

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Agenda

Committee Members:	Trustee Silzer, Chair Trustee Vandall Trustee VanWell
Staff Support:	Helena Takhar, Director of Instruction, Learning & Innovation Mel Paas, Assistant Superintendent
Partner Representatives:	Leila Sinclair-Wise, SAA – Elementary Kelly deKlerk, SAA – Secondary Shannon Toronitz – STA CUPE COPACS

**Tuesday, September 9, 2025
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

1. 2025 Enhancing Student Learning Report – Mel Paas

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Parkland Sailing Academy – October
- Data sharing around Strategic Plan goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Students Program

Enhancing Student Learning Report

Part 1: Review Data and Evidence

September 2025



In Review of Year 4 of Saanich Schools Strategic Plan: 2022 to 2027

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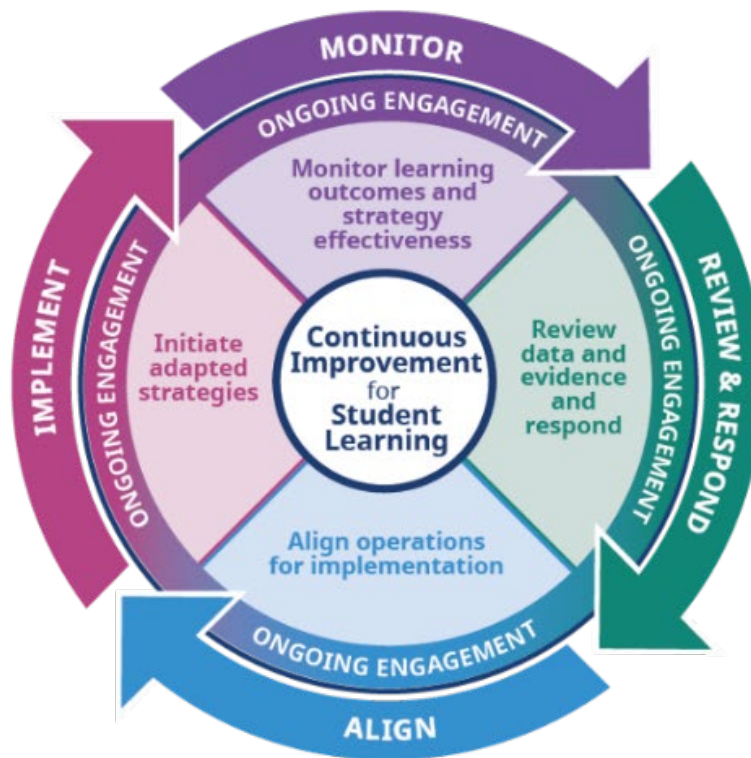


Enhancing Student Learning Report:

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.

District Context: Learning Together in Saanich

The Saanich School District (SD63) serves over 7,000 students who reside in the Saanich Peninsula, including Central Saanich, North Saanich, Sidney, and parts of the District of Saanich on southern Vancouver Island. We respectfully acknowledge that our schools are located on the traditional and unceded territories of the W̱SÁNEĆ Peoples—W̱JOŁELP, STAUTW, W̱SIKEM, and BOKEĆEN Nations—and honour their enduring relationship with the land and waters. Our commitment to truth, reconciliation, and decolonization is foundational to our work and reflected in our partnerships, curriculum, and school culture. Saanich Schools include eight elementary schools, three middle schools, three secondary schools, a Children’s Development Centre, two Individual Learning Centres, and the South Island Distance Education School (SIDES), which offers flexible online learning across B.C. We also host one of the province’s most successful International Student Programs.

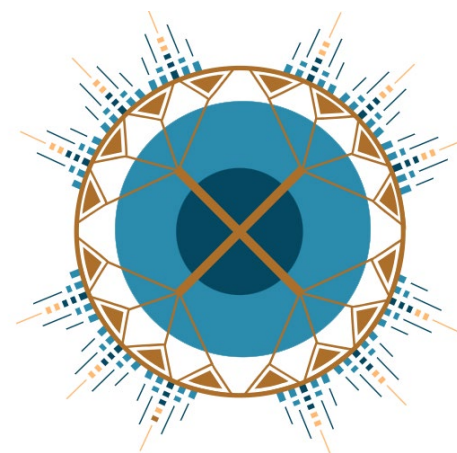
Guided by our [Saanich Schools Strategic Plan \(2022–2027\)](#) and aligned with the [Framework for Enhancing Student Learning](#) (FESL), we prioritize literacy, Indigenous learner success, mental health and well-being, and global citizenship. Our dedicated team of over 1,300 educators and support staff fosters inclusive, engaging, and innovative learning environments where every student feels seen, heard, and valued.

Equity, inclusion, and student voice are central to our approach. Through data-informed practices and strong collaboration with families, First Nations, and community partners, we are committed to continuous improvement and ensuring that every learner in Saanich has the opportunity to thrive.

NOTE: Figures developed by the Ministry of Education and Child Care are located throughout this report. Where numbers of students are too low to report, raw data have been masked to ensure student confidentiality. Results from smaller cohorts should be viewed with caution as there can be greater fluctuation in percentages.



1701 Enrollment Data from Sept, Feb and May - 2024 2025 School year			
Student Group	Head Count	Sum of FTE	
Standard Enrollment	7,170	6,788	
Provincial Online Learning	3,517	782	
Adult Education	2,828	228	
Alternate Prog.	109	109	
Continuing Education	63	17	
Grand Total	13,687	7,924	
Student Group	Saanich #	Saanich %	BC %
* Indigenous Students	1,180	9%	12%
** English Languages Learners	583	8%	32%
** Disabilities and Diverse Abilities	1,441	20%	16%
** Children and Youth in Care	39	0.5%	NA
* % calculation based on total head count			
** % calculation based on standard enrollment head count			
Note: Students identified as having disabilities or diverse abilities have a Ministry of Education and Child Care special education designation. Throughout this document these students will be referred to as diverse learners.			



Intellectual Development

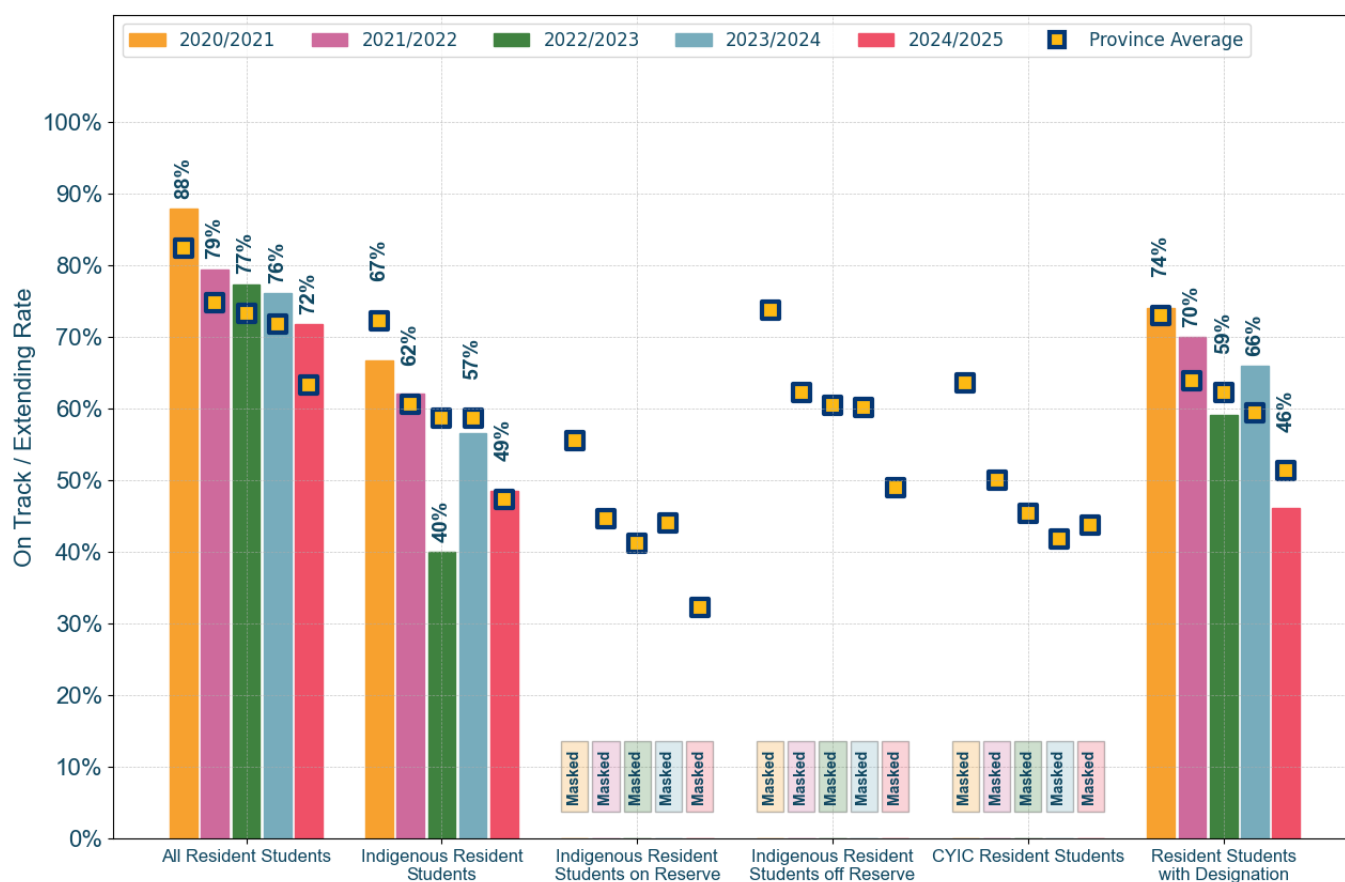
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD063 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	477 68%	547 69%	514 70%	530 79%	537 80%
Indigenous Resident Students	47 38%	44 66%	52 58%	42 55%	42 83%
Indigenous Resident Students on Reserve	Masked	18 67%	21 67%	Masked	19 89%
Indigenous Resident Students off Reserve	Masked	26 65%	31 52%	Masked	23 78%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	58 47%	63 48%	56 39%	78 56%	78 67%

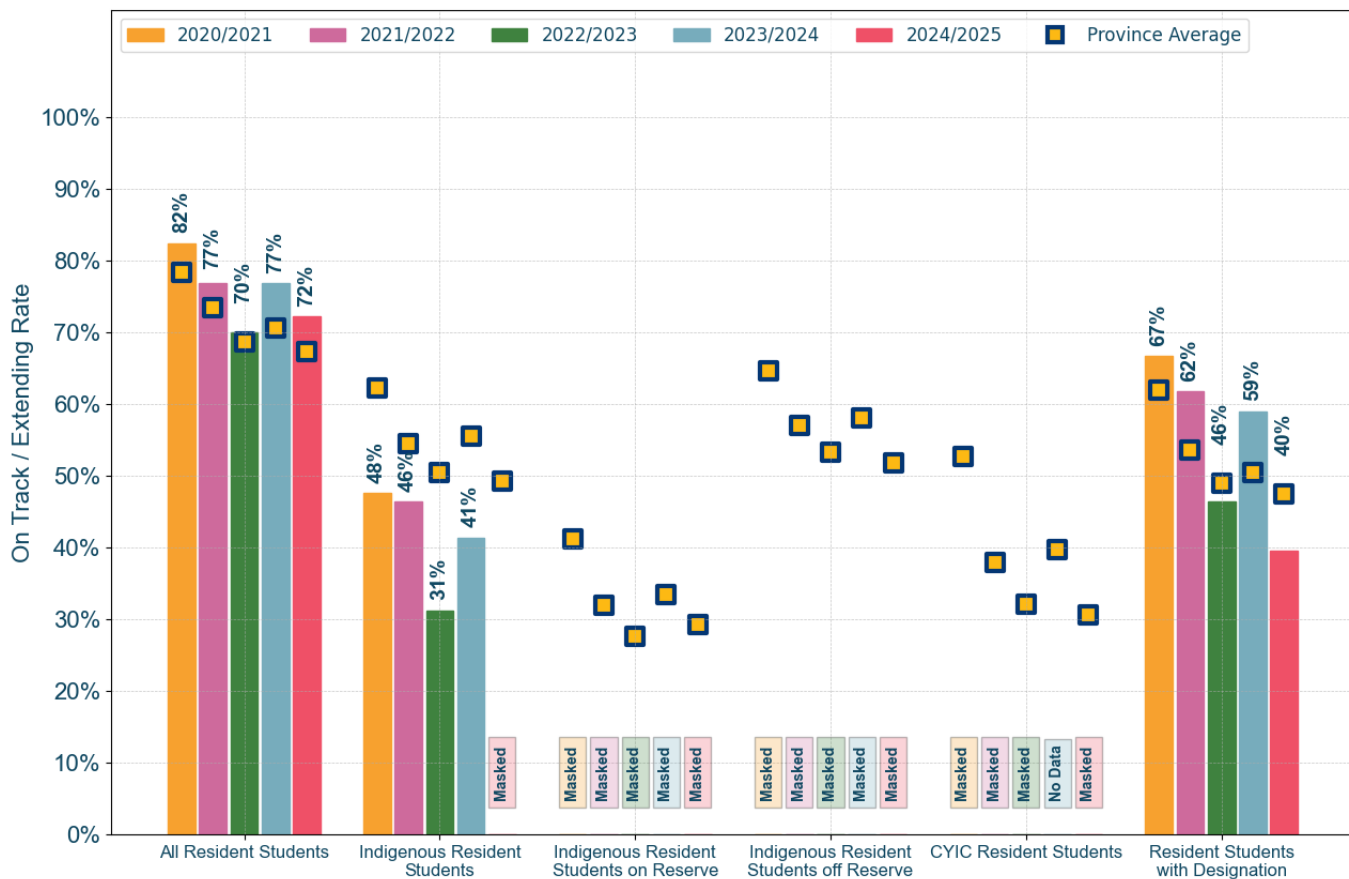
SD063 - Grade 4 FSA Literacy - On Track / Extending Rate



SD063 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	582 43%	566 51%	555 58%	521 59%	600 53%
Indigenous Resident Students	68 31%	72 39%	59 54%	46 63%	49 45%
Indigenous Resident Students on Reserve	Masked	26 46%	28 61%	27 70%	23 48%
Indigenous Resident Students off Reserve	Masked	46 35%	31 48%	19 53%	26 42%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	125 24%	102 33%	121 46%	109 56%	141 34%

SD063 - Grade 7 FSA Literacy - On Track / Extending Rate

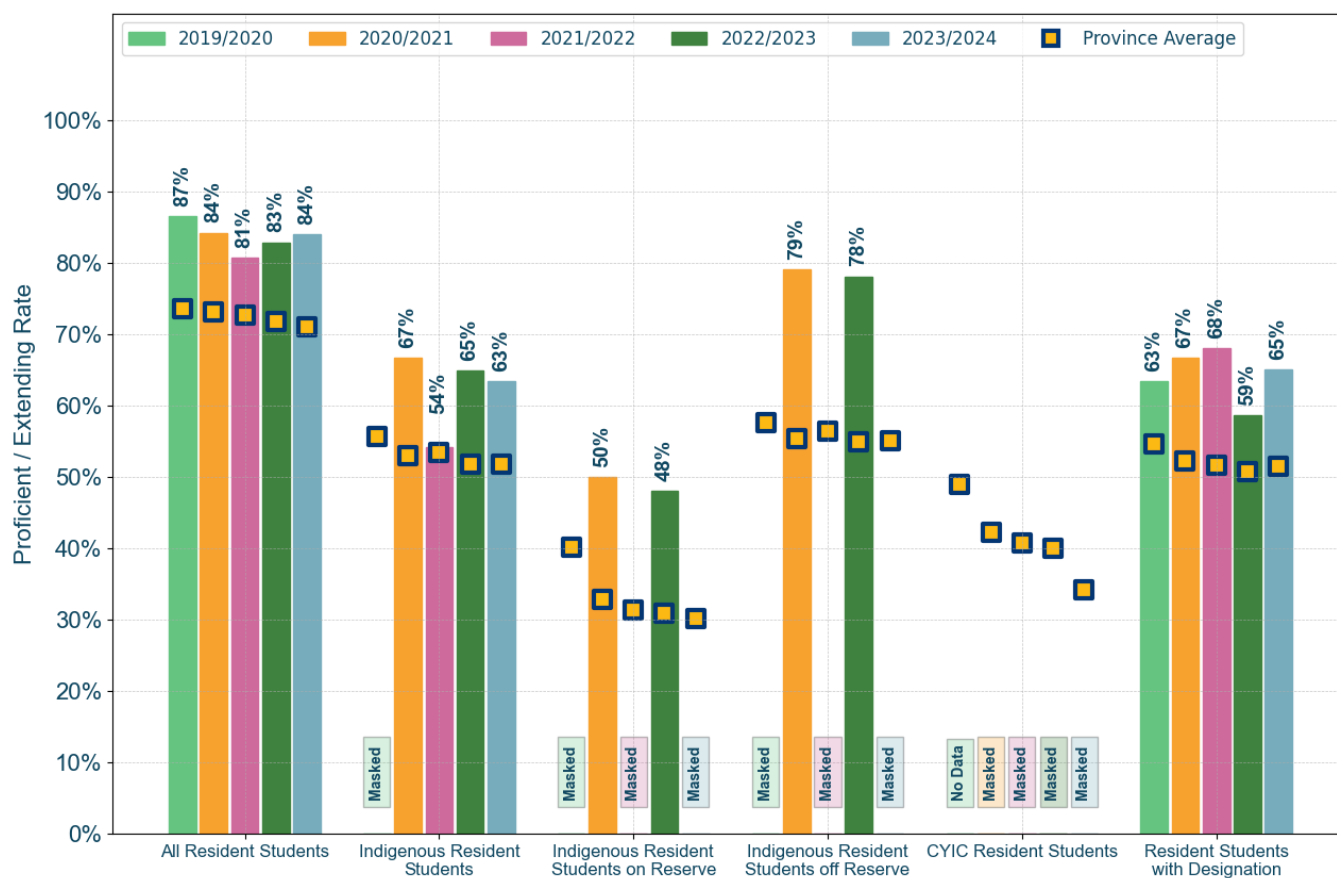


Measure 1.2: Grade 10 Literacy Expectations

SD063 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	616 41%	592 85%	599 53%	572 82%	619 84%
Indigenous Resident Students	63 21%	64 64%	65 49%	58 59%	56 73%
Indigenous Resident Students on Reserve	Masked	28 54%	28 54%	26 58%	17 71%
Indigenous Resident Students off Reserve	Masked	36 72%	37 46%	32 59%	39 74%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	127 31%	99 74%	117 44%	140 66%	161 68%

SD063 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Analysis of Provincial Data

Grade 4 and 7 FSA Literacy

Over the last four years, Foundation Skills Assessment (FSA) participation rates of grade 4 students have steadily increased from 69% in 2021/22 to 80% in 2024/25. The most significant increases observed at the Grade 4 level were:

- Indigenous students who live on reserve demonstrated a marked increase in participation, rising from 67% in 2021/22 to 89% in 2024/25.
- Diverse learners also showed improved participation, increasing from 48% to 67% over the same period.

