

Enhancing Student Learning Report

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

September 2025

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INTRODUCTION:

We acknowledge and are thankful to live, learn, and work on the territory of the Coast Salish people, specifically the Skwxwú7mesh (Squamish) Nation, on whose land West Vancouver Schools resides

Part 1 of the Enhancing Student Learning Report September 2025, provides a comprehensive analysis and interpretation of the educational outcomes in West Vancouver Schools, focusing on intellectual development, human and social development, and career development. It examines literacy and numeracy proficiency, student well-being, and graduation rates, highlighting key trends and overall observations to emphasize the district's commitment to maintaining high educational standards, fostering positive school environments, and ensuring successful student outcomes for all.

Intellectual Development

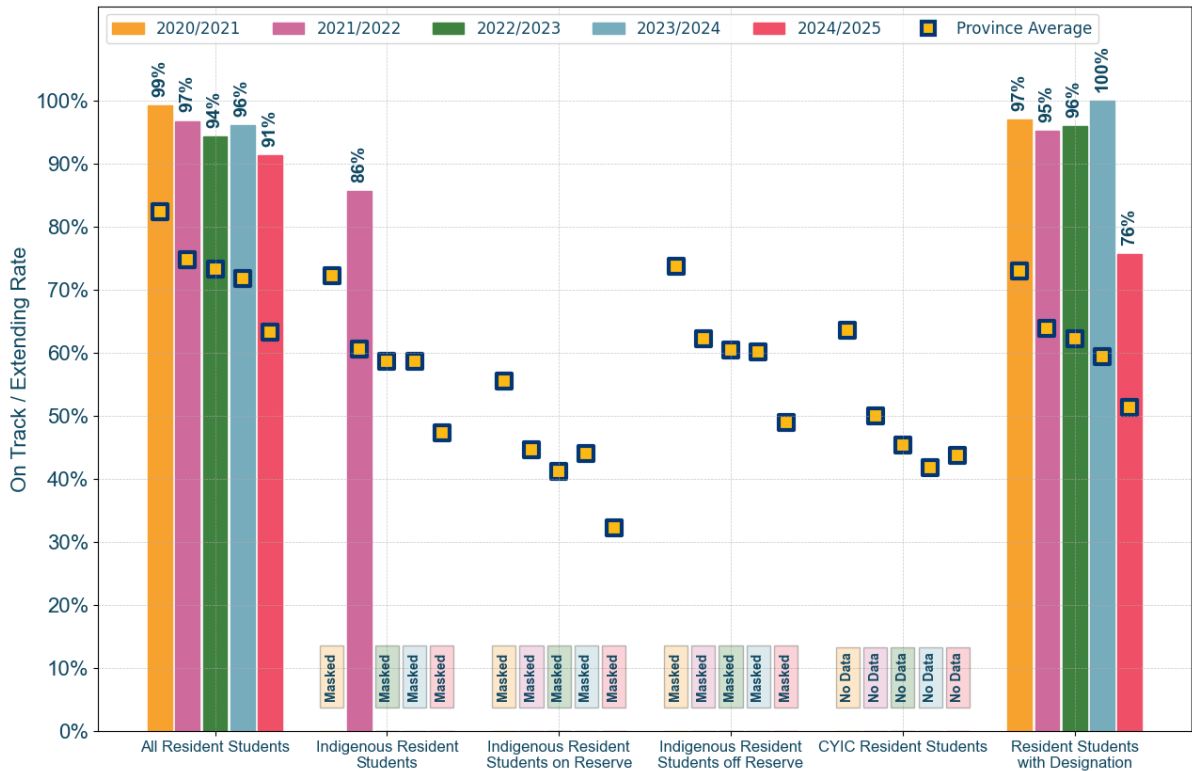
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD045 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	517 84%	484 90%	485 92%	490 86%	523 89%
Indigenous Resident Students	Masked	17 82%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	0	0
Resident Students with Designation	57 60%	41 51%	38 66%	44 59%	52 71%

