2009/2010 with 33 schools participating, including 150 teachers and administrators. The project emphasized the use of technology to develop cross-curricular skills with literacy and numeracy.

Additionally, teachers and administrators were supported through monthly afterschool workshops and digital cafés, school-based professional development and initiatives for grants and technology integration projects.

Career Education

Students in Grades 8 to 12 participate in a career education program that is focused on career awareness, exploration, preparation, planning and work experience. Grade 8 students focus on self awareness and career awareness while Grade 9's examine their personal interests and skills through a variety of career exploration opportunities.

Students in Grade 10 take a Planning 10 course to develop skills needed to become self-directed adults and take responsibility for pursuing their goals throughout life. Career Education in Grades 11 and 12 provides students with the knowledge, skills, attitudes and experience to further their education and employment opportunities. Students can gain valuable work experience and explore different career options in programs such as Career Preparation, Cooperative Education and Secondary School Apprenticeship (SSA).

Many of the district's career programs involve partnerships with post-secondary institutions, including:

- British Columbia Institute of Technology (BCIT)
- Douglas College
- Emily Carr University of Art + Design (ECUAD)
- Kwantlen Polytechnic University (KPU)
- Nicola Valley Institute of Technology
- Vancouver City College (VCC)

The partnership program provides opportunities for students to receive industry certification, or post-secondary course credits, in addition to meeting the requirements for high school graduation.

Trades and Apprenticeships

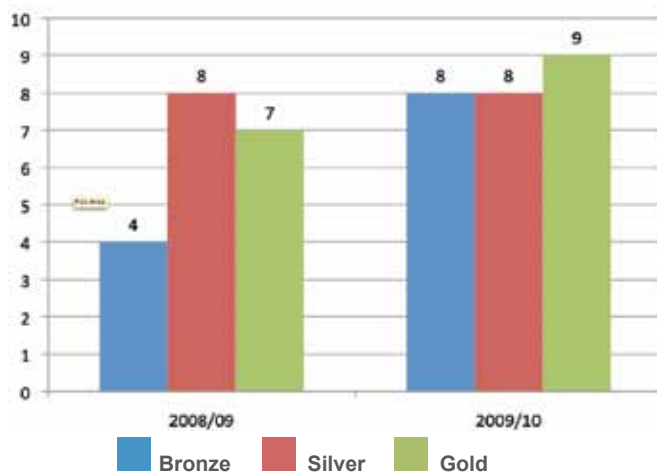
The number of students participating in the Accelerated Credit Enrolment in Industry Training, or "ACE IT" programs continues to be among the highest in the province with 239 students representing approximately 10 per cent of the province's 2009 total number. This program allows students to earn credits towards an apprenticeship as they work towards their high school diploma. There has been steady growth since its inception.

There are a variety of competitions and recognitions available to trades students, staff and institutions in the province. Surrey School District continued its record of success in 2009/2010. Highlights included:

- 58 students from Surrey School District received \$1,000 Secondary School Apprenticeship (SSA) scholarships. This group represented 10 per cent of all 2009/2010 SSA Scholarships awarded in the province.
- In 2010, district students competed and won at regional (24 medals), provincial (10 medals) and national (one medal) skills competitions for trades and technology. Our national gold medal winner will be advancing to the World Skills competition in London, England.
- Two successful Youth Exploring Skills to Industry Training (YES 2 IT) events were held at Earl Marriott Secondary and Kwantlen Park Secondary School. The activities are designed to increase awareness of trades among younger students (Grades 6 to 9), their parents and the surrounding community. The two events attracted about 440 participants.



