



GULF ISLANDS
SCHOOL
DISTRICT 64

Enhancing Student Learning Report

September 2026



Board Approval: 16 September 2026

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Intellectual Development

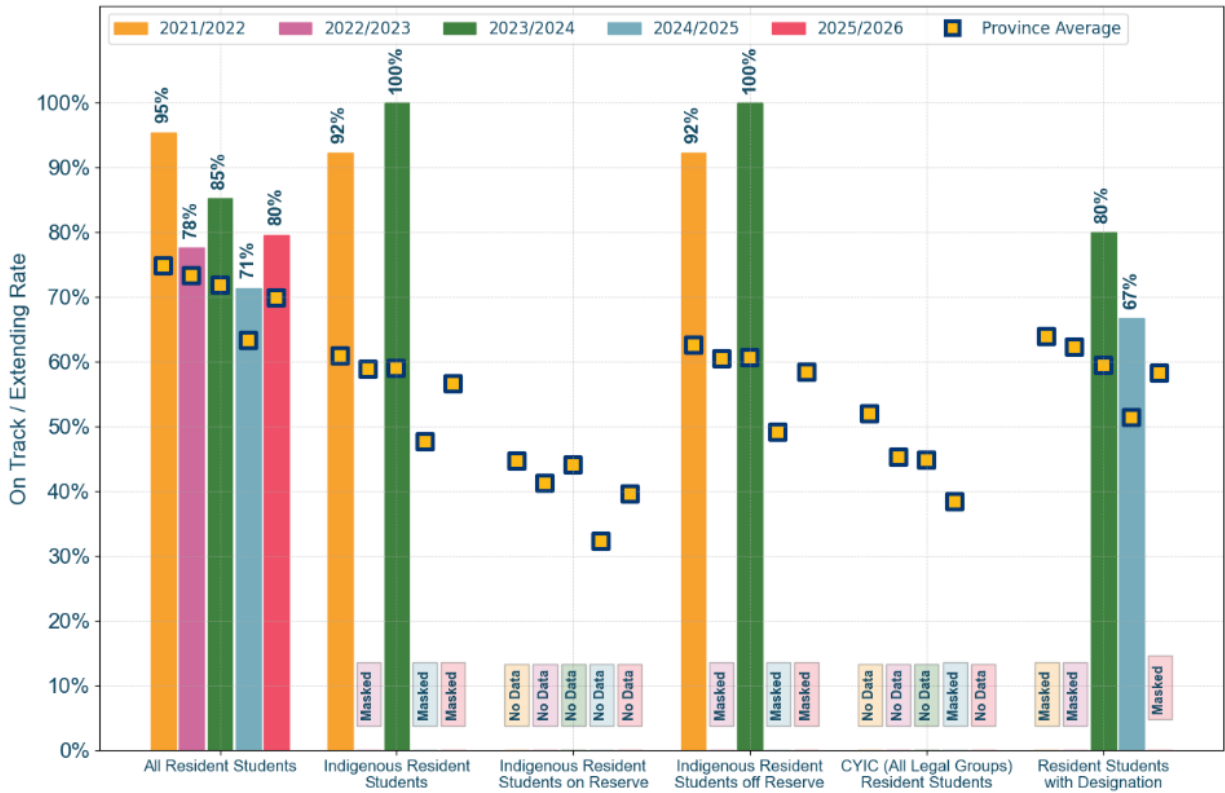
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & 7 Literacy Expectations

SD64 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	96 92%	101 93%	91 97%	105 93%	108 95%
Indigenous Resident Students	13 100%	16 88%	14 93%	13 92%	12 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	13 100%	16 88%	14 93%	13 92%	12 92%
CYIC (All Legal Groups) Resident Students	0	0	0	Masked	0
Resident Students with Designation	Masked	16 69%	16 94%	21 86%	Masked

Grade 4 FSA Literacy - OnTrack / Extending Rate



SD64 Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	114 97%	141 98%	101 99%	114 96%	113 96%
Indigenous Resident Students	16 100%	16 100%	11 100%	20 95%	16 94%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	16 100%	16 100%	11 100%	20 95%	16 94%
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	19 95%	27 96%	15 100%	25 88%	32 88%

