

ENHANCING STUDENT LEARNING REPORT

2025-2026



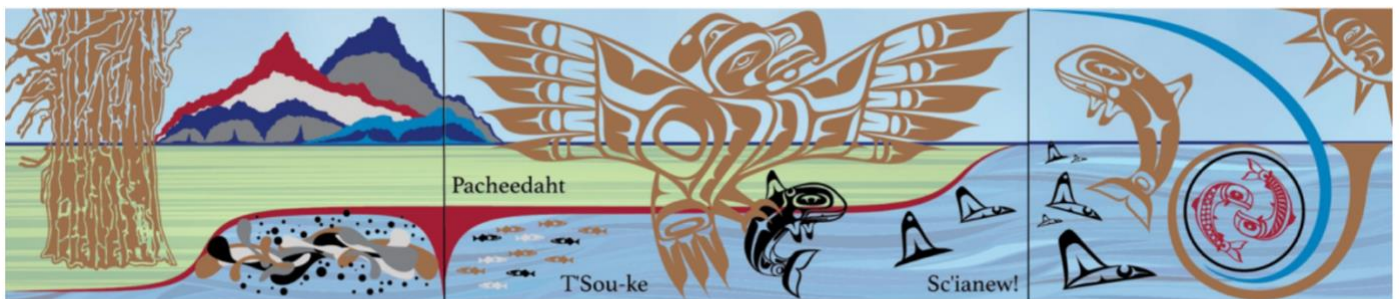
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Enhancing Student Learning Report

September 2026

In Review of Year #1 of Strategic Plan, 2025-2029

Approved by the Board on September 29, 2026



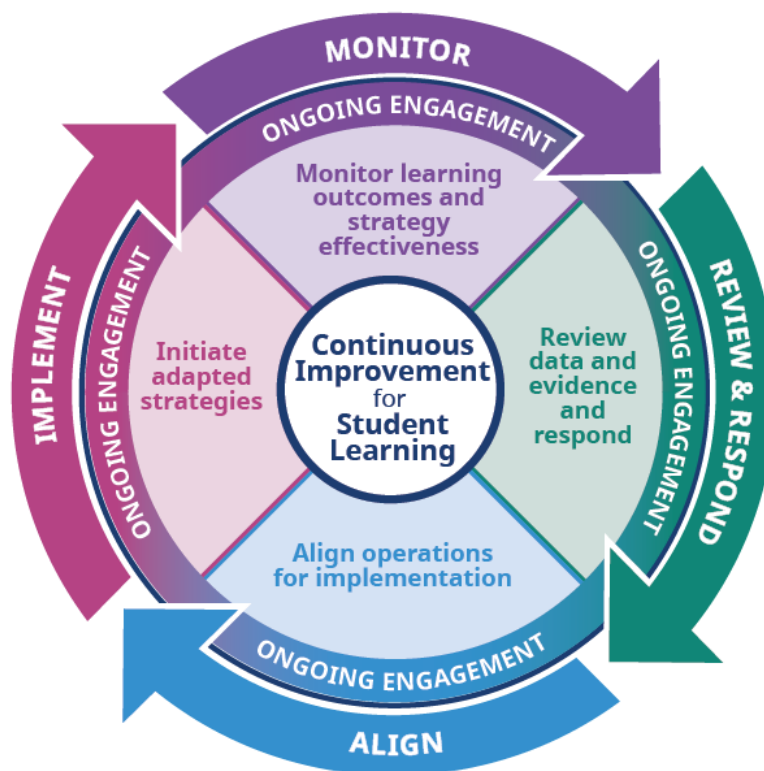
Visual Territory Acknowledgement Connie Watts

Enhancing Student Learning Report:

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 three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. 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.

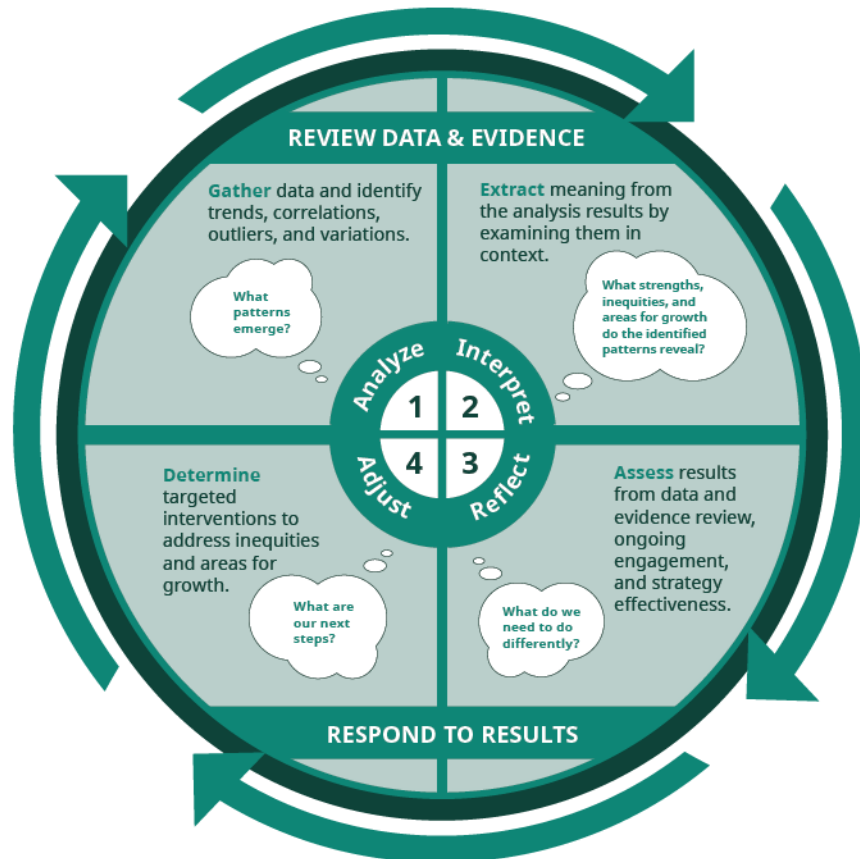
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

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Review Data and Evidence



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 document:

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.

Data that is not displayed as per the above policy is **masked data**.

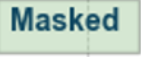
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

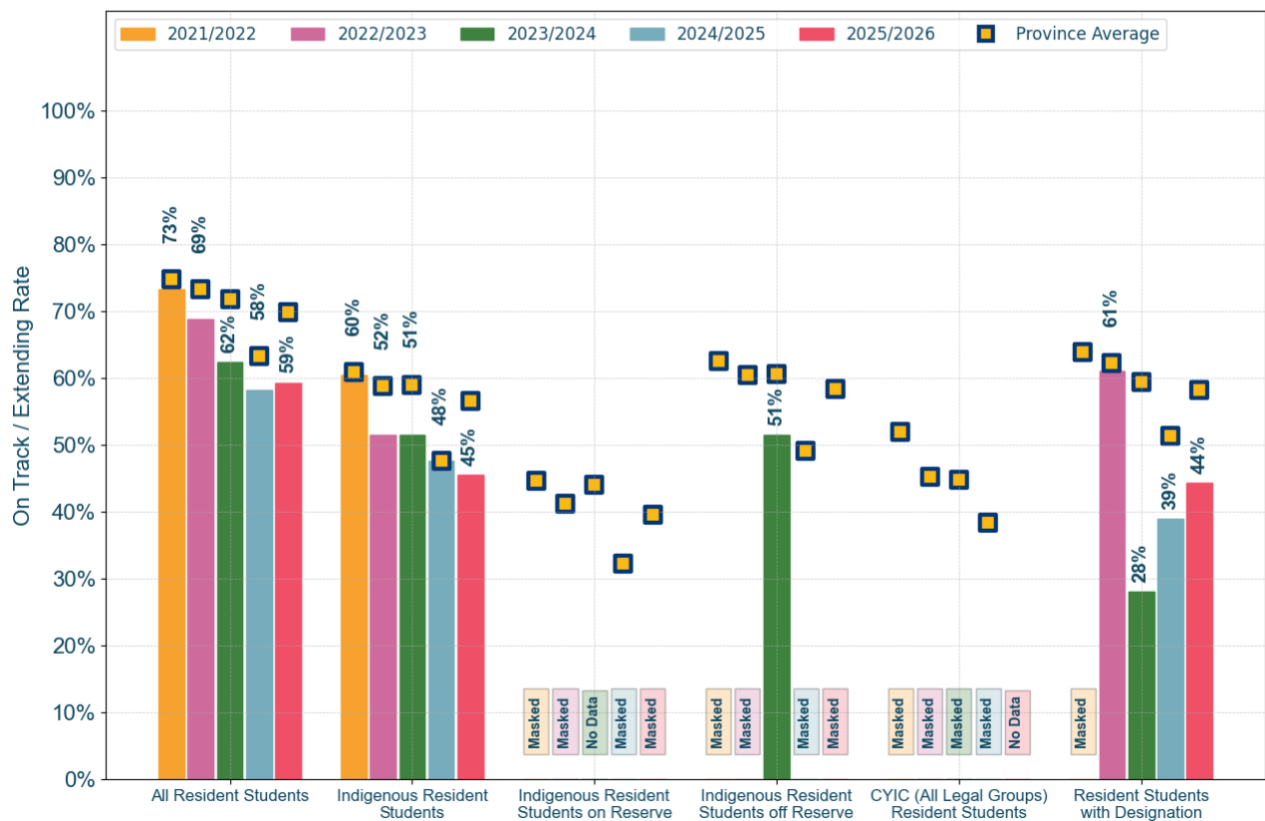
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	930 40%	967 58%	963 67%	1044 79%	1090 78%
Indigenous Resident Students	113 38%	122 52%	109 64%	110 75%	88 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 17%	117 35%	128 39%	145 50%	193 50%

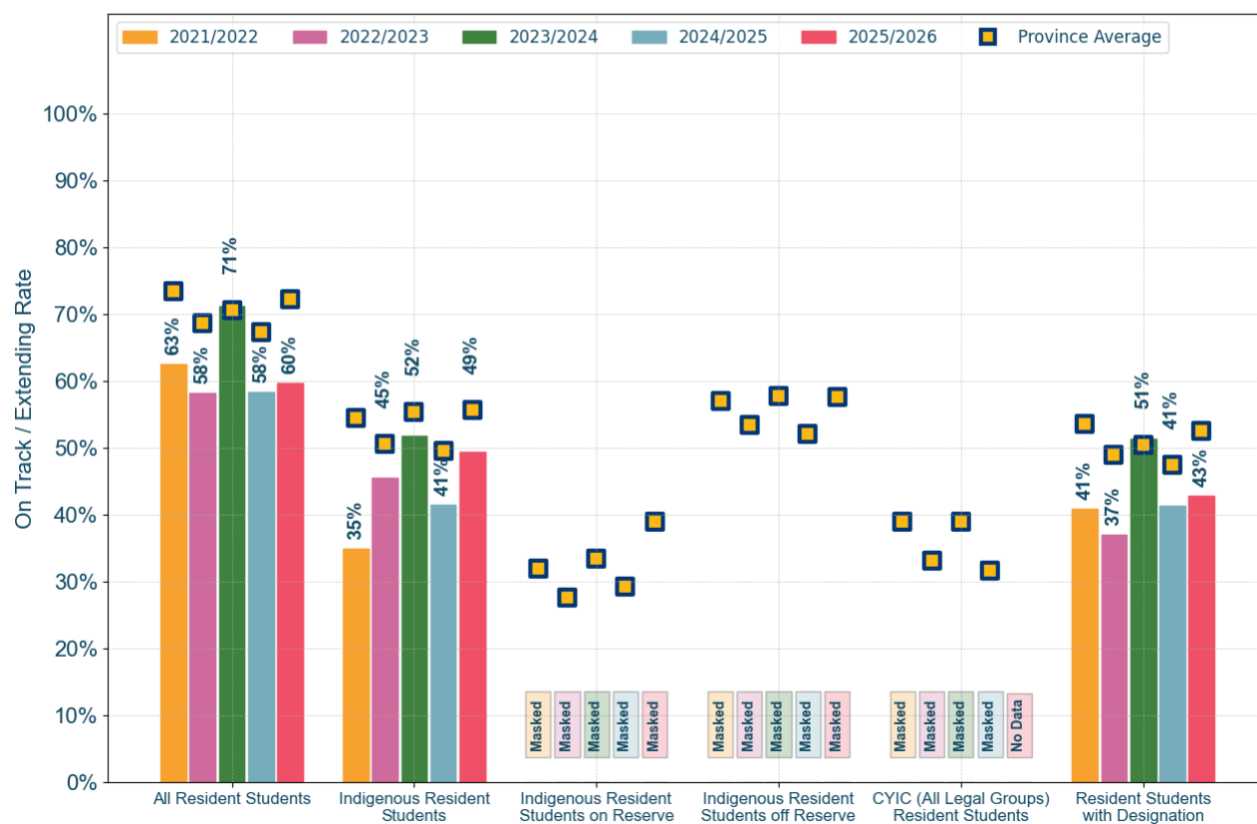
Grade 4 FSA Literacy - On Track / Extending Rate
Sooke



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	873 30%	965 49%	895 69%	1010 79%	1048 80%
Indigenous Resident Students	114 38%	146 38%	102 55%	113 73%	118 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	174 25%	169 32%	167 46%	233 64%	249 62%

Grade 7 FSA Literacy - On Track / Extending Rate Sooke

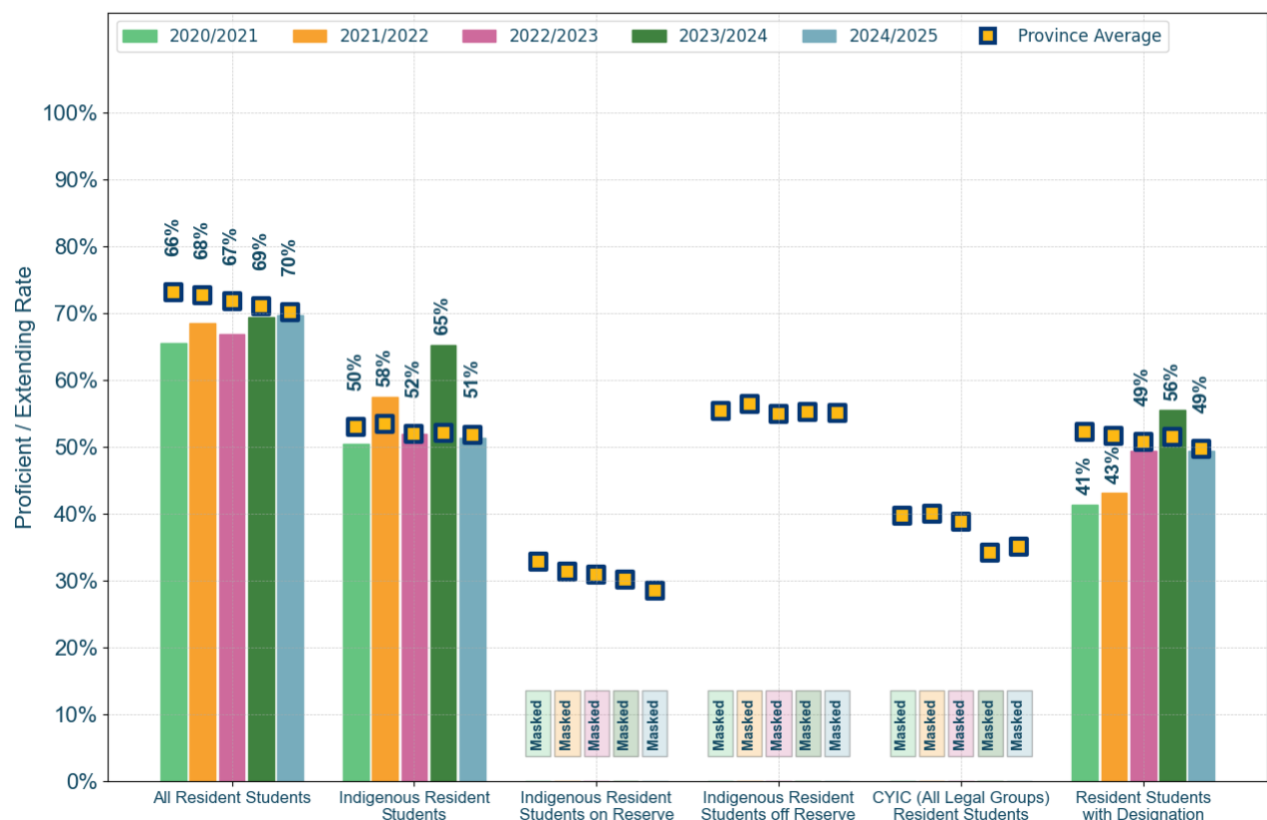


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	860 62%	878 81%	962 85%	995 88%	1014 86%
Indigenous Resident Students	129 47%	130 59%	139 69%	150 83%	129 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	161 50%	178 64%	196 71%	219 74%	249 78%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Sooke



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- FSA participation rates improved across grades, strengthening confidence in recent data; however, Indigenous participation rates remained lower than All Resident participation and CYIC results were masked, making year-to-year trends less stable.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, suggesting that literacy outcomes should be interpreted through an intersectional lens.
- Literacy results reflect a developmental pathway from elementary through secondary. FSA Cohort analysis indicates a decline between Grades 4 and 7, followed by improvement between Grades 7 and 10, suggesting transition points are important contributors to student outcomes.
- The gap between local (Summary of Learning Updates) and provincial measures suggests that achievement be best understood through triangulation of classroom evidence, literacy screening, and provincial assessments.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local literacy achievement was consistently higher than provincial assessment results across Grades 4, 7, and 10. Local results remained strong (approximately 84-93%), while district FSA results ranged from 59-71%, highlighting the importance of examining multiple data sources.
- Similar patterns were observed for Indigenous learners and students with disabilities/diverse abilities, where local achievement substantially exceeded provincial results in each grade.
- While cohort analysis showed that provincial assessment results declined between Grades 4 and 7 for the same students but improved substantially between Grades 7 and 10, local assessment remained consistently high and stable.
- The gap between local and provincial measures, particularly in grade 4 and 7, highlight inconsistencies in assessment results that warrant further district investigation.

