



GULF ISLANDS
SCHOOL
DISTRICT 64

Enhancing Student Learning Report

September 2025



Board Approval: September 10, 2025

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Introduction: District Context

We gratefully acknowledge that we are on the traditional unceded territory of the Coast Salish People specifically the Hul'q'umi'num', SENĆOŦEN, and Lummi speaking people. We are dedicated to supporting the success of Indigenous learners in our school district, as well as promoting a deep awareness of Indigenous language, culture and history among all students.

Gulf Islands School District is geographically and culturally diverse, drawing from five island communities averaging 1500 learners a year in nine schools.

Four years ago, the district undertook a reconfiguration process to successfully overcome a significant structural deficit and lag in student achievement. The Board of Education has designed a high-quality education system that prioritizes access, relevance, equity, and accountability to ensure the long-term sustainability of operations and student achievement. Demographically, 10% of Gulf Islands students identify as having Indigenous ancestry, 17% of students have Inclusive Education designations, and 1% of students are children and youth in care.

This Enhancing Student Learning Report demonstrates our knowledge, commitment, and capacity to understand the system and what it is designed to do – support, enhance, and improve outcomes for each student. Upon examination of provincial, district, and school educational outcomes, and working collaboratively with the Ministry of Education and Child Care, staff, and partner groups, the data compiled below articulates student progress in relation to local and provincial measures. A consistent orientation toward student learning and well-being is demonstrated through intentional and focused planning, review, and response.

Reflecting on Student Learning Outcomes

The current Gulf Islands student population does not include students captured by the BC Tripartite Agreement. Our children and youth in care populations are below the masking threshold, therefore visual representations of those categories will be omitted. Observations on how this group of students is doing have been included in this report.

Intellectual Development

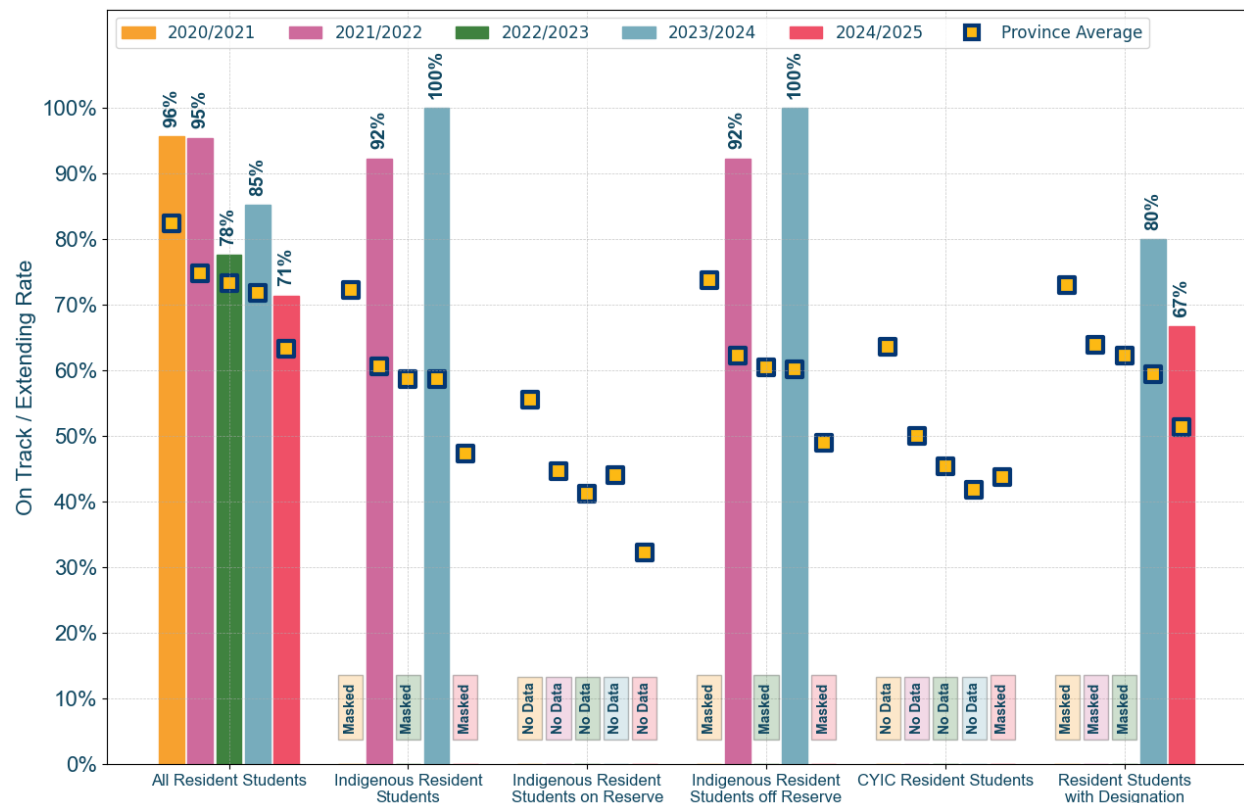
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & 7 Literacy Expectations

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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	98 94%	96 92%	101 93%	91 97%	105 93%
Indigenous Resident Students	Masked	13 100%	13 85%	14 93%	12 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	13 100%	13 85%	14 93%	12 92%
CYIC Resident Students	0	0	0	0	Masked
Resident Students with Designation	Masked	Masked	16 69%	16 94%	21 86%

Grade 4 FSA Literacy - OnTrack / Extending Rate



SD64 Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	127 94%	114 97%	141 98%	101 99%	115 95%
Indigenous Resident Students	15 73%	16 100%	15 100%	11 100%	19 95%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	15 73%	16 100%	15 100%	11 100%	19 95%
CYIC Resident Students	Masked	Masked	0	Masked	Masked
Resident Students with Designation	18 72%	19 95%	27 96%	15 100%	25 88%

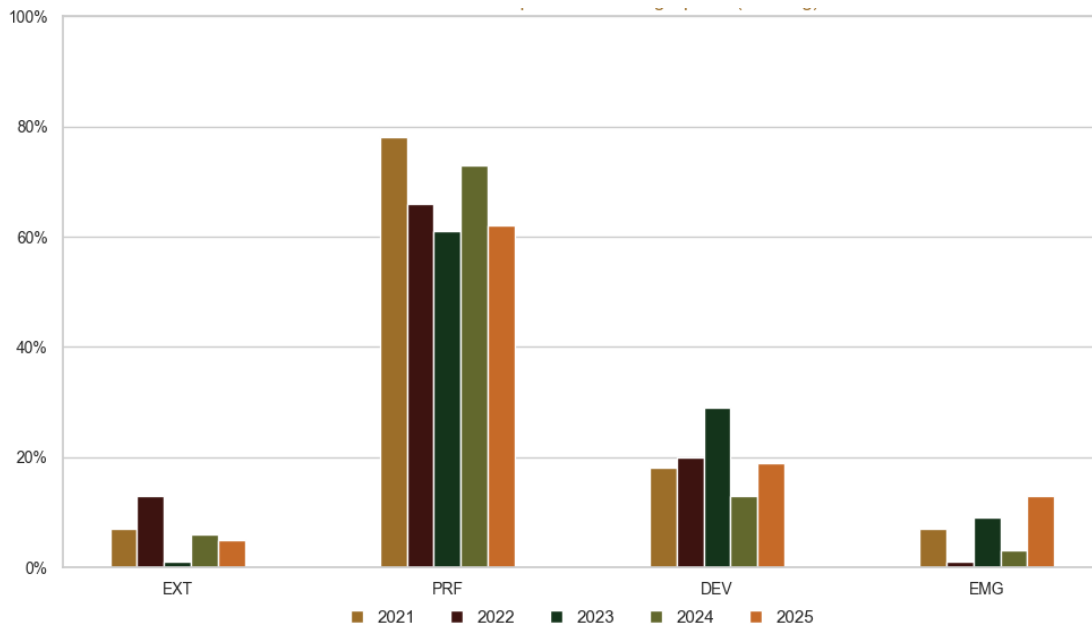
SD64 Grade 7 FSA Literacy - On Track / Extending Rate



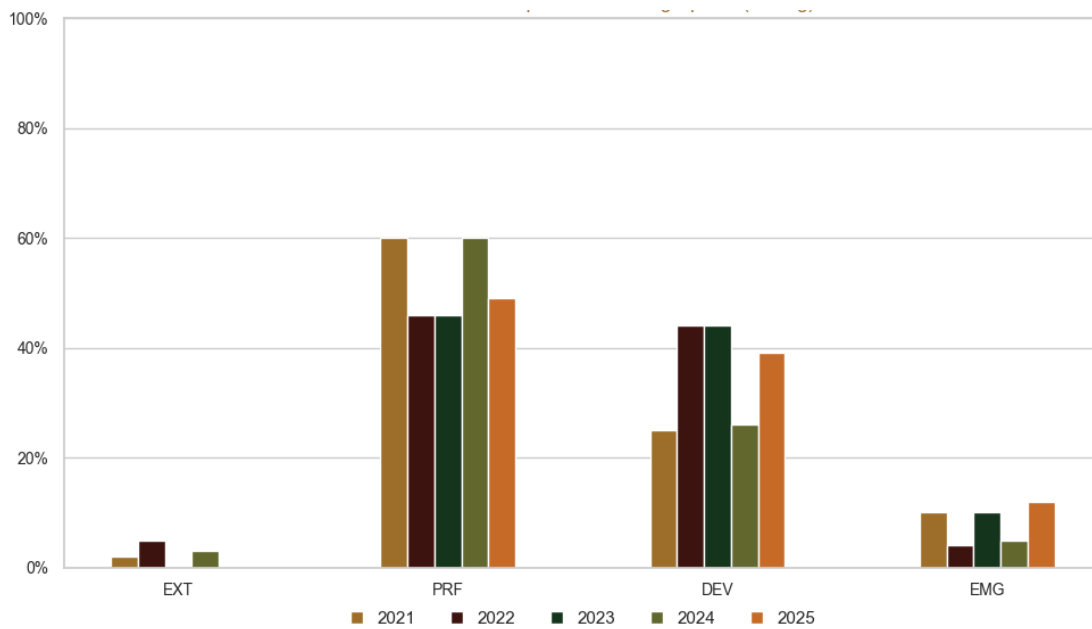
Relevant Additional/Local Data and Evidence | Grade 4 & Grade 7 Literacy

Gulf Islands School District has developed and implemented a K-7 tool for tracking student achievement data, a platform which we identify as our Equity Tool. Teachers track students' skills in reading and numeracy as extending (EXT), proficient (PRF), developing (DEV) and emerging (EMG).

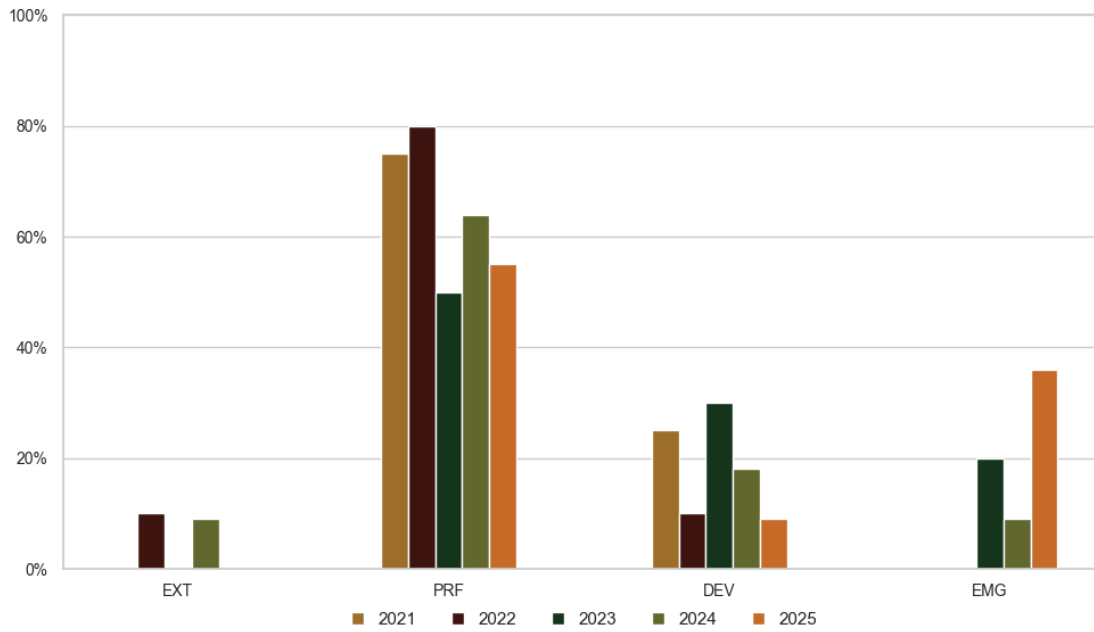
Grade 4 Reading Assessment - General Population



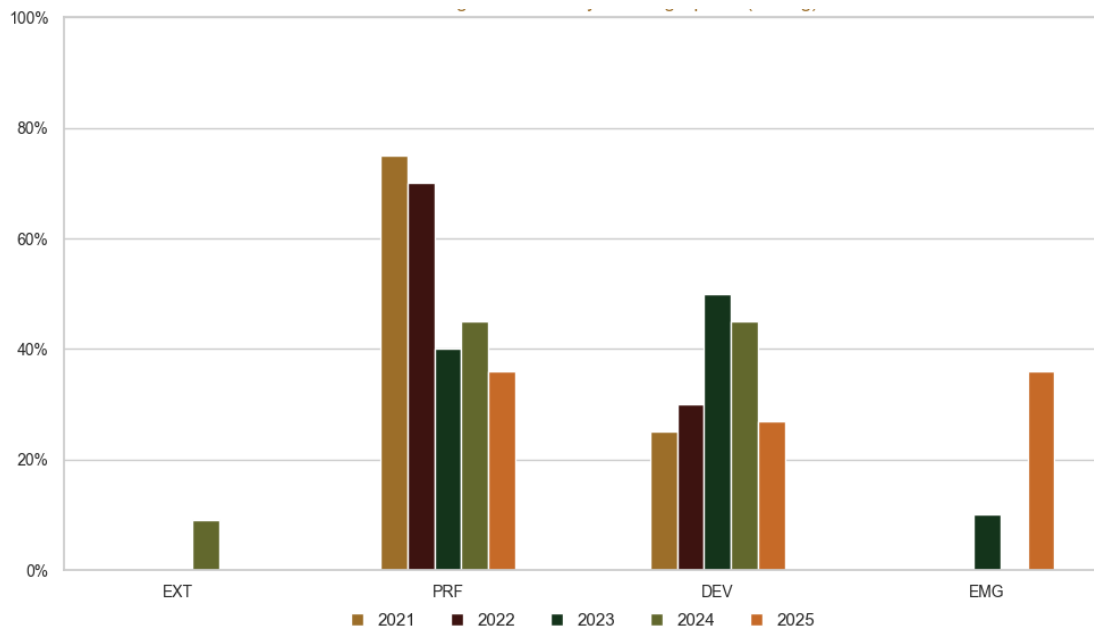
Grade 4 Writing Assessment | General Population



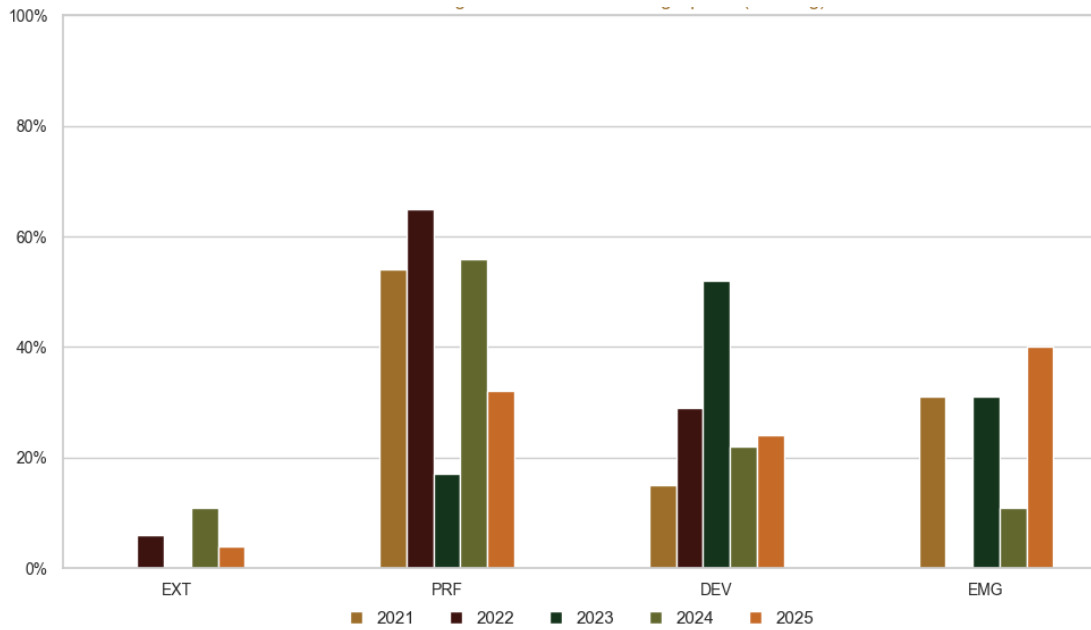
Grade 4 Reading Assessment | Indigenous Students