SD64 Grade 7 FSA Literacy - On Track / Extending Rate

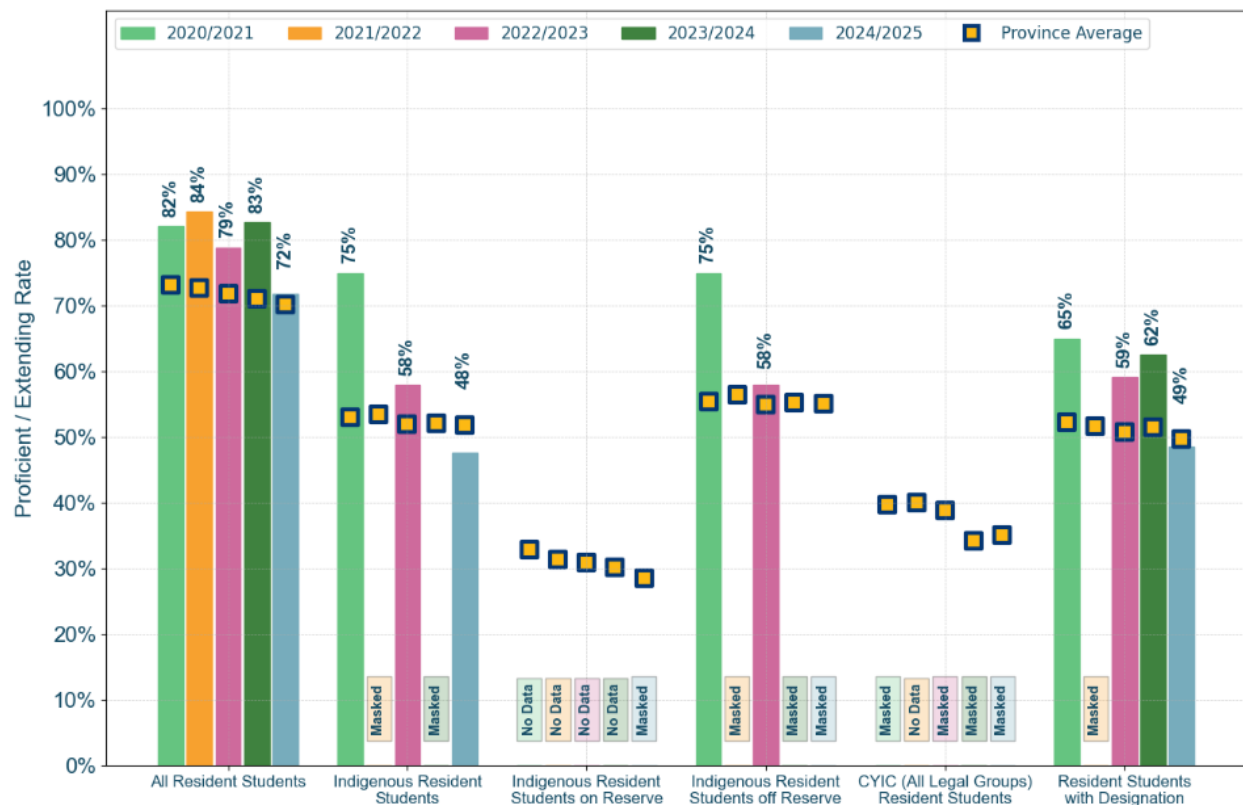


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	117 90%	145 82%	141 91%	140 86%	132 88%
Indigenous Resident Students	16 94%	Masked	22 82%	16 75%	20 85%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	16 94%	Masked	22 82%	Masked	20 85%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	18 89%	18 67%	25 76%	22 59%	38 74%

SD64 Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



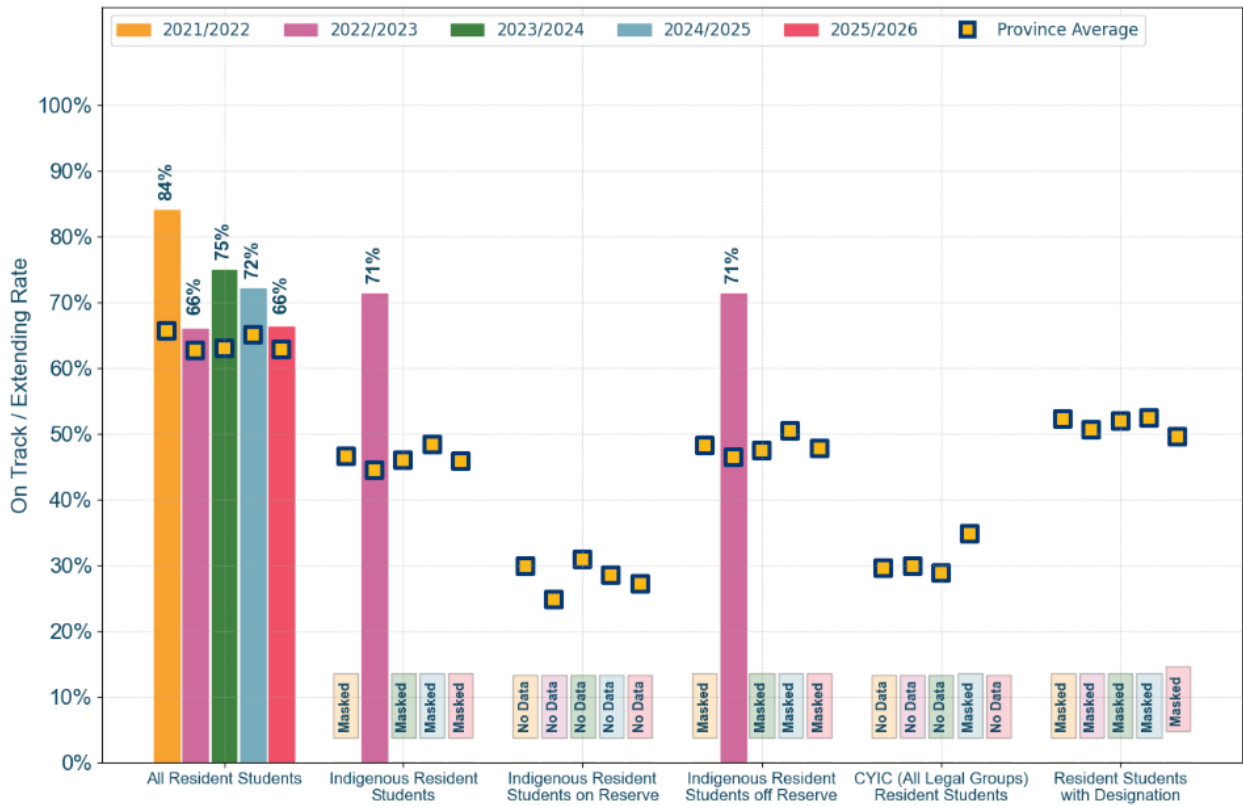
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD64 Grade 4 FSA Numeracy -Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	96 92%	101 93%	91 97%	105 92%	108 96%
Indigenous Resident Students	13 100%	16 88%	14 93%	13 92%	12 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	13 100%	16 88%	14 93%	13 92%	12 92%
CYIC (All Legal Groups) Resident Students	0	0	0	Masked	0
Resident Students with Designation	Masked	16 69%	16 94%	21 86%	Masked

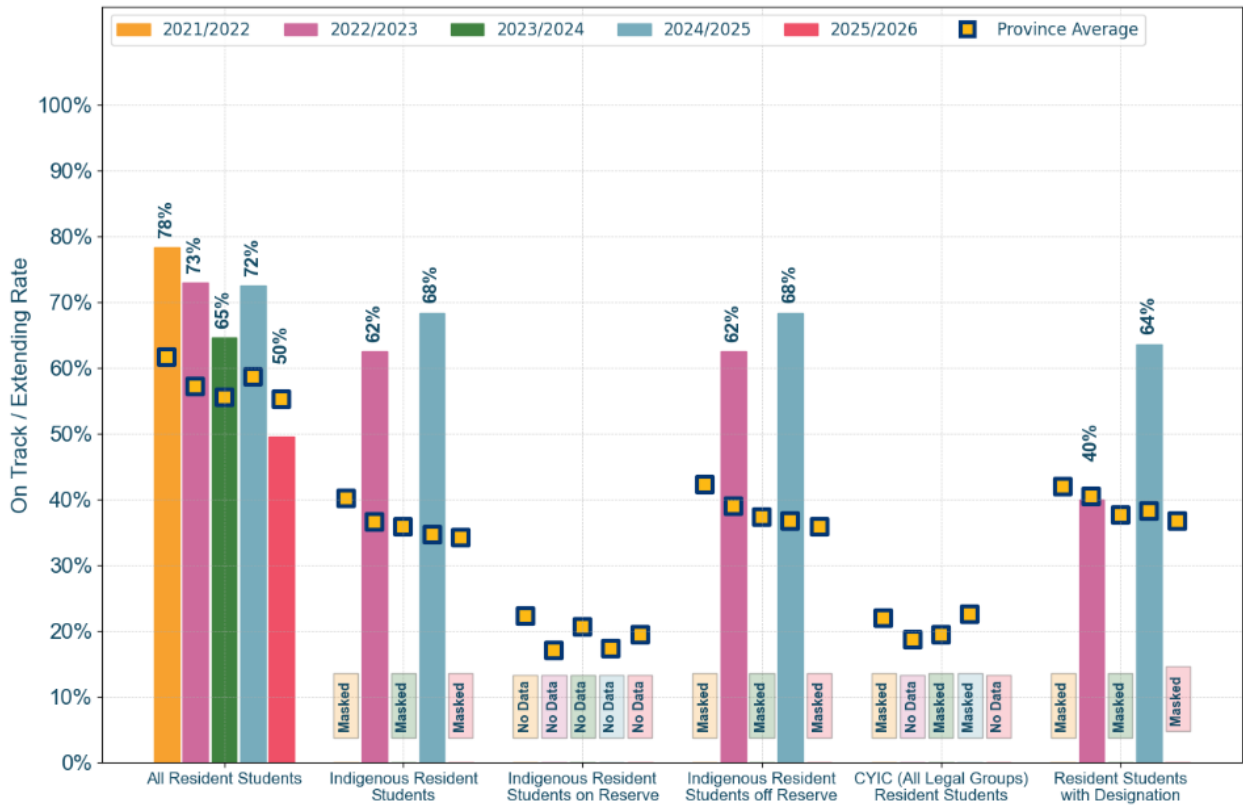
SD64 Grade 4 FSA Numeracy - On Track / Extending Rate



