

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
Wednesday, September 9, 2026
Public viewing via live broadcast

Alfred Chien (Chair)
Christopher Richardson (Vice-Chair)
Lois Chan-Pedley
Suzie Mah

Helen McGregor, Superintendent of Schools
Flavia Coughlan, Secretary Treasurer

Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, inherent rights holder representatives and stakeholder representatives on September 9, 2026, at 6:15 pm.** The meeting will be live broadcast for the public.

Trustees:	Janet Fraser	Jennifer Reddy (Alternate)
	Preeti Faridkot	Joshua Zhang
	Victoria Jung (Alternate)	

Student Trustee:	Freddie Zhang
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Other Senior Team Staff:	Pedro da Silva	Janis Myers
	Michael Gray	Alison Ogden
	Jessie Gresley-Jones	Michael Walia
	Maureen McRae-Stanger	

Inherent Rights Holder Representatives:	Faye Mitchell, x̱məθḵw̱əy̱əm (Musqueam)
	Kirsten Baker-Williams, Sḵwxwú7mesh Úxwumixw (Squamish Nation)
	Dennis Thomas, səliwətał (Tsleil-Waututh Nation)

Representatives:	Justin Chapman, BCVSBCMTU	Alternates:	Tyler Gaudet, BCVSBCMTU
	Suzette Magri, CUPE 15		
	Henry Munns, CUPE 407		Adam Crawford, CUPE 407
	Angela Waterlow, DPAC		Elizabeth Klaiber-Noble, DPAC
	Tim Chester, IUOE		Tim De Vivo, IUOE
	Christine Macer, PASA		Scott Deyell, PASA
	Bruce Garnett, VASSA		David Nicks, VASSA
	Freddie Zhang, VDSC		
	Françoise Raunet, VEAES		
	Lani Morden, VEPVPA		Joti Singh, VEPVPA
	Carl Janze, VSTA		John Silver, VSTA

EDUCATION PLAN COMMITTEE MEETING AGENDA

Wednesday, September 9, 2026, 6:15 to 7:45 pm
Room 180, VSB Education Centre

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) & səliłwətał (Tsleil-Waututh Nation).

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee participants (i.e., committee members, staff, inherent rights holder representatives, stakeholder representatives) to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chairperson of the Committee to see that decorum is maintained at Committee meetings.

- Committee participants engage in discussion by requesting to speak through the Chairperson, ensuring inclusive and orderly dialogue.
- A respectful and collegial environment is maintained as participants share diverse perspectives and contribute to meaningful discussions.
- Staff are trusted to provide objective, high-quality reports that reflect their professional expertise. Their contributions are respected and form a vital part of informed committee decision-making, free from external pressure or influence.
- Committee discussions are conducted in a constructive manner, with participants avoiding language or actions that could be perceived as personal, inflammatory, or accusatory.
- All participants are expected to demonstrate professionalism and courtesy in their interactions, contributing to a positive and productive committee culture.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

- 1.1 Framework for Enhancing Student Learning (FESL) Annual Report
- 1.2 School Learning Plans

Presenters

Maureen McRae-Stanger, Associate Superintendent

Pedro da Silva, Associate Superintendent

Education Plan Committee

C. Responsibilities:

- C.1 Review and make recommendations to the Board regarding matters related to the development and implementation of the Education Plan.
- C.2 Review and make recommendations to the Board regarding the annual Framework for Enhancing Student Learning Report.
- C.3 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- C.4 Review and make recommendations regarding the implementation and cessation of District programs.
- C.5 Review and make recommendations to the Board regarding annual school learning plans.
- C.6 Review and make recommendations to the Board regarding school calendars.
- C.7 Review matters referred to the Committee by the Board and make recommendations as requested.

September 9, 2026

TO: Education Plan Committee

FROM: Maureen McRae-Stanger, Associate Superintendent

RE: Framework for Enhancing Student Learning (FESL) Annual Report

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

- Improving school environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.
- Increasing literacy, numeracy and deep, critical, and creative thinking.
- 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 supports provided to students.

Goal 2: The Vancouver School Board will increase equity by...

- Eliminating gaps in achievement and outcomes among students
- Evaluating and renewing plans for improvement of Indigenous learners' education.

Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by...

- Engaging and gathering with the xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation)

INTRODUCTION

The Ministry of Education and Child Care's [Framework for Enhancing Student Learning \(FESL\)](#) policy and guidelines reflect a shared commitment to improving student success and equity in learning outcomes for every student in British Columbia. As an annual process, FESL requires districts to use a structured planning cycle to analyze district and school data and make evidence-informed decisions that respond to student needs.

This report contains a recommendation for approval by the Board of the *VSB Framework for Enhancing Student Learning Annual Report 2025-2026*.

BACKGROUND

The Framework for Enhancing Student Learning identifies key components that support continuous improvement in educational outcomes for all students:

- Maintaining a system-wide focus on student success
- Aligning district, department, financial and school plans with FESL goals

- Identifying student needs through meaningful evidence, including quantitative and qualitative data analysis and interpretation
- Engaging with inherent rights holders and stakeholders
- Implementing and reviewing initiatives, measuring their impact, and making adjustments to support ongoing student success

The [*FESL Reporting Order*](#) came into effect on September 1, 2020, and is written into the *School Act*, sections 81 and 168(2). As part of the regulation, each year the Board must prepare and submit an Enhancing Student Learning Report to the Ministry of Education and Child Care (MECC) by September 30. This annual report is to be shared publicly.

Beginning in the 2024–2025 school year, the Ministry of Education and Child Care adjusted FESL requirements by moving to a three-year reporting cycle. This shift recognizes that initiatives often require more than one year to demonstrate measurable results across the three FESL success measures: intellectual development, human and social development, and career development. Districts now submit shorter interim progress reports in Years 1 and 2 and a full report in Year 3.

The *VSB Framework for Enhancing Student Learning Annual Report 2025–2026* is a full progress report. Using the Ministry of Education and Child Care template and data sets, it provides additional detail and context beyond just the review of student success data.

RECOMMENDATION

The Education Plan Committee recommends:

THAT the Board approve the *VSB Framework for Enhancing Student Learning Annual Report 2025-2026* for submission to the Ministry of Education and Child Care by September 30, 2026.

Attachment: *VSB Framework for Enhancing Student Learning Report 2025-2026 (Draft)*



VSB Framework for Enhancing Student Learning

DRAFT Annual Report 2025-2026

TABLE OF CONTENTS

INTRODUCTION

Ministry of Education and Child Care Information3

District Context5

District Continuous Improvement Overview8

Ongoing Strategic Engagement9

Creating Alignment to Enhance Student Learning10

PART 1: REVIEW DATA AND EVIDENCE - ANALYZE AND INTERPRET

Important information about Data and Evidence12

Intellectual Development14

Educational Outcome 1: Literacy14

Educational Outcome 2: Numeracy.....20

Educational Outcome 2A: Grade-to-Grade Transitions.....25

Human and Social Development29

Educational Outcome 3: Feel Welcome, Safe, and Connected29

Career Development.....34

Educational Outcome 4: Graduation34

Educational Outcome 5: Life and Career Core Competencies.....38

PART 2: RESPOND TO RESULTS – REFLECT AND ADJUST CHART

Strategies to Support Student Success.....42

VSΒ Education Plan Goal 142

VSΒ Education Plan Goal 255

VSΒ Education Plan Goal 362

INTRODUCTION

MINISTRY OF EDUCATION AND CHILD CARE INFORMATION

Report Requirements

Welcome to the Vancouver School District’s 2025-2026 *Enhancing Student Learning Report*. Each school district in British Columbia submits an annual report as required by the [Enhancing Student Learning Reporting Order](#). Beginning in 2025, reporting follows a three-year cycle consisting of one full *Enhancing Student Learning Report* and two *Interim Progress* reports.

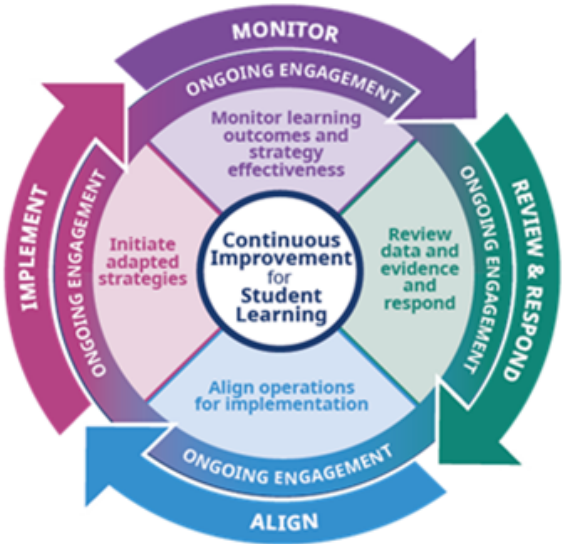
The report provides progress updates on the District's work to continuously improve student learning, with a particular focus on the equity of outcomes for all learners. It also summarizes the results of the District's ongoing review of student learning data and evidence. To streamline and standardize reporting, parts of this report follow a Ministry of Education and Child Care (MECC) template.

For the 2025-2026 reporting year, VSB completed a full *Enhancing Student Learning Report*, organized in two parts. Part 1, *Review Data and Evidence*, examines provincial and local data, identifies strengths and areas for growth, and interprets patterns across intellectual development, human and social development, and career development. Part 2, *Respond to Results*, describes current strategies, summarizes evidence of impact, and identifies planned adjustments for 2026-2027.

Supporting a Continuous Cycle of Improvement

The *Enhancing Student Learning Report* identifies the District's continuous improvement process as central to its ongoing work to improve student learning outcomes.

Each year, District teams use the continuous improvement cycle to strengthen system performance and student learning. Developed by the senior team, the cycle guides the implementation, monitoring, review, and adjustment of targeted strategies and resources while aligning educational priorities with District operations that support student success.



District Strategy Review and Implementation - The Review and Respond Cycle

District teams evaluate and adjust strategies to meet objectives, address areas for growth, and improve learning outcomes for all students. These adjustments are grounded in evidence-informed decisions that emerge from the analysis and interpretation of provincial and district-level data.

MECC Review and Respond Cycle



The *Review and Respond Cycle* is the part of the continuous improvement process where District teams move from analysis to action. Teams review provincial and local data, engagement feedback, and evidence of implementation to determine the impact of current strategies. This review helps identify what is working, where inequities or gaps persist, and what needs to change.

Based on this evidence, teams decide whether to continue, adapt, expand, or replace strategies so that District actions remain aligned with VSB *Education Plan* priorities, student needs, and improved outcomes in learning, well-being, belonging, and success.

Important Notes About the Report

- Throughout this report, VSB refers to the Vancouver School District and reflects the commonly used abbreviation for Vancouver School Board.
- The use of Local First Nation(s) refers to a First Nation or a Treaty First Nation in whose traditional territory the board operates.
- Indigenous students, children and youth in care (CYIC), 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**.

District Context

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) & səlilwətaʔ (Tsleil-Waututh Nation).

About VSB

The Vancouver School District (VSB) is a large urban district and one of Canada's most diverse public school systems. It serves approximately 52,000 K–12 students across 87 elementary schools, 18 secondary schools and one secondary alternate school.

VSB also provides adult education, online learning through the Vancouver Learning Network, summer learning, alternate education and career programs. It offers a range of choice programs, including French immersion, Mandarin bilingual, fine arts, Indigenous-focused programs, mini schools, International Baccalaureate and Montessori. Together, these learning opportunities provide varied pathways that respond to student strengths, interests and needs.

Vancouver's cultural and linguistic diversity is reflected across the District. Forty-six per cent of students speak a language other than English at home, and approximately 160 languages are represented. VSB serves more than 9,000 English language learners, more than 6,800 students with disabilities or diverse abilities, and just over 2,000 students who self-identify as Indigenous. The District also supports a small and fluctuating population of children and youth in care.

The District continues to experience demographic and system changes. Overall enrolment has declined over several years, while some neighbourhoods continue to experience localized growth. At the same time, the number of students requiring more complex and coordinated supports is increasing. International student enrolment has also declined. These shifts have implications for facilities, staffing, programming, budgeting and the delivery of inclusive student support.

This context informs how VSB interprets student learning evidence and plans for improvement. Particular attention is given to Indigenous students, students with disabilities or diverse abilities, and children and youth in care, for whom persistent differences in learning, well-being and completion outcomes remain evident. The sections that follow describe how VSB aligns its priorities, planning and resources to improve student achievement, well-being, belonging and equity of outcomes.

Education Plan Priorities

The Board's strategic direction is set out in the [Education Plan](#), which centres student learning, well-being, and voice in programming, District operations, and Board decision-making. The plan is organized around three interconnected goals focused on student achievement and well-being, equity, and reconciliation. These goals align closely with the *Framework for Enhancing Student Learning*, specifically the three student success domains of intellectual development, human and social development, and career development.

The goals and objectives of the *Education Plan* guide school learning plans, operational planning, financial planning, staffing, and professional learning. They are also consistently embedded in Board and Committee reports to ensure alignment between daily decision-making and long-term priorities. The *Education Plan* will be reviewed and refreshed in the 2026-2027 school year under the incoming Board of Education.

Goal 1:

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



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



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



Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.



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



Increasing literacy, numeracy, deep, critical, and creative thinking.



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 supports provided to students.

Goal 2:

The Vancouver School Board will increase equity by...



Eliminating gaps in achievement and outcomes among students.



Eliminating racism and discrimination in all forms.



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



Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.

Goal 3:

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



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



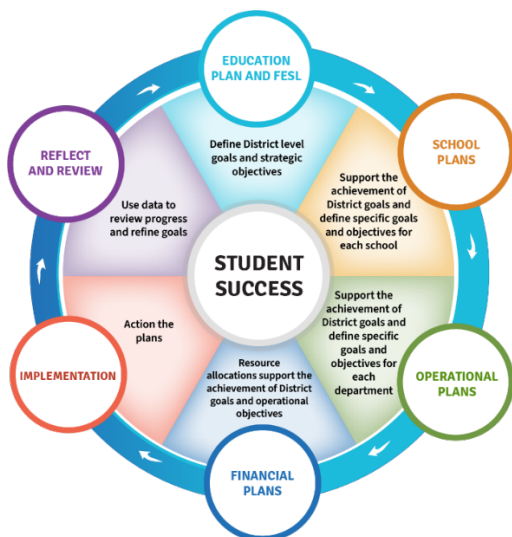
Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.



Engaging and gathering with the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

District Continuous Improvement Overview

VSB's continuous improvement cycle connects strategy to student outcomes through ongoing planning, implementation, review and adjustment. Grounded in the *Education Plan* and the *Framework for Enhancing Student Learning*, the cycle helps coordinate improvement efforts across schools, departments and District systems.



Throughout the year, the District monitors progress using multiple sources of provincial and local data and evidence. These include Foundation Skills Assessment results, Graduation Literacy and Numeracy Assessments, Student Learning Survey results, report card data, attendance, transitions, completion rates, school learning plan evidence, and feedback gathered through ongoing engagement with students, families, staff, stakeholder groups and inherent rights holders. The VSB Power BI visualization dashboard strengthens this work by making school-level data more accessible, which supports more timely review and response.

The District reviews evidence through multiple structures, including the FESL process, school learning plan reviews, Education Plan Committee discussions, District leadership meetings, meetings with inherent rights holders and stakeholders, and department planning cycles. These structures help identify strengths, persistent inequities and areas where current strategies are not yet having the intended impact. The review considers both outcomes and implementation, so teams can understand what is changing and how the work is being carried out.

Based on this review, the District refines, adapts or introduces strategies to better address identified needs. This review and respond process is reflected in the annual FESL *Reflect and Adjust* chart, where teams decide whether current approaches should continue, be adapted, expanded or replaced. Recent initiatives include strengthening K-12 literacy and numeracy, expanding literacy screening and intervention, deepening professional learning through school-based residencies and professional learning communities, strengthening transition planning, increasing FSA participation, refining inclusive education structures and shifting student voice work toward more intentional student agency.

A key part of the cycle is aligning operations and resources to support implementation. Staffing allocations, professional learning, budgets, technology supports, accessibility planning, communication structures and District services are increasingly connected to *Education Plan* and FESL priorities. All District departments review how their operational plans, resources and systems can better support District priorities. Adapted strategies are implemented through coordinated action across classrooms, schools, District teams and cross-departmental structures. School learning plans translate District priorities into school-based goals, actions and measures that reflect local context while remaining aligned with District and provincial priorities.

Because implementation is monitored throughout the year, the District can assess early impact, identify where further support is needed and carry this learning into the next cycle of planning and improvement. This cycle strengthens coherence, accountability and responsiveness across the system. It ensures decisions are evidence-informed and focused on improving student achievement, well-being, belonging and equity of outcomes.

ONGOING STRATEGIC ENGAGEMENT

Strategic engagement is a core part of VSB's continuous improvement cycle. It supports student learning, well-being and equity of outcomes through sustained dialogue with inherent rights holders, students, families, staff, partner agencies, trustees and formal stakeholder groups. Rather than relying on one-time consultation, the District uses recurring engagement structures that connect evidence, planning and decision-making.