Grade 7 participation rates have remained relatively consistent over the past four years, fluctuating within the 50–60% range, with a 53% participation rate in 2024/25. While the increase in Grade 4 participation enhances the reliability of performance data for that cohort, the lower participation rate at Grade 7 weakens the reliability of those results.

Provincially, participation rates for FSA Literacy in 2024/25 were approximately 84% for Grade 4 and 84% for Grade 7, indicating that Saanich's Grade 4 participation aligns with the provincial average, while our Grade 7 participation remains below provincial levels.

For the fifth consecutive year, Saanich students outperformed provincial averages in the FSA Literacy assessment at both Grade 4 and Grade 7 levels:

- Grade 4: The proportion of students assessed as *on-track or extending* declined slightly from 76% in 2023/24 to 72% in 2024/25, yet remained above the provincial average of 63%.
- Grade 7: Similarly, performance declined from 77% to 72%, still exceeding the provincial average of 67%.

Among Grade 4 Indigenous students who participated, 49% were *on-track or extending*, which is 2 percentage points above the provincial scores for Indigenous learners. However, both district and provincial results continue to reflect a performance gap compared to non-Indigenous students. Our grade 7 Indigenous performance data is masked to protect student privacy; individual progress is monitored through school-based teams.

Performance among diverse learners declined in 2024/25:

- Grade 4: 46% were *on-track or extending* (5% below the provincial average), down from 66% in 2023/24.
- Grade 7: 40% were *on-track or extending* (7% below the provincial average), down from 59% in the previous year.

Due to privacy protections associated with low participation rates, disaggregated data for on-reserve versus off-reserve Indigenous students and Children and Youth in Care remains unavailable. Progress for priority students is instead monitored through individualized support mechanisms at the school level.

Analyzing the 2024/25 grade 7 cohort in Saanich and their growth over time, three years prior, 79% of this cohort were *on-track or extending* on their Grade 4 FSA compared to 72% in their Grade 7 year. This decrease in performance was also seen with diverse learners – 70% were *on-track or extending* three years prior as compared to 46% in 2024/25. As previously mentioned, the grade 7 data is not as reliable due to the decreased participation rate but the slight downward trend should be noted.

Grade 10 Literacy Assessment

NOTE: At the time of this report, the most recent Grade 10 provincial assessment data for Literacy is not yet available and therefore, this analysis reports on the 2023/24 learning data. This delay is consistent with previous years and should not be interpreted as an anomaly or as a limitation to the reliability of this analysis.

In the 2023/24 school year, Saanich Schools experienced an overall increase in student participation in the Grade 10 Literacy Assessment, with the most significant gains observed among Indigenous learners.

Over the past five years, Saanich students have consistently outperformed the provincial average in terms of proficiency on the Grade 10 Literacy Assessment. In 2023/24, 84% of Saanich students who completed the assessment achieved a level of *proficient* or *extending*, representing a 1 percentage point increase from the previous year and exceeding the provincial average by 13 percentage points.

Among Indigenous students in Saanich, 63% of those who completed the assessment were *proficient* or *extending*. While this reflects a 2 percentage point decrease from 2022/23, it remains 12 percentage points higher than the provincial average for Indigenous students.

Diverse learners also demonstrated notable improvement. In 2023/24, 65% of designated students in Saanich achieved proficient or extending levels—an increase of 6 percentage points from the previous year and 13 percentage points above the provincial average for this group.

In following the 2023/24 Grade 10 cohort, the greatest improvement from the grade 7 FSA Literacy assessment was seen within Indigenous students. On the 2020/21 grade 7 FSA Literacy assessment, 48% of Indigenous students were proficient or extending, whereas in their grade 10 year, 63% were proficient or extending – a 15% increase.

All the Literacy data, both provincial and district, continue to show a concerning gap for Indigenous students as well as diverse learners when compared to all students who participated and therefore, these priority populations will remain a focus in Saanich School District.

Analysis of Relevant Local Data

The triangulation of FSA data, English Language Arts (ELA) Learning Report data and our locally developed District Literacy Assessment (DLA) data provides a rich story to identify *emerging* literacy learners and implement strategies to improve literacy for all students in Saanich School District. However, it is important to understand each tool.

- The FSA is an *elective* provincial reading and writing assessment offered in grades 4 and 7 and is assessed on a 3-point proficiency scale (ie *emerging*, *on-track*, *extending*).
- The DLA, like the FSA, assesses reading and writing literacy skills but unlike the FSA, is completed by every Saanich learner in grades 1-8 two times a year and is scored on the 4-point proficiency scale (ie *emerging*, *developing*, *proficient*, *extending*).
- The English Language Arts (ELA) Learning Report data incorporates additional literacy strands beyond reading and writing (ie oral literacy) and is scored on the provincial 4-point proficiency scale.

In Saanich, our Literacy Intervention Teacher (LIT) program focusses on *emerging* learners to assist literacy intervention teams with actioning an individualized literacy plan for *emerging* learners. This *emerging* lens serves our LIT data but is in contrast to the provincial lens of *on-track/proficient/extending*. Both require discussion to determine strengths and areas of growth within Saanich's Literacy Goal.

Elementary (Grades 1-5) Learners in Saanich

Our local data for 2024/25 shows almost six in ten Saanich elementary aged students were assessed as *proficient or extending* on the ELA (58%) and DLA (59%) - a very slight upward trend in performance as compared to 2023/24 (57% and 58%, respectively).

Three in ten (32%) Indigenous Saanich students were *proficient or extending* in ELA and almost four in ten (38%) on the DLA - both showing positive cohort growth from the previous years but represents a more than 20% differential with the all learner cohort. This number drops to 18% and 21%, respectively, for elementary aged learners living on reserve.

Around one-quarter (28%) of our diverse learners are assessed as *proficient or extending* on their final DLA as compared to 23% in ELA.



Percentage of Elementary Students <i>proficient or extending</i> in ELA as reported on the final learning update				
Year	<u>ALL learners</u>	<u>Indigenous learners</u>	<u>On reserve learners</u>	<u>Diverse learners</u>
2022/23	58	30	20	21
2023/24	57	28	15	22
2024/25	58	32	18	23
CYIC data is masked				

Percentage of Elementary Students <i>proficient or extending</i> on DLA				
Year	<u>ALL learners</u>	<u>Indigenous learners</u>	<u>On reserve learners</u>	<u>Diverse learners</u>
2022/23	58	38	28	25
2023/24	58	33	27	28
2024/25	59	38	21	28
CYIC data is masked				



From an elementary **intervention** lens (a focus on *emerging* literacy learners), in 2024/25 we continued to see 10% (ELA) and 8% (DLA) of our students assessed as *emerging*.

Of our Indigenous elementary learners, a 2 percent point improvement (30% in 2023/24 to 28% in 2024/25) beyond *emerging* in ELA was noted; yet 2 percent more Indigenous students were identified as *emerging* on the DLA assessment tool. Indigenous students living on reserve continue to be overrepresented as emerging literacy learners with 48% assessed at emerging on the Learning Report ELA (a 6% increase from the previous year) and 45% as emerging on the DLA (a 10% increase from 2023/24).

For our diverse learners, there was 2 percent less students assessed as *emerging* (33% ELA data and 29% DLA data) in 2024/25 compared to the previous year meaning more diverse learners are being assessed **above** *emerging*.

Percentage of Elementary Students <i>emerging</i> in ELA as reported on the final learning update				
Year	<u>ALL learners</u>	<u>Indigenous learners</u>	<u>On reserve learners</u>	<u>Diverse learners</u>
2022/23	8	28	41	26
2023/24	10	30	42	35
2024/25	10	28	48	33
CYIC data is masked				

Percentage of Elementary Students <i>emerging</i> on the DLA				
Year	<u>ALL learners</u>	<u>Indigenous learners</u>	<u>On reserve learners</u>	<u>Diverse learners</u>
2022/23	7	22	31	23
2023/24	8	27	35	31
2024/25	8	29	45	29
CYIC data is masked				

NOTE: Data for children in youth and care in Saanich are too low to report and therefore, data must be masked to ensure student confidentiality.

Middle School (Grades 6-8) Learners in Saanich

Our local 2024/25 data show over half (54%) of our middle school learners are *proficient or extending* in ELA (a 2% increase from the previous year) while 35% were assessed as *proficient or extending* on the DLA (a 5% decrease from the previous year).

Our Indigenous learners remain far from parity with 19% scoring *proficient or extending* in ELA and 18% on the DLA – both representing a 2% decrease from 2023/24 results.

15% of diverse learners in Saanich middle schools are *proficient or extending* in reading and writing as assessed on the DLA whereas the ELA scores show 22% of diverse learners as *proficient or extending*.

Overall, there was a decrease in DLA performance across all identified data groups in 2024/25 with Indigenous learners and diverse learners consistently underrepresented in higher performance categories.

From an **intervention** lens (a focus on *emerging* literacy learners), our 2024/25 DLA data show promising results across all cohorts of students as compared to the previous year with the greatest improvement being seen in Indigenous learners (4%) and diverse learners (5%).

Emerging scores in ELA showed a 2% increase for Indigenous learners, 3% increase for Indigenous learners living on reserve, a 2% decrease for diverse learners, and stable results for all learners when compared to the previous year.

NOTE: Data for children in youth and care in Saanich are too low to report and therefore, data must be masked to ensure student confidentiality.



Percentage of Middle School students <i>proficient or extending</i> in ELA as reported on the final learning update				
Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	54	25	Msk	24
2023/24	52	21	Msk	20
2024/25	54	19	Msk	22
CYIC data is masked				

Percentage of Middle Students <i>proficient or extending</i> on DLA				
Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	39	21	Msk	17
2023/24	40	20	Msk	18
2024/25	35	18	Msk	15
CYIC data is masked				

Percentage of Middle School Students <i>emerging</i> in ELA as reported on the final learning update				
Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	5	20	30	13
2023/24	6	21	30	16
2024/25	6	23	33	14
CYIC data is masked				

Percentage of Middle School Students <i>emerging</i> on the DLA				
Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	10	24	35	23
2023/24	9	30	41	21
2024/25	6	26	37	16
CYIC data is masked				

Literacy Intervention Teacher (LIT) program

The Literacy Intervention Teacher (LIT) program is a targeted, early intervention initiative designed to support elementary students in the Saanich School District who are at risk of falling behind in foundational literacy skills. The program provides intensive, evidence-based instruction in reading and writing, with the goal of helping students become confident and proficient learners.



The data below only reflects students who were formally enrolled in LIT (case managed and parents provided informed consent). This does not reflect the many students who received literacy support from ELL teachers, ELS teachers, SLP and SLP Assistants, Learning Assistance/ISTs, or other professionals around the district

who support students in literacy support above and beyond classroom tier 1 instruction.

Overview of data for SD63 Literacy Intervention Program for 2024-2025:

- 279 elementary students received regular Literacy Intervention Support (up from 24 students in 2021-2022 under Reading Recovery)
- 35 elementary students enrolled in French Immersion received Literacy Intervention Support in French (up from 0 in 2021-2022 under Reading Recovery)

Students receiving direct literacy support (Grade 1-3)			
	All Learners	Indigenous Learners	CYIC learners
2021/22 (Reading Recovery Model)	24	Not collected	Not collected
2022/23 (Literacy Intervention Support Year 1)	190	43	0
2023/24 (Year 2)	255	59	4
2024/25 (Year 3)	279*	69	2
*this includes 35 French Immersion students who received literacy support in French			

With our best data being Report Card and DLA, the nuances of student progress is not always evident. For example, a Grade 4 student reading at a Grade 1 level in September, could increase 2 grade levels over the course of a school year, but still be *emerging* on the June report card or DLA. The MyEd data doesn't capture all the growth that LIT teachers can personally attest to. Students may still appear as emerging on report cards, however, it doesn't mean they aren't growing and once we dig into it, many of those students who receive LIT year over year and stay at *emerging*, often end up with a designation that explains the learning challenges.

Of students who received LIT support in 2024-2025, our data shows promising improvement results from *emerging* to *developing* or *proficient* on both the DLA and Learning Report ELA over a 12-month period.

	June 2024 DLA	June 2025 DLA
All Students Enrolled in LIT	43% emerging	29% emerging
Indigenous Students in LIT	38% emerging	26% emerging
	June 2024 Report Card ELA	June 2025 Report Card ELA
All Students Enrolled in LIT	46% emerging	39% emerging
Indigenous Students in LIT	40% emerging	35% emerging
French Immersion in LIT	61% emerging	46% emerging

Interpretation of Grade 4, 7 and 10 Literacy

For the fifth consecutive year, Saanich students achieved literacy outcomes that exceeded provincial averages across Grade 4, Grade 7, and Grade 10 provincial literacy assessments. While longitudinal analysis indicates a modest year-over-year decline in the proportion of Grade 4 and Grade 7 students assessed as on-track or extending, Grade 10 results reflect a slight upward trend in the proportion of proficient or exceeding proficiency standards. Increased participation rates at Grade 4, now closely aligned with provincial levels, enhance the validity and reliability of early literacy performance data. Targeted interventions, particularly the Literacy Intervention Teacher (LIT) program, continue to yield measurable reductions in the proportion of students at the emerging level, with pronounced gains for Indigenous learners and French Immersion students. At the secondary level, Indigenous learners demonstrate substantial improvement between Grades 7 and 10, suggesting the positive impact of sustained, stage-appropriate interventions and culturally responsive instructional approaches.

Despite measurable progress, notable disparities in literacy outcomes persist for priority populations. Indigenous learners—particularly those residing on reserve—continue to be disproportionately represented at the emerging level and underrepresented at the proficient/extending levels. At the elementary level, the proficiency gap between Indigenous learners and the overall student population remains substantial, exceeding 20 percentage points. Middle years results indicate a marked decline in performance for diverse learners, with proficiency rates significantly lower than in earlier grades, suggesting challenges in sustaining early literacy gains through the transition to secondary. Additionally, persistently low participation rates in Grade 7 assessments constrain the reliability of subgroup performance data and impede the ability to identify and address emerging needs in a timely manner.

Key areas for growth focus on advancing equity, sustaining gains, and strengthening transitions across grade levels. Expanding culturally responsive literacy instruction—through the integration of Indigenous knowledge systems, land-based learning, and culturally relevant resources co-developed with Indigenous partners—remains a priority to enhance engagement and achievement for Indigenous learners. Extending Tier 2 and Tier 3 literacy interventions into Grades 6–8 will be critical to mitigating the performance decline observed in the middle years and sustaining progress achieved in elementary grades. Increasing Grade 7 FSA participation, particularly among underrepresented groups, will improve the accuracy of performance monitoring and the timeliness of intervention. Finally, enhanced transition monitoring and supports between Grades 7 and 10 will help reduce mid-program literacy gaps and ensure more consistent growth trajectories for all learners.

The district remains firmly committed to eliminating equity gaps in literacy achievement, with a primary focus on Indigenous learners, diverse learners, and children and youth in care. For Indigenous learners, the district will expand access to culturally responsive literacy instruction through collaboratively designed programs with Indigenous educators and community partners, ensuring instruction reflects Indigenous knowledge systems and perspectives. For diverse learners, targeted interventions—building on the demonstrated impact of the Literacy Intervention Teacher (LIT) program—will be extended into the middle years, with supports aligned to key educational transitions. To address participation inequities at Grade 7, the district will implement targeted outreach and engagement strategies to ensure assessment data accurately reflects the learning needs of all student groups. Investment in high-quality Tier 1 classroom instruction will continue, supported by professional learning and access to inclusive, differentiated literacy resources for all educators. Progress will be monitored through annual disaggregated reporting, conducted with robust privacy safeguards, enabling responsive adjustments to strategies in support of equitable literacy outcomes.

This combined provincial and local interpretation reinforces that while Saanich students consistently perform above provincial averages, equity gaps persist for priority populations. Strengthening culturally responsive approaches, sustaining interventions into the middle years, and improving participation in key assessments will be essential to realizing the district's vision of equitable literacy outcomes for all learners.

