

**qathet
School District
(qSD) SD047**



Enhancing Student Learning Report September 2026

In Review of Year 3 of the 2023-2028 Strategic Plan Framework

September 18, 2026

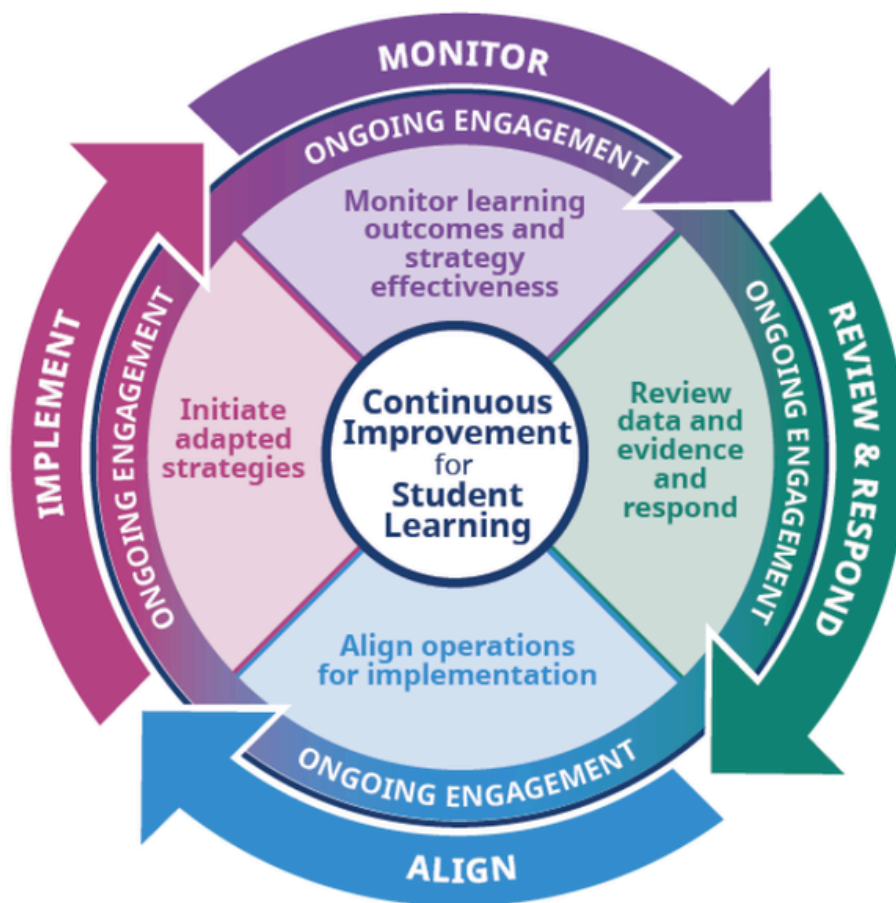
sd47.bc.ca

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

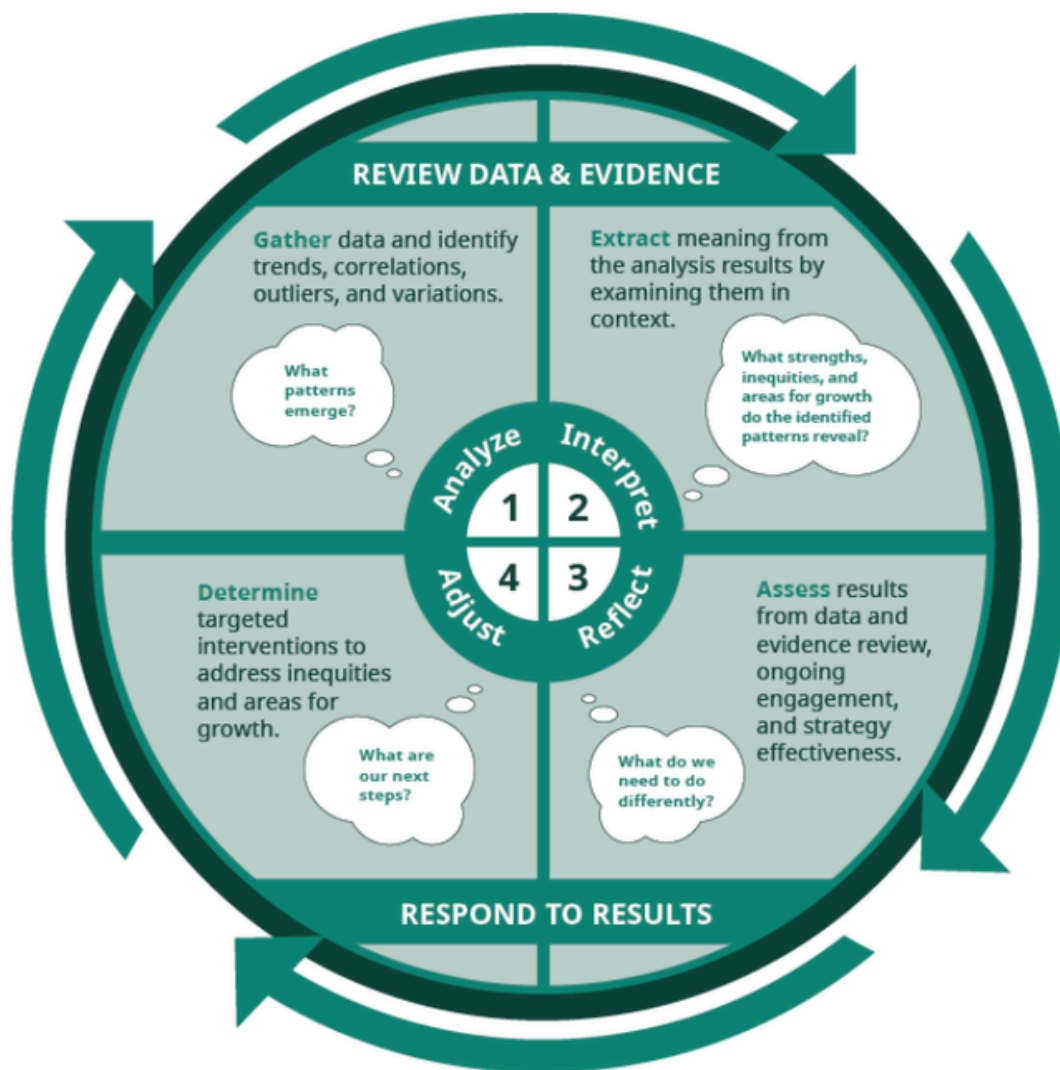
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

CONTENTS

Enhancing Student Learning Report: Ministry Note..... 2

Review Data and Evidence..... 5

Intellectual Development..... 6

Educational Outcome 1: Literacy..... 6

- Measure 1.1: Grade 4 & Grade 7 Literacy Expectations 6
- Measure 1.2: Grade 10 Literacy Expectations..... 8
- Analysis and Interpretation Outcome 1: Literacy..... 9

Emotional Outcome 2: Numeracy..... 12

- Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations..... 12
- Measure 2.2: Grade 10 Numeracy Expectations..... 14
- Measure 2.3: Grade-to-Grade Transitions..... 15
- Analysis and Interpretation Outcome 2: Numeracy..... 17

Human and Social Development..... 19

Educational Outcome 3: Feel Welcome, Safe, and Connected..... 19

- Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School..... 19
- Measure 3.2: Students Feel that Adults Care About Them at School..... 21
- Analysis and Interpretation Outcome 3: Feel Welcome, Safe, and Connected..... 22

Career Development..... 24

Educational Outcome 4: Graduation..... 24

- Measure 4.1: Achieved Dogwood Within 5 Years..... 24
- Analysis and Interpretation Outcome 4: Graduation..... 26

Educational Outcome 5: Life and Career Core Competencies..... 28

- Measure 5.1: Post-Secondary Transitions..... 28
- Analysis and Interpretation Outcome 5: Life and Career Competencies..... 30

District Context..... 33

Territorial Acknowledgement..... 33

Current Strategic Plan Priorities..... 34

Reflect and Adjust..... 35

District Continuous Improvement Overview..... 38

Ongoing Strategic Engagement..... 39

Alignment for Successful Implementation..... 41



Review Data and Evidence



Review Data and Evidence Provides:

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

A note on provincial data provided in this template:

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

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

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

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

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

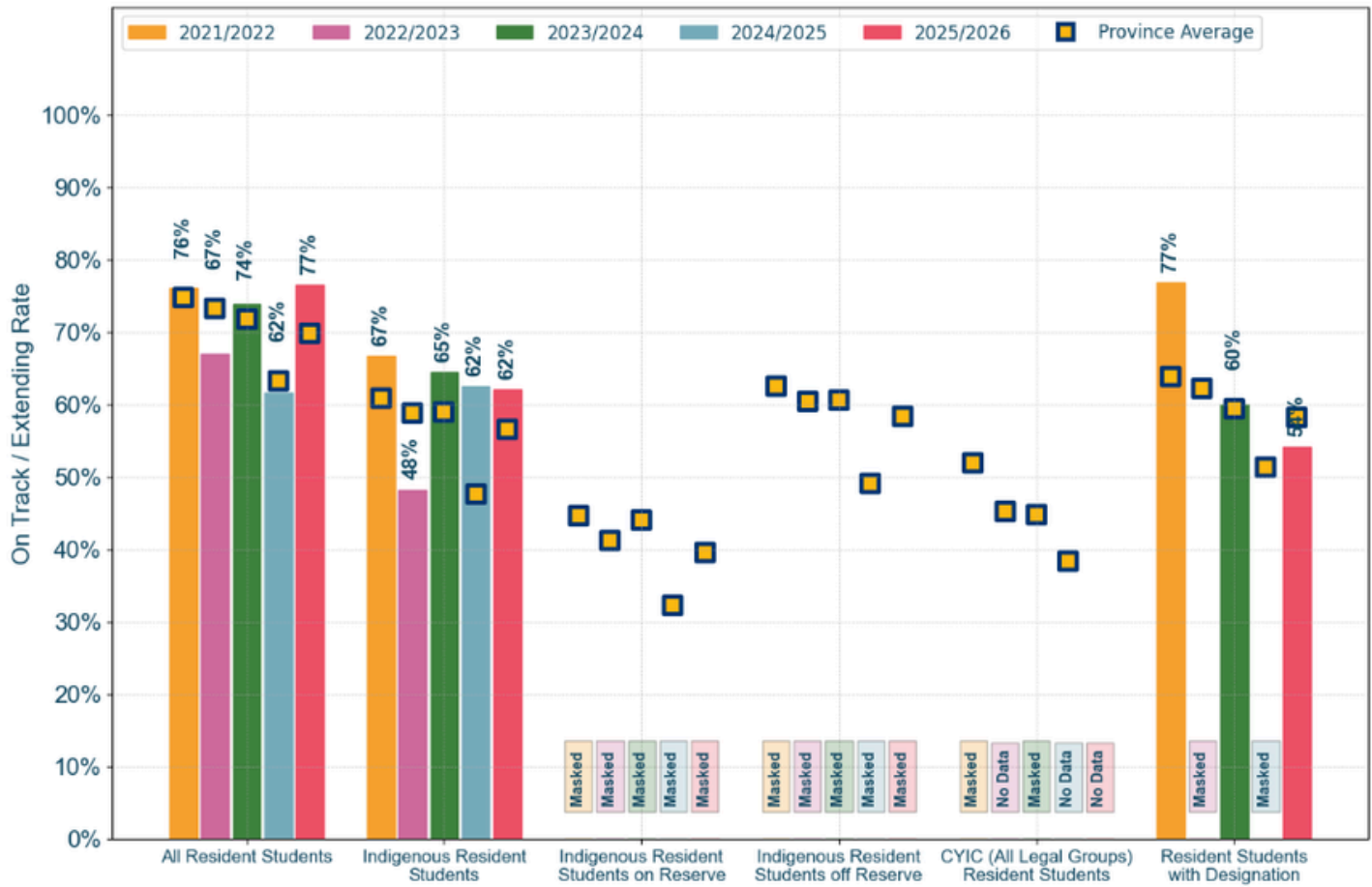
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	242 61%	289 65%	271 62%	250 74%	248 76%
Indigenous Resident Students	36 58%	40 73%	44 70%	40 80%	38 76%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	0	0
Resident Students with Designation	38 34%	49 33%	48 42%	37 46%	41 59%

Grade 4 FSA Literacy - On Track / Extending Rate
gathet



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	230 68%	268 63%	240 68%	227 72%	278 74%
Indigenous Resident Students	47 62%	42 55%	40 63%	35 83%	44 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	56 46%	62 39%	65 45%	63 54%	74 61%

