

Comox Valley

SD071

Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence Pre-Populated Provincial Template

In Review of Year 2024-2025 of Strategic Plan for Education

Approved by Board on September 23, 2025

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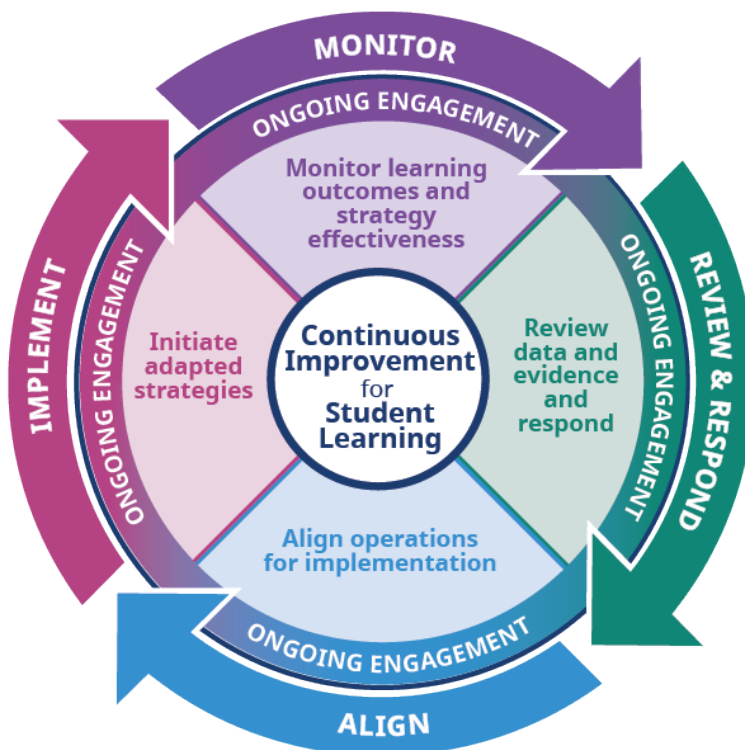
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Enhancing Student Learning Report:

Ministry Note

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

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



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

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

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

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

A note on provincial data provided in this template:

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

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

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

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

Intellectual Development

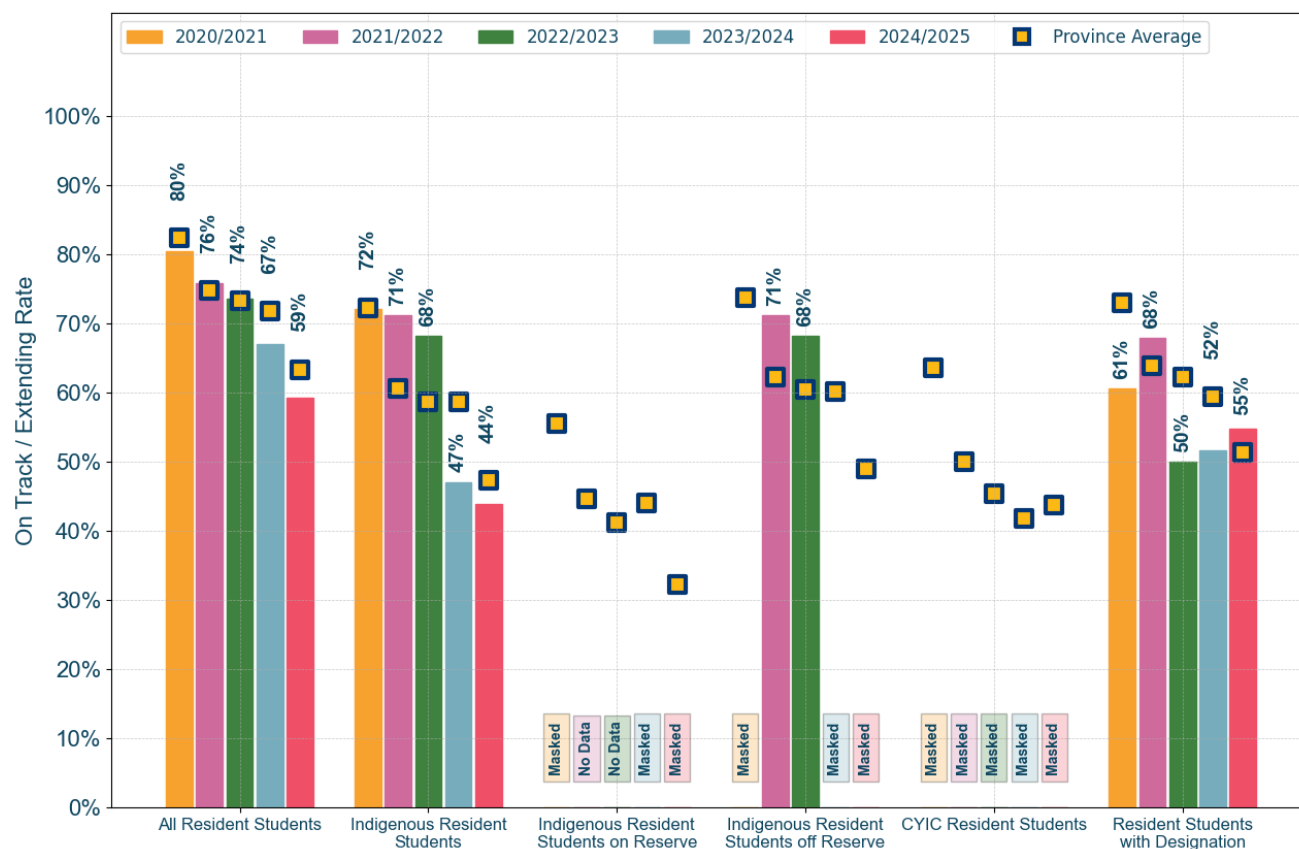
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD071 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	779 72%	745 79%	742 79%	822 75%	817 83%
Indigenous Resident Students	165 70%	154 77%	154 69%	141 72%	122 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	73 52%	50 56%	42 48%	62 50%	82 65%

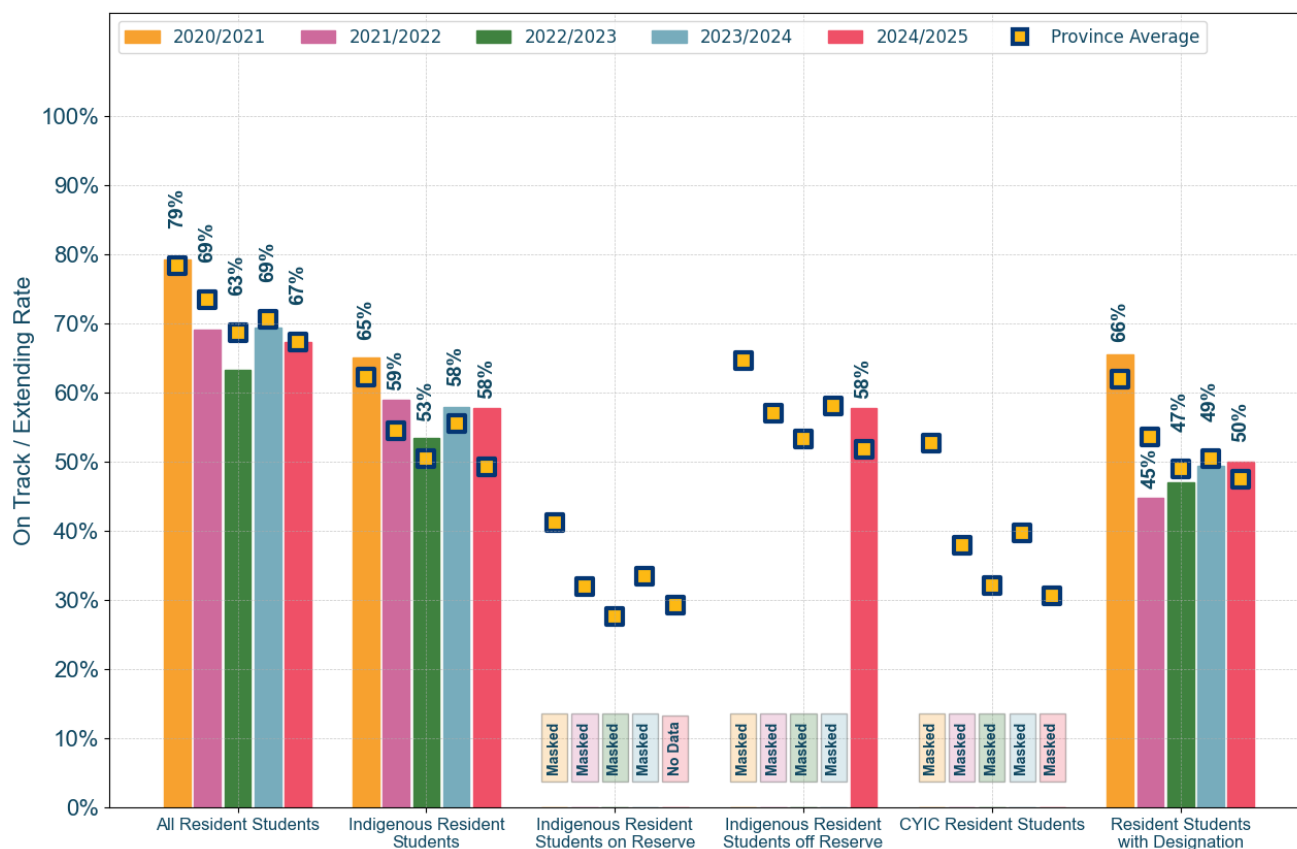
SD071 - Grade 4 FSA Literacy - On Track / Extending Rate



SD071 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	780 68%	724 77%	765 77%	790 83%	779 82%
Indigenous Resident Students	156 70%	152 77%	171 77%	157 77%	146 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	146 75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	97 60%	117 65%	122 56%	133 68%	111 58%

SD071 - Grade 7 FSA Literacy - On Track / Extending Rate

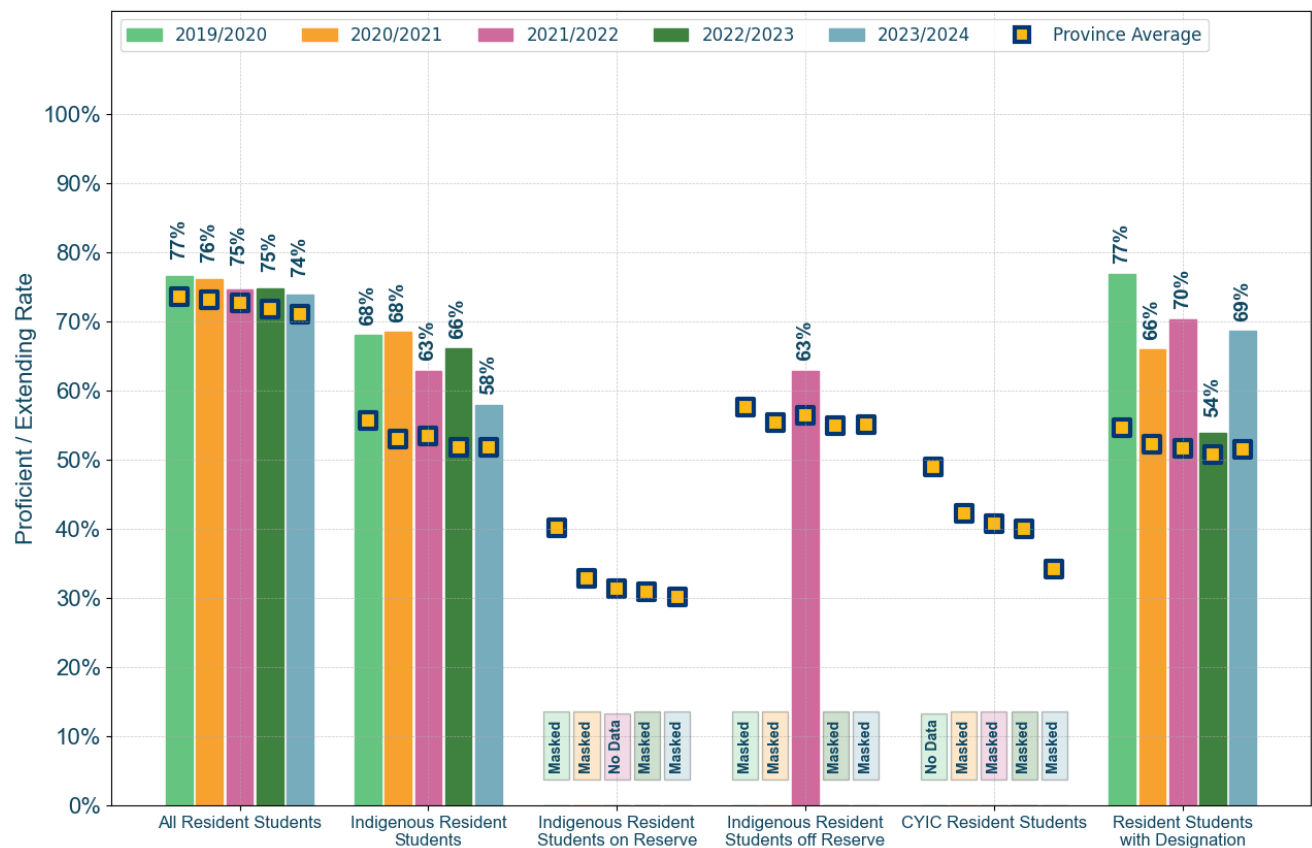


Measure 1.2: Grade 10 Literacy Expectations

SD071 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	662 39%	671 75%	745 73%	758 82%	794 82%
Indigenous Resident Students	134 37%	115 71%	158 68%	165 72%	167 71%
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	158 68%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	92 28%	87 66%	115 58%	124 73%	110 65%