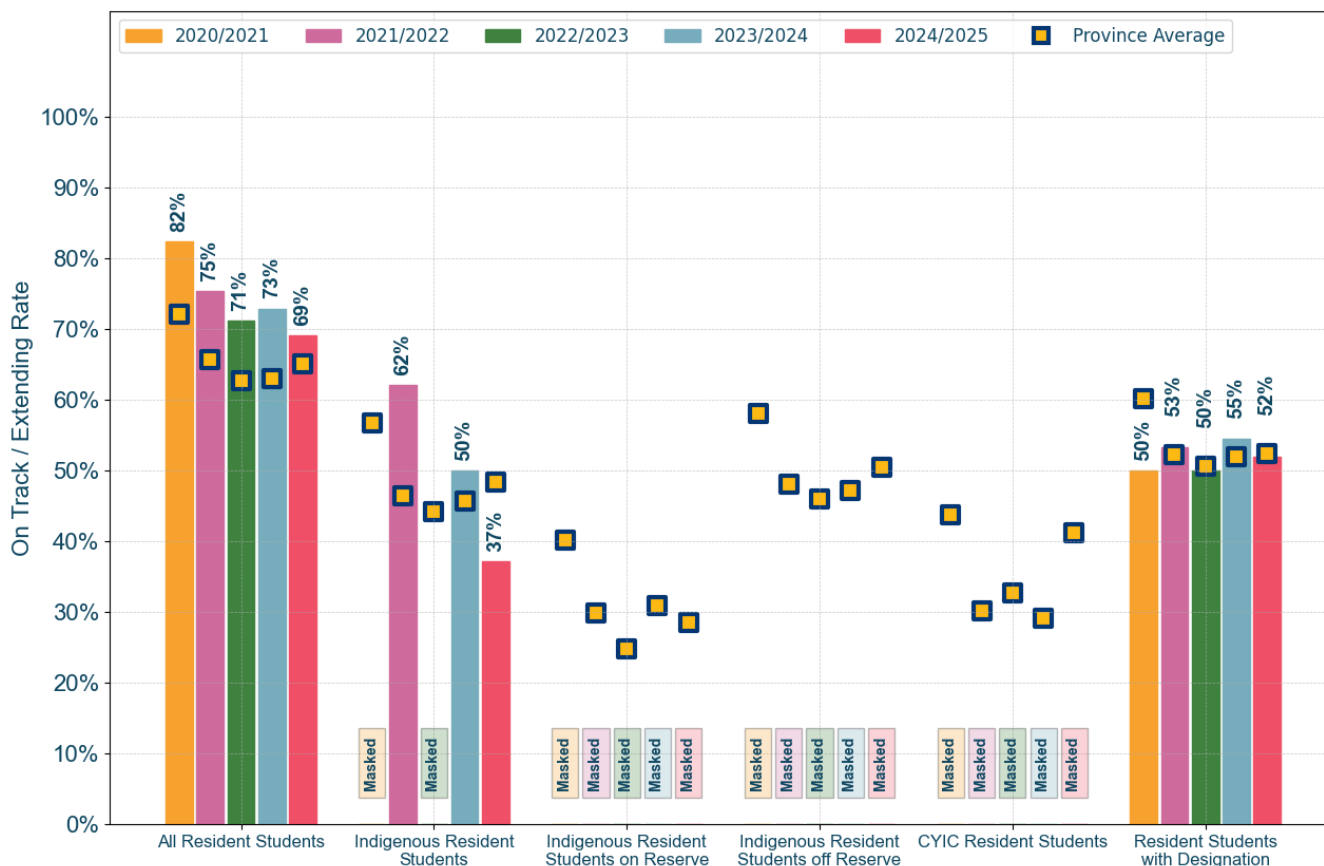
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD063 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	477 67%	547 70%	514 68%	530 79%	537 80%
Indigenous Resident Students	47 36%	44 66%	52 54%	42 57%	42 83%
Indigenous Resident Students on Reserve	Masked	18 67%	21 62%	Masked	19 89%
Indigenous Resident Students off Reserve	Masked	26 65%	31 48%	Masked	23 78%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	58 48%	63 48%	56 36%	78 56%	78 67%

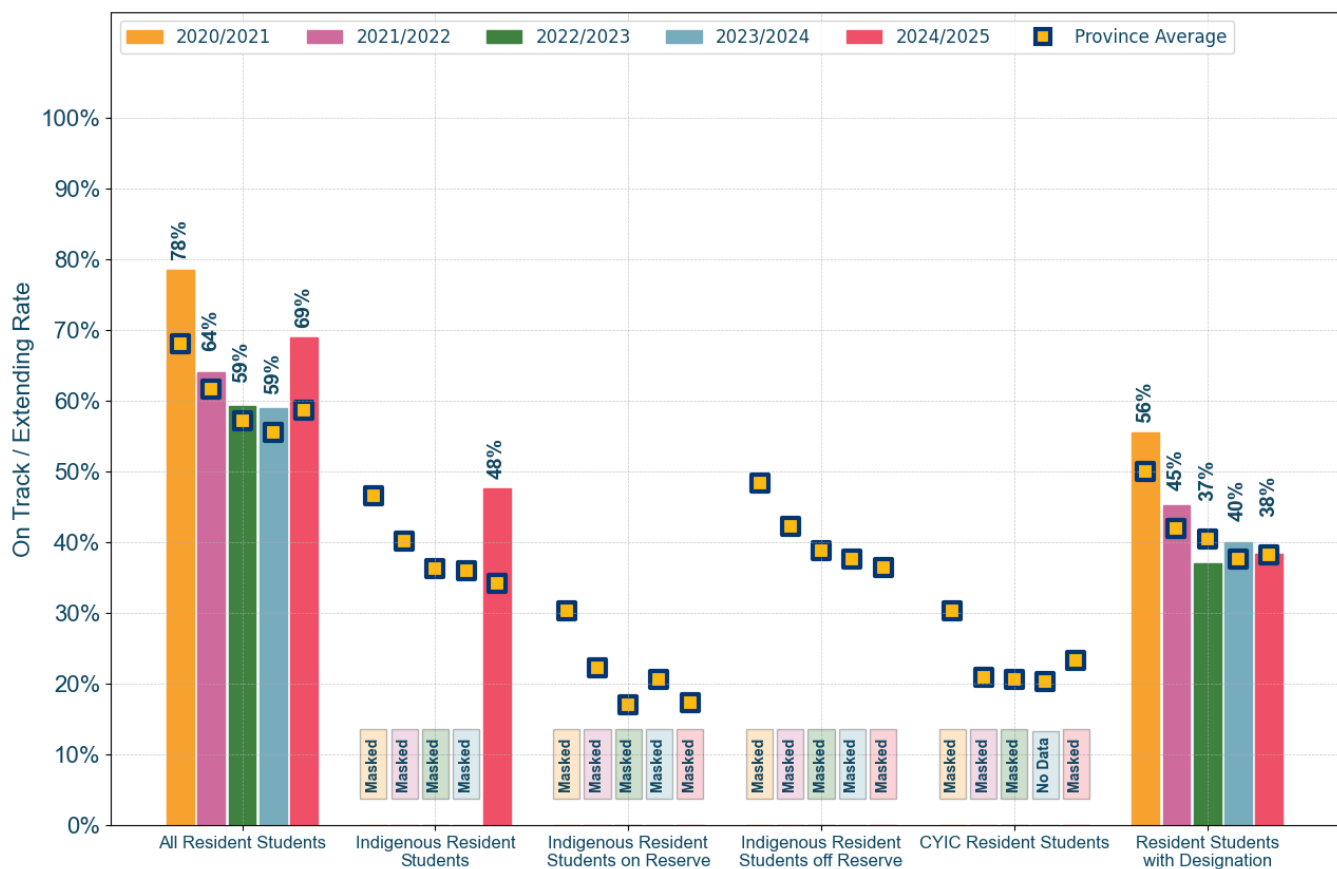
SD063 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD063 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	582 42%	566 49%	555 56%	521 58%	600 53%
Indigenous Resident Students	68 25%	72 35%	59 49%	46 59%	49 43%
Indigenous Resident Students on Reserve	Masked	26 46%	28 54%	27 63%	23 48%
Indigenous Resident Students off Reserve	Masked	46 28%	31 45%	19 53%	26 38%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	125 22%	102 30%	121 45%	109 55%	141 33%

SD063 - Grade 7 FSA Numeracy - On Track / Extending Rate

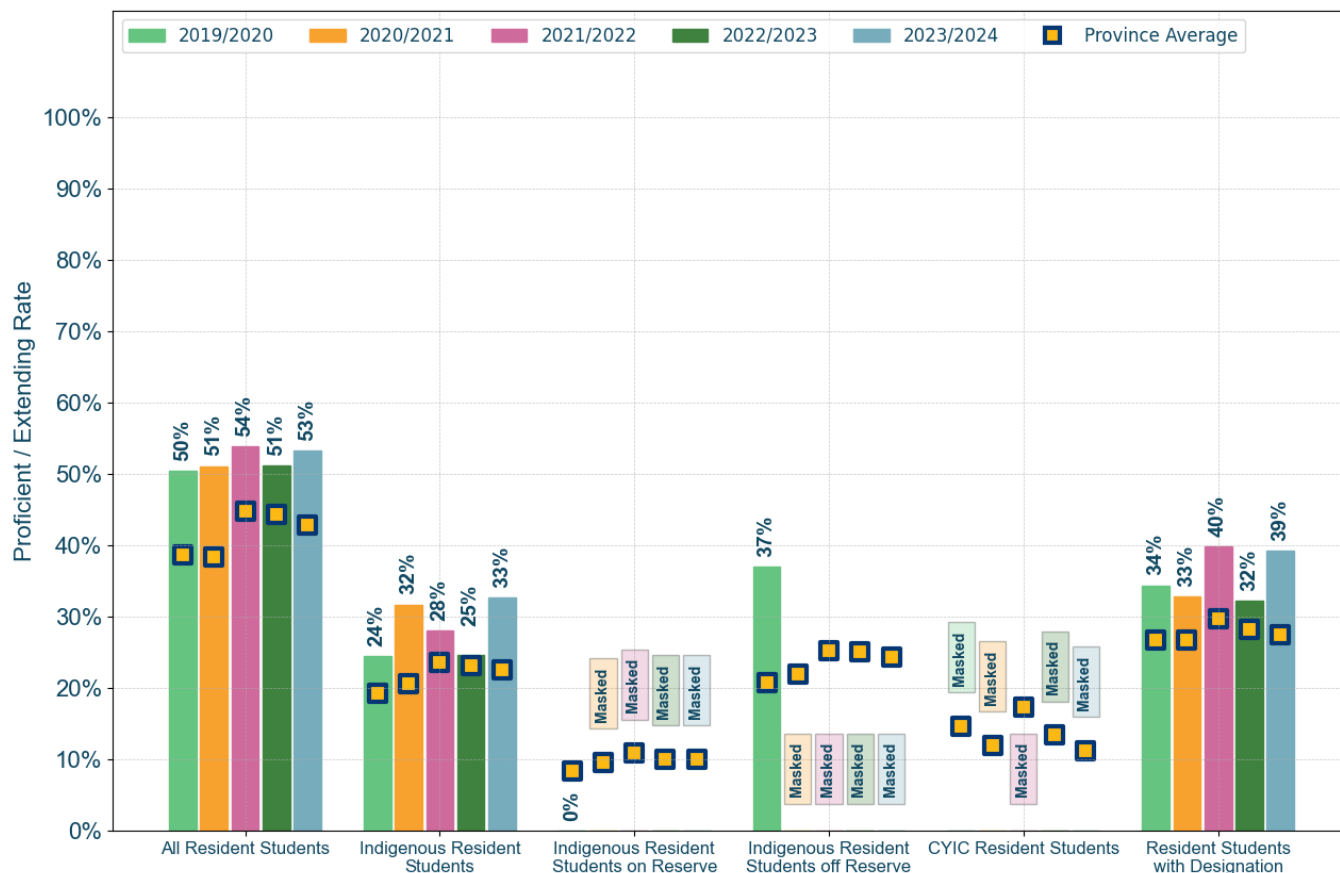


Measure 2.2: Grade 10 Numeracy Expectations

SD063 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	618 10%	595 81%	578 61%	573 79%	615 84%
Indigenous Resident Students	Masked	64 59%	62 50%	58 55%	55 67%
Indigenous Resident Students on Reserve	Masked	28 57%	28 39%	26 50%	17 59%
Indigenous Resident Students off Reserve	Masked	36 61%	34 59%	32 59%	38 71%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	98 57%	113 50%	142 62%	161 65%

SD063 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

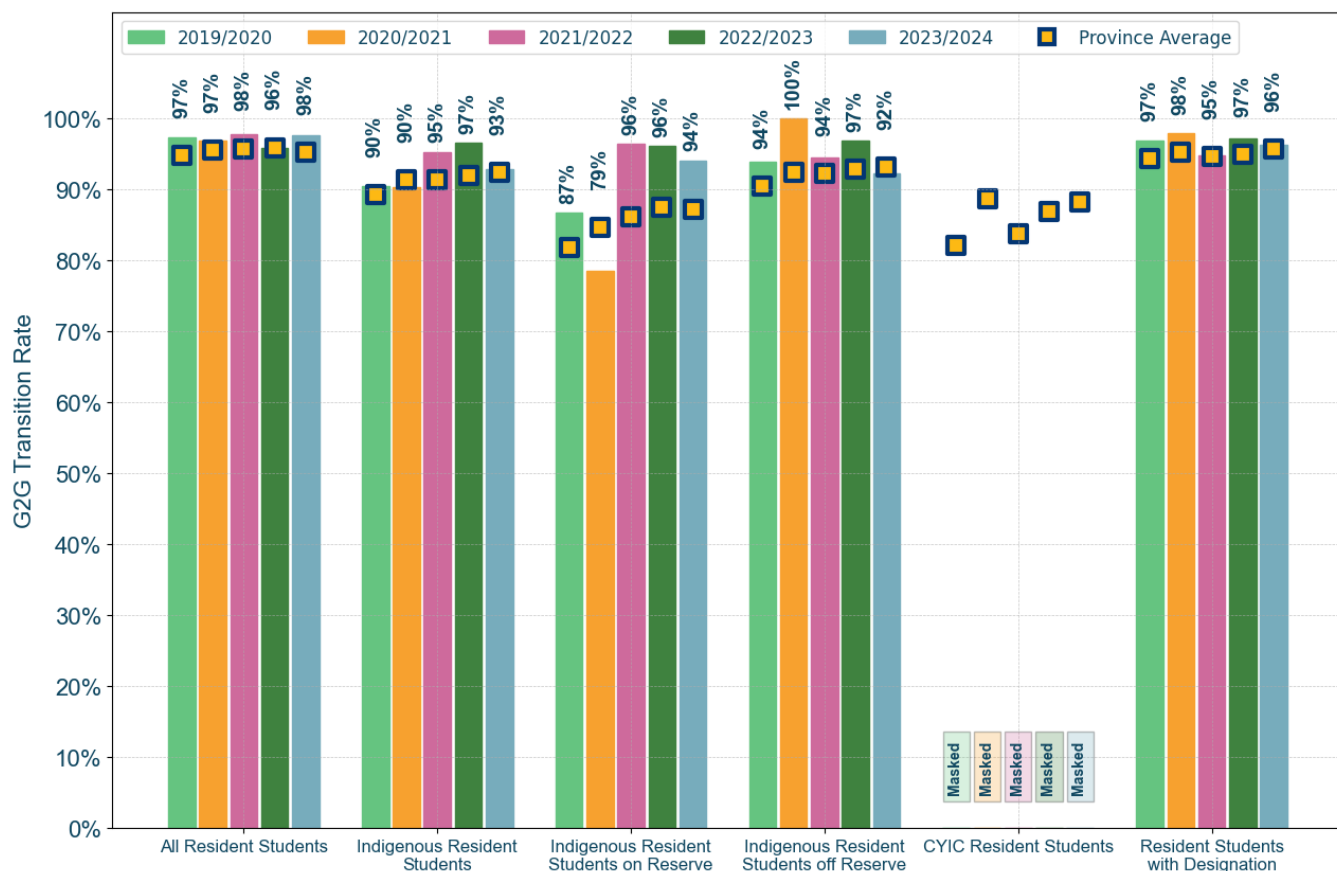


Measure 2.3: Grade-to-Grade Transitions

SD063 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	615	586	603	584	620
Indigenous Resident Students	63	62	64	58	56
Indigenous Resident Students on Reserve	30	28	28	26	17
Indigenous Resident Students off Reserve	33	34	36	32	39
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	128	97	116	143	161

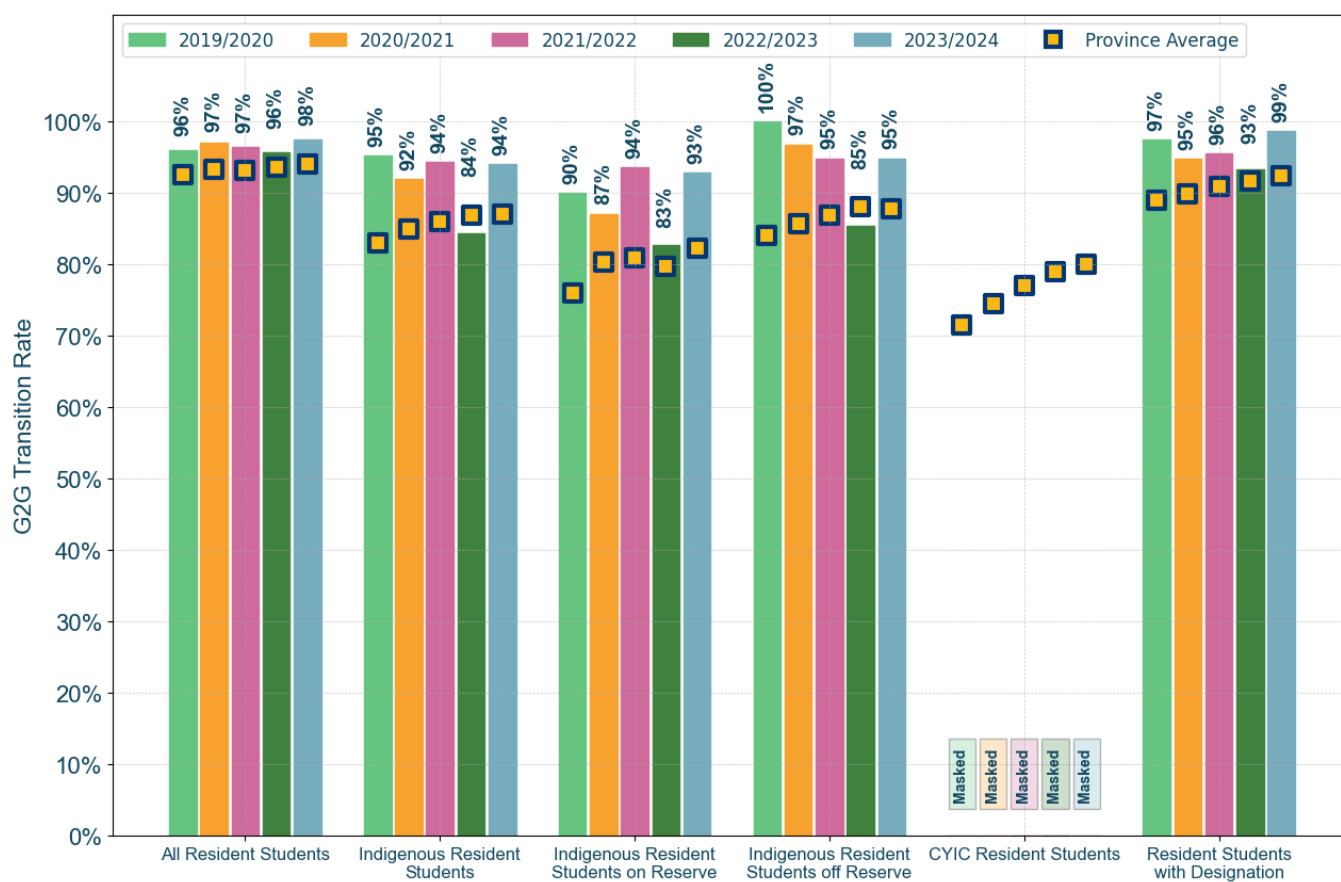
SD063 - Grade 10 to 11 Transition Rate



SD063 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	623	631	602	622	604
Indigenous Resident Students	63	62	70	70	67
Indigenous Resident Students on Reserve	30	31	31	29	28
Indigenous Resident Students off Reserve	33	31	39	41	39
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	119	133	112	120	146

SD063 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Analysis of Grades 4 & 7 Numeracy

In the 2024/25 school year, participation rates for Grade 4 and Grade 7 students in the FSA Numeracy assessment were consistent with those previously reported for FSA Literacy (Outcome 1). Among those who participated, 69% of students in both grades were assessed as *on track* or *extending*. While Grade 4 performance declined by four percentage points compared to the previous year, students at this level have consistently performed above the provincial rate over the past five years. Grade 7 students, on the other hand, showed a notable improvement of ten percentage points from the previous year and continued to outperform the provincial average, maintaining a positive five-year trend.

