



ANNUAL REPORT

1998 • 1999



Our mission is to provide learners with the opportunity to develop their full potential as successful individuals and members of society.

There is no question that 1998/99 was a stressful year for our school district. Financial problems loomed large in September and the struggle reached epic proportions as possible solutions were considered and repeatedly discounted. The process brought us together in a way that few issues can and, undoubtedly left us stronger. It gave us a renewed determination to preserve our best parts and build for the future.

Throughout the many rounds of negotiations and calculations, trustees, staff and parents never lost sight of the reason we're here and our students expressed strong opinions of their own. Our business is to provide quality

education. The daily arrival of eighteen hundred students, each with unique talents, needs and ambitions, ensures that we never lose sight of that fact. This annual report is a glimpse at our 1998/99 school year. We hope you find it interesting and informative. If you have questions, comments or suggestions about the report, we encourage you to contact Duane Sutherland, Superintendent of Schools, at 537-5548, or May McKenzie, Board Chair, at 539-2530. If you would like further information about our programs, we encourage you to contact our schools at the numbers listed on the last page. ■

BOARD CHAIR'S REPORT

The 1998/99 School Year began with guarded optimism as the Board and Senior Administrators worked with the partner groups to go through the recommendations contained in the Efficiency Advisory Team report. That air of hopefulness quickly turned into, what would be, the most difficult time this School District has been through. On September 28, the Minister of Education met with the Board Chair and Superintendent to advise them that the District had until October 31 to submit a deficit reduction plan that would see a balanced budget by June 2000. The Board did submit a plan to the Minister, but as the school year was well underway and budget cuts for the year were already in place the Board's plan extended until June 2001. This plan was rejected by the Ministry and another Ministry appointed efficiency consultant was sent in to the district. Among the consultant's many recommendations for a balanced budget were school closures. Although the Board rejected the report

the students and parents of the Gulf Islands staged a large protest at the Legislature. Finally, on December 10, the Board and Senior Administrators met with the Minister, Deputy Minister, Director of Field Services and Senior Ministry Financial Officers and worked together to finalize a plan. The Minister agreed to retire our accumulated debt and our budget reduction plan extended to June 2001.

Although the beginning of the new year was one of the stormiest on record there was palpable tranquillity inside the schools throughout the district. The crisis was over. It was time to regain our composure and focus on the delivery of services to students within the framework of the budget reduction plan. After a new Superintendent and Director of Student Services joined the district in the spring, the Board organized a two day workshop with the partner groups to look at how we would move forward. At the end of the session we had four

task forces set up and ready to "Start Anew". These task forces will focus on the delivery of programs to students, district and staff growth and revenue generation.

The undaunted commitment of our administrators, teachers and support staff has ensured that needs of our students have been met. The support by parents and volunteers throughout this tumultuous year has been tremendous. As you look through this report you will see a small sample of the programs and opportunities that are created everyday for the students in Gulf Islands schools. ■

May McKenzie

May McKenzie
BOARD CHAIR

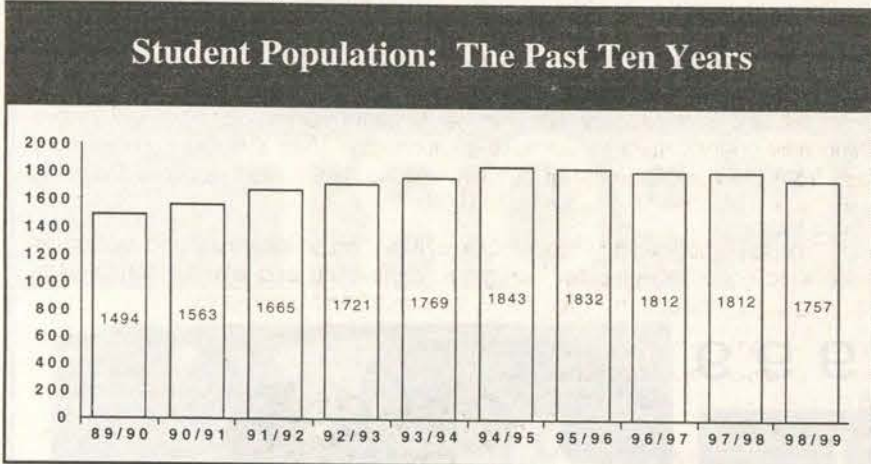
THE Year IN OUR Schools

BOARD ACTION FOCUS DIRECTIONS

1998/99 ENROLMENTS

Fernwood Elementary (K-5)225 students	Pender Islands Elem-Sec (K-12)110 students
Fulford Elementary (K-5)137 students	Phoenix Alternate (K-8)41 students
Galiano Elementary (K-8)53 students	Salt Spring Elementary (K-5)203 students
Gulf Islands Secondary (9-12)588 students	Saltspring
Mayne Elem.-Jr. Secondary (K-9)58 students	Island Middle School(6-8)334 students
	Saturna Island Elementary (K-6)8 students

STUDENT POPULATION



School District #64 (Gulf Islands) is made up of ten schools on five islands. In 1998/99, we enrolled 1757 students in Kindergarten to Grade 12. ■

Within the context of our District Mission Statement, the Gulf Islands School District established the following district goals which provided direction and focus for action plans during the 1998-1999 school year.

1. To improve the quality of instruction and curriculum services.
2. To address the need for careful and productive implementation of educational technologies that will help to ensure positive student outcomes.
3. To maintain effective communication through programs and practices which inform and involve parents, teachers, support staff, students, trustees, and community.

Grade 12 Provincial Exams

Average Scores for the District and Province	The Percentage of Students Receiving: A B C	Participation Actual Number and Percent of Total Grade 12	Pass Rate: 94/95 to 98/99 District Province
Biology Dist. 66.2% Prov. 65.1%	Dist. [Bar chart showing % of students receiving A, B, C]	54 Students Dist. 36.0% Prov. 27.7%	Dist. [Line graph showing pass rate 94/95-98/99]
Chemistry Dist. 59.1% Prov. 68.0%	Dist. [Bar chart showing % of students receiving A, B, C]	15 Students Dist. 10.0% Prov. 23.0%	Dist. [Line graph showing pass rate 94/95-98/99]
Communications Dist. 67.4% Prov. 64.6%	Dist. [Bar chart showing % of students receiving A, B, C]	20 Students Dist. 13.3% Prov. 11.4%	Dist. [Line graph showing pass rate 94/95-98/99]
English Dist. 71.1% Prov. 65.3%	Dist. [Bar chart showing % of students receiving A, B, C]	97 Students Dist. 64.7% Prov. 72.5%	Dist. [Line graph showing pass rate 94/95-98/99]
English Lit. Dist. 73.4% Prov. 71.8%	Dist. [Bar chart showing % of students receiving A, B, C]	11 Students Dist. 7.3% Prov. 8.0%	Dist. [Line graph showing pass rate 94/95-98/99]
Français Langue Dist. 64.3% Prov. 71.2%	Dist. [Bar chart showing % of students receiving A, B, C]	8 Students Dist. 5.3% Prov. 2.8%	Dist. [Line graph showing pass rate 94/95-98/99]
French Dist. 69.5% Prov. 75.0%	Dist. [Bar chart showing % of students receiving A, B, C]	6 Students Dist. 4.0% Prov. 9.7%	Dist. [Line graph showing pass rate 94/95-98/99]
Geography Dist. 76.5% Prov. 69.0%	Dist. [Bar chart showing % of students receiving A, B, C]	26 Students Dist. 17.3% Prov. 17.8%	Dist. [Line graph showing pass rate 94/95-98/99]
History Dist. 72.4% Prov. 68.0%	Dist. [Bar chart showing % of students receiving A, B, C]	21 Students Dist. 14.0% Prov. 16.7%	Dist. [Line graph showing pass rate 94/95-98/99]
Math Dist. 63.3% Prov. 66.9%	Dist. [Bar chart showing % of students receiving A, B, C]	31 Students Dist. 20.7% Prov. 37.0%	Dist. [Line graph showing pass rate 94/95-98/99]
Physics Dist. 64.9% Prov. 70.9%	Dist. [Bar chart showing % of students receiving A, B, C]	13 Students Dist. 8.7% Prov. 14.0%	Dist. [Line graph showing pass rate 94/95-98/99]

GRADE 12 PROVINCIAL EXAMS

Twice a year, our Grade 12 students write exams for which they have been preparing since kindergarten. For the students, the results play a large part in determining future educational possibilities. For us, the results provide an important indicator of how well we have prepared them for those challenges.

