



VSB Framework for Enhancing Student Learning Annual Report 2024-2025

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

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FRAMEWORK FOR ENHANCING STUDENT LEARNING ANNUAL REPORT

MINISTRY OF EDUCATION AND CHILD CARE INFORMATION

Report Requirements

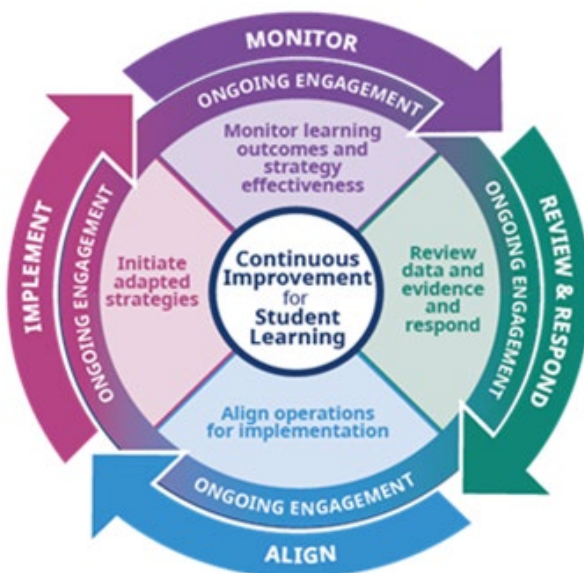
Each school district in British Columbia submits an annual report as required by the [Enhancing Student Learning Reporting Order](#). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two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

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence. For the Interim Progress Report, district teams are required to use ministry-provided templates to standardize and expedite the reporting and annual review process.

VSBC has completed an [Interim Progress Report](#) for the 2024-2025 reporting year.

Supporting a Continuous Cycle of Improvement

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

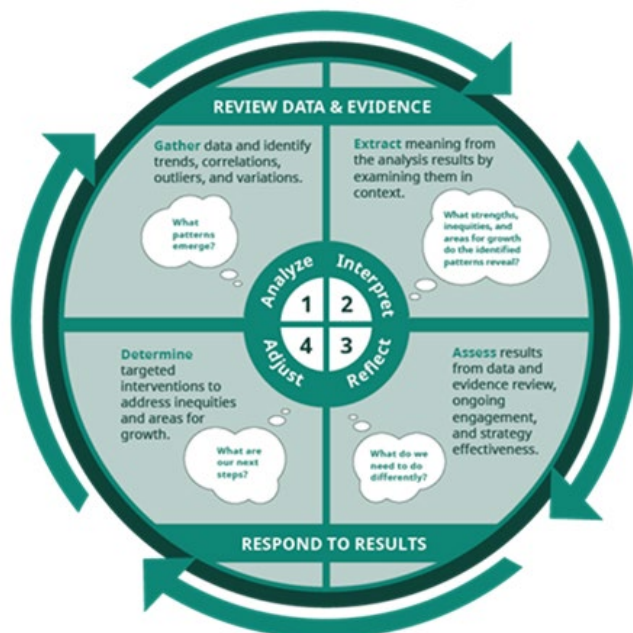


A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous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

District Strategy Review and Implementation

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

Review and Respond Cycle:



Important Notes About the Report

- The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.
- Indigenous students, children and youth in care, and students with disabilities or diverse abilities (students with a Ministry of Education and Child Care inclusive education designation) are identified in the Enhancing Student Learning report as **priority populations** or **priority learners**.
- The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

FRAMEWORK FOR ENHANCING STUDENT LEARNING INTERIM PROGRESS REPORT

PART 1: REVIEW DATA AND EVIDENCE – ANALYZE AND INTERPRET

IMPORTANT INFORMATION ABOUT DATA AND EVIDENCE

This section of the Interim Progress Report includes charts and graphs provided by the Ministry of Education and Child Care (MECC). These visuals represent the required provincial data measures set out in the Enhancing Student Learning Reporting Order. The data is grouped into three categories:

- **Intellectual Development** measures literacy and numeracy proficiency. Data from the Foundation Skills Assessment (FSA) grade 4 and grade 7 and the Graduation Literacy Assessment (GLA) grade 10 is used to support this measure.
- **Human and Social Development** measures student feelings of welcome, safety, belonging and connections. Data from the MECC's Student Learning Survey is used to support this measure.
- **Career Development** measures graduation and life and career core competencies. 5-year completion rate data and post-secondary transitions within 3 years of graduating are used to support this measure.

Also included in this section of the report is a summary of the district's analysis and interpretation of the data. For each data set, analysis includes information about **key context, trends and comparisons** as well as **patterns that emerge**. The interpretation of the data focuses on **strengths, inequities and the areas of growth** that the identified patterns reveal.

Please note, as per the [Protection of Personal Information when Reporting on Small Populations](#) this report does not display data points that reflect groups of nine student or fewer, or post a risk of individual student identification through the mosaic effect.

Ministry data for Indigenous learners is categorized into three groups: Indigenous resident students, Indigenous students on reserve and Indigenous students off reserve. In VSB, the cohort size for Indigenous learners on reserve is often nine or fewer in many of the data measures required. When on reserve data is masked, off reserve data is also masked.

Similarly, data for children and youth in care (CYIC) is masked for most data measures due to small cohort sizes in the VSB. Please refer to the participation charts at the beginning of each data set for more information about cohort sizes.

INTELLECTUAL DEVELOPMENT

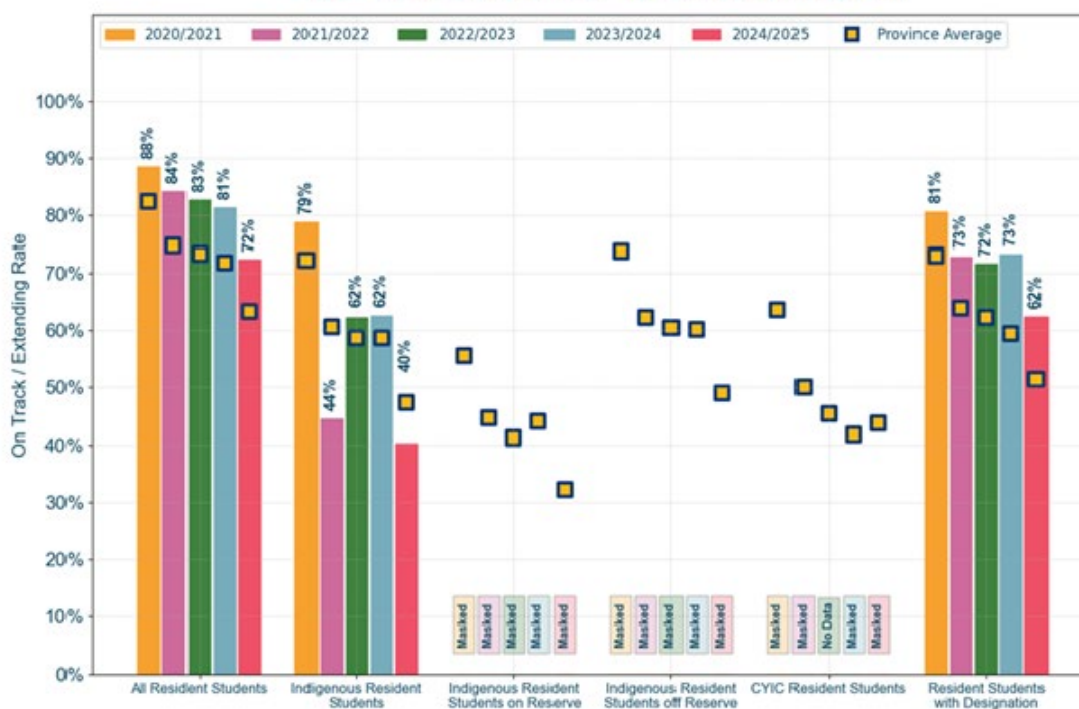
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 Literacy Expectations

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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3633 43%	3523 47%	3487 51%	3631 60%	3688 65%
Indigenous Resident Students	179 18%	185 19%	172 26%	168 38%	187 39%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	11 0%	Masked	Masked
Resident Students with Designation	369 24%	391 25%	351 25%	356 38%	371 38%

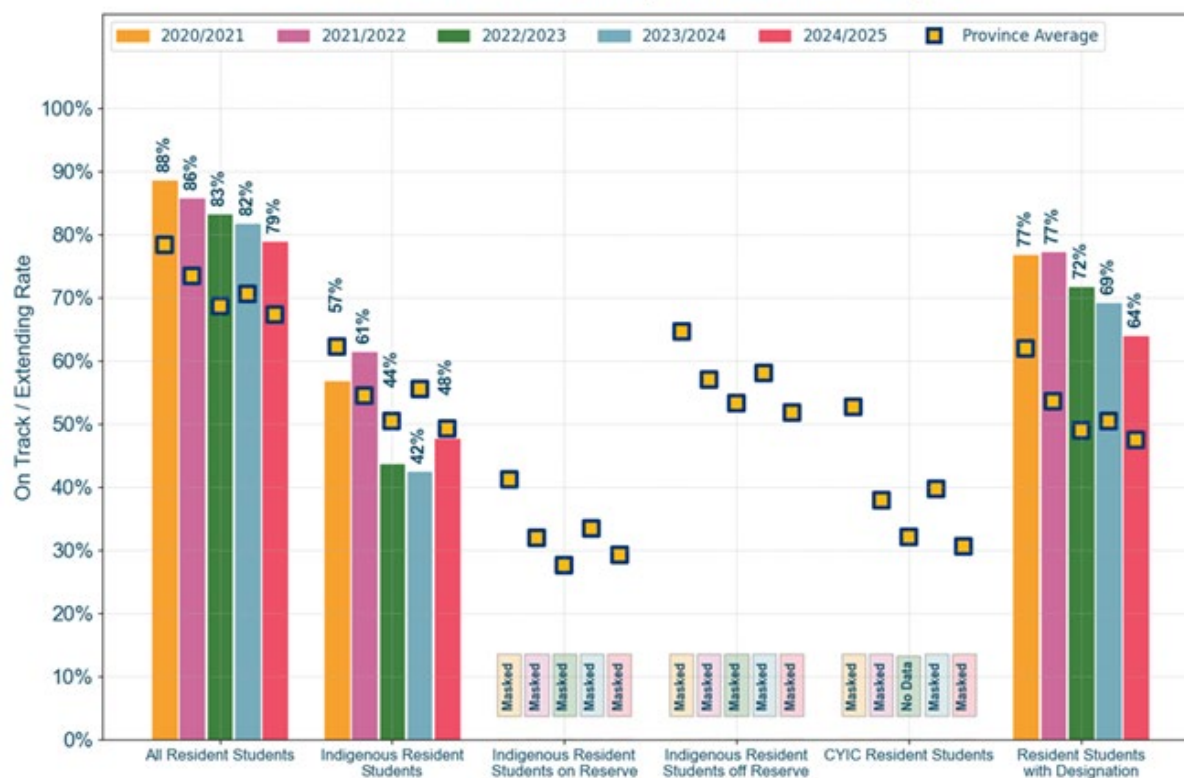
VSB - Grade 4 FSA Literacy - On Track / Extending Rate



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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3736 38%	3658 46%	3623 50%	3835 52%	3876 61%
Indigenous Resident Students	198 15%	181 17%	187 29%	180 33%	174 36%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	15 0%	Masked	Masked
Resident Students with Designation	588 22%	564 27%	519 31%	557 37%	576 45%

