



# Sunrise School Division ENDS Monitoring Report

2010 - 2011

\* Board policy is indicated in bold text throughout.

I present my ENDS MONITORING REPORT. I certify that the information contained in this report is true, and represents reasonable achievement of all aspects of the policy unless specifically stated otherwise.

Signed CEO

Date: August 11<sup>th</sup>, 2011

## **POLICY E2**

**2.1 Every student will be provided outstanding learning experiences in all academic subjects and the arts.**

### **REASONABLE INTERPRETATION of POLICY E2.1**

The Sunrise Board of Trustees has further clarified and detailed the End stated above as outlined below.

Policy E2.1 suggests that every student in the Sunrise School Division will have reasonable access to and be provided with quality learning opportunities and experiences in both breadth and depth including but not limited to:

2.1.1 Numeracy and literacy

2.1.2 Arts, music, sciences, technology and vocational education.

### **Performance Measures, Indicators and Evidence**

The performance indicators, measures and/or evidence indicating support for progress and/or the need for further improvement for student learning opportunities and experiences in the areas of:

- Numeracy
- Literacy
- Arts
- Music
- Sciences
- Technology
- Vocational education.

are itemized as follows in Appendices A, B and C of this report:

1. Pass Rates
2. High School Graduation Rates
3. Grade 3 Provincial Assessment Results (numeracy, reading)

4. Middle Years Provincial Assessment Results (grade 7 numbers, grade 8 reading, and grade 8 expository writing)
5. Grade 12 Assessment Results
6. IEP Progress
7. Progress with Divisional and School Goals
8. Progress on Sunrise Reading Continuum
9. Progress with Alternate Learning Centres
10. Programs of Interest
11. Vocational Training
12. ICT (Smartboards, Stabilization of Infrastructure)
13. Physical Education
14. Nutrition Policy
15. Manitoba Curriculum
16. Partnerships
17. Intramurals
18. Student Governance
19. Code of Conduct
20. Sensitive Issues Program
21. Student Suspensions
22. Learning Forum Summary (Appendix B)
23. Proactive Information Surveys Summary (Appendix C)

Taken together, these performance indicators, measures and/or evidence provide comprehensive evidence of initial and continuing progress towards the overall policy statement.

### **Policy E2.1 Summary Statement:**

The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that outstanding learning experiences in all academic subjects and the arts are available and provided within the zone of statistically acceptable standards.

### **Policy E2.1.1**

Students will be provided outstanding learning experiences to excel in numeracy and literacy skills.

#### **REASONABLE INTERPRETATION of 2.1.1**

Reasonable measures of success in this domain continue to be the following:

1. The percentage of students who are progressing to the next grade (5- 8) during the school year, those attaining at least seven credits (grade 9 - 10), five credits in grade 11, and graduating in their grade 12 year. This is based on the basic assumption that teachers do not pass students unless they have demonstrated reasonable progress against the Manitoba curriculum for the respective courses. Close to 100% of grade K - 4 students will progress to the next grade (educators recognize that students learn at different rates and accordingly, programming can be individualized for a student as they move on with their peers).

2. The percentage of grade three students demonstrating progress as reported on the results of the Provincial Assessments in Reading and Numeracy.
3. The percentage of grade twelve students demonstrating progress as reported on the results of the Provincial Assessments in ELA (English), Consumer Math, and Pre - Calculus Math.
4. The percentage of students on IEP's (Individualized Learning Plans) and AEP's (Adapted Education Plans) that are showing measurable improvement in accordance with goals set in their plans.
5. The percentage of students with all their reading behaviors within or beyond the stage that coincides with the grade on the Sunrise Reading Continuum.
6. The Divisional results from the 2010 - 2011 Learning Forums and the Proactive Information Surveys indicate that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.

### **Policy E2.1.1 Summary Statement:**

The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that outstanding learning experiences to excel in numeracy and literacy skills are available and provided within the zone of statistically acceptable standards.

**Given that my interpretation of this end indicates success for all learners in Sunrise, I am reporting considerable progress in our ability to determine progress to this end. As well, I am reporting progress towards fulfillment of this end but not complete achievement.**

### **Policy E2.1.2**

Students will be provided outstanding learning opportunities to excel in arts, music, sciences, technology and vocational education.

#### **REASONABLE INTERPRETATION OF 2.1.2**

Reasonable measures of success at this time include the following.

1. A high percentage of students who are progressing to the next grade (5- 12) during the year.
2. A High percentage of students graduate within 4 - 5 years of beginning grade 9.
3. A high percentage of students on IEP's (Individualized Learning Plans) are showing measurable improvement in accordance with goals set in their plans.
4. The percentage of students participating in specific programs of interest including French Immersion.

5. Progress made in the development of targeted programs (French Immersion, Vocational Education, and Physical Education)
6. The Divisional results from the Learning Forums and the Proactive Information Surveys indicate that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.

### **Policy E2.1.2 Summary Statement:**

The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that outstanding learning experiences to excel in arts, music, sciences, technology and vocational education are available and provided within the zone of statistically acceptable standards.

**Given that my interpretation of this end indicates success for all learners in Sunrise, I am reporting considerable progress in our ability to determine progress to this end. As well, I am reporting progress towards fulfillment of this end but not complete achievement.**

### **Actions, Suggestions and Considerations for further Improvement and Growth for Policy E2.1**

1. Continued support, development, emphasis and focus on the Divisional instructional goal of 'outcome-based learning' which is envisioned as the linkage of
  - a) what we want our children to learn
  - b) ascertaining and assessing how well our children are learning and
  - c) how we can further support, strengthen, enhance and improve learning for our children

In the area of 'What we want our children to learn', we have clarified 'essential/core learning outcomes' ( ELOs ) in Social Studies grades K-10, Science grades K-10, and Physical Education grades K-12, and will continue to further clarify ELOs overtime across our curriculum.

In the area of 'ascertaining and assessing how well our children are learning', we will continue to refine and extend our knowledge and expertise around assessment for learning strategies and practices.

In 2010 - 2011, Sunrise conducted school 'Learning Forums' to better understand how our children were doing in their learning. The results of the Learning Forum discussions indicated that Divisionally parents, staff and students are very satisfied with the level and quality of learning occurring in Sunrise Schools. In fact, the Divisional results from the Learning Forums and the Proactive Information Surveys indicate that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.

Sunrise has implemented and championed a number of outstanding learning initiatives and instructional strategies and practices over the years to help improve student learning (eg student-led conferencing, positive school environments, reading and writing continuums, healthy school policy and practices, citizenship opportunities, differentiated learning practices, student engagement and voice, etc.) These initiatives will continue to be supported, refined and utilized.

2. In 2010 - 2011 exploration of and support for creative, innovative and critical thinking and speaking endeavors with initiatives such as Youth Parliament, Destination Imagination and Public Speaking and Debating were supported and engaged in. These initiatives along with others such as WE Schools will continue to be supported and pursued in 2011 - 2012.

It should be noted that Destination Imagination is linked with Sunrise's long standing support for Creative Problem Solving ( CPS ) through the Division's Talent Development Program. Ken McClusky and Kevin Lamoureux from the University of Winnipeg will be presenting on CPS in Sunrise in the fall of 2011.

Sunrise fielded 17 Destination Imagination Teams in its first year ( 2010 - 2011 ), hosted the Provincial Destination Imagination Finals at Edward Schreyer School in April 2011 and sent four Sunrise Destination Imagination Teams ( the only DI Teams from Manitoba ) to the Global Finals in Tennessee in May 2011.

In addition, further sessions in 2011 - 2012 on Youth Parliament will be conducted again with Brad Dowler from Springs Christian Academy. Sunrise participation in Youth Parliament tournaments are also being scheduled.

John Robinson from St John's Ravencourt and President of the Manitoba Debate and Speech Association will be presenting sessions in Sunrise again in 2011 1- 2012 and arranging for Sunrise participation in Debate and Speech Tournaments throughout the year.

Sessions on the Minnesota Speech Program and on Toastmasters will also be presented in Sunrise during the 2011 = 2012 school year.

In 2011, nine Sunrise schools registered and got involved in the WE Schools initiatives. WE Schools has schools participate in local and global social justice/citizenship projects.

3. In April of 2011, Sunrise began the implementation of a four phase ICt Stabilization plan to be followed by a Go Forward Strategic ICt Plan including restructuring of services. The intent of the ICt Plans is to ensure consistent, reliable and innovative ICt services and instructional support.  
With the increased use of technology for student learning, research and communication, ICt will be optimizing the provision and use of relevant and appropriate technology to support student learning and communication.
4. Collaborative Improvement Sessions in the areas of ICt, Transportation, Student Support Services, the Sunrise Business Centre and the Divisional Code of Conduct were conducted throughout 2010 - 2011. The resulting Improvement Plans in ICt, Transportation, Student

Support Services, the Sunrise Business Centre and the Divisional Code of Conduct will be implemented in 2011 - 2012.

5. Expansion of Alternate Education opportunities and programs. Funding has been allocated in support of expanding the Alternate Learning Centres in Oakbank and Powerview. This will allow Sunrise to be more inclusive in providing learning opportunities and services to our students who would benefit from alternate learning strategies and styles.
6. In 2010 - 2011, Sunrise received a grant from Apprenticeship Manitoba to support a Regional High School Apprenticeship Program ( HSAP ) Coordinator position. With the unexpended funds available from that grant, Sunrise should be able to support further Apprenticeship programming in the 2011 - 2012 school year. In addition, there is the possibility of Sunrise being involved in an online apprenticeship Level 1 pilot by the second semester.