SD64 Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	114 97%	141 97%	101 98%	114 96%	113 95%
Indigenous Resident Students	16 100%	16 100%	11 100%	20 95%	16 88%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	16 100%	16 100%	11 100%	20 95%	16 88%
CYIC (All Legal Groups) Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	19 95%	27 93%	15 93%	25 88%	32 88%

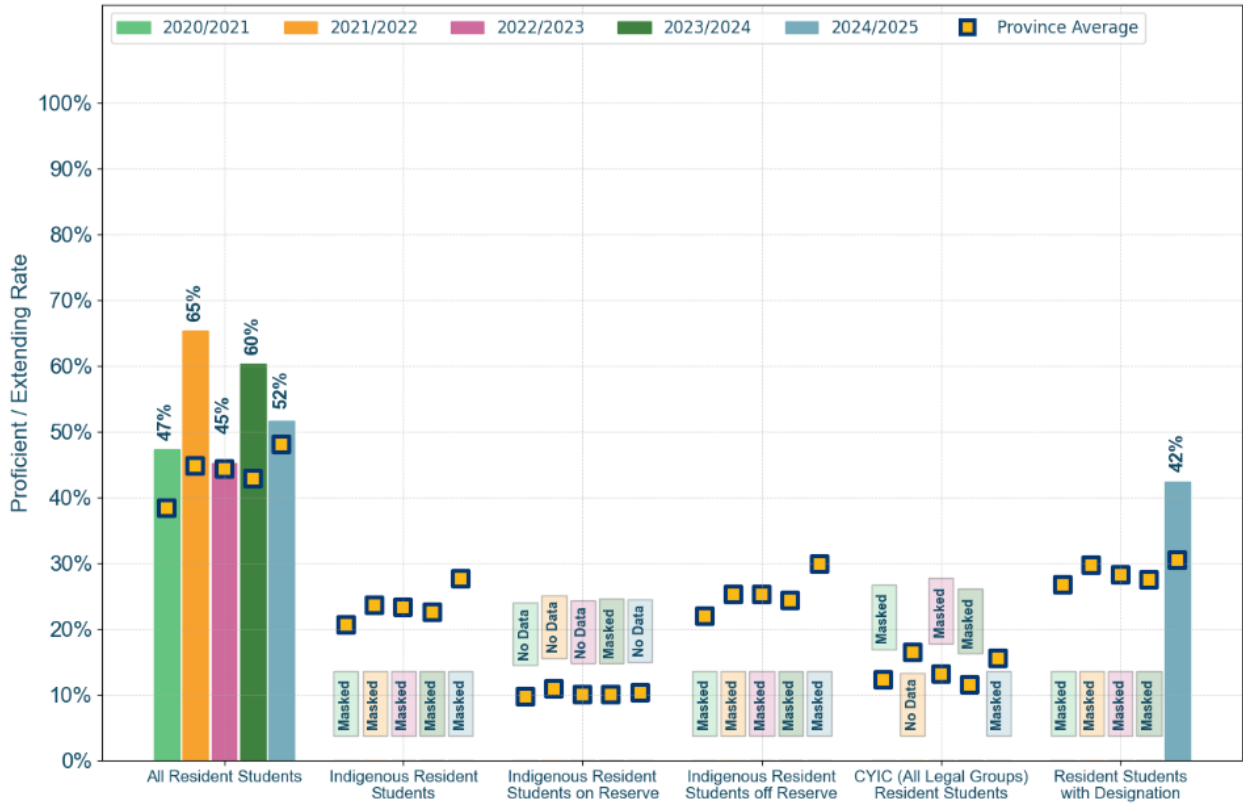
SD64 Grade 7 FSA Numeracy - On Track / Extending Rate



SD64 Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	119 89%	142 75%	138 88%	137 84%	132 92%
Indigenous Resident Students	16 88%	Masked	20 90%	15 87%	20 95%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	16 88%	Masked	20 90%	Masked	20 95%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	18 72%	18 61%	23 65%	21 71%	38 87%

