

Vancouver Island West

SD084

Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

In Review of Year 5 of [Strategic Plan 2020-2025](#)

Approved by Board on September 8, 2025

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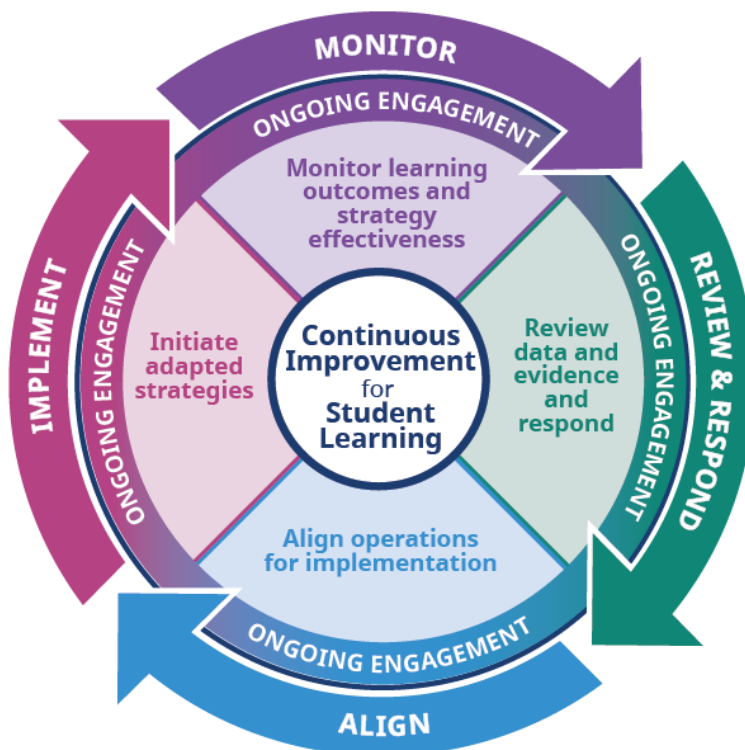
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

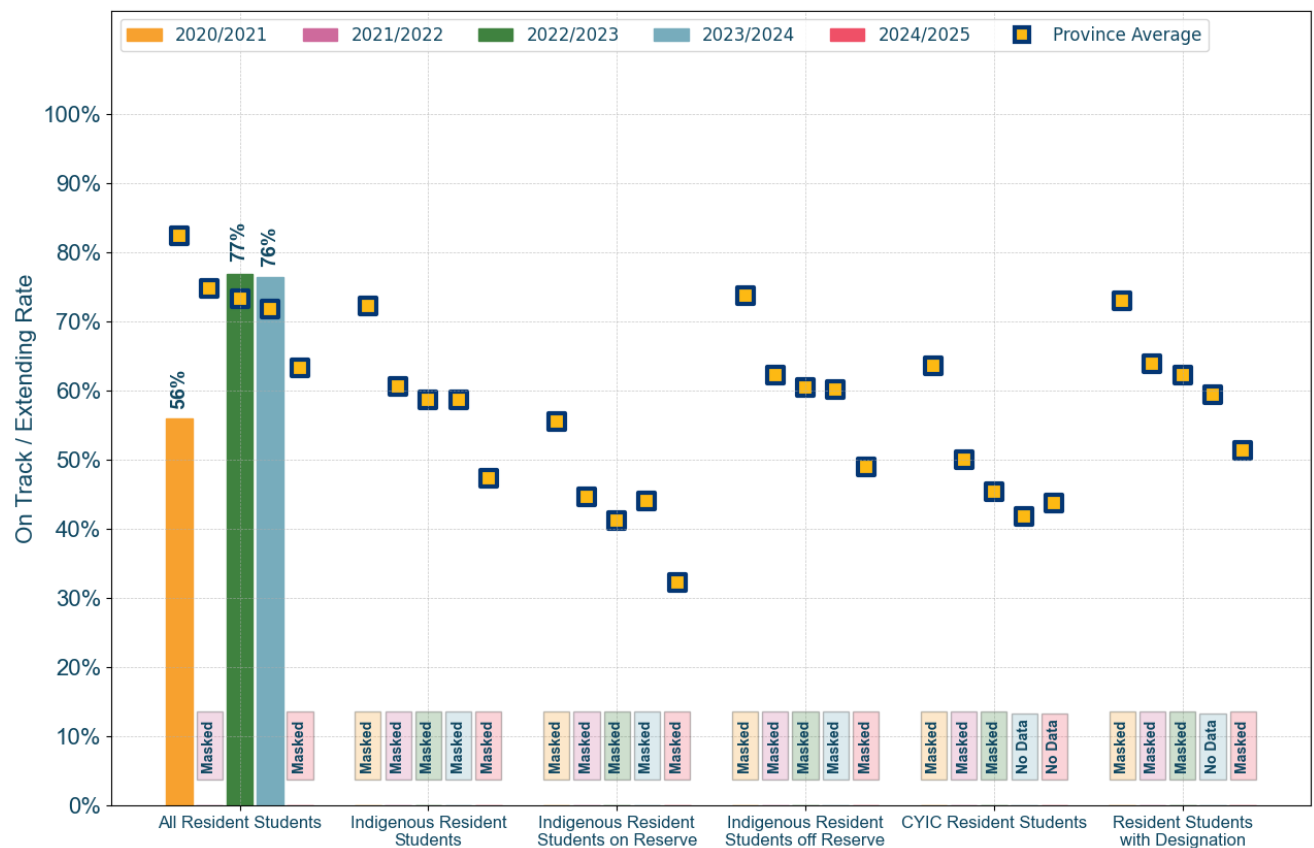
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD084 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	30 83%	23 70%	16 81%	18 94%	22 95%
Indigenous Resident Students	17 71%	Masked	Masked	Masked	14 100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	0	Masked

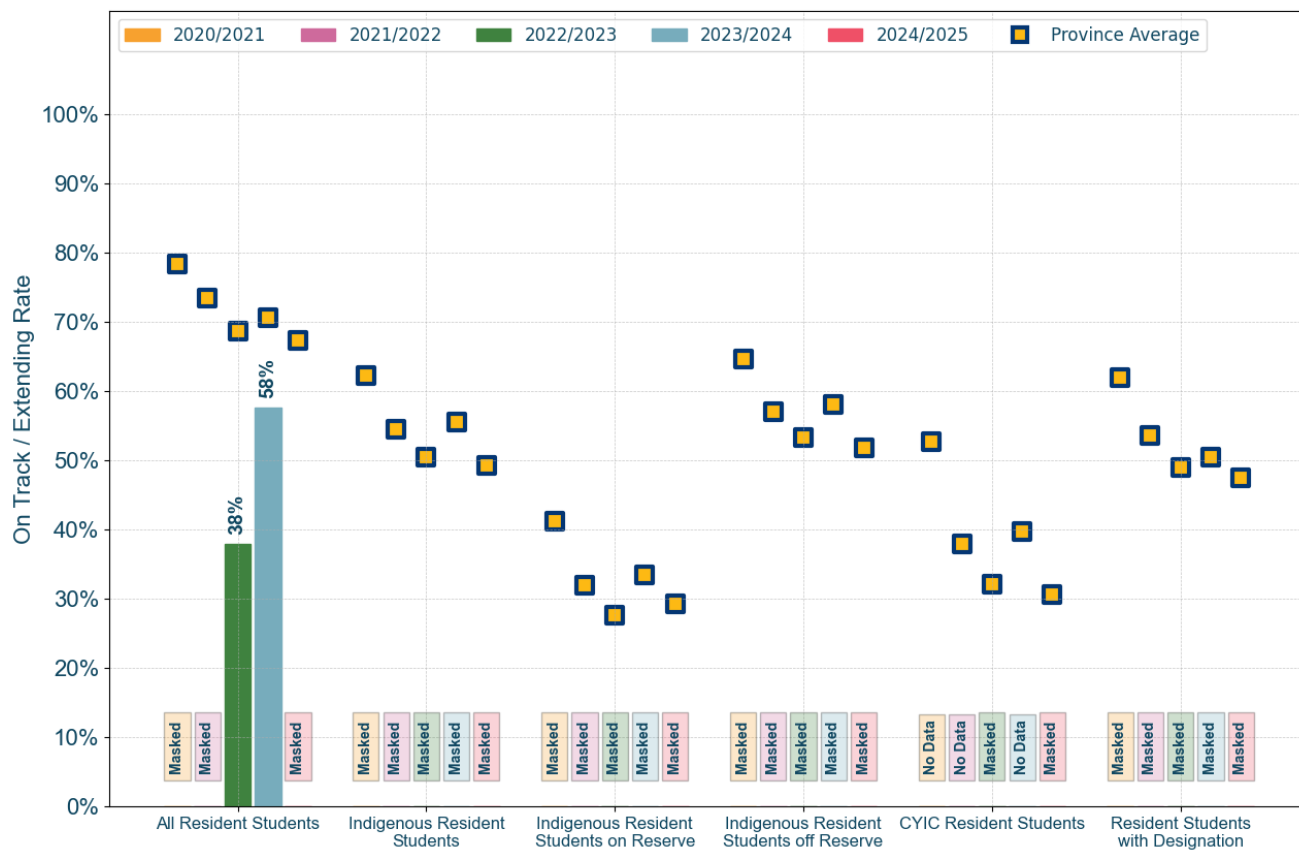
SD084 - Grade 4 FSA Literacy - On Track / Extending Rate



SD084 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	23 74%	18 67%	32 91%	36 92%	27 93%
Indigenous Resident Students	20 70%	15 67%	24 92%	16 81%	18 89%
Indigenous Resident Students on Reserve	Masked	Masked	13 92%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	11 91%	Masked	Masked
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Grade 7 FSA Literacy - On Track / Extending Rate

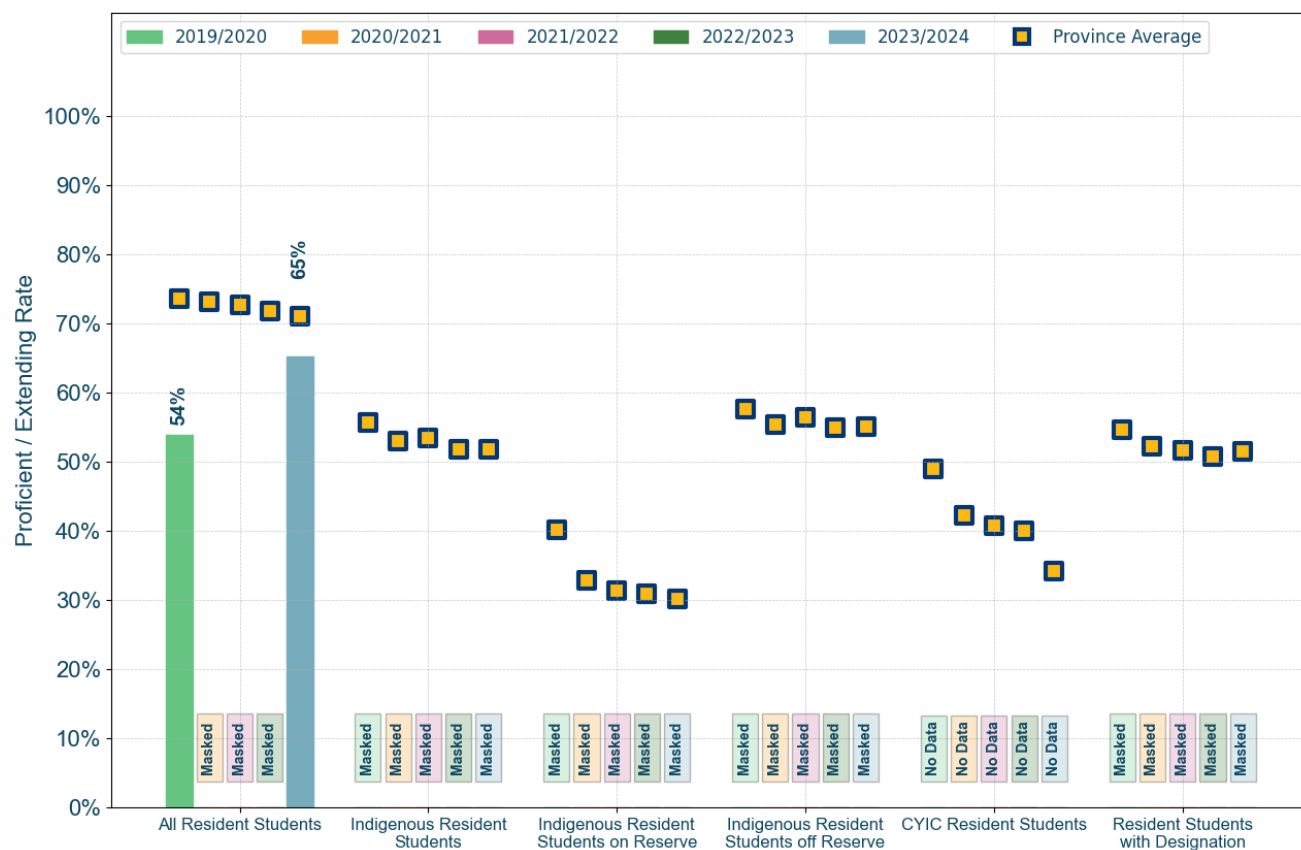


Measure 1.2: Grade 10 Literacy Expectations

SD084 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	57 42%	25 80%	25 40%	17 76%	23 57%
Indigenous Resident Students	Masked	17 76%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

When reviewing data for SD84, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents between 15 and 30 students. Due to small population size, results may change significantly from year to year, though that change of many percentage points may only represent one or two students. Also, due to the requirement to protect student privacy, data for Indigenous students, including those both living on reserve and those not living on reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below.