3. What strengths were identified?

- Literacy achievement improved across the system as students progressed through grade levels, suggesting many learners continue to strengthen literacy proficiency through secondary school.
- Grade 7 Indigenous learners demonstrated one of the strongest long-term improvement trends, increasing from approximately 35% to 49% over five years, while Grade 10 Indigenous learners showed substantial cohort growth from 35% to 51% between Grades 7 and 10.
- Students with disabilities or diverse abilities demonstrated evidence of improvement across grades. Grade 4 results rebounded by nearly 16 percentage points from their low point, Grade 7 ended above baseline despite fluctuations, and Grade 10 showed the greatest long-term gain.

- Local district results consistently and substantially exceeded provincial results for all students and priority populations, suggesting effective instructional and support practices that can be further examined and scaled.

4. What areas for growth were identified:

- **For all students?**

- Literacy achievement is not yet consistently improving across the K-12 system. Declining Grade 4 results, reduced achievement in Grade 7 compared to earlier cohorts, and only modest gains by Grade 10 suggest a need for stronger, more coordinated literacy supports across key transition points.

- **For Indigenous learners?**

- While improvements are emerging in Grades 7 and 10, persistent achievement gaps with all students and declining Grade 4 outcomes indicate a need to strengthen early literacy, attendance, belonging, culturally responsive practices, and supports that sustain progress through transitions.

- **For children and youth in care?**

- An internal review of unmasked data shows that literacy outcomes remain below provincial benchmarks and participation rates are inconsistent. Targeted, cross-departmental interventions and improved assessment participation are needed to better support and monitor this vulnerable learner group.

- **For students with disabilities or diverse abilities?**

- Although achievement has improved over time, results remain variable across grades and assessment measures. Continued focus on evidence-based literacy instruction, consistent accommodations, and sustaining the conditions associated with stronger achievement years is needed.

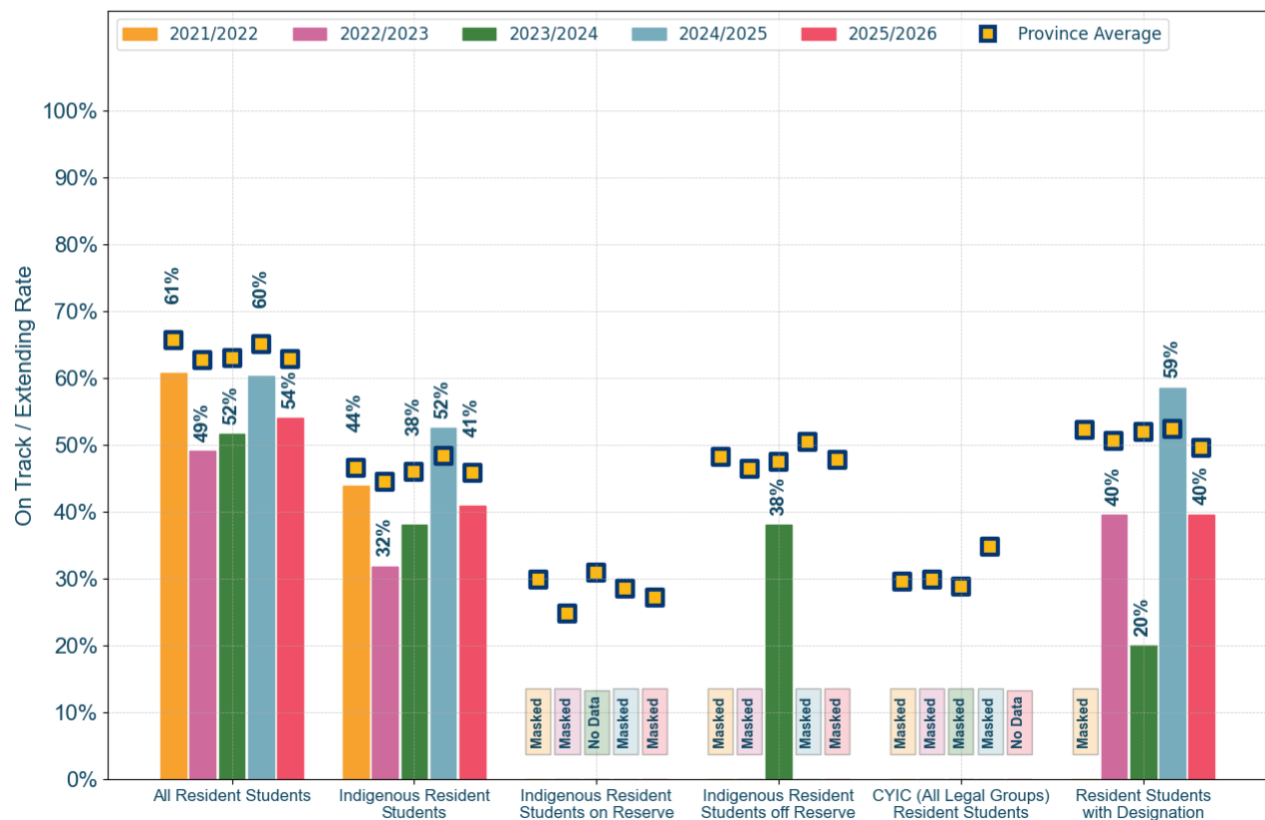
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	930 40%	967 57%	963 68%	1044 78%	1090 77%
Indigenous Resident Students	113 36%	122 54%	109 65%	110 73%	88 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 16%	117 37%	128 43%	145 48%	193 50%

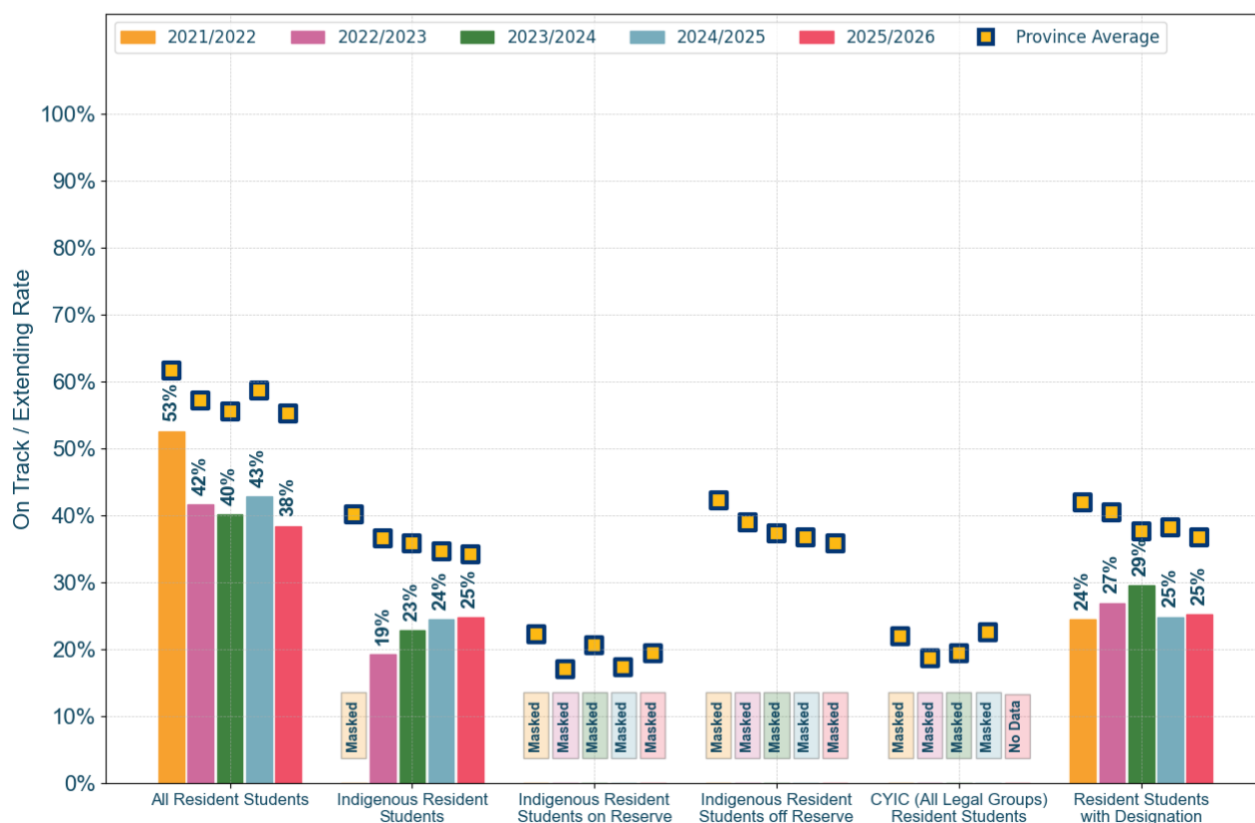
Grade 4 FSA Numeracy - On Track / Extending Rate Sooke



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	873 29%	965 47%	895 69%	1010 77%	1048 80%
Indigenous Resident Students	114 32%	146 36%	102 56%	113 73%	118 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	174 24%	169 31%	167 47%	233 61%	249 61%

Grade 7 FSA Numeracy - On Track / Extending Rate Sooke

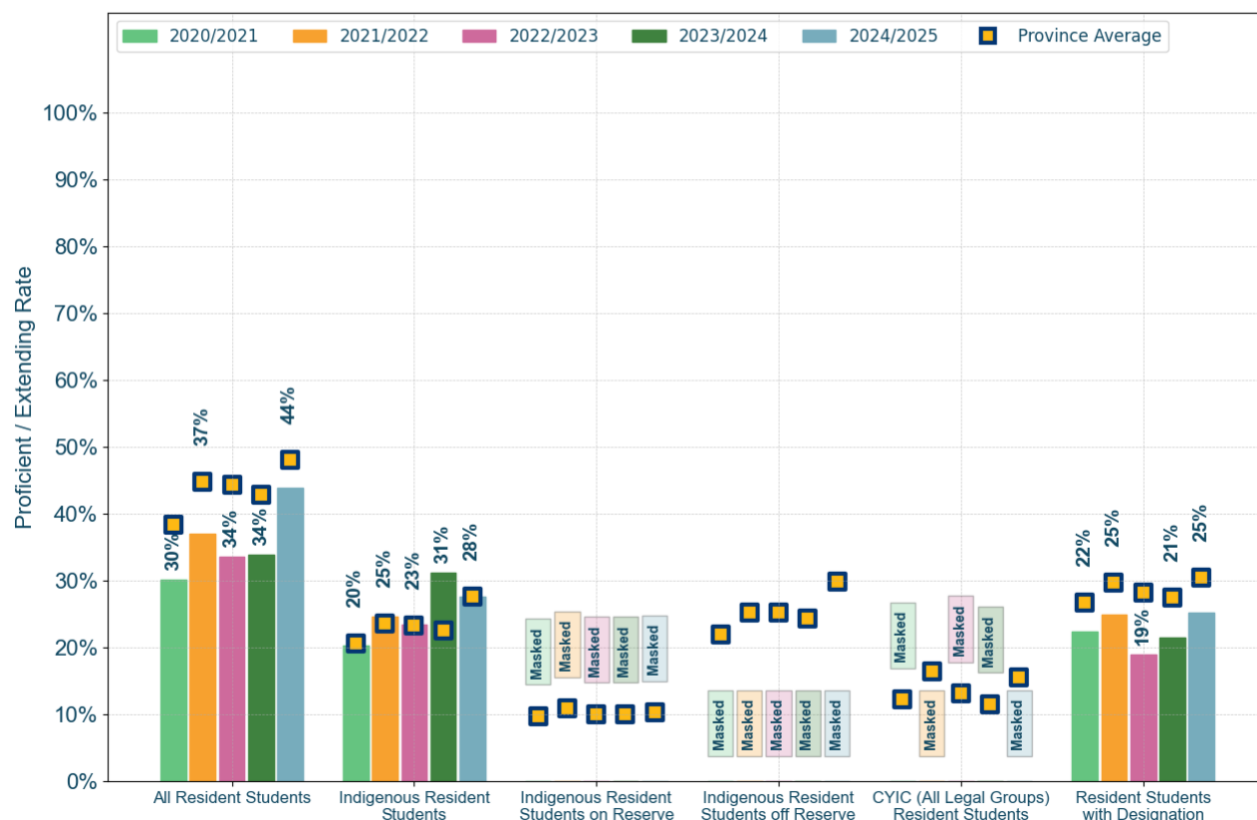


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	863 54%	874 77%	952 83%	987 87%	1015 84%
Indigenous Resident Students	134 48%	130 60%	138 65%	150 78%	131 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	160 50%	177 55%	193 65%	217 75%	249 72%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Sooke

