



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
MONDAY, MAY 11, 2026 – 4:00 PM  
KYUQUOT ELEMETNARY SECONDARY SCHOOL, KYUQUOT, BC

## **AGENDA**

- 1. CALL TO ORDER**
- 2. TERRITORIAL ACKNOWLEDGEMENT**
- 3. APPROVAL OF AGENDA**
- 4. ADOPTION OF MINUTES**
  - a. Regular Meeting of April 13, 2026
- 5. BUSINESS ARISING FROM THE MINUTES**
- 6. PUBLIC PRESENTATIONS**
  - a. Jim Baron, Principal, Kyuquot Elementary Secondary School
  - b. KESS Actions for Learning – Art (Tammy and Erin)
- 7. CORRESPONDENCE**
- 8. REPORT OF THE CLOSED MEETING**
- 9. TRUSTEE REPORTS**
  - a. School Reports
  - b. Working Relations Committee
  - c. BCSTA Annual General Meeting
- 10. INDIGENOUS EDUCATION COUNCIL REPORT**
- 11. UNFINISHED BUSINESS**
  - a. 2026/27 Annual Budget
  - b. Policy 1 – Foundations Statements
  - c. 2026 School Trustee Elections
- 12. NEW BUSINESS**
  - a. AP 150 Emergency Preparedness
  - b. Aboriginal How are we doing report, 2024-25
- 13. STAFF REPORTS**
  - a. Superintendent's Report
  - b. Secretary Treasurer's Report
- 14. TRUSTEE INQUIRIES**
- 15. PRESS AND PUBLIC INQUIRES**
- 16. NOTICE OF MEETINGS** June 8, 2026, at 4:00 pm – House of Unity, Tsaxana at 4:00 pm.
- 17. ADJOURNMENT**



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**REGULAR MEETING OF THE BOARD OF EDUCATION  
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
HELD ON MONDAY APRIL 13, 2026  
ZEBALLOS ELEMENTARY SECONDARY SCHOOL, ZEBALLOS, BC**

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**TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)  
Allison Stiglitz (Tahsis)  
Jenniffer Hanson, Vice-Chairperson (Kyuquot) (online)  
Katie Unger (Gold River)(online)

**ALSO PRESENT:** Stephen Larre, Superintendent  
Gillian Leask, Secretary Treasurer  
Ellena Gjesdal, Executive Assistant

**PUBLIC PRESENT:** 3

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**CALL TO ORDER**

Chairperson Fehr called the meeting to order at 4:00 pm.

**TERRITORIAL ACKNOWLEDGEMENT**

Chairperson Fehr acknowledged and gave thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuu-chah-nulth peoples, Ehattesaht-Chinehkint, Nuchatlaht, Mowachaht/Muchalaht, and Ka:'yu:'k't'h'/Che:k'tles7et'h First Nations.

**APPROVAL OF AGENDA**

**2026:R-012** MOVED: Trustee Stiglitz SECONDED: Trustee Unger  
AND RESOLVED:  
"TO approve the agenda"

**ADOPTION OF MINUTES**

**2026:R-013** MOVED: Trustee Stiglitz SECONDED: Trustee Unger  
AND RESOLVED:  
"TO adopt the amended minutes of the Regular Board meeting of February 9, 2026."



## **BUSINESS ARISING FROM THE MINUTES**

- 2026:R-014** MOVED: Trustee Unger SECONDED: Trustee Hanson  
AND RESOLVED:  
“TO accept the resignation of Trustee Rodgers dated March 31, 2026.”

Trustee Stiglitz will serve as a representative on the District Earthquake Safety Committee for the remainder of the term.

- 2026:R-015** MOVED: Trustee Unger SECONDED: Trustee Hanson  
AND RESOLVED:  
“THAT Trustee Fehr will cover the trustee duties for Zeballos as designate for the remainder of the term in 2026.”

- 2026:R-016** MOVED: Trustee Hanson SECONDED: Trustee Unger  
AND RESOLVED:  
“TO hold the Zeballos vacancy open until the 2026 election.”

## **PUBLIC PRESENTATIONS**

### **a. Tim Romyn – Vice Principal, Zeballos Elementary Secondary School**

Vice Principal Romyn reported that students have participated in multiple off-site learning and group activities, including trips to Tahsis and Gold River. The annual pre-holiday trip to Port McNeill for skating and a movie was held and was well received. Students completed a food preservation activity involving the processing of berries harvested the previous year to make jam. The jam was used in the school breakfast program, and students also took jars home to share with family members. The school received a donation of 100 sockeye salmon from the Ehattesaht Nation. All students from kindergarten to Grade 10 participated in processing the salmon. A disc golf course was established on the school grounds, with four baskets and a nine-hole layout. The course is listed on UDisc and is noted as the northern-most disc golf course on Vancouver Island. Cultural and language programming continues, with daily lessons provided for 30–60 minutes and weekly singing and dance lessons. Students also participated in bear hide tanning. The Real Acts of Caring Club organized a walk-a-thon on March 5th and raised \$600 for the BC Cancer Foundation. Students completed between 128 and 150 laps each around the school. The Breakfast and Lunch Program continues with support from the Breakfast Club of Canada, Ehattesaht staff, school staff, and the Feeding Futures Grant. Students participated in the Dreams Take Flight program. Building Thinking Classrooms was implemented in senior classes, aligning with the Strategic Plan. The approach resulted in full student participation.

### **b. ZESS Actions for Learning – Food Preservation and ADST**

Teacher Lee Vandenharn provided an update on Actions for Learning initiatives related to food preservation and Applied Design, Skills, and Technologies (ADST). Students are engaged in hands-on small engine repair using three non-functioning engines removed from the old school. AFL funding supported the purchase of a two-stroke bicycle adapter and a go-kart for student assembly and repair, with safety procedures in place. The program plans to seek additional community repair projects. AFL funding will also support assistance from Chris Seaby to provide more in-depth instruction in engine repair.

Ashleigh Curtis reported on the AFL School Garden Project. Planned work includes installing a border outside the fence to support pollinators, adding a watering system, and planting additional plants. Students are learning about food science, food systems, and plant growth through this project.



An update was provided on the Building Thinking Classrooms numeracy initiative, which has been positively received by students and supports active, hands-on learning aligned with the Strategic Plan. Appreciation was expressed to the Board for its ongoing support of initiatives that improve student success.

Trustee Stiglitz commented that the projects are encouraging and provide meaningful real-world learning opportunities.

**c. Retirement of Lawrence Tarasoff**

Chairperson Fehr announced the retirement of Superintendent Lawrence Tarasoff, whose vacation ends next month. Chairperson Fehr thanked him for his years of service and wished him well as he moves into retirement.

**CORRESPONDENCE**

**2026:R-017**      MOVED: Trustee Stiglitz                      SECONDED: Trustee Unger  
AND RESOLVED:  
*“TO accept the correspondence as received.”*

**2026:R-018**      MOVED: Trustee Stiglitz                      SECONDED: Trustee Unger  
AND RESOLVED:  
*“TO do all three readings of Capital Bylaw No. 2026/27-CPSD84-01 at this meeting.”*

**2026:R-019**      MOVED: Trustee Hanson                      SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*“TO adopt Capital Bylaw No. 2026/27-CPSD84-01.”*

**REPORT OF THE CLOSED MEETING**

Chairperson Fehr reported that there was one labour, one land, and no legal items discussed in the closed meeting February 9, 2026.

Chairperson Fehr reported that there was one labour item discussed in the special closed meeting February 17, 2026.

Chairperson Fehr reported that there was one labour item discussed in the special closed meeting February 23, 2026.

Chairperson Fehr reported that there were three labour, one land and no legal items discussed in the closed meeting April 13, 2026.

**TRUSTEE REPORTS**

**a. School Reports:**

- I. CMESS: February 2026 - In February, CMESS focused on the Core Competency of Personal Awareness and Social Responsibility through the theme of “Kindness.” Students contributed to our hallway Kindness Tree and completed a collaborative “Belonging” art project, culminating in a Pink Shirt Day presentation on February 25th. We welcomed GRSS to Tahsis to share a traditional invite for the May Cultural Gathering and hosted our 2nd Annual Community vs. CMESS Basketball Game with students, staff, and parents. The month wrapped up with an Exhibition of Learning celebrating student highlights from the term.  
March 2026 - In March, our Belonging inquiry transitioned into its next phase — “Grow.” Students have begun adding green goal-setting leaves to our hallway tree, moving from kindness toward others into personal responsibility and self-directed goal setting. CMESS also welcomed an ICBC Road Safe presentation and began a phase of school renovations over



Spring Break as part of a potential future collaboration with the Village of Tahsis. Unfortunately, students were unable to attend the District Basketball Jamboree and Mental Health Fair due to unsafe transportation in inclement weather; the school continues to advocate for equitable access to district events. Community consultations for the 2025–2026 School Growth Plan are now underway, with a presentation to the Village of Tahsis Council on April 7th and a scheduled appearance at the Tahsis Literary Society on April 13th. Students are also hoping — budget permitting — to participate in a Spring Sports Day with Zeballos School to make up for the missed Jamboree. Spring Bizarre May 9th

- II. KESS: Graduation is June 12, 2026. Grads are finalizing doing a trip to Ottawa for the Indigenous Cross Country celebration and are busy raising funds for travel. All students are slated to go to alert bay June 16<sup>th</sup> for a year end celebration.
- III. ZESS: see above

**b. Provincial Council Report**

Chairperson Fehr reported on the virtual meeting held February 20, 2026. All business reports passed. BCSTA continues their advocacy on behalf of all boards. BCSTA presented a balanced budget for 2026 which will be voted on at the AGM. Boards were reminded to review their “How Are We Doing” report.

**c. Board Chair Call**

Chairperson Fehr reported on the recent Provincial budget from Ministers Beare and MLA. Topics discussed as follows: Make sure schools are safe and have a safety coordinator for your district; No change to Provincial and Federal funding for food programs; All currently approved major capital projects will go ahead and no new ones will be approved at this time; Districts will still receive their annual facilities grants; Review and modernize policies.

**d. Working Relations Committee**

No meeting was held.

**e. BCSTA Annual General Meeting**

Deferred to June meeting.

**f. Policy Review Committee Report**

Recommendation to add “accountability” to the list of values.

**2026:R-020**      MOVED: Trustee Stiglitz                      SECONDED: Trustee Hanson  
AND RESOLVED:  
“TO propose and circulate amendments to Policy 1 – Values Statement as recommended by the policy review committee”

**INDIGENOUS EDUCATION COUNCIL REPORT**

Superintendent Larre provided an update as attached.

**UNFINISHED BUSINESS**

**a. Community Consultations**

Superintendent Larre and Secretary Treasurer Leask reported back from community consultations held in February and March as attached. A large amount of feedback on the district’s values and budget was received.



**b. 2026-27 Annual Budget**

Secretary Treasurer Leask reported that the 2026-27 budget development process is underway. As per the Board's direction towards a moderate approach, a draft budget was prepared, including all 2025-26 budgeted positions and excluding one-time additions from appropriated surplus. The Board reviewed the draft, all stakeholder feedback collected through the community consultations process, and staff recommendations. Recommendations will be incorporated into the next draft presented for reading at the May Board meeting in Kyuquot.

**c. Succession Planning**

Superintendent Larre announced that Dillon Kennedy has been hired as Operations Supervisor to fill one of the gaps resulting from Assistant Superintendent Johnson's retirement.

**NEW BUSINESS**

**a. AP 530 – Travel, Meals, and Other Expenses**

Secretary Treasurer Leask reported that this AP has been updated with increases to mileage rates and meal per diems. In line with the new BCTF Collective Agreement, mileage rates will now follow the CRA rates so this AP will be updated annually.

**b. FESL Report Feedback**

Superintendent Larre reported that the student achievement report was reviewed by the Ministry and reported back to the district. This year the Ministry stated there was clear evidence of improvement, actions, and success, with further work to be done on support on diversity, disability and Children and Youth in Care.

**c. 2026 School Trustee Elections**

The election is scheduled for October 17, 2026, with nomination period from September 1 to September 11.

**STAFF REPORTS**

**a. Superintendent's Report** – as attached

**b. Secretary Treasurer's Report** – as attached

**TRUSTEE INQUIRIES**

Nil.

**PRESS AND PUBLIC INQUIRIES**

Nil.

**NOTICE OF MEETING**

The next regular meeting of the Board of Education will be held on May 11, 2026, at 4:00 pm, at Kyuquot Elementary Secondary School, Kyuquot. The public is invited to attend. Any requests for agenda additions should go to [egjesdal@viw.sd84.bc.ca](mailto:egjesdal@viw.sd84.bc.ca) two weeks prior to the meeting. Board meeting minutes are posted on the District's website at [sd84.bc.ca/about-sd84/board-meetings](http://sd84.bc.ca/about-sd84/board-meetings).



**ADJOURNMENT**

The meeting was adjourned at 5:00 pm

*Certified Correct:*

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*Chairperson  
Arlaine Fehr*

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*Secretary-Treasurer  
Gillian Leask*

# IEC Meeting Notes

April 27 2026, 10am – 3pm in Kyuquot

**In attendance:** Nora Assu, Devon Hanson, Julie John, Victoria Wells (virtual), Chrissy John (virtual), Francine Savey (virtual), Melissa Barthier (virtual), Joni Johnson, Arlaine Fehr, Stephen Larre

## 1) ENHANCEMENT AGREEMENT

The IEC reviewed Goal #3 (“Increase Indigenous students levels of success”) of the Enhancement Agreement , including the strategies and measures. There was discussion about the 2<sup>nd</sup> listed strategy (building parent understanding of report cards, literacy, numeracy, etc.) now that there are no longer Nuu-chah-nulth Education Worker positions. There was consensus reached that IEC members could host community engagement sessions, with topics chosen that were most relevant to the local community, to serve this purpose. The IEC also discussed the indicators of success, in particular the Pathways student interviews.

## 2) CAPACITY BUILDING

As discussed in the Enhancement Agreement section (above), the IEC reached consensus that capacity-building funds can be used to host community engagement sessions in each community. The consensus was reached that each nation could access up to \$2,500 per school year for these sessions; invoices can be directed to the school board office. In addition, the IEC discussed the need for a more clear picture of the costs of regular monthly meetings to help with budgeting for capacity building funds. The district will provide an update on capacity building fund expenditures to date at the May IEC meeting. Known expenses for the remainder of the year include the costs of the April IEC meeting (April 27) and Governance Workshop (April 28), the May meeting in Campbell River, the June meeting in Gold River, and costs connected to the IEC Chair meeting in Richmond. The IEC has previously authorized use of capacity-building funds to send representatives to the regional IEC gathering once the date is announced.

## 3) LANGUAGE DEVELOPMENT

Consensus was reached to table this item as Victoria Wells was not present at the time to speak to it.

#### 4) PATHWAYS PARENT AND COMMUNITY SURVEY

The IEC reviewed the survey, which is used as an indicator of success for the Enhancement Agreement. There was discussion about who is responsible for conducting the surveys, and when they should be completed. There was consensus reached that IEC members would conduct the surveys in their communities. Consensus was reached to authorize \$1,000 per nation to be used to facilitate the administration of the surveys (examples of possible uses include incentives for survey completion, hosting an event at which surveys are completed, or hiring a worker to facilitate survey completion); each nation can decide which method works best in their context.

#### 5) COMMUNITY UPDATES

Nuchatlaht – Behaviour and mental health have improved at the school, and there are reports that the counselling services are making a difference. Students have also had a full year of consistent cultural teaching with Celina that is making a difference. There are some concerns about a couple of students either switching to schools on the North Island, or dropping out.

KCFN – There are challenges when there are differences in teaching styles when staff changes over. It's important to ask potential new hires about their support system for living in remote communities when interviewing school staff. KCFN recently hosted a community event focused on school attendance, and Deane Johnson's presentation was appreciated. There is an upcoming celebration of the Maa-nulth Treaty. Representatives from Indigenous Community Leadership Development are working with youth in the community and facilitating mentorship goals. KCFN has started a youth council to help young people learn how council and governance operate.

ECFN – A letter has been given to the school regarding a concern about an employee. A reminder to the district about the importance of teaching body science as a preventative measure for youth. The language and culture teacher will be on leave for a year, with interviews upcoming for a temporary replacement. Victoria advocated for a language teacher that is funded out of base district funding rather than targeted funds.

MMFN – There is a culinary arts program that will begin in September. The UVic language program is entering its second year. MMFN will be hosting the annual

Yuquot campout, as well as this year's Northern Region Games. The re-opening of the daycare is scheduled for May.

**6) HONORARIA**

Stephen raised the question of whether the IEC should establish a common rate for honoraria given to community knowledge keepers when they contribute their time and expertise to the schools. Right now, each school and community seems to have their own slightly different structures. The district doesn't want to offend or create any bad feelings if honoraria are not sufficient. Melissa said that the NTC' standard rate is \$175 for a half day and \$350 for a full day; Victoria suggested that rates should start at \$50 per hour. However, honoraria are not about wages for time. The IEC reached consensus that this is a topic that deserves further exploration at a future meeting. The district will gather information about current practices to bring to the May meeting.

**7) INDIGENOUS SUPPORT WORKERS AND TARGETED FUNDS**

KCFN representatives raised some concerns around difficulties faced through the transition of the previous Nuu-chah-nulth Education Worker to a district support staff position, including challenges with benefits and time off. KCFN inquired about the process for transitioning to a system where KCFN's portion of the targeted funds would be provided to KCFN to be able to hire the Indigenous Support Worker as a KCFN employee instead. Stephen indicated that this is possible, and Stephen, Nora and Devon agreed to meet at a later time to discuss the process.

**8) NEXT YEAR'S MEETING DATES**

There was a suggestion to move next year's IEC meeting dates to the last Tuesday of the month (instead of the last Monday of the month). Mondays present a scheduling challenge for some IEC members. Consensus was reached to make the shift to the last Tuesday of the month for the 2026-27 school year.

**9) C.I. AND PRO-D DAYS**

Chrissie advocated for a second C.I. Day focused on Indigenous Education in the school district. The single CI Day is seen as positive, but not enough. Stephen explained that the district has authority to determine the content and focus of the single CI Day, while teachers have autonomy over professional development on the other five pro-d days in the calendar. There is a district pro-d committee that plans pro-d days, and it would be appropriate to talk to the pro-d committee about

organizing an event on one of the pro-d days. Stephen will make the request to the pro-d committee to have Chrissie join the next pro-d meeting to discuss.

#### **10) EARLY LEARNING AND CHILD CARE FEEDBACK**

Stephen reminded IEC members that the district Early Learning and Childcare lead would be reaching out to them to gather feedback on childcare in communities, with a focus on identifying existing gaps in service.

#### **11) OTHER**

Julie raised a question about teachers' responsibilities with regard to communication with parents. What are parents' rights in terms of communication with teachers, and what should parents expect? The request was made to put together a document or information for parents to better understand the responsibilities of teachers regarding communication.

A question was raised about whether formal notice had been given to the IEC about Francine Savey taking the role of official representative for MMFN. Consensus was reached that an email from MMFN would be adequate to confirm Francine's role as a voting member. After the meeting the following email was received:

*Hi Stephen and Nora,*

*Just to confirm, Francine and I are the MMFN representatives for the IEC. We can alternate attendance as needed to ensure coverage at meetings. Francine's vote will count on behalf of MMFN when I am not present, and vice versa.*

*Very best,*

*JLL*

*Dr. Jorge Llaca*



**Date:** May 6, 2026  
**To:** Board of Education  
**From:** Gillian Leask, Secretary Treasurer  
**Re:** 2026-27 Annual Budget

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## Introduction

Pursuant to the *School Act*, Boards of Education are required to prepare and adopt an annual budget by bylaw on or before June 30 each year. Adopting an annual budget provides the Board with the annual financial plan and spending authority required to deliver educational programs and services, aligns available resources with the Board’s strategic priorities, and demonstrates transparency and accountability to stakeholders.

The 2026-27 annual budget bylaw is presented for reading at the May 2026 Board meeting. The budget was developed under a moderate approach with consideration to stakeholder feedback gathered during consultations with communities and partner groups. Long-term financial planning and risk management were balanced with strategic priorities as laid out in the District’s Strategic Plan:

- 1) Learning
- 2) Relationships
- 3) Indigenous Ways of Knowing

## Recommendation

I recommend that the Board do all three readings and adopt the 2026-27 Annual Budget Bylaw at the May 2026 Board meeting.

## Operating Fund Summary

The 2026-27 annual budget as presented results in an operating deficit for the year of \$243k, similar to the operating deficit budgeted for the 2025-26 school year.

	2026-27 Prelim	2025-26 Final	Change	% Change
Total Operating Revenue	10,448,537	10,695,224	- 246,687	-2.31%
Total Operating Expense	10,691,817	10,941,238	- 249,422	-2.28%
<b>Total Operating Surplus (Deficit)</b>	<b>- 243,280.04</b>	<b>- 246,014.43</b>	<b>2,734.40</b>	<b>-1.11%</b>



## Operating Revenue

	2026-27 Prelim	2025-26 Final	Change	% Change
Provincial Operating Grants	10,084,008	10,235,641	- 151,633	-1.5%
IEC Capacity Funding	38,269	101,933	- 63,664	-62.5%
Remote Recruitment Grants	-	20,000	- 20,000	-100.0%
Tuition	200,000	200,000	-	0.0%
Misc	26,260	37,650	- 11,390	-30.3%
Investment	100,000	100,000	-	0.0%
<b>Total Operating Revenue</b>	<b>10,448,537</b>	<b>10,695,224</b>	<b>- 246,687</b>	<b>-2.3%</b>

Operating revenue is currently projected to decrease by \$247k. A 1.5% overall decrease to the operating grant (-\$152k) is due to ongoing funding protection. Funding protection for the 2026/27 school year is \$1.53M, comprising 15% of the total provincial operating grant. Assuming future enrolment remains stable, funding protection is projected to continue for approximately 8-10 years, with the amount decreasing annually.

This is the last year for IEC Capacity funding, which is decreasing by two thirds (-\$64k). The district has not yet been approved for any recruitment grants (-\$20k) and there will be a decrease in revenue from rentals and leases (-\$11k). Interest and international revenues are currently projected to remain the same.



## Operating Expenditures

	2026-27 Prelim	2025-26 Final	Change	% Change
<b>Salaries and Benefits</b>				
Teachers	2,257,579	2,238,607	18,972	1%
Principals and Vice Principals	1,705,573	1,563,037	142,536	9%
Educational Assistants	458,443	491,659	-33,216	-7%
Support Staff	870,559	880,745	-10,187	-1%
Other Professionals	811,027	1,047,679	-236,652	-23%
Substitutes	260,331	260,331	0	0%
Employee Benefits	1,392,001	1,415,043	-23,041	-2%
<b>Total Salaries and Benefits</b>	<b>7,755,513</b>	<b>7,897,101</b>	<b>-141,588</b>	<b>-2%</b>
<b>Services and Supplies</b>				
Services	1,312,593	1,245,885	66,708	5%
Student Transportation	10,500	10,500	0	0%
Professional Development & Travel	520,084	657,431	-137,347	-21%
Dues and Fees	46,200	46,200	0	0%
Insurance	58,898	58,898	0	0%
Supplies	594,529	631,724	-37,195	-6%
Utilities	393,500	393,500	0	0%
<b>Total Services and Supplies</b>	<b>2,936,304</b>	<b>3,044,137</b>	<b>-107,834</b>	<b>-4%</b>
<b>Total Expenses</b>	<b>10,691,817</b>	<b>10,941,238</b>	<b>-249,422</b>	<b>-2%</b>

Under the moderate budget approach, staffing and service levels from the 2025-26 final budget were used as a basis. The retirement of both prior Superintendent Lawrence Tarasoff and Assistant Superintendent Deane Johnson has resulted in a decrease in Other Professionals salaries and a reallocation of budget between other employee groups.

