

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 15, 2026
3:00pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Enhancing Student Learning Report

Staff Recommendation:

That the Board approve the 2025/26 Enhancing Student Learning Interim Progress Report.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

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

To: Education Directions Committee

Prepared By: Melanie Paas
Assistant Superintendent

Subject: Enhancing Student Learning Report 2025-26

Date: September 10, 2026

Background

The Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL) establishes a three-year reporting cycle, with districts completing a comprehensive Enhanced Student Learning Report every three years and Interim Progress Reports in the intervening years.

The District's 2024/25 report was prepared as a comprehensive submission and included extensive analysis of provincial and local evidence, detailed descriptions of District initiatives, and connections between student outcomes and District actions. Evidence included Foundational Skills Assessment and District Literacy Assessment data, Learning Report data, Student Learning Survey results, Student Voice feedback, graduation data, and other local measures.

For 2025/26, clearer Ministry guidance has resulted in an intentionally shorter and more focused Interim Progress Report that highlights progress since the last comprehensive report rather than repeating a full analysis of all educational outcomes.

The reduced length does not reflect a reduction in District monitoring or continuous improvement efforts. Staff continue to collect, analyze, and respond to provincial and local evidence in support of student achievement, well-being, and success. The difference reflects the Ministry's expectations for an interim reporting year.

2025/2026 Interim Progress Report

The 2025/26 Interim Progress Report presents the required provincial measures, identifies significant patterns within the data, and describes the District's reflection of the results. It continues to give particular attention to Indigenous learners, students with designations, children and youth in care, and other students experiencing disparities in outcomes.

Actioning the 2025/26 Results

Although an annual update to the comprehensive Reflect and Adjust section is not required during an interim reporting year, we have elected to continue this work as an additional accountability and continuous improvement measure.

Summary

The 2025/26 Interim Progress Report is shorter and less descriptive than the previous year's report because it fulfills a different purpose within the Ministry's three-year reporting cycle. It provides a focused annual update on student outcomes and the strategic adjustments arising from the District's evidence review. It should not be compared to the 2024/25 comprehensive report solely based on length or level of detail.

The evidence continues to demonstrate areas of strength, including strong Grade 10 literacy results, overall numeracy performance above provincial averages, generally positive student perceptions of welcome and safety, increased Student Learning Survey participation, and encouraging outcomes for many students transitioning to post-secondary education.

Continued..../

At the same time, the report identifies continued disparities for Indigenous learners, students with designations, children and youth in care, and other priority populations. Declines in some measures of belonging and caring-adult connections, together with persistent literacy and numeracy gaps in the elementary and middle years, will inform the District's ongoing work and future strategic planning.

Recommendation

That the Board approve the 2025/26 Enhanced Student Learning Interim Progress Report.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Melanie Paas".

Melanie Paas
Assistant Superintendent

MP/skd

Enhancing Student Learning Report

Interim Progress Report

September 2026



In Review of Year 5 of Saanich Schools Strategic Plan: 2022 to 2027

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

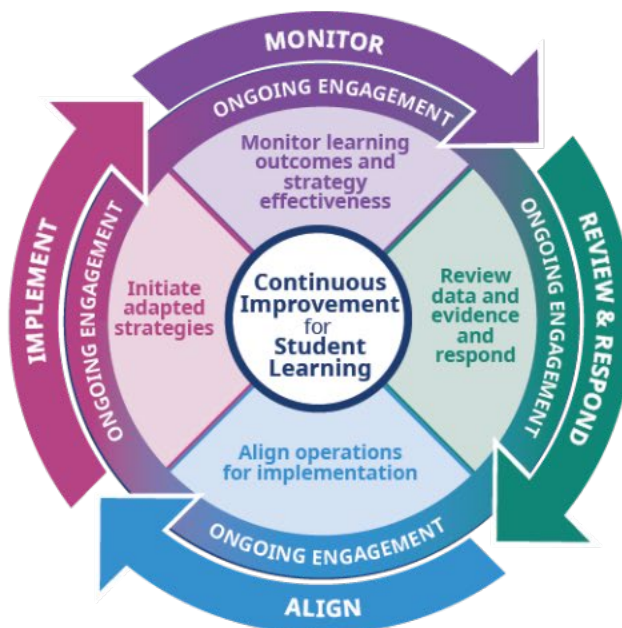
Ministry Note

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

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

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

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



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

A note on provincial data provided in this template:

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

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

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

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

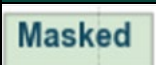
Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

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

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

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

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

Intellectual Development

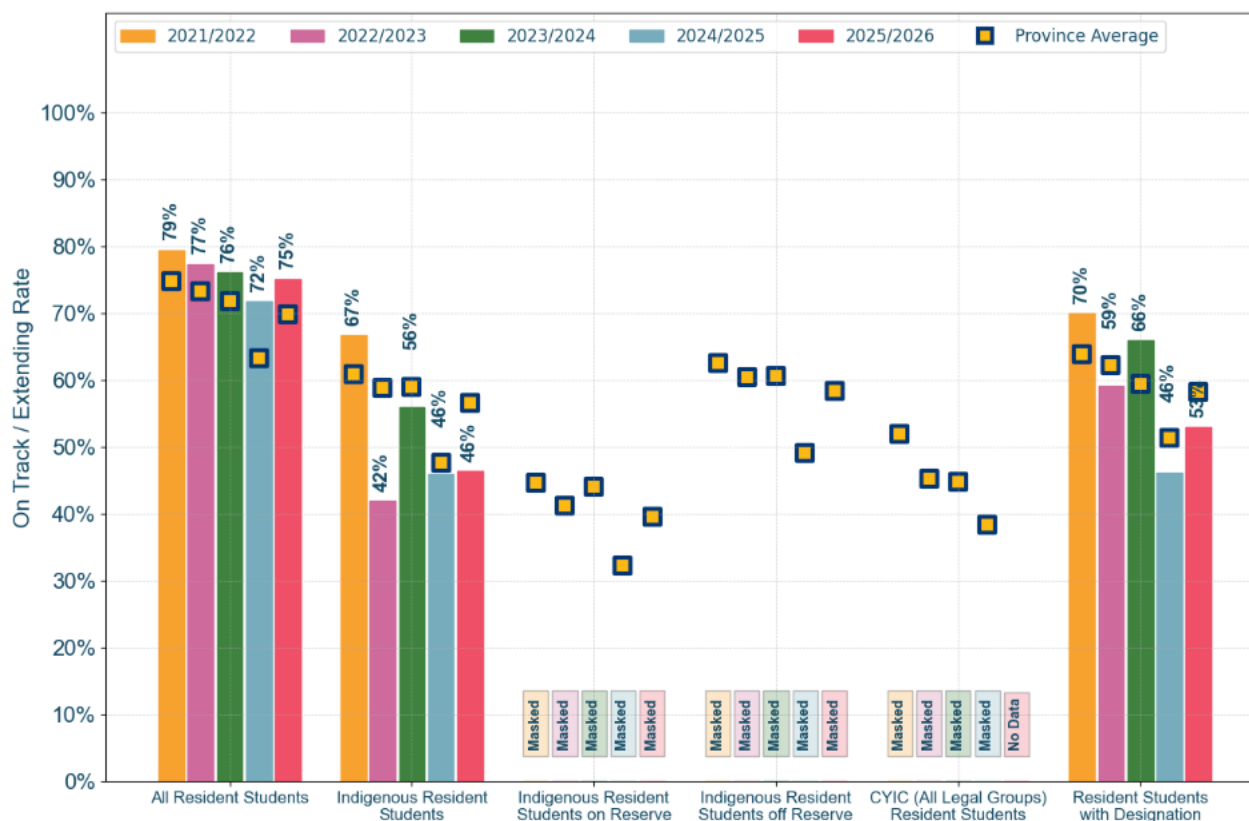
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	547 69%	514 70%	530 79%	537 80%	562 82%
Indigenous Resident Students	48 69%	53 58%	45 56%	44 84%	47 60%
Indigenous Resident Students on Reserve	18 67%	21 67%	Masked	19 89%	22 55%
Indigenous Resident Students off Reserve	30 70%	32 53%	Masked	25 80%	25 64%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	63 48%	56 39%	78 56%	78 67%	81 63%

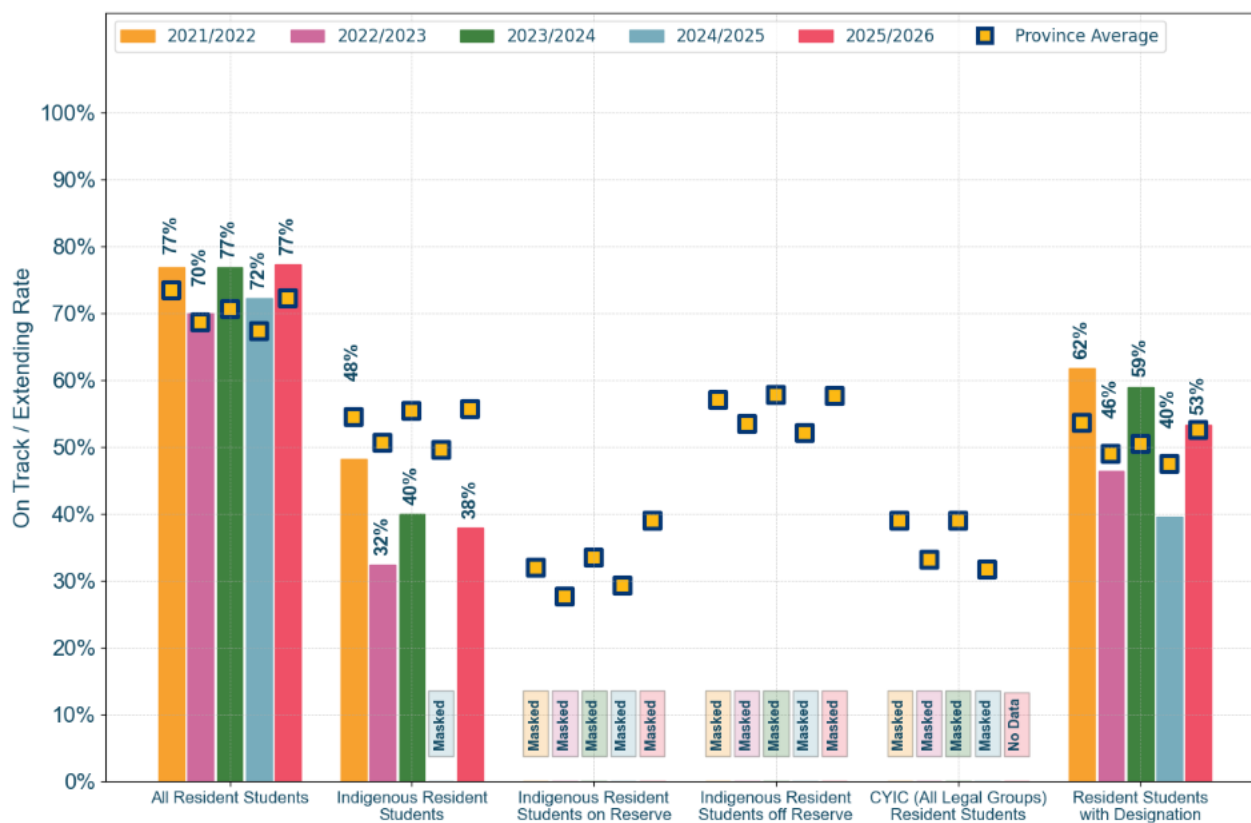
Grade 4 FSA Literacy - On Track / Extending Rate Saanich