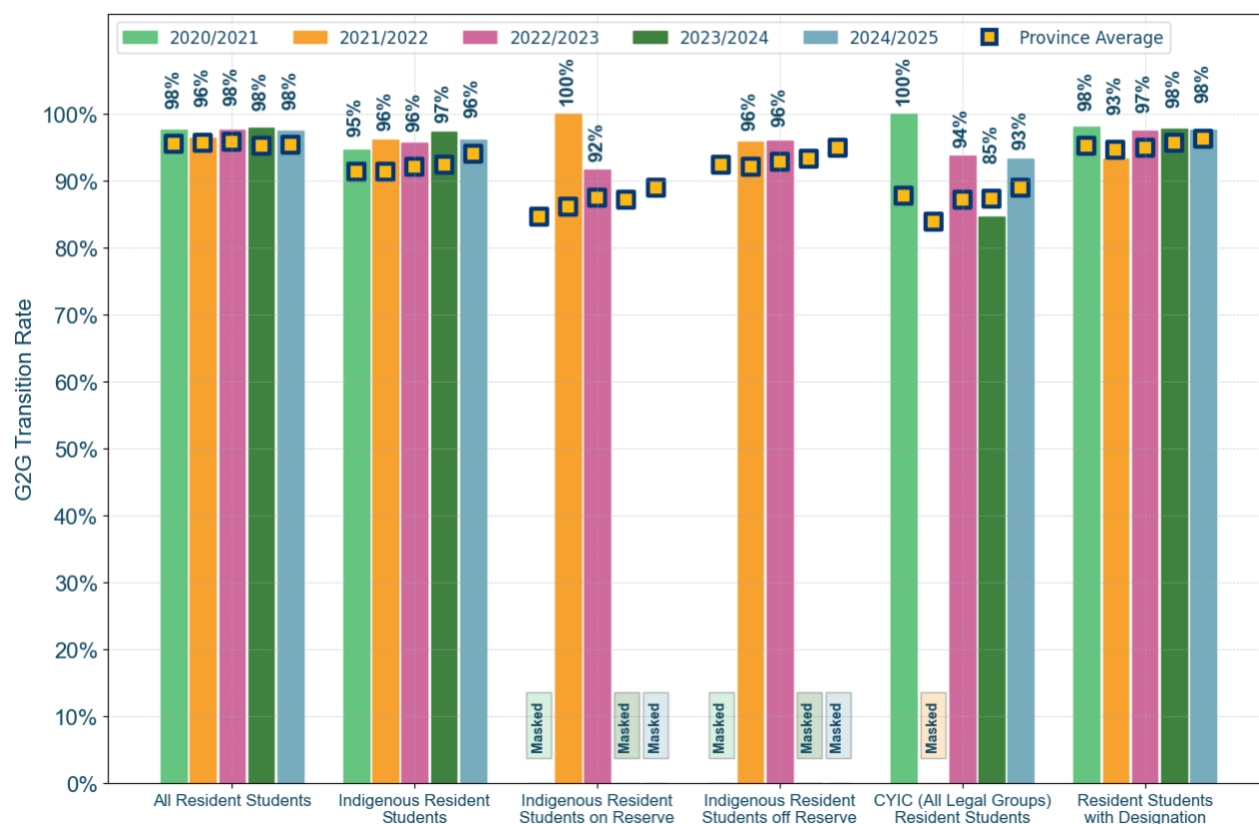


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	857	877	959	997	1021
Indigenous Resident Students	130	131	139	153	130
Indigenous Resident Students on Reserve	Masked	11	12	Masked	Masked
Indigenous Resident Students off Reserve	Masked	120	127	Masked	Masked
CYIC (All Legal Groups) Resident Students	16	Masked	16	13	15
Resident Students with Designation	160	178	196	219	250

Grade 10 to 11 Transition Rate Sooke



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	915	927	965	970	1041
Indigenous Resident Students	121	148	135	129	149
Indigenous Resident Students on Reserve	Masked	Masked	12	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	123	Masked	Masked
CYIC (All Legal Groups) Resident Students	17	17	11	17	13
Resident Students with Designation	178	179	202	208	258

Grade 11 to 12 Transition Rate Sooke



Analysis and Interpretation:

Outcome 2 - Numeracy



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

1. Key context:

- FSA Participation rates improved substantially across the reporting period, particularly for Indigenous learners. Indigenous participation increased from approximately 36% to 75% in Grade 4 and from 32% to 72% in Grade 7, resulting in more representative achievement data.
- Significant demographic overlap exists among priority populations. Many CYIC students also have Ministry designations and/or identify as Indigenous, suggesting that achievement results should be considered through an intersectional lens.
- Numeracy results for CYIC and students living on or off reserve should be interpreted with caution due to masked data and small cohort sizes within these priority populations. A small number of students significantly affects year-to-year results and trend analysis.
- The gap between local and provincial achievement results suggests that data be best considered through triangulation of classroom evidence, literacy screening, and provincial assessments.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local numeracy results consistently exceeded the district's provincial assessment results across Grades 4, 7, and 10. In 2025/2026, Grade 4 local achievement was 94% compared with 54% on provincial assessments and Grade 7 was 91% compared with 38%. In 2024/2025, the latest available data for Grade 10, local rates were 69% compared to the 44% in provincial results.
- Similar patterns were observed for Indigenous students and students with disabilities or diverse abilities, with local achievement substantially outperforming provincial assessment results across all grade levels.
- Cohort analysis provides additional evidence beyond annual assessment snapshots. Students showed a decline in numeracy achievement between Grades 4 and 7, while secondary results showed only modest recovery, suggesting that classroom performance and provincial assessment results tell different parts of the achievement story.
- Although transition, cohort, participation, local assessment, and provincial assessment data collectively indicate that students continue progressing through school successfully, numeracy proficiency remains an area requiring focused attention.

3. What strengths were identified?

- Local district numeracy results consistently exceeded provincial district results across Grades 4, 7, and 10 and across priority populations. In the latest available data, district local achievement exceeded provincial achievement by 40 percentage points in Grade 4, 53 points in Grade 7, and 25 points in Grade 10.
- Indigenous learner participation improved significantly over multiple years, strengthening the reliability of achievement data and reflecting increased engagement in provincial assessments. Indigenous numeracy achievement also improved over time in Grades 7 and 10.
- Grade 10 numeracy demonstrated the strongest long-term provincial achievement trend, improving from approximately 30% in 2020/2021 to 44% in 2024/2025, representing the highest achievement level in the reporting period.
- Transition outcomes are a significant strength. Grade 10-11 transition rates remained between 96% and 98% for all students, while Grade 11-12 transition rates increased from 83% to 95%. An internal review of masked and unmasked data also indicates strong transition outcomes for Indigenous students, CYIC, and Students with Designations.

4. What areas for growth were identified:

- **For all students?**
 - Numeracy achievement remains a persistent K-12 challenge. Declining Grade 4 and Grade 7 results, combined with only modest improvement by Grade 10, indicate a need for earlier intervention, stronger instructional coherence, and sustained numeracy support across transition points.
- **For Indigenous learners?**
 - Although participation and achievement improved in several grades, Indigenous learners continue to achieve below non-Indigenous peers and below desired outcomes. Achievement gains have not been consistently sustained across grades, indicating a need for continued culturally responsive numeracy instruction, attendance supports, and targeted interventions.
- **For children and youth in care?**
 - CYIC students continue to experience the greatest barriers to numeracy success, with achievement well below district and provincial expectations. Small cohort sizes, overlapping vulnerabilities, and masked data continue to limit progress monitoring and indicate a need for intensive, coordinated supports.
- **For students with disabilities or diverse abilities?**
 - Numeracy achievement remains inconsistent and below overall student results across grades and cohorts, suggesting a need for more consistent intervention, instructional supports, and assessment practices to improve achievement and sustain growth over time.

Human and Social Development

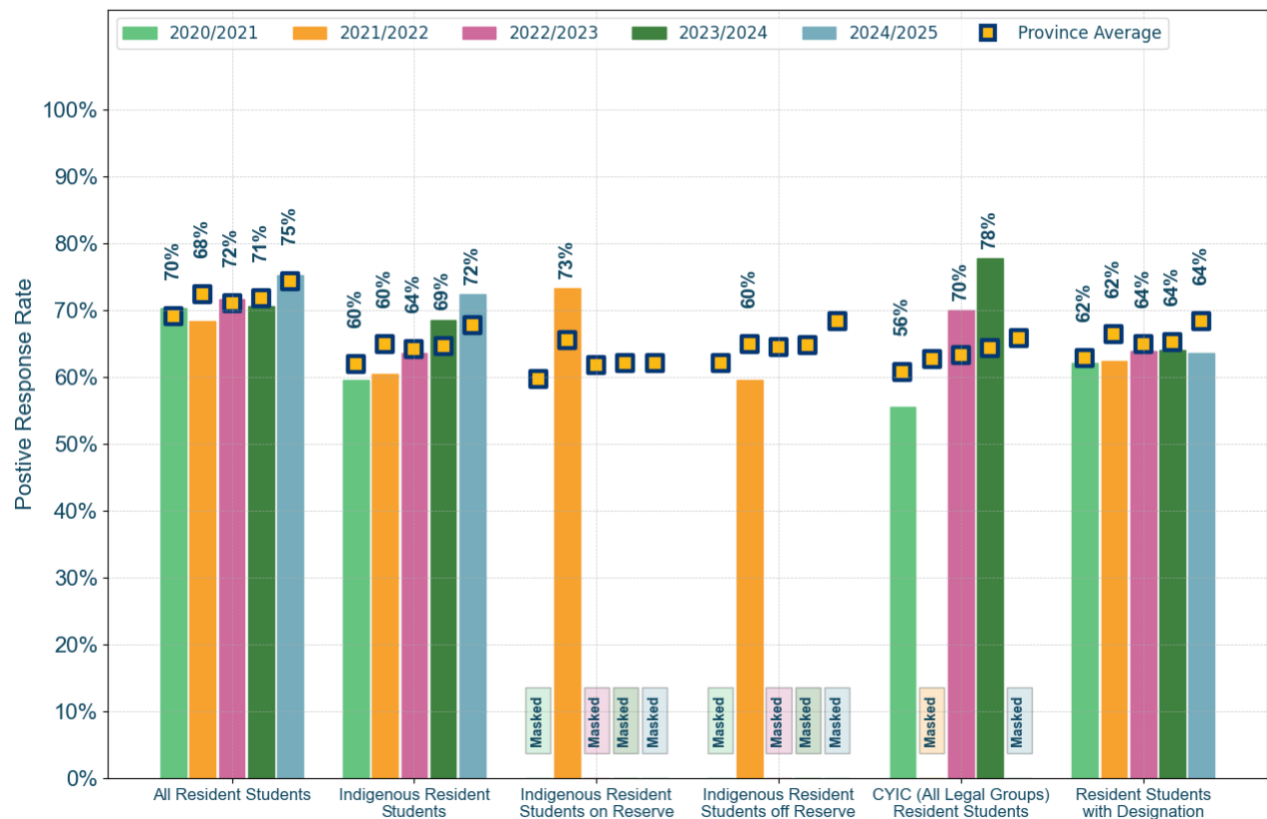
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

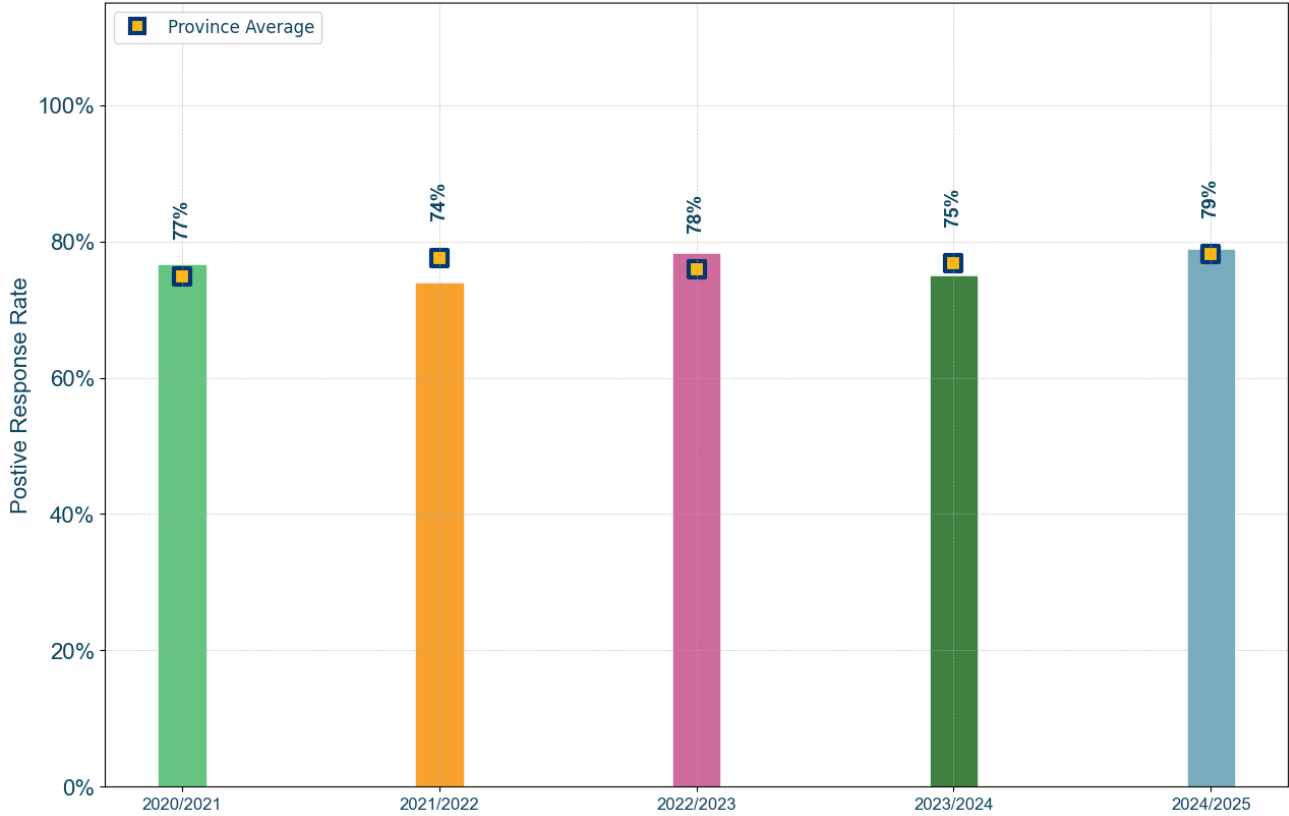
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2510 64%	2664 71%	2863 69%	2854 64%	3073 79%
Indigenous Resident Students	369 52%	358 61%	405 56%	364 54%	353 71%
Indigenous Resident Students on Reserve	Masked	27 56%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	331 61%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	37 49%	30 40%	37 57%	31 58%	26 46%
Resident Students with Designation	398 50%	454 62%	482 53%	514 51%	627 69%

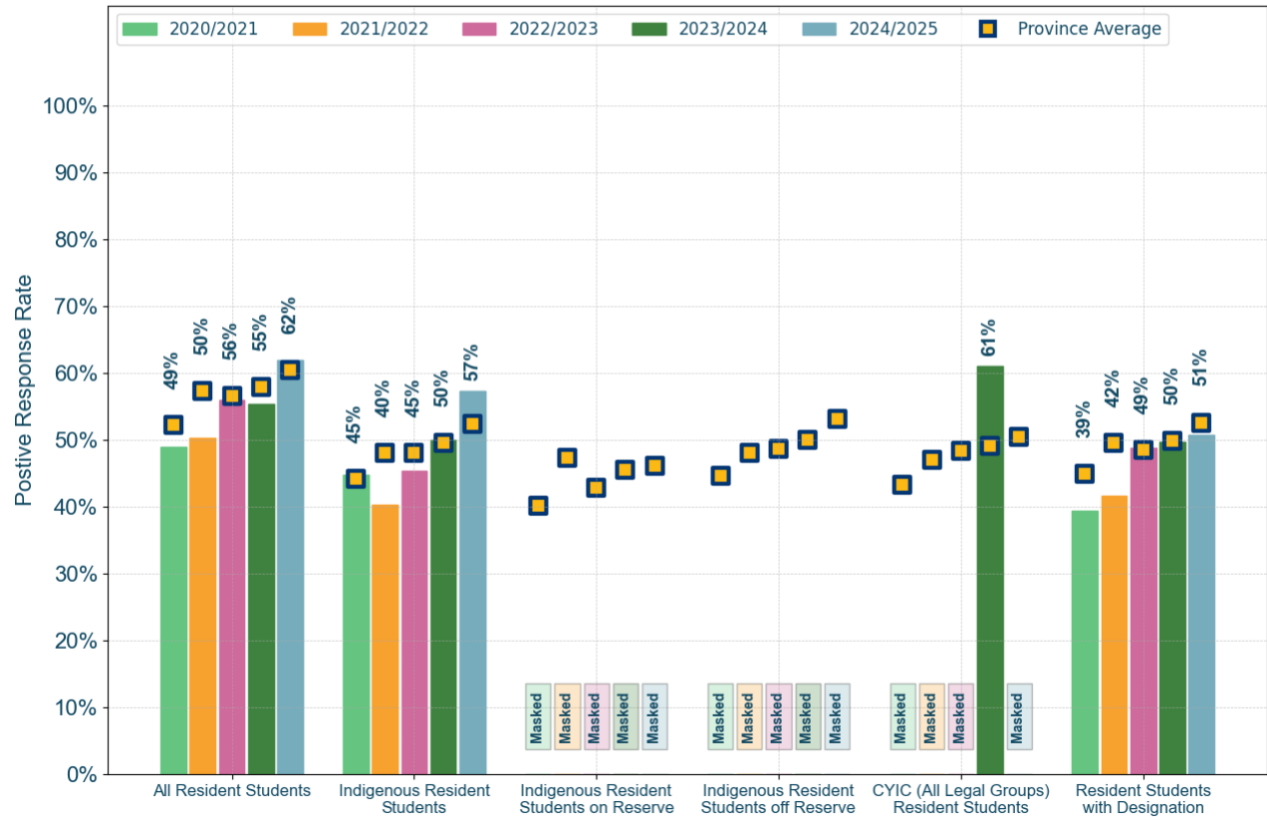
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Sooke