SD071 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context:

- **Masked Data (On Reserve / Off Reserve Indigenous Learners and CYIC)**
District analysis of publicly masked data indicates opportunity and achievement gaps for CYIC, as well as on & off Reserve learners when compared to All Resident Students. A disproportionate number of CYIC are Indigenous. Indigenous on-reserve masked data swings widely due to very small cohort sizes.
- **Participation Rates:**
SD71 maintains high participation rates comparable to provincial rates. Over a 4-year period participation rates have increased for All Resident Students. However, Indigenous Resident Students and Resident Students with Designations have persistently lower participation rates.
- **POLS** – Navigate Nides POLS data influences district achievement data results.

Trends:

- A 5-year decline in performance from multiple demographics. Other areas of concern include an 8% year over year drop between 2023/24 & 2024/25 for grade 4 All Resident Students, and an 8% drop in Grade 10 literacy assessment performance for Indigenous Resident Students over the same period.
- Grade 7 Indigenous Resident Students and Resident Students with Designations experienced a modest 3 year upward trend.
- There are persistent equity gaps for CYIC, Indigenous and students with disabilities or diverse abilities in grades 4, 7 & 10.

Comparisons:

- Resident Students with Designations, Indigenous Resident Students, and All Resident Students have achieved higher than provincial averages in the Grade 10 Graduation Assessment over the past 5 years.
- Indigenous Resident Students in grades 7 & 10 outperformed the province.
- Last year, Resident Students with Designations have outperformed the provincial average in all grades.
- CYIC masked results are mixed, with one cohort outperforming provincial data and others indicating equity gaps.

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

District and provincial data highlight the necessity to continue focusing on district-wide capacity building to improve literacy results for students K-12. The triangulation of district, provincial and classroom data articulate an evident persistent equity gap for Indigenous students on and off reserve, CYIC, and students with diverse abilities. While grade 7 literacy results dropped slightly year over year, there was a larger drop year over year in grade 4 for multiple cohorts.

What strengths were uncovered?

- Local literacy data is in alignment with provincial data.
- CYIC Resident literacy data is considerably higher than provincial data in one cohort over the past three years.
- Indigenous Resident Students' results are comparable or above provincial data. This may indicate targeted strategies are yielding positive results over time.
- Indigenous Resident Students grade 10 graduation assessment data remain considerably higher than provincial data.

What areas of growth were uncovered?

- In the analysis of achievement of priority populations over the past five years, district data mirrors similar declines in literacy proficiency results throughout the province.
- Persistent equity gaps continue for Indigenous Resident Students on-off reserve, CYIC, and Resident Students with Designations.

How do results inform the district's commitments to improving equity?

- Continue to build data capacity ensuring evidence-informed strategies are employed.
- Triangulate local achievement data combined with Equity Scanning data to prioritize resources that address equity gaps for priority populations.
- Invest in innovative and culturally appropriate interventions to identify and support priority populations.
- Continue implementation of the district's locally developed Kindergarten and Grade 2 literacy assessments and enhance primary teachers' (K-2) capacity in early literacy instruction in primary classrooms, and aligned with Ministry directions.
- Implement new locally developed Grade 6 literacy assessment in Fall 2025 to collect baseline data and enhance intermediate classroom teachers' capacity to analyse results and target literacy instruction.

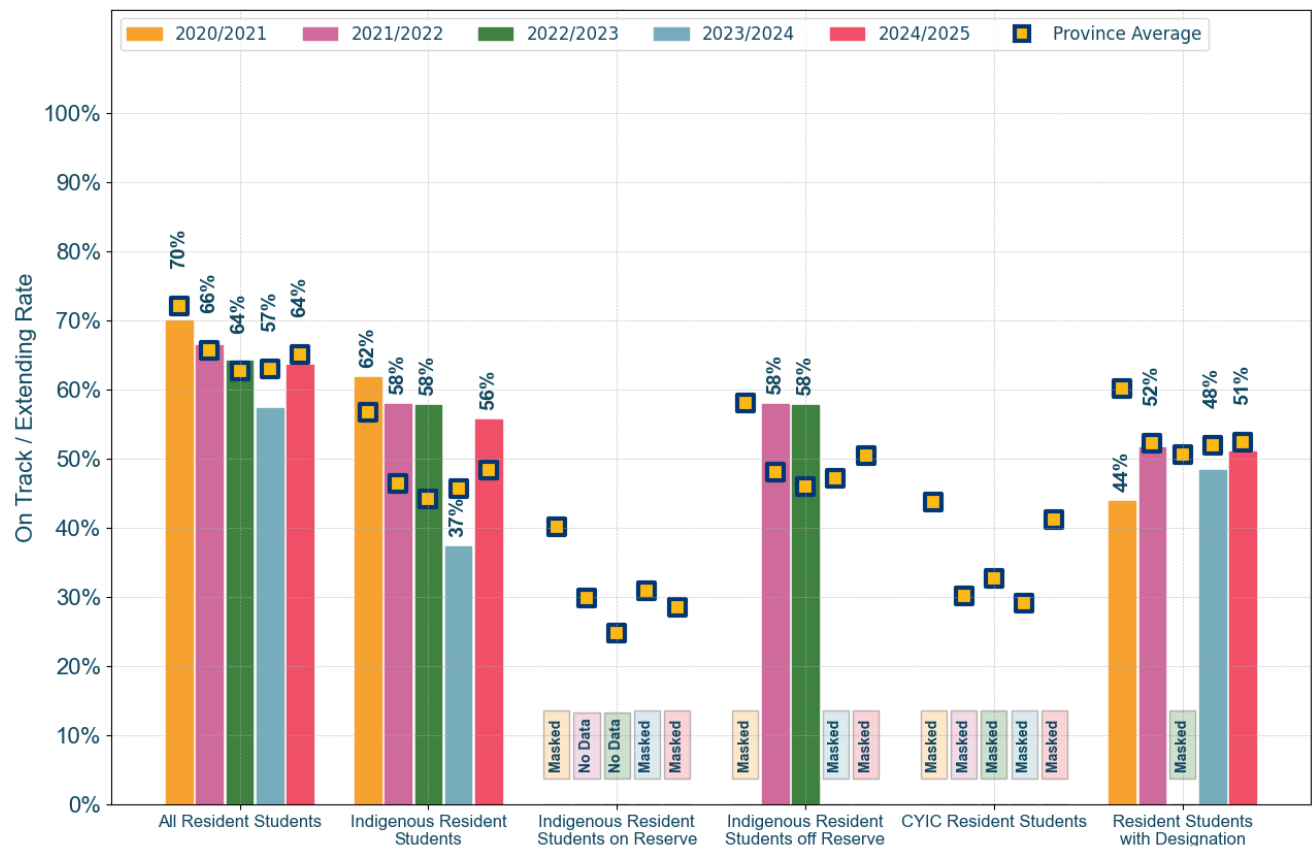
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD071 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	779 72%	745 79%	742 79%	822 75%	817 82%
Indigenous Resident Students	165 70%	154 79%	154 71%	141 72%	122 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	73 56%	50 62%	42 50%	62 50%	82 62%

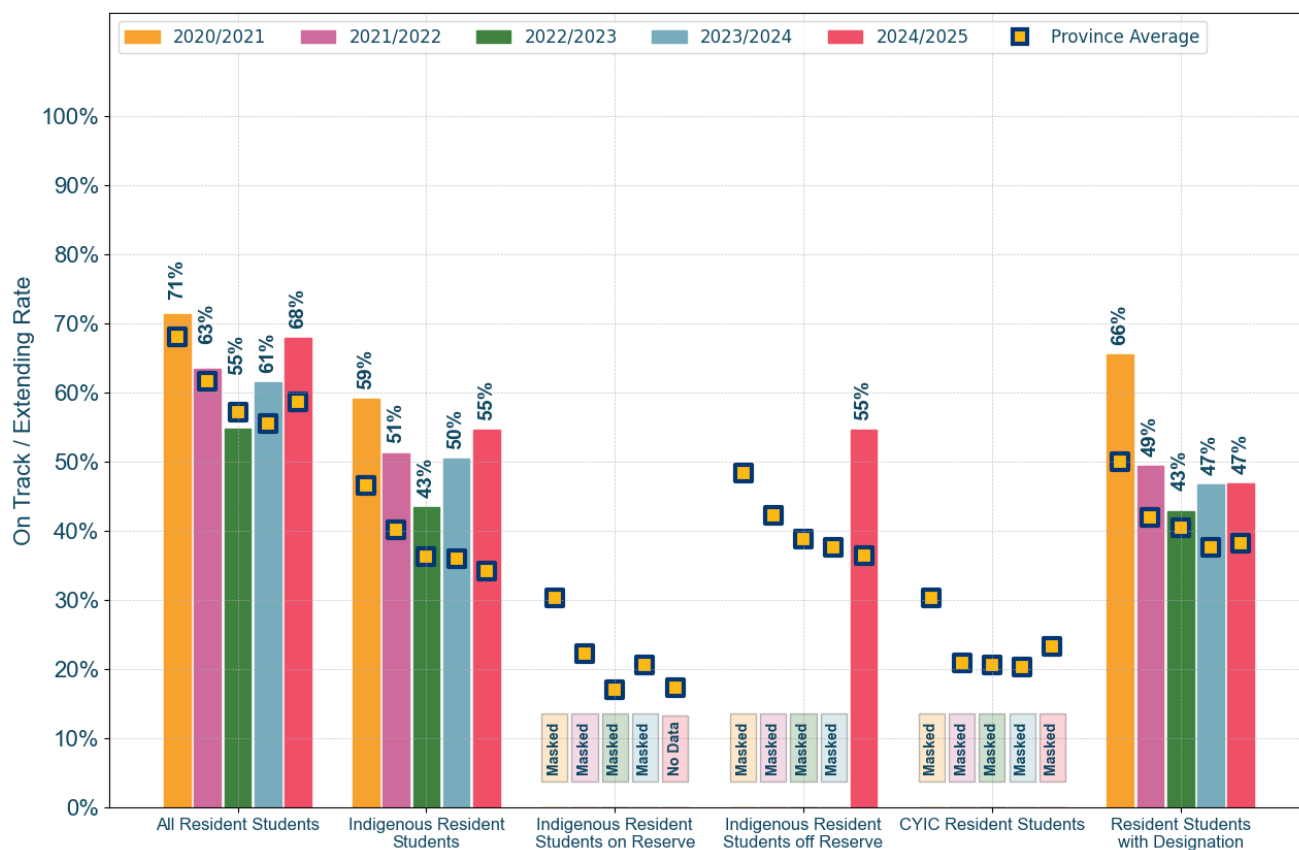
SD071 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD071 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	780 70%	724 78%	765 78%	790 84%	779 82%
Indigenous Resident Students	156 71%	152 80%	171 80%	157 80%	146 74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	146 74%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	97 60%	117 68%	122 57%	133 69%	111 58%