The **Education Plan Committee** is one of the Board of Education's standing committees, established under [VSB Policy 8: Board Committees](#). Its meetings bring together appointed trustee members, supported by senior staff and District staff as required. Representatives of the three Host Nations and representatives of recognized stakeholder groups—including parents, students, teachers, support staff and school administrators— participate in committee discussions and provide input on matters within the committee's mandate. Trustees who are not committee members may also attend meetings. The committee meets regularly during the school year to review matters related to the *Education Plan* and the *Framework for Enhancing Student Learning*, including student achievement, well-being, equity and reconciliation, and to make recommendations to the Board where appropriate. District teams and departments regularly present data and initiatives to the Committee across areas such as literacy, numeracy, inclusive education, Indigenous education, mental health, student transitions and equity.

The **Indigenous Education Council (IEC)** brings together representatives of the three Host Nations—xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation). Invited District representatives may participate as non-voting members. Guided by a co-constructed Terms of Reference, the IEC reviews Indigenous student data and programs, provides advice on targeted Indigenous education funding, and supports strategies to improve achievement, belonging, attendance and graduation while ensuring that the distinct languages, cultures, customs, protocols, traditions, practices and histories of the Host Nations are reflected in VSB learning environments and staff learning. Its work is grounded in distinctions-based, relational decision-making.

The **Inclusive Education Advisory Committee (IEAC)** creates space for dialogue about barriers, programming and inclusive practices for students with disabilities or diverse abilities. It also supports coordination with the Ministry of Children and Family Development, Vancouver Aboriginal Child and Family Services Society and other community partners for children and youth in care. School-based consultation, surveys, family and caregiver engagement, student forums and partner collaboration all contribute to an approach that is ongoing rather than episodic.

The **Diversity Advisory Committee (DAC)** supports continuous improvement by providing focused input on equity, anti-racism and inclusion. Comprised of community members, families, partner organizations and staff, the DAC offers ongoing perspectives on student experiences and systemic barriers. These perspectives are considered alongside data and other engagement inputs to inform *Education Plan* priorities and actions.

The **FESL Advisory Committee** provides system-level review and feedback on the implementation of the *Framework for Enhancing Student Learning* in VSB. Meeting four times each year, timed to key Ministry and District data releases, it reviews evidence and emerging trends and provides input on priorities and next steps.

The **Vancouver District Student Council (VDSC)** provides student perspectives on learning conditions, mental health, equity, digital literacy, food security, engagement and school experiences. This input supports a clearer understanding of student voice across the system.

Discussions and decisions across all Board of Education Standing Committees—including Education Plan, Finance and Personnel, Policy and Governance, and Facilities and Planning—reference and align with *Education Plan* and FESL goals.

Together, these structures embed engagement throughout the continuous improvement cycle by involving inherent rights holders and a broad range of partners in the shared review of evidence, planning, and action to improve student outcomes.

CREATING ALIGNMENT TO ENHANCE STUDENT LEARNING

In VSB, alignment connects school learning plans, District priorities, operational plans and resource decisions within one continuous improvement system. The *Education Plan* provides common direction through three goals focused on student achievement and well-being, equity, and reconciliation. These goals align with the *Framework for Enhancing Student Learning* domains of intellectual development, human and social development, and career development.

[School learning plans](#) apply these priorities within each school's context. Using a common template and local data, schools identify goals, actions and measures aligned with the *Education Plan* and FESL. The plans are presented with the annual *Enhancing Student Learning Report* at the September Education Plan Committee meeting, strengthening accountability and the connection between school and District planning.

Operational plans extend this alignment across District departments by connecting priorities to staffing, professional learning, technology, facilities and services. The annual Financial Plan identifies the *Education Plan* and the *Framework for Enhancing Student Learning* as guiding documents for budget development, helping align resource allocation with District priorities and student needs. Together, these processes support coordinated action across schools and departments.



PART 1

Review Data and Evidence: Analyze and Interpret

PART 1: REVIEW DATA AND EVIDENCE - ANALYZE AND INTERPRET

Important Information About Data and Evidence

This section of the *Enhancing Student Learning Report* includes Ministry of Education and Child Care (MECC) charts and graphs that represent the required provincial data measures set out in the *Enhancing Student Learning Reporting Order*. The data is organized into three areas of student development that align closely with the goals and objectives of VSB’s *Education Plan*:

Intellectual Development: measures literacy and numeracy proficiency using data from the Grade 4 and Grade 7 Foundation Skills Assessment (FSA), the Grade 10 Graduation Literacy Assessment (GLA) and the Grade 10 Graduation Numeracy Assessment (GNA).

Human and Social Development: measures students’ feelings of welcome, safety, belonging, and connection using data from the MECC Student Learning Survey (SLS).

Career Development: measures graduation and life and career core competencies using five-year completion rate data and post-secondary institution transition data within three years of graduation.

The following student success goals are identified for each of the three development areas:

Intellectual Development



Students will meet or exceed literacy and numeracy expectations for each grade level.

Human and Social Development



Students will feel welcome, safe, and connected to their school.

Career Development



Students will graduate and have the Core Competencies to achieve their career and life goals.

This section also presents the District’s analysis and interpretation of the data. For each data set, the analysis identifies relevant context, trends, comparisons, and emerging patterns; the interpretation explains the strengths, inequities, and areas for growth revealed by those patterns.

Who is Included in the Data?

- **All resident students:** school-age students who are residents in British Columbia and who meet the definition of a student under the [School Act](#).
- **Indigenous students:** school-age students who self-identify as Indigenous, including First Nations, Métis and Inuit students.
- **Students with disabilities or diverse abilities:** students identified as having a disability of an intellectual, physical, sensory, emotional, or behavioural nature, a learning disability, or exceptional gifts or talents. These students have a Ministry inclusive education designation and an Individual Education Plan (IEP).
- **Children and youth in care (CYIC):** children and youth who are in care under the [Child, Family and Community Service Act](#). They are identified and supported by the Ministry of Children and Family Development (MCFD).

Additional Notes about the Data Provided

As outlined in the [Protection of Personal Information when Reporting on Small Populations](#) guidelines, this report does not display data points for groups of nine students or fewer, or where there is a risk of identifying individual students through the mosaic effect. These data points are referred to as “masked.”

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

As of 2026, the children and youth in care (CYIC) cohort was expanded to include students from three care categories: In Care, Out of Care (Kinship Care), and Youth Services. Previously, only students in the In Care or Youth Services categories were included in provincial data for this cohort. This change provides a more comprehensive view of students who have had agreements with the Ministry of Children and Family Development and will result in more students being included in this category. The category has also been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the [Children and Youth in Care: How Are We Doing?](#) 2024-2025 report. Despite these changes, CYIC data is masked for many measures in this report because of small cohort sizes in VSB.

Masked

This marker indicates that the data is masked according to the policy to protect student privacy.

No Data

This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort for that year.

INTELLECTUAL DEVELOPMENT

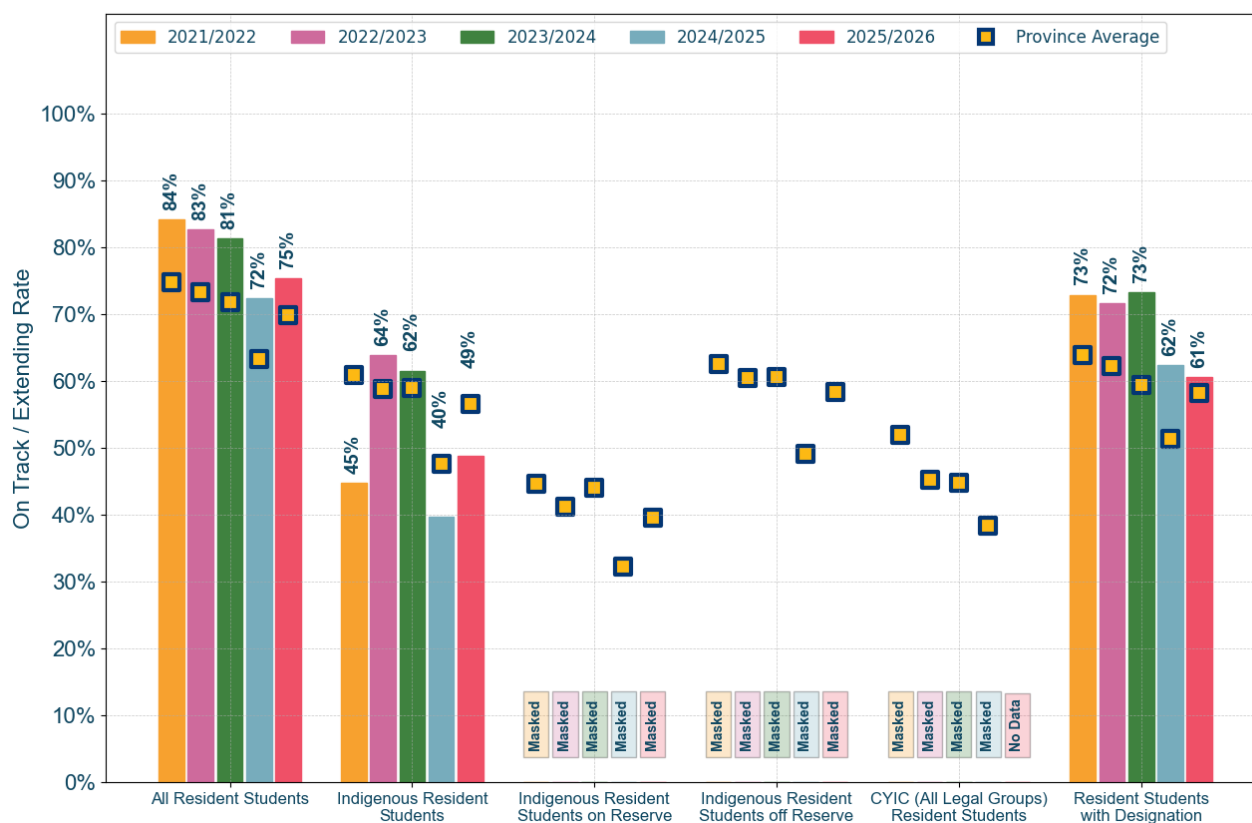
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	3523 47%	3487 51%	3631 60%	3690 65%	3767 71%
Indigenous Resident Students	190 20%	178 26%	173 38%	189 39%	149 55%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	391 25%	351 25%	356 38%	371 38%	427 46%

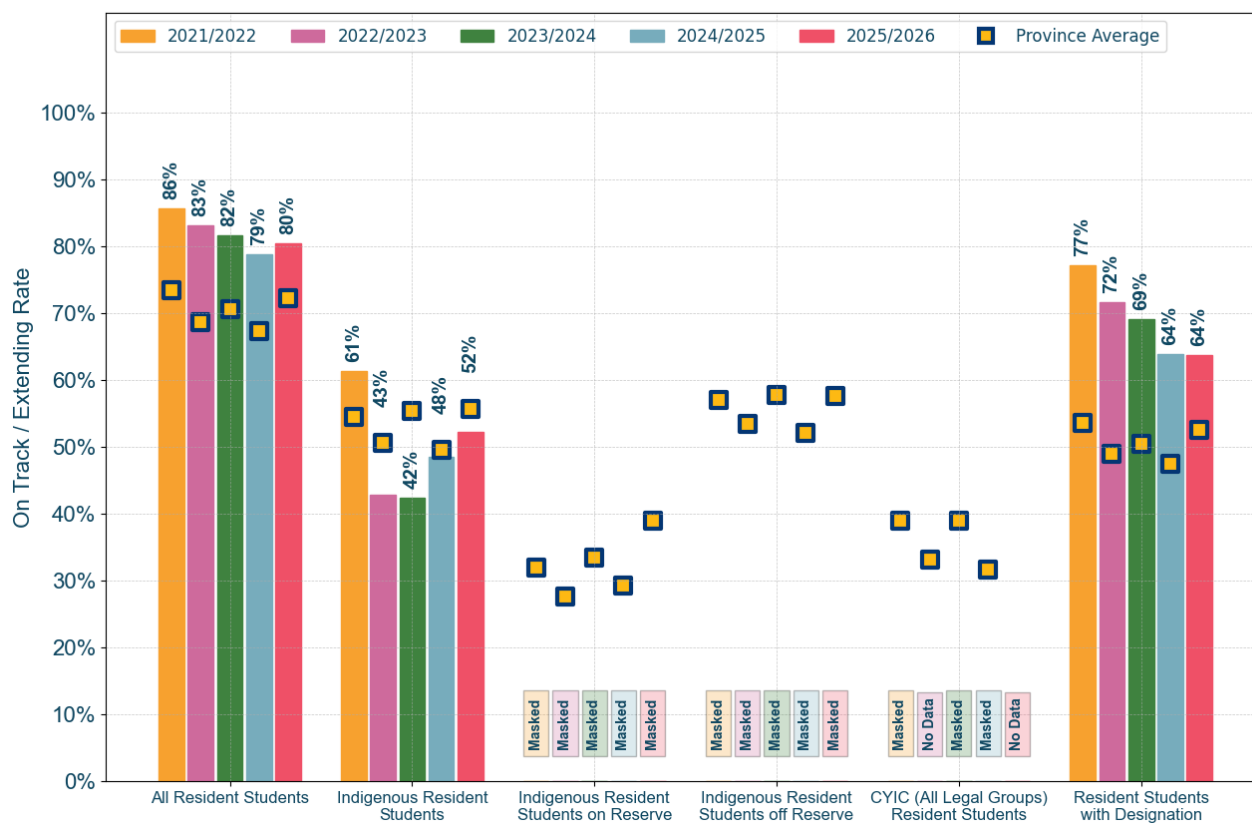
Grade 4 FSA Literacy - On Track / Extending Rate
Vancouver



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	3658 46%	3623 50%	3835 52%	3876 61%	3689 64%
Indigenous Resident Students	181 17%	193 29%	182 32%	180 37%	159 41%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	22 0%	Masked	35 31%	0
Resident Students with Designation	564 27%	519 31%	557 37%	576 45%	570 47%

Grade 7 FSA Literacy - On Track / Extending Rate Vancouver

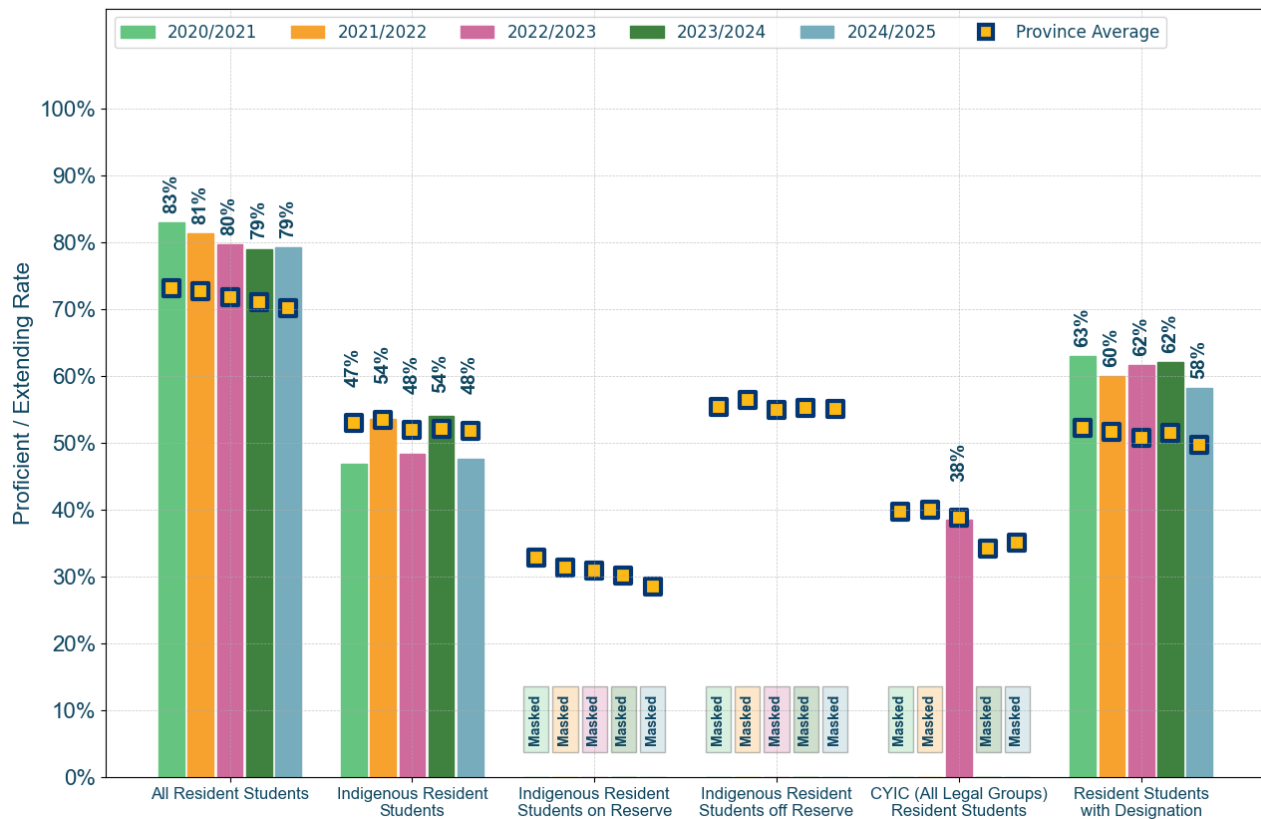


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3900 85%	3820 87%	4030 89%	4127 89%	4151 89%
Indigenous Resident Students	146 43%	163 40%	192 55%	191 52%	165 55%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	36 42%	36 33%	36 33%	38 26%	Masked
Resident Students with Designation	605 68%	565 66%	697 70%	679 71%	637 72%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Vancouver



Analysis and Interpretation

Outcome 1 - Literacy Grades 4, 7 and 10

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals. Literacy is fundamental to all learning and is applied across all curriculum areas. Literacy success is measured through two Ministry of Education and Child Care assessments: the Foundation Skills Assessment (FSA) in grades 4 and 7 and the Graduation Literacy Assessment (GLA) in Grade 10. Proficiency rates capture the percentage of students who are on track or extending in the FSA and proficient or extending in the GLA.