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

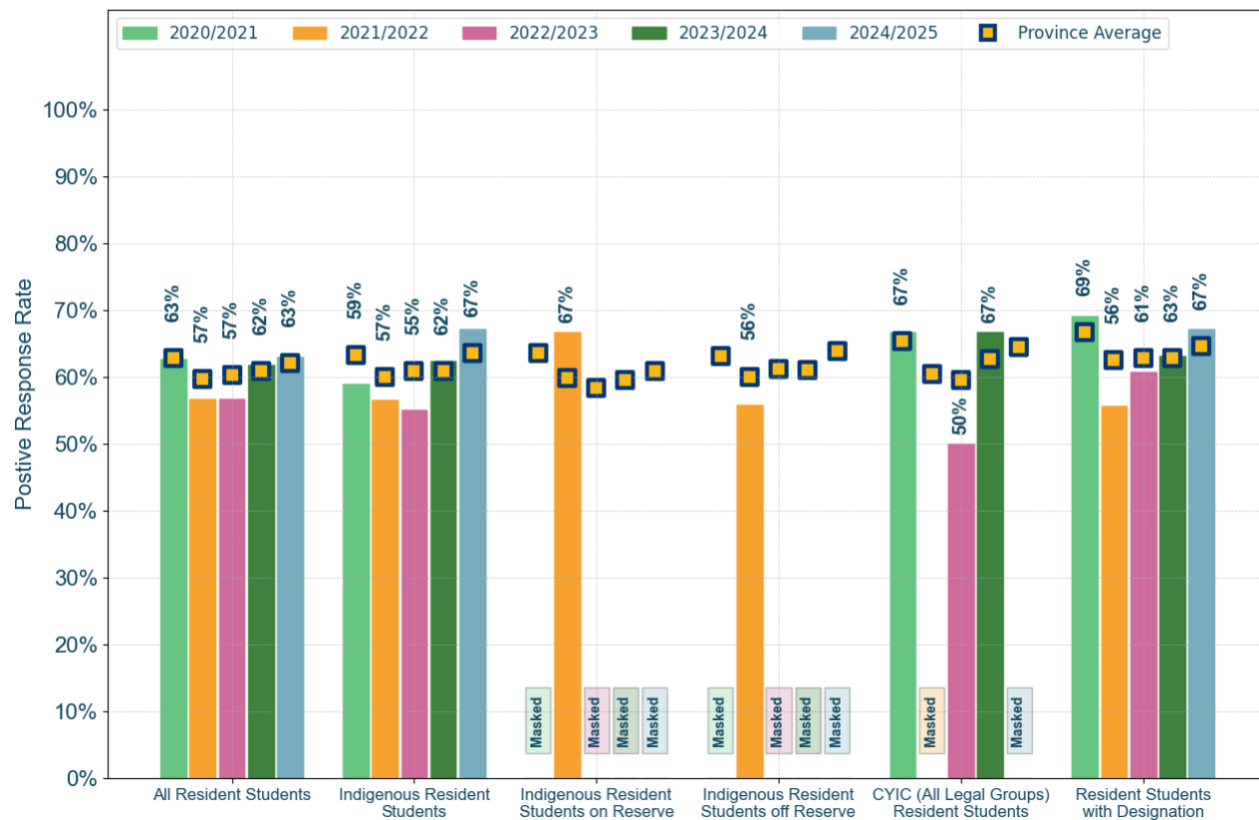


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Sooke



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

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



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Analysis and Interpretation of data for Feel Welcome, Safe, and Connected is drawn provincially from the Student Learning Survey (SLS). Results for Children and Youth in Care and Indigenous students living on or off reserve should be interpreted cautiously because small cohort sizes result in masked or volatile data.
- Participation rates in SLS have generally improved over time, particularly among Indigenous learners and Students with Designations, providing greater confidence in recent results.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, making intersectional analysis important when interpreting trends and outcomes.
- Local data from How Are We Doing (HAWD) reports and local equity surveys supplement the SLS provincial picture and provide a rich context inclusive of multiple sources of evidence.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local data consistently exceeded the district's provincial results by 10-15 percentage points; however, the gap narrowed slightly in 2024/2025 as outcomes on provincial assessments improved across all Human and Social Development domains.
- Similar patterns were observed for Indigenous learners, where local results were consistently higher, by approximately 10 percentage points, than provincial results.
- Multiple sources of local evidence—HAWD surveys, local equity surveys, role-model and elder engagement data, and transition data—support provincial SLS results and demonstrate sustained achievement and consistency in this benchmark.
- Cohort and grade-level comparisons in local data indicate that students often report stronger experiences in elementary school than in secondary school, reinforcing trends observed across multiple data sources.

3. What strengths were identified?

- Student perceptions of feeling welcome, safe, and connected have generally improved over the past five years as reflected in provincial data. Feel Welcome increased from 70% to 75%, Feel Safe reached 79%, and Sense of Belonging increased from 49% to 62%. These results consistently met or exceeded provincial averages.
- Indigenous learners demonstrated notable improvement across all Human and Social Development domains over multiple years. Feel Welcome increased from 60% to 72%, Sense of Belonging increased from 45% to 57%, and Adults that Care increased from approximately 59% to 67%, indicating positive long-term trends.
- Students with disabilities or diverse abilities demonstrated meaningful improvement in several areas, including Sense of Belonging (39% to 51%) and Adults that Care (56% to 67%), suggesting that targeted supports may be contributing to stronger student experiences.
- Strong adult-student relationships represent significant district strengths. Students consistently reported positive responses in local data that assessed feeling welcome, safe, and a sense of belonging, supporting the provincial Student Learning Survey results.

4. What areas for growth were identified:

- **For all students?**
 - While students report feeling more welcome, connected, and supported than provincial averages or in previous years, there remains a significant number of students, approximately 30%, who do not report positively, highlighting a need for a coordinated approach to student well-being, engagement, and belonging.
- **For Indigenous learners?**
 - Results for Indigenous learners have demonstrated positive growth across all indicators and over time; however, local data shows that gaps remain in secondary school experiences of safety, belonging, and inclusion. Continued emphasis on culturally responsive practices, belonging, attendance, and Indigenous-specific supports is needed to sustain gains.
- **For children and youth in care?**
 - Results for CYIC students continue to experience the greatest variability in outcomes related to belonging, feeling welcome, and connection to caring adults. Small cohort sizes and masked data make trends difficult to monitor, reinforcing the need for targeted interventions, strong adult advocacy, and coordinated wraparound supports.
- **For students with disabilities or diverse abilities?**
 - Although improvements are evident in belonging and adult connections, designated students continue to report less positive response rates than their peers. Strengthening inclusive practices, accessibility, relationship-based supports, and consistent monitoring of student well-being will be important to reducing disparities and sustaining growth.

Career Development

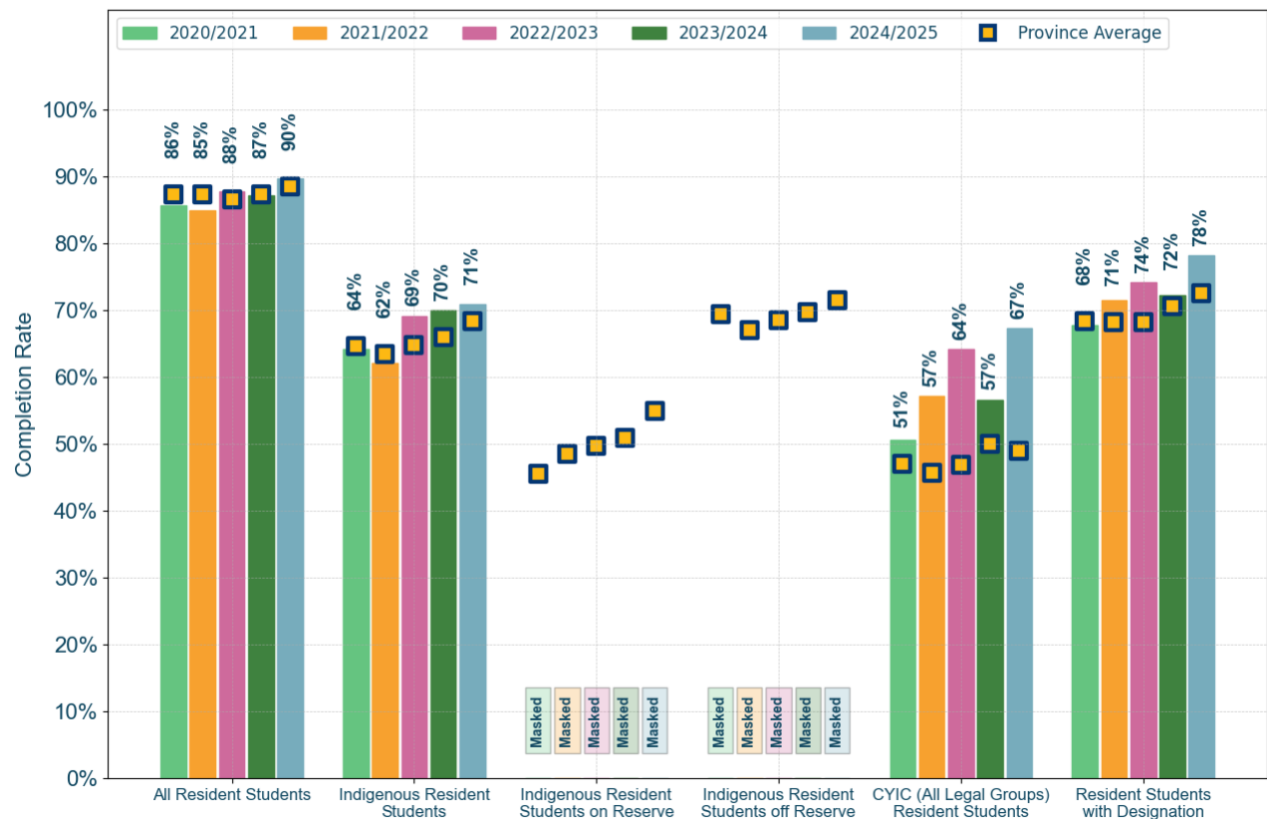
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

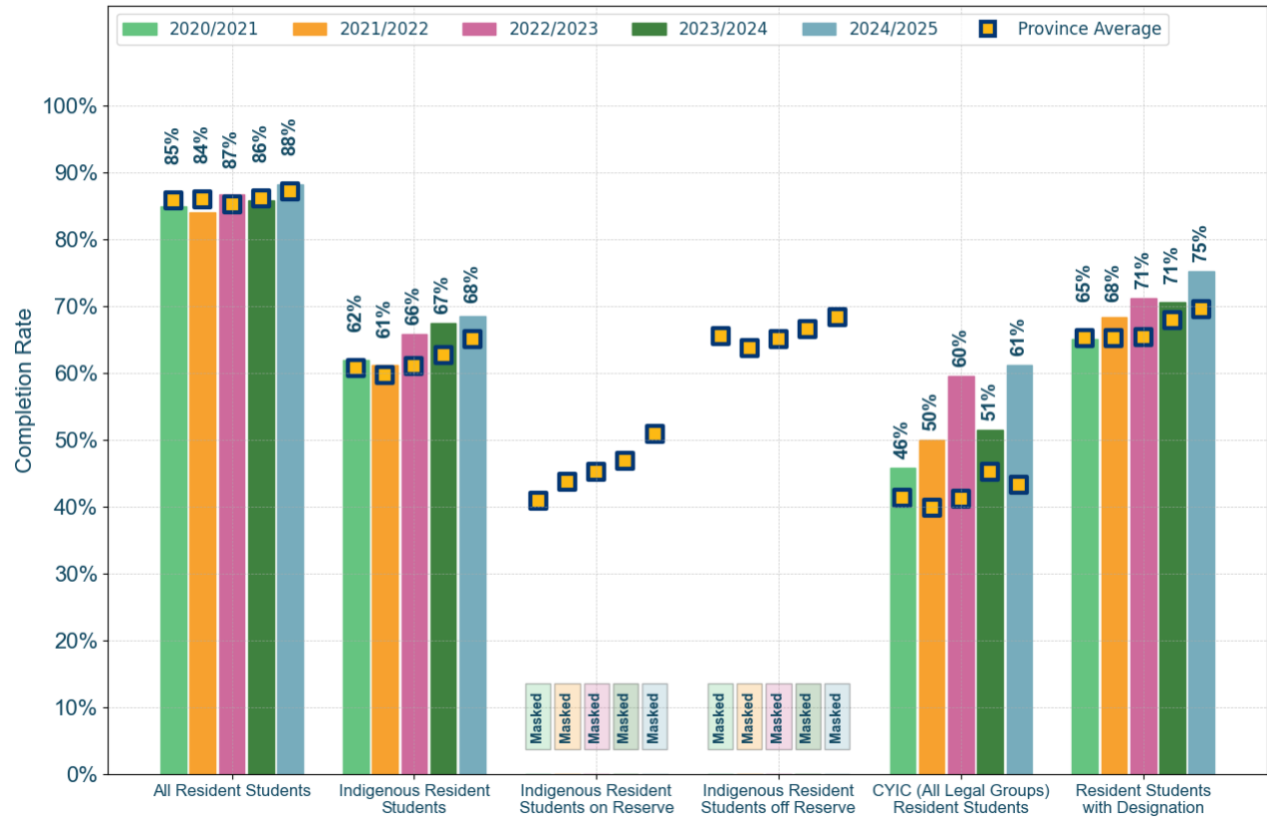
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	832 64	839 76	945 88	957 92	1031 102
Indigenous Resident Students	103 8	120 11	129 12	129 12	137 13
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	45 4	46 4	48 4	43 4	36 3
Resident Students with Designation	198 15	209 19	217 20	264 25	256 25

5-Year Completion Rate - Dogwood + Adult Dogwood
Sooke



5-Year Completion Rate - Dogwood Sooke



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- Graduation cohorts are tracked longitudinally, allowing local analysis of student outcomes over five and six years rather than a single-year snapshot of the 5-Year completion data. This provides a more comprehensive picture of completion patterns and student choice.
- An internal review of the masked data for on and off reserve students reflects a significant disparity for those students living on reserve. Although masked data is volatile and should be viewed cautiously, these results mirror the provincial outcomes and are an area of focus for the district.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, which influences interpretation of completion rates for priority learners.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Ministry and local district graduation data show consistent trends, providing confidence in the reliability of reported outcomes. Both data sources demonstrate improving completion rates for all students and priority populations over the past five years.
- Five-year completion rates that include Adult Dogwood pathways align closely with Dogwood-only completion rates, supporting local data in indicating that graduation improvements are occurring across multiple pathways rather than being driven solely by Adult Dogwood completion.
- Gains for all priority populations are evident in both Dogwood-only and Adult Dogwood inclusive measures, reinforcing local observations that improvements are not attributable to a single intervention or pathway.

3. What strengths were identified?

- Five-year completion rates reached their highest level in the reporting period. Dogwood and Adult Dogwood completion increased from 86% in 2020/2021 to 90% in 2024/2025 for all students, demonstrating sustained improvement over five years.
- Dogwood-only graduation rates improved across all student groups, confirming that gains are occurring within traditional graduation pathways as well as through Adult Dogwood completion. Within Dogwood only rates, Indigenous students improved from 62% to 68%, students with disabilities or diverse abilities improved from 65% to 75%, and CYIC students improved from 46% to 61%.
- Priority populations showed meaningful graduation gains over five years, with Indigenous students exceeding 70% completion in Dogwood and Adult Dogwood for the first time, and students with disabilities or diverse abilities improving by 10 percentage points.

- CYIC students demonstrated the largest improvement of any reported group, increasing from 52% to 67% over five years, suggesting meaningful progress despite the challenges associated with variable cohort numbers.