SD071 - Grade 7 FSA Numeracy - On Track / Extending Rate

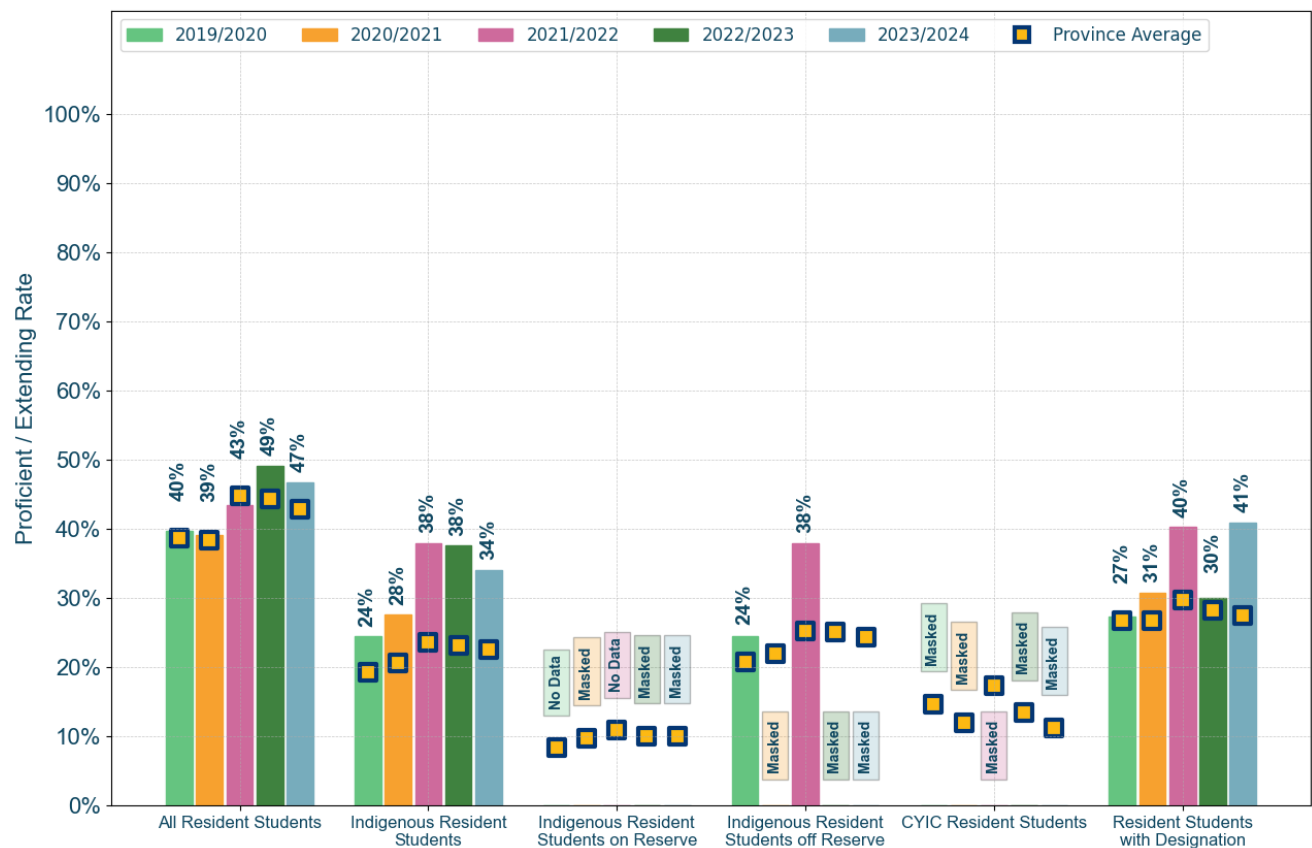


Measure 2.2: Grade 10 Numeracy Expectations

SD071 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	659 35%	676 73%	748 73%	754 81%	790 81%
Indigenous Resident Students	134 24%	118 68%	159 72%	161 70%	166 70%
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	159 72%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	93 30%	87 67%	117 58%	124 69%	108 59%

SD071 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

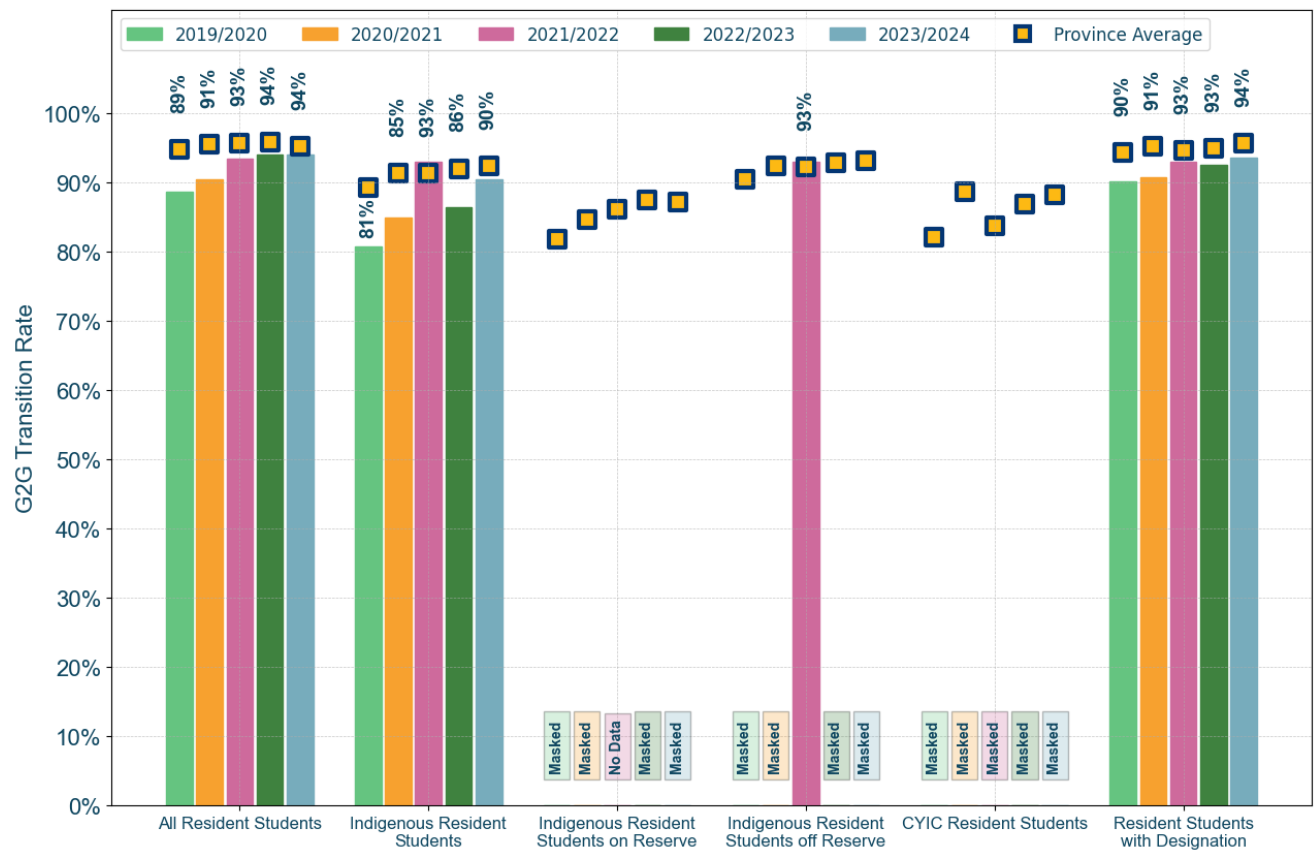


Measure 2.3: Grade-to-Grade Transitions

SD071 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	664	685	749	752	792
Indigenous Resident Students	135	120	157	162	167
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	157	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	92	87	115	122	110

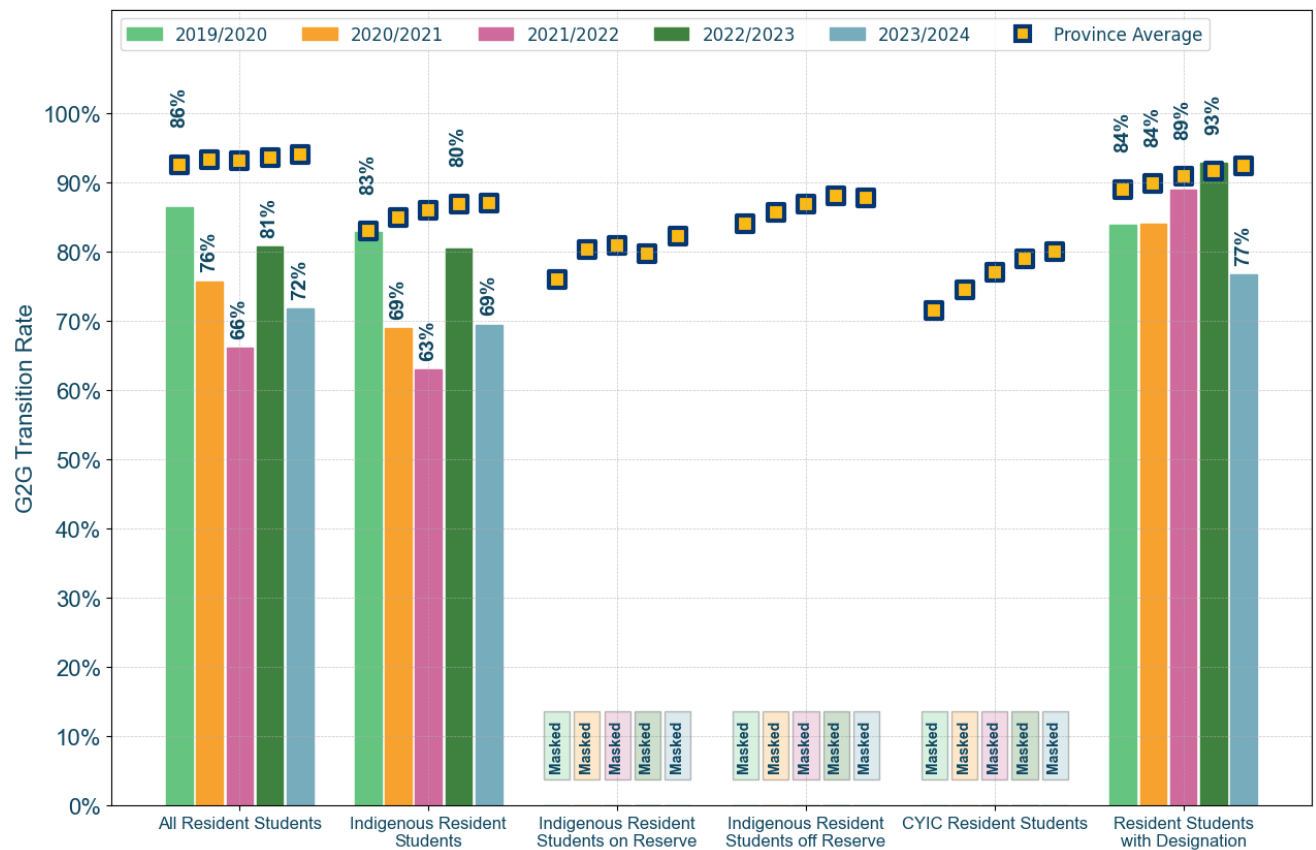
SD071 - Grade 10 to 11 Transition Rate



SD071 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	624	792	1001	826	939
Indigenous Resident Students	117	148	170	164	180
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	99	94	100	113	133

SD071 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Key Context:

- **Participation Rates:** FSA numeracy participation rates for all grades 4 and 7 students have increased by over 10% and are at par with provincial participation rates at 82%. Participation rates for grade 10 Graduation Assessments have more than doubled when compared with 2019/2020 results at 81% for All Resident Students.
- **Masked Data:** Due to very small cohort sizes, Indigenous students on-Reserve, and CYIC Resident Student data are masked for all data sets. Classroom, school and district staff track these priority populations and implement and monitor targeted strategies of support.
- **POLS:** Navigate Nides POLS data influences district achievement data results.

Trends:

- Promising 3 year upward trend for All Resident Students, and Resident Students with Designations for Grade 7 Numeracy results.
- Indigenous Resident Students in Grade 7 have risen 12% in the past 5 years to 55%.
- Grade 4 results for All Resident Students closely resemble provincial trends over a 5-year period.
- Grade 10 proficiency rates for All Resident Students, closely resemble provincial trends, with notably higher achievement from local Indigenous Resident Students and Resident students with Designations.