Key Context

- Participation rates are important to consider when interpreting literacy results in grades 4, 7, and 10.
- VSB has historically had a high rate of parent-requested FSA exemptions.
- VSB participation remains below the provincial average of 82% in grades 4 and 7, though it has improved significantly over time.
- As participation increases, proficiency rates may shift because results reflect a broader range of learners.
- Indigenous on-reserve and off-reserve cohorts are small, so disaggregated results are often masked and reported in aggregate.
- Children and youth in care (CYIC) is a small, fluctuating cohort, so literacy data is masked.
- Results may also be influenced by the number of English language learners participating.
- All resident students show the highest participation and the most stable proficiency patterns across grades.

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

- Provincial and local data together provide a fuller picture of literacy progress in grades 4, 7, and 10.
- VSB June report card data and ongoing classroom assessments typically show higher literacy proficiency than the FSA and GLA across grades and student groups, suggesting stronger performance in classroom learning than in provincial assessment contexts.
- For Indigenous students and students with disabilities or diverse abilities, literacy gaps have persisted over the past five years.
- [Early Development Instrument \(EDI\)](#) data adds additional context to Grade 4 literacy results. In Vancouver's most recent report, 9.7% of Kindergarten students were vulnerable in *Language and Cognitive Development* and 19% were vulnerable in *Communication Skills and General Knowledge*, suggesting that literacy outcomes are influenced by factors that emerge well before provincial assessments are administered. This reinforces the importance of early identification and intervention in K-3.

What strengths were identified?

- Participation rates for all resident students in grades 4 and 7 increased by about 20% between 2021/2022 and 2025/2026.
- Participation rates for Indigenous students increased significantly over the past five years, with an average increase of about 30% across grades 4 and 7, although rates remain lower than for all resident students.
- Students with disabilities or diverse abilities also increased participation over the five-year data window, with an average increase of about 20% across grades 4 and 7.
- Grade 10 participation rates for first time writers have remained consistent and stable over the past five years.
- For all resident students, VSB remains above the provincial average for literacy proficiency in grades 4, 7 and 10, despite a gradual decline from 2021/2022 to 2024/2025 that mirrors provincial trends.
- In 2025/2026, grades 4 and 7 proficiency rates increased for all resident students and Indigenous students, which is an encouraging trend.
- In 2025-2026, 75% of all resident Grade 4 students and 80% of all resident Grade 7 students were on-track or extending.
- By Grade 10, approximately 80% of all resident students have typically been proficient or extending over the past five years.
- For students with disabilities or diverse abilities, VSB remains above the province in literacy across grades 4, 7 and 10.

What areas for growth were identified?

- Participation in grades 4 and 7 remains below provincial levels. Targeted efforts to support parent and teacher education about the importance of the FSA should continue to be prioritized.
- For all resident students, literacy proficiency declined from 2021/2022 to 2024/2025 across grades 4, 7 and 10, indicating a need for continued attention to core instruction, intervention, and monitoring.
- For Indigenous students, the largest and most persistent literacy proficiency gaps remain in grades 4 and 7, where results fluctuate more from year to year. Continued targeted outreach, culturally responsive supports, and strong home-school-community connections remain important.
- For students with disabilities or diverse abilities, proficiency has trended downward over the past five years across grade levels, with persistent gaps relative to all resident students. This reinforces the need for differentiated instruction, inclusive supports and targeted intervention.
- For children and youth in care, masked provincial data means the District must continue to rely on local evidence, case management, and coordinated supports to understand literacy needs and respond early.

Analysis and Interpretation Summary

Literacy remains an area of relative strength for VSB and an important foundation for student success across the curriculum. Results for all resident students remain consistently above provincial averages in grades 4, 7 and 10, with Grade 4 and 7 proficiency increasing in 2025-2026 following several years of decline. Increased FSA participation is also strengthening the quality of the data and supporting a clearer understanding of student needs.

At the same time, literacy continues to require sustained attention. Achievement gaps continue to be evident for Indigenous students and students with disabilities or diverse abilities. These patterns reinforce the need to continue strengthening inclusive and culturally responsive classroom instruction, targeted intervention, and consistent monitoring across K-12.

The literacy results point to a strong foundation, while also identifying where continued focus is needed. District efforts, including family information sessions, engagement with the three Host Nations, collaboration with staff and union partners, and the Ministry's [*K-12 Literacy Supports Initiative*](#), are helping to build stronger systems for early identification, intervention, and transition planning. Continued implementation of universal K-3 screening, responsive literacy supports, and clear Grade 7 to 8 transition processes will help more students develop the literacy skills they need for long-term learning and success.

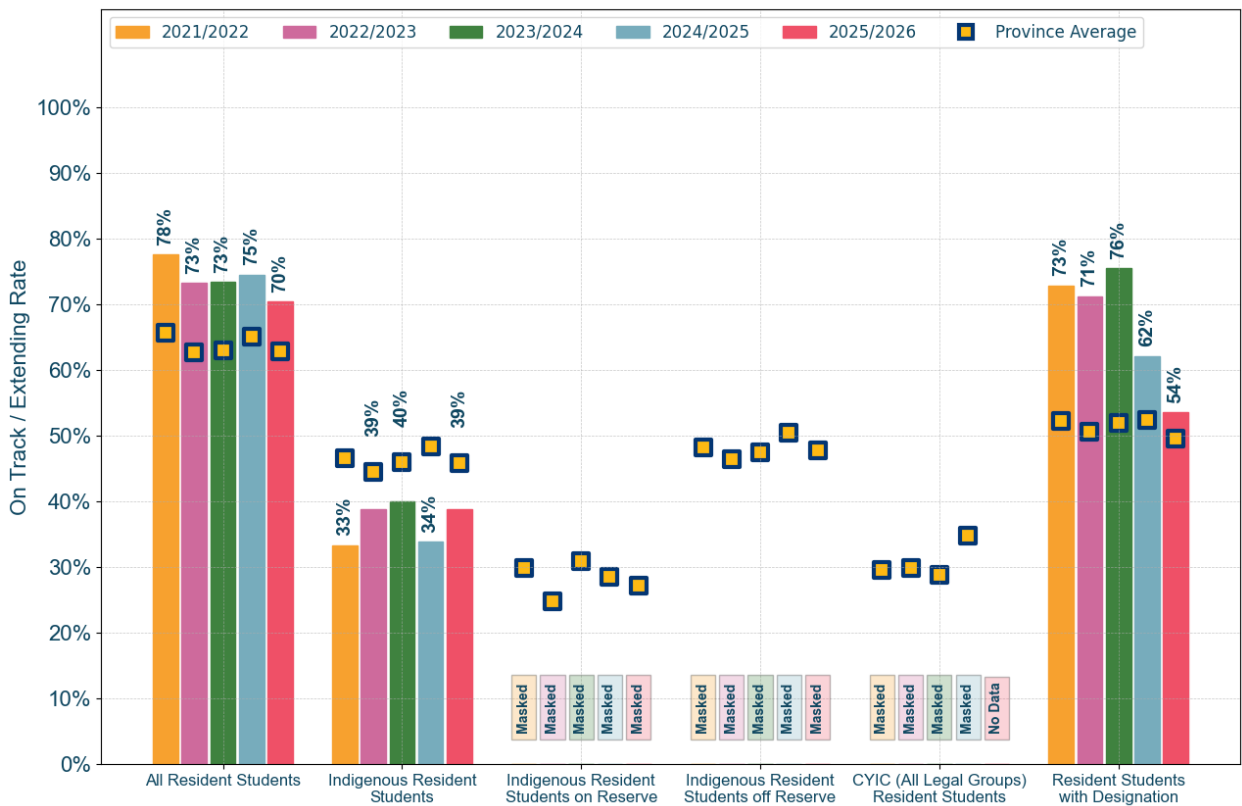
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	3523 48%	3487 51%	3631 60%	3690 64%	3767 70%
Indigenous Resident Students	190 22%	178 28%	173 38%	189 38%	149 57%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	391 25%	351 25%	356 38%	371 38%	427 46%

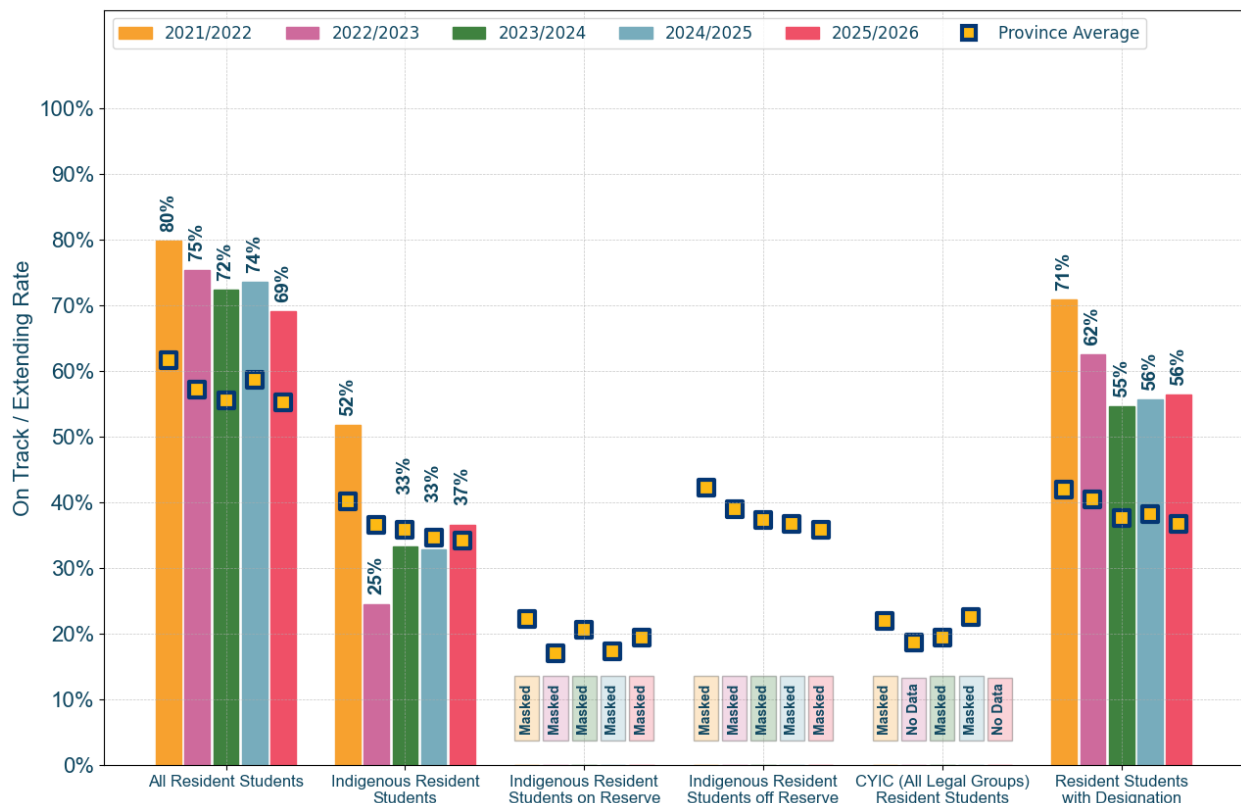
Grade 4 FSA Numeracy - On Track / Extending Rate Vancouver



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	3658 45%	3623 50%	3835 52%	3876 60%	3689 64%
Indigenous Resident Students	181 16%	193 27%	182 31%	180 36%	159 40%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	22 0%	Masked	Masked	0
Resident Students with Designation	564 27%	519 31%	557 37%	576 45%	570 46%

Grade 7 FSA Numeracy - On Track / Extending Rate Vancouver

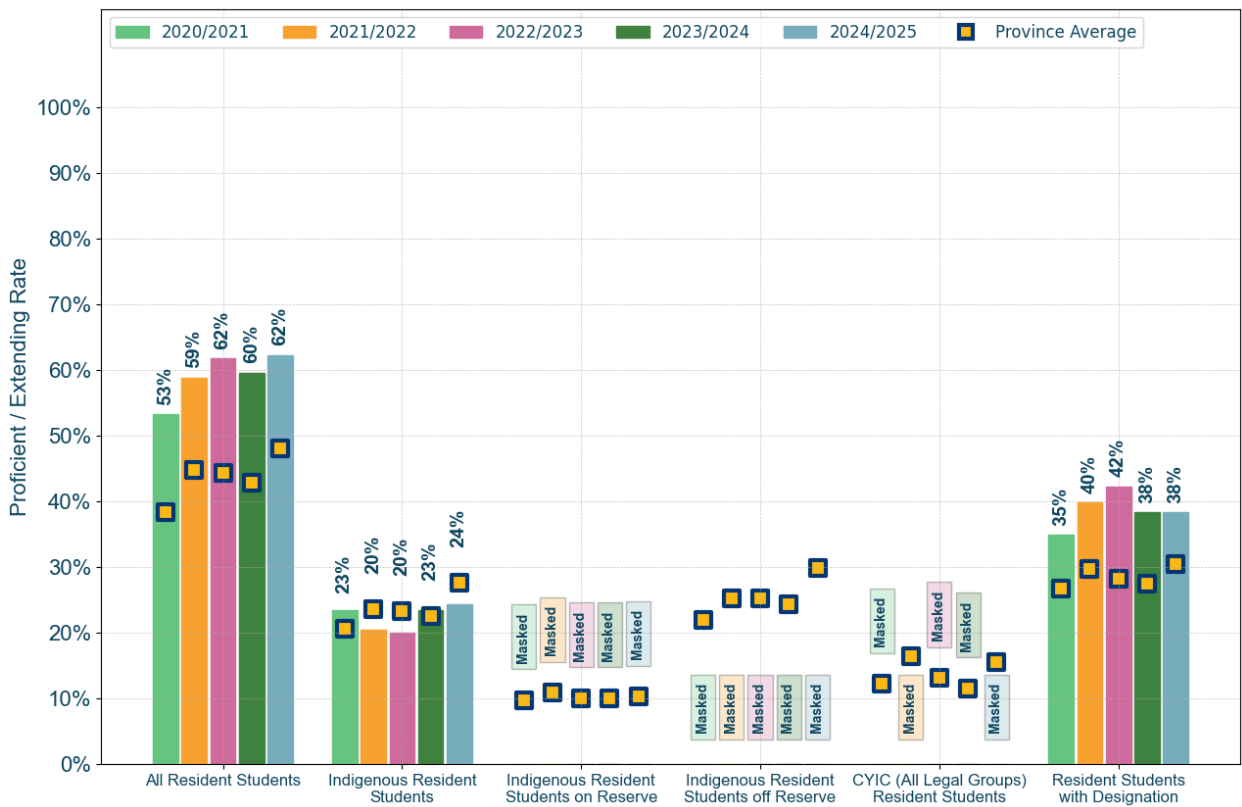


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3852 76%	3807 72%	4019 86%	4125 86%	4148 87%
Indigenous Resident Students	147 38%	164 51%	192 56%	191 53%	165 49%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	34 29%	37 49%	36 39%	37 38%	Masked
Resident Students with Designation	600 63%	564 61%	694 68%	677 68%	637 70%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Vancouver



Analysis and Interpretation

Outcome 2 – Numeracy Grades 4, 7 and 10

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. Numeracy is fundamental to all learning and includes the application of mathematical skills across the curriculum. Numeracy success is measured through two Ministry of Education and Child Care assessments: the Foundation Skills Assessment (FSA) in grades 4 and 7 and the Graduation Numeracy Assessment (GNA) in Grade 10. Proficiency rates capture the percentage of students who are on track or extending in the FSA and proficient or extending in the GNA.

Key Context

- Participation rates are important to consider when interpreting numeracy results in grades 4, 7 and 10.
- VSB has historically had a high rate of parent-requested FSA exemptions.
- Participation for all resident students in VSB remains below the provincial average in grades 4 and 7, though it has improved significantly over time.
- As participation increases, proficiency rates may shift because results reflect a broader range of learners.
- Indigenous on-reserve and off-reserve cohorts are small, so disaggregated results are often masked and reported in aggregate.
- Children and youth in care (CYIC) is a small, fluctuating cohort, so numeracy data is masked.
- Results may also be influenced by the number of English language learners participating.
- All resident students show the highest participation and the most stable proficiency patterns across grades.