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

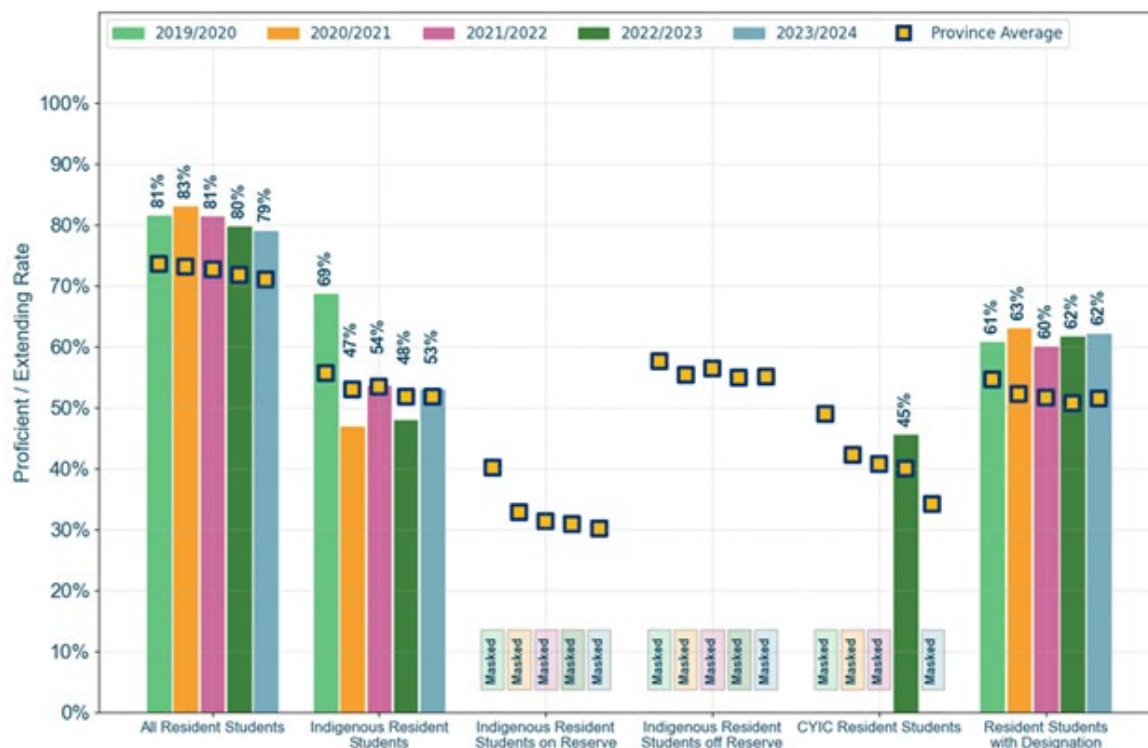


Measure 1.2: Grade 10 Literacy Expectations

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

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3985 63%	3899 85%	3820 87%	4028 89%	4127 89%
Indigenous Resident Students	196 34%	146 43%	163 40%	191 54%	187 51%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	31 42%	32 31%	31 32%	Masked
Resident Students with Designation	552 44%	605 68%	565 66%	697 70%	679 71%

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



Analysis:

Outcome 1 – Literacy

Grade 4, 7, and 10 Literacy Expectations

Key Context, Trends and Comparisons

Participation rates in the literacy portion of the grade 4 and 7 Foundation Skills Assessment (FSA) for all resident students in VSB schools have steadily increased by 22% from 2020-2021 to 2024-2025. Although Indigenous students and students with disabilities or diverse abilities have shown an increase in participation, their participation remains 20% lower than that of all resident students. Data for children and youth care in grades 4 and 7 has been consistently masked over the last five years due to small cohort sizes. Similarly, data for Indigenous students identifying as on reserve is also masked.

Participation rates in the grade 10 Graduation Literacy Assessment (GLA) are strong and have increased by 26% since 2019-2020 and have remained close to 90% over the past three years. While Indigenous students and students with diverse learning needs have also experienced an increase in participation rates, gaps remain. Participation rates for learners with diverse abilities are approximately 20% lower, and for Indigenous students, about 40% lower than those of all resident students. Children and youth in care represent a very small cohort size in grade 10. This limited data set indicates the lowest participation rate among all priority learners. It is important to note that small cohort sizes can significantly affect both participation and proficiency rates compared to larger data sets.

Proficiency in the literacy skills assessed through the FSA is measured as “on-track” or “extending”. For all resident students and students with diverse learning needs in grades 4 and 7, literacy proficiency rates are consistently above the provincial average but have been on a downward trend over the last five years. Proficiency rates for all resident students are approximately 20% higher than those for students with disabilities or diverse abilities and about 30% higher than those for Indigenous learners each year. All populations of learners, both in the district and provincial data, show a downward trend in literacy proficiency over the past five years.

Proficiency in the GLA is measured as the percentage of students scoring “proficient” or “extending” and shows similar trends to grade 4 and 7 literacy rates. VSB grade 10 all resident students and students with diverse abilities score higher than the provincial average, but there has been a slight downward trend. Students with diverse abilities typically score about 20% lower than all resident students. Indigenous learners' proficiency results have been consistent over the last four years at around 50% proficient or extending but remain significantly lower than all resident students.

Patterns that Emerge

Literacy data indicates that participation rates for VSB students are trending upward, however, grade 4 and 7 are below the provincial average. VSB has higher proficiency rates for all student populations and grades compared to the provincial average, except for Indigenous learners. Gaps in achievement follow a similar pattern at all three grade levels; all resident student proficiency rates average around 80%, with students with disabilities or diverse abilities consistently 20% lower and Indigenous learners about 30% lower. All populations in all grades are on a downward trend in literacy proficiency, both in the VSB and across the province.

Interpretation:

Outcome 1 – Literacy

Grade 4, 7, and 10 Literacy Expectations

What strengths, inequities and areas of growth do the identified patterns reveal?

Literacy results in the VSB have consistently been strong, typically surpassing the provincial average across all grades. Report cards indicate that most students are proficient or extending in their June summary of learning in the English language arts curriculum. Literacy is a priority for the VSB, as reflected in the [Education Plan](#), School Learning Plans, and VSB's [Responsive Literacy Framework K-7](#). However, there is a downward trend in literacy results, particularly among students in the current grade 4 cohort who were in kindergarten and grade 1 during the pandemic-impacted years. Remote learning and partial attendance during these early years may have affected foundational literacy skills.

Participation rates in the VSB for the FSA and the GLA have been steadily increasing, resulting in more diverse student data being collected, including students with learning differences related to literacy. This may explain some recent dips in proficiency.

In the 2024-2025 school year, the VSB worked to improve FSA participation rates. We engaged with families in several ways to provide information about the purpose of the FSA and how the data is used. We hosted a virtual parent/caregiver information session, attended by over 400 families of grade 4 and 7 students. Letters from the superintendent were sent to families to communicate the value of the FSA and the available adaptations for all students. Additionally, the superintendent and the three host nations sent a letter to Indigenous families, encouraging their participation and stressing the need for better data to support appropriate interventions for Indigenous learners. Targeted initiatives to bolster participation rates will continue in the upcoming school year.

Literacy data for all grade levels shows inequities in proficiency for students who are Indigenous, have disabilities or diverse abilities, and children and youth in care. Early identification of students struggling with foundational literacy skills is essential. The Ministry of Education and Child Care's (MECC) new [K-12 Literacy Supports Initiative](#) focuses on universal literacy screening for all K-3 learners across the district and will support consistency in identifying students requiring additional supports. Students will be screened several times a year to assess the development of their foundational literacy skills. This data will help support earlier interventions for students and help to better align learning support teacher staffing allocations.

VSB will continue to focus on quality instructional practice in all classrooms to support strong, evidence-based literacy programs that are responsive to student needs. This includes not only K-3 but also grades 4-12 where some students may continue to need additional literacy supports. A clear transition and articulation process for students moving from grade 7 to grade 8 is essential to ensure that students are identified and provided with interventions and appropriate courses to support their literacy skill development at the secondary level.

Ongoing professional learning opportunities for educators will support effective teaching practices, screener administration, and the use of data to design lessons and activities to teach the necessary skills for literacy success K-12. The ultimate goal is to close the gap between all resident students and priority learners, ensuring high expectations and equity of outcomes for all.

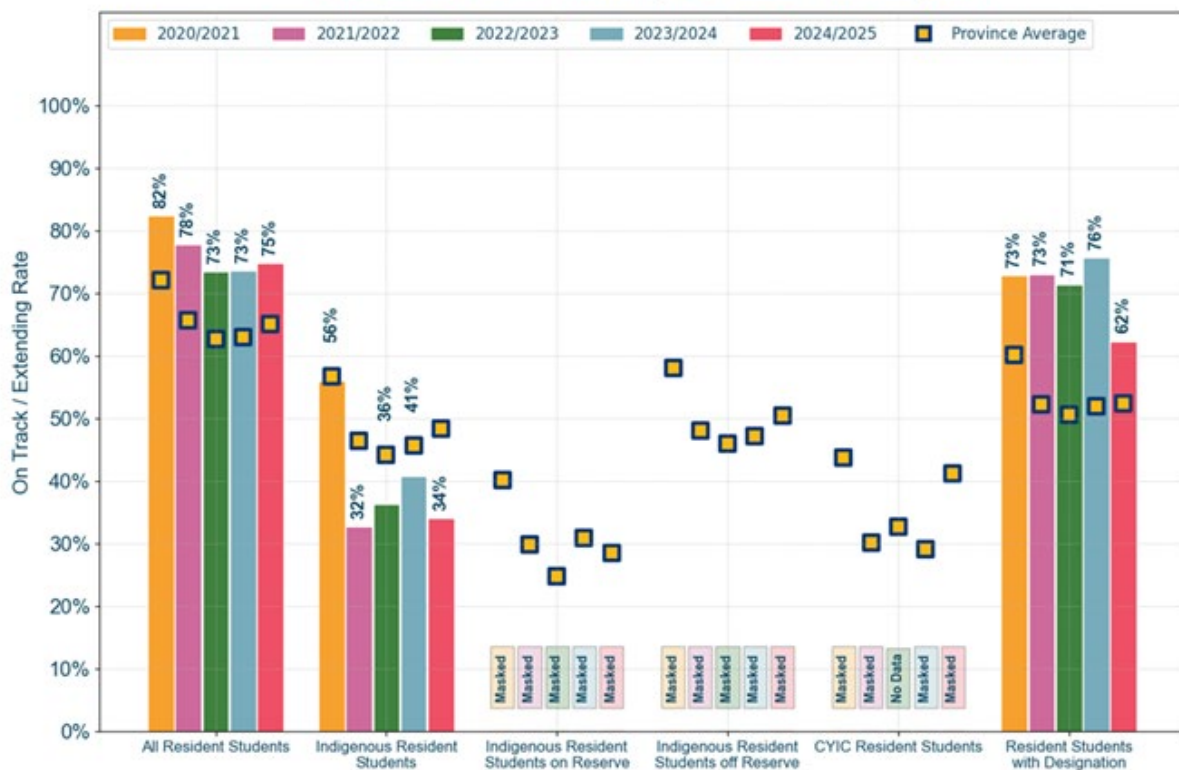
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations

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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3633 43%	3523 48%	3487 51%	3631 50%	3688 64%
Indigenous Resident Students	179 19%	185 22%	172 27%	168 38%	187 38%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	11 0%	Masked	Masked
Resident Students with Designation	369 24%	391 25%	351 25%	356 38%	371 38%

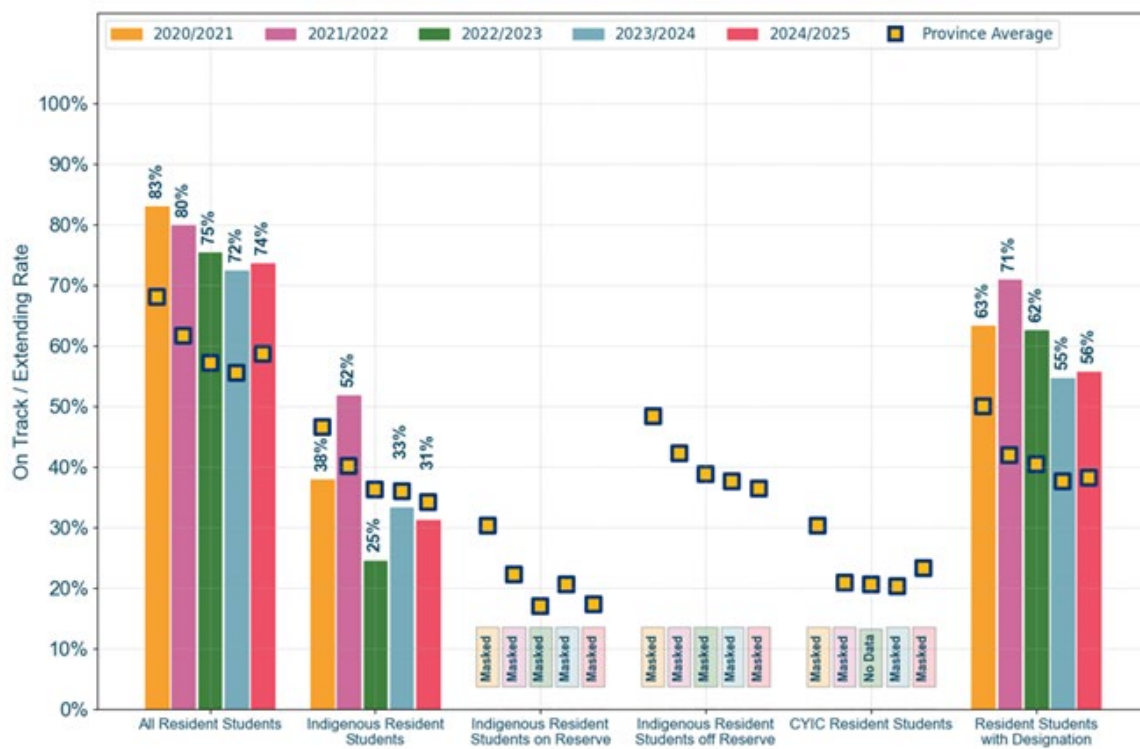
VSB - Grade 4 FSA Numeracy - On Track / Extending Rate