## **POLICY E2.2**

Every student will be provided outstanding learning experiences to achieve an understanding of the world in which they live as well as experience in contributing to it.

### **REASONABLE INTERPRETATION of 2.2**

The Sunrise Board of Trustees has further clarified and detailed the End stated above as outlined below.

Policy E2.2 suggests that every student in the Sunrise School Division will have reasonable access to and be provided with quality learning opportunities and experiences in both breadth and depth including but not limited to:

2.2.1 Students will know and practice democratic values as responsible, caring, community members and volunteers.

### **Performance Measures, Indicators and Evidence**

The performance indicators, measures and/or evidence indicating support for progress and/or the need for further improvement for student learning opportunities and experiences in the areas of:

- Understanding the world in which we live
- Contributing to the world we live in
- Knowing and practicing democratic values
- Acting as responsible, caring community members and volunteers

are itemized as follows in Appendices A, B and C of this report:

1. Pass Rates
2. High School Graduation Rates
3. Grade 3 Provincial Assessment Results (numeracy, reading)

4. Middle Years Provincial Assessment Results (grade 7 numbers, grade 8 reading, and grade 8 expository writing)
5. Grade 12 Assessment Results
6. IEP Progress
7. Progress with Divisional and School Goals
8. Progress on Sunrise Reading Continuum
9. Progress with Alternate Learning Centres
10. Programs of Interest
11. Vocational Training
12. ICT (Smartboards )
13. Physical Education
14. Nutrition Policy
15. Manitoba Curriculum
16. Partnerships
17. Intramurals
18. Student Governance
19. Code of Conduct
20. Sensitive Issues Program
21. Student Suspensions
22. Learning Forum Summary (Appendix B)
23. Proactive Information Surveys Summary (Appendix C)

Taken together, these performance indicators, measures and/or evidence provide comprehensive evidence of initial and continuing progress towards the overall policy statement.

## **Policy E2.2 Summary Statement:**

The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that outstanding learning experiences to achieve an understanding of the world in which they live as well experience in contributing to the world we live in are available and provided within the zone of statistically acceptable standards.

### **Policy E2.2.1**

Students will know and practice democratic values as responsible, caring, community members and volunteers.

#### **REASONABLE INTERPRETATION of 2.2.1**

Reasonable measures of success in this domain continue to be the following:

1. A high percentage of students who are progressing to the next grade (5- 12) during the year.
2. High school completion rates.

3. A continued focus at the Middle Years to train students to develop improved site based student governance.
4. A growing percentage of schools with established student governance and school based participation in the electoral process ( ie Student Vote participation in the 2011 Federal and Provincial Elections )
5. A high percentage of students participating in activities related to citizenship (ie peer tutoring, volunteering, school citizenship projects, WE Schools).
6. A sense that students are acting responsibly and with care.
7. Limited numbers of student suspensions .
8. Sunrise School involvement in Social Justice/Citizenship activities
9. Sunrise School participation in WE Schools
10. A growing number of Sunrise students involved in Youth Parliament and in visiting the Manitoba Legislature.
11. The Divisional findings from the Learning Forums and the Proactive Information Surveys indicating that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.

### **Policy E2.2.1 Summary Statement:**

2.2.1 The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that outstanding learning experiences and opportunities for students to know and practice democratic values as responsible, caring, community members and volunteers are available and provided within the zone of statistically acceptable standards.

**Given that my interpretation of this end indicates success for all learners in Sunrise, I am reporting considerable progress in our ability to determine progress to this end. As well, I am reporting progress towards fulfillment of this end but not complete achievement.**

### **Actions, Suggestions and Considerations for further Improvement and Growth for Policy E2.2**

1. Implementation of and continued support for citizenship programs and volunteer opportunities; programs which support student leadership and governance and/or student involvement and participation ( ie WE Schools, peer mentoring and tutoring programs, Student Leadership Councils, Youth Parliament, the Legislative Page program, Encounters with Canada, special initiatives around world issues, social justice and sustainable development etc )
2. Exploration of student activities and opportunities which will extend student self responsibility ( ie senior care, student voice, WE Schools, Field of Visions, Duke of Edinburgh Awards, special initiatives around world issues, social justice and sustainable development, etc.)

## Policy E2.3

Students will learn in an environment that promotes healthy lifestyle choices.

### REASONABLE INTERPRETATION of POLICY E2.3

Policy E2.3 suggests that every student in the Sunrise School Division will be taught in an environment that promotes healthy lifestyle choices through educational instruction and will have reasonable access to and be provided with healthy lifestyle choices and options within the schooling environment.

Reasonable measures of success in this domain continue to be the following:

1. Sharing of the divisional Code of Conduct with all staff, students, and parents.
2. Maintenance of an up to date Sensitive Issues program.
3. Limited numbers of student suspensions.
4. Successful development of community partnerships.
5. Development and implementation of a Divisional Nutrition Policy emphasizing healthy lifestyle choices.
6. Review ( 2010 - 2011 ) and possible revision ( fall 2011 ) of Divisional Code of Conduct and school Code of Conduct processes and practices.
7. Development of a Bomb Threat Protocol and revised Bus Misconduct Process completed in 2009 - 2010 school year.
8. The Divisional results from the Learning Forums and the Proactive Information Surveys indicating that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.
9. Development of a Draft Sunrise Bullying Handbook ( August 2011 ) outlining the legislation around bullying, descriptors of bullying, strategies to address bullying and a bullying complaint procedural checklist.

### Performance Measures, Indicators and Evidence

The performance indicators, measures and/or evidence indicating support for progress and/or the need for further improvement for student learning opportunities and experiences in the areas of:

- Learning about healthy lifestyle choices
- Having access to healthy lifestyle choices

are itemized as follows in Appendices A, B and C of this report:

1. Pass Rates

2. High School Graduation Rates
3. Grade 3 Provincial Assessment Results (numeracy, reading)
4. Middle Years Provincial Assessment Results (grade 7 numbers, grade 8 reading, and grade 8 expository writing)
5. Grade 12 Assessment Results
6. IEP Progress
7. Progress with Divisional and School Goals
8. Progress on Sunrise Reading Continuum
9. Progress with Alternate Learning Centres
10. Programs of Interest
11. Vocational Training
12. ICT (Smartboards)
13. Physical Education
14. Nutrition Policy
15. Manitoba Curriculum
16. Partnerships
17. Intramurals
18. Student Governance
19. Code of Conduct
20. Sensitive Issues Program
21. Student Suspensions
22. Learning Forum Summary (Appendix B)
23. Proactive Information Surveys Summary (Appendix C)

Taken together, these performance indicators, measures and/or evidence provide comprehensive evidence of initial and continuing progress towards the overall policy statement.

### **Policy E2.3 Summary Statement:**

The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that students are learning about and having reasonable access to healthy lifestyle choices in Sunrise School Division within the zone of statistically acceptable standards.

**Given that my interpretation of this end indicates success for all learners in Sunrise, I am reporting considerable progress in our ability to determine progress to this end. As well, I am reporting progress towards fulfillment of this end but not complete achievement.**

### **Actions, Suggestions and Considerations for further Improvement and Growth for Policy E2.3**

1. Consultative development of and implementation of a Sunrise Divisional Nutrition Policy. This was completed in the 2009 - 2010 school year and implemented in 2010 - 2011. (included in Appendix A)
2. Review ( 2010 ), revision and implementation of a Divisional Code of Conduct. The results of these surveys will be finalized in late August 2011 with implementation throughout 2011 - 2012.

3. Potential development of and implementation of essential learning outcomes for health, nutrition and physical education.
4. Support for more nutritional and healthy food choices in schools.
5. Support for more physical activity opportunities such as intra murals in schools.
6. Support for and implementation of Anti-bullying Programs and Positive School Learning Environment approaches.
7. Development of a Draft Sunrise Bullying Handbook ( August 2011 ) outlining the legislation around bullying, descriptors of bullying, strategies to address bullying and a bullying complaint procedural checklist.
8. Development of a Bomb Threat Protocol and revised Bus Misconduct Process completed in 2009 - 2010 school year.

## **Policy E2.4**

Students will learn in an environment that promotes a positive work ethic.

### **REASONABLE INTERPRETATION of POLICY E2.4**

Policy E2.4 indicates that every student in the Sunrise School Division will be taught in an environment that promotes a positive work ethic. Policy E2.4 suggests that students will learn a positive work ethic through school, instructional and supervisory expectations, through school and staff standards and through staff example and modeling.

Reasonable measures of success in this domain continue to be the following:

1. The percentage of students who are progressing to the next grade (5- 12) during the year and high school completion rates.
2. School based Code of Conducts
3. Improved support to ensure improved instructional practice.
4. The Divisional results from the Learning Forums and the Proactive Information Surveys indicating that parents, students and staff overwhelmingly believe that the quality of instruction and learning in Sunrise schools is very good.