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

- Provincial and local data together provide a fuller picture of numeracy progress in grades 4, 7 and 10.
- VSB proficiency rates are generally similar to or slightly above the province for all resident students.
- For Indigenous students and students with disabilities or diverse abilities, numeracy gaps persist across grades.
- Numeracy results for all populations are strongest in Grade 4, decline in Grade 7, and decline further in Grade 10.
- For children and youth in care, provincial data is masked, so local evidence is especially important for understanding needs and monitoring support.
- VSB June report card data shows higher numeracy proficiency than the FSA and GNA across grades and student groups, suggesting stronger performance in classroom learning than in provincial assessment contexts.
- Literacy continues to be stronger than numeracy across all grades and populations.

What strengths were identified?

- District efforts to improve FSA participation in grades 4 and 7 are having an effect. Participation for all resident students increased by about 20% over the past five years, making results more representative over time. Participation among Indigenous students, students with disabilities, and students with diverse abilities also improved significantly.
- For all resident students and students with disabilities or diverse abilities, VSB proficiency remains significantly above the provincial average in grades 4, 7 and 10.
- In 2024/2025, 70% of all resident students in grades 4 and 7 were on track or extending in numeracy.
- Grade 10 proficiency among all resident students is trending upward, increasing from 53% in 2020/2021 to 62% in 2024/2025.
- For students with disabilities or diverse abilities, VSB remains above the province in numeracy across grades 4, 7 and 10, although grades 4 and 7 show a downward trend.

What areas for growth were identified?

- Participation in grades 4 and 7 remains below provincial levels, so results should still be interpreted with caution and targeted efforts to support participation should continue.
- For all resident students, numeracy proficiency has declined in grades 4 and 7, indicating a need for continued attention to core instruction, intervention, and monitoring.
- Numeracy results at all grade levels and in all populations remain well below literacy.
- The largest and most persistent gaps remain for Indigenous students across all grades.
- Five-year trends indicate that Indigenous students are below the province in Grade 4 numeracy proficiency and at or slightly below the province in Grade 7.
- For students with disabilities or diverse abilities, results in grades 4 and 7 are trending downward and a persistent gap remains relative to all resident students across grades, although VSB generally remains above the province. This reinforces the need for differentiated instruction, inclusive supports, and targeted intervention.
- For children and youth in care, masked provincial data means the District must continue to rely on local evidence, case management, and coordinated supports to understand numeracy needs and respond early.

Analysis and Interpretation Summary

Numeracy remains a clear District priority for VSB. Overall results are generally above provincial averages, and Grade 10 proficiency has shown improvement over time. Increased FSA participation in grades 4 and 7 is also strengthening the quality of the data and improving the District's ability to monitor progress and respond to student needs.

At the same time, numeracy proficiency remains consistently lower than literacy across grades and student groups, and results in grades 4 and 7 have declined for all resident students. Persistent gaps for Indigenous students and students with disabilities or diverse abilities point to the need for sustained

attention to core instruction, differentiated classroom supports, targeted intervention, and stronger alignment across grades.

Together, these results highlight both progress and opportunity. Continued work to strengthen instructional coherence from elementary to secondary, identify students earlier, and provide consistent support will help more learners develop the foundational numeracy skills they need for success.

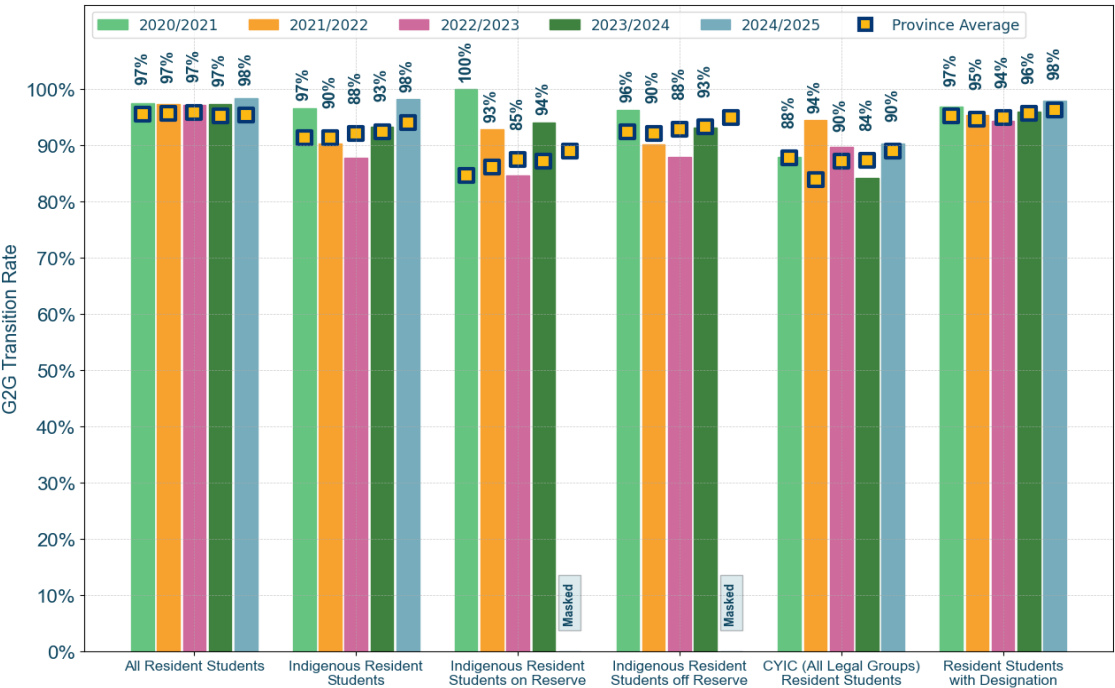
Educational Outcome 2.A: Grade-to-Grade Transitions

Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3942	3847	4066	4173	4187
Indigenous Resident Students	148	166	196	194	166
Indigenous Resident Students on Reserve	12	14	13	17	Masked
Indigenous Resident Students off Reserve	136	152	183	177	Masked
CYIC (All Legal Groups) Resident Students	33	36	39	38	31
Resident Students with Designation	603	568	699	685	640

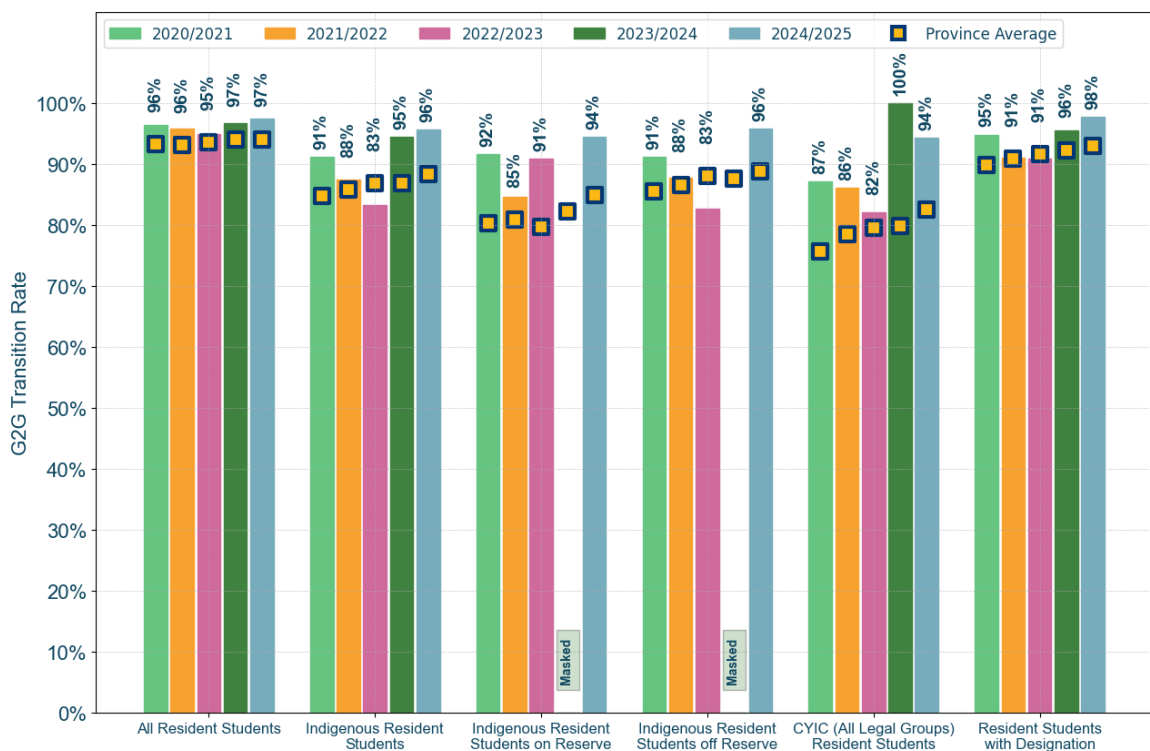
Grade 10 to 11 Transition Rate
Vancouver



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3963	4000	4022	4248	4248
Indigenous Resident Students	193	152	150	182	184
Indigenous Resident Students on Reserve	12	13	11	Masked	18
Indigenous Resident Students off Reserve	181	139	139	Masked	166
CYIC (All Legal Groups) Resident Students	39	36	39	45	35
Resident Students with Designation	566	671	625	753	677

Grade 11 to 12 Transition Rate Vancouver



Analysis and Interpretation

Outcome 2A – Grade-to-Grade Transitions

Grade-to-grade transition data shows the percentage of students who move successfully from one grade to the next each year. These measures provide an important indicator of student success and are closely connected to attendance, engagement, graduation pathways, and coordinated transition supports. Because some students may leave the District, move, or shift into alternate pathways, transition data is best interpreted alongside local knowledge of student mobility, program changes, and support needs.

Key Context

- In VSB, transition rates from grades 10 to 11 and grades 11 to 12 remain high across all student populations with typically over 95% of all students transitioning successfully.
- Children and youth in care is a small cohort, so year-to-year results may fluctuate more.
- Transition data should be interpreted alongside student mobility, attendance, withdrawal patterns, and access to alternate learning pathways.

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

- Comparing provincial and local data shows that VSB transition rates from grades 10 to 11 and grades 11 to 12 remain strong across all student populations and are generally at or above provincial averages.
- Across both transition points, all resident students and students with disabilities or diverse abilities show the strongest and most stable transition patterns.
- For Indigenous students, transition rates remain relatively strong overall, but District review helps explain slightly greater year-to-year fluctuation, especially from grades 11 to 12, by highlighting the importance of attendance, engagement, and coordinated supports in the senior grades.
- For children and youth in care, local evidence is especially important because this small cohort shows lower and more variable transition rates, and individual student movement can influence District results more noticeably.
- Some students who do not transition may be continuing their learning through other pathways outside the regular school system, may have moved out of province or country, or may have disengaged and withdrawn. Individual student stories remain important, as does continued outreach to students who may have disengaged.

What strengths were identified?

- For all resident students, transition rates from grades 10 to 11 and from grades 11 to 12 remain very high and have improved slightly over the past five years. VSB remains generally at or above provincial levels.

- Students with disabilities or diverse abilities also show strong and consistent transition patterns across both transition points, with rates generally at or above provincial levels.
- For Indigenous students, transition rates remain strong, with some fluctuations above and below provincial rates.
- VSB's overall transition pattern suggests that most students are progressing successfully through the secondary years.
- The District's range of pathways, including alternate education, online learning, career programs, and adult education, supports students whose pathways are not linear and helps maintain strong overall transition outcomes.

What areas for growth were identified?

- For Indigenous students and children and youth in care, transition rates are slightly lower and more variable than for all resident students.
- Children and youth in care remain the most variable group, with transition rates that are consistently lower and more sensitive to year-to-year cohort changes.
- Students who do not transition as expected may require earlier outreach, attendance monitoring, and coordinated supports before disengagement becomes more significant.
- The grade 11 to 12 transition appears to be slightly more vulnerable across groups, particularly for Indigenous students and children and youth in care, suggesting a need for continued support in the senior secondary years.
- Flexible pathways remain important, and the District must also continue strengthening relationship-based planning, transition monitoring, and coordinated supports.

Analysis and Interpretation Summary

Transition data shows that most VSB students continue to progress successfully from Grade 10 to 11 and from Grade 11 to 12, with high transition rates across student populations. More variable results for Indigenous students and children and youth in care reinforce the need for continued attention to equity, early outreach, attendance monitoring, and coordinated transition supports. It also remains important to track students who leave the District, disengage from school, or shift to alternate pathways, as some may require more flexible programming, relationship-based planning, mental health supports, or access to online learning, alternate education, career programs, or adult education to meet their graduation goals.

Local review helps distinguish between students who have disengaged from learning and those pursuing alternative pathways. This additional context is important because transition metrics alone cannot fully explain student movement through and beyond the District.

HUMAN AND SOCIAL DEVELOPMENT

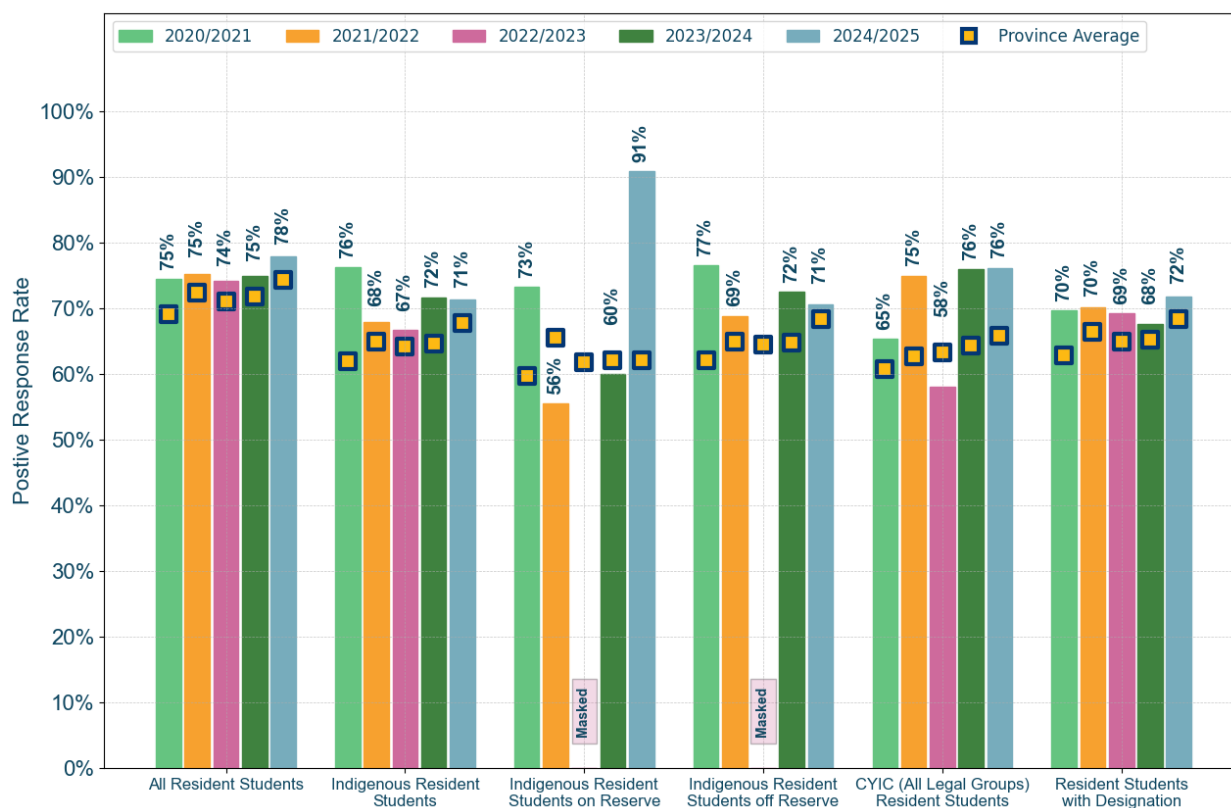
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