A 0.5 FTE Careers/Trades Teaching position has been added and investments in supports for Inclusive Education, Literacy, and Numeracy have been renewed. The budget also includes a commitment to maintain a baseline allocation of Indigenous Education Funds to IEC Nations, to help maintain Indigenous Education supports throughout declining enrolment, as well as a continued investment in in-house professional learning and collaboration. There is a reduction to EA salaries due to pending confirmation of allocation of targeted funds related to one EA position. There is a small increase to services to account for the potential need to increase contracted maintenance services.

Appropriations from accumulated surplus such as unspent professional development funds, school budget allocations, and targeted funds included in the 2025-26 final budget are assumed to have been fully spent and therefore have been removed.



## Accumulated Operating Surplus

As per Policy 13, accumulated operating surplus enables the Board to engage in long-term planning, mitigate financial risk, support consistent service to students, and address Board priorities. The Board endeavours to maintain a contingency reserve of approximately 5% of operating expenditures. The budget as presented results in an operating deficit of \$243k for the year, and a budgeted accumulated operating surplus of \$1.7M.

	<b>Accumulated Operating Surplus</b>
Budgeted Opening Balance as of June 30, 2025	1,933,786
Budgeted 2026/27 Surplus (Deficit)	- 243,280
Budgeted Closing Balance as of June 30, 2026	1,690,506
Unrestricted Operating Surplus Target (5% operating expenditures)	534,591
Restricted Operating Surplus Target	1,155,915

Due to the ongoing decrease of funding protection and the overall fiscal outlook across the province, it is important for the Board to maintain an adequate amount of accumulated operating surplus to assist with long-term planning and service continuity into the future.



## Special Purpose Funds

Several Special Purpose Funds will continue in the 2026-27 school year. Below is a summary of projected grants and relevant information. While many special purpose funds are renewed annually, grant amounts often remain static or increase nominally. With rising wages and inflationary costs, this results in increased cost pressures which can lead to absorbing program costs in the operating fund or a reduction in services.

<b>Fund</b>	<b>Projected Funding</b>	<b>Notes</b>
CEF Staffing	739,625	Pending enrolment. Funds teacher staffing
Feeding Futures	350,000	Funds food programs at each school
CEF Overhead	241,902	Funds CEF teacher substitutes and administrative overhead
Early Care	175,000	Funds Childrens' Health Hub and Early Learning Lead
Community Link	148,081	Funds YCCWs, behavioural and mental health supports
Literacy Pro-D	107,553	One-time grant carried forward
AFG (SPF)	77,809	Funds maintenance work and capital asset management system
Mental Health	57,000	Funds portion of counselling services
CEF Remedy	41,140	Pending actual remedy incurred in fall 2026
National Food	35,030	Supplements Feeding Futures funds
LIF	34,634	Jointly agreed with CUPE to use for additional EA hours
Strong Start	34,000	Funds Strong Start in Gold River
BCTEA	12,475	Additional funding for First Nations extra-curricular transportation
OLEP	6,922	Funds French programming



## Capital Fund

The Ministry has confirmed funding for capital projects in the 2026-27 school year as outlined below.

<b>Capital Grant</b>	<b>Amount</b>
IT Infrastructure Upgrades	145,000
Window Coverings	120,000
KESS Heat Pump	800,000
CMESS Gym Washrooms / Demolition	250,000
Food Infrastructure	100,000
Annual Facilities Grant (various projects)	492,941

The district also maintains a local capital fund which is used for tangible capital assets that are not typically funded through the Ministry's capital programs such as district vehicles, technology, and equipment. A portion of this fund has been set aside for the purchase of new housing in Kyuquot. The remainder of the funds are to be used for future replacement of current assets or for the purchase of new assets. The Board can transfer available operating funds to Local Capital with a board motion. No transfer from operating into local capital has been budgeted for the 2026-27 school year, as the current local capital balance sufficiently covers the future asset replacement needs at this time.

	<b>Local Capital Fund</b>
Budgeted Opening Balance as of June 30, 2026	1,628,721
Set aside for Kyuquot teacherages	1,000,000
<b>Total Available Opening Balance</b>	<b>628,721</b>



## Key Risks and Outlook

A significant portion (\$739k or 21%) of current teacher staffing is covered by the Classroom Enhancement Fund (CEF). CEF is provided specifically for teacher wages and is based entirely on enrolment details. Therefore, the exact amount of CEF the district will receive and how many teaching positions will result will remain unknown until fall 2026. As enrolment is projected to decrease, CEF funding may also decrease and therefore additional staffing costs may be absorbed in the operating fund. It is important for the budget to maintain a buffer to safeguard against this uncertainty.

The budget as presented does not include any wage increases, aside from estimated teacher increments, as funding for wage increases has not yet been confirmed. Wage increases for the 2026/27 school year and retroactive wage increases for the 2024/25 school year will be funded by a special labour settlement funding grant to be confirmed at a later date. There is a risk that this funding does not sufficiently cover actual costs. Additionally, limitations imposed by funding protection will result in unfunded cost pressures related to increased wages, various allowances, and benefits in future years.

Services and supplies budgets have not been increased. Inflationary costs are not provincially funded, and any cost increases must therefore be absorbed internally. In reality, this means a reduction to services and supplies budgets due to decreased purchasing power in the face of rising inflation.

## Stakeholder Feedback

A significant amount of stakeholder feedback was reviewed and considered during the budget development process. There were many suggestions for additions that were not supported at this time due to fiscal constraints, despite alignment with the strategic plan. The future outlook shows costs increasingly outpacing funding, which means the Board must prioritize long-term service continuity.

There were a number of suggestions for additions that are already being addressed by the Board through existing mechanisms, such as staff training, cultural programming, native language resources, access to counsellors and clinicians, exploring options for out of school care and flexible scheduling, and reductions to non-essential travel spending. There were many suggestions brought forward that represent opportunities to make small operational adjustments and improve communications. This includes placement and use of district vehicles, land-based and outdoor education opportunities, and school and office furniture and equipment upgrades.

Annual Budget

**School District No. 84 (Vancouver Island West)**

June 30, 2027

# School District No. 84 (Vancouver Island West)

June 30, 2027

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\*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 84 (VANCOUVER ISLAND WEST) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 84 (Vancouver Island West) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$14,240,331 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 11th DAY OF MAY, 2026;

READ A SECOND TIME THE 11th DAY OF MAY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 11th DAY OF MAY, 2026;

---

**Chairperson of the Board**

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**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 84 (Vancouver Island West) Annual Budget Bylaw 2026/2027, adopted by the Board the 11th DAY OF MAY, 2026.

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**Secretary Treasurer**

# School District No. 84 (Vancouver Island West)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	291.250	310.000
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>291.250</b>	<b>310.000</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education and Child Care	7,404,955	7,102,849
Tuition	200,000	200,000
Other Revenue	4,982,843	5,446,450
Rentals and Leases	11,260	
Investment Income	140,000	105,000
Amortization of Deferred Capital Revenue	962,384	779,087
<b>Total Revenue</b>	<b>13,701,442</b>	<b>13,633,386</b>
<b>Expenses</b>		
Instruction	9,773,124	9,579,693
District Administration	1,340,673	1,674,377
Operations and Maintenance	2,731,253	2,606,905
Transportation and Housing	350,281	364,190
<b>Total Expense</b>	<b>14,195,331</b>	<b>14,225,165</b>
<b>Net Revenue (Expense)</b>	<b>(493,889)</b>	<b>(591,779)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>243,279</b>	<b>282,067</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(250,610)</b>	<b>(309,712)</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(250,610)	(309,712)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(250,610)</b>	<b>(309,712)</b>

# School District No. 84 (Vancouver Island West)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	10,691,816	10,983,249
Special Purpose Funds - Total Expense	2,250,521	2,148,117
Capital Fund - Total Expense	1,252,994	1,093,799
Capital Fund - Tangible Capital Assets Purchased from Local Capital	45,000	45,000
<b>Total Budget Bylaw Amount</b>	<b>14,240,331</b>	<b>14,270,165</b>

## Approved by the Board

\_\_\_\_\_  
Signature of the Chairperson of the Board of Education

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Secretary Treasurer

\_\_\_\_\_  
Date Signed

# School District No. 84 (Vancouver Island West)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2027

	2027 Annual Budget	2026 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<b>(493,889)</b>	<b>(591,779)</b>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Local Capital	(45,000)	(45,000)
From Deferred Capital Revenue	(1,907,941)	(1,644,140)
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(1,952,941)</b>	<b>(1,689,140)</b>
Amortization of Tangible Capital Assets	1,252,994	1,093,799
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(699,947)</b>	<b>(595,341)</b>
	-	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<b>(1,193,836)</b>	<b>(1,187,120)</b>

# School District No. 84 (Vancouver Island West)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2027

	2027	2026
	Annual Budget	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	5,336,434	5,136,732
Tuition	200,000	200,000
Other Revenue	4,800,843	5,264,450
Rentals and Leases	11,260	
Investment Income	100,000	100,000
<b>Total Revenue</b>	<u>10,448,537</u>	<u>10,701,182</u>
<b>Expenses</b>		
Instruction	7,642,887	7,553,276
District Administration	1,340,673	1,674,377
Operations and Maintenance	1,542,478	1,579,776
Transportation and Housing	165,778	175,820
<b>Total Expense</b>	<u>10,691,816</u>	<u>10,983,249</u>
<b>Net Revenue (Expense)</b>	<u>(243,279)</u>	<u>(282,067)</u>
<b>Budgeted Prior Year Surplus Appropriation</b>	<u>243,279</u>	<u>282,067</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u><u>-</u></u>	<u><u>-</u></u>

# School District No. 84 (Vancouver Island West)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2027

	2027 Annual Budget	2026 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	9,967,234	10,126,475
ISC/LEA Recovery	(4,785,843)	(5,228,450)
Other Ministry of Education and Child Care Grants		
Pay Equity	55,087	55,087
Student Transportation Fund	57,593	57,593
Foundation Skills Assessment (FSA) Scorer Grant	4,094	4,094
Indigenous Education Councils (IEC) Funding	38,269	101,933
Recruitment & Retention (FRSP) Grants		20,000
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>5,336,434</b>	<b>5,136,732</b>
<b>Tuition</b>		
International and Out of Province Students	200,000	200,000
<b>Total Tuition</b>	<b>200,000</b>	<b>200,000</b>
<b>Other Revenues</b>		
Funding from First Nations	4,785,843	5,228,450
Miscellaneous		
Other	5,000	20,000
BMO Rebate	10,000	10,000
Art Starts	-	6,000
<b>Total Other Revenue</b>	<b>4,800,843</b>	<b>5,264,450</b>
<b>Rentals and Leases</b>	<b>11,260</b>	<b>-</b>
<b>Investment Income</b>	<b>100,000</b>	<b>100,000</b>
<b>Total Operating Revenue</b>	<b>10,448,537</b>	<b>10,701,182</b>

# School District No. 84 (Vancouver Island West)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2027

	2027	2026
	Annual Budget	Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	2,257,578	2,215,781
Principals and Vice Principals	1,705,572	1,702,395
Educational Assistants	458,443	398,702
Support Staff	870,558	1,056,670
Other Professionals	811,028	1,024,734
Substitutes	260,332	229,183
<b>Total Salaries</b>	<b>6,363,511</b>	<b>6,627,465</b>
<b>Employee Benefits</b>	<b>1,392,002</b>	<b>1,448,432</b>
<b>Total Salaries and Benefits</b>	<b>7,755,513</b>	<b>8,075,897</b>
<b>Services and Supplies</b>		
Services	1,312,592	1,193,150
Student Transportation	10,500	35,500
Professional Development and Travel	520,084	582,782
Dues and Fees	46,200	46,200
Insurance	58,898	54,136
Supplies	594,529	637,084
Utilities	393,500	358,500
<b>Total Services and Supplies</b>	<b>2,936,303</b>	<b>2,907,352</b>
<b>Total Operating Expense</b>	<b>10,691,816</b>	<b>10,983,249</b>

**School District No. 84 (Vancouver Island West)**

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	1,932,270	1,056,667		30,775		152,310	3,172,022
1.03 Career Programs	48,778						48,778
1.07 Library Services	63,143			28,244			91,387
1.08 Counselling	61,995						61,995
1.10 Inclusive Education	151,392		458,443			45,000	654,835
1.31 Indigenous Education		138,313					138,313
1.41 School Administration		449,127		197,399		15,000	661,526
1.61 Continuing Education		16,612					16,612
1.62 International and Out of Province Students		44,853					44,853
<b>Total Function 1</b>	<b>2,257,578</b>	<b>1,705,572</b>	<b>458,443</b>	<b>256,418</b>	<b>-</b>	<b>212,310</b>	<b>4,890,321</b>
<b>4 District Administration</b>							
4.11 Educational Administration					261,558		261,558
4.40 School District Governance					87,353		87,353
4.41 Business Administration				87,744	375,559	5,000	468,303
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>87,744</b>	<b>724,470</b>	<b>5,000</b>	<b>817,214</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration					86,558		86,558
5.50 Maintenance Operations				470,174		36,022	506,196
5.52 Maintenance of Grounds							-
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>470,174</b>	<b>86,558</b>	<b>36,022</b>	<b>592,754</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation				56,222		7,000	63,222
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>56,222</b>	<b>-</b>	<b>7,000</b>	<b>63,222</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>2,257,578</b>	<b>1,705,572</b>	<b>458,443</b>	<b>870,558</b>	<b>811,028</b>	<b>260,332</b>	<b>6,363,511</b>

**School District No. 84 (Vancouver Island West)**

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	3,172,022	706,006	3,878,028	614,822	4,492,850	4,368,564
1.03 Career Programs	48,778	10,731	59,509		59,509	
1.07 Library Services	91,387	20,952	112,339	9,200	121,539	52,905
1.08 Counselling	61,995	13,639	75,634		75,634	76,994
1.10 Inclusive Education	654,835	147,917	802,752	427,500	1,230,252	1,355,085
1.31 Indigenous Education	138,313	29,046	167,359	347,830	515,189	445,588
1.41 School Administration	661,526	162,367	823,893	100,921	924,814	1,020,778
1.61 Continuing Education	16,612	3,489	20,101	10,000	30,101	29,590
1.62 International and Out of Province Students	44,853	9,419	54,272	138,727	192,999	203,772
<b>Total Function 1</b>	<b>4,890,321</b>	<b>1,103,566</b>	<b>5,993,887</b>	<b>1,649,000</b>	<b>7,642,887</b>	<b>7,553,276</b>
<b>4 District Administration</b>						
4.11 Educational Administration	261,558	54,927	316,485	53,300	369,785	606,911
4.40 School District Governance	87,353	1,747	89,100	104,069	193,169	254,238
4.41 Business Administration	468,303	80,480	548,783	228,936	777,719	813,228
<b>Total Function 4</b>	<b>817,214</b>	<b>137,154</b>	<b>954,368</b>	<b>386,305</b>	<b>1,340,673</b>	<b>1,674,377</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	86,558	18,177	104,735	84,498	189,233	206,164
5.50 Maintenance Operations	506,196	119,049	625,245	330,000	955,245	1,004,912
5.52 Maintenance of Grounds	-	-	-	4,500	4,500	10,200
5.56 Utilities	-	-	-	393,500	393,500	358,500
<b>Total Function 5</b>	<b>592,754</b>	<b>137,226</b>	<b>729,980</b>	<b>812,498</b>	<b>1,542,478</b>	<b>1,579,776</b>
<b>7 Transportation and Housing</b>						
7.70 Student Transportation	63,222	14,056	77,278	88,500	165,778	175,820
<b>Total Function 7</b>	<b>63,222</b>	<b>14,056</b>	<b>77,278</b>	<b>88,500</b>	<b>165,778</b>	<b>175,820</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>6,363,511</b>	<b>1,392,002</b>	<b>7,755,513</b>	<b>2,936,303</b>	<b>10,691,816</b>	<b>10,983,249</b>

# School District No. 84 (Vancouver Island West)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2027

	2027	2026
	Annual Budget	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	2,068,521	1,966,117
Other Revenue	182,000	182,000
<b>Total Revenue</b>	<u>2,250,521</u>	<u>2,148,117</u>
<b>Expenses</b>		
Instruction	2,130,237	2,026,417
Operations and Maintenance	77,809	79,225
Transportation and Housing	42,475	42,475
<b>Total Expense</b>	<u>2,250,521</u>	<u>2,148,117</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

# School District No. 84 (Vancouver Island West)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			19,963	144,213					
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	77,809	34,634			34,000	7,350	6,922	148,081	241,902
Other			2,000	150,000					
	77,809	34,634	2,000	150,000	34,000	7,350	6,922	148,081	241,902
<b>Less:</b> Allocated to Revenue	77,809	34,634	2,000	150,000	34,000	7,350	6,922	148,081	241,902
<b>Deferred Revenue, end of year</b>	-	-	<b>19,963</b>	<b>144,213</b>	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	77,809	34,634			34,000	7,350	6,922	148,081	241,902
Other Revenue			2,000	150,000					
	77,809	34,634	2,000	150,000	34,000	7,350	6,922	148,081	241,902
<b>Expenses</b>									
Salaries									
Teachers							2,160		
Principals and Vice Principals									70,000
Educational Assistants		27,707			25,856			84,899	
Support Staff	50,000								10,000
Other Professionals									65,000
Substitutes									40,000
	50,000	27,707	-	-	25,856	-	2,160	84,899	185,000
Employee Benefits	12,000	6,927			6,464		540	21,225	46,473
Services and Supplies	15,809		2,000	150,000	1,680	7,350	4,222	41,957	10,429
	77,809	34,634	2,000	150,000	34,000	7,350	6,922	148,081	241,902
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 84 (Vancouver Island West)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	National School Food Program	District Housing
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>					350,000		107,553		43,355
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	739,625	41,140	12,475	57,000		350,000		35,030	
Other									50,000
	739,625	41,140	12,475	57,000	-	350,000	-	35,030	50,000
<b>Less:</b> Allocated to Revenue	739,625	41,140	12,475	57,000	175,000	350,000	107,553	35,030	30,000
<b>Deferred Revenue, end of year</b>	-	-	-	-	<b>175,000</b>	-	-	-	<b>63,355</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	739,625	41,140	12,475	57,000	175,000	350,000	107,553	35,030	
Other Revenue									30,000
	739,625	41,140	12,475	57,000	175,000	350,000	107,553	35,030	30,000
<b>Expenses</b>									
Salaries									
Teachers	600,098								
Principals and Vice Principals					58,769	17,012			
Educational Assistants						2,958			
Support Staff						56,271			
Other Professionals									
Substitutes		32,912							
	600,098	32,912	-	-	58,769	76,241	-	-	-
Employee Benefits	139,527	8,228			13,331	19,314			
Services and Supplies			12,475	57,000	102,900	254,445	107,553	35,030	30,000
	739,625	41,140	12,475	57,000	175,000	350,000	107,553	35,030	30,000
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 84 (Vancouver Island West)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	<u>TOTAL</u>
	\$
<b>Deferred Revenue, beginning of year</b>	<b>665,084</b>
<b>Add:</b> Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	1,785,968
Other	<u>202,000</u>
	<b>1,987,968</b>
<b>Less:</b> Allocated to Revenue	<u>2,250,521</u>
<b>Deferred Revenue, end of year</b>	<b><u>402,531</u></b>
<b>Revenues</b>	
Provincial Grants - Ministry of Education and Child Care	2,068,521
Other Revenue	<u>182,000</u>
	<b>2,250,521</b>
<b>Expenses</b>	
Salaries	
Teachers	602,258
Principals and Vice Principals	145,781
Educational Assistants	141,420
Support Staff	116,271
Other Professionals	65,000
Substitutes	<u>72,912</u>
	<b>1,143,642</b>
Employee Benefits	274,029
Services and Supplies	<u>832,850</u>
	<b>2,250,521</b>
<b>Net Revenue (Expense)</b>	<b><u><u>-</u></u></b>

# School District No. 84 (Vancouver Island West)

Annual Budget - Capital Revenue and Expense  
 Year Ended June 30, 2027

	2027 Annual Budget			2026 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		40,000	<b>40,000</b>	5,000
Amortization of Deferred Capital Revenue	962,384		<b>962,384</b>	779,087
<b>Total Revenue</b>	<b>962,384</b>	<b>40,000</b>	<b>1,002,384</b>	<b>784,087</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,110,966		<b>1,110,966</b>	947,904
Transportation and Housing	142,028		<b>142,028</b>	145,895
<b>Total Expense</b>	<b>1,252,994</b>	-	<b>1,252,994</b>	<b>1,093,799</b>
<b>Net Revenue (Expense)</b>	<b>(290,610)</b>	<b>40,000</b>	<b>(250,610)</b>	<b>(309,712)</b>
<b>Net Transfers (to) from other funds</b>				
<b>Total Net Transfers</b>	-	-	-	-
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	45,000	(45,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>45,000</b>	<b>(45,000)</b>	-	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(245,610)</b>	<b>(5,000)</b>	<b>(250,610)</b>	<b>(309,712)</b>

## **EMERGENCY PREPAREDNESS**

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies affecting school facilities, school buses and/or District transport that may prohibit the intended use for an unspecified period of time may include:

- earthquake
- tsunami
- fire
- hazardous material accident/spills
- threats to schools (i.e. bomb threats)
- violence, physical incident or threat
- school bus accident
- weather

The School District recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session. To this end, it is important that appropriate plans and procedures are developed to deal with such emergencies, and it is also important that students, employees and parents be knowledgeable about the various emergency plans and procedures in order to be as prepared as possible.