Surrey district student medals at Skills Canada Competition

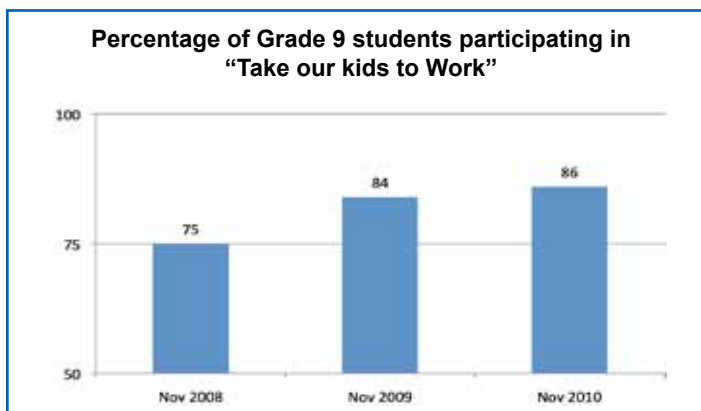


Surrey students participating in the Skills Canada competition won 25 medals in 2009/10, including 8 Gold Medals at the provincial level and one at the national level. In 2009/10, 21% of student participants won medals, an increase of 5% over 2008/09.

Career programs for at-risk students

The district offers several programs designed to improve employability of students with learning disabilities or other challenges by providing job skills. Some of the initiatives and highlights of the year are:

- The Surrey Youth Employer of the Year Award was presented to Starbucks, employer partner of the district's Barista program for at-risk students.
- The Floral Design partnership program registration increased and it continues to be highly successful with financial support from VanCity Savings Credit Union. This program is hosted by Kwantlen Polytechnic University (KPU). Students showcased their skills at the Tradex Provincial Skills Competition. Among the 12 participants were two Aboriginal students, one student from the Trust Respect Empathy & Knowledge (TREK) program and one BASES student from a secondary school. Two students will continue in the Horticulture Apprenticeship program at KPU.
- The Surrey City Hall Mentorship Program and the Rona Home Improvement retail Training program were expanded, with the latter expanding to two intakes (fall and spring).
- A federal grant for a half-time Career Development Facilitator was awarded to support at-risk students at the English Language Learner Welcome Centre. The facilitator is to find and monitor work experience placements with these students.
- Learning Centre student participation in district programs remains strong.
- Aboriginal student participation in district trade programs continues, with 12 Aboriginal students enrolled in a range of trades programs, including: automotive collision repair technician, carpentry, culinary arts – professional cook level 1, hairdressing/cosmetology, millwright, plumbing and welding.
- A number of Learning Centre students participated in the KPU's WE-Step (Women in Trades). The program focus is on female at-risk students.
- Continued successful Learning Centre government-sponsored programs for students:
 - **Pacific Community Resource Society (PCRS):**
 - Baristas Program
 - Bridging to Employment
 - **Youth Enhancing Aquatic Habitats (YEAH)**
 - **Pathfinders**
 - Working Together
 - Employment Beginnings
 - Skills For Life
 - **YMCA Youth Internship Program**
 - **Literacy and Essential Skills (LES) Works Project**



Student Employability Skills

In an effort to provide students with skills for future employment, the following initiatives were undertaken:

- Mock job interviews and exit interviews for Grade 12's, involving more than 6,000 students at all secondary schools.
- Education Ministry-authorized work experience courses, with approximately 2,600 student work placements.
- Take Our Kids to Work Day involved 5,000 Grade 9 students, one of the highest numbers in the province.
- Junior Achievement continued to attract many students at schools throughout the district.
- 30 Co-operative Education Programs were offered at 11 secondary schools (i.e. Auto Tech/Humanities, Cook Coop, Career Prep/ESL Coop, Leadership, Science Explorations, etc.) These programs will result in 600 students participating in Work Experience placements.

Other 2009/10 Career Education highlights

- A record number of 27 students were accepted into the RCMP Youth Academy this year.
- 13 students were accepted into Shad Valley Program which challenges Canada's highest-achieving youths to realize and deliver their full potential.
- Career Education continues to support the annual Chill, Lard Sculpture and Gingerbread competitions.
- Career Education-related scholarships/bursaries were awarded to district students:
 - \$500 Global IT Community Association (GITCA)
 - Two \$500 Emily Carr bursaries
 - Three \$250 Floral Bursaries
 - \$500 Don Zaklan Bursary
- Three female students participated in the CWC Diesel Summer Camp at VCC (Women in Trades).