Overall, achievement results for literacy were mixed in 2024-25. Positive trends in 2024-25 include improved achievement on the literacy graduation assessments, and relatively high rates of literacy achievement for Indigenous students not living on reserve. Negative trends in 2024-25 included lower achievement for all student groups and priority populations in both grade four and grade seven, and a continuation of the district's pattern of low achievement on the grade seven FSA.

We have noted the following trends for priority populations in literacy:

- A significant disparity in achievement for Indigenous students living on reserve compared to their district peers is evident in grade 4, grade 7, and grade 10. Results in 2024-25 were lower in SD84 than for Indigenous students living on reserve across the province.
- There is little disparity in equity for Indigenous students not living on reserve in grades 4 and grade 10, as students in SD84 achieve at similar or higher rates than their in-district and provincial peers. There is an equity gap, both internally and provincially, for Indigenous students not living on reserve in grade seven.
- There is some disparity in achievement for students with diverse abilities, who are less likely to achieve proficiency than their peers in the district. There was also a disparity in achievement results compared to provincial peers, with the exception of the graduation assessment where students in SD84 achieved at the provincial norm.
- Due to very low enrollment accurate conclusions about performance cannot be drawn for children and youth in care.

Summary of Provincial Literacy Results:

While results on the graduation assessment for literacy improved, SD84 saw a decline in achievement in literacy in the elementary years; this decline was especially noted in priority populations. The persistent trend of low achievement for all student groups in grade seven is significant and indicates the need for intervention. In the next section of the report we will look at internal district measures of literacy achievement for a more nuanced view of achievement.

Interpretation:

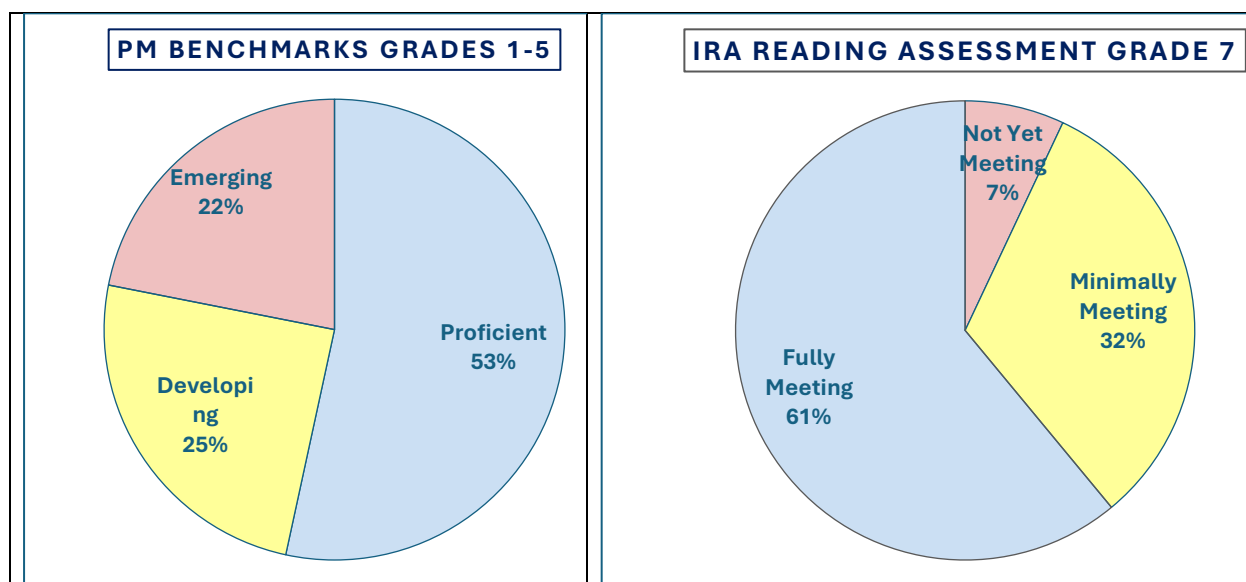
Outcome 1 - Literacy



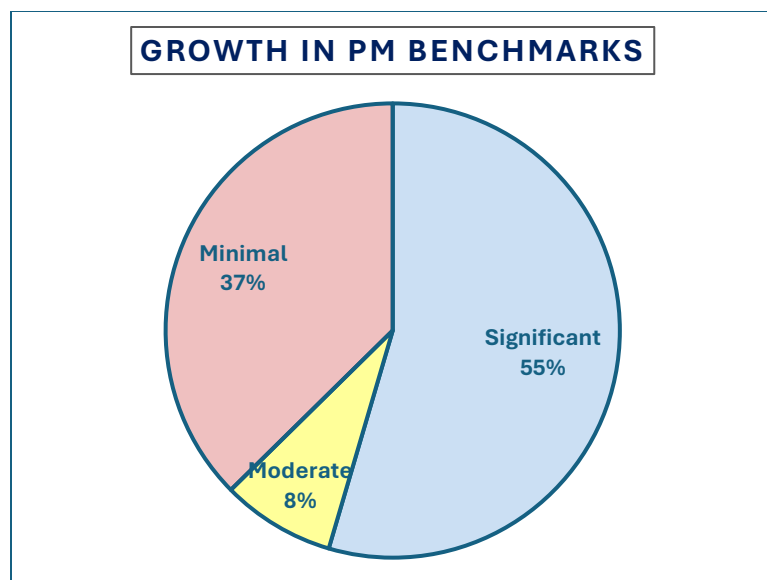
Grade 4, 7, and 10 Literacy Expectations

After multiple years of improvement in grade four literacy achievement, the decline in results in 2024-25 was disappointing and warrants further investigation. Our district Assessment Framework provides more detailed information about the literacy achievement of students across the district.

PM Benchmarks are a levelled reading assessment administered multiple times each year that allow teachers to gauge incremental reading progress. In 2024-25, we saw that the narrow majority of students in grades 1-5 were proficient readers (meeting or exceeding grade level expectations). Our IRA reading assessments showed similar results, with a little over half of grade four students fully meeting expectations or better. Results on the IRA were even higher for grade seven students, where more than 60% of students were fully meeting expectations or better. Based on these local district assessments, we anticipated that students would perform better on the FSA literacy assessments in grade four, and the FSA literacy assessment in grade seven seems to be a significant under-representation of those students reading abilities.



However, a different analysis of local district reading assessments reveals another, more concerning pattern. When looking at PM Benchmark assessment results, we can determine how much growth each student made over the course of the school year. In the figure __ we categorize student growth as being “Significant” (meaning that the student gained at least one grade level in reading), “Moderate” (meaning that the student gained between half a grade level and a full grade level), or “Minimal” (meaning that the student gained less than a half grade level). This analysis reveals that over a third of students made only minimal reading progress over the course of the year. This points to the need for regular, targeted, supplemental reading intervention for those students to ensure that they are receiving adequate support to make progress as readers.



The importance of developing student literacy is prominent in the district’s [Strategic Plan](#), which sets the ambitious goal of “every student achiev[ing] proficiency in literacy.” Multiple strategies in our annual [Operational Plan](#), such as our Assessment Framework, School Learning Reviews, Coaching, and Collaborative Learning Teams are in place to target literacy success, and in 2025-26 we will be increasing focus on targeted literacy screening and intervention.

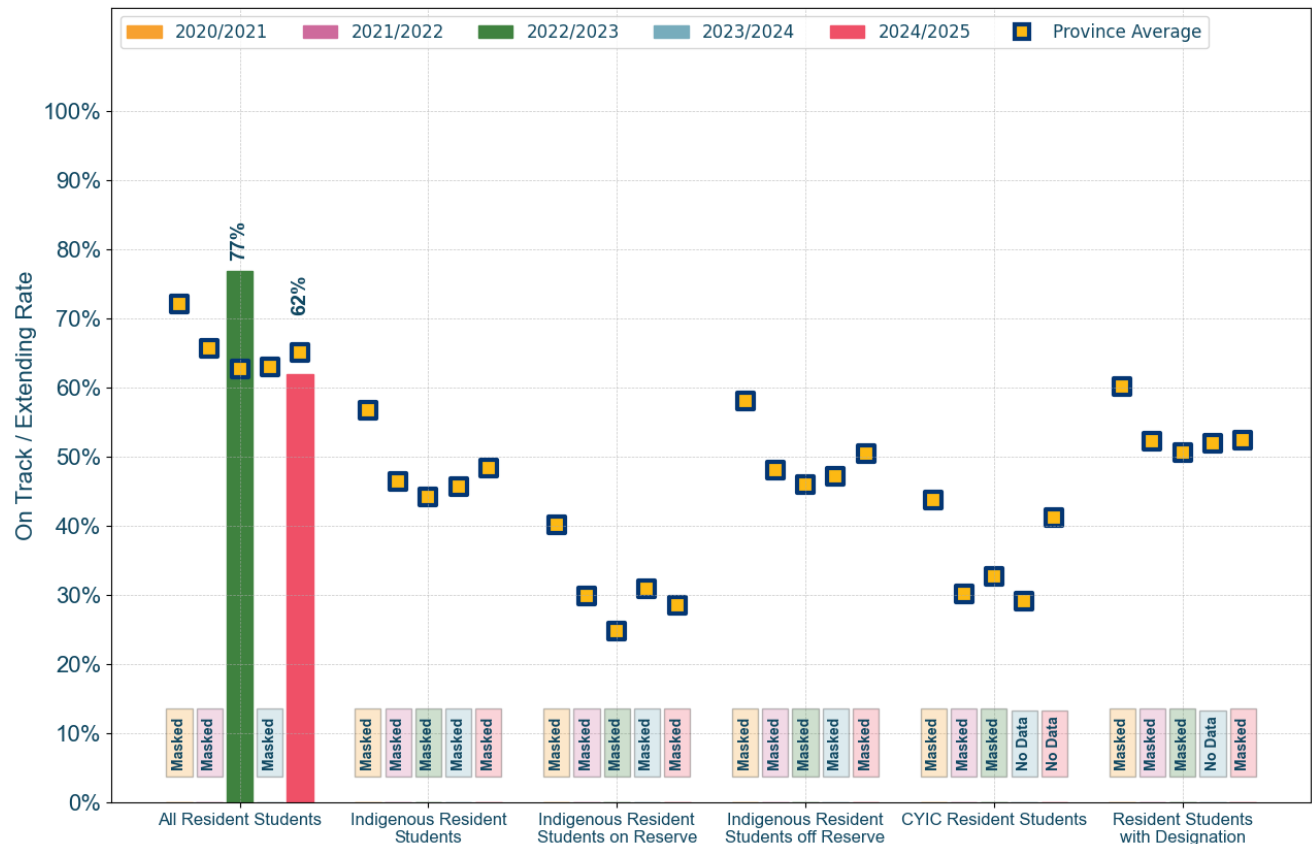
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD084 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	30 83%	23 65%	16 81%	18 89%	22 95%
Indigenous Resident Students	17 71%	Masked	Masked	Masked	14 100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	0	Masked

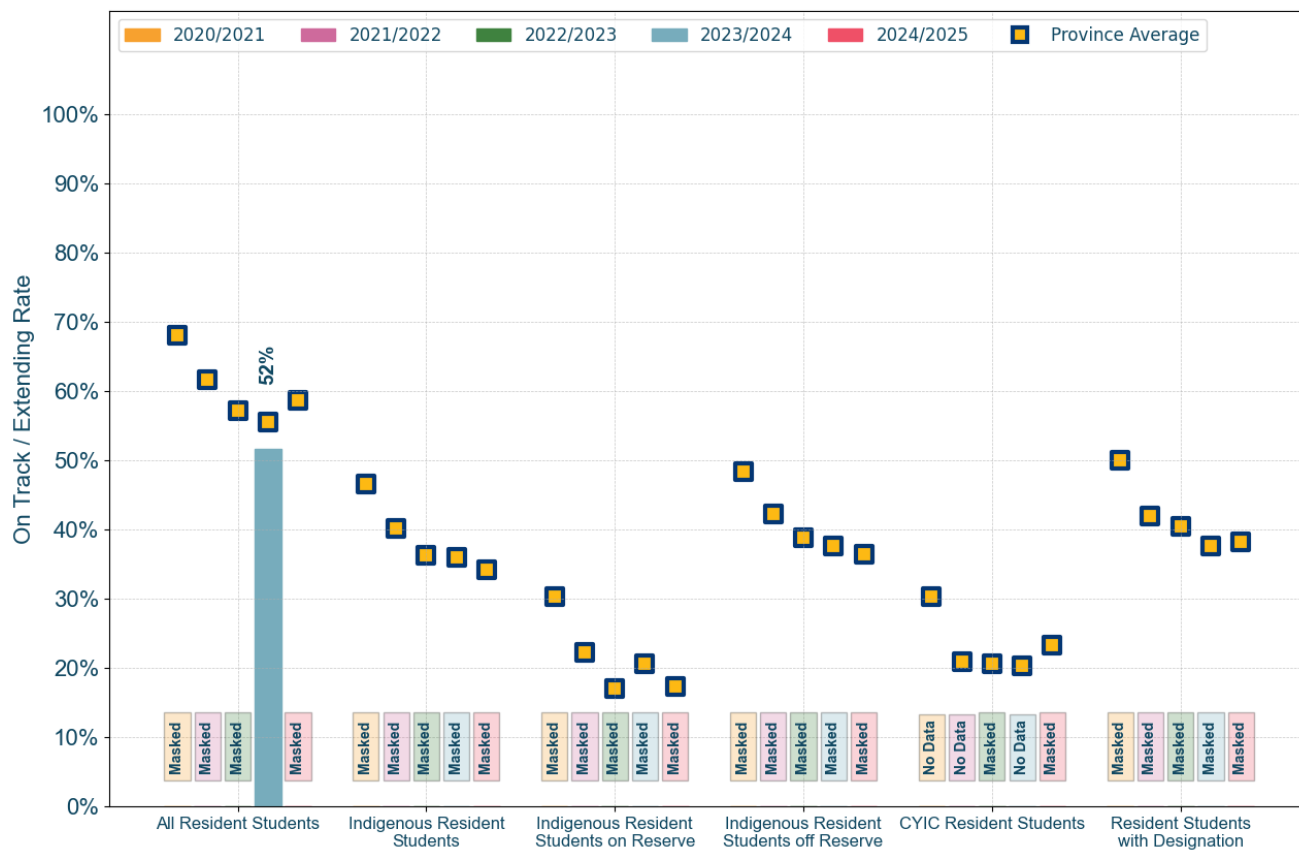
SD084 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD084 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	23 78%	18 61%	32 91%	36 86%	27 93%
Indigenous Resident Students	20 75%	Masked	24 92%	16 81%	18 89%
Indigenous Resident Students on Reserve	Masked	Masked	13 92%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	11 91%	Masked	Masked
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Grade 7 FSA Numeracy - On Track / Extending Rate