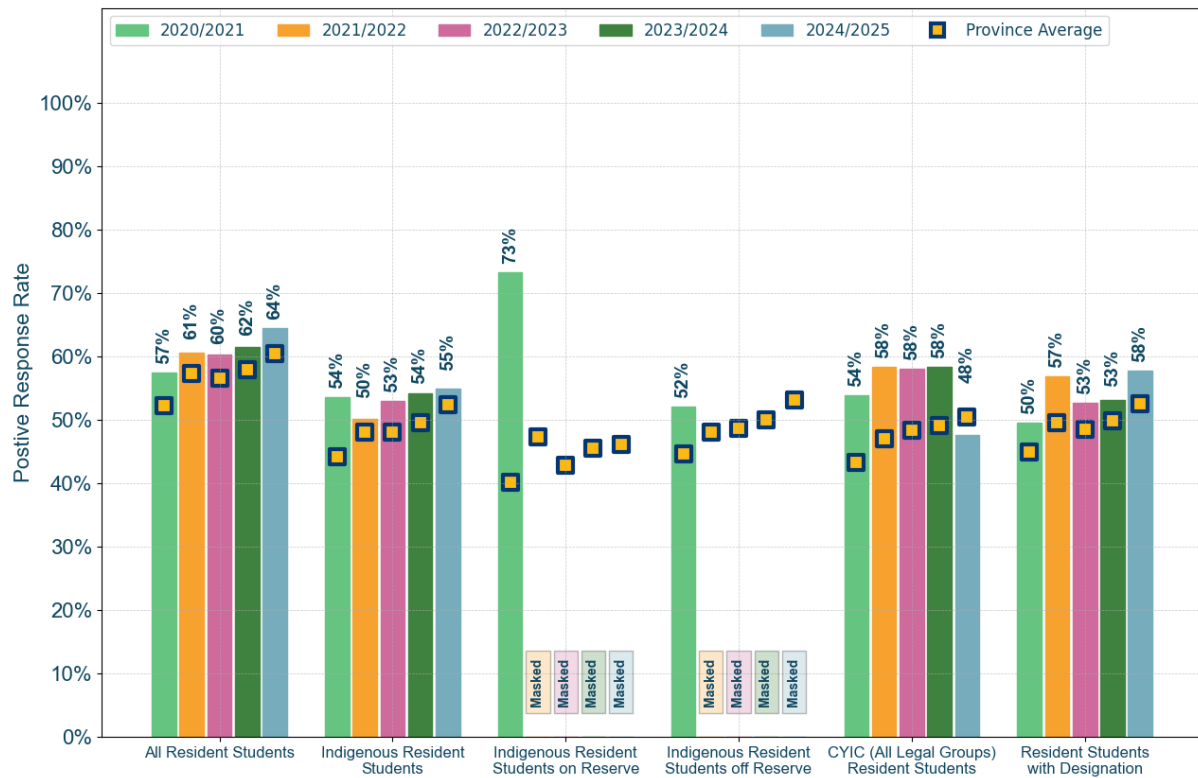
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	11131 61%	10938 71%	11126 72%	11596 79%	11690 81%
Indigenous Resident Students	516 42%	534 51%	563 52%	547 59%	531 62%
Indigenous Resident Students on Reserve	40 40%	36 50%	36 42%	43 49%	25 48%
Indigenous Resident Students off Reserve	476 42%	498 51%	527 52%	504 59%	506 63%
CYIC (All Legal Groups) Resident Students	82 33%	91 40%	84 37%	77 34%	86 52%
Resident Students with Designation	1496 47%	1518 56%	1567 57%	1594 64%	1581 68%

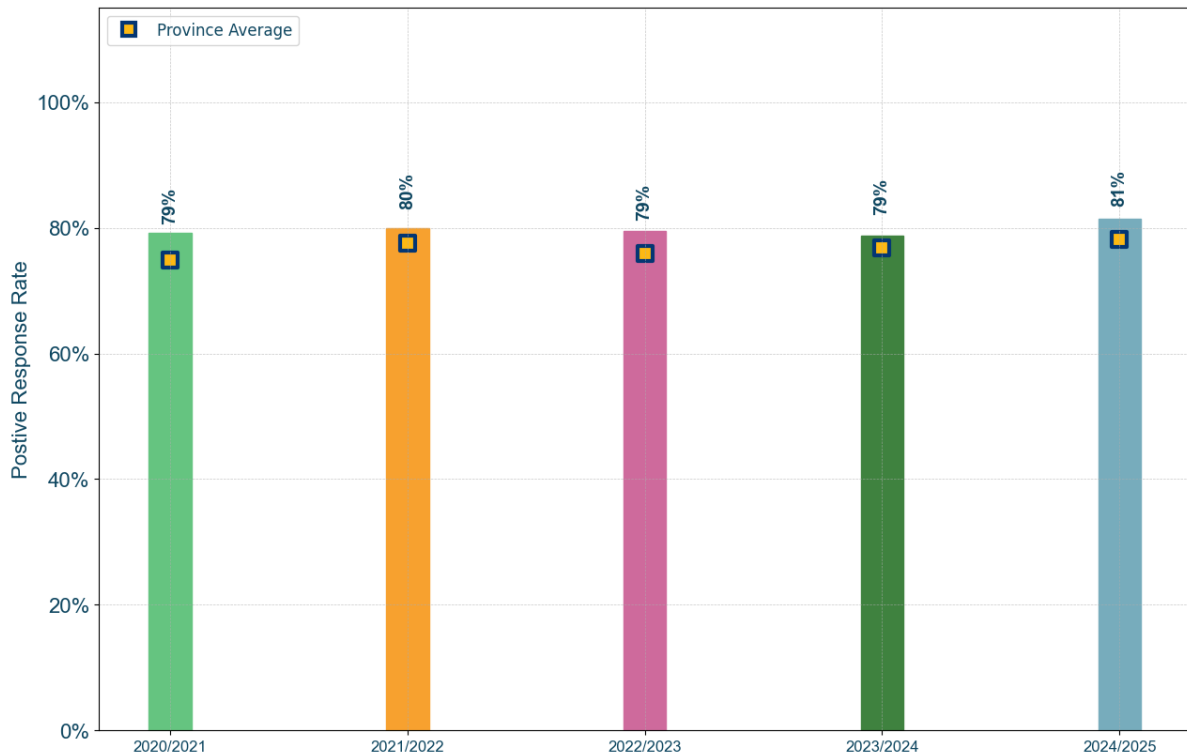
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Vancouver



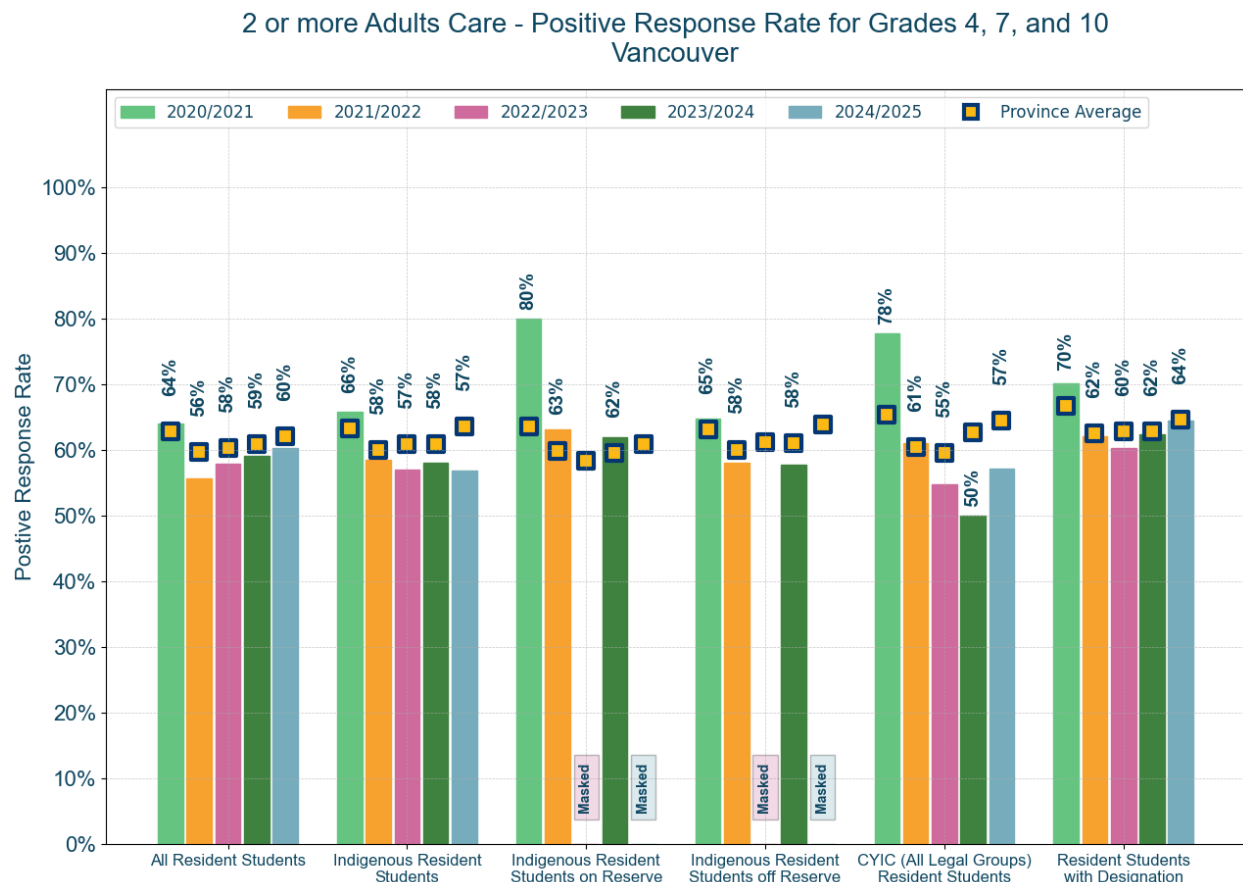
Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Vancouver



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



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



Analysis and Interpretation

Outcome 3 – Feel Welcome, Safe, Have a Sense of Belonging and Adult Connections at School

Human and social development is foundational to student success and well-being. This section reflects student perception data from the Ministry of Education and Child Care’s annual Student Learning Survey (SLS), which captures student experiences related to welcome, belonging, safety, and adult-student relationships. VSB further disaggregates SLS data by grade level (grades 4, 7, 10 and 12) and by priority populations. This local analysis provides a more detailed understanding of student experiences and helps identify patterns and gaps that may be less visible in overall provincial data. Participation rates have increased across most groups, with 81% of all resident students completing the survey.

FESL human and social development data is collected through the following four SLS questions:

- *Is school a place where you feel like you belong? (students reporting often or always)*
- *Do you feel welcome at your school? (students reporting often or always)*
- *Do you feel safe at school? (students reporting often or always)*
- *At school, how many adults care about you? (students reporting 2 or more adults)*

Key Context

- Results are reported for all resident students, Indigenous students, students with disabilities or diverse abilities, and children and youth in care across the four school experience measures.
- ***As per Ministry confidentiality policies, safety is reported only by grade and is not disaggregated by student population.***
- Smaller cohort sizes make results for Indigenous students, children and youth in care, and students with disabilities or diverse abilities more sensitive to year-to-year fluctuation.
- Participation has increased across most groups, improving the representativeness of the survey results.
- Attendance rates may influence feelings of welcome, belonging, safety, and adult connection. In VSB, 35% of all resident students, 48% of students with disabilities or diverse abilities, and 72% of Indigenous students were absent for 10% or more of total instructional time in 2024/2025. This includes all absences, whether excused or unexcused. VSB absence rates are lower than provincial results for all resident students and students with disabilities or diverse abilities, and slightly higher than the province for Indigenous students.

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

- Data indicates that feelings of welcome and safety are stronger across student populations, while belonging and adult connections are lower.
- Grade 4 is strongest for welcome and safety, and Grade 7 is strongest for belonging. Grade 10 is generally the weakest point across measures, with some improvement evident in Grade 12.
- Where children and youth in care data are available, results are lower and more variable, reinforcing the need for close monitoring and coordinated supports.
- [Middle Years Development Instrument \(MDI\)](#) and [BC Adolescent Health Survey \(BC AHS\)](#) data add local context to the SLS results. These data sources confirm that adult connections are a key protective factor, and fewer adult connections may indicate broader concerns about well-being, hopefulness, and school connectedness.

What strengths were identified?

- Participation has increased across different grade levels and student groups, with grades 4 and 7 showing the highest participation rates. In 2024/2025, 81% of all resident students at all grade levels took part in the survey.
- VSB students generally report positive school experiences, and VSB is consistently above the province across the four measures.
- Across all grades and populations, five-year trends show that safety is the clearest District strength, with an average of 80% of students reporting they feel safe at school.
- Feeling welcome is also a consistent strength, with around 75% of students across different grades and backgrounds reporting they feel welcome at school each year.
- Grade 7 is a relative strength for belonging, with improvement over time for all resident students and relatively positive results for Indigenous students and students with disabilities or diverse abilities.

- Grade 12 is stronger than Grade 10 in belonging and adults who care, suggesting that some secondary students experience improved connection and support over time.
- Indigenous students report particularly strong welcome results in several grades, and students with disabilities or diverse abilities are often similar to or above provincial patterns in welcome and belonging.

What areas for growth were identified?

- Although trending upward for most populations, belonging remains less consistent and lower than welcome and safety, especially in the secondary grades.
- Adult connection remains one of the weakest overall measures and the clearest area for growth, particularly in grades 4, 7, and 10, where results are moderate and uneven over time.
- Grade 10 is the weakest and least consistent point across measures, suggesting a need for stronger relationship-based supports and connections as students enter the graduation program.
- Indigenous students show more variable results, especially in belonging and adults who care in the secondary years, reinforcing the importance of culturally grounded, relationship-based approaches that strengthen connection and identity.
- Students with disabilities or diverse abilities also show variability across grades, particularly in belonging and welcome in the secondary years, suggesting a need to continue strengthening inclusive environments and caring adult connections.
- Children and youth in care continue to require close local monitoring and coordinated support because results are small, variable, and often lower where data is available.

Analysis and Interpretation Summary

Human and Social Development data shows that VSB students typically experience school as welcoming and safe, with these measures remaining the strongest across grades and consistently above the province. Belonging and adult connections are weaker and more variable, especially in the secondary years, with Grade 10 emerging as the least consistent point and Grade 12 showing some recovery. These patterns suggest that a positive school climate does not always translate into deeper connection or strong adult relationships, reinforcing the need to strengthen belonging, caring adult connections, and coordinated supports, particularly for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

CAREER DEVELOPMENT

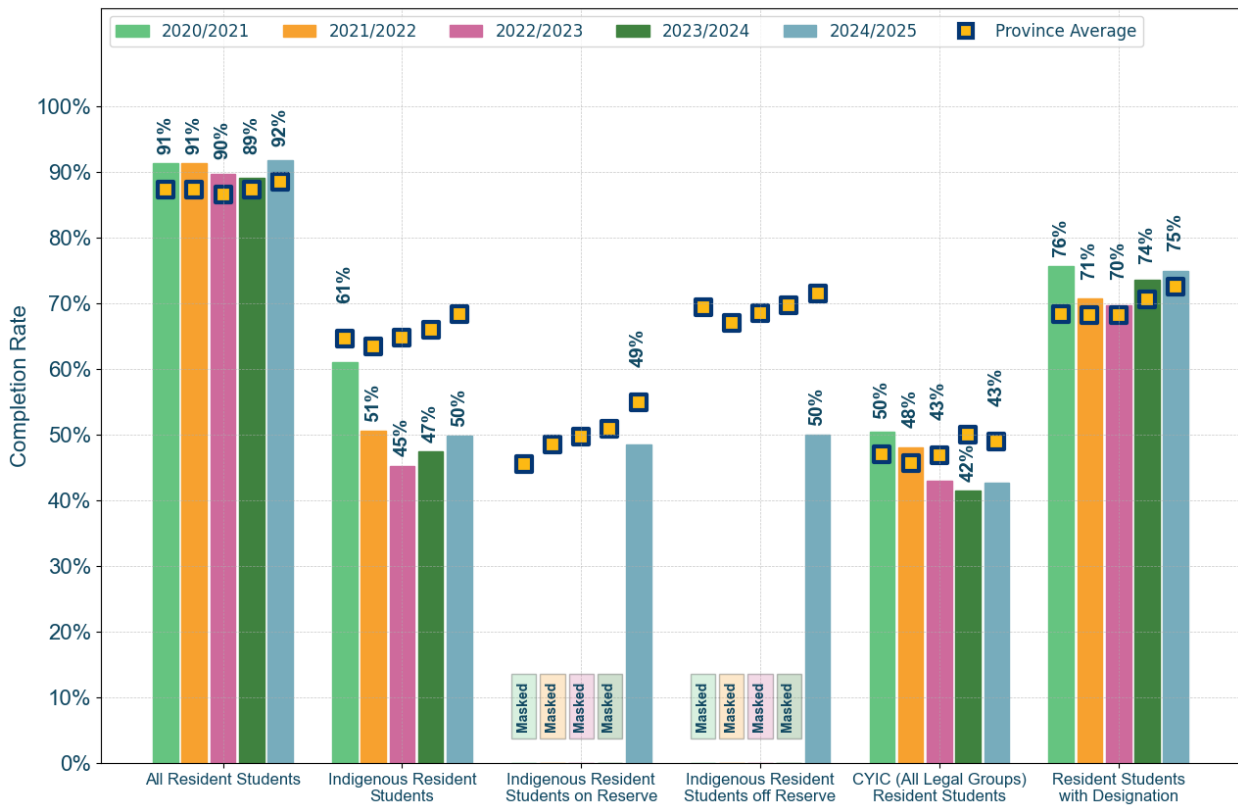
Educational Outcome 4 – Graduation

Measure 4.1: Achieved Dogwood within 5 Years

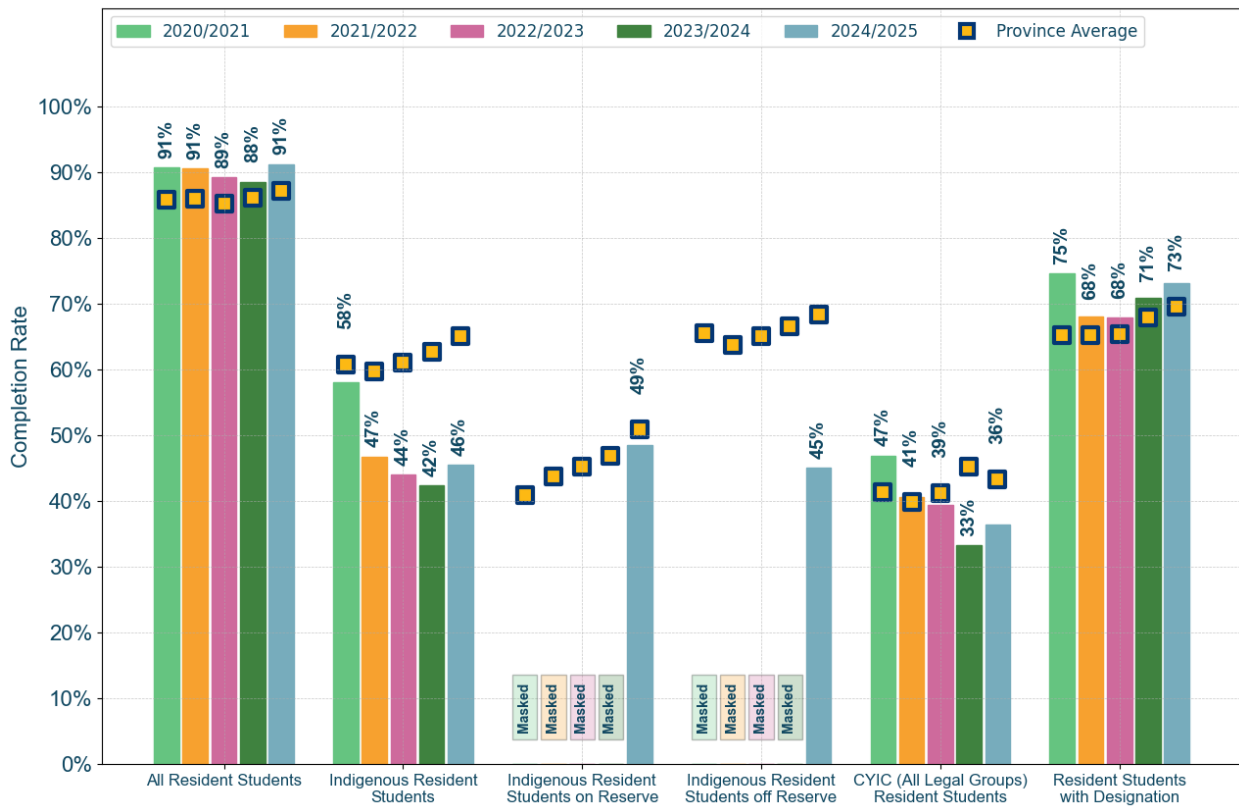
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	4218 461	4193 450	4291 457	4324 450	4585 512
Indigenous Resident Students	184 19	205 21	170 18	179 19	210 23
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	26 3
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	184 20
CYIC (All Legal Groups) Resident Students	127 14	149 16	122 13	121 13	146 17
Resident Students with Designation	736 72	779 76	799 79	784 75	905 91

