



# Enhancing Student Learning Report

September 2025

*Received and Approved by the Board of Education  
on September 23, 2025*

**Sooke School District**

SD#62

# **Enhancing Student Learning Report**

September 2025

## **Part 1: Review Data and Evidence**

In Review of Year 4 of Strategic Plan 2021-2025

Received & Approved by Board on September 23, 2025

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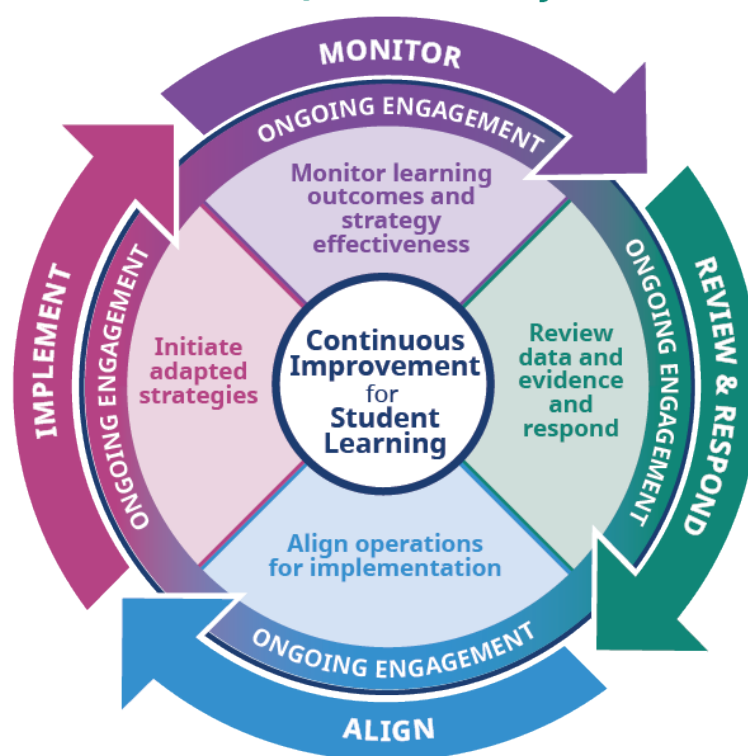
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# Enhancing Student Learning Report:

## Ministry Note

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

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



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

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

## Review and Respond Cycle:



### For the purpose of this document, please note:

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

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

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

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

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

### A note on provincial data provided in this template:

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

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

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

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

# Intellectual Development

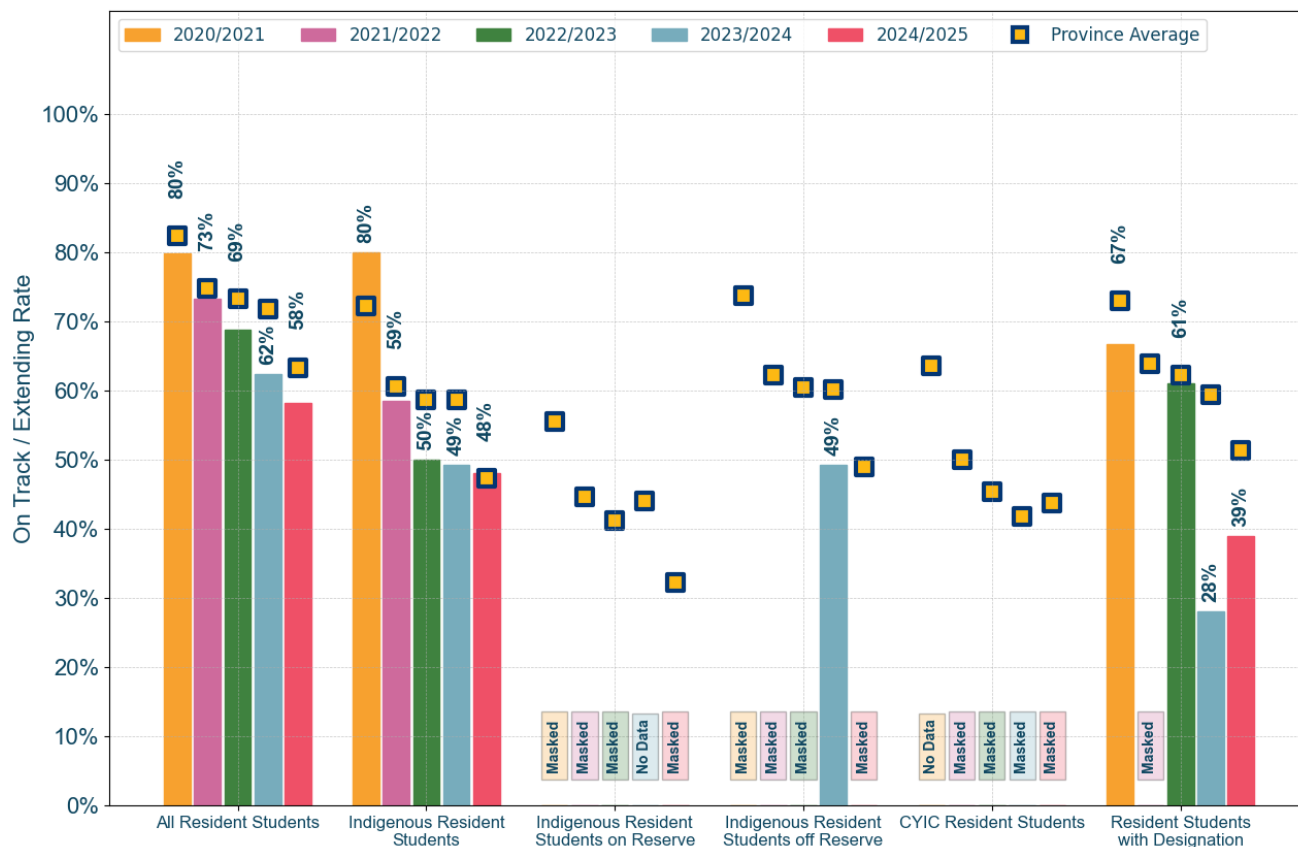
## Educational Outcome 1: Literacy

### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

#### SD062 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	829   30%	930   40%	967   58%	963   67%	1044   79%
Indigenous Resident Students	98   26%	109   38%	116   53%	105   64%	102   75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	10   0%	Masked	Masked	Masked	Masked
Resident Students with Designation	100   15%	102   17%	117   35%	128   39%	145   50%

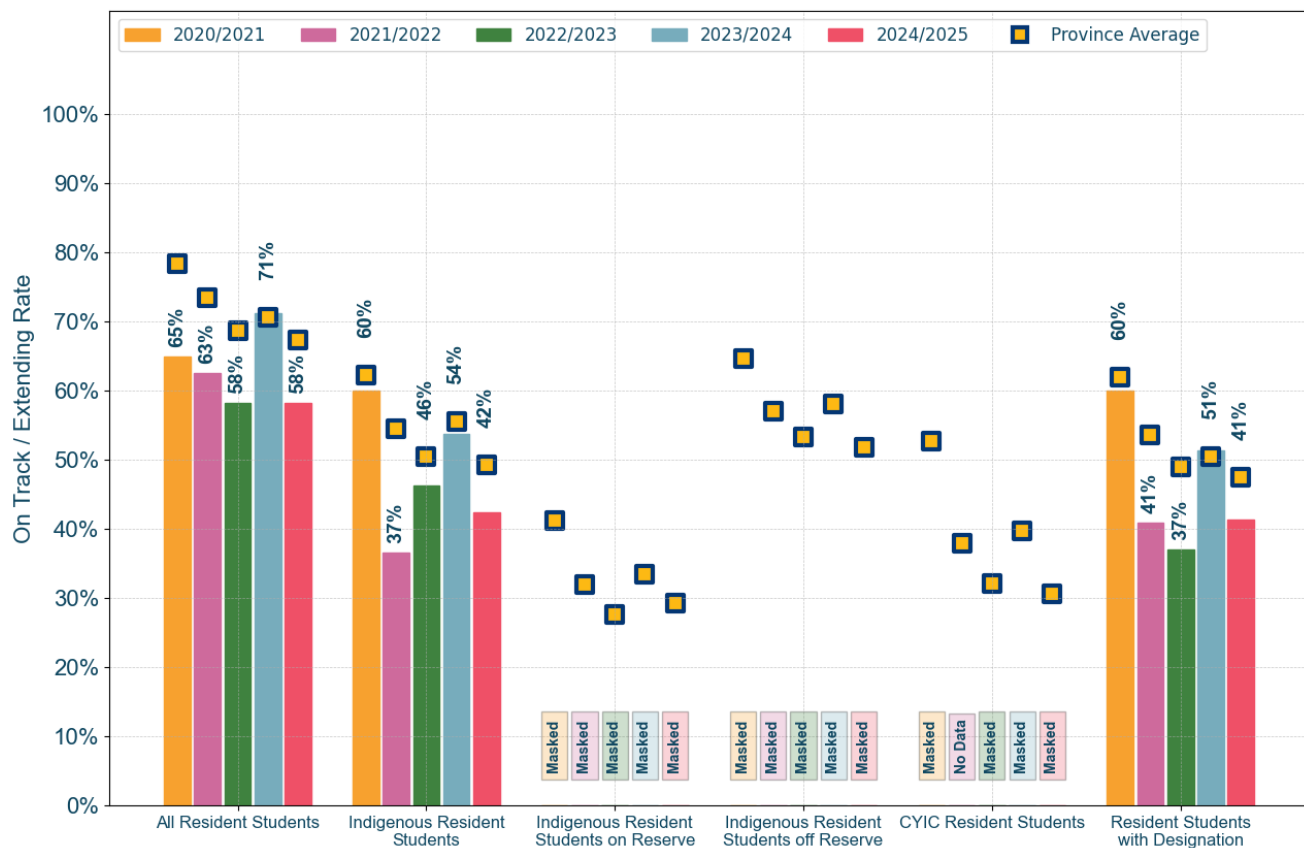
#### SD062 - Grade 4 FSA Literacy - On Track / Extending Rate



## SD062 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	878   24%	873   30%	965   49%	895   69%	1009   79%
Indigenous Resident Students	143   21%	106   39%	141   38%	98   55%	108   72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	164   18%	174   25%	169   32%	167   46%	233   64%

## SD062 - Grade 7 FSA Literacy - On Track / Extending Rate



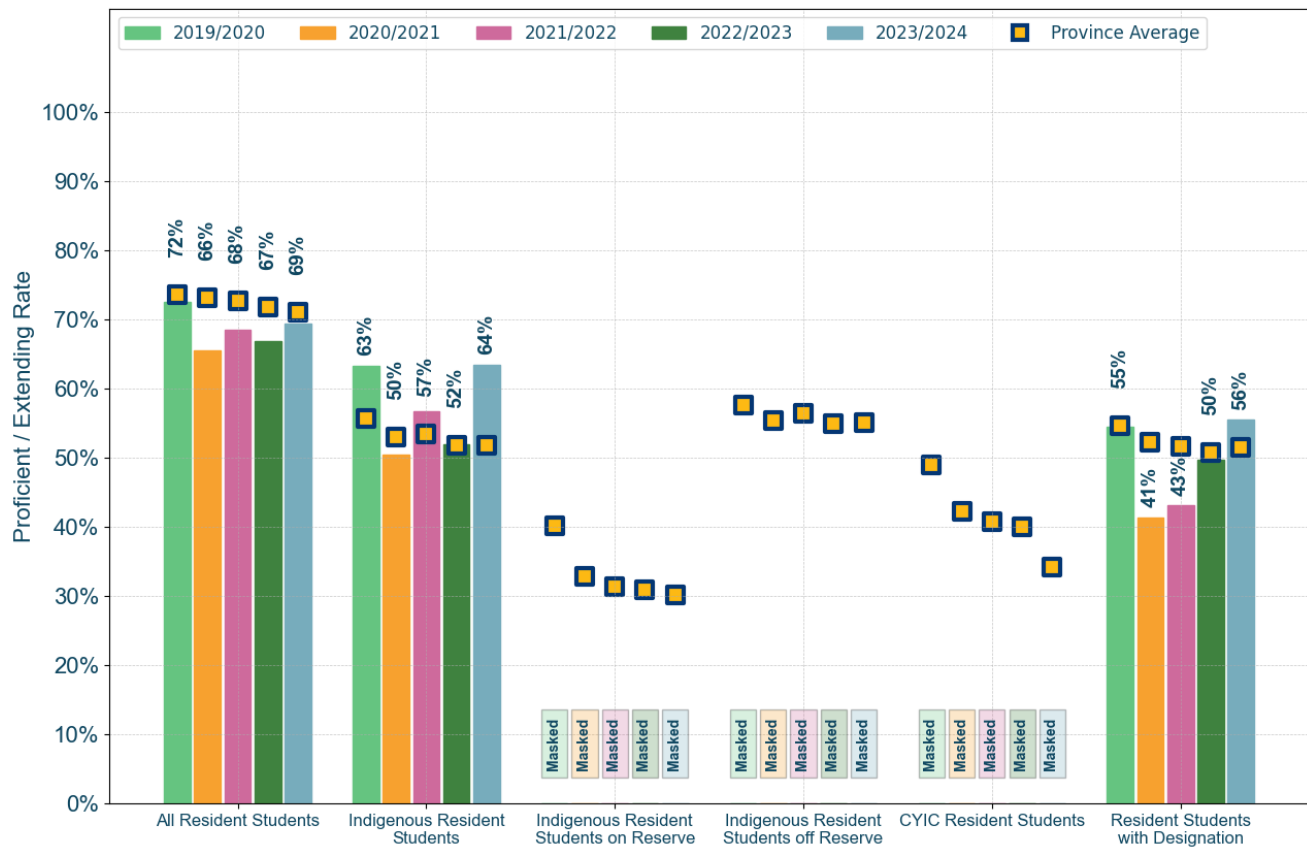


## Measure 1.2: Grade 10 Literacy Expectations

### SD062 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	781   35%	860   62%	878   81%	962   85%	995   88%
Indigenous Resident Students	118   24%	129   47%	128   59%	138   69%	143   82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	166   19%	161   50%	178   64%	196   71%	219   74%

### SD062 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



## Analysis:

### Outcome 1 - Literacy



#### *Grade 4, 7, and 10 Literacy Expectations*

#### **Key Context**

Over the last five years, participation rates in provincial assessments among all resident students—including Indigenous and students with disabilities or diverse abilities—have risen by roughly 50%, which, along with small cohort volatility for these priority populations, impacts data interpretation. Discrepancies between local and Ministry data also persist. These factors, plus increased student diversity, contribute to greater variability and challenge the comparability of results. These complexities are especially evident for Children and Youth in Care (CYIC) and Indigenous students as masked data further hinders clear interpretation of achievement trends.