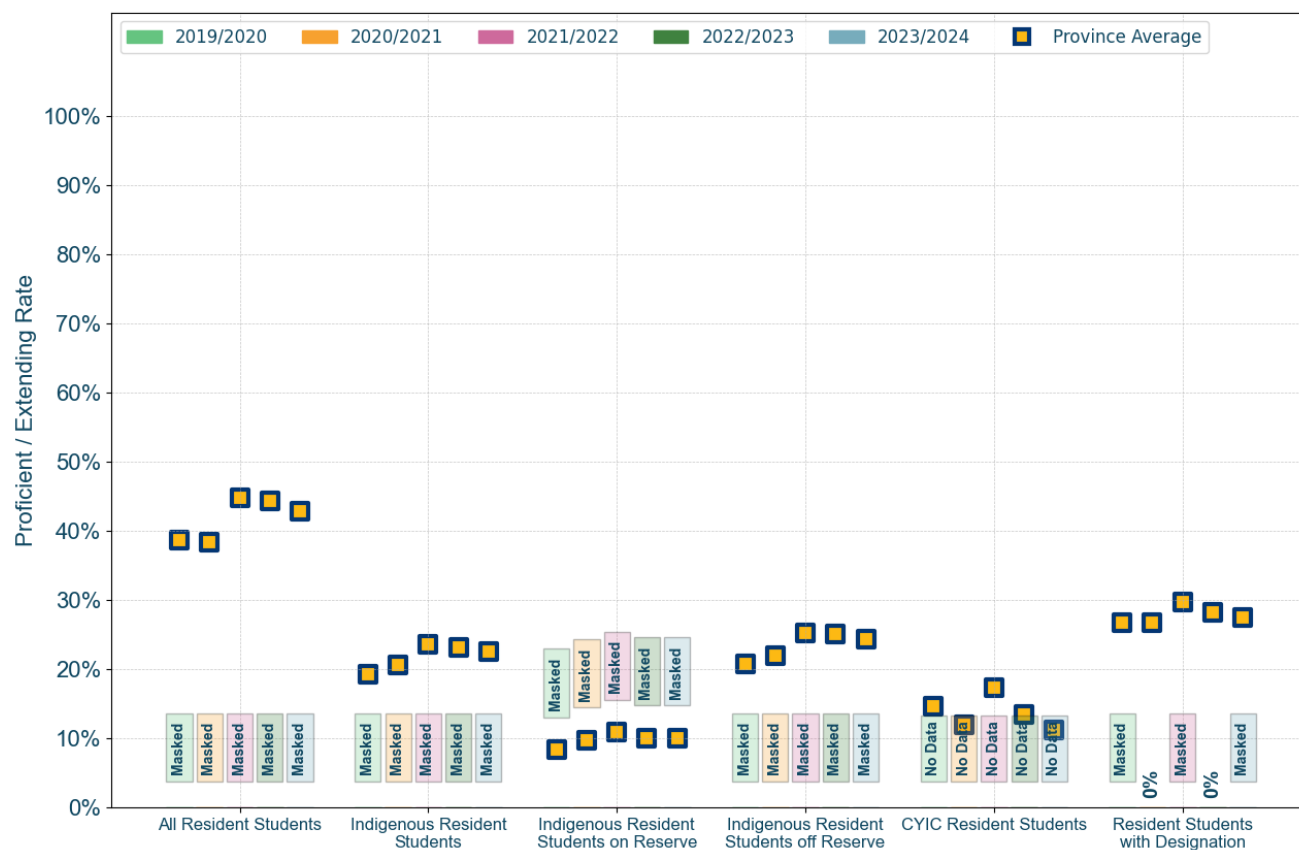


Measure 2.2: Grade 10 Numeracy Expectations

SD084 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	27 48%	25 40%	17 88%	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

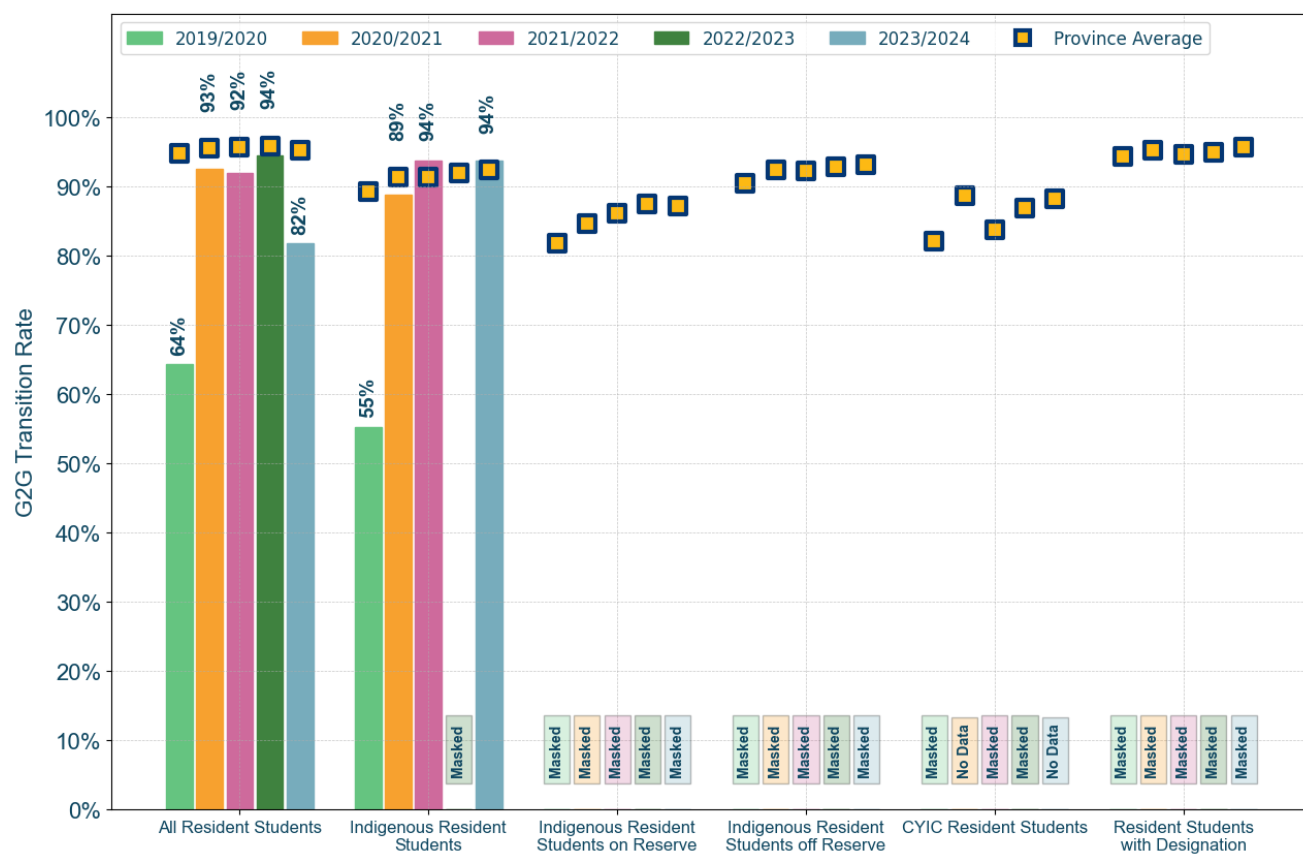


Measure 2.3: Grade-to-Grade Transitions

SD084 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	56	27	25	18	22
Indigenous Resident Students	38	18	16	Masked	16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

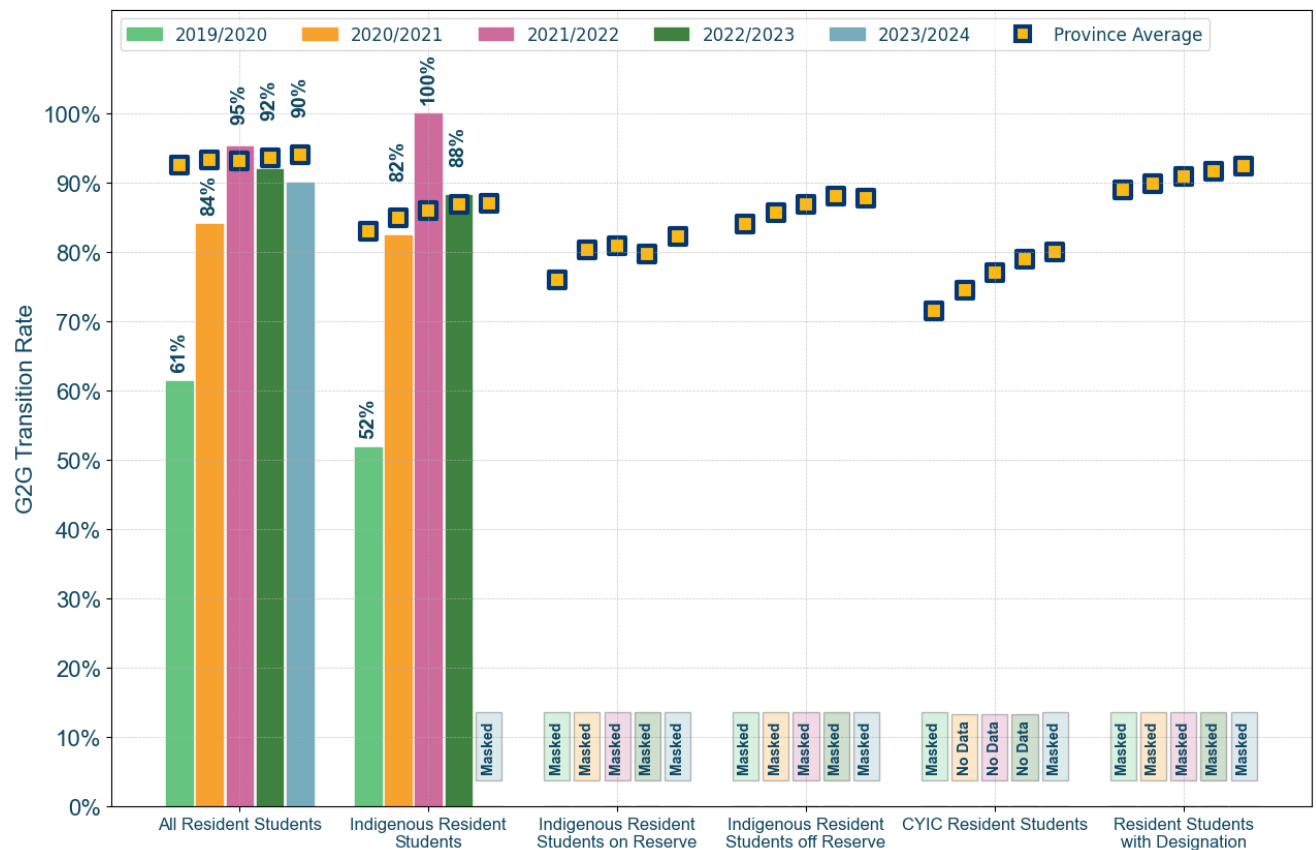
SD084 - Grade 10 to 11 Transition Rate



SD084 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	44	25	21	25	20
Indigenous Resident Students	29	17	13	17	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

When reviewing data for SD84, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents between 15 and 30 students. Due to small population size, results may change significantly from year to year, though that change of many percentage points may only represent one or two students. Also, due to the requirement to protect student privacy, data for Indigenous students, including those both living on reserve and those not living on reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below.

Overall numeracy results for SD84 demonstrate a trend of higher achievement in grade four, with achievement results declining in grades seven and ten. In grade four, students in SD84 achieve at approximately the same level as students across the province, and priority populations also achieve at or above provincial norms. However, results decline in grades seven and ten, and equity gaps are apparent for all priority populations in those years.