### **Performance Measures**

The performance indicators, measures and/or evidence indicating support for progress and/or the need for further improvement for student learning opportunities and experiences in the areas of:

- Learning and promoting a positive work ethic

- School, instructional and supervisory expectations related to a positive work ethic
- School and staff standards related to a positive work ethic
- Staff example and modeling related to a positive work ethic

are itemized as follows in Appendices A, B and C of this report:

1. Pass Rates
2. High School Graduation Rates
3. Grade 3 Provincial Assessment Results (numeracy, reading )
4. Middle Years Provincial Assessment Results (grade 7 numbers, grade 8 reading, and grade 8 expository writing)
5. Grade 12 Assessment Results
6. IEP Progress
7. Progress with Divisional and School Goals
8. Progress on Sunrise Reading Continuum
9. Progress with Alternate Learning Centres
10. Programs of Interest
11. Vocational Training
12. ICt (Smartboards)
13. Physical Education
14. Nutrition Policy
15. Manitoba Curriculum
16. Partnerships
17. Intramurals
18. Student Governance
19. Code of Conduct
20. Sensitive Issues Program
21. Student Suspensions
22. Learning Forum Summary (Appendix B)
23. Proactive Information Surveys Summary (Appendix C)

Taken together, these performance indicators, measures and/or evidence provide comprehensive evidence of initial and continuing progress towards the overall policy statement.

## **Policy E2.4 Summary Statement:**

2.4 The analysis of Divisional performance indicators, measures and/or evidence gathered indicates that Sunrise students are learning in an environment that promotes and provides a positive work ethic within the zone of statistically acceptable standards.

**Given that my interpretation of this end indicates success for all learners in Sunrise, I am reporting considerable progress in our ability to determine progress to this end. As well, I am reporting progress towards fulfillment of this end but not complete achievement.**

#### **Actions, Suggestions and Considerations for further Improvement and Growth for Policy E2.4**

1. Potential development of and implementation of "essential learning outcomes" teaching and promoting a positive work ethic
2. Increased Divisional interaction, support, facilitation and supervision of school programs, operations and learning initiatives.
3. Exploration and possible extension of Teacher Advisory Group systems in schools.

# Appendix A: Performance Measures, Indicators and Evidence

## Policy E2/2.1 Performance Measures, Indicators and Evidence

### 1. Pass Rates

Effective September 30<sup>th</sup>, 2010, we had 4,776 students registered in Sunrise schools. The following chart provides pass rates from grades 5 through 12. It is assumed that there is a progression rate of 100% for kindergarten through grade four.<sup>1</sup>

| Grade            | 5          | 6         | 7         | 8         | 9         | 10        | 11        | 12        |
|------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2005-2006        | 98         | 96        | 99        | 99        | 91        | 89        | 89        | 94        |
| 2006-2007        | 94         | 95        | 95        | 93        | 81        | 81        | 89        | 89        |
| 2007-2008        | 98         | 100       | 100       | 100       | n/a       | n/a       | n/a       | n/a       |
| 2008-2009        | 99         | 99        | 100       | 99        | 90        | 91        | 93        | 94        |
| 2009-2010        | 100        | 98        | 100       | 99        | 94        | 94        | 95        | 96        |
| <b>2010-2011</b> | <b>100</b> | <b>98</b> | <b>99</b> | <b>99</b> | <b>98</b> | <b>96</b> | <b>98</b> | <b>97</b> |

- Our students can take up to 9 credits in a given year starting at grade nine. Many students will take more than 7 credits in grades 9 and 10 and as a result, do not need to take seven in their grade 11 or 12 year. On the above chart, the numbers represent the percentage attaining 7 credits (grade 9/10), five credits (grade 11), and graduating (grade 12).
- A large percentage of our students are able to effectively progress to the next grade on an annual basis.
- Annual comparisons at a particular grade level can be misleading as there will always be differences in specific cohorts of students.
- These rates indicate a high percentage of our students demonstrate appropriate literacy and numeracy skills.

---

<sup>1</sup> A strong body of research indicates that students do not master learning in a lockstep annual progression: most will learn to read within their grade one to three school years for example. Teachers are expected to align instruction to the specific needs of the learners in their classes.

## 2. High School Completion Rates

School systems commonly identify the percentage of students who graduate at the end of a school year compared to the number who began the year. Due to research indicating that a considerable number of students drop out prior to their graduation year, it is of particular interest to monitor and track the percentages who graduate within four - five years of entering grade nine. The following chart shows the percentage of students who have graduated within four years of starting grade 9.

| Graduation %   |                 |
|----------------|-----------------|
| Enter Grade 9  | 4 years         |
| September 2002 | 74% (June 2006) |
| September 2003 | 79% (June 2007) |
| September 2004 | 83% (June 2008) |
| September 2005 | 82% (June 2009) |
| September 2006 | 78% (June 2010) |
| September 2007 | 73% (June 2011) |

### Comments on Results

- This data does not accurately control for students who move in and out of Sunrise within the time frame presented.
- Given perceptions of the number of students who drop out of school, we can feel positive about these results.
- Attainment of a high school diploma is an indication of the attainment of literacy and numeracy skills.

| Sunrise Adult Ed Graduation #'s |       |       |       |
|---------------------------------|-------|-------|-------|
| 07/08                           | 08/09 | 09/10 | 10/11 |
| 54                              | 42    | 75    | 71    |

## 3. Grade 3 Provincial Assessment Results

### Grade 3/4 Assessment Results

The following tables provide provincial summary results for the Grade 3/4 Assessment for the past four years. When interpreting this data, there are a number of points to keep in mind:

- As part of curriculum revisions and the need for alignment with the newer Middle Years Assessment, revised competencies in numeracy and reading have been developed.

- Changes were made to the titles of the key competencies in reading in 2009, but the focus on reflection, strategies, and comprehension was unchanged.
- An "out of range—below" category was added in 2009; therefore, the data presented do not add up to 100 percent. "Out of range—below" is used to describe those students who are working well below grade-level curriculum relative to the competencies assessed due to their learning disabilities or their need for new language learning.
- Although the reading competencies are the same in English and French, each language has unique features that are not readily equivalent and curriculum, instruction, and assessment differ accordingly. This means that results are not directly comparable between languages.

### 3.1 Numeracy (Colonies=18, FI=63, Community=265) Total 346

Competencies no longer available in this format as of 2009

|                | Colony Students <sup>2</sup> |       |       |       |       |       | French Immersion Students |       |       |       |       |       | Community Students |       |       |       |       |       |
|----------------|------------------------------|-------|-------|-------|-------|-------|---------------------------|-------|-------|-------|-------|-------|--------------------|-------|-------|-------|-------|-------|
|                | 05/06                        | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 05/06                     | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 05/06              | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 |
| Sorts 3D       | 100                          | 100   | 100   |       |       |       | 98                        | 98    | 97    | 99    |       |       | 94                 | 95    | 96    | 92    |       |       |
| Measures       | 62                           | 93    | 100   |       |       |       | 98                        | 95    | 98    | 93    |       |       | 94                 | 95    | 97    | 94    |       |       |
| Add            | 57                           | 100   | 100   |       |       |       | 96                        | 98    | 85    | 99    |       |       | 88                 | 95    | 96    | 97    |       |       |
| Subtract       | 57                           | 79    | 100   |       |       |       | 94                        | 85    | 74    | 81    |       |       | 57                 | 82    | 86    | 89    |       |       |
| Number         | 71                           | 93    | 100   |       | N/A   | N/A   | 98                        | 98    | 92    | 99    | N/A   | N/A   | 93                 | 95    | 97    | 96    | N/A   | N/A   |
| Place Value    | 72                           | 86    | 95    |       |       |       | 98                        | 98    | 92    | 96    |       |       | 92                 | 93    | 94    | 94    |       |       |
| Patterns       | 78                           | 93    | 95    |       |       |       | 98                        | 98    | 97    | 92    |       |       | 90                 | 93    | 95    | 93    |       |       |
| Story Problems | 28                           | 93    | 53    |       |       |       | 94                        | 93    | 82    | 100   |       |       | 85                 | 90    | 89    | 96    |       |       |
| Graphs         | 65                           | 100   | 100   |       |       |       | 100                       | 97    | 94    | 100   |       |       | 97                 | 95    | 98    | 97    |       |       |

### 3.2 Reading

|            | Colony Students |       |       |       |       |       | French Immersion Students |       |       |       |       |       | Community Students |       |       |       |       |       |
|------------|-----------------|-------|-------|-------|-------|-------|---------------------------|-------|-------|-------|-------|-------|--------------------|-------|-------|-------|-------|-------|
|            | 05/06           | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 05/06                     | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 05/06              | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 |
| Reflection | 93              | 93    | 100   |       |       | 82    | 100                       | 98    | 97    | 97    | 96    | 85    | 94                 | 95    | 90    | 92    | 95    | 91    |

|                         |    |    |     |  |  |    |    |    |     |    |    |    |    |    |    |    |    |    |
|-------------------------|----|----|-----|--|--|----|----|----|-----|----|----|----|----|----|----|----|----|----|
| Uses Reading Strategies | 65 | 86 | 74  |  |  | 81 | 96 | 98 | 92  | 92 | 96 | 81 | 90 | 91 | 88 | 86 | 92 | 87 |
| Category name change    |    |    |     |  |  |    |    |    |     |    |    |    |    |    |    |    |    |    |
| Reading Comprehension   | 71 | 86 | 100 |  |  | 81 | 96 | 97 | 100 | 95 | 98 | 82 | 89 | 91 | 88 | 88 | 90 | 87 |

<sup>2</sup>All of our colony students are EAL (English as an Additional Language) students. It is to be expected that their English reading skills and abilities to solve Story Problems would lag behind those for whom English is the first language.