4. What areas for growth were identified:

- **For all students?**

- Graduation rates have improved steadily and reached 90% in the latest reporting year; however, approximately one in ten students still do not complete within five years. Continued focus on attendance, credit accumulation, early intervention, and pathway planning is needed to sustain gains and further improve completion outcomes.

- **For Indigenous learners?**

- Indigenous graduation rates have increased significantly over the past five years, surpassing 70% for the first time. Despite this progress, a substantial completion gap remains between Indigenous (71%) and non-Indigenous students (90%), indicating the need for continued culturally responsive supports, belonging initiatives, and graduation pathway planning.

- **For children and youth in care?**

- CYIC students demonstrated the largest improvement in graduation outcomes (+16 percentage points), yet completion rates remain below overall district results and continue to fluctuate due to small cohort sizes. Sustained wraparound supports, graduation monitoring, and coordinated interventions remain critical to improving long-term success.

- **For students with disabilities or diverse abilities?**

- Graduation rates have improved substantially, reflecting the positive impact of targeted supports and individualized planning. However, designated students continue to graduate at lower rates than the overall student population (78% vs 90%), highlighting the need to strengthen inclusive practices, accommodations, and transition planning to further reduce achievement gaps.

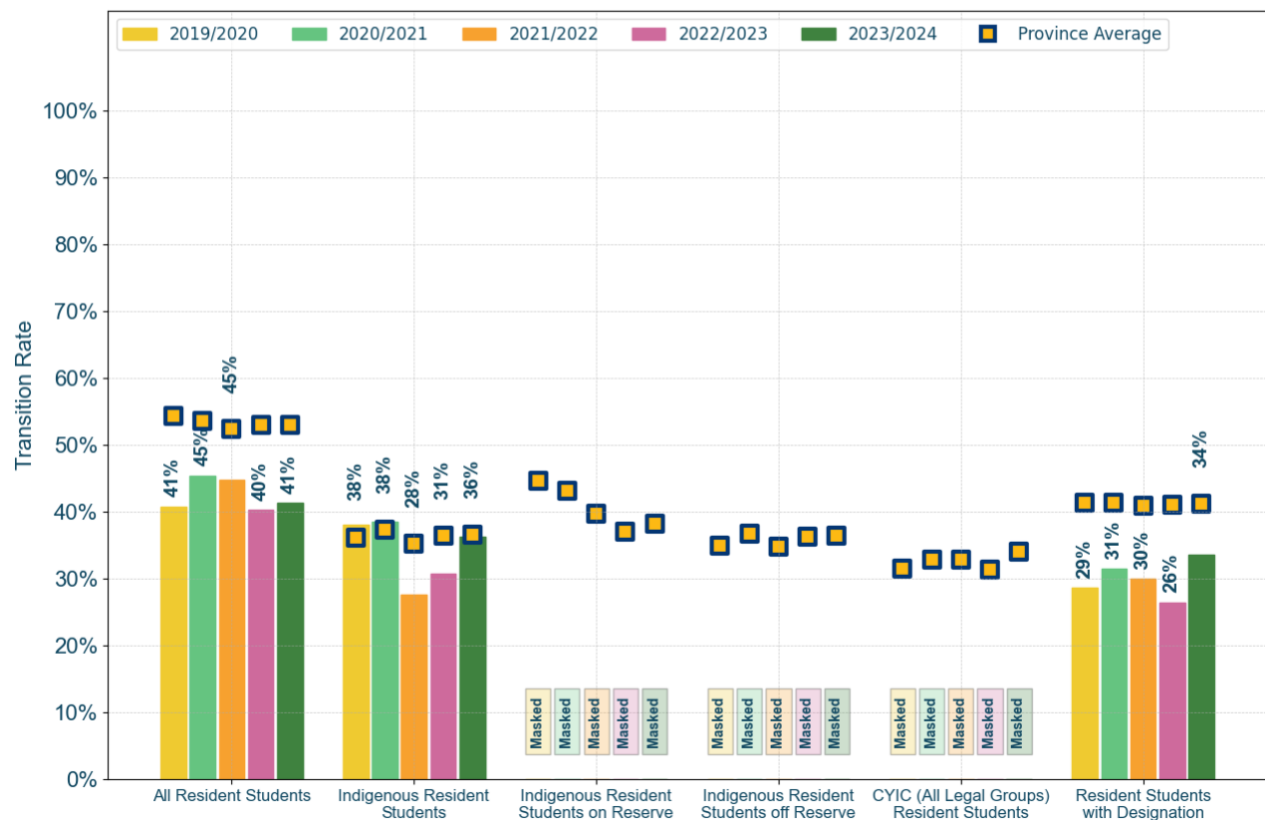
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

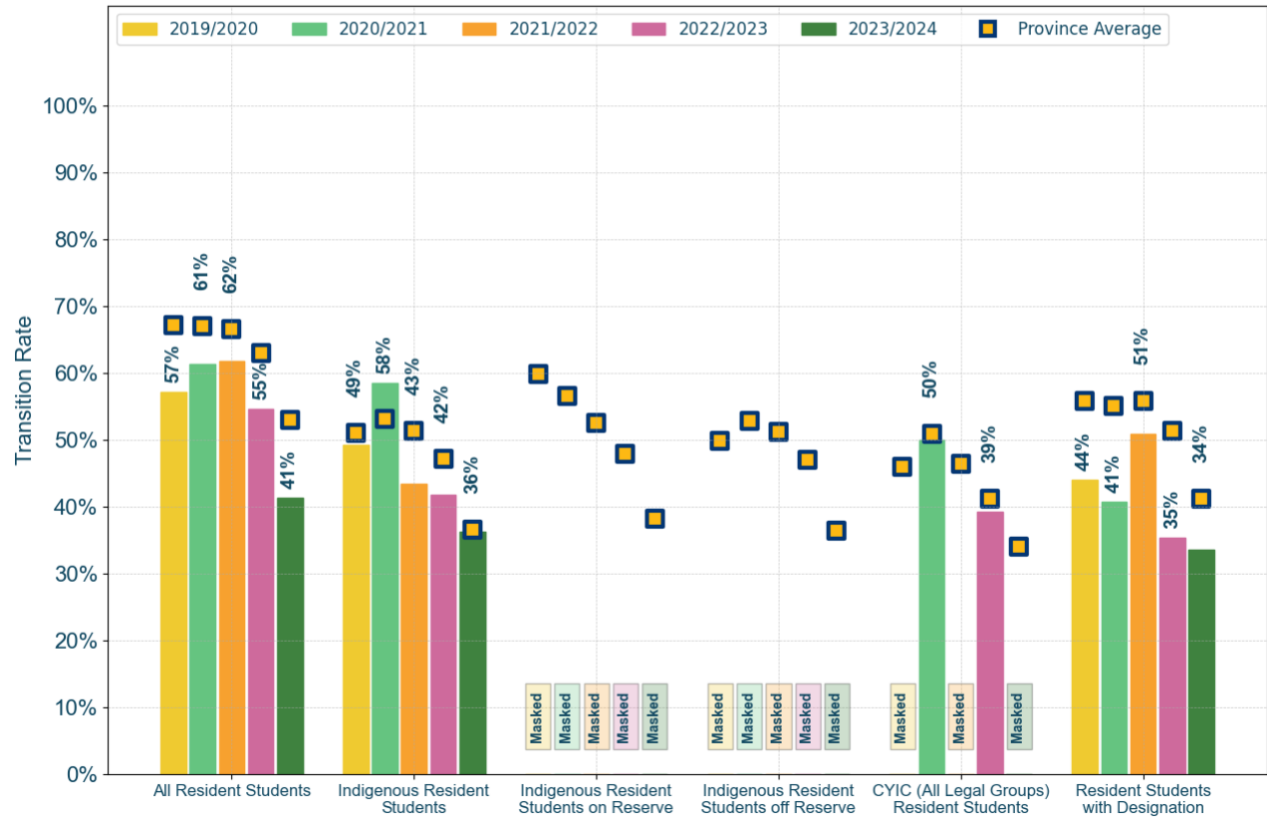
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	625	665	656	764	755
Indigenous Resident Students	71	65	69	91	80
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	91	108	120	136	164

Immediate Transition to Post-Secondary Sooke



Within 3 Years Transition to Post-Secondary Sooke



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key context:

- Post-secondary transition data measure the percentage of graduates who enroll in a BC public post-secondary institution either immediately after graduation or within three years. These measures do not capture students entering private institutions, apprenticeships, employment, military service, gap years, or out-of-province post-secondary programs, and therefore represent only one pathway after graduation.
- Results for Children and Youth in Care (CYIC) and Indigenous students living on or off reserve should be interpreted cautiously because small cohort sizes result in masked data and significant year-to-year variability.
- There is considerable overlap among priority populations, particularly CYIC students who may also have designations and/or identify as Indigenous, making subgroup trends more volatile and difficult to interpret.
- Immediate transition rates and three-year transition rates tell different parts of the story. Immediate rates capture direct entry after graduation, while three-year rates provide insight into delayed entry pathways and longer-term post-secondary participation.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Both immediate and three-year post-secondary transition rates show similar patterns, indicating that district graduates are accessing BC public post-secondary institutions at lower rates than in previous years.
- Provincial comparison data indicate that the district's immediate and three-year transition rates remain below provincial averages. In 2023/2024, the district's immediate transition rate was 41% compared with a provincial rate of approximately 51%. A similar discrepancy is found in the 3-years rates.
- While immediate and 3-year transition rates for Indigenous students were at provincial averages, they continued to fall below district rates for all students.
- Graduation data provide important context when interpreting transition results. While graduation rates improved significantly over the same period, post-secondary transition rates declined, suggesting that successful completion of Grade 12 is not consistently translating into participation in BC public post-secondary education.

3. What strengths were identified?

- Immediate post-secondary transition rates remained relatively stable over the five-year period, generally remaining within the 40-45% range despite declines in the district's 3-years transition rates.
- Indigenous students demonstrated improvement from previous lows in immediate post-secondary transitions, increasing from 28% to 36% between 2021/2022 and 2023/2024.
- Students with disabilities or diverse abilities achieved their highest immediate transition rate during the reporting period (34%) in 2023/2024, demonstrating positive outcomes through targeted supports and pathway planning.
- Three-year transition data suggest that some students successfully access post-secondary education through delayed-entry pathways, indicating that non-linear pathways continue to be important for many learners.

4. What areas for growth were identified:

- **For all students?**
 - While graduation rates have increased, fewer students are transitioning to BC public post-secondary institutions. The gap between all students and priority cohorts narrowed, but largely because overall transition rates declined, not because priority cohorts substantially improved. The lower transition rate indicates a need for continued focus on career development, post-secondary planning, and career pathway exploration.
- **For Indigenous learners?**
 - Indigenous student transition rates have shown some recovery in immediate transition rates, but participation in post-secondary education remains below both overall student rates. Continued focus on culturally responsive pathway planning, mentorship, financial supports, and post-secondary navigation is needed to improve access and participation.
- **For children and youth in care?**
 - CYIC transition data remain limited because of small cohort sizes and masked results. Available data, including provincial trends, suggest significant variability and continued barriers to post-secondary participation, highlighting the importance of individualized transition planning, wraparound supports, and connections to financial, educational, and community resources.
- **For students with disabilities or diverse abilities?**
 - Immediate post-secondary transition rates for designated students have moderately increased, yet they remain below overall student outcomes. Enhanced career exploration, transition planning, accommodation supports, and partnerships with post-secondary institutions are needed to help more students successfully move into further education and training.

Respond to Results

Continuous Improvement



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

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

District Context

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIÅNEW (Beecher Bay) Nation, and the Nuuchahnulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

Adjacent to Victoria on southern Vancouver Island, Sooke School District is a growing school district on Vancouver Island. With a commitment to transformational growth and operational excellence, our vibrant workplace culture reflects the dynamic communities where we live, work, and play. SD62 serves five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and is on the traditional territories of the T'Sou-ke Nation, SĆIÅNEW (Beecher Bay) Nation, and the Nuuchahnulth: Paaʔčiidʔath (Pacheedaht) Nation. Some of our schools are located on the traditional territory of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

The Sooke School District includes 5 secondary schools, 5 middle schools, and 20 elementary schools. Our largest schools accommodate over 1,800 students, while our smallest school serves just 20. Additionally, the district offers online and continuing education programs, as well as a robust international school program. A future secondary school for 2000 seats is presently in the design phase, and multiple additional capital projects are in their respective planning stages. Our schools and programs serve over 14,000 students and reflect a diverse community of learners, each bringing unique strengths, identities, experiences, and areas of need that together inform our district's responsive planning and support.

Sooke School District's [2025-2029 Strategic Plan](#) is centered on three key priorities: **Learning, Engagement, and Growth**. We are committed to creating meaningful and inclusive learning opportunities that support literacy and numeracy, encourage student voice and choice, and help every student develop the skills and confidence they need for their future. We strengthen engagement by building positive relationships with students, families, staff, Indigenous partners, and our broader community, while ensuring our communication and services are accessible, respectful, and responsive. As one of B.C.'s growing school districts, we also plan thoughtfully for growth by investing in our people, facilities, and infrastructure, using resources responsibly, and creating sustainable learning environments. Together, these priorities guide how we support student success, strengthen school communities, and continue to evolve to meet the needs of the students and families we serve.

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

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

Operational Plan Objective: Advance the annual continuous improvement cycle to create experiences and opportunities that support students' intellectual growth and academic achievement.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent literacy and numeracy outcomes, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need to strengthen the district's capacity to use evidence collaboratively to identify student learning needs, monitor progress, and inform continuous improvement.	STRATEGY 1: Communities of Practice established at the school, department, and executive levels support collaborative inquiry, evidence-informed decision-making, and the implementation of high-impact practices. This approach strengthens organizational coherence through the alignment of strategic, operational, and school goals, enabling a coordinated response to identified needs and improved outcomes for all learners.	STRATEGY 1: All learners	STRATEGY 1: School, department, and executive Communities of Practice completed the annual continuous improvement cycle. All schools completed annual reflections, evidence review, and planning processes aligned with Strategic Plan priorities. Communities of Practice supported evidence-informed planning, organizational learning, and collaboration. Increased alignment processes strengthened the district's capacity to identify student learning needs and improvement priorities and support evidence-informed planning.	STRATEGY 1: - Expand Communities of Practice across school, department, and executive levels to advance continuous improvement and organizational coherence. - Review local and provincial student achievement data annually to guide planning, resource allocation, and instructional priorities. - Leverage effective school structures to increase consistency in continuous improvement. - Embed student participation, feedback, and reflection in school goals, monitoring, and review. - Engage Indigenous students, students with disabilities/diverse abilities, LGBTQ2S+ students, multilingual learners, and children and youth in care in improvement planning and decision-making.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent literacy and numeracy outcomes, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need for a more consistent district-wide approach to monitoring progress, evaluating impact, and using evidence to inform continuous improvement.	STRATEGY 2: An established Continuous Improvement Framework provides a shared approach to triangulating data, monitoring progress, evaluating impact, and adjusting practices. Supported by a communication plan that builds system-wide understanding and engagement, this approach strengthens the consistent use of evidence to inform decision-making and improve achievement, well-being, and equity outcomes for all learners.	STRATEGY 2: All learners	STRATEGY 2: The Continuous Improvement Framework, branding, and implementation resources were completed, creating a consistent district-wide approach to continuous improvement. Framework development included consultation through a working group comprised of school and district leadership, resulting in an implementation resource to support district-wide use. Framework development, consultation, and communication processes established a shared foundation for continuous improvement and supported a more consistent district-wide approach to evidence-informed planning, monitoring, and reflection.	STRATEGY 2: - Begin phased implementation of the District Continuous Improvement Framework across schools, departments, and executive leadership. - Enact a communication plan to strengthen shared understanding of continuous improvement and student achievement. - Develop public-facing Student Success resources and annual communications materials to communicate district and school improvement efforts. - Refine school goals and plans to strengthen alignment with Strategic Plan priorities and intellectual development outcomes. - Build on educator ownership of the continuous improvement cycle through ongoing evidence-informed planning, monitoring, and reflection.