The graphs to the left show how our students fared, in relation to provincial norms, in 1998/99. As a class, they exceeded the provincial pass rate in eight of eleven subjects. As can be seen by the black portions of the "A,B,C" graphs, many students achieved excellent results.

Because we are a small district with a relatively small number of senior students, our results vary considerably from year to year. Meaningful conclusions regarding general trends can be derived from the "pass rate" graphs, which present a five year perspective. Our students wrote fifty-five exams during that period, achieving an average pass rate of 91.6 %, compared to 88.7 % for the province. Historic district results are particularly impressive for Biology, English, English Lit., French, Geography, and Physics. ■

School Highlights

■ SALTSRING ISLAND MIDDLE SCHOOL

The 1998/99 year, our fourth, has been another successful one. Our students have excelled in many areas. These include academics, sports, the arts, and service to the school and community.

Our school is grades 6/7/8 and has 350 students in 14 classes, of which 3 are French Immersion. The facilities include a wood shop, home economics room, library, computer lab, school store, gym and weight room.

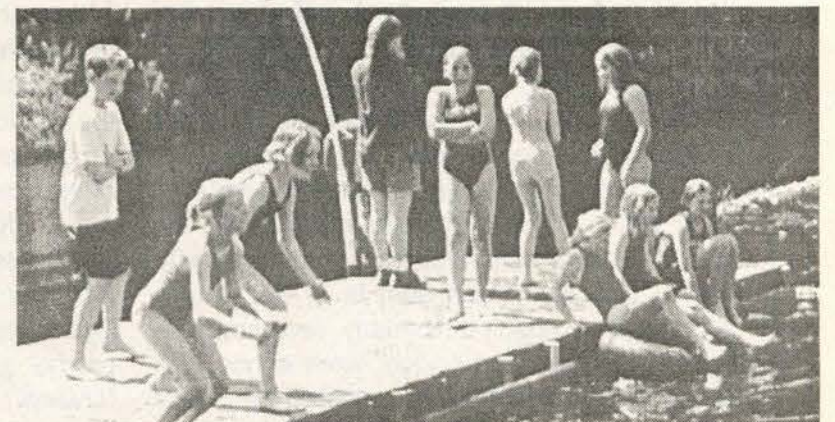
Students have taken part in volleyball, basketball, cross country, wrestling, track & field, intramurals, dance, choir, band, talent shows, Student Council, and year book.

The SIMS Stage Band won double gold for the second time in a row at the Westcoast Jazz Festival and three SIMS soloists, Fee Kennedy, Charlotte Curtis, and Edward Perkins, received outstanding soloist awards.

Several teams won Central Vancouver Island Championships this year. They were the Grade 7 boy's volleyball team, Grade 7 girl's basketball team and the Grade 8 girl's basketball team.

Our spirit activities this year included theme days, pep rally, dance club, talent show and house track and field meet.

We are proud of our graduates who go on to distinguish themselves at Gulf Islands Secondary School. ■



The extreme left of the chart shows the subject name and mean 98/99 Provincial Exam scores for the district and province. The graphs at center-left show the percentage of students who received A, B and C. At center-right is the number of students who wrote the exams, as an actual number and as a percentage of all the students in Grade 12. The graphs at the right show the percentage of students who passed the exams over a five year period.

and Elementary School is a which serves the children and of Saturna Island. In the school year, we enrolled 8

er, students, staff and community ed together to participate in the Terry is is a very important annual event in y.

onardo da Vinci preceded a trip to the ibit in October.

ed their own pumpkins and then carved Jack-o-lanterns for the Halloween party October. A community bonfire was held the following evening with Saturna ers serving hot chocolate and hot dogs to ghosts and goblins of all ages.

veterans from the community visited the school to discuss the importance of he 11th, several Saturna students performed a variety of "peace" songs and or the community Remembrance Day Service at the local church.

of November, students packed their sleeping bags and headed off to the quarium for an overnight field trip. Sleeping next to the Beluga whales was the e excursion!

students joined forces with local theater members to perform "Christmas with ver 100 community members crowded into the community hall to watch this ornance. Later that night, Santa appeared and personally delivered a toy to ng on Saturna Island.

towels and parent volunteers in tow travelled to the Commonwealth Pool for sions once a week for eight weeks in the new year. The last swimming lesson by skating and a trip to MacDonalds! Swimming lessons are an important part al education program each year.

nts "skipped up a storm" to raise money for the Heart and Stroke Foundation's for Heart" event. At the end of the month, students once again packed their veled yonder. This time, they journeyed to Salt Spring Island to spend the amp Narnia. Here they learned how to fire an arrow, stand-up while riding a e importance of team work. A great time was had by all!



Over the 1998-99 school year we saw 68 Grade Nine students participate in "Take Our Kids to Work Day". 130 Grade Tens completed a one week work experience program in May and numerous senior students in Grades Eleven and Twelve completed their Career Preparation 100 hour work experience programs.

One of the most exciting programs of the year was a pilot project with CFX-1070 Radio and Seacoast Sound. CFX entered into an agreement with Gulf Islands Secondary School to train as many of our students as were interested in Careers in sound engineering and radio broadcasting. Nine students spent a week during Spring Break at Seacoast Sound and another 12 were accommodated during the Grade Ten work experience week in May.

Three students participated in a Technology Orientation Program focussing on trade areas such as Carpentry, Welding, Electrical, Automechanics, Autobody and Plumbing. For the entire second semester, students revolved around the six trade areas, spending about three weeks in each, and then spent six weeks at Camosun College, focussing on the trade area of their choice. Once again, the community support among the local employers was overwhelmingly positive and all three students truly benefited from the experience.

Our senior Career Preparation placements included the Ministry of the Attorney General(which actually turned into a summer job for our Grade Twelve student), and Jennifer Lannan working alongside the Director filming "Double Jeopardy" in Vancouver starring Ashley Judd. Imagen Communications, our local Internet Provider accommodated 3 senior students in computer programming, Whit's End Design opened the eyes of one talented young lady to the use of computers in Graphic Artwork, the Vancouver Aquarium, Polaris Marine Technology accommodated two students to assist in obtaining water samples from the coastal areas of Vancouver Island, the set of the Outer Limits once again took one of our students interested in the film industry, and St. Paul's Hospital took Shayla Sneade for four twelve hour shifts in the Special Care Nursery, and CKXM -FM in Victoria.

All in all, it was another very busy year in the Career Education Department helping almost every student in one way or another complete their Career and Personal Planning, Work experience requirements, or map out their futures. Cheers all! ■



CAREER PREPARATION

Career Prep has had high enrolments in School District #64 for many years. Although well above provincial norms prior to 1993/94, in that year our enrolments dramatically increased. In a demonstration of our belief in relevant programming for all students, the career prep program had been expanded to include a wider variety of choices. As can be seen on the graphs below, the high enrolments of 1993/94 have been sustained in each year since.

Science...Government, Business, Finance & Administration...and Health. Each program encompasses a number of specialty areas, giving students an impressive array of options.

Possibilities are further broadened with our Work Experience, Cooperative Education and Secondary School Apprenticeship Programs. Work Experience begins in Grade 9 with a focus of career awareness. In subsequent years, students can continue their explorations or focus more directly on employability skill development. Cooperative Education is designed to allow students flexibility to aim their work experience at an individual area of interest. Our Secondary School Apprenticeship program provides students with the opportunity to undertake an apprenticeship while concurrently completing secondary school graduation requirements.

There was a time when our enrolments were two to three times those for the province generally. As can be seen on the graph, that is no longer the case. The education community in British Columbia as a whole is increasingly responsive to the need for effective career preparation programs.