Comparisons:

- Indigenous Resident Students' Grade 7 & 10 achievement data are considerably higher than provincial results over the past 5 years, and grade 4 Indigenous student achievement is higher in 4 of the past 5 years.
- All Resident Students, Indigenous Resident Students and Resident Students with a Designation grade 10 to 11 transition rates are at or slightly below provincial average over the past 5 years.
- We continue to see persistent equity gaps in achievement from CYIC, Resident Students with Designations, and Indigenous Resident Students.
- Indigenous, CYIC and Resident Students with Designation participation rates are markedly lower than All Resident Students.

Interpretation:

Outcome 2 - Numeracy



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

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

- Local and provincial data underscore a concern regarding low numeracy achievement across multiple grade levels for priority populations and All Resident Students, signaling the necessity for further analysis of current strategies.

What strengths were uncovered?

- Internal analysis of CYIC results reveals comparatively higher rates of achievement than provincial averages in multiple cohorts. However, equity gaps remain a focus of concern.
- Indigenous Resident Grade 4 and 7 Students who participated in the FSA Numeracy in 2024/2025, had considerably higher results than provincial averages. However, there is still an equity gap of 13% between Indigenous grade 7's and their non-Indigenous peers.

What areas of growth were uncovered?

- Nearly all grade 11 to 12 transition rates for all priority populations are lower than provincial average over the past five years, with a concerning drop in 2023/2024 for Resident Students with Designations & Indigenous Resident Students. This year-over-year drop requires further investigation and targeted interventions.

How do results inform the district's commitments to improving equity?

- Results from the analysis underscores the importance of SD71's Implementation of new locally developed Grade 3 and Grade 5 numeracy assessments in Fall 2025 to collect baseline data and enhance intermediate classroom teachers' capacity to analyse results and target numeracy instruction.
- Continue to build data capacity within leadership ensuring evidence-informed strategies are employed.
- Triangulate local achievement data with Equity Scanning data to prioritize resources that address equity gaps for priority populations in a culturally humble way.

Human and Social Development

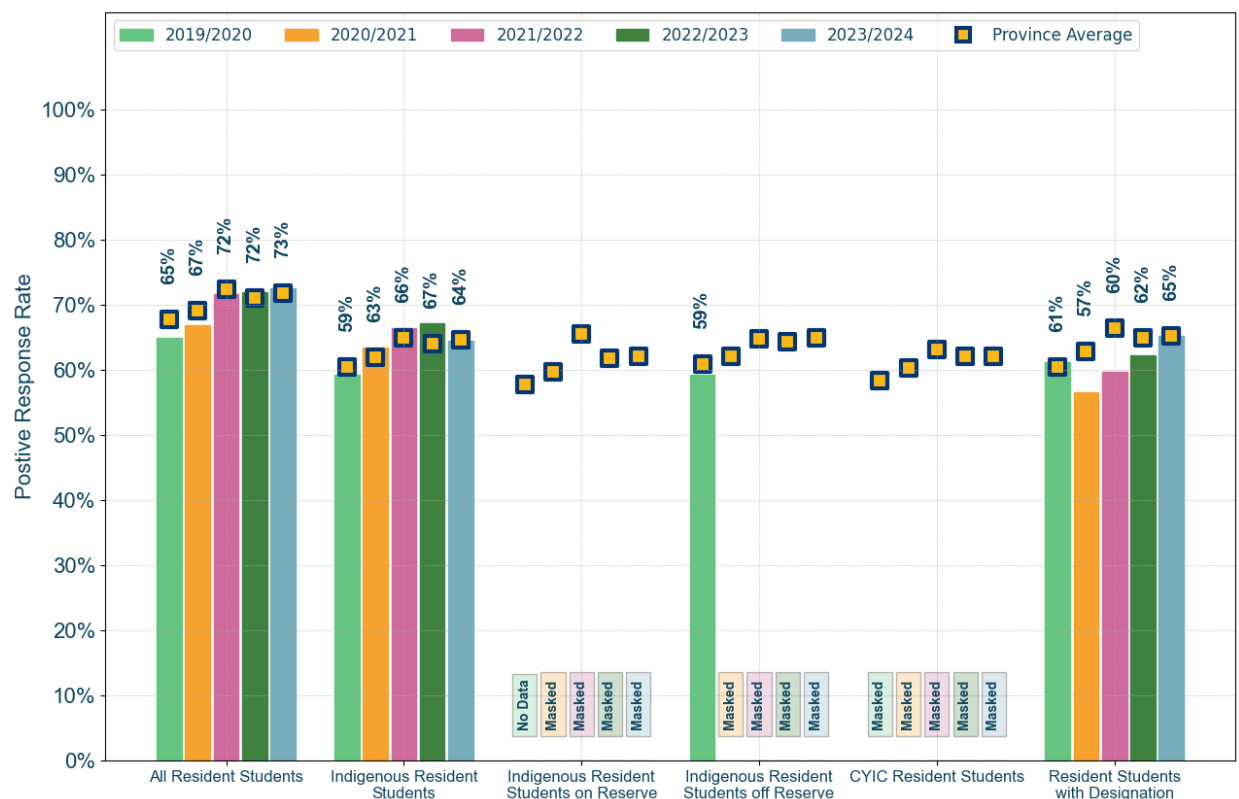
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

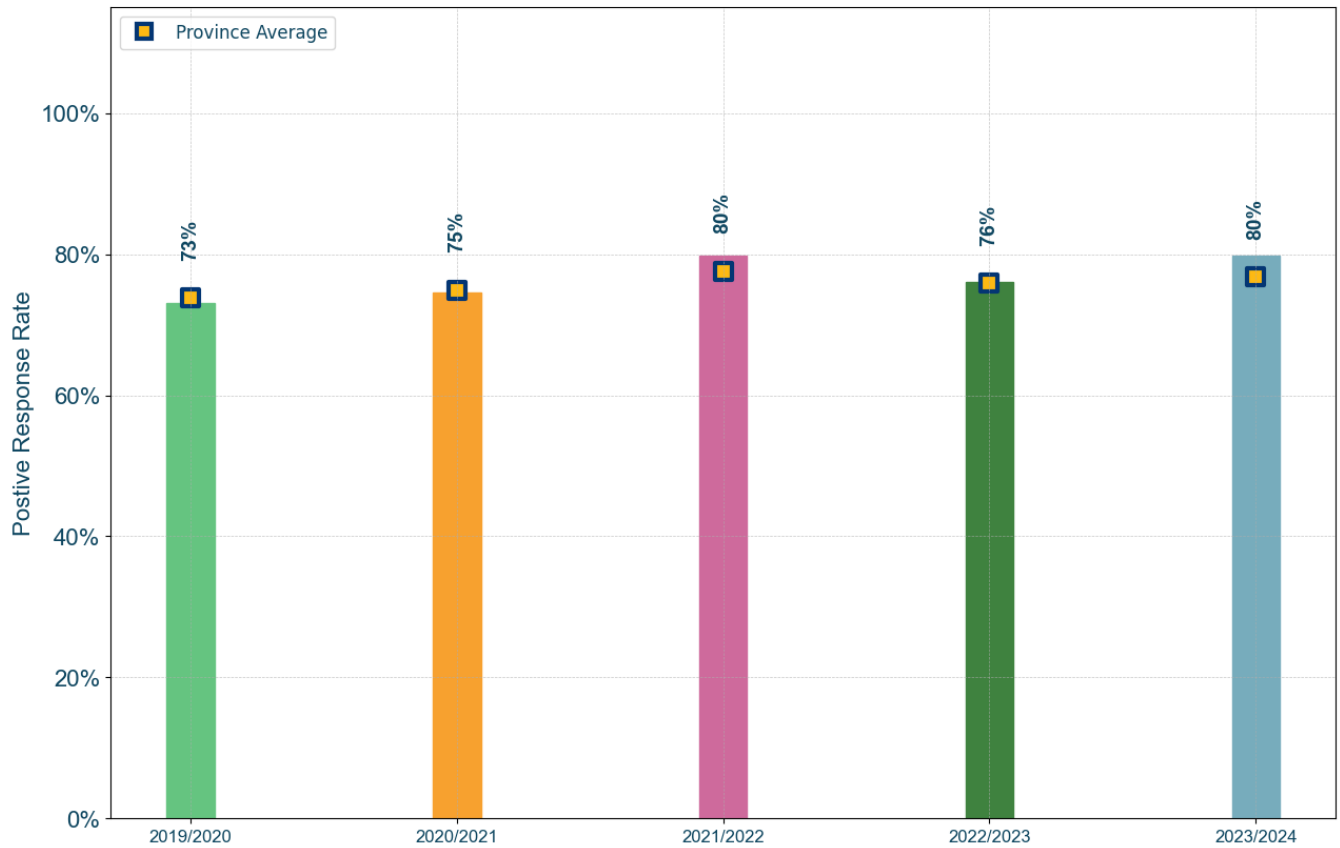
SD071 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1854 58%	1755 78%	1851 78%	1913 79%	2030 72%
Indigenous Resident Students	417 56%	356 71%	402 73%	422 72%	397 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	22 45%	Masked	19 53%
Resident Students with Designation	240 48%	208 63%	244 66%	249 65%	260 59%

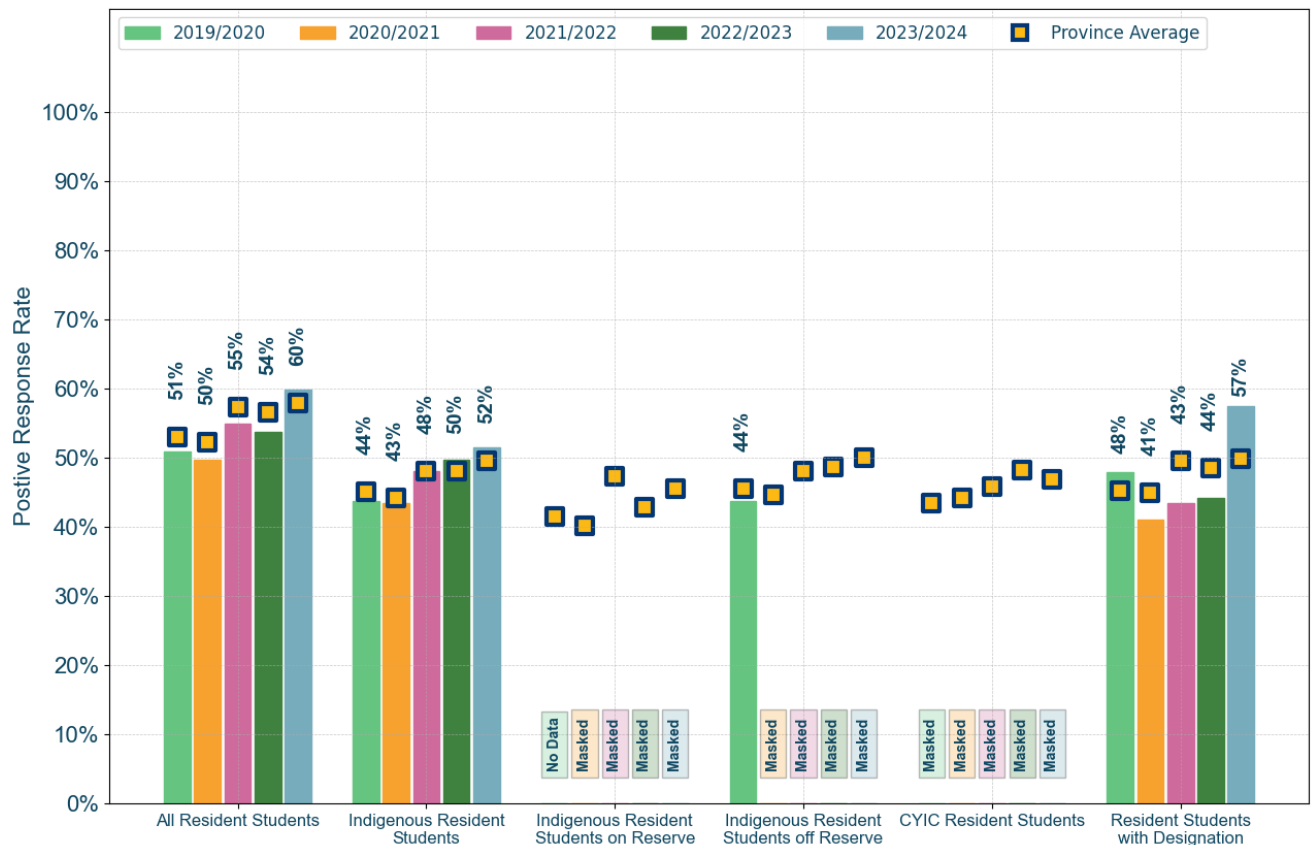
SD071 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD071 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