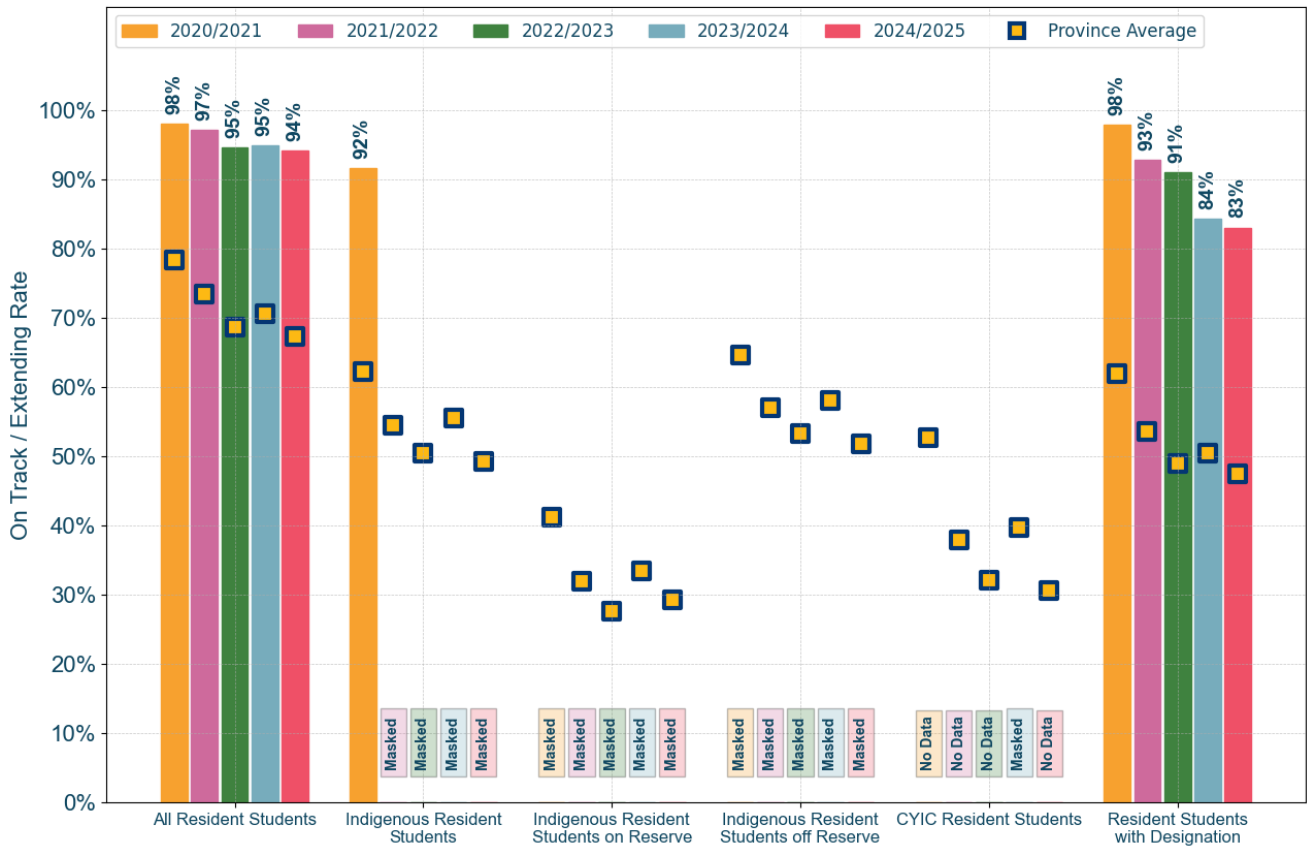
SD045 - Grade 4 FSA Literacy - On Track / Extending Rate



SD045 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	529 91%	572 94%	502 93%	581 91%	530 91%
Indigenous Resident Students	15 80%	16 63%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	69 71%	74 76%	71 79%	90 78%	79 75%