SD64 Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

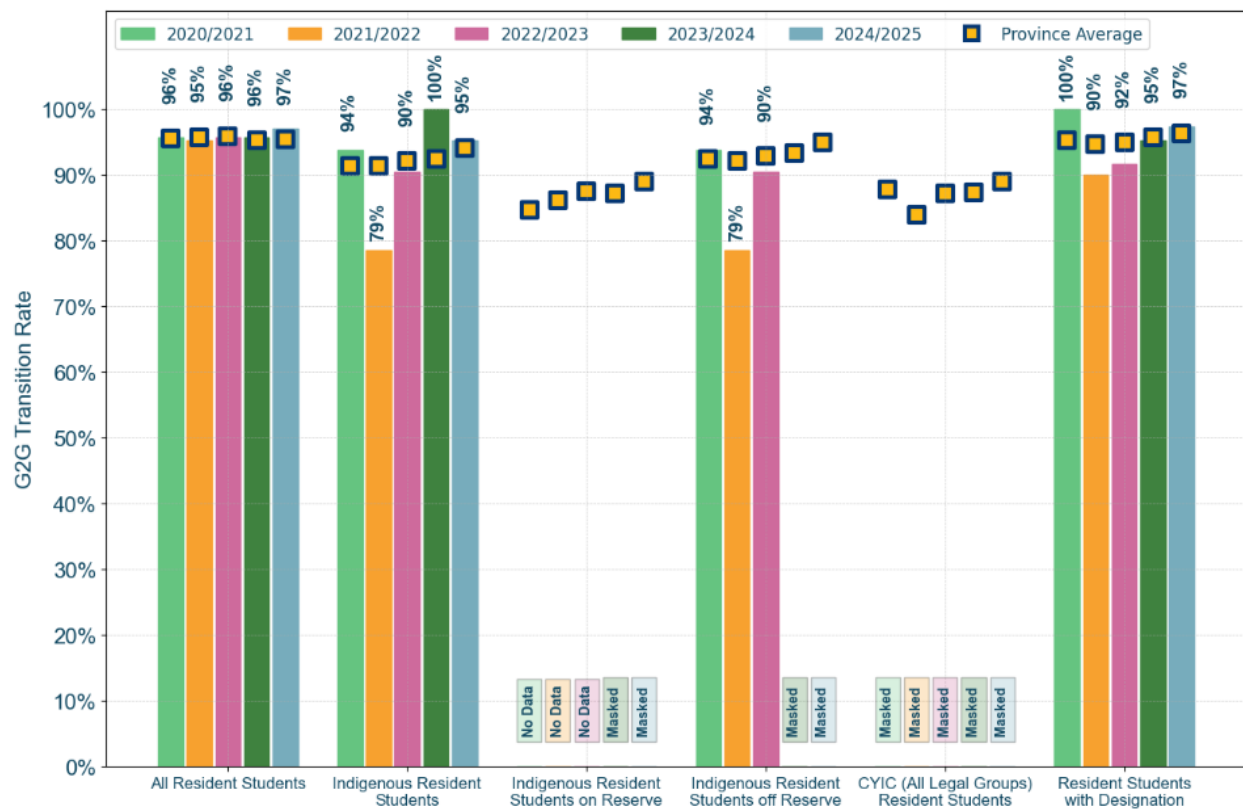


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	118	148	138	139	134
Indigenous Resident Students	16	14	21	16	21
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	16	14	21	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	18	20	24	21	38

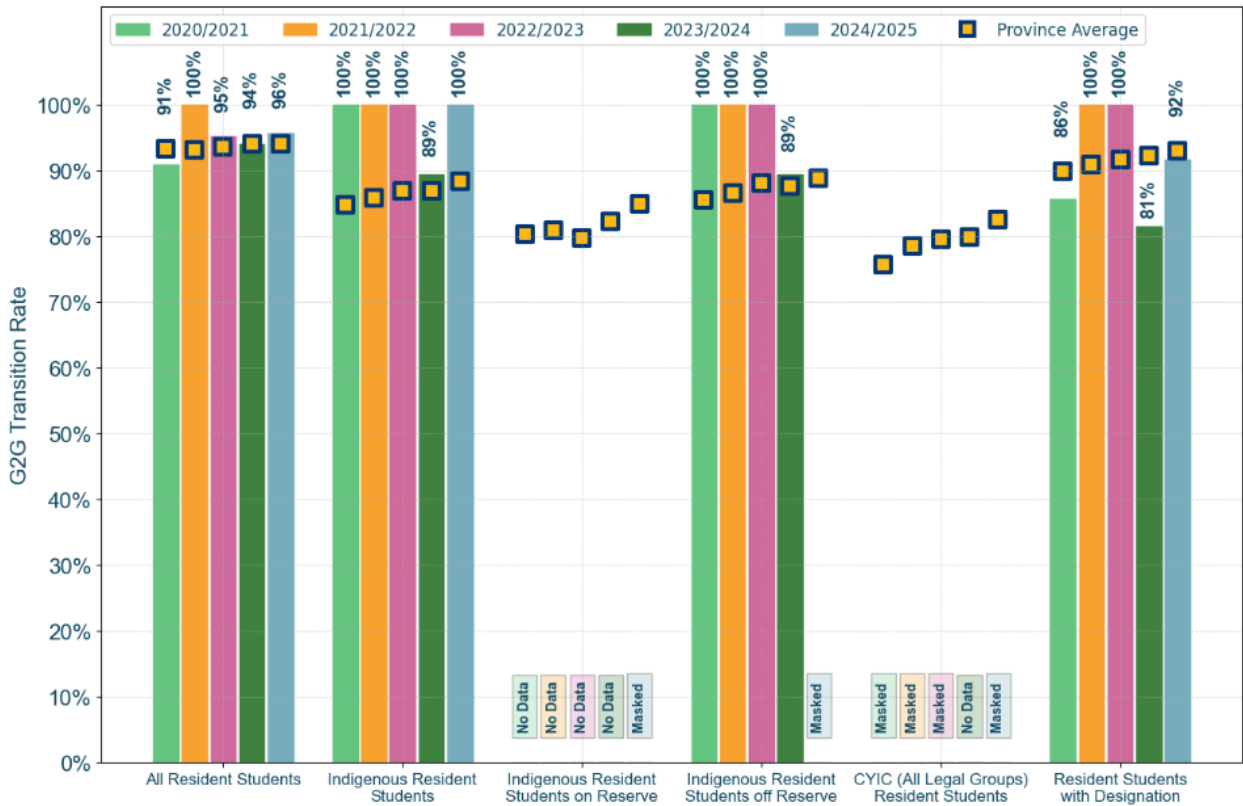
SD64 Grade 10 to 11 Transition Rate



SD64 Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	110	112	146	135	142
Indigenous Resident Students	12	16	13	19	19
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	12	16	13	19	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	14	16	23	27	24

SD64 Grade 11 to 12 Transition Rate



Intellectual Development | Review Data and Evidence

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

- The significant improvement in Grade 4 literacy for all students, increasing from 71% to 80%, is an encouraging outcome and suggests that early literacy supports are positively impacting student learning.
- Numeracy achievement presents an important area for growth across grade levels. Grade 7 and 10 results indicate a need for targeted efforts to strengthen student understanding, confidence, and achievement in mathematics.
- Reducing achievement gaps for Indigenous students and students with designations remains a priority, particularly in Grade 7 literacy, Grade 10 literacy, and Grade 10 numeracy.
- Transition rates continue to be a strength. Grade 10 and Grade 11–12 transition rates remained stable, while the Grade 11 to 12 transition rate for students with designations increased substantially from 81% to 92%. This positive trend suggests that supports promoting student engagement and school completion are having a meaningful impact.