1. Emergency plans and procedures will be developed, implemented and maintained for all schools, School District facilities and school buses.
2. All employees shall be informed about the emergency plans and procedures to be followed at their worksite, to ensure their safety and the safety of others.
3. In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the School Principal or person in charge. Those employees who have a child(ren) in another school should have arrangements in place for the care of their child(ren) by others until they can be released from their duties.
4.
  - a. Vancouver Island is part of an active earthquake zone in which a major earthquake could occur at any time. The School District will endeavour to ensure that staff and students are trained in fundamental earthquake safety procedures, and that School District facilities are as safe as practicable from earthquake hazards.
  - b. As a component of its budget-setting process, the School District shall allocate, within the limitations of financial resources, a fund to assist in the non-structural preparation for earthquakes. This expenditure shall be focused on School District-wide priorities.
  - c. In conjunction with the School District, each worksite is responsible for ensuring that earthquake kits are current.
  - d. Teachers shall discuss earthquakes and earthquake safety with their classes at least once in the fall and once in the spring. Earthquake drills, separate from fire drills, shall be conducted a minimum of three times yearly under a variety of circumstances, and such drills shall be reported to parents in the school's newsletter.
- ~~5. Fire drills must occur a minimum of three times annually. Supervisors shall ensure that each employee has a copy of the fire drill procedure. Each teacher shall instruct the students of his/her class in the approved fire drill procedure and make special provisions for the care of any student who may be physically or mentally incapable of proceeding safely to an exit.~~

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Regular drills for emergency procedures will be conducted annually according to the guidelines below:

- i. Fire drills: Six (6) times per school year, with three (3) in the fall and three (3) in the spring
- ii. Earthquake drills: Three (3) times per school year
- iii. Lockdown drills: Two (2) times per school year

Supervisors shall ensure that each employee has a copy of the emergency drill procedures, and that drill completion is documented. Each teacher shall instruct the students of their class in the approved emergency drill procedures and make special provisions for the care of any student who may require special assistance during emergency procedures and/or evacuations.

6. Supervisors, with input from staff and community emergency experts, shall develop and implement a basic emergency preparedness plan to include:
  - a. site and floor plans for the building(s);
  - b. method of evacuation, primary and secondary routes of egress;
  - c. number of physically challenged people requiring assistance to evacuate the facility/school bus;
  - d. first aid treatment, including qualified first aid attendants and supplies;
  - e. personal care, including appropriate supervision, psychological counseling as required, arrangements to provide nourishment, alternate washroom facilities;
  - f. time of day (re dark or light);
  - g. potential for inclement weather conditions;
  - h. potential school site, interior and exterior hazards;
  - i. shut-down procedures for interior and exterior utilities;
  - j. method of accounting for whereabouts of students, staff and visitors;
  - k. inventory of neighbourhood hazards, resources and temporary shelter sites;
  - l. release of employees from their work responsibilities after an emergency occurs to attend to personal affairs;
  - m. emergency communication in the event of a power failure;
  - n. procedures for getting school emergency supply kits to evacuation area, if required;
  - o. delegation of tasks must be formalized, and the school plans shall be submitted to the School District Office by September 30 of each school year;
  - p. fire, earthquake, tsunami, intruder, and wildlife safety procedures.
7. An emergency evacuation drawing shall be posted at the entrance/exit of each School District building and room, displaying the primary evacuation route to the outside assembly area.
8. Parents shall be informed by the School Principal, by September 30 of each school year, of the school's plan and its policies and procedures, including procedures for parents/guardians in the event of an emergency. This plan shall be an agenda item for the Parents' Advisory Council at its first meeting of each school year. Students registering during the year will receive the information at the time of registration.
9. Each worksite Supervisor, in cooperation with the **Assistant Superintendent responsible for Operations Supervisor** (or designate), shall undertake an annual earthquake hazard inspection listing potential earthquake hazards. A copy of this inspection report shall be submitted to the School District Office and work orders shall be generated, when required. Any serious deficiencies shall be forwarded in writing to the **Superintendent/Secretary-Treasurer** (or designate).

- 
10. The School District will endeavour to ensure that each school has sufficient staff trained in the following:
    - a. Basic training in earthquake planning and hazard reduction;
    - b. Basic First Aid and CPR.
    - c. **Violent Threat Risk Assessment (VTRA)**
  11. The ~~Assistant Superintendent responsible for~~ Operations **Supervisor** (or designate) shall develop a plan for the safety of children riding school buses, to include appropriate training for the bus driver. Under the general supervision of the School Principal, the bus driver shall then conduct bi-annual earthquake drills for all passengers, and these drills shall be reported to parents via school newsletters.
  12. School District approval is required for outdoor storage areas. The ~~Assistant Superintendent responsible for~~ Operations **Supervisor** (or designate) shall establish standards for design and construction of outdoor storage areas for emergency preparedness equipment, and shall determine the location of any outdoor storage areas. Outdoor storage shall be considered if such storage is a high priority and is the best option available in terms of access, expense, storage of material, and maintenance. If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
  13. All emergencies impacting on the normal operation of a school facility or school bus transporting students are to be immediately reported to the Superintendent (or designate), indicating the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of School District staff is required.
  14. The Superintendent (or designate) or delegate(s) will:
    - a. provide appropriate direction regarding the specific emergency;
    - b. liaise with local government agencies according to the type of emergency, including the RCMP, local fire departments, medical officials, social services, and if the severity of the emergency warrants, the local Emergency Program Coordinator;
    - c. appoint a media liaison to ensure prompt and accurate information is released when appropriate, rather than School District employees making isolated comments or opinions that might cause unnecessary anxiety concerning the particular incident.
  15. A District Earthquake Safety Committee shall review all worksite plans on an annual basis and will assist each supervisor in applying those plans, when necessary. The District Earthquake Safety Committee shall include one Trustee, the Superintendent (or designate), ~~the Assistant~~ the Secretary-Treasurer, the ~~Assistant Superintendent responsible for~~ Operations **Supervisor** (or designate), and one Principal.
  16. Other emergency situations that may arise include: accidents within or on the grounds of the school (including vehicular accidents), serious illness, molestations, abductions, intruders and explosions. The appropriate emergency personnel should be notified, depending on the nature of the incident: RCMP, Fire Department, Ambulance Service, Health Unit. The parent of any student involved shall be contacted as quickly as practicable.
  17. It is the responsibility of all employees to implement and adhere to this AP.
  18. This AP shall be reviewed annually.

# Summary of Aboriginal Report - How Are We Doing? 2024-25

## Overview:

The *Aboriginal: How Are We Doing?* report is an annual, public-facing report focusing on Indigenous students in B.C. The data in this report provides teachers, schools, school districts, and the Ministry of Education and Childcare with important information on how Indigenous students are developing. Reports are published annually for the province of British Columbia, as well as for individual school districts.

Due to our small population size, many of the results on SD84's report have been masked by the province to protect individual student privacy. This document will provide some summaries and trends, based on the un-masked data (not publicly available).

More detailed analysis of SD84 student results, as well as accompanying strategies and interventions, can be found in the annual [FESL Report](#).

## Student and District Context:

Students who self-identify as Indigenous make up the majority of the student population in SD84 (61% in 2024-25). The majority of Indigenous students in SD84 live on-reserve (70%), which is significantly higher than the provincial average (10%). SD84 has not enrolled students in alternate programs since the 2020-21 school year. Indigenous students in SD84 and in the province of BC are over-represented in Inclusive Education categories.

## Foundation Skills Assessment:

Based on the 2024-25 Foundation Skills Assessment, there are equity gaps in achievement for Indigenous learners in both literacy and numeracy at the grade 4 and grade 7 levels.

## Graduation Assessments and Course Marks:

There is a consistent achievement gap for Indigenous learners on the graduation assessments (Numeracy 10, Literacy 10, Literacy 12). This inequity in achievement is mirrored in some secondary course marks.

## Transition and Success Rates:

Results of “successful transition” (i.e. students who moved from one grade to the next grade the following year) show very similar results for Indigenous and non-Indigenous students. Results for 2024-25 show that Indigenous students in SD84 had a slightly higher completion rate than non-Indigenous students.

For the past two years SD84 has had six-year graduation rates for Indigenous students that are higher than the provincial average, and higher than our six-year completion rates for non-Indigenous students. It is notable that a significant number of Indigenous students successfully utilize the sixth year for school graduation, as six-year graduation rates for Indigenous students in SD84 are significantly higher than five-year graduation rates. Very few students in SD84 graduate with Adult Dogwood diplomas or complete school with School Completion Certificates.

## Student Learning Surveys

Student Learning Survey results in the Aboriginal How Are We Doing report are presented in very small sample sizes, resulting in wide variation in responses from year to year.

Aggregated results are presented in the district’s annual [Framework for Enhancing Student Learning \(FESL\) report](#).

## Attendance

School absenteeism is a significant issue in SD84. Students who are “chronically absent” are defined as students who miss 10% or more of school days. The majority of students in SD84 are chronically absent, at rates approximately 20%-30% higher than the provincial average.

## Note:

Achievement, attendance, and student well-being results are discussed in much greater detail in SD84’s annual [FESL Report](#). The [FESL Report](#) also outlines district strategies and interventions to address the identified needs.



# Aboriginal Report

## **How Are We Doing?**

### **2024/2025**

**School District: 084**  
Vancouver Island West

QUESTIONS/COMMENTS CONTACT:

Ministry of Education and Child Care

[educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)  
[studentsuccess.gov.bc.ca](http://studentsuccess.gov.bc.ca)



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care



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electronic version of report: <https://studentsuccess.gov.bc.ca/>

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## ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

### POINTS OF INQUIRY

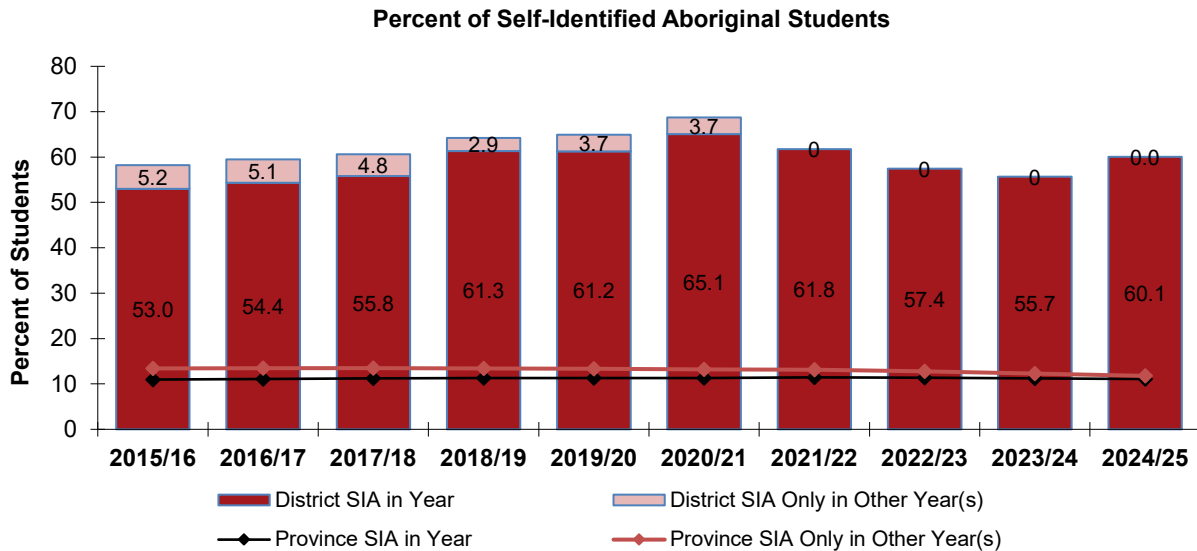
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2015/16	347	184	53.0	18	5.2	553,379	60,706	11.0	13,692	2.5
2016/17	390	212	54.4	20	5.1	557,629	61,802	11.1	13,317	2.4
2017/18	396	221	55.8	19	4.8	563,246	63,182	11.2	12,594	2.2
2018/19	447	274	61.3	13	2.9	568,986	64,326	11.3	12,034	2.1
2019/20	459	281	61.2	17	3.7	576,004	65,215	11.3	11,593	2.0
2020/21	381	248	65.1	14	3.7	568,286	64,273	11.3	10,786	1.9
2021/22	285	176	61.8	-	-	578,798	66,282	11.5	9,935	1.7
2022/23	329	189	57.4	-	-	590,584	67,285	11.4	8,332	1.4
2023/24	325	181	55.7	-	-	604,739	68,097	11.3	6,387	1.1
2024/25	318	191	60.1	0	0.0	614,872	67,984	11.1	4,430	0.7



**Note:**

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In ECC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

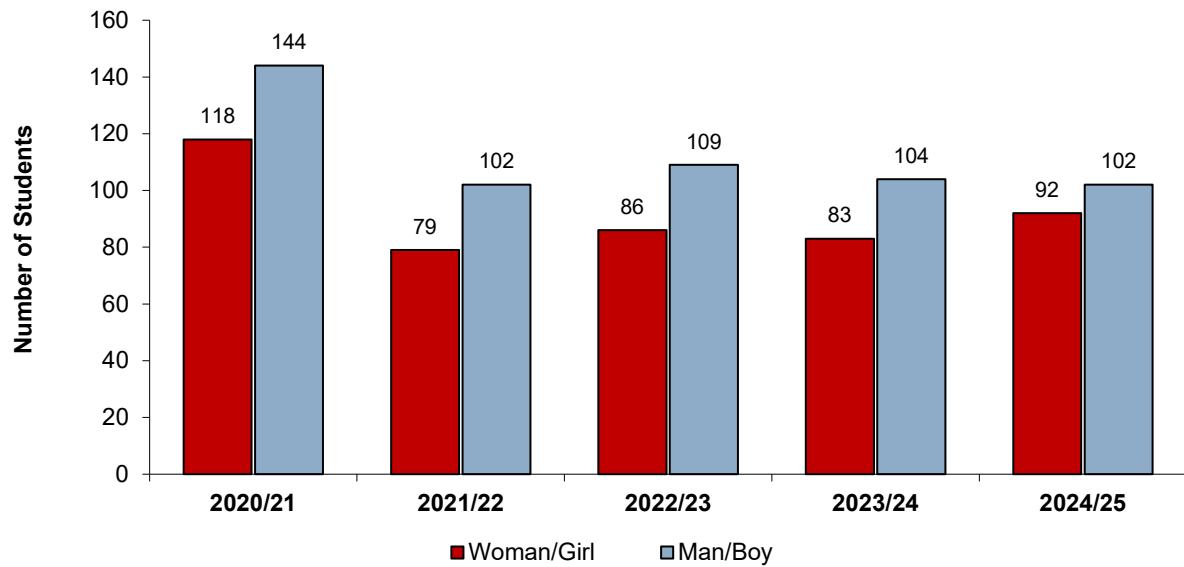
This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	District						Province *			
	All Students #	Aboriginal Students		Aboriginal Woman/Girl #	% of All Students	Aboriginal Man/Boy #	% of All Students	Aboriginal Students #	Aboriginal Woman/Girl #	Aboriginal Man/Boy #
		#	%							
2020/21	381	262	68.8	118	31.0	144	37.8	75,059	37,339	37,720
2021/22	285	181	63.5	79	27.7	102	35.8	76,217	37,922	38,295
2022/23	329	195	59.3	86	26.1	109	33.1	75,617	37,521	38,096
2023/24	325	187	57.5	83	25.5	104	32.0	74,484	36,990	37,494
2024/25	318	194	61.0	92	28.9	102	32.1	72,414	35,923	36,491

**Number of Aboriginal Students by Gender**



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

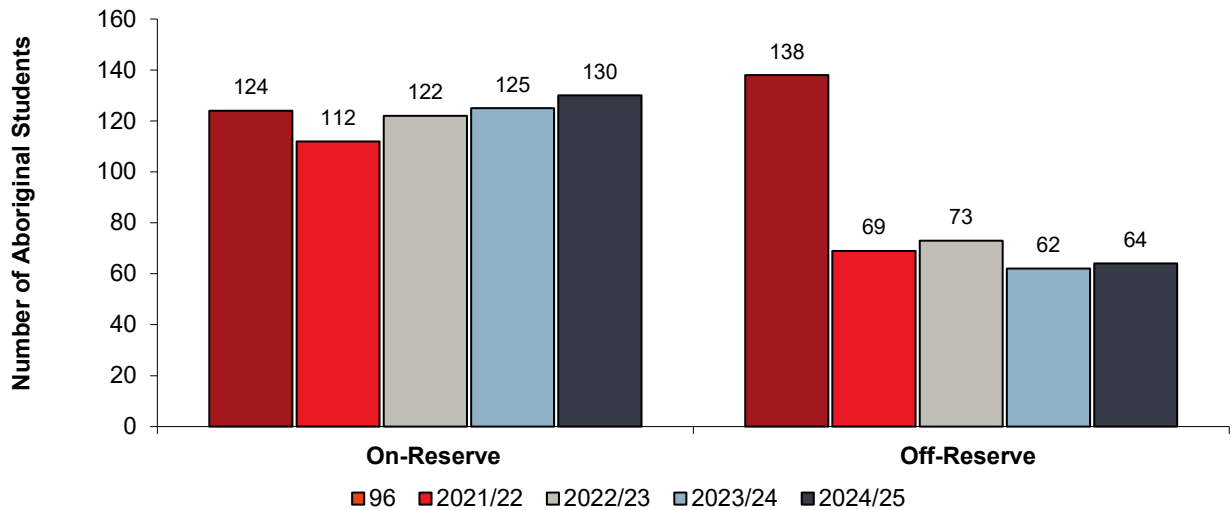
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Woman/Girl #	Aboriginal Man/Boy #	Total Aboriginal #	Aboriginal Woman/Girl #	Aboriginal Man/Boy #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2020/21	262	59	65	124	59	79	138	7,754	67,305
2021/22	181	50	62	112	29	40	69	7,992	68,225
2022/23	195	55	67	122	31	42	73	8,074	67,543
2023/24	187	54	71	125	29	33	62	8,127	66,357
2024/25	194	60	70	130	32	32	64	8,065	64,349

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students On-Reserve	Aboriginal Students Off-Reserve
		Aboriginal Woman/Girl #	Aboriginal Man/Boy #	Total Aboriginal #	Aboriginal Woman/Girl #	Aboriginal Man/Boy #	Total Aboriginal #	Total Aboriginal #	Total Aboriginal #
2020/21	269	55	65	120	64	85	149	7,713	67,307
2021/22	177	51	63	114	27	36	63	7,916	67,699
2022/23	198	56	68	124	32	42	74	8,001	67,265
2023/24	194	60	71	131	29	34	63	8,035	65,982
2024/25	202	62	70	132	36	34	70	8,096	64,869

**Number of Aboriginal Students, On or Off-Reserve (September Count)**

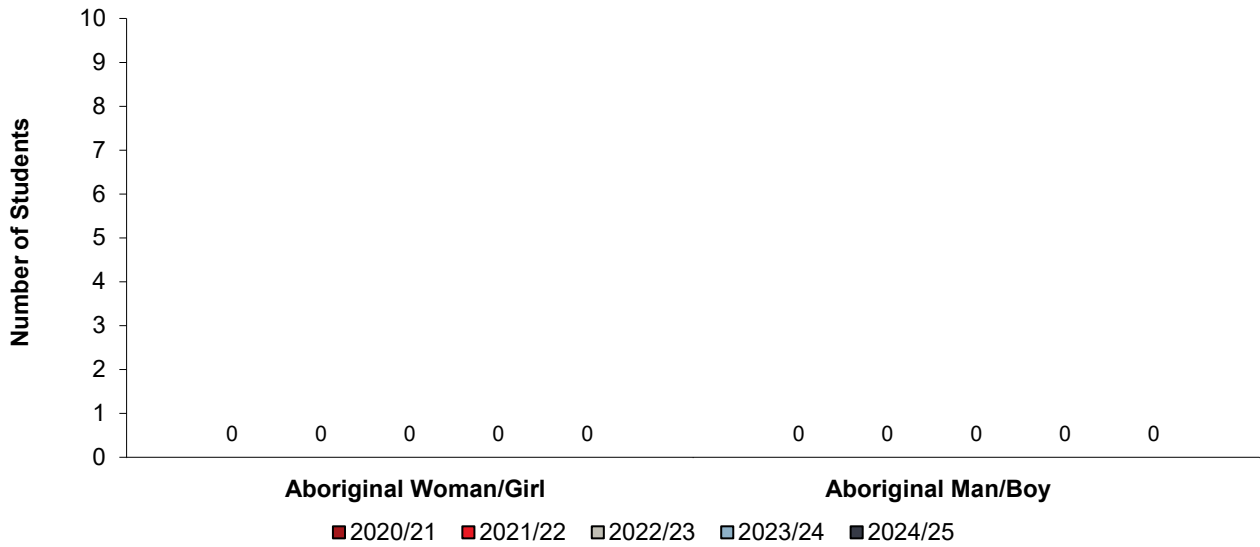


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Woman/Girl #	Man/Boy #	Total #	Woman/Girl #	Man/Boy #	Total #	Woman/Girl #	Man/Boy #	Woman/Girl #	Man/Boy #
2020/21	56	Msk	Msk	Msk	Msk	Msk	Msk	1,430	1,327	1,778	1,830
2021/22	0	0	0	0	0	0	0	1,455	1,267	1,757	1,629
2022/23	0	0	0	0	0	0	0	1,528	1,271	1,991	1,738
2023/24	0	0	0	0	0	0	0	1,586	1,257	2,054	1,824
2024/25	0	0	0	0	0	0	0	1,567	1,179	2,024	1,858

**Number of Aboriginal Students in Alternate Programs - School District**



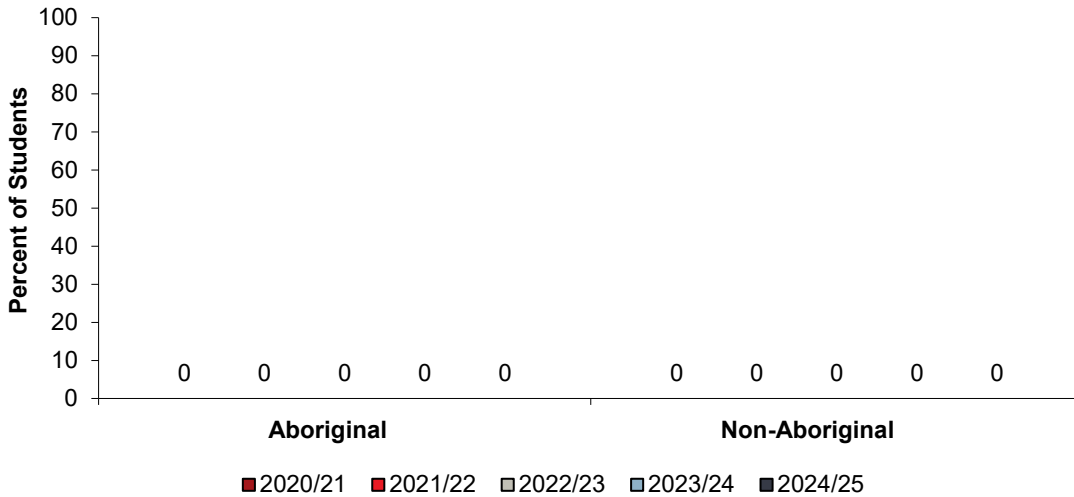
\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS IDENTIFIED IN THE BEHAVIOUR/MENTAL HEALTH CATEGORIES

Behaviour/Mental Health Categories include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2020/21	Msk	Msk	Msk	Msk	Msk
2021/22	0	0	0	0	0
2022/23	0	0	0	0	0
2023/24	0	0	0	0	0
2024/25	0	0	0	0	0