SD045 - Grade 7 FSA Literacy - On Track / Extending Rate

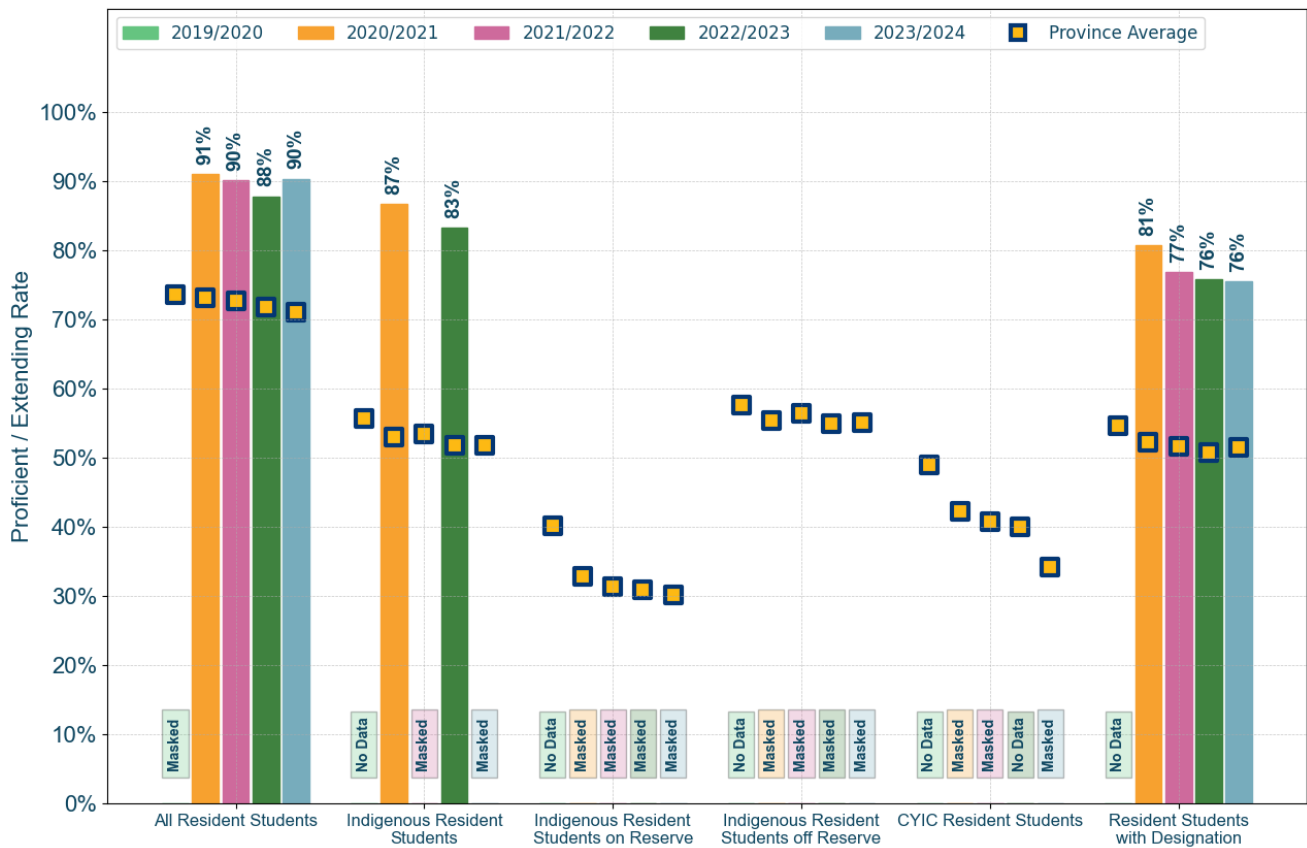


Measure 1.2: Grade 10 Literacy Expectations

SD045 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	585 90%	618 95%	602 97%	592 95%
Indigenous Resident Students	Masked	Masked	Masked	15 100%	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	Masked	66 76%	71 93%	99 87%	105 80%

SD045 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



ANALYSIS

Outcome 1 – Literacy

Grade 4, 7, 10 Literacy Expectations

Literacy assessment participation rates in the district remain consistently high across Grades 4, 7, and 10, with all groups exceeding provincial benchmarks. Participation among students with designations is particularly strong. Due to small population sizes, disaggregated data for Indigenous students has been masked to protect student privacy, and during the reporting period, there were no Children and Youth in Care (CYIC) enrolled in the assessed grades.

Over the past five years, district results show slight declines at Grades 4 and 7, while Grade 10 outcomes have remained stable or improved slightly:

- **Grade 4:** Overall results are relatively stable despite a minor decline, though a notable drop occurred for students with designations this past year.
- **Grade 7:** Results for all students show a very slight downward trend. Students with designations have experienced gradual declines, including a 0.3% decrease in the most recent year.
- **Grade 10:** Literacy outcomes for all students are steady, with small recent gains. For students with designations, results show a slight five-year downward trend.

These shifts mirror broader provincial patterns, indicating local trends are not unique to the district.

District performance continues to exceed provincial results by a wide margin:

- Grade 4 results are **28% higher** than the provincial average.
- Grade 7 results are **26.9% higher**.
- Grade 10 results are **19.4% higher**.

Overall, the district demonstrates sustained success in literacy, consistently outperforming provincial averages across all grades and student groups. While slight downward trends—particularly among Grade 4 students and students with designations—require monitoring, the district’s strong comparative standing highlights the effectiveness of its literacy programs. Continued focus on early literacy and targeted support for designated students will be key to maintaining and strengthening results.