Grade 7 FSA Literacy - On Track / Extending Rate

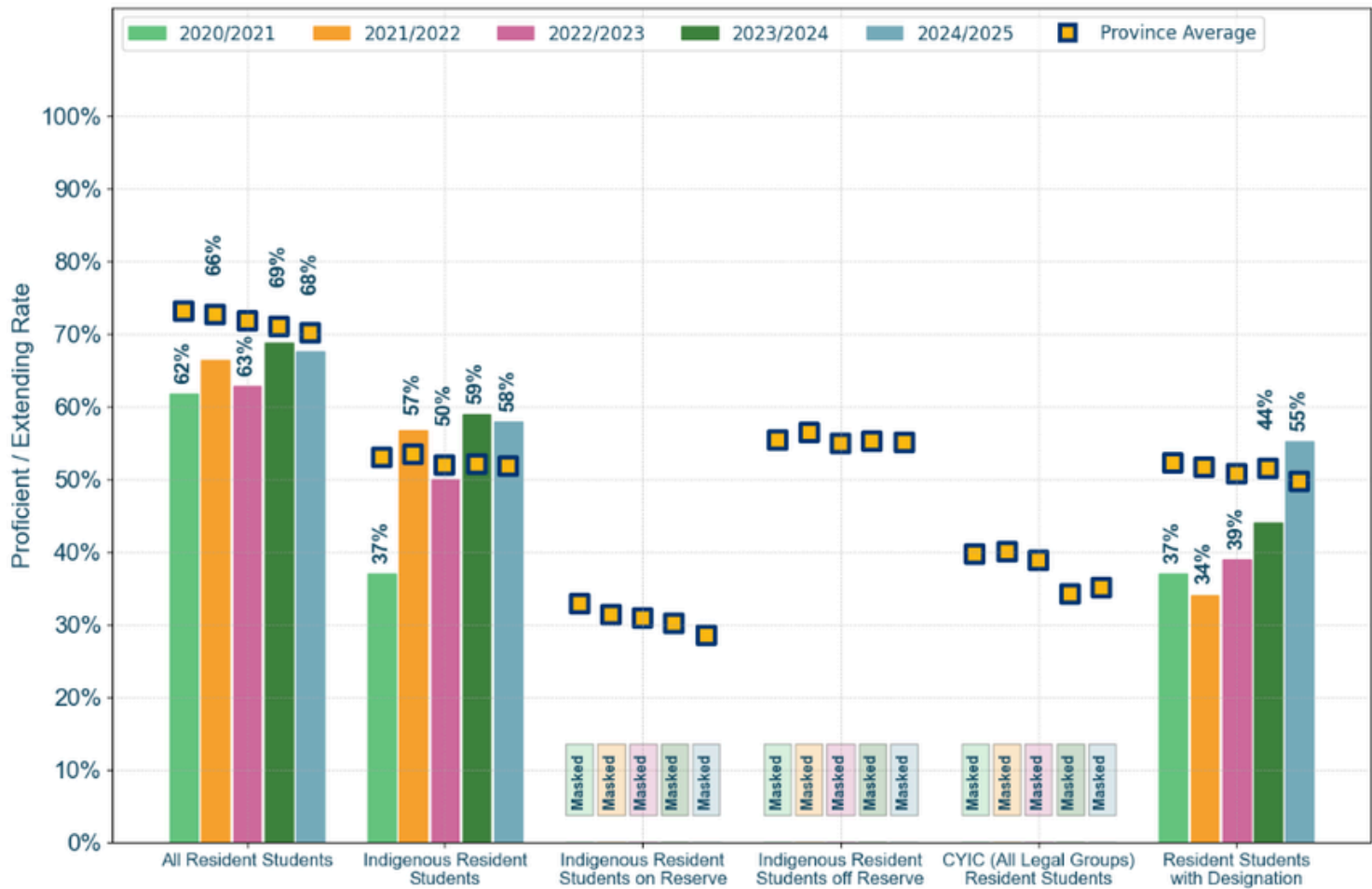


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	187 63%	229 78%	196 76%	223 80%	233 76%
Indigenous Resident Students	30 57%	40 70%	37 59%	43 67%	48 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	54 39%	65 60%	59 54%	65 57%	70 47%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



1. Key Context

- The participation rates for FSA literacy increased over the last five-year period for all resident students: The grade 4 cohort participation increased from 61% in 2021/22 to 76% in 2025/26, and the grade 7 cohort increased from 68% in 2021/22 to 74% in 2025/26. Participation rates improved for resident students with diverse abilities and disabilities; participation in the grade 4 cohort increased from 34% in 2021/22 to 59% in 2025/26 and the grade 7 cohort increased from 46% in 2021/22 to 61% in 2025/26.
- The Grade 10 Literacy Assessment participation was relatively stable and generally higher than FSA participation, ranging from 63% to 80% for all resident students, with 76% participation in 2024/25.
- The priority-population results are masked or suppressed due to the small cohort sizes, particularly for Children and Youth in Care and Indigenous learners on/off reserve; this limits the ability to report detailed subgroup trends publicly.
- The district's DIBELS data provides an additional early literacy indicator for K–7 students; in 2025/26, the overall end-of-year DIBELS profile indicated there are currently 52% of students at or above grade level expectations.
- Students enrolled in the qathet District Online Learning School (POLs) comprise over 30% of the District's graduation cohort. Consequently, the low participation rates within the online learning program have a substantial influence on the District's overall participation results.

2. What new information emerged when comparing the provincial data with relevant local data?

- For relevant local data, please see the [Enhancing Student Learning Local Data Report](#).
- The FSA results indicate that all resident grade 4 students are generally at or above the provincial average over several years, with 77% on track or extending in 2025/26. However, while FSA results show a relatively high percentage of students on track or extending, local DIBELS screener data indicates that many K–7 students continue to require additional or intensive literacy support. When comparing FSA results and local DIBELS data, given the significant difference between the assessment tools, the results may suggest that some students may be experiencing challenges with fluency and speed rather than reading comprehension.



- The grade 7 FSA literacy results show improvement for all resident students from 56% in 2024/25 to 74% in 2025/26, while DIBELS grade 7 end-of-year data in 2025/26 indicates 50% of students are at or above grade level expectations. Additionally, there has been a 13% increase in the number of students with diverse abilities and disabilities that are on track or extending on the grade 7 FSA over the past two years and are above the provincial average for the 25/26 school year.
- The grade 10 Literacy Assessment results for all resident students remain relatively consistent over time, ranging from 62% to 69% proficient/extending, with 68% in 2024/25; however, results for students with disabilities or diverse abilities remain lower overall, despite improvement to 55% in 2024/25. Additionally, there has been a 11% improvement in the number of students with diverse abilities and disabilities that are proficient/extending on the grade 10 Literacy Assessment since last year and are also above the provincial results.
- Evidenced by the FSA and Grade 10 Literacy Assessment data, students with disabilities or diverse abilities show improved results in several areas, but continue to perform below all resident students, indicating a persistent equity gap.

3. What strengths were identified?

- The grade 4 literacy results for all resident students increased from 62% on track/extending in 2024/25 to 77% in 2025/26, returning to a level comparable to earlier stronger results.
- The grade 7 literacy results for all resident students improved from 56% in 2024/25 to 74% in 2025/26, representing the highest result shown across a five-year period.
- The Indigenous resident students showed positive literacy results over several years: grade 4 Indigenous resident students were 62% on track/extending in 2025/26, and grade 7 Indigenous resident students were 64% in 2025/26, both above the provincial average.
- The students with disabilities or diverse abilities showed improvement in Grade 7 FSA literacy, increasing from 46% in 2021/22 to 58% in 2025/26, and in Grade 10 Literacy Assessment, increasing from 37% in 2020/21 to 55% in 2024/25.

4. What areas for growth were identified:

• For all students?

- Grade 4 and grade 7 cohorts FSA results fluctuate across years, suggesting that literacy outcomes are not yet consistently sustained across cohorts. For example, grade 4 all resident students cohort ranged from 62% to 77% on track and extending, while grade 7 cohort ranged from 56% to 74%.
- Local DIBELS data indicates that a substantial proportion of students continue to require additional literacy support; in 2025/26, 48% of all K–7 students could benefit from intensive or strategic support at year-end. This indicates the need for early, improved tier 1 instruction.



- **For Indigenous learners?**

- Literacy results for Indigenous resident student show variability across years. Grade 4 Indigenous resident students ranged from 48% to 67% on track and extending, and grade 7 Indigenous resident students ranged from 52% to 76% across the years shown.
- Several Indigenous learner subgroups are masked, including on-reserve and off-reserve categories, which limits deeper public analysis of trends within Indigenous student results. Small cohort sizes lead to increased volatility in results. Students residing on former reserve still show achievement gaps when compared with their non-Indigenous peers indicating persistent inequities.

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

- Children and Youth in Care results are masked or show no data across most literacy measures because of small cohort sizes; this limits public reporting and makes it difficult to identify patterns using the provided charts alone.
- Further analysis of individual results for Children and Youth in Care indicates that while literacy intervention is required, students are making improvements in literacy skill acquisition.

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

- Students with disabilities or diverse abilities continue to perform below all resident students across the measures shown. In 2025/26, 54% of grade 4 students with disabilities or diverse abilities were on track or extending compared with 77% for all resident students, and 58% of grade 7 students with disabilities or diverse abilities compared with 74% for all resident students. While there have been improvements with this cohort, they continue to perform below all resident students indicating persistent inequity.
- Grade 10 students with disabilities or diverse abilities improved to 55% proficient or extending in 2024/25, but this remained below the 68% result for all resident students. While it is recognized that many of these students participate in the District's Provincial Online School, a thorough assessment of programs and services to this priority group within the POLS is needed to ensure equity of programming.



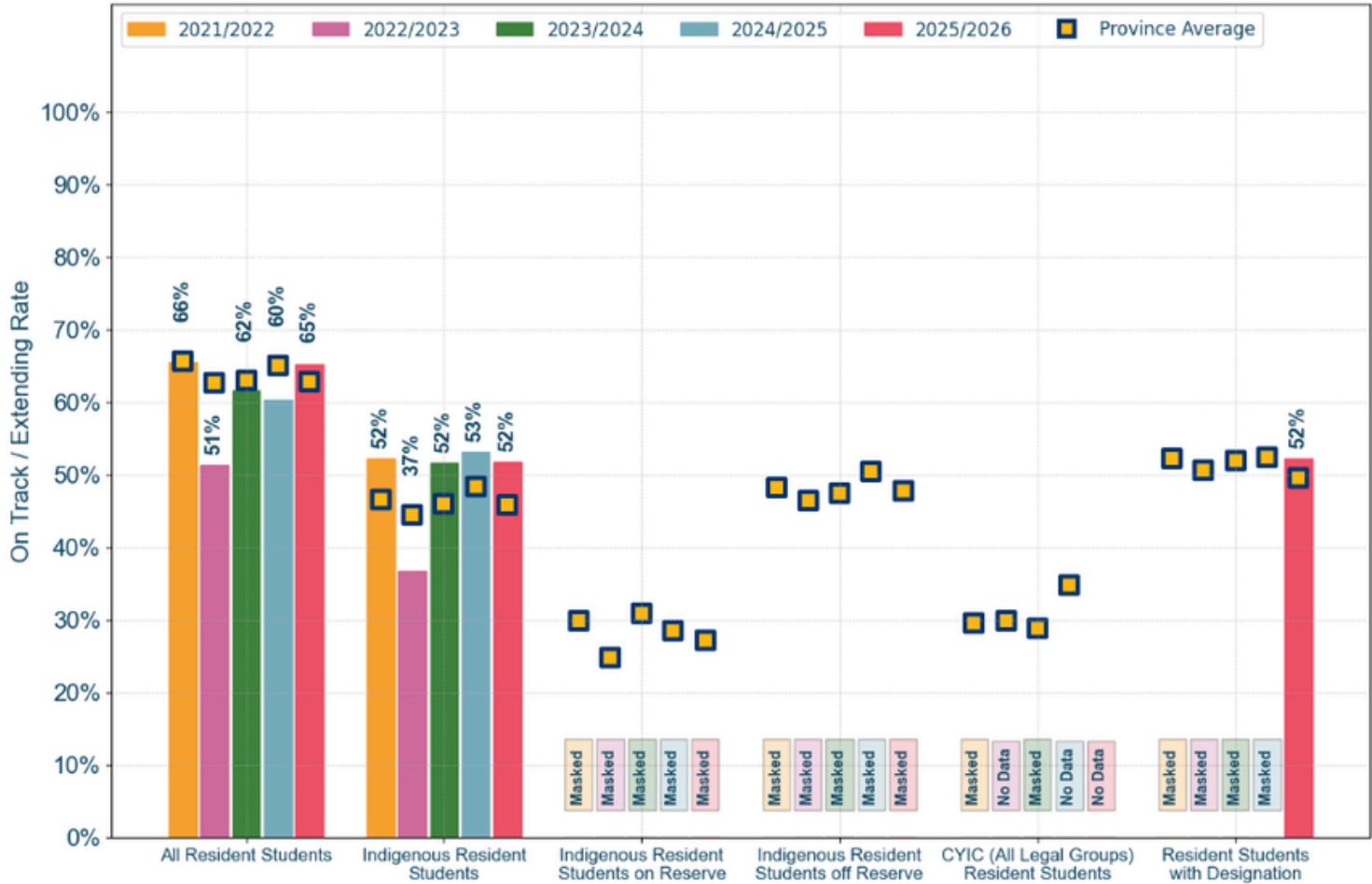
Educational Outcome 2: Numeracy

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	242 60%	289 65%	271 62%	250 74%	248 75%
Indigenous Resident Students	36 64%	40 75%	44 70%	40 80%	38 76%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	0	0
Resident Students with Designation	38 29%	49 35%	48 40%	37 43%	41 56%