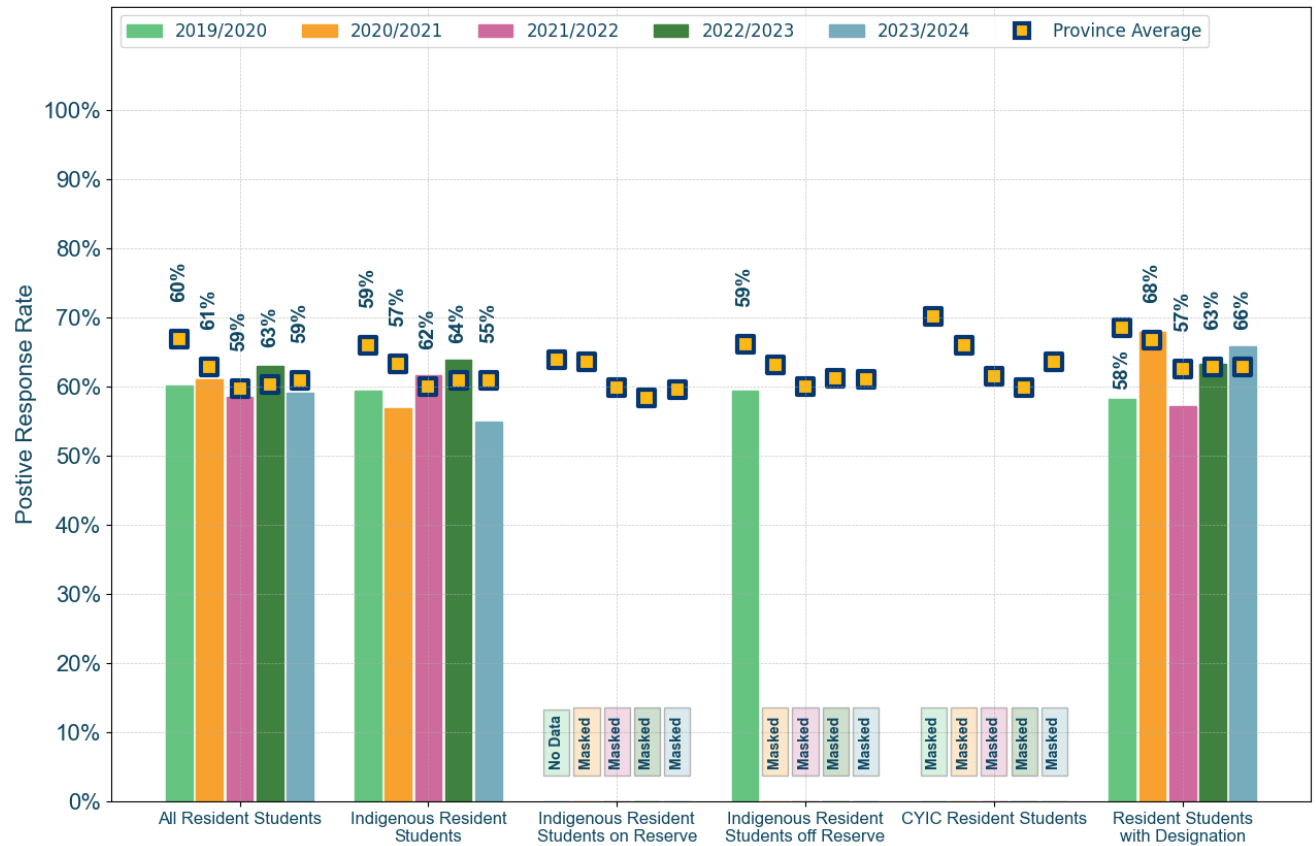


SD071 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD071 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

- **Participation Rates:** Over 2000 grade 4, 7, and 10 students participated in the Student Learning Survey in 2023/2024. The participation rate decreased in the past year for All Resident Students (7%), as well as priority populations, Indigenous students and students with diverse abilities decreasing 6% respectively.
- **Masked Data:** Indigenous students on-Reserve, and CYIC Resident Student data are masked for all data sets. Classroom, school and district staff track these priority populations and implement and monitor targeted strategies of support.
- **POLS:** Navigate Nides online data influences district achievement data results.
- **Disaggregated Data:** The "Feel Safe" data set does not include disaggregated results. District utilized HAWD report and other internal data sets to disaggregate the data.

Trends:

- Resident Students with Designations responses to "Feeling Welcome" trend upward over a 4-year period, from 57% to 65%, commensurate with provincial results.
- The percentage of students who felt safe at school trends from 73% in 2019/2020 to 80% in the 2023/2024 school year.
- Indigenous Resident Students' "Sense of Belonging" positive responses have been trending higher over the past 4 years from 43% to 52% in the 2023/2024 school year, with results higher than provincial average.

Comparisons:

- CYIC positive response rates to "Feeling Welcome" are higher than provincial results over a 4-year period.
- Resident Students with Designations reported having "2 or more Adults Care" higher than all subpopulations and All Resident Students in the 2023/2024 school year.
- All masked and unmasked priority populations reported less positive response rates for "Sense of Belonging" than All Resident Students over a 5-year period.
- All Resident Students report less positive response rates for "Sense of Belonging" than provincial results in 4 of the last 5 years.
- Indigenous Resident Students and Resident Students with a Designation report less positive response rate for "Feel Welcome" than All Resident Students.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

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

- All Resident Student data closely resembles provincial data in several indicators, tracking slightly higher in “Feel Welcome, Feel Safe, Sense of Belonging”. However, this upward trend contradicts qualitative data obtained through the district’s Student Voice panel, highlighting this as an area of growth.

What strengths were uncovered?

- Indigenous Resident Students reported having “2 or more Adults Care” higher than All Resident Students in 2 of the last 3 years. (However, district leadership would like to investigate what these rates would be if the question included “not including Indigenous Education Staff”.)
- Masked Indigenous Students on Reserve students’ positive response rates for “Feel Welcome” were much higher than provincial results in 2 of the last 3 years in grades 4, 7, 10, and above district ‘all resident students’ in 2 of the last 3 years, indicating that targeted strategies & increased PVP awareness and accountability are yielding promising results.
- CYIC “Feel Welcome” responses are consistently higher than provincial averages over several years.

What areas for growth were uncovered?

- Indigenous Resident Students in grades 4, 7 & 10 “Feel Safe” responses were lower than All Resident Students in 2023/2024. This correlates with local Equity Scan data, as well as lower attendance levels for Indigenous learners.
- Resident Students with Designation “Sense of Belonging” responses have shown equity gaps for multiple years. However, a considerable year over year increase in 2023/2024 may indicate that the district’s Mental Health Plan and targeted supports may be responsible for the 13% year over year increase.

How do results inform the district’s commitments to improving equity?

- Grade 4, 7, and 12 Indigenous Resident students experienced the highest increase of “Feeling Safe”. Newly hired graduation coaches and newly hired Indigenous Knowledge Specialist will have increased check-ins with grade 10 students who reportedly felt decreased safety.
- District, provincial, and classroom results underscore the importance of the district’s commitment to implementing recommendations from the Equity Scan.

Career Development

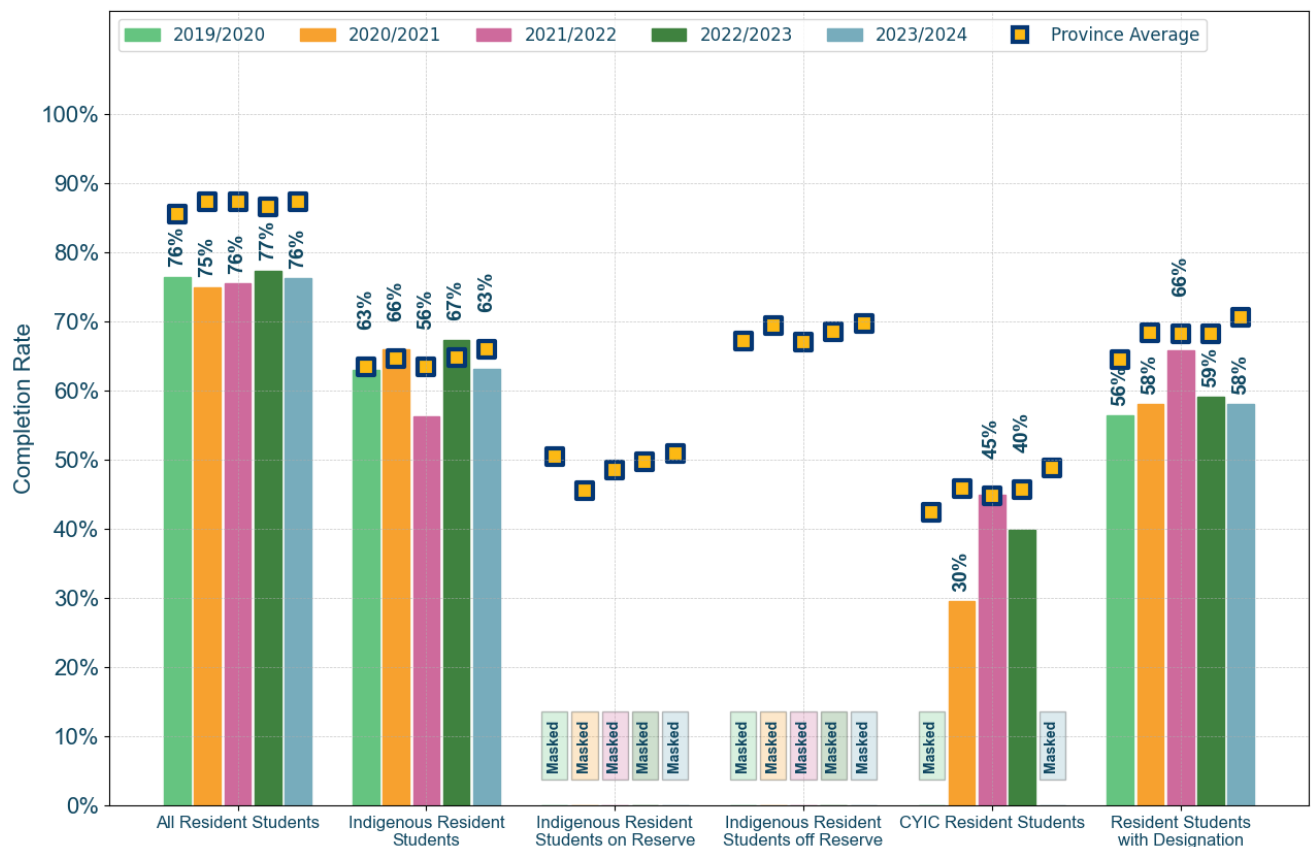
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