In 1998/99, we expanded our Career Preparation offerings to include Career Development for Students with Disabilities. The goal of the program is to promote successful transitions for students who, due to physical, intellectual, psychiatric or learning disorders, face a significant barrier to competitive work. With the addition of this program, career education is now available to all our students of relevant age. ■

NCES

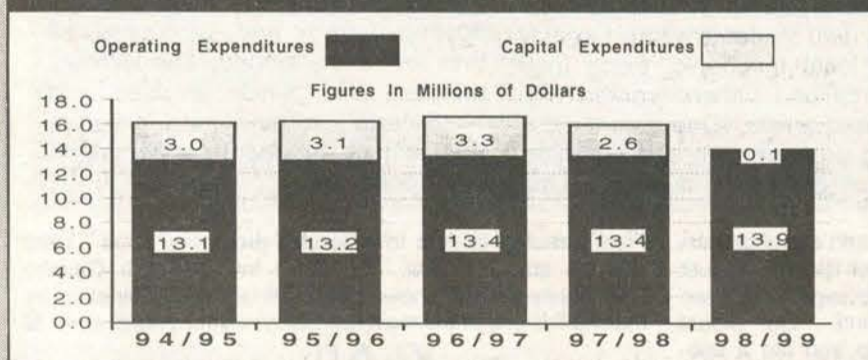
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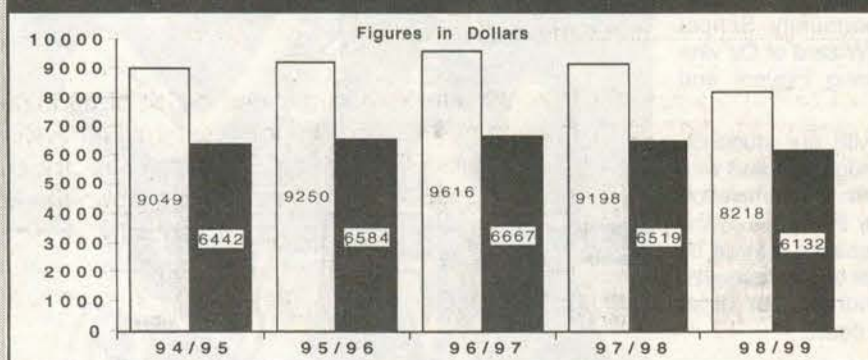
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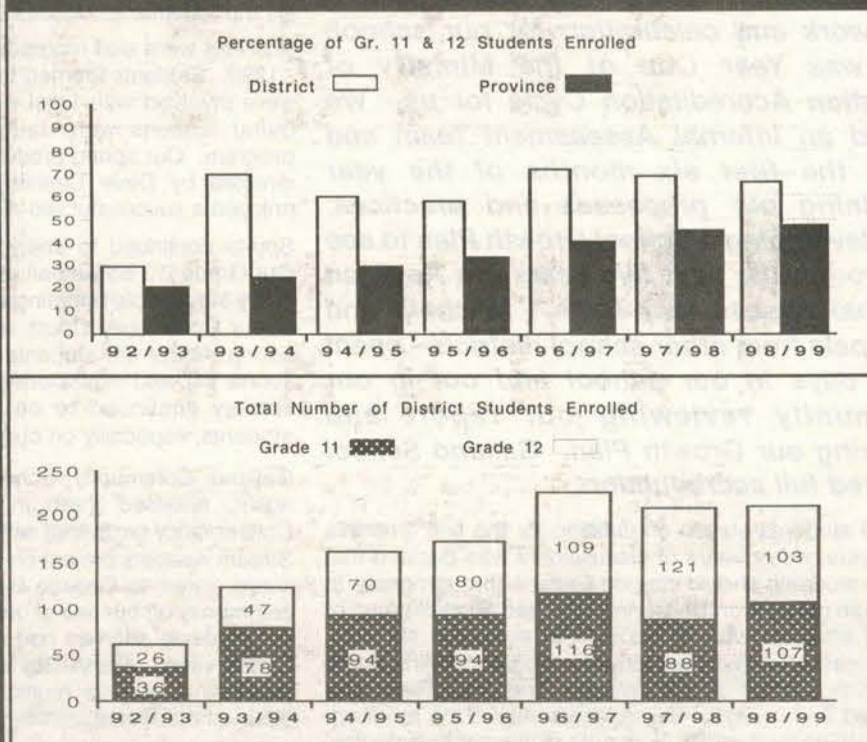
Total Expenditures



Expenditures Per Pupil



Career Prep - Gr. 11 and 12 Enrolments



IN THE spring of 1998/99, we began a program called "Starting Anew", with all our partner groups, to develop strengths and strategies for moving forward. An immediate program initiative was the formation of the Revenue Generation Task Force, charged with finding new ways of generating revenue. We intend to become stronger as we become leaner, but we have no intention of accepting "lean" as an unalterable condition.

School Highlights

■ FULFORD ELEMENTARY SCHOOL

Fulford Elementary had a busy and productive year in 1998-1999. Classrooms were filled with active learning and students did well in all five of the mandated goal areas: intellectual, physical, artistic/aesthetic, emotional and social responsibility.



Every classroom has developed great learners over the last year. We have read thousands of books, written many thousands of words and become proficient problem solvers in math. We have adopted an early intervention program to ensure that everyone becomes a competent reader, writer and mathematician as early as possible. We are excited by the learning that is happening in each and every classroom in our school.

The remnants of funding from our renovation account allowed us to purchase a new set of Macs for our school lab. These were put to good use as we learned how to integrate the use of technology into the classrooms. Our PAC helped us to purchase a digital camera, video camera and a scanner and these helped us to show in more graphic detail what we are doing in our schoolwork. Our staff spent lots of time learning how to use this new equipment more effectively and helped each other to become more proficient.

We were involved in lots of activities that supported the goal of social responsibility. Our school gardens have just gotten better and better. With the help of our parents "clucking" the gardens along, our building is much less institutional- looking these days.

One of our classes raised butterflies that were released to their new home in the butterfly garden that has been purpose-grown for just this reason. We also raised salmon in two of our classrooms. The eggs were nursed along throughout the winter term and then the fry were released into Fulford Creek.

The Nature Club had activities and field trips throughout the year that helped us to focus on our natural environment. On Earth Day, we planted many new trees that will provide beauty and shade on our school grounds. We chose trees that are indigenous to the area and that would grow well in their particular spots. We also dedicated two trees to special old friends: to Jesse Hughes, our little friend who died last year, and to Lillian Horsdal, our first volunteer playground supervisor.

We also worked on raising money for UNICEF. Mouats matched what we raised and in total, we were able to send \$750 to this worthy cause. In February, we baked cookies and sold them at Patterson's Store. We raised \$250 for Project Love in this way.

We continued to work on the emotional goal in a variety of ways. Each class operated a class meeting as a vehicle for making decisions and problem solving. We had a whole school meeting each week to share our ideas, to support each other and to solve our issues as a group. We enjoyed having the students come from GISS to help us with a series of Bullying Prevention Workshops.

We did lots of activities to support the goal of physical well-being. We had volleyball and basketball teams for the intermediate students and learned lots of new skills. We had some games and a final tournament that helped us to get to know students from the other elementary schools. All of our classes had gym at least four times a week and our bodies got stronger and stronger! At the end of the year, we had a week of swimming lessons. Our primary students went to the pool at Portlock Park and our grade fours and fives went to Stowell Lake for life saving lessons.

Our community is very supportive of the artistic and aesthetic goal. We had an excellent choir and had lots of opportunities to perform in the community. All of the classes were very active in exploring various art mediums and nearly all of us went to see the Leonardo exhibition. One class even did their own versions of the Mona Lisa which were displayed at Art Spring this past summer.