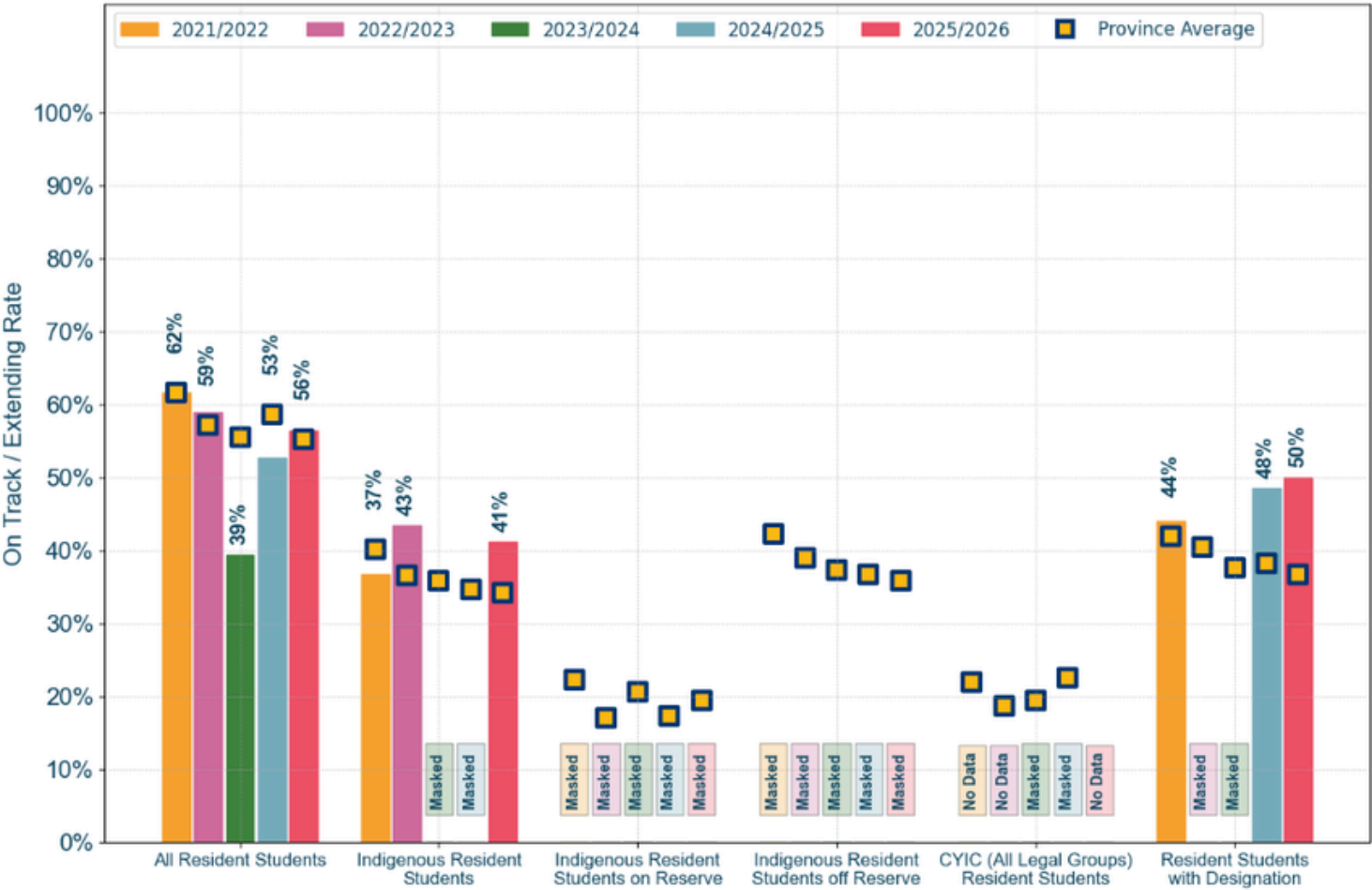
Grade 4 FSA Numeracy - On Track / Extending Rate



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	230 67%	268 63%	240 67%	227 72%	278 73%
Indigenous Resident Students	47 64%	42 55%	40 63%	35 83%	44 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	56 45%	62 37%	65 40%	63 52%	74 59%

Grade 7 FSA Numeracy - On Track / Extending Rate
qathet

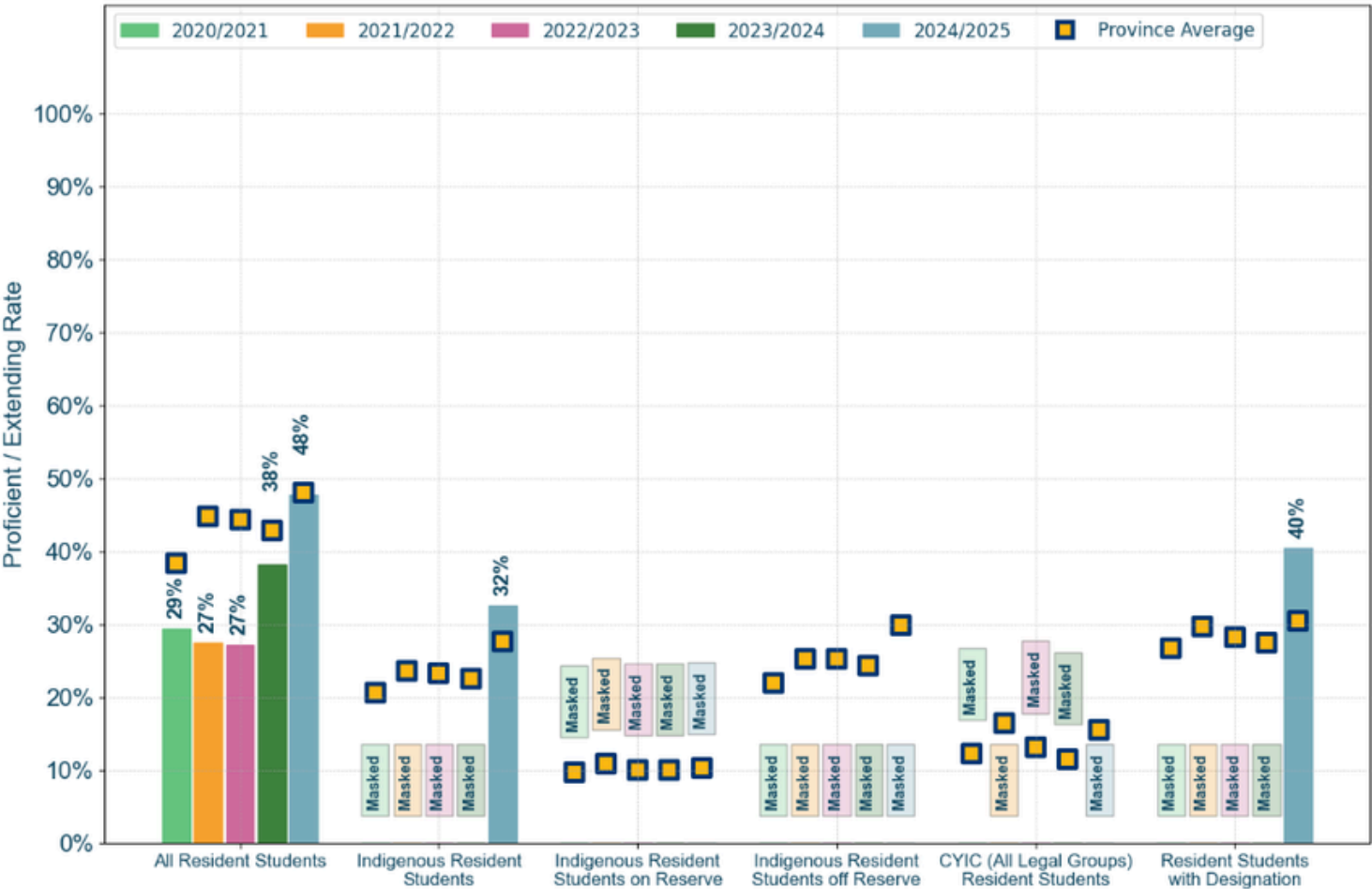


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	185 66%	229 69%	193 76%	226 77%	232 75%
Indigenous Resident Students	28 46%	42 60%	37 62%	45 64%	47 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	53 40%	65 49%	59 59%	66 53%	69 46%

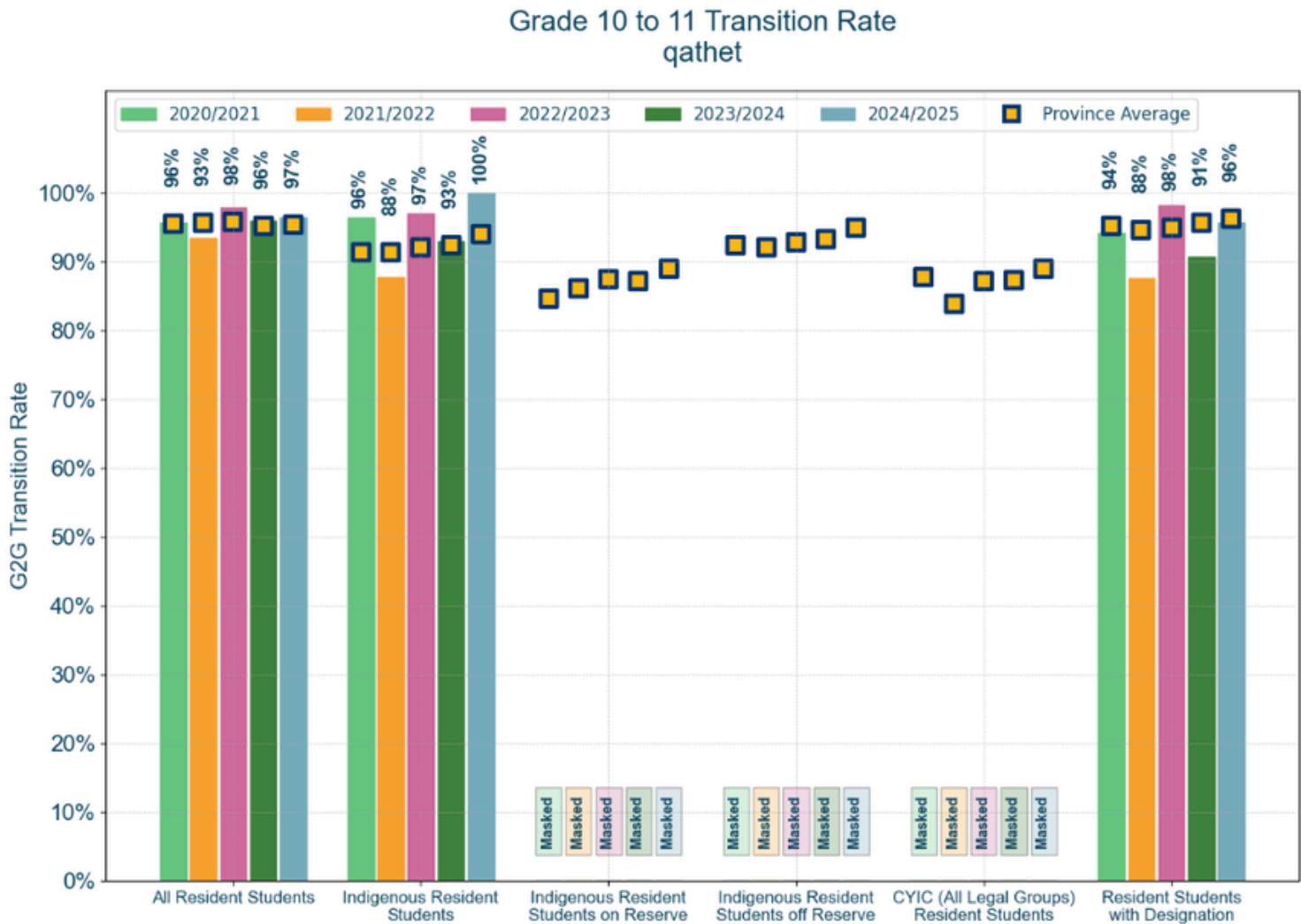
Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
qathet



Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

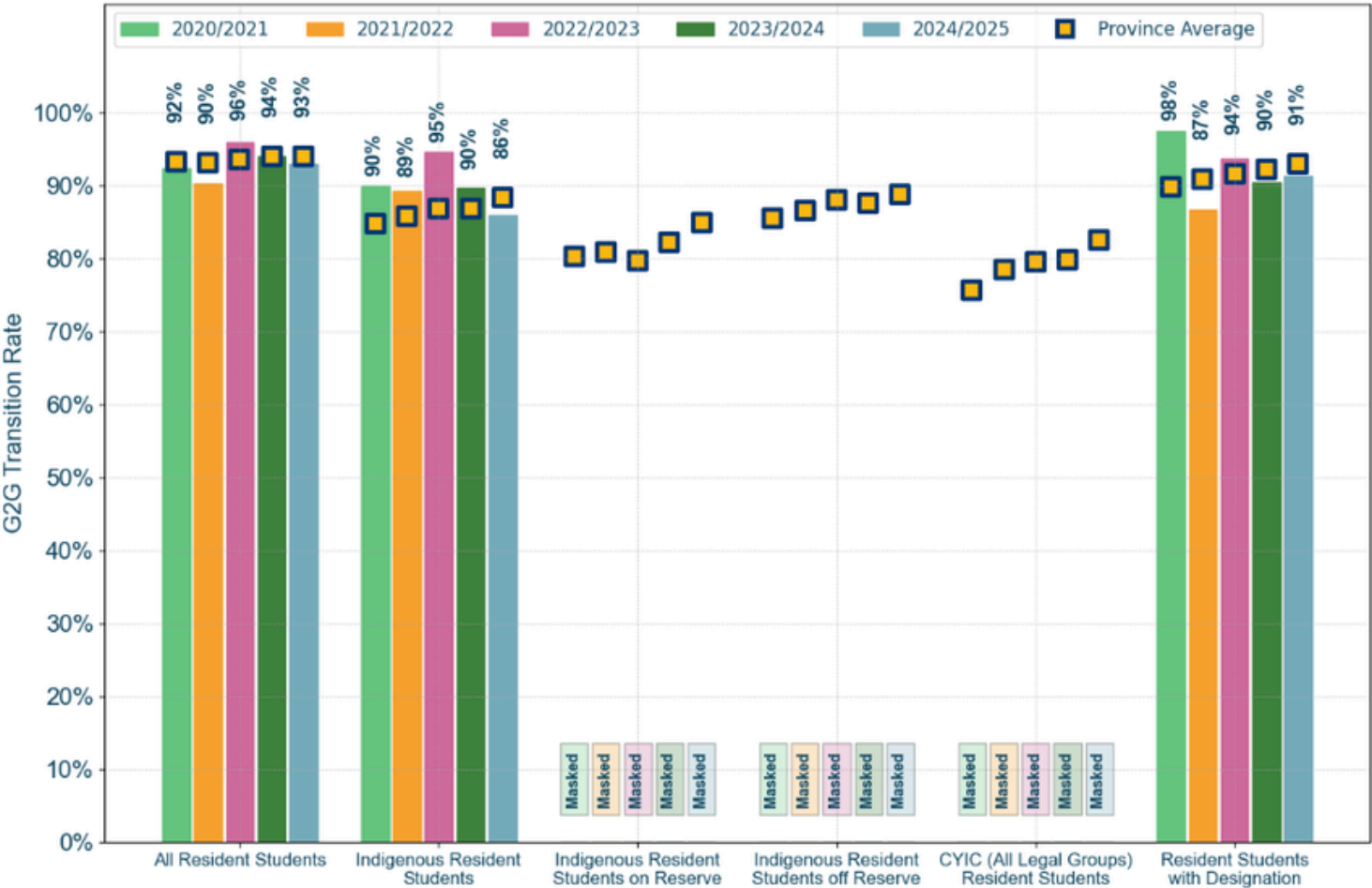
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	183	227	188	221	230
Indigenous Resident Students	28	41	34	43	48
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	52	65	59	65	70



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	172	186	222	202	227
Indigenous Resident Students	20	28	37	39	43
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	41	53	64	73	69

Grade 11 to 12 Transition Rate
qathet



1. Key Context

- The participation rates for FSA numeracy increased over time for all resident students: grade 4 increased from 60% in 2021/22 to 75% in 2025/26, and grade 7 increased from 67% to 73% over the same period.
- The Grade 10 Numeracy Assessment participation rate has remained relatively stable over time, ranging from 66% to 77%, with a participation rate of 75% in 2024/25. It is important to note that students enrolled in the Provincial Online Learning School (POLS) represent a significant portion of the district's graduation cohort. While the POLS participation rate of 44% exceeds the provincial POLS participation rate of 23%, it continues to have an impact on the district's overall participation rate .
- The results for the priority populations (e.g., Children and Youth in Care, Indigenous learners on/off reserve) are frequently masked due to small cohort sizes, limiting detailed public sub group analysis.
- Local numeracy assessment data (SNAP K–7) shows variability across competencies (communicating, reasoning, understanding, problem solving), with many students demonstrating strength at the developing and proficient level but with continued inconsistency across strands.