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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3736 38%	3658 45%	3623 50%	3835 52%	3876 60%
Indigenous Resident Students	198 15%	181 16%	187 28%	180 32%	174 35%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	15 0%	Masked	Masked
Resident Students with Designation	588 22%	564 27%	519 31%	557 37%	576 45%

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

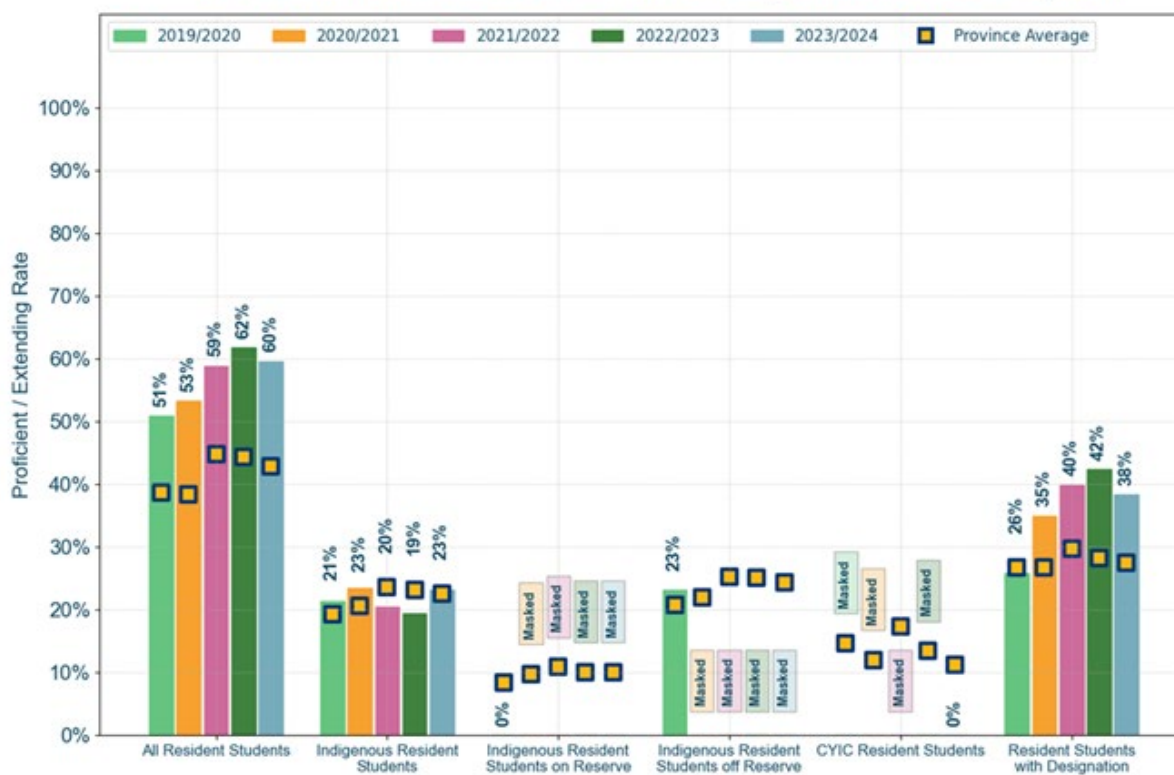


Measure 2.2: Grade 10 Numeracy Expectations

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

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3959 56%	3851 76%	3808 72%	4017 86%	4124 86%
Indigenous Resident Students	199 43%	147 38%	164 51%	191 56%	187 52%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	36 31%	Masked	33 48%	31 42%	31 32%
Resident Students with Designation	550 48%	600 63%	564 61%	694 68%	677 68%

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



Analysis:

Outcome 2 – Numeracy

Grade 4, 7, and 10 Numeracy Expectations

Key Context, Trends and Comparisons

Participation rates for the numeracy component of the Foundations Skills Assessment (FSA) have increased by 21% from 2020-2021 to 2024-2025 for all VSB resident students. Rates for Indigenous students and students with disabilities or diverse abilities have also increased, but their participation remains 25% lower than all resident students. Data for children and youth in care and Indigenous students identifying as on reserve in grades 4 and 7 has been consistently masked due to small cohort sizes.

Participation rates for the grade 10 Graduation Numeracy Assessment (GNA) are strong, have increased by 30% since 2019-2020, and have been stable at 86% in the last two years. While rates for Indigenous students and students with disabilities or diverse abilities have also increased, gaps remain. Participation rates for diverse learners are about 20% lower, and for Indigenous students, about 30% lower than all resident students over the last five years. Children and youth in care are a very small cohort size and reflect the lowest participation rate among all priority learners (between 31%-48%).

FSA numeracy proficiency, measured as “on-track” or “extending,” is consistently above the provincial average for all resident students and diverse students in grades 4 and 7. Grade 4 proficiency was on a downward trend from 2020 to 2022 but has shown consistency at 73% in subsequent years and a slight upward trend to 75% in 2024-2025. Students with disabilities or diverse abilities in grade 4 were on par with all resident students from 2020-2024 but dropped to 62% in 2024-2025. Indigenous learners in grade 4 have significantly lower proficiency, averaging 36% over the last four years. Grade 7 students show similar trends, with proficiency rates trending at about 73% for the last three years. All populations of learners show a downward trend in numeracy proficiency over the last five years.

GNA numeracy proficiency, measured as the percentage of students scoring “proficient” or “extending”, is significantly lower at grade 10 compared to grades 4 and 7. However, all resident student rates are trending upward, averaging about 60% proficient or extending, which is about 20% higher than the provincial average. VSB learners with diverse abilities also score higher than the provincial average. Grade 10 Indigenous learners are below, but closer to provincial rates than grade 4 and 7 results. Within VSB, diverse learners score about 20% lower than all resident students, and Indigenous learners' proficiency results are also lower than both all resident students and diverse learners.

Patterns that Emerge

Numeracy results, like literacy, reveal gaps between all resident students and priority learners. Grade 4 and 7 numeracy rates are similar across student populations and are on a downward trend in both the VSB and the province. Grade 10 numeracy proficiency is significantly lower than grade 4 and 7 in all populations, but participation is increasing. Literacy and numeracy results in grades 4 and 7 show similar patterns of participation and proficiency. Over the last five years, grade 10 literacy proficiency in all populations of learners has been significantly higher than grade 10 numeracy proficiency.

Interpretation:

Outcome 2 – Numeracy

Grade 4, 7, and 10 Numeracy Expectations

What strengths, inequities and areas of growth do the identified patterns reveal?

Numeracy results in the VSB have been relatively strong and typically above the provincial average for all grades, with the exception of Indigenous learners who are trending lower than the province. Report card data confirms that the majority of students in grades 4 and 7 are proficient or extending in math in their June summary of learning. Grade 10 report card data for the math curriculum shows an average of 70% of all resident students proficient or extending. Report card results for grade 10 math are 10% higher than the grade 10 numeracy results for all resident students, suggesting a misalignment between skills taught in math and skills required for the numeracy assessment. Indigenous and diverse learners trend below all resident students in both report card data and Graduation Numeracy Assessment data.

Like literacy, numeracy is a priority in the VSB, as shown in the Education Plan and evidenced in School Learning Plans. However, there is a downward trend in grade 4 and 7 numeracy results over the last 5 years. Indigenous students and students with disabilities or diverse abilities continue to trend lower than all resident students in numeracy skills. Of particular note are students in grade 10. Grade 10 results are on an upward trend for all resident students but continue to be significantly lower than grade 4 and 7 results. Grade 10 is a pivotal year for numeracy. Students can select from three pathways to complete the graduation requirements for the math curriculum, and although the GNA is meant to include the application of math skills up to the grade 10 year, students on different pathways may not have the confidence or skills to complete the assessment proficiently the first time they write it. The fact that grade 10 literacy results are over 15% higher than numeracy results suggests that the development of numeracy skills from K-12 may require more intentional skill development and targeted supports for learners who may have challenges. A deeper look at the pedagogy and practice of teaching math is also required to ensure alignment with the learning standards of the BC math curriculum. Numeracy skills are supported by a strong understanding of how to apply math skills and solve problems in real life situations.

VSB participation rates for the FSA and the GNA have been steadily increasing. This increase means more comprehensive student data is being collected, including students with learning differences. As noted in the literacy interpretation, VSB will continue to focus on improving participation rates in upcoming school years.

Data shows inequities in outcomes for students who are Indigenous, have disabilities or diverse abilities, and children and youth in care at all grade levels. Areas of growth include improving parent/caregiver education about the FSA and supporting teachers to provide necessary adaptations. VSB is currently working on the creation of a Responsive Numeracy Framework, as a companion document to the VSB Responsive Literacy Framework. The framework will support consistency of instruction and assessment and provide a greater alignment with the competencies and concepts of the BC math curriculum. The ultimate goal is to improve numeracy results and close the numeracy gap between all resident students and priority learners, ensuring high expectations and an equity of outcomes for all students.

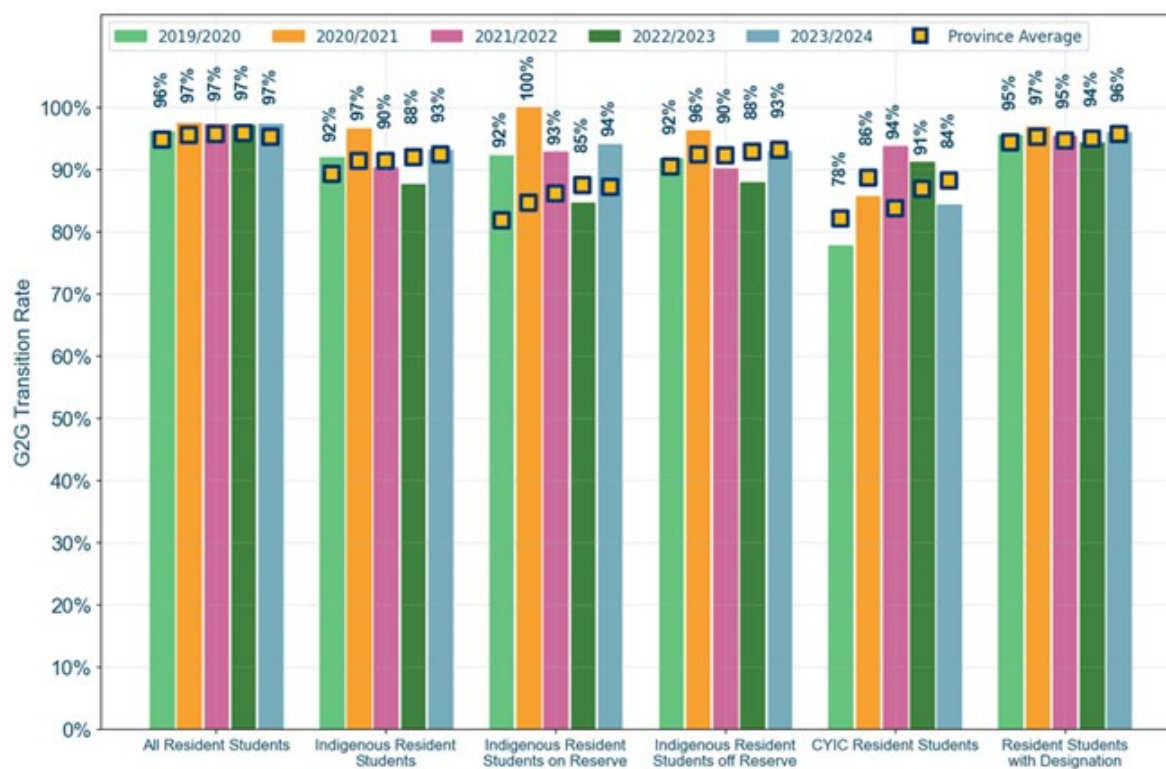
Educational Outcome 2A: Grade-to-Grade Transitions

Measure 2A: Grade-to-Grade Transitions

VSB - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3986	3941	3847	4064	4173
Indigenous Resident Students	198	148	166	195	190
Indigenous Resident Students on Reserve	13	12	14	13	17
Indigenous Resident Students off Reserve	185	136	152	182	173
CYIC Resident Students	36	28	32	34	32
Resident Students with Designation	553	603	568	699	685

VSB - Grade 10 to 11 Transition Rate



VSB - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4032	3967	4000	4021	4248
Indigenous Resident Students	181	193	152	150	180
Indigenous Resident Students on Reserve	16	12	13	11	Masked
Indigenous Resident Students off Reserve	165	181	139	139	Masked
CYIC Resident Students	35	30	35	36	40
Resident Students with Designation	601	577	671	626	754

VSB - Grade 11 to 12 Transition Rate



Analysis:
Outcome 2A
Grade-to-Grade Transitions

Key Context, Trends and Comparisons

Grade 10-11:

Transition rates, defined as the number of students moving to the next grade level year to year, are consistently high in VSB. In the last 5 years, 97% of all resident students and 96% of students with disabilities or diverse abilities have consistently transitioned from grade 10 to grade 11. Indigenous students, both on and off reserve, also transition successfully to grade 11, with an average rate of 92%. Children and youth in care represent small cohort sizes (about 32 students yearly) and an average an 87% transition rate, which is lower than the other populations.