Our PAC group continued to provide the school with lots of support. We are grateful to them for their efforts and thank them for their efforts to raise money through our Fulford Family Dance, the Book Fair and the casino funds. It is through these efforts that those extras can be added to the education of every student at Fulford School. ■



School Highlights

■ GALIANO COMMUNITY SCHOOL

Despite political turmoil and the threat of school closure, 1998 - 1999 was a year of hard work and celebration for our school. This was Year One of the Ministry of Education Accreditation Cycle for us. We formed an Internal Assessment Team and spent the first six months of the year examining our processes and practices, then developing a School Growth Plan to see us through the next five years. In April, an External Assessment Team - teachers and principals from other school districts - spent three days in our school and out in our community reviewing our report and verifying our Growth Plan. Galiano School received full accreditation.

Grade 8 students stayed on Galiano for the first time this school year. After years of discussion it was decided that Galiano students should stay on Galiano through grade 8, then begin grade 9 on Saltspring. We had a small group of grade 8 students who, in addition to academic subjects, experienced a fantastic exploratory program in Art, Home Economics, Wood Work, Weight Training, Yoga and Advanced Technology. Four teachers shared the program, each teaching for 8 weeks in an area of interest or expertise.

Our students participated in several field trips over this school year. IMAX, bowling, the museum, skating,

class focussed their year on Leadership and did a substantial amount of fund raising in order to go on a three-day ski trip together to Mount Washington.

The Arts were well represented at Galiano School in 1998 - 1999. Students learned to play ukulele. Senior students were involved with local artists as mentors. Piano and guitar lessons were taught as a Community School program. Our spring production of *The Wizard of Oz* was directed by Dave Clothier of the Galiano Players and enjoyed a successful two night run.

Sports continued to enjoy a spotlight with our students. Our Grade 2/3 basketball league was a huge success with every student participating on a team. With the completion of our Community Court, tennis became the focus in the spring. All of the students had tennis lessons offered by Tennis BC, and most students bought new tennis racquets. Hockey continued to be favoured amongst our older students, especially on our new outdoor court.

Galiano Community School raised salmon and, once again, released them in Greig Creek. The Galiano Conservancy partnered with the senior class to carry out a Stream Keepers project on the island. The school cosponsored a visit to Galiano by Herb Hammond to focus our community on our use of our forests. Herb spent a day with our students after we had studied our own forest with the Conservancy. Earth Day saw the whole school grouped together in various multiage groups involved in several different outdoor activities.

Our Summer Program for Children expanded this year to involve two programmers. The school was full of kids doing fun stuff every day of the summer.

School Highlights

■ PENDER ISLANDS ELEMENTARY SECONDARY SCHOOL

Pender Islands School serves the communities of North and South Pender Islands. In 1998/99 the school registered eighty-three elementary and thirty-two secondary students. The School's Distributed Learning Program expanded to include twenty students in Grades 9-12. In addition to the growing student population, the community use of school facilities continued to expand. The following events or activities helped make the year a memorable one for students, parents, and staff.



- Student enrichment activities included a Science Fair, a Fine Arts Fair, kayaking course, math contests, writing workshops, and readathons.

- Grade 4/5/6 students attended Camp Homewood's Outdoor Education Program on Quadra Island for a week in May.

- The school's annual Pumpkin Carving Festival and Christmas Social were huge successes.

- A Bicycle Rodeo was held in conjunction with the local RCMP detachment.

- Many field trips and sports trips to such places as Commonwealth Pool, Clam Bay Farm, theatre productions, and inter-island tournaments contributed to the school's curricular and extra-curricular programs.

- Special events that took place during the year were the Fun Sports Day, Pizza days, Hot Dog days, Inter-Island school visits, and a Book Fair.

- Year-end Graduation Ceremonies were held for twelve Grade Eights. ■



MENTORSHIP AT GALIANO SCHOOL

Mentorship programs are important components of the educational experience in the schools of the Gulf Islands. We live in communities where a great number of talented people have discovered that well-conceived mentorships are mutually rewarding. A good example of a well-conceived program involved the grade six to eight class at Galiano Community School.

The students worked one on one or in small groups with an adult, pursuing an area of student interest. The opportunities were diverse. A small group of students had a running/training group. The grade eight students worked with the Galiano Conservancy on a Stream Keepers project. Two students worked weekly with a local mechanic, fixing their own dirtbikes. Others worked with actors and artists. One parent did a cooking program with several different small groups of students. One

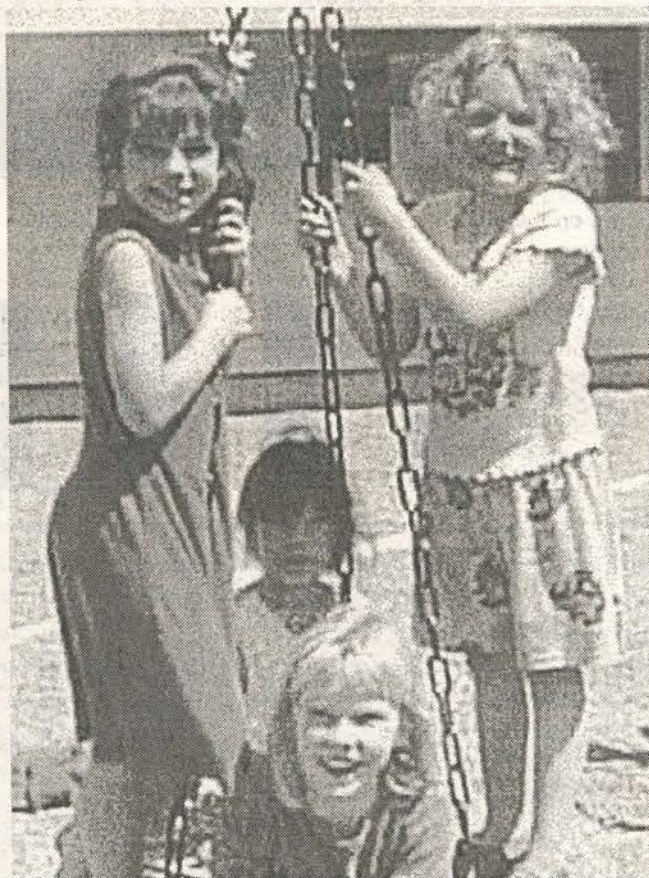
student spent Fridays with Galiano's RCMP member. Some worked at the recycling center and one group produced a radio program for the CBC.

All of the mentors were volunteers. Some were found by the Principal and Kara Massie, a community volunteer who helped set up the program. Others came forward when they heard what was happening. Since most of the students spent every Friday afternoon out in the community with their mentor, they had time to build important relationships and accomplishments.

At the end of the 1998/99 program, the students said "thank you" by hosting a party and, of course, all their mentors attended. The 1998/99 program has, since, evolved into "ArtSmarts", a mentoring program that is fully funded through grants and donations. ■

swimming, and social gatherings on other islands are just a few of the experiences we had off-island. Our oldest

From threat of closure to expanded programs, 1998 - 1999 was an amazing year. Everyone involved with Galiano Community School showed strength and determination by making this one of the most rewarding school years ever. ■



COMPUTER TECHNOLOGY

During the 1997-98 school year, the Gulf Islands School District has been able to do some significant equipment upgrading as a result of an unexpected capital funding "windfall" arising from the renovation of Fulford Elementary School. As a result of this, our schools are poised to move ahead, even though we face severe cutbacks in our operating budget.

The promise of PLNet offers us some real potential for expansion of services and capability. In preparation for the link with PLNet, we are working at developing the

infrastructures and LANs of our schools. Late in the year, we received 250 donated 486 PCs from Industry Canada, which will be installed and integrated into the curriculum the following school year.

In the spring of this school year, we held an extensive "immersion-style" in-service in technology for 55 of our district's staff, which provided staff with the skills and knowledge they needed to become more effective at integrating technology in their work as either teachers, administrators, or support staff. ■

School Highlights

■ FERNWOOD ELEMENTARY SCHOOL



Located in the northern part of Salt Spring Island, Fernwood enrolled 228 students in grades K-5. Families located from the area north of Portlock Park and Long Harbour, including the Vesuvius area are served by our school. Strong parent involvement, great students and a committed staff make Fernwood a wonderful place for children.