However, these overall gains were not reflected among Indigenous students at the Grade 4 level. This group scored 10 percentage points below the provincial average for Indigenous students and 32 percentage points below their non-Indigenous peers in Saanich. In contrast, Grade 7 Indigenous students performed 14 percentage points above the provincial average for within this cohort. Despite this improvement, a 23 percentage point gap remains between Indigenous and non-Indigenous students in Saanich at the Grade 7 FSA Numeracy level.

Our diverse learners have generally performed at or near the provincial average over the past four years. In 2024/25, their performance was 17 percentage points below the overall Grade 4 cohort and 31 percentage points below the Grade 7 cohort. It is important to note that the participation rate for Grade 7 students in this group was only 33%, marking the lowest rate in the past three years and decreasing the reliability that the data represents the diverse learner cohort as a whole.

A cohort analysis of the current Grade 7 students, based on their Grade 4 FSA Numeracy results from 2021/22, reveals a decline in achievement across all groups. The proportion of students assessed as *on track* or *extending* decreased by 6 percentage points for all students, 14 percentage points for Indigenous students, and 15 percentage points for diverse learners.

Due to privacy protections associated with low participation rates, disaggregated data for on-reserve versus off-reserve Indigenous students and Children and Youth in Care remains unavailable. Progress for these students is instead monitored through individualized support mechanisms at the school level.

Analysis of Grade 10 Numeracy

NOTE: At the time of this report, the most recent Grade 10 provincial assessment data for Numeracy is not yet available and therefore, this analysis reports on the 2023/24 learning data. This delay is consistent with previous years and should not be interpreted as an anomaly or as a limitation to the reliability of this analysis.

Saanich Schools have demonstrated a steady increase in student participation in the Grade 10 Numeracy Assessment over the past three years. In 2023/24, the participation rate reached 84%, surpassing the provincial average of 82% across BC public schools.

In 2023/24, 53% of Saanich students who completed the Grade 10 Numeracy Assessment achieved a score of *Proficient* or *Extending*. This is notably higher than the provincial average of 43%, indicating strong performance among Saanich students.

Among Indigenous students in Saanich, 33% achieved *Proficient* or *Extending* in 2023/24. This marks a year-over-year improvement from 25% in 2022/23 and 28% in 2021/22. While progress is evident, the achievement gap for priority groups remains a key area of continued focus.

In 2023/24, 39% of diverse learners in Saanich achieved *Proficient* or *Extending*. This represents an increase from 32% in 2022/23, though slightly below the 40% recorded in 2021/22.

Over the past five years, Saanich students have consistently outperformed the provincial average on the Grade 10 Numeracy Assessment. Despite this, achievement gaps persist:

- A 20 percentage point gap between Indigenous students and the overall student population.
- A 14 percentage point gap between diverse learners and the overall student population.

A longitudinal analysis comparing the 2023/24 Grade 10 cohort to their Grade 7 FSA Numeracy results from 2020/21 reveals a decline in achievement:

- Among all students, the proportion moving from *On Track/Extending* (Grade 7) to *Proficient/Extending* (Grade 10) dropped by 20 percentage points.
- For diverse learners, the decline was 17 percentage points.
- Data for Indigenous students from the 2020/21 Grade 7 cohort was unavailable due to low participation rates.

Analysis of Grade 10 to 11 Transition

In the 2023/24 school year, 98% of students in the Saanich School District successfully transitioned to Grade 11 for the first time, representing a 2 percentage point increase from the previous year's rate of 96%.

Among Indigenous students, 93% transitioned to Grade 11 for the first time, a 4 percentage point decrease from the previous year (97%) and 5 percentage points below the district-wide average. For Indigenous students living on reserve, the transition rate was 94%, down slightly from 96% in 2022/23. This rate remains 4 percentage points lower than the overall district average, but is 7 percentage points higher than the provincial average for this subgroup.

Diverse learners had a 96% transition rate, aligning with the provincial average. This represents a 1 percentage point decrease compared to the previous year within the district.

Due to low participation rates, district data for children and youth in care is not available. However, internal district analysis indicates that Saanich students in care transitioned to Grade 11 at a rate much higher than the provincial average.

Across all student categories, Saanich's Grade 11 transition rates are comparable to provincial averages, with the exception of Indigenous students living on reserve, who transition at a higher rate in Saanich than provincially.

Analysis of Grade 11 to 12 Transitions

In 2023/24, 98% of Saanich students successfully transitioned to Grade 12 for the first time, the highest rate recorded in the past five years. This figure also exceeds the provincial average of 94%, highlighting strong overall student progression within the district.

The transition rate for Indigenous students improved significantly in 2023/24, reaching 94%, up from 84% in 2022/23 and matching the rate from 2021/22. Despite this improvement, the transition rate for Indigenous students remains 4 percentage points below the district-wide average.

Diverse learners demonstrated a notable increase in transition success, with 99% entering Grade 12 for the first time in 2023/24. This marks a 6 percentage point improvement from the previous year (93%) and surpasses the provincial average of 92%.

Due to low participation rates, district data for children and youth in care is not publicly available. However, internal analysis indicates that Saanich students in care transitioned to Grade 12 at a higher rate than the provincial average, reflecting positive outcomes for this vulnerable group within the district.

Analysis of Local Data:

Percentage of Elementary students <i>proficient or extending</i> in Math as reported on their Learning Update					Percentage of Middle school students <i>proficient or extending</i> in Math as reported on their Learning Update				
Year	All learners	Indigenous learners	On reserve learners	Diverse learners	Year	All learners	Indigenous learners	On Reserve learners	Diverse learners
2022/23	69	41	23	38	2022/23	61	27	Msk	31
2023/24	69	40	23	35	2023/24	61	22	Msk	31
2024/25	70	45	24	39	2024/25	60	23	13	30

In reviewing the 2024/25 final Learning Reports, it was noted that 70% of elementary students in Saanich were assessed as *proficient or extending* in Mathematics—a modest 1 percentage point increase from the previous year. While this overall improvement is encouraging, a closer look reveals persistent and significant disparities among our priority populations.

- Indigenous learners achieved proficiency at a rate of 45%, up 5 percentage points from the previous year.
- Diverse learners reached 39% proficiency, reflecting a 4 percentage point improvement.
- Indigenous students living on reserve demonstrated the most significant gap, with 24% assessed at proficient or extending—though this does represent a 1 percentage point increase year-over-year.

At the middle school level, overall proficiency declined slightly, with 60% of students assessed as proficient or extending - a 1 percentage point decrease from the previous year. The achievement gap widens further among priority populations:

- 23% of Indigenous learners were assessed at proficient or extending.
- 13% of Indigenous students living on reserve met proficiency standards.
- 30% of diverse learners achieved proficiency.

These results underscore a critical trend: mathematics proficiency is not being sustained as students transition from elementary to middle school, particularly among our Indigenous and diverse learners. This needs to be taken into consideration in developing a response to ensure equitable learning outcomes and to support all students in maintaining and building upon their foundational numeracy skills.

Data for children in youth and care in Saanich are too low to report and therefore, data must be masked to ensure student confidentiality.

To support successful grade-to-grade transitions and improve graduation outcomes, the Saanich School District continues to offer secondary summer school focused on course completion. This initiative helps students meet curricular requirements and stay on track toward earning a Dogwood Diploma within five years.

Course Completion Overview:

- 2024/25: 63 courses completed (18 by Indigenous learners)
- 2023/24: 84 courses completed (27 by Indigenous learners)
- 2022/23: 39 courses completed (10 by Indigenous learners)
- 2021/22: 20 courses completed (Indigenous data masked)

The number of completed courses has more than tripled since 2021/22, reflecting growing student engagement and the effectiveness of summer programming. These trends demonstrate the district's commitment to academic recovery, equity, and graduation success, particularly for priority populations.



Interpretation:

Outcome 2 - Numeracy



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

New Insights from Provincial and Local Data Comparisons

The integration of provincial and local data reveals several important findings:

- **Overall Numeracy Achievement:** Saanich students continue to outperform provincial averages in Grades 4, 7, and 10 on provincial assessments. Local classroom-based assessments show that 70% of elementary students and 60% of middle school students are proficient or extending in mathematics.
- **Participation and Engagement:** While Grade 10 participation rates are strong (84%), Grade 7 diverse learners had only 33% participation, limiting the reliability of subgroup analysis. Summer school course completion has tripled since 2021/22, with increased Indigenous student engagement, indicating growing responsiveness to academic recovery initiatives.
- **Transition Success:** Saanich's Grade 11 and 12 transition rates remain above the provincial average, with notable gains for diverse learners (99%) and students in care (internal data shows above-provincial rate of success).

Strengths

- **High Achievement and Participation:** Saanich students consistently exceed provincial benchmarks in standardized numeracy assessments.
- **Improved Indigenous and Diverse Learner Outcomes:**
 - Indigenous elementary proficiency rose to 45% (up 5 points).
 - Diverse learners improved to 39% (up 4 points).
 - Indigenous Grade 10 proficiency increased from 25% to 33% over two years.
- **Transition Rates:** Grade 12 transition rates reached 98% overall, with diverse learners at 99%, and Indigenous students improving to 94%.

Inequities

- **Persistent Gaps in Numeracy:**
 - Grade 4 Indigenous students scored 10 points below the provincial average for Indigenous students and 32 points below non-Indigenous peers.
 - Middle school classroom-based proficiency for Indigenous students is only 23%, and 13% for on-reserve students.
 - Diverse learners in middle school achieved only 30% proficiency on classroom-based assessments
- **Cohort Declines:**
 - From Grade 4 to 7: Indigenous students declined by 14 points, diverse learners by 15 points.
 - From Grade 7 to 10: Overall decline of 20 points, diverse learners by 17 points.
- **On-Reserve Indigenous Learners:** Despite a 1-point gain, only 24% of elementary and 13% of middle school students are proficient according to their classroom-based Numeracy assessment—highlighting a critical equity concern.

Areas for Growth

- **Sustaining Numeracy Through Transitions:** The drop in proficiency from elementary to middle school, especially for priority populations, signals a need for targeted transition supports.
- **Early Intervention:** The widening gap in early grades suggests a need for enhanced foundational numeracy instruction and culturally responsive pedagogy.

The Saanich School District is committed to advancing equity by focusing on key areas of improvement identified through data analysis. These include expanding targeted numeracy supports for Indigenous and diverse learners, strengthening transitions between school levels to maintain learning continuity, and growing summer programs to support academic recovery. The district also aims to improve data collection through community collaboration and deepen staff training in culturally responsive teaching. Together, these efforts will help close achievement gaps and create a more inclusive and supportive learning environment for all students.



Human and Social Development

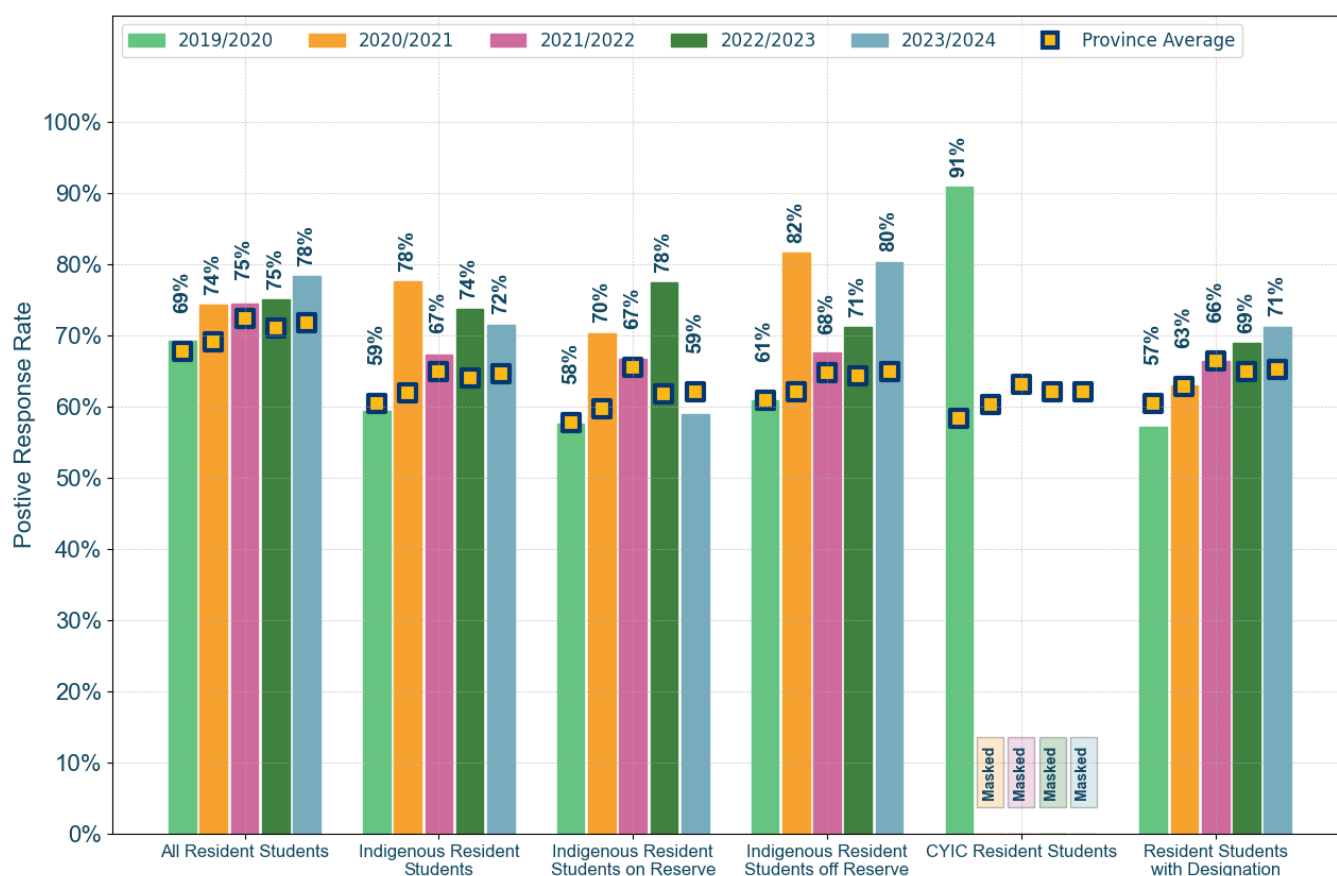
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