INTERPRETATION

Outcome 1- Literacy

Grade 4, 7, 10 Literacy Expectations

While participation rates and overall results remain strong compared to provincial averages, a slight downward trend in literacy outcomes for Grades 4 and 7 over the past five years suggests the need for continued attention. Grade 10 literacy results, by contrast, have remained stable or shown modest improvement, mirroring broader provincial trends.

West Vancouver School’s exceptionally high participation rates, particularly among students with designations, are a key strength. These rates, which are well above the provincial average, reflect both a strong culture of assessment and the district’s commitment to inclusive practices. They also ensure results represent a wide range of learners. Grade 10 literacy outcomes are another highlight, with stable or slightly improving performance over time.

The slight decline in elementary literacy results, especially among students with designations in Grades 4 and 7, signals the need for continued monitoring and targeted support. Current trends point to the importance of sustaining early literacy interventions and differentiated strategies. The district also remains committed to an individualized focus on Indigenous students, as part of its broader equity priorities.

This year, the district's system-wide emphasis on foundational skills, including literacy and numeracy, has been widely embraced by schools, staff, and families. Literacy is a key pillar of the current Framework for Enhancing Student Learning (FESL) and the Ministry of Education and Child Care's renewed focus further reinforces the importance of this work.

Moving forward, the district remains committed to advancing equity by sustaining strong participation across all assessments, strengthening literacy supports at the elementary level, and ensuring responsive, individualized programming for priority populations, including students with designations and Indigenous learners.

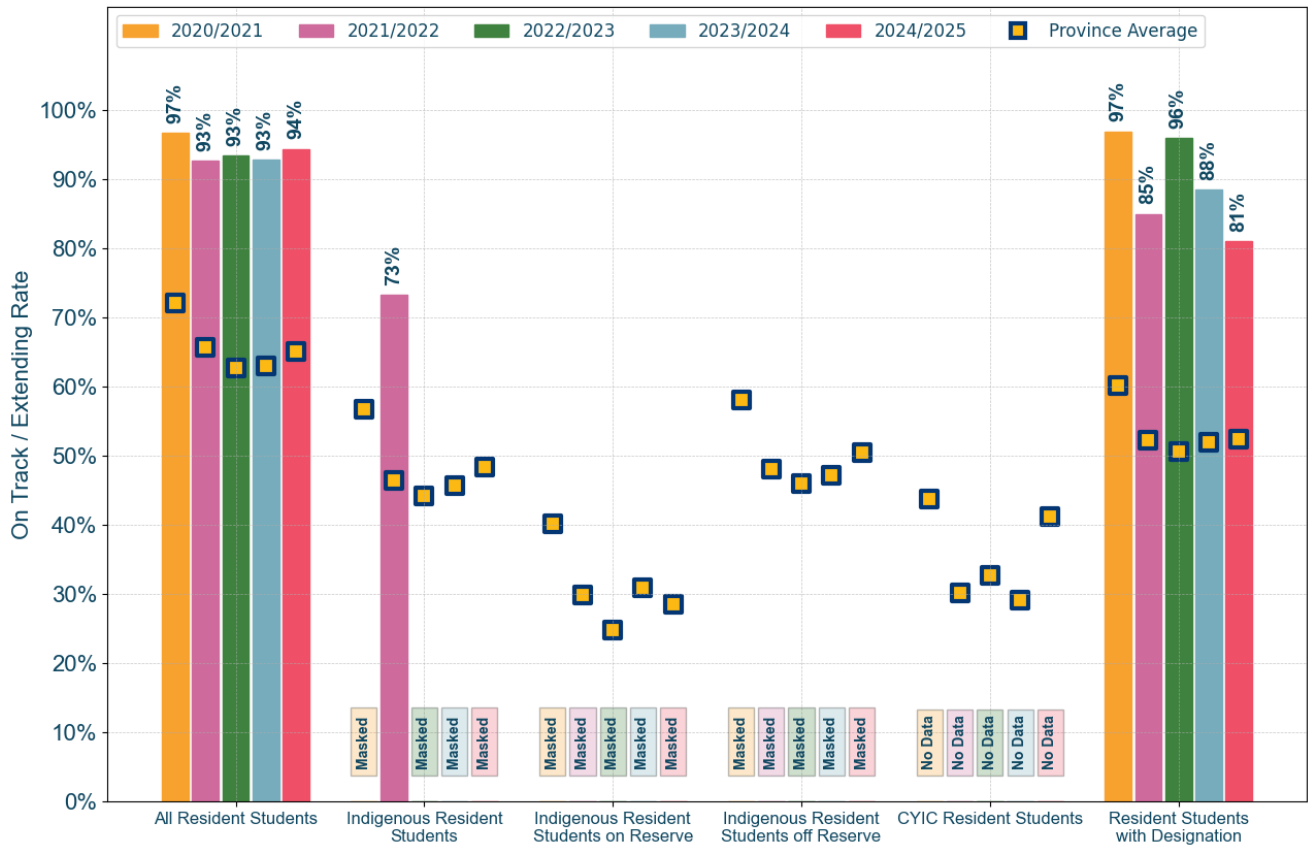
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD045 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	517 84%	484 90%	485 91%	490 86%	523 89%
Indigenous Resident Students	Masked	17 88%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	0	0
Resident Students with Designation	57 58%	41 49%	38 66%	44 59%	52 71%