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	566 51%	555 58%	521 59%	600 53%	568 61%
Indigenous Resident Students	74 39%	61 56%	47 64%	53 47%	58 50%
Indigenous Resident Students on Reserve	26 46%	28 61%	27 70%	23 48%	24 71%
Indigenous Resident Students off Reserve	48 35%	33 52%	20 55%	30 47%	34 35%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 33%	121 46%	109 56%	141 34%	127 47%

Grade 7 FSA Literacy - On Track / Extending Rate Saanich

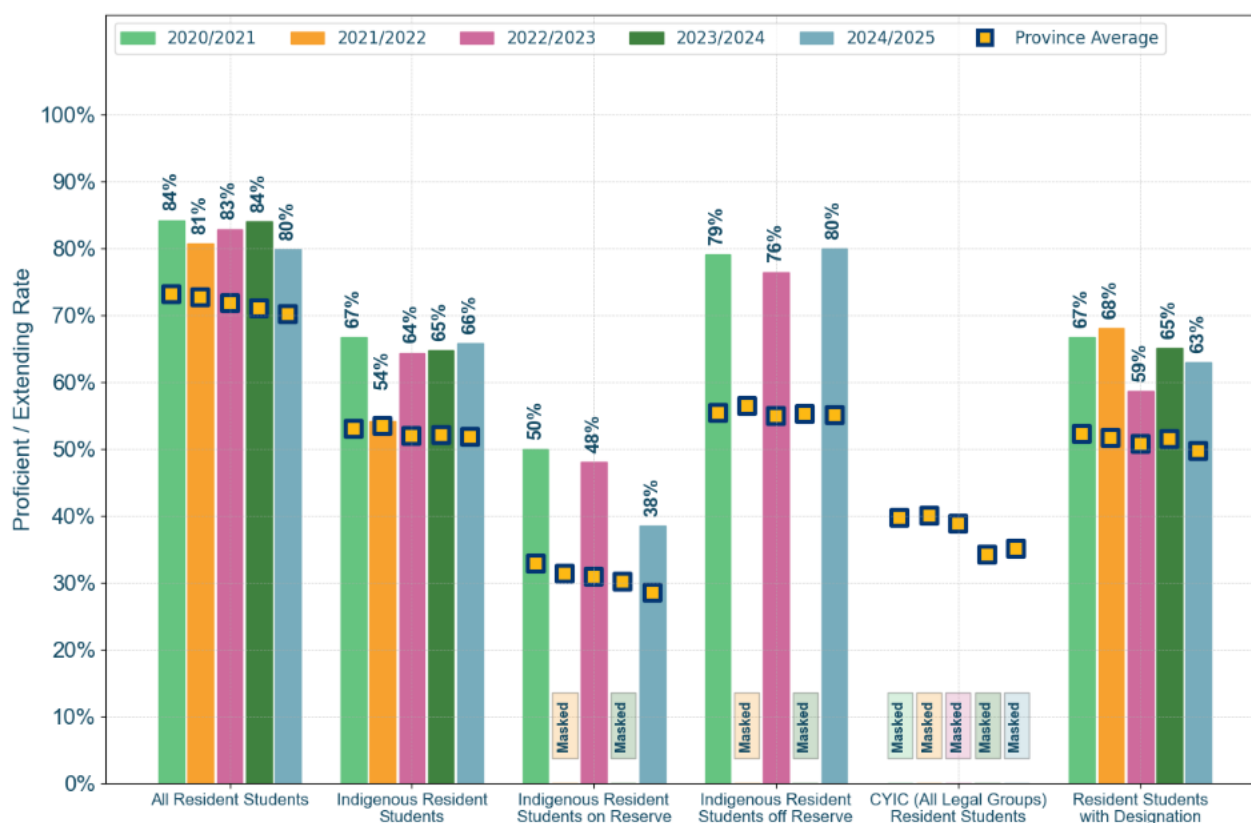


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	592 85%	599 53%	572 82%	619 84%	685 81%
Indigenous Resident Students	64 64%	66 48%	59 59%	59 73%	99 68%
Indigenous Resident Students on Reserve	28 54%	28 54%	26 58%	17 71%	34 65%
Indigenous Resident Students off Reserve	36 72%	38 45%	33 61%	42 74%	65 69%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	99 74%	117 44%	140 66%	160 68%	178 67%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Saanich



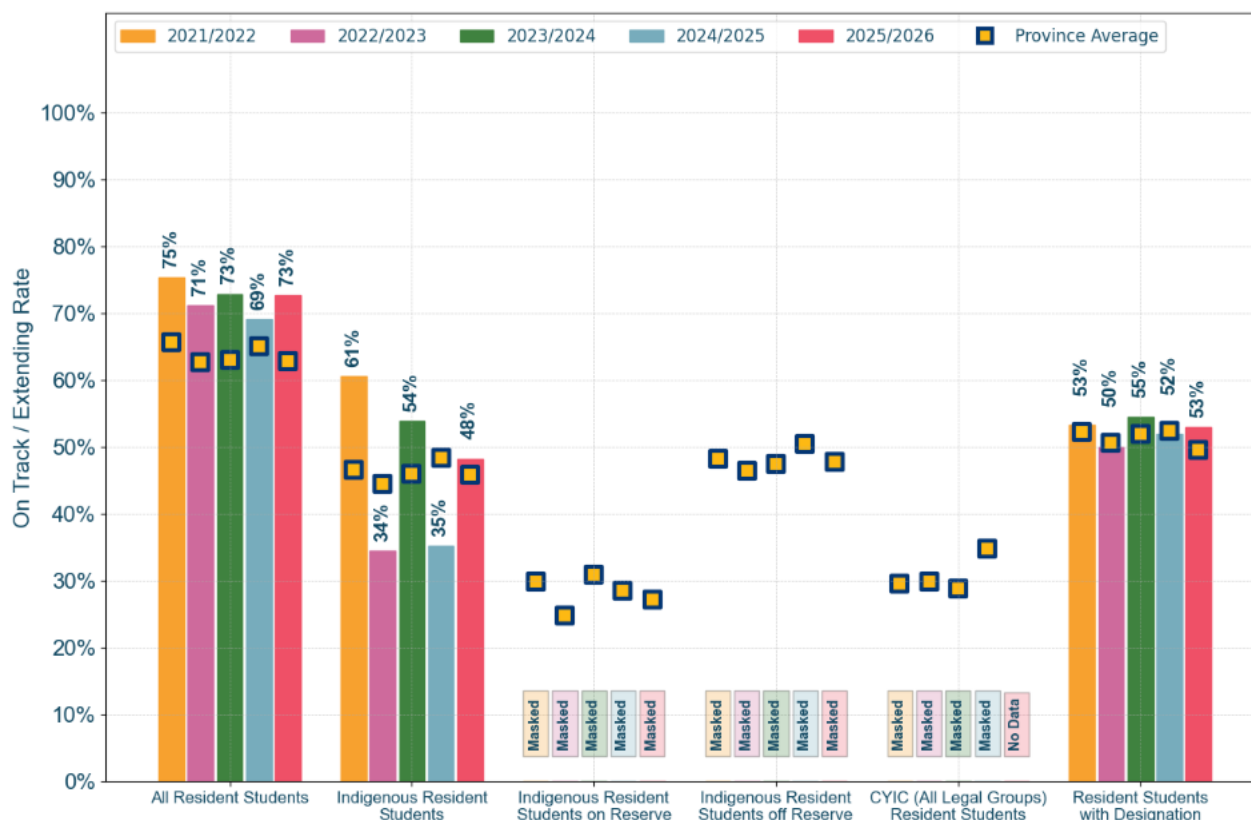
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	547 70%	514 68%	530 79%	537 80%	562 82%
Indigenous Resident Students	48 69%	53 55%	45 58%	44 84%	47 57%
Indigenous Resident Students on Reserve	18 67%	21 62%	Masked	19 89%	22 50%
Indigenous Resident Students off Reserve	30 70%	32 50%	Masked	25 80%	25 64%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	63 48%	56 36%	78 56%	78 67%	81 63%