#### **Notable Trends**

- FSA results for literacy in grades 4 and 7 have declined over the past five years, with grade 4 dropping from 80% to 58%, and grade 7 from 65% to 58%.
- Achievement scores for Indigenous students mirror the overall downward trend at grade 4 and 7 with averages of 48% and 42% in the 2024-25 school year.
- Over the past five years, students with disabilities or diverse abilities have experienced declines in FSA outcomes in grades 4 and 7, with decreases of 28% and 19%, respectively.
- There has been a gradual recovery in grade 10 literacy outcomes since a noticeable drop to 66% in 2020-21. The improvement has not always been linear, but the current data suggests a trend of modest gains post-pandemic for all resident students, including priority populations.

#### **Provincial and Cohort Comparisons**

- Grade 10 literacy rates have shown an improvement and relative stability in comparison to earlier grades. This is particularly evident for priority populations, with 2023-24 proficiency reaching above provincial averages at 64% for Indigenous students and 56% for students with designations.
- Over the past five years, most district FSA literacy scores for grades 4 and 7 were below provincial averages. This gap between district and provincial scores differ by year and by cohort.
- In the 2023–24 academic year, district results for grade 7 all resident students, Indigenous students and students with designations were comparable to provincial averages. In 2024-25, only grade 4 Indigenous students had results aligned to the provincial average.
- Students with disabilities or diverse abilities experienced the most significant declines, consistently having lower proficiency scores than other cohorts in each of the past five years.
- Data for children and youth in care remains masked; however, internal district data indicates that many children and youth in care also identify as Indigenous and/or have a Ministry designation, indicating compounded challenges that affect literacy outcomes.

## Interpretation:

### Outcome 1 - Literacy



#### *Grade 4, 7, and 10 Literacy Expectations*

##### **Relevant Local Data**

- There is a substantial discrepancy between provincial and local literacy assessments for grades 4 and 7. Learning updates indicate that over 90% of all resident students are on track or extending in both grades. In contrast, provincial data shows a decline during the past three years, especially for grade 4.
- This disparity is particularly evident among students with disabilities and diverse abilities, who have significantly higher proficiency levels in local assessments compared to the FSA. For instance, in 2024-25, while 78% of grade 4 students with designations are on-track or extending in local assessments, only 39% achieved this proficiency on the FSA.
- Local outcomes remain generally stable or slightly improving over the past three years, while the provincial assessment data shows inconsistent year-over-year changes.

##### **Strengths and Areas for Growth**

- Local data maintained relatively strong and steady literacy proficiency, despite declines in comparative provincial FSA results.
- Indigenous students and students with disabilities or diverse abilities have a significantly higher proficiency rate locally than provincially. This inconsistency emphasizes the confirmed need for targeted interventions for priority cohorts.
- Local data suggests cautious optimism. While the district has demonstrated resilience and positive momentum, especially among priority learners, persistent gaps with provincial FSA averages highlight the need for continued interventions to support all students—particularly those in priority learning cohorts.
- Data discrepancies, especially between classroom and provincial assessments, present challenges to interpretation and future planning. The declining FSA results for grades 4 and 7 continue to be a concern, reaffirming the need to focus on literacy in our district strategic planning.

##### **Equity for All Priority Populations**

- Despite some evidence of recent improvement, both provincial and district averages highlight a significant decline in FSA results for grade 4 and 7 students with disabilities or diverse abilities. Continued intensive literacy focused interventions must be prioritized for this learning cohort.
- Indigenous students continue to have a lack of parity with peers despite some stabilization and increases—particularly in grade 10 where results move well beyond the provincial average.
- Although Children and Youth in Care rates are masked for privacy, available local data indicates active case management and targeted support, especially for students who also identify as Indigenous or as a student with a disability or diverse ability.

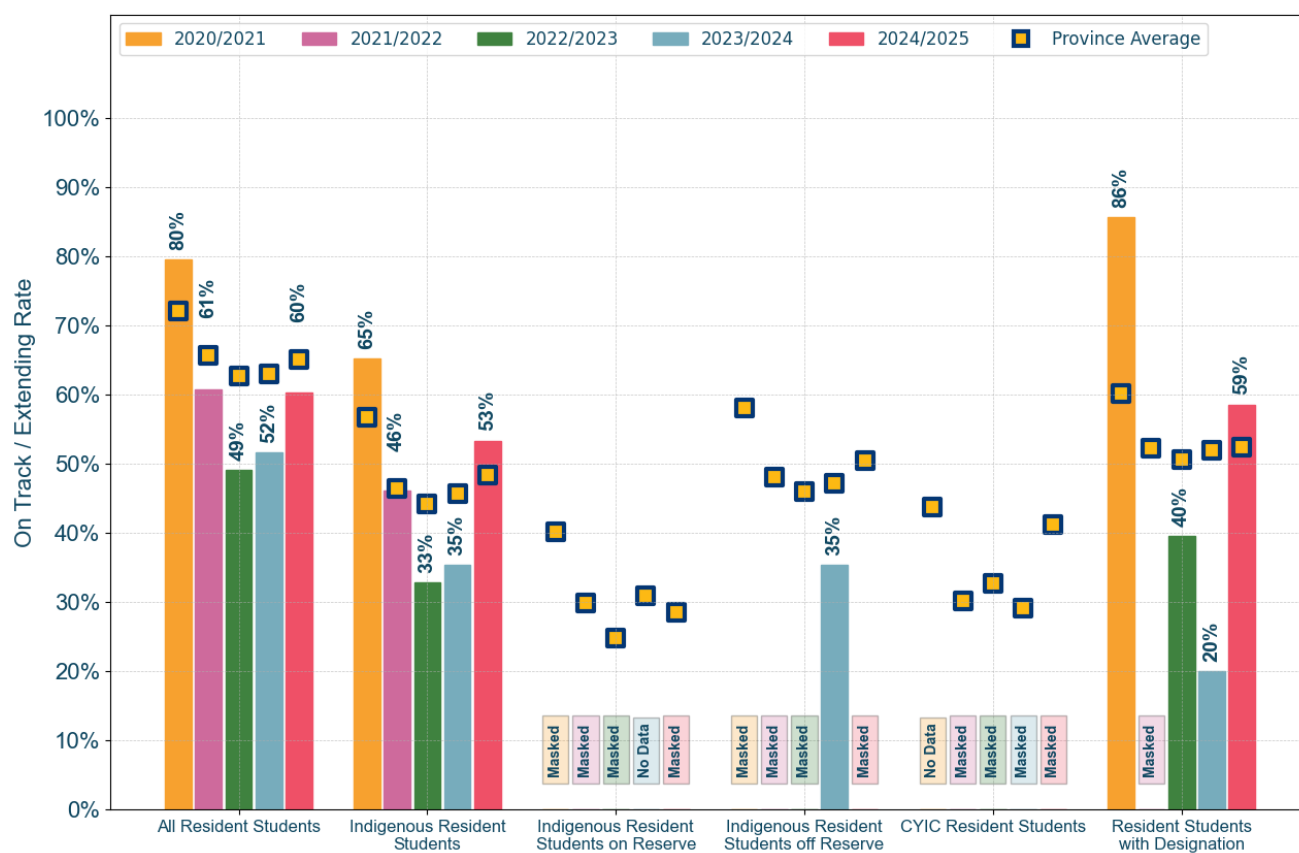
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### SD062 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	829   29%	930   40%	967   57%	963   68%	1044   78%
Indigenous Resident Students	98   23%	109   36%	116   55%	105   65%	102   74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	10   0%	Masked	Masked	Masked	Masked
Resident Students with Designation	100   14%	102   16%	117   37%	128   43%	145   48%

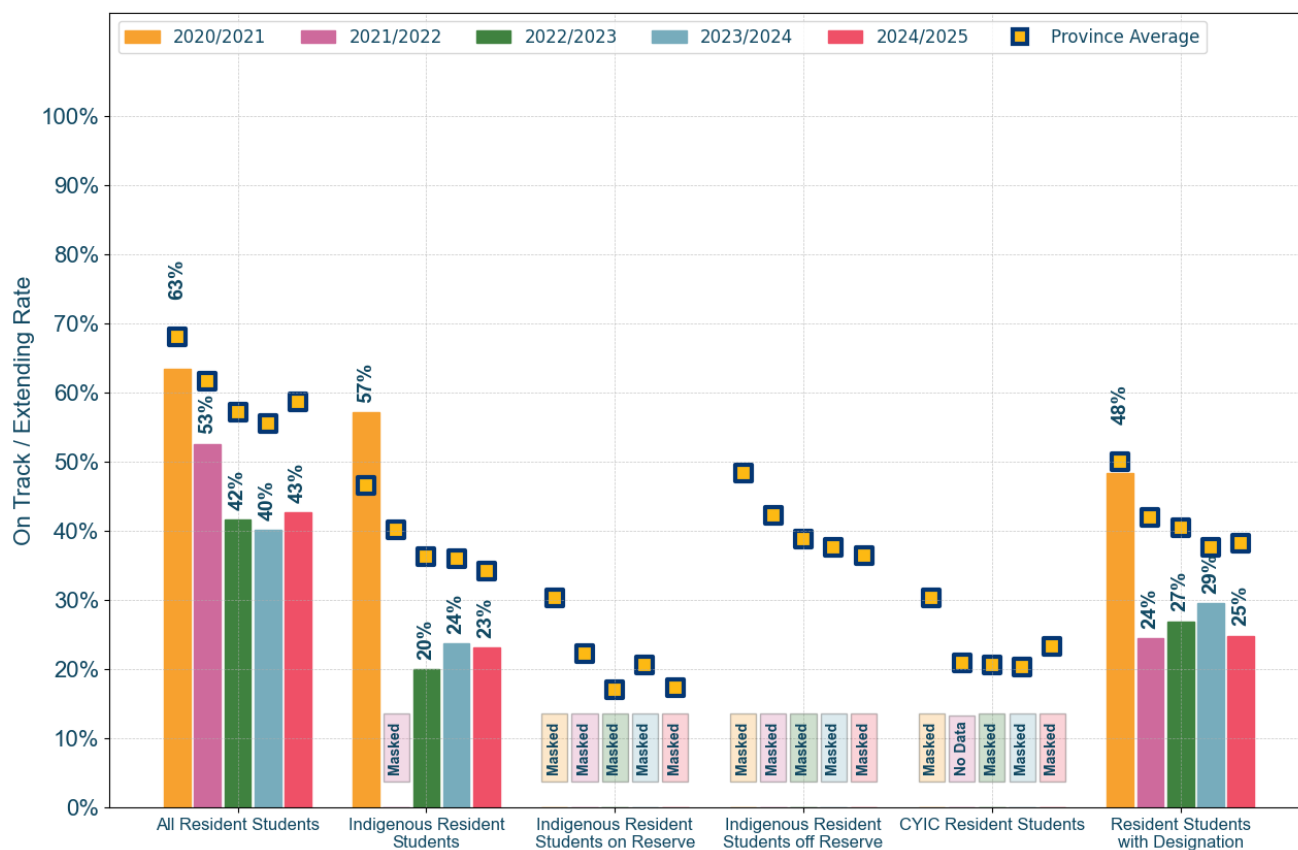
#### SD062 - Grade 4 FSA Numeracy - On Track / Extending Rate



## SD062 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	878   23%	873   29%	965   47%	895   69%	1009   77%
Indigenous Resident Students	143   20%	106   33%	141   35%	98   56%	108   72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	164   19%	174   24%	169   31%	167   47%	233   61%

## SD062 - Grade 7 FSA Numeracy - On Track / Extending Rate

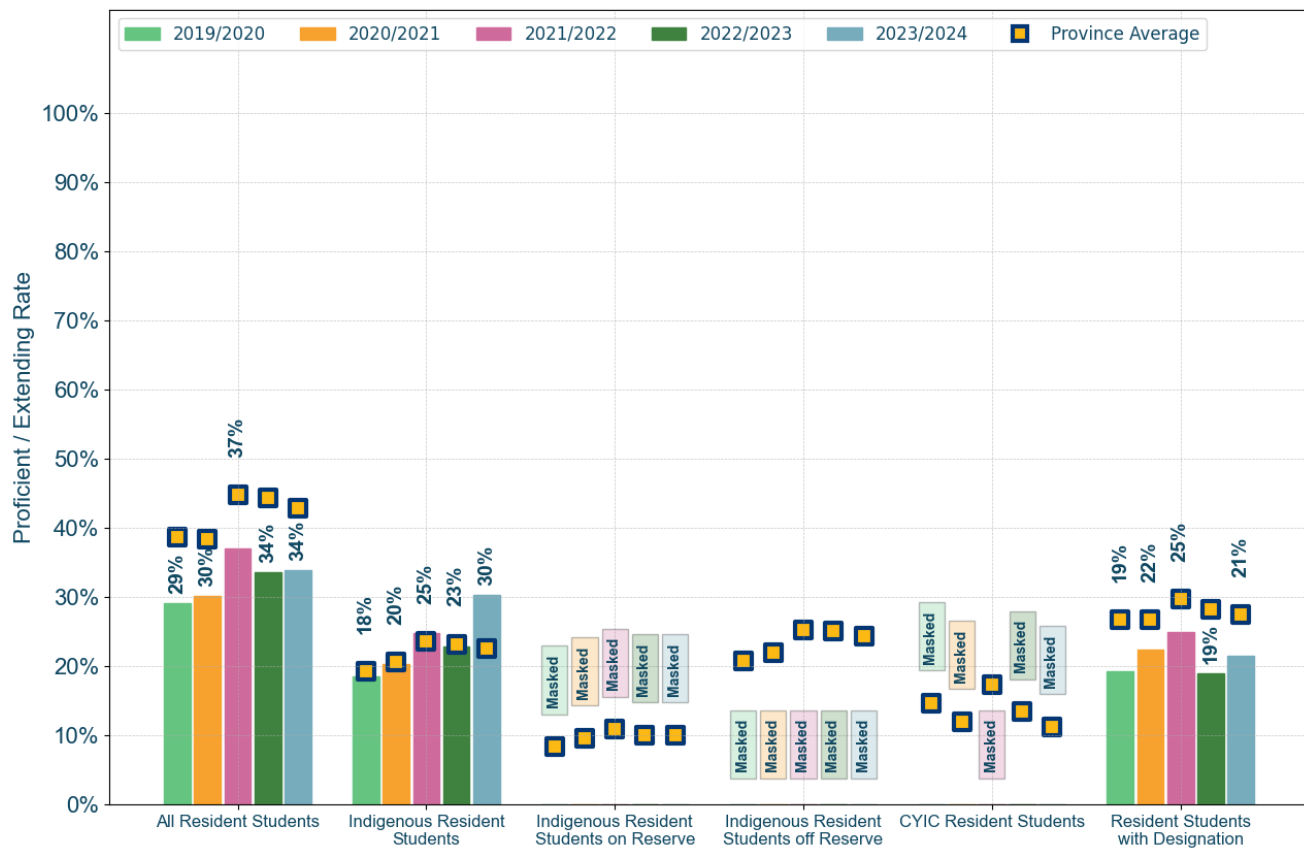


## Measure 2.2: Grade 10 Numeracy Expectations

### SD062 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	776   40%	863   54%	874   77%	952   83%	988   87%
Indigenous Resident Students	116   32%	134   48%	128   60%	137   66%	144   77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	163   29%	160   50%	177   55%	193   65%	218   75%

### SD062 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



## Measure 2.3: Grade-to-Grade Transitions

### SD062 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	781	857	877	959	997
Indigenous Resident Students	118	130	129	138	146
Indigenous Resident Students on Reserve	Masked	Masked	11	12	Masked
Indigenous Resident Students off Reserve	Masked	Masked	118	126	Masked
CYIC Resident Students	Masked	16	Masked	13	Masked
Resident Students with Designation	165	160	178	196	219

### SD062 - Grade 10 to 11 Transition Rate



## SD062 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	840	915	927	965	970
Indigenous Resident Students	110	120	148	132	129
Indigenous Resident Students on Reserve	Masked	Masked	Masked	12	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	120	Masked
CYIC Resident Students	18	15	17	Masked	15
Resident Students with Designation	173	178	179	202	208

## SD062 - Grade 11 to 12 Transition Rate





## Analysis:

### Outcome 2 - Numeracy



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

#### **Key Context**

Following a similar trend as literacy, participation in provincial FSA numeracy assessments has increased roughly 50% over the past five years for all resident students, including Indigenous and students with disabilities or diverse abilities. Discrepancies between FSA provincial data and local results persist, with provincial data continuing to represent lower proficiency rates. The increased participation rates, coupled with small cohort volatility for some priority populations, continues to impact on data interpretation. Masked data for CYIC and growing student diversity further complicate analysis of achievement results.