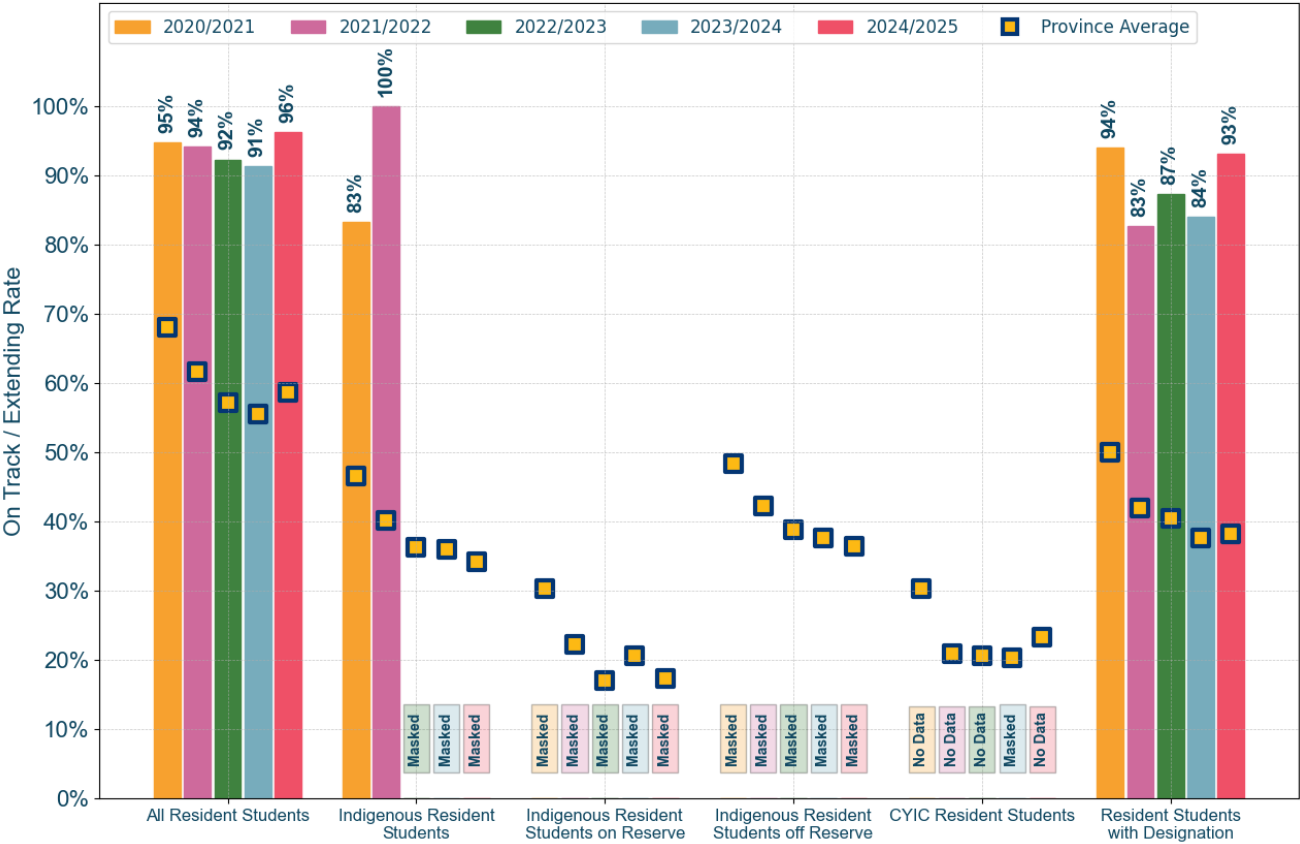
SD045 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD045 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	529 91%	572 93%	502 93%	581 92%	530 91%
Indigenous Resident Students	15 80%	16 63%	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	69 72%	74 70%	71 77%	90 77%	79 73%

