

The Surrey Board of Education Mission, Vision, Values and 2012/13 Goals

Our Mission:

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

Our Vision:

THE SCHOOLS OUR CHILDREN DESERVE

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

Providing Quality Education

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

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

Developing Socially Responsible Citizens

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

Supporting Our Aboriginal Learners

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

Preparing Our Graduates for the Future

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

Helping Parents Support their Child's Learning

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

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

Promoting Broader Community Involvement

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

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

Supporting Professional Learning

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

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

Our Values and Beliefs:

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

We believe that:

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

We value:

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

We seek to:

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

We commit to:

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

We promote:

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

Our District Goals for 2012/2013

In keeping with its commitment to meet the diverse needs of our learners, the Board declares the following as its highest priorities for 2012/2013. In doing so, the Board acknowledges that there is other ongoing key work focused on supporting success for all learners.

1) We support student success through continued attention to:

- Improving Reading, Writing and Numeracy for all students. Particular emphasis will be placed on supporting Aboriginal students, students who have special needs, English Language Learners and those students who are disadvantaged by poverty or other barriers to learning.
- Providing the necessary professional development to build the capacity of all educators in the areas of differentiated instruction, quality assessment, student engagement, and technology as a transformational tool so they can meet the diverse needs of students.
- Enhancing student, parent and educator commitment to shared ownership of personalized learning
- Increasing students' commitment to physical fitness and their understanding of the factors and decisions that influence healthy living.
- Enhancing strategies to engage parents in supporting their children's learning.

2) We support schools in their focus on positive citizenship, with a specific emphasis on:

- Socially responsible behaviour.
- Safety, well-being and conditions for student success.
- Leadership skills in contributing to classroom and community.

3) We continue to focus on grade to grade transitions and the secondary school completion rate by:

- Ensuring effective, supportive transitions at key points in the K-12 learning journey.
- Providing a strong, continuous, coherent emphasis on career and education planning and goal setting.
- Providing a range of high quality pathways leading to school completion.

4) We continue to work collaboratively with our community partners to further develop strategies that ensure children's emotional, social and physical capacity to achieve their full potential, with an emphasis on:

- Children being ready, able and motivated to learn.
- Parents and caregivers experiencing support and active engagement in a continuum of services addressing their specific needs.
- School personnel engaging and collaborating with community partners to support child learning and development.

Planning for Student Success



Renewing and Affirming Our Vision:

During the spring of 2009 our District engaged with more than nine hundred parents, teachers, students, school administrators and community partners in a process to affirm and renew its vision of what schools need to pay attention to in order to prepare students to have successful, productive and meaningful futures. This work built on the larger, more extensive process that was undertaken during the 2003-2005 school years.

The resulting vision, "The Schools Our Children Deserve" will provide the District and its schools with valuable and necessary guidance as it develops its short and long term goals for improving student achievement. This will assist us in planning for growth and change in an ever changing community and society.

Surrey Board of Education

Terry Allen
Charlene Dobie
Pam Glass
Laurie Larsen
Reni Masi
Laurae McNally (Chair)
Shawn Wilson (Vice Chair)

Process for Establishing School District Goals:

The Surrey School District has established a cyclical process for developing its student achievement goals and planning for improvement which begins with an analysis of student achievement, survey, and demographic data as well as an extensive series of community engagement activities. Activities have included:

- Regional meetings with School Planning Council, and Parent Advisory Council representatives, and
- A series of focus group sessions and liaison meetings involving parents, post-secondary representatives, employee groups, students, members of the business community, and other community partners.

As indicated in the diagram this cycle concludes with the filing of the achievement contract with the Ministry of Education.

The Surrey Board of Education thanks the many people who have participated in the process and have provided much valuable input into the development of the District's 2012/13 goals. More specific information pertaining to the goals may be found on the District's website at www.sd36.bc.ca.