Student Leadership & Social Responsibility

With speeches, workshops and student-led initiatives, the iDEAS 36 student leadership group involved secondary schools and learning centres across the district. Student ambassadors participated in three full-day interactive workshops and refined the leadership skills, knowledge and inspiration needed to engage peers to make a positive difference in their schools and communities.

These outstanding young leaders created action plans and organized numerous activities for their local communities such as providing food hampers for needy families and warm coats for the homeless. Acting globally, the students raised significant funds to improve life in impoverished countries such as Haiti and Sierra Leone.

Kwantlen Park secondary students are working to build a school in Sierra Leone through the charitable organization "Free the Children". Three days of intensive fundraising brought in over \$2,000. They also hope to complete a fundraiser for Haiti before the end of the school year. Additionally, some of their Aboriginal students took the lead in recruiting peers for support and job-mentoring opportunities at the local Aboriginal Resource Center.

The district is extremely proud of their effort and commitment to making a positive difference in the world.

Annual Conference

On May 6, 2010, 140 students and teacher sponsors attended the fourth annual iDEAS Student Leadership Conference at SFU Surrey. Conference keynote speaker Julia Leong involved the audience through activities such as live texting and polling in response to questions. As part of the opening keynote, four senior iDEAS leaders presented their own videos on a range of leadership topics. The conference, "Tattoos, Tails, and Digital Feet", focused on using technology to empower student voice. Student leaders then led breakout sessions on topics ranging from using Web 2.0 tools to implementing student action plans.



"I really appreciated having the chance to get to know our peers and learn how to communicate better with everybody. Sharing what we already knew and learning from each other was really cool too."

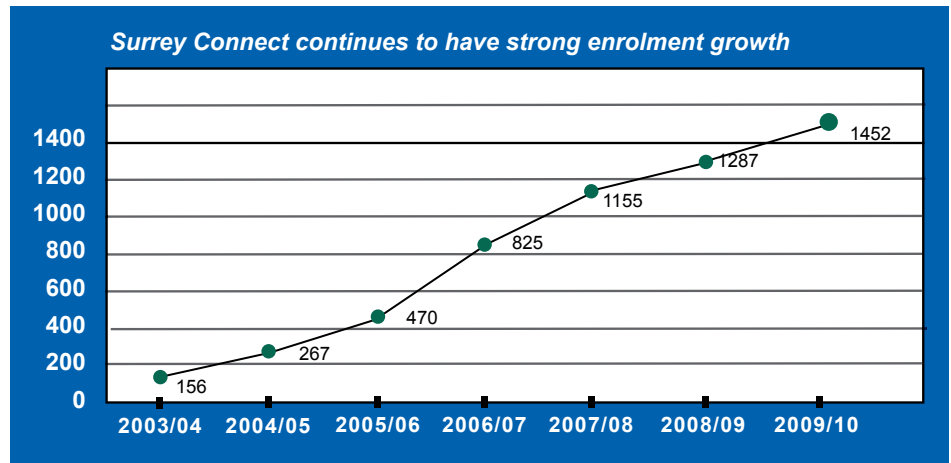
- Howard So, student,
Enver Creek Secondary School

Surrey Connect

Surrey Connect is a Distributed Learning (DL) school supporting students from kindergarten to Grade 12. It is also for adult learners wishing to upgrade, take courses for personal interest or fulfill requirements for the adult graduation diploma. Surrey Connect operates at Latimer Road Elementary (K-9) and the Newton campus (Grade 10-12 and adults).

The Latimer Road location supports elementary home schooling families as well as Grade 8 and 9 students taking online courses. There are workshops, 'paced' support classes, PE classes, fieldtrips, a Fine Arts component and many special events.