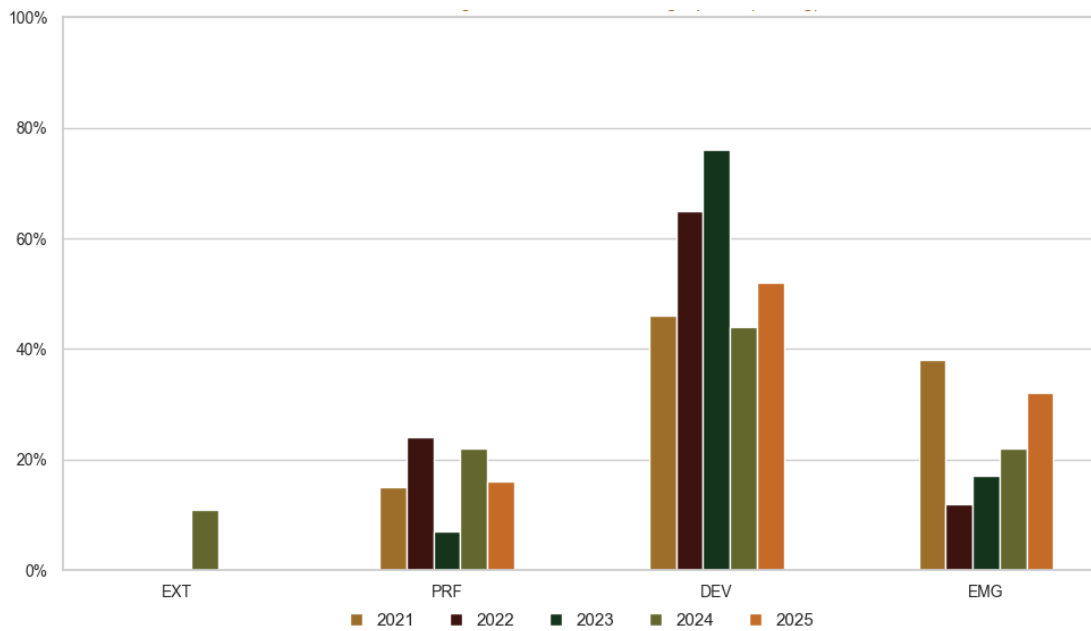
Grade 4 Writing Assessment | Indigenous Students



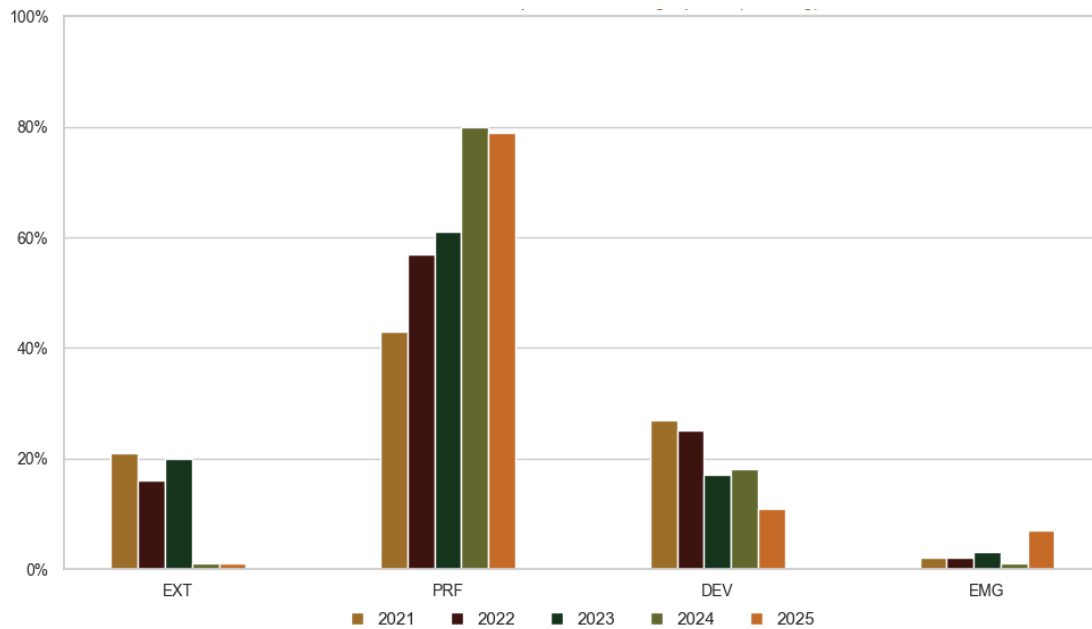
Grade 4 Reading Assessment | Student with Designations



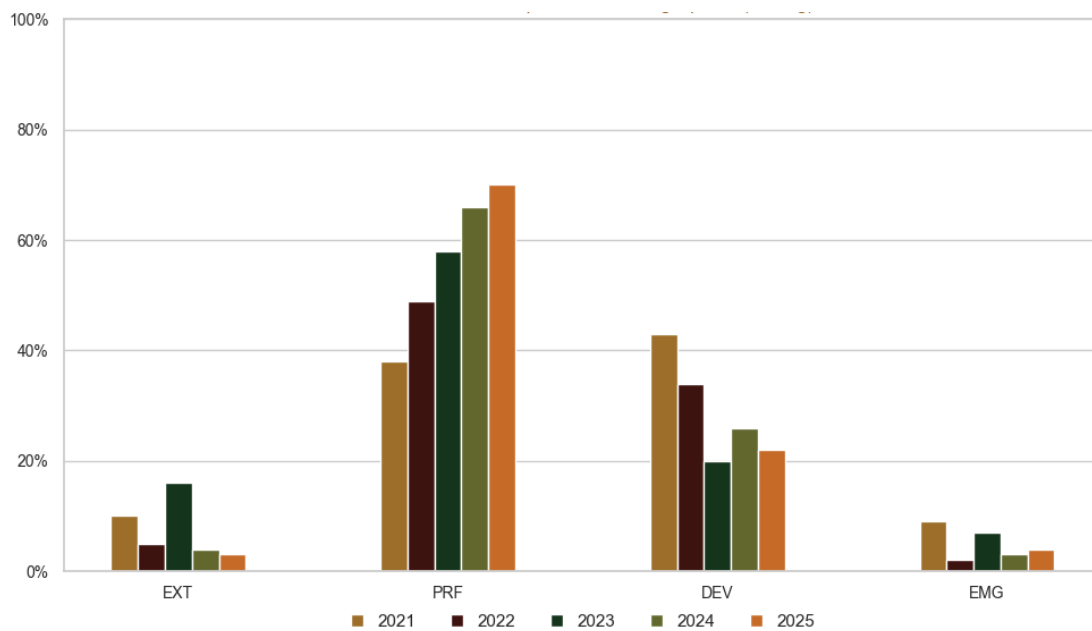
Grade 4 Writing Assessment | Designated Students



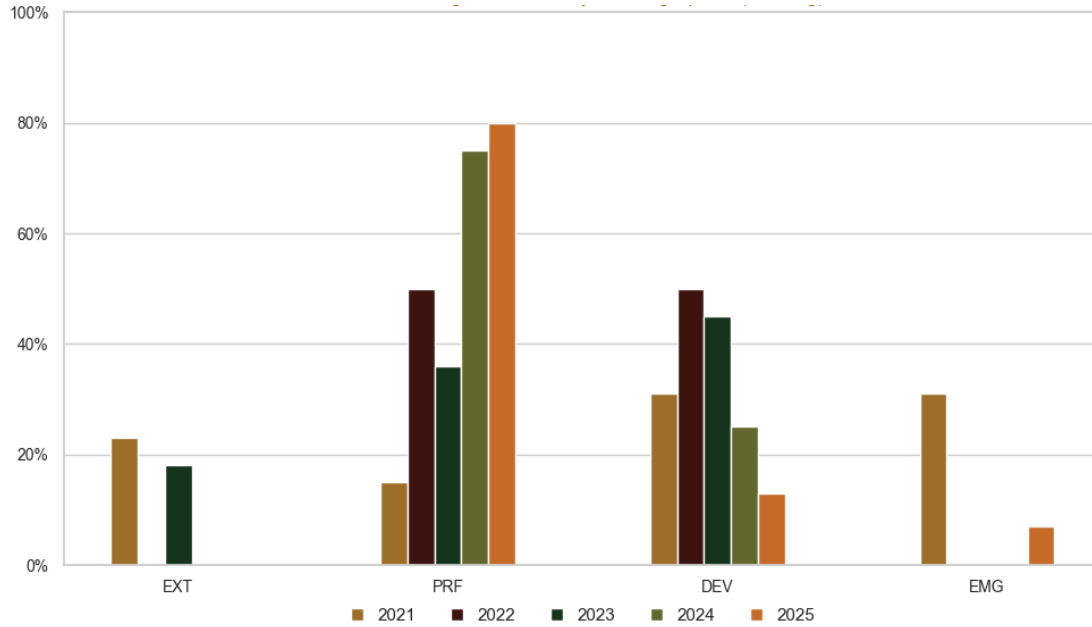
Grade 7 Reading Assessment | General Population



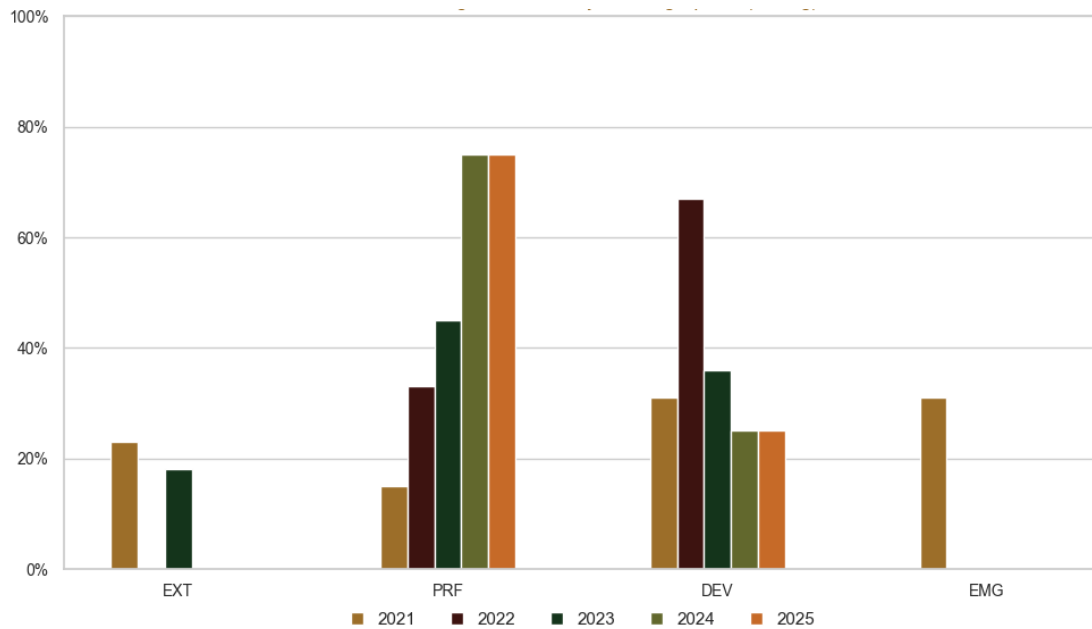
Grade 7 Writing Assessment | General Population



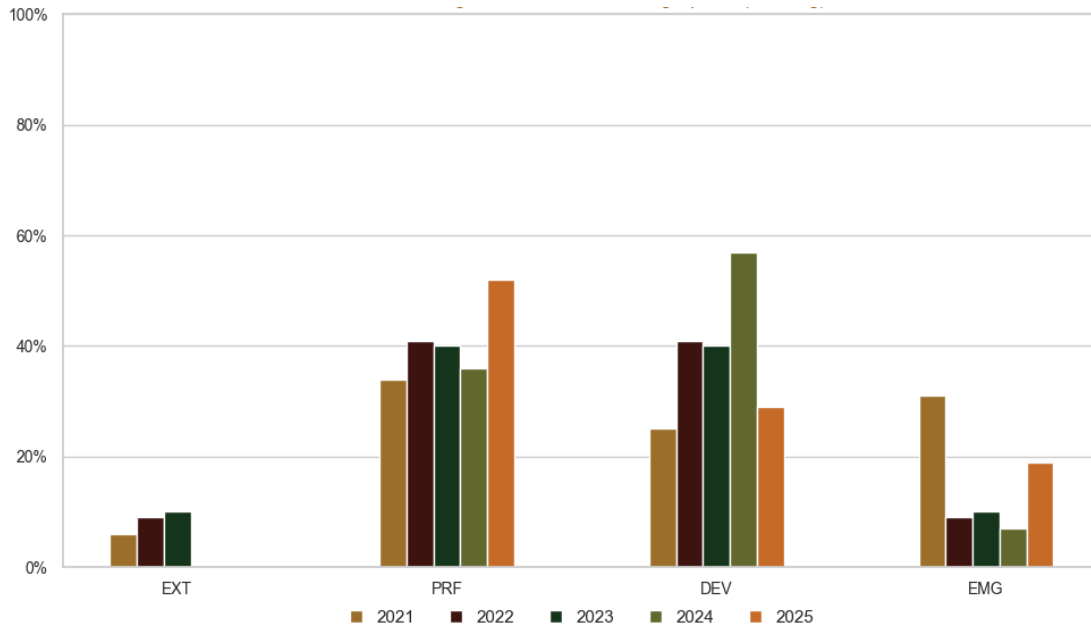
Grade 7 Reading Assessment | Indigenous Students



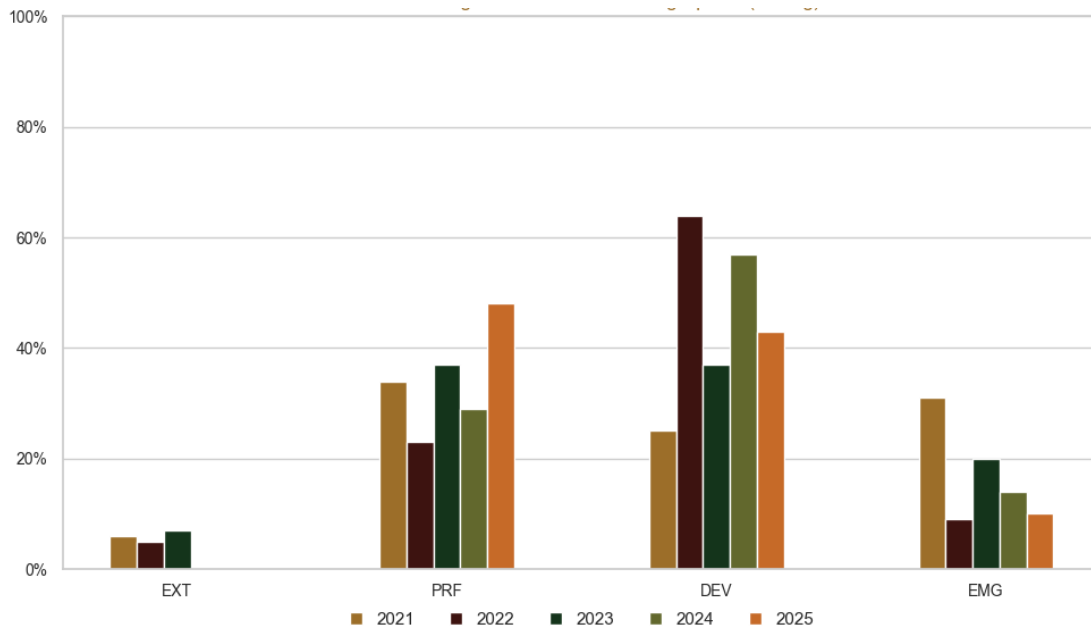
Grade 7 Writing Assessment | Indigenous Students



Grade 7 Reading Assessment | Students with Designation



Grade 7 Writing Assessment | Students with Designation

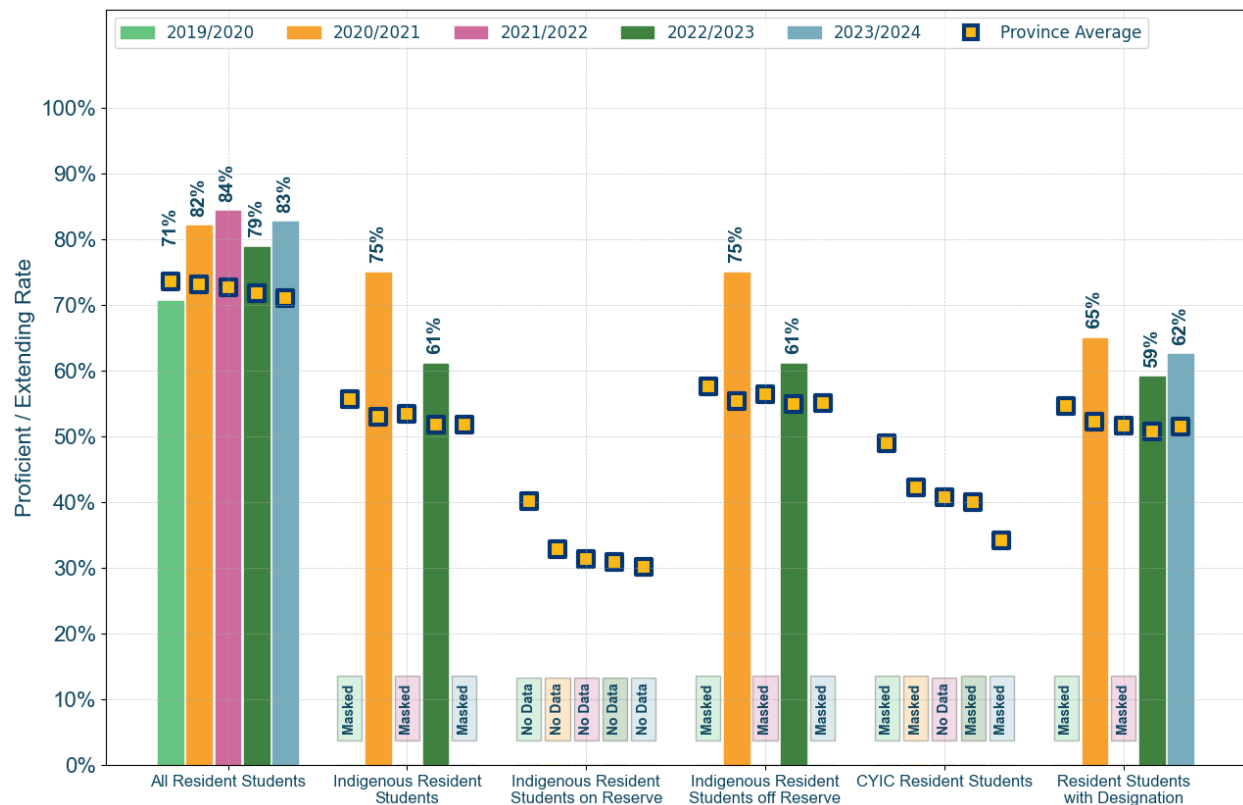


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	114 91%	117 90%	145 82%	141 91%	140 86%
Indigenous Resident Students	11 100%	16 94%	Masked	21 81%	16 75%
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	11 100%	16 94%	Masked	21 81%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	17 76%	18 89%	18 67%	25 76%	22 59%

SD64 Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis and Interpretation | Educational Outcome 1: Literacy

SD64 Foundational Skills Assessment (FSA) participation rates continue to be high and well above the provincial average with 93% of Grade 4 students and 95% of Grade 7 students participating in the 2024/2025 assessment. Five years of high participation allow for the identification of more accurate trends in achievement.