**Percent of Students in Alternate Programs Identified in the Behaviour/Mental Health Categories**

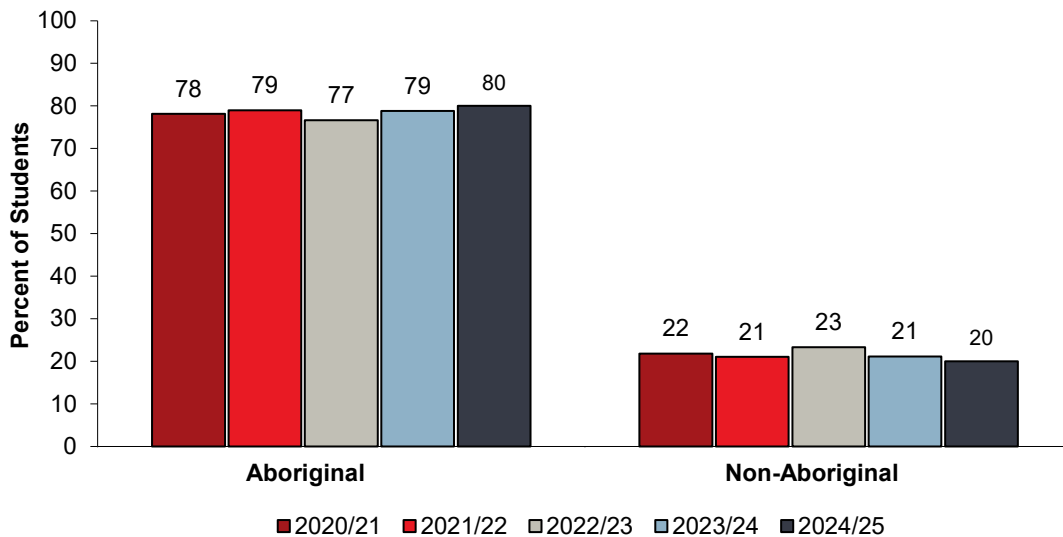


## STUDENTS IDENTIFIED IN AN INCLUSIVE EDUCATION CATEGORY (ALL)

Students identified in an Inclusive Education Category may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2020/21	87	68	78	19	22
2021/22	57	45	79	12	21
2022/23	60	46	77	14	23
2023/24	52	41	79	11	21
2024/25	60	48	80	12	20

**Percent of Students Identified in an Inclusive Education Category (All)**

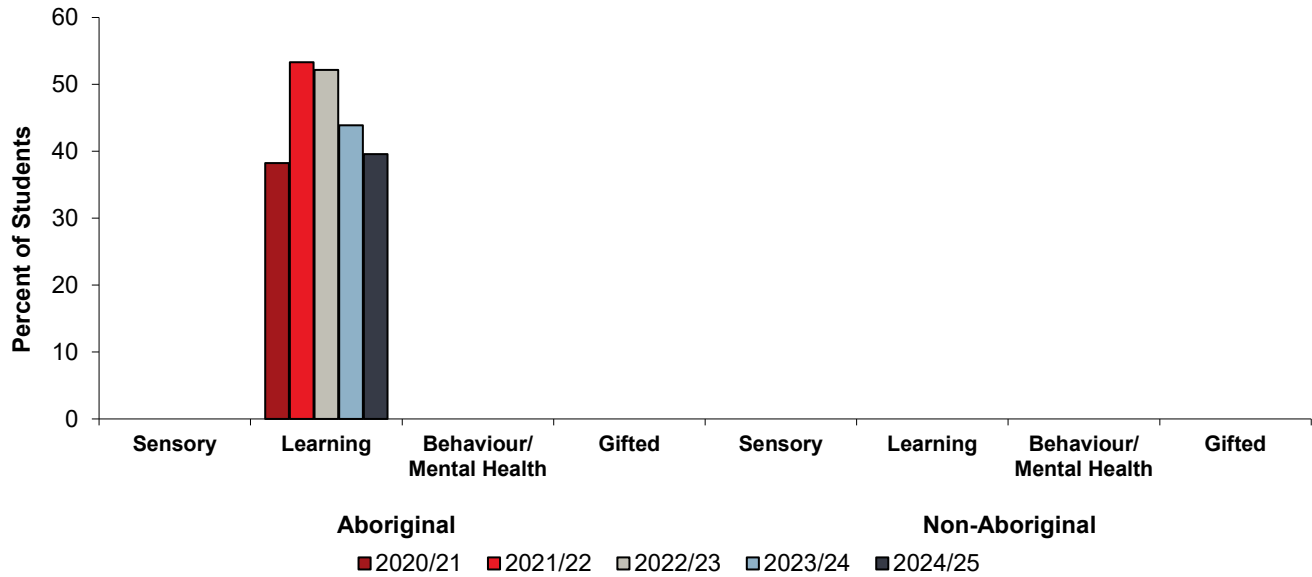


## STUDENTS IDENTIFIED IN AN INCLUSIVE EDUCATION CATEGORY (SELECTED)

Sensory Categories include E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Category includes Q (Learning Disability); Behaviour/Mental Health Categories include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Category includes P (Gifted).

School Year	Sensory Categories				Learning Category				Behaviour/Mental Health Categories				Gifted Category			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %		
2020/21	68	19	Msk Msk	0 0	26 38	Msk Msk	Msk Msk	Msk Msk	Msk Msk	0 0	0 0	0 0	0 0			
2021/22	45	12	Msk Msk	0 0	24 53	Msk Msk	Msk Msk	Msk Msk	Msk Msk	0 0	0 0	0 0	0 0			
2022/23	46	14	Msk Msk	0 0	24 52	Msk Msk	Msk Msk	Msk Msk	Msk Msk	0 0	0 0	0 0	0 0			
2023/24	41	11	Msk Msk	0 0	18 44	Msk Msk	Msk Msk	Msk Msk	0 0	0 0	0 0	Msk Msk	Msk Msk			
2024/25	48	12	Msk Msk	0 0	19 40	Msk Msk	Msk Msk	Msk Msk	Msk Msk	0 0	0 0	0 0	0 0			

**Percent of Students Identified in an Inclusive Education Category (Selected)**



## GRADE DISTRIBUTION OF STUDENTS IDENTIFIED IN THE BEHAVIOUR/MENTAL HEALTH CATEGORIES

Behaviour/Mental Health Categories include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

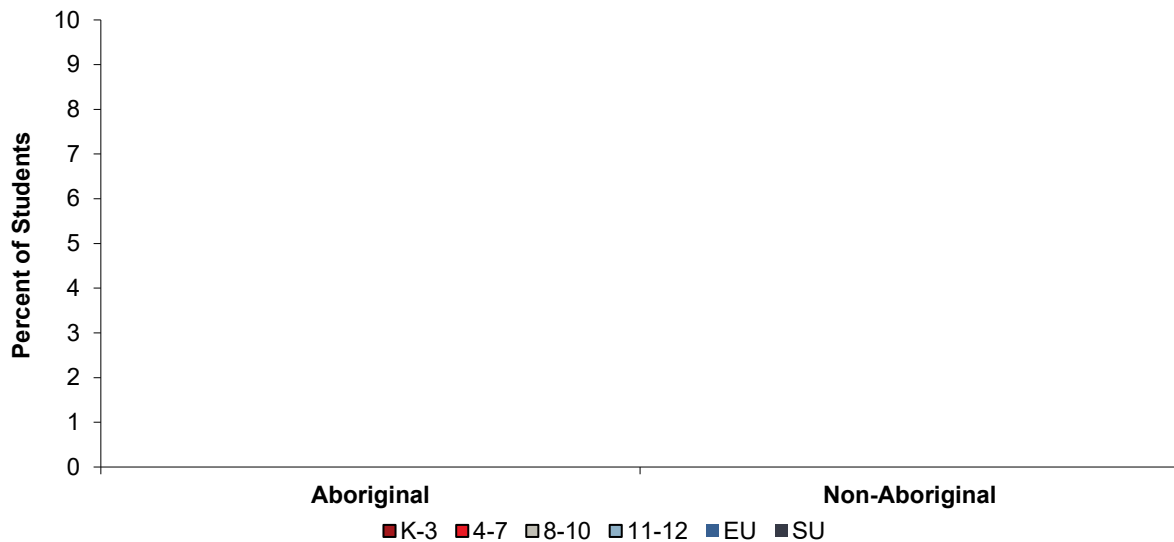
### Aboriginal Students

School Year	Total #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### Non-Aboriginal Students

School Year	Total #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

**Percent of Students Identified in the Behaviour/Mental Health Categories  
Grade Distribution 2024/25**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	11	65	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	14	100	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

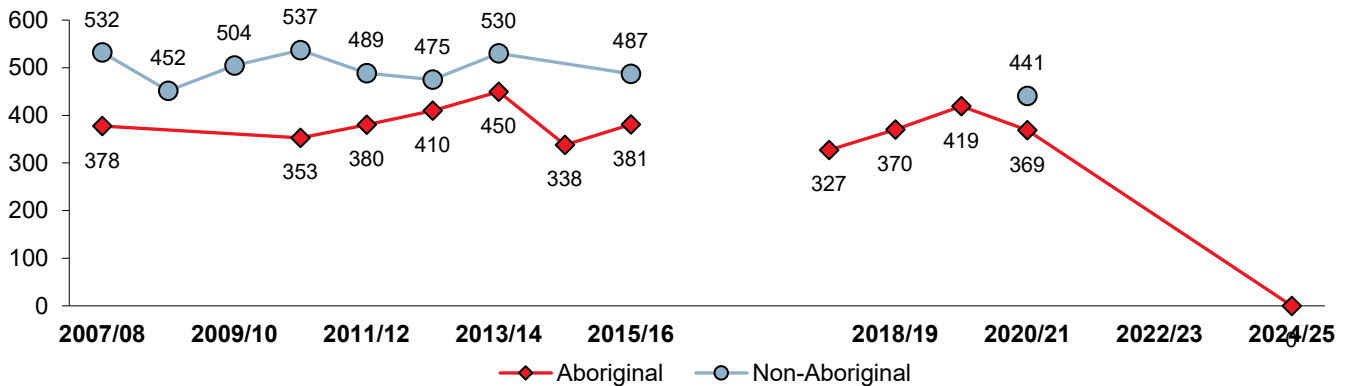
### GRADE 4: NON-ABORIGINAL

Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	13	100	Msk	Msk	Msk	Msk	0	0
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 4 Reading/Literacy**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	11	65	Msk	Msk	Msk	Msk	0	0
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	14	100	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

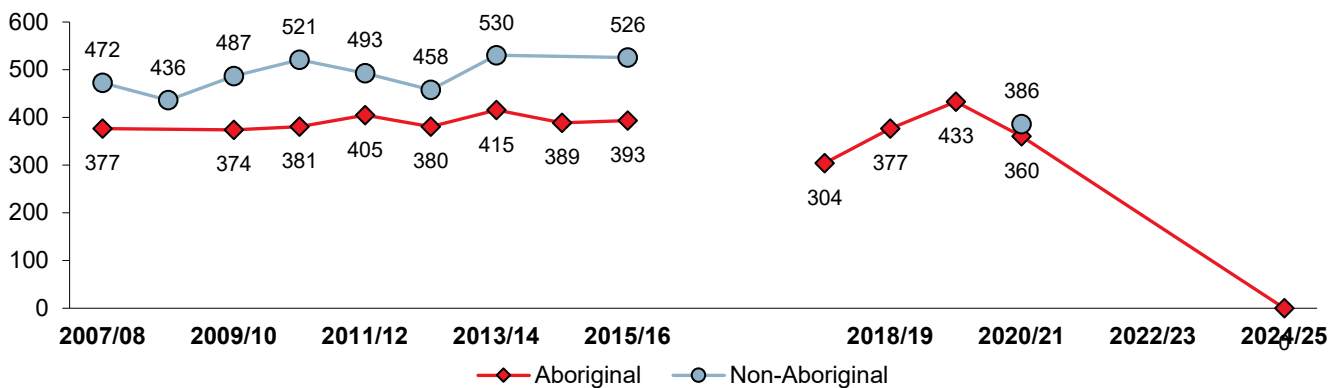
### GRADE 4: NON-ABORIGINAL

Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	13	100	Msk	Msk	Msk	Msk	0	0
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 4 Numeracy**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	15	71	Msk	Msk	Msk	Msk	0	0
2021/22	10	67	Msk	Msk	Msk	Msk	0	0
2022/23	22	92	Msk	Msk	Msk	Msk	0	0
2023/24	13	81	Msk	Msk	Msk	Msk	0	0
2024/25	16	89	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

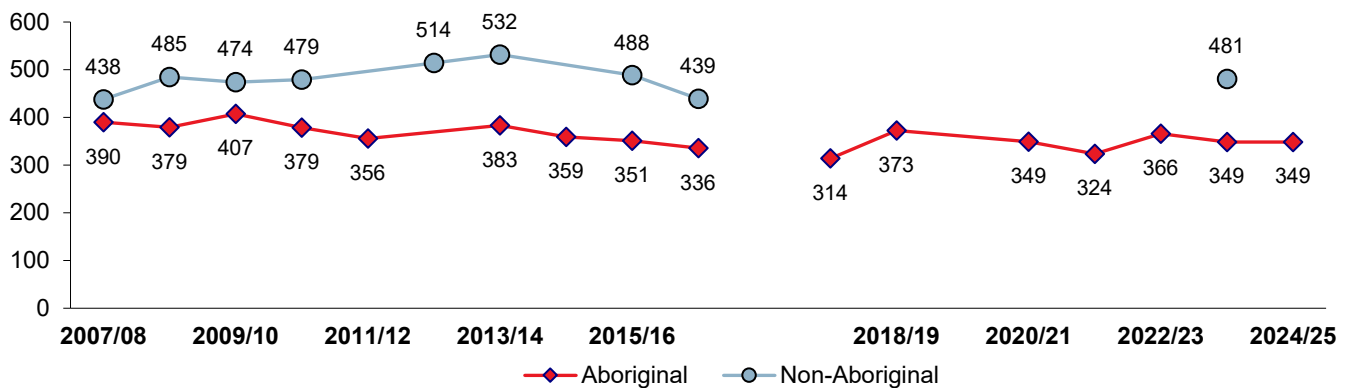
### GRADE 7: NON-ABORIGINAL

Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	20	100	Msk	Msk	Msk	Msk	0	0
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 7 Reading/Literacy**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 7: ABORIGINAL

#### Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	16	76	13	81	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	22	92	Msk	Msk	Msk	Msk	0	0
2023/24	13	81	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	16	89	Msk	Msk	Msk	Msk	0	0

■ Emerging ■ On Track ■ Extending

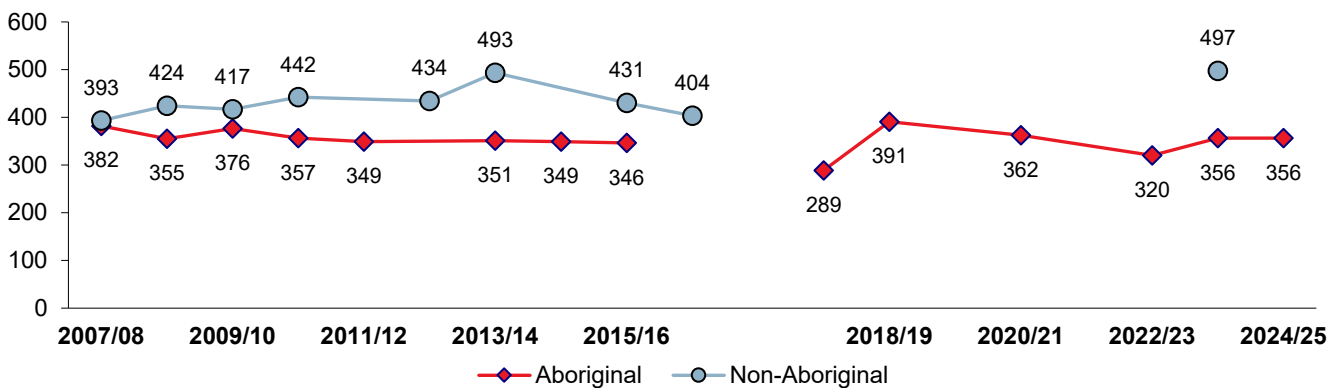
### GRADE 7: NON-ABORIGINAL

#### Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	18	90	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

■ Emerging ■ On Track ■ Extending

**Average FSA Scaled Score - Grade 7 Numeracy**



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10

(these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Numeracy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Numeracy 10 in a school year regardless of their grades.

### 2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	20	16	80	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	56	13	Msk	Msk	Msk	Msk	Msk	Msk	0	0

### 2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	25	12	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	86	19	10	53	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	90	11	Msk	Msk	Msk	Msk	Msk	Msk	0	0

### 2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	25	14	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2024/25 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

#### Numeracy 10 2024/25 Aboriginal

#### Numeracy 10 2024/25: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient or Extending

■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 10 LITERACY ASSESSMENT

BC Residents

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year.

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10

(these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 10 in a school year regardless of their grades.

### 2020/21 Grade 10

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	76	23	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2021/22 Grade 10

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	31	11	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2022/23 Grade 10

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	12	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	90	11	Msk	Msk	Msk	Msk	Msk	Msk	0	0

### 2023/24 Grade 10

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	12	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	86	11	0	0	Msk	Msk	Msk	Msk	Msk	Msk

### 2024/25 Grade 10

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	23	13	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

**Literacy 10 2024/25: Aboriginal**

**Literacy 10 2024/25: Non-Aboriginal**

■ Emerging   ■ Developing   ■ Proficient or Extending

■ Emerging   ■ Developing   ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

BC Residents

The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year.

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12

(these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 12 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 12 in a school year regardless of their grades.

### 2021/22 Grade 12

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	12	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2022/23 Grade 12

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	89	19	Msk	Msk	14	74	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

### 2023/24 Grade 12

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	87	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	92	11	0	0	Msk	Msk	Msk	Msk	0	0

### 2024/25 Grade 12

Demographic Group	Participation	Writers	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	73	10	Msk	Msk	Msk	Msk	Msk	Msk	0	0
Non-Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Literacy 12 2024/25: Aboriginal

Literacy 12 2024/25: Non-Aboriginal

■ Emerging ■ Developing ■ Proficient or Extending

■ Emerging ■ Developing ■ Proficient or Extending

## COURSE MARK RESULTS 2024/25: OVERVIEW

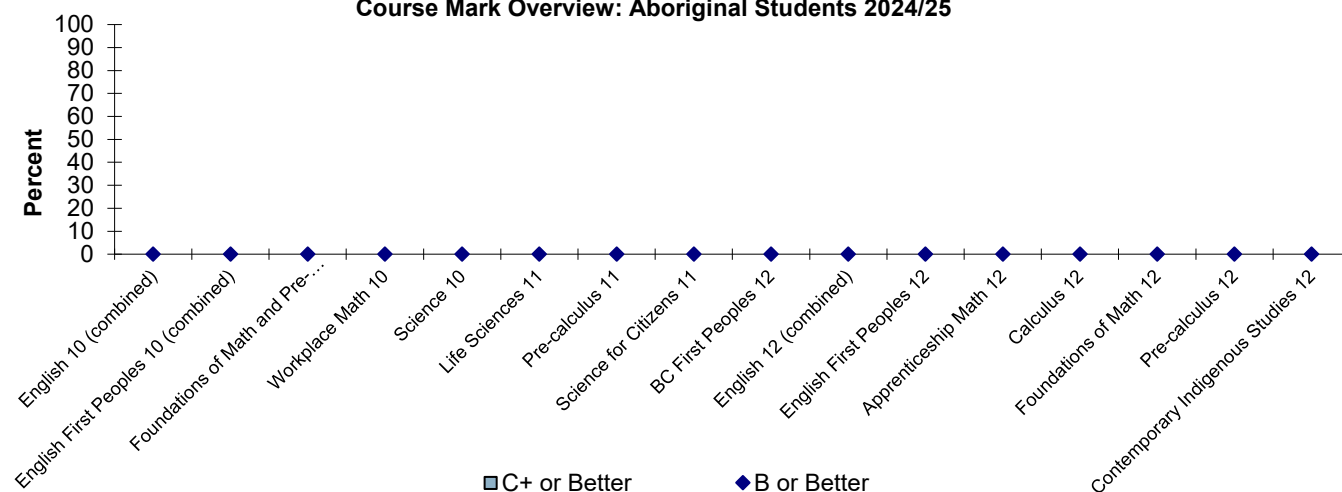
BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English First Peoples 10 (combined)*	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Workplace Math 10	12	Msk	Msk	Msk	Msk	-	-	-	-	-
Science 10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Life Sciences 11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Pre-calculus 11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Science for Citizens 11	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
BC First Peoples 12	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
English 12 (combined)*	10	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Calculus 12	-	-	-	-	-	-	-	-	-	-
Foundations of Math 12	-	-	-	-	-	-	-	-	-	-
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Contemporary Indigenous Studies 12	-	-	-	-	-	-	-	-	-	-

**Course Mark Overview: Aboriginal Students 2024/25**



**Note:**

For combined courses (as marked), the course mark count will be greater than the student count.  
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.  
 English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.  
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

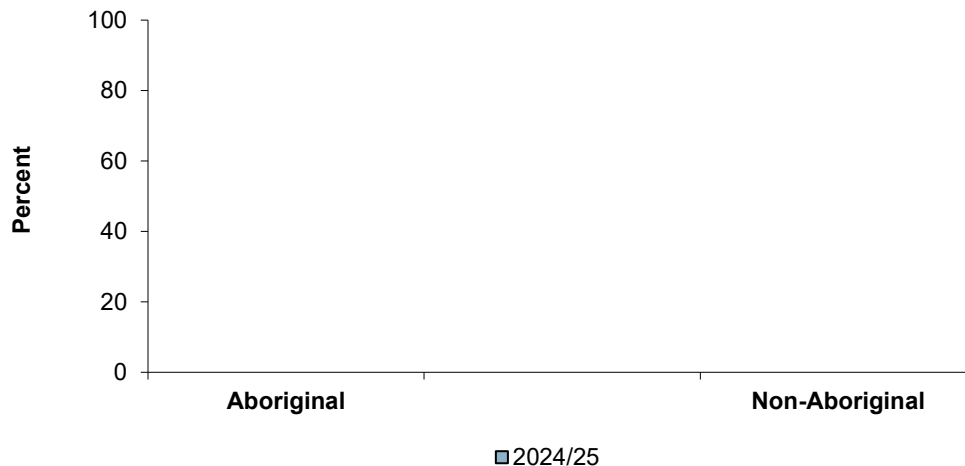
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	29	10	34	Msk	Msk	18	13	72	11	61
2021/22	17	Msk	Msk	Msk	Msk	16	10	63	Msk	Msk
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2020/21	29	18	Msk	Msk	18	Msk	Msk	Msk	
2021/22	17	16	Msk	Msk	16	Msk	Msk	Msk	
2022/23	-	Msk	-	-	Msk	11	Msk	Msk	
2023/24	-	17	-	-	Msk	Msk	Msk	Msk	
2024/25	12	13	Msk	Msk	Msk	Msk	Msk	Msk	

**English 10 (combined): C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.  
 These courses carry 2 credits each and students are expected to take 2 courses.