Fernwood is proud of the academic, social, performance and athletic development that occurs within its students. They have the opportunity to develop skills in the academic areas, benefit from learning how to use technology as a powerful tool, have the chance to be involved in our greenhouse/nursery program, participate in many different types of sporting activities and sing in our well-established school choir.

Technological improvements continued to be a focus for the school year, with most classes broadening the student use of classroom-based computers. These complemented our existing technology in our computer lab and in the library. The internet became accessible from many sites around the school, opening new opportunities for accessing information. With this development, the school was able to benefit from the establishment of its own website, which was honored by being named "best school site in Canada" for the month of March 1998.

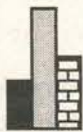
Children have many opportunities to participate in school programs, including an intramural and extramural sports program, our outstanding greenhouse/nursery program, performing arts events, school-wide assemblies, as well as clubs and service opportunities within the school and community.

Parental and community involvement plays a key role in and around the school. Through volunteer time, classrooms are supported, programs were established, the school year is enhanced by major events and the facility is improved. A clear example of this was the purchase and installation of the new primary playground equipment. We are extremely grateful to this large group of parents, grandparents, neighbours and friends, who help to make Fernwood the wonderful place that it is for children. ■



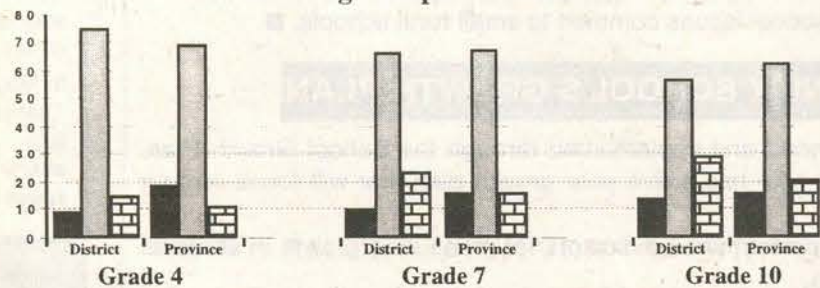
Provincial Learning Assessment Program

Graph clusters show the percentage of students in each of three categories:

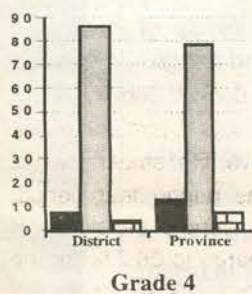


■ Not Yet Within Expectations
 ■ Meets Expectations
 ■ Exceeds Expectations

Reading Comprehension

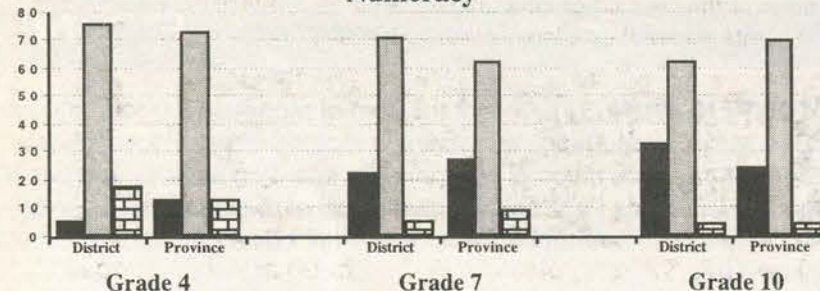


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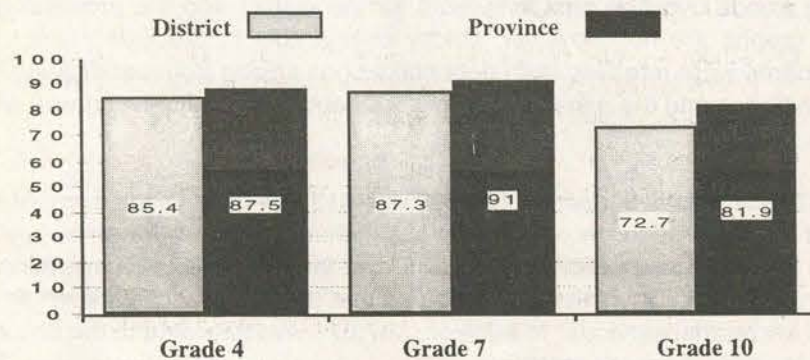


Note: Grade 4 Only for Writing

Numeracy



Participation Rates: Reading Comprehension



Note: Participation rates unavailable for Writing and Numeracy

PROVINCIAL LEARNING ASSESSMENT PROGRAM

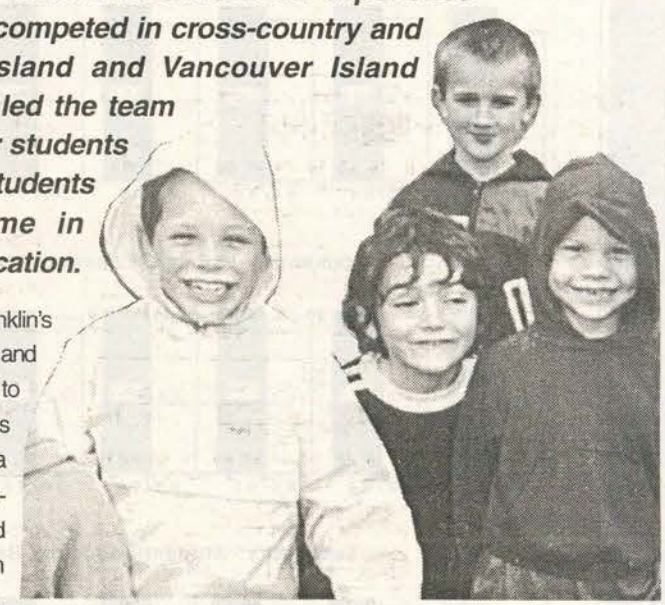
Each year, B.C. schools participate in a Provincial Learning Assessment Program. In 1999, our Grades 4, 7 and 10 students wrote exams designed to measure achievement in Reading Comprehension and Numeracy. Our Grade 4's were also assessed on First Draft Writing. As can be seen on the graphs, our Grade 4's and Grade 7's performed well in relation to the province as a whole in all tests taken. Our Grade 10's out-performed the province in Reading Comprehension but did not fare as well in Numeracy. ■

School Highlights

■ MAYNE ELEMENTARY/JUNIOR SECONDARY SCHOOL

Mayne School strives to expose all students to a variety of activities and opportunities that broaden the social and educational experience of its students. School teams competed in cross-country and track and field at the Mid-Island and Vancouver Island championships. Tyler Cocker led the team with three gold medals. Senior students have a ski trip and younger students enjoy a swimming programme in addition to daily physical education.

Field trips to the Leonardo Exhibition, Franklin's Surprise and visits from Black Moon Theatre and the Tamanawis Choir exposed the students to quality cultural events. They themselves performed in excellent Christmas plays and a spring production of Into the Woods, showcasing both student talent on stage, and community talent behind the scenes. Irish Dancing is now in the fourth year at the school.



The end of the school year traditionally sees a graduation ceremony for outgoing students. This year was the final year that Grade 9 students will attend Mayne School. The graduation was a suitably nostalgic evening for present and former students, parents and teachers. ■



Accreditation

GALIANO • FULFORD

Accreditation is a provincial program intended to ensure schools continually examine, improve and report on their growth and achievement in relation to the Goals of Education, the Principles of Learning, the Attributes of the Public School System, and features of effective schools. The process involves an internal review, the development of an internal report which includes a school growth plan, an external review and report, and a recommendation to the minister for accreditation.

ACCREDITATION PROCESS ANNUAL GROWTH PLAN REVIEW

During 1998-1999 Fulford School was in the third year of the six year accreditation process. The staff reviewed their goals at the end of the year and made some additions and deletions where it made the most sense.

GOAL ONE: To sustain the areas that are working well.

The staff felt that this goal was being sustained in all areas. One area that required continued attention was that of orientation for new staff, students and parents. While as a group we felt that we are welcoming, we can't assume that new folks 'know the ropes' so we need to take the time to go through all areas with new people.