Intellectual Development | Respond to Results

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

- Continue K–3 literacy screening and strengthen screening practices in Grades 4–8 through the Equity Tool, with school-based teams reviewing priority learners monthly and documenting timely instructional adjustments.
- Focus professional learning on quality, evidence-based instruction and assessment practices, with particular attention to literacy and numeracy across all grades.
- Use disaggregated data to identify, monitor and address equity gaps for Indigenous students, children and youth in care, and students with disabilities or diverse abilities, ensuring targeted supports are adjusted based on demonstrated impact.
- Establish two targeted Grade 8/9 intervention blocks focused on literacy and numeracy to provide additional support for students.

Human and Social Development

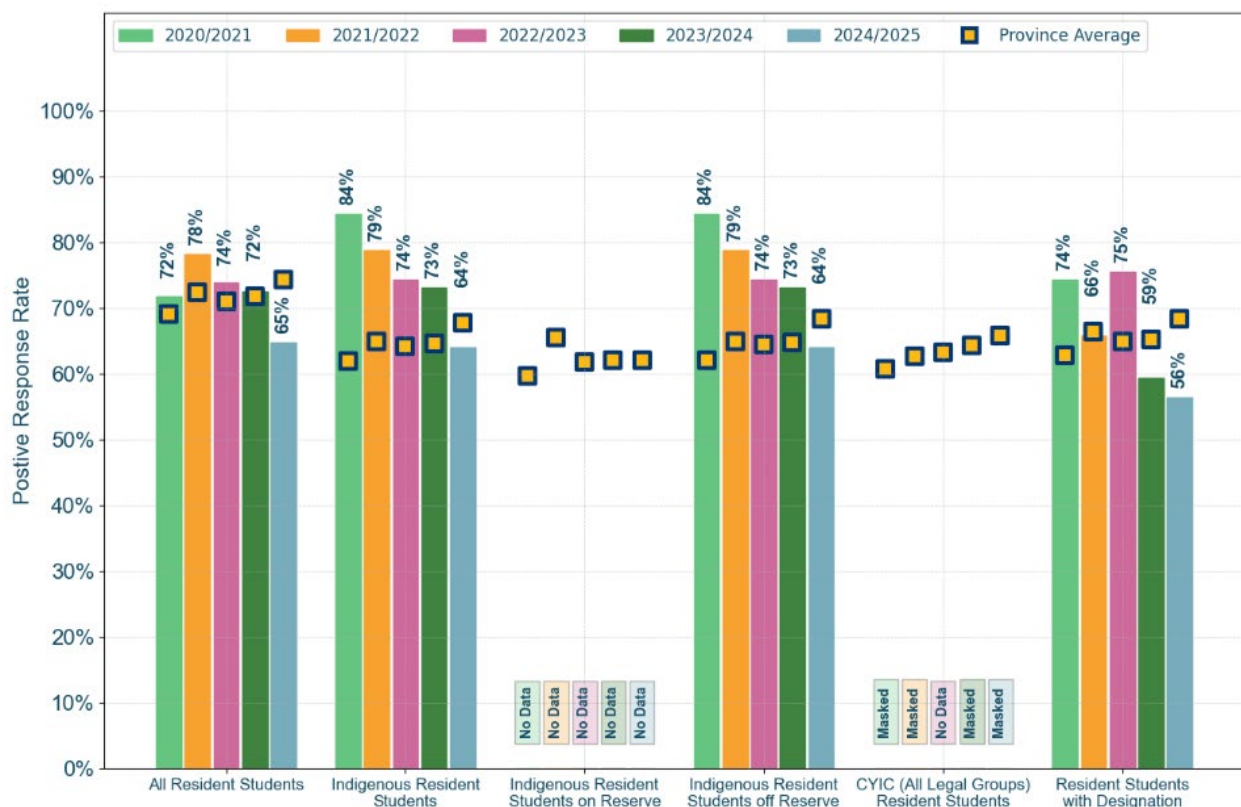
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

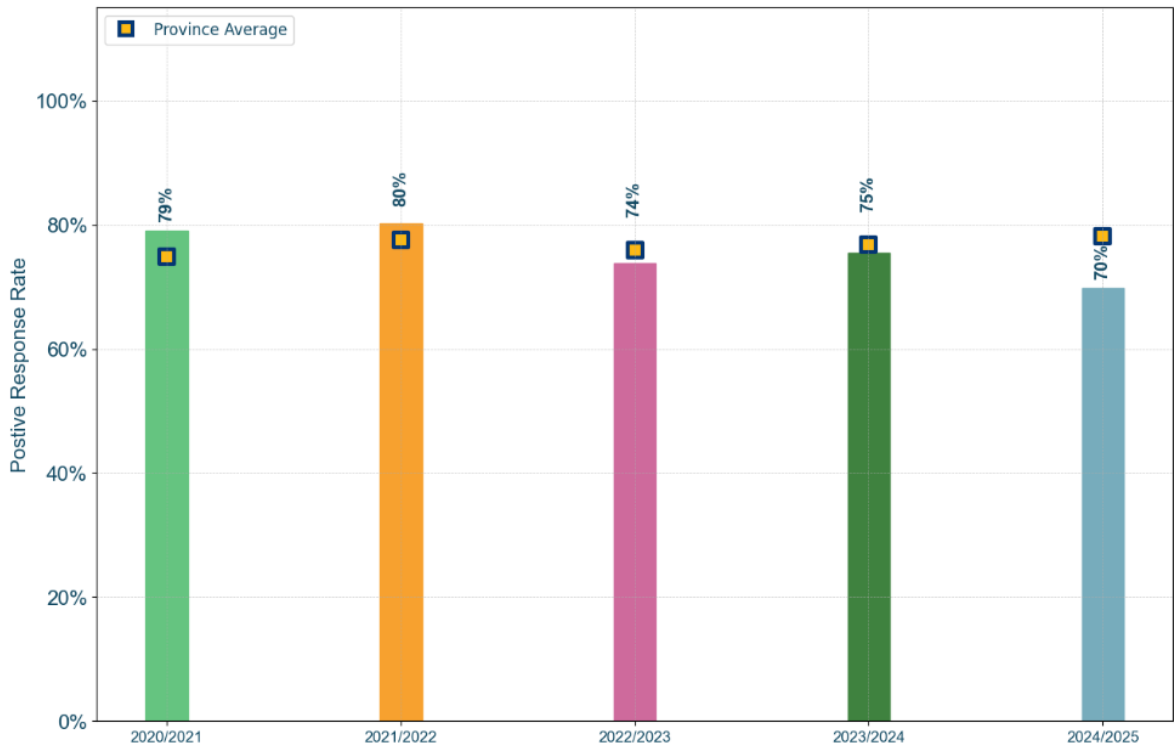
SD64 Learning Survey - Expected Count | Participation Rate for Grade 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	336 86%	357 83%	375 85%	329 71%	345 83%
Indigenous Resident Students	38 84%	42 79%	53 77%	41 61%	53 81%
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	38 84%	42 79%	53 77%	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	42 81%	48 83%	66 77%	52 73%	82 73%