#### **Notable Trends**

- There is a clear indication of a downward trend in grade 4 and 7 FSA numeracy achievement. This decline is observed for all students and within all priority populations.
- Recent data (2024–25 school year) shows a positive recovery for grade 4 students and a slight upward trend for grade 7, though levels remain well below pre-2021 results.
- Proficiency levels for Indigenous students and students with disabilities or diverse abilities, particularly in grade 7, continue to be significantly below those of all students.
- Proficiency rates among grade 10 students have generally risen, but gains have levelled off at 34% in 2023-24. Results remain low for students with designations, while Indigenous student scores are steadily improving and narrowing the achievement gap with all students.
- Transition rates remain consistently high across all student groups with an average over the past five years of 97% for grade 10 to 11, and 90% for grade 11 to 12.
- Transition rates for Indigenous students and students with designations are aligned with those of all students, however, CYIC data remains inconsistent and at a lower rate than their peers.

#### **Provincial and Cohort Comparisons**

- Although provincial FSA results are improving over the past three years, district averages continue to fall below provincial rates for all students in grades 4, 7 and 10.
- In 2024/25, Indigenous students and students with designations had scores that surpassed the provincial average in grade 4. In grade 7, an achievement gap remained for these priority populations when compared to both provincial averages and district results for all students.
- There is evidence of priority cohorts closing the achievement gap with all students in grade 10. Notably, data points to Indigenous students exceeding the provincial average in 2023-24.
- The district maintains consistently high transition rates, often meeting or exceeding provincial averages. This trend extends to priority learners where performance is an area of strength.
- Overall transition rates for CYIC remain consistently lower than their peers and fluctuate more than other cohorts, underscoring the need for sustained support and monitoring.

## Interpretation:

### Outcome 2 - Numeracy



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

##### **Relevant Local Data**

- Local assessment remains strong and consistent with all students in grades 4 and 7 reporting averages of over 90% proficiency over the past 3 years, outpacing the district's provincial FSA results by an average of 42%. A similar trend remains true for grade 10.
- While local results for Indigenous students and students with designations follow a similar trend as those of all students, there remains a 10-15% achievement gap from peers. The exception to this is the local result for grade 7 Indigenous students in 2023/24 which surpassed proficiency rates by all students.
- Local grade 4 and 7 data for priority learning populations show a relatively stable and strong performance over the past 3 years, contrasting with the often inconsistent and low trending of provincial FSA data for these same cohorts.
- Local data shows that On Reserve (at home) Indigenous students have seen a strong upward trend in transition rates for both grade 10-11 and grade 11-12. Despite the small cohort size making it difficult to compare across years, this represents positive improvements.

##### **Strengths and Areas for Growth**

- The district's local assessment results at grades 4 and 7 remain a strength, with stronger and more consistent results than provincial FSA data, especially among priority populations.
- Disparity between local and provincial data brings forward a need for further investigation, particularly when noting that district FSA results are frequently below the provincial average.
- Numeracy achievement appears to decline from elementary to secondary grades—in 2023-24, rates were approximately 52% at Grade 4, 40% at Grade 7, and 34% at Grade 10.
- The district maintains consistently high transition rates for all students in 10-11 and 11-12, with notable gains that are closing the achievement gap between all students and the priority cohorts of Indigenous students and students with disabilities and diverse abilities.
- Data for CYIC transition rates indicate lower transition rates than district or provincial averages.

##### **Equity for All Priority Populations**

- Significant gaps exist between district and Ministry results, especially for Indigenous students and those with disabilities or diverse abilities. Recent improvements in some data sets are encouraging but insufficient. The findings highlight the need for targeted, sustained supports and interventions to address the achievement gaps and promote greater equity for all learners.
- For the district, these trends highlight the urgency of maintaining consistent curriculum, ongoing professional learning, and targeted interventions to address both the general performance gap and the specific needs of priority populations.
- The narrowing gap in transition rates for Indigenous students and improved outcomes for students with diverse abilities underscore the effectiveness of targeted strategies implemented at the district level. Similar interventions need to be focused on CYIC to mitigate barriers for this cohort.

# Human and Social Development

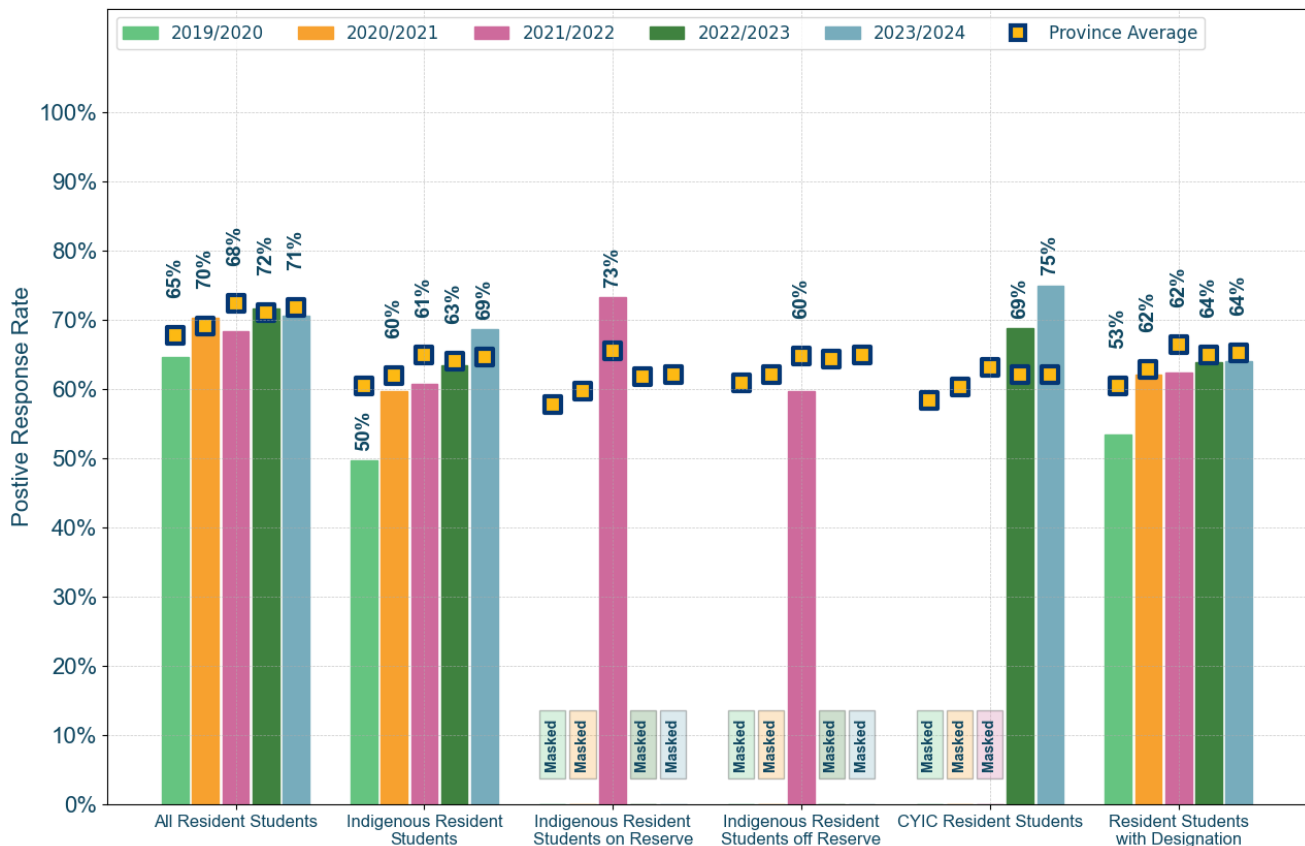
## Educational Outcome 3: Feel Welcome, Safe, and Connected

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

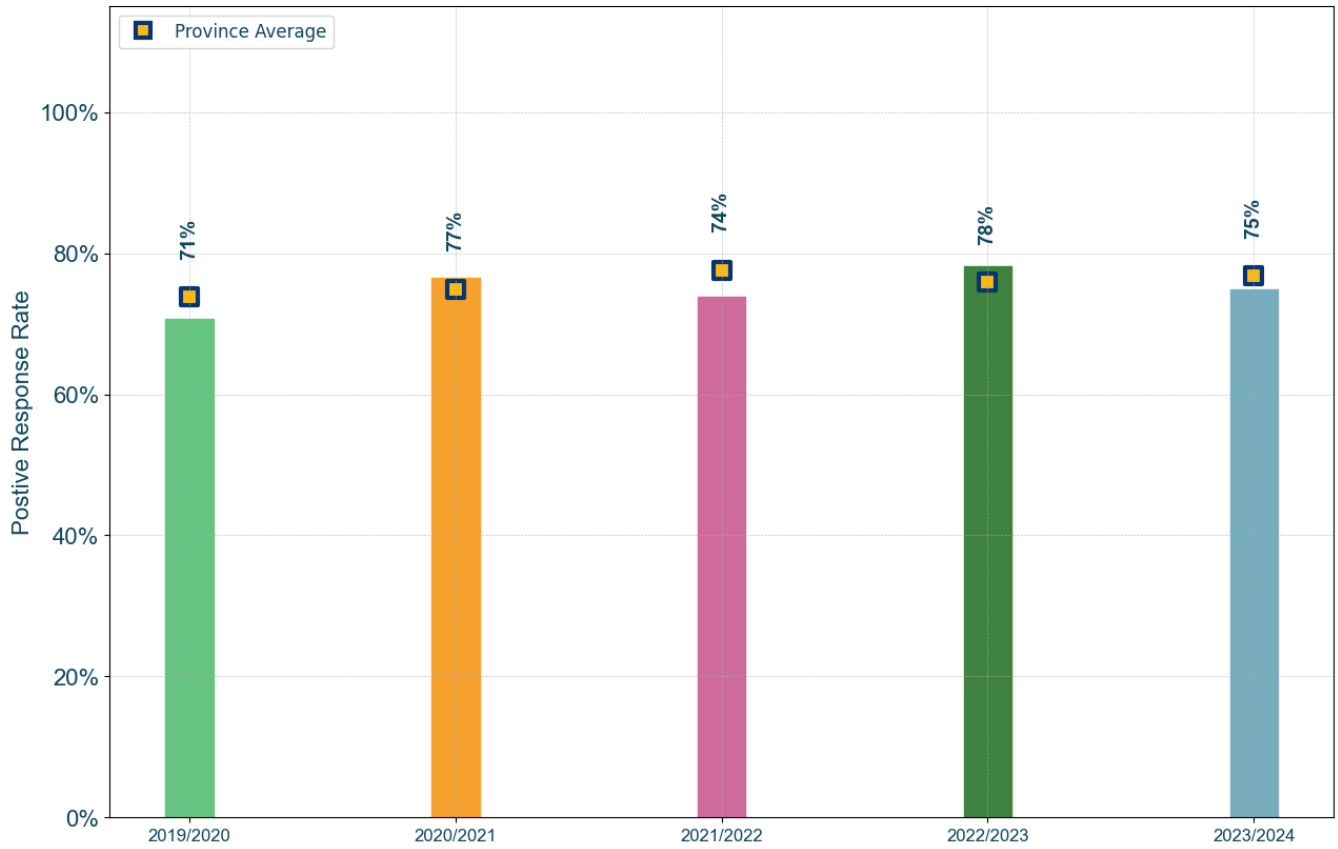
SD062 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2447   45%	2510   64%	2664   71%	2863   69%	2854   64%
Indigenous Resident Students	380   39%	358   52%	344   60%	393   55%	349   54%
Indigenous Resident Students on Reserve	Masked	Masked	27   56%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	317   61%	Masked	Masked
CYIC Resident Students	Masked	32   44%	Masked	31   55%	25   64%
Resident Students with Designation	349   34%	398   50%	454   62%	482   53%	514   51%