GOAL TWO: To increase collaboration.

The staff felt that many of the subgoals had been dealt with effectively. However, one outstanding item was to develop a spiral art curriculum. A Professional Development Day was designed to further this goal and was held in April, 1999.

GOAL THREE: To increase student competence in the library and with computer technology.

The staff spent a great deal of energy in these two areas in the school year 1998-1999. The technology plan was completed at least three years earlier than at first anticipated and a new revised plan was put into effect. The library scope and sequence was completed and teachers began to use it.

GOAL FOUR: To accommodate the learning needs of all students.

The staff was satisfied with the progress in the area of learning needs. However, it was decided that a leadership group would be formed for the 1999-2000 school year.

The function of this group of students was to increase support for the social and emotional needs of students by helping with transitions and relationships. ■

GALIANO COMMUNITY SCHOOL ACCREDITATION

During their visit, the External Review Team were most appreciative of the hospitality, dialogue and cooperation of the staff. They found the whole school community to be most welcoming. They found the Internal Report, prepared by the school staff and parents, to represent considerable effort on the part of the school to understand current school conditions, to develop a plan to extend school successes and to address areas needing change. The External team was most impressed that this school was able to approach this process with professionalism and commitment through the school closure crisis. The External Team recognized our strong culture of caring for students, the strong and supportive involvement of parents as part of the school community, and the spirit of our self-assured and outgoing students.

While whole-heartedly supporting Galiano's report and Growth Plan, the External Team had five recommendations for the Board of School Trustees to further support the school.

- review student support service to Galiano School, especially in counselling.
- review the allocation of administration time as the job requirement far exceeds the allotment
- examine ways to provide timely computer technical support
- contact the Regional Operating Office, Ministry of Children and Families regarding Community School funding. At present, Galiano School is functioning as a Community School and should be recognized and funded as such.
- in consultation with the principal and appropriate officials, examine creative solutions to address personnel issues common to small rural schools. ■

GALIANO COMMUNITY SCHOOL'S GROWTH PLAN

School improvement is planned and implemented through the School Growth Plan. Galiano Community School now has a five year growth plan that will focus on four key areas:

1. To develop meaningful performance indicators for measuring growth in students and the school over time.
2. To improve the students' critical thinking and problem solving skills by increasing their ability to access, evaluate and use information.
3. To create a community of learning in which each person can feel a sense of emotional belonging, self-worth, significance, and respect for all people and things.
4. To promote tolerance, respect and collegiality amongst the staff.

Each of these four goal areas has been further broken down into small, manageable, meaningful chunks and responsibility for follow through has been assigned. The real work of accreditation has just begun! Accreditation is a rewarding experience for a school when it is used for the purposes it was intended - to improve the learning situation for students. Galiano Community School can be commended for a job well done. ■

School

■ SATURN ELEMEN

Saturna Island K-6 school wh community o 1998/1999 sc students.

- In September, members joined Fox Run. This our community.
- Studies of Leona Leonardo exhibit
- Students picked at the end of Oc P.A.C. members
- In November, ve peace. On the carried flags for t
- At the end of N Vancouver Aqua highlight of the e:
- In December, stu "Scrooge". Over fantastic perform each child living i
- Children with toy swimming lessor was followed by of our physical e
- In May, students "Jump Rope for bags and travel evening at Camp horse, and the ir



FINAN

DISTRICT EXPENDITURES represent the sum of money required to run educational programs and provide transportation and maintenance services. Education is a "person intensive" endeavour, therefore much of the money is spent on salaries and benefits. As can be seen on the "Expenditures Per Pupil" graph the cost of operating small, isolated schools and a uniquely complex transportation system puts our costs per student considerably above the provincial norm.

THE ACCOMPANYING "Total Expenditures" and "Expenditures Per Pupil" graphs show spending trends over the past five years for the district and the province generally. The 1998/99 graphs are not, however, strictly comparable to previous years. In April 1999 school boards were released from debt obligations arising from certificate of approval capital expenditures and the administration of the debt services financing was assumed by the Province.

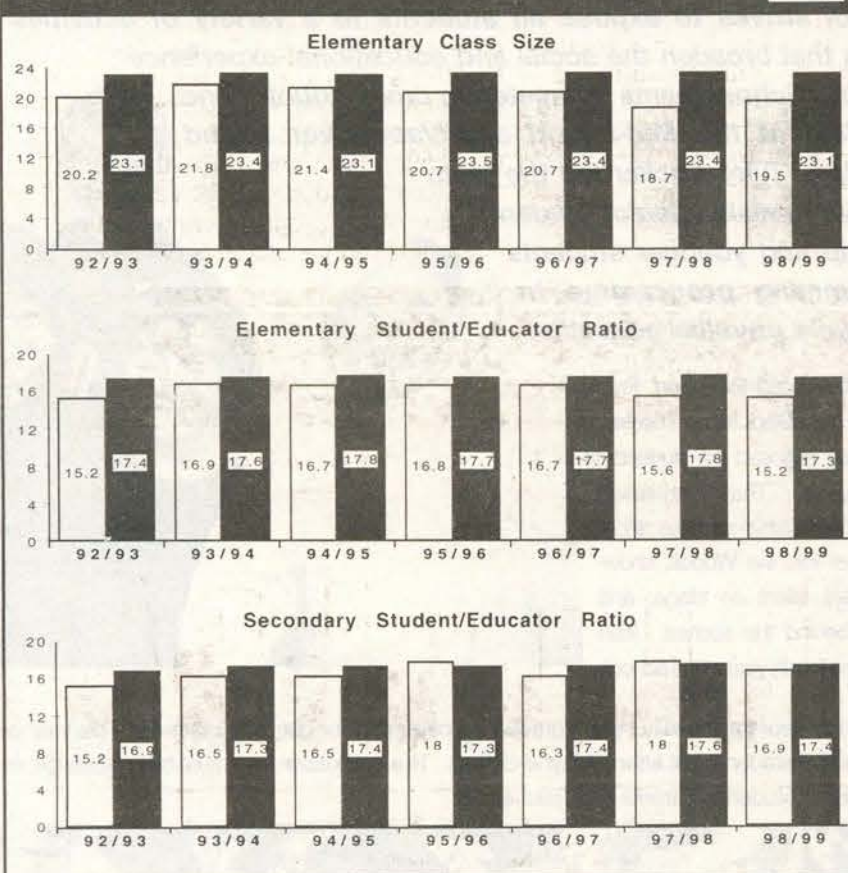
THE DISTRICT'S total budget for 1998/99 was \$13,764,070. Of this amount, \$858,800 was allocated for debt reduction. Budgeted expenditures were in the amount of \$13,294,400 resulting in a projected deficit of \$389,189. In 1998/99, \$833,126 was allocated to school "Flex Funds", school administered accounts that pay for essentials such as copying, supplies and secretarial services. In addition, \$67,071 was allocated to the schools for the purchase of learning resource materials.

THE DISTRICT went into 1998/99 with an accumulated deficit of \$858,800, projected to increase to \$1,450,000 by the end of the year. On-going external analysis of our financial situation, as well as on-going communication with the Education Ministry, culminated in the Minister's agreement to a one-time special dispensation to pay down the \$858,800 deficit. The agreement required that the district reduce, and eventually eliminate, the annual structural operating deficit over a three-year period. This would necessitate cuts in addition to those made in previous years but, without the burden of the accumulated deficit, would be fiscally feasible.

THE THREE-YEAR plan submitted to the Minister identified \$219,000 in reductions for 1998/99. The cuts included teacher and support staff time, central office travel expenses and a reduction of the Special Education Coordinator position to .6FTE. Our agreement with the Minister required us to achieve a 98/99 deficit of less than \$468,500. We completed the year with a deficit of \$349,017.

REDUCTIONS TOTALING \$410,000 are identified for 1999/2000 and a further \$40,000 for 2000/2001. The Board's Deficit Reduction Plan will bring the district into a surplus position at the end of the three-year period.