### Grade 3: Reading / Numeracy: Divisional / Provincial Comparison 2010/2011:

|   | 2009/2010                 |            |                  |            | 2010/2011                 |            |                  |            |
|---|---------------------------|------------|------------------|------------|---------------------------|------------|------------------|------------|
|   | French Immersion Students |            | English Students |            | French Immersion Students |            | English Students |            |
|   | Divisional                | Provincial | Divisional       | Provincial | Divisional                | Provincial | Divisional       | Provincial |
| Reflection                                      | 95                        | 95         | 92               | 85         | 96                        | 93         | 90               | 85         |
| Uses Reading Strategies<br>Category name change | 95                        | 92         | 89               | 84         | 88                        | 93         | 88               | 84         |
| Reading Comprehension                           | 96                        | 93         | 88               | 85         | 93                        | 94         | 87               | 84         |
| Algebraic Reasoning:<br>Patterning              | 98                        | 95         | 91               | 90         | 96                        | 97         | 89               | 90         |
| Algebraic Reasoning:<br>Equality                | 93                        | 88         | 79               | 80         | 75                        | 86         | 84               | 80         |
| Number Sense:<br>Representing                   | 95                        | 94         | 92               | 88         | 96                        | 95         | 90               | 87         |
| Number Sense:<br>Mental Math                    | 86                        | 89         | 84               | 82         | 88                        | 91         | 83               | 83         |

### Comments on Results

- The assessment data identified must be treated with care; numbers can fluctuate for a number of reasons including: the attributes of the particular class of students writing, as well as the emotional and/or mental state of the writer. These results constitute assessment

for the purpose of informing future instruction. That said, they can provide a 'one time snapshot' of the abilities of our students.

- A high percentage of this particular cohort of Sunrise students demonstrated success in these areas
- These rates indicate a high percentage of our students demonstrate appropriate literacy and numeracy skills

#### 4. Middle Years Provincial Assessment Results

There are four indicators in the Middle Years assessments: 'out of range (below)', 'not meeting mid grade level', 'approaching mid grade level', and 'meeting mid grade level'. The results indicated below are percentages of our English and French Immersion students who are 'approaching' and 'meeting' mid grade level performance.

##### 4.1 Grade Seven Number Sense and Number Skills (Meeting Mid-Grade 7 Level Performance)

|                                   | 2006/07 |                  | 2007/08 |                  | 2008/09 |                  | 2009/10 |                  | 2010/11 |                  |
|-----------------------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|
|                                   | English | French Immersion | English | French Immersion | English | French Immersion | English | French Immersion | English | French Immersion |
| Orders Fractions                  | 86      | 100              | 88      | 96               | 93      | 98               | 90      | 86               | 82      | 79               |
| Orders decimals                   | 88      | 97               | 91      | 97               | 90      | 100              | 90      | 86               | 84      | 76               |
| Representation of numbers         | 86      | 100              | 88      | 96               | 90      | 98               | 87      | 94               | 81      | 88               |
| Number patterns and math problems | 77      | 76               | 82      | 91               | 80      | 91               | 77      | 88               | 76      | 82               |
| Variety with mental math          | 70      | 91               | 83      | 89               | 83      | 98               | 75      | 75               | 71      | 68               |

##### 4.2 Grade Eight Reading (French Immersion)

|   | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|---|---------|---------|---------|---------|---------|
| Understands key ideas in a variety of texts | 100     |         | 98      | 98      | 91      |
| Interprets a variety of texts               | 97      |         | 98      | 98      | 90      |
| Responds critically to a variety of texts   | 93      |         | 98      | 96      | 92      |

##### 4.3 Grade Eight Expository Writing (English Program)

|  | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|--|---------|---------|---------|---------|---------|
| Organizes ideas to support readers understanding | 84      |         | 90      | 93      | 88      |
| Chooses language to impact readers               | 81      |         | 90      | 93      | 86      |

### Comments on the Results

- Again, the assessment data identified must be treated with care.
- These rates indicate a high percentage of our students demonstrate appropriate literacy and numeracy skills.

### 5. Grade 12 Provincial Assessment Results

The results indicated below are the pass rates for the province and the Sunrise School Division respectively. ELA refers to 'English Language Arts'. Figures refer to the average mark and the pass rate respectively. \*\* Percentage of students included in the reporting who achieved a mark of 50% or higher on the standards test.

| ELA         | Provincial Results |      |      |      |      |      |      |      | Sunrise Results |      |      |      |      |      |      |      |
|-------------|--------------------|------|------|------|------|------|------|------|-----------------|------|------|------|------|------|------|------|
|             | 2008               |      | 2009 |      | 2010 |      | 2011 |      | 2008            |      | 2009 |      | 2010 |      | 2011 |      |
|             | Jan.               | June | Jan. | June | Jan. | June | Jan. | June | Jan.            | June | Jan. | June | Jan. | June | Jan. | June |
| Mean        | 63.9               | 65.8 | 65.9 | 63.6 | 66.4 | 63.9 | 66.1 |      | 63.9            | 76.9 | 70.6 | 68.3 | 65.6 | 67.0 | 68.0 |      |
| **Pass Rate | 81.6               | 83.8 | 84.7 | 78.9 | 85.1 | 80.4 | 85.2 |      | 83.7            | 91.7 | 93.1 | 86.6 | 83.6 | 88.3 | 87.2 |      |

| Pre-Calculus | Provincial Results |      |      |      |      |      |      |      | Sunrise Results |      |      |      |      |      |      |      |
|--------------|--------------------|------|------|------|------|------|------|------|-----------------|------|------|------|------|------|------|------|
|              | 2008               |      | 2009 |      | 2010 |      | 2011 |      | 2008            |      | 2009 |      | 2010 |      | 2011 |      |
|              | Jan.               | June | Jan. | June | Jan. | June | Jan. | June | Jan.            | June | Jan. | June | Jan. | June | Jan. | June |
| Mean         | 68.7               | 65.1 | 66.2 | 66.6 | 62.7 | 68.5 | 63.4 |      | 70.2            | 69.4 | 70.2 | 70.6 | 60.8 | 73.4 | 57.6 |      |
| **Pass Rate  | 82.3               | 76.1 | 77.2 | 79.8 | 74.0 | 81.2 | 74.2 |      | 86.9            | 83.3 | 93.0 | 83.7 | 75.8 | 91.4 | 74.1 |      |

| Consumer Math | Provincial Results |      |      |      |      |      |      |      | Sunrise Results |      |      |      |      |      |      |      |
|---------------|--------------------|------|------|------|------|------|------|------|-----------------|------|------|------|------|------|------|------|
|               | 2008               |      | 2009 |      | 2010 |      | 2011 |      | 2008            |      | 2009 |      | 2010 |      | 2011 |      |
|               | Jan.               | June | Jan. | June | Jan. | June | Jan. | June | Jan.            | June | Jan. | June | Jan. | June | Jan. | June |
| Mean          | 64.4               | 64.8 | 62.3 | 63.5 | 62.3 | 63.7 | 65.2 |      | 58.5            | 62.6 | 63.1 | 61.1 | 63.6 | 61.4 | 65.8 |      |
| **Pass Rate   | 85.4               | 85.9 | 79.3 | 83.0 | 81.7 | 83.2 | 85.4 |      | 68.9            | 85.8 | 73.3 | 81.0 | 87.8 | 77.1 | 85.2 |      |

| Applied Math | Provincial Results |      |      |      |      |      |      |      | Sunrise Results |      |      |      |      |      |      |      |
|--------------|--------------------|------|------|------|------|------|------|------|-----------------|------|------|------|------|------|------|------|
|              | 2008               |      | 2009 |      | 2010 |      | 2011 |      | 2008            |      | 2009 |      | 2010 |      | 2011 |      |
|              | Jan.               | June | Jan. | June | Jan. | June | Jan. | June | Jan.            | June | Jan. | June | Jan. | June | Jan. | June |
| Mean         | 63.6               | 63.0 | 61.0 | 59.1 | 58.5 | 57.8 | 58.9 |      | 59.1            | 61.5 | 53.0 | 61.6 | 58.7 | 60.9 | 60.0 |      |
| **Pass Rate  | 79.5               | 79.4 | 75.2 | 71.3 | 70.4 | 69.0 | 71.3 |      | 75.0            | 74.3 | 65.5 | 82.1 | 75.0 | 83.7 | 76.8 |      |

| Mathematiques Appliquees | Provincial Results |      |      |      |      |      |      |      | Sunrise Results |      |      |      |      |      |      |      |
|--------------------------|--------------------|------|------|------|------|------|------|------|-----------------|------|------|------|------|------|------|------|
|                          | 2008               |      | 2009 |      | 2010 |      | 2011 |      | 2008            |      | 2009 |      | 2010 |      | 2011 |      |
|                          | Jan.               | June | Jan. | June | Jan. | June | Jan. | June | Jan.            | June | Jan. | June | Jan. | June | Jan. | June |
| Mean                     |                    |      |      |      | 58.5 | 57.8 |      |      |                 |      |      |      | 58.7 | 60.9 |      |      |
| **Pass Rate              |                    |      |      |      | 70.4 | 69.0 |      |      |                 |      |      |      | 75.0 | 83.7 |      |      |

### Comments on the Results

- Again, the assessment data identified must be treated with care, numbers can fluctuate for a number of reasons including: the attributes of the particular class of students writing; are all eligible students writing; students may be able to demonstrate proficiency in ways other than a pen and paper test; as well as the emotional and/or mental state of the writer. That said, they can provide a 'one time snapshot' of the abilities of our students.