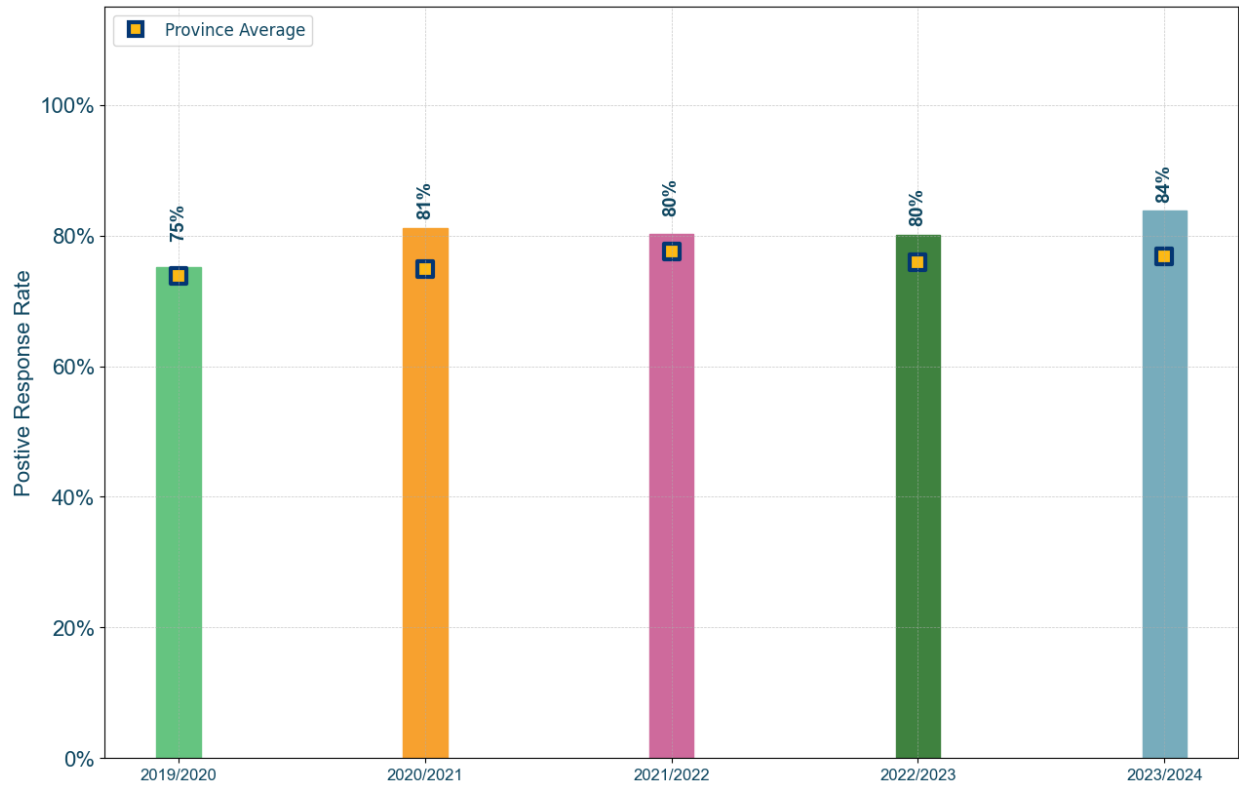
SD063 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1580 76%	1472 70%	1564 81%	1558 79%	1589 82%
Indigenous Resident Students	157 75%	141 54%	165 69%	159 63%	136 71%
Indigenous Resident Students on Reserve	76 70%	63 43%	71 59%	75 55%	58 71%
Indigenous Resident Students off Reserve	81 79%	78 63%	94 77%	84 70%	78 72%
CYIC Resident Students	16 75%	Masked	Masked	Masked	Masked
Resident Students with Designation	263 60%	228 57%	244 65%	300 68%	330 75%

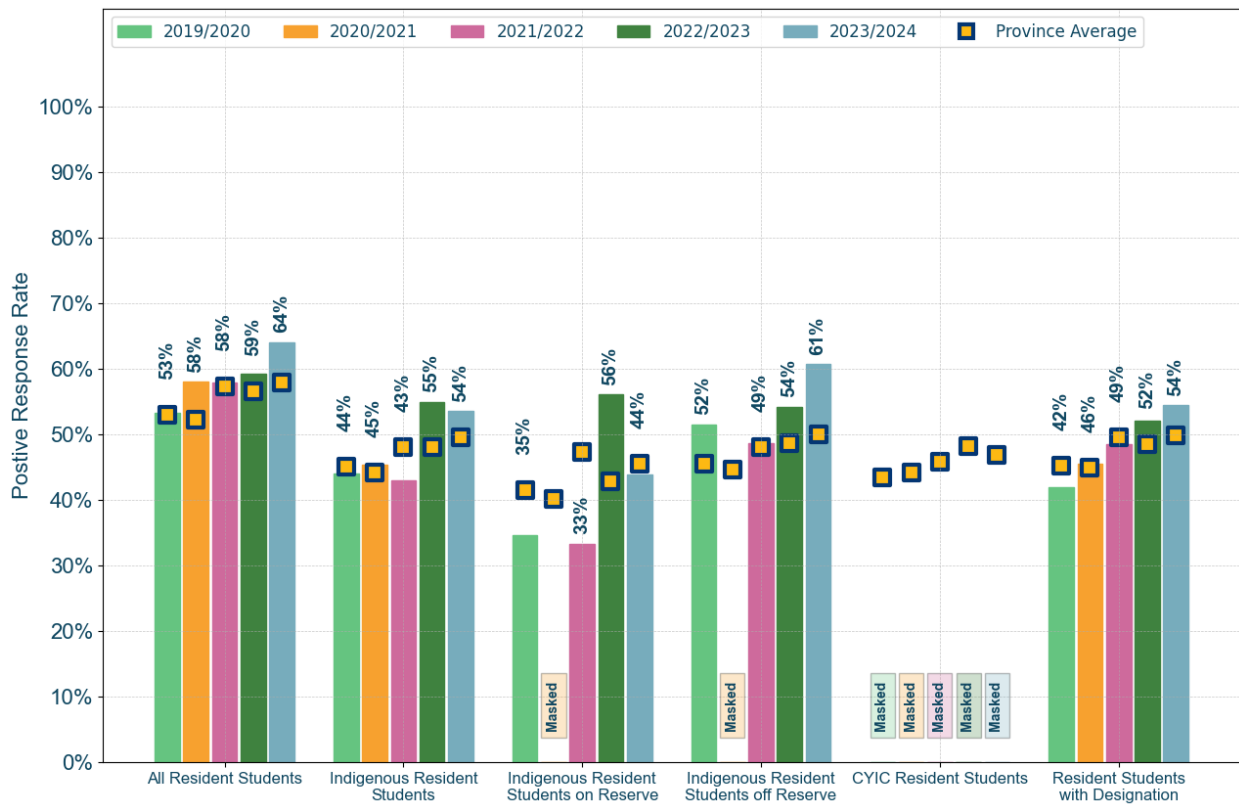
SD063 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD063 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

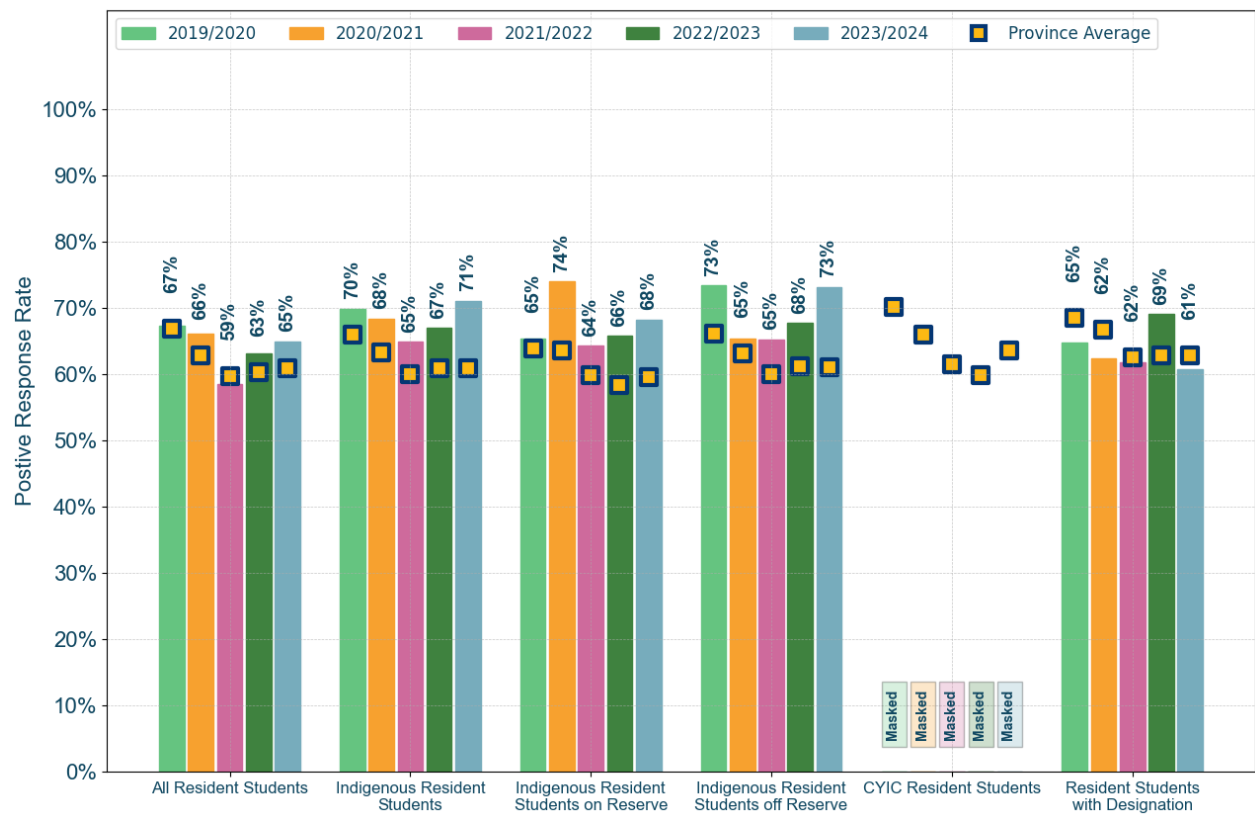


SD063 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD063 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected

Analyze
1

Feel Welcome, Feel Safe, Sense of Belonging

Students Feel Welcome at School

In the 2023/24 school year, 78% of Saanich students reported feeling welcome at school as reported on the Students Learning Survey, reflecting a 3 percentage point increase from 2022/23 (75%). Preliminary district data suggests this number increases to 81% in the 2024/25 and will be validated once this data is available by the province. This improvement suggests a positive trend in overall student experience and school climate.

Among Indigenous students, 72% reported feeling welcome, a slight decline from the previous year (74%). For Indigenous students living on reserve, the sense of belonging was notably lower, with 59% reporting feeling welcome—3 percentage points below the provincial average for this group.

In 2023/24, 71% of diverse learners reported feeling welcome at school, representing a 2 percentage point increase from the previous year. This improvement indicates progress in fostering inclusive environments for students with diverse needs.

Except for Indigenous students living on reserve, students in the Saanich School District feel welcomed at their school. We will need to continue our efforts in making our spaces and practice welcoming and acknowledging for our Indigenous students.

Students Feel Safe at School

In 2023/24, 84% of students in the Saanich School District reported feeling safe at school, marking a 4 percentage point increase from the previous year (80%) and the highest level of reported safety in the past five years. Preliminary data for 2024/25 suggests that 87% of students in Saanich schools feel safe at school.

Saanich students have consistently reported higher levels of perceived safety compared to the provincial average, reflecting ongoing efforts to foster secure and supportive school environments across the district.

Students Feel They Belong at School

In 2023/24, 64% of students in the Saanich School District reported a sense of belonging at school, reflecting a 5 percentage point increase since 2021/22 (59%) and marking a five-year high for the district. Preliminary District results for 2024/25 show that 68% of students within Saanich schools feel they belong at school.

Among Indigenous students, 54% reported feeling a sense of belonging, a slight decrease from 2021/22 (55%) and 10 percentage points below the district-wide average.



For Indigenous students living on reserve, the reported sense of belonging was 44%, a notable decline from the previous year (56%) and 1 percentage point below the provincial average for this group (45%). Although this data is not satisfactory nor at parity, a 3-year analysis at the grade 4, 7, 10 and 12 level shows mostly positive growth of Indigenous students living on reserve feeling a sense of belonging within their Saanich school (see table below)

Percentage of Indigenous Students Living on Reserve who responded positively to the Students Learning Survey question of Feeling a Sense of Belonging within their School				
	Grade 4	Grade 7	Grade 10	Grade 12
2021/22	33	38	27	28
2022/23	Msk	35	51	Msk
2023/24	33	48	44	80

In 2023/24, 54% of diverse learners reported a sense of belonging, an increase from 52% the previous year. This reflects a positive trend in inclusive practices and student engagement.

With the exception of Indigenous students living on reserve, all student groups in Saanich reported improved or stable levels of school belonging, contributing to a district-wide five-year high in this key measure of student well-being.

Students Have Two or More Adults Who Care About Them at School

In 2023/24, 65% of students in the Saanich School District reported having two or more adults at school who care about them, reflecting a 2 percentage point increase from the previous year (63%). Preliminary 2024/25 results show that 60% of Saanich School students in grades 4, 7 and 10 feel that 2 or more adults care about them at school.

Among Indigenous students, 71% reported feeling supported by two or more adults at school, an increase from 67% in 2022/23 and above the district-wide average. This positive trend is consistent across subgroups:

- Indigenous students living off reserve: 73%
- Indigenous students living on reserve: 68%

In 2023/24, 61% of diverse learners reported having two or more caring adults at school. This is slightly below the district all student average as well as the provincial average for this specific cohort.

With the exception of diverse learners, all student groups in Saanich reported higher numbers of adults who care than the provincial average, reinforcing the district’s commitment to fostering caring and connected school environments.

Due to low participation rates in the Student Learning Survey by children and youth in care, district-level data is not publicly available. However, internal analysis in for all responses shows that Saanich students in care reported feeling welcomed, safe and connected at school at a higher rate than the provincial average, suggesting encouraging outcomes for this group within the district.

Disaggregation of Data

An internal analysis of the data on Indigenous students living on reserve in the Saanich School District, based on Student Learning Survey results from grades 4, 7, 10, and 12 remains a focus and aligns with our Strategic goal of Indigenous Learner Success. Of the Indigenous students living on reserve in Saanich School District:



1. Feeling Welcome at School

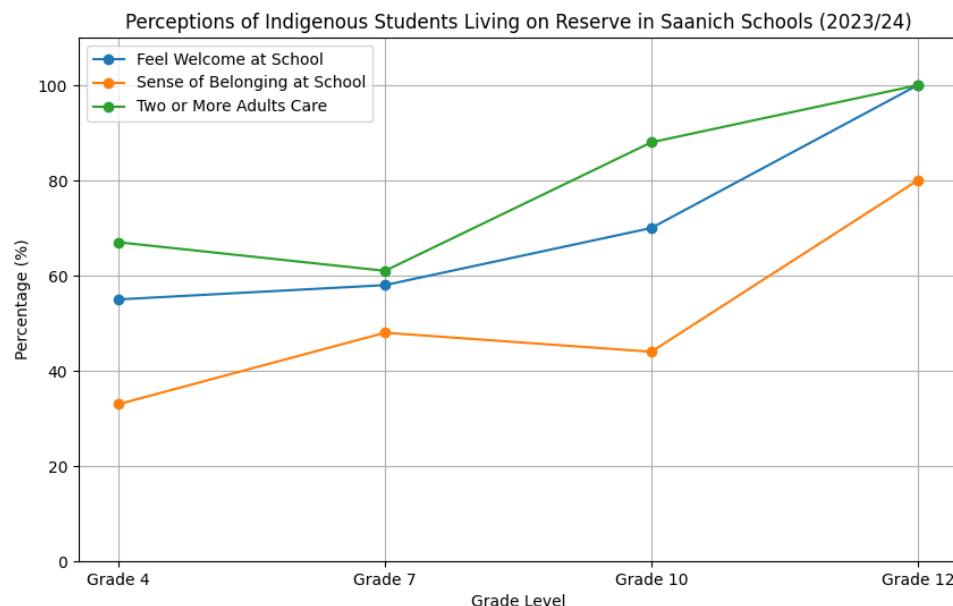
- Grade 12 students report the highest sense of being welcomed (100%), followed by Grade 10 students (70%).
- Younger students report lower levels: Grade 7 at 58% and Grade 4 at 55%.
- This suggests that feelings of welcome increase with age, possibly due to stronger relationships, increased familiarity with school environments, or more targeted supports at the secondary level.

2. Sense of Belonging

- Grade 12 students again report the highest sense of belonging (80%).
- However, Grade 10 (44%) and Grade 7 (48%) students show a noticeable drop.
- Grade 4 students report the lowest sense of belonging (33%), indicating a potential need for earlier interventions to foster connection and inclusion.

3. Adult Support at School

- 100% of Grade 12 and 88% of Grade 10 students feel that two or more adults care about them at school.
- This drops to 67% in Grade 4 and 61% in Grade 7, reinforcing the trend that older students perceive stronger adult support.



These trends suggest that older Indigenous students living on reserve feel more welcomed, supported, and connected at school than their younger peers in the Saanich School District. To address this gap:

- Early intervention strategies should be prioritized in elementary and middle schools to build belonging and trust from a young age.
- Staff training and relationship-building initiatives may help younger students feel more supported by adults in their school.
- Culturally responsive programming and Indigenous mentorship opportunities could be expanded to foster stronger connections and identity development.

Local Data

The 2022/23 Adolescent Health Survey (AHS) data for Saanich further supports the high level of safety and belonging experienced by Saanich students indicated on the Student Learning Survey. Over 74% of the respondents stated they felt safe at school and 76% felt that staff treated them fairly. Another 70% of students reported that they felt that teachers cared about them and 81% of the students felt that the school staff expected

them to do well. This data aligns with the student voice session results indicating that students generally feel that teachers and school staff are approachable, supportive and show kindness to all students.

The EDI Wave 8 data shows that over 50% of students entering kindergarten are on track in terms of their development and 27% of students showing vulnerability on one or more of the five scales of the EDI. Saanich shows to be above the provincial average for children on a positive development track and below the provincial average for children showing vulnerability. However, preliminary Wave 9 data is suggesting an increase in vulnerability to 29% which indicates strengthening current early intervention strategies should be considered to ensure a discontinuation of this upwards trajectory.

Although Saanich data shows positive trends in multiple data sets, there continues to be areas for improvement. The AHS survey showed that 40% of our students rated their mental health as poor or fair. The Student Learning Survey also shows a decline in the mental health of students in our district. Equally as concerning, the 2022/23 AHS data indicated that 16% of Saanich students experienced discrimination regularly in the past year and 26% of those students experienced the discrimination at school. At the student voice sessions in 2024/25, students expressed an appreciation for the relationships they have with staff members but desired an easier method to request counselling and mental health supports. Additionally, students requested a greater focus on building staff capacity on understanding mental health. These multiple data sources suggest further emphasis is required on supporting the mental health and wellbeing of students. Actions for 2025/26 include increasing staff capacity to implement social emotional learning within the middle and secondary school settings, additional staff that focus on mental health support, increasing accessibility to support services both internal and external, and provide materials and professional learning opportunities in mental health for school staff.



Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Overall, the district has made encouraging progress in fostering welcoming, safe, and connected school environments. The general student population in Saanich reported increased feelings of being welcome, safe, and a sense of belonging, with all three indicators reaching five-year highs. These improvements reflect the district's sustained efforts to enhance school climate and student well-being. Notably, students also reported stronger connections with adults in their schools, reinforcing the importance of relationship-building as a cornerstone of our educational approach.

However, when disaggregating the data, particularly for Indigenous students and diverse learners, nuanced patterns emerge that highlight both strengths and areas for growth. Indigenous students living off reserve reported higher levels of adult support and feelings of being welcome compared to the provincial average, suggesting that targeted supports and inclusive practices are having a positive impact. Yet, Indigenous students living on reserve consistently reported lower levels of belonging and feeling welcome, especially among younger students. This disparity is particularly pronounced in the elementary and middle years, where feelings of connection and adult support are significantly lower than those of their older peers.

This trend suggests that while secondary schools may be more successful in fostering inclusive environments for Indigenous students living on reserve, younger students are not experiencing the same level of connection. We know it takes years to build trust and connection which is vital for Indigenous student success. At the elementary and middle school level, we endeavour to continue building culturally responsive programming, increasing Indigenous mentorship, and providing staff training focused on relationship-building and trauma-informed practices could help bridge this gap.

Diverse learners also showed modest gains in feeling welcome and belonging, though their reported levels of adult support remain below district and provincial averages. This points to a need for continued investment in inclusive education practices and professional development to ensure that all staff are equipped to support students with diverse needs effectively.

Encouragingly, internal analysis of students in care—though limited by participation rates—shows that these students in Saanich report higher levels of feeling welcome, safe, and connected than their provincial peers. This suggests that district-level supports for children and youth in care are yielding positive outcomes and should be sustained and expanded.

In summary, the data underscores the district's strengths in creating safe and welcoming environments, while also revealing inequities that must be addressed to ensure all students—especially Indigenous students living on reserve and diverse learners—experience a strong sense of belonging and support throughout their educational journey. These findings reinforce our strategic commitment to Indigenous Learner Success and inclusive education, guiding us to prioritize early interventions, culturally responsive practices, and relationship-building initiatives that promote equity and well-being for all students.

Career Development

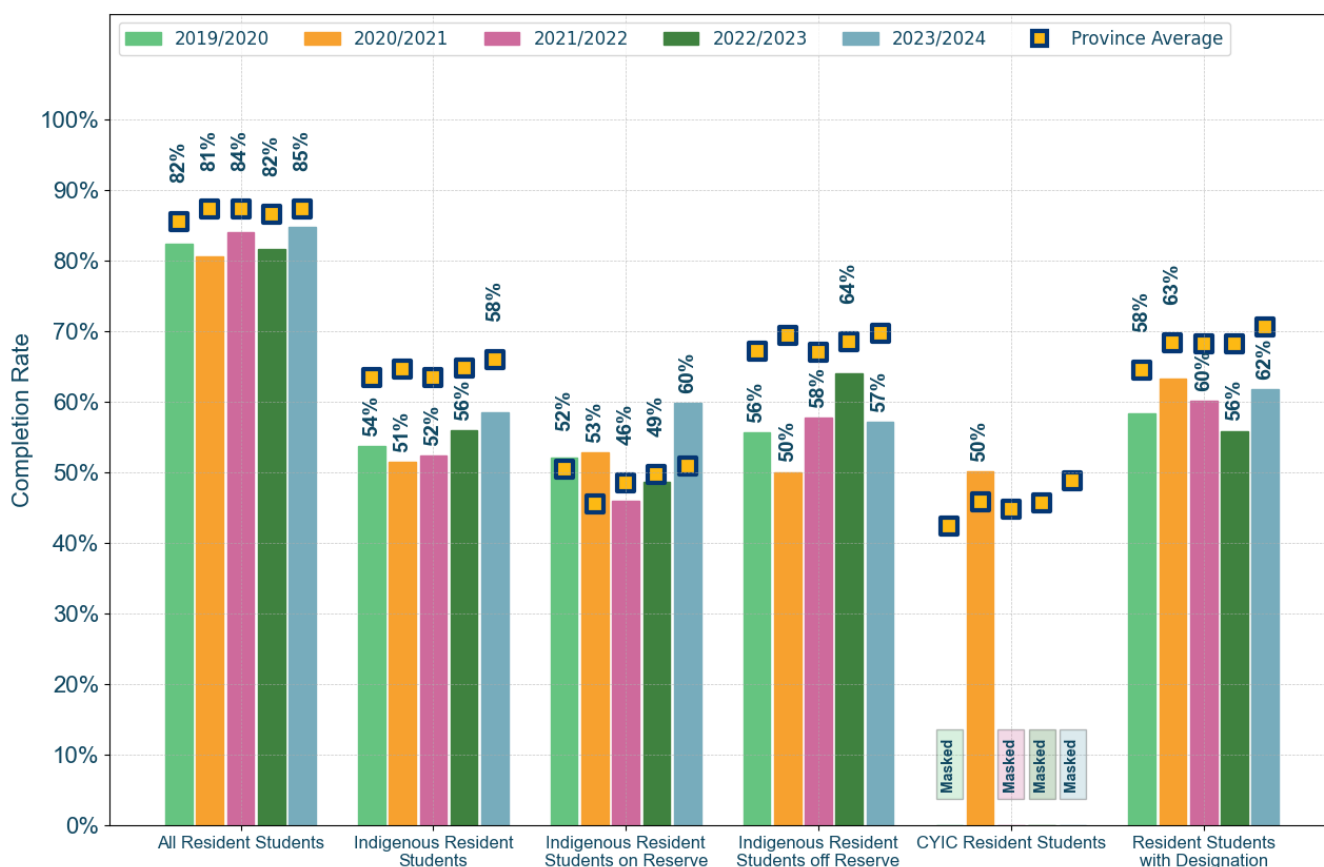
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

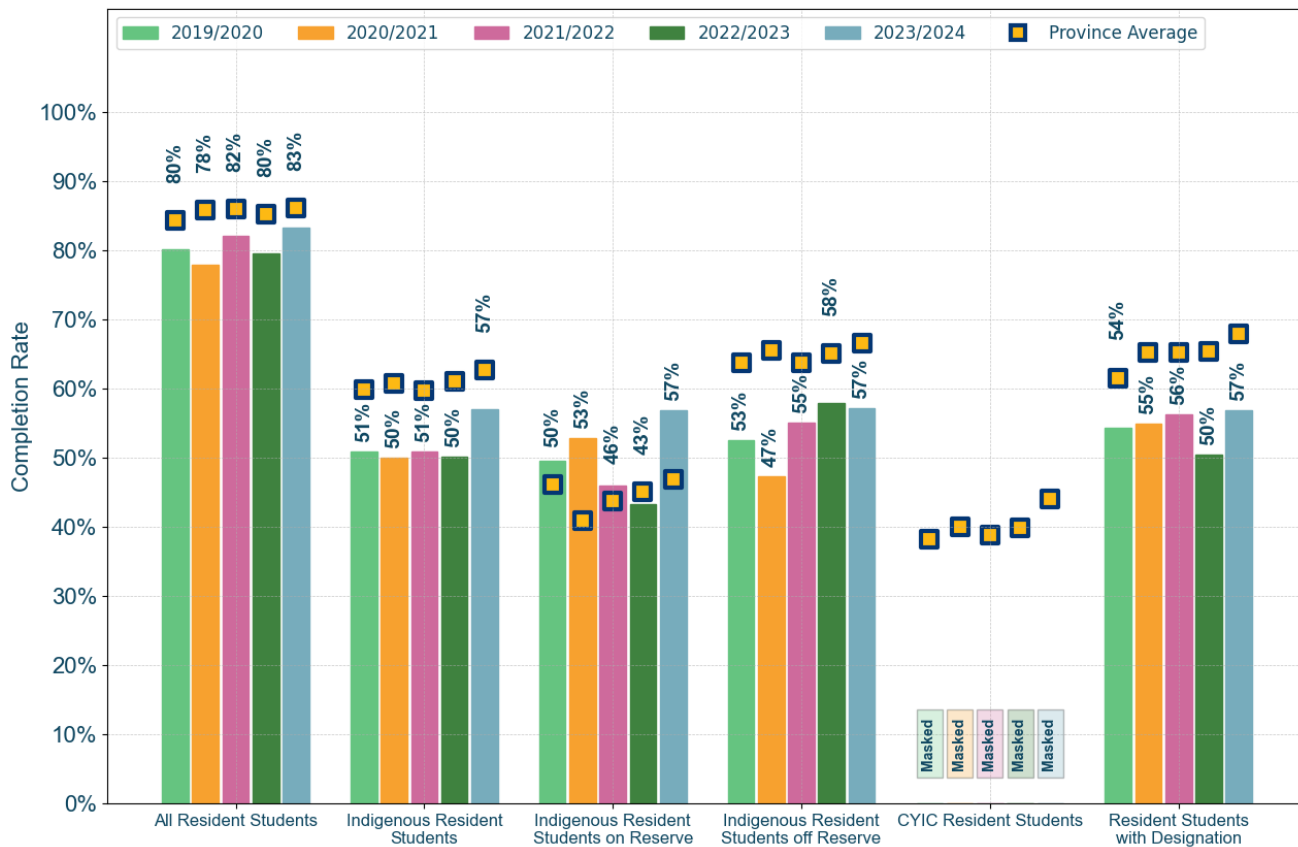
SD063 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	660 50	690 52	681 62	678 58	679 52
Indigenous Resident Students	77 6	76 6	78 7	77 7	76 6
Indigenous Resident Students on Reserve	42 4	37 3	36 3	41 4	36 3
Indigenous Resident Students off Reserve	35 3	39 3	42 4	36 3	40 3
CYIC Resident Students	Masked	22 2	Masked	Masked	Masked
Resident Students with Designation	137 10	154 12	170 15	141 12	156 12

SD063 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD063 - 5-Year Completion Rate - Dogwood



Analysis:

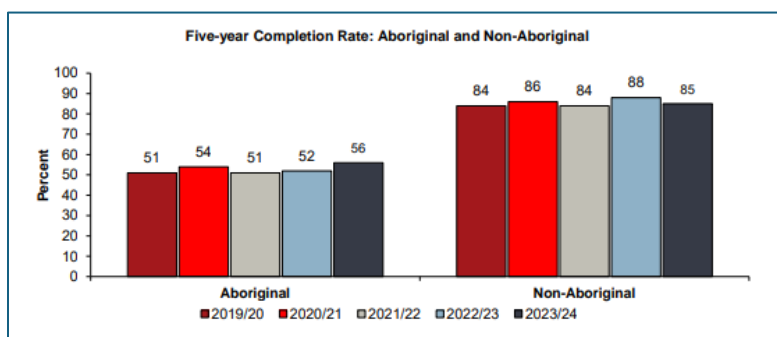
Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

At the conclusion of the 2023/24 academic year, 83% of eligible students graduated with a Dogwood from Saanich Schools within 5 years of starting grade 8. This marks the highest five-year completion rate in the previous five years. Despite this progress, Saanich's overall graduation rate remains slightly below the provincial average of 87%.

Among Indigenous students in the 2023/24 cohort, 57% graduated within five years of starting Grade 8. This represents a 7 percentage point increase from the previous year and is the highest five-year graduation rate for Indigenous students in Saanich in the past decade. However, graduation rates for Indigenous students continues to lag behind those of non-Indigenous students both locally and provincially.

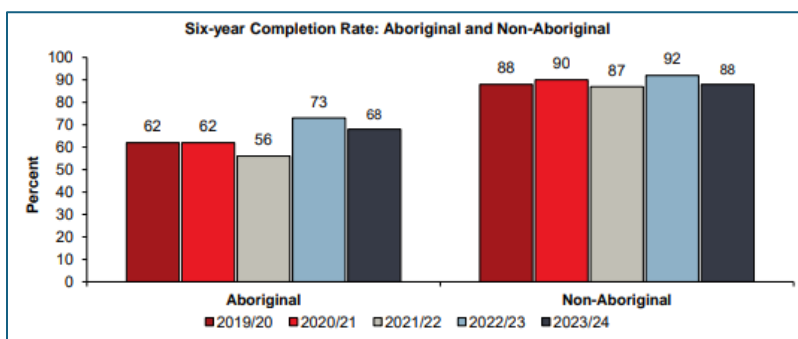


Focusing specifically on Indigenous students living on reserve, the five-year graduation rate reached 57%, a 14 percentage point increase from the previous year. This is the highest rate recorded in the past five years for this group and exceeds the provincial benchmark for Indigenous students living on reserve.

For diverse learners, 57% graduated within five years of entering Grade 8. This reflects a 7 percentage point improvement over the 2022/23 rate (50%). While this is a positive trend, the graduation rate for this group remains below the provincial average of 68% and continues to trail behind the rates for non-designated students both in Saanich and across British Columbia.

Due to low numbers of children and youth in care, district data is not publicly available. However, internal analysis indicates we have work to do in ensuring our youth in care are graduating within 5 years.

Although we are committed to supporting student graduation within five years of starting grade 8, it is encouraging to see a continued positive change in our 6-year graduation rate. At the conclusion of 2023/24, 88% of non-Indigenous Saanich students and 68% of Indigenous students had graduated with six years.



69% of Indigenous students living on reserve graduated within 6-years which is , 5 percentage points above the provincial average and marks a decade high point for Saanich Schools Indigenous students living on reserve (see figure below).



Of our diverse learners in Saanich in 2023/24, 76% graduated within six year which marks a 3% fall from the previous year and 2 percentage points below the provincial average. An observation that we have made is the increased in graduation rates when we exclude our Provincial Online Learning school (SIDES). It is understood that due to the transient enrollment at SIDES, many students may enroll at SIDES then leave to return to their home district resulting in lower overall district completion rates for Saanich. Once we remove the SIDES data our rates reflect what we deem is more accurate. Generally, our completion rate is consistent with an approximate rate of 90% over the past 5 years, which is in close alignment with the typical provincial range throughout British Columbia.



Interpretation:

Outcome 4 - Graduation

Interpret
2

Achieved Dogwood Within 5 Years

Despite these gains, disparities persist:

- Graduation Gaps-Indigenous and diverse learners continue to graduate at lower rates than their non-Indigenous and non-designated peers. This gap underscores the need for systemic and sustained equity-focused strategies.
- SIDES Impact: The transient nature of SIDES enrollment affects district-wide data. While SIDES serves a vital role in flexible learning, its impact on completion rates highlights the importance of accurate data interpretation and targeted support for online learners.

To close the equity gaps and build on our successes, the district will look to:

- Continue to collaborate with local First Nations and, Indigenous families to co-develop culturally responsive programming and supports.
- Effectively support Indigenous learners during cultural event seasons by ensuring our schools have the structure, staff and understanding to support our culturally involved youth.
- Expand differentiated instruction, transition planning, and wraparound services to ensure diverse learners are supported throughout their educational journey.
- Continue refining our data systems to better understand student trajectories and tailor interventions accordingly.
- Recognize the achievements of students, educators, and communities, especially where progress reflects long-term commitment to equity and inclusion.