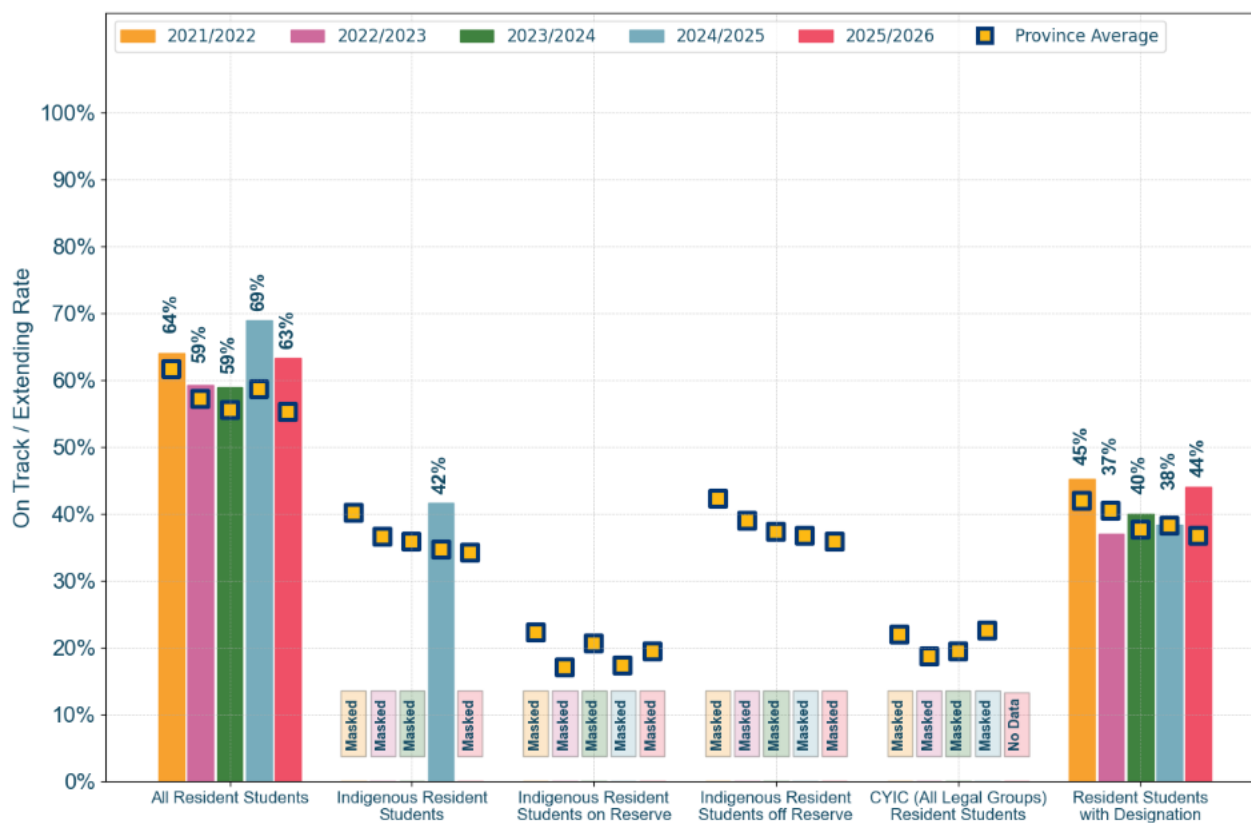
Grade 4 FSA Numeracy - On Track / Extending Rate
Saanich



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	566 49%	555 56%	521 58%	600 53%	568 61%
Indigenous Resident Students	74 35%	61 51%	47 60%	53 45%	58 53%
Indigenous Resident Students on Reserve	26 46%	28 54%	27 63%	23 48%	24 71%
Indigenous Resident Students off Reserve	48 29%	33 48%	20 55%	30 43%	34 41%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 30%	121 45%	109 55%	141 33%	127 46%

Grade 7 FSA Numeracy - On Track / Extending Rate Saanich

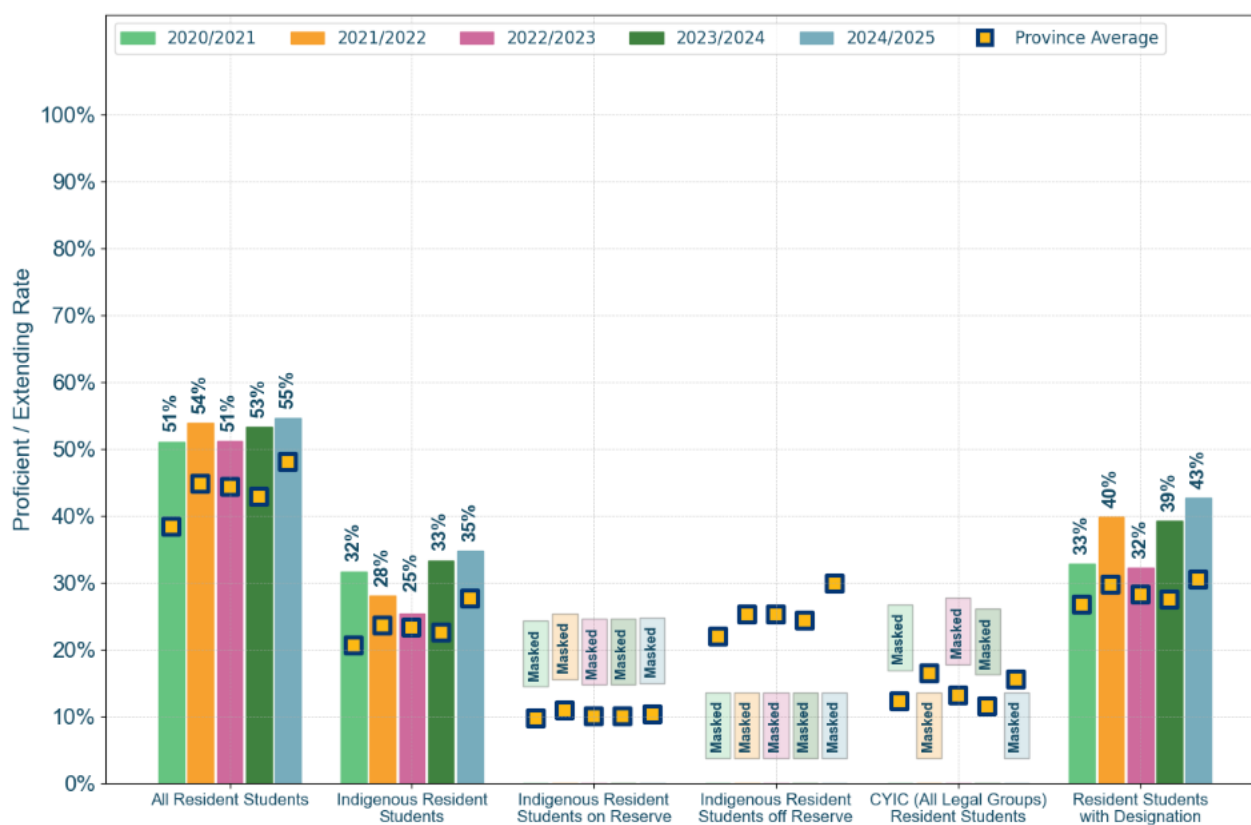


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	595 81%	578 61%	573 79%	615 84%	682 80%
Indigenous Resident Students	64 59%	63 49%	59 56%	59 66%	100 64%
Indigenous Resident Students on Reserve	28 57%	28 39%	26 50%	17 59%	34 50%
Indigenous Resident Students off Reserve	36 61%	35 57%	33 61%	42 69%	66 71%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	98 57%	113 50%	142 62%	160 65%	177 60%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Saanich

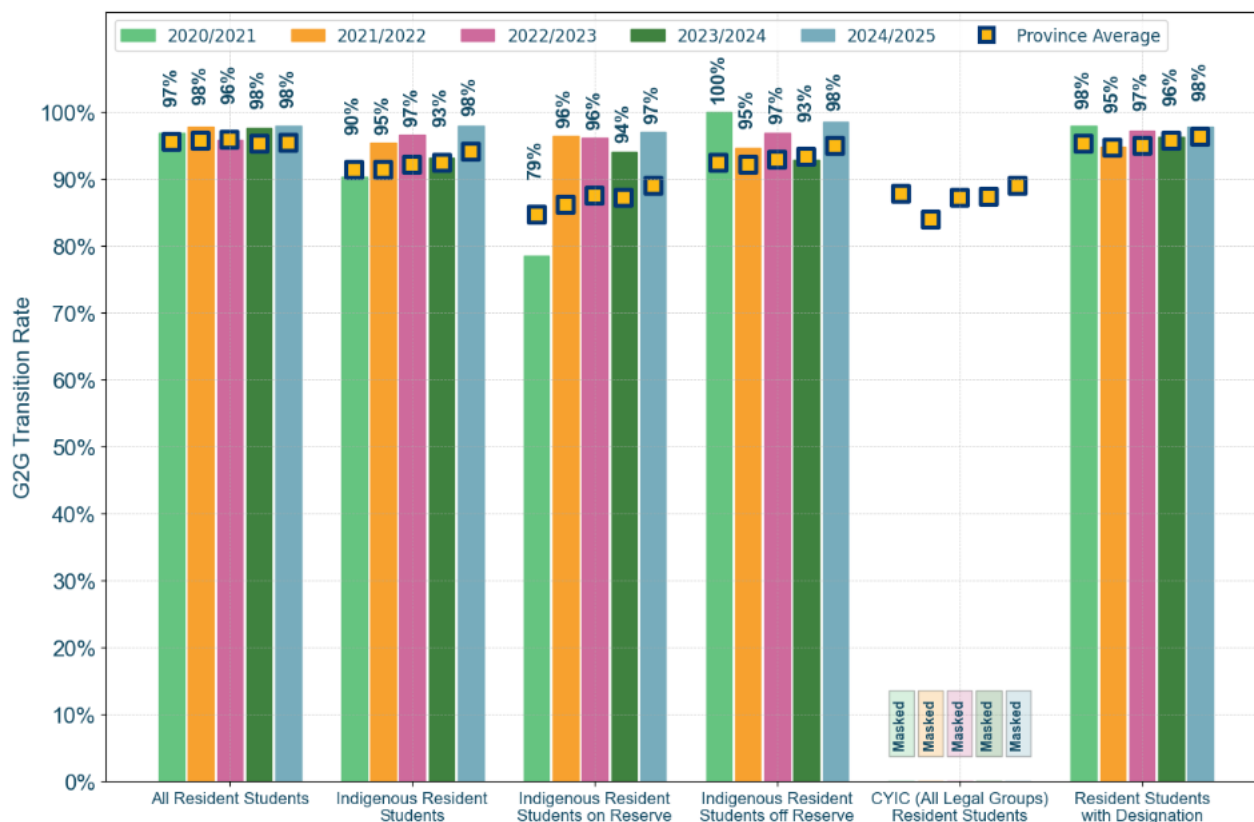


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	586	603	584	620	692
Indigenous Resident Students	62	65	59	59	100
Indigenous Resident Students on Reserve	28	28	26	17	34
Indigenous Resident Students off Reserve	34	37	33	42	66
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	97	116	143	161	179