Grade 11-12:

The data for grade 11 to 12 aligns with grade 10 to 11 data, with all resident and diverse learners consistently having high rates of transition (about 95% yearly). Indigenous students and children and youth in care have more fluctuations in yearly transition rates, however, their transition rates overall remain high. Indigenous students' average rate of transition is 90% and children and youth in care average an 88% transition rate over five years, with an upward trend noted in 2023-2024.

Patterns that Emerge

Patterns indicate that transition rates from grade 10 to 11 and grade 11 to 12 are typically high in all populations and are usually at or above provincial averages, with slight fluctuations in some years for Indigenous learners and children and youth in care.

Interpretation:
Outcome 2A
Grade-to-Grade Transitions

What strengths, inequities and areas of growth do the identified patterns reveal?

Grade-to-grade transition rates in the VSB are consistently high for all populations of learners and are at or above the provincial average. Indigenous students, students with disabilities and diverse abilities, and children and youth in care have slightly lower transition rates. Occasionally, some students may repeat a grade due to prolonged illness or absence, but the goal is to keep students moving forward with their peers and adapt the curriculum as necessary to support the completion of all curricular competencies, concepts, and content at each grade level. Students who do not transition may have stopped attending, have withdrawn from the VSB, or moved out of the province or country.

Although the patterns reveal strong transition rates, it is important to track students entering and leaving the school district, especially those who may have withdrawn, remain in the province, but do not return to VSB or any other school in British Columbia. These students may require outreach, mental health supports, or alternate pathways to graduation, such as online learning, alternate education programs, career programs or adult education.

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3: Feel Welcome, Safe, and Connected

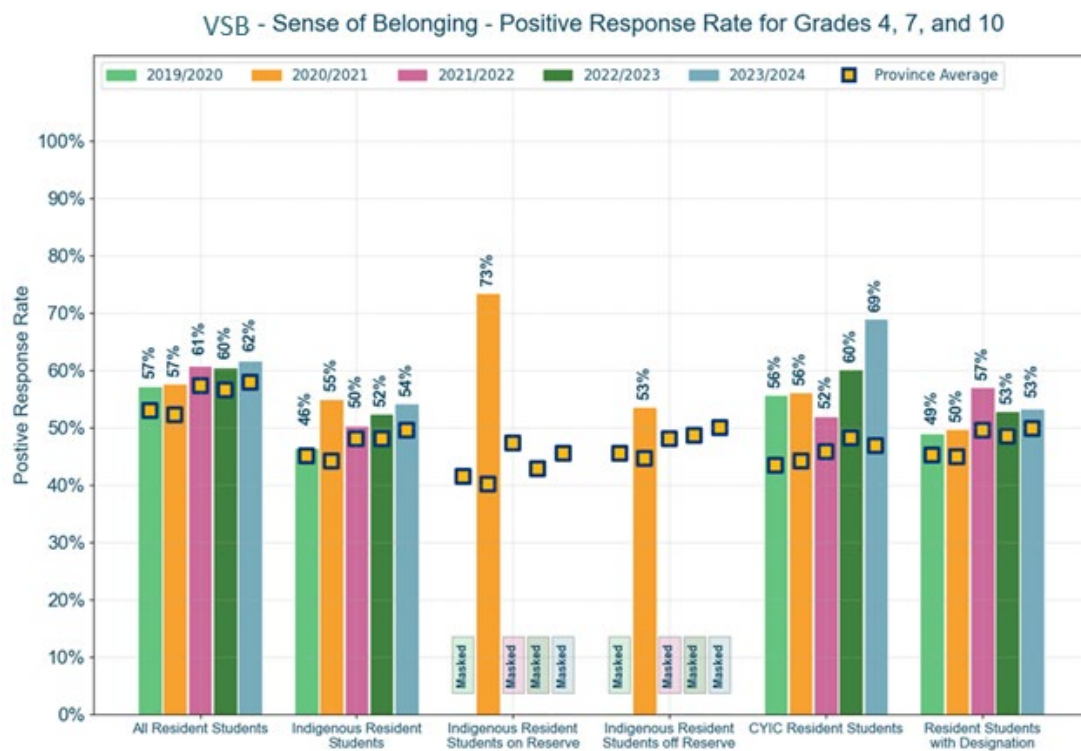
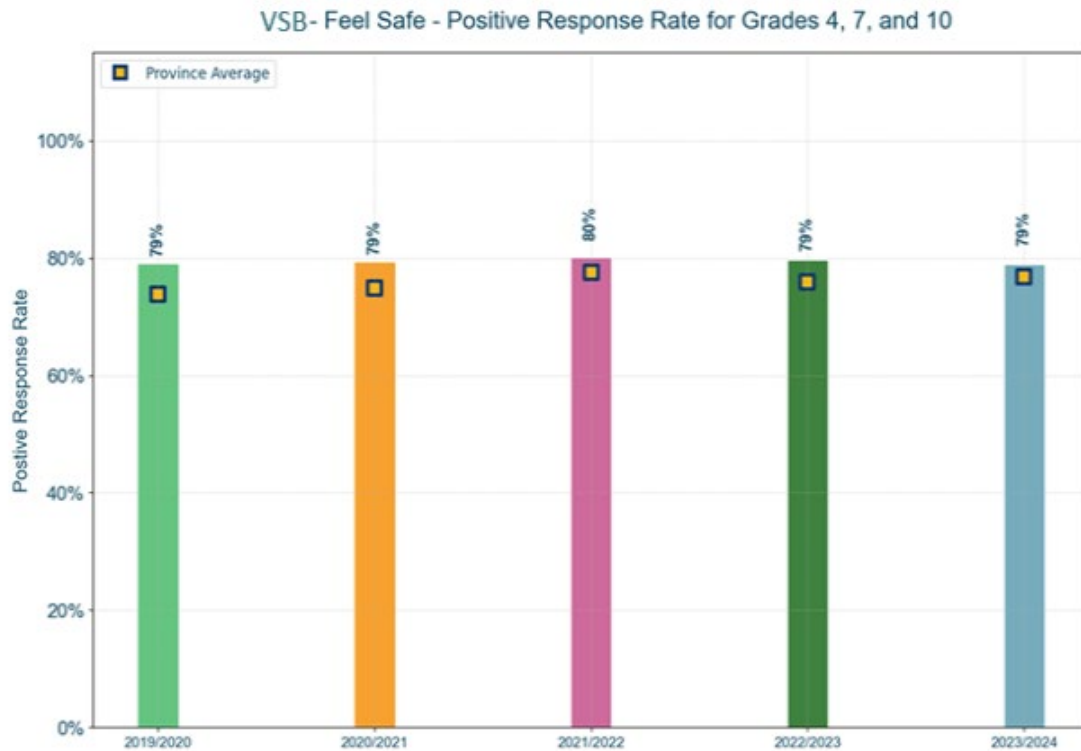
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

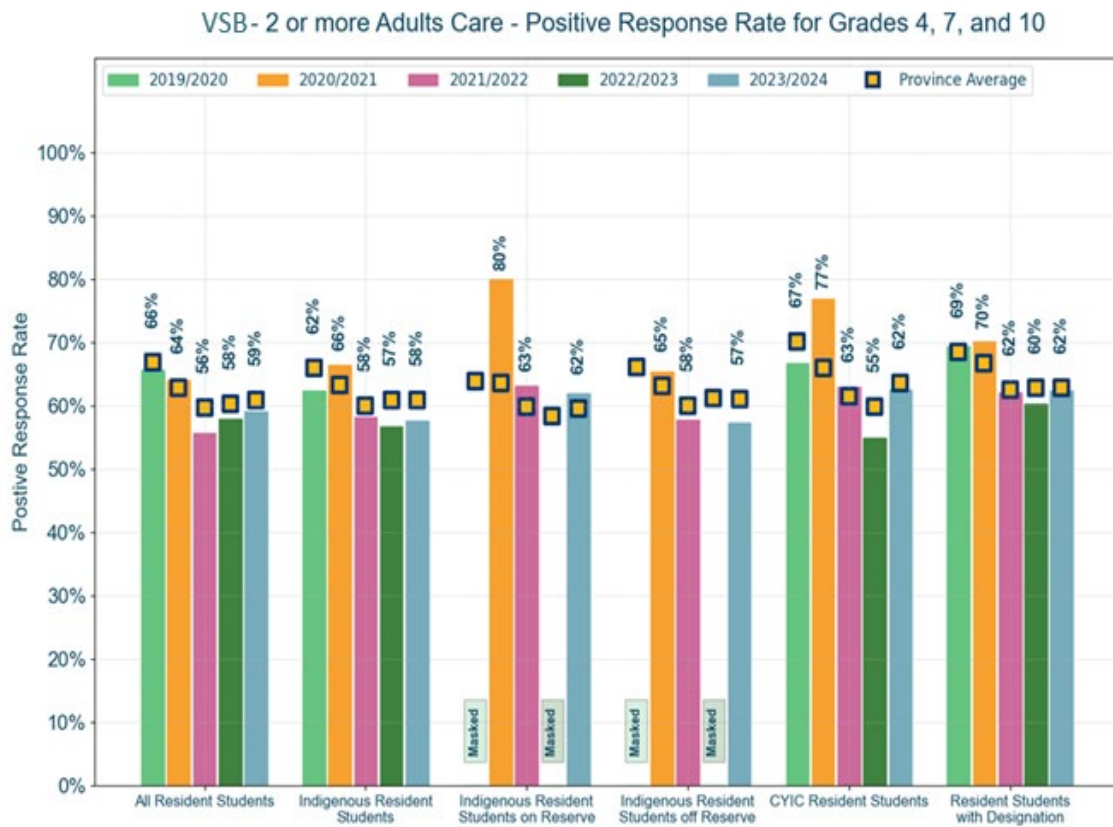
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	11096 49%	11131 61%	10938 71%	11126 72%	11596 79%
Indigenous Resident Students	561 27%	511 41%	529 51%	550 51%	536 58%
Indigenous Resident Students on Reserve	Masked	40 40%	36 50%	36 42%	43 49%
Indigenous Resident Students off Reserve	Masked	471 41%	493 51%	514 52%	493 59%
CYIC Resident Students	76 24%	70 37%	75 36%	60 33%	62 29%
Resident Students with Designation	1502 39%	1496 47%	1518 56%	1567 57%	1594 64%

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





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



Analysis:

Outcome 3 – Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Key Context, Trends and Comparisons

Human and social development is foundational to student success and well-being. This section reflects student perception data from the Ministry of Education's annual Student Learning Survey (SLS), which captures student experiences related to feelings of welcome, belonging, safety, as well as adult-student relationships. The VSB conducts further disaggregation of the SLS data by grade level (grade 4, 7, 10, and 12) and by priority populations. This local analysis offers a more detailed understanding of the student experience, helping to identify patterns and gaps that may be masked in the overall provincial data. Participation rates have increased across most groups, with 79% of all resident students completing the survey. The detailed analysis below focuses on the disaggregated student populations.

Student responses related to feeling welcome are highest in grade 4 (79%) but decline in later grades, particularly among priority populations. Students with disabilities or diverse abilities report a lower sense of welcome (63%), and the lowest results are seen among Indigenous students living on reserve (60%). The average rate of feeling welcome for all resident students in all grades is 74%. Trends in belonging over the last five years follow a similar pattern, showing a decline from grade 4 through grade 10. The average rate of sense of belonging for all resident students in all grades is 60%. Indigenous and diverse learners are typically about 10% lower than all resident students. The results for safety are presented by the Ministry as a single population total and cannot be disaggregated by grade level or student population. Student perceptions of safety are stable over time, ranging from 75% to 81% across grades, with a slight dip at grade 10. The results for the aggregated data for all grades have remained consistent at 79% over the past five years and is above the provincial rate.

Adult-student connections are defined in the Student Learning Survey as students reporting that there are at least two adults at school who care about them, and this is strongest in grade 4 and grade 12. In grade 4, 72% of students agree with this statement, and in grade 12, the rate is 70%. Grade 7 shows a noticeable decline at 65% and grade 10 is lower at 63%. Across all grades, these results are slightly below provincial averages and on a slight downward trend. This is notable, given that the district's results for feelings of welcome and belonging are above the provincial average, suggesting a potential disconnect between how students experience school climate in general and their relationships with adults in the building. Interestingly, the results shared by Indigenous students in this area remain relatively consistent across grades and are similar to the provincial averages.