5-Year Completion Rate - Dogwood + Adult Dogwood
Vancouver



5-Year Completion Rate - Dogwood Vancouver



Analysis and Interpretation

Outcome 4 – Graduation

Graduation data shows that most VSB students complete secondary school successfully, although pathways are not always linear. VSB reviews three completion measures together: five-year Dogwood, five-year Dogwood plus Adult Dogwood, and six-year completion.

Most students graduate with a Dogwood Diploma within five years of starting Grade 8. Some students need more time or opt for different paths to completion, such as online, alternative, adult learning, or through dual credit and career programs. The six-year completion rate offers a wider perspective on student achievement. In 2024/2025, about 94% of students met graduation requirements within six years, compared to 92% within five years.

Besides the Dogwood Diploma, some students (aged 18 and over) complete their studies through the Adult Dogwood pathway. A smaller group of students, often those with an inclusive education designation from the Ministry of Education and Child Care, receive an Evergreen Certificate, which acknowledges achievement in personalized learning goals identified through an Individual Education Plan (IEP). VSB typically has about 60 students each year who finish their K-12 education with an Evergreen Certificate. Evergreen Certificates are not included in Ministry graduation rates

Key Context

- Taken together, five-year Dogwood, five-year Dogwood plus Adult Dogwood, and six-year completion rates provide a fuller picture of graduation.
- The Dogwood-only rate reflects school-age completion, while the Adult Dogwood rate captures a small number of students who complete later through an adult pathway.
- All resident students show the highest and most stable completion rates.
- Indigenous students and students with disabilities or diverse abilities complete at lower rates overall than all resident students, although six-year data shows that additional time supports greater completion.
- Children and youth in care remain the smallest and most variable cohort and continue to complete at lower rates.
- VSB is generally strong relative to the province for all resident students and students with disabilities or diverse abilities, while Indigenous completion rates remain below provincial levels.

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

- Across groups, the six-year rate is consistently higher than both five-year measures, showing that additional time matters.
- The difference between the five-year Dogwood rate and the five-year Dogwood plus Adult Dogwood rate is modest, but it indicates that the adult pathway is an important option for some students.
- Completion rates for students with disabilities or diverse abilities have consistently averaged around 72%, with recent results showing improvement.
- Indigenous students and children and youth in care continue to show the lowest and most concerning completion patterns, with results typically below the province.

What strengths were identified?

- Completion results in VSB remain strong for all resident students, at 92% for five-year and 94% for six-year.
- Completion rates for Indigenous students remain below those of all resident students and the provincial average, but recent results show improvement, rising from 47% in 2023/2024 to 50% in 2024/2025.
- Students with disabilities or diverse abilities show a positive graduation pattern, with results trending upward over the past four years. In 2024/2025, 75% graduated with a Dogwood or Adult Dogwood.
- The six-year completion rate across groups shows that many students who do not finish within five years still graduate successfully, reinforcing the value of additional time and flexible pathways.
- The adult pathway supports a smaller number of students and adds flexibility to the system, even though it contributes less than the additional year reflected in the six-year rate.

- VSB's range of pathways, including alternate programs, online learning, adult education, and career programs, provide flexible options for students whose graduation pathways are not linear and helps maintain strong overall completion outcomes.

What areas for growth were identified?

- The most significant concern remains the persistent completion gap for Indigenous students. Five-year completion has declined in recent years, VSB remains below the province, and although six-year completion is higher, the gap remains significant.
- Children and youth in care continue to show the lowest and most variable completion patterns. Five-year completion declined from 2020/2021 to 2024/2025, and while six-year completion is higher, results remain well below those of other student populations.
- Students with disabilities or diverse abilities also show a difference between five-year and six-year completion, indicating that some learners require additional time and continued support to graduate successfully.
- These patterns reinforce the need for culturally responsive supports, relationship-based planning, and coordinated graduation monitoring beginning in elementary school and continuing through secondary school so that students at risk of non-completion are identified and supported before gaps widen.

Analysis and Interpretation Summary

Graduation data shows that most VSB students complete secondary school successfully within five years; however, completion is not equally strong across all populations. Although Indigenous graduation rates increased in 2024/2025, improving outcomes for Indigenous students remains a key District priority. Reducing persistent graduation gaps between all resident students and Indigenous students, students with disabilities or diverse abilities, and children and youth in care is essential to advancing equity and supporting success for all learners.

Improving outcomes for priority populations is a collective responsibility across K-12 staff, District teams, families, and community partners. A range of graduation pathways, including online, career, adult, and alternate programs, along with additional time and the Adult Dogwood option, supports completion for a variety of students. Early identification of students at risk of not graduating, including attendance and credit monitoring, culturally responsive and relationship-based supports, and coordinated graduation planning across K-12, remains essential to keeping students on track.

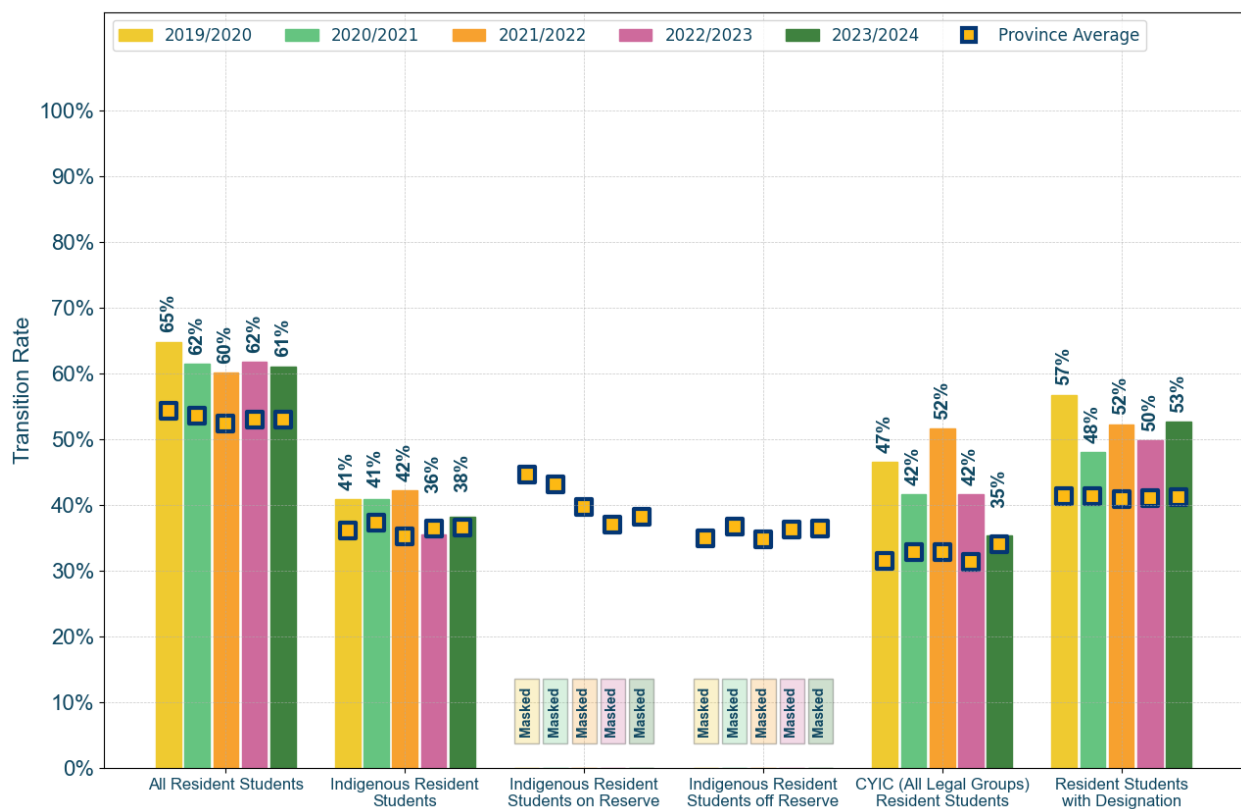
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3503	3504	3460	3544	3568
Indigenous Resident Students	93	105	90	76	76
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	58	60	60	48	48
Resident Students with Designation	407	433	417	460	463

Immediate Transition to Post-Secondary Vancouver



Within 3 Years Transition to Post-Secondary Vancouver



Analysis and Interpretation

Outcome 5 – Life and Career Core Competencies

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

Key Context

- The Ministry reports two PSI transition measures: immediate transition in the September after graduation, and transition within three years.
- Both measures only capture transitions to public post-secondary institutions in British Columbia.
- The data does not include students attending private institutions or institutions outside British Columbia.
- The three-year measure uses a rolling window, so the most recent cohorts are not always directly comparable. The most recent three-year data is reported as the one-year rate.

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

- Comparing provincial PSI transition measures with local District knowledge provides a fuller picture of life and career pathways after graduation.
- The difference between immediate transition and transition within three years shows that many graduates enter post-secondary, but not always immediately after graduation. Some students take additional time for work, travel, upgrading, or personal reasons.
- Provincial data under-represents the full range of VSB graduate pathways because it includes only transitions to public post-secondary institutions in B.C. Many VSB students pursue post-secondary experiences out of province.
- For children and youth in care, understanding individual student circumstances is particularly important, as the small cohort sizes make it difficult to analyze and interpret patterns and trends.

What strengths were identified?

- Post-secondary transitions within three years remain a District strength, with VSB above the province in both immediate and three-year transitions for all student populations.
- Transition rates for students with disabilities or diverse abilities compare favourably to the province, showing the value of ongoing transition support.
- The increase from immediate transition to three-year transition suggests that many students continue to access meaningful post-secondary pathways after taking additional time.

What areas for growth were identified?

- Persistent disparities remain for priority populations, particularly Indigenous students and children and youth in care, whose transition rates remain below those of all resident students.
- Lower immediate transition rates for some groups suggest that more targeted supports are needed in secondary school to strengthen post-secondary planning and access.
- A broader, more inclusive understanding of post-secondary and career success is needed, as provincial data does not capture all pathways.
- Continued focus is needed on equity-driven transition planning, community partnerships, and expanded exposure to post-secondary and career opportunities.

Analysis and Interpretation Summary

Post-secondary transition data shows that VSB graduates enter B.C. public post-secondary institutions at rates above the provincial average, both immediately after graduation and within three years. The difference between the two measures indicates that some students benefit from additional time before enrolling in a PSI. At the same time, persistent gaps for priority populations reinforce the need for continued equity-focused transition planning, stronger community partnerships, and broader recognition of the full range of post-secondary and career pathways pursued by graduates.



PART 2

Respond to Results: Reflect and Adjust Chart

FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORT

PART 2: RESPOND TO RESULTS – REFLECT AND ADJUST CHART

Part 2 of this report shows how VSB is responding to the data analysis and interpretation presented in Part 1. The *Reflect and Adjust Chart* organizes key 2025-2026 initiatives by *Education Plan* goal and objective, identifies the gap or problem of practice each initiative addresses, summarizes the strategy and evidence of impact, and outlines adjustments for 2026-2027.

Across schools, programs, and departments, the work remains focused on literacy and numeracy proficiency, quality instruction and assessment, well-being and connection, and equitable outcomes for priority learners.

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.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
What gap or problem of practice identified in the data and evidence review does this strategy address?	What targeted actions are being taken, and why was this strategy chosen?	Which cohort of learners does this strategy target?	How effectively has this strategy addressed the identified gap and improved student learning?	Based on impact, how will the District move forward with this strategy?
Gap or Problem of Practice: Although VSB's five-year completion rate remains high at approximately 92%, some students do not complete within five or six years, indicating a need for responsive, personalized, and flexible pathways.	Action: Provide varied and flexible graduation and career pathways. Rationale: Flexible pathways support student interests, circumstances, and identity while creating additional routes to graduation.	All learners	Impact: Enrolment data shows ongoing demand for flexible and personalized pathways. In 2025-2026, approximately 2,800 students enrolled in adult education, more than 6,000 students enrolled in online learning courses, 10,000 students participated in summer learning and about 350 students attended alternate programs. Together with career programs, these options helped students stay engaged and complete graduation requirements within five or six years.	Continue

Gap or Problem of Practice: Student Learning Survey (SLS) data and student conversations indicate that many students, particularly priority learners, do not experience meaningful inclusion in decision-making and may feel unheard in school-based processes.	Action: Create a <i>Student Agency Framework K-12</i> . Rationale: Consistent structures for authentic student agency across schools can strengthen engagement and help students influence decisions that affect their learning and school experience.	All learners	Impact: In 2025-2026, staff worked with a diverse group of 10 elementary and 25 secondary students to explore student voice and agency. Student feedback showed a desire for more authentic opportunities to influence decisions and directly informed the continued development of the <i>K-12 Student Agency Framework</i> , planned for completion in 2026-2027.	Continue
Gap or Problem of Practice: Persistent graduation gaps remain between all resident students and priority populations, and some students do not experience success in mainstream school environments.	Action: Provide robust alternate programs. Rationale: Some students disengage from traditional school structures because of complex social-emotional, mental health, or life circumstances.	Students with disabilities or diverse abilities Indigenous learners Children and youth in care	Impact: Vancouver Alternate Secondary School supports approximately 350 students each year through flexible programming. Graduation data for students attending VASS indicates that alternate pathways are improving outcomes for Indigenous learners and students with disabilities or diverse abilities.	Continue
Gap or Problem of Practice: Indigenous students report lower feelings of safety, welcome, belonging, and adult connection than all resident students on the Student Learning Survey (SLS), indicating a need for culturally grounded opportunities that strengthen connection, voice, and identity.	Action: Create an Indigenous Youth Leadership Cohort Rationale: Indigenous youth are underrepresented in student councils and other student leadership opportunities. Leadership opportunities empower Indigenous students, create space for their perspectives, foster confidence and pride, and strengthen school connection.	Indigenous learners	Impact: Participation in year 2 of the Indigenous Youth Leadership Cohort increased from 22 secondary students in 2024-2025 to 35 in 2025-2026. Monthly gatherings focused on drum making, post-secondary transitions, and cultural events. Qualitative feedback indicates that culturally grounded leadership experiences are strengthening confidence, belonging, and connection to school and community.	Continue and expand