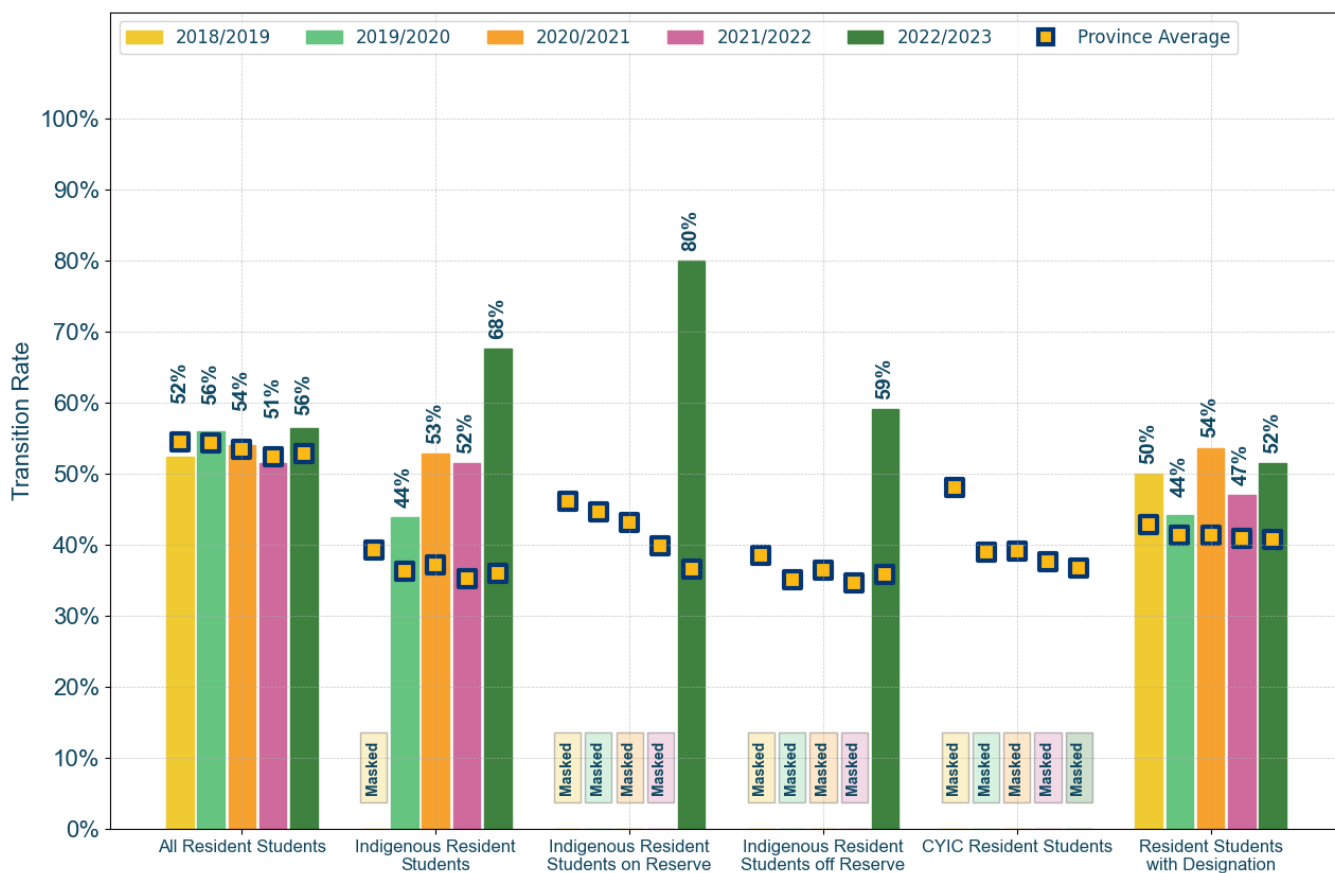
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

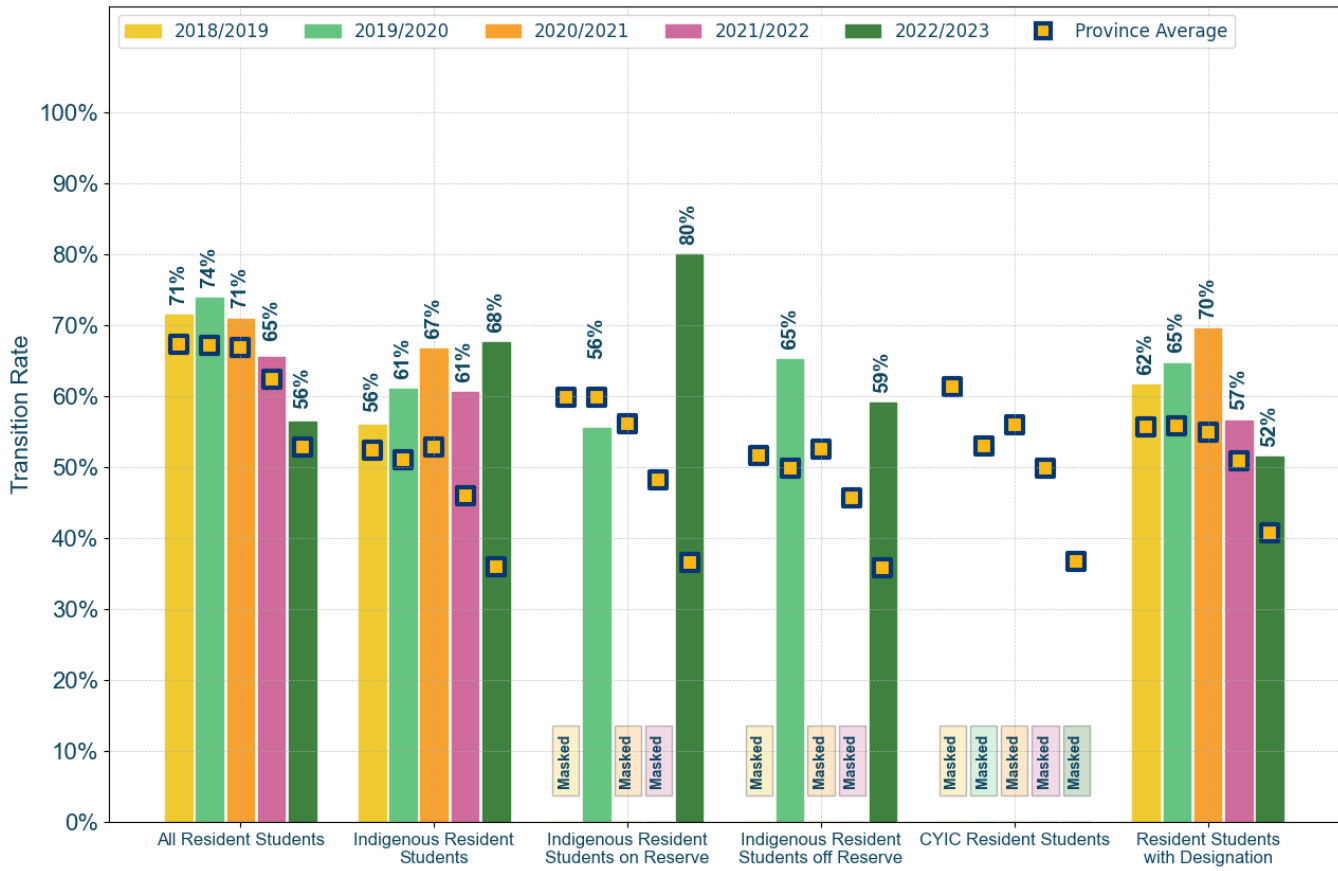
SD063 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	536	524	526	527	512
Indigenous Resident Students	Masked	41	36	33	37
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	15
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	22
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	60	68	69	83	66

SD063 - Immediate Transition to Post-Secondary



SD063 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Among students who graduated from Saanich Schools in 2022/23, 56% transitioned to a British Columbia post-secondary institution (PSI) within one year—surpassing the provincial average of 53%.

- Indigenous graduates living on reserve had a notably high transition rate of 80%, compared to 59% for those living off reserve. Both figures are well above the provincial averages for their respective groups.
- Diverse learners also showed improvement, with 52% transitioning to a BC PSI, up from 47% in the previous year and above the provincial average.

Across all publicly reported student groups, Saanich students were more likely to transition immediately to a BC post-secondary institution than their provincial counterparts.

Three-Year Transitions (Post-Graduation)

- 56% of Saanich graduates from the 2022/23 cohort and 65% from the 2021/22 transitioned to a BC PSI within three years.
- Indigenous students in Saanich continue to demonstrate strong engagement in post-secondary pathways with 61% of the 2021/22 cohort transitioning within three years—slightly below the district average for all students (65%) but above the provincial average for Indigenous students.
- Among Indigenous students living on reserve, 80% of the 2022/23 cohort has transitioned to post-secondary.
- Among diverse learners, 57% of the 2021/22 cohort transitioned to a BC PSI, exceeding the provincial average of 50%. However, this represents a decline from the 2020/21 cohort, which had a transition rate of 70%.

NOTE: Data for students in care is masked due to privacy considerations.

Career Education and Career Programs in Saanich Schools

Career Education in Saanich is designed to help students explore their interests, build essential skills, and prepare for a meaningful life after graduation. Through a range of experiential learning opportunities, students gain insight into potential career paths and develop the adaptability needed for a changing world.

Students begin this journey in the primary years, building self-awareness and understanding of family, school and community roles. In middle school, students learn to recognize their evolving interests and strengths, and they explore career-related concepts such as leadership and transferable skills that can be applied to various jobs. In secondary school, they engage in Career Life Education, and Career Life Connections—that support informed decision-making about post-secondary options and employment. They also have the opportunity to engage in Work Experience, dual credit courses at post-secondary institutions, district career programs, and the Youth Work in Trades Program.

Work Experience courses that foster career readiness, relationship-building, and ongoing reflection. Over a 12-month period in 2024/25, 320 students completed work experience placements, holding more than 45 job positions with approximately 125 employers across the community.

In 2024/25, students explored Career Technical courses (Youth Train in Trades), including Culinary Arts, Electrical, Hair Design, Carpentry, Heavy Duty Mechanics, Metal Fabrication, and Welding. A total of 26 students participated

in trades and technology-related training programs, including 2 Indigenous students and 8 students with diverse learning needs.

Through the South Island Partnership with Camosun College, 203 Saanich students enrolled in Dual Credit courses in 2024/25 (up from 196 in 2023/24), studying health care services, childcare, business, communications, science, technology, and trades.

Twenty-five Grade 10 – 12 students engaged in the Youth Work in Trades apprenticeship program through Saanich schools this year. Students gained valuable work experience, industry-recognized skills, and mentorship in their chosen trade. This past spring we awarded 17 students the Youth Work in Trades Award of \$1,000 for completing four YWIT courses and logging 900 + hours with their employer. This was the highest number of award winners in Saanich.

For Saanich secondary students, we continue to offer specialized in-district trades programs:

- TASK (Trade Awareness Skills & Knowledge): A 5-month sampler program introducing students to multiple trades through technical training, industry certification and the development of work readiness skills essential to the workplace. 2024/25 participation: 18 including 6 Indigenous learners and 11 diverse learners
- TEx (Trades Exploration): A 5-month sampler program introducing students to multiple trades through technical training, industry certification and practicum placements. 2024/25 participation: 18 including 1 Indigenous learner and 7 diverse learners
- STAC (Skills Training Apprenticeship Carpentry): A 5-month immersion in the "Level One" Carpentry curriculum. Students learn the basics of constructing a wood frame structure from the bare ground to the roof top. Students engage in technical training, industry certification, and work placements that often lead to youth apprenticeships. 2024/25 participation: 13 including 3 Indigenous students and 2 diverse learners
- Hairstylist Foundation Certificate Program (Studio 63): In partnership with Vancouver Island University, this 10-month program includes 990 hours of technical training and 300 hours of work-based experience. Students gain hands-on experience in our district hair salon, Studio 63, and build industry connections through work experience in community salons. 2024/25 participation: 14 Dual Credit Students (data included above in Youth Train In Trades summary)
- Marine Service Technician (MST): Run in partnership with Quadrant Marine, this program prepares students for careers in marine repair through hands-on restoration projects and industry-aligned training. 2024/25 participation: 1

These programs reflect Saanich's commitment to personalized, hands-on learning that equips students with the tools to succeed in post-secondary education, apprenticeships, and the workforce.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Interpret
2

Post-Secondary Transitions

Our post-secondary transition rates (56%) indicate a strong district-wide support for post-secondary readiness. The exceptional 2022/23 transition rate for Indigenous students living on reserve prove the targeted supports of Indigenous Support Liaisons and Career Coaches, as well as our partnerships with post-secondary schools, are having a meaningful impact. Our robust Career Education programming is providing real-world skills, mentorship and post-secondary pathways for our students.

Saanich School District is demonstrating strong leadership in equity, particularly through:

- High Indigenous student engagement, especially on reserve.
- Inclusive career programming with measurable participation from diverse learners.
- Above-average transition rates across all groups, reflecting systemic strength

To build on this momentum, the district will consider:

- Strengthening longitudinal tracking to better understand and support three-year transitions.
- Enhancing outreach and recruitment for underutilized career programs.



Interim Progress Report

for the Enhancing Student Learning Report

Part 2b: Respond to Results

September 2025



In Review of Year 4 of Saanich Schools Strategic Plan: 2022 to 2027

Interim Progress Report

Respond to Results

Part 2b



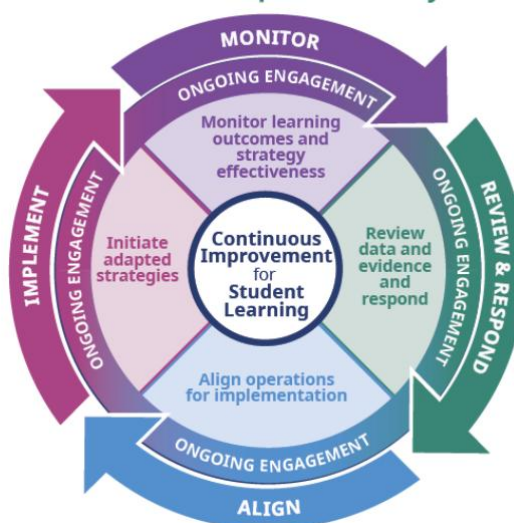
Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

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.

The [Saanich Schools Strategic Plan \(2022–2027\)](#) was developed through thoughtful engagement with Ministry of Education and Child Care outcomes, alongside a comprehensive analysis of our own district data. This Interim Progress Report provides a reflective snapshot of our progress toward the strategic goals that align with provincial educational priorities. It highlights areas of growth, identifies emerging trends, and informs our ongoing efforts to enhance student learning across the district. In addition to district-wide data, individual school plans demonstrate meaningful alignment with our Strategic Plan 2022-2027, reinforcing a shared commitment to continuous improvement. For a brief overview of these school plans, please refer to the [Alignment of School Plan to District Strategic Goals](#).

Using the Continuous Improvement Cycle (below), Saanich School District is able to implement, monitor, review and respond and align targeted strategies and resources to improve student outcomes for all learners.



Reflect and Adjust Chart



Strategic Plan Goal 1: The Saanich School District will improve student literacy across all the curriculum for all students with a particular focus on early learning

Objective 1.1: We will do this by developing and implementing a comprehensive K-12 Literacy Plan

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Saanich Schools K-12 Literacy Plan was created and launched in the fall of 2024, offering responsive literacy instruction and comprehensive support for struggling readers.	This strategy aims to strengthen literacy outcomes through the use of ongoing assessment data, with a particular emphasis on early literacy learners and students from priority populations. The strategy was intentionally selected to ensure a cohesive approach that aligns specialized supports and resource allocation. The overarching goal is to provide foundational literacy skills to early learners experiencing challenges—especially those within priority groups—so they are equipped for long-term success.	District data indicates encouraging progress in literacy at the primary level, while highlighting the need for continued focus at the middle and secondary levels. Over the past four years, the number of elementary students receiving explicit literacy intervention has increased dramatically—by a factor of 500. Among students who participated in regular intervention instruction, the percentage assessed as "emerging" on the District Literacy Assessment dropped from 43% to 29%. This significant improvement demonstrates that the targeted literacy strategies outlined in our District Literacy Plan are having a measurable and positive impact on student outcomes.	<p>Expansion of literacy intervention teachers' role to provide classroom teachers with capacity building opportunities and mentorship.</p> <p>Expansion of systematic supports for students in grades 6-9 who continue to lag behind their grade level peers on foundational literacy skills.</p> <p>Continue to build capacity and support of classroom teachers with tier 1 and universal supports for students' literacy skills.</p>

<p>Ongoing professional development to support the implementation of a structured literacy program.</p>	<p>In previous years, K and K/1 teachers had been supported with professional development in teaching students <i>how to read</i>. A natural 2024/25 progression was to support Grade 2 teachers in delivering effective, evidence-based literacy instruction in <i>reading to learn</i> through a structured in-service professional learning model which included learning sessions, planning sessions, modeling/observations sessions and debriefing sessions. This initiative aimed to build instructional capacity and align teaching practices with current research in early literacy development.</p>	<p>Although formal impact data is not yet available, anecdotal feedback collected through a year-end teacher survey indicated that the series was well received. Participants reported high levels of engagement and found the sessions valuable for enhancing their instructional practice.</p>	<p>The district is committed to expanding and refining the initiative to further support effective literacy instruction across grade groups with increased support at the middle school level in 2025/26.</p> <p><i>Adjustment:</i> The district will ensure that follow-up conversations will be conducted to gather insights on how the learning is being translated into classrooms and identify where there are areas for continued support.</p> <p><i>Adjustment:</i> The professional learning series for primary teachers will begin earlier in the school year to provide greater time to apply strategies, assess students' progress, and adjust instruction accordingly.</p>
<p>Commitment to aligning district- wide literacy assessment practices.</p>	<p>Recognizing the challenges posed by inconsistent data collection, reporting, and interpretation across schools, Saanich Schools has prioritized the development of reliable systems for tracking student progress. These efforts are aimed at improving the accuracy and consistency of data to support equitable decision-making and the delivery of targeted interventions. The initial implementation of these systems is hoped to enhance</p>	<p>This initiative has begun to address inconsistencies in how student progress is measured and interpreted across Saanich schools. The focus on consistent practices has enhanced the accuracy of identifying student learning needs, enabling timely and targeted interventions that contribute to improved educational outcomes.</p>	<p>Saanich Schools continue to leverage district-wide reporting and assessments (ie DLA) to identify emerging trends and support evidence-based decision-making processes.</p>

	instructional planning and resource allocation, ensuring that supports are grounded in meaningful evidence and are responsive to student needs.		
To ensure literacy resources are readily accessible to educators, Saanich Schools launched the development of a centralized Literacy Resource Hub in the 2024/25 school year. This online platform is designed to support classroom teachers by providing curated, high-quality instructional materials and tools aligned with district literacy goals.	To address inconsistent access to high-quality instructional resources and professional learning across schools, the centralized Literacy Resource Hub goal is to enhance consistency in instructional approaches and foster further collaboration among educators. The hub ensures that all teachers—regardless of their school—have the support they need to strengthen literacy teaching and learning.	This work was initialized in 2024/25 with mostly positive anecdotal feedback.	<p>Saanich School District remains committed to expanding and enriching the Literacy Resource Hub throughout the coming year.</p> <p><i>Adjustment:</i> In response to educator feedback, efforts will be made to enhance the platform’s usability and ensure it remains a practical, user-friendly tool for accessing high-quality instructional resources.</p>

Strategic Plan Goal 1: The Saanich School District will improve student literacy across all the curriculum for all students with a particular focus on early learning

Objective 1.2: We will do this by initiating a Grade 1-9 District Literacy Assessment (DLA)