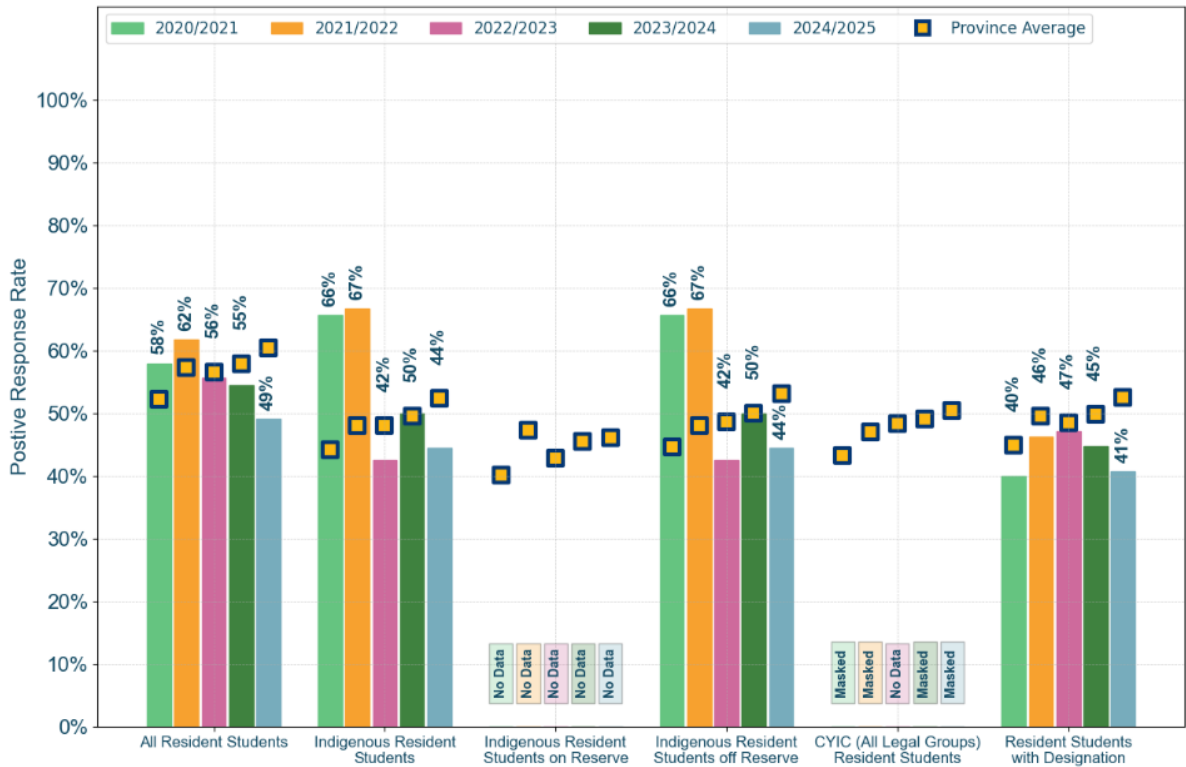
SD64 Feel Welcome - Positive Response Rate for Grade 4, 7, and 10



SD64 Feel Safe - Positive Response Rate for Grades 4, 7, and 10



SD64 Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD64 Two or More Adults Care - Positive Response Rate for Grades 4, 7, and 10



Human and Social Development | Review Results and Evidence

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

- Student connectedness continues to be an important area of focus. Fewer students reported feeling welcome at school, highlighting an opportunity to strengthen all students' experiences of connection and inclusion.
- Student perceptions of safety present an area for growth. Results declined slightly, indicating a need to further build supportive, responsive, and safe learning environments where all students feel secure and valued.
- Strengthening students' sense of belonging continues to be a key priority. The results underscore the importance of fostering meaningful relationships, engagement, and school communities where every student feels a strong sense of connection and inclusion.
- The data reveals the importance of continuing to monitor and support the experiences of Indigenous students and students with designations, as these groups reported lower levels of feeling welcome and belonging than the overall student population.
- A positive finding was the increase in students reporting that two or more adults at school care about them. Results improved for all students, Indigenous students, and students with designations, with all groups exceeding provincial averages. This suggests that strong and growing relationships with caring adults continue to be a strength within schools and provide a positive foundation for student well-being and success.

Human and Social Development | Respond to Results

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

- Prioritize belonging and connection as district-wide improvement goals, using student voice, school-based evidence, and disaggregated survey data to guide planning and action at each school.
- Continue building adult capacity in social-emotional learning, emotional literacy, trauma-informed practice, and Compassionate Systems Awareness to support safe, caring, and inclusive learning environments. Student well-being is strengthened

when adult well-being is intentionally supported, reflecting the importance of reciprocal relationships throughout the school community

- Maintain and strengthen Child and Youth Care Worker, counselling, Indigenous education, and school-based team supports to ensure students have consistent access to caring adults and responsive interventions. For example, adjustments made to Indigenous Support Workers positions have been made to support and increase opportunities for local Indigenous applicants.
- Develop additional local measures of belonging and safety so the district can monitor whether current strategies are improving student experience between Ministry survey cycles.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