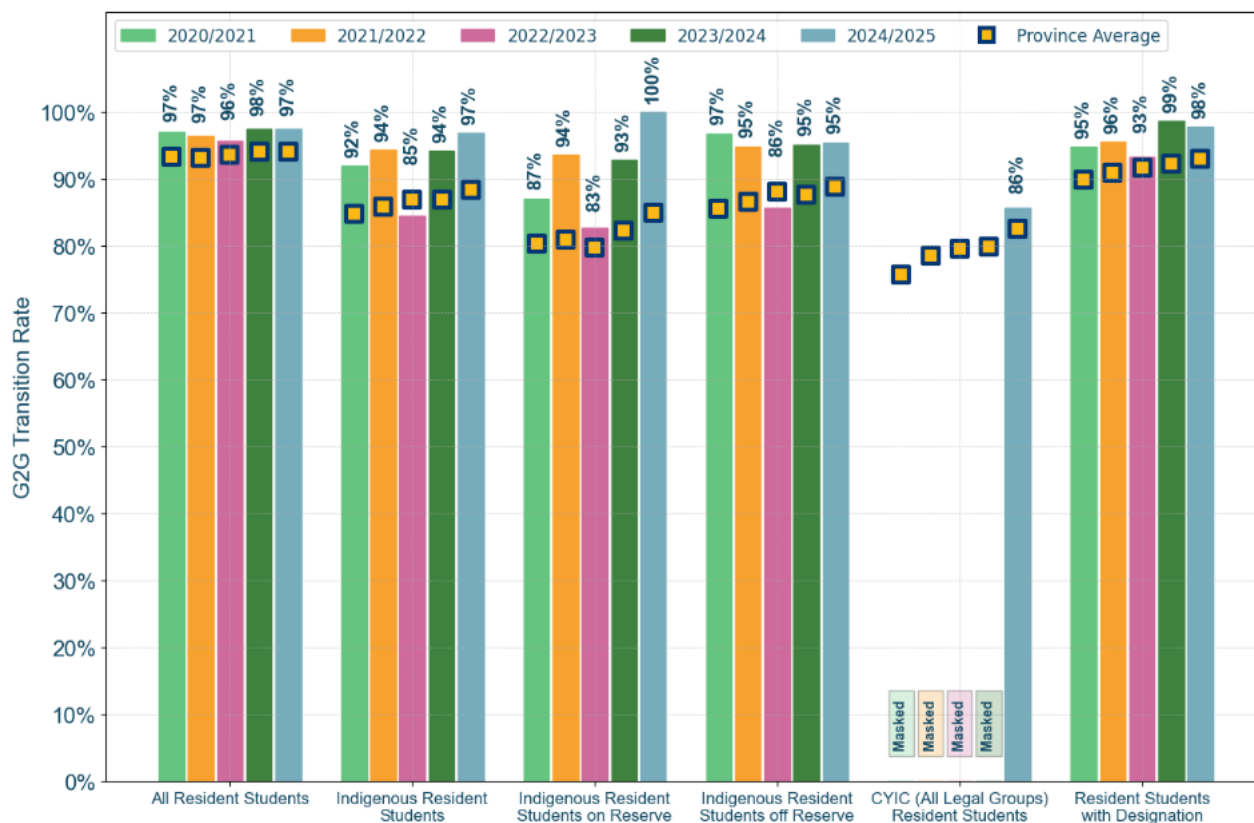
Grade 10 to 11 Transition Rate Saanich



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	631	602	623	604	665
Indigenous Resident Students	62	70	71	69	64
Indigenous Resident Students on Reserve	31	31	29	28	20
Indigenous Resident Students off Reserve	31	39	42	41	44
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	14
Resident Students with Designation	133	112	120	146	182

Grade 11 to 12 Transition Rate Saanich



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- FSA Literacy participation and literacy achievement patterns indicate that Grade 4 FSA participation rate is strengthening, while Grade 7 participation remains comparatively lower. Across the Saanich School District's literacy measures, Foundational Skills Assessment (FSA), District Literacy Assessment (DLA) & English Language Arts (ELA) final course grade, Indigenous learners and students with designations demonstrate greater variability in both participation and proficiency rates than the overall student population.
- Literacy achievement data show persistent gaps in proficiency between the overall student population and both Indigenous learners and students with designations in Grades 4 and 7. These differences are evident across multiple District literacy measures and student groups, suggesting a consistent trend over time.
- Reviewing ELA, DLA, and FSA data together provides a more comprehensive picture of student literacy achievement. Across Grades 4 and 7, the three measures collectively indicate similar trends, including stable outcomes for the overall student population and ongoing disparities in proficiency for Indigenous learners and students with designations, strengthening confidence in the identified patterns.
- Grade 10 literacy data reflects greater year-to-year stability in both participation and achievement. Indigenous learners and students with designations are achieving at rates that meet or exceed provincial averages in the Proficient and Extending categories, highlighting a distinct pattern of success at the secondary level.
- Despite overall performance above numeracy provincial averages, the numeracy data affirms persistent gaps in early numeracy foundations and transition points, particularly for Indigenous and diverse learners, and identifies sustaining numeracy learning through Grades 4–7 as a critical area for growth. A surprising insight is the disconnect between strong Grade 10 outcomes and earlier declines, suggesting that improvements at later stages do not fully offset inequities established in the younger years.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Strengthen equitable access to literacy assessment and intervention by reducing systemic barriers, expanding supports for complex communicators, and ensuring Indigenous learners and students with designations can meaningfully demonstrate their literacy skills.
- Enhance inclusive literacy instruction across the elementary and middle years through evidence-based professional learning, targeted intervention, assistive technology integration, and a continued focus on foundational literacy skills for priority learners.
- Prioritize the intermediate years (Grades 4-7) as a key leverage point by implementing coordinated literacy supports, progress monitoring, and assessment of readiness strategies to address persistent participation and proficiency gaps.
- Increase literacy assessment participation through relationship-based and culturally responsive engagement with students, families, and Indigenous communities, with particular attention to improving Grade 7 participation rates.
- Leverage successful secondary literacy practices by identifying the factors contributing to strong Grade 10 outcomes for Indigenous learners and students with designations and applying those practices earlier in students' educational pathways.
- Consider establishing a more intentional district-wide focus on numeracy instruction and learning. In response to persistent gaps in foundational numeracy and declining achievement across the elementary-to-middle transition, the students would benefit if the District explored a coherent K-9 approach to numeracy improvement. This may include strengthening evidence-based instruction, expanding professional learning, enhancing the consistent use of formative assessment to inform responsive instruction, and providing timely, culturally responsive interventions.

Human and Social Development

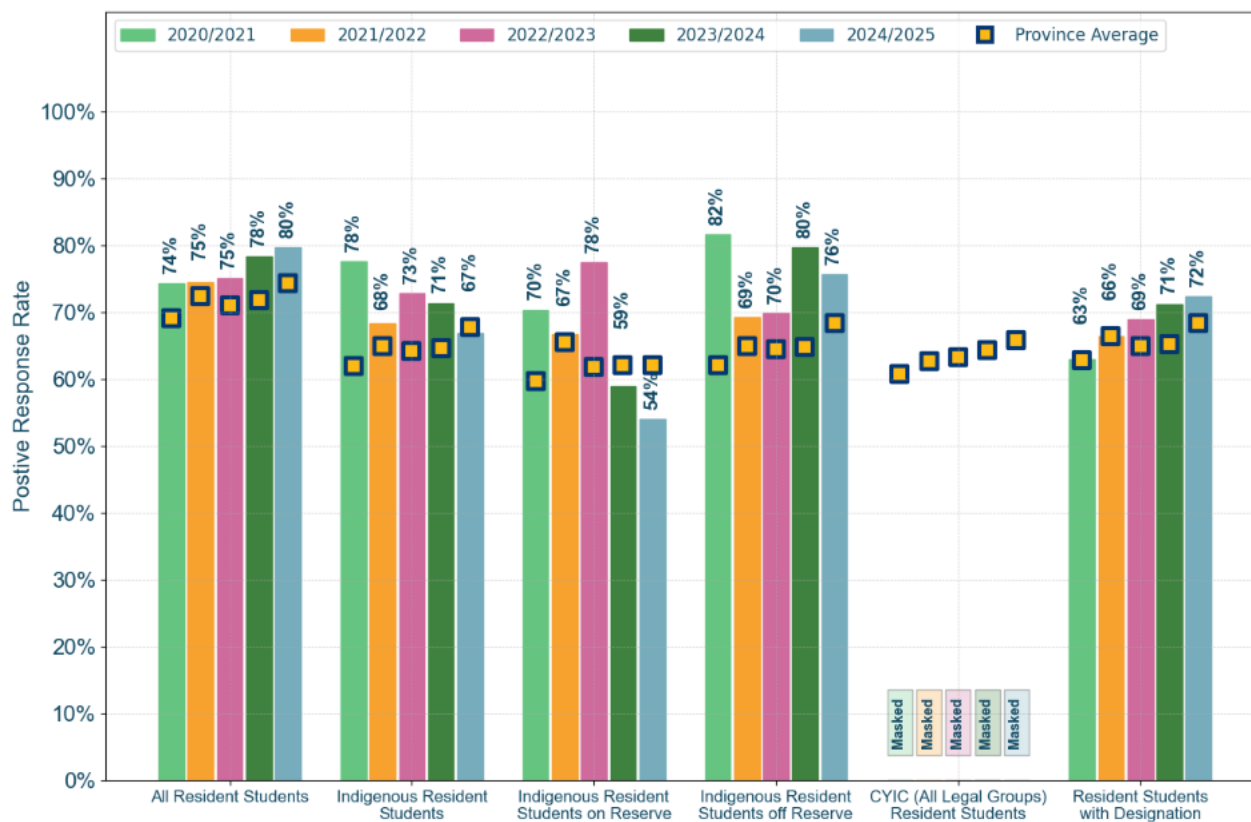
Educational Outcome 3: Feel Welcome, Safe and Connected