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>The District Literacy Assessment (DLA) was initiated in the spring of 2022 and has been a mandated tool used by grades 1-8 educators since 2023/24.</p> <p>In response to teacher feedback, the Saanich School District has undertaken a comprehensive revision and pilot of the revised District Literacy Assessment (DLA) for students in grades 1- 8 across both English and French immersion programs. These revisions aim to improve the consistency, relevance, and instructional utility of literacy assessments.</p> <p>In addition, a grade 9 DLA was piloted in the 2024/25 school year.</p>	<p>The DLA is designed to align with current research and Ministry guidelines. This approach ensures that literacy development is monitored consistently across grades 1-9 enabling more accurate identification of student needs and timely instructional interventions.</p> <p>Revisions undertaken were meant to address gaps in foundational literacy skills in order to improve clarity, relevance and alignment with instructional goals.</p>	<p>The District Literacy Assessment tools has effectively shifted our literacy practice within Saanich Schools, and the revision of this tool speaks not only to the importance we place on achieving literacy success for all learners, but also to our drive to be responsive to educator needs and instructional effectiveness. The revised DLA will be implemented throughout grades 1-9 in the 2025/26 year. A teacher survey will be conducted in the Spring of 2026 to evaluate the impact of the revisions and inform any adjustments for the future.</p>	<p>The district remains committed to ensuring that literacy assessments are aligned with current educational research and Ministry guidelines. Adapt: To enhance clarity and accessibility, two new documents will be developed:</p> <ul style="list-style-type: none"> • FAQ: to address common queries related to assessment administration, interpretation, and instructional use. • What's New & Why: to provide a clear rationale for recent revisions, linking changes to research-based practices and feedback from educators <p><i>Expand: A new writing assessment is being designed to evaluate foundational writing skills across grade levels. This tool will support early identification of writing challenges and inform targeted instructional strategies</i></p>
<p>Support for Grade 9 District Literacy Assessment (DLA)</p>	<p>The grade 9 District Literacy Assessment had not been adopted across secondary schools in the district previously. Its recent implementation marks a significant step toward</p>	<p>Stelly's Secondary has implemented targeted literacy support strategies across multiple curricular areas, aligned with the adoption of the Grade 9 District Literacy</p>	<p>Building on the success of targeted literacy support at Stelly's Secondary, the district is committed to sharing effective practices and expanding the</p>

	<p>strengthening literacy development and understanding of skill development. By assessing foundational and advanced literacy skills, the DLA provides insight into students' readiness for senior-level coursework. This process also promotes consistent assessment practices and helps educators interpret student progress through a competency-based lens.</p> <p>The DLA informs instructional planning and supports strategies during transitions from middle to secondary, ensuring students receive the guidance needed to succeed.</p>	<p>Assessment (DLA). Results from this initiative show significant improvement in students' literacy skill development. The use of DLA data enabled educators to identify specific areas of need and collaboratively deliver timely, personalized interventions to support student growth. In addition, the literacy specialist working alongside teachers in non-English subject areas provided collaborative professional learning. This approach expanded literacy strategies beyond traditional English classrooms, fostering cross-curricular integration of literacy instruction and enhancing overall student learning.</p>	<p>adoption of the Grade 9 DLA across all secondary schools.</p>
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Strategic Plan Goal 1: The Saanich School District will improve student literacy across all the curriculum for all students with a particular focus on early learning

Objective 1.3: We will do this by addressing equity across the district to ensure all students have access to comprehensive literacy instruction

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p><i>NOTE: In alignment with Objective 1.3 of Strategic Plan 2022-2027, the adoption of a structured literacy approach—outlined in the K-12 Literacy Plan (Objective 1.1) and supported by the District Literacy Assessment (Objective 1.2)—advances our commitment to equity in student learning. This strategy ensures that all students receive high-quality literacy instruction, while those identified as needing additional support benefit from timely, targeted interventions. The active involvement of English Language Learner (ELL) and English Language Support (ELS) teachers further strengthens this approach, ensuring that students requiring specialized literacy support are prioritized and well-served.</i></p> <p><i>Due to the alignment with Objective 1.1 and 1.2, the Areas for Growth, Strategy Effectiveness and Adjustments and Adaptions have previously been addressed within this document</i></p>			
<p>The district has introduced a non-graded intervention screener designed to identify students requiring literacy support based on skill development rather than grade-level expectations thereby supporting equitable literacy development.</p>	<p>This approach ensures that all students –regardless of age or grade – receive timely, targeted interventions tailored to their individual literacy needs. By focusing on foundational skills rather than curriculum benchmarks, the screener promotes equity in accessing supports, precision in intervention planning, and early identification and response.</p>	<p>Qualitative feedback from Literacy Intervention Team (LIT) educators indicated that the initial version of the screener was highly effective in identifying students requiring literacy support. This positive feedback reinforces the value of the screener in supporting equitable access to interventions, while enabling timely and targeted instructional responses.</p>	<p>The district will implement new versions of the non-graded intervention screeners during the 2025-26 school year. These updated tools are designed to further enhance the identification of students requiring literacy support by focusing on skill development. The revised screeners reflect feedback from the LIT team, whose qualitative input during the initial pilot phase highlighted the effectiveness of the approach.</p>

Strategic Plan Goal 2: The Saanich School District will engage in practices that support culturally responsive and barrier-free learning environments for Indigenous students.

Objective 2.1: We will do this by identifying and addressing systemic barriers within our school district and acknowledging that our current system is, in many ways, not serving Indigenous students well.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Hosting events and meetings in WSÁNEĆ communities, including events such as:</p> <ul style="list-style-type: none"> • Ready, Set, Learn (in TSAWOUT) • The elementary literacy showcase (in TSAWOUT) • Parent-teacher conferences (in TSARTLIP, TSAWOUT & PAUQUACHIN). 	<p><i>Barrier to address:</i> Indigenous families may face barriers (transportation or other) to accessing district initiatives and personnel.</p>	<p>Community response to Saanich initiatives has been excellent. Holding literacy events and parent-teacher conferences in community has resulted in high levels of participation from WSÁNEĆ families. These events provide an important foundation for ongoing trust and relationship-building.</p>	<p>Continue and ideally expand to include all four WSÁNEĆ communities and all schools. Ongoing interactions between school district personnel and community members should be facilitated, particularly when these meetings take place in community.</p>
<p>Simplify student registration for school bus services making transportation more accessible for Indigenous students.</p> <p>For the 2025-26 school year, all Nominal Roll students were automatically and proactively registered for transportation services, and we ensured personalized communications with each family.</p>	<p><i>Barrier to address:</i> Indigenous student transportation to and from school.</p> <p>Some Indigenous families have experienced difficulties registering for and accessing school bus services with the implementation of our new bus registration process. Although we are quick to adjust, we believe this proactive approach will mitigate gaps.</p>	<p>This is the first year that we have used this approach. We will seek feedback this year from students and families. Based on initial feedback from multiple families, there is appreciation for this approach.</p>	<p><i>Continue:</i> focus on ongoing communications and relationship-building with Indigenous students and families to see what strategies and approaches are successful. Actions will be adapted according to families' responses.</p> <p><i>Continue:</i> This includes a focus on communications with families and timely, personalized communication to any concerns.</p>

<p>Provide after-school Homework Club support in a barrier-free, culturally safe, and student-centered way at Elementary, Middle and Secondary levels. Homework Club began in 2021 and is operated in partnership with TSAWOUT and TSARTLIP First Nations.</p> <p>Our homework clubs are staffed by Saanich School District's Indigenous Education Department staff members who are trusted by Indigenous students and communities to provide an inclusive, safe environment for Indigenous students to take learning risks.</p>	<p><i>Barrier to address:</i> Indigenous student access to academic support.</p> <p>With a focus on improving Indigenous student outcomes, we recognize that students benefit from after-school academic support starting in elementary and continuing through middle and secondary.</p>	<p>Homework Club has seen steady attendance across levels and while it is not possible to isolate the precise impact of Homework Club on students' academic success and well-being, feedback from families, Homework Club staff, and students has been overwhelmingly positive.</p>	<p><i>Continue and Expand:</i> we have grown this program by establishing an additional partnership with TSAWOUT to support Stelly's Secondary students.</p> <p><i>Expand:</i> we have also increased staffing at the elementary level to support students' academic and social needs.</p>
<p>Offer opportunities for Indigenous students to take part in both cultural and sporting activities that they might not otherwise be able to participate in.</p> <p>This initiative is comprised of two components: district-level advocacy and awareness that is facilitated via a multi-stakeholder 'anti-racism in sport' working group, as well as targeted participation in sports and cultural opportunities at select schools, such as Indigenous girls' basketball, 3v3 basketball tournament with WSÁNEĆ School Board (WSB) students, Canoe Club and co-</p>	<p><i>Barrier to address:</i> Indigenous student participation in sport.</p>	<p>Feedback from community members, non-Indigenous students, and staff has been overwhelmingly positive. Girls' participation in basketball at the Middle School level went from zero to 27 girls in 2024-25. Canoe Club, which takes place in the community of TSARTLIP, is comprised of both Indigenous and non-Indigenous students. This reduces barriers and misconceptions –and the Indigenous students are experts and role models to non-Indigenous students.</p>	<p><i>Expand:</i> The Indigenous basketball program will be expanded to both elementary and secondary levels.</p> <p><i>Commitment:</i> District-wide efforts to continue the 'anti-racism in sport' working group will continue.</p>

<p>ed, Indigenous soccer tournaments with WSB and Cowichan School District students.</p> <p>Additionally, we have cultivated partnerships with UVic varsity sports, which brings not only capacity-building for our district, but also breaks down barriers for Indigenous students by improving their perceptions of post-secondary.</p>			
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Strategic Plan Goal 2: The Saanich School District will engage in practices that support culturally responsive and barrier-free learning environments for Indigenous students.

Objective 2.2: We will do this by increasing support for SENĆOŦEN language instruction as a key component to building pathways towards Truth and Reconciliation.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Postings for SENĆOŦEN language instructors are constant.	<p><i>Barrier to address:</i> There are ongoing challenges staffing SENĆOŦEN language instruction programs.</p> <p>Many SENĆOŦEN language teachers are employed by the WSÁNEĆ School Board. We currently have only one 1.0 FTE SENĆOŦEN language teacher, despite on-going recruitment efforts.</p>	There remains a significant gap between the level of SENĆOŦEN language instruction that we can offer versus the level that we think is appropriate. Some factors are beyond our control, and thus far, we have not been able to hire more SENĆOŦEN teachers.	<p>Continue to post for SENĆOŦEN teachers and continue to seek creative ways to provide SENĆOŦEN language instruction in schools.</p> <p><i>Adjustment:</i> We are exploring alternative methods of in-class language delivery. For example, whether a SENĆOŦEN language experts could be present in a class with a qualified teacher to support teaching.</p>
District Teacher Lead who supports with SENĆOŦEN technology to build capacity providing tools and supports to classroom teachers which enhances the presence of SENĆOŦEN language in their classrooms.	<p><i>Barrier:</i> It is difficult for non-SENĆOŦEN teachers to know how to authentically and effectively incorporate SENĆOŦEN into their classrooms.</p>	Feedback from teachers and students has been very positive. More SENĆOŦEN language and interactive teaching tools can now be seen in classrooms across the district.	<p><i>Discontinue:</i> Funding to support SENĆOŦEN technology is no longer available</p> <p><i>Adapt:</i> We will continue to support SENĆOŦEN technology in classrooms through the Teacher Leader of Curriculum and Innovation.</p>

Strategic Plan Goal 2: The Saanich School District will engage in practices that support culturally responsive and barrier-free learning environments for Indigenous students.

Objective 2.3: We will do this by continuing to infuse Indigenous content and ways of knowing throughout the curriculum

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Professional development opportunities are continually offered to district staff, including ongoing cultural competency training, and specialized professional development, including the April 2025 event that was held in W̱SÁNEĆ communities and was designed to build capacity among secondary teachers of English First Peoples. These initiatives are in addition to the mandatory annual Indigenous-focused professional development day in September.	<i>Problem of Practice:</i> Teachers and other staff may feel that it is challenging to authentically infuse Indigenous content into their daily practice. Teachers may lack confidence in their ability to offer Indigenous content across curricular areas.	Despite district-wide efforts, preliminary Student Learning Survey data for 2024/25 suggests about 3 in 10 grade four learners feel they are learning about Indigenous Peoples and local First Nations. This number steadily increases to around 6 in 10 students at the grade 12 level. Professional development organizers regularly seek feedback from staff on effectiveness of offerings and adjust programming accordingly. Survey feedback from district staff has been positive and ongoing.	<i>Continue and expand:</i> We will continue to offer professional learning opportunities for all staff including robust programming for the annual Indigenous-focused September professional development day based on feedback from participants and effective practice. <i>Investigate and consider:</i> Further investigation into the Student Learning Survey response differences between the elementary, middle and secondary needs to be considered to ensure we have equitable access to education about Indigenous Peoples of Canada and the local W̱SÁNEĆ Nation.
The Indigenous Ed department partnered with W̱SÁNEĆ community members to co-create a secondary course which would embed W̱SÁNEĆ knowledge and teachings that could be shared with students. The course was developed in 2024-25 and	<i>Problem of Practice:</i> Indigenous students and community members have told us that they do not see enough programming in schools that reflects W̱SÁNEĆ knowledge and identity.	Feedback from W̱SÁNEĆ community members on the course development process has been overwhelmingly positive. This initiative has resulted not only in a robust course that will be taught in our school district for many years, but it has further cemented bonds and trust between the school	<i>Implement and expand:</i> This fall, efforts will focus on building teacher capacity and relationships with community. The course will be piloted at Stelly's Secondary and will commence in the second semester. Eventually it will be offered in other secondary schools in the district.

<p>completed in Spring 2025. It is called CELÁÑEN ŁTE and it received approval as a Board Authority Authorized (BAA) course, as well as approval from FNESE as a course that will satisfy the provincial requirement for an Indigenous-focused graduation requirement.</p>		<p>district and the W̱SÁNEĆ community.</p>	
<p>District staff have provided a variety of new resources to teachers, including:</p> <ul style="list-style-type: none"> • a cutting-edge augmented reality Territorial Welcome in SENĆOTEN • a documentary about the W̱SÁNEĆ Moons produced in collaboration with Live It Earth that includes a range of readily available online resources for educators • early literacy kits for teachers that include resources from Strong Nations • New resources added to Indigenous Education Resources website for staff and families on district website 	<p><i>Problem of Practice:</i> Educators need easy access to a variety of learning resources that they can use in their classrooms to seamlessly support the infusion of Indigenous content into their daily practice.</p>	<p>Feedback from educators on the new offerings has been well received and consistently positive.</p>	<p><i>Continue</i> – the Indigenous Ed department has staff whose role it is to provide guidance, resources and support to school staff. We will continue to curate and produce resources that support teaching and learning in the district.</p>

Strategic Plan Goal 3: The Saanich School District will promote mental health and well-being through social emotional learning and trauma-informed practice

Objective 3.1: We will do this by teaching social emotional skills through effective use of curricular resources at school

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Selected and initiated Second Step programming in elementary and focusing on utilization and implementation in middle and secondary.	To build consistency across all grade levels/schools within the district. Research on SEL implementation strongly suggests a comprehensive whole school/district approach to SEL programming to reinforce and scaffold SEL across the developmental spectrum.	Infusing Second Step this coming year and will look to collect data to report on.	<i>Continue:</i> infusion at the K-5 level <i>Expand:</i> to middle and secondary level

Strategic Plan Goal 3: The Saanich School District will promote mental health and well-being through social emotional learning and trauma-informed practice

Objective 3.2: We will do this by increasing capacity and professional learning for mental-health literacy and evidence-based, trauma-informed practices

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Professional Development: Mental Health Capacity Cafe	Provides dedicated time four times per year for staff leads providing mental health support to students in schools for discussion, learning, collaboration and information sharing. This strategy provides a measure to increase staff capacity and collaboration across schools.	Based on several data sources, this practice provides ongoing mental health professional learning to help address the rapidly changing landscape of mental health challenges for young people.	Will continue with some changes to the structure based on the recent feedback survey. Will increase opportunities for case consultation. <i>Adapt:</i> Consider development of survey to seek feedback and determine adjustments that may be needed.
Embed principles of anti-discrimination through professional development, education and dialogue through an equity, diversity and inclusion lens.	Multiple data sources indicate a need for ongoing anti-racism practice within the district. A district-wide professional development day dedicated to anti-racism work. A working group was established to further the work of embedding anti-discrimination principles and identify areas to strengthen through education and dialogue.	In 2024/25, we have supported the creation of: <ul style="list-style-type: none"> • IBPOC clubs at middle and secondary • District IBPOC meetings • District work with Destine Lord 	<i>Continue:</i> All 2024/25 initiatives <i>Adapt:</i> Professional development opportunities to address the creation of culturally responsive spaces

Strategic Plan Goal 3: The Saanich School District will promote mental health and well-being through social emotional learning and trauma-informed practice

Objective 3.3: We will do this by reducing stigma and barriers to mental health and wellness through increased staff and community awareness and engagement

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Enhanced & intentional partnerships with community agencies such as: <ul style="list-style-type: none"> • Human Nature Counselling • Island Sexual Health • Saanich Mental Health 	<p>To reduce barriers to access (ie transportation, cost, waitlist).</p> <p>These partnerships extended into the summer months providing students with access to support during school closure times.</p>	<p>Information known: 6 students benefitted from access to local counselling through Human Nature over the summer months which was provided in partnership with the school district.</p>	<p><i>Adapt:</i> Refine referral process to streamline access and reduce administrative burden.</p> <p>Implement crossover programming earlier in the year to establish familiarity and relationships and reduce stigma.</p>
Increase connection and communication to families through monthly news items for school newsletters and parent engagement evenings in collaboration with our district parent advisory council organization, COPACS.	<p>To increase understanding of mental health and wellness including increasing accessibility to the supports with the goal of student well-being.</p>	<p>Feedback received from the parent engagement session was positive and indicated a desire for ongoing scheduled parent engagement sessions. It also indicated a gap in information dissemination as some parents were not aware of the monthly newsletter.</p>	<p>Parent Engagement Evening: <i>Continue</i> – will explore new themes relevant to parents for next session to keep information current.</p> <p>Newsletter: Under review – analysis underway to determine how to best reach families.</p>
Identified barriers through Student Voice sessions which revealed barriers to accessing mental health and wellness support within schools (middle and secondary).	<p>To address barriers and improve student well-being.</p>	<p>In progress</p>	<p><i>Introduce:</i> Develop strategies to mitigate the barriers including options for online bookings where students can remain discreet and opportunities for peer mental health champions to reduce stigma and support help-seeking.</p>