2. What new information emerged when comparing the provincial data with relevant local data?

- For relevant local data, please see the [Enhancing Student Learning Local Data Report](#).
- The FSA results for grades 4 suggest some improvement in numeracy performance (60% on track or extending in 2024/25 to 65% in 2025/26, while local assessment data (SNAP) demonstrates variability across problem solving and reasoning, indicating inconsistent skill development.
- The grade 7 FSA numeracy results increased from 53% on track and extending in 2024/25 to 56% in 2025/26 which is slightly above the province. Local data continues to show a mix of proficiency levels across competencies, indicating inconsistent skill development.
- The grade 10 Numeracy Assessment results show gradual improvement over time for all students (reaching 48% proficient and extending in 2024/25), but this remains below provincial averages and indicates ongoing system-level need.
- Across all measures, students with disabilities or diverse abilities demonstrate improvement in numeracy outcomes over time, but continue to perform below all resident students, confirming a persistent equity disparity across both provincial and local data.

3. What strengths were identified?

- The grade 4 numeracy results for all resident students show improvements and consistency, with results returning to 65% on track and extending in 2025/26 after a decline in earlier years.
- The grade 7 numeracy results show a positive upward trend from 53% to 56% on track and extending in the most recent year, indicating incremental improvement.
- The Graduation Numeracy 10 Assessment shows a strong participation rate with all residents. The results in 2024/25 indicate that students are meeting the provincial average of 48% proficient or extending.
- Indigenous resident students demonstrate some strong results in recent years, particularly in grade 4 (52% on track and extending in 2025/26) and grade 7 (41% in students on track and extending).
- Students with disabilities or diverse abilities (masked data) show improvement in numeracy for both FSA and Grade 10 assessments and were above the provincial data.

4. What areas for growth were identified:

• For all students?

- Numeracy outcomes overall show less sustained improvement over time, particularly at grade 7 and grade 10 levels.
- Results fluctuate across years and cohorts, with grade 4 ranging from 51% to 66% on track and extending and grade 7 from 39% to 56%, indicating inconsistent achievement.
- Local assessment data (SNAP) indicates inconsistent results across numeracy competencies. This was particularly evident in reasoning and problem solving, suggesting the need for a focused Tier 1 approach in these areas.

• For Indigenous learners?

- The results for Indigenous student show inconsistent skill acquisition across years and grades (e.g., grade 4 ranging from 37% to 52% of students on track and extending, grade 7 with fluctuating results including masked years and recent improvement).
- Masked data for subgroups limits deeper analysis and identification of trends for Indigenous learners across contexts. Targeted interventions will be necessary to close gaps between students on the former reserve and all resident students. Indigenous learners continue to perform below all resident students indicating persistent inequity.



- **For children and youth in care?**
 - Available numeracy data for Children and Youth in Care is largely masked or unavailable due to small cohort sizes, limiting the ability to identify public trends or patterns in achievement.
- **For students with disabilities or diverse abilities?**
 - Students with disabilities or diverse abilities continue to perform below all resident students in numeracy across grade 4, grade 7, and grade 10 assessments. They continue to perform below all resident students, indicating persistent inequity.
 - While improvement is evident in the current data (e.g., grade 4 increasing to 52% of students on track and extending, grade 7 to 50%, and grade 10 to 40%), a significant gap persists compared to overall student performance.



Human and Social Development

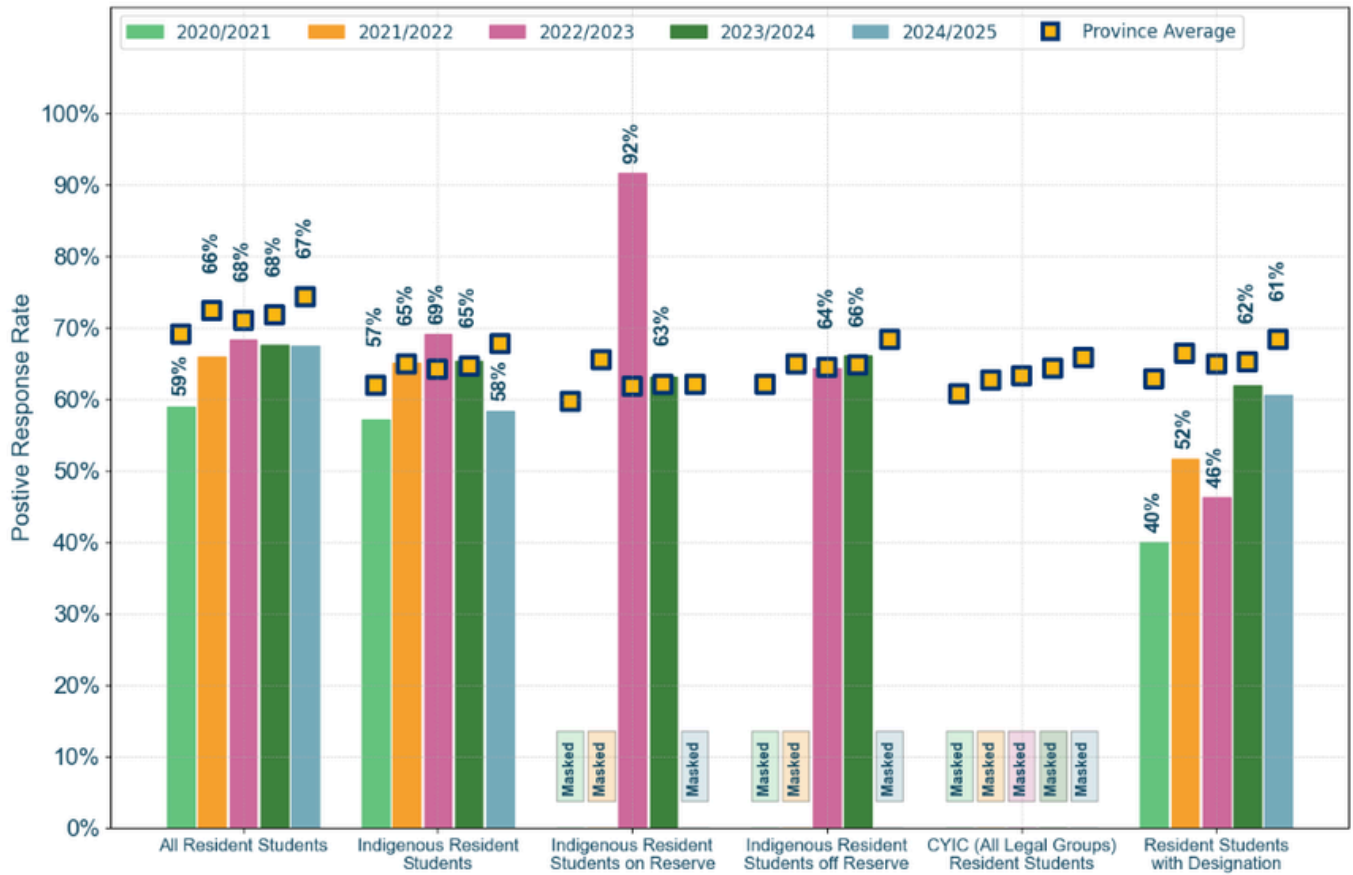
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

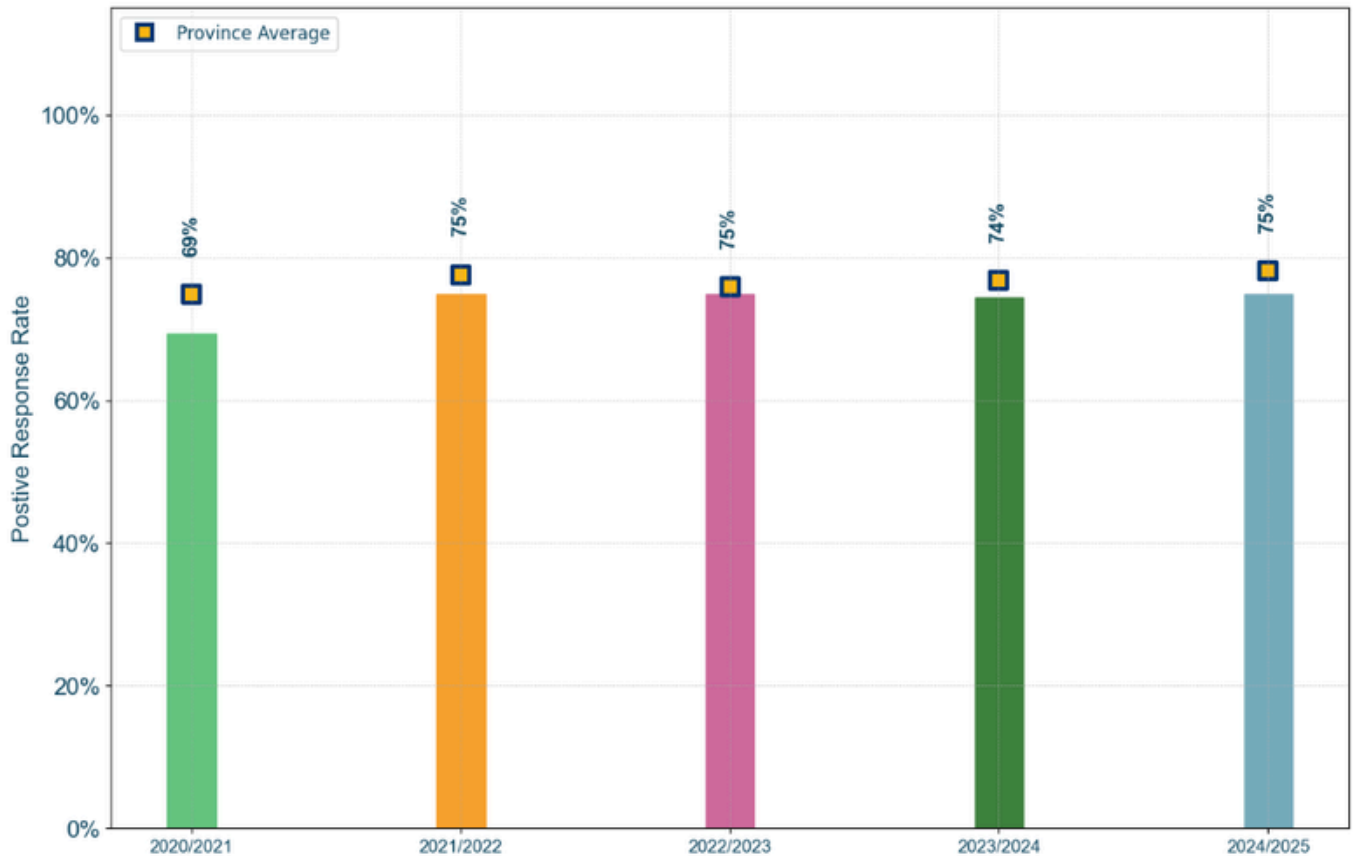
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	398 79%	439 85%	469 85%	489 87%	454 86%
Indigenous Resident Students	74 66%	76 83%	90 77%	98 80%	88 76%
Indigenous Resident Students on Reserve	22 45%	13 77%	16 75%	26 73%	15 80%
Indigenous Resident Students off Reserve	52 75%	63 84%	74 77%	72 82%	73 75%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87 61%	90 68%	91 70%	107 75%	82 72%