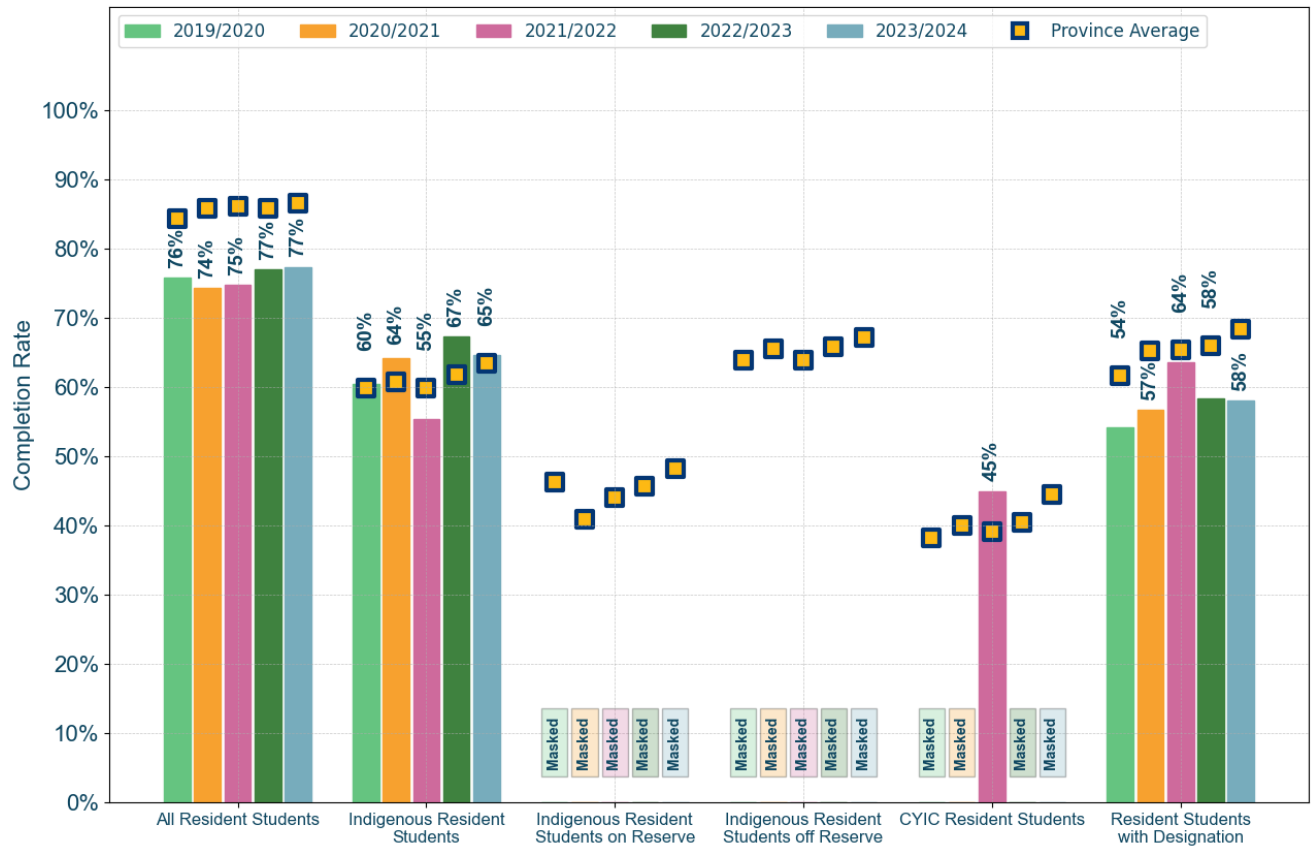
SD071 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	678 54	676 60	740 81	765 83	784 80
Indigenous Resident Students	127 10	123 11	136 15	132 15	158 16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	37 3	30 3	31 3	Masked
Resident Students with Designation	147 11	164 14	157 17	172 18	195 19

SD071 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD071 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context:

- Over five years, SD71's Dogwood completion rate for All Students has remained stable in the mid-70s, approximately 10% below provincial averages.
- Indigenous students show persistent equity achievement gaps. Though recent years indicate positive improvement especially Off Reserve. Mirror provincial averages.
- Students with Designation completion rates range between 54-64%, consistently below All Students and provincial average.
- CYIC remains the lowest-performing group, far below district and provincial norms in all but one year in the past 5 years.

Trends:

- Overall Pattern: All Students continue to be below provincial average.
- Indigenous Completion Trends:
 - Indigenous Resident Student 5-Year Completion shows a 3-year slight upward trend and is alignment with provincial average however there is a persistent gap of approximately 10% when compared to All Students.
 - Masked On-Reserve data indicates higher outcomes than All Students for two of the last three years.
 - Resident Students with Designation represents a 3-year slight downward trend that is below provincial average.

Comparisons:

- District vs Provincial:
 - District completion rates (excluding NIDES) are closer to provincial averages.
- On Reserve vs Off Reserve:
 - Indigenous students remain below All Students, though Off Reserve improvements are at provincial average.
 - Off Reserve: Positive improvement trend, though gaps persist.
- Resident Student with Designation is approximately 15% lower than All Students.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

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

Online Learning Impact:

- NIDES enrollment affects district completion rates due to transient students.
- Removing NIDES data reflects a more accurate district completion rate aligning closely with provincial norms.

These trends also highlight the need for:

- Continued focus on Indigenous learners (especially On Reserve).
- Intensive supports for CYIC.
- Strategies to sustain gains for designated students.

What strengths were uncovered?

The Indigenous Resident Student 5-Year Completion data indicate a 3 year upward movement to align with Provincial average. Continued improvement is a focus area.

What areas of growth were uncovered?

District and provincial data highlight the necessity for SD71 to continue to focus on how to move beyond the mid 70% average completion rate.

Classroom, school and district staff track these priority populations and implement and monitor targeted strategies of support. Designated positions to support:

- On Reserve KFN Success teacher
- Indigenous Grad Coach
- Indigenous Engagement and Knowledge Specialist

Implications for Equity Planning

Equity Barriers: Data reveals longstanding barriers for Indigenous learners despite some localized improvements.

Equity Scan Recommendations: This data reveals that longstanding barriers to equity persist for Indigenous learners and learners with unique needs when compared to All Students. Once our current Equity Scan process is complete, recommendations will inform the policies and practices of district schools that may lead to improving inequitable outcomes.

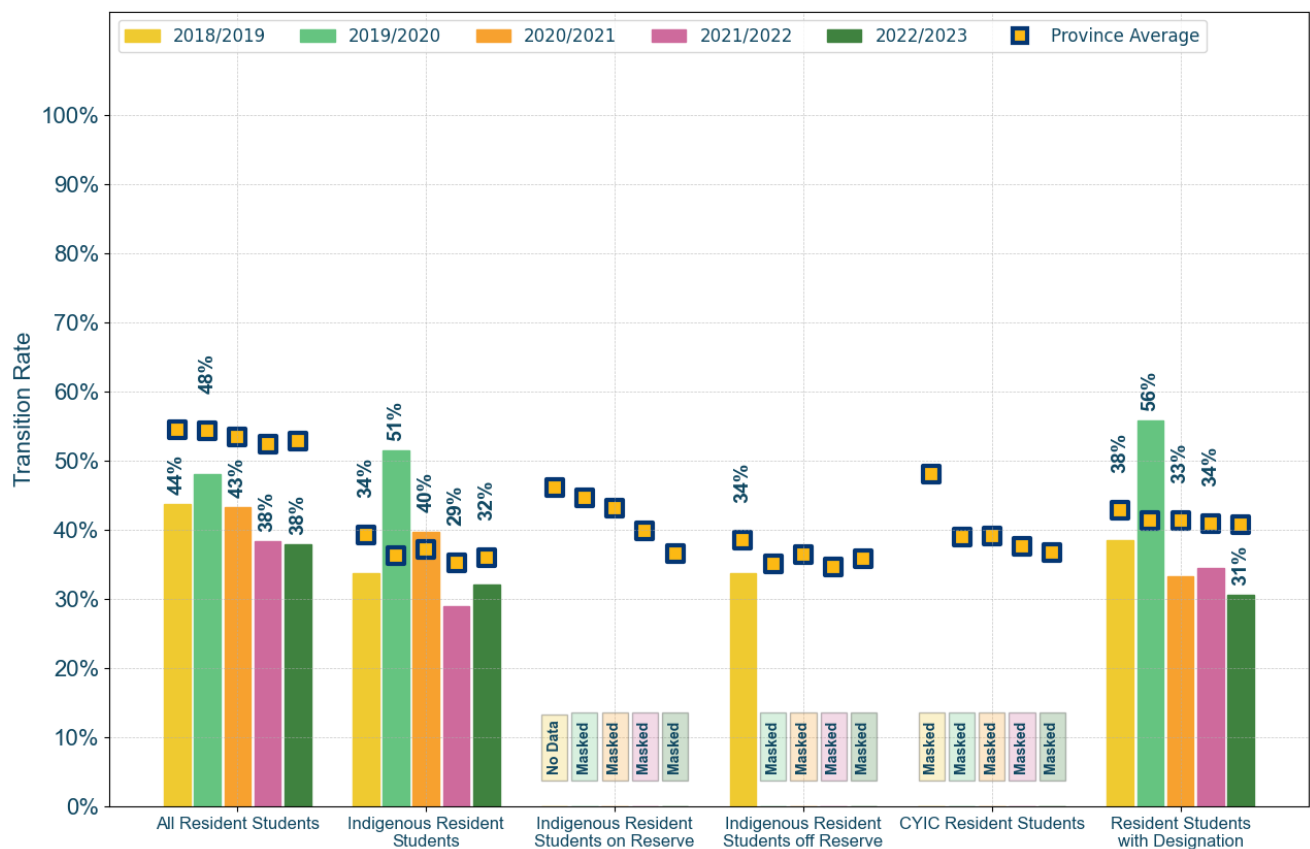
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

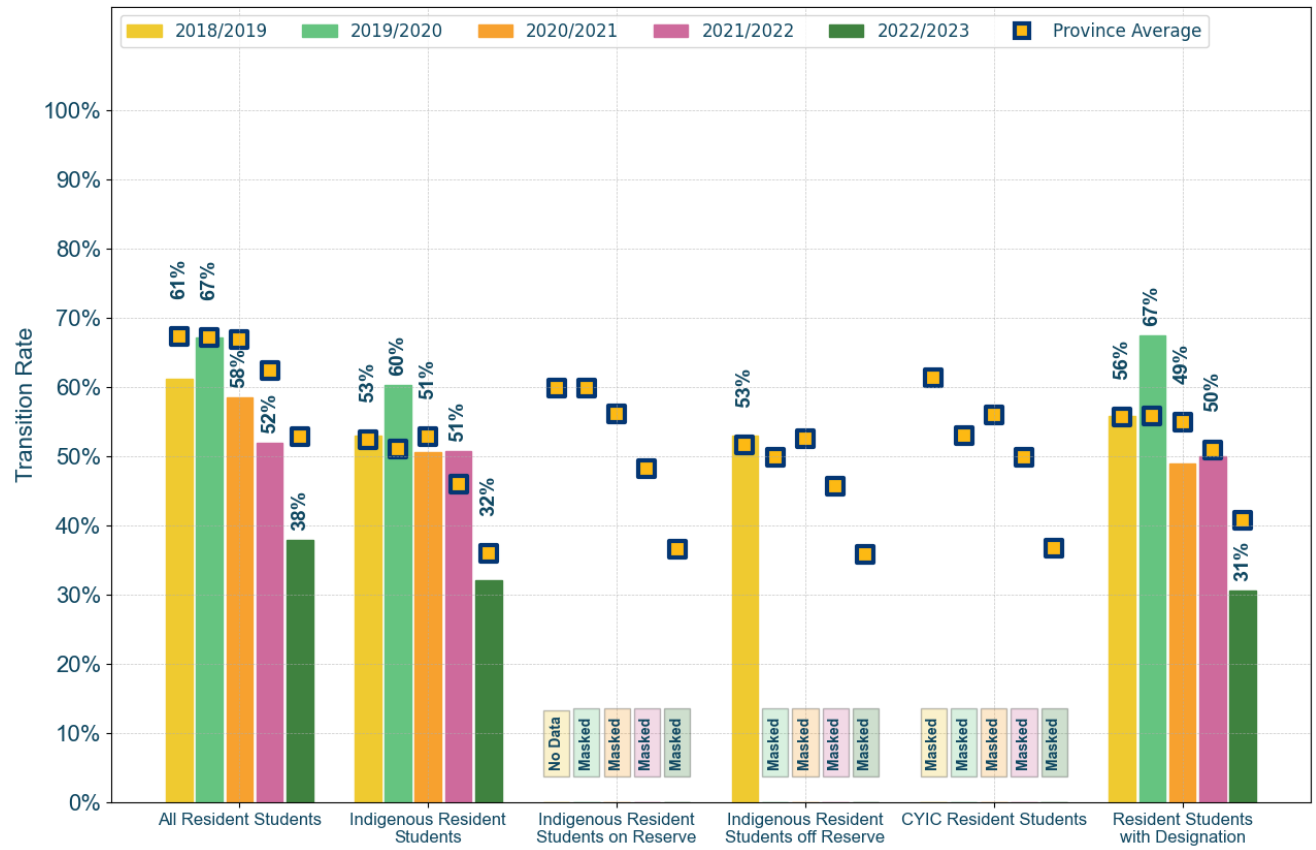
SD071 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	492	472	467	501	544
Indigenous Resident Students	83	68	83	69	84
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	83	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	52	43	45	58	59

SD071 - Immediate Transition to Post-Secondary



SD071 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context:

- Over three years, SD71's post-secondary transition rates show:
 - Immediate transitions remain low (38–43% for All Students), with no sustained improvement and persistent gaps for Indigenous and designated cohorts.
 - Within 3 years, there has been a steady decline from 59% to the low of 38% for All Students.
 - Rates Provincially have been declining, and rates remain below provincial averages and equity gaps persist.
- Indigenous students and designated cohorts experienced a decline during 2020/21, partial recovery afterward, but remain below All Students.
- CYIC has the lowest rates (masked), representing the most significant equity challenge.