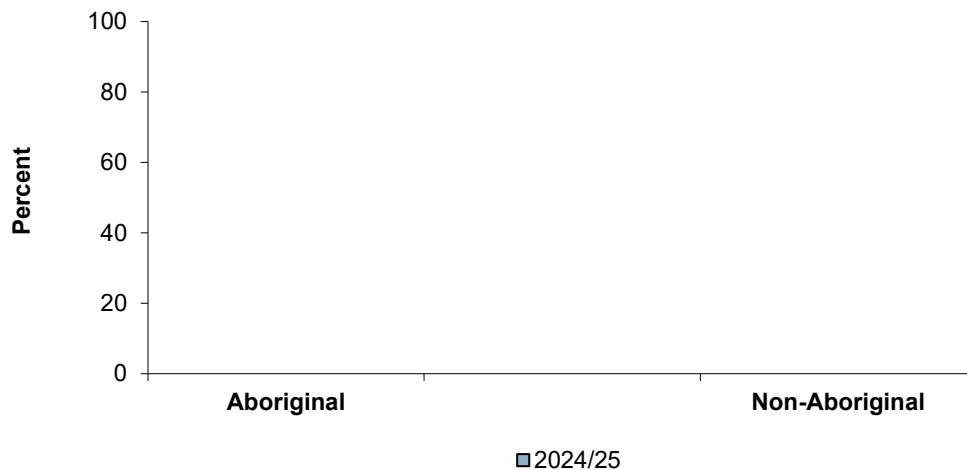
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	17	Msk	Msk	Msk	Msk	17	10	59	Msk	Msk
2023/24	24	13	54	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2020/21	Msk	18	Msk	Msk	Msk	Msk	Msk	Msk		
2021/22	Msk	16	Msk	Msk	-	Msk	-	-		
2022/23	17	Msk	Msk	Msk	17	11	Msk	Msk		
2023/24	24	17	Msk	Msk	Msk	Msk	Msk	Msk		
2024/25	12	13	Msk	Msk	Msk	Msk	Msk	Msk		

### English First Peoples 10 (combined): C+ or Better



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.  
 These courses carry 2 credits each and students are expected to take 2 courses.

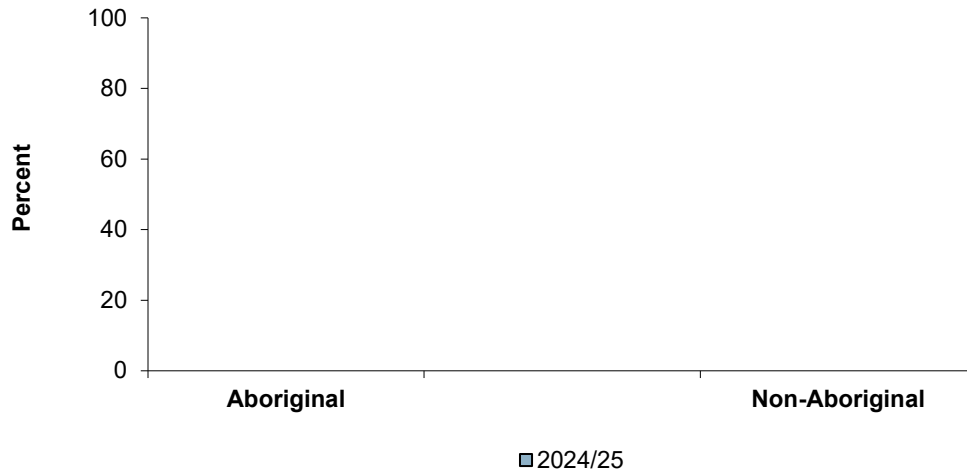
**COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10**

**BC Residents**

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		C+ or Better		B or Better		C+ or Better		B or Better	
		#	%	#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	-	-	-	-

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2020/21	Msk	18	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	10	16	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	
2023/24	Msk	17	Msk	Msk	Msk	Msk	Msk	Msk	
2024/25	Msk	13	Msk	Msk	-	Msk	-	-	

**Foundations of Math and Pre-calculus 10: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

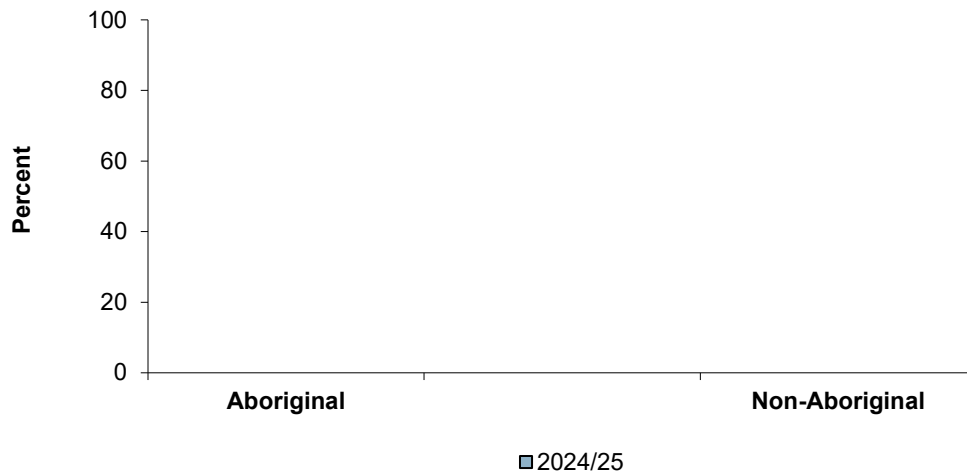
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		C+ or Better		B or Better		C+ or Better		B or Better	
		#	%	#	%	#	%	#	%
2020/21	14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	-	-	-	-
2024/25	12	Msk	Msk	Msk	Msk	-	-	-	-

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 10 Students *	Course Mark Count		Total Gr 10 Students *	Course Mark Count			
			Gr 10 #	Non-Gr 10 #		Gr 10 #	Non-Gr 10 #		
2020/21	14	18	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	16	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	Msk	Msk	Msk	Msk	11	Msk	Msk	
2023/24	Msk	17	Msk	Msk	-	Msk	-	-	
2024/25	12	13	Msk	Msk	-	Msk	-	-	

**Workplace Math 10: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

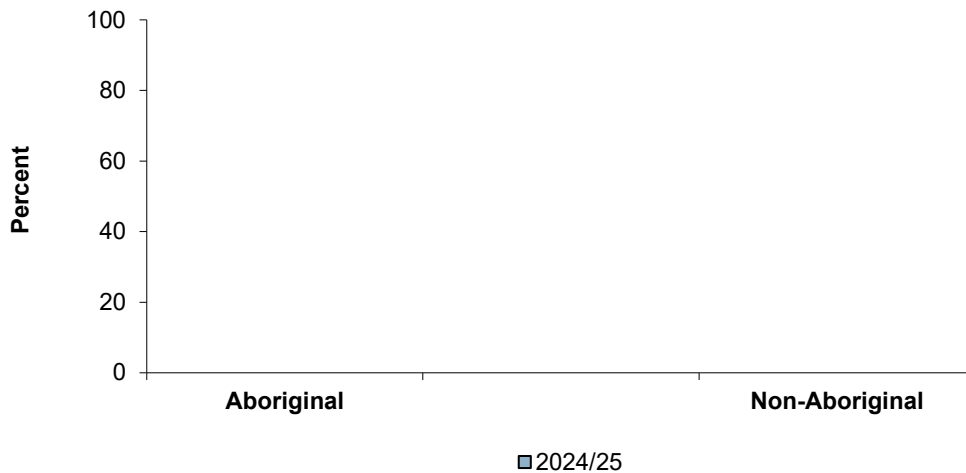
## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	15	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
2021/22	16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	10	Msk	Msk	Msk	Msk
2023/24	14	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2020/21	15	18	Msk	Msk	11	Msk	Msk	Msk	
2021/22	16	16	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	Msk	Msk	Msk	10	11	Msk	Msk	
2023/24	14	17	Msk	Msk	Msk	Msk	Msk	Msk	
2024/25	Msk	13	Msk	Msk	Msk	Msk	Msk	Msk	

**Science 10: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

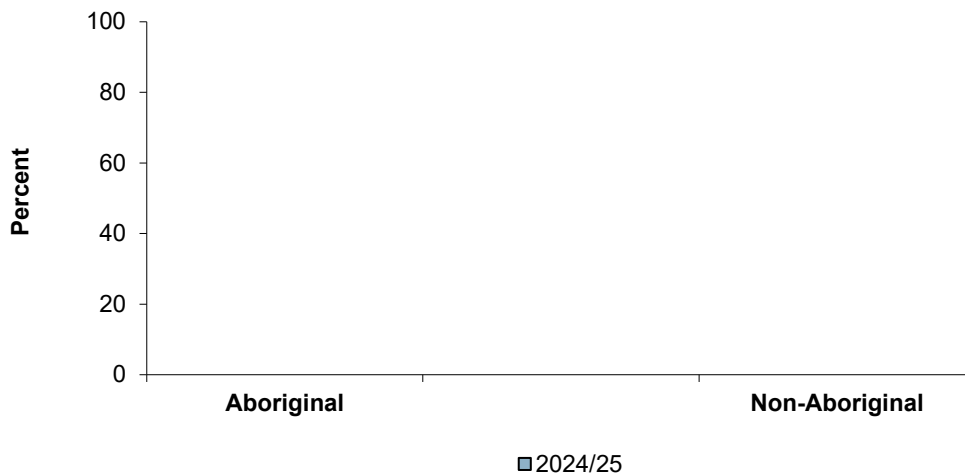
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		C+ or Better		B or Better		C+ or Better		B or Better	
		#	%	#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	12	10	83	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	-	-	-	-
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 11 Students *	Course Mark Count		Total Gr 11 Students *	Course Mark Count			
			Gr 11 #	Non-Gr 11 #		Gr 11 #	Non-Gr 11 #		
2020/21	Msk	20	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	14	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	12	18	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	-	11	-	-	-	10	-	-	
2024/25	Msk	19	Msk	Msk	Msk	Msk	Msk	Msk	

**Life Sciences 11: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

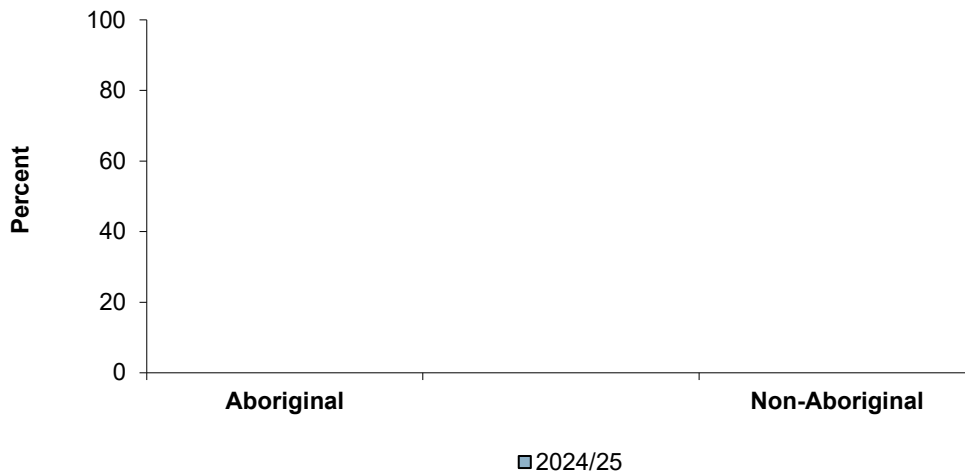
## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2020/21	Msk	20	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	-	14	-	-	-	Msk	-	-	
2022/23	Msk	18	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	-	11	-	-	Msk	10	Msk	Msk	
2024/25	Msk	19	Msk	Msk	Msk	Msk	Msk	Msk	

**Pre-calculus 11: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

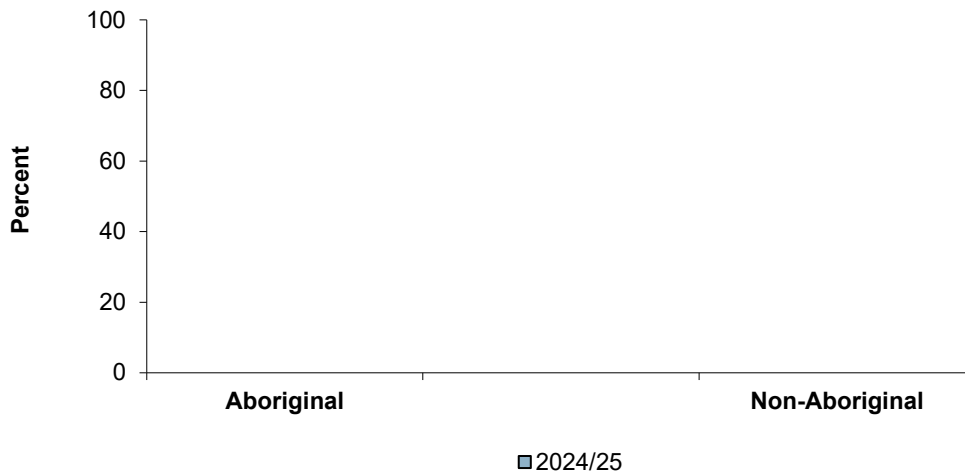
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	-	-	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2024/25	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count		
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #	
2020/21	Msk	20	Msk	Msk	-	Msk	-	-	
2021/22	Msk	14	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	-	18	-	-	-	Msk	-	-	
2023/24	Msk	11	Msk	Msk	-	10	-	-	
2024/25	Msk	19	Msk	Msk	-	Msk	-	-	

**Science for Citizens 11: C+ or Better**



**Note:**

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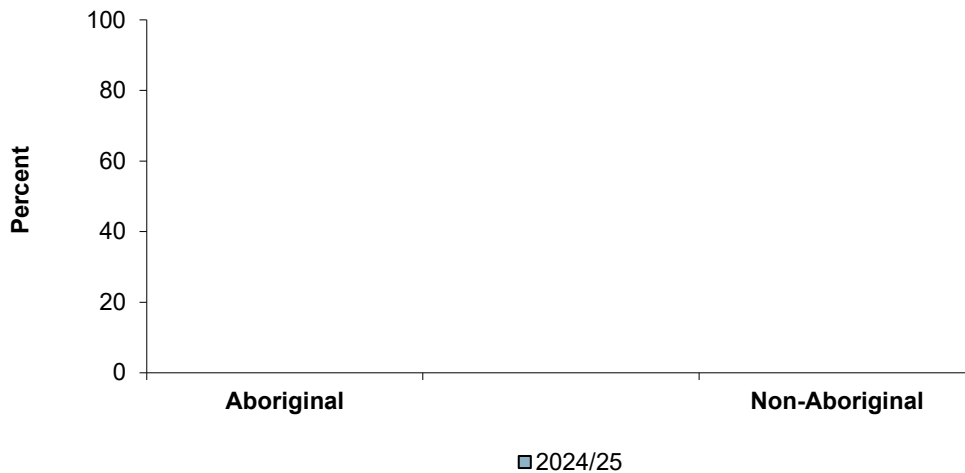
**COURSE MARKS: BC FIRST PEOPLES 12**

**BC Residents**

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	10	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2020/21	Msk	35	Msk	Msk	16	-	-		
2021/22	Msk	17	Msk	Msk	Msk	-	-		
2022/23	10	19	Msk	Msk	Msk	Msk	Msk		
2023/24	Msk	15	Msk	Msk	12	Msk	Msk		
2024/25	10	18	Msk	Msk	Msk	15	Msk	Msk	

**BC First Peoples 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

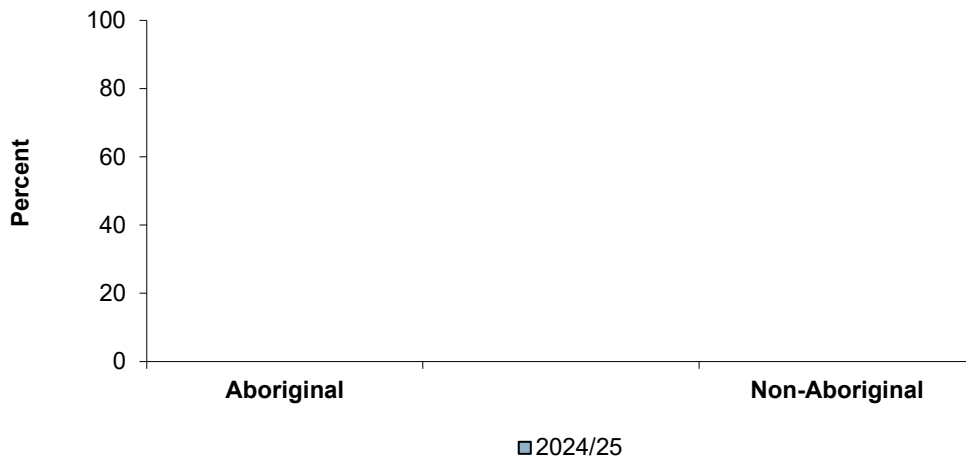
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	13	Msk	Msk	Msk	Msk	15	13	87	12	80
2021/22	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2020/21	13	35	Msk	Msk	15	16	15	0	
2021/22	12	17	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	19	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	Msk	15	Msk	Msk	Msk	12	Msk	Msk	
2024/25	10	18	Msk	Msk	12	15	Msk	Msk	

### English 12 (combined): C+ or Better



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

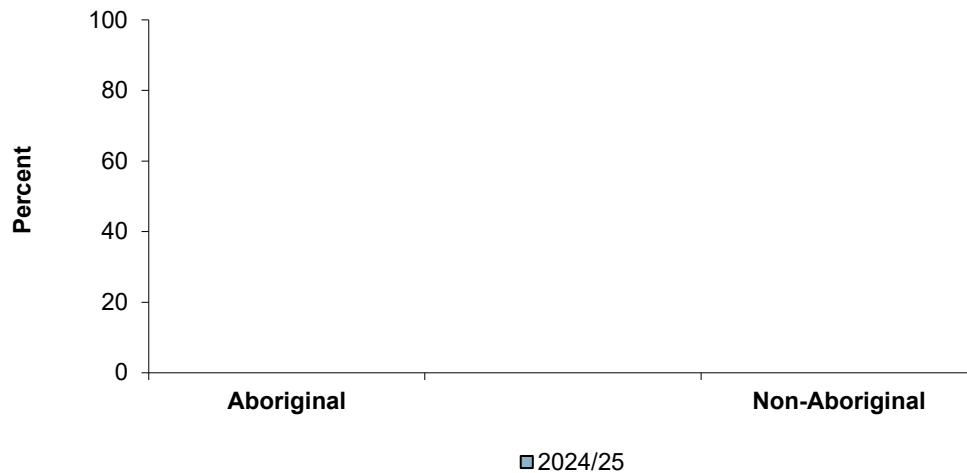
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	10	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	18	12	67	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2020/21	10	35	Msk	Msk	-	16	-	-	
2021/22	Msk	17	Msk	Msk	-	Msk	-	-	
2022/23	18	19	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	10	15	Msk	Msk	Msk	12	Msk	Msk	
2024/25	Msk	18	Msk	Msk	-	15	-	-	

**English First Peoples 12: C+ or Better**



**Note:**

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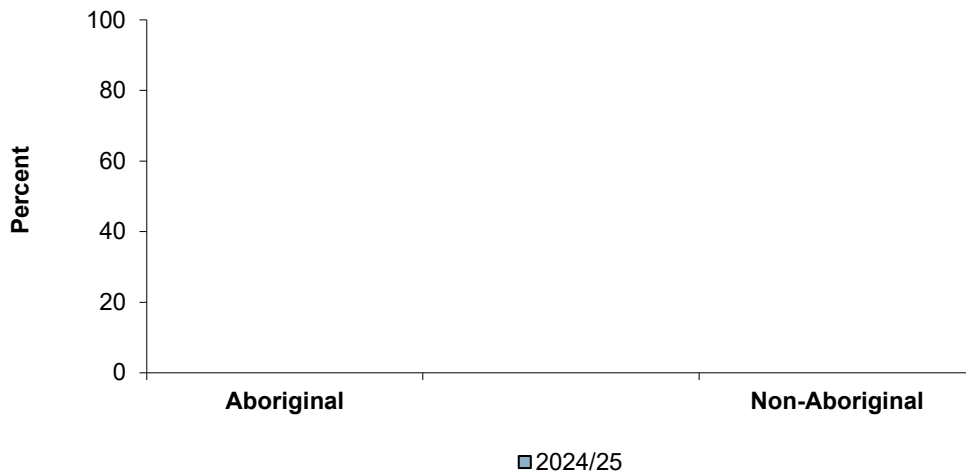
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		C+ or Better		B or Better		C+ or Better		B or Better	
		#	%	#	%	#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	-	-	-	-

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2020/21	Msk	35	Msk	Msk	16	Msk	Msk		
2021/22	Msk	17	Msk	Msk	Msk	-	-		
2022/23	Msk	19	Msk	Msk	Msk	-	-		
2023/24	Msk	15	Msk	Msk	12	Msk	Msk		
2024/25	Msk	18	Msk	Msk	15	-	-		

**Apprenticeship Math 12: C+ or Better**



**Note:**

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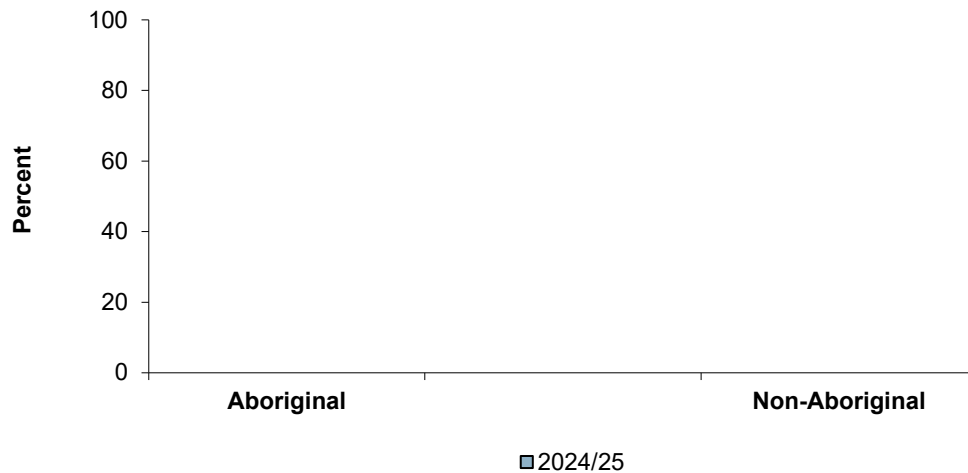
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2020/21	-	35	-	-	-	16	-	-	
2021/22	-	17	-	-	-	Msk	-	-	
2022/23	-	19	-	-	-	Msk	-	-	
2023/24	-	15	-	-	Msk	12	Msk	Msk	
2024/25	-	18	-	-	-	15	-	-	