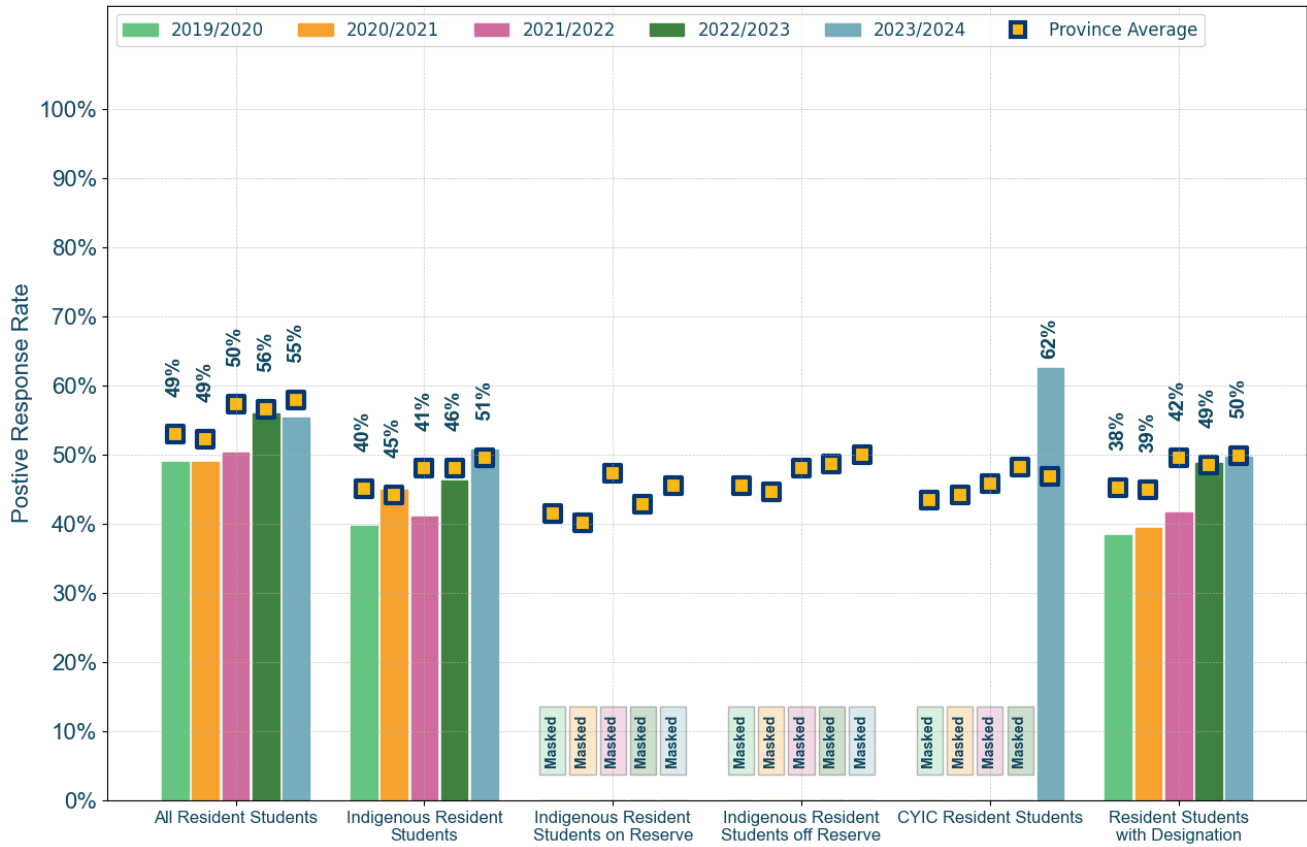
SD062 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



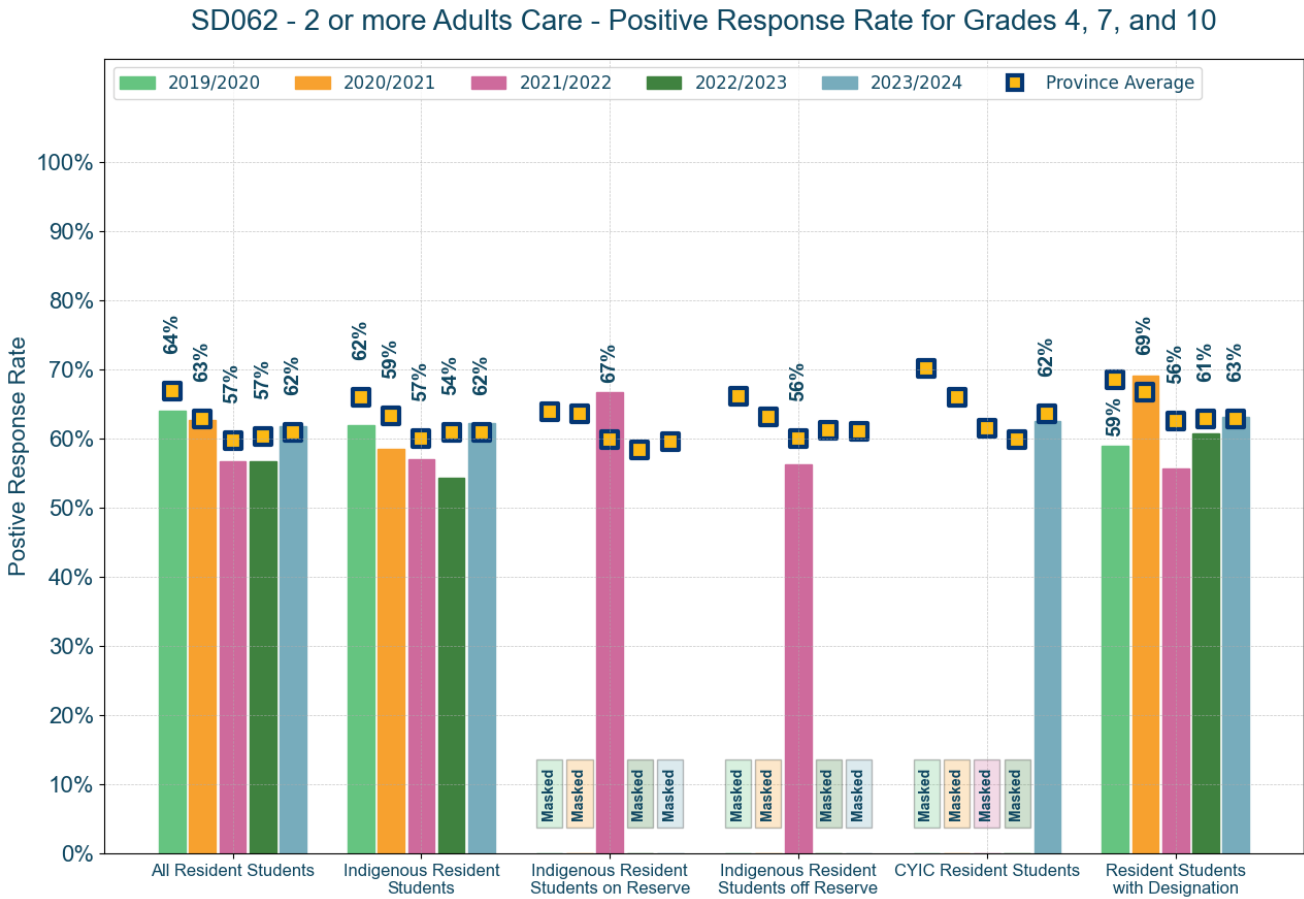
SD062 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



## SD062 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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



## Analysis:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

#### Key Context

Student enrollment in the district continues to rise with increased representation from historically underrepresented groups like newcomers and multilingual learners. Student mobility has grown as more families move in and out during the year, highlighting a changing community. Many families now face greater challenges, including food insecurity, high housing costs, and limited access to support services. Data on Indigenous students and CYIC is inconsistent due to frequent masking, but overall participation rates in the annual Student Learning Survey have risen by 15–20% over the past five years.

#### Notable Trends

- In 2023-24, most students report feeling safe (75%) and welcomed (71%) at school. However, some report lower connectedness. While results align with provincial averages, only 55% of students expressed a positive sense of belonging, and 62% felt that adults at school cared about them.
- District Student Learning Survey results for “Feeling Welcome, Safe, and Connected” have remained relatively consistent over the past five years, with the largest fluctuation being 6%. This trend applies to all students, including those identified as a priority population. The outcomes have shown overall stability, with no notable changes despite interventions.
- Indigenous students reporting a positive sense of being welcome has risen substantially, from 50% in 2019-20 to 69% in 2023-24, approaching the rate of 71% for all students. Their reporting on sense of belonging also exhibited a consistent and marked increase, with a gain of 11 percentage points over the same period.
- The percentage of students with disabilities or diverse abilities who felt welcome increased from 53% to 64% over five years. Their reported sense of belonging also grew steadily each year, rising by 12 percentage points from 2019 to 2024.
- Analysis of “2 or more Adults Care” data indicates that district results declined from 2019–20 through to 2022–23. In the 2023–24 data, scores increased slightly to match the provincial average, with similar patterns observed among all students, including Indigenous, CYIC, and students with designations. These outcomes are still lower, however, than those reported in 2019–20 and 2020–21.

#### Provincial and Cohort Comparisons

- The district, previously behind provincial averages in students’ sense of belonging (especially in 2021–22), has nearly matched provincial levels over the past two years. Priority populations have also reached parity with provincial averages.
- Positive response rates for feeling safe at school have stayed around 75%, close to the provincial average. Rates for feeling welcome have risen over five years, also remaining comparable to the provincial average.
- Data on Children and Youth in Care (CYIC) is masked and therefore limited, but this group has a high overlap with Indigenous identity and student designations. As a result, trends for Indigenous students or those with designations will likely reflect needs for CYIC as well.

## Interpretation:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

#### Relevant Local Data

- The Equity Survey collects local data that is comparable to the Student Learning Survey, evaluating students' perceptions of being welcomed, safe, valued, and cared for within the school environment.
  - Local data in 2023-24 shows 83% positive responses to feeling welcome, 12% higher than the provincial Student Learning Survey. In 2024-25, local results remain consistent at 84%.
  - Local assessments from 2023-24 indicate stronger student perceptions of adults' care at school (75%) compared to the provincial Student Learning Survey which recorded 62%.
  - There is a 22-point gap between 2023-24 local (78%) and ministry (56%) data on students' sense of belonging. In 2024-25, local data dips slightly to 77% but stays consistent overall.
- The Middle Years Development Instrument (MDI) reports lower sense of belonging scores (42%) compared to provincial data sets that include grades 4 and 10 (56%), underlining the importance of targeted interventions during the middle school years.
- Attendance and engagement data are being used to assess student connection. Chronic absenteeism, particularly in priority populations, persists. To boost engagement, the district is piloting mentoring, flexible schedules, more extracurricular activities, and community partnerships.

#### Strengths and Areas for Growth

- The district continues to demonstrate steady improvement in Outcome 3, with student cohorts generally reporting positive results that meet or surpass provincial averages. District outcomes are closely matched to province-wide data, more so than in other FESL categories.
- Over the past five years, feeling welcome has an average positive response of 69% and feeling safe is at 75%. Although still an area for focus, these results are stable and a solid base for further growth. Comparatively, sense of belonging has an average positive response rate of 52%. Although there have been positive gains, this highlights a continued area of focus for the district.
- Local data trends remain stable and show consistently higher positive student perceptions compared to provincial surveys. The reasons for these differences are unclear and require further investigation through data analysis and student voice, especially for priority populations.

#### Equity for All Priority Populations

- Indigenous students and students with designations reported increased positive rates for belonging in the last two years, though these responses remain lower than their peers. In 2023-24, children and youth in care showed strong rates; however, the reliability of this result is affected by the small sample size.
- In 2023-24, Indigenous students and CYIC reported higher rates for sense of welcome and belonging than the provincial averages, suggesting district initiatives have strengthened a sense of pride and identity among students while deepening understanding district-wide.



# Career Development

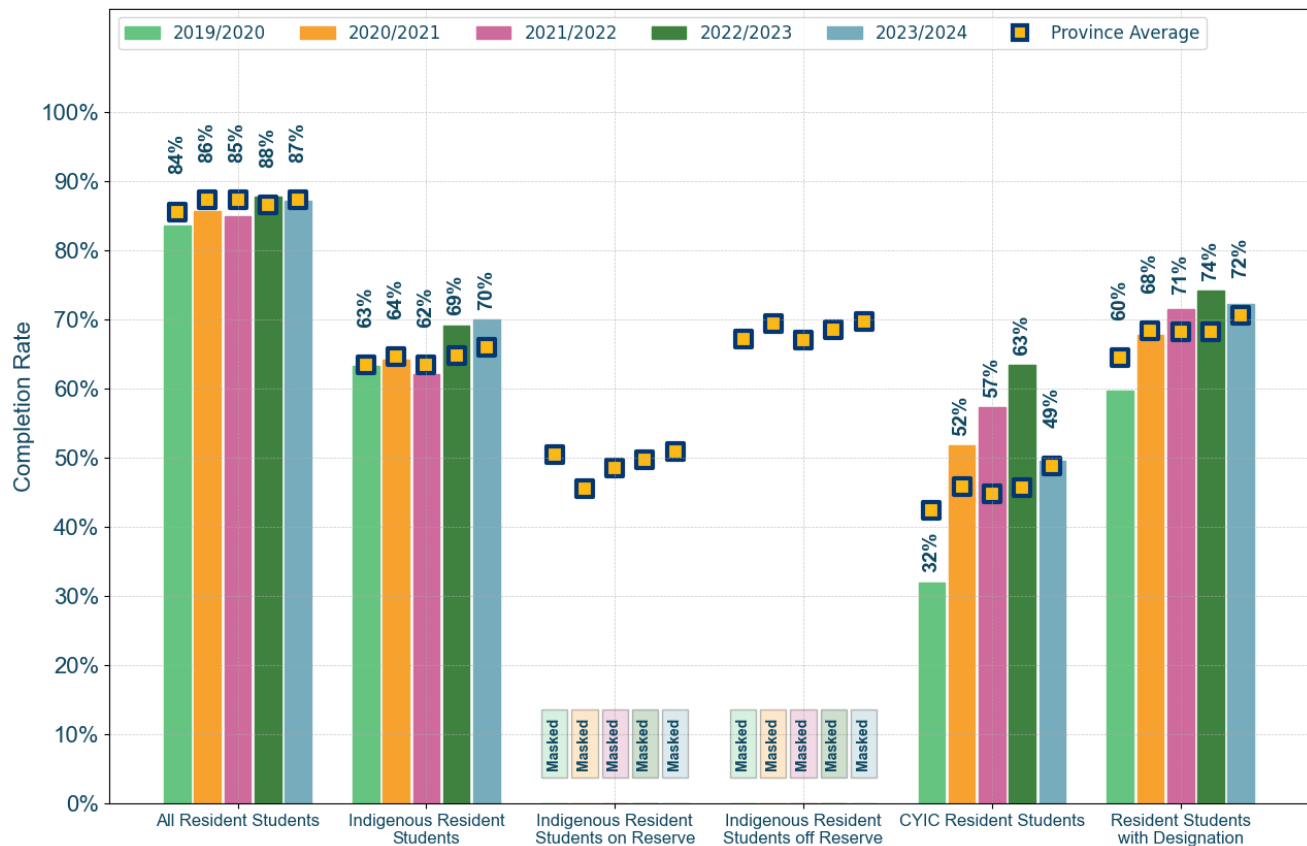
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