**\*Note:** At the time of this report we only had the Grade 12 Provincial Exam results for January, June results will be provided to the division in the fall. In other years both the January and June Grade 12 Provincial Exams were reported.

## 6. Progress Made by Students on IEP's

280 Sunrise students received Level 2 or 3 Provincial Funding for their exceptional learning and/or behavioral needs during the 2010 - 2012 school year. An IEP (Individualized Education Plan), an Adapted Education Plan (AEP), or a BIP (Behavioral Intervention Plan) was developed for these students. IEP's, AEP's, & BIP's are developed in consultation with a student's teacher(s), school and divisional support staff, parents, and at times, representatives of other support organizations. IEP's can be developed to guide the instructional planning for students who are not funded as well.

|       |                           | 2005/06     | 2006/07     | 2007/08     | 2008/09     | 2009/10     | 2010/11     |
|-------|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| IEP's | # of students             | 168         | 245         | 210         | 105         | 256         | 280         |
|       | # and % who made progress | Not tracked | 224 or 91%  | 98%         | n/a         |             | 93%         |
| AEP's | # of students             | Not tracked | Not tracked | Not tracked | 132         | Not tracked | Not tracked |
|       | # and % who made progress | Not tracked | Not tracked | Not tracked | Not tracked | n/a         |             |
| BIP's | # of students             | Not tracked | Not tracked |             | 22          | Not tracked | Not tracked |
|       | # and % who made progress | Not tracked | Not tracked |             | Not tracked | n/a         |             |

*\* As we evolve in our data collection processes we are able to refine our data. In 2008-09 the total number of plans were separated into Individual Education Plans, Adapted Education Plans and Behaviour Intervention Plans. In previous years, the numbers were simply reported as Individual Education Plans. Note also that schools were not requested to provide progress information in this school year due to a goal focus on the co-teaching model in supporting students.*

- *In 2009/2010 74% of goals from IEP's were met.*
- *In 2010/2011 75% of goals from IEP's were met.*

## Comments on the Results

- We have many more IEP's/AEP's/BIP's than funded students.
- These rates indicate a high percentage of these students demonstrate appropriate literacy and numeracy skills.

## 7. Progress with School Goals Related to Student Assessment

Beginning in the 2003-2004 school year, it has been expected that all schools align their school goals to the divisional directions that are aligned to the Board's vision statement. For the 2009/2010 and 2010 - 2011 school years, the divisional direction continued to be a focus on 'outcome-based learning'.

Divisionally, Sunrise has been committed to three major areas inherent to 'outcome-based learning' which is envisioned as the linkage of

- a) what we want our children to learn;
- b) ascertaining and assessing how well our children are learning, and
- c) how we can further support, strengthen, enhance, and improve learning for our children.

Over the years, Sunrise has focused on improvement in these three questions as witnessed in many of its learning initiatives (i.e., student led conferencing, positive school environments, healthy schools, reading and writing continuums, citizenship, student engagement and voice, assessment for learning, differentiated learning, etc.). All Sunrise schools have addressed and incorporated these learning initiatives to some degree (initiated, implemented, established) into their learning culture.

As part of this Divisional approach to enhancing and strengthening student learning and success, Sunrise has incorporated an appreciative approach to improvement both educationally and operationally. The appreciative improvement approach relies on Sunrise schools and Divisional operations regularly looking at and discussing:

- 1) What is working well? and how are we doing? (Discovery)
- 2) What do we want to see in place for student learning and operational success in 3 - 5 years? What is our student learning and Divisional operational vision? (Dream)
- 3) How can we develop a long term and a short term plan to achieve our 3 - 5 year vision? What will be in the plans? (Design)
- 4) How can we sustain our short term and long term plans? How will we know if the plans are working? How can we regularly revise our plans for success? (Destiny)

## 8. Progress on Literacy, Numeracy & Music

| 1) Literacy K-6   | 2009/10     | 2010/11 |
|---|-------------|---------|
| A. What is the % of students who have their reading development plotted on the reading continuum two times per year?                                | 92%         | 91 %    |
| B. What is the % of students who have 100% of their reading behaviors in or beyond the stages that coincide with their grade level?                 | 77%         | 73%     |
| C. What is the % of students who have their writing progress plotted on the writing continuum?  | 97%         | 87%     |
| D. What is the % of students who have 100% of their writing behaviors in or beyond the stages that coincide with their grade level?                 | 75%         | 72%     |
| E. What is the % of classrooms reporting on Literacy with ICT in the areas of Critical Thinking, Creative Thinking and Ethics and Responsibilities? | 100%        | 92%     |
| 2) Numeracy K-8   |             |         |
| A. What is the % of students who meet expectations for 100% of their grade level number outcomes?   | 74%         | 73 %    |
| B. What is the % of students who meet expectations for 100% of their grade level patterns and relations outcomes?                                   | 74%         | 75%     |
| C. What is the % of students who meet expectations for 100% of their grade level shape and space outcomes?  | 76%         | 74 %    |
| D. What is the % of students who meet expectations for 100% of their grade level statistics and probability outcomes?                               | 73%         | 71%     |
| 3) Music  |             |         |
| A. K-5: What is the % of students meeting curricular outcomes?  | 91%         | 79%     |
| B. 6-12: What is the % of students performing at/or above grade level?  | 89%         | 86%     |
| C. Festivals: What % of our performances that are adjudicated are at/or above grade level? (by school)  | 97%         | 100%    |
| How many HS students have completed a Career Exploration course?  | 407         | 396     |
| Number of students who are enrolled in the Apprenticeship Option.   | 32          | 36      |
| What % of High School students have been exposed to the Career Education field?   | Not tracked | 66%     |
| Number of students successfully completing Artspeak credits.  | 44          | 48      |

1. Pass Rates (see 2.1. Performance Measures, Indicators and Evidence above)
  - a. Comments on Results
2. The Manitoba curriculum, including the Arts, Physical Education, Vocational Education, and Languages, is being taught in all Sunrise schools. Given the high percentage of grade level pass rates, I assume that a high percentage of our students are meeting curricular outcomes in the specific subject areas.
3. High School Completion Rates (see 2.1 Performance Measures, Indicators and Evidence above )
4. Progress Made by Students on IEP's (see 2.1 Performance Measures, Indicators and Evidence above )
5. Student Progress in Alternative Learning Centers

Alternative Learning Centers exist in Powerview, Beausejour, Oakbank, and Lac Du Bonnet (partnership with Mrs. Lucci's) and are affiliated with the local senior years schools in the respective communities. We recognize that a number of students have not been successful in a traditional school setting and through the alternative centers, with small class sizes and off campus settings, these students may have success. We have begun to quantify the number of students involved in alternative programming and how many of them are actually attaining senior years credits.

|                           | 2006/07                 | 2007/08                | 2008/09                | 2009/10                | 2010/11             |
|---------------------------|-------------------------|------------------------|------------------------|------------------------|---------------------|
| # of students             | 63<br>(4% of 9-12 pop). | 47<br>(3% of 9-12 pop) | 64<br>(4% of 9-12 pop) | 61<br>(4% of 9-12 pop) | 60<br>(4 % of 9-12) |
| # and % who made progress | 48 (76%)                | 45 (96 %)              | 60 (94%)               | 58 (95%)               | 56 (93%)            |

**Comments on the Results**

- It is assumed that if the Alternative Centers did not exist, many of these students would not be in school. Having 60 of these students attaining credits is extremely positive.
- Attainment of high school credits is an indication of understanding in specific subject areas and preparation for a complex world.
- In the 2010 - 2011 budget additional funding was allocated for enhancing and extending the Alternative Learning Centres in Oakbank and Powerview.

## 6. Programs of Interest

6.1 The division provides a number of specific programs of interest to students and to parents. The following chart indicates enrollment numbers for several of these programs and the percentage of the total student population involved in these programs.

|                   |               | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/2011 |
|-------------------|---------------|---------|---------|---------|---------|---------|-----------|
| Artspeak          | # of students | 75      | 72      | 100     | 112     | 125     | 136       |
|                   | % of total    | 7       | 6       | 6       | 7       | 7       | 8         |
| French Immersion  | # of students | 535     | 544     | 569     | 574     | 608     | 612       |
|                   | % of total    | 11      | 11      | 11.6    | 12      | 13      | 13        |
| Ukrainian Program | # of students | 101     | 99      | 97      | 99      | 102     | 96        |
|                   | % of total    | 2       | 2       | 2       | 2       | 2       | 2         |
| Music             | # of students | 2800    | 3160    | 3046    | 3102    | 2907    | 2854      |
|                   | % of total    | 57      | 65      | 62      | 63      | 61      | 60        |

### Comments on the Results

- The Artspeak program targets talented grade 10-12 students, many of whom are not having success in traditional programming. It involves five multi day sessions at Camp Cedarwood.
- The board has prioritized the importance of music education. The fact that the majority of our students are involved in a music program is significant.
- Combined with our pass rates, these figures indicate students have opportunities to learn across the subject areas and become prepared for a complex world.