The Newton campus embraces an 'Any Time, Any Place, Any Pace' philosophy, supporting students largely by means of online courses (Surrey Connect offers more than 100 online courses). Elite athletes, homebound students, families traveling abroad, as well as thousands of students wishing to upgrade or take additional courses while attending a 'regular' school, are supported. Students appreciate the flexibility of online learning and the self-paced, 12-month continuous entry delivery model. Surrey Connect also delivers online



courses at each secondary school, with over 400 students enrolled in Distributed Learning Support Blocks across the district. During the 2009/2010 school year, more than 6,000 full and part-time students were supported by Surrey Connect.

Summer Learning

Summer Learning continues to evolve as programs are presented, evaluated and reconstructed to best meet the educational needs of students.

The Ministry of Education funded more than 8,800 students in Summer Learning Programs for students in 2010 – an increase of more than 1,600 students from 2009 (approximately 22 per cent).

Summer Learning Elementary Program

This year, over 3,400 students were referred to the Summer Learning Program in the interest of building the skills and confidence of those who fell into the categories of "Approaching Expectations" or "Not Yet Meeting Expectations". There, they reviewed and built on skills necessary for success at the next grade level. These courses were curriculum based; covering problem-solving, study skills and social responsibility. Progress reports were sent home at the end of the two-week program, giving parents a brief summary of their child's progress.

Early Literacy

More than 150 students participated in the Early Literacy Program in 2009-10; its second year. The program expanded by five sites to operate in 10 Surrey inner-city schools. It targets students entering grade school for the first time and was

designed to increase the skills necessary for success in Grade 1, including letter and sound recognition, basic number recognition and counting skills. Simon Fraser University, in partnership with the school district, provided 10 trained student teachers to assist in the program.

Transitions (Grade 7)

Almost 600 students transitioning from Grade 7 to grade 8 participated in the Transitions program offered at 18 of 19 secondary school sites in the district. These students were referred by their elementary schools to participate in the program. It is designed to enhance the students' literacy and numeracy skills, as well as to introduce them to the nuances of student life in a secondary school. The curriculum for this program was structured by intermediate and secondary teachers to best meet the needs of transitioning students.

Academic Remedial

The Academic Remedial program continues to facilitate “second chances” for students who may have had difficulty during the school year. This year, Remedial programs were offered at sites in both the north and south regions to better

meet the transportation needs of the students in our vast district. More than 1,100 students registered in grades 8 to 11 Academic Remedial courses at Queen Elizabeth Secondary and Earl Marriott Secondary.

Academic Full Credit

Full Credit Summer School ran at North Surrey, Princess Margaret and Earl Marriott secondary schools, registering more than 3,700 students; an increase of eight per cent over the previous year. Students had the opportunity to enrol in a wide variety of courses that fulfilled graduation requirements. The spectrum of courses included core academic subjects, the lan-

guages and physical education. Earl Marriott and North Surrey also had the opportunity to partner with our International Education Department and host teachers from China and Korea. These teachers had an opportunity to observe best practice in our classrooms and interact with the students, gaining a better understanding of the Canadian secondary school environment.

Community-Schools Partnership Program

The Community-Schools Partnership (C-SP) is a program involving the Surrey School District, the City of Surrey and the United Way of the Lower Mainland. In September 2010, the City of White Rock entered into this partnership and provided additional funding to allow for staff to be hired for the White Rock area. C-SP is organized into four zones of elementary schools and a “Youth Hub” of secondary schools. Each zone/hub has a coordinator and C-SP assistants to provide support to the 25 total schools involved.

- North Zone – Betty Huff, Prince Charles, MJ Shannon, Lena Shaw, Holly, Hjorth, KB Woodward, Old Yale, Bridgeview, Forsyth
- West Zone – Cougar Creek, Strawberry Hill, Georges Vanier, WE Kinvig, Bear Creek
- East Zone – Don Christian, Latimer Road, George Greenaway, Martha Currie
- South Zone – White Rock Elementary, Peace Arch, Jessie Lee
- Youth Hub – Guildford Secondary, LA Matheson Secondary, Kwantlen Park Secondary

The goal of the Community-Schools Partnership is to support vulnerable students and families, and create a vibrant, healthy community where every child has the greatest opportunity for success. C-SP aims to:

- support children in being ready, able and motivated to learn,
- provide children the opportunity to participate in activities in which they wouldn't otherwise have the chance to participate
- connect children and families to the resources, services and supports in the community.