Patterns that Emerge

Over the past five years, responses for safety, welcome, and belonging have consistently been at or above provincial levels. However, adult connections are trending slightly lower than the provincial average for all populations. In VSB, safety and welcome are reported at higher levels compared to belonging and adult connections, with priority populations consistently reporting lower levels of belonging and welcome. Grade 10 shows a significant dip across several measures, while grade 12 shows some improvement. Year-to-year improvements in safety, welcome, belonging, and adult connections have been limited and inconsistent.

Interpretation:

Outcome 3 – Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

What strengths, inequities and areas of growth do the identified patterns reveal?

In the last several years, VSB has worked with district staff, principals, vice-principals and students in a wide variety of ways to try to better understand why data on safety, welcome, belonging and adult connections is not showing significant improvements year to year, and in some cases, why it is trending downward. Local data, including results from the Middle Years Development Instrument (MDI), administered to all grade 6 students, and targeted conversations with student groups reveal similar data trends.

The goal is that all students will feel a sense of belonging, welcome, safety, and connections to adults in VSB schools. Although our data for welcome and belonging shows a slight upward trend in some populations and is typically above the province, welcome ranges from about 65% to 75% over the last five years and belonging typically ranges from 52% to 62%. Although the sense of safety for all students in all populations has consistently been at 79% for the past five years and is above the provincial average, we need to continue to focus on the 21% of students who require more support. Students feel that two or more adults care about them at school an average of about 62%, which is trending at or slightly below the province across all grades and populations. A strength over the last five years has been the increasing trend of participation rates across all grades.

Through our analysis of both provincial and local data, we have identified areas for improvement. While intentional, targeted, and ongoing interventions are being implemented at the district level and in schools to support students' well-being and connections, we are committed to continuing our efforts to achieve measurable results. The perception that adults have of our work and its impact on students differs from what the students are experiencing and reporting to us. We believe that additional work in the following areas is essential:

- Work with students to clearly define what belonging, safety, welcome and adult connections mean to ensure a shared understanding.
- Increase participation rates and the quality of responses by supporting students to understand the importance and purpose of the Student Learning Survey (SLS) and help them to better engage it in by clearly explaining the questions and the response scales.
- Amplify student voice and agency through targeted conversations and engagement activities with a wide variety of diverse K-12 students. Focus on listening, responding, providing feedback, and acting on what students are telling us to improve their school experiences.
- Focus on attendance at all grades. Attendance is a key indicator of belonging, safety, welcome, and adult connections. Provide earlier intervention, outreach, and family support for students with inconsistent attendance.
- Continue to work alongside the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səilwətał (Tsleil-Waututh Nation) and the Indigenous Education Council (IEC) to better meet the needs of Indigenous learners.
- Continue to improve the identification of children and youth in care and work in partnership with the Ministry of Children and Family Development (MCFD) and the Vancouver Aboriginal Child and Family Services Society (VACFSS) to provide connections and support.

CAREER DEVELOPMENT

Educational Outcome 4 - Graduation

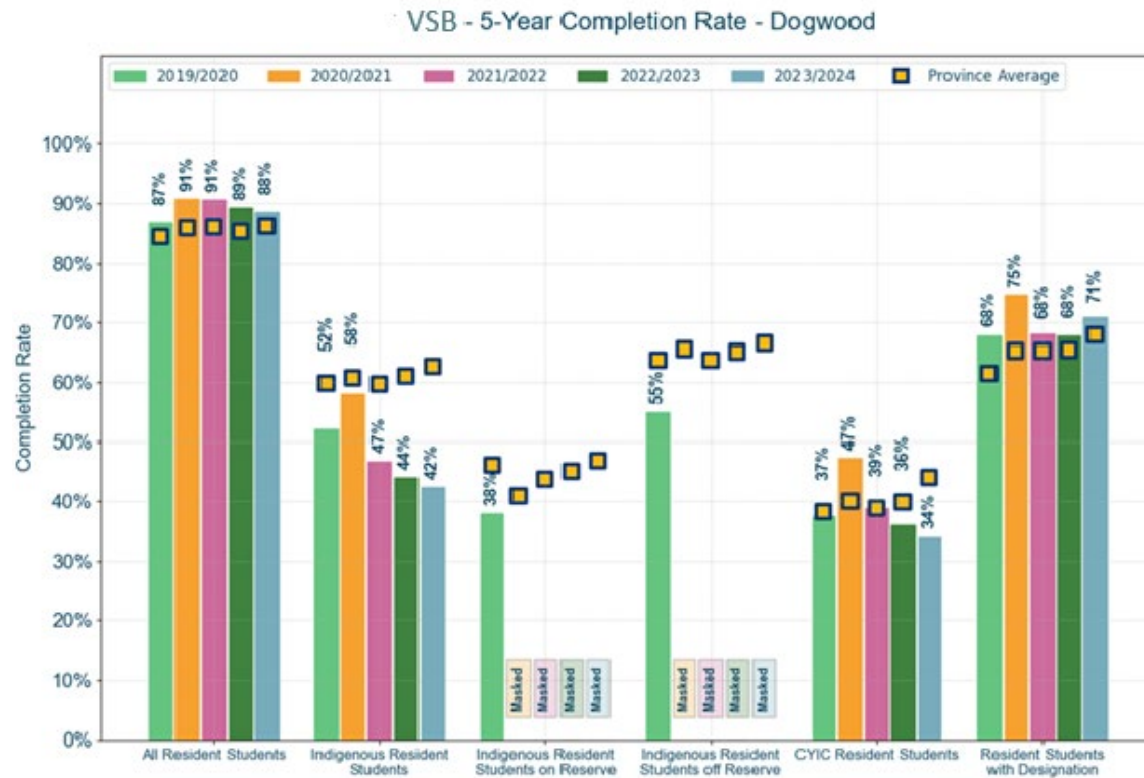
Measure 4.1: Achieved Dogwood within 5 Years

VSB - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4316 431	4218 461	4193 450	4291 457	4324 450
Indigenous Resident Students	191 18	184 19	205 21	170 18	179 19
Indigenous Resident Students on Reserve	32 3	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	159 15	Masked	Masked	Masked	Masked
CYIC Resident Students	128 13	119 13	133 14	115 12	112 12
Resident Students with Designation	764 67	736 72	779 76	799 79	784 75

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





Analysis:

Outcome 4 – Graduation

Achieved Dogwood Within 5 Years

Key Context, Trends and Comparisons

VSB continuously monitors graduation trends across its vibrant and diverse student population, recognizing that pathways to completion are not always linear. While most students graduate with a Dogwood Diploma within five years of entering grade 8, some require more time or pursue alternative routes. The six-year completion rate provides a broader perspective on student success, with approximately 94% of students completing graduation requirements within six years, compared to 89% within five years for 2023/2024 school year.

In addition to the traditional Dogwood Diploma, VSB students may transition into alternate pathways such as the Adult Dogwood or the Evergreen Certificate. The Evergreen Certificate recognizes the accomplishments of students with disabilities or diverse abilities who complete a more personalized program based on their Individual Education Plan (IEP) goals. However, students receiving an Evergreen Certificate are considered "non-graduates" in Ministry data, as they have not completed BC graduation requirements. VSB typically has about 75 students yearly who complete an Evergreen Certificate.

English language learners (ELL) are not an official priority population in MECC policy. However, VSB includes these students in local data analysis because they represent a significant population of learners. Graduation rates for ELL students in the VSB are strong and only slightly below those of all resident students.

Data for priority populations reveals significant gaps. Students with disabilities or diverse abilities exhibit more varied outcomes, with five-year graduation rates approximately 20% lower than those of all resident students, and six-year rates about 14% lower. However, VSB's completion rates for diverse learners have been consistently higher than provincial rates over the last five years, ranging from 2% to 6% higher.

Indigenous students' five-year graduation rates have shown a downward trend and remain lower than both the VSB average and the provincial average at about 49% over five years. Notably, the six-year completion rates for Indigenous learners show a significant increase of about 10-15% yearly. Seven and eight-year completion rates, provided in the yearly MECC's [How Are We Doing Report?](#) indicate an increased completion rate to 75% for Indigenous learners.

For children and youth in care, cohort sizes remain small and fluctuate year to year. However, available data shows consistently lower five and six-year graduation rates for this population of learners, which mirrors provincial data.

Patterns that Emerge

Overall, VSB continues to have strong completion rates, with the six-year rate on average about 5% higher than the five-year rate. Compared to provincial averages, VSB is performing at or above the province for all resident students, ELL students, and students with disabilities or diverse abilities. However, the data also highlights gaps for priority learners that require ongoing attention, particularly for Indigenous learners and children and youth in care, whose five and six-year graduation rates are significantly lower.

Interpretation:

Outcome 4 – Graduation

Achieved Dogwood Within 5 Years

What strengths, inequities and areas of growth do the identified patterns reveal?

Graduation data shows that most students graduate with a Dogwood Diploma within five years of starting grade 8, with even higher completion rates within six years. This indicates that the programs, strategies, and pathways offered for student success are effective for most students. However, gaps for priority learners, particularly Indigenous students and children and youth in care, are evident.

The six-year measure is considered a more accurate representation of completion, as some students may need additional time to complete graduation requirements. Illness, travel, high-level sports participation, family circumstances, additional course requirements for specific post-secondary programs, and participation in dual credit career opportunities can all impact the time required to graduate. The six-year completion rate is consistently higher than the five-year rate for all populations, confirming the benefits of additional time and flexibility.

Most students in the VSB with disabilities or diverse abilities graduate with a Dogwood Diploma within five or six years. We also acknowledge the achievements of students who earn an Evergreen Certificate. However, the Ministry's data does not account for the Evergreen pathway in completion rates. Including this data would provide a more accurate representation of student success.

Students who have received English language learning support display completion rates close to those of all students, reflecting the effectiveness of targeted programs for language acquisition.

Several key themes emerged in the interpretation of both the five and six-year completion rate data:

- Graduation is a shared responsibility starting in kindergarten. Indicators such as strong attendance, proficiency in literacy and numeracy skills, and ongoing engagement and connections at school support all students to graduate. Identifying students at risk of non-graduation early and providing targeted supports is crucial.
- Flexible and personalized pathways to graduation beyond mainstream schools have a direct impact. VSB's alternate and alternative programs report strong five and six-year completion rates. Career programs, dual credit options, adult education and online learning programs also provide personalized and flexible pathways for all learners.
- The five-year completion rate for Indigenous students in the VSB has declined in recent years and now falls below the provincial average. This decline contrasts with the upward trend of completion rates evident in some other districts. By establishing stronger cross-district communication and collaboration, VSB can learn new approaches that may better support Indigenous success.
- Providing safe, caring, welcoming, and supportive spaces for Indigenous students and their families is essential. This underscores the need for culturally responsive supports and an unwavering commitment to continue to work alongside Indigenous communities to enhance student success.

VSB's priority is the successful completion for **all** learners. By promoting high expectations and academic excellence through various pathways to graduation, students can achieve clear and attainable career and life goals.