## 7. Vocational Programming

Sunrise has made progress towards a partnership to enhance Vocational Education in the Lac Du Bonnet and Powerview/Pine Falls areas. Partnerships with other school divisions had enrollments as follows for the 2010/2011 school year:

- Louis Riel School Division: 12 students attended the Technology and Career Education Center in Winnipeg.
- Lord Selkirk Secondary School: 44 students attended
- Murdock Mackay: 36 students attended for Vocational training
- for a total of 92 students. (2% of our population).

## 8. ICT

In 2010/2011 we had 94 SmartBoards® in use. 12 new SmartBoard installations were completed during the 2010/2011 school year (including 3 at the Colonies). Every school in the Division has at least one SmartBoard.

## 9. Physical Education

9.1 School administrators indicate the following participation percentages for school intramurals.

|          | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/2011 |
|----------|---------|---------|---------|---------|-----------|
| Gr. K-6  | 55      | 43      | 44      | 54      | 60        |
| Gr. 7-8  | 67      | 55      | 57      | 35      | 54        |
| Gr. 9-12 | 35      | 37      | 36      | 24      | 35        |

### Comments on the Results

- These numbers indicate a reasonable rate of participation in intramurals.

## 9.2 The Physical Education Planning Team

Developed during the 2008/2009 school year, the team continued their great work by completing an inventory of divisional PE equipment; working to update assessment practices related to PE; piloting a heart rate monitoring program at three schools; and coordinating equipment purchasing at the divisional level. Work on updating outdoor facilities continues and funds have also been directed to maintain team uniforms and enhance the ability for teams to participate in extracurricular tournaments.

In 2008/ 2009, Sunrise added work out equipment to each high school to the tune of \$50,000 to accommodate the new curriculum. During the 2009/2010 School year the team:

- Developed K-10 Outcomes
- Started the Vertical Alignment Phase

In 2010-2011 the team developed Essential Learning Outcomes for K-10. These outcomes are on a WIKI on our website. As well, an electronic PE Cumulative Assessment documents is being developed, so students can be tracked from year to year.

## Policy 2.2 Performance Measures, Indicators and Evidence

1. **Pass Rates** (see 2.1.1 Performance Measures, Indicators, and Evidence above )
2. **High School Completion Rates** (see 2.1.1 Performance Measures, Indicators and Evidence above)
3. **Social Studies Curriculum**

All Sunrise Administrators confirmed that the Social Studies curriculum is being taught to all students.

### Comments on Results

- Students are being taught concepts of democracy.

## Policy 2.3 Performance Measures, Indicators and Evidence

1. **Code of Conduct**
  - An up to date Code of Conduct exists at each school and is shared with all students, staff and parents. A review of the Divisional Code of Conduct occurred in 2010. Potential revisions and implementation of the Divisional Code of Conduct may result in 2011 - 2012.
2. **Nutrition Policy: Nutrition in Schools**

The Sunrise School Division acknowledges the vital role that nutrition plays in supporting the health, development, performance and learning potential of all students. We recognize that our

schools and community have a shared responsibility to educate and encourage healthy lifestyle choices.

The School Division recognizes the presence of food in various aspects of school life and believes that it has a responsibility to promote and support good nutrition in schools by ensuring healthy nutritional practices, healthy food options and appropriate portion sizes. Involvement includes but is not limited to:

- Curriculum Instruction
- School Cafeterias, canteens, stores or vending machines
- Fundraising activities
- Special events that involve students and occur on behalf of schools
- School breakfast, lunch or snack programs

The School Division expects that this policy shall guide its schools to manage all practices related to nutritional education and the distribution of food during school hours and school-related activities.

### **Guidelines**

In keeping with the nutrition policy, the Sunrise School Division will ensure that:

- a. Schools reference the *Manitoba School Nutrition Handbook* to develop cultures and climates of best practice and principles of healthy eating
- b. Students receive nutrition education that teaches the knowledge, skills and attitudes that promote healthy eating habits for a lifetime.
- c. Teachers have access to appropriate resources to achieve nutrition outcomes as outlined in the *Physical Education/Health Education Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.
- d. Food and beverages sold in vending machines within the Division's schools are in accordance with the *Manitoba School Nutrition Handbook*.
- e. All school-based fundraising initiatives prioritize non-food items or healthy food and beverage choices according to the *Manitoba School Nutrition Handbook*.
- f. Food and beverages that are sold at events in which students participate follow the *Manitoba School Nutrition Handbook*.
- g. School canteen, cafeteria or store menus reflect food choices as outlined in the *Foods Available in K-12 Schools in Manitoba Quick Guide*. Schools are encouraged to provide equivalent nutritional value foods from the "Sometimes to most often categories."
- h. Healthy food choices are priced competitively so as to encourage purchase.
- i. The parent/guardian and/or student is responsible for notifying the school of allergies and medical conditions and for making informed choices consistent with the student's healthcare needs, from foods available at the school.

j. Schools define nutrition priorities in their School Plans and report on the related outcomes, to parent advisory councils and Manitoba Education - *Supporting Inclusive Schools: School Based Planning and Reporting: A Framework for Developing School Plans and Reports (Manitoba Education)*.

## Specific Procedures

- a. Schools with student profiles of significant needs are encouraged to consider breakfast, lunch or snack programs. While such programs are accessible to any students in schools that offer them, schools will not promote them as replacements for breakfast eaten at home.
- b. In accordance with the guidelines regarding vending machines, beverage vending machines in schools should offer 100% juice (fruit or vegetable), water products, nutritionally equivalent milk alternatives, milk and or milk products. They shall not offer carbonated beverages.
- c. For purposes of food safety, school will have at least one certified food handler on duty when foods are prepared and served on site. Schools are encouraged to have students clean their desks or any tables at which they are required to eat and provide students time to wash their hands before and after they handle or consume food.
- d. The Division and its schools will support opportunities for staff development and training about the effective delivery of nutrition education.
- e. In accordance with the Public Schools Act (47.2) - (1) (2) (3) *Artificial Trans Fat Banned in Schools*, Schools will not sell food products containing artificial trans fats in packaged foods or other food products. Vegetable oil or spreadable margarine used in the preparations of foods at school will not exceed 2% of the product's total fat content. The trans fat content of other foods, excluding meat or dairy products must not exceed 5% of the food's total fat content. Exceptions may occur in circumstances relating to student lunches brought from home, or for food items that are not available in the school every day.

### 3. Student Suspension Surveys

#### 3.1 Totals

|                               | 2005-06<br>(4909<br>students)     | 2006-07<br>(4898<br>students)     | 2007-08<br>(4792<br>students)     | 2008-09<br>(4908<br>students)                        | 2009-10<br>(4783<br>students) | 2010-11<br>(4776<br>students) |
|-------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--|-------------------------------|-------------------------------|
| Total suspensions             | 386                               | 531                               | 434                               | 154<br><small>(7 of 14 schools<br/>reported)</small> | 223                           | 161                           |
| Boys: # (%)                   | 291 (77%)                         | 408 (77%)                         | 326 (75%)                         | 113 (74%)  | 149 (67%)                     | 130 (81%)                     |
| Girls: # (%)                  | 95 (23%)                          | 123 (23%)                         | 108 (25%)                         | 41 (27%)   | 59 (27%)                      | 31 (19%)                      |
| In school                     | 141 (36%)                         | 272 (51%)                         | 246 (56%)                         | 9 (6%)   | 9 (4%)                        | N/A                           |
| In school: 1 day or less      | 123 (87% of<br>in schools)        | 249 (92% of<br>in schools)        | 220 (89% of<br>in schools)        | 9 (6%)   | 75.5 (34%)                    | N/A                           |
| Out of school                 | 236 (61%)                         | 259 (49%)                         | 201 (44%)                         | 145 (95%)  | 147.5 (66%)                   | 161                           |
| Out of school: 2 days or less | 109 (46% of<br>out of<br>schools) | 158 (61% of<br>out of<br>schools) | 134 (67% of<br>out of<br>schools) | 25 (17%)   | 33 (15%)                      | 71 (44%)                      |
| # grades 5-9                  | 300 (77%)                         | 387 (73%)                         | 220 (51%)                         | 72 (47%)   | 97 (43%)                      | 76 (47%)                      |

#### Comments on the Results

- There are several encouraging trends over the five years:
- While figures are not available for 2010 - 2011, the growing percentage of in school suspensions in 2009 - 2010 is promising because the potential for remedial teaching is much higher than with out of school suspensions.