Trends:

- Pandemic Impact: Recent data indicates a decrease in PSI transition rates following pandemic-related closures of in-person learning at post-secondary institutions.
- Labor Market Influence: Current labor demands may affect students' decisions to advance immediately to post-secondary education.
- Equity Trends:
 - Indigenous Students Not On Reserve: Trending downward, similar to All Students
- Overall Patterns:
 - All Students and priority populations show a 3-year downward trend in immediate transitions to BC Public PSI (all percentages in low 30s).

Comparisons:

- District vs Provincial: District rates for On Reserve Indigenous students show stronger improvements compared to provincial averages over the past four years.
- Despite improvements, slight disparities persist between Indigenous students and other cohorts, highlighting ongoing equity challenges.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

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

- Comparing provincial and local data, including findings pertaining to career education, pathways and post-secondary, highlight the necessity for the district to continue building capacity system wide to ensure all learners are exploring opportunities and goals towards their own unique career paths.

What strengths were uncovered?

Support Systems:

- Comox Valley Careers Department actively expands offerings and partnerships, including collaboration with K'omoks Nation.
- Indigenous Grad Coach Support
- Disaggregated Data Tracking system for all cohorts of students. School based administration is monitoring progress of priority populations.

What areas of growth were uncovered?

- Masked and unmasked data indicate that SD71 needs targeted strategies to increase immediate transitions, especially for Indigenous learners, designated students, and CYIC, to help increase gains in 3-year transitions.

Implications for Equity Planning

- The Careers Program continues to work collaboratively to establish additional PSI relationships and certificate program opportunities. The Careers Program has begun working closely with the K'omoks' Success Advisor and K'omoks Nation to enhance opportunities for work experience and PSI dual credit opportunities.
- The district has developed a Local Educational Agreement with the K'omoks Nation with guiding principles that we follow. The agreement holds SD71 accountable to support the success of K'omoks Nation learners while including and considering cultural values and traditions as we work with Indigenous students to support them in their chosen educational, career, and post-secondary pathways.
- Expand community partnerships to provide increased work experience for priority populations.

Comox Valley Schools

SD#71

Interim Progress Report for the Enhancing Student Learning Report September 2025

Part 2b: Respond to Results

In Review of Year 2024-2025 of Strategic Plan for Education

Approved by Board on September 23, 2025

Interim Progress Report for Enhancing Student Learning:

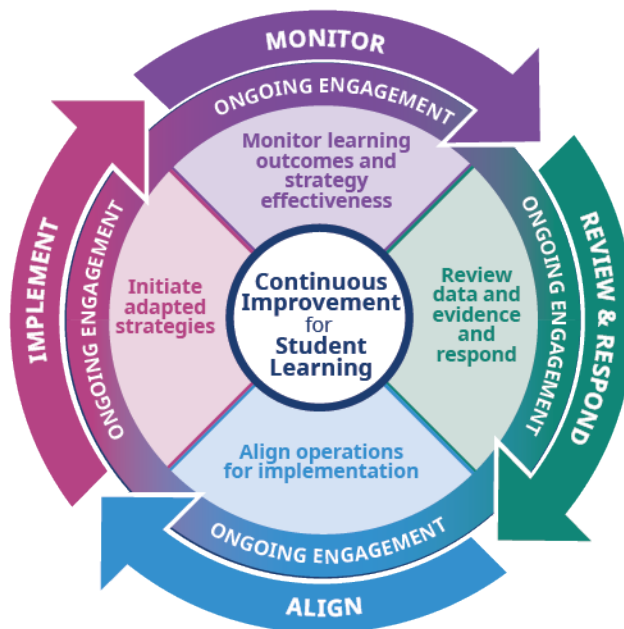
Ministry Note

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

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

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

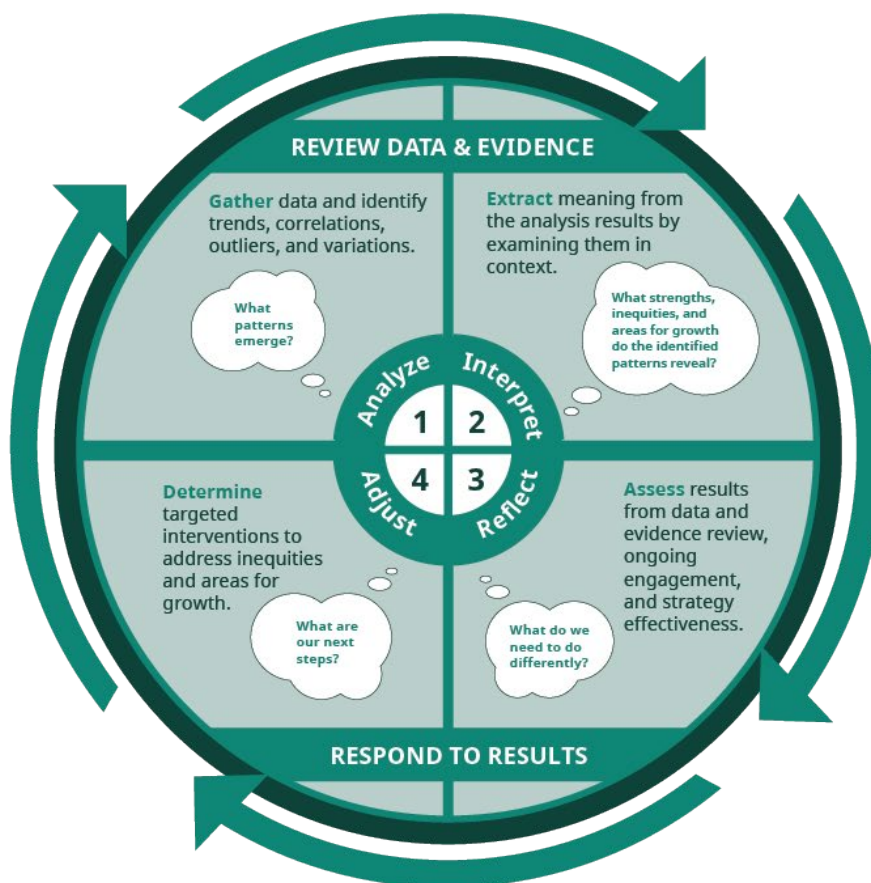
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

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

Interim Progress Report

Respond to Results



Part 2b

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

Interim Progress Report Provides:

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

Reflect and Adjust Chart



Please note: If the district's current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Create inclusive, wholistic, and personalized learning environments to enhance each student's development of the core competencies over time.			
Decolonizing and Indigenizing; Inclusion; Personalized Learning; Student-centered Assessment; Social Emotional Learning; Flexible Learning Environments, Digitally Enhanced Learning; and Land-based Learning.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Warrior Society Program: Indigenous leaders providing cultural mentoring through one-on-one and small group activities on the land. Kwezen's: Based upon the Warrior's Society Program, provides	These targeted strategies serve priority CYIC and Indigenous learners who have had considerable socio-emotional struggles within the classroom setting. These strategies also aim to improve attendance and	These strategies target the gaps between Indigenous / CYIC and All students in 5 yr completion rates, as well as Gd, 4 / 7 Literacy Numeracy rates and SLS responses indicating well-being. While there remain persistent gaps, staff report a considerable improvement in self-regulation in	Continue In consultation with the IEC, staff will review the effectiveness of these strategies. Adapt: The Warriors Society Program serves priority students from 5 schools and Kwezens serves priority students from 3 schools. Staff will liaise with other schools to identify need and provide supports.

<p>multiple for <i>female and non-binary</i> priority learners</p> <p>Atayokan Therepeutic Riding Program:</p>	<p>outcomes for these priority populations.</p> <p>* Priority students shared that they wanted to learn through stories, art and song from positive Indigenous role models on the land.</p> <p>*Therapeutic riding program chosen to provide support to SEL priority learners.</p>	<p>many of the students, positively impacting attendance and engagement within the school setting. Priority students and guardians report gratitude for these opportunities.</p>	
<p>30+ Indigenous Support Workers: (ISW) Primary support for Indigenous students. 50:1 ratio in dedicated Indigenous spaces throughout the district.</p> <p>Indigenous Support Worker Mentor: Supporting ISWs to ensure students have excellent cultural, educational, socio-emotional support.</p> <p>INED Manager: Provide opportunities for ISWs to gather, learn together and</p>	<p>These strategies address the gaps in opportunity and outcome gaps between Indigenous and non-Indigenous students.</p> <p>This longstanding support has provided vital connection for underserved Indigenous students.</p>	<p>These strategies are effective as per the SLS data.</p> <p>“adults care” has Indigenous students’ outcomes above ALL resident students in 2 of the last 3 years in grades 4,7,10.</p> <p>*This strategy, while respected by students, community, and schools is not enough to address over 10% disparity in 5 yr completion rates between Indigenous and non-Indigenous students.</p>	<p>Continue: the 50:1 per student ratio, and the model of INED manager building capacity with ISWs outlining duties, strategies and approaches.</p> <p>Introduce: Indigenous Support Worker Mentor, to provide additional 1:1 support to all ISWs to ensure best Indigenous focused practices when working with students. We will monitor this new strategy this year.</p>

share strategies and culture.			
Ni'noxsola Elders in Residence Program: Elders of diverse Indigenous backgrounds visit schools providing cultural awareness, language, knowledge and ways of being.	This strategy addresses the 4-year downward trend of Indigenous students in grades 4, 7, 10 feeling less safe and less of a sense of belonging at school than non-Indigenous students. This strategy has been implemented through consultation with KFN and the IEC.	This strategy has had mixed (Quantitative) results. Indigenous students in grades 4 & 7 & 12 have experienced the highest increase of feeling at safe at school, while grade 10 students felt decreased safety. Vital (Qualitative) results from students, staff, and community have been overwhelmingly positive. The Elders have created meaningful relationships with priority students and provide a vital connection to culture and ways of being for Indigenous students.	Continue and Adapt: SD71 will expand this strategy: The BOE agreed to cover all current honorariums through core funding, freeing up targeted funds to be used in recruiting more Elders in residence to serve additional schools throughout the district. The IEC previously indicated that they would like to scale up this targeted strategy. Staff will be responsive to this direction.
K'ómoks First Nation Student Success Teacher: Case management of all KFN students. Liaise between Nation/PVP/CDTA/CUPE staff and KFN students & families. Indigenous Knowledge Specialist: Large/small group/1:1 mentorship and teachings on the land	These positions address attendance and outcome gaps between First Nations students living on reserve and all students. The Success Teacher position is an outcome of the LEA agreement. The Indigenous Knowledge Specialist Position was created to share Indigenous brilliance, history & culture with	Due to very small cohort sizes, 5-year completion rates, & FSA results vary considerably. SLS data re: "feel welcome" on-reserve students' outcomes much higher than Provincial results in 2 of the last 3 years in grades 4, 7, 10, and above district 'all resident students" in 2 of the last 3 years. These strategies are deeply valued by Rightsholders.	Continue and Adapt: Continue KFN Student Success Teacher, with additional supports, raising profile throughout the district, including: - 3-4 Indigenous student support team meetings with PVP-Teachers-success teacher -Increased collaborative opportunities with KFN education manager & SD71 senior staff -Increased accountability through LEA governance meetings. (Advocacy for additional supports / staffing) Adapt: Indigenous Knowledge Specialist position. This position began Jan, 2025. Plan to

with KFN students throughout the year.	On-Reserve students, as well as other Indigenous / non-Indigenous students. Both positions paid for through core funding.		increase opportunities to share land-based knowledge as per request from KFN / Indigenous students and staff.
Indigenous Grad Coach: Supports Gd 11-12 Indigenous students at the school with highest Indigenous student population Nala'atsi: Indigenous Centered Learning Program Gd 10-12	These strategies address the gap in 5 & 6 year completion rates of Indigenous students compared to All Students. Nala'atsi also addresses the gap in belonging for priority Indigenous learners.	The Grad Coach position implemented in 2022/23 school year, has had moderate success rates during the past 2 years. Over the past 3 years, Nala'atsi school has provided unique community and land-based opportunities resulting in higher completion rates of Indigenous learners. Students, parents, Elders and community members value Nala'atsi.	Adapt: Approval from IEC to scale up Grad Coach strategy to 2.0 FTE + to provide more direct support of priority Indigenous secondary students. Seeking approval from IEC to extend Nala'atsi school to provide support to Indigenous learners from Grades 6-12.
Equity Scan	Indigenous community led multi-year, district-wide Equity Scan will address the inequitable outcomes and experiences of Indigenous learners.	While this strategy is still underway, initial feedback from Indigenous community is positive and encouraging.	Continue and Implement: Equity Scanning recommenced during 2024-25, will conclude December 2025. Equity Action Plan, (with direction from community led scanning team) will be completed by May 2026.
Indigenous K-1-2 Program Prioritizing IWVP's	This strategy addresses the sense of belonging gap for K-1-2 Indigenous learners.	Indigenous students, parents, community, KFN, and IEC have provided positive qualitative feedback.	Continue and Implement: Consult with IEC and KFN who have recommended an expansion of the program to another school closer to K'ómoks First Nation.