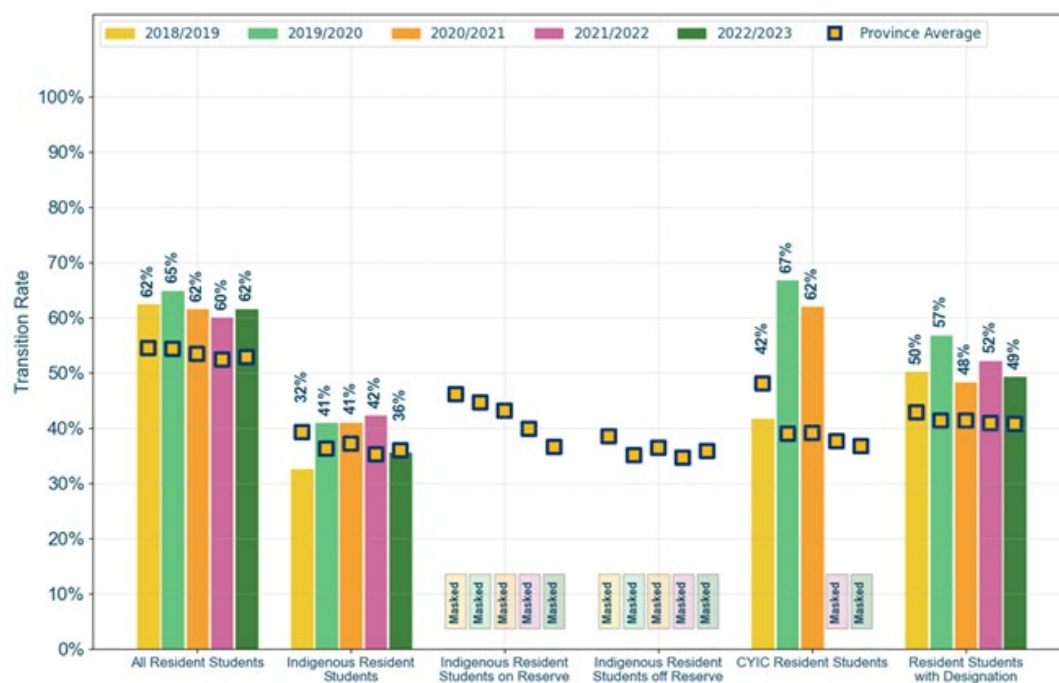
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

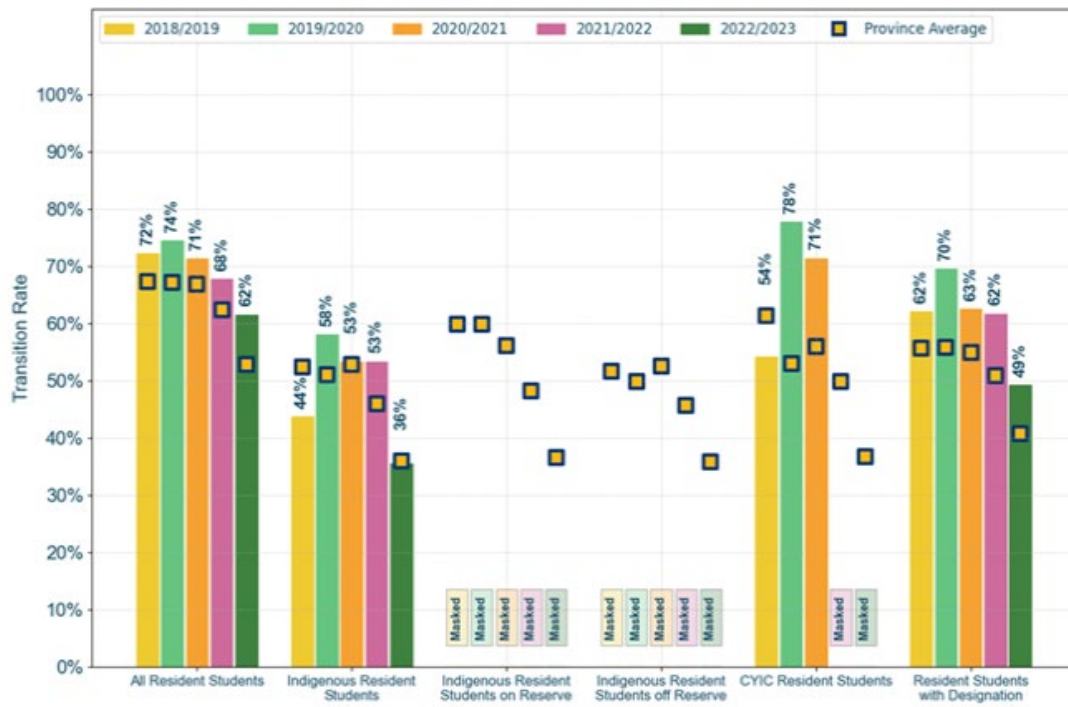
VSB - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	3364	3503	3504	3460	3544
Indigenous Resident Students	80	93	105	90	76
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	24	18	21	Masked	Masked
Resident Students with Designation	377	407	435	418	461

VSB - Immediate Transition to Post-Secondary



VSB - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 – Life and Career Core Competencies

Post-Secondary Transitions

Key Context, Trends and Comparisons

Post-Secondary Institutions (PSI) include universities, colleges, and institutions. They offer a range of programs, including degrees, diplomas, and certificates, as well as continuing education and trades training. Understanding student transitions from secondary school to post-secondary pathways offers insight into how effectively the K-12 system supports learners beyond graduation. However, the available data provides a limited perspective.

The graphs presented by the Ministry of Education and Child Care reflect only those students who transition to public post-secondary institutions within British Columbia, and do not account for those attending institutions in other provinces or countries. VSB's PSI transition rates would be higher if the out-of-province/country data was tracked and included. Each year, some VSB graduates pursue alternative career pathways such as entering the workforce, beginning apprenticeships, travelling, or taking a gap year to better understand their career opportunities. These post-secondary trajectories are not represented in the PSI data sets.

The post-secondary data provided by the Ministry is represented in two graphs, immediate transition rates that capture direct entry to a PSI in the September after June graduation, and transition within three years of graduating. Note that the three-year transition graph uses a rolling three-year window, meaning that data for the most recent graduation years is incomplete. This should be kept in mind when interpreting trends, particularly for more recent cohorts' years where the transition rates do not appear to be increasing.

Patterns that Emerge

Over the past 3–5 years, VSB consistently exceeds the provincial average in the proportion of graduates attending B.C. public post-secondary institutions. About 70% of all resident VSB students transition to B.C. public post-secondary institution within 3 years. Students with disabilities or diverse abilities are also transitioning at higher-than-provincial-average rates, although still below the average for all resident students. For students who are children and youth in care, outcomes vary significantly due to small and fluctuating cohort sizes. While Indigenous students in VSB are also transitioning to B.C. post-secondary institutions at rates above the provincial average for Indigenous learners, their transition rate—approximately 53%—remains significantly below that of all resident students.

Interpretation:

Outcome 5 – Life and Career Core Competencies

Post-Secondary Transitions

What strengths, inequities and areas of growth do the identified patterns reveal?

Interpretation of post-secondary transition data must consider that out-of-province/country transitions are not included. Based on qualitative information from secondary school counsellors and administrators, over 75% of students transition to a post-secondary institution (PSI) in BC, Canada, or globally immediately after graduating, and over 80% do so within three years. Other valid transitions include direct entry into the workforce or apprenticeships, which indicate ongoing learning and career success.

Overall, post-secondary transitions are a strength in the VSB, with data showing that the majority of students are well-prepared for their futures. However, persistent disparities for priority populations highlight the need for action. Supporting all students in reaching their aspirations—whether through Dogwood completion, Adult Dogwood, or alternate pathways—requires a broader, more inclusive understanding of post-secondary success. Sustained, equity-driven, supportive approaches to transition planning, stronger community partnerships, and ongoing exposure to various career opportunities are essential.

Addressing these disparities aligns with the district’s commitment to equity, ensuring that every student has access to a meaningful and attainable future.

FRAMEWORK FOR ENHANCING STUDENT LEARNING INTERIM PROGRESS REPORT

PART 2: RESPOND TO RESULTS - REFLECT AND ADJUST CHART

This section of the Interim Progress Report highlights VSB's efforts to support the data analysis and interpretation outlined in Part 1. Across all schools, programs and departments, VSB collaborates to enhance, expand and implement strategies, initiatives and processes to support the [Education Plan](#) goals. These goals align with the student success measures in the [Framework for Enhancing Student Learning](#) (FESL). VSB has specifically prioritized literacy and numeracy proficiency, quality instruction and assessment, and well-being and connections, to further support our focus on priority learners.

The Reflect and Adjust Chart showcases key initiatives and strategies implemented in the 2024-2025 school year, along with adjustments and adaptations for the upcoming school year. We take pride in our efforts to support student success, the progress we are making, and our intentional approach to moving this important work forward.

VSB EDUCATION PLAN GOAL 1:

The Vancouver School Board will improve student achievement, physical and mental well-being.

Objective 1.1 Encouraging students to reach beyond previous boundaries in knowledge and experience.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Provide opportunities for varied and flexible graduation and career pathways.	Students need a variety of ways to meet graduation requirements. Different pathways to graduation support student interests, passions and their unique identity. Flexibility in course delivery supports students who may be struggling in mainstream schools.	Data indicates that graduation rates are strong for students in alternate, alternative and career programs. Eighty-nine students in 2024-2025 enrolled in dual credit trade programs and worked toward graduation requirements through continuing/adult education. The flexibility of course offerings and schedules (face-to-face and self-paced courses) supported students working in their trade four days a week. Enrolment in online learning, summer learning and adult/continuing education courses continues to be strong. These programs support a wide variety of students to meet their graduation requirements.	Continue to provide different pathways to graduation and collect data on graduation rates from these programs. Continue to explore and expand partnerships with post-secondary institutions (PSI) for more dual-credit opportunities and with employers for apprenticeship opportunities, particularly in health care and the sciences. Adapt by reimaging and strengthening the Vancouver Learning Network (VLN) as the umbrella program that supports online, summer learning, adult/continuing education, and career programs by providing face-to-face, online, self-paced and hybrid learning experiences offered at flexible dates/times throughout the year.

Indigenous Youth Leadership Cohort	Indigenous youth are underrepresented in student councils and student leadership opportunities. Leadership supports belonging and connections. Providing students with leadership opportunities both at school and in the community will help them to see themselves as leaders.	Student engagement in this initiative has been particularly high, and attendance at events has been strong. Monthly gatherings explored drum making, post-secondary transitions, cultural events, an Elders gathering at Squamish Nation and a Musqueam Day of Learning to explore leadership pathways.	Continue to provide this leadership opportunity for Indigenous students. Adapt by providing cross collaboration opportunities with other school districts working on Indigenous student leadership to expand opportunities and make better connections.
Student Agency Framework K-12	Many students, particularly those from equity-deserving groups, report feeling unheard or excluded from decision-making. Student Learning Survey (SLS) data analysis and consultation with students confirms this. Student voice is strongly correlated with increased engagement, belonging, and learning outcomes — especially for students who have felt disengaged from traditional school systems. Creating consistent structures across schools to support authentic student leadership and agency will improve student engagement.	High levels of student engagement during the consultation phase indicated strong interest and enthusiasm to create structures to enhance student agency. Raised awareness of student voice as a cultural priority, not just a project. Early signs of greater inclusion of student perspectives in some school learning planning processes.	Continue this initiative. Co-create the framework with a diverse group of students. Plan professional learning for school staff to support implementation. Incorporate student storytelling and district-level exemplars to show how voice leads to action. Embed equity-focused language in the framework to centre diverse and often underrepresented student experiences. Adjust the rollout to include school-based pilots before broad implementation.

Objective 1.2: Improving student environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Inclusive Education Advisory Committee (IEAC) (formerly known as Special Education Advisory Committee (SEAC))	Students with disabilities or diverse abilities continue to show gaps in literacy and numeracy proficiency, connections and engagement at school, and timely graduation. Inherent rights holders, stakeholders, and district staff need to continue to work together to support a common language and understanding of inclusion, including universal design for learning practices at the classroom level to support better outcomes and programming for students with disabilities or diverse abilities.	The IEAC convenes three times annually, bringing together VSB staff, families, external agencies, and partner organizations to collaborate on initiatives to better support students with disabilities or diverse abilities. This longstanding collaboration has cultivated strong relationships that have resulted in positive outcomes for the students.	Continue to leverage the strong relationships established through this committee to support all aspects of inclusion.
Community partnerships* to better support student well-being. *Vancouver Coastal Health (VCH), Ministry of Children and Family Development (MCFD), Child and Youth Mental Health and Substance Use (CYMHSU), Watari STAR Program, PLEA Community Services, VCH Vapour Reduction Program and Exploitation Education Institute	Strong community partnerships can support students to make good decisions about their health and well-being and understand when and how to get support. Input from school counsellors and Physical and Health Education (PHE) teachers support the identification of student needs at each school.	Ongoing partnerships have provided students with information that aligns with the learning standards and core competencies related to health and well-being in the Physical and Health Education curriculum. Opportunities to engage in conversations about substances, vapour/nicotine, online personal safety, sextortion, and exploitation support a harm reduction approach.	Continue to support this work, as the goal is to have every school engage with and benefit from these community partnerships. Adapt the scheduling of the programs to ensure that every school has access to these learning opportunities at least once every other year.
Community partnerships* to provide collaborative supports for students with disabilities or diverse abilities. *Vancouver Coastal Health (VCH), Child and Youth with Support Needs (CYSN), Child and Youth Mental Health (CYMH)	Students with disabilities or diverse abilities, along with their families, are prioritized learners for both the VSB and external organizations. It is essential to adopt a collaborative approach to ensure success for students in school and for students and families at home. A sharing of best practices and a wrap-around approach between home and school teams can	These partnerships have effectively supported students with complex learning profiles to attend and engage in school in increasingly inclusive ways. The integrated case management (ICM) process, which may include district staff, families and community partners, takes a proactive problem-solving approach to ensure ongoing and progressive support at school and at home	Continue efforts to enhance collaboration between the VSB and external agencies. As student learning profiles evolve, collaborative opportunities must be adjusted accordingly. Currently, the VSB and VCH convene regularly throughout the school year. Introduce regular meetings between the VSB, CYSN, and CYMH. Although informal meetings are frequently held,