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

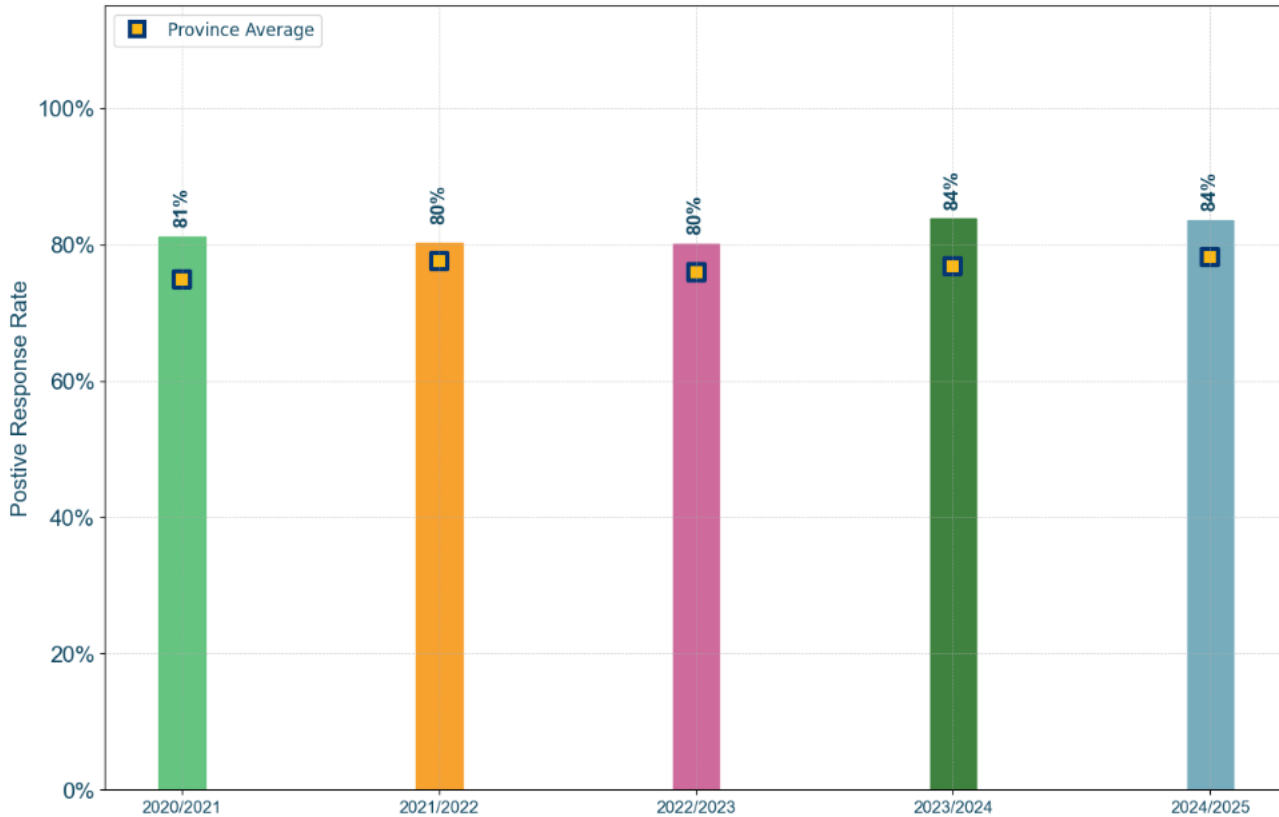
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1472 70%	1564 81%	1558 79%	1589 82%	1676 84%
Indigenous Resident Students	142 54%	172 70%	163 64%	141 71%	180 72%
Indigenous Resident Students on Reserve	63 43%	71 59%	75 55%	58 71%	76 71%
Indigenous Resident Students off Reserve	79 62%	101 78%	88 72%	83 71%	104 73%
CYIC (All Legal Groups) Resident Students	Masked	Masked	20 55%	18 56%	Masked
Resident Students with Designation	228 57%	244 65%	300 68%	330 75%	357 70%

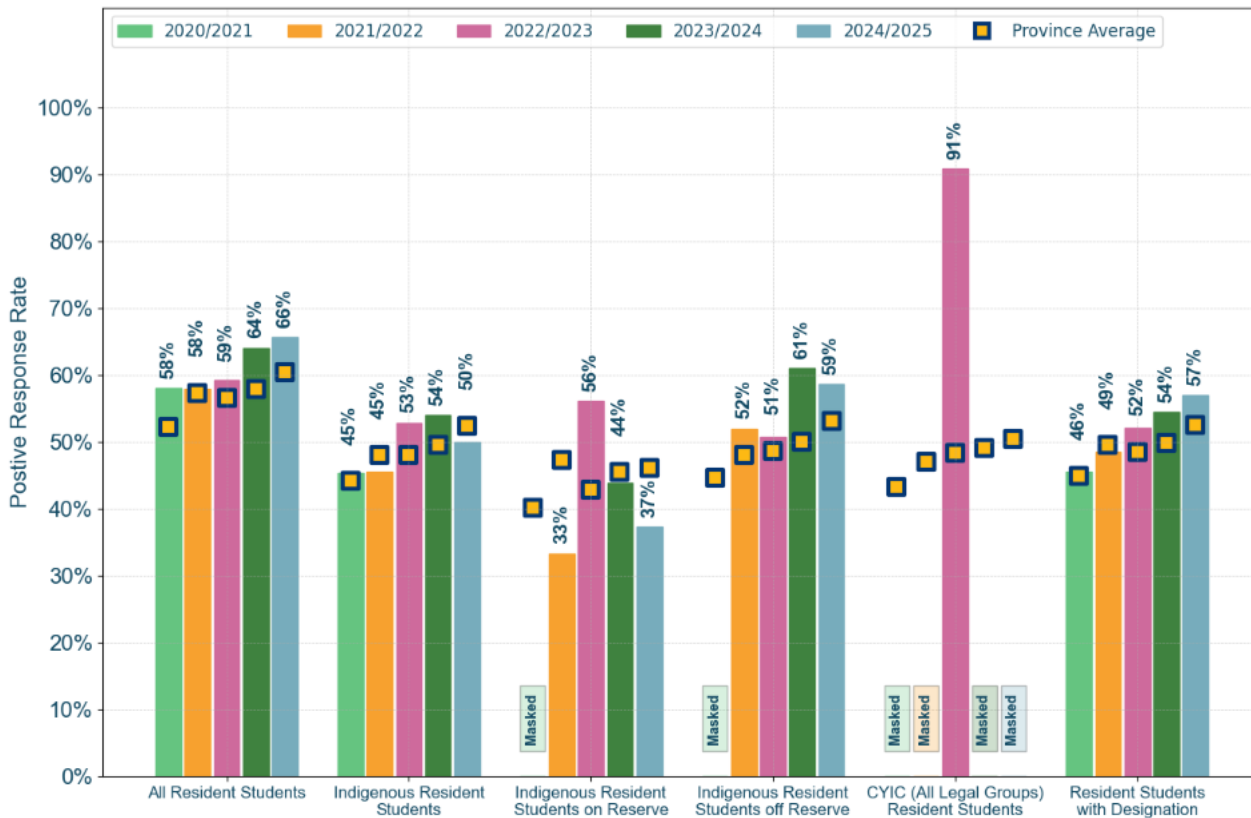
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Saenich



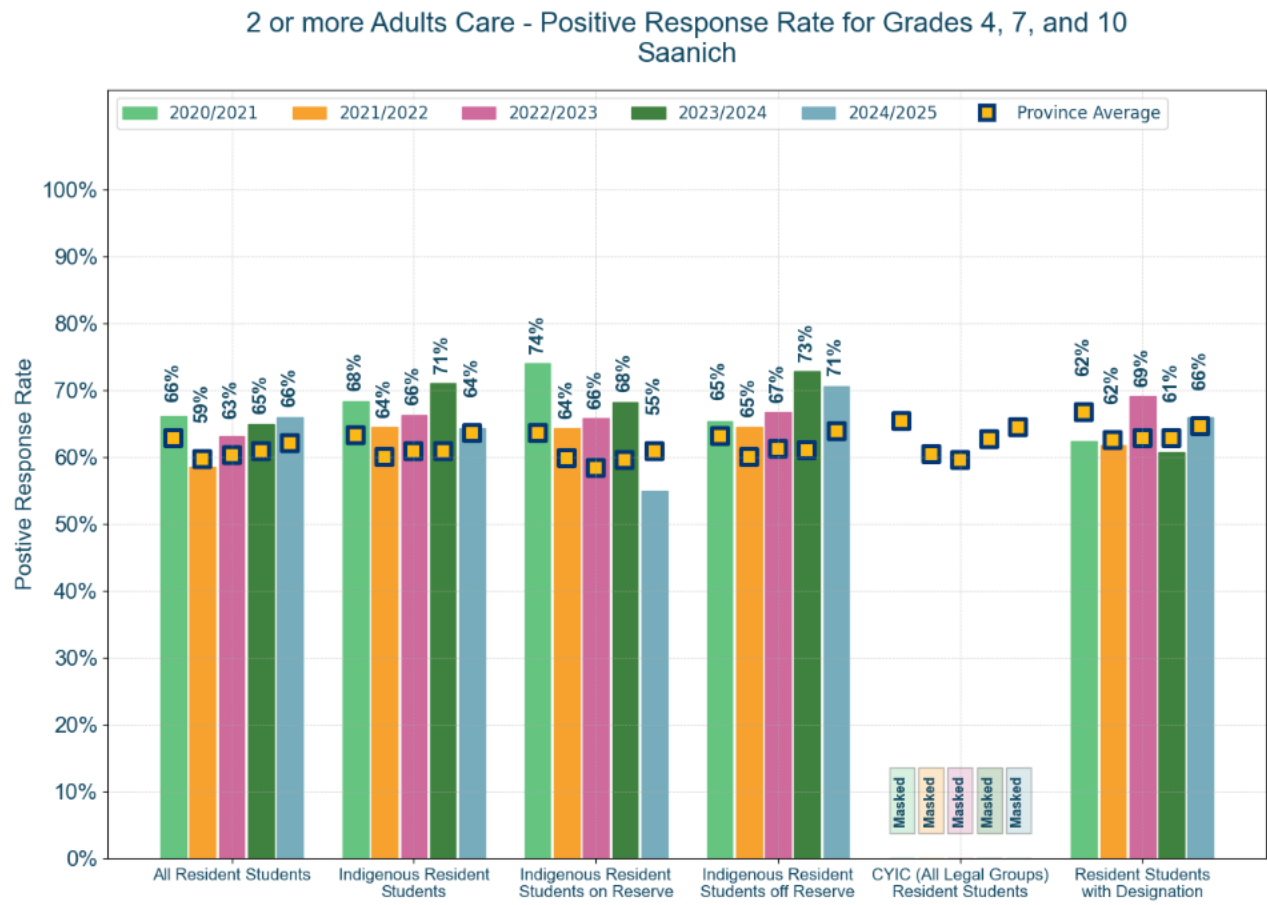
Feel Safe - Positive Response Rate for Grades 4, 7, and 10 Saanich