Implementing Low Arousal , a behaviour management process used to augment and eventually replace CPI (Crisis Prevention Intervention)	The strategy will address aggression and crisis situations involving diverse learners. This strategy was chosen based on increased violence in the workplace reports received by Health & Safety and EA/Teacher feedback.	The pilot project was implemented in Jan 2025. Initial reports highlight reduced negative interactions and stressful situations involving diverse learners with low intellectual capacity. Data points will be tracked in the current school year and adjustments made as necessary.	Introduce & Implement: All Inclusive Education staff, district program Teachers / EA's and Administrators were trained between January to July 2025.
Introduced a new 3-part Mental Health Plan: (a) Promotion & Protection (b) Preventative & Educate (c) Intervention & Supports	The new mental health plan address student feedback around the lack of awareness, resources and staff members not having the ability or willingness to get involved	Year-end student feedback of the plan was positive. Numerous stories highlighted the impact in keeping students engaged.	Implement & Adapt: SD71 students presented the plan at the provincial forum in May 2025. Consistent feedback will need to be obtained throughout the school year, and adaptations made to remain current.
ICY (Integrated Child and Youth Care)	The gap addressed was long wait times for specialized counselling related supports.	The implementation of ICY has effectively reduced long wait times while intentionally bringing complex services to those child/youth needing the service by providing immediate wrap-around services to CYIC, diverse learners and students exhibiting mental health challenges.	Continue: stats are tracked, and the impact of services identified
Established a Primary Years Identification Team involves Inclusive	Identified need to support post COVID K-gr 3 students exhibiting	The strategy removes the wait time and provides immediate medical and mental support during the most	Continue

education, psychiatry & MCFD.	severe learning and behavioral challenges as identified by parents, teachers, school-based team processes.	crucial student development and learning years. Students suspended, or on partial programs have returned to the classroom. The strategy is effectively keeping students in school.	
Two specialized hirings (1) Behavioral Consultant – excluded (2) EA mentor	Supporting staff to better understand and develop learning environments for our diverse learners & CYIC.	Professionals with specialized training observe students in their learning environment and then help staff, students and families, understand and create plans to enhance the learning environment	Implement: Hirings were completed in June 2025 so the effectiveness and any possible adaptations will be identified in the coming school year.
Parent / Community Workshops & Partners of SD71 Meet and Greet.	Support parents with children struggling in school. It was based on direct feedback from parents, community partners and DPAC	Parent feedback has been positive.	Continue with adaptations – Inclusive education is meeting regularly with DPAC to continually identify parent topics of interest.
LINK: Partnership between North Island College and SD71	Support graduating students with diverse learning needs whose goal is to live independently or semi-independently.	Past student involvement has proven effective in providing semi-independent living and job opportunities.	Reimplementing: The program has been reinstated after two years of being dormant and work and living data will be tracked.
Accessibility Committee & partnership with SPARC BC	Identified through student/parent concerns with accessibility and	Numerous issues raised through electronic feedback surveys resulted in changes to student learning – training in apps, sound fields, physical building alterations	Continue and Adapt: as information is shared and processed by the accessibility committee

	feelings of belonging as identified in the SLS		
Development and implementation of district Literacy Framework: <ul style="list-style-type: none"> Implemented new locally developed Kindergarten and Gr. 2 Literacy Assessments in all schools. Collected baseline data for these grades. Developed, field-tested, and trained teachers in the new locally developed Gr. 6 Literacy Assessment. 	Addressing district's need for a systematic and consistent approach and more fine-grained literacy assessment information to monitor impact of literacy initiatives and to inform the district's planning within the <i>Continuous Improvement Cycle</i> .	<ul style="list-style-type: none"> All K and Gr. 2 teachers collected district check-in data with all students. All Gr. 6 teachers participated in the orientation and administration training for the new literacy assessment and are ready to implement in Fall 2025. Preliminary student literacy data indicates the need to focus on emergent literacy instruction with primary classroom teachers, including phonemic and phonological learning routines. 	Continue and Adapt: <ul style="list-style-type: none"> Continue district's Literacy Frameworks development, implementation, and capacity building. Ensure alignment with new Ministry directions in early literacy and literacy support. Primary teachers - Professional learning series and school residencies with district literacy teachers. Implement the new district literacy assessment in Gr. 6 in Fall 2025 and collect baseline data. Professional learning to support analysis and targeted instruction for intermediate classroom teachers. Intermediate teachers – Professional learning series and support from school-based Curriculum Support Teachers.
Development and implementation of district Numeracy Framework: <ul style="list-style-type: none"> Supported teachers in trying the district's new, locally developed K-7 number sense whole class assessment and 	Addressing district's need for a systematic and consistent approach and more fine-grained numeracy assessment information to monitor impact of numeracy initiatives and to inform the district's planning within the	All Gr. 3 and 5 teachers have been provided with orientation and administration training for the new numeracy assessments and are ready to implement in Fall 2025.	Continue and Adapt: Implement the new district numeracy assessments in Gr. 3 and 5 and collect baseline data. Focus on providing professional learning to support analysis and targeted instruction for intermediate classroom teachers.

<p>diagnostic assessments.</p> <ul style="list-style-type: none"> Developed the district's new problem-solving assessments for Gr. 3 and 5. 	<p><i>Continuous Improvement Cycle.</i></p>		
<p>Enhance student growth in Core Competencies through school-based leadership development: Capacity building series for elementary/middle school principals/vice principals in instructional leadership</p>	<p>School leaders needed to enhance their ability to implement the Strategic Plan for Education, including how to facilitate growth in learning and student-centred assessment.</p>	<p>Principals and vice principals participated in Leading Learning series with 4 half-day sessions of learning, dialogue, and collaboration - Many principals/vice principals are more confident about their knowledge of learning for young children, including the pedagogy of play. They reported positive learning-focused conversations with teachers during classroom visits as a result, and teachers appreciated sharing with their administrators about their students' learning.</p>	<p>Continue and Adapt: As per both PVP and teacher feedback, the Leading Learning series will continue, however, move into a focus on how to use learning evidence to inform the development of school goals and to monitor plans, and how to facilitate collaboration that builds Collective Teacher Efficacy (CTE) and effective teams.</p>
<p>Enhance student growth in Core Competencies through Curriculum Support Teachers' Community of Practice: Capacity building strategy and structures for elementary teachers</p>	<p>Continued development of Collective Teacher Efficacy in instructional and student-centred assessment practices in addition to authentic approaches to the <i>design principles</i> in the Strategic Plan for Education</p>	<p>Most of our elementary/middle schools have a Curriculum Support Teacher who supports and collaborates with their school-based colleagues to address the literacy and/or numeracy goal for their school. As a Community of Practice, the group meets regularly to discuss literacy and numeracy research, work on effective instructional and</p>	<p>Continue: The CST Community of Practice will continue to deepen its growing collective instructional capacity of teachers across schools. The focus this year will be in supporting intermediate colleagues in using locally developed literacy and numeracy assessments to inform instruction, and continued learning about meaningful student-centred assessment that fosters core competency development.</p>

		assessment strategies in support of all learners and explore ways to embed the First Peoples Principles of Learning. Deepened dialogue and reflective practice reveal that this model is showing great success in building instructional capacity and shifting mindsets about student competence across the district.	
Enhance student growth in Core Competencies through Teacher Collaborative Inquiry	Needed professional learning that facilitated implementation of the Strategic Plan for Education (Core Competencies and design principles)	<p>Offered series focused on how to foster student curiosity, agency, and core competencies development, teachers explored play- and inquiry-based learning approaches.</p> <p>Participation rates:</p> <ul style="list-style-type: none"> • Primary – 16 teachers across 7 schools • Intermediate – 10 teachers across 8 schools <p>For many participants, this was their first experience learning <u>through</u> inquiry while also learning how to teach it with their students. Feedback indicated significant insights and growth in their understandings and practices into progressive instructional and assessment approaches, and student samples and stories demonstrated impact on agency and</p>	Continue and Adapt: Based on feedback from this year’s participants, there is a need to expand this initiative and increase collaboration with colleagues, by encouraging school team participation (rather than individuals) to further deepen growth in collective instructional practice and widen impact on student learning within the school community and across cohorts and years.

		engagement in deeper and meaningful learning.	
<p>Implementing Flexible Learning Environments</p> <p>-Brightspace Integration: Enabled asynchronous and blended learning opportunities.</p> <p>-iPad Project: Provided tools and training to support mobile, flexible learning.</p> <p>-Facility Use Analysis: District comprehensive understanding of space, size, and use constraints to inform future planning.</p> <p>-NIDES Review and Action Plan: Began redesigning staffing and budget to support flexible, distributed learning models.</p>	<p>Based upon the Nides and career education review, supporting diverse learning needs and varied educational environments to improve student outcomes for priority populations and all students.</p> <p>These strategies were chosen to create more adaptable, student-centered environments that support equity and access.</p>	<p>Based on student and staff feedback from surveys Initial implementation has improved access to learning tools and environments that support student choice and pacing.</p>	<p>Continue: Use of digital platforms and mobile technology to support flexible learning.</p> <p>Adapt: Expand flexible scheduling and space use based on facility analysis.</p> <p>Introduce: Pilot hybrid learning models and explore outdoor/nature-based learning environments.</p>
<p>-Enhancing Career Development and Graduation Success:</p> <p>-Revised Career Programs: STEP, Dual</p>	<p>To improve graduation outcomes and career readiness for Indigenous students and CYIC and address systematic barriers and provide</p>	<p>There is a need for more targeted, culturally responsive, and data-informed strategies. Completion rates for All Resident Students have</p>	<p>Continue: Graduation tracking, career programs, and personalized supports.</p> <p>Adapt: Provide culturally grounded supports and community partnerships for students</p>

<p>Credit, and Work Experience programs provided students with real-world skills and post-secondary pathways.</p> <p>-Curriculum Development: Career Education 11 course content being redeveloped, supported by Brightspace integration and teacher release time.</p> <p>-Technology Integration: Assistive technologies and digital literacy curricula were expanded, including AI working group discussions and cybersecurity enhancements.</p> <p>-Community Engagement: Career expos, mentorship programs, and partnerships with local organizations connected students to broader career opportunities.</p>	<p>individualized support to improve the dogwood completion rates.</p>	<p>remained stable (75–76%) but below the provincial average (~78%).</p> <p>Indigenous students show a consistent gap (~63%), with minimal change over five years. Data for CYIC and students with designations is limited due to masking, but trends suggest continued challenges.</p>	<p>through increased collaboration with community.</p> <p>Introduce: Disaggregated data tracking for all cohorts of students.</p>
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<p>-Data Systems: Power BI tools and a monthly data tracking system were developed to monitor student progress and inform interventions.</p>			
<p>Personalized Learning Post Secondary / Career Pathways</p> <p>-Dual Credit Academics: Allows students to earn high school and post-secondary credits simultaneously in areas like healthcare, engineering, and business.</p> <p>-Trades Sampler Programs:</p> <p>-Youth Work in Trades:</p> <p>-District Robotics & Enter Program:</p> <p>-Culinary Arts Program:</p>	<p>Address decreasing PSI transition rates of all students and prioritizing Indigenous students, CYIC and designated students moving to post secondary institutions.</p> <p>Engage and support students in exploring pathways throughout grades 10 to 12. Student interest in Dual Credit Academics is strong..</p>	<p>Program and course enrolment feedback from engagement demonstrated an effective correlation to enhancing Post Secondary / Career Pathway .</p> <p>Comprehensive Career Education Program review identified program effectiveness, and resource allocation as areas of growth.</p>	<p>Continue to implement career program review recommendations.</p> <p>Continue collaboratively establish additional PSI certificate program opportunities.</p>