The number and percentage of students on track or extending in Grade 4 and Grade 7 Literacy continue to exceed the provincial average across all student groups. It is worth noting that decreases in grade 4 literacy over the last 5 years mirror decreases in the province. By grade 7, district results tend to “recover” or improve over grade 4 results which is something for us to explore. This year, Grade 7 results remained strong overall, with Indigenous students performing at the same level as all students. Students with Disabilities or Diverse Abilities in Grade 7 also demonstrated strong results. In contrast, Grade 4 results for students with Disabilities or Diverse Abilities showed a decline. At the Grade 10 level, literacy achievement increased across all student groups, reflecting growth district-wide.

Our locally developed Equity Tool is used by schools and district staff to track K-7 student achievement and well-being, providing a fulsome account of each student’s educational journey. Students’ skills in literacy and numeracy are tracked as extending (EXT), proficient (PRF), developing (DEV), and emerging (EMG). Additionally, students are also monitored for various factors that may impact their educational progress and experience: social emotional, medical, attendance, behaviour, transitions and outside factors. The Equity Tool makes each student’s educational journey visible and accessible to teachers, principals and district staff and through consistent application, the use of the Equity Tool has become regular practice. Along with our K-7 Equity Tool, our high school has a comprehensive tracking system for all students in Gr.8-12, particularly those with vulnerabilities and our priority students: Indigenous students, student with designations and children and youth in care. School-based teams meet weekly and have a monthly review of all students who are at risk or potentially at risk of being off track as indicated in the Equity Tool. There are monthly reviews of Indigenous students and students with Competency-based Individual Education Plans (CBIEPs) to ensure that the supports and interventions in place continue to be appropriate and impactful. For students with CBIEPs, our Equity tool enables teachers to monitor progress and adjust CBIEP objectives based on data.

We continue to adjust and fine tune our structures and processes to ensure that our students experience success in literacy. We are making the learning journey visible to

ensure that students receive the appropriate, targeted supports, interventions and/or services that will optimize their learning and educational experiences.

Grade 4 & Grade 7 Literacy Expectations (Measure 1.1)

Grade 4 Literacy expectations for all students decreased by 14% compared to the previous year, with 71% of students currently on track or exceeding expectations. Over the past five years, the district's performance has ranged between 71% and 96%. Although Indigenous student rates are masked, district results for these students are well above Provincial averages. Students with Disabilities and Diverse Abilities had a participation rate of 86%, with 67% meeting or exceeding literacy expectations, which is a decrease of 13% from the previous year and still well above provincial average. Results from the Children and Youth in care population are masked but we observe from available data that outcomes in our district are above the Provincial average.

Grade 7 Literacy expectations for all students remained consistent with the previous year, with 84% of students on track or exceeding expectations. Indigenous students reported at the top of the district's five-year range (67%–83%), with 83% on track or extending. With the same result as the previous year, 73% of Students with Disabilities and Diverse Abilities were on track or extending. All categories are well above provincial average.

Grade 10 Literacy Expectations (Measure 1.2)

Over the past five years, Grade 10 Graduation Literacy Assessment results for all students have ranged from 71% to 84%. In 2023/2024, we observed a 4% increase compared to the previous year. While data for Indigenous students is masked, we know that students in the district have outcomes above the Provincial average. Students with Disabilities and Diverse Abilities showed a 3% gain, with 62% of these students now performing in the Proficient or Extending range. This positive trend can be attributed to the dedicated efforts of our Inclusive Education team. Our data shows the results for Children and Youth in care are well above the Provincial average – the results are masked.

Gulf Islands School District commits to incorporating multiple sources of data to inform analysis (triangulation) whenever and wherever possible. The most promising source of data is the in-house and locally developed Equity Tool platform. This tool puts the most recent learning data from classroom and district assessments in the proximity of teachers such that in-time adjustments to instruction can be tracked and achievement monitored for students K-7. Alongside provincial assessments, the Equity Tool creates robust support across the district during the elementary years leading to the transition to secondary programs at grade 8. The Early Development Instrument (EDI) informs schools and the








district about student vulnerabilities, characteristics and broader needs as students enter the K-12 system.

SD64 exceeds provincial rates in all measures of provincial literacy assessment.

Analysis & Trends Overview

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
SD64 continues to perform above provincial average.	SD64 has a higher incidence of anxiety-related vulnerability according to EDI results. Mental Health Grant focuses on student wellness and support, to address the higher rates of anxiety.	Locally developed literacy and numeracy frameworks provide consistent instruction and tracking. The primary screener provides clarity around student acquisition of reading skills. Ongoing professional learning for staff on explicit literacy instruction.	School planning is data-driven and focuses on social-emotional literacy and foundational skills across the district. Developing data-driven dialogue and common language in school planning ensures alignment with district commitments to learner success.
Maintaining a high level of performance	Population-based risk factors for SD64 indicate that the above results are particularly promising and community-based partnership through Community Link funds will continue to focus on student support.	Equity Tool technological support for instruction across the district is essential to success: teachers proximal to current information about learning enable in-time differentiation of instruction and School Based Team (SBT) adjustments to programming.	SD64 maintains a 1.0 FTE teacher to support colleagues with the availability of information about learning through the Equity Tool.

Literacy Suggestions for Action 2025 – 2028

Suggestions for Action	Comment	Rating
Improve communication of student learning (student goals and achievement).	Monthly reviews, communicating student learning. Student self-assessment and reflection on growth (metacognition) - students know their strengths and what they need to work on. Equity Tool data. CBIEP evidence tracking tool.	
Grow capacity for early intervention (professional development).	Framework for literacy, instructional leadership development PVP, EA learning modules, inclusive education, and behavioral intervention support series, complex behavior training, focus on school-based team capacity building. Pro-D/in-service support for strengthening classroom-based (Tier 1) instruction.	
Ensure consistent Student Learning Support Plan delivery in each school.	Equity Tool and CBIEP, regular visits to school-based team meetings ensure implementation.	
Differentiate instruction to ensure learning needs are met – ensure UDL and RTI is fully understood and implemented.	In progress. Through SBT's continuous documentation of interventions, strategies, and supports, we make UDL and RTI visible.	
Equity Tool focus to monitor progress for at-risk students.	Blending Equity Tool with EDI, learning surveys, McCreary data, and report card data.	
Assess the impact of support and intervention.	Learning sprint cycle, regular review dates. Continue to grow our capacity for triangulating and effectively applying data. Build capacity in data-driven dialogue. We have locally developed SEL supports, SEL needs survey, and will be doing a SEL environmental scan.	
District Literacy Team	District Literacy Lead Principal; District Indigenous Education Principal; Vice-Principal of Inclusive Education; District Early Years Principal. Building coherence across the district.	
Continue to update literacy framework and use proficiency scale – more accurate district and school-based assessment.	Equity Tool support for staff; learning tools SharePoint; school leads in literacy. District mandated screener – DIBELS Screener.	
District Literacy Plan	<u>School District Literacy Professional Learning Plan</u>	

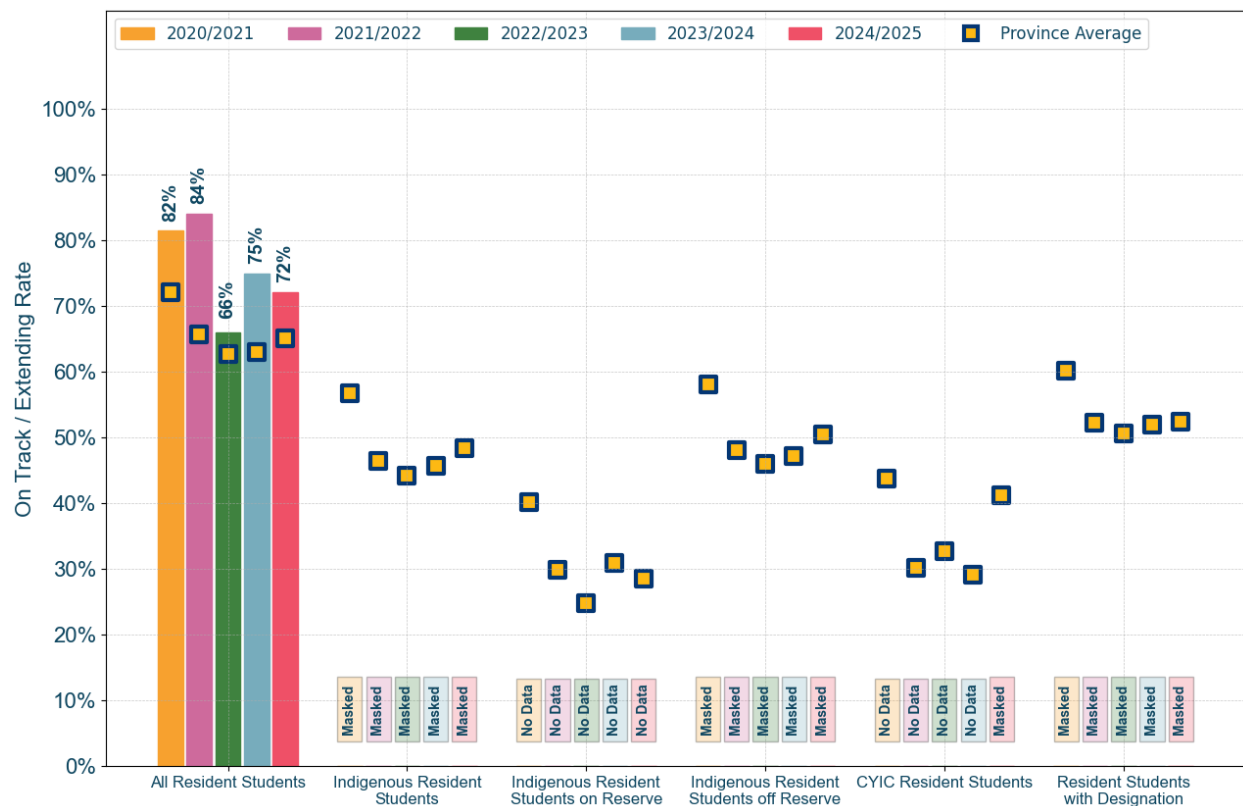
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD64 Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	98 94%	96 92%	101 93%	91 97%	105 92%
Indigenous Resident Students	Masked	13 100%	13 85%	14 93%	12 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	13 100%	13 85%	14 93%	12 92%
CYIC Resident Students	0	0	0	0	Masked
Resident Students with Designation	Masked	Masked	16 69%	16 94%	21 86%

SD64 Grade 7 FSA Numeracy - On Track / Extending Rate



SD64 Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	127 94%	114 97%	141 97%	101 98%	115 95%
Indigenous Resident Students	15 73%	16 100%	15 100%	11 100%	19 95%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	15 73%	16 100%	15 100%	11 100%	19 95%
CYIC Resident Students	Masked	Masked	0	Masked	Masked
Resident Students with Designation	18 72%	19 95%	27 93%	15 93%	25 88%

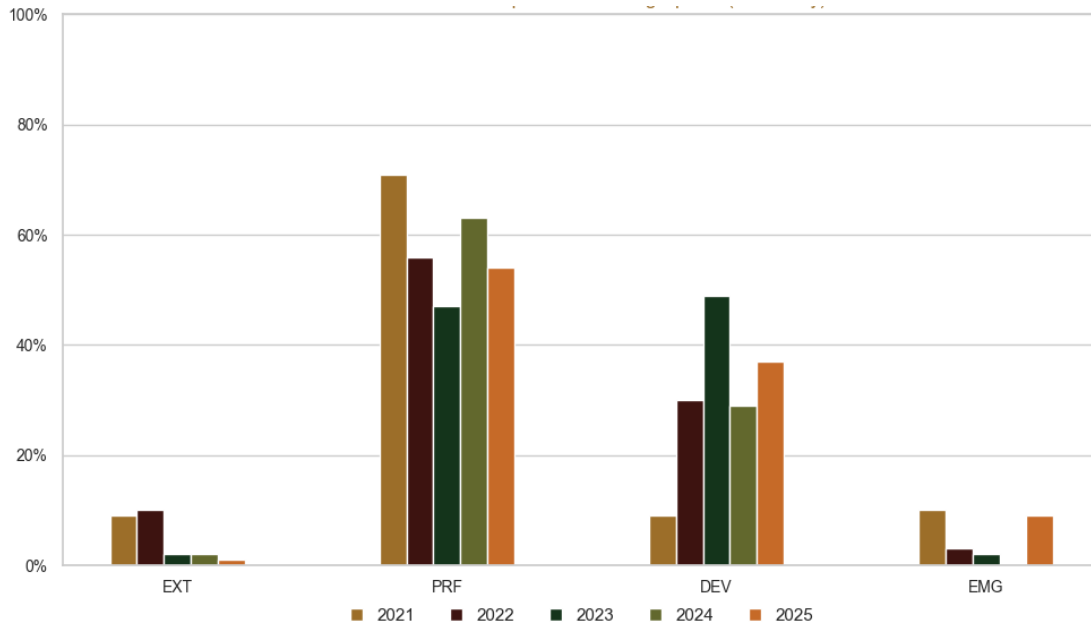
SD64 Grade 7 FSA Numeracy - On Track / Extending Rate



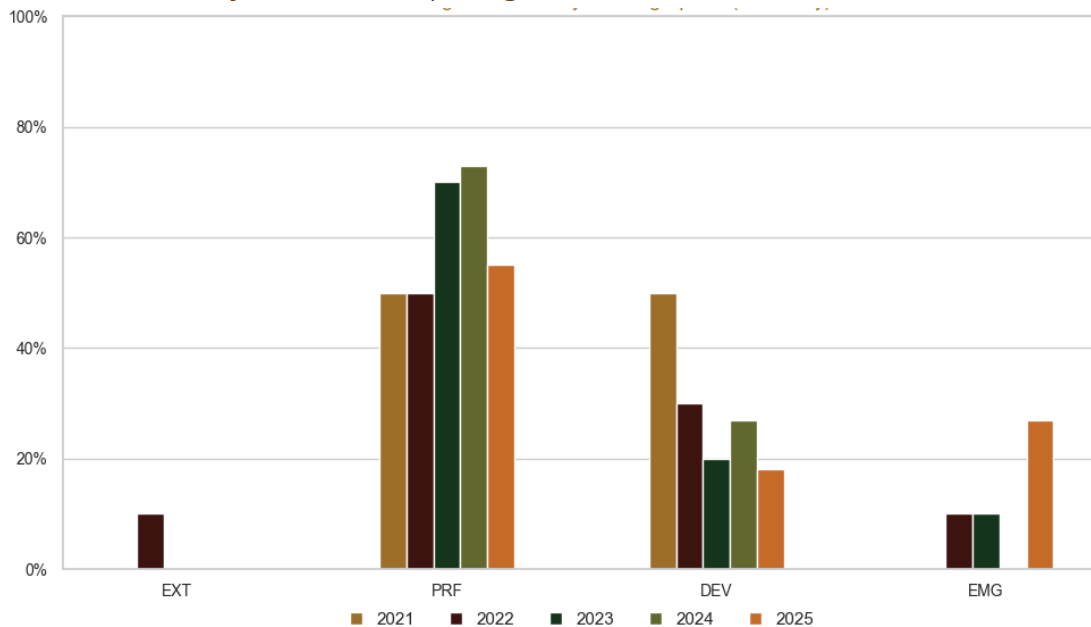
Relevant Additional/Local Data and Evidence | Grade 4 & Grade 7 Numeracy

Our Equity Tool allows for ongoing, real-time tracking of student numeracy outcomes, as extending (EXT), proficient (PRF), developing (DEV) and emerging (EMG).