**Calculus 12: C+ or Better**



**Note:**

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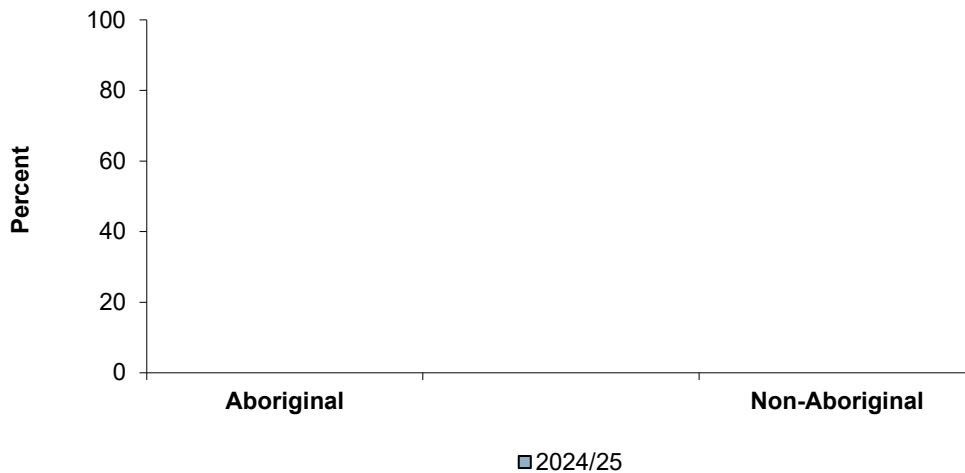
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2020/21	Msk	35	Msk	Msk	Msk	16	Msk	Msk	
2021/22	-	17	-	-	Msk	Msk	Msk	Msk	
2022/23	Msk	19	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	-	15	-	-	Msk	12	Msk	Msk	
2024/25	-	18	-	-	-	15	-	-	

**Foundations of Math 12: C+ or Better**



**Note:**

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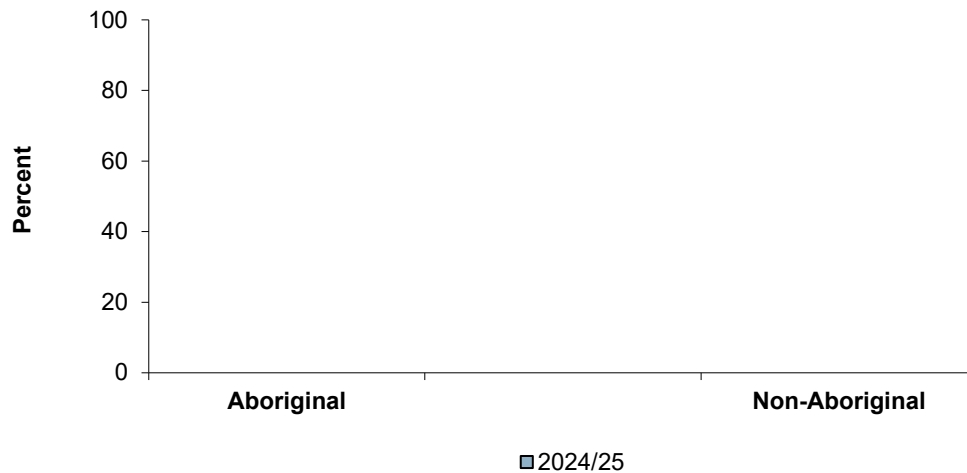
## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2020/21	-	35	-	-	-	16	-	-	
2021/22	-	17	-	-	Msk	Msk	Msk	Msk	
2022/23	Msk	19	Msk	Msk	-	Msk	-	-	
2023/24	-	15	-	-	Msk	12	Msk	Msk	
2024/25	Msk	18	Msk	Msk	Msk	15	Msk	Msk	

**Pre-calculus 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

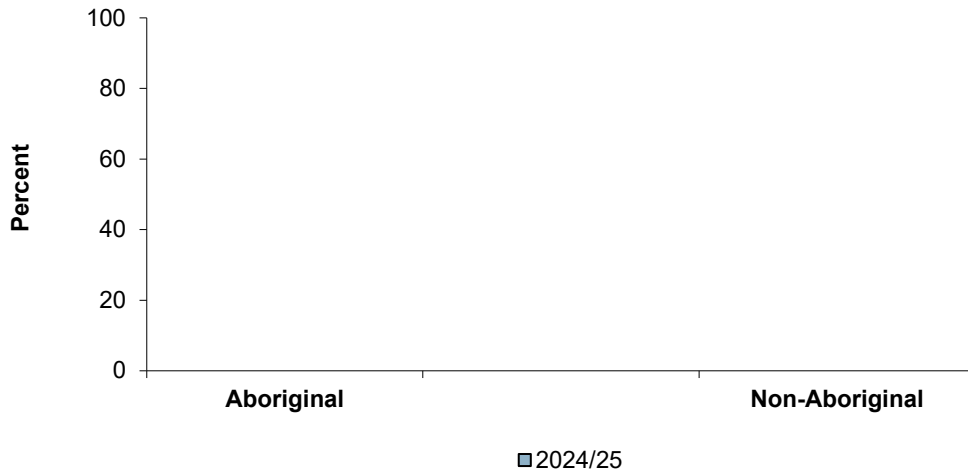
**COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12**

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2024/25	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2020/21	Msk	35	Msk	Msk	-	16	-	-	
2021/22	-	17	-	-	-	Msk	-	-	
2022/23	Msk	19	Msk	Msk	-	Msk	-	-	
2023/24	-	15	-	-	Msk	12	Msk	Msk	
2024/25	-	18	-	-	-	15	-	-	

**Contemporary Indigenous Studies 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## FIRST NATIONS LANGUAGES COURSES (GRADE 10-12) 2020/21 - 2024/25

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

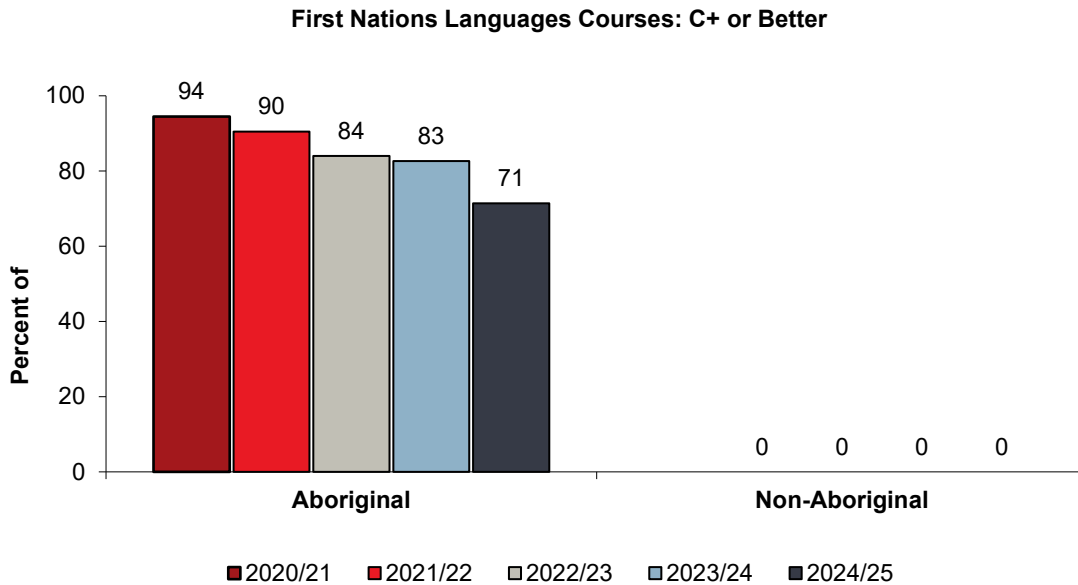
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2020/21	18	17	94	15	83	Msk	Msk	Msk	Msk	Msk
2021/22	21	19	90	13	62	Msk	Msk	Msk	Msk	Msk
2022/23	25	21	84	20	80	-	-	-	-	-
2023/24	23	19	83	14	61	-	-	-	-	-
2024/25	21	15	71	13	62	-	-	-	-	-

**List of First Nations Languages Courses in District:**

Nuučaanuł



**Note:**

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

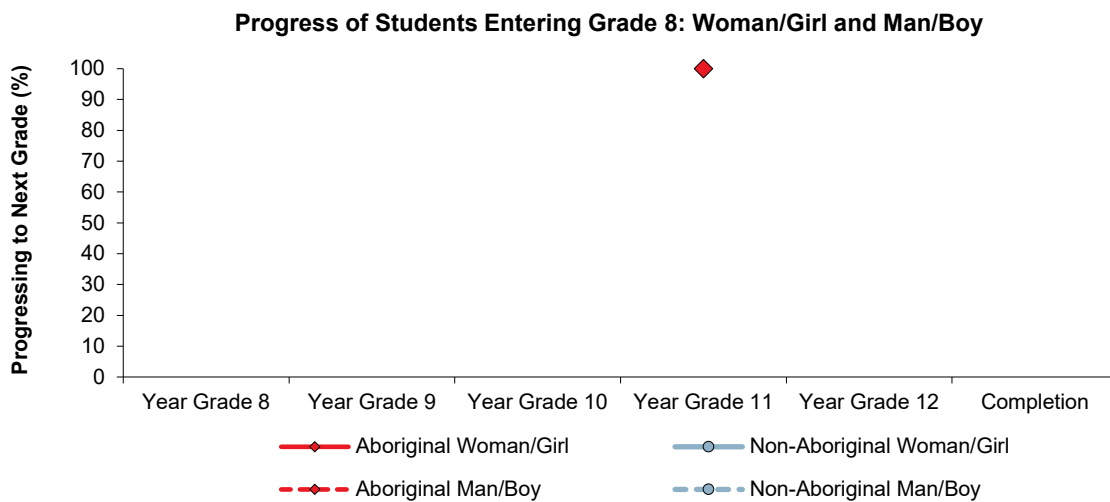
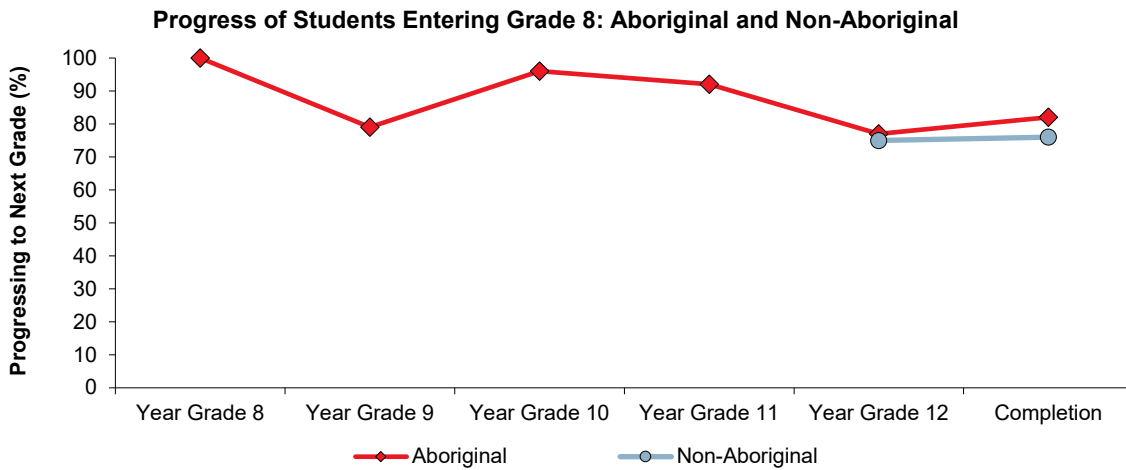
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2019

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2019/20	Grade 8	100	Msk	Msk	Msk	Msk	Msk
	Grade 9	79	Msk	Msk	Msk	Msk	Msk
	Grade 10	96	Msk	Msk	Msk	Msk	Msk
	Grade 11	92	100	Msk	Msk	Msk	Msk
	Grade 12	77	Msk	Msk	75	Msk	Msk
2024/25	Completion	82	Msk	Msk	76	Msk	Msk



## FIVE-YEAR COMPLETION RATE, 2020/21 - 2024/25

BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

### FIVE-YEAR COMPLETION RATE (Dogwood and Adult Dogwood)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	Msk	Msk	Msk	69	Msk	Msk
2021/22	40	Msk	Msk	79	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	77	Msk	Msk	Msk	Msk	Msk
2024/25	56	Msk	Msk	75	Msk	Msk

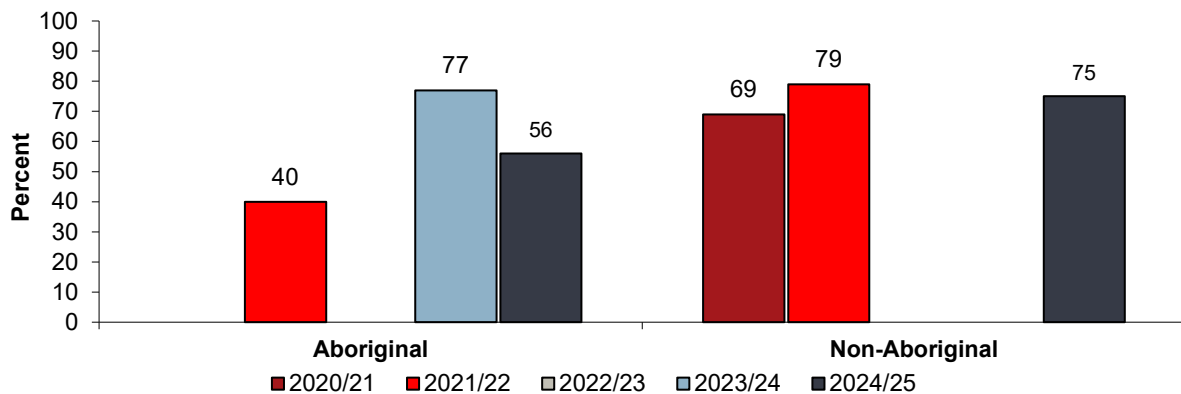
### FIVE-YEAR COMPLETION RATE (Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	Msk	Msk	Msk	57	Msk	Msk
2021/22	Msk	Msk	Msk	72	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	71	Msk	Msk	Msk	Msk	Msk
2024/25	56	Msk	Msk	75	Msk	Msk

### FIVE-YEAR COMPLETION RATE (Adult Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	Msk	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	7	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	6	Msk	Msk	Msk	Msk	Msk
2024/25	0	Msk	Msk	0	Msk	Msk

**Five-year Completion Rate: Aboriginal and Non-Aboriginal**



## SIX-YEAR COMPLETION RATE, 2020/21 - 2024/25

BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

### SIX-YEAR COMPLETION RATE\* (Dogwood and Adult Dogwood)

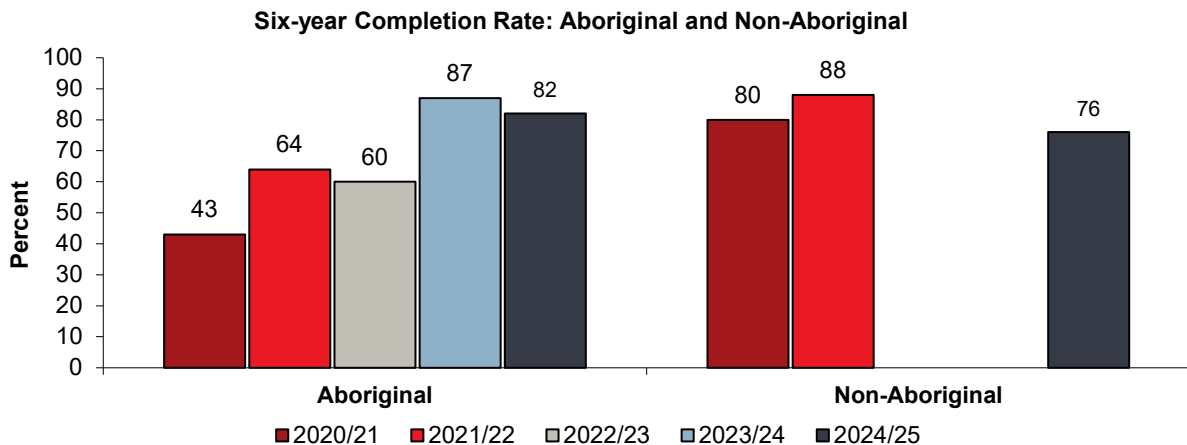
School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	43	Msk	Msk	80	Msk	Msk
2021/22	64	Msk	Msk	88	Msk	Msk
2022/23	60	Msk	Msk	Msk	Msk	Msk
2023/24	87	Msk	Msk	Msk	Msk	Msk
2024/25	82	Msk	Msk	76	Msk	Msk

### SIX-YEAR COMPLETION RATE\* (Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	Msk	Msk	Msk	57	Msk	Msk
2021/22	50	Msk	Msk	81	Msk	Msk
2022/23	56	Msk	Msk	Msk	Msk	Msk
2023/24	81	Msk	Msk	Msk	Msk	Msk
2024/25	77	Msk	Msk	76	Msk	Msk

### SIX-YEAR COMPLETION RATE\* (Adult Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	Msk	Msk	Msk	23	Msk	Msk
2021/22	14	Msk	Msk	7	Msk	Msk
2022/23	4	Msk	Msk	Msk	Msk	Msk
2023/24	6	Msk	Msk	Msk	Msk	Msk
2024/25	5	Msk	Msk	0	Msk	Msk



\* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

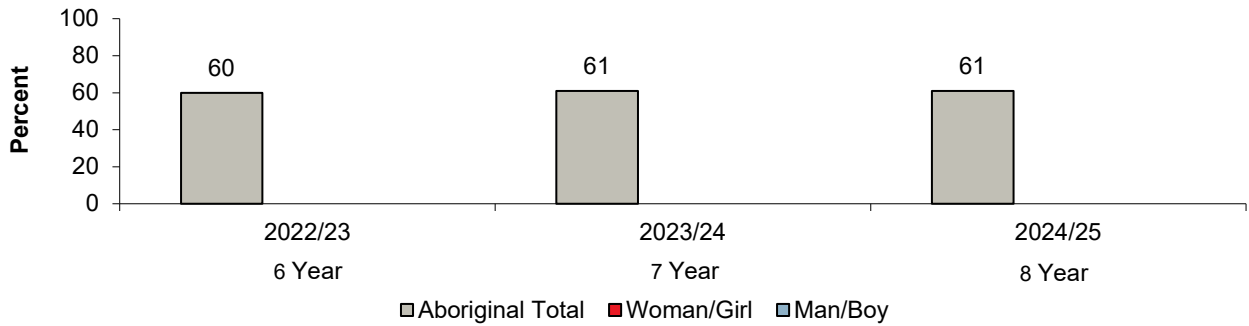
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2018/19 and 2019/20 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

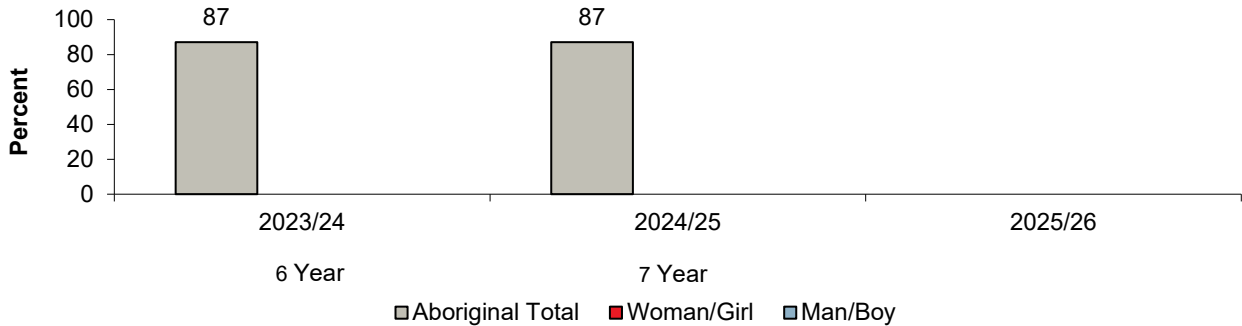
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal			Aboriginal			Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2017/18	60	Msk	Msk	61	Msk	Msk	61	Msk	Msk
2018/19	87	Msk	Msk	87	Msk	Msk	-	-	-
2019/20	82	Msk	Msk	-	-	-	-	-	-

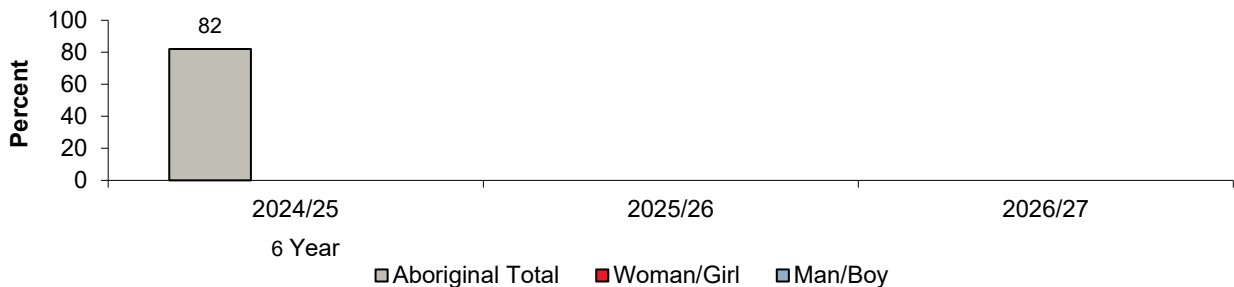
**Six-, Seven- and Eight-year Aboriginal Completion Rates, 2017/18 Cohort**



**Six-, Seven- and Eight-year Aboriginal Completion Rates, 2018/19 Cohort**



**Six-, Seven- and Eight-year Aboriginal Completion Rates, 2019/20 Cohort**



\* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

**BC Residents**

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements.

### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2020/21	33	Msk	Msk	15	0	0
2021/22	17	0	0	Msk	Msk	Msk
2022/23	18	0	0	Msk	Msk	Msk
2023/24	15	0	0	12	0	0
2024/25	13	0	0	10	0	0

### BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2020/21	33	Msk	Msk	15	10	67
2021/22	17	12	71	Msk	Msk	Msk
2022/23	18	16	89	Msk	Msk	Msk
2023/24	15	11	73	12	11	92
2024/25	13	11	85	10	Msk	Msk

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

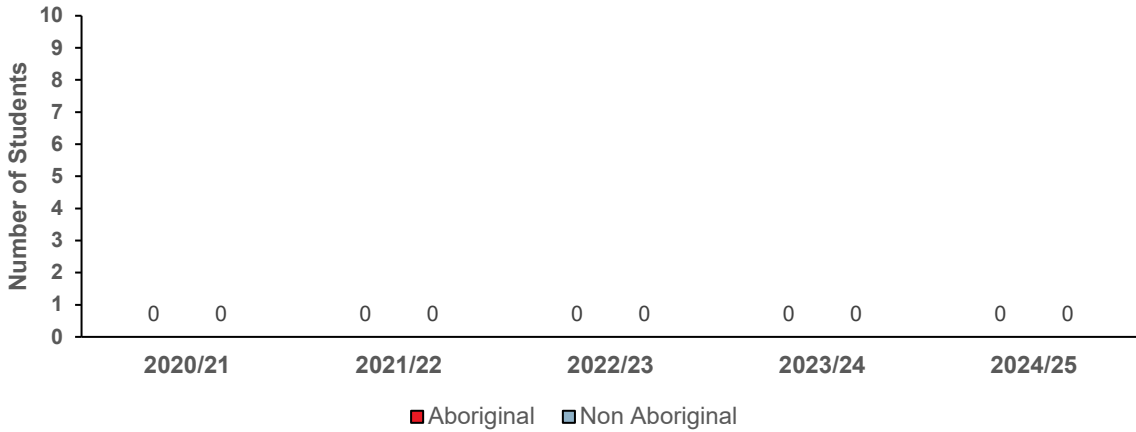
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

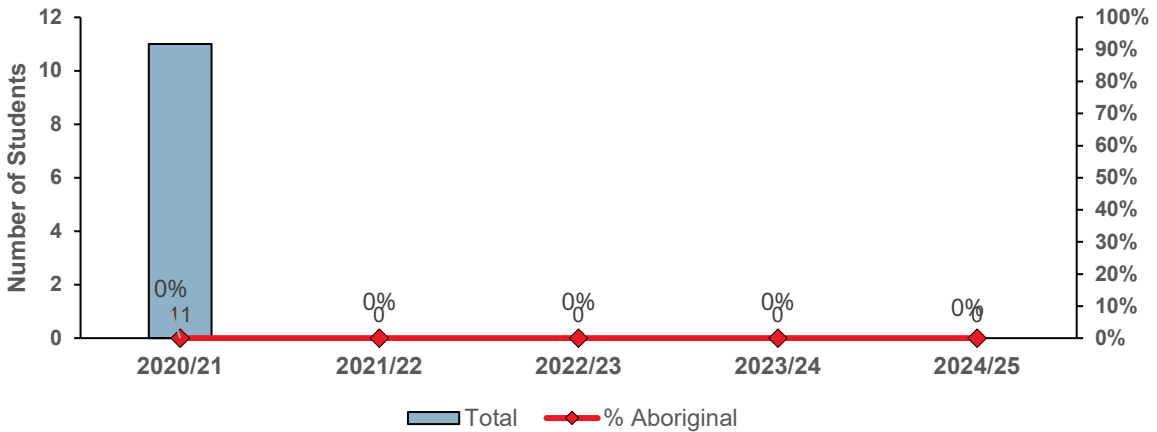
### NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2020/21	11	Msk	Msk	Msk	Msk
2021/22	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		District Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2020/21	Msk	Msk	Msk	Msk	-	-	-	-
2021/22	-	-	-	-	-	-	-	-
2022/23	Msk	-	-	-	Msk	-	-	-
2023/24	-	-	-	-	Msk	-	-	-
2024/25	-	Msk	-	-	Msk	-	-	-

### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2020/21	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2020/21	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

## EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

In this report, Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). The All Legal Groups cohort includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act, those who have a Youth Agreement or are receiving Youth Services; and those that are under Kinship Care.

All students are counted only once regardless of how many arrangements they have in each legal group.

The CYIC dataset was obtained from the Children and Youth in Care: How are we Doing? Report produced by the Ministry of Education and Child Care, the Ministry of Children and Family Development and the Ministry of Post-Secondary Education and Future Skills. Please note that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset.

Website: <https://studentsuccess.gov.bc.ca/cyic>

### ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups #	All Legal Groups # %		All Legal Groups # %	
2019/20	113	94	83	19	17
2020/21	102	85	83	17	17
2021/22	Msk	39	Msk	Msk	Msk
2022/23	Msk	46	Msk	Msk	Msk
2023/24	Msk	48	Msk	Msk	Msk

### ABORIGINAL ALL LEGAL GROUPS (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	Aboriginal Total	Aboriginal	
	September #	All Legal Groups # %	
2019/20	298	94	32
2020/21	262	85	32
2021/22	181	39	22
2022/23	195	46	24
2023/24	187	48	26

### ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE (Dogwood and Adult Dogwood)

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2019/20	Msk	Msk	Msk	-	-	-	-
2020/21	Msk	Msk	-	Msk	Msk	Msk	-
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	-	Msk

### ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE (Dogwood only)

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2019/20	Msk	Msk	Msk	-	-	-	-
2020/21	Msk	Msk	-	Msk	Msk	Msk	-
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	-	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2019/20	10	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	Msk	Msk	Msk	Msk	-	-	-	-	-	-
	2021/22	12	100	Msk	Msk	-	-				
	2022/23	15	100	Msk	Msk						
Non-Aboriginal	2019/20	10	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	10	100	Msk	Msk	Msk	Msk	-	-	-	-
	2021/22	Msk	Msk	Msk	Msk	Msk	Msk				
	2022/23	Msk	Msk	Msk	Msk						

### GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2019/20	10	100	-	-	-	-	-	-	-	-
	2020/21	Msk	Msk	-	-	-	-	-	-	-	-
	2021/22	12	100	-	-	-	-				
	2022/23	15	100	-	-						
Non-Aboriginal	2019/20	10	100	-	-	-	-	-	-	-	-
	2020/21	10	100	-	-	-	-	-	-	-	-
	2021/22	Msk	Msk	-	-	-	-				
	2022/23	Msk	Msk	-	-						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2019/20	10	100	-	-	-	-	-	-	-	-
	2020/21	Msk	Msk	-	-	-	-	-	-	-	-
	2021/22	12	100	-	-	-	-	-	-	-	-
	2022/23	15	100	-	-	-	-	-	-	-	-
Non-Aboriginal	2019/20	10	100	Msk	Msk	-	-	-	-	-	-
	2020/21	10	100	Msk	Msk	-	-	-	-	-	-
	2021/22	Msk	Msk	Msk	Msk	-	-	-	-	-	-
	2022/23	Msk	Msk	-	-	-	-	-	-	-	-

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2019/20	10	100	Msk	Msk	-	-	-	-	-	-
	2020/21	Msk	Msk	Msk	Msk	-	-	-	-	-	-
	2021/22	12	100	Msk	Msk	-	-	-	-	-	-
	2022/23	15	100	Msk	Msk	-	-	-	-	-	-
Non-Aboriginal	2019/20	10	100	-	-	Msk	Msk	-	-	-	-
	2020/21	10	100	-	-	-	-	-	-	-	-
	2021/22	Msk	Msk	-	-	Msk	Msk	-	-	-	-
	2022/23	Msk	Msk	Msk	Msk	-	-	-	-	-	-

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## STUDENT LEARNING SURVEY RESULTS, 2020/21 - 2024/25

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level. Grade 11 survey was added in 2024/25 school year.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

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### CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?

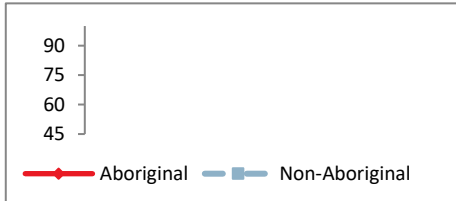


### Aboriginal

### Non-Aboriginal

School Year	Gr 4 Respondents			Gr 4 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
2020/21	12	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	13	Msk	Msk	Msk	Msk	Msk

### Do adults in the school treat all students fairly?



School Year	Gr 4 Respondents			Gr 4 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Gr 4 Respondents			Gr 4 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	13	Msk	Msk	Msk	Msk	Msk

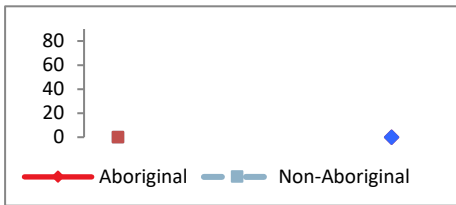
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



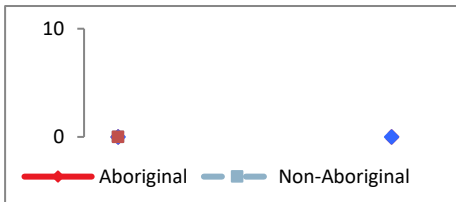
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	10	Msk	Msk	13	11	85
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	13	11	85	Msk	Msk	Msk

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	13	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

**How many adults do you think care about you at your school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

**I am happy at my school.**



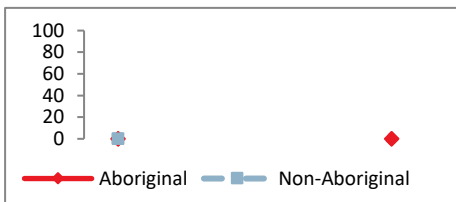
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

**Do you feel welcome at your school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

**Is school a place where you feel like you belong?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	12	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	12	Msk	Msk	Msk	Msk	Msk

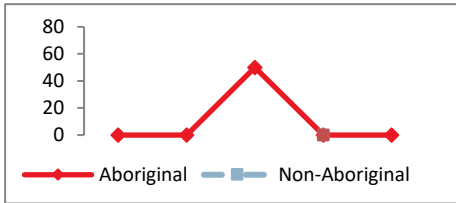
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



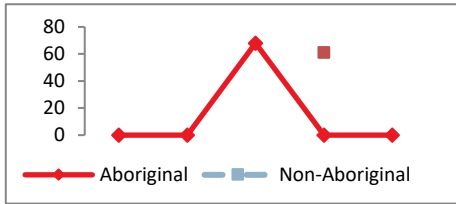
School Year	Aboriginal				Non-Aboriginal			
	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		Msk	Msk	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	16		Msk	Msk	Msk		Msk	Msk

### Do adults in the school treat all students fairly?



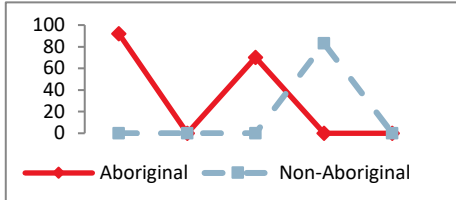
School Year	Aboriginal				Non-Aboriginal			
	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		11	50	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	16		Msk	Msk	Msk		Msk	Msk

### How many teachers help you with your schoolwork when you need it?



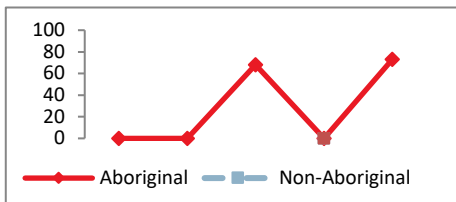
School Year	Aboriginal				Non-Aboriginal			
	Gr 7 Respondents		Two teachers or more		Gr 7 Respondents		Two teachers or more	
	#	%	#	%	#	%	#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		0	Msk
2022/23	22		15	68	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		11	61
2024/25	15		Msk	Msk	Msk		0	Msk

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal				Non-Aboriginal			
	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	12		11	92	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	20		14	70	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		15	83
2024/25	14		Msk	Msk	Msk		Msk	Msk

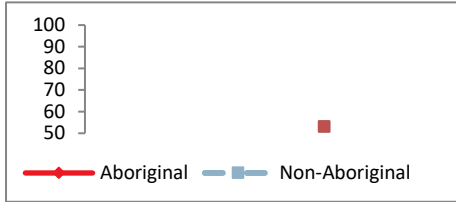
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



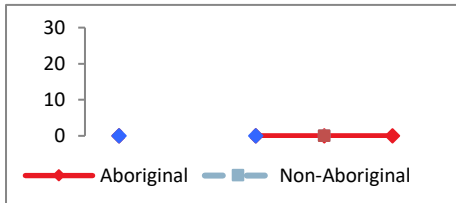
School Year	Aboriginal				Non-Aboriginal			
	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	12		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		15	68	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	15		11	73	Msk		Msk	Msk

## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

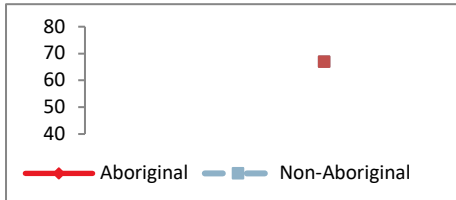
**Do you feel safe at school?**



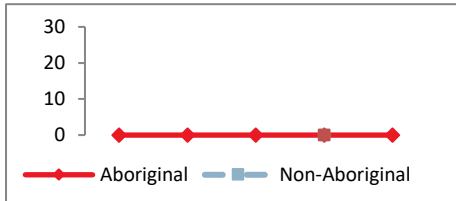
**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



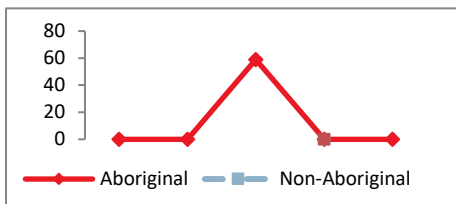
**How many adults at your school care about you?/ How many adults do you think care about you at your school?**



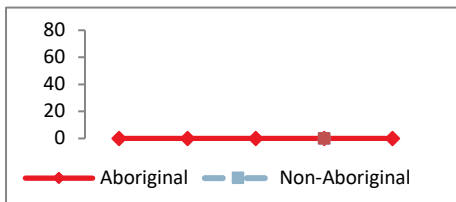
**I would like to go to a different school.**



**Do you feel welcome at your school?**



**Is school a place where you feel like you belong?**



### Aboriginal

### Non-Aboriginal

School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#		#	%	#		#	%
2020/21	11		Msk	Msk	Msk		Msk	Msk
2021/22	Msk		Msk	Msk	Msk		Msk	Msk
2022/23	22		10	45	Msk		Msk	Msk
2023/24	11		Msk	Msk	19		10	53
2024/25	16		Msk	Msk	Msk		Msk	Msk

School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#		#	%	#		#	%
2020/21	11		Msk	Msk	Msk		Msk	Msk
2021/22	Msk		Msk	Msk	Msk		Msk	Msk
2022/23	22		Msk	Msk	Msk		Msk	Msk
2023/24	11		Msk	Msk	19		Msk	Msk
2024/25	16		Msk	Msk	Msk		Msk	Msk

School Year	Gr 7 Respondents		Two adults or more		Gr 7 Respondents		Two adults or more	
	#		#	%	#		#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		Msk	Msk	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		12	67
2024/25	15		Msk	Msk	Msk		Msk	Msk

School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#		#	%	#		#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		Msk	Msk	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	15		Msk	Msk	Msk		Msk	Msk

School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#		#	%	#		#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	22		13	59	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	16		Msk	Msk	Msk		Msk	Msk

School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#		#	%	#		#	%
2020/21	13		Msk	Msk	Msk		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	21		Msk	Msk	Msk		Msk	Msk
2023/24	12		Msk	Msk	18		Msk	Msk
2024/25	15		Msk	Msk	Msk		Msk	Msk

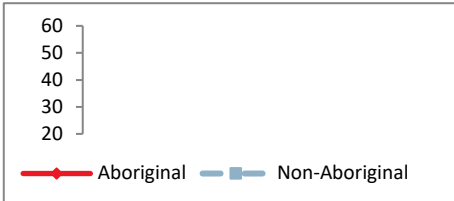
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



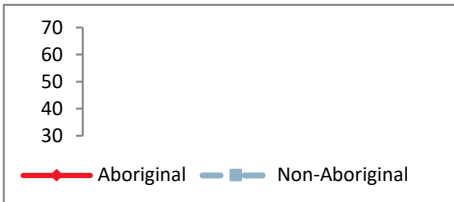
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

### Do adults in the school treat all students fairly?



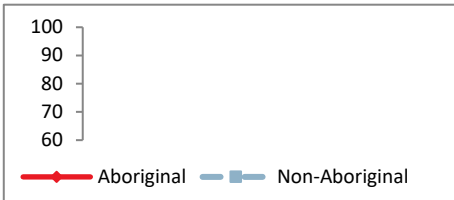
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

### How many teachers help you with your schoolwork when you need it?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two teachers or more		Gr 10 Respondents #	Two teachers or more	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	0	Msk

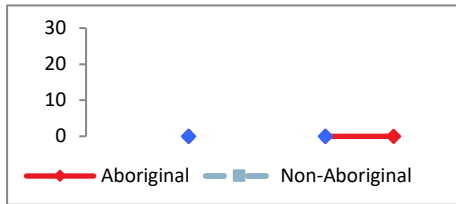
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



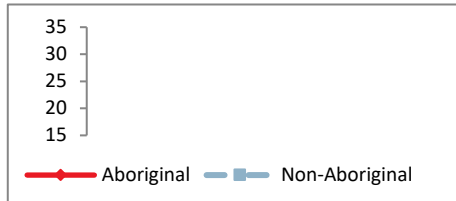
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

**Are you satisfied that school is preparing you for a job in the future?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

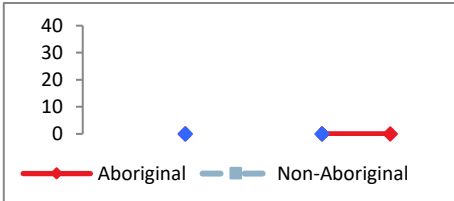
**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	11	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	10	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	0	Msk

## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

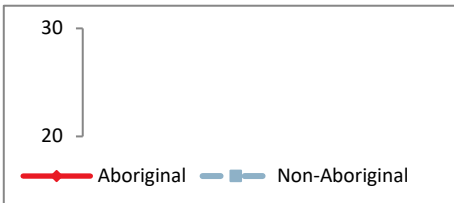
### I would like to go to a different school.



### Do you feel welcome at your school?



### Is school a place where you feel like you belong?



### Aboriginal

### Non-Aboriginal

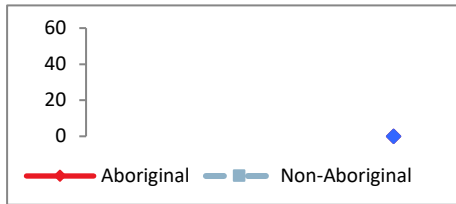
School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	Msk	Msk	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	12	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	0	0	Msk	Msk	Msk
2024/25	10	Msk	Msk	Msk	Msk	Msk

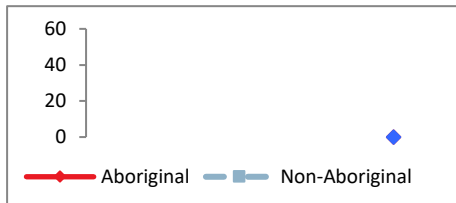
## STUDENT LEARNING SURVEY RESULTS, GRADE 11

**Do you like school?**



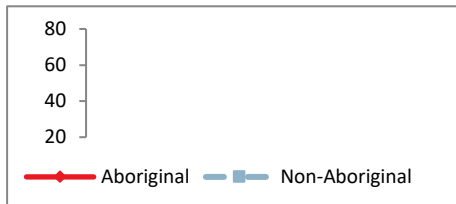
School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	0	Msk

**Do adults in the school treat all students fairly?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	0	Msk

**How many teachers help you with your schoolwork when you need it?**



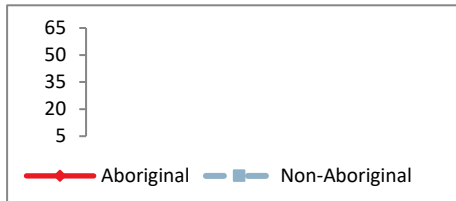
School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents	Two teachers or more		Gr 11 Respondents	Two teachers or more	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

**At school, do you respect people who are different from you (for example, think, act, or look different)?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	0	Msk

**Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents	All of the time or many times		Gr 11 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	11	85	Msk	Msk	Msk

## STUDENT LEARNING SURVEY RESULTS, GRADE 11 continued

**Do you feel safe at school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

**At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?**



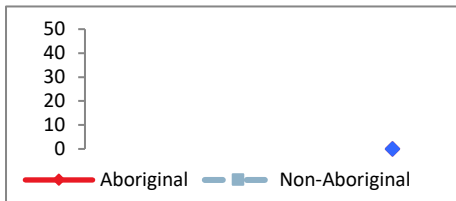
School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	Two adults or more		Gr 11 Respondents #	Two adults or more	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

**Are you satisfied that school is preparing you for a job in the future?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	11	Msk	Msk	Msk	0	Msk

**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	11	Msk	Msk	Msk	0	Msk

## STUDENT LEARNING SURVEY RESULTS, GRADE 11 continued

**I would like to go to a different school.**



**Do you feel welcome at your school?**



**Is school a place where you feel like you belong?**



### Aboriginal

### Non-Aboriginal

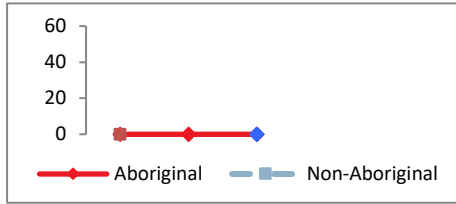
School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	13	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal			Non-Aboriginal		
	Gr 11 Respondents #	All of the time or many times		Gr 11 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	-	-	-	-	-	-
2021/22	-	-	-	-	-	-
2022/23	-	-	-	-	-	-
2023/24	-	-	-	-	-	-
2024/25	12	Msk	Msk	Msk	Msk	Msk

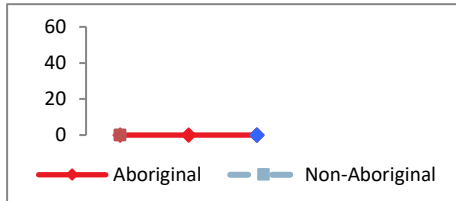
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

### Do adults in the school treat all students fairly?



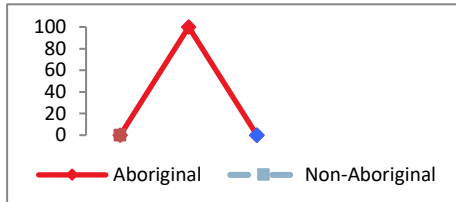
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	0	Msk

### How many teachers help you with your schoolwork when you need it?



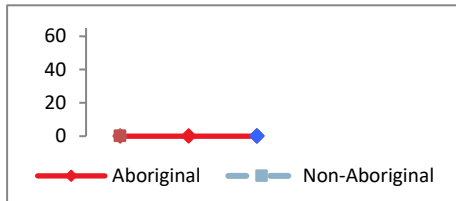
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two teachers or more		Gr 12 Respondents	Two teachers or more	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	10	100	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

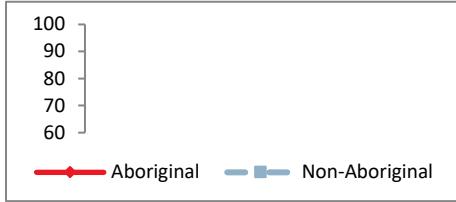
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

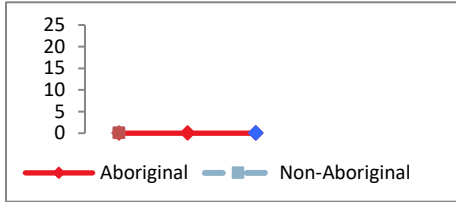
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



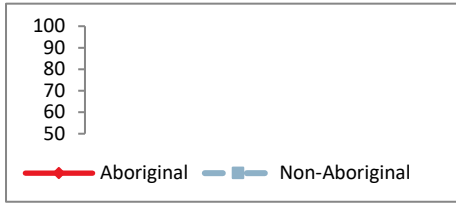
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