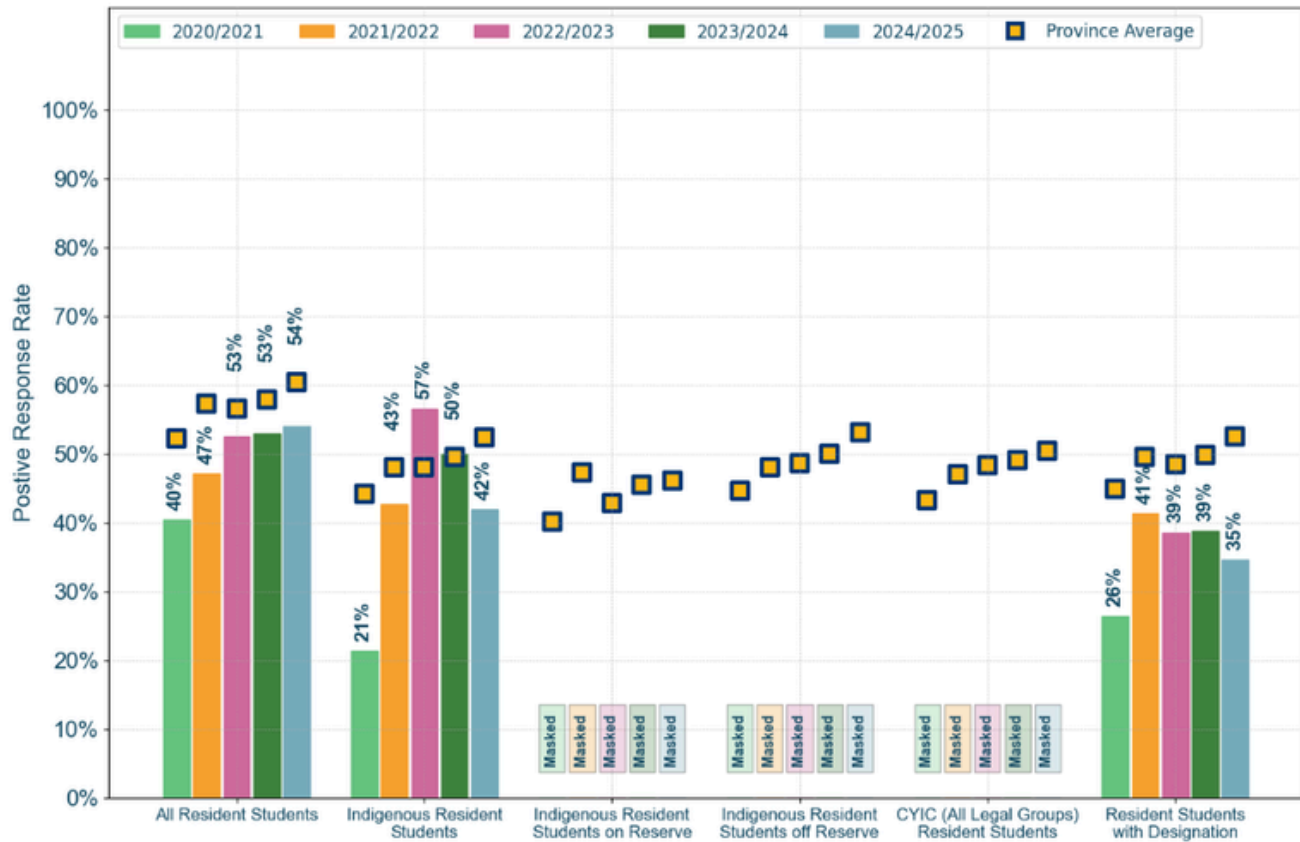
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 qathet



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

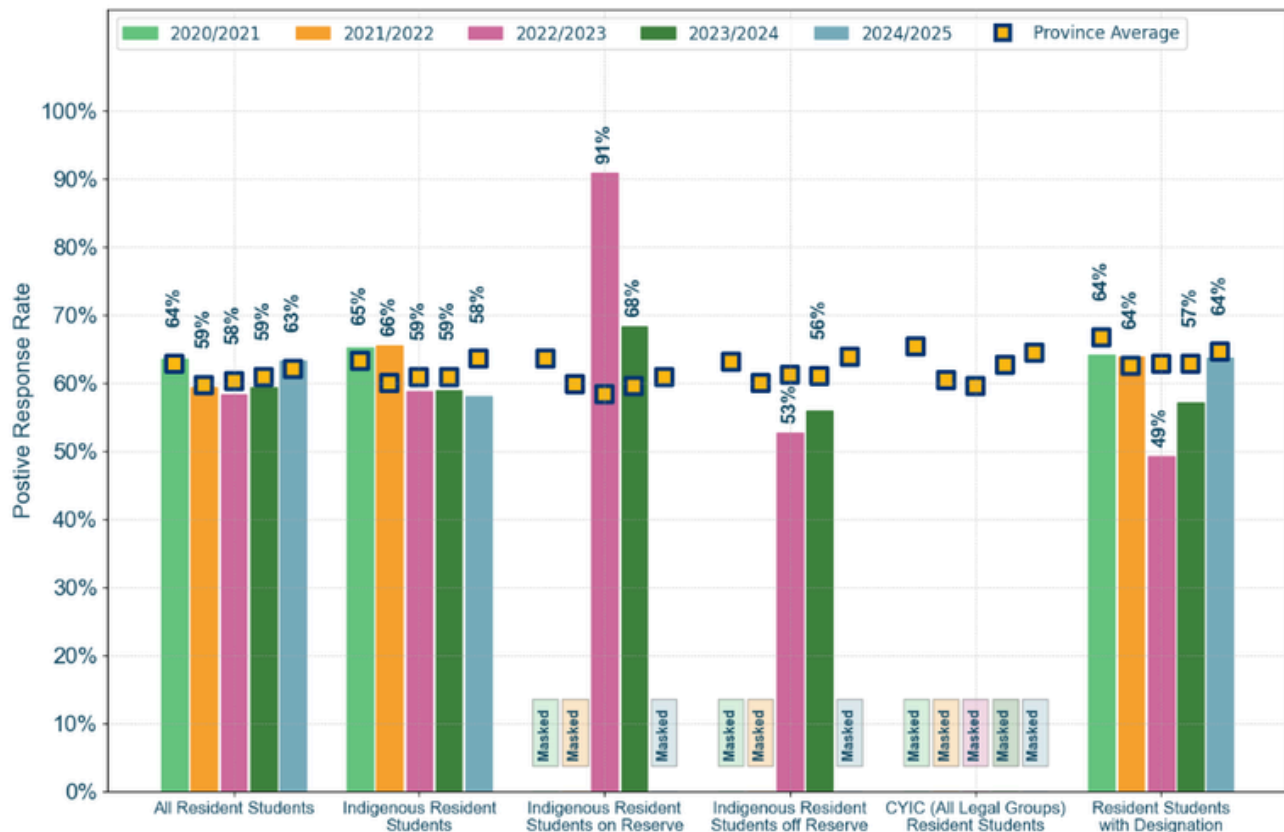


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 qathet



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

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



1. Key Context

- Participation in the Student Learning Survey remains consistent and relatively high across grades 4, 7, and 10, with 86% participation for all resident students in 2024/25, demonstrating strong student engagement which helps inform district planning and decision making.
- Over the four-year period, students reporting feeling welcome at school has been relatively stable at 67%.
- Post Covid, measures of sense of belonging and feeling safe show relatively stable results over time, generally in the mid-range (53%–54% for belonging and 74%–75% for feeling safe at school).
- School connectedness and relationships with caring adults are key contributors to student well-being and success. Student Learning Survey Data has shown a small increase over the past three years in students identifying 2 or more adults who care and is also above the provincial average. Local MDI and YDI also show similar results in students identifying 2 or more adults who care.

2. What new information emerged when comparing the provincial data with relevant local data?

- For relevant local data, please see the [Enhancing Student Learning Local Data Report](#).
- While Student Learning Survey results show moderate improvements in feeling welcome, local MDI/YDI data indicates stronger performance in identifying adults who care, suggesting relationships may be a relative strength compared to overall school connectedness.
- Sense of belonging remains consistently below provincial data, despite improvements over time, indicating an ongoing area of focus.
- Students with disabilities or diverse abilities show notable improvement in feeling welcome (40% to 61%) and adults who care has now reached 64%, yet their sense of belonging remains lower (35% in 2024/25), indicating the need to strengthen school belonging among this priority population.
- Indigenous student results show decreases in several areas including feeling welcome and a sense of belonging but remain inconsistent across cohorts. Staffing has remained consistent. Analysis with the IEC will help inform steps to improve students' feelings of being welcome, safe, and connected at school.

3. What strengths were identified?

- Feeling welcome at school has remained steadily, with all resident students increasing to 67% positive response in 2024/25.
- Students with disabilities or diverse abilities show gains in identifying caring adults, highlighting ongoing efforts to develop relationships and foster inclusive school environments.
- Students reported feeling safe is consistent over time remaining around 75%, suggesting that most students feel physically and emotionally safe at school.
- As evidenced in the student learning survey masked data, children and youth in care have shown improvement in their sense of belonging, and their results are above district and provincial averages for all students.

4. What areas for growth were identified:

• For all students?

- Sense of belonging remains an area for growth, with results improving from 40% to 54%, yet still below provincial comparison levels and other well-being measures.
- Students identifying two or more adults who care remains relatively consistent over time, with results for all students in the low-to-mid 60% range, consistent with local MDI findings. These results remain on par or slightly below provincial averages.
- While students report feeling safe, there has been limited improvement over time, suggesting the need to deepen students' perception of safety as relational and emotional, not simply physical.
- Differences between stronger "adults who care" results and lower belonging results suggest that connection to adults does not always translate into overall school connectedness.

• For Indigenous learners?

- Indigenous student results show variation across measures and years, with improvements in feeling welcome and belonging not yet consistently sustained.
- Local district analysis suggests a decline in belonging for Indigenous learners; therefore, continued focus on culturally responsive and identity-affirming environments is needed to strengthen consistency.

• For children and youth in care?

- District-level reporting indicates inconsistent results in identifying caring adults for this group, suggesting a need for continued targeted support.
- While we recognize that there has been some improvement in feeling welcome and identifying adults who care, our results have fluctuated and highlight the need for continued emphasis on creating safe, caring, and welcoming schools.

- **For students with disabilities or diverse abilities?**
 - Although improvements are evident, students with disabilities and diverse abilities' sense of belonging remain significantly lower in comparison to all resident students (35% compared to 54%).
 - Results indicate positive progress in helping students feel welcomed and supported; however, opportunities remain to strengthen students' overall sense of belonging, and connection within the school community.



Career Development

Educational Outcome 4: Graduation

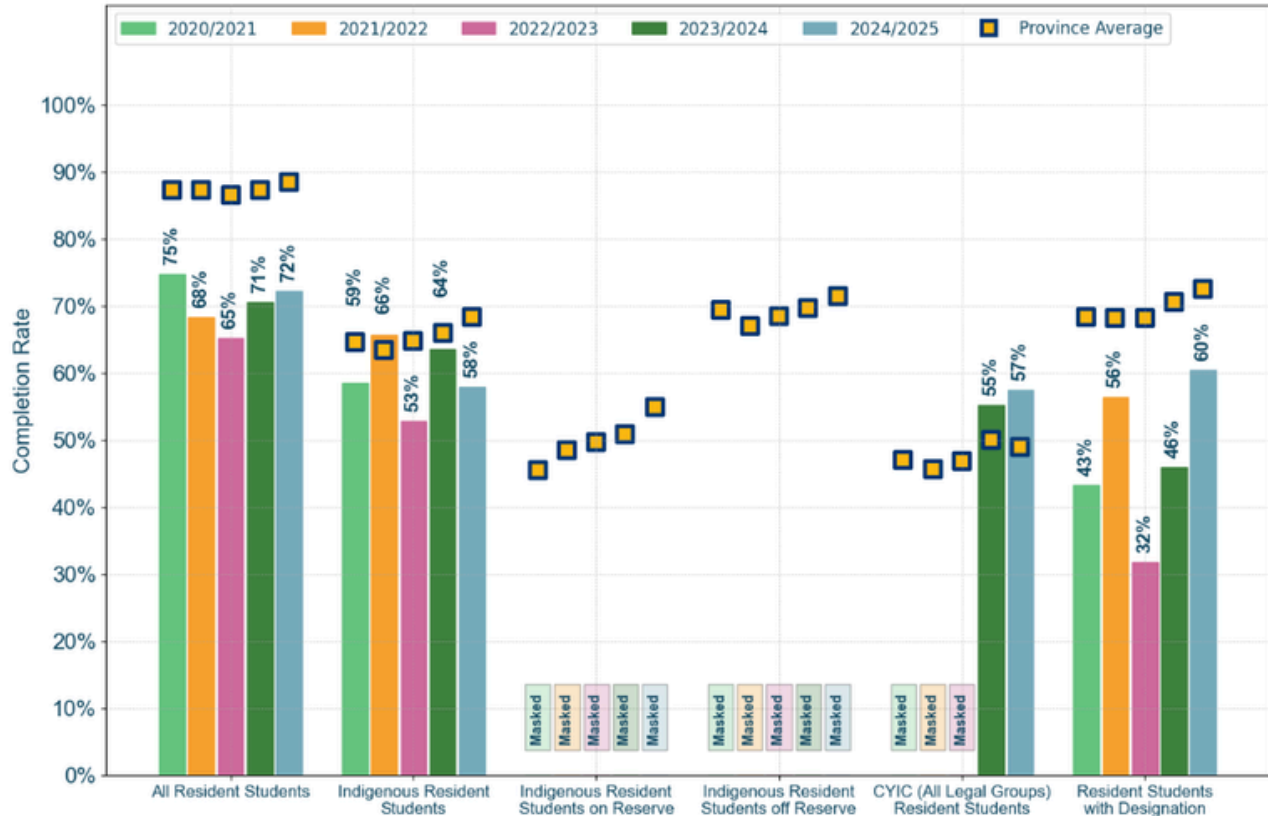
Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