We have noted the following trends for priority populations in numeracy:

- Indigenous students achieve proficiency at a somewhat lower rate than non-Indigenous students in SD84, and that disparity in achievement widens as students' progress through the grades. Indigenous students in SD84 achieve at the same level as Indigenous students across the province in grade four, but at lower rates than provincial norms in grades seven and ten.
- Similar patterns hold true for both Indigenous students living on reserve and Indigenous students not living on reserve.
- Similar patterns hold true for students with disabilities and diverse abilities
- Due to very low enrollment accurate conclusions about performance cannot be drawn for children and youth in care.

Grade to grade transitions have also been examined in this section. We find that on the whole, grade to grade transitions in SD84 are consistently within provincial averages, with the exception of 2023-24's transition of grade 10's to grade 11. There are no significant equity gaps for Indigenous students living on reserve, students with disabilities or diverse abilities, or children and youth in care. There appears to be some equity gap in grade-to-grade transition for Indigenous students not living on reserve.

Summary of provincial numeracy and grade to grade transition data:

In SD84 we have seen consistent and relatively high levels of achievement in grade four, with results declining in grades seven and ten. In those later grades we also see disparities in achievement emerging, indicating the need for increased attention to numeracy in the intermediate and early secondary years.

Interpretation:

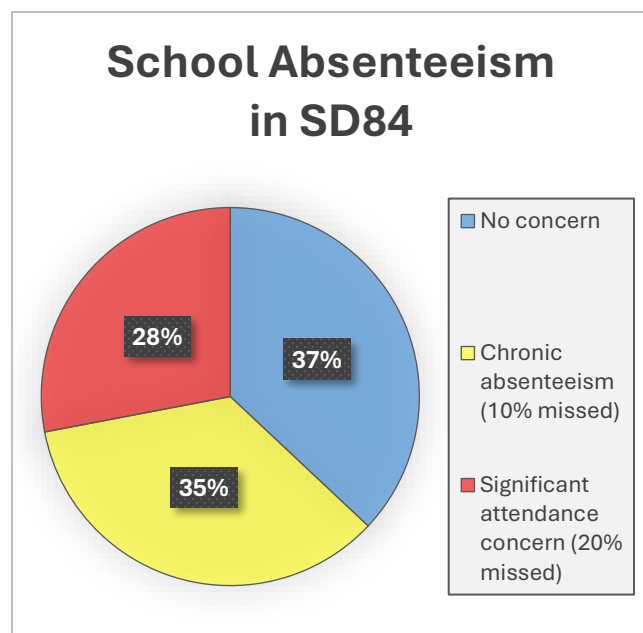
Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

District results in the provincial measures of numeracy confirmed what we have known – we see strengths in achievement at the grade four level and high levels of equity for priority populations. We see achievement decline in grade seven and grade ten, with equity gaps emerging for priority populations in the intermediate early secondary grades. This trend of lower achievement in grade seven is not unique to numeracy, though it does appear to be the most stark in this areas. We see a similar trend of lower achievement in grade seven in literacy. In addition, we see measures of school connectedness drop in grade seven compared to grade four, and particularly amongst priority populations.

The results show a clear need for increased attention and intervention for numeracy, particularly in the intermediate and junior secondary grades. In 2024-25, SD84 made a significant investment in numeracy inservice for intermediate teachers. Working with Building Thinking Classrooms, all intermediate teachers in the district took part in nine days of inservice scheduled throughout the year. This inservice involved collaborative learning, planning, and modelling of lessons; anecdotal reports from participants in the pilot were very positive, and this work will be continued in the 2025-26 school year.



Attendance is a significant consideration in both achievement and grade to grade transitions. An analysis of local student attendance data reveals a significant and persistent challenge with student absenteeism. Literature on school absenteeism generally uses thresholds of 10% of school days missed to mark chronic absenteeism and 20% of school days missed as a significant attendance concern.

Alarmingly, in SD84, approximately 63% of students meet the threshold of chronic absenteeism, and 28% of students have a significant attendance concern. This high rate of absenteeism means that students are

missing out on valuable instruction time and at risk of falling behind. The need to improve student attendance is marked in both the district's [Strategic Plan 2025-2030](#), as well as our Local Education Agreements which designate school attendance as an area of joint responsibility and collaboration between the school district and local First Nations.

Human and Social Development

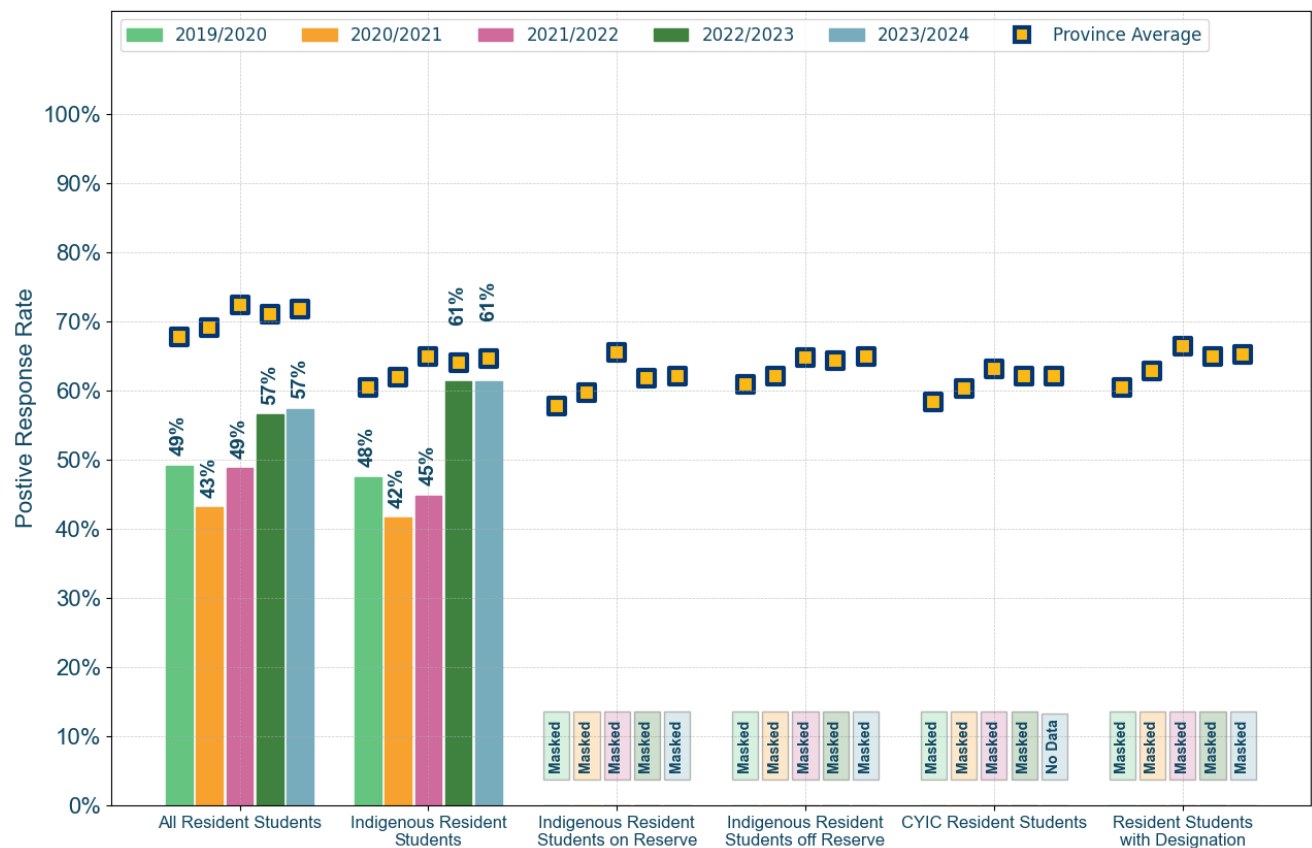
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

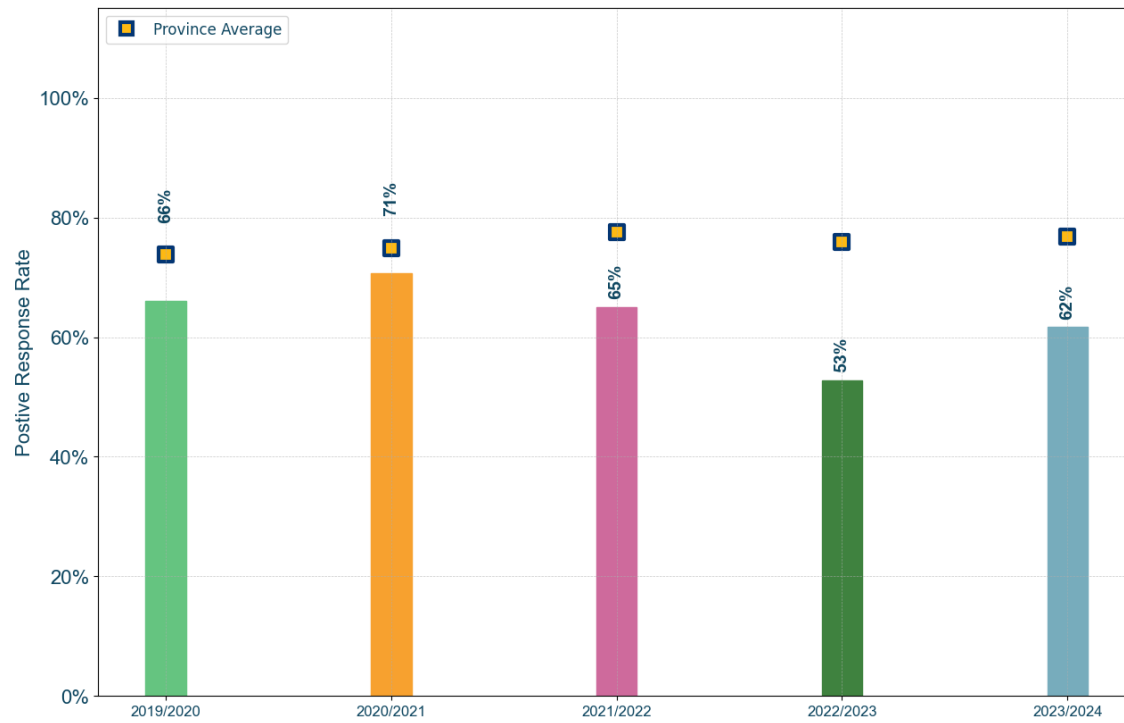
SD084 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	109 53%	80 68%	65 63%	66 80%	76 79%
Indigenous Resident Students	75 52%	55 62%	47 62%	37 84%	40 75%
Indigenous Resident Students on Reserve	33 42%	39 62%	25 60%	21 90%	Masked
Indigenous Resident Students off Reserve	42 60%	16 63%	22 64%	16 75%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	23 48%	Masked	Masked	12 83%	17 59%

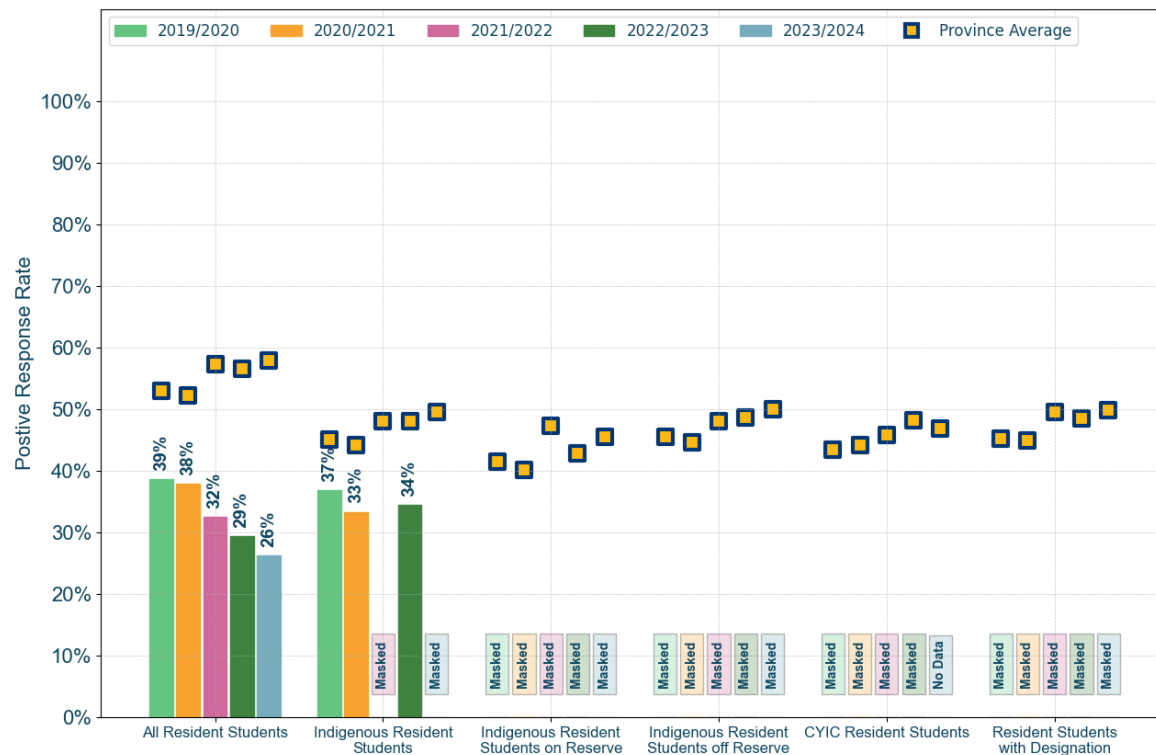
SD084 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD084 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