Objective 1.2: Improving student environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Student Learning Survey, Middle Years Development Instrument, and BC Adolescent Health Survey data identify persistent needs related to school connectedness, mental and physical health education, and safety.	Action: Support student well-being by enhancing and leveraging community partnerships*. Rationale: Improved student well-being supports regular attendance and academic success. *Vancouver Coastal Health (VCH), Ministry of Children and Family Development (MCFD), Vancouver Aboriginal Child and Family Services Society (VACFSS), Child and Youth Mental Health and Substance Use (CYMHSU), Watari STAR Program, PLEA Community Services, and VCH Vapour Reduction Program	All learners	Impact: 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. Conversations about healthy relationships, peer pressure, substances, vapour/nicotine, online personal safety, sextortion, and exploitation support harm reduction and help students make informed decisions about their health and well-being. Student feedback on these partnerships and learning opportunities has been positive.	Continue
Gap or Problem of Practice: Consistent implementation of inclusive teaching practices can improve outcomes for students with disabilities or diverse abilities. Staff require ongoing training to best meet the needs of these learners.	Action: Provide specialized professional development for school staff focused on inclusive practices and the use of anti-ableist language and approaches. Rationale: Students with disabilities or diverse abilities benefit from inclusive environments supported by staff who understand and apply inclusive practices.	Students with disabilities or diverse abilities	Impact: Learning services provided mandatory training for resource teachers in September as well as optional sessions offered throughout the year. Over 600 staff attended an inclusion-focused professional development day focused on <i>Disability Justice</i> , led by Dr. Carly Christensen . In collaboration with the employee services department, 52 supervision aides were supported to attend professional development outside regular work hours, strengthening their capacity to support all students, including those with disabilities or diverse abilities.	Continue

Gap or Problem of Practice: VSB continues to strengthen District structures, shared language, and practices that support inclusion. This ongoing work is focused on building greater consistency in how inclusive practices are understood and applied across the system.	Action: Continue implementing the Inclusive Education Advisory Committee (IEAC). Rationale: Inherent rights holders, stakeholders, and District staff need to continue working together to build a shared understanding of inclusion. This includes strengthening common language and supporting classroom use of universal design for learning to improve outcomes for students with disabilities or diverse abilities.	Students with disabilities or diverse abilities	Impact: The IEAC meets three times annually, bringing together VSB staff, families, external agencies, and partner organizations to collaborate on supports for students with disabilities or diverse abilities. This longstanding collaboration has built strong relationships, supported positive outcomes for students, and strengthened staff and parent understanding of inclusive practices.	Continue
Gap or Problem of Practice: Students with disabilities or diverse abilities benefit from coordinated, wrap-around support. FESL data continues to highlight persistent gaps in literacy and numeracy, feelings of welcome, belonging, safety and connection, and graduation rates for students with inclusive education designations.	Action: Support meaningful inclusion for students by enhancing and leveraging community partnerships*. Rationale: Ongoing collaboration among home, school, and community health and wellness professionals supports meaningful inclusion for all learners. *Vancouver Coastal Health (VCH), Child and Youth with Support Needs (CYSN), Child and Youth Mental Health (CYMH)	Students with disabilities or diverse abilities Students attending alternate programs	Impact: In 2025-2026, these partnerships helped students with complex learning profiles attend and engage in school in increasingly inclusive ways. The integrated case management (ICM) process, which may include District staff, families³ and community partners, uses proactive problem-solving to support students with complex needs at school and at home. The ICM process was utilized throughout the school year to support many students with personalized and flexible approaches to meet their learning needs, guided by expertise from the family, the school and community agencies.	Continue

Gap or Problem of Practice: VSB's Student Learning Survey (SLS) data and Middle Years Development Instrument (MDI) data over the last several years indicate that students need support with physical and mental health and social and emotional well-being. Social-emotional learning (SEL) and mental health literacy are key components identified in the Ministry of Education and Child Care's Mental Health in Schools Strategy.	Action: Provide targeted professional development and easy-to-use resources to support social and emotional learning (SEL) and mental health literacy. Rationale: Building staff capacity in SEL, mental health literacy, and healthy relationships supports students' self-regulation, positive interactions, and understanding of emotions and behaviour.	All learners	Impact: Professional development for administrators, teachers and support staff continues to be a priority. From 2024/2025 to 2025/2026, participation increased from 325 to 455 staff in facilitated sessions and from 300 to 350 staff in self-paced workshops. Training and school-based supports expanded from 700 staff and 17,500 students to 900 staff and 22,500 students. The <i>Here 4 Peers</i> program trained secondary students to provide wellness presentations for elementary students. Participation increased from 60 to 75 Grade 11 and 12 students, who delivered presentations to more than 1,000 Grade 6/7 students. The SEL/Mental Health District SharePoint site provides 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
Gap or Problem of Practice: Indigenous students report lower feelings of safety, welcome, belonging, and adult connections on the SLS than other student groups. Five-year data also shows higher absenteeism rates for Indigenous learners than for all resident students.	Action: Foster and strengthen connections between home and school for Indigenous students and their families. Rationale: Stronger connections can build trusting relationships, remove barriers, and support students to attend regularly and engage in school.	Indigenous learners	Impact: Indigenous Education staff strengthened relationships with students, families, and community through coffee mornings, feast nights, daily welcoming practices, cultural and land-based learning, and informal drop-in spaces. Classroom visits, student check-ins, staff collaboration, and participation in school celebrations further fostered trust, connection, and belonging. These efforts strengthened student engagement and supported regular attendance.	Continue

Objective 1.3: Increasing literacy and numeracy and deep critical and creative thinking.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Literacy rates have declined over the last five years. In 2025-2026, FSA results in grades 4 and 7 showed some improvement, but Grade 10 GLA results remained flat for all resident students and declined slightly for Indigenous learners and students with disabilities or diverse abilities. Persistent literacy gaps remain for priority populations.	Action: Support all students to be proficient or extending in literacy. Rationale: Literacy is foundational to achievement across all curricular areas and is a strong predictor of timely graduation. The Ministry of Education and Child Care has identified literacy as an area of growth for the entire province and has introduced the K-12 Literacy Supports Initiative.	All learners Indigenous learners Students with disabilities or diverse abilities Children and youth in care	Impact: The VSB K-7 Responsive Literacy Framework continued to guide and align classroom instruction, assessment, and intervention. The draft <i>VSB 8-12 Responsive Literacy Framework</i> was completed and will be piloted and launched in 2026-2027. Literacy residencies with literacy experts expanded in elementary schools and were piloted in two secondary schools to strengthen classroom practice. In 2025-2026, all Kindergarten teachers were trained in literacy screening tools, and more than 3,000 Kindergarten students, or 95%, were screened at least twice. Term 1 data showed stronger phonemic segmentation fluency than letter naming fluency. By spring, as benchmarks increased, more Kindergarten students were identified as needing additional support in phonemic segmentation fluency. This information will guide literacy instruction in 2026-2027. More than 500 staff attended District “Literacy Days” to review screening data and plan interventions for students identified as at risk. All 87 elementary schools received literacy resources (Heggerty and UFLI), enhanced literacy kits, and professional learning to support explicit instruction and intervention. Fidelity and consistency of implementation in grades K-3 will be a focus in 2026-2027.	Continue to Implement the Ministry of Education and Child Care’s <i>K-12 Literacy Supports Initiative</i>. Participate in the pilot of the Ministry K-3 screening tool to support field testing and bench marking of data.

			All grade 1-3 teachers were trained in spring 2026 to prepare for full K-3 screening implementation in 2026-2027. For summer 2026, the redesigned VSB <i>Rec and Read</i> program provided targeted interventions for 192 students in grades 1-3 who were identified as needing additional literacy support. A new Indigenous-focused summer program called <i>Cultural Literacy</i> was piloted in partnership with the Musqueam Nation. It provided 14 K-3 Indigenous students targeted literacy support in a culturally responsive setting that included Indigenous staff, Indigenous student volunteers, and incorporated cultural activities and teachings.	
Gap or Problem of Practice: Students with disabilities or diverse abilities continue to have persistent gaps in literacy achievement, specifically those who are non-verbal or who have limited language. Literacy screening was challenging to administer for some Kindergarten students with developmental disabilities.	Action: Provide targeted literacy and communication support. Rationale: Students using Augmentative and Alternative Communication devices (AAC) require individualized programming and training in the use of tools to support literacy development and assessment.	Students with disabilities or diverse abilities	Impact: Piloted in 2024-2025 and continued in 2025-2026, this work supported 25 students each year. Evidence showed significant gains in AAC use and stronger literacy assessment results. Continued monitoring throughout the 2025-2026 year indicated that students sustained progress and continued to strengthen their AAC skills. They were able to use AAC more independently to support communication and learning. In alignment with the <i>K-12 Literacy Supports Initiative</i>, VSB developed a literacy screener for students with developmental disabilities. The screener was piloted in 2025-2026 with full roll-out to all schools planned for the 2026-2027.	Continue and expand

Gap or Problem of Practice: Literacy results for Indigenous learners continue to indicate achievement gaps.	Action: Provide culturally responsive small-group instruction for students identified as at risk for literacy skills. Engage the services of Chapter One to provide high impact daily tutoring for identified K-7 students to support foundational literacy skills. Rationale: Integrating structured literacy and culturally responsive practice can better support Indigenous learners. Targeted literacy learning through one-on-one personalized tutoring and followed up with daily practice using an online application can create stronger literacy skills.	Indigenous learners	Impact: Over the last several years, more than 100 K-7 students in an elementary school with a high Indigenous student population received daily, culturally responsive, small-group literacy instruction from classroom teachers, resource teachers, and an Indigenous education enhancement teacher. Assessment data showed significant year-to-year gains in reading proficiency, with more than 75% of participating students proficient or extending in reading by Grade 7. In 2025-2026, the second year of the <i>Chapter One</i> tutoring initiative, 54 Indigenous learners at several elementary schools received support. Achievement data showed average increases of 3.3 levels in phonics skills mastery and 6.2 levels in oral reading fluency. Ninety-nine per cent of students advanced by at least one reading level, 36 students are continuing with tutoring and 18 students reached grade-level reading targets.	Continue and expand
Gap or Problem of Practice: FSA numeracy results in grades 4 and 7 and GNA results in Grade 10 show numeracy scores trending downward over the last five years. Gaps in numeracy proficiency are evident for priority populations. Numeracy results for all students in all grades and in all	Action: Develop a K-12 numeracy framework and provide associated professional development. Rationale: A numeracy framework aligned with the <i>VSB Responsive Literacy Framework</i> will support consistent K-12 numeracy instruction and assessment and improve student outcomes.	All learners Students with disabilities or diverse abilities Indigenous learners Children and youth in care	Impact: The <i>VSB Numeracy Framework</i> is in the final stages of development and has been shaped through collaboration with District teams and teachers. Implementation of MathUp Classroom licenses and math fluency kits continued to expand. Additional French <i>MathUp</i> licenses were purchased, and two secondary schools began implementation. Marian Small's Numeracy Readiness Checks will be piloted in approximately 50 elementary schools in 2026-2027. These assessments function as	Continue

populations are lower than literacy results.			numeracy screeners and can guide classroom and resource teacher support. <i>MathUp Leadership</i> licenses are planned for 11 sites to support school improvement in numeracy. Numeracy kits were created for 22 elementary schools identified as needing further intervention support for instruction and assessment.	
Gap or Problem of Practice: FSA participation in grades 4 and 7 has increased over the last five years across student populations but remains below provincial levels. VSB has historically had many parent-requested exemptions from FSA participation.	Action: Improve Foundation Skills Assessment (FSA) participation. Rationale: Increased participation provides more robust data and a clearer understanding of which students may need additional support or targeted intervention.	All learners Students with disabilities or diverse abilities Indigenous learners Children and youth in care	Impact: FSA participation increased in 2025–2026, with 71% of all Grade 4 students and 64% of all Grade 7 students participating. This represents an increase of about 20% in both grades over the past five years. Contributing factors included: • Communication to families from the superintendent and the three Host Nations. • Inclusive adaptations for students with disabilities or diverse abilities. • Virtual parent information night (attended by over 400 participants). • VSB podcast and staff slide decks created and shared to support a better understanding of the FSA. • Effective and standardized school-based communication to parents and staff. VSB continued using teacher markers for the FSA in 2025-2026, the second year of reinstating this practice since 2019. More than 90 teachers and administrators participated in this professional learning, strengthening understanding of the assessment’s purpose and the value of strong FSA participation.	Continue

Gap or Problem of Practice: Ministry of Education K-12 Reporting Policy and Guidelines and parent and staff feedback indicate that there is a need for clearer, more comprehensive communication about student learning and more inclusive, responsive assessment practices.	Action: Strengthen assessment practices and communication with families about student progress. Rationale: When parents understand their child’s progress, they can work more effectively with the school to support stronger outcomes.	All learners	Impact: In 2025-2026, VSB moved from piloting SpacesEDU to implementation across elementary schools for reporting. A phased rollout onboarded 51 schools in 2025-2026, with full implementation for all schools planned for Fall 2026. Professional learning was also provided on the effective use of <i>SpacesEDU</i> portfolios as a way to provide ongoing evidence of student progress and support student self-assessment. Secondary teachers deepened assessment practice through monthly work with District staff and targeted sessions for early career teachers.	Continue
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Objective 1.4: Ensuring that students develop and can implement a plan for successful transition upon the completion of secondary school.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Students need strong transition supports as they enter school, move from elementary to secondary, and prepare for life beyond K-12. Times of transition can be challenging for some students and families.	Action: Strengthen transition planning for all learners. Rationale: Graduation begins in Kindergarten. Attendance, literacy and numeracy proficiency, school connection, and engagement help prepare students to become lifelong, persistent learners.	All learners	Impact: In 2025-2026, District staff created school transition documents and a parent podcast to support a clearer understanding of the Grade 7 to 8 transition. Based on parent feedback, District staff also created two podcasts about post-secondary planning, featuring panel discussions with post-secondary experts and career program staff. A variety of <i>On our Way to K</i> events supported over 3,000 new K students and their parents to begin a positive transition to the K-12 system.	Continue
Gap or Problem of Practice: Students with disabilities or diverse abilities often need individualized transition support for employment and community participation.	Action: Strengthen transition planning for students with disabilities or diverse abilities. Rationale: Some students with disabilities or diverse abilities	Students with disabilities or diverse abilities	Impact: Programs such as <i>Gateway to Adulthood</i> , <i>Gateway to Post-Secondary</i> (in partnership with Vancouver Community College), Community Transitions, and Diverse abilities Work Experience (WEX) supported students with disabilities or diverse abilities.	Continue

	need different experiences and community connections to support planning for life after high school.		In 2025-2026, 131 students with disabilities or diverse abilities successfully completed WEX with employers across the Lower Mainland.	
Gap or Problem of Practice: Post-secondary transition rates for Indigenous learners are lower than for all resident students.	Action: Strengthen transition planning for Indigenous learners. Rationale: Opportunities to explore career options and meet Indigenous leaders can inspire students and support future pathway planning.	Indigenous learners	Impact: In the last two years, Indigenous students have accessed targeted opportunities to explore pathways beyond K-12: • UBC Sauder School of Business offered specialized transition training, supported by Indigenous business leaders and mentors. • The <i>Learn and Earn</i> program, in partnership with UBC and VSB, provided dual credit and pathways to UBC and the Teacher Education Program for Indigenous learners; 20 students participated. • The <i>Horizons</i> Program (Grade 10-12) provided activities including field trips to the Vancouver Airport (YVR) and healthcare training at Vancouver General Hospital (VGH).	Continue and expand
Gap or Problem of Practice: Not all students graduate within five or six years or transition directly to traditional post-secondary opportunities. Many students benefit from opportunities that connect their learning to real-world experiences and future career goals.	Action: Provide transition planning for secondary students through Career Programs. Rationale: Programs such as Work Experience, Youth Work in Trades, Dual Credit, and Youth Train in Trades help students explore career options, gain practical skills, and earn graduation credits while working or beginning post-secondary training. Skilled trades are in demand in B.C., and employers, industry training partners, and post-secondary institutions are seeking	All learners grades 10-12	Impact: Student participation in VSB Career Programs has increased by 36% from 2023/2024 to 2025/2026: • 147 learners participated in dual credit programs • 116 <i>Youth Train in Trades</i> students enrolled in skilled trades post-secondary programs with tuition funded through VSB. • 72 students participated in <i>Youth Work in Trades</i> as registered apprentices, working and earning income while earning high school graduation credits. • <i>Youth Explore Trades Skills</i> programs expanded to five sites, with 169 students gaining exposure to in-demand skilled trades fields. • 17 students participated in an aviation career sampler, a one-week immersive experience exploring career pathways at YVR.	Continue and expand

	opportunities to collaborate with VSB. Career programs support improved graduation rates and meaningful transitions to the world of work.		• District Careers staff participated in VSB's <i>After the Bell</i> podcasts highlighting pathways for students in dual-credit and apprenticeships. • Career program information nights connected parents and students with construction trades opportunities. • Career program presentations were provided at all 18 secondary schools and alternate programs to increase awareness of current offerings. • Nearly 600 student engagements occurred through follow-up appointments about career opportunities. • Skills Canada participation included 41 K-12 students competing provincially, five students qualifying for nationals in Toronto, and three students earning medals at the national competition.	
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Objective 1.5: Ensuring the alignment among school, District and provincial education plans.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: VSB continues to strengthen and prioritize alignment among the VSB Education Plan, department operational plans, school learning plans and professional growth plans.	Action: Ongoing implementation of the Framework for Enhancing Student Learning (FESL) policy. Rationale: Student success needs to be the focus for all VSB employees.	All learners	Impact: Educational services and business departments in VSB continue to collaborate to better align operational plans with FESL and the <i>Education Plan</i>. Over the past three years, school learning plans have been created using a District template that embeds <i>Education Plan</i> goals, FESL priorities, and requires the analysis and interpretation of school level data to support goal setting.	Continue

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.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: The District is continuing to strengthen the structures, consistency and clarity of how student outcome data is communicated to better support evidence-informed District, operational, and school planning.	Action: Strengthen structures for sharing student success data and gathering feedback. Rationale: Sharing and understanding student success data supports shared goals, while opportunities for feedback help inform decision-making and future action.	All learners	Impact: Student success data has been communicated, and feedback has been gathered through: • FESL Advisory Committee • Senior leadership and learning team • Admin leadership community (ALC): all principals and vice-principals and District educational services staff • All business, and facilities departments • Education Plan Committee • Vancouver District Student Council (VDSC) • Indigenous Education Council (IEC) • Inclusive Education Advisory Committee (IEAC) The annual FESL report is shared publicly at the September Education Plan Committee and the September Board meeting and is posted on the VSB website.	Continue

VSB EDUCATION PLAN GOAL 2:

The Vancouver School Board will increase equity.