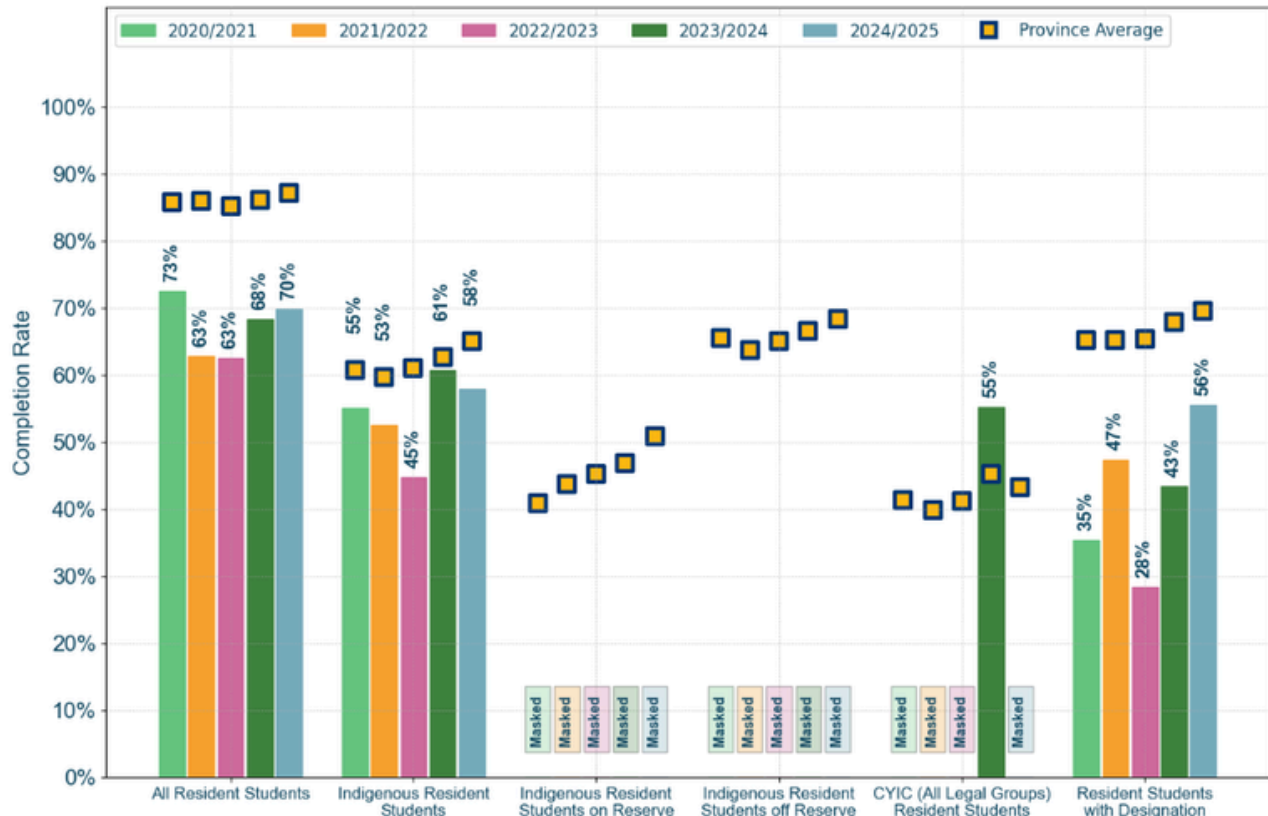
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	201 19	185 20	203 19	252 24	221 18
Indigenous Resident Students	32 3	26 3	27 2	40 4	45 4
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	20 2	19 2
Resident Students with Designation	56 5	49 5	66 6	84 8	90 7



5-Year Completion Rate - Dogwood + Adult Dogwood qathet



5-Year Completion Rate - Dogwood qathet



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key Context

- Secondary student transitions remain strong, with Grade 10–11 transition rates ranging from 93%–98% and Grade 11–12 transition rates ranging from 92%–96% over recent years, indicating that most students remain engaged and on track toward graduation.
- Although below the provincial average, the district's five-year completion rate for all residents has continued to improve with a 70.5% completion in 2024/25.
- The District's POL, with a large cohort size, continues to significantly impact the overall completion rate for the district.
- Completion rates for Indigenous learners and students with diverse abilities and disabilities programs show improvement over time but remain below district-wide rates in the standard school, highlighting the need for continued targeted support.
- Student survey data indicates that many students feel their school is preparing them for future careers and post-secondary pathways, though responses suggest opportunities to strengthen confidence and readiness for life after graduation.



2. What new information emerged when comparing the provincial data with relevant local data?

- For relevant local data, please see the [Enhancing Student Learning Local Data Report](#).
- Although completion rates for Indigenous learners and students with diverse abilities and disabilities remain higher than the provincial averages at the standard secondary school, they continue to fall below overall district completion rates. This indicates that equity gaps in long-term student outcomes persist and remain an important area of focus for the district.
- Student perceptions of post-secondary readiness are generally positive; however, survey responses suggest that not all students feel fully prepared for career and post-secondary transitions, indicating an opportunity to strengthen career planning and pathway awareness.
- Graduation assessment results show stronger performance in Literacy than Numeracy, suggesting that mathematical readiness may influence some students' confidence regarding post-secondary and career pathways.

3. What strengths were identified?

- Grade-to-grade transition rates remain high, indicating that students are successfully progressing toward graduation.
- The five year graduation rate for Indigenous students in the standard school (brick and mortar) is well above the provincial average at 83.6% compared to the Indigenous students in the province at 73%.
- Student participation rates on Graduation Assessments remain strong, with approximately 75–76% participation for Grade 10 Literacy and Numeracy assessments.
- Student survey data indicates that many students believe their school is helping prepare them for life after secondary school and future career pathways.

4. What areas for growth were identified:

• For all students?

- Continue to strengthen intervention and timely supports for grade 12 students in both the regular and online schools to ensure successful Dogwood Graduation.
- Continue strengthening career exploration, career awareness, and pathway planning to increase student confidence regarding future education and employment opportunities.
- Increase opportunities for students to connect classroom learning with authentic career, community, and post-secondary experiences.
- Continue to improve literacy skills in the later secondary years as the Graduation Assessment for Literacy 12 indicates this remains a challenge.
- Continue improving numeracy outcomes, as Graduation Assessment results indicate this remains an area of challenge for many students.

• For Indigenous learners?

- While completion and transition rates have improved at the standard school, Indigenous student outcomes remain below the standard school average in some measures, indicating a need for continued targeted support and pathway development.
- Continue to strengthen culturally responsive career pathways and mentorship opportunities connected to Indigenous identity, language, culture, and community.



- **For children and youth in care?**
 - Data remains limited due to small cohort sizes and masking, making trend analysis difficult. Continued individualized transition planning and wrap-around support remain important.
- **For students with disabilities or diverse abilities?**
 - Completion rates remain below district averages, indicating a need for strengthened transition planning and post-secondary pathway supports.
 - Continue expanding opportunities for work experience, career exploration, and individualized planning that aligns with student strengths and interests.



Educational Outcome 5: Life and Career Core Competencies

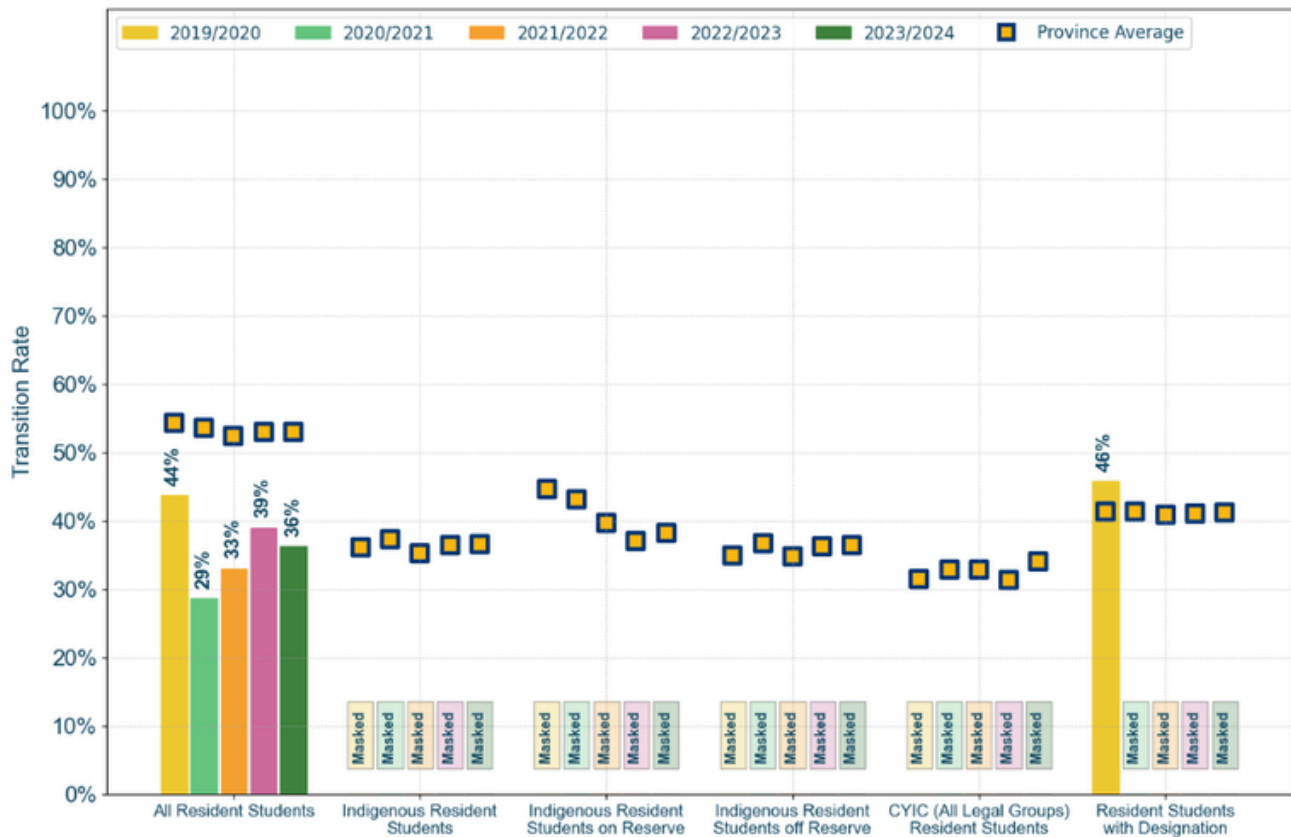
Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

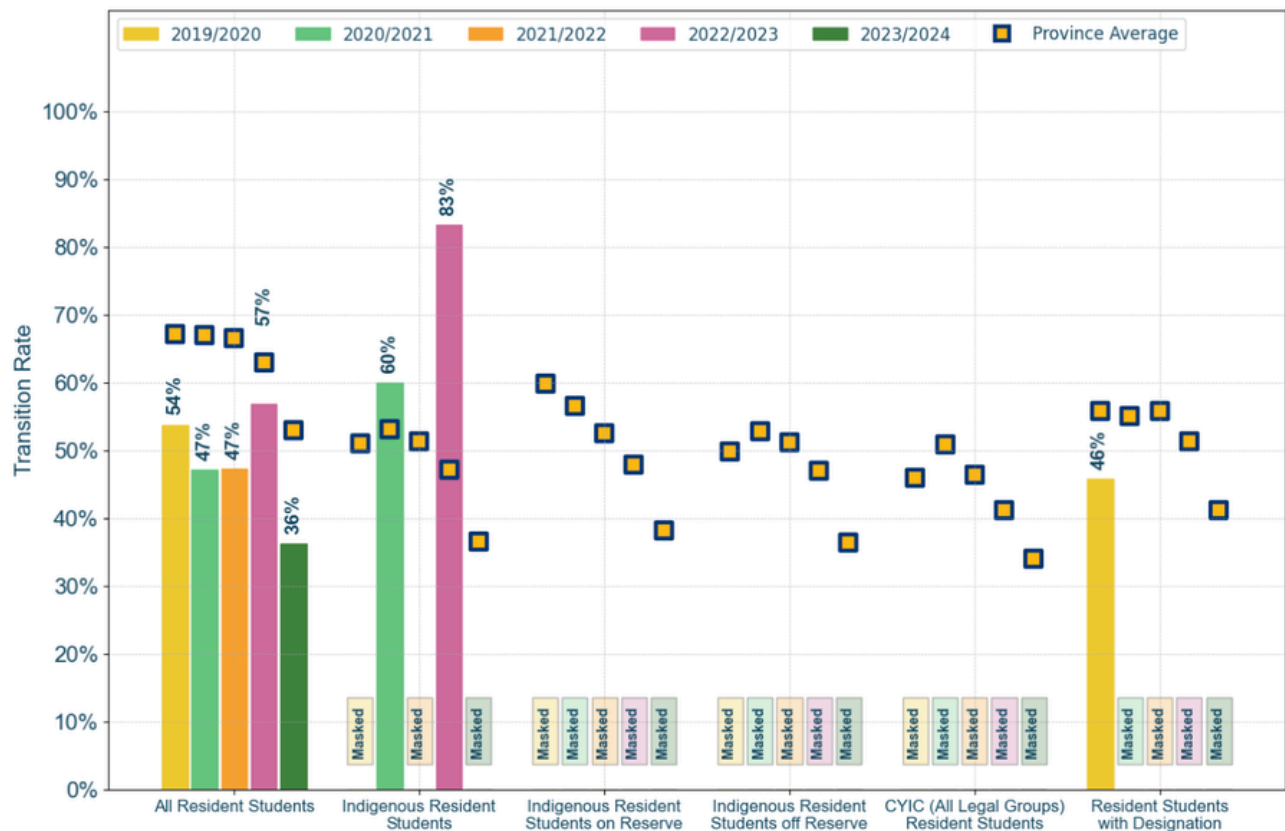
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	158	140	112	123	174
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	24	Masked	Masked	Masked	Masked



Immediate Transition to Post-Secondary qathet



Within 3 Years Transition to Post-Secondary qathet



Post-Secondary Transitions

1. Key Context

- The district continues to provide a variety of career-focused pathways including trades training, Youth Work in Trades, Work Experience, Hairdressing, Skills Exploration (Skills X), and Trades Sampler programs. These opportunities allow students to develop Career Awareness, Personal Responsibility, Communication, Collaboration, and Critical Thinking competencies through authentic experiences.
- Student participation in career-focused programs remains strong. Programs such as Work Experience (27 students), Skills X (24 students), Trades Sampler (28 students), Hairdressing (10 students), and several dual-credit trade opportunities provide students with multiple pathways to graduation and future employment.
- Program completion rates are generally high, with many career-focused programs achieving final averages above 80% and several above 90%, including Work Experience (92.5%) and Youth Work in Trades programs (91–95%).
- Grade-to-grade transition rates and six-year completion rates are improving, suggesting that most students are successfully developing the competencies needed to persist through secondary school and prepare for post-secondary education, training, and employment.