These goals are accomplished by supporting families and students through extended learning opportunities and by offering programs that support and encourage personal development, address community needs and promote social responsibility.

C-SP has developed many partnerships with service providers and agencies throughout the Surrey/White Rock region. For example, last March, C-SP hosted a spring break camp to ensure children had engaging and exciting activities

to participate in during the two-week school break. Fourteen community businesses and service providers stepped up and provided activities for children in our schools at no charge to the school district or to families.

Programs and Services

Through C-SP, programs are offered to meet a variety of needs for each family member, including English language skills, cooking, healthy eating, parenting, recreation, preschool and after school activities.

The C-SP program provides services such as a clothing exchange and assistance with access to community service organizations, health services and other community resources.

The Welcome Centre

The English Language Learner (ELL) Welcome Centre opened its doors in March 2008 and has quickly become a lighthouse for ELL students and families new to the district. The Welcome Centre acts as a bridge enabling new Canadians in Surrey to integrate with and contribute to the community. It provides education and community reception and orientation services. It helps ELL learners and families—typically new Canadians—to understand our schools and the B.C. school system, and link to continuing education opportunities. The centre also connects families to community and government agencies and services.



In the 2009-2010 school year, district Settlement Workers and Multicultural Workers in the Welcome Centre have welcomed more than 8,000 ELL students and families. In addition, the Welcome Centre has collaborated with Student Support Services to provide several training sessions for teaching staff who work in schools with a high percentage of ELL students. The Welcome Centre continues to develop bridge and transition programs to better support new students.

In the first third of the 2010/11 school year, Welcome Centre staff provided settlement services to 2,608 ELL students and family members, and assessed more than 936 ELL students new to the district. In addition, the Welcome Centre has numerous community partnerships focused on building community capacity to support Surrey as a rich and diverse multicultural place to live.

Adult Education

Learning is a life-long process and providing learning opportunities for adult learners is at the core of our adult education program. Surrey offers a tuition-free adult education program at three sites in Surrey: Invergarry, Newton and Queen Elizabeth Adult Education Centres. Over 4,600 adult learners took advantage of the opportunity to earn high school graduation (Dogwood Diploma), to take upgrading courses in preparation for post-secondary education or to improve literacy skills. Courses are offered in the morning, afternoon and evening to meet the needs of adult learners.

Last year, more than 900 adult learners studied at Surrey College and approximately 400 students graduated in their chosen field of study.

Over 4,600 adult learners took advantage of the opportunity to earn high school graduation (Dogwood Diploma), to take upgrading courses in preparation for post-secondary education or to improve literacy skills.

This year, a new curriculum called *Foundations of Literacy* was offered with courses in Computer Studies, English, Mathematics and Social Studies. It proved to be very popular, with more than 6,500 student registrations.

Upgrading and Grade 12 completion courses experienced a continued high demand with more than 3,800 student registrations.

Surrey College

Surrey College is a post secondary institution accredited by PCTIA which offers 18 diploma and certificate programs. Last year, more than 900 adult learners studied at Surrey College and approximately 400 students graduated in their chosen field of study. Surrey College has built its reputation on providing high-quality programs that meet or exceed industry standards at an affordable tuition rate.

The Surrey Board of Education Mission and Vision

Our Mission:

Through quality teaching and learning, we commit to engaging our students in their growth as individuals and in their development of the knowledge, skills and attributes necessary to contribute to a healthy, democratic and diverse society.