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

Operational Plan Objective: Strengthen system capacity to prepare students and promote pathways to post-secondary education or entry into the workforce.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
Graduation rates have increased while post-secondary transition rates have declined, highlighting a need to strengthen career development, pathway planning, and transition supports, particularly for priority learners.	Enhanced post-secondary pathways prioritize access and participation for priority learner groups through expanded dual credit, work experience, and post-secondary partnership opportunities. This approach strengthens readiness for post-secondary education, employment, and adult life through authentic learning experiences and targeted transition supports.	Primary: - Indigenous Learners - CYIC - Students with disabilities and diverse abilities Secondary: All learners	Participation tracking was established across Dual Credit, Work Experience, Youth Work in Trades, Train in Trades, and TASK programs, with systems established to monitor priority learner participation. Data showed that 238 Indigenous students, 21 CYIC, and 360 students with designations participated across the pathway programs. Participation tracking and pathway monitoring strengthened the district's ability to identify participation patterns and barriers to access for priority learner groups and established a stronger foundation for supporting post-secondary and workforce transitions.	- Refine school-based implementation processes to strengthen consistency in pathway planning and transition supports. - Strengthen pathway conversations and resource mapping to support student and family understanding of career education and post-secondary options. - Continue expanding Dual Credit, Work Experience, Youth Work in Trades, and Train in Trades, with a focus on priority learner groups. - Strengthen targeted outreach, advising, and transition planning for Indigenous students, children and youth in care, and students with disabilities and diverse abilities. - Monitor pathway participation, placement, and transition data to identify barriers, inform planning, and improve access to post-secondary and workforce.

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

Operational Plan Objective: Finalize implementation of a literacy screening and framework to strengthen literacy skills within the curriculum, empowering students to comprehend, analyze, and create texts while effectively expressing ideas across diverse formats and purposes.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent literacy outcomes across the K-12 system, including declining Grade 4 to 7 cohort achievement, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need for more coordinated literacy practices and evidence-informed monitoring of student achievement.	STRATEGY 1: Implementation of universal literacy screening and progress monitoring in Kindergarten to Grade 3 supports early identification and timely intervention. Building on this foundation, implementation of universal literacy screening and progress monitoring in Grades 4 to 8 supports evidence-informed instruction, targeted intervention, and ongoing monitoring of student progress.	STRATEGY 1: All learners	STRATEGY 1: Universal literacy screening was expanded across K–8 schools to support common assessment practices, and local student achievement data were used to inform instructional planning, targeted supports, and resource allocation. Universal literacy screening was implemented across all K-3, with 30% of elementary schools extending this to grades 4/5. Common assessment practices strengthened consistency in the collection and use of data, supporting evidence-informed instructional planning and targeted responses to identified student learning needs.	STRATEGY 1: - Continue universal literacy screening and progress monitoring in Kindergarten to Grade 3. - Continue implementation of screening and progress monitoring across Grades 4 to 8. - Expand common assessment practices to support evidence-aligned Tier 1 literacy instruction. - Continue Communities of Practice and expand secondary literacy professional learning. - Examine differences between local and provincial assessment results to inform inclusive and culturally responsive literacy practices.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? • All learners • Indigenous • CYIC • Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified a need for more consistent approaches to identifying literacy strengths and needs, monitoring progress, and providing targeted intervention for students with disabilities and diverse abilities.	STRATEGY 2: Creation of an Inclusive Literacy Assessment Framework strengthens consistent identification of literacy strengths and needs, responsive assessment practices, and targeted intervention for students with disabilities and diverse abilities. This approach supports more consistent and evidence-informed literacy assessment and intervention across schools.	STRATEGY 2: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 2: An Inclusive Literacy Assessment Framework, including screening resources for students with disabilities and diverse abilities, was developed through collaboration between Curriculum and Inclusive Education departments. The Inclusive Literacy Assessment Framework established a more consistent approach to identifying literacy strengths and needs for students with disabilities and diverse abilities. Collaboration between Curriculum and Inclusive Education supported the development of shared assessment resources and practices to inform literacy planning and intervention.	STRATEGY 2: • Begin implementing the Inclusive Literacy Assessment Framework for students with disabilities and diverse abilities. • Refine the framework using educator feedback and implementation evidence. • Support greater consistency in inclusive literacy screening, assessment, and instructional responses. • Expand access to Tier 2 intervention resources and related professional learning. • Continue collaboration between Curriculum and Inclusive Education to align assessment, planning, and intervention practices.

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

Operational Plan Objective: Develop and implement a comprehensive K-12 numeracy plan to enhance students' ability to interpret information, deepen mathematical understanding, solve complex problems, and effectively analyze and communicate solutions.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent numeracy outcomes across the K-12 system, including declining Grade 4 to 7 cohort achievement, persistent gaps for priority learner groups, and differences between local and provincial measures. Numeracy remains a persistent K-12 challenge, highlighting a need for more coordinated numeracy practices and evidence-informed monitoring of student achievement.	STRATEGY 1: Implementation of a District Numeracy Plan for Kindergarten to Grade 8 supports evidence-informed instruction, targeted intervention, and ongoing monitoring of student progress. A District Numeracy Framework strengthens numeracy proficiency through high-quality instructional resources and a district-wide focus on mathematical thinking, problem-solving, and inquiry across grades.	STRATEGY 1: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 1: District-developed K–8 numeracy proficiency screening and assessment tools were created, and baseline system data was collected to inform future planning and implementation. Collaborative development of the District Numeracy Plan and assessment tools supported district-wide planning for numeracy improvement. Baseline assessment data and educator feedback informed future implementation and established a foundation for monitoring student learning across the district.	STRATEGY 1: - Continue implementation of the K–8 Numeracy Plan and development of the District Numeracy Framework. - Refine district-developed numeracy proficiency assessments using data and educator feedback. - Expand professional learning and instructional resources focused on number sense, operations, and computational fluency. - Develop curriculum-aligned learning progressions to support consistent assessment and instructional planning across grades. - Continue monitoring student learning data and strengthening culturally responsive, school- and Nation-connected numeracy supports.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy?  Continue
The Data and Evidence Review identified a need to strengthen consistency in Tier 2 numeracy intervention, assessment, and progress monitoring for students requiring additional support, including priority learner groups.	STRATEGY 2: Learning Support Teacher Communities of Practice strengthen Tier 2 numeracy intervention and targeted support for students with disabilities and diverse abilities. Through collaboration between Curriculum and Inclusive Education, this approach supports consistent, evidence-informed numeracy assessment, intervention, and progress monitoring.	STRATEGY 2: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 2: A Community of Practice was initiated at the department level to explore Tier 2 numeracy intervention practices. Initial collaboration between Curriculum and Inclusive Education began to explore how to further support numeracy assessment and intervention for students with disabilities and diverse abilities. Early collaboration supported shared understanding of Tier 2 numeracy intervention approaches and identified opportunities to strengthen assessment, intervention, and progress-monitoring practices. This work established an initial foundation for supporting students requiring additional numeracy intervention.	STRATEGY 2: - Continue developing Communities of Practice to support Tier 2 numeracy interventions for priority learners. - Refine and implement the coordinated support model to strengthen targeted numeracy supports for students requiring additional intervention. - Expand targeted numeracy intervention opportunities for students with diverse learning needs. - Continue collaboration among Curriculum and Inclusive Education to support consistent assessment, intervention, and progress monitoring. - Continue student-by-student monitoring and transition planning for priority learners, while ensuring secondary contexts and diverse learner needs are reflected in numeracy supports.

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

Operational Plan Objective: Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified persistent outcome gaps for priority learner groups across achievement, well-being, graduation, and post-secondary transitions, highlighting a need for more coordinated and data-informed approaches to planning, monitoring, and support.	Cross-department collaboration strengthens alignment among department, operational, and school goals to support a coordinated, data-informed approach to planning, monitoring, and support. This approach increases organizational coherence, strengthens the use of evidence to inform decision-making, and improves support for priority learners across the district.	All learners	Cross-department planning occurred through District PVP meetings and shared initiatives. Department plans demonstrated increased alignment with school, operational, and district priorities and identified coordinated supports for priority learner groups. Increased alignment among school, department, and operational plans strengthened opportunities for coordinated planning and the use of evidence to inform decision-making. Cross-department planning processes supported a more consistent approach to identifying priorities and coordinating supports for learners.	- Strengthen cross-department planning to support aligned priorities and coordinated supports for priority learner groups. - Review local and provincial data collection practices to improve alignment, consistency, and use across departments. - Refine data analysis and integration processes to support evidence-informed decision-making. - Strengthen alignment among school, department, operational, and Strategic Plan priorities. - Identify and scale effective cross-department practices that support student learning, well-being, and engagement.

Strategic Plan Priority: Engagement—Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.

Operational Plan Objective: Establish supports and processes to improve student attendance, empowering staff to foster respectful, well-being-focused interactions with students and families.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? • All learners • Indigenous • CYIC • Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified that approximately 30% of students do not report positive experiences of belonging, connection, and support at school, and persistent outcome gaps remain for priority learner groups, highlighting a need to strengthen attendance and student connection to school.	Attendance supports and intervention protocols strengthen early identification, monitoring, and support for students experiencing attendance challenges, particularly priority learner groups. Through student and family engagement, flexible learning options, and coordinated community supports, this approach strengthens attendance, belonging, and access to learning.	Primary: Students with Disabilities and Diverse Abilities. Secondary: All priority learner groups	District attendance protocols were developed to support a more consistent approach to identifying, monitoring, and supporting students experiencing attendance challenges. Student attendance and engagement supports included 4.8 FTE Student Advocates and 1.0 FTE District Social Worker; 78 of their student files were closed, including 10 graduates and 37 students re-engaged in school, while 91 of 140 active files demonstrated positive traction. Family engagement opportunities, Student Advocate services, and student voice initiatives strengthened structures intended to support student engagement, belonging, school connection.	• Implement district attendance protocols and engagement guide to support consistent attendance practices across schools. • Use attendance, engagement, and belonging data to identify priority areas and inform supports and interventions. • Strengthen culturally responsive attendance conversations and communication with students and families. • Expand targeted attendance supports, including middle school interventions, Student Advocate services, and vertical service models. • Strengthen partnerships with families, youth services, and community agencies to support student engagement, belonging, and attendance.

Strategic Plan Priority: Engagement—Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.

Operational Plan Objective: Advance initiatives in belonging, access and equity (BAE) to cultivate a welcoming and inclusive community.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified persistent disparities in outcomes for priority learner groups across achievement, well-being, graduation, and post-secondary transitions, highlighting a need to strengthen equitable access, inclusive practices, and opportunities for success for all learners.	Accessibility initiatives, culturally responsive practices, and equity-focused professional learning strengthen inclusive and accessible learning environments across schools and departments. Through cross-department collaboration and the integration of equity and accessibility into planning, policies, and decision-making, this approach supports welcoming learning environments for all learners.	All Learners	Completed Belonging, Access and Equity (BAE) training modules. Targeted BAE training was delivered to school-based and CUPE staff with representation from all school sites. In parallel, the Accessibility Committee reviewed identified barriers and informed accessibility considerations in capital planning and new school construction. BAE professional learning, accessibility planning, and community engagement activities strengthened district capacity to support more accessible and inclusive learning environments. These actions established structures and processes intended to support belonging, participation, and access to learning for all students	- Begin phased implementation of BAE training modules across educational and operational staff groups. - Continue Accessibility Committee review of identified barriers to inform accessibility planning and decision-making. - Further integrate equity, accessibility, and cultural responsiveness into district planning, policies, programs, and practices. - Expand student, family, and community voice, with increased attention to belonging and safety in secondary schools. - Use accessibility feedback, equity data, and partner input to inform supports for priority learners, including wraparound planning for children and youth in care.

District Continuous Improvement Overview



The Sooke School District uses an integrated continuous improvement cycle to monitor progress, evaluate the effectiveness of strategies, and adapt its actions in response to evidence. This cycle connects school plans, department operational plans, the District Operational Plan, the District Strategic Plan, and associated budget, staffing, assessment, and resource-allocation processes.

Monitoring occurs at multiple levels throughout the year. School leadership engages in continuous improvement sessions with their associate superintendent to review school goals, evidence of progress, and emerging priorities. School plan progress is also monitored through monthly staff meetings and levelled leadership meetings, where principals share implementation updates and identify areas requiring additional support. Department plans are reviewed quarterly with district-based principals, while progress on the District Operational Plan is reviewed quarterly with the Superintendent and executive team. Together, these structures support regular reflection, shared accountability, and alignment among school, department, operational, and strategic priorities.

The district uses a range of quantitative and qualitative evidence, including student achievement data, Foundation Skills Assessment results, literacy and numeracy screening information, school plan evidence, departmental measures, and feedback from students, staff, families, educators, and community partners. Schools and departments rely on this information to identify trends, evaluate the impact of current strategies, and determine next steps. Implementation is intentionally connected across school plan goals and aligned to strengthen vertical coherence between department, operational, and strategic goals, with dedicated operational funding supporting key priorities.

At the same time, the district recognizes opportunities to strengthen the continuous improvement process. Data use continues to reside primarily within individual schools, departments, and roles, and vertical analysis is often concentrated at the end of the school year. Ministry reporting timelines do not always align with the school-year planning cycle, and differences between local evidence and Ministry data can make timely interpretation challenging. In addition, the timing of budget development, Operational Plan approval, and year-end review can impact the extent to which evidence from implemented strategies informs subsequent planning and resource decisions.

Through its revised Continuous Improvement Framework, the district will strengthen a more coherent, evidence-based culture in which data are examined collaboratively across organizational levels and throughout the year (Appendix B). Each phase emphasizes student and adult collaboration, and in doing so, creates a pathway of shared understanding to action, reflection, and renewal. Strengthening connections among evidence review, strategic and operational planning, budgeting, implementation, and evaluation support more timely adjustments, reduce departmental silos, and ensure that district resources and strategies remain responsive to identified student learning and well-being priorities.

Ongoing Strategic Engagement



Ongoing and strategic engagement is essential to the cycle of continuous improvement—it includes the consultation, collaboration, and communication efforts that move our district towards greater student success. Our norms - *“the way we do things around here”* - are shaped by the initiatives that develop because of meaningful engagement. The Sooke School District has an annual engagement cycle that seeks feedback from internal and external partner groups on a variety of topics from budget consultation to curriculum implementation to child care and early learning. In 2025-2026, several engagement sessions were held with community and students regarding the implementation of Year 1 of the Strategic Plan. Leadership Advisory Groups were also brought together for system engagement on Belonging, Access, and Equity, attendance, and collaborative continuous improvement.

Engagement sessions that include the voices of partner groups occur specific to district processes, cycles, and events. Education and community partners are invited to provide feedback through surveys and in person sessions to inform processes in areas that impact on student learning. Of note are the strategic engagement sessions that focus on priority populations.

The **Indigenous Education Council** (IEC) meets regularly throughout the school year, using its Terms of Reference to support and guide the education of Indigenous learners in the district. Staff are invited to be non-voting members of the committee, as is a representative of the Metis Nations. The IEC’s role in Sooke’s educational community is well respected as evidenced through its inclusion as a standing report on the monthly public Board meetings.

In addition to the IEC, The Elder’s Circle gathers throughout the year to review consultation requests from schools and departments that are integrating local **First Nations** culture into the school or workplace. Indigenous art, language and protocols are first reviewed by the Elder’s Circle prior to being actioned. Engagement is also highlighted at the family and student level with gatherings such as Community Dinners honouring a distinctions-based approach to cultural activities and food.

Education partners and community members representing **Children and Youth in Care** are supported through engagement with agencies such as the BC Children’s Hospital, student wellness events highlighting authentic student voice, and the strategic staffing of a district-based social worker. The district-based social worker engages with community, school staff, and families in system navigation and bridging support between home and school.

The district’s strategic engagement cycle begins with an annual district parent session for families and caregivers of **students with disabilities or diverse abilities**. In addition to this fall information session, there are many engagement points throughout the year: kindergarten orientation, transition planning, and ongoing district parent collaboration. Through fostering these working relationships, the district successfully developed and published its first Digital Parent Handbook, an accessible resource that supports navigation of district programs, services, and processes while strengthening communication and family engagement.