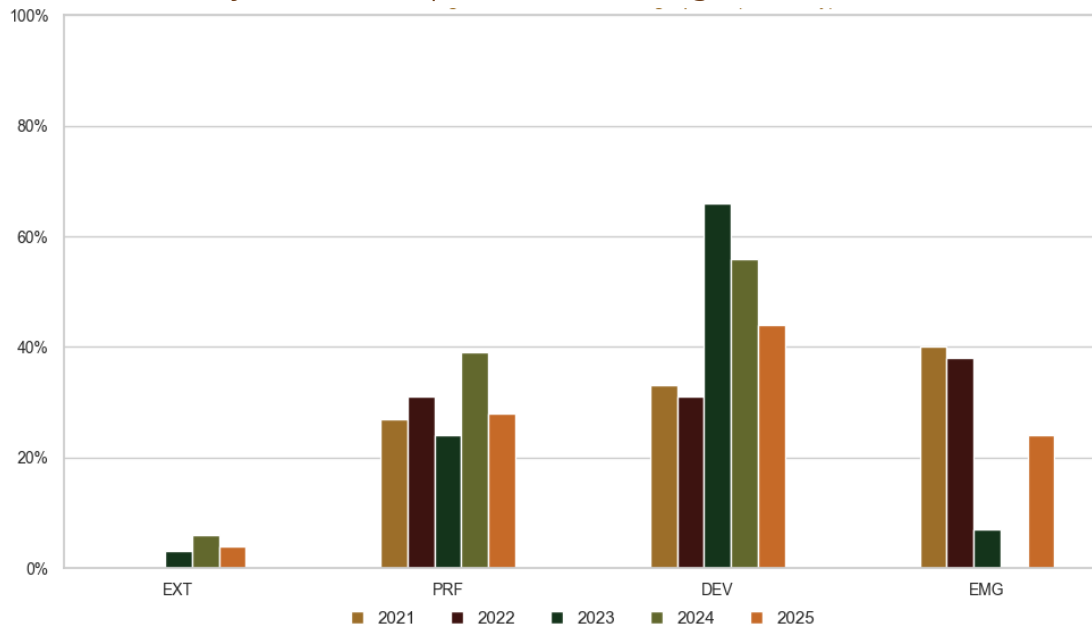
Grade 4 Numeracy Assessment | General Population



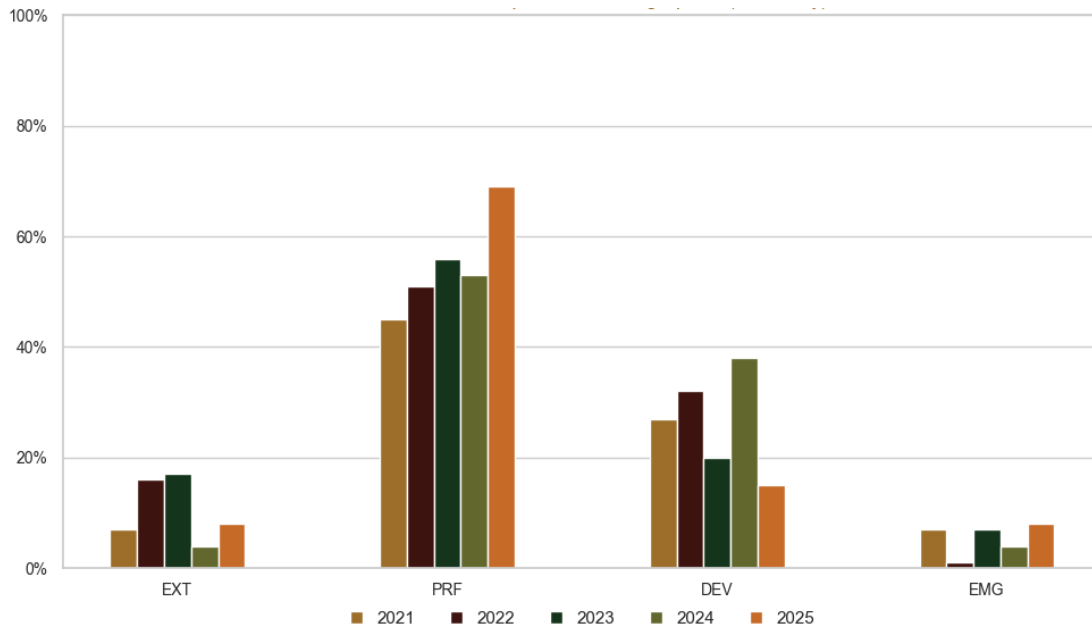
Grade 4 Numeracy Assessment | Indigenous Students



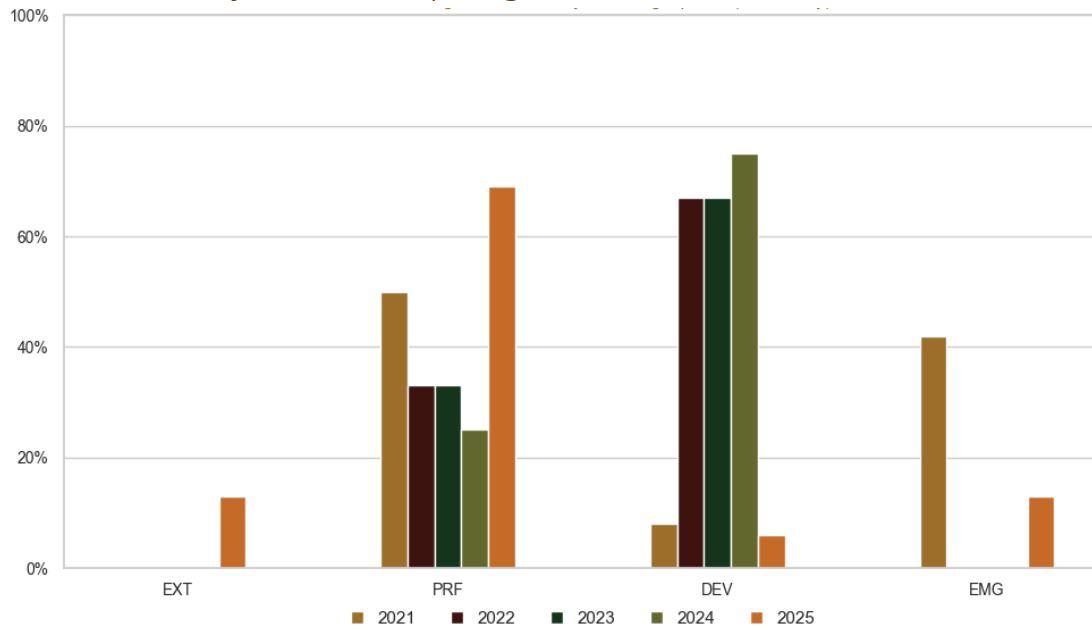
Grade 4 Numeracy Assessment | Student with Designation



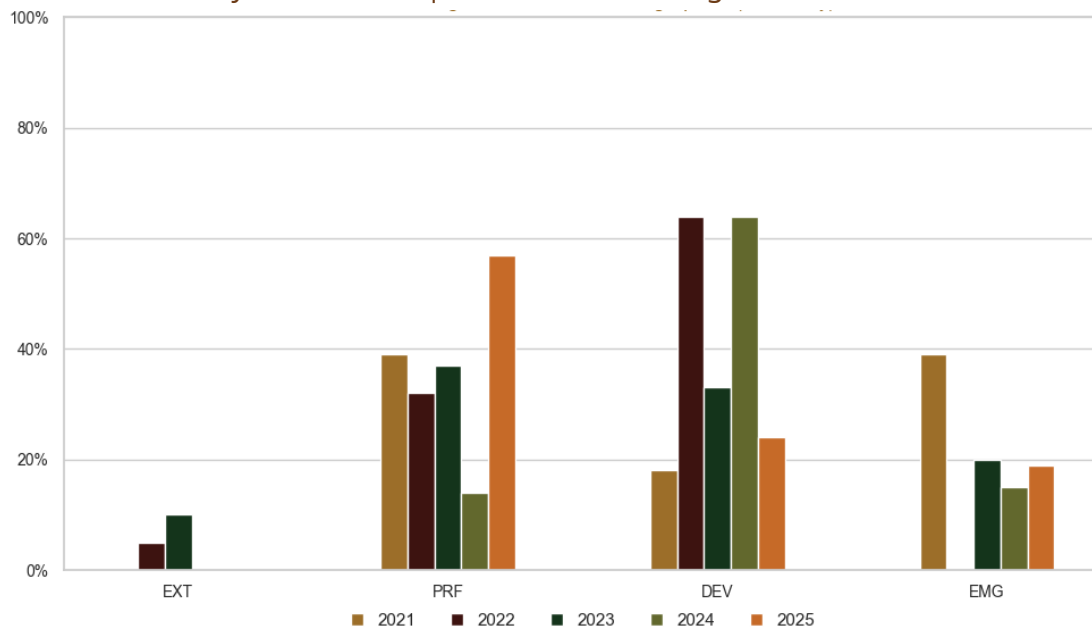
Grade 7 Numeracy Assessment | General Population



Grade 7 Numeracy Assessment | Indigenous Students



Grade 7 Numeracy Assessment | Students with Designation

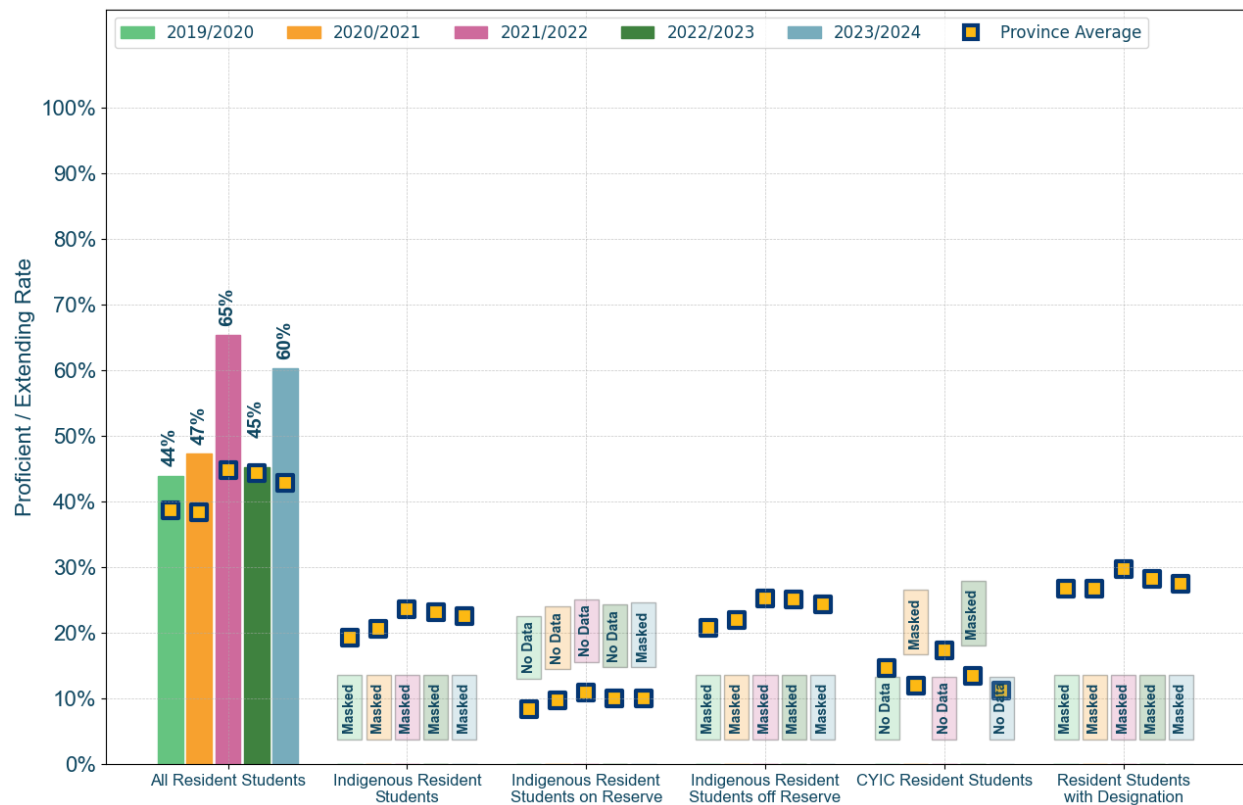


Measure 2.2: Grade 10 Numeracy Expectations

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

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	119 89%	142 75%	138 88%	137 84%
Indigenous Resident Students	Masked	16 88%	Masked	20 90%	15 87%
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	16 88%	Masked	20 90%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	18 72%	18 61%	23 65%	21 71%

SD64 Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



Analysis and Interpretation | Educational Outcome 2: Numeracy

The number and percentage of students on track or extending in Grade 4 decreased slightly, while Grades 7 and 10 have shown significant increases.

Grade 4 & Grade 7 Numeracy Expectations








Grade 4 Numeracy expectations for all SD64 students decreased by 3%, bringing the current level to 72%. Despite this decline, this remains above the provincial average. Although the outcomes for Indigenous students are masked, available information indicates that their performance also remains above the provincial average and has improved from the previous year. While data for Students with Disabilities and Diverse Abilities is masked, it reflects a 10-point decrease from last year. Data from the Children and Youth in Care population is masked but reporting confirms that their outcomes are strong and well above the Provincial average.

Grade 7 Numeracy Expectations for all students are currently at 72%, reflecting a 7% increase from the previous year. Indigenous student performance in Numeracy is particularly strong, with results at 67%, which is well above the provincial average and marks a significant achievement for the district. Although last year's data for Indigenous Students was masked, the increase in outcomes is impressive. Students with Disabilities and Diverse Abilities have also shown notable progress, with 64% of students on track or extending – this represents the highest point in the district's five-year trend and an increase of over 20% from the previous year. While the data for Children and Youth in Care is masked, reports indicate that their results are at the top of the extending range.

Grade 10 Numeracy Expectations

Grade 10 SD64 Grade 10 students are performing above the Provincial average in Numeracy. The most recent data shows that 60% of students are within the proficient to extending range, marking a 15% improvement from the previous year. Although Indigenous student data is masked, analysis shows marked improvement in this group as well. Students with Disabilities or Diverse Abilities have demonstrated impressive results, which are also masked, but these gains reflect the consistent efforts of the Inclusive Education team, whose work continues to support strong outcomes.

Numeracy Suggestions for Action 2025 – 2028

Suggestions for Action	Comment	Rating
Create engaging learning environments (games, keep math fun, hands-on) to grow thinking classrooms where students LOVE math; grow capacity in mathematical training, mindsets and expertise	School plans, professional growth, PVPs	
Grow capacity in Universal Design for Learning (UDL) Framework and Response to Intervention (RTI) to optimize learning opportunities for all students to succeed.	Ongoing professional growth with SBTs about targeted strategies and interventions. SBTs and inclusive education supports. Ongoing professional growth in universal classroom-level strategies and supports	
Assess the quality and use of math resources i.e., manipulatives	Ongoing development of instructional practice Numeracy coordinator 2024-2025	
Create and implement a district scope and sequence to focus on deepening learning.	Numeracy and learning framework SharePoint	
Develop and implement district numeracy assessment(s).	Equity Tool – Numeracy screener; Foundational Skills Rubrics K-7; student progress charts Gr.5-9; Island numeracy network, alignment with Ministry's Proficiency Scales	
Increase the visibility of math learning in the classroom/school	School planning, district investment numeracy coordinator, PVPs	
Use of Equity Tool to monitor progress and outcomes	Targeted focus on the quality of data, SBT, assessments	

Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	116	118	148	138	139
Indigenous Resident Students	12	16	14	21	16
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	12	16	14	21	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	17	18	20	24	21

SD64 Grade 10 to 11 Transition Rate



SD64 Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	118	110	112	146	135
Indigenous Resident Students	15	12	16	13	18
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	15	12	16	13	18
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	19	14	16	23	27

SD64 Grade 11 to 12 Transition Rate



Analysis and Interpretation | Outcome 2, Measure 2.3: Grade-to-Grade Transitions

Grade 10 to Grade 11 transitions for all resident students remain on par with the provincial average. There was a 10% increase in Grade 10 to 11 transition for Indigenous students and a 3% increase for Students with Disabilities or Diverse Abilities.

Grade 11 to 12 transition rates were 94% for all students. The district's average for Indigenous students dropped by 6 points but remains well above the Provincial average. We also realized a drop in Grade 11 to 12 transition rate for Students with Disabilities or Diverse Abilities, which puts our average below the Provincial average.

As with other smaller districts, small populations create volatility year over year. The district is stable on transition rates over time. Of note, grade 11-12 Indigenous student transition rates and Students with Disabilities and Diverse Abilities rates raise questions and will be monitored.

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
Declining Grade 11-12 transition rates for Indigenous students and Students with Disabilities and Diverse Abilities.	Dedicated additional staffing – Indigenous support, Indigenous CYCW and general CYCW supports.	Additional intervention supports and CYCW.	Realignment of School-Based Team structures and responsibilities at the High School. Capacity building in general UDL structures and supports for students with CBIEPs. Tracking tool.

Intellectual Development Summary

The Gulf Islands School District demonstrates strong performance in Intellectual Development, achieving literacy and numeracy results above provincial averages. This achievement is facilitated by the systematic application of the Equity Tool and the collaborative approach fostered through School-Based Teams. Ongoing refinement of district-wide practices and structures enhances coherence and supports growth in student outcomes. Honouring and embracing the lessons of failure and not knowing is essential to the growth and learning of all our learners (adults and children). Furthermore, focused capacity building among adult learners contributes to an environment characterized by engagement, enthusiasm, deepening learning and growth mindsets.

Indigenous students are achieving literacy outcomes that are equal to, or higher than, those of their non-Indigenous peers. Numeracy outcomes for Indigenous learners remain below the district average. Supporting Indigenous learners will be a key focus in the coming year, as we implement intentional, targeted interventions and strategies to better support them in their educational journey.

Children and Youth in Care data is masked, but by analyzing the data, we know that these students are proficient and extending academically.