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



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



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Overall student perceptions remain positive; however, a continued area for growth is strengthening students' sense of belonging, particularly for Indigenous students whose results remain below the overall student population and show a decline despite previous year-to-year improvement. The need for continued work in creating meaningful connections for indigenous learners in all classrooms and spaces in schools is evident.
- Targeted support for students with designations and other equity-deserving groups should remain a priority. Their experiences are generally positive but continue to meet or fall short of provincial averages and the broader student population in some measures.
- Student safety ratings have remained relatively stable over time suggesting an opportunity to better understand student experiences and identify strategies that strengthen physical and emotional safety across the school community. While we are above the provincial average in this measure, there is room for improvement.
- The percentage of students reporting that they have two or more caring adults at school, particularly Indigenous students on reserve, has declined to the previous lowest rating. This highlights a need to strengthen meaningful adult-student connections and ensure every student has multiple trusted adults they can turn to.
- A steady increase in survey participation is encouraging (70% to 84% over five years) as it provides a stronger foundation for identifying trends and making informed decisions to improve student well-being and connectedness.
- Internal review of CYIC responses strongly indicates that this group of students feel welcome and have a strong sense of belonging. Responses from this same group, however, indicate that only half feel like they have two or more adults that care about them in school. This underlines the need to make consistent, intentional efforts to build meaningful connections between staff and students in schools.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Prioritize intentional adult/student connections, particularly for populations reporting fewer caring adults at school. Schools will explore structures and practices that increase the likelihood that every student has multiple trusted adults who know, care for, and actively connect with them. This is particularly important given the decline in students reporting a connection to two or more caring adults.
- Use the newly implemented *WellBeing BC School Toolkit* across all schools to deepen data-informed planning. The toolkit provides an additional school-level lens through its four pillars of school well-being and SEL, enabling staff teams to identify strengths, areas for growth, and priorities for school-wide action. The first round of data collection was completed in June 2026 to help inform both school based and district priorities. This information can be considered alongside student survey and district data to develop targeted strategies for strengthening belonging, safety, connection, and ultimately learning outcomes.
- Shift support toward equitable, responsive support for priority populations including students with designations and other equity-deserving groups. This will be achieved through examining available data through an equity lens to identify gaps and guide targeted strategies, resources and supports to achieve greater parity in student experiences and outcomes. Multiple professional learning opportunities for all school staff will be provided with an Equity, Diversity and Inclusion lens ranging from trauma-informed approaches to building positive culture and climate in schools.

Career Development

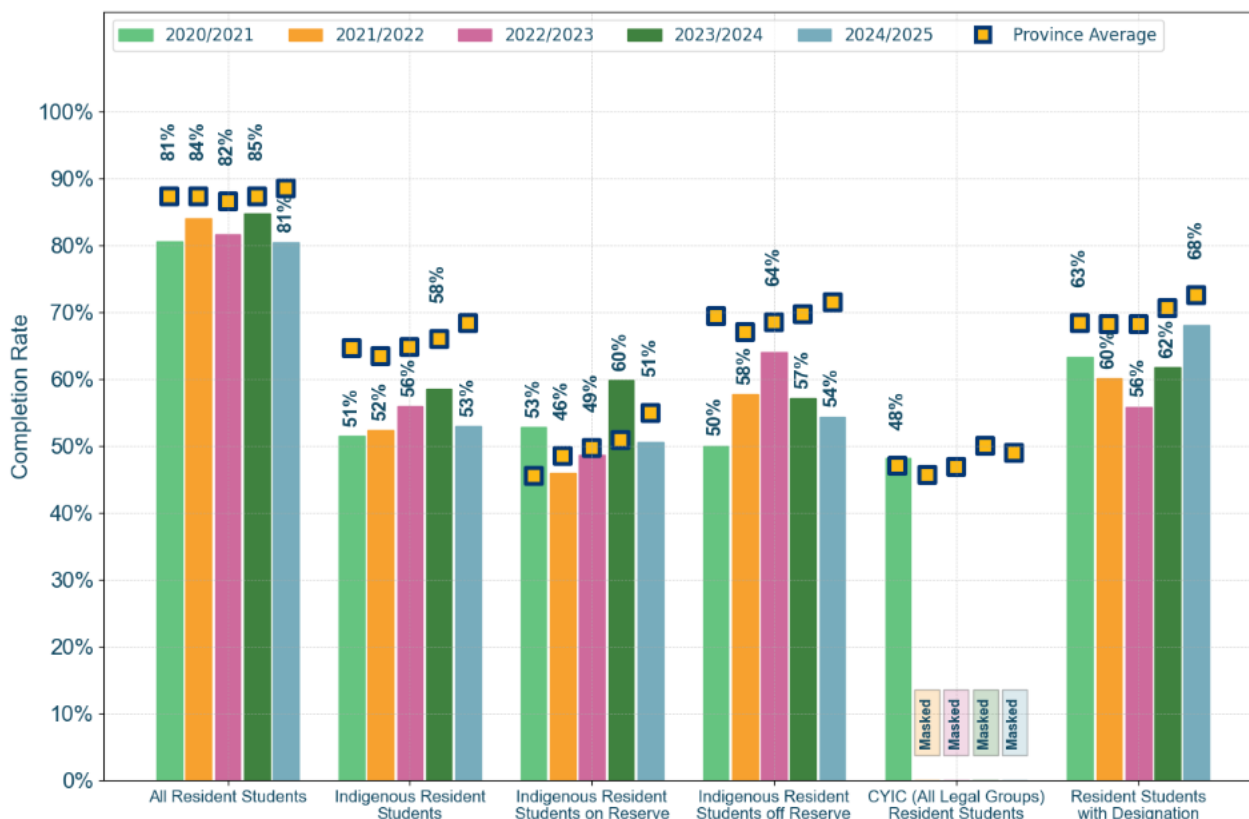
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

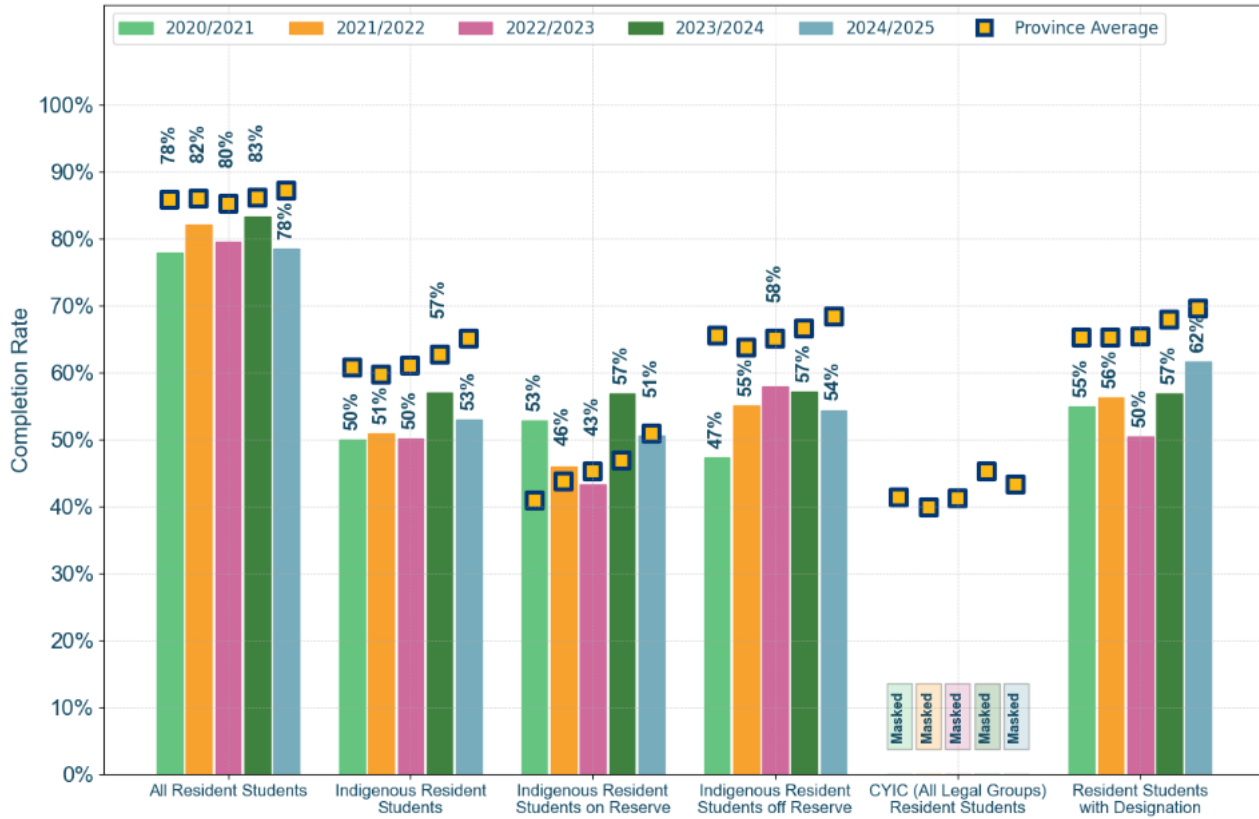
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	690 52	681 62	678 58	679 52	695 53
Indigenous Resident Students	76 6	78 7	77 7	76 6	84 7
Indigenous Resident Students on Reserve	37 3	36 3	41 4	36 3	32 2
Indigenous Resident Students off Reserve	39 3	42 4	36 3	40 3	52 4
CYIC (All Legal Groups) Resident Students	25 2	Masked	Masked	Masked	Masked
Resident Students with Designation	154 12	170 15	141 12	156 12	201 16