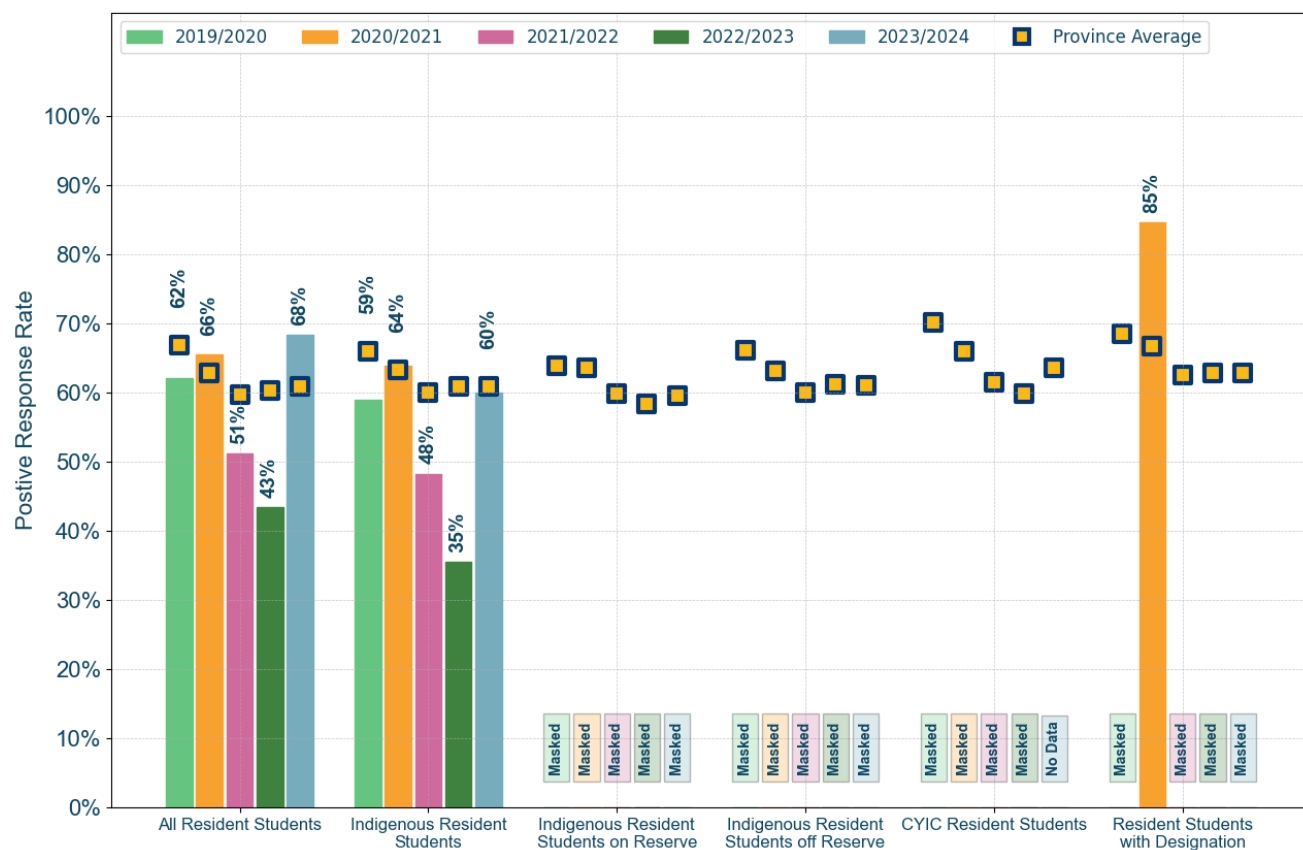


SD084 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD084 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

When reviewing data for SD84, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents between 15 and 30 students. Due to small population size, results may change significantly from year to year, though that change of many percentage points may only represent one or two students. Also, due to the requirement to protect student privacy, data for Indigenous students, including those both living on reserve and those not living on reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below.

Overall, provincial measures of school connectedness show mixed results. Students who report

- feeling welcome at school has been rising;
- feeling safe has been steady;
- feeling a sense of belonging has been declining;

On all three measures students in SD84 are less likely to respond positively than students across the province. However, students in SD84 are more likely than their provincial peer to report that two or more adults at school care about them, a response that has been increasing in the district. Students in grade four are more likely to respond positively to questions of connectedness than students in grades seven or ten.

We have noted the following trends for priority populations in provincial connectedness measures:

- Indigenous students are more likely to report feeling welcome at school, but less likely to report a sense of belonging, than their non-Indigenous peers in the district. Both measures are below provincial average for Indigenous students.
- Indigenous students living on reserve and those not living on reserve have similar rates of positive response to feeling welcome and sense of belonging.
- Students with disabilities and diverse abilities report feeling welcome and a sense of belonging at similar rates to their peers in the district. We do notice a sharp decline in positive responses as students get older.
- Positive responses to naming two adults who care are higher for all priority populations in grade four in comparison to district and provincial peers, and lower in grades seven and ten.

Summary: There are mixed results within the student learning surveys. Overall, positive responses to questions about school connectedness are higher in grade four than they are in grades seven and ten (a trend which mirror our achievement results in the intellectual development measures). Differences in the rate of positive responses for priority populations in later grades is noteworthy and requires further investigation, as does the trend of fewer students reporting feeling a sense of belonging at school. Internal district measures discussed in the next section will provide more detail and nuance to this analysis.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

SD84 conducts individual interviews with every student in grades 6-12 as a part of our Pathways approach. Driven by our Indigenous Education Enhancement Agreement, and developed in partnership with the Indigenous Education Council, these Pathways interviews gather valuable student feedback about their experiences of school and connection to First Nations culture and language. In 2024-25, our Pathways interviews showed the following

Pathways Individual Student Interviews, 2024-25	
Question	Positive Response
I am comfortable at school and contribute to my school community.	79%
I can name at least 2 adults at school who care about me and who believe that I will be successful.	91%

These responses are significantly more positive than their corresponding questions on the provincial Student Learning Survey, indicating that students in SD84 may feel more connected with school than the provincial results indicate. Our hypothesis is that the one on one nature of the interviews allows students to put more thought and attention to their responses than the online provincial survey.

A clear area of strength for SD84 are the positive relationships that staff are able to build with our students, as demonstrated in students ability to name two adults who care about them. This sense of connection to caring adults applies across priority populations. However, this positive sense of connection is contrasted by the very low number of students who report feeling that they belong at school, and priority populations are especially unlikely to identify a sense of belonging. This contrast between students positive sense of connection and negative sense of belonging may indicate a sense of disconnection from the relevance of what they are learning to their lives, or could indicate a lower sense of academic self-concept. The contrast warrants further investigation so that we can appropriately intervene to improve students sense of belonging at school.

Our new [Strategic Plan](#) has a strong emphasis on improving students feeling of welcome, safety, belonging, and connectedness. In our Relationships priority we set the objective that all students will feel safe, cared for, and connected to their school. In the Indigenous Ways of Knowing priority, we seek to build positive connections with local First Nations communities and improving the sense of safety for Indigenous peoples at school. Key strategies to support these goals include our Pathways individual student interviews, the addition of dedicated time for a district mental health lead, and more accurate tracking of attendance to identify disconnection and timely intervention for attendance concerns.

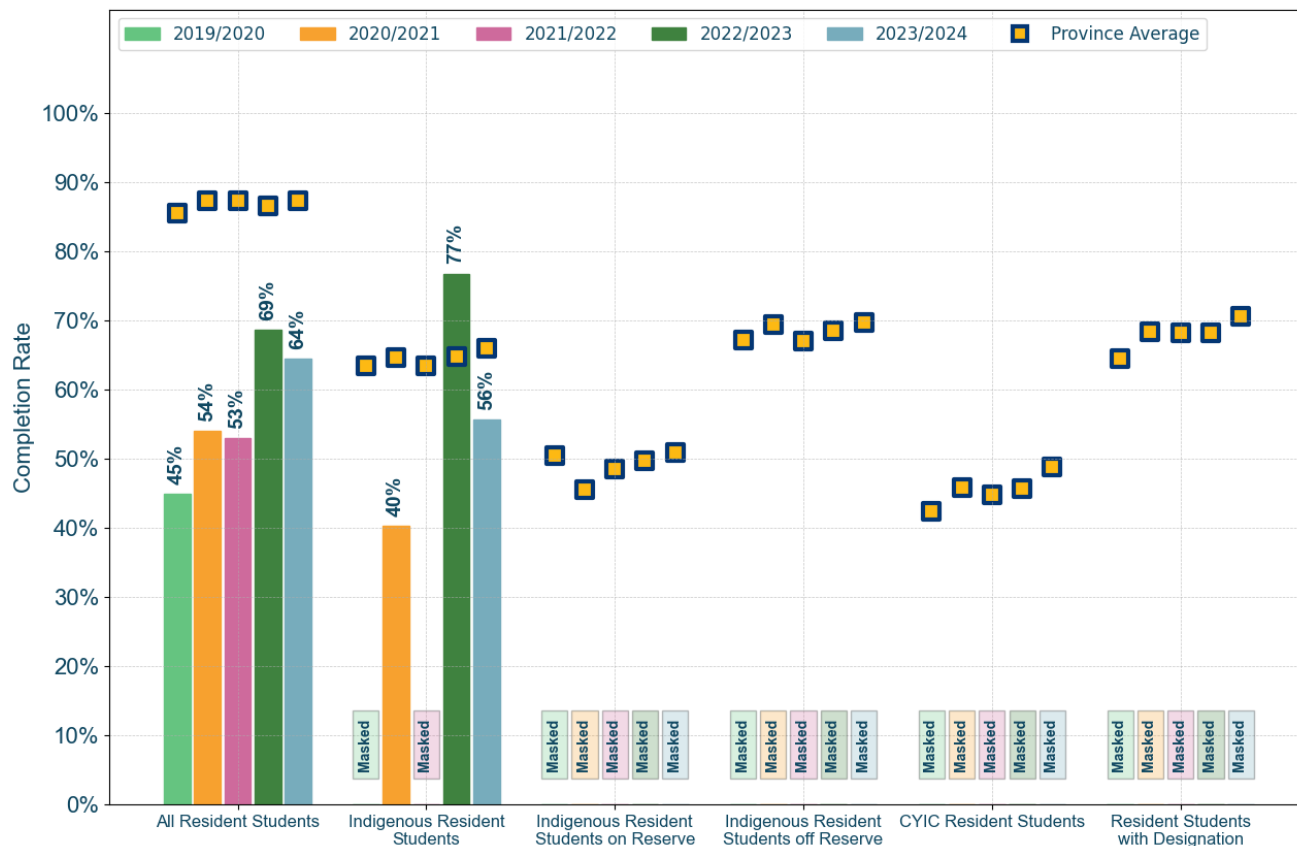
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

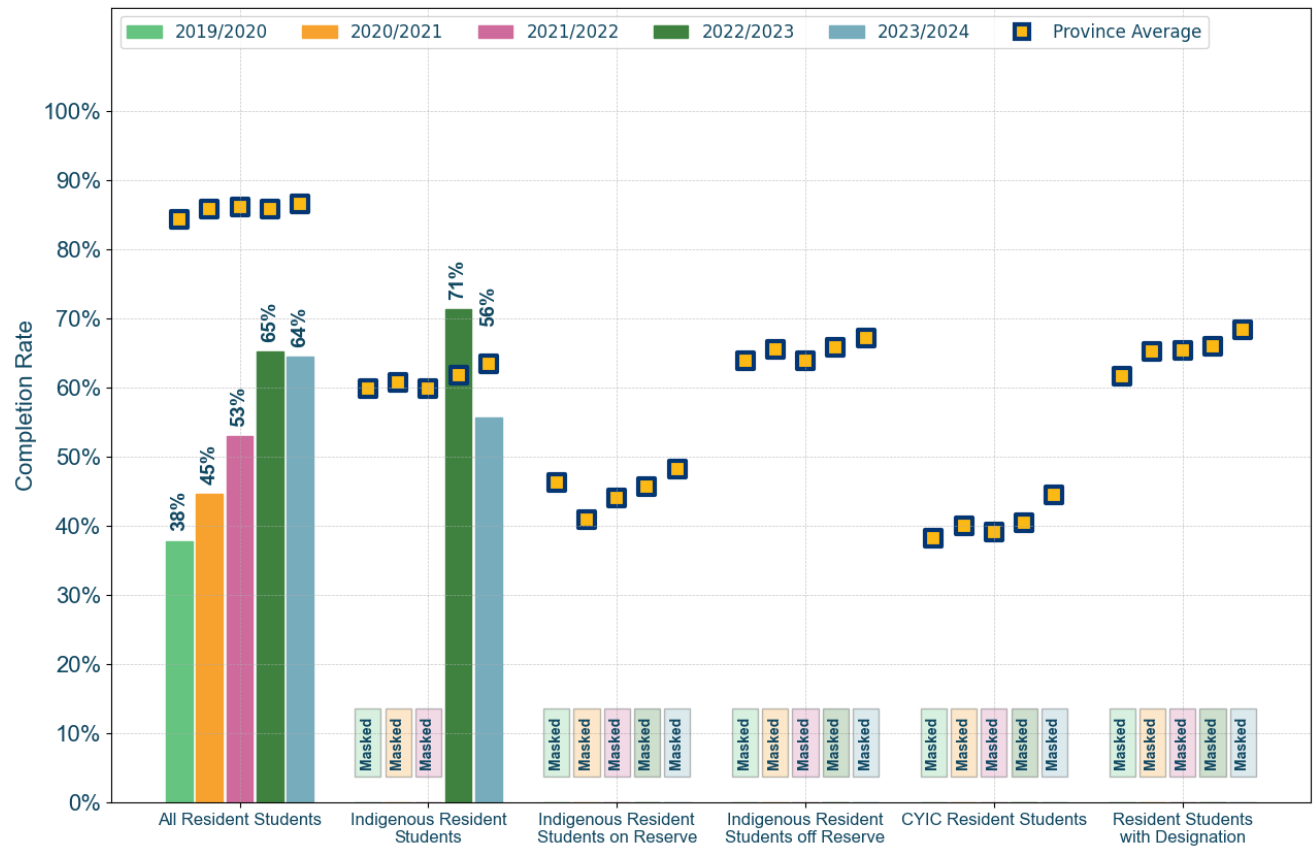
SD084 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	46 4	45 2	31 1	30 1	34 1
Indigenous Resident Students	Masked	29 2	Masked	19 1	19 1
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD084 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

When reviewing data for SD84, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents between 15 and 30 students. Due to small population size, results may change significantly from year to year, though that change of many percentage points may only represent one or two students. Also, due to the requirement to protect student privacy, data for Indigenous students, including those both living on reserve and those not living on reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below. Ministry reported graduation rates in the pre-populated template differ from internal SD84 graduation rates, as discussed in the interpretation section.