Our Vision:

THE SCHOOLS OUR CHILDREN DESERVE

Our schools are committed to providing quality service in responding to the diverse needs of our learners and ensuring that they experience a high quality, well rounded education. Schools strive to fulfill this commitment by working in partnership with parents and the community. The Surrey School District supports its schools in:

Providing Quality Education

Our district supports the healthy aspirations of the well educated student and all that this exemplifies. We promote the development of students in becoming:

- Creative thinkers, innovators, and problem solvers
- Effective communicators
- Literate and numerate
- Skilful at accessing, evaluating, synthesizing and presenting information
- Effective collaborators
- Socially responsible
- Flexible and able to adapt to change
- Committed to personal health and fitness

Developing Socially Responsible Citizens

Parents, schools, and communities share the responsibility for students' personal development. Socially responsible individuals are able to meet life's challenges with courage, confidence and optimism in a way that conveys respect for themselves and others. Through authentic learning experiences, schools strive to cultivate these attributes which are essential to the development of leadership skills and active participation in a democratic society.

Supporting Our Aboriginal Learners

Aboriginal learners achieve greater success when they feel a strong sense of belonging and a valued place in the school community. Our schools are committed to further developing a deep respect for Aboriginal learners' experiences and for the importance of heritage, extended family, culture and tradition that play such a large part in supporting each learner. Success for Aboriginal students requires a commitment from and collaboration among departments throughout the school district to ensure there are services in place to increase the quality of the learning experiences for our Aboriginal students.

Preparing Our Graduates for the Future

Curiosity, aptitude, and learning preferences play significant roles in students' life choices and career paths. Our schools open "pathways of possibility" for students by providing a broad range of programs and nurturing talents and interests. They are responsive to the changing expectations of and opportunities in the work world.

Helping Parents Support their Child's Learning

Our district sees parent involvement as vitally important to student success. Parents support their child's learning in a variety of ways, which change over the course of the child's experience in school. Evidence indicates that parent involvement must be nurtured and celebrated so that parents recognize themselves as valued partners in the learning process.

- Parents must perceive schools as welcoming environments that support their involvement.
- Sustainable structures must be in place that supports an effective working relationship between parents and the school.

Promoting Broader Community Involvement

Schools rely upon the supports of the larger community in order to address the diverse needs of students and their families. They provide services and supports that increase the strength of our communities.

- Partnerships involve shared ownership focused on common goals.
- The development of community is enhanced through the expanded role of the school and its community partners.

Supporting Professional Learning

Student learning and achievement are enhanced by quality teaching and skilful leadership. Professional learning builds individual and system capacity through attention to educational research and focused inquiry. Surrey schools support high quality professional learning that is:

- Focused on student learning.
- Comprehensive and sustained over time.
- Embedded in the daily work of educators.
- Collegial and collaborative.

The Surrey Board of Education Values and Beliefs

The Surrey Board of Education assumes its responsibility to provide leadership and direction to School District No. 36 (Surrey). In so doing, the Board subscribes to the following statements of beliefs and guiding principles.

We believe that:

- ✓ *schools are for learners*
- ✓ *education is a shared responsibility among home, school and community*

We value:

- ✓ *the achievement of success in teaching and learning*
- ✓ *the accomplishments of our learners*
- ✓ *the role of parents in the education of their children*
- ✓ *collaboration and cooperation in setting, achieving and evaluating our stated goals and making adjustments to practice based on results*
- ✓ *the contributions made by all employees, parents and the community*
- ✓ *the involvement and support of our diverse communities*

We seek to:

- ✓ *instill in learners an appreciation of learning as a lifelong process*
- ✓ *prepare each learner to assume responsible citizenship, community and career roles as adults in society*

We commit to:

- ✓ *decision-making that is in the best interest of all learners*
- ✓ *safe and healthy learning environments*
- ✓ *accountability, both educational and financial*
- ✓ *being responsive to the needs of our community*
- ✓ *appropriate and equitable allocation of financial resources*

We promote:

- ✓ *acceptance and respect for diversity*
- ✓ *dynamic leadership at all levels of the organization*