Objective 2.1: Eliminating gaps in achievement and outcomes among students.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Research indicates that strong classroom instruction is foundational to supporting equitable teaching and learning opportunities. Teachers continue to benefit from ongoing, embedded professional learning opportunities to support their classroom practice.	Action: Continue to use and strengthen the Professional Learning Communities (PLC) model in elementary schools. Rationale: Teachers benefit from embedded, just-in-time professional learning that supports inclusive, high-quality instruction for all students.	All learners	Impact: For the past two years, all 87 elementary schools in the VSB were part of the PLC model. All PLCs were supported by two District Professional Learning Community (PLC) leads who worked to provide support for teaching and learning. 21 PLCs were also supported by District curriculum enhancement teachers (CETS) who worked directly with teachers and students in schools to provide 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
Gap or Problem of Practice: To address achievement gaps and promote inclusion, Universal Design for Learning (UDL) and tiered supports at both the District and school level require further development.	Action: Continue developing Multi-Tiered Systems of Support (MTSS) at the District and school levels through coordinated structures and shared practices. Rationale: MTSS helps to identify learning opportunities that benefit <i>all</i> learners (tier 1, universal support), <i>some</i> learners (tier 2, targeted support) and a <i>few</i> learners (tier 3, intensive support).	Indigenous learners Students with disabilities or diverse abilities Children and youth in care	Impact: Over the past two years, learning services, learning and instruction, Indigenous education, equity and anti-oppression, and social-emotional learning/mental health teams have explored MTSS. They focused on equitable tier 1 classroom practices and how the District can support schools and provide tier 2 and 3 interventions as needed. In 2025-2026, these departments focused on understanding Kindergarten literacy screener data and determining how to support schools through an MTSS approach that provides appropriate literacy interventions.	Continue

Gap or Problem of Practice: In all data sets, CYIC continue to have persistent gaps in literacy, numeracy, well-being, connections and graduation rates.	Action: Track and support children and youth in care (CYIC). Rationale: CYIC are a small population in VSB and are among the most vulnerable learners.	Children and youth in care	Impact: A tracking system was implemented in <i>MyEducation BC</i>, and data was collected and visualized in a VSB CYIC Power BI dashboard in 2024-2025 and continued to be used and refined in 2025-2026. This supported improved monitoring of CYIC status and tracking of transitions in and out of care. 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 and directors have strengthened collaboration and coordinated support for CYIC.	Continue
Gap or Problem of Practice: VSB data trends indicate that 35% of all resident students, 48% of students with disabilities or diverse abilities and 72% of Indigenous students are chronically absent. VSB's absenteeism rates are lower than the province for all resident students and students with disabilities or diverse abilities, and slightly higher for Indigenous students.	Action: Improve student attendance. Rationale: Chronic absenteeism is defined as missing 10% of instructional time over the school year, or ½ day per week. Research indicates that students with attendance challenges have lower academic outcomes, feel less connected to school and are at risk of non-graduation. This includes both excused and unexcused absences.	All learners Indigenous learners Students with disabilities or diverse abilities Children and youth in care	Impact: Over the past two years, VSB has developed an Absenteeism Power BI dashboard to support the review of student attendance patterns. School-based administrators use the dashboard to identify individual and group patterns. Students with attendance concerns may be brought forward to school-based team and the school, in collaboration with families, determines whether additional supports are needed. In 2026-2027, the District will monitor whether earlier identification and targeted supports are associated with improved attendance, while continuing parent education, outreach and planning for students who are not attending regularly.	Continue, adapt and expand

Gap or Problem of Practice: VSB continues to identify and remove accessibility barriers in schools and worksites. Ongoing review and implementation are needed to strengthen safety, inclusion, regular attendance, and equitable outcomes for learners and staff.	Action: Continue reviewing and implementing accessibility measures in schools and worksites. Rationale: Accessibility supports an inclusive, equitable and engaging learning environment.	Students and staff with disabilities or diverse abilities	Impact: In April 2026, the Accessibility Committee provided the Year 1 Review of the Accessibility Plan. The review included initiatives and supports that have been implemented and details the positive impacts on schools and students.	Continue
Gap or Problem of Practice: Equitable outcomes for all students, particularly priority learners, are the shared responsibility of all staff. School leaders, classroom teachers and support staff require ongoing, coordinated support to advance this priority.	Action: Align District structures and supports to strengthen equity of outcomes in schools. Rationale: Each school has a unique context, with distinct strengths, challenges and complexities. Responsive support requires strong relationships, regular connection and coordinated access to the expertise of District teams.	All learners Indigenous learners Students with disabilities or diverse abilities Children and youth in care	Impact: Over the past several years, the role of directors of instruction has shifted to work more closely and intentionally with principals and vice-principals to support school planning, professional growth planning, leadership development, problem-solving, and ongoing professional learning to monitor and support student success and allocate resources. Ongoing DOI school visits provide a format for specific discussions and responsive supports for school leaders. District administrators responsible for key student success portfolios provide ongoing, targeted school support in curriculum and instruction, inclusion, assessment, social and emotional learning, well-being, and Indigenous education. Associate superintendents visit schools regularly to support leadership development, advance equity of outcomes for students, and deepen their understanding of District needs and priorities.	Continue

=Objective 2.2: Eliminating racism and discrimination in all forms.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Staff need continued support to recognize, respond to, and intervene when acts of racism and discrimination occur, helping to create safer and more inclusive learning and working environments.	Action: Build staff capacity to prevent, recognize, and respond to racism and discrimination. Rationale: Stronger staff understanding and confidence in anti-racism work, support more consistent school responses and more inclusive environments for learners and families.	All learners	Impact: Since 2021, all VSB staff are required to complete 6 hours of online training in equity and anti-oppression as part of their onboarding. In the 2026-2027 year, the training materials will be reviewed and updated. In 2025-2026, the employee services department included a written question related to equity and anti-oppression as part of the interview process for all staff. District equity and anti-oppression (EAO) staff continue to provide restorative practices training on an ongoing basis to help build staff capacity to navigate acts of racism and support students and families through a trauma-informed approach. The team also provided ongoing professional learning, resources, and support to schools when acts of racism or oppression were reported. Anecdotal feedback suggests that school-based administrators' understanding of their role and responsibilities in responding to racism and discrimination has increased. Administrators are demonstrating growing confidence in supporting incidents at their school sites. Continued focus on educating families to understand District approaches, priorities and practices when responding to acts of racism and discrimination will be prioritized in 2026-2027.	Continue and adapt

Gap or Problem of Practice: Data from the Ministry of Education's E.R.A.S.E. Report It Tool and school and District incident reports show that some students continue to experience racism and discrimination, indicating a need for stronger student voice, leadership, and anti-racism learning opportunities.	Action: Amplify and empower the voices of a diverse population of students to promote anti-racism. Rationale: Student-led equity and anti-oppression initiatives create space for learning, representation, and leadership that can strengthen belonging, engagement, and inclusive school communities.	All learners Indigenous learners Students with disabilities or diverse abilities Children and youth in care	Impact: The Diversity, Equity and Inclusion (DEI) Youth Conference has been offered in VSB for seven years. Planned and organized entirely by students, the event supports engagement and fosters student leadership among Indigenous, Black, students of colour and 2SLGBTQIA+ students. In the 2025-2026 school year, students were provided with opportunities to participate in the Diversity Advisory Committee (DAC) and the equity and anti-oppression working group to further amplify their voices.	Continue, adapt and expand
Gap or Problem of Practice: Data from all grades and student populations around feelings of belonging at school continue to show that only about 60% of students feel like they belong at school. Belonging is linked to attendance, engagement and better academic outcomes. Feelings of belonging can be strengthened when students see themselves represented and respected in their learning materials.	Action: Build capacity for educators to incorporate equity and inclusion into their work by using culturally relevant pedagogy and resources. Rationale: All students deserve to be seen and accurately represented in the learning resources they use to engage in the curriculum.	All learners	Impact: The equity and anti-oppression (EAO) team continues to support schools through classroom visits, professional learning, and monthly drop-in sessions focused on embedding equity and inclusion into teaching practice. Teachers also continue to use EAO resource kits to support lessons and activities related to equity and anti-oppression. Equity scan work continued in 2025–2026. A well-attended three-session series with an external consultant helped build staff capacity to review, select, and use learning resources through an equity lens. Most secondary schools completed an equity scan over the past two years, with the remaining schools scheduled for completion in 2026–2027. Locally developed, EAO-supported BAA courses—<i>Queer and Trans History in BC 12</i> and <i>History of African Descent in BC 12</i>—have seen increased enrolment for 2026–2027 after steps were taken to improve equitable access across secondary schools.	Continue, adapt and expand

Objective 2.3: Evaluating and renewing plans for the improvement of Indigenous learners' education.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Five- and six-year graduation rates for Indigenous students, despite increases in the 2024-2025 school year, continue to be lower than rates for all resident VSB students and lower than the provincial average for Indigenous students. Improved outcomes require a collective responsibility across school and District teams.	Action: Provide “seasonal rounds” academic visits. Rationale: Regular check-ins with Indigenous learners and the educators who support them provide a structure to review graduation requirements, monitor progress to date and implement early interventions as needed.	Indigenous learners	Impact: Seasonal round visits occur three times a year (fall, winter, spring) at secondary schools and Alternate programs. The director of instruction, Indigenous education, met 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 facilitated collaborative, real time planning that may include District Indigenous education staff, counsellors, resource teachers and classroom teachers to provide a wrap-around approach that ensures that students remain on track to graduate.	Continue

Objective 2.4: Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Ongoing coordination and alignment across planning, educational services, finance, and employee services is a continued focus to ensure schools receive the staffing and resources required to support student success.	Action: Continue to refine VSB financial planning and staffing processes to support student success. Rationale: With no increase in Ministry funding for 2026–2027 and rising pressures from declining enrolment, higher costs, immigration policy changes, and new collective agreements, greater budget efficiency is required.	All learners	Impact: In 2025-2026 VSB implemented Staffing+, an application tool to support efficient and effective staffing allocations that is aligned with board approved budgets and ensures ongoing compliance with applicable collective agreements. Spring staffing completed in 2025-2026 for the 2026-2027 year has optimized staffing allocations while continuing to support schools.	Continue and adapt

Gap or Problem of Practice: Continue to effectively and efficiently create and maintain safe and welcoming spaces for students to learn in.	Action: Prioritize annual facility and accessibility upgrades. Rationale: Upgraded and well-maintained facilities enhance student learning, safety, and a sense of belonging.	All learners	Impact: Annual Facility Grants (AFG) continue to be used to maintain sites, with project selection based on school-specific needs and the goal of sustaining positive learning environments. Accessibility needs are prioritized annually to serve student-specific needs at each site to the greatest degree possible.	Continue and adapt
Gap or Problem of Practice: Identify new external funding sources to support sustainable, resilient and creative learning environments.	Action: Continue to apply for external grants and work with partners including BC Parks Foundation to leverage funding opportunities. Rationale: Outdoor learning and opportunities to connect with land-based topics enhance the learning experience.	All learners	Impact: In 2025-2026, VSB secured funding from the BC Parks Foundation for outdoor learning and biodiversity improvements on school grounds. In 2026-2027, several projects will be completed, and new rounds of funding will be secured. Sites will be prioritized based on a lack of biodiversity and opportunities to improve outdoor connection.	Continue and adapt

VSBC 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.				
Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Ongoing learning for staff and students about Indigenous histories, traditions, culture, and contributions supports feelings of pride, welcome, safety, belonging and connections for Indigenous students.	Action: Continue to provide learning opportunities through land-based experiences, cultural experiences, storytelling and through the use of authentic resources. Rationale: All students and staff benefit from this learning as it supports empathy, respect and an understanding of Truth and Reconciliation and the Calls to Action.	Indigenous learners All learners	Impact: In 2025-2026 staff and students were provided with multiple learning opportunities to deepen learning, strengthen connection, and support reconciliation. Students engaged in meaningful land-based and cultural learning through experiences such as the Spirit Healing Garden and Camosun Bog, building understanding of Indigenous histories, perspectives, and ways of knowing. Indigenous student identity, belonging, and transitions were supported through the Indigenous Grade 7 Moving Forward Ceremony and Indigenous Graduation. Staff and students participated in ceremonies and days of learning such as Orange Shirt Day, Red Dress Day, Musqueam Day of Learning, and the National Day for Truth and Reconciliation, along with the Indigenous-Focused Professional Development Day in April, attended by more than 5,000 staff.	Continue, adapt and expand

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.

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Continued learning and collaborative work with the three Host Nations is needed to strengthen alignment between District policies, procedures, and practices and Indigenous rights, protocols, and priorities.	Action: Continue policy and procedure review work with the three Host Nations. Rationale: This work supports more respectful, distinctions-based District processes.	All learners	Impact: Initiatives this year included: • Learning together and following process and protocol in collaboration with the three Host Nations to receive the gift of the name <i>cə́was Ch'elxwá7elch Skwuláwtxw Seaside Elementary School</i> for the new elementary school located in Coal Harbour. • Collaborating with the three Host Nations to support the official school opening of Hudson Elementary School. • In 2026-2027, continue working with the three Host Nations to create a naming policy and revise Administrative Procedure 541 – Naming New Facilities.	Continue and adapt

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

Area for Growth	Strategy and Rationale	Targeted Learners	Strategy Impact	Adjustments and Adaptations
Gap or Problem of Practice: Sustaining and deepening collaborative work with the three Host Nations remains essential to strengthening the impact of the IEC and ensuring its work continues to reflect local First Nations priorities, protocols, and ways of knowing.	Action: Continue to strengthen the Indigenous Education Council (IEC) through ongoing collaboration with the three Host Nations. Rationale: Ongoing collaboration with the three Host Nations helps ensure that the IEC supports local languages, cultures, customs, protocols, traditions, practices, and histories in all VSB learning environments.	Indigenous learners	Impact: The IEC met seven times in 2025-2026, with meetings held on the lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation) to support ongoing collaboration and relationship-building. Terms of reference, co-constructed with the three Host Nations, continue to guide the work of the IEC.	Continue and adapt

Gap or Problem of Practice: Sustaining and deepening relational work with the three Host Nations remains essential to continuing to shift away from colonial structures and strengthen learning, gathering, and decision-making in community.	Action: Continue to maintain respectful, reciprocal relationships with the three Host Nations. Rationale: Building respectful, reciprocal relationships with the nations will build trust and respect, amplify the voices of Indigenous staff, students and families, and align with the First Peoples Principles of Learning, which emphasize learning as relational, experiential, and grounded in community and place.	All learners	Impact: Many gatherings have occurred in the community throughout the 2025-2026 school year: • Inherent rights holders were invited to participate and be witnesses at all Board Standing Committees and Advisory Committees • Hudson Elementary School opening on the Señákw lands • Ceremonial gatherings for school events and Indigenous student celebrations. (e.g. Grade 7 Moving Forward Ceremony, Indigenous Graduation Ceremony) • <i>Superintendent's Welcome Back</i> event for school administrators and District staff was held at the Joe Mathias Centre on Squamish Nation land. The gathering support ongoing learning and cultural teachings to ground the work of school and District leaders.	Continue and adapt
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September 9, 2026

TO: Education Plan Committee

FROM: Pedro da Silva, Associate Superintendent

RE: School Learning Plans

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Improving school environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.
 - Increasing literacy, numeracy and deep, critical, and creative thinking.
 - 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 supports provided to students.
- Goal 2: The Vancouver School Board will increase equity by...
- Eliminating gaps in achievement and outcomes among students
 - Evaluating and renewing plans for improvement of Indigenous learners' education.
- Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by...
- Engaging and gathering with the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation)

INTRODUCTION

This report includes a recommendation for the Board to approve the school learning plans and direct the superintendent of schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

BACKGROUND

In accordance with Section 8.3 (1) of the *School Act*, school learning plans will be presented to the Board for approval. The school plans are an essential component of the Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL). They are collaboratively developed at the school level, reviewed by the Directors of Instruction, and approved by the Superintendent.

Section 8.3 (1) of the *School Act* states that "In each school year, a board must approve a school plan for every school in the school district." School learning plans outline each school's goals, strategies, and measures of success to improve outcomes for learners, grounded in local student needs and aligned with district priorities and the Framework for Enhancing Student Learning (FESL) Annual Report. The school learning plans can be reviewed online:

[School Learning Plans 2025-2026](#)

RECOMMENDATION

The Education Plan Committee recommends:

THAT the Board in accordance with section 8.3 (1) of the *School Act* approve the school learning plans and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.