2. What new information emerged when comparing the provincial data with relevant local data?

- For relevant local data, please see the [Enhancing Student Learning Local Data Report](#).
- High school transition rates suggest students are successfully progressing through school; local career pathway data further demonstrates that many students are actively engaging in hands-on experiences that support development of Career and Life competencies.
- Local career program data provides evidence of students applying learning in authentic settings, particularly through trade certifications, work experience placements, and industry partnerships that are not reflected in provincial achievement measures.
- Student participation in trades, work experience, and dual-credit opportunities demonstrates strong interest in diverse pathways beyond traditional academic programs.
- Local pathway data suggests that students benefit from opportunities to connect learning to future goals, supporting district findings that career development contributes positively to engagement and successful transitions.

3. What strengths were identified?

- Students are participating in a broad range of career-focused programs, including trades, work experience, hairdressing, Skills X, and dual-credit opportunities, providing multiple entry points for developing life and career competencies.
- Career pathway programs demonstrate strong student success rates, with final averages ranging from approximately 80% to 95% across most offerings.
- Transition rates between Grade 10–11 and Grade 11–12 remain consistently high, indicating strong persistence, goal-setting, and educational engagement.
- The district has established strong community and post-secondary partnerships that provide students with opportunities to apply learning in authentic and meaningful contexts.



4. What areas for growth were identified:

- **For all students?**

- Continue expanding opportunities for students to explore a variety of career pathways and connect their learning to future goals.
- Increase opportunities for students to explicitly reflect on and demonstrate the Core Competencies associated with career development, including communication, collaboration, critical thinking, creativity, and personal awareness.
- Strengthen students' understanding of post-secondary options, labour market opportunities, and emerging careers.

- **For Indigenous learners?**

- Continue to strengthen culturally responsive pathway programming and opportunities that connect career development with Indigenous identity, culture, community, and land-based learning.
- Expand Indigenous mentorship opportunities and exposure to diverse post-secondary and employment pathways.

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

- Continue individualized planning and wrap-around supports to support successful transitions through school and into employment, training, or post-secondary pathways.
- Monitor participation and access to career-focused opportunities to ensure equitable engagement.

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

- Strengthen individualized transition planning and opportunities for workplace learning, community-based experiences, and career exploration.
- Continue to develop pathways that support diverse post-secondary, employment, and independent living goals.



District Context

Territorial Acknowledgement

We would like to acknowledge and thank the Coast Salish peoples, specifically the ʔaʔamɩn Nation whose traditional and treaty territory qathet School District (qSD) resides on. We are grateful to carry out our work on these lands and appreciate the opportunity to learn from the original keepers of this land about relationships of care and interdependence. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.



About qathet School District

qathet School District is situated in a beautiful coastal community on the Upper Sunshine Coast surrounded by the qathet Regional District and on the traditional and treaty territory of the ʔaʔamɩn Nation. Just over 130 km from Vancouver, qathet School District is surrounded by forest, mountains, and many freshwater bodies of water and is part of the coastal mountain range. With the Pacific Ocean to its west, the region enjoys a temperate climate. The qathet Regional District currently has a population of 21, 496 (Statistics Canada: 2021 Census). In the qathet region, the median family income is \$94,159 while provincially the median income is \$113,137. Locally, the unemployment rate is 0.24% above the provincial unemployment rate.

qathet School District serves approximately 3,600 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school. We also provide several additional programs, including the following:

- ʔayʔajuθəm Language Program (K-12)
- Before and After School Program
- Dual Credit Academics and Trades
- French Immersion (K-12)
- [GIJE \(Guided Indigenized Journey to Excellence\) 10-12 program](#)
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center
- Provincial Auditory Outreach Program
- [qaymɩxʷqɛnəmʂt \(K-1 ʔayʔajuθəm immersion language pilot\)](#)
- Strong Start Programs
- Summer Learning Programs

qathet School District has a diverse student population that includes:

School Year	All Students	Online	Indigenous	On Reserve	Métis	Students with diverse abilities	CYIC
2025/2026	3441	1327	498	111	115	742	19

Like many rural districts, we have had some challenges finding and retaining educators with certain specializations: school counsellors, inclusive education teachers, senior math and science teachers, music teachers, Indigenous language educators, and French Immersion teachers. We have also experienced difficulty finding and retaining qualified Education Assistants. Fortunately, we have been successful in maintaining a healthy Teacher Teaching on Call (TTOC) list, even while drawing on the list of TTOCs for various teaching positions throughout the year.

Current Strategic Plan Priorities

qathet School District shares the common goal of continuously improving the quality of public education for all students. Over the past several years, the Ministry of Education and Child Care has broadened its approach to continuous improvement, which is reflected in the [Framework for Enhancing Student Learning Policy](#). We use the Framework for Enhancing Student Learning (the Framework), in addition to other existing foundational guides, to establish strategic plan priorities that will improve student success and equity of outcomes, with a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

qathet School District's 2023-2028 [Strategic Plan](#) centres around students' needs – their learning, well-being, and voices – and is designed to lead to stronger outcomes for all students:

1. Cultivating an Ethic of Learning (titłwǝm ʔəms taʔow)

Ensure early learners and students have the best possible learning experience.

2. Cultivating Curiosity (payot gagayǝtǝn)

Transform our learning environments into places of innovation.

3. Cultivating Connection (paʔa kʷəms qʷayigǝn)

Prioritize mental health, community connections, and social-emotional learning.

4. Supporting Self-Determination (ʔaʔjɫnxʷegǝs)

Ensure holistic Indigenous student success.

5. Cultivating Truth and Reconciliation (gʷnaʔxʷuθs)

Honour Truth and reconciliation.

6. Cultivating Integrity/Responsibility (hays qayumɫxʷ ʔayʔaytaʷθ)

Prioritize climate change, organizational health, and sustainability.

qathet School District also incorporates key foundational guides and plans to inform our Strategic Plan and commitment to continuous improvement:

[BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Bill 40](#)

[The Educated Citizen](#)

[The First Peoples Principles of Learning](#)

[OECD Education Strategy](#)

[Tla'amin Education Agreement](#)

[Tla'amin Final Agreement](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)



Reflect and Adjust

Intellectual Development				
Strategic Plan Goals: Cultivating an Ethic of Learning, Cultivating an Ethic of Curiosity, Cultivating Self-Determination				
Strategic Plan Objectives: Focus on foundational learning in literacy and numeracy; Enhance early learning plans, opportunities, and partnerships; Foster deep learning so all students can flourish in a rapidly changing world; Increase student engagement and voice....				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
Inconsistent literacy outcomes across cohorts and continuing intervention needs identified through FSA, DIBELS, and report card data.	Implementation of evidence-informed literacy practices, DIBELS screening, MTSS, ongoing professional learning, instructional coaching, and collaborative inquiry.	All learners	Grade 4 literacy results improved to 77% on track/extending and Grade 7 literacy improved to 74%. DIBELS results indicate continued need for intervention support, particularly in intermediate grades.	Discontinue – The current intervention model Adapt - A new support model has been developed focusing on Tier 1, Tier 2, and Tier 3 student success. This involves the creation of a district team of Targeted Student Success Teachers and Tier 1 Instructional Coaches to support foundational skills and knowledge development as well as social and emotional learning.
Numeracy outcomes remain below literacy outcomes and performance varies across cohorts.	MTSS, ongoing professional learning, instructional coaching, and collaborative inquiry.	All learners	Modest improvement in Grade 4 and Grade 7 FSA numeracy and increasing success for students with disabilities/diverse abilities; however, Graduation Assessment numeracy results continue to lag behind literacy outcomes.	Adapt - A new support model has been developed focusing on Tier 1, Tier 2, and Tier 3 student success. This involves the creation of a district team of Targeted Student Success Teachers and Tier 1 Instructional Coaches to support foundational skills and knowledge development as well as social and emotional learning.
When analyzing the district data, despite targeted interventions and supports continued work is needed to strengthen instructional consistency across classrooms and schools while ensuring intervention supports operate effectively within the District's MTSS framework. Inequities across priority populations are also a concern.	Continued implementation of MTSS structures, progress monitoring, and school and district-based teams. Increased collaboration and consistency between school teams (inclusive ed, tsst, coaches, p/vp, Indigenous ed). Continue the class review process. Increased focus on Tier 1 instruction to support foundational skills and knowledge development as well as social and emotional learning. Adapt the class review process at each elementary school with extra focus on Tier 1 instruction. We will be continuing the priority population review meetings.	All learners	FSA DIBELS SNAP Progress monitoring Learning updates data Graduation Assessments Graduation Rates Class Review data Student Learning Survey Attendance Data MDI YDI Increased use of early identification and intervention practices; achievement gaps remain for some learner groups.	Discontinue – The current intervention model Adapt - A new support model has been developed focusing on Tier 1, Tier 2, and Tier 3 student success. This involves the creation of a district team of Targeted Student Success Teachers and Tier 1 Instructional Coaches to support foundational skills and knowledge development as well as social and emotional learning. Align processes, structures, and supports across the district to ensure consistent delivery of services and student supports, while introducing Tier 1 Instructional Coaches to build educator capacity and strengthen foundational skills and knowledge development as well as social and emotional learning. We will be implementing the Soft Landing platform to strengthen our ability to access, integrate, analyze, and use information from various data sources to inform decision-making and inspire curiosity about student learning and well-being across the district.

Although Indigenous student success has improved there is still a need for continued focus and improvement of services and supports to ensure equity across our system for each learner.	Grow and develop the Indigenous Education Team.	Indigenous Learners	FSA DIBELS SNAP Progress monitoring Learning updates data Graduation Assessments Graduation Rates	Adapt- Although we are not growing the Indigenous Education team, we will continue to provide professional learning opportunities for staff development for focus on foundational skills as well as cultural learning and support.
Human and Social Development				
Strategic Plan Priority: Cultivating Connection; Cultivating Curiosity; Cultivating Self-Determination				
Strategic Plan Objective:				
Persistent disparities for students with disabilities or diverse abilities across achievement and well-being measures.	Inclusive education practices, case management, collaborative planning, and targeted social-emotional supports.	Students with disabilities or diverse abilities.	Students with disabilities and diverse abilities achievement and sense of belonging data show positive trends in some measures, though results remain variable across cohorts. FSA DIBELS SNAP Progress monitoring Learning updates data Graduation Assessments Graduation Rates Student Learning Survey	Adapt- A new support model has been developed focusing on Tier 1, Tier 2, and Tier 3 student success. This involves the creation of a district team of Targeted Student Success Teachers, Tier 1 Instructional Coaches, and Inclusive Education Teachers to support foundational skills and knowledge development as well as social and emotional learning.
Need to strengthen culturally responsive and identity-affirming experiences for Indigenous learners.	Partnership with Tla'amin Nation, Indigenous Education programming, culturally responsive learning environments, and land-based learning opportunities.	Indigenous learners	Indigenous student achievement and belonging data show positive trends in some measures, though results remain variable across cohorts. FSA DIBELS SNAP Progress monitoring Learning updates data Graduation Assessments Graduation Rates Student Learning Survey	Adapt- Although we are not growing the Indigenous Education team, we will continue to provide professional learning opportunities for staff development for focus on foundational skills as well as cultural learning and support.

Data indicates that not all students are experiencing successful transitions.	Continue to support transitions from home to school, grade to grade with a focus on critical transitional years to provide additional support as necessary.	All learners	MDI data indicates that grade 5 student wellbeing is below other participating districts. Transition meetings and street data indicate that there are gaps for students in transitional years. Student Learning Survey Data	Adapt processes, structures, and supports to focus on social and emotional wellness and foundational skills across all system transitions (eg. Entering kindergarten, grade 4, grade 8, grade 10, graduation).
The data indicates that there is a gap between students' sense of belonging and other measures (e.g. feeling welcome, adults who care).	Continue to support student voice and feedback to create safe and caring schools.	All learners	Student Learning Survey Attendance Data MDI YDI Empathy Interviews	Adapt – Create structures, processes, and opportunities to gather student voice consistently across the system, particularly for within the priority populations to inform decision making.
Career Development				

Strategic Plan Priority: Cultivating an Ethic of Learning; Cultivating Curiosity; Cultivating Connection; Supporting Self-Determination

Insert Strategic Plan Objective

Need to strengthen student awareness of future pathways and ensure	Career education, dual credit opportunities, career exploration, work experience, and trades programming.	All learners.	High participation and strong success rates in career education programs;	Continue to explore dual credit opportunities for all learners, support student learning around post-secondary opportunities, and increased awareness of career pathways.
equitable access to career pathways and future planning opportunities.	Individualized transition planning, pathway supports, and targeted outreach for priority populations.		transition and completion rates remain strong. Student Learning Survey Transition Rate Transition to Post Secondary Rates Street data	Continue to provide purposeful career-life development opportunities for all students (eg. BAA courses, dual credit programs, skilled trades BC programs, career fairs, PSI partnerships).
Although the data indicates completion rates are on an upward trend; there is still a need for improvement.	Improving graduation rate by focusing on student engagement and attendance (weekly meetings) targeted	All learners	Graduation rates Attendance Transition Rates	Continue- with weekly meetings to discuss each student's progress. Adapt- the data collection to include information specific to attendance in various classrooms. Similar to the brick-and-mortar school, we will implement weekly meetings to support online learners.