Create Alignment to Enhancing Student Learning



The district aligns school plans, department operational plans, the district operational plan, and the Strategic Plan through a shared continuous improvement process focused on evidence-informed decision-making and improved outcomes for students. Schools identify learning goals connected to the Strategic Plan based on student achievement data, assessment evidence, and local context, while district departments provide the structures, resources, professional learning, and monitoring processes necessary to support implementation. This integrated approach ensures that school-based priorities contribute directly to district strategic priorities and that operational plan adjustments are translated into meaningful actions at the school level.

School plans (Appendix C) are intentionally connected to the Strategic Plan through a consistent cycle of implement, monitor, review and respond, and align. All schools maintain growth plans that are reviewed and updated annually, and all schools are required to include goals focused on intellectual development, specifically literacy and numeracy. School plans are reviewed annually by Associate Superintendents who provide formal feedback regarding progress, strengths, opportunities for growth, and recommendations for future planning. Throughout the year, school leadership teams participate in scheduled continuous improvement meetings and formal progress monitoring that supports accountability, reflection, and responsive decision-making. These structures ensure that school priorities remain connected to district priorities while allowing schools to respond to their unique contexts and student needs.

The district also ensures that school plans support the successful implementation of operational plan adjustments. District departments provide coordinated professional learning, instructional resources, assessment tools, technology supports, and responsive intervention strategies that help schools translate operational priorities into practice. Department leaders monitor progress through regular review processes and report on continuous improvement goals through quarterly meetings. Department plans are developed with explicit attention to school priorities and operational objectives, creating clear connections between district direction, departmental actions, and school implementation. Evidence from school plans, school team conversations, student feedback, and student achievement information is used to monitor implementation and identify areas where additional support or adjustment is required.

Cross-departmental collaboration is a key feature of this alignment, made visible through unified priorities, shared resources, and coordinated initiatives that strengthen outcomes for students, particularly priority learners. Numerous collaborative initiatives demonstrate the value of integrated service delivery. Curriculum, NA'TSA'MAHT Indigenous Education, Inclusive Education, Safe Schools, Careers, and Early Learning and Child Care teams worked together to support learning interventions, student and family engagement, and key transition plans. The district has identified sustained cross-departmental collaboration as a key operational goal, with successful implementation evident in initiatives such as: literacy screening resources collaboratively developed for students with diverse

abilities; social-emotional learning initiatives expanded through Curriculum and Safe Schools partnership; agriculture work experience opportunities established through Inclusive Education and Careers; and Childhood Experiences Questionnaire (CHEQ) data informing successful grant funding to support newcomer families. Efforts such as these have strengthened the district's ability to respond to complex student needs while reinforcing a culture of shared responsibility, continuous improvement, and aligned strategic priorities.

Operational plans are similarly aligned to support the successful implementation of new and adapted strategies across the district. While the Strategic Plan establishes the district's overall direction, the District Operational Plan identifies the specific actions, strategies, and resource commitments required to achieve those priorities. The operational plan is reviewed quarterly in conjunction with the budget development processes, ensuring that resources are allocated to the areas of highest priority and impact. The development of the operational plan, which includes Information Technology, Human Resource, and Finance departments, is rooted in collaboration, purpose and transparency. It ensures that the priorities of the Strategic Plan are fully supported by the resources required to bring them to life and invites meaningful engagement through communication and consultation with partners and the public, while reinforcing trust by reporting decisions back to the community.

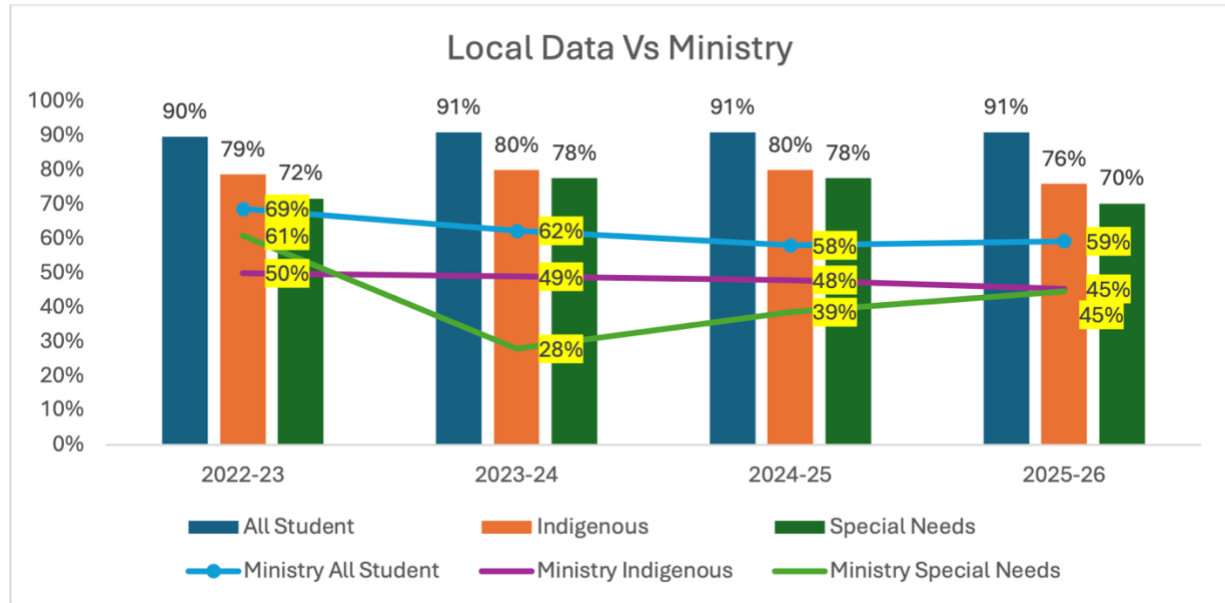
The operational plan's annual report highlights progress made toward each goal and summarizes key accomplishments, evidence of implementation, and organizational outcomes. A visual framework of a traffic light system is used to offer a clear view of progress across the Strategic Plan: Green Light indicates that significant progress has been achieved; Yellow Light signals that work is underway and progress is ongoing; Red Light reflects that minimal progress has been made to date. By using this approach, the report communicates progress in a consistent and transparent manner, collectively strengthening our capacity to achieve the long-term vision outlined in the Strategic Plan.

At both the district and department levels, strategies are monitored through quarterly reviews, formal feedback processes, annual planning cycles, and regular reporting structures. Departments examine measurable outcomes, student achievement information, engagement data, and partner group feedback to determine effectiveness and identify opportunities for refinement. This ongoing monitoring supports timely adjustments and ensures that plans remain responsive to changing student demographics, emerging needs, and district priorities.

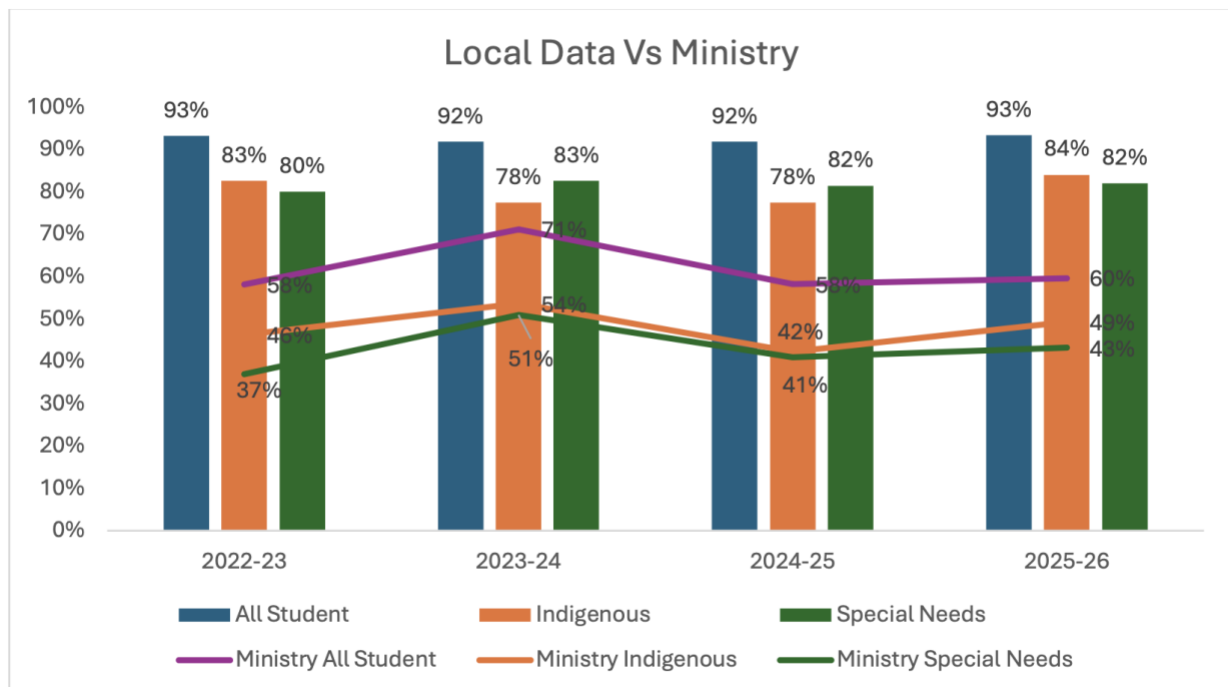
Together, school plans, department operational plans, the district operational plan, and the Strategic Plan form an interconnected system of continuous improvement. Through shared priorities, aligned resources, common frameworks, cross-departmental collaboration, evidence-informed decision-making, and ongoing monitoring, the district ensures that strategic priorities are reflected in both operational planning and school implementation. This alignment creates coherence across the organization, supports the successful implementation of new and adapted strategies, and strengthens the district's collective ability to improve outcomes for all learners.

Appendix A: Local Data

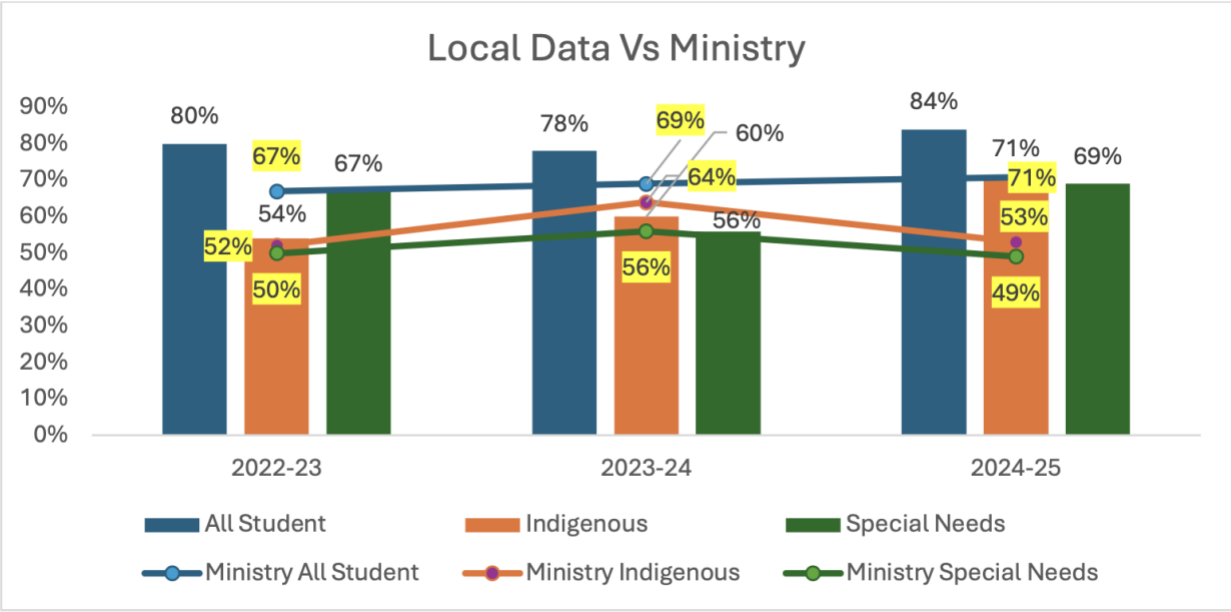
Grade 4 Literacy—local data from Learning Updates



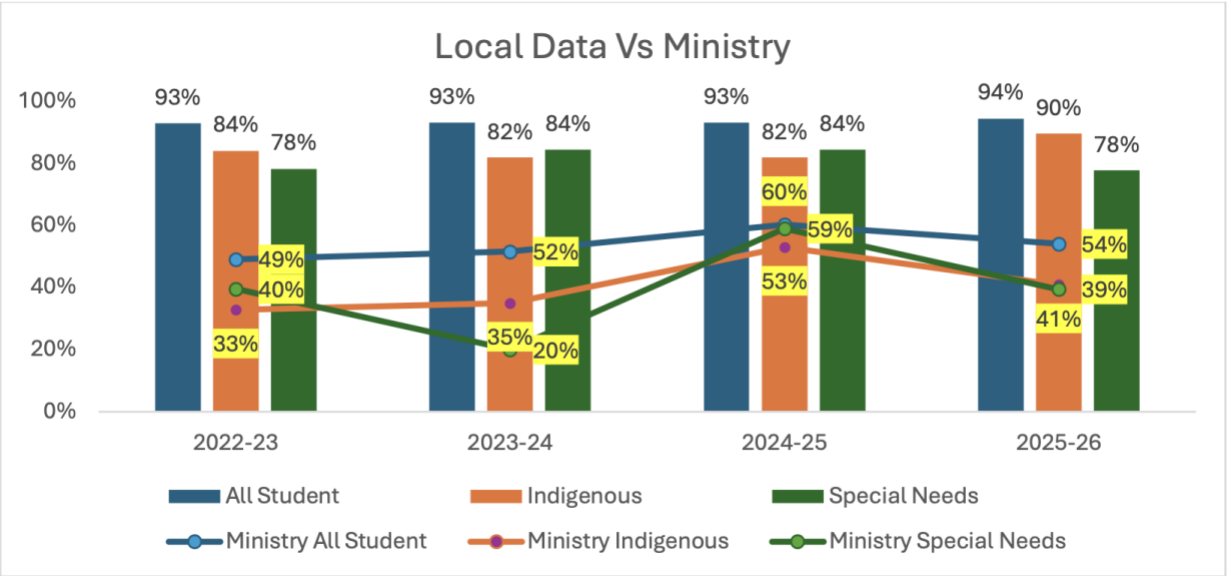
Grade 7 Literacy—local data from Learning Updates



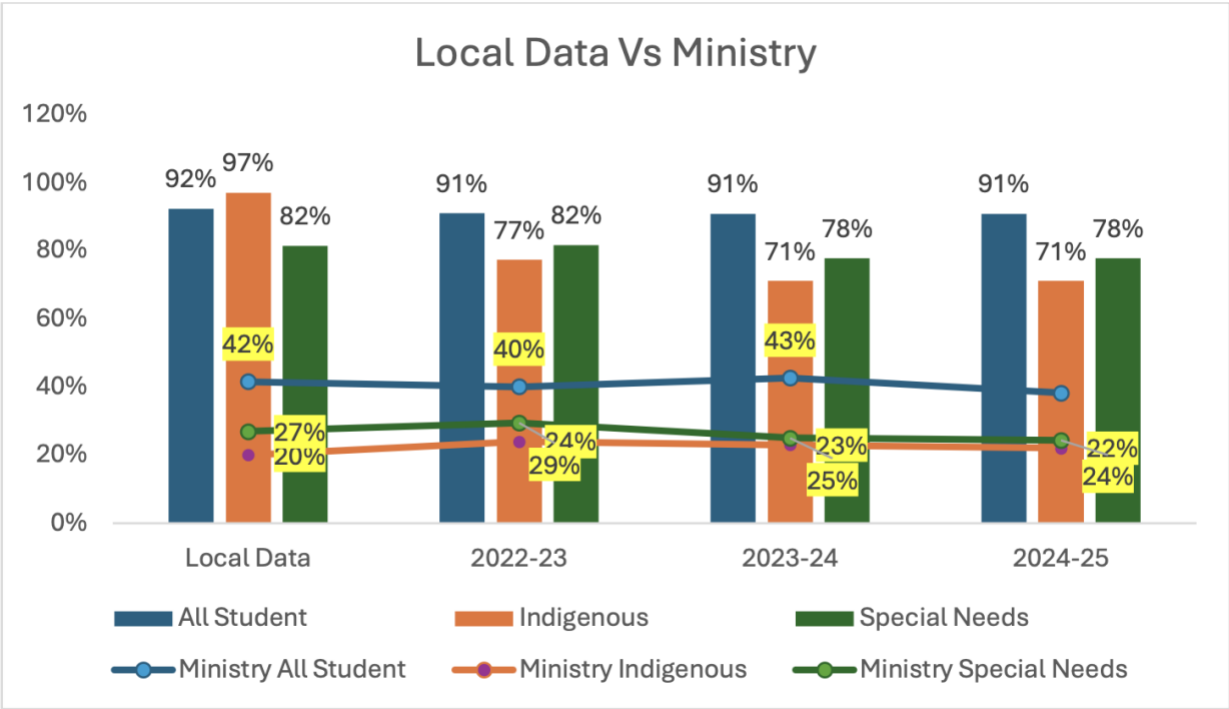
Grade 10 Literacy—local data from Learning Updates