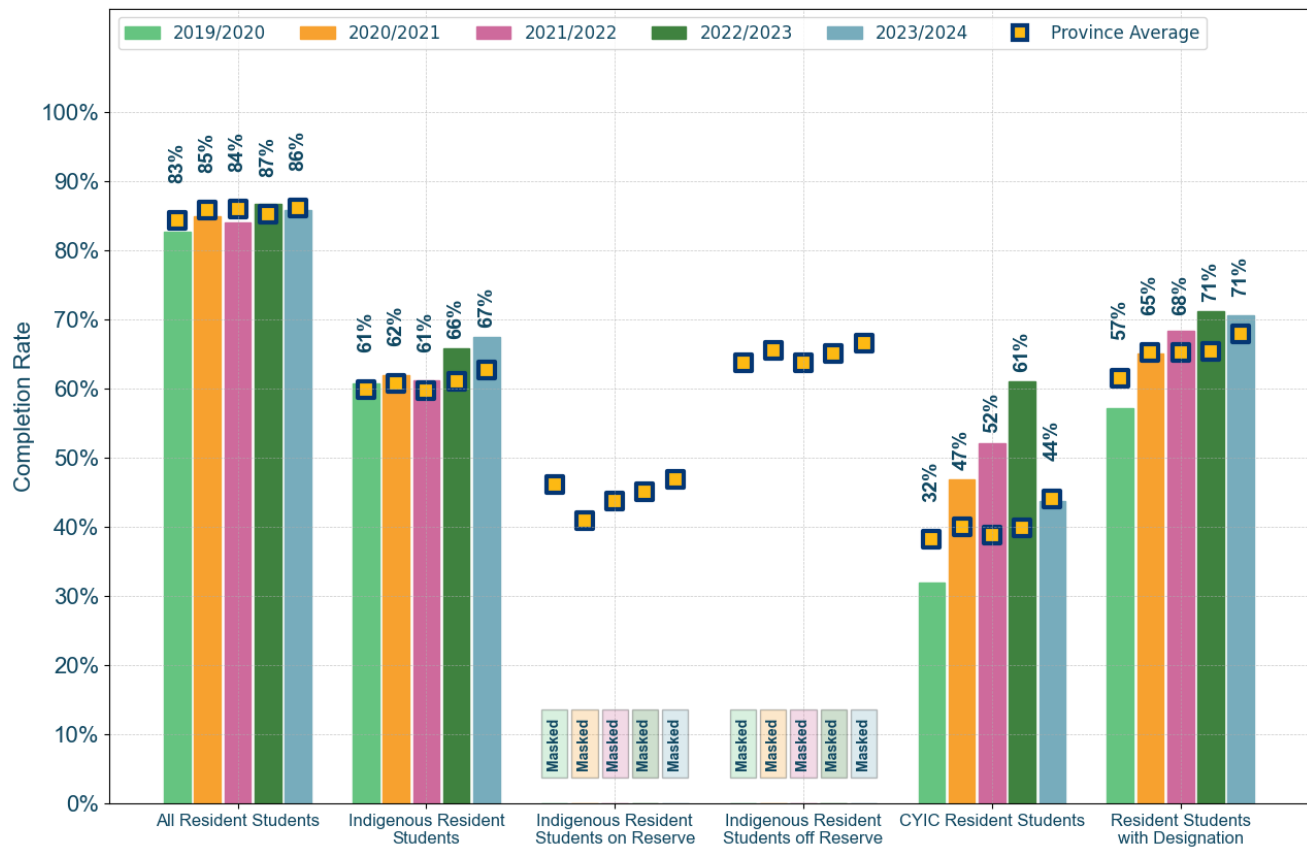
SD062 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	789   65	832   64	839   76	945   88	957   92
Indigenous Resident Students	124   10	103   8	120   11	129   12	129   12
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	41   3	44   3	42   4	45   4	38   4
Resident Students with Designation	179   15	198   15	209   19	217   20	264   25

SD062 - 5-Year Completion Rate - Dogwood + Adult Dogwood



## SD062 - 5-Year Completion Rate - Dogwood



## Analysis:

### Outcome 4 - Graduation



#### *Achieved Dogwood Within 5 Years*

#### Key Context

The district's cohort sizes have shown growth over the past five years, with the total number of graduating students rising from 789 in 2019–20 to 957 in 2023–24. The cohort size for students with designations has increased significantly, from 179 to 264 during the same period, an almost 150% increase. Indigenous students and Children and Youth in Care remained stable in cohort size over this same period of time. The data for Indigenous populations on and off reserve is masked, but provincially, off-reserve rates are about 20% higher than on-reserve for both 5-year Dogwood and Adult Dogwood. We can expect a similar trend locally.

#### Notable Trends

- The district has demonstrated consistently high graduation rates for 5-Year Completion Dogwood and Adult Dogwood, maintaining a strong performance between 84% and 88% over recent years. The peak rate was 88% in 2022–23, with a slight decrease to 87% in 2023–24.
- Dogwood and Adult Dogwood graduation rates for Indigenous students have steadily increased from 63% to 70% over five years. While the 7% improvement is promising, 2023-24 continues to show a 17% gap with all students at a 5-year completion rate of 87%.
- Dogwood and Adult Dogwood graduation rates for students with disabilities or diverse abilities have shown notable progress, increasing from 60% to 74% with a slight decrease to 72% in 2023–24. Notably, this 12% increase from 2019-20 reduced the gap with all students from 24% to 15%.
- Dogwood and Adult Dogwood graduation rates for Children and Youth in Care improved markedly over five years, rising from 32% to a peak of 63% before dropping to 49% in 2023–24. Despite remaining below the district average, the overall 17% increase indicates that targeted supports have made a positive impact, but the recent decline highlights an area for further attention.
- When Adult Dogwood completions are removed, the achievement gap between different student groups (including priority learners) is relatively small, signaling progress toward equity.

#### Provincial and Cohort Comparisons

- Strong district results are remaining at or above provincial averages, especially for students in priority populations who have maintained rates above provincial averages for the past 2 years.
- CYIC previously showed steady improvement and, at times, rates well above the provincial average. However, in 2023-24, there was a significant decrease in Dogwood achievement for this cohort. It is unclear if this represents the start of a new trend or a one-year anomaly; further data is needed.
- While consistently strong Dogwood-only graduation rates (83%-86% over past five years) are a strength, priority populations continue to show a significant gap from all students. In 2023-24, there was a difference of 19% for Indigenous learners, 42% for CYIC, and 15% for students with designations.

## Interpretation:

### Outcome 4 - Graduation



#### *Achieved Dogwood Within 5 Years*

##### **Relevant Local Data**

- The Ministry of Education and Child Care data shows that the 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23. Although our goal is for parity within a 5-year graduation rate, this data shows that the percentage of Indigenous students graduating increases 8% when the amount of time is extended to 6 years.
- District MyEd data shows that over the past five years, approximately 4% of students remain for an additional year before graduation. Although five years is the target, a 6-year window improves the district's overall completion rate.
- Year-end reports from Student Advocates and District-Based Social Workers highlight targeted support strategies that were implemented to successfully assist students from priority cohorts in achieving graduation.
- International non-resident student data is drawn from internal surveys and demonstrates nearly 100% graduation rates for those intending to graduate.

##### **Strengths and Areas for Growth**

- All resident students have maintained a strong 5-year completion rate for both Dogwood and Adult Dogwood pathways that aligns with provincial averages. This trend remains when Adult Dogwoods are excluded.
- Graduation support strategies have been effective, as evidenced by the successful graduation of students engaged with Student Advocates and district-based Social Workers.
- While the 5-year completion rates for students in priority populations are at or above provincial averages, there is a notable gap between these rates and those of all students. Narrowing this gap is a continued area of growth for the district.

##### **Equity for All Priority Populations**

- Equity gaps have narrowed but persist, with Indigenous, Children and Youth in Care, and students with disabilities or diverse abilities continuing to graduate at rates below the district average for all students.
- Targeted supports for priority populations are demonstrated through Student Advocate's anecdotal evidence and illustrate significant progress toward graduation, with each incremental achievement recognized as a measurable success.

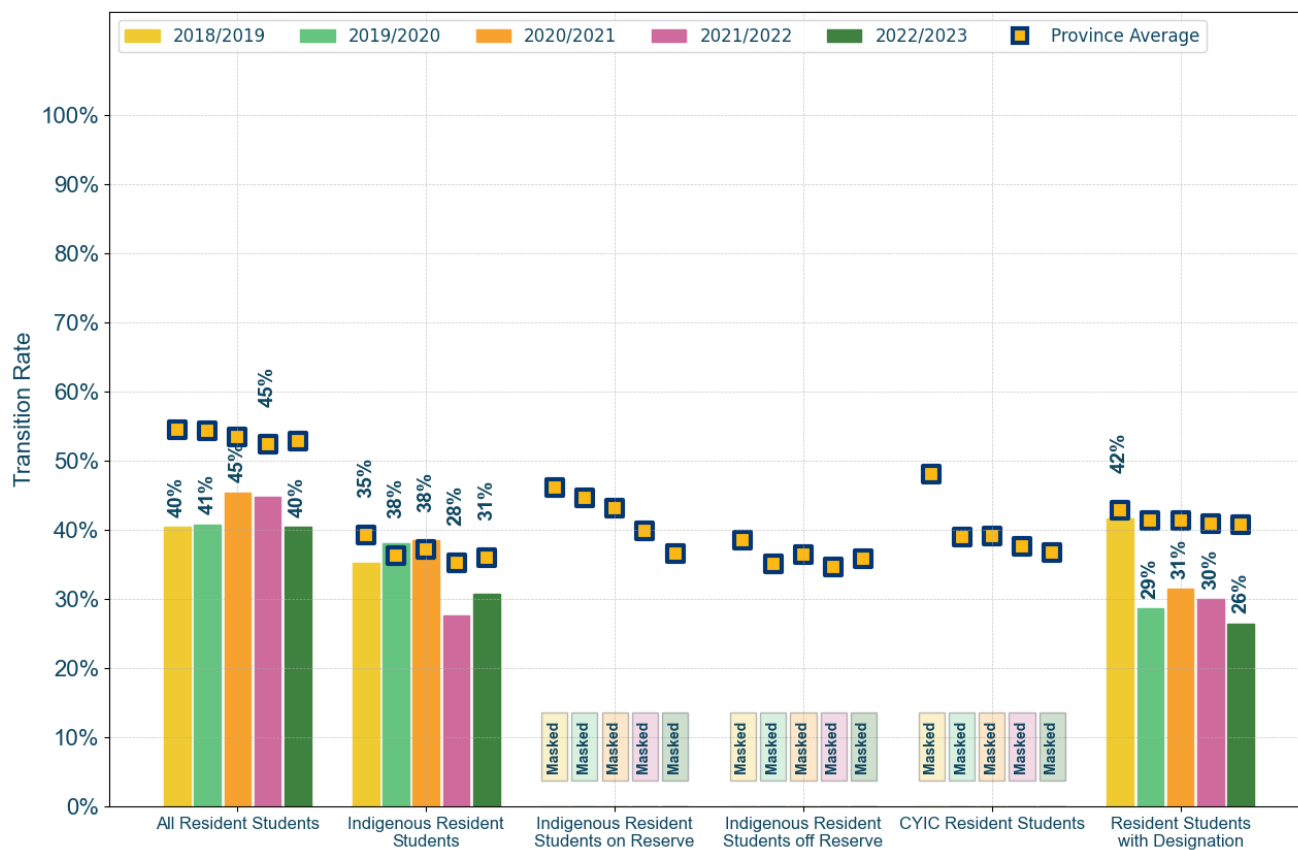
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

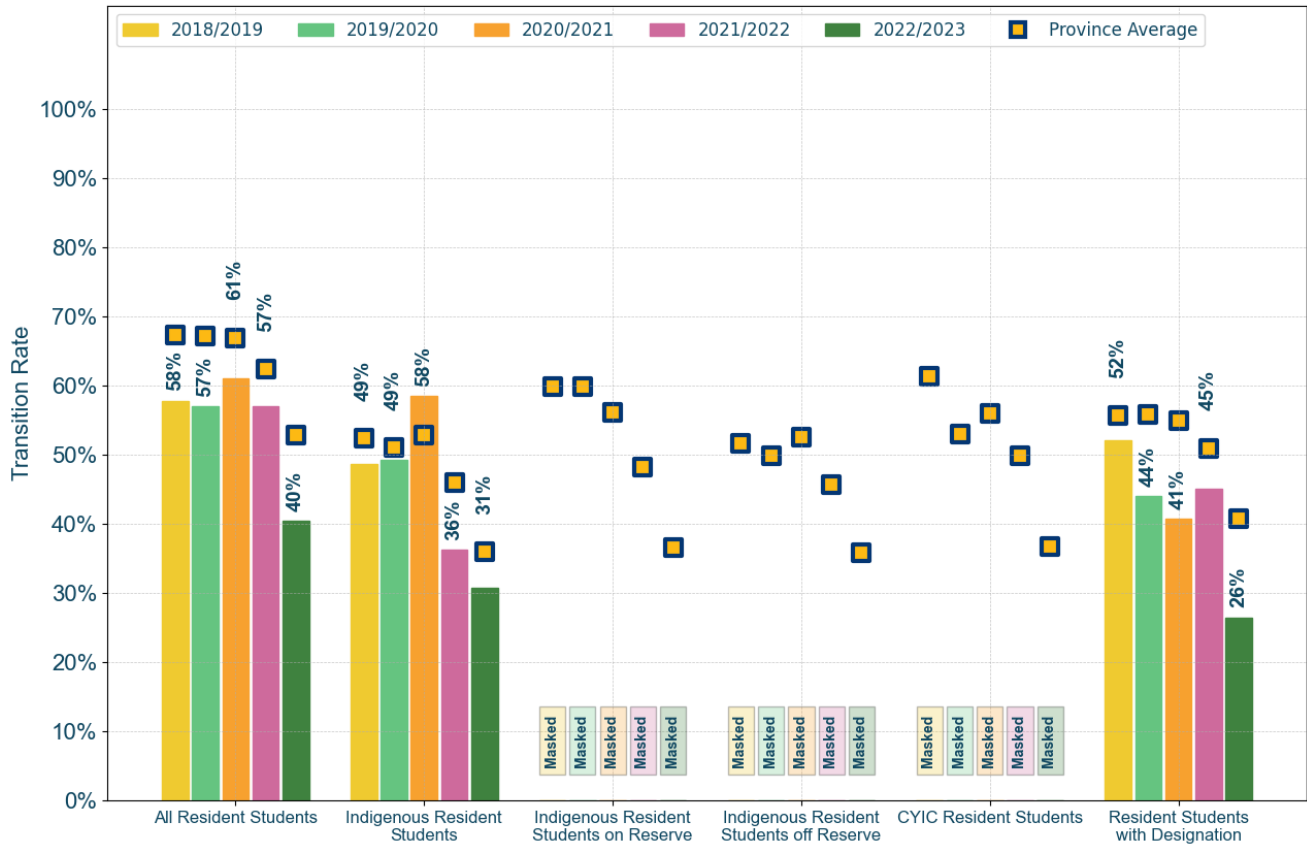
#### SD062 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	621	625	665	656	763
Indigenous Resident Students	74	71	65	69	91
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	96	91	108	120	136

#### SD062 - Immediate Transition to Post-Secondary



## SD062 - Within 3 Years Transition to Post-Secondary



## Analysis:

### Outcome 5 - Life and Career Core Competencies



#### Post-Secondary Transitions

##### Key Context

Between 2018-19 and 2022-23, cohort sizes for post-secondary transition data increased: overall resident students grew by 19% (from 621 to 763), Indigenous resident students also rose by 19% (74 to 91), and students with disabilities or diverse abilities increased by 29% (96 to 136). Data for Indigenous students on or off reserve and Children and Youth in Care was masked for all five years.