District Continuous Improvement Overview



qathet School District also incorporates key foundational guides and plans to inform our Strategic Plan and commitment to continuous improvement:

[BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[BC Tripartite Education Agreement \(BCTEA\)](#)

[Bill 40](#)

[The Educated Citizen](#)

[The First Peoples Principles of Learning](#)

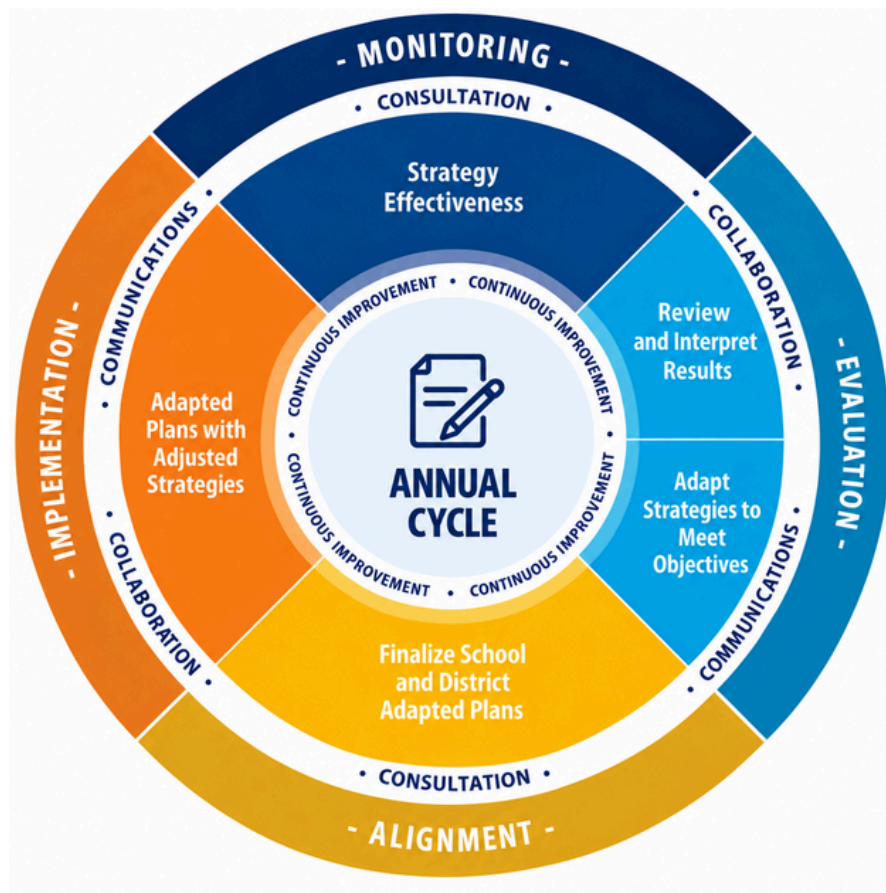
[OECD Education Strategy](#)

[Tla'amin Education Agreement](#)

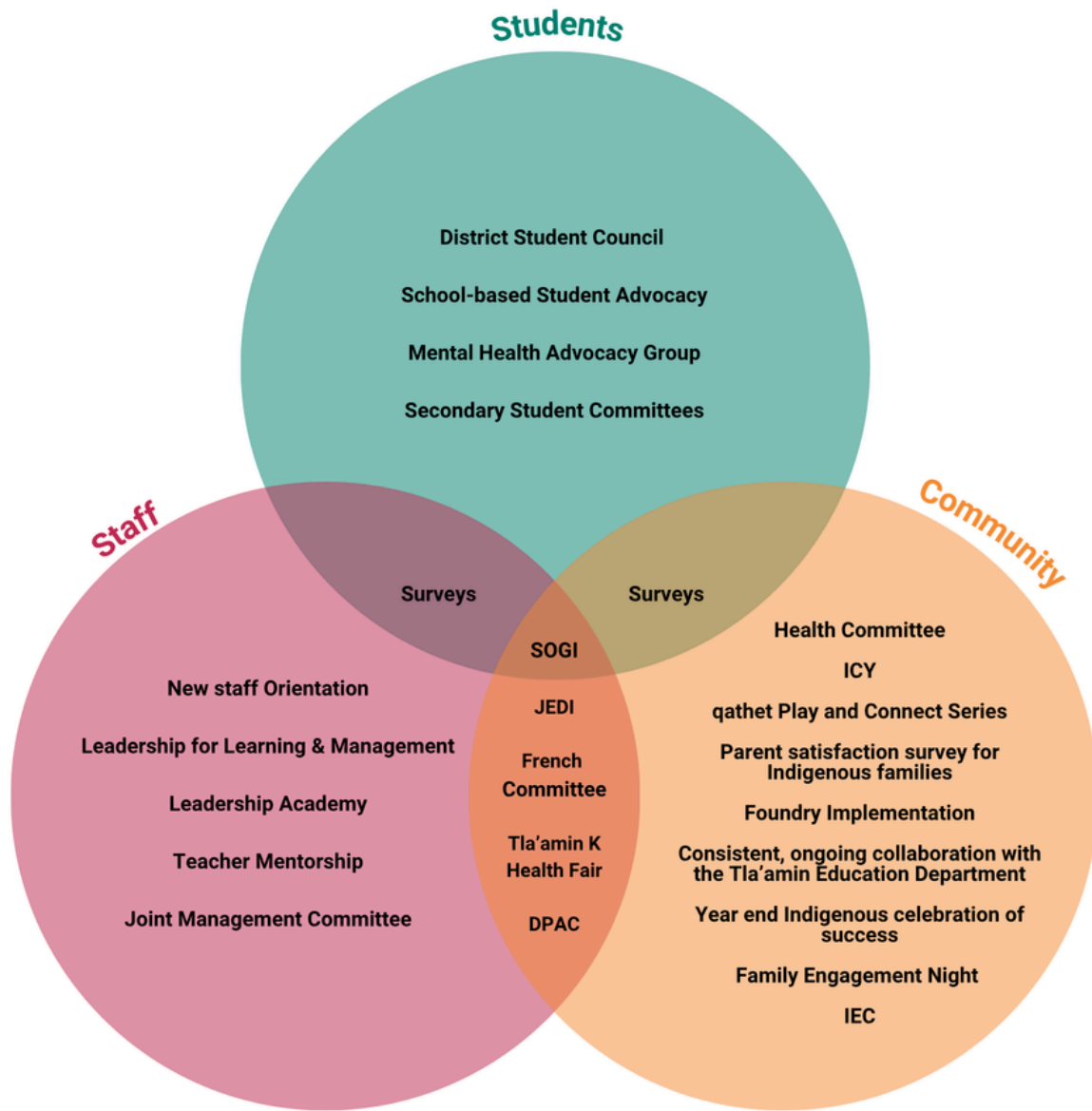
[Tla'amin Final Agreement](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)



Using the Ministry of Education and Child Care's annual continuous improvement cycle and [Administrative Procedure 100 \(Strategic Planning: Reporting and Accountability\)](#), qathet School District engages in a yearly continuous improvement cycle that reviews and analyzes data and evidence to identify and implement operational adjustments, adaptations, and next steps.



The diagram above is a list of engagement opportunities involving students, staff, and community.

Below are a few highlights of the engagement opportunities in the qathet School District and how they have informed the priorities and objectives of the Strategic and Operational Plans.

IEC

The Indigenous Education Council continues to build in strength and clarity. There is currently a vacancy for a third Tla'amin Nation council member. The ongoing connection between the chair and the superintendent has been essential for relationship building and trust. The IEC presented to the School Board, and after the upcoming election, the groups will meet to continue to improve the implementation and effectiveness of IEC functions.

Tla'amin Nation

The District Principal of Indigenous Education has a regular weekly meeting with Tla'amin Nation's Director of Education and K-12 Education Manager to collaborate, problem solve, and co-plan in the interest of Tla'amin and all Indigenous students in the region. This has been essential in having a strong Tla'amin presence and protocol in all areas. The Nation is currently working to replace their Director of Education. In the interim, work has been continuing with the District Principal and the K-12 Education Manager.

Mentorship

Ongoing conversations and collaboration with the Joint Management Committee (JMC), Professional Development Committee, qathet Principals and Vice Principals' Association, qathet Teachers' Association, and Human Resources revealed gaps in support for beginning teachers. Working together, a mentorship program has continued to support the induction of new teachers into the profession.

French Immersion Empathy Interviews

Empathy interviews were conducted with French Immersion students in grade 7, 9, 11, and 12. These interviews indicated that although students were generally satisfied with the program, there was a desire for a scope and sequence from kindergarten through grade twelve to ensure activities were not repeated and that they did not miss any learning opportunities. They also indicated that cultural and language experiences were beneficial to their learning and provided the opportunity to use French in a meaningful way. This led to the hiring of a French Immersion Coordinator to help facilitate the creation of the scope and sequence, as well as to plan events that could be held for all grade levels.

District Student Council

During the 23/24 school year, the district student council was revitalized with meetings occurring six times over the course of the year. In 25/26, the student council included representatives from each of the elementary schools, secondary school, and PIE. The program focused on leadership development and student voice. Students from the committee presented some findings at one of the school board meetings.

Mental Health Collaboration

Supporting student mental health and wellness has been a long-standing strategic plan priority for the qathet Board of Education. Recognizing the need for coordinated and collaborative support for children and youth within the community, opportunities to engage in planning to ensure wrap around support for students, are part of the district's regular and ongoing process.

Engaging with community service providers and partners is welcomed and embraced. An announcement was made in the spring of 2023 that our community would be one of five, receiving funding and support for the implementation of an Integrated Child and Youth Team (ICY). The team is fully staffed and has been supporting students' mental health and well-being needs for the past two years. The ICY Team implementation and the announcement of the establishment of Foundry and the services they provide to local children and youth are welcome additions to our community.

Create Alignment to Enhancing Student Learning



Alignment for Successful Implementation

The board is committed to both long-term and short-term school and district planning. [Administrative Procedure 100](#) supports a multi-year collaborative planning process as the means to improvement in instruction and effective fiscal planning and decision making.

This year, qathet School District is strengthening coherence across the system by ensuring that school growth plans, leadership growth plans, operational plans, and management plans are intentionally aligned with the district's Strategic Plan. This alignment supports shared responsibility for improving student outcomes, deepens connections between planning and practice, and helps ensure that priorities are visible across classrooms, schools, departments, and district decision-making.

The Strategic Plan and its six priorities continue to guide all school and district planning. For the 2026/27 school year, school growth plans, leadership growth plans, operational plans, and management plans will continue to be used together as connected tools for implementation, reflection, monitoring, and adjustment. This shared planning structure helps align actions, resources, professional learning, and supports with the district's commitment to enhancing student learning, equity, well-being, and successful transitions across grades, through graduation, and beyond.

Through this approach, schools and district departments are able to identify local areas for growth while staying connected to system-wide priorities. Leadership growth plans support principals and vice-principals in leading continuous improvement within their school contexts, while operational and management plans ensure that district structures, staffing, resources, and services are organized to support consistent implementation. Together, these plans clarify how the system will respond to evidence, support priority populations, and adapt practices over time.

The district's continuous improvement process includes regular scheduled meetings for review, engagement, and adjustment throughout the year. By aligning school growth, leadership growth, operational, and management planning with the Strategic Plan, qathet School District is building a clearer line of sight between strategic priorities and daily practice, ensuring that planning remains responsive, data-informed, and focused on success for each learner.



AREA	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
Learning & Student Services	Reflection of School Growth Plans	Review , Finalize, and Publish Growth Plans		Monitor Annual Plans			Interim Reporting	Monitor Annual Plans				Review Annual Plans and Successes	
					10/12 Provincial Assessments	Annual Assessment Data Released	10/12 Provincial Assessments			10/12 Provincial Assessments		10/12 Provincial Assessments	
			FSA Administration Period			Grade to Grade Transition Data	FSA Report Released	PSI Transition Data Released					
			District DIBELS Assessments				District DIBELS Assessments					District DIBELS Assessments	
			Elementary Class Review Meetings	IEP Review Meetings			Elementary Class Review Meetings					IEP Review Meetings	
			Student Learning Survey Data			"How Are We Doing Report?" Released	Student Learning Survey Administration Period						
						MDI/YDI Administration Period				MDI/YDI Data Released			
Governance			Adopt Annual FESL Report				Executive School Strategic & Growth Plans Reports	Adopt Local School Calendar			Review Annual Facility Plans	Adopt Capital Plan	
			Review Monthly Budget to Actual Spending Reports										
			Adopt Annual Financial Statements	Review Executive Compensation		Trustee Appointments to		Adopt Amended Budget	Approve Budget Process	Review Operating Grants	Develop Board Work Plan	Adopt Annual Budget	
Communication & Engagement	Website Maintenance	Back to School Messaging		Ongoing Support of School & Departments in the Development, Promotion & Communication of Good News Stories & Stories of Student Learning									
Human Resources	Exempt Staff Evaluations	Staffing		Ongoing Support for Principals & Managers							Staffing		
Finance	Complete Financial Year End		Identification & Deployment of Any additional Resources in Support of Learning			Develop Amended Budget		Review Anticipated Enrolment	Review Operating Grants	Develop Preliminary Budget			
	Monitor School & Department Spending												
Technology	Deployment of New Equipment		Ongoing Support of Schools & Departments							Technology Planning			
Facilities	Implement Facility Improvements		Ongoing Support of Schools & Departments									Implement Facility Improvements	
									Develop Capital Plans				
Transportation		Finalize Routing & Distribution of Annual Passes									Process Student Bus Applications		
	Fleet Maintenance		Ongoing Conveyancing of Students Including Support of Field Trips & Extra Curricular Events										