Human and Social Development

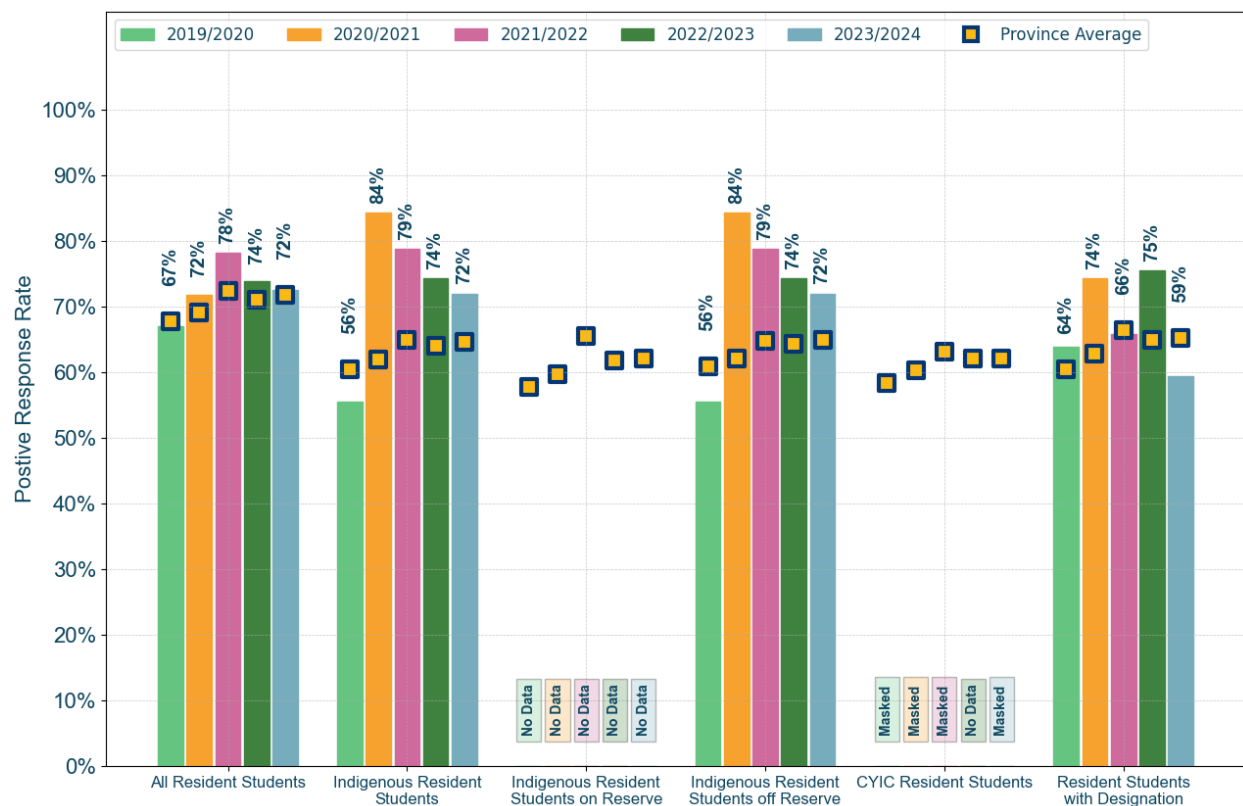
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

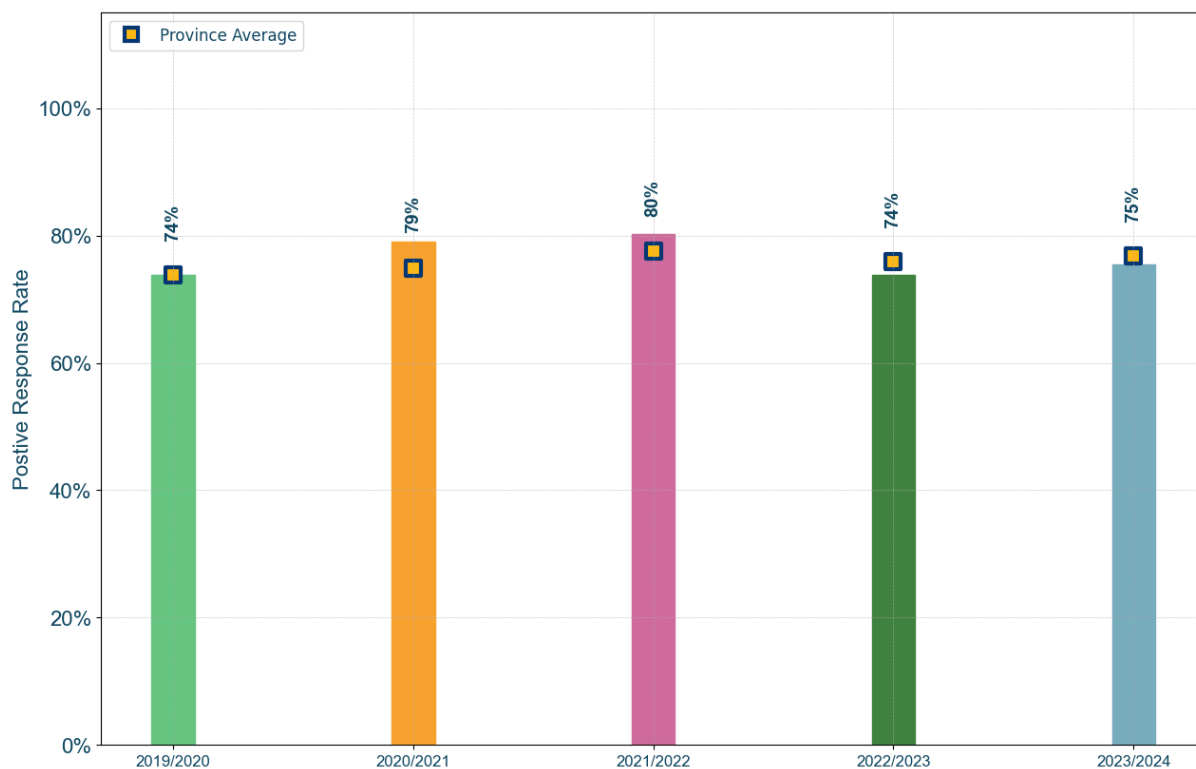
SD64 Learning Survey - Expected Count | Participation Rate for Grade 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	376 76%	336 86%	357 83%	375 85%	329 71%
Indigenous Resident Students	46 78%	38 84%	42 79%	49 76%	41 61%
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	46 78%	38 84%	42 79%	49 76%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	56 66%	42 81%	48 83%	66 77%	52 73%

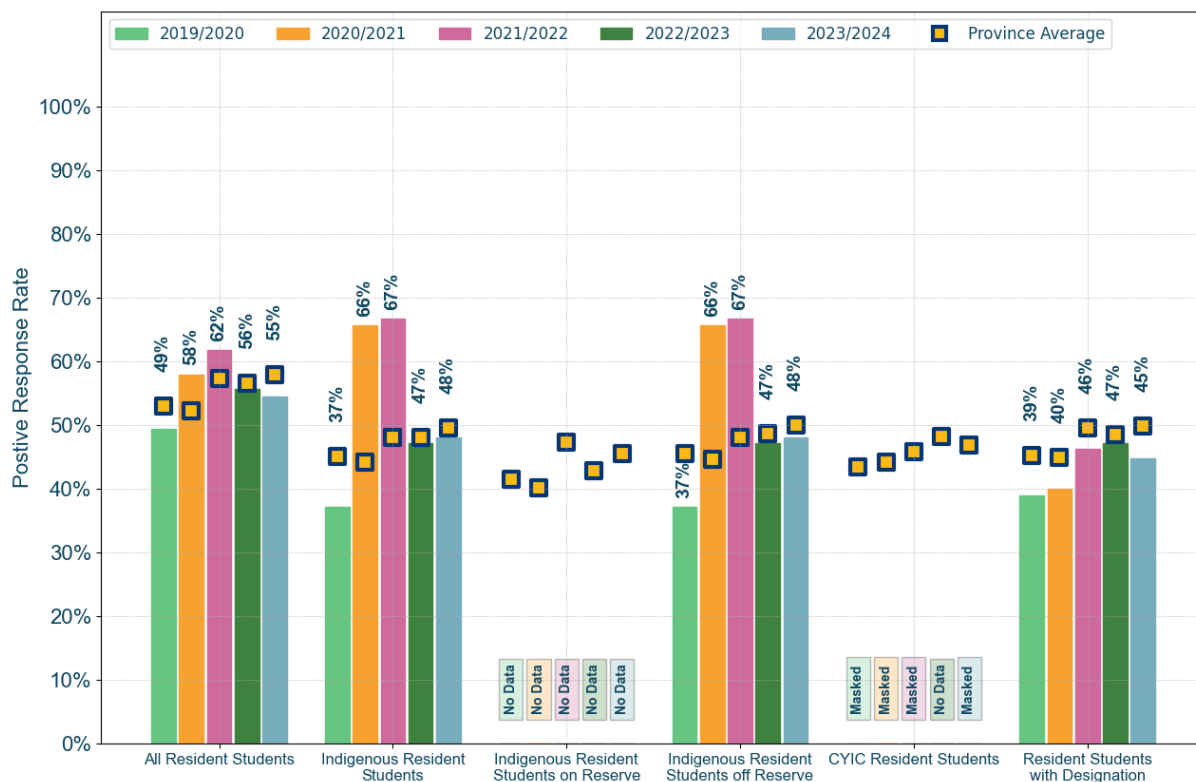
SD64 Feel Welcome - Positive Response Rate for Grade 4, 7, and 10



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

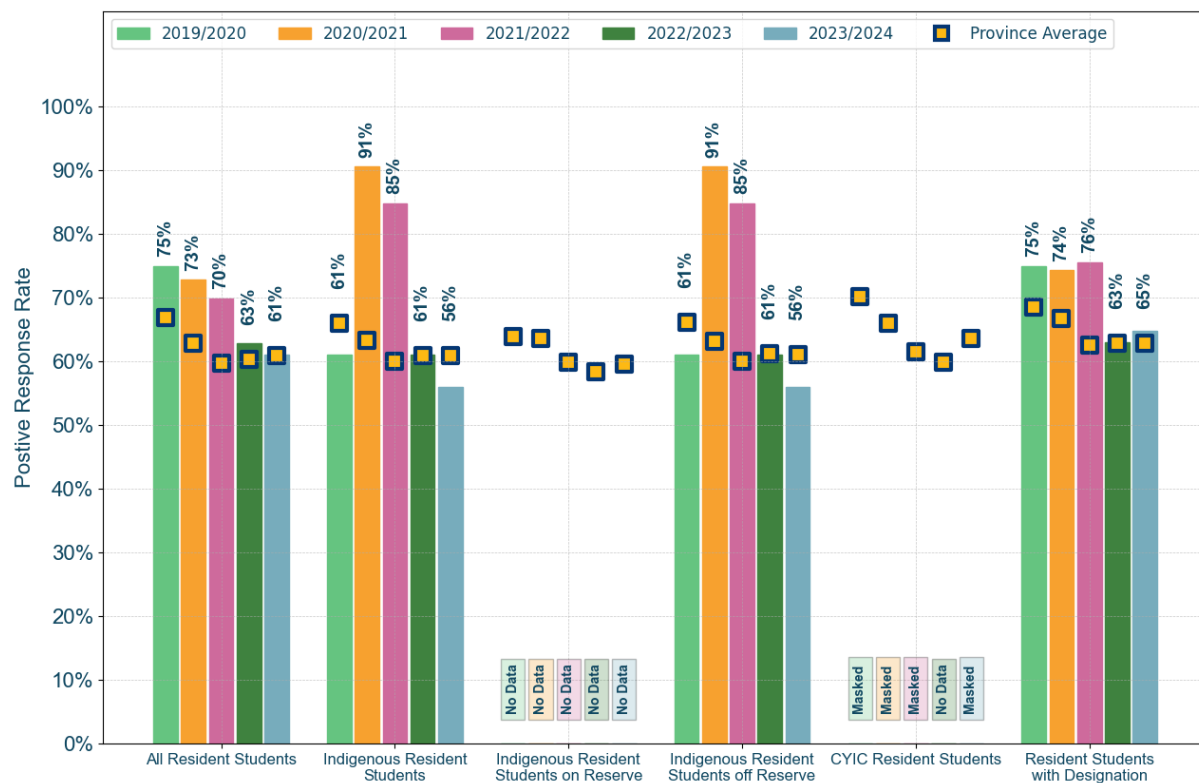


SD64 Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



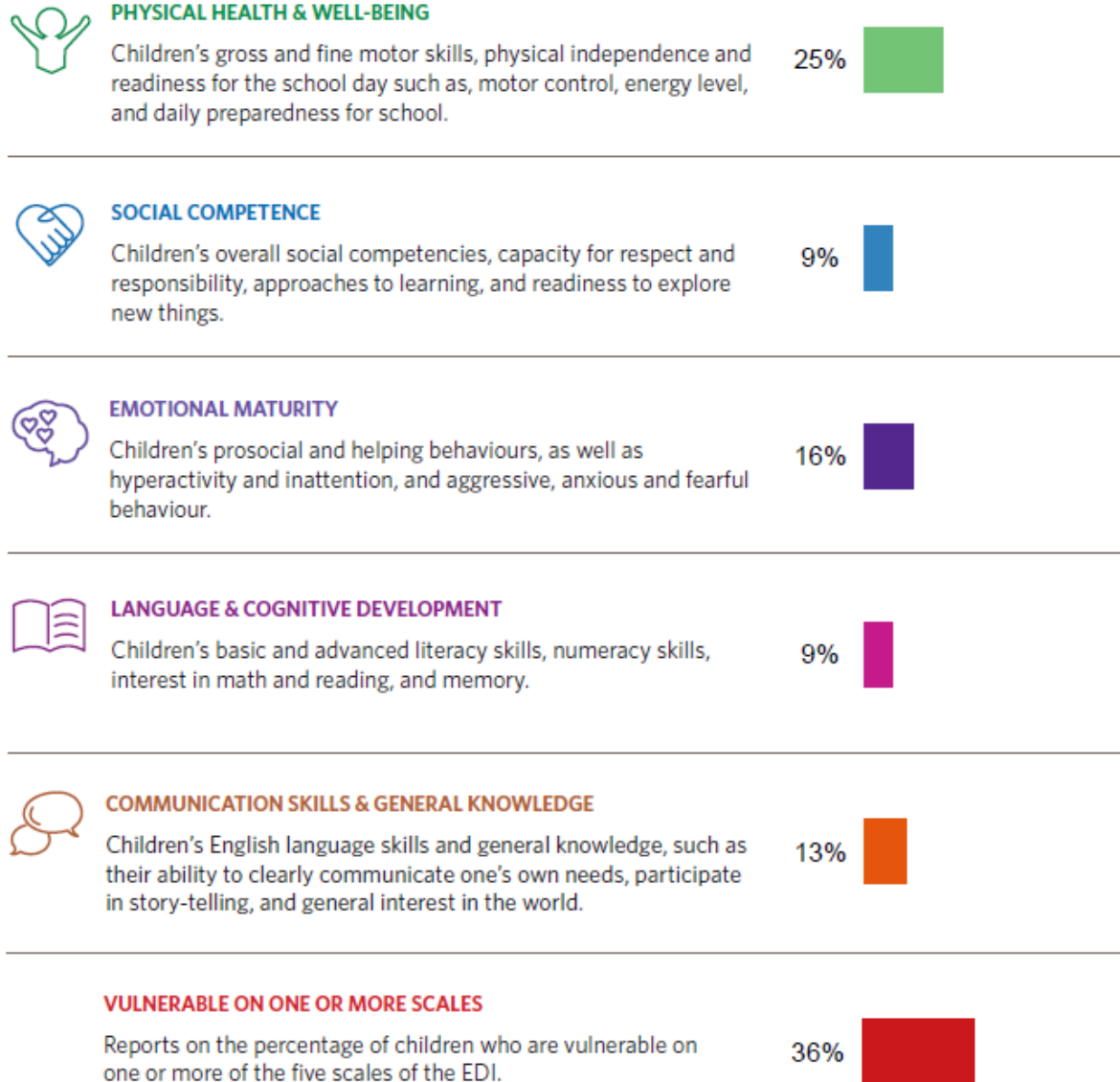
Measure 3.2: Students Feel that Adults Care About Them at School

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



Relevant Additional/Local Data and Evidence | Human and Social Development

SD64 EDI Vulnerable Rates by Scale (45 participating students)



Deeper Learning Student Interview Project

A total of 166 students from Grades K to 12 across the district were interviewed. Among them, 22% identified as neurodiverse, 14% as Persons of Colour, and 20% as Indigenous.

Summary of Student Reflections on Support and Care in School

Student feedback reveals a strong sense of community and emotional support within the school environment. Their responses highlight the importance of both peer and adult relationships in fostering a nurturing atmosphere. Key themes include:

1. Teacher Support
2. Peer Relationships
3. Trust and Comfort
4. Subtle Acts of Kindness
5. Empathy and Flexibility

Summary of Student Reflections About Well-being and Learning

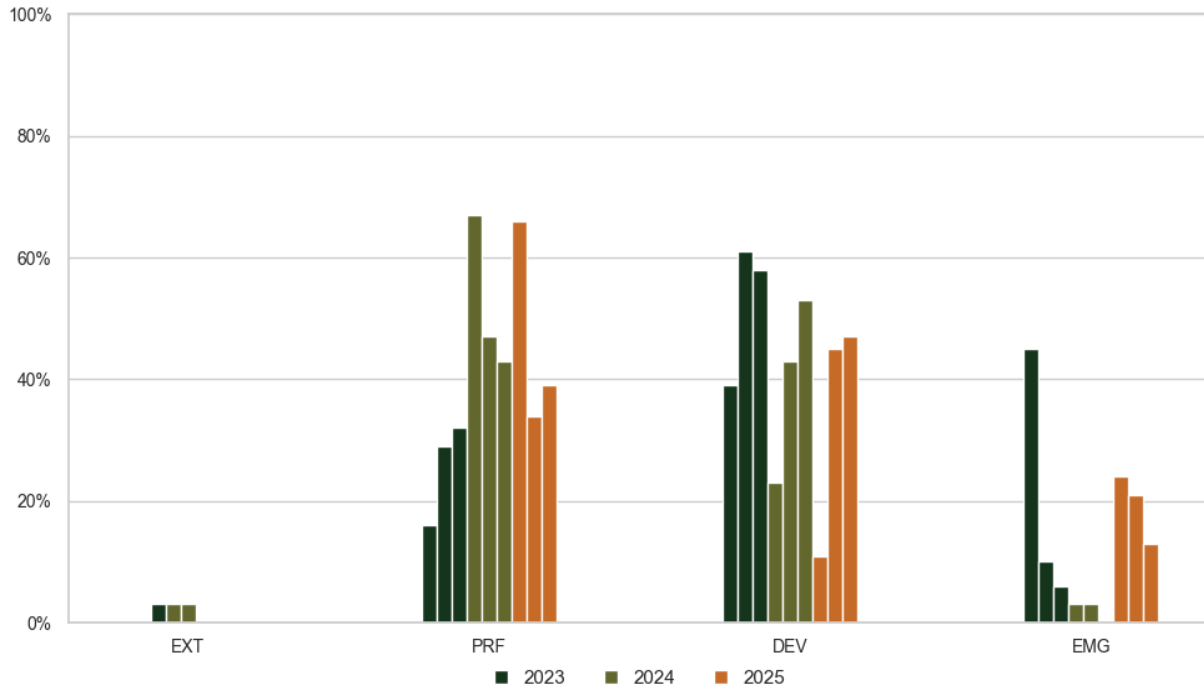
Student feedback provides valuable insights into the experiences and conditions that promote a sense of comfort and well-being at school, ultimately enhancing learning. Their responses emphasize the importance of relationships with oneself, others, and place, as well as the positive impact of having choices and a voice in their learning process.