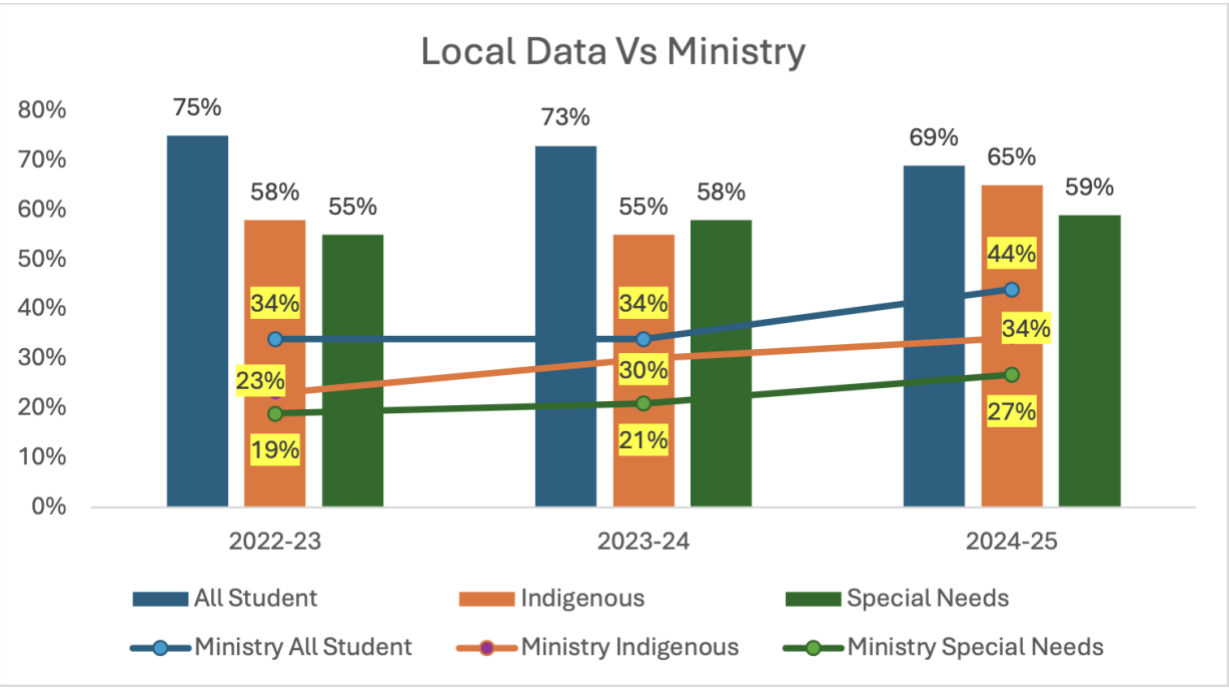
Grade 4 Numeracy—local data from Learning Updates



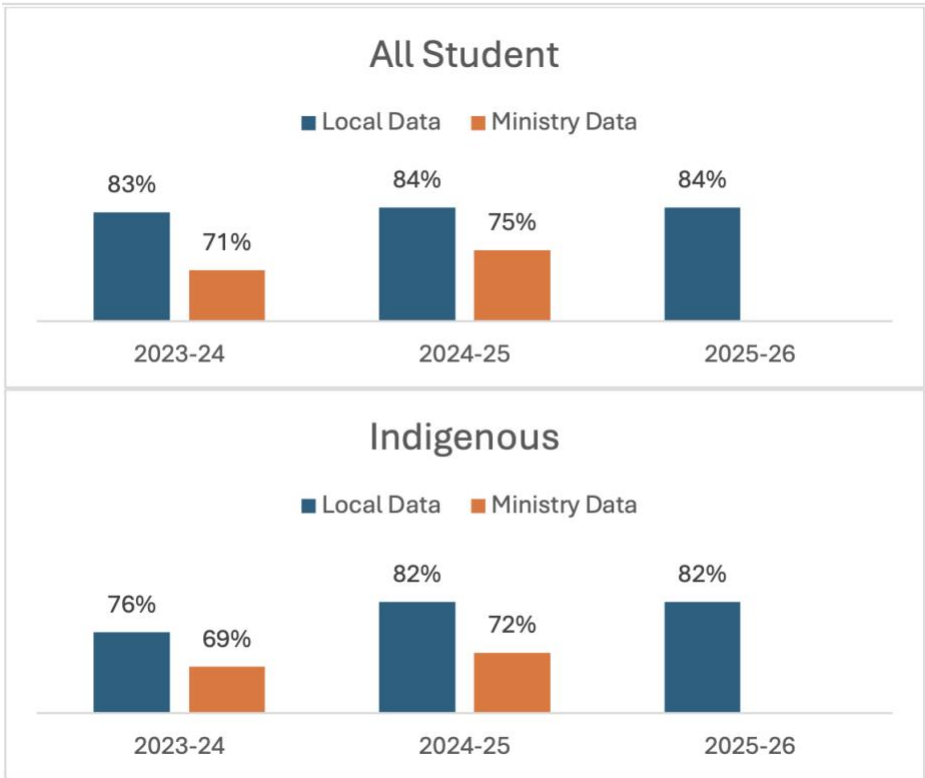
Grade 7 Numeracy—local data from Learning Updates



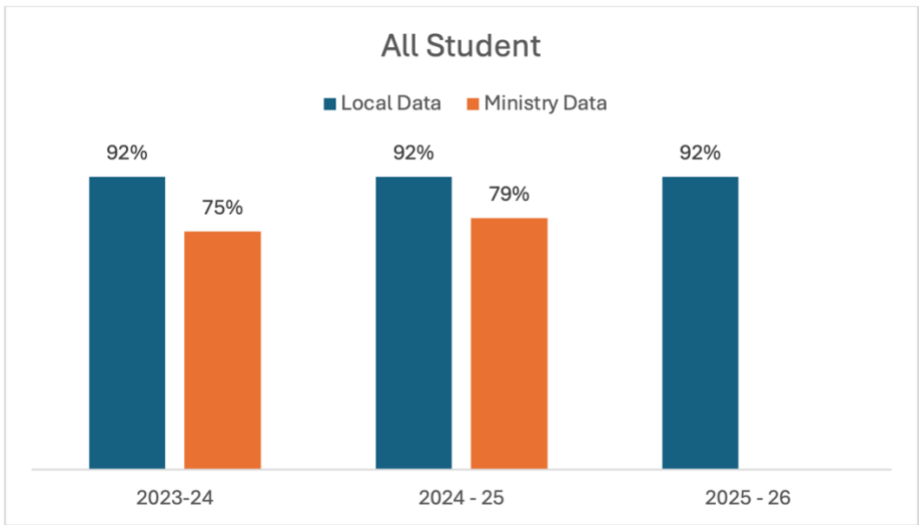
Grade 10 Numeracy—local data from Learning Updates



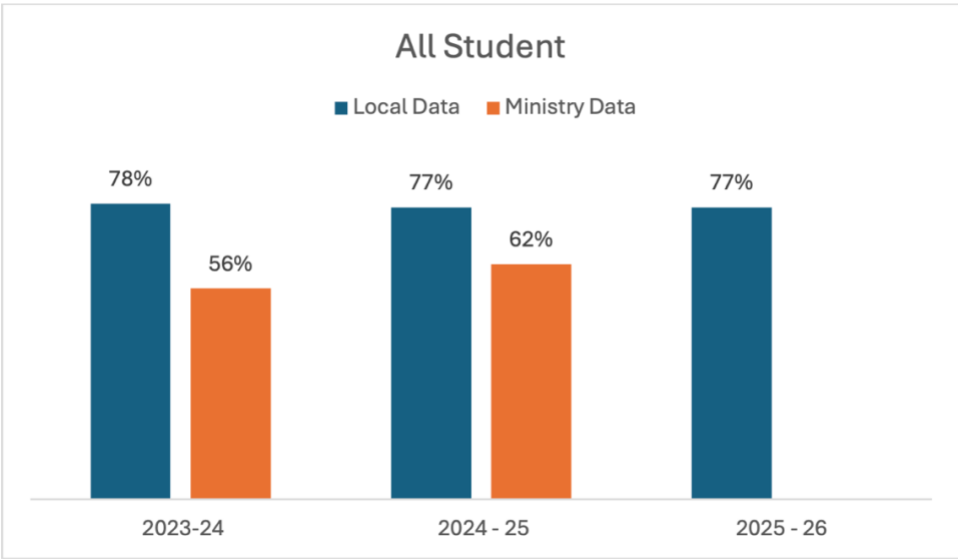
Feel Welcome—local data from Equity Survey



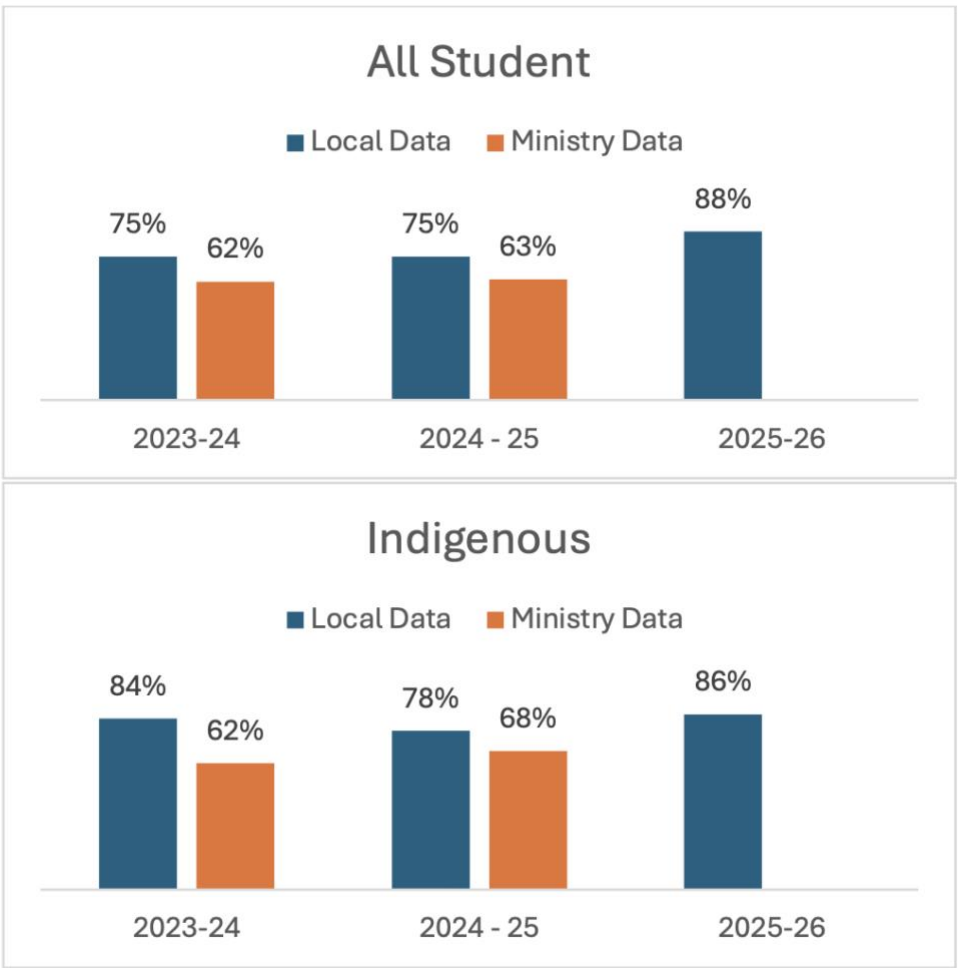
Feel Safe—local data from Equity Survey



Sense of Belonging—local data from Equity Survey

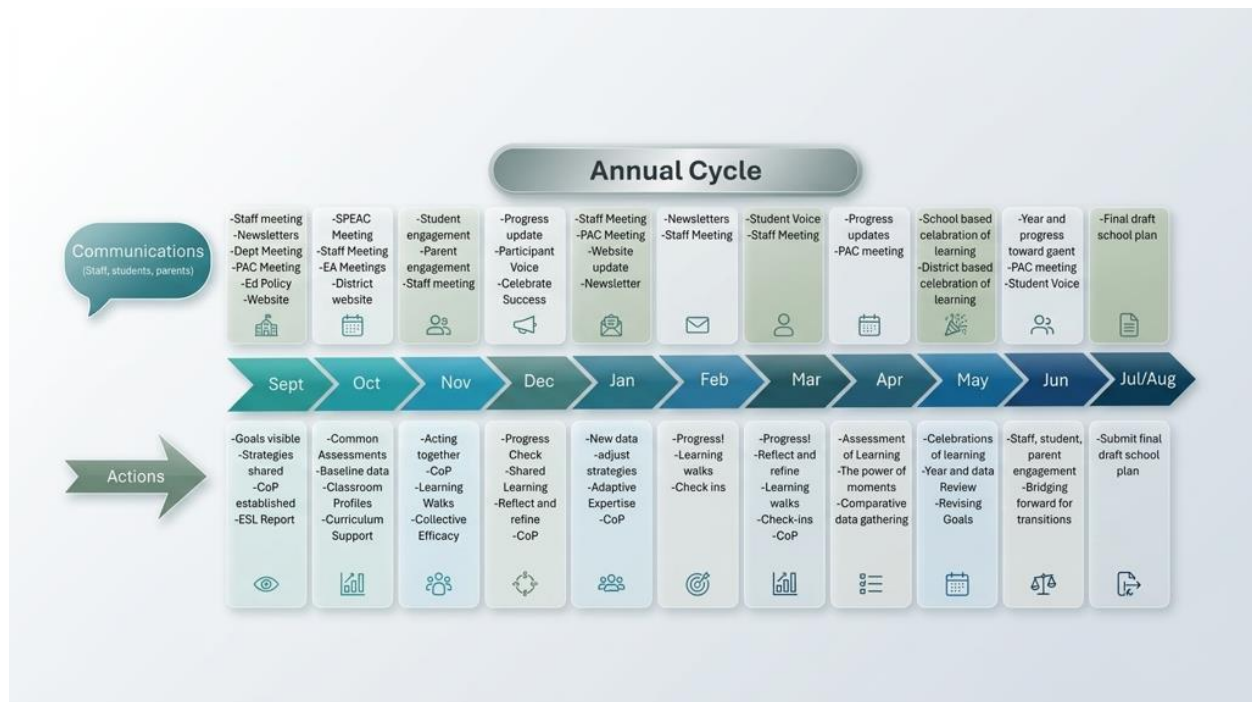


Adults that Care—local data from Equity Survey



Appendix B: Continuous Improvement Cycle

Continuous Improvement Framework and Timeline



Appendix C: District Links

The Sooke School District continues to evolve the structures and processes involved in its Continuous Improvement Framework. 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](#)
- ◇ [Annual Report to the Board of Education 2025-2026](#)
- ◇ [Operational Plan 2025-2026](#)
- ◇ [Operational Plan 2026-2027](#)
- ◇ [School Plans](#)
- ◇ [paa?čiid?atx \(Pacheedaht\) LEA](#)
- ◇ [T'SOU-KE LEA](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement 2022-2027](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement Report](#)
- ◇ [Equity in Action Report June 2026](#)
- ◇ [Sooke School District 2026-2029 Financial Plan](#)