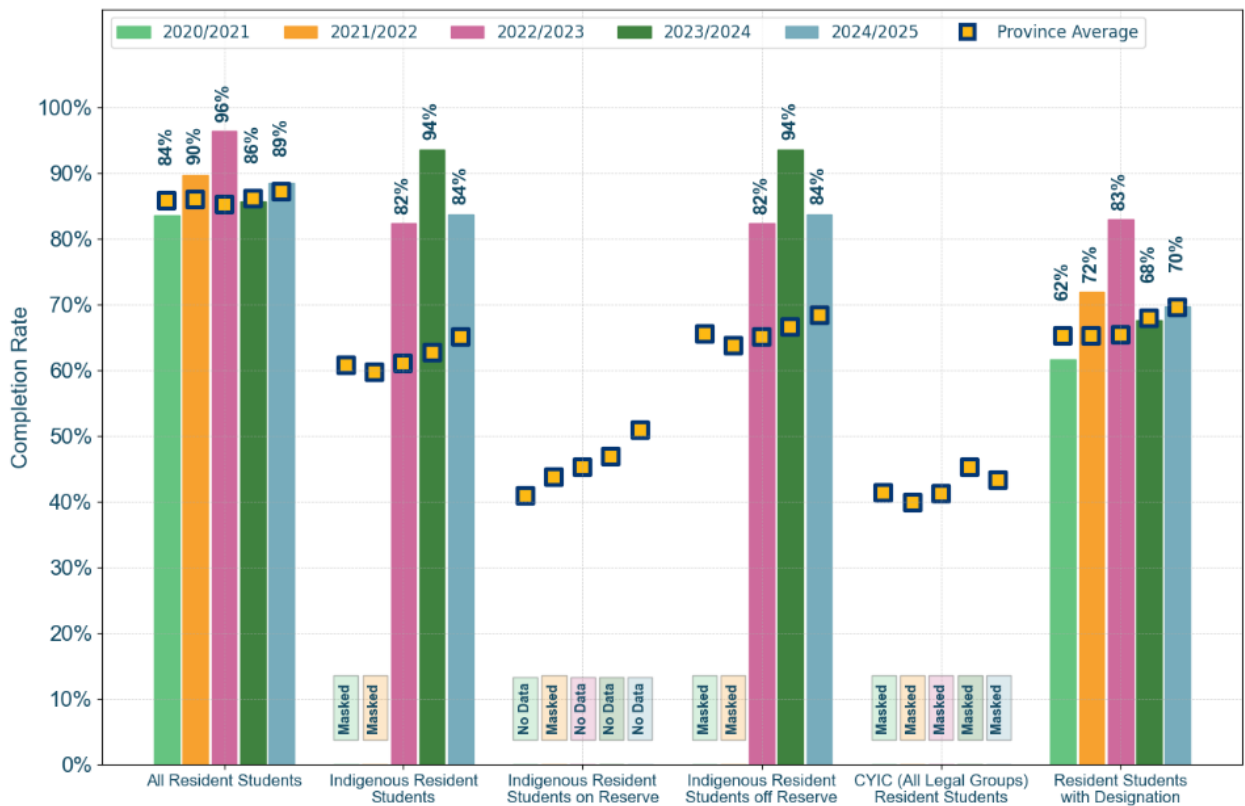
SD64 Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	121 11	116 13	114 14	151 17	144 14
Indigenous Resident Students	Masked	Masked	18 2	12 1	18 1
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	18 2	12 1	18 1
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	26 2	20 2	22 3	38 4	36 3

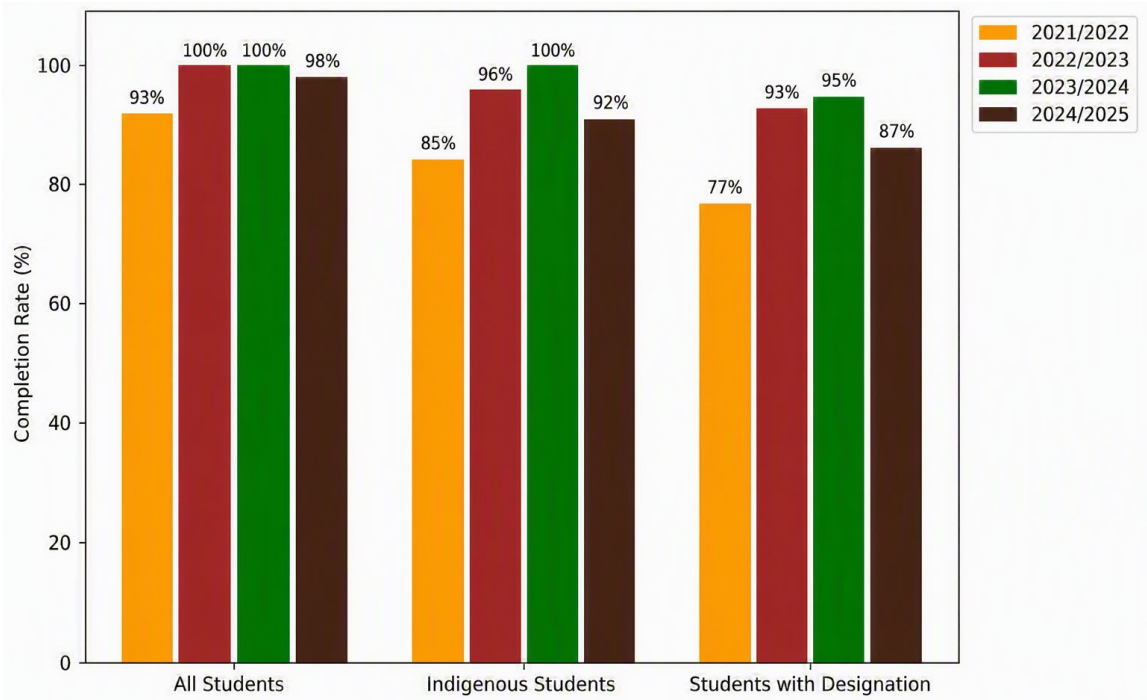
SD64 Five-Year Completion Rate | Dogwood + Adult Dogwood