Class Size and Student/Educator Ratios



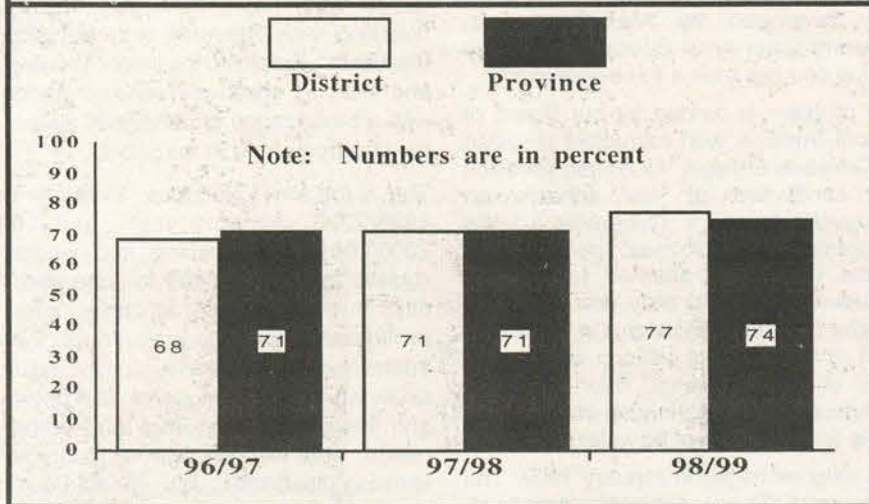
CLASS SIZE AND STUDENT/EDUCATOR RATIO

As the graphs show, our elementary class size has been below the provincial norm for the past seven years. Our elementary student/educator ratio has also, therefore, been below of the province. Over the seven-year period, our secondary student/educator ratio has been close to that of the province, varying from slightly above to slightly below. ■

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Dogwood Completion Rate

The percentage of Grade 8 students who graduate with a Dogwood certificate within six years



DOGWOOD CERTIFICATES, GRADUATION AND SCHOLARSHIPS

In B.C., a Dogwood Certificate is the expected result of at least twelve years of formal education. The Education Ministry tracks the success of individual students for six years, beginning in Grade 8, to calculate the Dogwood Completion Rate. The accompanying graph shows the percentage of Grade 8 students who went on to earn Dogwood Certificates in the past three years. Our district progressed from 3% below the province in 96/97 to 3% above the province in 98/99.

Self-evaluation for a school system relies on studying such outcomes. Graduation rates provide other important pieces of data. In 1998/99, of the Gulf

Islands students who were eligible to graduate, 88% were successful and 52.3% of these were Honours Graduates. For the province as a whole, 91.5% of eligible students graduated and 47.6% were Honours Graduates.

46.8% of our 97/98 graduates were eligible for university and 17.4% made an immediate transition to a B.C. university. In the province generally, 37.6% were eligible and 15.8% enrolled immediately in a B.C. university.

Provincial Scholarships were awarded to 7 of our graduates; four males and three females. The 7 students shared a total of \$7,000. ■

School Highlights

■ PHOENIX ALTERNATE SCHOOL

Phoenix Alternate School is secluded just south of the Ganges village on Drake Road. Our 2-room school is a modified two-story residential building. Our two classrooms provide educational services for 42 children from Grades 1 to 8. Both classrooms have multi-age/multi-grade groups of children - the "upstairs" classroom is primary and the "downstairs" classroom is intermediate.

Phoenix is primarily "a school for home-schoolers", and attracts families who are interested in active participation in their children's education. The school offers a peaceful, cooperative family-centered approach to learning.



Our school has been in operation since 1991, having evolved from a vision, to a pilot project, and later a "program", and now, an "alternate school". We enjoy tremendous family support with parents who are ardent advocates and active participants in their children's learning.

Change is inevitable in schools, and although Phoenix is undergoing many changes as it matures as a school, its basic philosophy remains the same.

PHOENIX SCHOOL...

- is a family centered place where the family's philosophy for their children's education is honored;
- is a place where children, parents, and teachers work as a team using consensus decision-making whenever practical;
- encourages student responsibility and decision-making;
- draws on the passions and skills of the parents and community to provide children with a wide variety of choices in exploring the arts (both fine and practical), different aspects of core curriculum subjects, and athletics in small workshop-style multi-age groupings;
- allows for multi-age classes with flexible attendance, and gives parents the option to continue to home-school their children as their needs require. ■



School Highlights

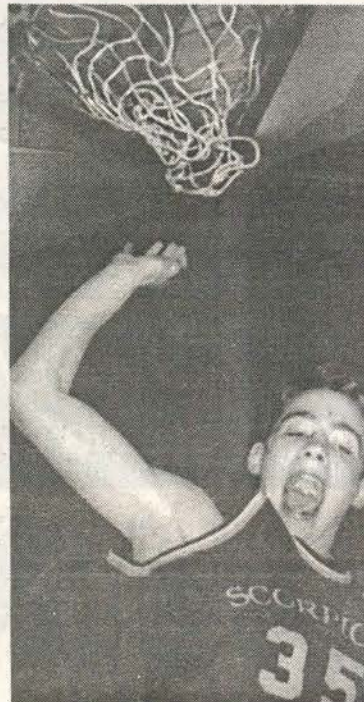
■ GULF ISLANDS SECONDARY SCHOOL

In 1998/99 Gulf Islands Secondary School enrolled 588 students in grades 9 to 12. In this short space, it is not possible to list all the accomplishments of our students, so we'll offer just a sampler. Perhaps it will give some idea of what we're about:

We received the following message, from a competing coach, about our Senior Girls' Volleyball team: "Your team is always a pleasure to play, both at Saltspring and away at tournaments. You have one the nicest groups of girls I have ever seen coached."

In March, we learned that twelve of our seniors scored over 90% on the February provincial exams in Biology, Geography and English. All our basketball teams competed in the Island Championship rounds on Vancouver Island. Our Senior Boys placed 4th and our Senior Girls placed 2nd to Ladysmith, the 1st ranked team in the province.

In March, a group of our students hosted and organized a celebration for International Women's Day. As part of



the celebration, five of our young women were honored for their achievements in the community and the school.

Our Leadership class organized three incredible Spirit Weeks, dances and theme days, and attended the Provincial Leadership Conference. On a night in November, they staged a hilariously successful KGB, a game of clandestine capers aimed at making it from a secret location on the island to the school cafeteria by midnight; without getting caught in the beam of a KGB agent's flashlight.



Our Remembrance Day Ceremony saw participation from students in Band, Choir, Leadership, Art, Social Studies and Dance programs. Our Student Council co-presidents were the MC's, the Senior Boys Soccer players acted as ushers, and members of the Cadets and the Legion were involved in the ceremony.

For the fourth year in a row, our Senior Boy's Soccer team, the Scorpions, took 1st place in their zone. Also placing 2nd in the North Island Championships, they narrowly missed a fourth time qualification for the AA Provincials. Only one team in the province has succeeded in qualifying four times.

Four of our students did an excellent job of representing GISS at the 1998 Science Olympics, held at the Royal B.C. Museum in Victoria. At the Skills Canada competition at Camosun College, our students won the gold and silver in Mechanical Computer Assisted Drafting, the gold and silver in Architectural CAD, and the silver and bronze in Computer Animation.



Our Jazz Band put on a fabulous evening of "Swing Dance" at Fulford Hall and won gold at the Port Alberni music festival. Later, they traveled to the Seattle Heritage Festival where they won silver and the GISS School Choir won bronze.

Our Cross Country Team placed 3rd in the Island Championships on Vancouver Island. Our Swim Team represented us at Provincials and our senior volleyball teams toured to sunny Hawaii. At home, GISS hosted the Provincial Cafeteria Instructors' Conference and participated in "Victoria Chefs Live".

GISS students won places on the Vancouver Island Basketball All-star teams, a scholarship to Gulf Islands Film and Television School, a 5th place finish at the National Judo Competitions, a spot on the Canadian Women's Soccer Team, another on the BC Under-17 Representative Basketball Team and a prestigious Canada Trust Scholarship for Outstanding Community Leadership. ■





EDUCATION DAY 1999

School Highlights

■ SALT SPRING ELEMENTARY SCHOOL



Salt Spring Elementary School is located in the heart of Ganges village, overlooking Ganges Harbour. Our 59 year-old building serves the Salt Spring Island community between Saint Mary Lake on the north, and Dukes Road on the south.