##### Notable Trends

- Over the five-year period, the immediate post-secondary transition rate for all resident students increased from 40% to 45%, stayed constant, and then returned to 40% by 2022-23.
- The within 3-year transition rate peaked at 61% in 2020-21 but declined sharply to 40% in 2022-23, falling below the initial 2018-19 rate of 58%. This reflects a concerning downward trend, with fewer students making the transition to post-secondary education—both immediately and within three years.
- Indigenous students' immediate post-secondary transition rates ranged from 35% in 2018-19, dipped to 28% by 2021-22, then rose to 31% in 2022-23. Rates matched the provincial average in 2019-20 and 2020-21 before dropping below this benchmark in 2021-22 and 2022-23. Although there is some inconsistency, this does represent a declining trend.
- The three-year post-secondary transition rate for Indigenous students improved in 2020-21 but then dropped sharply to 31% by 2022-23—a 27-point decline from its peak. This decrease is more pronounced than that seen in the overall student population.
- The percentage of students with disabilities and diverse abilities who had an immediate transition to post-secondary decreased from 42% in 2018-19 to 26% in 2022-23. This represents a 16% reduction over five years, which is the largest change among all groups.
- Students with disabilities and diverse abilities had a decrease in 3-year post-secondary transition rates, from 52% in 2018-19 to 26% in 2022-23, representing a difference of 26%. This decline was similar each year except for an increase in 2021-22, and was the largest reduction observed among student groups.

##### Provincial and Cohort Comparisons

- For all resident students, three-year transition rates remain higher than immediate transitions, suggesting that more students are taking additional time before entering post-secondary pathways.
- The gap between immediate and three-year transitions is narrowing. Whereas previously a significant number of students delayed their post-secondary entry, recent data indicates that fewer students are making the transition even within the three-year window.

## Interpretation:

### Outcome 5 - Life and Career Core Competencies



#### *Post-Secondary Transitions*

##### **Relevant Local Data**

- The Equity Scan Survey provided local data for grade 12 students' stated hopes for post-graduation. In 2024/25, 28% stated that they would attend post-secondary immediately following graduation while 16% indicated that they would do so within 3 years—lower than the Ministry data for 2022/23 and an important trend to monitor as the district builds its data set for this marker.
- Street level data has been collected from Career Advisors indicating that there is an emphasis on building early access and system capacity to provide students with dual credit opportunities, and to educate students about post-secondary options from an early stage. Early pathways and dual credit opportunities are being expanded, but there is no quantitative data on outcomes.
- Similarly, course registration at the secondary level indicates that participation in STEM enrichment and career exploration programs have increased, with positive anecdotal feedback from both students and local industry partners.

##### **Strengths and Areas for Growth**

- Although still a low rate for immediate and within 3-years transition to post-secondary, Indigenous learners mirror the provincial pattern for this cohort, and results narrow the spread between the district's rates and provincial averages.
- Recent data highlights a decline in the overall three-year transition rate, particularly among priority populations, pointing to potential increases in barriers or alternatives to post-secondary pathways that need to be better understood and monitored through the collection of local data.
- Local data does not fully capture whether district students are postponing post-secondary studies, taking gap years, or choosing post-secondary institutions that are outside of British Columbia, making accurate interpretations of the data's implications more difficult.

##### **Equity for All Priority Populations**

- The data suggests that equity gaps persist for the district's priority cohorts, and that interventions should be both culturally responsive and inclusive.
- The gap between district and provincial averages for all students is notable and suggests a need for robust examination of contributing factors, targeted interventions, and ongoing monitoring—particularly to support Indigenous students, youth in care, and those with designations. Addressing these challenges is critical for achieving equitable post-secondary outcomes for all students.
- Over the past five years, the three-year transition rate to post-secondary education for designated students has consistently outpaced the immediate transition rate, indicating that many students take additional time before enrolling. However, the gap between immediate and gradual transitions is narrowing. This trend suggests that fewer designated students are making the transition even within three years, raising questions about the long-term accessibility of post-secondary pathways.



**Sooke School District**

SD#62

**Interim Progress Report** for the  
Enhancing Student Learning Report  
**September 2025**

**Part 2b: Respond to Results**

In Review of Year 4 of Strategic Plan 2021-2025

Received & Approved by Board on September 23, 2025

# Interim Progress Report for Enhancing Student Learning:

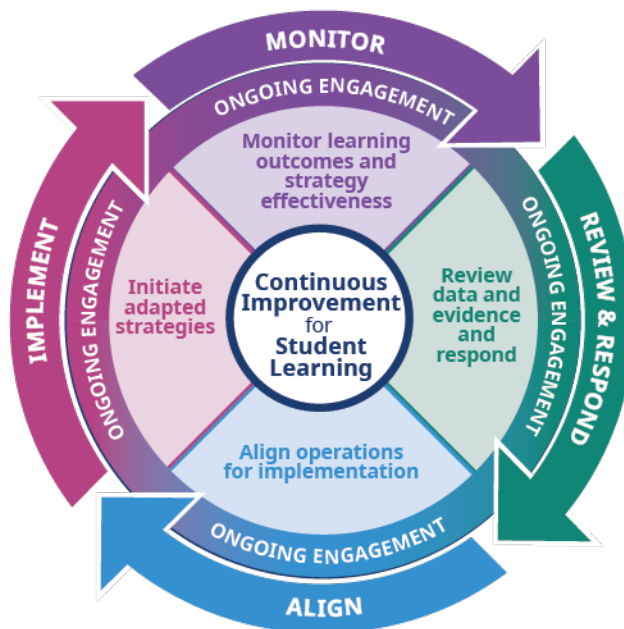
## Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

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



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

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

## Review and Respond Cycle:



### For the purpose of this document, please note:

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

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

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

# Interim Progress Report

## Respond to Results



### Part 2b

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

### Interim Progress Report Provides:

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

## Reflect and Adjust Chart



**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 1: Provide opportunities for learners to understand, respect and appreciate diversity and inclusion**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>Continue?</li> <li>Discontinue?</li> <li>Adapt?</li> <li>Introduce and implement?</li> </ul>
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.	<p><b>HUMAN &amp; SOCIAL DEVELOPMENT</b></p> <p>There continues to be a sustained need to focus on students' sense of connectedness. A positive sense of belonging and feeling cared for at school are linked to our work with Belonging, Access, and Equity (BAE)—a focus in our strategic and operational plans. Scores for priority learners are increasing in these areas, indicating a positive outcome to current BAE learning opportunities. Their results, however, continue to remain below those of all resident students.</p>	<ul style="list-style-type: none"> <li>Multi-partner District Advisory Committee on Belonging, Access, and Equity (BAE) is established—currently developing a multi-year action plan.</li> <li>An external consultant has been engaged to support the BAE Committee, offering an independent perspective and guiding actions in response to critical feedback.</li> <li>Multiple Indigenous-focused courses approved by the Ministry are now offered at all secondary schools.</li> <li>Educators have access to the necessary resources and professional learning to deliver these courses.</li> <li>The district's Accessibility Committee meets regularly to build inclusive practices and address the ableism that is embedded in our systems, as evidenced through the district's Accessibility Feedback Mechanism.</li> </ul>	<p><u>Strategic Plan 2025-2029</u>: Inclusivity, respect, and collaboration remain foundational values. Our vision—creating learning environments where every individual is valued—sits at its heart.</p> <ul style="list-style-type: none"> <li>Continue to steer belonging, access and equity through the BAE and Accessibility committees.</li> <li>Continue a focus on trauma-informed practices and student advocacy in support of all students, particularly those in priority populations.</li> <li>Build understanding of inclusion with an intentional focus on student engagement and anti-ableism.</li> <li>Introduce increased support for CYIC through staffing adjustments.</li> <li>Introduce and implement Indigenous participation in staffing processes.</li> <li>Support the integration of local Indigenous language and culture into learning environments.</li> <li>Implement inclusive childcare programs and “Ready, Set, Learn” activities and events.</li> <li>Ensure learning environments are designed in a manner that fosters and facilitates belonging, access, and equity.</li> </ul>

**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 2: Provide opportunities for learners to develop critical and creative thinking skills**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support, and K-3 Universal Screening.	<p><b>INTELLECTUAL DEVELOPMENT</b></p> <p>Although local data suggests stability, provincial assessments show a decline in literacy rates for grades 4 &amp; 7, with a gradual recovery in grade 10. Discrepancies between classroom and provincial assessments reaffirm the need to focus on literacy in our district strategic planning.</p>	<ul style="list-style-type: none"> <li>• K-3 Universal Screening &amp; Multi-Tiered System of Supports (MTSS) identify/address literacy gaps early.</li> <li>• Its positive impact, especially for students with autism spectrum disorder (ASD), garnered provincial recognition through POPARD.</li> <li>• Pilots successfully completed for expanding literacy intervention to grades 4–5 and 6–8, following a phased rollout like the K–3 implementation.</li> <li>• Measurable improvement in literacy from Grades 4-10 is linked to proactive instructional strategies.</li> <li>• Professional development and evidence-based instructional strategies target students at risk of literacy difficulties and close foundational skill gaps.</li> <li>• Literacy training for K and ECE partners focussed on pedagogical narration.</li> </ul>	<p><u>Strategic Plan 2025-2029:</u> Critical and creative thinking remains a consistent instructional focus with specific strategies centered on literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• Continue to implement the K-12 Literacy Framework and MTSS.</li> <li>• Continue with universal screening in primary grades with expansion to 4-8 screening and intervention.</li> <li>• Introduce the development of a District Numeracy Plan, supported by adjusted resources and staffing, to address gaps identified in both data and practice.</li> <li>• Maintain focus on Early Learning initiatives, including implementation of the K literacy screener.</li> <li>• Develop communities of practice with staff to develop intervention practices as Tier 2 support.</li> <li>• Adjust resources and practice focusing on flexible instructional models and individualized plans to improve inclusive access to curriculum.</li> <li>• Collaborate with Curriculum &amp; Inclusive Education to strengthen tiered supports in literacy/numeracy with tools and strategies that foster creative and critical thinking for all learners.</li> <li>• Design programming that reflects the diversity of student abilities, interests, and ways of thinking.</li> </ul>

**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 2: Provide opportunities for learners to develop critical and creative thinking skills**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	<p><b>What gap or problem of practice does this strategy aim to address for a specific cohort of students?</b></p> <p><b>Why was this particular strategy chosen?</b></p>	<p><b>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</b></p>	<p><b>Based on their effectiveness, which strategies will the district team:</b></p> <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle.	<p><b>ALL PILLARS</b></p> <p>Local data trends remain stable and show consistently higher positive student perceptions and/or achievement than provincial assessments. This gap needs further understanding and exploration.</p> <p>School goals and plans need greater alignment to the district operational and strategic plan for cohesive, data-informed decision making.</p>	<ul style="list-style-type: none"> <li>• District Community of Practice teams aligned their work to the district's continuous improvement cycles, bringing intentionality of data driven decisions to district directions.</li> <li>• Now implemented, the K-3 Literacy Framework includes sharing student achievement data with PVP, allowing for adjustments and adaptations.</li> <li>• Whole school discussions are driven through the continuous improvement cycle, using local and provincial data sets to review practice.</li> <li>• The realignment of the district data team to the Deputy Superintendent's portfolio strengthens a data informed review in our cycle of continuous improvement.</li> </ul>	<p><u>Strategic Plan 2025-2029:</u> Includes a focus on the annual continuous improvement cycle in support of students' intellectual growth and academic achievement.</p> <ul style="list-style-type: none"> <li>• Establish communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels.</li> <li>• Implement a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement.</li> <li>• Align school plans with the strategic plan's learning focus on intellectual development.</li> <li>• Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making and targeted support for priority learners.</li> <li>• Continue to develop data templates for literacy and numeracy at the Middle/Secondary level.</li> <li>• Build cross-departmental collaborative strategies toward operational plan goals aligned with the Enhancing Student Learning Report.</li> <li>• Develop and apply strategies aligned with the Indigenous Education Council's responsibility to disaggregate student data, identify disparities, and recommend interventions informed by culturally relevant interpretations of underlying trends.</li> </ul>



**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 3: Ensure our learning environments are safe, accessible and welcoming**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs.	<p><b>HUMAN &amp; SOCIAL DEVELOPMENT</b></p> <p>Increased enrolment reflects greater representation from newcomer &amp; multilingual learners. District results for “Feeling Welcome, Safe, and Connected” show stability, however, there are no notable changes despite early interventions.</p>	<ul style="list-style-type: none"> <li>• Early Learning &amp; Child Care and ELL successfully collaborated with UBC to administer the Childhood Experience Questionnaire (CHEQ) with kindergarten students of newcomer families.</li> <li>• District trends and themes informed action plans to support newcomer students and their families</li> <li>• Community LINK funds supported micro-grants to initiate school and community projects at four schools in response to CHEQ results.</li> <li>• Schools valued the engagement and would like to continue participation.</li> <li>• The district partnered with Camosun College and the University of Victoria to organize on-site tours and information sessions. These events helped Newcomer students understand post-secondary pathways and requirements.</li> </ul>	<p><u>Strategic Plan 2025-2029:</u> Fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. This is reflected in the values and vision of our next Strategic Plan.</p> <ul style="list-style-type: none"> <li>• Advance initiatives in belonging, access and equity to cultivate a welcoming and inclusive community.</li> <li>• Continue to bridge families and students to community resources, including counselling, medical, food security, and civic navigation support.</li> <li>• Continue to explore ways to provide accurate post-secondary information to international and newcomer students.</li> <li>• Continue a newcomer focus with CHEQ this fall and support schools with micro-grants to address needs identified through this screening.</li> <li>• Continue to provide opportunities for newcomers to learn about the local First Nations and their languages, history, and protocols — help families understand the land they now live on and promote a shared value of belonging through Indigenous teachings about community and the interconnectedness of people and land.</li> </ul>