1. Positive peer and adult relationships
2. Activity and play
3. Creative and choice-based (agentic) spaces
4. Being outdoors and in nature
5. Calm and quiet settings

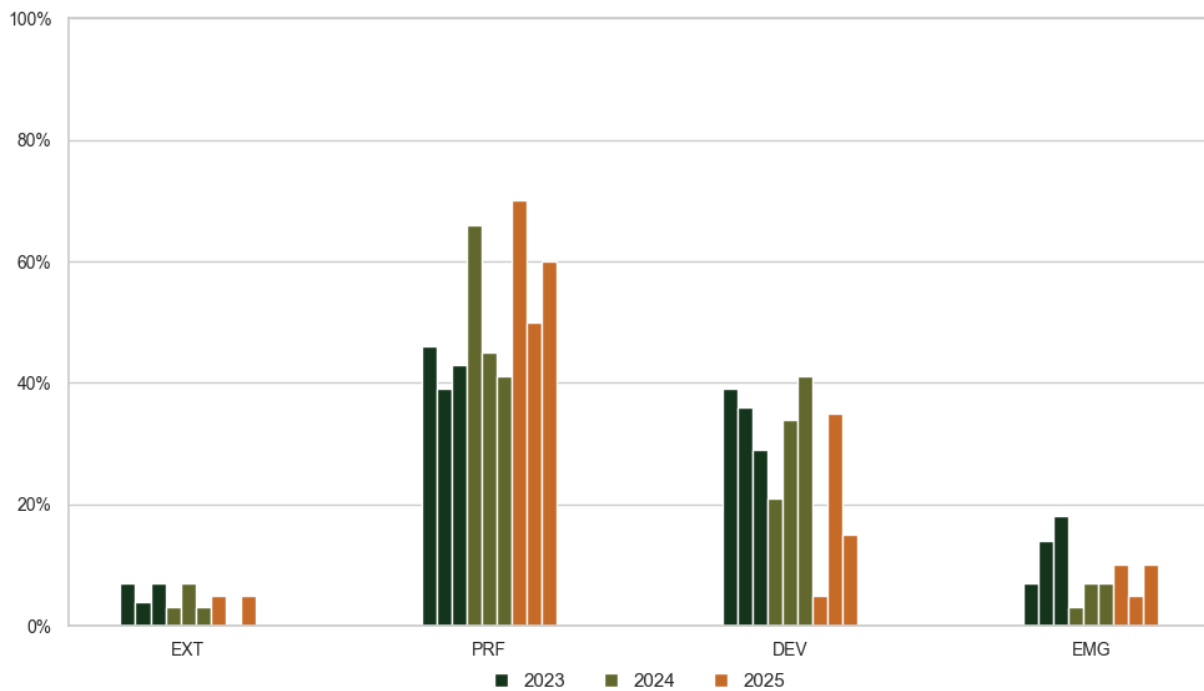
After the initial interviews, many schools did additional student interviews because they wanted more information. Notably, Gulf Islands Secondary School's student council decided to interview their peers as they believed (quite accurately) they would get more authentic feedback as students would feel more comfortable talking with other students.

To explore more deeply the impact of SEL on student performance, we recently added the SEL indicator in our Equity Tool. Data will provide proficiency trends for students with SEL records, enabling us to understand how students with SEL indicators are performing: how are the learning needs being met and are the supports and interventions in place having an impact. For each year, the order of data is reading, writing and numeracy. This is our first year of examining the direct impact of SEL on performance and the impacts of supports and interventions for SEL-identified students. Overall, general population students showed strong performance at the proficiency level, faring better than SEL-identified students. SEL-identified students, however, demonstrated notable gains over time, suggesting that targeted SEL interventions in place are effective, particularly in shifting students from developing/emerging to proficient.

Grade 4 Social Emotional Learning Outcomes



Grade 7 Social Emotional Learning Outcomes



Analysis and Interpretation | Educational Outcome 3: Feel Welcome, Safe, & Connected

The reported percentage for All Resident Students is on par or slightly below the provincial average in all areas measured (feel welcome, safe, a sense of school belonging, and adults who care). Although comparable with the provincial average, a low sense of belonging for some students is of particular concern. This is a district and provincial trend we need to address. Results of the Ministry Student Learning Survey align with the results from the McCreary. For example, 62% of students felt teachers cared about them (McCreary) compared to 61% (SLS). Of note, in the McCreary the results indicated a higher sense of safety, perhaps because they break the question of safety down into specific sites (ie. classrooms, washrooms, hallways, etc.) Results in the McCreary around safety ranged from 74% (changerooms) to 92% (library).

56% of students felt like part of their school (McCreary) vs. 55% of students felt like they belong (SLS).

90% of students feel their life is going well.

Another interesting piece of information from the McCreary – we are the only district in the province that has had a decrease in students skipping school.

A priority is to nurture greater well-being, belonging, and emotional literacy for all students. We will also be looking at ways to collect more data to inform our practices. We will continue to invest in CYCW positions and work to grow adult capacity through professional learning, specifically Compassionate Systems Awareness (one of the pillars of the provincial Mental Health in Schools Strategy).

Analysis & Trends	Social-Emotional	Intellectual Development	Organizational Structures
EDI vulnerability indicators show slight increases in emotional vulnerability	Mental Health and Well Being – Compassionate Systems Awareness training	SBT/CYCW responsibilities through SBT for monitoring student well-being	Centralizing SBT as a responsible body for monitoring student well-being
Increased Indigenous sense of belonging and connection (adults who care)	Youth on the Land, Indigenous CYCW Indigenous spaces in all schools	Early interventions and sustained attention to student programs and course completion	Structured investments in Youth on the Land. Update our Enhancement Agreement

Human and Social Development Summary



Student outcomes in human and social development within the Gulf Islands School District are generally comparable to those in other districts across the province, as reflected in the Student Learning Survey results. However, one area of concern stands out: too few students report feeling welcome or experiencing a sense of belonging in their schools.







This is deeply concerning. Students spend a significant portion of their lives in school, and it should be a place where they feel safe, valued, and connected. While we are seeing strong intellectual development among our learners, we must also prioritize their human development and support the whole student.

We are using our Equity Tool to monitor both student well-being and academic progress. Our School-Based Teams are also placing strong emphasis on supporting the whole student. We want every student to know that adults in their school care about them and their well-being.

The findings from the Student Learning Survey are consistent with those from the McCreary survey, reinforcing a need for focus in this area. As a district, we are committed to deepening our practices around well-being, mental health and emotional literacy for all our learners. A particular focus of this work includes supporting adult wellness, ensuring that educators and staff working in our system have the tools, practices, and strategies they need to nurture students' social emotional development. Growing emotional literacy, systems thinking and systems sensing builds capacity in overall systems awareness. As we do this and generate common understanding, using common language and tools, and engaging in common practices, we continue to foster coherence across the district. We do not want to solely rely on the Ministry student learning survey and will be exploring ways of collecting information about whether what we are doing is making a difference for learners.

Human and Social Development Suggestions for Action 2025 – 2028

Suggestions for Action	Comment	Rating
Ensure classroom environments are safe, caring and inclusive	School planning and supervision, moving towards SEL environmental scans led by PVPs, student learning surveys, accessibility scans, Ministry framework	
Create school-based check-ins for students.	Formalized school-based teams, Indigenous CYCW across the district CYCWs	

District Plan for mental health and well-being	Established district mental health team, school-mental health leads. Collaboration with BC Children's Hospital to develop a district plan and implementation process of mental health promotion activities to help improve student and school community mental health and well-being	
Continued commitment to growing emotional literacy and well-being	Common language, tools, and practices for systems awareness; compassionate systems framework	
School codes of conduct.	Annually updated & reviewed	
Gather student voices through student-centered groups.	Growing practice around empowering student voice & agency	
Use EDI to inform decision-making.	Annual practice	
Disaggregation of data for Indigenous Students	School Based teams. Inclusive Education and Indigenous Education collaboration.	

Career Development

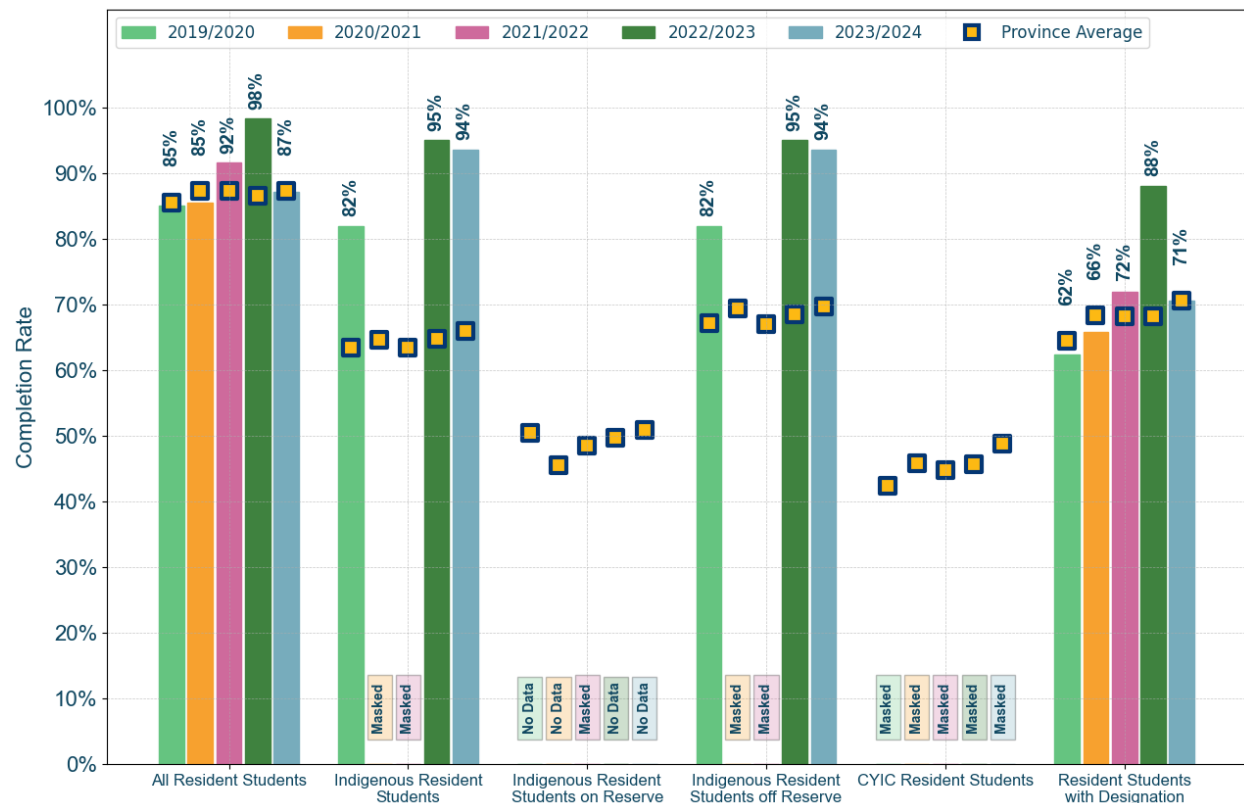
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

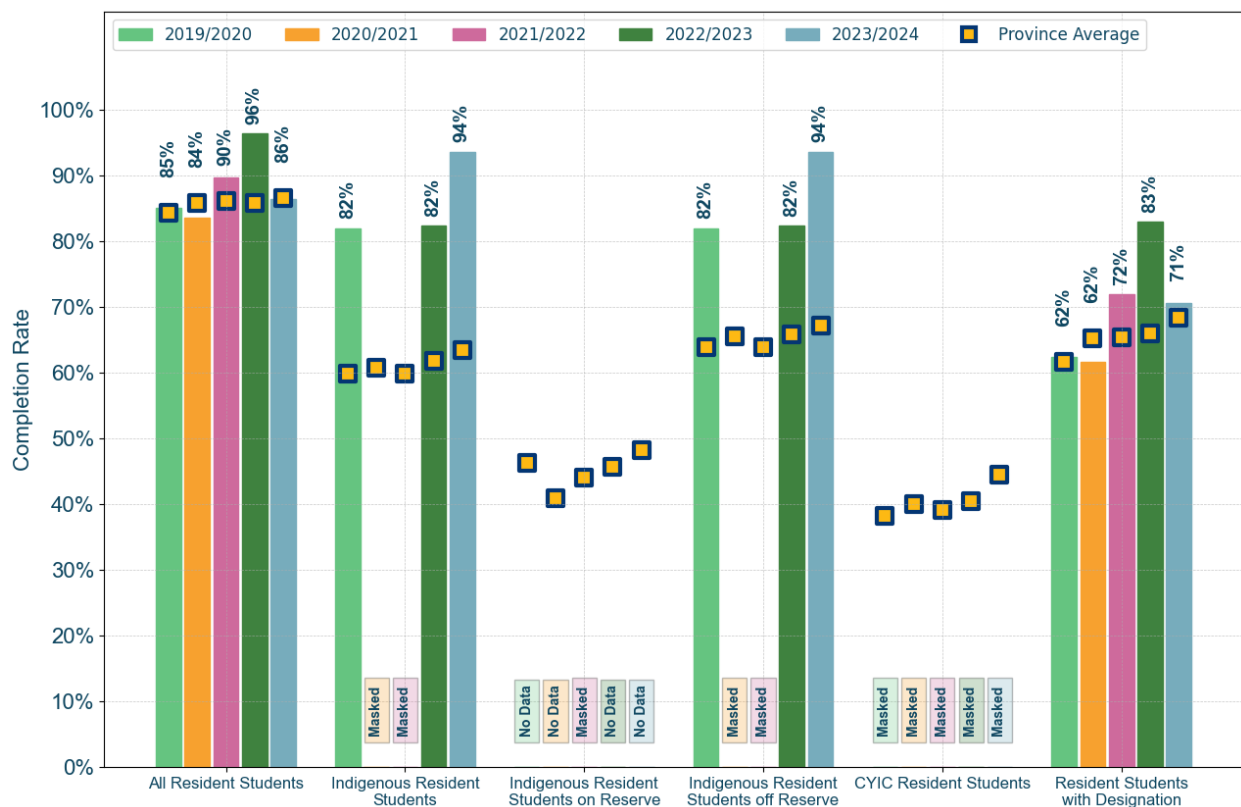
SD64 Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	131 10	121 11	116 13	114 14	151 17
Indigenous Resident Students	13 1	Masked	Masked	18 2	12 1
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	13 1	Masked	Masked	18 2	12 1
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	26 2	26 2	20 2	22 3	38 4

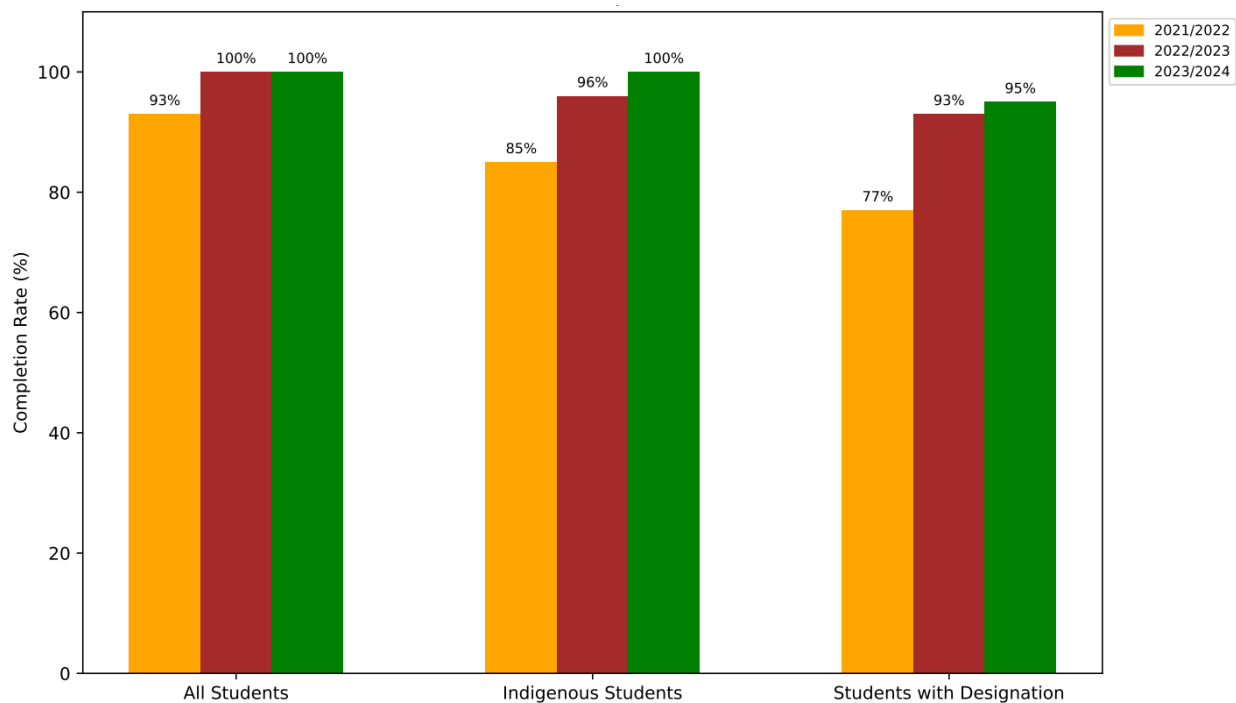
SD64 Five-Year Completion Rate | Dogwood + Adult Dogwood



SD64 Five-Year Completion Rate | Dogwood



SD64 Six-Year Completion Rates






Analysis and Interpretation | Educational Outcome 4: Graduation

Six-year completion rate reports reveal that School District 64's 2023-2024 6-year Completion rate for all students is 100%, while the Provincial range is 82%-93%. The 6-year completion rate for Indigenous students in the district is also 100%, compared to the Provincial range of 69%-85%. Students with Disabilities or Diverse Abilities in the district also have a strong completion rate of 95%.