#### 3.2 Suspensions by Type

|                   | 2005-06<br>(4909<br>students) | 2006-07<br>(4898<br>students) | 2007-08<br>(4792<br>students) | 2008-09<br>(4908<br>students) | 2009-10<br>(4783<br>students) | 2010-11<br>(4776<br>students) |
|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Physical Violence | 163 (42%)                     | 182 (34%)                     | 121 (28%)                     | 53 (34%)                      | 79 (34%)                      | 57 (35%)                      |
| Swearing          | Not Identified                | Not Identified                | 101 (23%)                     | 3 (2%)                        | 14 (6%)                       | 8 (5%)                        |
| Insubordination   | 82 (21%)                      | 87 (16%)                      | 70 (16%)                      | 32 (21%)                      | 36 (16%)                      | 18 (11%)                      |

|                          |          |           |                  |          |          |                 |
|--------------------------|----------|-----------|------------------|----------|----------|-----------------|
| Drugs                    | 35 (9%)  | 29 (5%)   | 28 (6%)          | 41 (26%) | 33 (14%) | <b>32 (20%)</b> |
| Threats                  | 87 (22%) | 46 (9%)   | 35 (8%)          | 1 (1%)   | 6 (3%)   | <b>7 (4%)</b>   |
| Drinking                 | 4 (1%)   | 22 (4%)   | 22 (5%)          | 13 (9%)  | 13 (6%)  | <b>3 (2%)</b>   |
| Property                 | 7 (2%)   | 18 (3%)   | 22 (5%)          | 2 (1%)   | 11(5%)   | <b>2 (2%)</b>   |
| Bullying/Racism          |          |           | 13 (3%)          | 3 (2%)   | 15 (6%)  | <b>17 (11%)</b> |
| Sexual Inappropriateness | 15 (4%)  | 17 (3%)   | 7 (2%)           | 6 (4%)   | 2 (1%)   | <b>1 (1%)</b>   |
| Smoking                  | 19 (5%)  | 16 (3%)   | 10 (2%)          |          | 4 (2%)   | <b>-</b>        |
| Recklessness             | 10 (3%)  | 102 (19%) | 2 (less than 1%) |          | 10 (4%)  | <b>16 (11%)</b> |

### Comments on the Results

- Physical violence and threats are decreasing.
- This information informs me that staff are actively involved in addressing inappropriate behaviour. It also informs me that students are acting responsibly for the most part.

### 3.3 Level Three Suspensions

|                  | Drugs | Physical Violence | Weapon | Property / Criminal Activity                          | Threats | Total |
|------------------|-------|-------------------|--------|---|---------|-------|
| 2005-06          | 2     | 3                 | 2      | 1   | 6       | 14    |
| 2006-07          | 0     | 3                 | 4      | 1   | 2       | 10    |
| 2007-08          | 5     | 1                 | 2      | -   | 1       | 9     |
| 2008-09          | 7     | 3                 | 1      | -   | 2       | 13    |
| 2009-10          | 4     | 3                 | 3      | <b>13</b><br>Reflective of the Bomb Threat incidents. | 2       | 25    |
| <b>2010-2011</b> | 5     | 2                 | 1      | 14  | 2       | 24    |

## 4. Partnerships

A number of effective internal and external partnerships have been developed with outside agencies to assist students in developing the attitudes and skills to make good choices with regards to their behavior. Examples include work with Mrs. Lucci's (NEHA in Lac Du Bonnet to serve at risk kids), and increased coordinated work between families, schools and the Sunrise Student Support

Services Team (safe schools coordinator, social worker, speech and language pathologists, psychologists, and AFM workers).

## **Policy 2.4 Performance Measures, Indicators and Evidence**

### **1. Pass Rates and High School Completion Rates (See 2.1.1 Performance Measures, Indicators, Evidence above)**

A high percentage of Sunrise students progress to the next grade on an annual basis and a high percentage of students who entered grade nine in the fall of 2002 graduated in four to five years.

#### **Comments on These Results**

- For many students, completing coursework and obtaining a high school diploma demonstrates a strong work ethic.

# Appendix B

---

## Sunrise School Division Learning Forum Summary

Sunrise School Division collected data from groups of students, staff and parents using an appreciative Inquiry Approach through a Learning Forum format.

In the spring of 2009, Gillis School was used as a pilot for our Learning Forums. Then during the 2010/2011 school year all other 13 schools were visited.

The same questions were used at each school but questions varied slightly between focus groups.

The questions were designed to ask what was 'working'. The idea is to find out what is positive and then build on it.

Each school provided a random group of students and parents. At most schools the entire staff decided to participate.

Senior administration met with the principals with each individual school results. Principals were to get back to students, staff and parents with a plan of action.

Overwhelmingly, the results from the Learning Forums indicated that parents, students and staff believe that the quality of instruction and learning in Sunrise schools is very good.

The following information is a summary of the perceptual trends for each group:

### Parents:

- Want their children to be good citizens.
- Believe that grades are important and the descriptive comments teachers write about their children are very important.
- Believe their children do better in school when they feel their teachers care about them.
- Believe they can do a better job helping educate their children when teachers communicate with them 'regularly'.

### Students:

- Enjoy school when their lessons are exciting and fun.
- Believe they learn better when teachers get to know them & when teachers show they care.
- Believe it is important to have friends at school.
- Believe that relevant and topical learning is engaging.

### Staff:

- Believe their lessons are engaging and more successful with student learning when they have the resources, time and collaboration opportunities to plan.
- Believe that appropriate class size and student support helps with student learning.

- Believe that working in a partnership with parents is critical to student success.
- Believe that building relationships with all stake holders is necessary.

## Appendix C

---

### Student, Parent & Staff Surveys: Information Summary

Prepared by:





# Student, Parent & Staff Surveys: Information Summary

Prepared By:



February 2011

## Background

In fall 2010, the Sunrise School Division initiated a process to survey parents, students, and staff in the Division to determine “how we are doing” and to provide planning information for schools and for the Division.

The Division contracted with Proactive Information Services Inc., a Manitoba-based social research and evaluation company, to provide technical support for the process.<sup>1</sup> Proactive assisted with questionnaire design, administration, analysis, and preparation of this Information Summary.

The questionnaires were developed in fall 2010 with all three surveys containing the same basic core questions. Some wording was adjusted for the student survey.

All were administered as web-surveys, for completion during November 2010. Paper versions were also available; three-quarters of parents chose to complete a paper survey.

Students in Grades 5 to 12 and those attending the Adult Learning Centre were invited to participate. All staff in the Division were potential respondents. Parents were offered the opportunity of responding to a questionnaire from each school where they had children attending.

1

<sup>1</sup> Proactive Information Services Inc. was established in 1984 specifically to provide research and evaluation services to clients in the public and non-profit sectors. Proactive's clients include ministries of education, school divisions/districts, foundations, and other NGOs in Canada and internationally. For more information on Proactive, visit [www.proactive.mb.ca](http://www.proactive.mb.ca)

## Response and Respondent Characteristics

Completed surveys were received from:

- ✳ **1051 parents**, representing approximately **one third** of the total possible families who could have responded;
- ✳ **2,491 students** in Grades 5 to 12, representing approximately **85%** of the student population in these grades;
- ✳ **367 Division staff**, representing approximately **60%** of the total possible staff respondents.

The numbers and response rates provide sufficient data for analytical purposes.

### Parents

Parents most often had **two children** in the Division (43%), followed by 38% with one child.

Parents indicated that they had children **attending school in the Division** for:

|                  |     |
|------------------|-----|
| Less than a year | 7%  |
| 1 to 4 years     | 28% |
| 5 to 9 years     | 33% |
| 10 years or more | 32% |

Parents reported their own **first language** as: English

|                  |     |
|------------------|-----|
|                  | 93% |
| French           | 2%  |
| Another language | 5%  |

Nine percent of parent respondents indicated they were an Aboriginal person (First Nations, Métis, Inuit), while 2% identified themselves as a newcomer to Canada.

## Students

The largest proportion of student respondents were in Grades 6-8 (42%), with 13% in Grade 5, 25% in Grades 9-10, 20% in Grades 11-12, and 1% at the Adult Learning Centre.

There was an **even gender distribution**; 50% female, 50% male. **English** was identified as their first language by 88% of students.

## Staff

Table 1 shows the distribution of staff respondents by their current assignment.

| Assignment                                      | N   | %   |
|---|-----|-----|
| Classroom Teacher                               | 211 | 58% |
| Teacher in Support Role (e.g. student services) | 36  | 10% |
| Administrator                                   | 24  | 7%  |
| Educational Assistant                           | 64  | 18% |
| Other Clerical/Support Staff                    | 27  | 7%  |

Forty-six percent of respondents had worked in the Division for **10 years or more**, while 25% had worked in the Division for fewer than five years.