We began the 1998-99 school year with 10 divisions - a morning and an afternoon kindergarten - and a rise in enrolment to 205 children.

During the summer, the school's ancient oil-fired boiler was replaced with a heat pump system, which involved laying a network of pipes in trenches across the playing field. The clay substrate of the field was replaced by a substantial layer of sand. Far from being an inconvenience, our "sand-box" was an immediate hit with the kids,

who made sand castles and mud pies, or happily played trucks and cars in imaginary worlds during recess and lunch times. When the winter rains came, the children became engineers, helping the field drain by creating a series of canals, dykes, dams, and ponds. In short, the sand-covered field was a wonderful opportunity for our kids to learn creative and healthy play.

At this point, the Parent Advisory Council embarked on a long-term "Greening the Schoolgrounds" project, designed to transform the barren sand into adventure playgrounds, groves of trees, and planters, and began a massive fund-raising effort to achieve this goal.

Throughout the year, our school sponsored a wide variety of extra activities which recognize the varied interests of all children: floor hockey, soccer, dodgeball, volleyball, basketball, track & field, choir, story reading, library club, primary games, and more. We involve the community by bringing in seniors who volunteer to read with primary children. A unique feature of our school are "Enrichment Afternoons", where we involve our students in small multi-aged theme-based "workshops". To promote citizenship and community participation, our school organized fund-raising activities for UNICEF, Jump Rope for Heart, the food bank, and Project Love.

Other whole-school activities included our annual Christmas Concert and carol sing in the community. The month of February was devoted to promoting reading, books, and literacy through a series of activities called "Reading Blitz". In the late spring, we staged the musical "Annie" - a school-wide production which involved nearly half of the students in the school. "Annie" was a wonderful success; a positive growing and learning experience for all the kids who participated and a real school spirit booster.

The first phase of the "Greening the Schoolgrounds" project was realized with a Planting Work Bee, a major event which brought out dozens of families with shovels, rakes, wheelbarrows, and even a backhoe, to plant nearly 50 trees on the playground!

Late in June we hosted our annual "Fun Day" which included a family picnic lunch.

Thank you to our school community for their many contributions. "Salt Spring Elementary School - we are terrific!". ■



TRAINING FOR SPECIAL EDUCATION ASSISTANTS

In 1998/99, many of our Special Education Assistants (SEA's) began an ambitious professional endeavour. "Professional Development for Special Education Assistants", designed by Linda Boyd, our Special Education Coordinator at the time, and developed by Ms. Boyd with Superintendent Andy Duncan, is a series of nine courses over a three-year period.

The program is funded by our Board of School Trustees, with instructors provided by Camosun College. All course sessions are conducted at our schools on Saltspring Island. The value of the program, designed to meet specific needs of the district, is attested to by high enrolments. Fifty to sixty percent of the Special Education Assistants in the district have enrolled in the various courses, in spite of long evenings, often after full workdays, and even longer evenings for those who must travel by water taxi.

The program began in January 1999. The first course, "Special Education Assistants in the Education System" was comprised of fourteen sessions for a total of thirty-five hours. In this course, participants examined relevant B.C. school legislation and District policy and procedure, to ensure effective and coordinated supports and services to students.

The second course, Integration Seminar

#1, offered participants the opportunity, over four evenings in May and June, to apply specific skills and knowledge gained in prior course work to day-to-day work in the schools. The third course of 1998/99 ran for forty hours in August. Entitled "Working with Students with Behavioral Disabilities", it explored the theory, knowledge and skills to effectively support students with a broad range of behavioral issues in the classroom and in the school.

The program continues through the 1999/2000 school year and into 2000/2001, with evening and weekend classes from September to June and full days in the summer. In these courses, participants will study childhood and adolescent development, communication skills, working with students with physical and intellectual disabilities and complex needs, and working with students with learning disabilities. Interspersed will be application/consolidation seminars.

By the end of March 2001, our Special Education Assistants will have completed the intensive series of courses. They will have invested heavily of themselves and, hopefully, will feel professionally and personally rewarded. That the students of the Gulf Islands will benefit is a certainty. ■

SCHOOL DISTRICT CONTACTS -

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Michael Ryan, Director of Instruction, Student Support Services
Rod Scotvold, Secretary-Treasurer, Plant Services Manager
Kathi Singbeil, Administrative Assistant

BOARD OF SCHOOL TRUSTEES

Judith Boel	Salt Spring Island	537-1482	
Charles Hingston	Salt Spring Island	653-4559	Fax: 653-4556
Susanne Middleditch	Saturna Island	539-2984	Fax: 539-2984
Bonnie MacGillivray	Galiano Island	539-3012	
Peter Wigen (98/99)			
Garth Hendren (99/00)	Salt Spring Island	537-1567	
May McKenzie, Chair	Mayne Island	539-2530	
Russ Searle	Pender Islands	629-6295	Fax: 629-6295

DISTRICT SCHOOLS

Gulf Islands Secondary School	537-9944	Fax: 537-9512
•Nancy MacDonald, Principal		
Salt Spring Elementary School	537-9928	Fax: 537-1397
•Kevin Vine, Principal		
Phoenix School		
•Kevin Vine, Principal	537-1156	Fax: 537-1842
Saltspring Middle School	537-1159	Fax: 537-4991
•Bob Brownsword, Principal		
Fernwood Elementary School	537-9332	Fax: 537-5386
•Bruce Stewart, Principal		
Fulford Elementary School	653-9223	Fax: 653-2090
•Barb Aust, Principal		
Galiano Elementary School	539-2261	Fax: 539-2318
•Judy Raddysh, Principal		
Mayne Elementary/Jr. Secondary School	539-2371	Fax: 539-2325
• Richard Bennett, Principal		
Pender Islands School	629-3711	Fax: 629-2023
•Dr. Mike Marshall, Principal		
Saturna Elementary School		
•Shelly Johnson, Acting Principal	539-2472	Fax: 539-3173

SUPERINTENDENT'S REPORT

THE GULF ISLANDS SCHOOL DISTRICT provides its students with outstanding programs offered in fine schools. The individuals working with these students; their teachers and paraprofessionals, their bus drivers and water taxi pilots, their school secretaries and janitors, the individuals who provide support in technology and maintenance, and principals, vice principals and district staff all demonstrate a solid commitment to the students of our communities.

THE 1998 - 1999 SCHOOL YEAR brought the development of the Distributed Learning Center at the Pender Islands School. This unique program provides students on the Pender Islands with secondary courses through the utilization of computer based and distance education programs. The Distributed Learning Center will serve as the prototype for programs to be developed on Galiano Island,

Saturna Island, Mayne Island and at the Gulf Islands Secondary School.

THE END OF THE SCHOOL YEAR brought the retirement of a number of respected teachers: Kent Andrews, Jean Bradley, Maria Dammel, Louise Decario, Glenda Kaiser, Ralph Miller, Georgette Pauker, Louise Peramaki, Clive Prior and Richard Tallboy. The service that they provided our students was outstanding and their departure from the district provided an unprecedented challenge to recruit new teachers.

THE 1998 - 1999 SCHOOL YEAR also marked a significant transition for the Gulf Islands School District. The endless fiscal crisis of previous years gave way to a commitment from all involved in this education venture to Start Anew.

THE BOARD AND ITS PARTNERS completed an examination of the school district and identified areas for growth and development. These included the enhancement of the delivery of programs to our students by providing greater support to teachers, a focus on growth and personal development by everyone in our school district, a concerted effort to increase the district's revenues and a continued examination of the views and perceptions of our parents.

THE IMPLEMENTATION of the Starting Anew initiatives ensures that our students will continue to have significant opportunities for growth and development. The future is bright for the students of the Gulf Islands School District.

D. R. Sutherland
DUANE SUTHERLAND