5-Year Completion Rate - Dogwood + Adult Dogwood
Saanich



5-Year Completion Rate - Dogwood Saanich



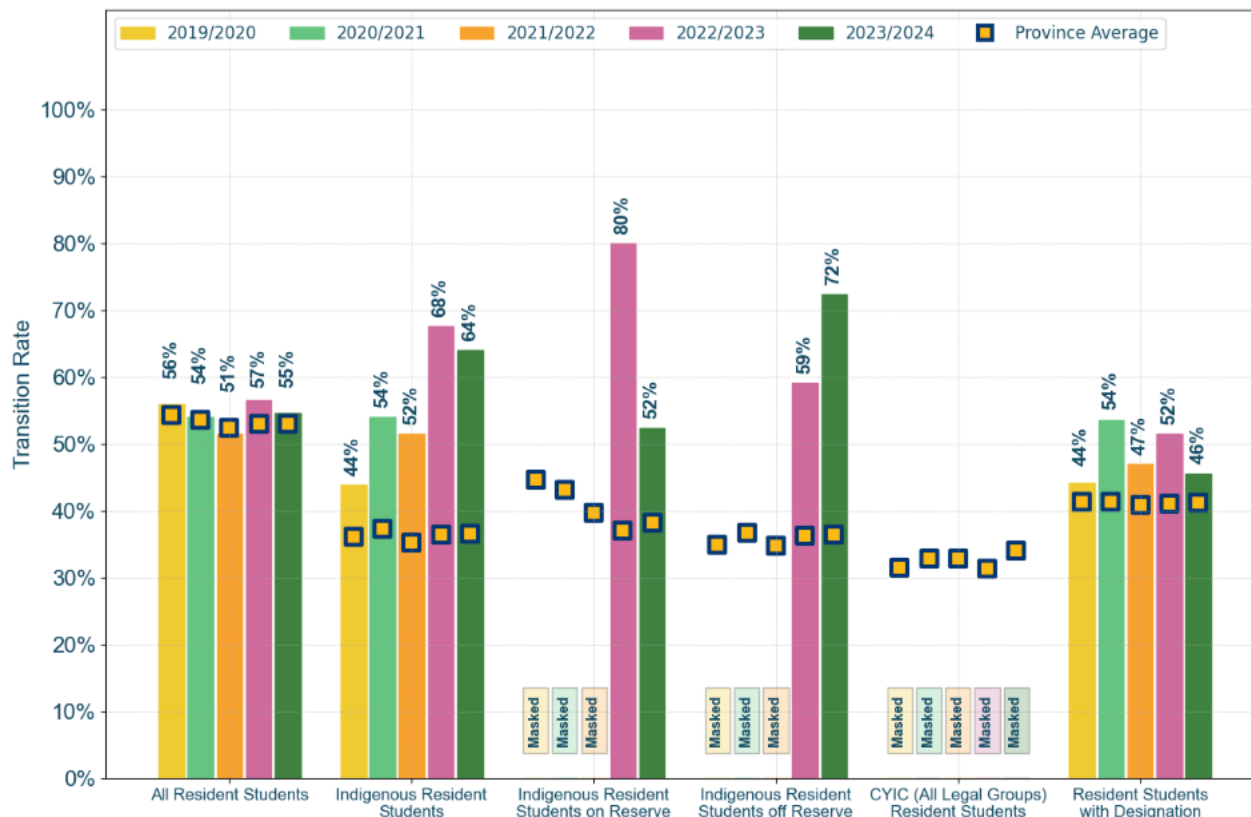
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

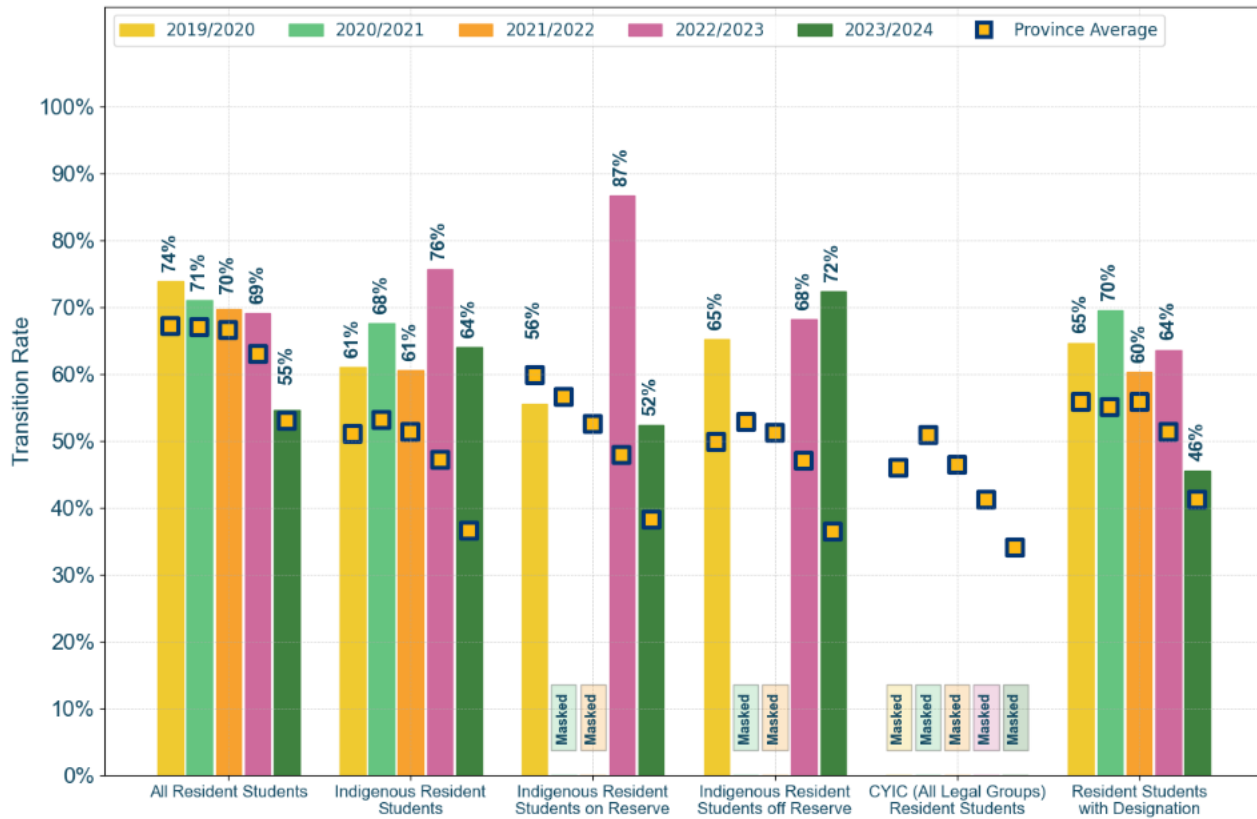
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	524	525	527	512	537
Indigenous Resident Students	41	37	33	37	50
Indigenous Resident Students on Reserve	Masked	Masked	Masked	15	21
Indigenous Resident Students off Reserve	Masked	Masked	Masked	22	29
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	68	69	83	66	79

Immediate Transition to Post-Secondary Saanich



Within 3 Years Transition to Post-Secondary Saanich



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- It is important to acknowledge that this data includes transient students who were registered at our Provincial Online Learning School, SIDES, at some point during their Grade 8–12 years. When SIDES is excluded, district completion rates exceed provincial averages and reflect a more accurate picture of outcomes for students attending Saanich neighbourhood secondary schools.
- The data affirms that, while many Saanich students are successfully completing with a Dogwood within five years, completion rates for Indigenous learners and students with diverse abilities continue to sit below the overall district rate. This reinforces the need for sustained targeted support through the graduation program.
- The completion data shows persistent gaps for Indigenous students, Indigenous students living on reserve, and students with designations. The data for children and youth in care is masked, which limits public reporting, but this group will continue to be monitored internally through school-based and district supports.
- The data indicates that many Saanich graduates transition to a BC post-secondary institution either immediately or within three years; however, variation across student groups suggests a need to better understand delayed entry, trades pathways, employment, out-of-province study, and other post-graduation options.
- While five-year completion data identifies ongoing gaps for priority populations, the post-secondary transition data shows encouraging outcomes for many graduates. This suggests that students who do graduate from Saanich are often well-positioned to pursue further education.
- Data for children and youth in care is masked in several areas, which is expected due to small cohort size, but it also means that internal monitoring remains essential to ensure these students are not invisible within broader district trends.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- With support, schools will continue to focus on early identification of students who may be at risk of not completing within five years, with particular attention to Indigenous learners, students living on reserve, students with designations, and children and youth in care. This will include earlier course completion monitoring, more intentional transition planning, and coordinated wraparound supports through school-based teams, Indigenous Education staff, Inclusive Learning staff, counsellors, and administrators.
- To improve completion outcomes, the district will continue to strengthen opportunities such as summer learning, work experience, dual credit, and career program pathways. These options are especially important for students who require alternate timelines, individualized programming, or more applied and experiential learning opportunities to remain connected to school and on track for graduation.
- Given the importance of both immediate and three-year post-secondary transition data, the district will continue to enhance career education, post-secondary planning, and pathway conversations beginning earlier in secondary school. This includes targeted outreach for Indigenous learners and students with designations, continued use of Career Coaches and Indigenous Support Liaisons, and stronger connections to trades, dual credit, apprenticeship, employment, and post-secondary options.

Actioning the 25-26 Results for the Enhancing Student Learning Report

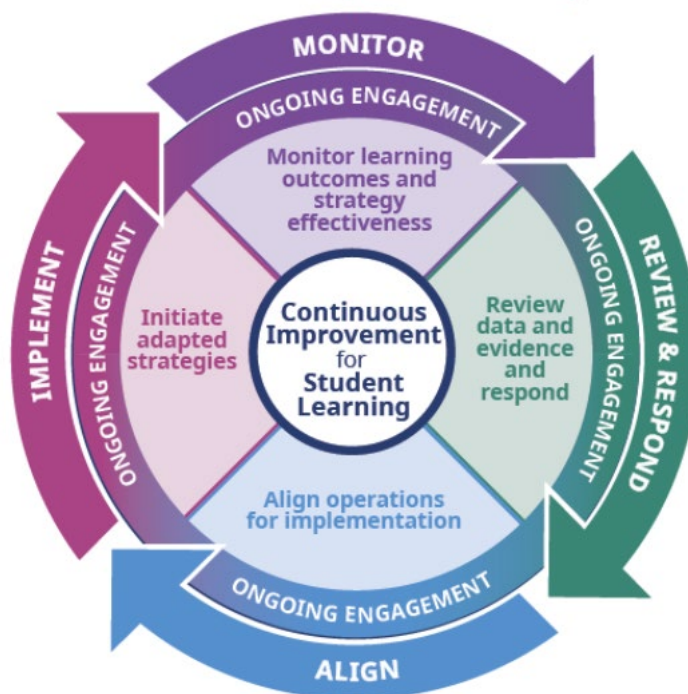
September 2026



In Review of Year 5 of Saanich Schools Strategic Plan: 2022 to 2027

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 report highlights areas of growth, identifying 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), for the upcoming 2026-2027 school year, the Saanich School District can implement, monitor, review and respond and align targeted strategies and resources to improve student outcomes for all learners.