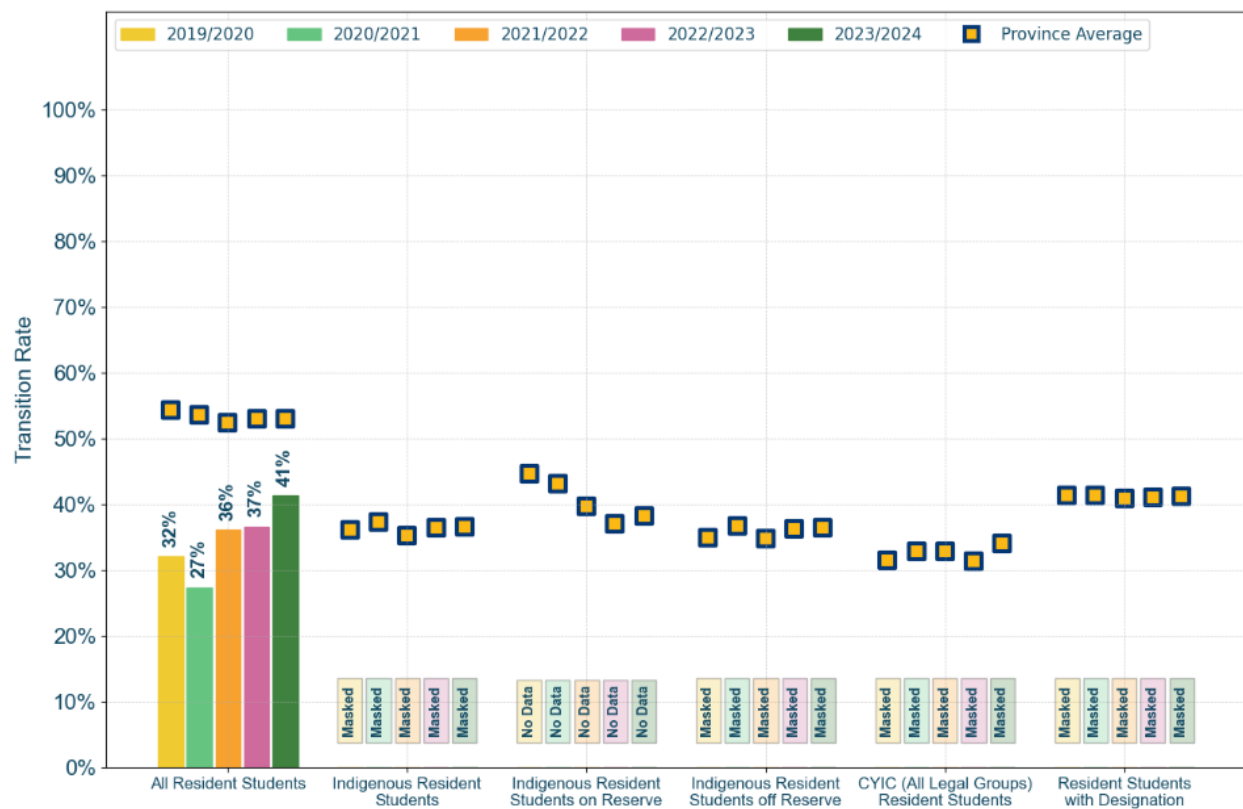


SD64 Five-Year Completion Rate | Dogwood

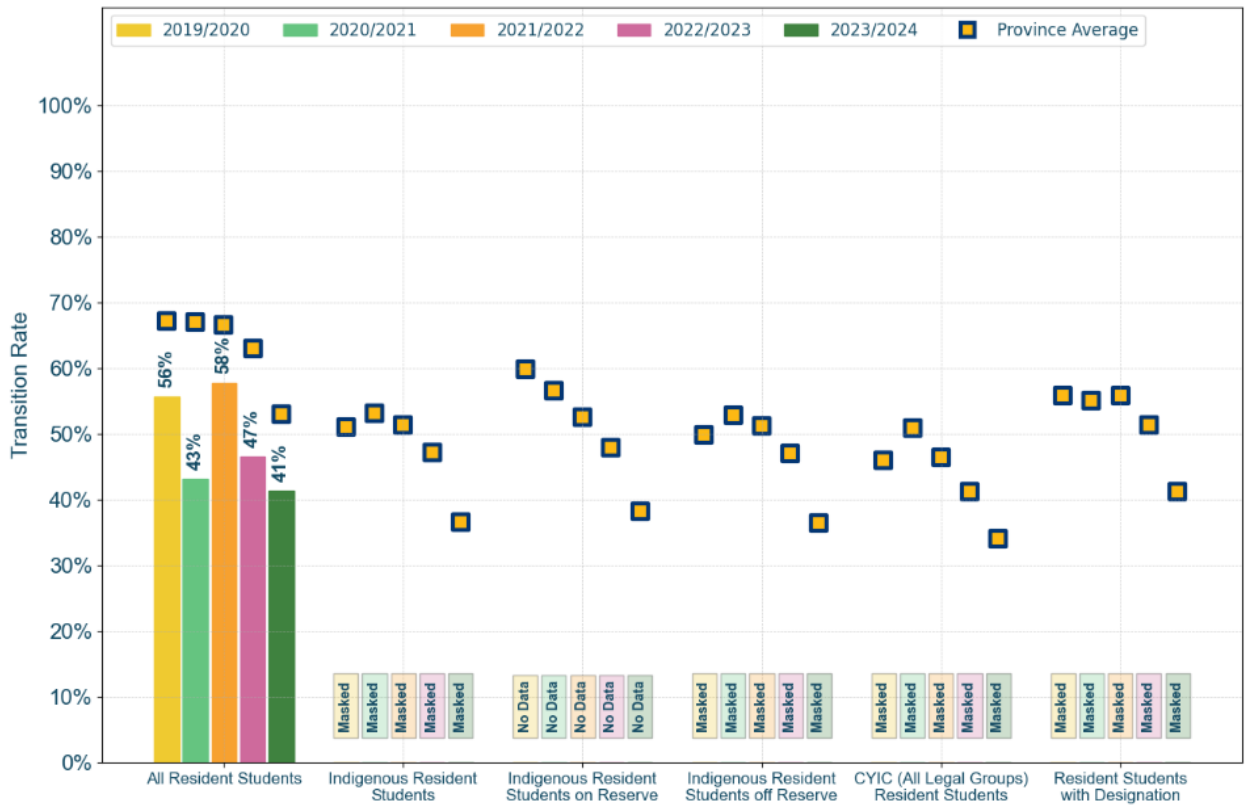


SD64 Six-Year Completion Rate





SD64 Transition to B.C. Post-Secondary Within 3 Years



Career Development | Review Data and Evidence

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

- Five-year completion rates for all students continue to be a strength, increasing from 86% in 2023/24 to 89% in 2024/25.
- Indigenous student completion data highlights an important area for continued focus. The results provide valuable information to support ongoing efforts to improve outcomes and ensure student success.
- Students with designations demonstrated encouraging progress in 5-year completion rates, increasing from 68% to 70%.
- The district continues to see a strong tradition of graduates pursuing post-secondary opportunities across Canada, including universities and colleges in eastern Canada. Because students must leave home to attend post-secondary institutions, whether in British Columbia or elsewhere, many appear to choose out-of-province options. As a result, immediate transition rates to BC post-secondary institutions do not fully reflect the number of graduates continuing their education after high school. There is currently no tracking system in place to identify students attending institutions outside British Columbia.
- Immediate transitions to BC post-secondary institutions increased from 37% to 41%, suggesting that more graduates are pursuing post-secondary opportunities in province directly after graduation.

Career Development | Respond to Results

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

- Continue early identification and individualized tracking for students at risk of not completing within five years, with particular focus on Indigenous students and students with disabilities or diverse abilities.
- Strengthen transition planning from Grades 10–12 through regular reviews of course completion, graduation requirements, attendance, engagement, and post-secondary or career goals.

- Expand career learning across K-12, including place-based, community-connected, and experiential learning opportunities that help students connect strengths, identity, interests, and future pathways.
- Improve local tracking of graduates who pursue post-secondary education outside British Columbia to better understand actual transition patterns and identify supports that may increase successful pathways.
- Review the quality and coherence of the Dogwood experience by gathering student feedback on preparedness for life after graduation and using findings to refine secondary programming.