Overall, graduation rates for students in SD84 have been steadily increasing over the past five years. Graduation rates, both Ministry provided and internal, remain below the provincial average. We do not see a significant difference in success rates that include Adult Dogwoods compared to success rates for five-year Dogwoods only.

We have noted the following trends in graduation rates for priority populations:

- Ministry graduation rates for Indigenous students are below provincial averages for Indigenous students
- Graduation rates for Indigenous students living on reserve have been at or above provincial graduations rates for Indigenous students living on reserve for the past three years
- Graduation rates for Indigenous students not living on reserve have risen in each of the past three years, though are still somewhat lower than provincial graduation rates for Indigenous students not living on reserve
- There is wide variability in graduation rates between years for students with disabilities and diverse abilities
- There is wide variability in graduation rates for children and youth in care

Summary of provincial graduation measures:

Provincial measures of five-year graduation rates show steadily increasing results, with more work to be done in order to achieve parity with the province. It should be noted that internal graduation rate data differs from Ministry data, as discussed in the Interpretation section.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

Local graduation data presents a more positive picture for student success rates. We track results for each cohort of students and are able to provide a more accurate representation of students success, one that includes an accurate (rather than estimated) representation of migration out of the district as well as both 5 year and 6 year graduation rates.

SD84 Success Rate (internal measure), Class of 2024		
	5 Year Dogwood	6 Year Dogwood
All Students	81%	92%
Indigenous Students	73%	86%

Internal success rate results show graduation rates that are within provincial norms for all students and for Indigenous students (internal success rates are not available for students with diverse abilities or children and youth in care). Our internal success rate, which captures 6 year Dogwood graduation in addition to the Ministry-provided 5 year Dogwood, recognizes that students learn at different rates. Given the high level of absenteeism in our district, some students require additional time to complete graduation requirements, and the 6 year Dogwood completion rate captures these students success.

Both Ministry and internal graduation data show that graduation rates have been steadily increasing in recent years. We have seen increasing graduation rates for Indigenous students, both those living on reserve and those not living on reserve. Though there is still work to do to achieve parity, we are seeing improving equity in graduation results.

The district's new [Strategic Plan](#) has a strong focus on improving graduation rates. Our Learning priority aims to ensure that every student develops the fundamental literacy and numeracy skills to be successful in their learning, and that students develop agency, engagement, and voice so that they are setting goals for their own learning. Key strategies to support this include literacy coaching support, Collaborative Learning Teams, and School Learning Reviews.

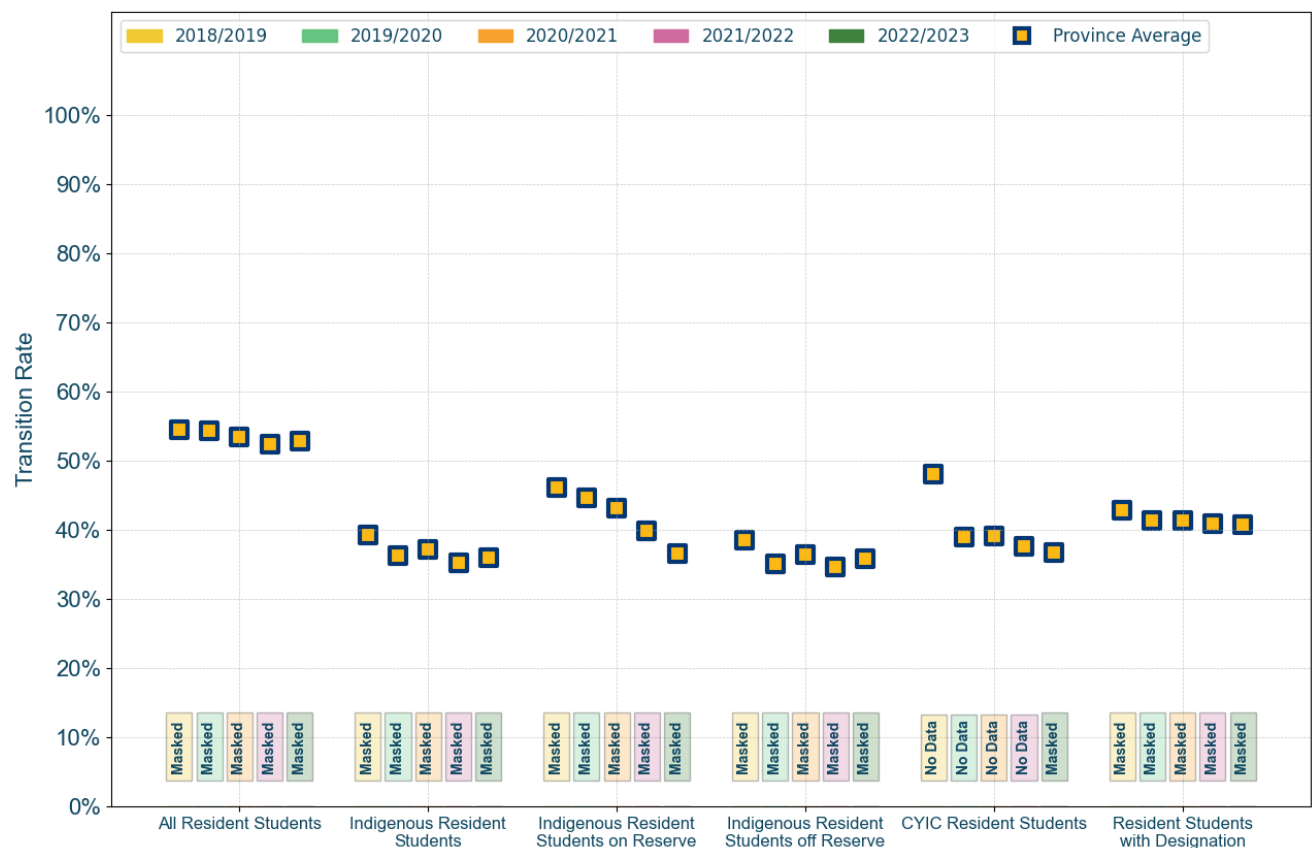
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

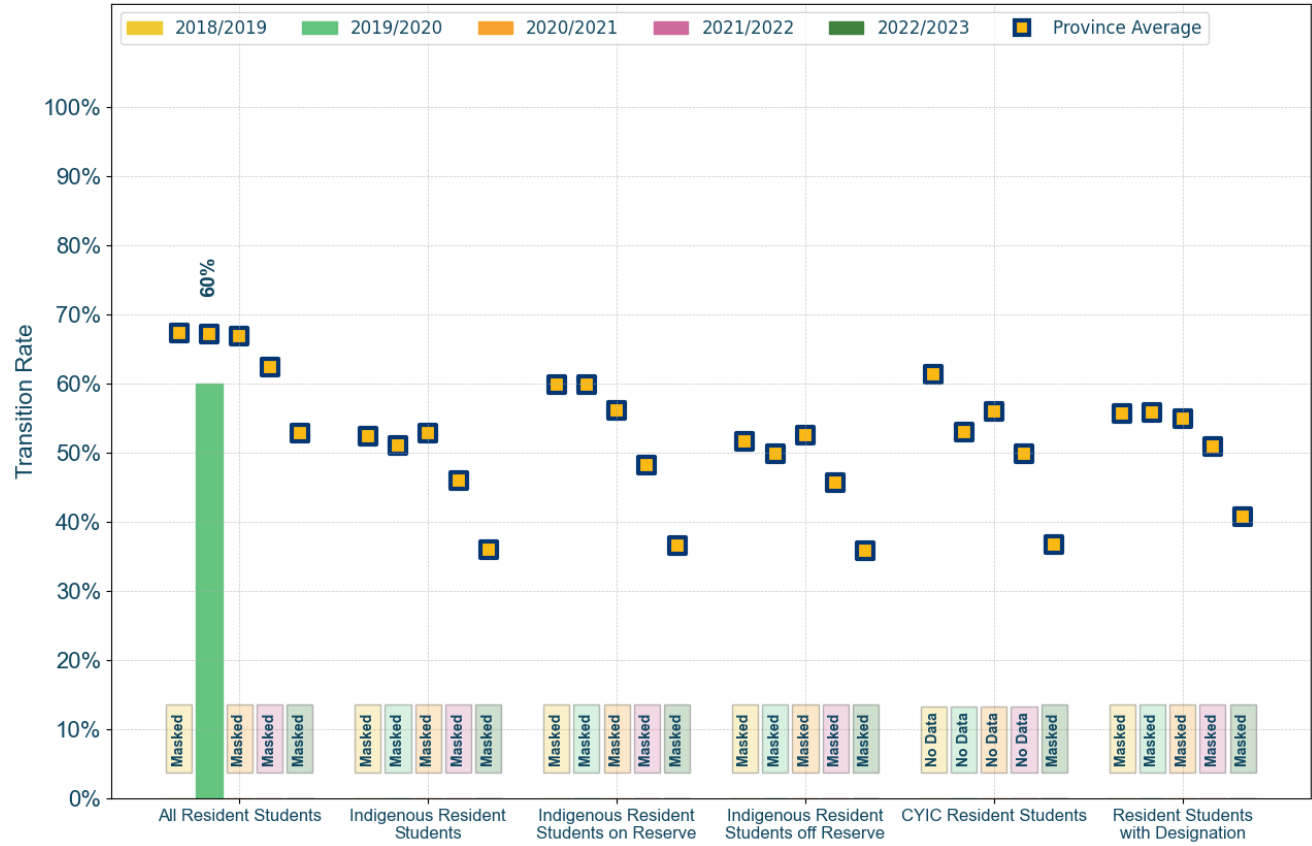
SD084 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD084 - Immediate Transition to Post-Secondary



SD084 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

When reviewing data for SD84, the reader should keep in mind the very small size of each of our cohorts; each grade cohort in our data typically represents less than 20 students. Due to small population size, results may change significantly from year to year, though that change of many percentage points may only represent one or two students. Also, due to the requirement to protect student privacy, data for Indigenous students, including those both living on reserve and those not living on reserve, students with disabilities or diverse abilities, and children and youth in care (CYIC) cannot be published. While specific results cannot be publicly reported, our district team has done a thorough internal review of the masked data and reports the trends below. Post-secondary transition data is not currently available after the 2022-23 school year.

Overall, students in SD84 are somewhat less likely to immediately transition to post-secondary institutions than peers across the province. Indigenous students, particularly Indigenous students not living on reserve, are more likely than non-Indigenous students to transition to post-secondary education. We do not see a noticeable difference between immediate transition and 3-year transition rates.

We have noted the following trends for post-secondary transitions for priority populations:

- There is no equity gap for any priority population in SD84 for post-secondary transitions
- Indigenous students overall are slightly more likely to transition to post-secondary than non-Indigenous peers in the district, and slightly more likely than Indigenous peers across the province.
- Indigenous students living on reserve have similar transition rate to their peers within the district, and slightly higher than their provincial peers.
- Indigenous students not living on reserve have a higher transition rate than non-Indigenous peers in the district, and significantly higher than their provincial peers.
- Results for students with disabilities and diverse abilities and children and youth in care are sporadic due to low population sizes, though the data we have shows that both groups transition to post-secondary at the same rate or higher than their in-district peers

Summary of provincial Post-secondary Transition measures:

Though the measures are two years out of date, the existing measures of post-secondary transition shows that while students overall in SD84 are somewhat less likely to transition to post-secondary, priority populations in SD84 are more likely than their provincial counterparts to make the transition.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

It is difficult to draw strong conclusions from Ministry-provided post-secondary transitions data, as the data is limited for our small cohort sizes. From the data that is provided, we can see that graduates from SD84 enter post-secondary institutions at a somewhat lower rate than other students across the province. We can also see that priority populations (Indigenous students, students with diverse abilities, and children and youth in care) enter post-secondary at a higher rate than their peers in the school district, indicating that there are effective supports in place to assist priority population students in making the transition to post-secondary.