## Learning Experiences and Opportunities

Parents and Division staff were asked to indicate how satisfied they were with students' learning/development in a variety of areas. Students were asked if, because of school, they were "becoming better" in the same areas. In all areas, a larger percentage of parents indicated they were "very satisfied" than did staff.

|                           | Parents | Staff   | Students |
|---------------------------|---------|---------|----------|
| Reading                   | 90% (1) | 76% (1) | 79%      |
| Social Studies            | 87% (2) | 74% (2) | 75%      |
| Healthy Lifestyle Choices | 87% (2) | 66%     | 80% (3)  |
| Sciences                  | 85% (3) | 67%     | 77%      |
| The Arts                  | 85% (3) | 72% (3) | 57%      |
| Technology Skills         | 81%     | 74% (2) | 81% (2)  |
| Writing                   | 83%     | 66%     | 83% (1)  |
| Mathematics               | 83%     | 65%     | 80% (3)  |
| Trying Hard at School     | 82%     | 61%     | 81% (2)  |

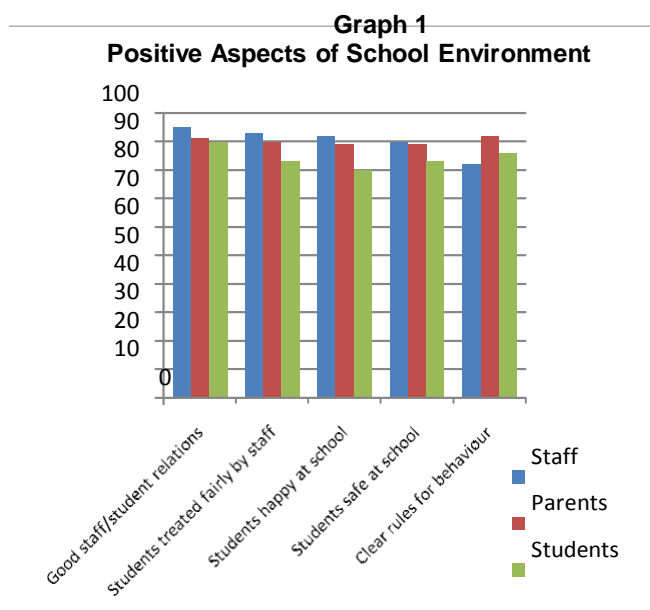
For parents and staff, "problem solving/critical thinking skills" was rated relatively low.

Table 2 also shows that students were more likely to think they were "becoming better" in some different areas. In virtually every area listed, students who rated themselves "below average," were much less likely to indicate they were getting better. For example, the percentage of students who indicated they were becoming better in Math was as follows:

- ✳ 59% of Above Average students
- ✳ 40% of Average students
- ✳ 13% of Below Average students

## School Environment

Students, staff and parents all felt positive about virtually all aspects of the school environment (Graph 1).



Eighty-seven percent of **students** indicated there were adults they could go to at school to get help with school work; 72% felt there were adults they could go to for help with personal issues.

Also, **students** "always/often" indicated:

- ✳77% "teachers help me when I need help,"
- ✳71% "teachers care about how well I am doing at school,"

42% "I have the opportunity to make decisions about what I am learning in class,"  
 25% "The work I do at school is too easy for me."

There were differences in student response across grade levels; students in Grade 5 and at the Adult Learning Centre were generally the most positive, while students in Grades 11-12 were least positive.

"Always/often" **parents** indicated:

- 76% "The school provides appropriate programs to meet the needs of my child,"
- 74% "Staff care about the academic success of my child."
- 71% "My child is challenged at the appropriate level,"
- 59% "My child has opportunities to make decisions about his/her own learning."

Parents who had a child in a multi-age class were generally the most positive. While parents of students with special needs did not see their child's academic needs being as well met as other parents, they were positive about issues of fairness, safety and respect.

"Always/often" **staff** indicated:

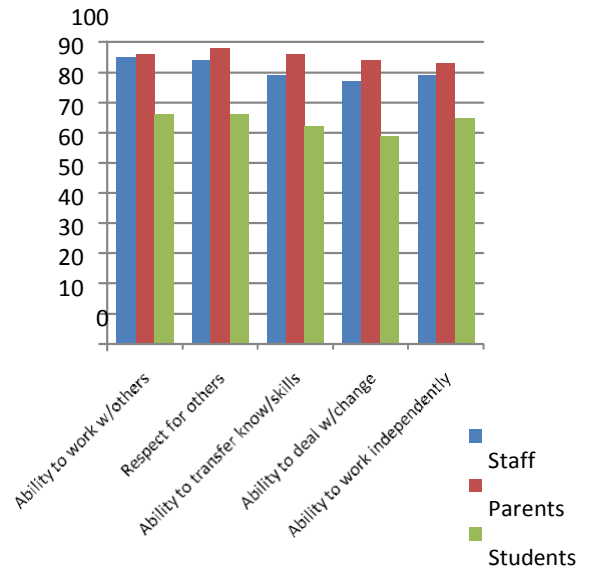
- 95% "Staff care about the academic success of students,"
- 87% "Teachers help students with school work whenever needed,"
- 71% "Students are challenged at the appropriate level,"
- 68% "Students have opportunities to make decisions about their own learning."

Approximately 80% to 90% of parents and staff agreed that students' academic, physical, social and emotional needs were well supported.

## Student Development at High School

Students in Grades 9 to 12 and at the Adult Learning Centre, as well as parents and staff were asked to indicate the importance of having various characteristics by the end of high school.

**Graph 2**  
**Importance of Developing Characteristics**



While it appears that students rated these characteristics below staff **and** parents, these same skill/characteristics were still those ranked most highly by students (Graph 2).

The characteristics that were ranked lowest by all groups were being able to "read/write/speak more than one language" and "appreciation of the visual and performing arts." "Commitment to community" and "awareness of environmental issues" also tended to rank near the bottom for all groups.

Also in terms of high school, approximately 80% of all groups "agreed" that "students can access the courses they are interested in taking." Conversely, about 60% of all groups "agreed" that "students are being well prepared to practice democratic values."

## Parents' Experiences at Child's Education

Parents were also asked questions regarding their involvement in their child's school over the past two years.

### Involvement

Table 3 shows the top five ways parents are **involved with their child's education.**

**Table 3  
Top 5 Ways Parents Are Involved**

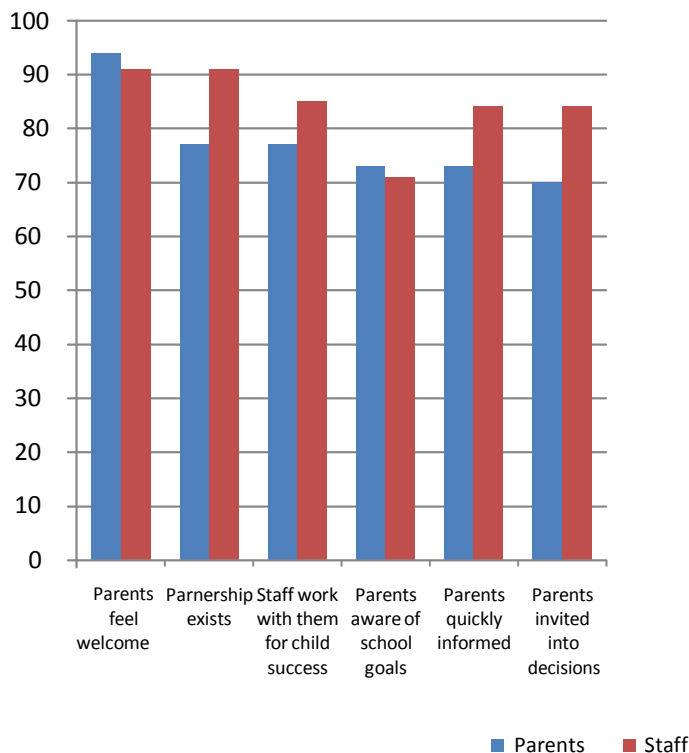
|  | %    | Rank |
|--|------|------|
| Encouraged my child to do well at school | 100% | 1    |
| Helped my child at home with school work | 96%  | 2    |
| Attended a performance/special event     | 88%  | 3    |
| Attended a student progress conference   | 70%  | 4    |
| Attended a sports/athletic event         | 57%  | 5    |

### Parental Experience at School

Parents and staff have similar perspectives regarding parental experience at school. Parents are least likely to “agree” that they are “invited into the decision-making processes” involving their child (Graph 3).

79% of parents would like more information about their child’s progress and achievements.

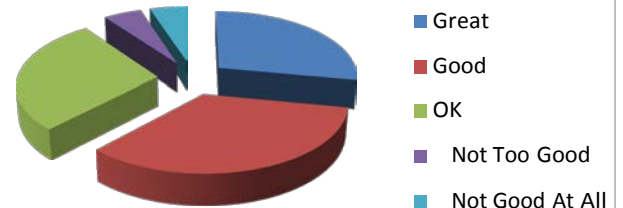
**Graph 3: Parent Experience with School Perceptions by Parents & Staff**



### School Rating

Overall, 62% of **students** ranked their school “great” or “good” (Graph 4), ranging from 76% of Grade 5 students to 47% of students in Grades 11-12.

**Graph 4: Students' Rating of School**



In their final comments, **students** were most likely to write in positive comments about their school (n=388).

**Table 4: Rating of School by Parents and Staff**

| Would you recommend this school? | Parents | Staff |
|----------------------------------|---------|-------|
| Yes, definitely                  | 55%     | 71%   |
| Probably                         | 23%     | 17%   |
| Possibly                         | 19%     | 11%   |
| No, definitely not               | 3%      | 1%    |

### In Conclusion

According to respondents, the schools of the Sunrise School Division are doing a good job of supporting student learning/development and positively engaging parents.

Students, parents and staff are in high agreement regarding what skills and characteristics are important for students to develop by the end of high school.

**For further information contact:**

**Sunrise Education Centre**

P.O. Box 1206  
344 Second Street North  
Beausejour, MB  
R0E 0C0  
Reception: 204-268-6500  
Toll Free: 1-866-444-5559