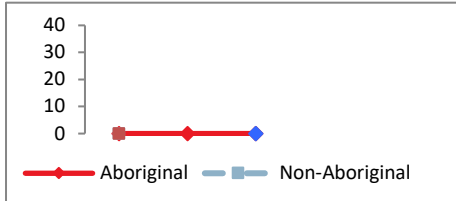
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	0	0	10	0	0
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	10	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)**



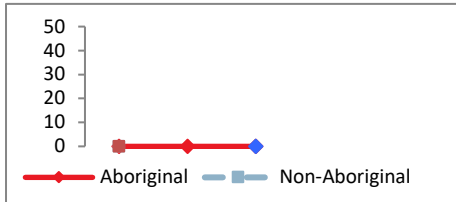
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

**Are you satisfied that school is preparing you for a job in the future?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

**Are you satisfied that school is preparing you for post-secondary education?**



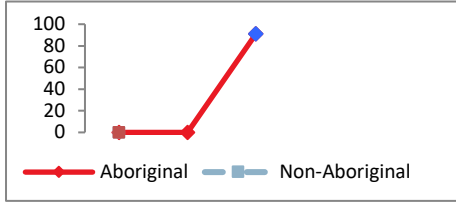
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2020/21	11	Msk	Msk	10	Msk	Msk
2021/22	10	Msk	Msk	Msk	Msk	Msk
2022/23	11	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk
2024/25	Msk	Msk	Msk	Msk	Msk	Msk

## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**I would like to go to a different school.**



**Do you feel welcome at your school?**



**Is school a place where you feel like you belong?**



### Aboriginal

### Non-Aboriginal

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	11		Msk	Msk	10		Msk	Msk
2021/22	Msk		Msk	Msk	Msk		Msk	Msk
2022/23	11		Msk	Msk	Msk		Msk	Msk
2023/24	Msk		Msk	Msk	Msk		Msk	Msk
2024/25	Msk		Msk	Msk	Msk		Msk	Msk

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	11		Msk	Msk	10		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	11		10	91	Msk		Msk	Msk
2023/24	Msk		Msk	Msk	Msk		Msk	Msk
2024/25	Msk		Msk	Msk	Msk		Msk	Msk

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2020/21	11		Msk	Msk	10		Msk	Msk
2021/22	10		Msk	Msk	Msk		Msk	Msk
2022/23	11		Msk	Msk	Msk		Msk	Msk
2023/24	Msk		Msk	Msk	Msk		Msk	Msk
2024/25	Msk		Msk	Msk	Msk		Msk	Msk

## ATTENDANCE - CHRONICALLY ABSENT STUDENT RATE

BC Residents

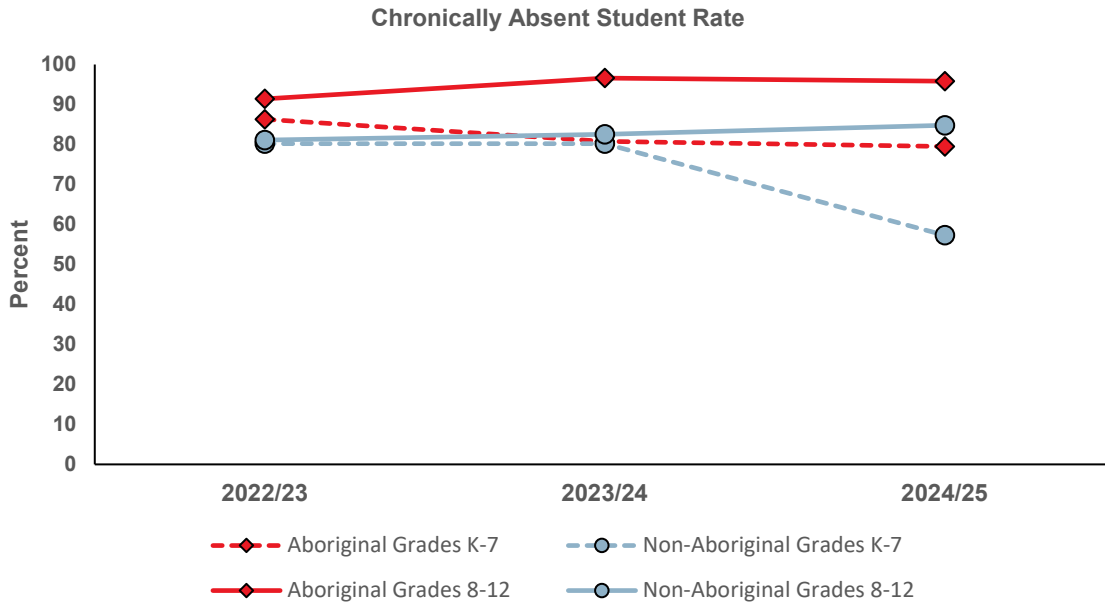
Students are deemed to be chronically absent if they missed 10% or more of Instruction Days in a given school year.

### CHRONICALLY ABSENT STUDENT RATE - Grades K-7

School Year	Aboriginal		Non-Aboriginal	
	September Total Students	Rate	September Total Students	Rate
	#	%	#	%
2022/23	120	86.3	87	80.2
2023/24	107	80.8	86	80.2
2024/25	108	79.5	73	57.3

### CHRONICALLY ABSENT STUDENT RATE - Grades 8-12

School Year	Aboriginal		Non-Aboriginal	
	September Total Students	Rate	September Total Students	Rate
	#	%	#	%
2022/23	68	91.4	35	81.1
2023/24	78	96.6	39	82.5
2024/25	86	95.8	43	84.8



## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
<b>Alternate Programs</b>	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Programs must be offered in separate facilities.
<b>Attendance - Chronically Absent Student Rate</b>	Students are deemed to be chronically absent if they missed 10% or more of Instruction Days in a given school year.
<b>Children and Youth in care</b>	Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). The All Legal Groups cohort includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act, those who have a Youth Agreement or are receiving Youth Services; and those that are under Kinship Care.
<b>Course Mark</b>	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
<b>Eligible Grade 12 Graduation Rate</b>	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).
<b>Enrolment</b>	A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals, rather than enrolments.
<b>Hyphen</b>	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years “in the future”), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
<b>Msk</b>	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry reports or otherwise publicly releases aggregated data. For more information please refer to:  <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a>

<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live off a reserve and attend a BC public school.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live on a reserve and attend a BC public school.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Participation Rate (Graduation Assessment)</b>	Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count). Numerator: Count of students from the denominator who took the assessment in a specific school year.
<b>Performance (Foundation Skills Assessment)</b>	In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Performance (Graduation Assessment)</b>	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul> Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.
<b>Resident (student)</b>	Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. The ministry provides operating grant funding for: <ul style="list-style-type: none"> <li>• Children who, along with their guardian(s), are ordinarily resident in British Columbia</li> <li>• Children who are deemed ordinarily resident in BC under the School Regulation</li> <li>• Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy</li> </ul>
<b>School District</b>	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

<b>Six-year Completion Rate</b>	<p>The proportion of students who graduate, with a BC Certificate of Graduation ("Dogwood") or BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p>
<b>Students Identified in an Inclusive Education Category (Selected)</b>	<p>Selected Categories include the following:</p> <ul style="list-style-type: none"> <li>• Sensory Categories (E and F)</li> <li>• Learning Category (Q)</li> <li>• Behaviour/Mental Health Categories (H and R)</li> </ul>
<b>Students Identified in an Inclusive Education Category (All)</b>	<p>Category A – Physically Dependent  Category B – Deafblind  Category C – Moderate to Profound Intellectual Disability  Category D – Physical Disability / Chronic Health Impairment  Category E – Visual Impairment  Category F – Deaf or Hard of Hearing  Category G – Autism Spectrum Disorder  Category H – Intensive Behaviour Interventions / Serious Mental Illness  Category K – Mild Intellectual Disability  Category P – Gifted  Category Q – Learning Disability (formerly Category J)  Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
<b>Student</b>	<p>A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.</p>
<b>Student Cohort</b>	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>

# Superintendent's Report

May 11, 2026

As May arrives and the end of the school year is rapidly approaching, we have an opportunity to reflect on some of the progress made towards the district's strategic goals. This report provides an update on key initiatives supporting Indigenous education across the district, with a focus on student voice, cultural learning, and graduation. It highlights the collective efforts of staff, students, families, and community partners in advancing student learning, strengthening connections, and supporting well-being.

## District Cultural Gathering – May 13, 2026

*Strategic Plan Focus: Indigenous Ways of Knowing*

Final preparations are underway for the upcoming district-wide Indigenous Cultural Gathering on May 13 at Gold River Secondary School. This event will bring together students, staff, families, and community members from across the district, as well as neighbouring communities, in a celebration of Nuu-chah-nulth culture and language that showcases the rich learning of our students. The cultural gathering represents the culmination of months and years of cultural learning, and we are grateful for the support of local First Nations communities, elders, and knowledge keepers who make this learning possible.

The gathering reflects the district's ongoing commitment to Indigenous Ways of Knowing and strengthening relationships with local First Nations communities. Students will have opportunities to share their learning through song, dance, and cultural practices, demonstrating both skill development and deepened cultural understanding. Events such as this are an important part of fostering student identity, belonging, and pride, while building meaningful connections between schools and community partners.

## Student Pathways Interviews

*Strategic Plan Focus: Indigenous Ways of Knowing, Relationships*

Student Pathways Interviews continue to be a key strategy for gathering student voice and informing school and district planning. Each year, all students in Grades 6–12 participate in one-on-one interviews focused on their school experiences, sense of belonging, and perspectives on how schools can better support their learning and well-being.

Each student in grades 6-12 has a one-on-one conversation with a trusted school staff member. Interview questions ask students about their experiences in the Indigenous Education Enhancement Agreement areas of Safe and Caring Schools, Community Approach, Language and Culture, and Character Education. A significant amount of time and energy is devoted to collecting nearly 150 interviews across the district, but this investment of time provides valuable, qualitative data that:

- Elevates student voice
- Identifies strengths and areas for growth for individual students, schools, and the school district
- Supports more individually responsive planning and culturally relevant practices

## Graduation and Celebrations of Learning

### *Strategic Plan Focus: Learning*

Preparations are underway for grade 12 graduation celebrations across the district:

- CMESS – June 5, 2026
- KESS – June 12, 2026
- GRSS – June 20, 2026

In addition, the Nuu-chah-nulth Tribal Council (NTC) will host a regional graduation celebration in Port Alberni on June 12–13.

Graduation is an important milestone for our students, and the district continues to focus on improving completion rates and ensuring that students feel supported, connected, and successful as they complete their K-12 education journeys and transition into post-secondary institutions and workplaces.

## Recognition of Service

We also wish to recognize the announcement of the retirement of Assistant Superintendent Deane Johnson, whose distinguished career has spanned a wide range of roles across the district. Deane's leadership as Indigenous Lead, as well as his oversight of facilities, transportation, maintenance, and technology, reflects his deep commitment to supporting our schools and communities. His service as principal in multiple schools and programs further demonstrates his dedication to students. Deane will continue to provide periodic support as we transition in the coming months. Deane's wisdom, humor, and kindness have made a lasting impression and will remain an important part of his legacy in our district.



# Secretary Treasurer's Report

May 2026

## Finance

Spending to date is currently under budget, which is typical at this time of year. Wages and benefits are slightly under budget overall, with services and supplies costs lagging more due to delays in invoicing. Substitutes costs continue to be high. This overspend is offset by underspend in teacher wages caused by vacancies. The budget for utilities was increased this year, and costs are being closely monitored. So far, they are trending on budget.

## Facilities

Work on approved 2026-27 minor capital projects is underway. Conversations with the Ministry of Infrastructure regarding the KESS heat pump project are ongoing. An unused portion of CMES has been demolished, freeing up some parking space for the Village, and the gym changerooms and storage space are being renovated. Staff continue to work on next year's capital plan submissions. AFG projects will be submitted in May 2026, major capital submissions in June 2026, and minor capital in September 2026.

The housing committee met in April. Overall, the meeting was positive and productive. 2024-25 financial information and an updated rent schedule were reviewed. The long-range plan was reviewed, with no current plans for significant changes. There is potential to replace the older 3-bedroom unit in Zeballos in the future once the housing fund is built up. There is significant demand for housing in Zeballos currently, so the option of financing a new unit with the sale of the existing unit is not currently supported. Teachers shared some concerns regarding housing in Kyuquot and thanked staff for their advocacy supporting the availability of quality affordable housing.

## Technology

The tech department continues to make progress on its cybersecurity resilience plan. Preliminary results from the CIS controls assessment show that the district has a solid technical security foundation, comparing favourably to many BC school districts, and also highlights areas for improvement. Staff will be meeting with VIWTU and CUPE in the coming weeks to review cybersecurity-related items and work together to build a plan for implementation that is informed and supported by our partners.

School District No. 84 (Vancouver Island West)  
 Budget Report  
 as of April 30, 2026



**Operating Fund**

Description	Expenditures	Amended Annual Budget	Balance Remaining	% Budget Remaining	% Year Remaining
110 Teachers	1,686,888	2,238,607	551,719	25%	20%
105 Principals and Vice Principals	1,323,633	1,563,037	239,403	15%	17%
123 Educational Assistants	365,609	491,659	126,051	26%	20%
120 Support Staff	673,892	880,745	206,853	23%	18%
130 Other Professionals	874,889	1,047,679	172,790	16%	17%
140 Substitutes	296,379	260,331	36,048	-14%	20%
200 Employee Benefits	1,157,232	1,415,043	257,811	18%	18%
310 Services	740,862	1,245,885	505,023	41%	18%
330 Student Transportation	1,867	10,500	8,633	82%	20%
340 Professional Development & Travel	381,833	657,431	275,598	42%	20%
370 Dues and Fees	34,034	46,200	12,166	26%	20%
390 Insurance	58,794	58,898	104	0%	20%
510 Supplies	395,289	631,724	236,435	37%	20%
540 Utilities	321,191	393,500	72,309	18%	17%
<b>Total</b>	<b>8,312,392</b>	<b>10,941,238</b>	<b>2,628,847</b>	<b>24%</b>	<b>19%</b>

**Special Purpose Funds**

Description	Prior Balance	Current Year Funding	Total Funds Available	Expenditures	Balance Remaining
CEF Staffing	-	739,625	739,625	588,066	151,559
CEF Overhead	-	241,902	241,902	186,295	55,607
CEF Remedy	-	41,140	41,140	16,856	24,284
Feeding Futures	32,832	418,903	451,735	257,265	194,470
Literacy Pro-D Grant	247,553	-	247,553	38,309	209,244
Early Care and Learning	28,959	203,958	232,917	107,454	125,462
Community Link	16,818	164,899	181,717	75,687	106,030
Mental Health	-	57,000	57,000	7,633	49,367
Ready Set Learn	36,740	44,090	80,830	5,211	75,619
LIF	-	35,358	35,358	30,271	5,087
Strong Start	732	34,732	35,464	24,163	11,301
BCTEA	-	12,475	12,475	2,520	9,955
OLEP	-	6,922	6,922	336	6,586
<b>Total</b>	<b>363,634</b>	<b>2,001,004</b>	<b>2,364,637</b>	<b>1,340,067</b>	<b>1,024,570</b>

**Ongoing Capital Projects**

Project	Budget	Current Year Costs	Total Costs to Date	Budget Remaining	Status
Prior year projects	1,520,000	36,078	1,482,335	37,665	completed
2025-26 AFG Projects	796,977	457,838	457,838	339,139	ongoing
2024-25 KESS Expansion	795,000	90,738	795,000	-	completed
2025-26 KESS Building Code Upgrades	275,000	256,915	275,000	-	completed
2025-26 KESS Electrical Upgrades	332,000	216,059	301,377	30,623	completed
2025-26 PA System Upgrades	510,000	221,080	510,000	-	completed
2025-26 Food Infrastructure Program	100,000	23,095	64,137	35,863	work in progress
2026-27 CMESS Gym Washrooms	250,000	77,644	77,644	172,356	work in progress
2026-27 IT Infrastructure	145,000	25,680	25,680	119,320	work in progress
<b>Total</b>	<b>4,723,977</b>	<b>1,405,127</b>	<b>3,989,010</b>	<b>734,967</b>	

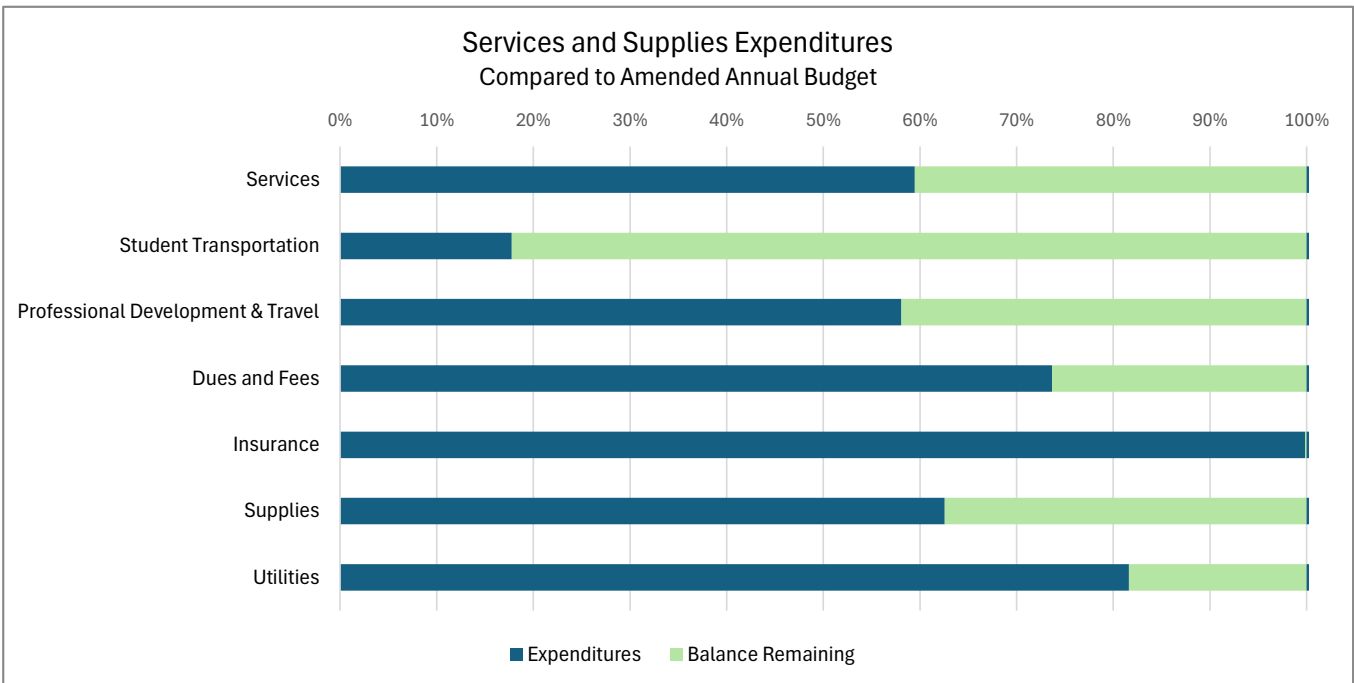
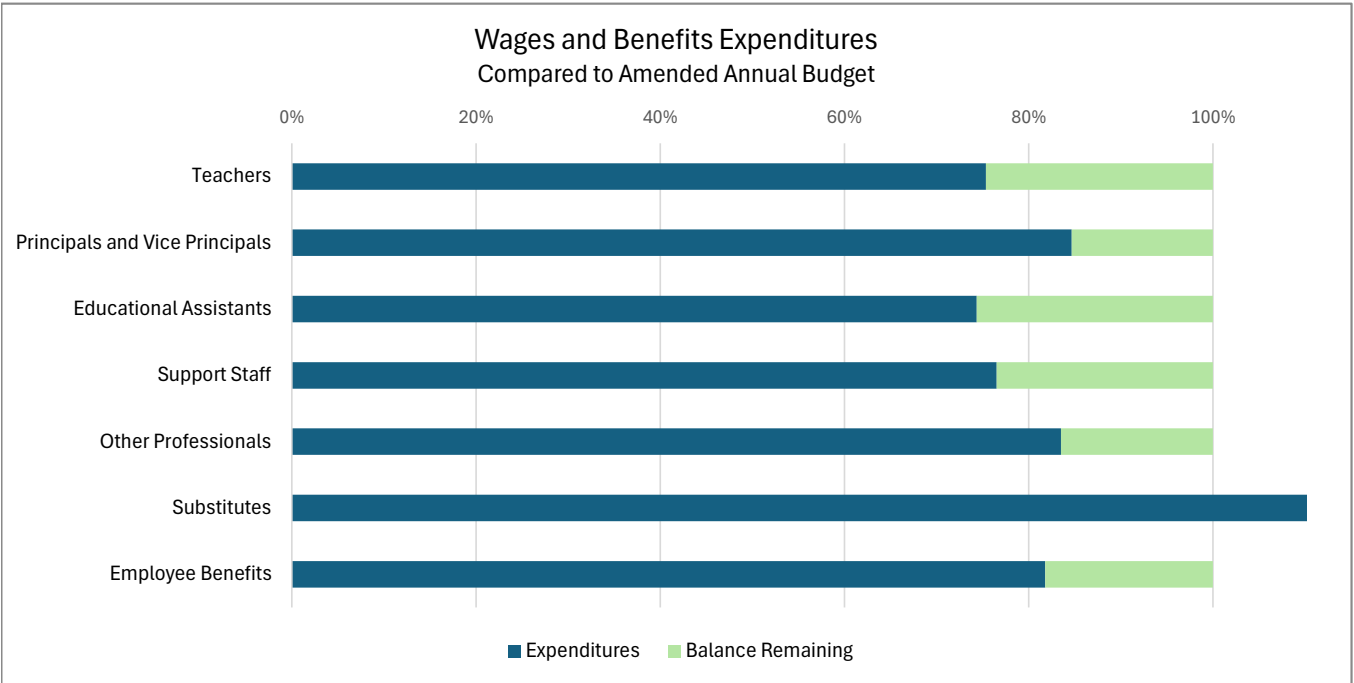
School District No. 84 (Vancouver Island West)

Budget Report - Operating Fund

as of April 30, 2026

80% of school year has passed

83% of fiscal year has passed



## District Enrollment - Active Primary Including Fee Paying

School	School Name	EL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8425078	Ray Watkins Strongstart	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
8484000	Continuing Ed SD 84	0	0	0	0	0	0	0	0	0	0	0	0	0	23	23
8484011	Ray Watkins Elem	0	15	15	14	21	13	14	8	12	0	0	0	0	0	112
8484012	Gold River Secondary	0	0	0	0	0	0	0	0	0	16	23	21	20	14	94
8484022	Captain Meares Elementary	0	1	1	1	1	2	2	6	2	4	5	3	1	2	31
8484031	Zeballos Elem-Sec	0	1	1	5	5	4	4	3	4	3	3	2	0	0	35
8484041	Kyuquot Elem-Sec	0	0	2	1	6	4	4	2	1	6	3	6	2	4	41
Totals		15	17	19	21	33	23	24	19	19	29	34	32	23	43	351