The District's 5-year Completion rates for all students are in line with the provincial average. 94% of Indigenous students in the district are completing in 5 years, which is an increase of 12% from the previous year, and above the Provincial average. The 5-year completion rate for Students with Disabilities or Diverse Abilities is 71%, a decrease from the previous year.

To support students in graduating and being prepared to do what they choose after graduation, we will continue our close tracking of students to best meet their individual needs. We will also attend more intentionally to the whole child – mind, heart, body, and spirit – by teaching skills, providing tools and practices that develop emotional literacy and social-emotional-ethical learning. In doing so, students will be confident in their identity (know who they are) and prepared to participate and contribute productively, thoughtfully, ethically to their community (locally and globally) - they will be educated citizens.

Suggestions for Action 2025 - 2028	Comment	Rating
Improve/maintain early identification practices for targeted intervention (school-based and district referrals – Learning Services)	Robust information sharing of Gr.7 to Gr. 8 student transitions (Equity Tool data). Centralized School Based Teams (SBT)	
Continue tracking of Graduation Pathway progress with particular attention to those student not on-track	Regular communication with students & families	
Distribution of Graduation Check List in Term 1	Early identification of missing requirements.	

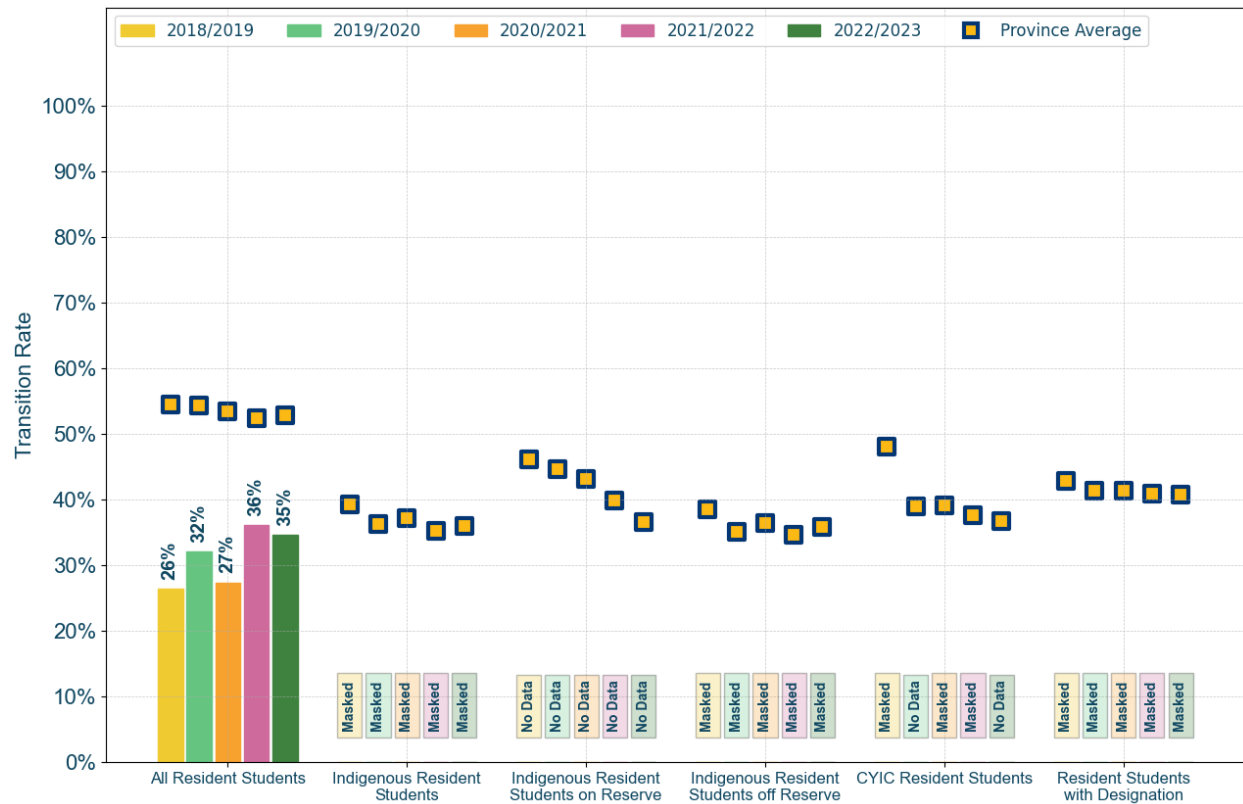
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

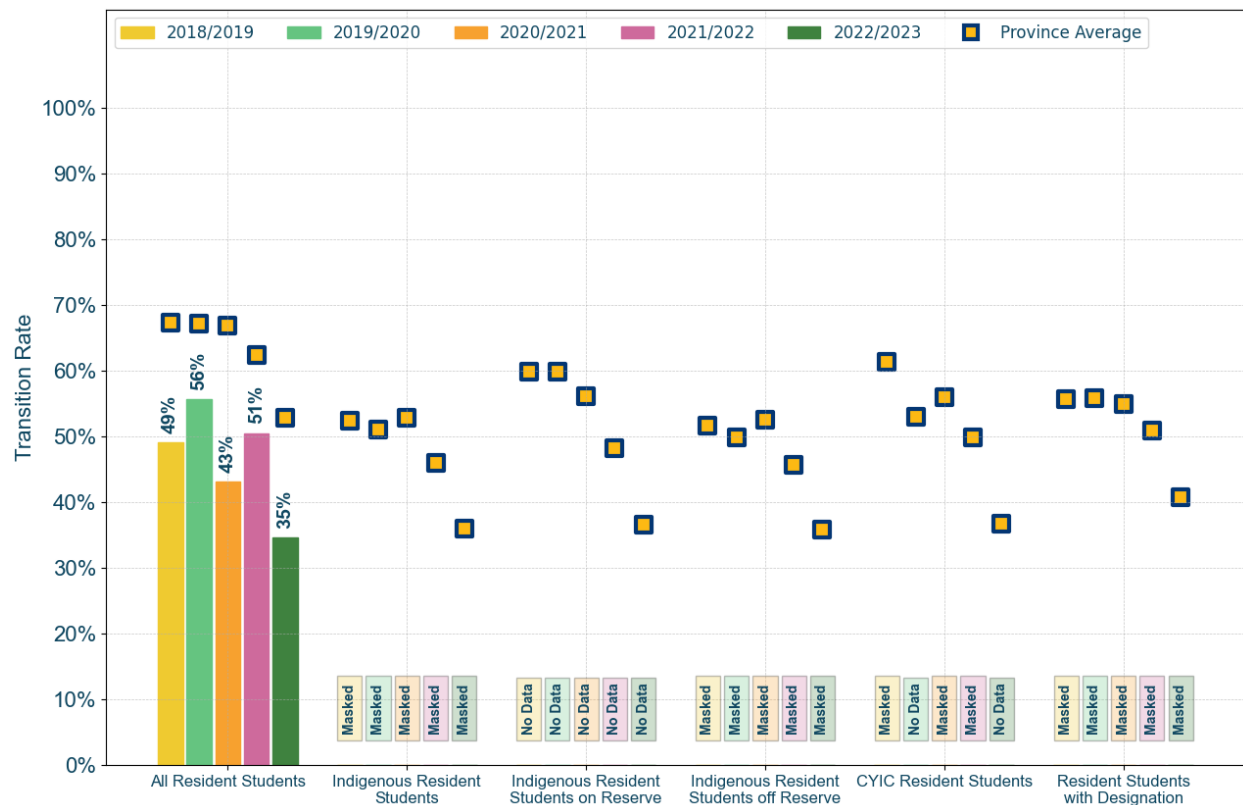
SD64 Transition to Post-Secondary Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	110	106	95	97	101
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD64 Immediate Transition to Post-Secondary





SD64 Transition to Post-Secondary Within 3 Years




Analysis and Interpretation | Educational Outcome 5: Post-Secondary Transitions

There is a strong tradition of our students leaving the province for universities and colleges in eastern Canada.

Since they cannot live at home while pursuing post-secondary education in British Columbia, many appear to choose institutions outside of the province. There is currently no tracking system in place to identify these students.

Suggestions for Action 2024 - 2028	Comment	Rating
Enhance district continuing education	64GO continuing ed opportunities	
Grow Career Education Programing throughout the district	Career program enhanced K-7	

Participate in work experience/trades to develop real-life skills, competencies, and experience	Enhanced TASK and work experience programs.	
-------------------------------------------------------------------------------------------------	---------------------------------------------	-------------------------------------------------------------------------------------

Career Development Summary

Students in the Gulf Islands School District are successfully meeting the expectations of the K-12 curriculum and graduation program. Our graduates are typically confident, goal-oriented, and well-prepared to pursue further education and career opportunities.

While students are meeting these formal requirements, we recognize opportunities to further enrich their learning experiences. One area of focus will be evaluating the quality of the Dogwood Diploma, including how prepared students feel for life after Grade 12. We also aim to explore innovative ways to enhance students' educational experiences across all grade levels, including more opportunities for place-based learning.

To support long-term growth, we are also developing districtwide career programming for K-7 students, helping to lay a strong foundation for their future.

As we navigate global challenges such as climate change, political instability, war, population displacement, resource depletion and exploitation, loneliness and disconnection, addiction, and the opioid crisis, it is clear that young people need more than foundational academic skills. They must become critical and creative thinkers, compassionate citizens, and individuals who understand the deep interconnectedness of our world. The choices we make, locally and globally, matter; and making meaningful connections to place contributes to deepening ecological understanding and care.

As a district, we are committed deepening learning and cultivating the capacities needed to foster thoughtful, ethical, and compassionate human beings.

In Review of Year 2025 of Strategic Direction 2024-2028

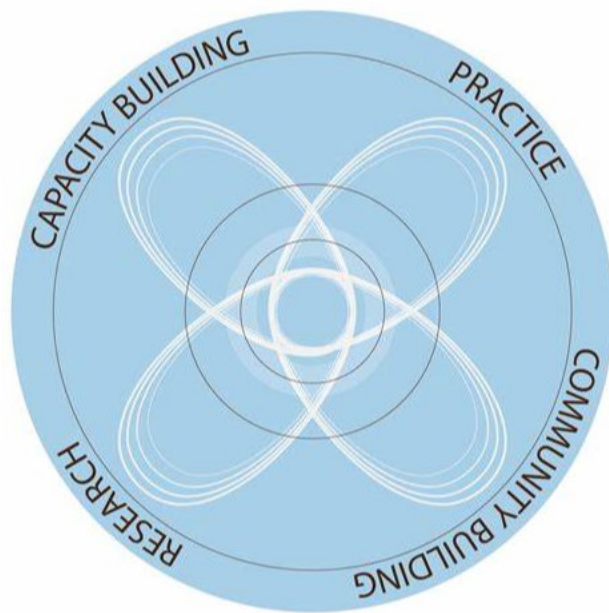


Summary: Board's Strategic Commitments

Overview: Strategy for Cycles of Learning and Growth

The Gulf Islands School District is dedicated to ensuring that every student experiences a genuine sense of belonging, connection, and care. Our goal is for each learner to develop a strong sense of self, benefit from high-quality instruction and programming, and build the skills and competencies needed for lifelong well-being and fulfillment.

We are committed to using our resources to foster a creative, healthy, and adaptable system—one in which every child has the opportunity to thrive and flourish.



The theory of change guiding our school and district planning is the mandala for systems change, which emphasizes capacity building, community engagement, applied practice, and research in a continuous cycle. Our planning begins with an inquiry into data from diverse sources. Through collaborative dialogue, reflective analysis, and evidence-based research, we generate insights that inform strategic plans at various levels—from individual professional growth to school-wide and district initiatives—which are then implemented with consideration and monitored systematically.

We integrate street-level, map-based, and satellite data to shape our planning processes, while also seeking culturally relevant information.

We recognize our involvement within an integrated, interdependent system, acknowledging that our daily decisions affect not only ourselves and our immediate community, but also the broader ecosystem.

Overview: Board Commitments



GULF ISLANDS
SCHOOL
DISTRICT 64

Strategic Direction 2024 – 2028 | Commitments

We will care deeply, act wisely, and find joy in each day.

Truths, Reparation, and Restoration

KNOW

We commit to learning the truths of our history in this place (colonially known as the Southern Gulf Islands, British Columbia, and Canada) and to taking action to support healing and the restoration of Indigenous knowledge systems, land, language, and culture. We walk together, alongside each other in humility and respect, with the rightsholders of this place. We recognize that racism and colonization continue to exist and collectively, we will address the impacts of colonialism that perpetuate inequity of outcomes for Indigenous learners in our district. We commit to educating non-Indigenous learners so that, as they move through the world, they uphold truth, listen, challenge inequities and are prepared to stand as allies. We acknowledge that our understanding and perspectives have been shaped by the systems we hope to change. To truly transform education, we need to challenge what we think we know and be prepared and willing to honour Indigenous knowledge and ways of knowing and being. This is a step towards meaningful action, restoration, reparation, and healing.

Relationships and Belonging

BE

We strive for balance in our relationships with ourselves, others, and the lands and waters that sustain us. With open minds and hearts, we create safe, welcoming, and caring learning environments that are inclusive and accessible. We ensure everyone is connected, supported, and seen. We relate to each other with kindness, care, love and compassion, nurturing environments where everyone belongs and contributes. As a community of learners, we acknowledge intersectionality, honour diversity and celebrate the exceptional in everyone.

An Ethic of Learning

UNDERSTAND

We model the deep learning that we aspire to see in the education system through thoughtful and continuous reflection. We cultivate the freedom to explore new ideas, take risks, and challenge the status quo. We provide quality instruction and programs that meet the needs of every learner from early years to adult. We understand curiosity is essential for deep learning and transformative growth, creating space for every learner to flourish.

Integrity and Responsibility

DO

We act with integrity, consideration, and honesty in all we do. We are intentional with our words and actively listen to promote collaboration that benefits the learning community. We create sustainable practices and are responsible in our use of resources. We consider the impact of our actions on past, present and future generations as we commit to being good ancestors. To foster integrity and demonstrate responsibility, we “walk the talk.”

Current Strategic Plan Priorities

KNOW: Truths, Reparation, and Restoration

Aspirations:

1. Identify settler/colonial bias in policy and practice as we create awareness and work to decolonize systems that perpetuate inequity and racism.
2. Achieve equitable educational outcomes for all Indigenous students in our district
3. Acknowledge, honour, and respect rights holders by building, strengthening, and sustaining productive and respectful relationships.
4. Embed Indigenous worldviews, ways of knowing and being, language, and culture throughout the district.

BE: Relationships and Belonging

Aspirations:

1. Be a leader in cultivating well-being and championing social justice.
2. Strengthen and maintain relationships with community partners.

UNDERSTAND: An Ethic of Learning

Aspirations:

1. Empower student agency, engagement and voice.
2. Nurture curious, critical and creative learners so that every student is prepared and ready for the world beyond Pre-Kindergarten to grade 12.
3. Foster deeper learning experiences.

DO Integrity and Responsibility

Aspirations:




1. Implement sustainable practices for alignment and coherence.
2. Be a leader in environmental stewardship and leadership





Looking Back on the Year | Effectiveness of Implemented Strategies

Strategic Direction – An Ethic of Learning

Aspirations:

- Empower student agency, engagement, and voice.
- Nurture curious, critical, and creative thinkers who are prepared and ready for the world beyond grade 12.
- Foster deeper learning experiences.



Suggestions for Action 2025 - 2028	Comment	Rating
<p>Consistent and effective implementation of the district's Theory of Action</p> <ul style="list-style-type: none"> ○ Equity Tool (our tool) ○ SBTs (our culture) ○ Frameworks (our foundation) 	Continued focus, capacity building for integration of essential elements for learning.	
Increase student voice and agency.	<p>Targeted efforts at schools to find ways to listen and act based on student insight. Continue work to develop student engagement practices in school growth plans (including school-wide self-reflection survey development)</p> <p>Support professional development on core competencies and learner self-assessment</p> <p>Compassionate Systems and Mental Health in Schools Strategies to build confidence and well-being which contributes to increased agency</p> <p>McCreary, Equity Tool self-reflection</p>	
Increase positive, engaging learning experiences that support foundational literacy skill development.	District literacy plan, including literacy screening K-7. Foster a love of reading. Literacy framework.	






Increase positive engaging learning experiences that support foundational numeracy skill development.	Gr.4-7 Math foundational skills rubrics Gr. 5-9 Student Progress Charts Numeracy Frameworks K-3 Numeracy Assessments/Gr. 4-7 Numeracy Assessment Options	
Implement Power BI to access district data to inform decision-making for improving learning opportunities.	Utilizing ministry Power BI dashboards more effectively and consistently.	
Encourage place-based, integrated, cross-curricular learning experiences that support students in understanding their connection and responsibility to place, while also developing foundational skills.	Utilize outdoor learning spaces and local knowledge holders Connect learning to place across content areas	
Collaborative and engaging learning experiences for all learners (adults and children).	Create spaces for thinking and learning together recognizing that teaching and learning are reciprocal and symmetrical	

Strategic Direction - Belonging & Relationships

Aspirations:

- Be a leader in cultivating well-being and championing social justice
- Strengthen and maintain relationships with community partners




Suggestions for Action 2025 -2028	Comment	Rating
Enhance inclusion and accessible school environments and remove barriers within the district, school, and classroom.	Accessibility feedback tool, accessibility plan, professional learning around accessibility, SharePoint with resources for educators. All site enhancements and upgrades create improved accessibility.	
Support staff and students in their anti-oppression journey.	Learning modules for teachers and administrators, Anti-Oppression SharePoint site (district developed) aligned with Ministry anti-racism work, ongoing capacity building.	