	significantly impact the meaningful inclusion of all learners.	for students with complex needs.	there is also potential for growth by adding ongoing, regular communication and collaboration with these partners.
Provide targeted professional development and easy to use resources to support social and emotional learning (SEL) and mental health literacy.	Students' social and emotional learning needs are foundational to academic proficiency. Building the capacity of classroom teachers to effectively teach social and emotional learning, mental health literacy, and healthy relationships can support students to self-regulate, interact appropriately with others, and understand their feelings, emotions, and behavior. Student Learning Survey (SLS) data and the Middle Years Development Instrument (MDI) data over the last several years indicate that social emotional learning continues to be a priority.	Professional development opportunities, including both in-person sessions and self-paced learning have been well attended by administrators, teachers and support staff for the last two years. VSB continues to offer Complex Trauma Resources professional learning sessions and provides access to a variety of SEL programs, including Second Step and EASE. The SEL/Mental Health district SharePoint site provides a wide variety of teaching resources, including lesson and unit plans as well as access to programs that can be used in classrooms. Data indicates that teachers are consistently accessing this site.	Continue to provide professional learning opportunities and resources to support SEL/MH foundational work in schools. Continue to collect feedback from teachers, students, and administrators to provide more responsive support. Introduce an SEL/MH initiative based on school-specific data. Identify a smaller number of schools that have the most vulnerable populations in relation to SEL/MH measures. Provide targeted, ongoing classroom support through a partnership with the classroom teacher and the district SEL/MH team over a school term. Collect data to measure the efficacy of this more intensive approach.
Support ongoing accessibility initiatives.	Accessibility for all students and staff supports an inclusive and engaged learning environment.	Throughout the 2024–2025 school year, the Accessibility Committee collaborated with stakeholders and staff to develop a dynamic plan for 2025–2028. This evolving plan has been shaped by the Accessibility Committee and enriched through community input gathered via surveys, an advisory panel, and focus groups. The plan contains four priority areas: 1. universal awareness and understanding of accessibility issues 2. physically accessible spaces 3. clear, transparent, and accessible communication 4. policy and procedures that ensure an environment that is accessible to students, families, staff,	Continue to monitor and evaluate the accessibility plan through the work of the Accessibility Committee. Implement and prepare an annual review, to be published during Accessibility week (end of May) that will include: • a summary of the barriers identified through the accessibility reporting tool, what barrier category they relate to and how those barriers were addressed (including timeline where possible). • updates about the action items identified in the accessibility plan, providing metrics where applicable (e.g. number of playground upgrades, number of

		and broader school communities	gatherings with students and staff about accessibility issues, professional learning opportunities, etc.).
Specialized professional development for school staff focused on inclusive practices and the use of anti-ableist language and methodologies.	Students with disabilities or diverse abilities require an inclusive environment supported by staff who fully understand inclusive practices.	Throughout the school year, the Learning Services department offered numerous professional development opportunities for resource teachers, classroom teachers, and SSAs on topics such as Individual Education Plans (IEPs), understanding complex behaviour, and Universal Design for Learning (UDL). These sessions are generally well-attended and are available in various formats—such as in-person, online, before, after, and during school hours. However, not all staff members attend.	Implement mandatory district-wide training for resource teachers and School and Student Support Category A (SSA) workers in 2025-2026 and onward to ensure that all staff are aligned with best practices for supporting learners with disabilities or diverse abilities. Continue to explore options to provide mandatory training for classroom teachers.
Language modernization to support students with disabilities or diverse abilities.	Previous terminology used at both the provincial and district level did not support a strengths-based approach to inclusion and may have stigmatized some learners.	Following the release of the Ministry of Education and Child Care's Language Modernization Guide, VSB systematically integrated the updated terminology in all practices, processes, and procedures to eliminate the use of the term "special needs". This involved revising language in documents, administrative procedures, written text, and verbal communications. These changes aim to accurately identify and support students as learners.	Continue to work with VSB departments and schools to ensure that their practices and processes reflect the modernized language to accurately represent students with disabilities or diverse abilities. Continue to identify and update ableist language as necessary.
Foster and strengthen connections between home and school for Indigenous students and their families.	Connections between home and school can support a stronger sense of belonging and community for both Indigenous students and their families so that they feel safe to come to school. Increased engagement and attendance in a school supports academic achievement.	Indigenous Education Enhancement Workers (IEEW) and Indigenous Education Enhancement Teachers (IEET) provided a number of connection opportunities by hosting coffee mornings, feast nights, and by meeting and greeting students and families as they arrive to school.	Continue to provide direct support and engagement with Indigenous students and families. Adapt to include an introduction to kindergarten package and welcome events for incoming Indigenous Kindergarten students for the 2025-2026 school year.

		Anecdotal feedback and consistent parent participation are evidence that this is having a positive impact on increasing belonging and sense of community.	
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Objective 1.3: Increasing literacy and numeracy and deep critical and creative thinking.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Support all students to be proficient or extending in all areas of literacy.	Foundation Skills Assessment (FSA) grade 4 and 7 and the Graduation Literacy Assessment (GLA) data show strong historical performance, but literacy proficiency has been on a downward trend over the past five years. Significant gaps remain for Indigenous students, children and youth in care (CYIC), and students with disabilities or diverse abilities. The Ministry of Education and Child Care has also identified literacy as an area of growth and has introduced K-12 Literacy Initiatives.	Many schools have literacy goals in their school learning plans and use some form of initial assessment to identify students needing support. VSB's Responsive Literacy Framework K-7 created in 2022-2023, continues to support the alignment of literacy instruction, assessment and interventions to support all students. In 2024-2025, six schools hosted literacy residencies, reaching over 100 teachers, led by literacy experts Heather Willms, Robin Bright, Anne-Marie Bilton (French Immersion) and Matt Glover. These literacy residencies supported strong literacy pedagogy and practice in classroom instruction.	Implement K-12 Literacy Initiatives over the 2025-2027 school years by: - creating a training plan to implement a Ministry mandated universal literacy screener for all K-3 students. - reviewing and refining literacy programming K-12, with a focus on priority learners. - continuing literacy professional development residencies in elementary schools and expanding to secondary schools. - building capacity in literacy instruction through the work of 18 Curriculum Enhancement Teachers (CET) embedded in schools. - expanding the VSB Responsive Literacy Framework to include grade 8-12 - providing education to families about literacy development.
Strengthen assessment practices and communication with families about student progress.	There is a need for clearer, more comprehensive communication about student learning and more inclusive, responsive assessment practices. The VSB's current online reporting tool is outdated and reaching end-of-life.	In 2024-2025, 12 elementary schools successfully piloted Spaces EDU, a digital assessment and reporting tool supporting varied ways to communicate evidence of learning and student self-reflection. Feedback from teachers and parent/caregivers on Spaces EDU has been positive.	Continue to expand the use of Spaces EDU to 30 more elementary schools in 2025-2026 and all remaining schools in 2026-2027. Continue to strengthen the capacity for teachers to provide quality feedback on student learning through ongoing professional development.

		Calibration of the Ministry of Education's proficiency scale and strength-based assessment efforts continue, supported by assessment expert Katie White and District Resource Teachers (DRTs) at the secondary level.	Continue to support secondary teachers to use SpacesEDU for MECC's required Core Competency self-assessment. Continue K-12 assessment support with a focus on shared understanding of MECC's proficiency scale and strengths-based reporting.
Develop a K-12 numeracy framework.	FSA (grade 4 and 7) and GNA (grade 10) show numeracy scores trending downward over the last 5 years. Gaps in numeracy proficiency are evident for priority populations. Numeracy results for all students in all grades and all populations are significantly lower than literacy results. A numeracy framework, aligned with the VSB's Responsive Literacy Framework, will provide consistency in numeracy instruction and assessment K-12.	Initial numeracy framework development began in 2024-2025 starting with grade 6 through 9 as GNA results indicate a significant decline in proficiency at grade 10. Math expert Marian Small's MathUp program and math fluency kits were introduced at elementary schools to support foundational math skills and problem solving. Many schools have identified numeracy goals in their school learning plans.	Continue professional development in real-world math instruction. Continue to finalize and launch the numeracy framework in 2026-2027. Continue to expand the implementation of MathUp across both English and French programs in the VSB. Create "First 30 Days of Math" resources with a neighbouring school district to support strong math instruction, specifically for K-3 early career teachers.
Improve FSA participation.	FSA participation rates in grade 4 and 7, although trending upward, remain below provincial levels. Approximately 60% of all students in VSB participated in the assessment in 2024-2025. Greater participation rates will provide more robust data sets and provide a better understanding of students requiring additional support or targeted interventions.	FSA participation increased 10% in 2024-2025 through: • Superintendent and the three host nations communication to families. • inclusive adaptations for students with disabilities or diverse abilities. • virtual parent information night (attended by over 400 participants). • VSB podcast and staff slide decks to support a better understanding of the FSA. VSB reinstated teacher markers for the FSA in 2024-2025. This supported greater teacher understanding of the value of strong participation in the FSA.	Continue existing outreach and engagement strategies to reach > 80% participation over the next several years. Continue to work with teachers and union partners to support the effective administration of the FSA and to provide a clear understanding of the value and use of the FSA data to support student success in literacy.

Reading Coach Program	English Language Learners (ELL) at the secondary level may need additional individualized literacy support beyond classroom instruction.	In 2024-2025, 18 volunteer reading coaches supported approximately 80 students across 11 secondary schools, contributing to hundreds of hours of in-person help. Teachers have reported increased student confidence and strong interest in continuing the program.	Create and implement a phonics-based curriculum for older ELL students, to launch in the fall of 2025.
Targeted literacy and communication support for students with disabilities or diverse abilities.	Students using Augmentative and Alternative Communication devices (AAC) require individualized programming to support literacy development.	A pilot involving 25 students showed significant gains in AAC use and stronger results on literacy assessments.	Continue to expand the pilot program beyond 25 students in 2025-26 and introduce an additional program with IMPAACT (a non-profit that supports better use of AAC) to continue to enhance AAC usage.
Chapter One – Tutoring for K-7 Indigenous students.	Literacy data shows significant achievement gaps for Indigenous learners.	In 2024-2025 over 80 students received 1:1 tutoring support and made measurable reading gains. • Strathcona Elementary +3.5 reading level increase (16 students, 1356 sessions). • Southlands Elementary +6.5 reading level increase (15 students, 1279 sessions).	Continue to expand the Chapter One program to all eligible K-7 Indigenous students across the district.

Objective 1.4: Ensuring that students develop and can implement a plan for successful transition upon the completion of secondary school.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Transition planning for all learners.	Graduation begins in kindergarten, with indicators such as attendance, proficiency in literacy and numeracy, and connection and engagement at school as the foundation to prepare students to be life long, persistent learners. A continued focus on transition support at all levels will help to prepare students for life beyond K-12.	In 2024-2025, principals and vice-principals continued to strengthen transition processes across all grades, including welcome events for new kindergarten students and families, and articulation processes from grade 7 to grade 8.	Continue to build transition supports for all grade levels so students feel a sense of welcome and connection when they enter school, transition grade-to-grade or move to a new school. Continue to expand the use of the K-12 careers curriculum, including mentorship, work experience, and trades training to support the transition to post-secondary and career pathways.

Transition planning for students with disabilities or diverse abilities.	Students with diverse abilities often need additional, individualized transition support, especially in preparing for employment and community participation.	Programs such as Gateway to Adulthood, Gateway to Post-Secondary (in partnership with Vancouver Community College), Community Transitions, and Diverse Abilities Work Experience (WEX) supported students with disabilities or diverse abilities. In 2024-2025, 242 students with disabilities or diverse abilities successfully completed WEX with employers across the Lower Mainland.	Continue to explore new partnerships with community colleges, agencies and employers to further enhance transitions. Adapt programming annually to align with student learning profiles and needs.
Transition planning for Indigenous learners.	Data indicates lower post-secondary transition rates for Indigenous learners compared to all resident students.	In 2024-2025, Indigenous students accessed several targeted supports: • UBC Sauder School of Business offered specialized transition training. • the Learn and Earn program, in partnership with UBC and VSB, provided dual credit and pathways to UBC and Teacher Education for Indigenous learners. Over 20 students enrolled. • the Horizons Program (grade 10-12) provided activities including field trips to the Vancouver Airport (YVR) and healthcare training at Vancouver General Hospital (VGH) to expand opportunities for Indigenous students in a variety of career pathways.	Continue to expand these experiences and encourage increased participation for Indigenous learners.