Internal data shows that secondary students require more support for developing life and career competencies. While the majority (71%) of secondary students intend to go to post-secondary (Student Learning Survey, 2023-24), our most recent results show that less than half of graduates do attend post-secondary, whether immediately after graduation or within three years of graduation. The Student Learning Survey also reveals that less than half of secondary school students believe that school is preparing them for life after graduation (Student Learning Survey 2023-24). Similarly, students report low rates of positive mental health, and only about a quarter of students report that they are learning to care for their mental health (Student Learning Survey 2023-24).

SD84's new [Strategic Plan 2025-2030](#) addresses life and career core competencies. In our Learning goal, we aim to develop students' sense of agency, engagement, and voice as students identify their own goals for learning and graduate with the skills necessary to achieve their goals. Key strategies to support these objectives include the district's Collaborative Learning Teams professional learning strategy to increase teacher capacity to support student agency, engagement, and voice, and our School Learning Reviews which in 2025-26 will increase attention on post-secondary and career transitions for senior secondary students. In our Relationships goal, we set the target that students will learn to care for their social, emotional, and mental well-being and have access to mental health supports. In 2025-26, SD84 will introduce dedicated time for a district mental health lead to support our objectives in increasing student mental well-being.

Vancouver Island West

School District #84

Enhancing Student Learning Report

September 2025

Part 2a: Respond to Results

In Review of Year 5 of Strategic Plan 2020-2025

Approved by Board on September 8, 2025

Enhancing Student Learning Report Respond to Results



Part 2a

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2a)**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

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District Context for Continuous Improvement






The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuuchahnulth peoples, specifically the Ehattesaht, Ka:'yu:'k't'h/Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht Nations. We honour our relationship with these Nations and with all other First Nations, Metis, and Inuit peoples who reside in the territories we serve.

SD84 is composed of five schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, as well as a district Continuing Education program, an outdoor education program, and an international program. We are a rural, remote district with a student population of approximately 330 students. Approximately 65% of SD84 students identify as Indigenous, and the majority of Indigenous students in our district live on-reserve. The learning needs of our students are diverse, as over 20% of students in SD84 have disabilities or diverse abilities. Vulnerability for children and families in our region is very high, with 58% of children entering kindergarten rated as vulnerable on the Early Development Instrument (EDI), one of the highest vulnerability rates in the province.

Due to the remote geography of our school district, services for students and families are limited. Travel between schools and communities in SD84 involves multiple hours, gravel logging roads, water taxi, and float plane. Families must travel to larger population centers to access groceries, banks, and dental services, often travelling over gravel logging roads for multiple hours to access basic services. The remote nature of our schools also contributes to challenges associated with staff recruitment and retention. While there are challenges associated with rural and remote geography, our small size and remote nature also offer some powerful positive opportunities for learning, such as our small class sizes, rich Nuuchahnulth culture, and abundant outdoor learning opportunities. The nature of our schools and communities allows us to be responsive to our students and to form close connections amongst students, staff, and families.

This is the final report for [Strategic Plan 2020-2025's](#) goals for student learning:

<i>Students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future.</i>	
	Focus 1: Building a Strong Foundation of Literacy
	Focus 2: Student Engagement and Connection to School
	Focus 3: Equipping Learners for Success

In order to make sustained progress towards the goals of our [strategic plan](#), the district is involved in a process of continuous improvement. Our approach to continuous improvement in district and [school plans](#) is ongoing and focused on improving results for our learners. We begin with evidence of student learning, as we **analyze** local and provincial data to determine the effectiveness of our programs and which students require additional support. Using this evidence, we **plan** intentional and evidence-informed strategies to meet the identified needs and equity gaps. We align our resources to support our plans and build the capacity of our educators to **implement** strategies skillfully. We **review** the effectiveness of our strategies frequently, making adjustments as necessary, and **report** annually to stakeholders through the FESL report. This leads back to analyzing our results as our cycle of continuous improvement continues (see figure 1 below).

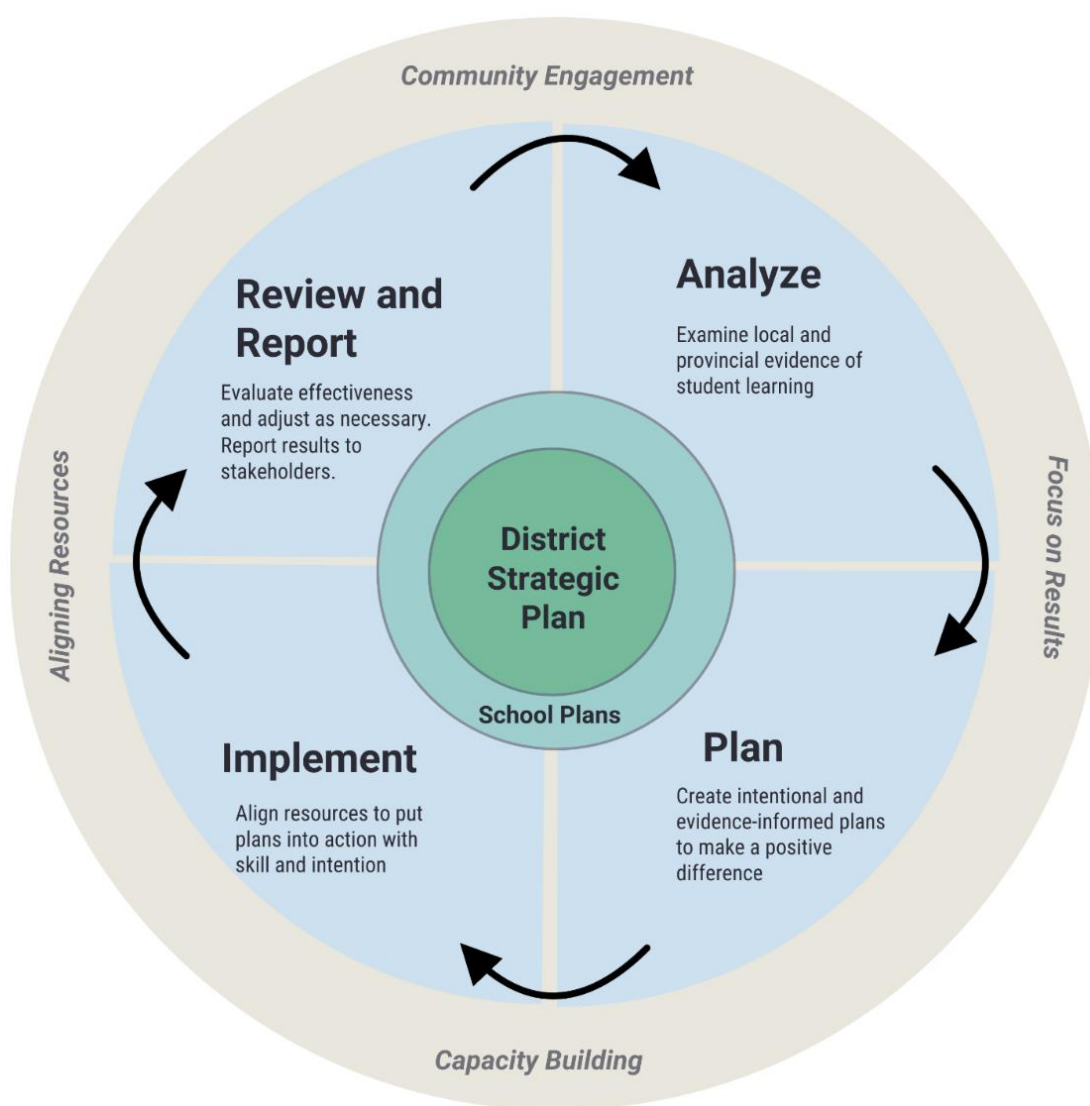


Figure 1: Continuous Improvement Cycle

Our approach to Continuous Improvement:

SD84's approach to continuously improving results for our students can be seen in Figure 1. At the heart of our continuous improvement efforts is the district's [Strategic Plan](#), which was refreshed during the 2024-25 school year through a comprehensive engagement process. The [Strategic Plan](#) declares our district's vision for student success, values, and goals for improving student learning, and is used to guide decision making and align resources to support the plan.

Monitor: SD84 monitors progress in student learning through our district's Assessment Framework. Our Assessment Framework is a common set of measures that are used for all of our students to monitor progress in the key areas of literacy, numeracy, school connectedness, and Indigenous ways of knowing. Completed by teachers at multiple points every school year, the district's Assessment Framework provides details about student learning, strengths, and areas for growth, that are used for planning at the classroom, school, and district levels.

Review: A key strategy in achieving the objectives of our [Strategic Plan](#) is ongoing review and adjustment of strategies. At the district level we engage in quarterly School Learning Reviews where key measures from the district's Assessment Framework are reviewed along with progress toward goals in the district [Strategic Plan](#) and individual [School Plans](#). Each spring the assessment data from the Ministry, along with local Assessment Framework data, are reviewed to inform planning for the following year's [budget](#), [Operational Plans](#), and [School Plans](#).

Align: Our district [Strategic Plan](#) is the backbone of our alignment, providing the direction and goals for the district over the five year cycle of the plan. Each year, an [Operational Plan](#) is developed to describe annual targets connected to the [Strategic Plan](#) goals and key strategies to accomplish those objectives. Each school develops an annual [School Plan](#), which describes local efforts to improve student learning in connection to district strategic goals. Our annual [budget](#) cycle provides resources to implement the strategies of the [Strategic Plan](#).

Implement: [Budget](#) is assigned to resource key strategies from the district [Operational Plan](#) and [School Plans](#). School and district leadership meet over multiple days in August to review key elements of the [Strategic Plan](#), with monthly follow-up leadership meetings. Much of our implementation involves capacity-building for our staff, which takes place on an ongoing basis throughout the year. A core capacity building strategy are Collaborative Learning Teams which provide ongoing professional learning connected to objectives from our [Strategic Plan](#) for educators across the school district.

Strategic Engagement:

The district's approach to strategic engagement is ongoing and multi-faceted; a variety of structures are utilized throughout the year to gather feedback from various stakeholders.

Community Consultations are a forum for the Board of Education to seek feedback from stakeholders on areas for improvement and priorities for [budget](#). Parents, Indigenous rightsholders, community, staff, and students are invited to participate. Eight community consultations are scheduled throughout the school year, with two consultations happening in each of the district's four communities. Fall consultations focus on student learning, successes and challenges, and participants are asked to provide feedback on what is working, what the district can do better, and

ideas for improvement. Feedback from the Fall consultations is gathered both in person and online, and the Board is provided with both a summary of the feedback as well as all completed feedback forms. In the new year (February / March) a second round of consultations takes place in each community. While the consultations start with evidence of what's happening for our learners there is greater focus on the district [budget](#), and this consultation provides communities with the opportunity to provide feedback on the [budget](#) while it is still in development. As in the Fall, feedback forms are collected, and the Board reviews both a summary of the feedback as well as the individual feedback forms. In 2024-25, SD84 returned to our previous practice of having in-person community consultations and were pleased with a strong turnout from parents, staff, and community members that led to a great deal of feedback for the district.

Ongoing engagement with Indigenous rightsholders is a significant focus for SD84. Indigenous Education Council (IEC) meetings occur monthly in a collaborative fashion with the school district and representatives from each local First Nation. In the 2024-25 school year, the SD84 Indigenous Education Council developed its Terms of Reference to enable the council to effectively advise the district towards the goal of improved equity for Indigenous learners and to approve the use of targeted funds to support Indigenous learners. The work of the IEC is prominent in SD84, and both the Superintendent and Board Chair are non-voting members of the IEC.

The Board also engages in consultations with individual First Nations communities. First Nations Leadership Consultations are an annual meeting involving the Board of Education and the leadership of the local First Nations communities held annually in each First Nations community. This forum for engagement is intended to focus on the specific needs of individual communities and nations.

Ongoing engagement with students is also a component of the district's engagement strategy. Student Pathways Interviews are an annual engagement strategy originating from the IEC and the district's Enhancement Agreement. In our Pathways Interviews, every student in grades 6-12 is individually interviewed to gain their perspective on student programs and supports, with particular emphasis on school connectedness and Nuu-chah-nulth language and culture programs. Results from Pathways interviews are used for planning at the district level, school level, and individual student level. The Board also engages in student panels at each school during the school year. Feedback from these panels is used to guide Board decision making and inform the district's [budget](#) development.

Targeted Engagement in 2024-25 – Developing a new [Strategic Plan](#)

As SD84 neared the end of its [Strategic Plan 2020-2025](#), we engaged in a year-long process to gather feedback from staff, students, parents, communities, and Indigenous rightsholders to inform the priorities of a new [strategic plan](#). Through the course of the 2024-25 school year, engagement sessions took place in the first in the Fall, and again in late winter, through our Community Consultations. Specific targeted engagement and consultation sessions took place with the Indigenous Education Council at multiple IEC meetings in the Spring, with staff and stakeholder groups, and with targeted student panels in Spring 2025. This process resulted in a robust and comprehensive [Strategic Plan 2025-2030](#) that reflects the voice and feedback from our stakeholders.