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.	District data indicates steady progress in literacy at the primary level, while highlighting the need for continued focus at the grade 4 /5 and middle levels. Over the past several years, supporting elementary students through explicit literacy intervention has remained a key area of focus. The integration of Literacy Intervention Teachers has significantly expanded targeted literacy support within classroom instruction, helping to address the needs of priority learners. Our evidenced-based approach grounded in structured literacy has strengthened early literacy practices, educator capacity, and system wide supports.	Prioritize the intermediate years (Grades 4-7) as a key leverage point by implementing coordinated literacy supports, progress monitoring, and assessment of readiness strategies to address persistent participation and proficiency gaps. Continue to build capacity and support of classroom teachers through evidence-based professional learning, targeted intervention, assistive technology integration, and a continued focus on foundational literacy skills for priority learners.

Ongoing professional development to support the implementation of a structured literacy program.	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.	A professional learning series was provided early in the school year to all K-3 teachers, which provided adequate time to successfully apply effective strategies and targeted intervention. Collaboration time was provided for school teams to ensure that follow-up conversations were conducted to gather insights on how the learning is being translated into classrooms and identify where there were areas for continued support.	The district is committed to continuing expansion and refinement of ongoing professional development to further support effective literacy instruction across grade groups with increased support at the middle years in 2026/27.
Commitment to aligning district-wide literacy assessment practices.	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 instructional planning and resource allocation, ensuring that support is grounded in meaningful evidence and are responsive to student needs.	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. Implementation of the Kindergarten screener provided a consistent approach to identifying students requiring targeted instruction.	Saanich Schools continue to leverage district-wide reporting and assessments (ie DLA) to identify emerging trends and support evidence-based decision-making processes. Implementation of a literacy screener for students in grades 1-3, English and French programs to provide a district-wide consistent approach for guiding targeted instruction and insight for students who require targeted intervention. Leverage successful secondary literacy practices by identifying the factors contributing to strong Grade 10 outcomes for Indigenous learners and students

			with designations and applying those practices earlier in students' educational pathways.
To ensure literacy resources are readily accessible to educators, Saanich Schools developed a centralized online Hub 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 goal of the centralized Hub is to enhance consistency in instructional approaches and foster further collaboration among educators. The Hub ensures that all teachers have the tools they need to strengthen literacy teaching and learning.	The content shared within the Hub continues to be updated and refined each school year based on staff feedback and student voice. These revisions ensure that the materials are responsive to the goals within our strategic plan, promoting student success. Expanded resources to support Parents/Guardians by launching a Parent Literacy website, as well as a monthly Literacy Link newsletter.	Saanich School District remains committed to continuing to expand and enrich the Literacy Resources on the Hub throughout the coming year.

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
The District Literacy Assessment (DLA), English and French programs, was initiated in the spring of 2022 and is a tool that is used by grades 1-8 educators since 2023/24. A grade 9 DLA was developed and piloted in the 2024/25 and 25/26 school years.	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.	In the 25/26 school year, to enhance clarity and accessibility, two new documents were developed: • FAQ: to address common queries related to assessment of 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	The district continues to remain committed to ensuring that literacy assessments are aligned with current educational research and Ministry guidelines. <i>Adjustment:</i> 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.
Support for Grade 9 District Literacy Assessment (DLA)	The grade 9 District Literacy Assessment has not been fully adopted by all secondary schools in the district. The recent pilot marks a significant step toward 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.	Stelly's Secondary has implemented targeted literacy support strategies across multiple curricular areas, aligned with the adoption of the Grade 9 District Literacy Assessment (DLA). Results from this initiative show significant improvement in students' literacy skill development. In the Fall of 2025 30% of students scored Emerging on the DLA and 20% were Proficient. In the Spring of 2026, the same cohort scored 5% Emerging and 42% Proficient. The use of DLA data enabled educators to identify specific areas of need and collaboratively	Building on the success of targeted literacy support at Stelly's Secondary, the district is committed to sharing effective practices and expanding the adoption of the Grade 9 DLA across all secondary schools.

	The DLA informs instructional planning and supports strategies during transitions from middle to secondary, ensuring students receive the guidance needed to succeed.	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. 25/26 data analysis of the Graduation Literacy 10 Assessment shows that Saanich students' proficiency rate is well above the provincial average.	
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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
<i>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), English Language Support (ELS) teachers & Speech and Language Pathologists further strengthens this approach, ensuring that students requiring specialized literacy support are prioritized and well-served.</i> <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>			
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.	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.	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. The district implemented new subsets 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.	Strengthen equitable access to literacy assessment and intervention by reducing systemic barriers, expanding supports for complex communicators, and ensuring Indigenous learners and students with designations can meaningfully demonstrate their literacy skills. English Language Learner (ELL) and Speech-Language Pathology (SLP) assessment practices are being refined to become more dynamic, culturally responsive, and reflective of students' diverse linguistic and cultural backgrounds, supporting more equitable identification and intervention processes.

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
Hosting events and meetings in WSÁNEĆ communities, including events such as: • Ready, Set, Learn (in TSAWOUT) • The elementary literacy showcase (in TSAWOUT) • Parent-teacher conferences (in TSARTLIP, TSAWOUT & PAUQUACHIN).	<i>Barrier to address:</i> Indigenous families may face barriers (transportation or other) to accessing district initiatives and personnel.	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.	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.
Simplify student registration for school bus services making transportation more accessible for Indigenous students. 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.	<i>Barrier to address:</i> Indigenous student transportation to and from school. 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.	Based on initial feedback from multiple families, there is appreciation for this approach.	<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. <i>Continue:</i> This includes a focus on communications with families and timely, personalized communication to any concerns.

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. 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.	<i>Barrier to address:</i> Indigenous student access to academic support. 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.	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.	<i>Continue and Expand:</i> we have grown this program by establishing an additional partnership with TSAWOUT to support Stelly's Secondary students. <i>Expand:</i> we have also increased staffing at the elementary level to support students' academic and social needs.
Offer opportunities for Indigenous students to take part in both cultural and sporting activities that they might not otherwise be able to participate in. 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	<i>Barrier to address:</i> Indigenous student participation in sport.	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.	<i>Expand:</i> The Indigenous basketball program will be expanded to both elementary and secondary levels. <i>Commitment:</i> District-wide efforts to continue the 'anti-racism in sport' working group will continue.

tournament with WSÁNEĆ School Board (WSB) students, Canoe Club and co-ed, Indigenous soccer tournaments with WSB and Cowichan School District students. 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.			
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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.	<i>Barrier to address:</i> There are ongoing challenges staffing SENĆOŦEN language instruction programs. 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.	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.	Continue to post for SENĆOŦEN teachers and continue to seek creative ways to provide SENĆOŦEN language instruction in schools. <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.
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.	<i>Barrier:</i> It is difficult for non-SENĆOŦEN teachers to know how to authentically and effectively incorporate SENĆOŦEN into their classrooms.	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.	<i>Discontinue:</i> Funding to support SENĆOŦEN technology is no longer available <i>Adapt:</i> We will continue to support SENĆOŦEN technology in classrooms through the Teacher Leader of Curriculum and Innovation.

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	<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

completed in Spring 2025. It is called <i>ŁTTEL,NEW,ŁTE</i> <i>Á, LENENEŁŁTE</i> 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.		between the school district and the <i>WŚÁNEĆ</i> community.	offered in other secondary schools in the district.
District staff have provided a variety of new resources to teachers, including: • a cutting-edge augmented reality <i>Territorial Welcome in SENĆOTEN</i> • a documentary about the <i>WŚÁNEĆ</i> 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	<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.	Feedback from educators on the new offerings has been well received and consistently positive.	<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.

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
Social Emotional Learning School Champions will be selected as representatives from each school.	An SEL Champion is a connector, advocate, learner, and resource person within their school. Guided by CASEL's approach to social emotional learning, Champions will help build awareness of the five SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	SEL Champions will work alongside colleagues to help make SEL visible, practical, and connected to the everyday work already happening in schools.	The role is intended to support and strengthen the work already happening in schools, rather than create a separate program or significant additional workload. The engagement may be stronger with those schools who have SEL as one of their goals.

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 and professional growth through monthly gatherings of the counselling team This is a significant increase in meeting frequency to ensure the counselling teams are well supported throughout the year. <i>Adapt:</i> Consider development of survey mid-year to seek feedback and determine adjustments that may be needed. This allows a nimble response to current issues and challenges requiring support.
Teacher Leader of Mental Health and Wellness to work closely with BC Children's Hospital practice in developing a multi-year plan designed to meet the Strategic Goal.	To help coordinate and support mental health and wellness, strategic planning and implementation. This role includes assisting in strategic planning, goal development, and building staff capacity.	The staff member will begin this work in the 2025/26 school year and continue through the 2026/27 school year.	Continue meeting regularly with BC Children's Hospital practice coaches and other district leaders to support the implementation of the strategic goals focused on Mental Health and Wellness.

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: • IBPOC clubs at middle and secondary • District IBPOC meetings • District work with Destine Lord • Development of Anti-Racism Administrative Procedure	<i>Continue:</i> All 2024/25 initiatives <i>Adapt:</i> Professional development opportunities to address the creation of culturally responsive spaces
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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: • Human Nature Counselling • Island Sexual Health • Saanich Mental Health	To reduce barriers to access (ie transportation, cost, waitlist). These partnerships extended into the summer months providing students with access to support during school closure times.	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.	<i>Adapt:</i> Refine referral process to streamline access and reduce administrative burden. Implement crossover programming earlier in the year to establish familiarity and relationships and reduce stigma.
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.	To increase understanding of mental health and wellness including increasing accessibility to supports with the goal of student well-being.	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.	Parent Engagement Evening: <i>Continue</i> – will explore new themes relevant to parents for next session to keep information current. Newsletter: Under review – analysis underway to determine how to best reach families.
Identified barriers through Student Voice sessions which revealed barriers to accessing mental health and wellness support within schools (middle and secondary).	To address barriers and improve student well-being.	In progress	<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.