Objective 1.5: Ensuring the alignment among school, District and provincial education plans.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Ongoing implementation of the Framework for Enhancing Student Learning (FESL) policy .	Continued alignment between the VSB Education Plan , department operational plans, school learning plans, and professional growth plans is ongoing.	Educational Services and Business departments in VSB continue to collaborate to better align operational plans with FESL and Education Plan priorities. Over the past 2 years, School Learning Plans have been created using a district template that embeds the Education Plan goals and FESL priorities, as well as requiring the analysis and interpretation of school level data to support goal setting.	Continue to refine operational and school plans to better align with the VSB's Education Plan and FESL priorities. Implement a strengthened alignment between professional growth plans and system-wide goals.

Objective 1.6: Reporting student results about performance, well-being and outcomes to the community and using the results to improve the quality and effectiveness of the education and support provided to students.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Strengthen structures for data sharing and feedback.	Need for ongoing, clear communication of student outcomes to inform planning for student success.	Student success data has been communicated, and feedback has been gathered through: - FESL Advisory Committee, which includes representation from inherent rights holders, trustees and formal stakeholder groups (unions, associations, DPAC, and students) - Senior Leadership and Learning team - Admin Leadership Community (ALC): all principals and vice-principals and district educational services staff - Education Plan Committee - Vancouver District Student Council (VDSC) - Indigenous Education Council (IEC) The implementation of VSB's PowerBI dashboard provides	Continue with the current communication structures and engagement strategies to share and respond to student outcomes.

		current data for school administrators to monitor attendance, literacy and numeracy proficiency, and report card data in an easily accessible way. The annual FESL report is shared publicly at the September Education Plan Committee and September Board meeting and posted on the VSB website.	
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VSB EDUCATION PLAN GOAL 2:

The Vancouver School Board will increase equity.

Objective 2.1: Eliminating gaps in achievement and outcomes among students.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement Professional Learning Communities (PLC) in elementary schools	Teachers benefit from embedded, just-in-time professional learning that supports inclusive, high-quality instruction for all students, especially priority populations. Strong classroom instruction is the foundation to support all learners.	In 2024-2025 all elementary schools in the VSB were part of the PLC model. Nine PLCs made up of approximately nine schools each were supported by elementary district learning and instruction teachers who provided support with literacy and numeracy instruction, building classroom communities and curricular projects. Participating teachers reported strong appreciation for the job-embedded collaborative model which involved co-planning and co-teaching to support the diverse needs of students.	Continue the PLC model in future years and continue to align schools with similar needs to deepen collaboration within and across PLC schools.
Develop Multi-Tiered Systems of Support (MTSS) at the district and school levels.	To address achievement gaps and promote inclusion, Universal Design for Learning (UDL) and tiered supports at both the district and school level are needed. Multi-tiered support systems help to identify learning opportunities that benefit <i>all</i> learners (Tier 1 universal support), support for <i>some</i> learners (Tier 2, targeted support) and support for a <i>few</i> learners (Tier 3, intensive support).	In 2024-2025, various district departments, including Learning Services, Learning and Instruction, Indigenous Education, Equity and Anti-oppression, Careers and SEL/MH began joint learning on the MTSS model, focusing on equitable Tier 1 (universal) classroom practices and ways the district could better support schools in this approach.	Continue district-wide MTSS development. Adapt operational plans to reflect MTSS priorities. This includes supporting the collaborative work of classroom teachers, resource teachers, SSAs, principals and vice-principals, and school-based teams to meet the needs of all learners.

Ongoing review of specialized programs.	Ensure specialized programs meet student needs and promote inclusive education in neighbourhood/catchment schools.	A reduction of referrals of students with disabilities or diverse abilities to specialized programs was observed in 2024-2025. This reflects increased capacity to support students in their neighbourhood schools.	Continue annual program reviews and provide the necessary support for students to remain at their neighborhood school, which may include physical and accessibility improvements. Adapt specialized programs to meet the needs of learners on a regular basis. Discontinue programs that are no longer responsive to student needs.
Track and support children and youth in care (CYIC)	CYIC are a small population in VSB and are among the most vulnerable learners, with persistent gaps in literacy, numeracy, well-being, connections and graduation rates.	A new tracking system was implemented in MyEducation BC to improve the monitoring of CYIC status and transitions. Regular meetings between VSB district staff and the Ministry of Children and Family Development (MCFD) and Vancouver Aboriginal Child and Family Service Society (VACFSS) managers have strengthened collaboration and coordinated support for CYIC.	Continue this initiative and further develop the partnership with MCFD and VACFSS. Explore additional funding, grants, and resources to improve outcomes for CYIC. By providing information sessions and ongoing communication to caregivers, timely graduation and access to post-secondary opportunities can be better supported.

Objective 2.2: Eliminating racism and discrimination in all forms.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Build school staff capacity to respond to racism and discrimination.	With a vibrant and diverse population of staff and students, it is imperative that we work toward the elimination of racism and discrimination.	Since 2021, all VSB staff are required to complete 6 hours of online training in equity and anti-oppression as a part of their on-boarding. District Equity and Anti-Oppression (EAO) staff continue to provide restorative practices training on an ongoing basis to help to build the capacity of staff to navigate acts of racism and support students and families through a trauma informed approach. They also provide ongoing professional learning, resources and support to schools when acts of racism or oppression are reported. Through anecdotal data, school-based administrators are showing growing confidence in managing and supporting incidents at their school sites.	Continue to utilize the expertise of the EAO team to provide ongoing professional learning and resources for staff. Revise and adapt the EAO online training for staff to better align with updated language and revised resources. Review the training regularly.
Use a strength-based, trauma-informed, student-centered approach to lift the voices of a diverse population of students.	District supported initiatives and events provide opportunities for students to become involved in their own learning of equity and anti-oppression.	The Diversity, Equity and Inclusion (DEI) Youth Conference has been offered for 5 years in the VSB. This event is planned and organized by students which ensures engagement and student leadership for Indigenous, Black, students of color and gender diverse students. The Diverse Story Studio created by staff and students of the VSB features stories and perspectives of diverse people from the Metro Vancouver area. Students see positive and accurate portrayals of members of their communities that aim to counter stereotypes. The Day of Pink celebration draws both elementary and secondary students to learn	Continue to provide learning and leadership opportunities for BIPOC and 2SLGBTQIA+ students so they can see themselves in their individual and collective learning journeys. Begin an affinity group in collaboration with Indigenous Education for BIPOC students in the 2025-2026 school year. Continue to provide support and resources for <i>Diversity</i> and <i>Gay Straight Alliance (GSA)</i> clubs in schools.

		about folks who are part of the 2SLGBTQIA+ communities. Data shows an increase in new SOGI-inclusion clubs created in 2024-2025.	
Build capacity for educators to incorporate equity and inclusion into their work by using culturally relevant pedagogy.	All students deserve to be seen and accurately represented in the curriculum they are learning.	The Equity and Anti-Oppression (EAO) team continues to provide classroom visits, professional development, and monthly drop-ins where strategies to embed equity and inclusion in lessons are modeled and discussed. Resource kits were created for classroom teachers to sign out and use in their lessons about equity and anti-oppression.	Continue to utilize the support of the EAO district resource teachers in classrooms where teachers and students can experience culturally relevant pedagogy in action. Continue to encourage the use of district curated and culturally appropriate resources.

Objective 2.3: Evaluating and renewing plans for the improvement of Indigenous learners' education.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Seasonal rounds-academic visits.	The six-year graduation rate for Indigenous students has remained steady at 62% for the past two years. However, the five-year rate is lower and declining. Both remain below the rates for all resident students and the provincial average for Indigenous learners. Improving outcomes requires a collective responsibility across K-12 staff, district teams, families, and community partners.	Seasonal round visits occur three times a year (Fall, Winter, Spring) at secondary schools and Alternate programs. The Director of Instruction, Indigenous Education, meets with principals and vice-principals to monitor graduation progress for Indigenous students in grades 10-12 and identify supports or interventions as needed. These visits facilitate collaborative, real time planning to ensure students remain on track to graduate.	Continue with the seasonal-round model. Adapt to expand participation to include additional Indigenous Education department staff, counsellors and resource teachers to strengthen wraparound supports.

Objective 2.4: Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Refine the VSB budget processes to better support student success.	Improved coordination and communication is needed between Education Services, Finance, and Employee Services to ensure schools are effectively and efficiently staffed.	In 2024-2025 staffing allocations were reviewed to ensure compliance with applicable collective agreements and optimization of staffing.	Continue to expand cross-departmental communication and coordination to optimize funding sources in support of student needs.

Refine the enrolment projection model.	Accurate enrolment projections are essential for making informed decisions about staffing, budget allocation, and facility planning.	Enrolment projection methodologies were updated to align with data from the City of Vancouver, the University of British Columbia, and provincial legislation on densification and population growth targets, support VSB to more accurately project enrolment.	Continue refining enrolment projections and integrating findings into the five-year Capital Plan, land management strategies, and long-term planning documents.
Prioritize annual facility and accessibility upgrades and focus on sustainability in new facility design and construction.	Upgraded and well-maintained facilities enhance student learning, safety, and a sense of belonging. Work within Ministry funding constraints to explore the use of sustainable building materials such as mass timber to support improved internal useability and long-term operational benefits.	Annual Facility Grants were used to efficiently maintain sites, with project selection based on school-specific needs and the goal of sustaining positive learning environments. New designs emphasize energy-efficient, accessible, modern, and welcoming spaces that positively impact student learning and feelings of belonging, as well as foster stewardship of the building and school environment.	Continue to prioritize grants to support safe, inclusive, accessible and engaging learning environments and seek out new partnerships. Implement/Introduce sustainable design principles, including the use of mass timber and wood finishes, where feasible, into all new school construction and major capital projects.

VSU EDUCATION PLAN GOAL 3:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis and Inuit.

Objective 3.1 Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.

Strategy	Area of Growth	Strategy Effectiveness	Adjustments and Adaptations
Continue to provide ongoing learning opportunities through land-based experiences, cultural experiences, storytelling and through the use of authentic resources. Support district and school-based staff groups and committees such as <i>Allies and Leads</i> and the <i>Shared Responsibility Group</i> to allow for greater engagement in actions that support truth and reconciliation and promote a deeper understanding of Indigenous culture.	Deepen staff and student understanding of Indigenous histories and cultures to better support Indigenous learners. Ongoing learning for staff and students about Indigenous histories, traditions, culture, and contributions is a continued priority.	Staff continue to engage in diverse learning opportunities provided by the Indigenous Education department in partnership with the three host nations. Events, ceremonies and days of learning included: - Indigenous Veterans Day, Orange Shirt Day, Red Dress Day. - Musqueam Day of Learning, National Day for Truth and Reconciliation, Indigenous Peoples Day, First Peoples Festival. - Indigenous Focused Professional Development Day (over 4,500 employees attended). - Welcome Figure/House Post unveiling, carving projects, and community events.	Continue building staff and student knowledge through experiential learning, storytelling, and shared gatherings that support reconciliation, cultural understanding and respect.

Objective 3.2: Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to Action of the Truth and Reconciliation Committee.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Identify and revise policies and procedures to honor Indigenous rights as outlined in UNDRIPA and the Truth and Reconciliation Commission's Calls to Action.	Further align Indigenous rights across all policies and practices through a lens of humility and shared learning.	Initiatives this year included: - revising AP 300 Admission to School to reflect the rights of the three host nations to identify a school of choice. - collaborating with the three host nations on school naming, including the new elementary school at Coal Harbour.	Continue reviewing and updating policies and procedures in partnership with Indigenous communities.

Objective 3.3: Engaging and gathering with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Align the Indigenous Education Council (IEC) with Ministry mandates alongside xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).	Continue to work alongside the three host nations to support the important work of the IEC. The council must reflect and integrate the distinct languages, cultures, customs, protocols, traditions, practices and the history of the local First Nations into the learning environments and staff training of the VSB.	The IEC met seven times in the 2024-2025 school year. IEC meetings were held on the lands of each of the three host nations to ensure good relations. Terms of reference were co-constructed by the three host nations to guide the work of the IEC.	Continue to build trusting and supportive relationships that honour the important work of the IEC.
Continue to maintain good relations with the three host nations.	Shifting from colonial structures by learning and gathering in community can support a deeper understanding of the First Peoples Principles of Learning. Centering relational responsibility with the nations will build trust and respect, and amplify the voices of Indigenous staff, students and families.	Many gatherings have occurred in the community throughout the 2024-2025 school year: • Administrators gathered on Musqueam land in August 2024 for a half day of experiential learning. • Elder's Gathering at Squamish Nation with students in support of Indigenous Youth Leadership. • Staff and student participation in a canoe journey at Tsleil-Waututh Nation. • Inherent rights holders are invited to participate and be witnesses in all Board Standing Committees and Advisory Committees. • Ceremonial gatherings for Welcome Figure/House Post unveilings, school openings, and Indigenous student celebrations.	Continue to provide further opportunities for shared learning and relationship building on ancestral and unceded lands.