Our key priorities in [Strategic Plan 2025-2030](#) are:

Priority	Goals
Learning	<i>Every student develops a strong sense of agency, engagement, and voice</i>
	<i>Every student achieves proficiency in literacy and numeracy</i>
	<i>Every student graduates well-equipped to meet their personal goals</i>
	<i>We achieve equity for Indigenous learners, students with diverse abilities, and CYIC</i>
Relationships	<i>Students, staff, and parents feel safe, cared for, and connected to their schools</i>
	<i>Students learn to care for their social, emotional, and mental well-being</i>
	<i>Strong partnerships develop with parents, caregivers, and communities</i>
	<i>Students have access to mental health supports</i>
	<i>As relationships grow, student attendance improves</i>
Indigenous Ways of Knowing	<i>Developing strong connections between schools and local communities</i>
	<i>Embedding Nuu-chah-nulth language and culture into everyday teachings</i>
	<i>Increasing Indigenous students' levels of success</i>
	<i>Improving the safety of our schools for Indigenous peoples</i>
	<i>Fostering students' sense of identity</i>

School District 84 strives to improve the life chances of all of our students through education, and we are committed to ongoing improvements in our practice to fully meet the needs of our students. [Strategic Plan 2025-2030](#) was developed by grounding ourselves in evidence of student learning and through listening to the voices of stakeholders and rightsholders. Our new [Strategic Plan](#) provides directions and guidance for our work with a clear focus on equity, improving outcomes, and enhancing success for every student.

Reflect and Adjust



Based on our ongoing reviews of student learning data and feedback from strategic engagements, the district team has identified the following areas for growth:

- A. Literacy in primary grades
- B. Literacy and numeracy in intermediate grades
- C. Student attendance and connection to school in intermediate and secondary
- D. Cultural responsiveness and incorporation of Indigenous ways of knowing
- E. Support for learners with disabilities and diverse abilities

Key strategies to address these identified areas of growth are summarized below, and can be found in greater detail in the district's [Operational Plan](#).

In addition to these ongoing areas of growth, SD84 has also identified a need to increase the alignment of [school plans](#) with district [Strategic Plan](#) in 2025-26. With the adoption of the new [Strategic Plan 2025-2030](#), there is a timely opportunity to revisit our format for [school plans](#) to ensure that plans have clear alignment with the district's strategic priorities.

Current and Ongoing Strategies

Strategy: District Assessment Framework Consistent, district-wide assessments of literacy, numeracy, and student connectedness that are conducted multiple times each year to monitor student progress and adjust strategies as required.	
Strategic Plan connections:	
Learning	Every student achieves proficiency in literacy and numeracy Every student graduates well-equipped to meet their personal goals Equity for priority populations: Indigenous learners, Children and Youth in Care (CYIC), & students with diverse abilities
Indigenous Ways of Knowing	Increasing Indigenous students' levels of success
What need does this address? Low literacy achievement has been a longstanding issue, especially for priority populations. The Assessment Framework ensures that progress is monitored multiple times each year to enable responsive planning and intervention.	
How effective has this strategy been? We have seen growth in primary literacy. The Assessment Framework provides the evidence required for other district strategies such as School Learning Reviews and Collaborative Learning Teams.	
Adjustments for 2025-26: Continue use of the Assessment Framework. In 2025-26, we will review the Framework's Early Reading Profile to ensure alignment with the Ministry's new Early Intervention policy and adapt the Early Reading Profile as necessary.	

Strategy: School Learning Reviews

District leadership meets quarterly with school principals to review evidence of student learning, identify areas of need, and adjust plans for supports.

Strategic Plan connections:

Learning	Every student achieves proficiency in literacy and numeracy Every student graduates well-equipped to meet their personal goals Equity for Indigenous learners, CYIC, & students with diverse abilities
Relationships	Students feel safe, cared for, and connected to their school
Indigenous Ways of Knowing	Increasing Indigenous students' levels of success

What need does this address? This strategy increases alignment by ensuring ongoing focus on priority objectives. Learning reviews also provide opportunities to adjust strategies to better meet student needs.

How effective has this strategy been? Learning Reviews support a culture of learning and are a key structure in our Continuous Improvement Cycle. Feedback from principals and district leadership clearly show an increased focus on learning, alignment between district and schools, and feedback for improvement.

Adjustments for 2025-26: Continue School Learning Reviews in 2025-26. We will adjust the focus of the Learning Reviews to incorporate evidence from Pathways interviews and student post-secondary transition plans.

Strategy: Literacy and Numeracy coaching and inservice

Literacy and numeracy coaches provide direct modelling, instruction, and co-planning with classroom teachers to support evidence-based literacy and numeracy instruction.

Strategic Plan connections:

Learning	Every student achieves proficiency in literacy and numeracy Every student graduates well-equipped to meet their personal goals Equity for Indigenous learners, CYIC, & students with diverse abilities
Indigenous Ways of Knowing	Increasing Indigenous students' levels of success

What need does this address? Equity gaps persist in literacy and numeracy for students in SD84, particularly for priority populations. Coaching and inservice allows the district to build the capacity of our staff to provide high-quality, relevant, and responsive instruction. Our coaching model provides direct support to educators and increases the capacity of school leadership to guide and support the work.

How effective has this strategy been? Prior to 2024-25 we had seen consistent improvement in student literacy, though results declined this year on the FSA. Feedback from participants for numeracy coaching, introduced for all intermediate teachers in 2024-25, was very positive.

Adjustments for 2025-26: Continue the literacy and numeracy coaching model. We will adjust by increasing time for literacy coaching and aligning coaching with the Ministry literacy professional learning fund. Numeracy coaching will expand to include some secondary teachers.

Strategy: Collaborative Learning Teams

Educators engage in regular, district-facilitated, cross-school meetings to look at evidence of student learning, identify areas of need for their students, and engage in promising practices to address the identified need.

Strategic Plan connections:

Learning	Every student achieves proficiency in literacy and numeracy Every student graduates well-equipped to meet their personal goals Equity for Indigenous learners, CYIC, & students with diverse abilities
Relationships	Students feel safe, cared for, and connected to their school
Indigenous Ways of Knowing	Increasing Indigenous students' levels of success

What need does this address? This strategy builds the capacity of our educators in connection with strategic priorities. Educators are provided time, focus, and facilitation to develop their adaptive expertise to address learning challenges in their classrooms.

How effective has this strategy been? Learning Teams have helped establish a culture of ongoing, system-wide professional learning to address the complex learning needs of our students. Participants provide feedback each year which is used to support learning team planning.

Adjustments for 2025-26: Continue with Collaborative Learning Teams, choosing the focus area of the teams to meet the emerging needs from our learning data.

Strategy: Pathways Student Interviews

Every student in grades 6-12 is interviewed one-on-one to get feedback on their connection to school and Indigenous culture and language programs.

Strategic Plan connections:

Indigenous Ways of Knowing	Embedding Nuu-chah-nulth language and culture into everyday teachings Fostering students' sense of identity
Relationships	Students feel safe, cared for, and connected to their schools

What need does this address? Developed in partnership with the Indigenous Education Council, Pathways interviews provide insight into each student's connection to school, culture, language, and community. Developed primarily to support learning and connection for Indigenous students, the interviews are conducted with all students in Grades 6-12 and help schools identify areas for growth and support on an individual and school level.

How effective has this strategy been? In 2024-25 we conducted over 170 one-on-one interviews with students to gather their feedback and experience. Results were reviewed at the district and school level to inform individual, school, and district supports.

Adjustments for 2025-26: We will continue conducting the Pathways interviews. We will adapt our collection of interview data by gathering individual student portfolios to track student responses to the interview questions over time.

Strategy: Tliitsuu Cultural Gathering

Each spring, students, staff, and community members from across SD84 gather for a cultural celebration. The event brings students, staff, and community together to plan, practice, and prepare for the celebration of Nuuchahnulth culture, language, song, and dance.

Strategic Plan connections:

Indigenous Ways of Knowing	Developing strong connections between schools and local communities Embedding Nuuchahnulth language and culture into everyday teachings Increasing Indigenous students' levels of success Improving the safety of our schools for Indigenous peoples Fostering students' sense of identity
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What need does this address? Indigenous students graduate at a lower rate than non-Indigenous students, and cultural disconnection between school and community has been identified as a factor. Tliitsuu provides a rich opportunity for schools to collaborate with local First Nations communities and incorporate and celebrate Nuuchahnulth culture and language in the classroom.

How effective has this strategy been? Feedback from students, staff, and community has been very positive. Participants and guests have been impressed by the cultural learning our students have demonstrated.

Adjustments for 2025-26: Tliitsuu will continue in 2025-26, with adjustments and location guided by the district's Indigenous Education Council.

Strategies to be introduced in 2025-26

Strategy: Enhanced literacy screening and targeted interventions

We will provide regular, targeted, supplemental reading instruction (Tier 2 intervention) for elementary students who are not yet proficient readers based on screening in alignment with Ministry of Education screening directives.

Strategic Plan connections:

Learning	Every student achieves proficiency in literacy and numeracy Equity for Indigenous learners, CYIC, & students with diverse abilities
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What need does this address? A system for targeted reading interventions will ensure that additional supports and instruction are provided for elementary students who are not making adequate progress as readers. Ensuring that struggling readers receive regular, supplemental, targeted reading instruction will help change the trajectory for struggling readers.

How will we know if the strategy is effective? We will monitor to ensure that each school has an intervention system that ensures that struggling readers:

- Are identified using the Assessment Framework
- Receive regular supplemental small group instruction
- Supplemental instruction is targeted to the identified needs
- Frequent progress monitoring of reading interventions
- Students receiving interventions improve their reading progress

Strategy: Improve response to student absenteeism

We will establish more consistent and descriptive attendance codes to classify student absences and work with community and parents to develop more proactive and positive responses to student absenteeism.

Strategic Plan connections:

Relationships	As relationships grow, student attendance improves
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What need does this address? Student absenteeism is a significant concern across the district. Current attendance data collection does not provide descriptive reasons for absences, limiting the usefulness of attendance data in informing our response to absences.

How will we know if the strategy is effective? We will have consistent use of common attendance codes that provide adequate detail to inform school responses to absences. Schools will work with parents and local community to develop procedures for responding to absences that focus on proactive communication, prevention, awareness building cultural safety, and building positive relationships with families.

Strategy: Refresh [School Plans](#)

The template for [school plans](#) will be adapted to a new format that provides more explicit connections to the goals of the district [Strategic Plan](#).

What need does this address? Feedback from our 2024 FESL Report indicated the need to increase alignment between [school plans](#) and the district [strategic plan](#). The launch of the new [Strategic Plan 2025-2030](#) provides a timely opportunity to reformat our [school plans](#) to ensure alignment with the district's [Strategic Plan](#).

How will we know if the strategy is effective? We will know that the strategy is effective if [school plans](#) articulate clear and direct links to priorities from the [Strategic Plan](#).

Strategy: Inclusive Education supports

Additional budget to support inclusive education programs and supports in 2025-26, including consultant supports.

Strategic Plan connections:

Learning	Equity for Indigenous learners, CYIC, & students with diverse abilities
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What need does this address? There is a persistent equity gap for students with disabilities and diverse abilities. Hiring a coordinator will bring fresh perspective and increased attention to supports provided for students with disabilities and diverse abilities.

How will we know if the strategy is effective? We will monitor the effect of this strategy through feedback from students, teachers, parents, and administrators, as well as through improvement in academic results for students with disabilities and diverse abilities.

Create Alignment to Enhancing Student Learning



School District 84's [Strategic Plan](#) sets ambitious targets for student learning, with a focus on closing the equity gap between Indigenous learners and their non-Indigenous peers. The plan aligns with the district's [Enhancement and Local Education Agreements](#), with many goals and strategies overlapping between documents. Goals are set through ongoing consultation with Indigenous rights-holders and district stakeholders around evidence of student learning.

Strategic Engagement processes, including monthly Indigenous Education Council meetings, bi-annual community consultations, and equity scans take place throughout the year. Feedback from this strategic engagement is used to inform and adjust existing strategies, and to plan new strategies to improve student achievement. At the end of each school year, the district engages in a review of results and a formal reporting-out process. Results of provincial and local assessment and learning data are examined and strategies are adjusted as needed in light of new evidence. The Framework for Enhancing Student Learning report to the Minister is submitted, and a meeting to report results is held with Indigenous rightsholders through the Indigenous Education Council.

Each year, based on our analyses of student learning needs, strategies are chosen to address the priority needs and are detailed in the annual [Operational Plan](#). Operational budgets, Human Resources, and facilities plans are developed in alignment with the [Strategic Plan](#), providing both the human resources and other resources necessary to carry out the strategies outlined in the [strategic plan](#) to improve equity. Throughout the school year, the district provides support to build the capacity within each of our schools to support both district and school goals. Ongoing monitoring of the effectiveness of the district [operational](#) and [school plans](#), through both regular informal and quarterly formal School Learning Reviews, ensure that progress is being made and allows for strategies to be adjusted as necessary.

Every school in SD84 develops an annual [School Plan](#) which outlines the school's focus and strategies for improving student learning. Modelled on the Spiral of Inquiry, SD84's [school plans](#) start with examination of evidence of student learning based on the district Assessment Framework. The [School Plan](#) provides a specific, measurable goal or focus for improving student learning and identifies measures that will be used to gauge progress towards the goal. Plans also specify specific strategies and professional learning that will be undertaken, both at the district and school level, to support the goal. [School Plans](#) are reviewed annually by the Board, and alignment with district objectives is ensured through our process of Student Learning Reviews when district leadership meets with school principals every 10 weeks to review student learning results and school progress towards district and school goals. Feedback from our 2024 FESL Report indicated that closer alignment between [School Plans](#) and the district's [Strategic Plan](#) is an area for growth. With the Board's adoption of a new [Strategic Plan](#) as of June 2025, the district will take the opportunity to refresh our [School Plan](#) template and process to more closely align with the goals and priorities of SD84's [Strategic Plan 2025-2030](#).