Improve long-term outcomes for identified children and youth in care, Indigenous students, and students with Disabilities and Diverse Abilities.	Evidence informed, targeted and individualized supports, interventions, and services, Youth on the Land, focus on Truths & Reparations	
Students feel welcome, safe, connected and know that adults care about them at school.	2021, 2023, 2024 anti-racism survey of teachers and administrators to establish baseline, target ongoing capacity building, monitor progress and identify areas of needs and supports. Maintain and expand anti-oppression SharePoint site for educators. Renovated Policy and Procedures, Codes of Conduct, racism reporting tool (district), student voice. Creation of Indigenous wellness rooms. Explore ways with students to create safer and more inclusive spaces in our schools. Focus on building relationships – personal and social awareness core competencies	
Increased awareness and capacity in addressing mental health challenges	District Mental Health team to support the growing capacity of educators. Engage in Compassionate Systems Awareness training and utilize tools and practices to increase emotional literacy and self-regulation for all learners. Implement a locally developed program for Grades 4, 5, and 6 (Health Education Tools) for mental wellness and social/emotional development.	
Collaborative dialogue with community partners/agencies to ensure future success of all learners	Develop broad community strategies to respond to the EDI data and reduce childhood vulnerabilities	
Expand career options for students	Strengthen career education K-9. Maintain and build upon strong relationships with post-secondary institutions	

Strategic Direction: Integrity and Responsibility

Aspirations:




- Implement sustainable practices for alignment and coherence
- Be a leader in environmental stewardship and sustainability

Suggestions for Action 2025 - 2028	Comment	Rating
Consistent and effective implementation of school planning processes and cycles of review	In-service, review and feedback to schools on plans for enhancing student learning. Support and develop skills for using data to inform decision-making, instruction, and planning. Capacity building around data literacy. Cycles of reflection.	
Increased opportunities for outdoor learning experiences	Encourage and provide opportunities for staff to grow skills and qualifications related to outdoor, place-based learning.	
Ongoing learning for students and staff on climate action and environmental sustainability	Grow understanding of interconnectedness of systems and our personal and collective responsibility. Youth on the Land.	

Strategic Direction: Truths, Reparation, and Restoration

Aspirations:

- Identify settler/colonial bias in policy and practice as we create awareness and work to decolonize systems that perpetuate inequity and racism
- Achieve equitable educational outcomes for all Indigenous students in our district
- Acknowledge, honour, and respect rights holders by strengthening and sustaining productive and respectful relationships
- Embed Indigenous worldviews, ways of knowing and being, language and culture throughout the school district

Suggestions for Action 2025 - 2028	Comment	Rating
All students and staff have a constructive and respectful understanding of the distinct history and unique rights of Indigenous Peoples in BC	Engagement in learning that helps uncover personal bias (mental models) and deepens learning with humility. Walking Together Day. ELT learning. Standard 9. First Peoples Principles of Learning embedded in curriculum.	
Indigenous learners feel welcomed, respected, and comfortable learning in our schools	Indigenous focused learning spaces in every school. Indigenous support workers, Indigenous Child & Youth worker, Elders, and other Indigenous community members in schools.	
Indigenous learners lead graduation rates and are supported to pursue their dreams and passions.	Indigenous graduation. Intentional attention on outcomes and well-being for Indigenous students. Additional targeted interventions and support.	
Indigenous worldviews, ways of knowing and being, and culture is visible throughout the district.	Local languages visible and used in schools. Territorial acknowledgements. Personal and collective actions/commitments.	

We continue to see improvements in outcomes for students with Disabilities and Diverse Abilities due to intentional, focused efforts by our inclusive education team. Through attention to structures and processes, our educators can better meet the needs of individual students through accessible and measurable quality Competency-based Individual Education Plans (CBIEPs); greater collection/triangulation of data; detailed tracking and assessments of the impact of supports, interventions, and/or services; and collaborative, focused evidence-driven discussions on the responsibilities of adults to support students. All of this is made visible to ensure that the student's educational experience is documented, reviewed, and adjusted to ensure that students are on-track for graduation.

Indigenous students have shared what they need to improve their learning experiences at school.

Recommendations included:

- Indigenous-credited classes held on the land
- Recognition of movement and kinesthetic activities as valid learning methods
- Integration of Indigenous history, language, and culture into the curriculum

- Climate change discussions and participation in Indigenous events counted as school attendance
- Desire for more engaging, passionate, and respectful teaching
- Greater teacher awareness of Indigenous education and events
- Diverse ways to express knowledge beyond writing

Supports requested:

- Early and ongoing encouragement about the value of education
- Overcoming bias and low expectations
- Safe spaces for failure and learning stress management techniques
- Extend lunch breaks to one hour for accessibility and well-being
- Add a study block for academic support and balance

Indigenous Learning Room: This space is valued as welcoming, safe, and central to student well-being and cultural connection.

Indigenous students also continue to do well though there is more we need to do to ensure students are feeling a sense of belonging and know that adults at their schools care about them. Last year, we added additional Indigenous child and youth care workers, Indigenous Support workers and mentors, as well as an Elder in Residence and opportunities to connect with Elders. We continue working to address systemic racism and build capacity to recognize where and how it persists and how it impacts students. To improve outcomes for Indigenous students we support and encourage Universal Design for Learning and recognizing that there are many ways to demonstrate understanding and learning. We also know that connecting to land and place is an effective way to support all students in mitigating stress, anxiety, and mental health challenges, as well as recognize our interconnectedness and responsibility as steward of the lands and waters we call home. We still have work to do on addressing implicit bias and privilege awareness and are addressing this in our new strategic priorities; we are working to ensure we have high and motivating expectations for all students with particular focus on Indigenous students, students with diverse-abilities and disabilities, and children and youth in care; nurturing confident learners with a sense of belonging and identity is also part of our strategic commitments.

We have been intentional about offering an increased number of opportunities for students and staff to learn with local rights holders and we are in the process of building relationships with local nations as we establish an Indigenous Education Council. These

meetings have been positive, and we look forward to growing these ongoing, respectful and reciprocal relationships. It is a new experience for our district to be meeting with all rights holders simultaneously and we are grateful for these newly emerging relationships.

The Indigenous graduation ceremony is a way we connect with families and honour Indigenous students. It is a beautiful celebration.

We are working to increase community awareness of Indigenous worldviews and perspectives through specific events, such as the day for Truth and Reconciliation, our district Walking Together day, MMIWG event, and a District wide Indigenous Peoples Day celebration.

Existing and/or Emerging Areas for Growth

"From the day children are born, their education should prepare them to become healthy, wise elders and good ancestors for all relations". Dr. de Oliveira (2021)

The district is improving year over year in areas of equity and parity among and across all population groups. Inter-agency cooperation, the five unique islands, and the local services to communities and families are identified areas for growth and will be necessary in the coming years. Childcare, mental health, and student safety must be central to regional discussions.

A primary way to support improved outcomes for Indigenous students will be to create more local courses (including language) and ensure they are getting credit for experiences like Youth on the Land. Youth on the Land has been an initiative that has supported students in experiencing a sense of belonging, cultural and personal safety, and connection to the learning environment. It is learning they look forward to and that has significant social, emotional, and intellectual benefits. It improves engagement. We have also seen teachers recognize the value and benefit for all students when learning happens on the land.

One of our strategic priorities is to advance Truth and pursue initiatives that support reparation and the revitalisation of Indigenous knowledge systems. By integrating Indigenous worldviews and approaches, we strive to foster environments within our district that are inclusive and respectful for Indigenous learners. We remain committed to identifying and addressing barriers experienced by Indigenous students, with the goal of minimising or eliminating these obstacles to enable personal achievement and development. As noted by Dr. Vanessa de Oliveira, we are "gesturing towards a decolonial future." This undertaking presents significant challenges, given the prevailing influence of colonial frameworks, language, practices, and attitudes.

Ongoing Strategic Engagement (Qualitative Data)

The Board of Education maintains consistent and meaningful communication with partner groups, such as the Indigenous Education Council. Regular committee meetings also allow opportunities for partner group input and dialogue. Additionally, our schools all have functioning and effective PACs that work closely with school administration and facilitate engagement with families.

Through the School Plan process, planning and support for school growth is informed by a “bottom-up” approach that engages school communities. Principals and vice principals meet with and discuss plans with the PACs, staff, and students. The “bottom-up” approach is essential for our unique and diverse geographical reality in SD64.

Through **engagement with staff**, we aim to create spaces of adult learning, collaboration, support, and well-being.

Through **engagement with families**, we aim to improve communication and ongoing relationships so that we may best serve students by meeting individual needs. We continue to deepen our collaborative relationships with families by engaging them in their child’s CBIEP development and progress; providing access to their child’s data to understand with greater accuracy their child’s learning progression; and making visible the processes to provide greater ease of access to supports and services.

Through **engagement with local rights holders**, we aim to listen and learn how we can be of service to them and to the Indigenous students in our district.

Through **engagement with the community**, we aim to build partnerships and relationships that benefit students, including priority populations – Indigenous students, children and youth in care, and students with diverse and disabilities.




We find that the most effective engagement strategy is to connect face-to-face, to sit together, and to listen. When we understand our interconnectedness, we are better able to understand each other and collaborate for the benefit of all. Schools are looking at ways to empower student voice and agency for ongoing involvement and feedback to guide practice.




Through **engagement with students**, we aim to improve their experiences in school to deepen learning and make it more relevant and engaging. We are exploring meaningful ways to gather information from students so we know we are meeting their needs, and if not, we know we need to do things differently. Adjust and reassess.




Systemic Approach to Growth: Strategic Planning, Review, and Adjustment

School District No. 64 has developed a Cycle to Review Growth. This document demonstrates how operational plans, practices and strategies, including the allocation of resources, support local and provincial outcomes and address emerging areas of need. It should be noted that the ministry's release of data is subject to change as are ad-hoc and working committee meetings.

Alignment and Allocation of Resources: Interventions & Supports (Technological, Human, & Financial)

Strategic Focus	Description	Resources / Allocations (2024/2025)	Evaluation	Impact/ Adjustments (2025/2026)
Equity Tool Social/ Emotional Intellectual Career	Developed for/by SD64 educators. All-encompassing tool for student learning information (K-7) Updated in real-time	Continued to invest 1.0 FTE teacher. Continued to provide devices for all teachers. Human resource (time) collaboration with sector leaders in tool development and best practices for data use	 Increased user engagement Improved user-friendliness Highly visible tool - student achievement evidence	Operationalize on-track statement K-12. Align with provincial assessment proficiency scales. Operationalized in school-based teams. Digitalize universal reading screening into Equity Tool
Numeracy	Focused capacity building in numeracy instruction	Develop Numeracy foundational skills, rubrics (K-7) and progress charts (gr. 5-9)		Targeted to improve numeracy outcomes particularly strategic thinking; building instructional capacity
64 Power BI Dashboards	District-designed dashboards for K-12 student data.	Human resources (time)		Increased use and professional proficiency

Strategic Focus	Description	Resources / Allocations (2024/2025)	Evaluation	Impact/ Adjustments (2025/2026)
	Demographic, course, and assessment data from MyEd BC and Ministry, (reporting data Gr. 8-12) Updated weekly	In-service opportunities	Initial evaluation/use by sec. school P/VP and Sr. admin	Standardize practice across district re: school set-up and data entry.
Diversity and Anti-Oppression Initiatives	Physical resources to support equity and diversity	Survey administration (admin, students, parents). Continued use of online reflection tool	 GISS Anti-Oppression work District-level questions added to SLS School-based surveys Improved curriculum use in classrooms	Plan to build capacity to inform practice with ELT focus on anti-oppression. Anti-oppression SharePoint to house resources for staff.
Indigenous Learning Supports	Providing youth mentor and support for Indigenous students concerning academic, social-emotional, and cultural growth and development	Maintain Indigenous Ed. CYCW Enhance tracing system of supports and services for Indigenous students	 Improved achievement for Indigenous students (graduation rates)	Maintain Indigenous CYCW
CYCWs	Classroom-based support (liaison) focused on positive social/emotional skills to facilitate academic success	3 positions	 Improved achievement data	Compassionate Systems Awareness training – use of tools and practices Maintain CYCWs

Strategic Focus	Description	Resources / Allocations (2024/2025)	Evaluation	Impact/ Adjustments (2025/2026)
			<p>Reduced violent incidents/behaviour referrals</p> <p>Support peer to peer relationships</p> <p>Develop skills in healthy relationships</p>	
At-Risk Student Support Mentor	Contract position to engage and support vulnerable youth who are not/no longer attending	Funds received through an external grant for human resources.	 <p>Target improved attendance, academic success, and student wellness</p>	Plan to maintain the support mentor position dependent on successful grant application. Worker provides mentorship to at-risk students through outreach supports.
At-Risk Tracking Tool	Progress tracking tool by cohort 8 -12. Used to identify students at risk of non-completion	Improved graduation rates for all students	 <p>Essential tracking for completion rates</p>	<p>Broadened the scope from grades 10-12 to include grades 8 and 9.</p> <p>Improve access and usability.</p> <p>Developing a high school app that houses Gr.8-12 information similar to the K-7 Equity Tool.</p>
Career/ Trades Coordinator	Contract position to oversee programs and inter-organizational relationships that promote career development and school/community connection	<p>1.0 FTE Trades Coordinator</p> <p>Clerical position</p> <p>District Principal</p> <p>Investment in dedicated trades workspace (SD64HUB)</p>	 <p>Increased work placement and apprenticeships</p>	Maintain, monitor, and resource as needed

Strategic Focus	Description	Resources / Allocations (2024/2025)	Evaluation	Impact/ Adjustments (2025/2026)
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School District 64 Cycle for Growth

Area	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL/AUG	SEPT
School Planning	Plan approval				FSA Item Analysis	feedback, progress, adjustment, growth		Celebration & draft next year's school plan		School Plan drafts	School Plans Final edits
Student Learning and Achievement	District Assessments & Equity Tool entry	10/12 Prov. Assessments	Annual Assessment data release	10/12 Prov. Assessments			10/12 Prov. Assessments	District Assessments & Equity Tool entry	Lit 12 Assessment		
		Mental Health Dashboard	District SEL Survey		"How are we Doing" report			Anti-racism survey for educators	Enhancing Student Learning Report Data	Enhancing Student Learning Report Data	District Mental Health SharePoint
			Rates 6-yr Completion	G2G Transitions	MOE Education Services Plan		Post-Sec. Transition data		Raw, unmasked Framework data review		
				EDI administration			EDI data release		K-12 Summative Assessment	Enhancing Student Learning Report: Due Sept. 30	
	FSA administration			FSA Report	Student Learning Survey						
Governance and Engagement	COW		Education & Policy	FAF & Education			Education, FAF & COW	FAF & Policy			COW & Policy
	In-service	In-service	Program Review	In-service	In-Service		In-Service	In-service	In-service	In-service	In-service
Staffing (HR)	Strategy-based review		Strategy-based realignment		Strategy-based evaluation		Strategy-based allocation				
	On-going adjustments as needed to operationalize										
Finance					Due: Enrolment Projections	Prelim. Operating Grants	Prelim budget planning (next year)		Due: Annual Budget		Due: Audited Financial Statements
Facilities							Catchment/Transportation Review		Water taxi planning – next year		
Comms	School and district initiatives	Policy		6-yr completion Policy	FSA Results Cross-Boundary / French Immersion Req.				Year in review Policy	Publication of Enhancing Student Learning Report (update documents)	

5-Year Strategic Planning Cycle

2023/24	* Engagement process for new strategic plan
2024/25	* Approval and implementation
2025/26	* Continued implementation
2026/27	* Continued implementation
2027/28	* Final year – engagement for new cycle begins

Board, Standing, and Working Committees (Governance/Engagement)

Indigenous Education Council (Ind. Ed.) Education (Ed.)
 Finance, Audit, and Facilities (FAF) Committee of the Whole (COW)
 Policy
 Accessibility Advisory Group

Conclusion

Our district benefits from many advantages and privileges, including highly qualified educators, dedicated support staff, well-maintained facilities, access to robust place-based learning opportunities, engaged students, and significant community support. We are also developing constructive partnerships with local rights holders who continue to assist, generously and graciously, both students and staff in understanding the history, language, and culture of the southern Gulf Islands. Furthermore, our Board of Education is steadfastly committed to exercising effective governance, ensuring strategic direction rooted in a robust ethical framework and moral responsibility, and maintaining stability for the district, families, and students, with ongoing emphasis on well-being, inclusion, belonging, and academic achievement.

The district's learning foundation is firmly established through its development of comprehensive Literacy and Numeracy Frameworks. Real-time monitoring of all students enables the provision of targeted supports, strategies, and interventions to promote well-being and academic success, utilising our Equity Tool. We know that academic learning is only one component of a holistic education. Knowing who we are as individuals, what we can contribute and how we ought to be together with each other and with our environment, is essential to personal and collective well-being. As one of the First Peoples Principles of Learning states, "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors."

*The equity transformation cycle represents a shift from evaluating outcomes to valuing well-being (value being the root word of evaluate). At the heart of this process lies the ultimate goal of **well-being** – a state in which educators and students experience healing, agency, joy, and connection as they dismantle oppressive practices and structures and cultivate deep learning for all.*

- Shane Safir & Jamila Dugan

We recognize that the well-being of students and staff is paramount to our capacity and growth as a learning organization. As we aspire for balance in well-being of body, heart, spirit and mind, we are intentional in cultivating a collaborative adult learning environment by building understanding of systems, implementing intentional practices, such as regular team meetings at the school level, and engaging in ongoing efforts to build the leadership capacity of principals and vice principals as lead learners.

Thanks to the work of staff, the commitment of students, and the support of families and community, Gulf Islands School District is on a good path, seeing positive trends in most of our data. Understanding that identity and belonging are key, we continue to explore how we can stretch and deepen our personal and collective learning so that every learner can thrive and flourish.