**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 3: Ensure our learning environments are safe, accessible and welcoming**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces.	<p><b>HUMAN &amp; SOCIAL DEVELOPMENT</b></p> <p>A review of Student Voice data clearly pointed to an expressed need for greater focus on SOGI related initiatives, particularly focusing on an advocacy that all secondary schools had Inclusive Washrooms. This strategy is directly linked to students feeling safe, connected, and welcome at school.</p>	<ul style="list-style-type: none"> <li>• Revised and new policies and/or regulations were introduced and approved, strengthening student safety K-12.</li> <li>• As policies were reviewed, gendered language was updated to meet inclusive standards.</li> <li>• New schools and learning spaces were designed to foster belonging, safety, and connectedness, especially for diverse student populations.</li> <li>• These inclusive designs extended to playgrounds, self-regulation spaces, and washrooms, and make a notable impact on the school community.</li> <li>• The final secondary school is nearing completion of its retrofit to create Inclusive Washrooms—a project stemming from student advocacy.</li> </ul>	<p><b>Strategic Plan 2025-2029:</b> We recognize that fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. This is reflected in the values and vision of our next Strategic Plan.</p> <ul style="list-style-type: none"> <li>• Continue to engage and gather information from students and partner groups as it pertains to optimizing learning environments.</li> <li>• Indigenous worldviews have long recognized diverse gender and sexual identities; adapt a focus on lifting Two-Spirit knowledge as a bridge between Indigenous and SOGI inclusion.</li> <li>• Introduce and implement curriculum to highlight Indigenous perspectives on gender diversity, resilience, and acceptance with SOGI resources.</li> <li>• Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices.</li> <li>• Continue to provide in-service and professional learning on inclusive practices that create a sense of belonging for all students and colleagues.</li> <li>• Introduce the 2025-26 student voice engagement plan which emphasizes priority learner populations including LGBTQ2S+ student voice.</li> </ul>

**Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

**Objective 4: Enhance student voice and choice**

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Prioritize enhancing student voice and engagement across all K-12 departments.	<p><b>CAREER DEVELOPMENT AND HUMAN &amp; SOCIAL DEVELOPMENT</b></p> <p>Student voice is associated with increased engagement in learning and a stronger connection to the school community. This connection relates to students' sense of belonging and perceptions of safety within the school environment. Additionally, student voice encourages participation in various pathways towards graduation and post-secondary institutions, particularly among priority populations.</p>	<ul style="list-style-type: none"> <li>• Student voice engagement surveys were analyzed and the data was presented to leadership and partner groups—leading to an annual student voice engagement plan.</li> <li>• Pedagogical narration in K and ECE partnerships documented the voice and experience of young children.</li> <li>• Several new academies have been introduced in direct response to student interests.</li> <li>• Interactive <i>Ready, Set, Learn</i> and <i>Read and Ride</i> events for children aged 3–5 promoted early engagement with families.</li> <li>• Expanded participation was noted in the <i>Trades Awareness, Skills, and Knowledge (TASK)</i> program.</li> <li>• <i>Trades Awareness, Skills, and Knowledge (TASK)</i> programs focussed on supporting priority learner populations.</li> <li>• Students provided input into the District's <i>Building Design Guidelines</i>, helping shape the way new schools are built, and existing ones are renovated.</li> </ul>	<p><u>Strategic Plan 2025-2029</u>: Student voice remains a key focus with students encouraged to express their perspectives, offer input, and engage in decisions pertaining to their learning, school, and district.</p> <ul style="list-style-type: none"> <li>• Implement the student voice engagement plan, ensuring that it is inclusive of those students represented in priority populations.</li> <li>• Continue to support staff (through in-service and professional learning) in viewing an IEP as a meaningful conversation that centers student voice.</li> <li>• Continue expanding career opportunities for Grade 11/12 students to pursue apprenticeships.</li> <li>• Introduce increased dual credit, co-op, and work experience program offerings.</li> <li>• Continue with the skills for life program supporting post-secondary transitions for students with disabilities and diverse abilities.</li> <li>• Review student placement in post-secondary transition programs with a focus on removing barriers for priority learner groups.</li> <li>• Continue working with Camosun College and other institutions to create supportive pathways for designated students.</li> </ul>

<b>Strategic Plan Goal: Engagement—To create a culture of belonging.</b>			
<b>Objective 2: Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'</b>			
<b>Strategy</b>	<b>Area for Growth</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
<b>What targeted actions are being taken?</b>	<b>What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?</b>	<b>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</b>	<b>Based on their effectiveness, which strategies will the district team:</b> <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
One Mind: Support District Departments with Indigenous focussed projects & initiatives by co-developing resources and professional learning to support student success.	<p><b>INTELLECTUAL &amp; CAREER DEVELOPMENT</b></p> <p>While some indicators show growth for Indigenous students (closing proficiency gap in literacy and numeracy at grade 10, gains in 5-year completion rates, closing equity gaps in belonging and adult that care), Indigenous students, along with other priority populations, continue to face systemic barriers that impact on Indigenous student success.</p>	<ul style="list-style-type: none"> <li>• Local Education Agreements are now in place with 2 Nations, outlining conditions related to improving First Nation student outcomes.</li> <li>• Elder's Advisory Circle (Year 2) supported integration of local cultural content, protocols, and language.</li> <li>• Ready Set Learn activities reflected Indigenous resources.</li> <li>• Pathways to Graduation Circles provided data on each student and the services they receive—Anecdotal data from schools and Nations shows that this framework supports student outcomes in all areas.</li> <li>• Literacy and Numeracy learning updates were shared with PVP ahead of Pathways to Graduation Circles—deepening and focusing the collaborative conversations.</li> <li>• Implemented new grade 12 course in contemporary Indigenous Studies, strengthening a culture of belonging for all students.</li> </ul>	<p><b>Strategic Plan 2025-2029:</b> The forthcoming plan adopts “One Mind, One Spirit” as the guiding ethos embedded throughout all goals and actions—reflecting a commitment to the holistic integration of these values.</p> <ul style="list-style-type: none"> <li>• Continue Pathways to Graduation Circles as a clear and consistent practice for monitoring/adapting strategies to support Indigenous student outcomes.</li> <li>• Sustain Elder, Knowledge Keeper, and Role Model Engagement where members of the Indigenous community share culture, language and teachings.</li> <li>• Continue inclusive curriculum—expand integration across subject areas so that students see themselves reflected in daily learning.</li> <li>• Introduce a localized core competency resource developed with local stories from Elders and the Indigenous Education Council.</li> <li>• Introduce a strategy that prioritizes Indigenous Learner Attendance through culturally relevant attendance responses.</li> <li>• Continue to cultivate inclusive spaces where everyone feels a sense of belonging and support, reflecting a district-wide commitment to equity.</li> <li>• Continue to emphasize Indigenous resources and play-based learning through early learning initiatives like Ready, Set, Learn.</li> </ul>

<b>Strategic Plan Goal: Engagement—To create a culture of belonging.</b>			
<b>Objective 2: Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'</b>			
<b>Strategy</b>	<b>Area for Growth</b>	<b>Strategy Effectiveness</b>	<b>Adjustments and Adaptations</b>
<b>What targeted actions are being taken?</b>	<b>What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?</b>	<b>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</b>	<b>Based on their effectiveness, which strategies will the district team:</b> <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
One Spirit: Support the success and celebration of Indigenous learners K to 12 to engage Indigenous students and strengthen community.	<p><b>HUMAN &amp; SOCIAL DEVELOPMENT</b></p> <p>Indigenous learners are more successful when they see themselves reflected in the learning environment. Celebrating students and strengthening community relationships honours student and community voice, building a culture of belonging and trust.</p>	<ul style="list-style-type: none"> <li>• All schools focused on Equity in Action, including reviewing Student and Family survey results.</li> <li>• An increased number of departments focused on an equity goal, reporting out annually on their progress.</li> <li>• IEC representatives actively participated in student success circles ensuring the meaningful integration of Indigenous worldviews.</li> <li>• The Elder's Advisory Circle met regularly with the district, and along with IEC consultation, supported the integration of local cultural content, protocols, and language.</li> <li>• Collaboration with local communities resulted in images of local history and culture being reflected in the building design of a new elementary school.</li> <li>• Staffing reallocation was initiated to support NA'TSA'MAHT Student and Family Advocate staffing.</li> </ul>	<p><u>Strategic Plan 2025-2029:</u> The forthcoming plan adopts "One Mind, One Spirit" as the guiding ethos embedded throughout all goals and actions—reflecting a commitment to the holistic integration of these values.</p> <ul style="list-style-type: none"> <li>• Continue to emphasize early years development through strategies such as Early Learning and Child Care activities at Indigenous dinners and sustained StrongStart Outreach presence in Nations.</li> <li>• Continue to work with Indigenous partners to ensure our learning environments, new designs and builds, reflect local culture, history, and values.</li> <li>• Provide guidance through the IEC and LEAs to ensure rightsholder voices are heard and engaged—strengthening community.</li> <li>• Maintain reallocated staffing towards NA'TSA'MAHT Student and Family Advocate Support.</li> <li>• Continue to support Equity in Action, reflecting Equity Goals at each school and department.</li> <li>• Sustain Elder, Knowledge Keeper, and Role Model Engagement where members of the Indigenous community share culture, language and teachings.</li> <li>• Implement district-wide learning for all staff on local Indigenous histories, cultures, and ways of knowing.</li> </ul>

**Sooke School District**

SD#62

# **Enhancing Student Learning Report**

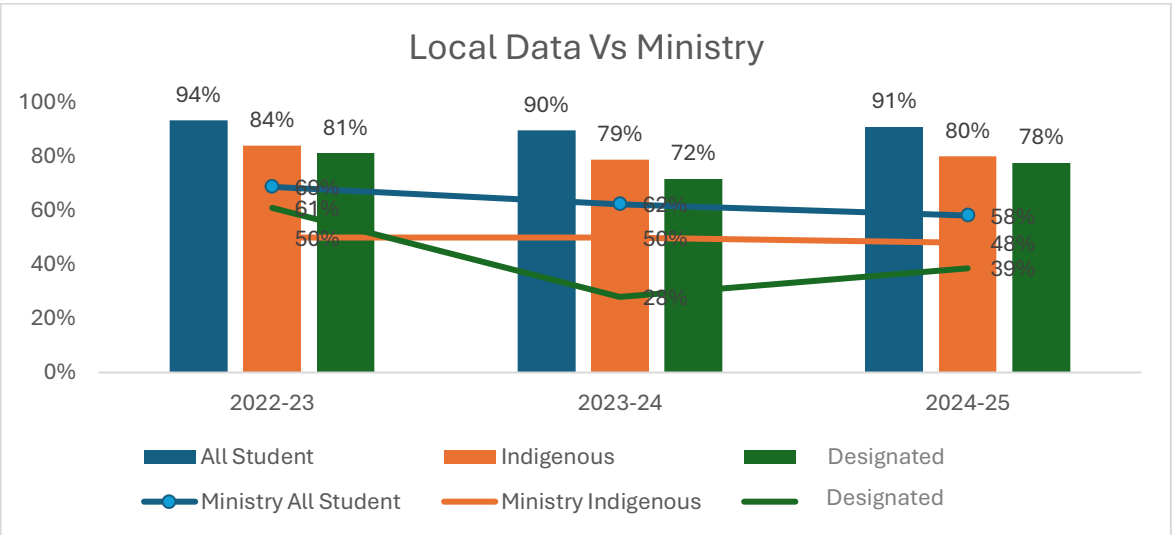
September 2025

Appendix A:

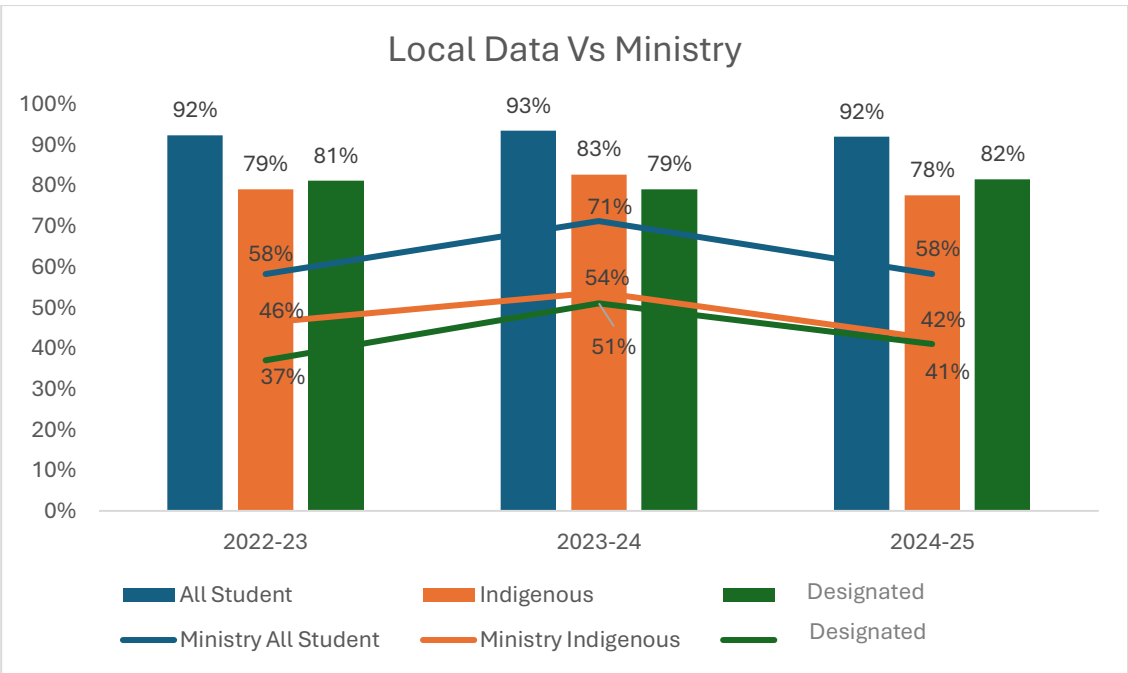
Local Data & Contextual Information

STUDENT COURSE MARKS: ENGLISH LANGUAGE ARTS 4 AND 7

Grade 4 Literacy/Reading (On-Track / Extending Rate)

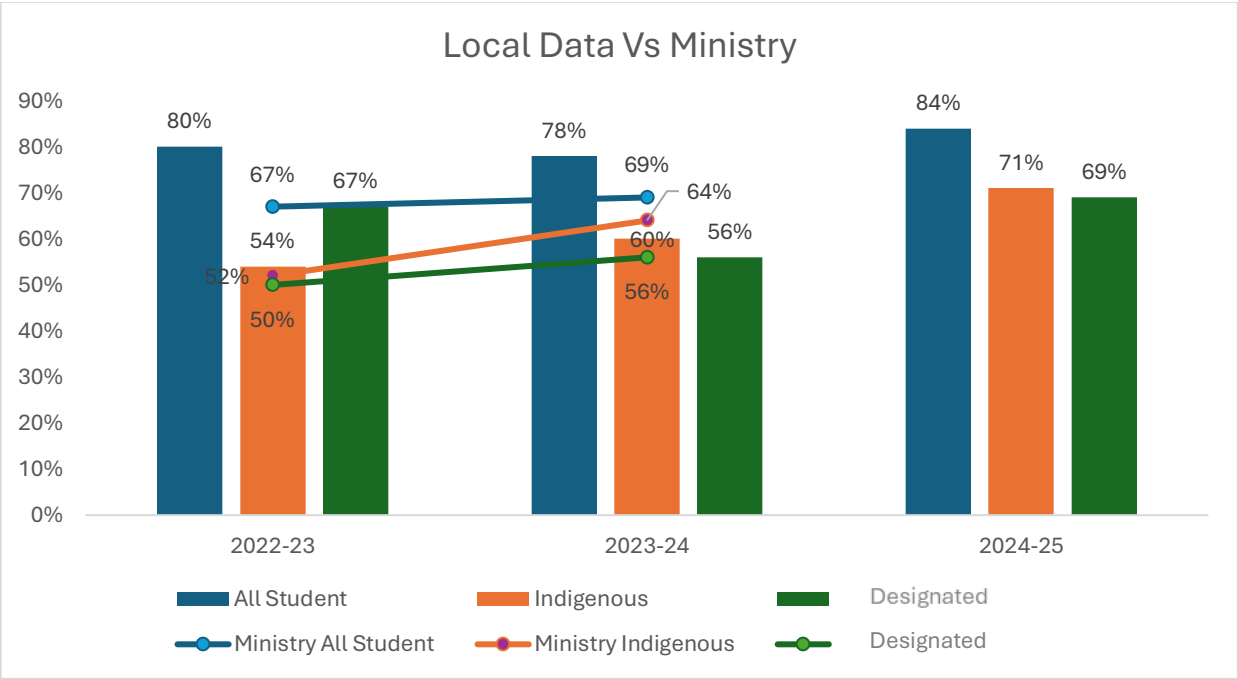


Grade 7 Literacy/Reading (On-Track / Extending Rate)



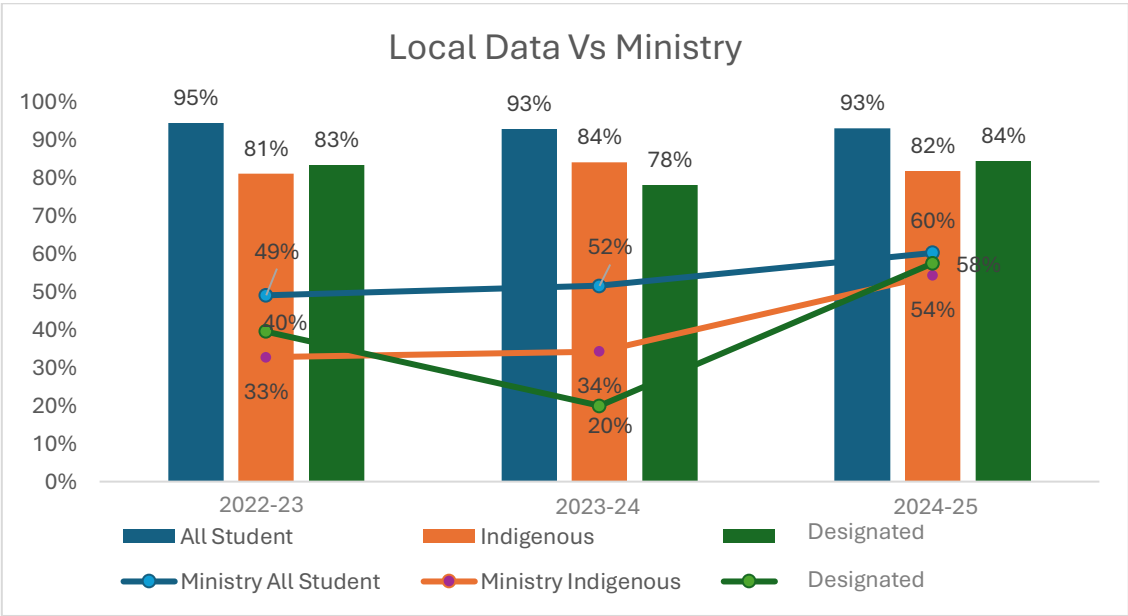
STUDENT COURSE MARKS: COMPOSITION, CREATIVE WRITING, ENGLISH FIRST PEOPLES, LITERARY STUDIES, AND NEW MEDIA

Grade 10 Literacy Expectations Prof/Ext. Rate

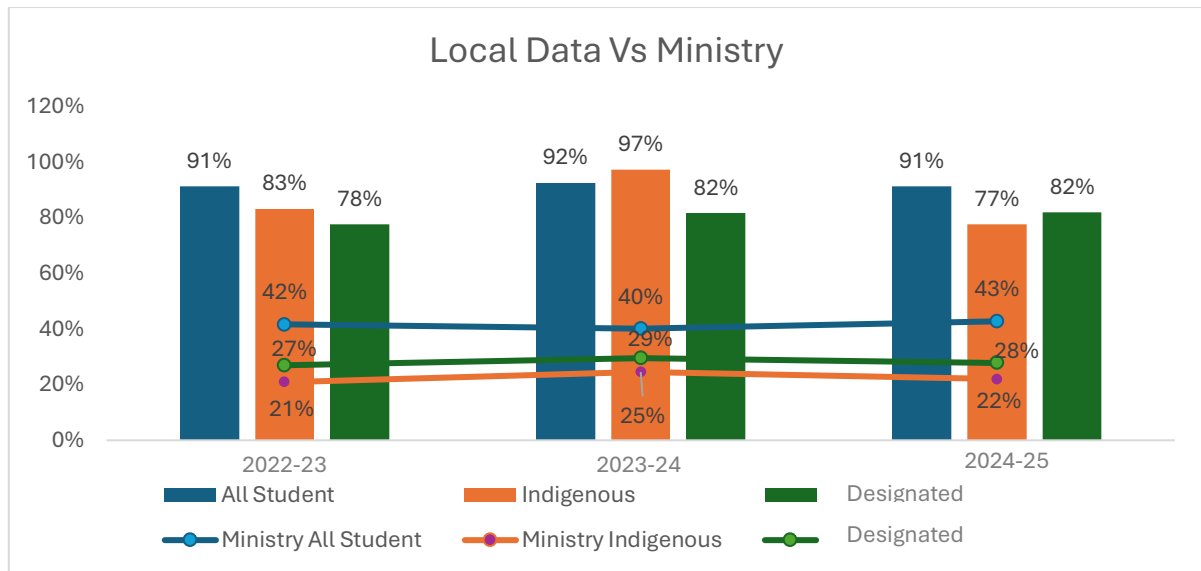


STUDENT COURSE MARKS: MATHEMATICS 4 and 7

Grade 4 Numeracy Expectations (On-Track / Extending Rate)

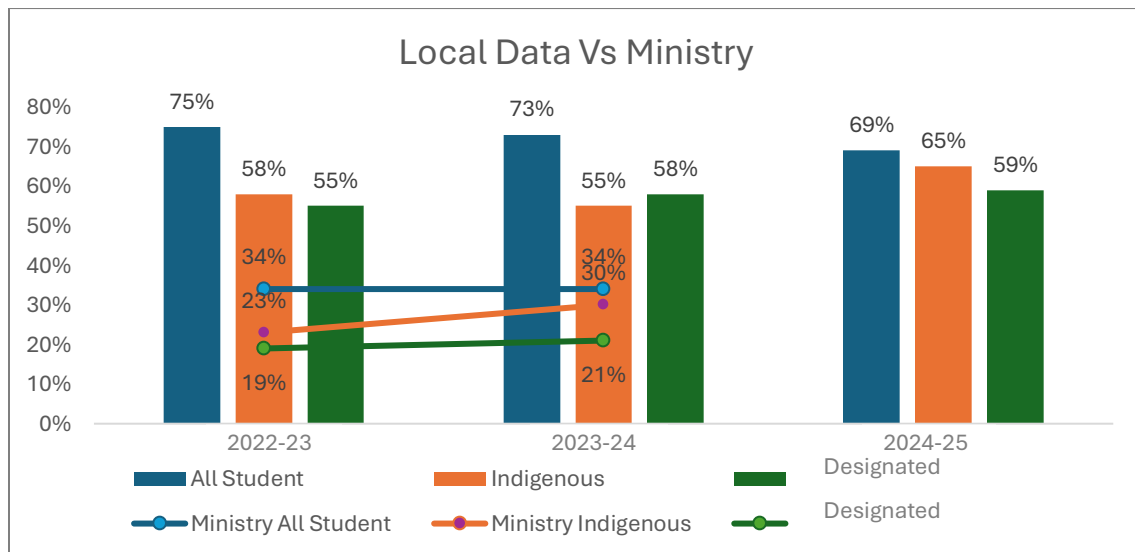


## Grade 7 Numeracy Expectations (On-Track / Extending Rate)



## STUDENT COURSE MARKS: FOUNDATIONS, PRE-CALCULUS & WORKPLACE MATH

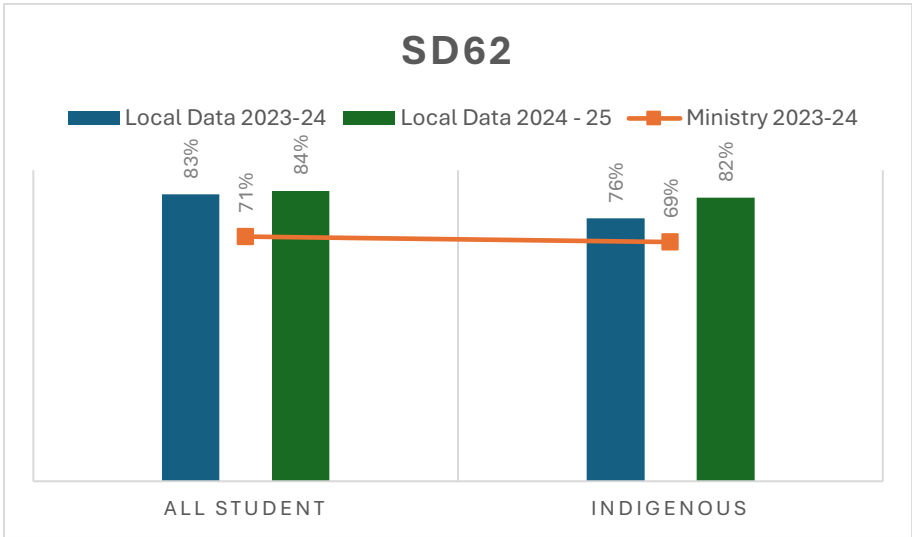
### Grade 10 Grade Assessment Numeracy (Proficient / Extending Rate)



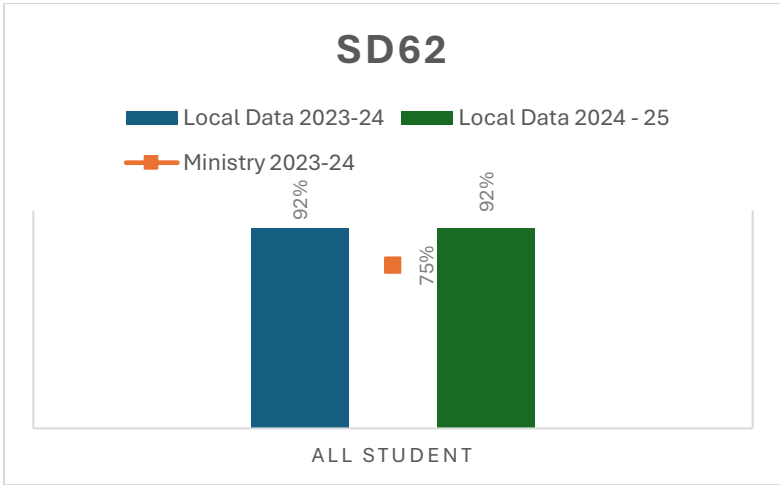


EQUITY STUDENT SURVEY

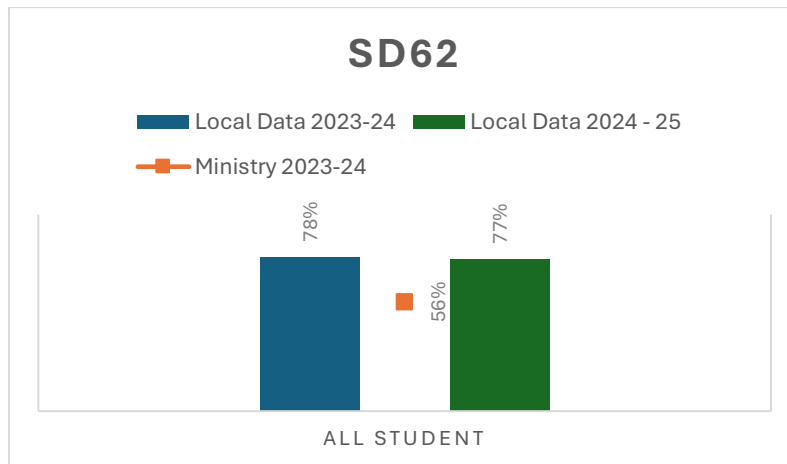
Feel Welcome



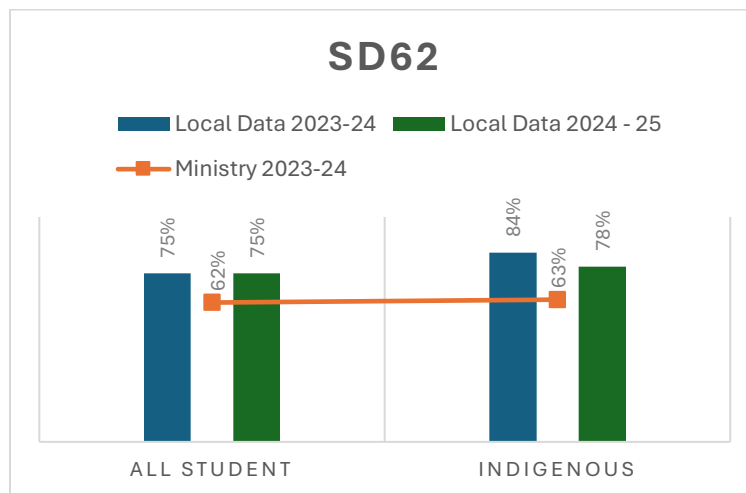
Feel Safe



## Sense of Belonging



## Students Feel that Adults Care About Them at School



## CONTEXTUAL INFORMATION

Further evidence of the district's ongoing commitment to improving student learning outcomes can be found at the following links:

[Sooke School District Strategic Plan 2025-2029](#)

[Strategic Plan Final Report 2021-2025](#)

[Operational Plan 2025-2026](#)

[Educational Department Plans](#)

[School Plans](#)

[Pacheedaht Signed LEA](#)

[T'Sou-ke Signed LEA](#)

[NA'TSA'MAHT Enhancement Agreement 2022-2027](#)

[NA'TSA'MAHT Enhancement Agreement Report June 2025](#)

[Equity In Action Report June 2025](#)

[Sooke School District 2025-2028 Financial Plan](#)