SD045 - Grade 7 FSA Numeracy - On Track / Extending Rate

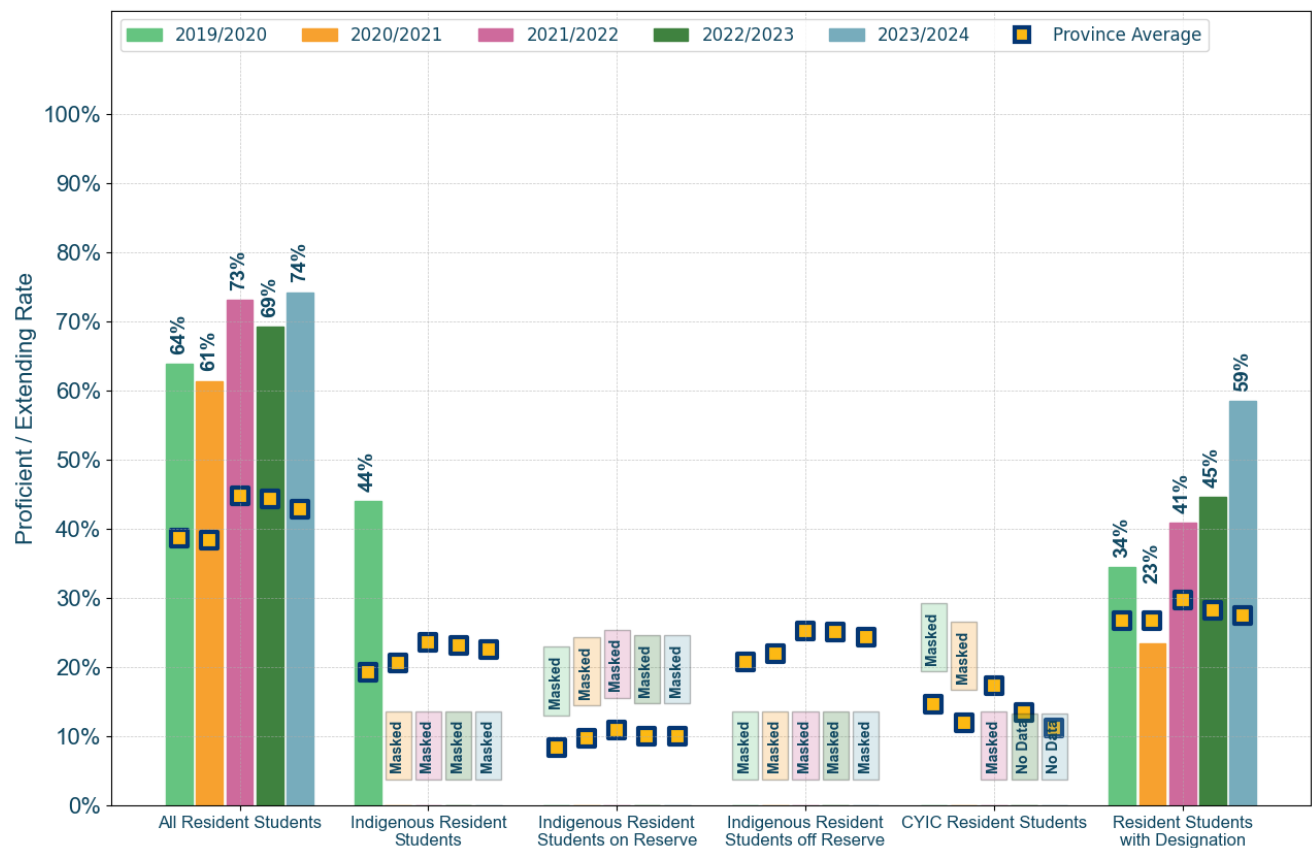


Measure 2.2: Grade 10 Numeracy Expectations

SD045 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	619 94%	591 94%	616 94%	603 94%	590 92%
Indigenous Resident Students	Masked	Masked	Masked	16 94%	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	73 82%	66 83%	70 87%	101 82%	105 79%

SD045 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

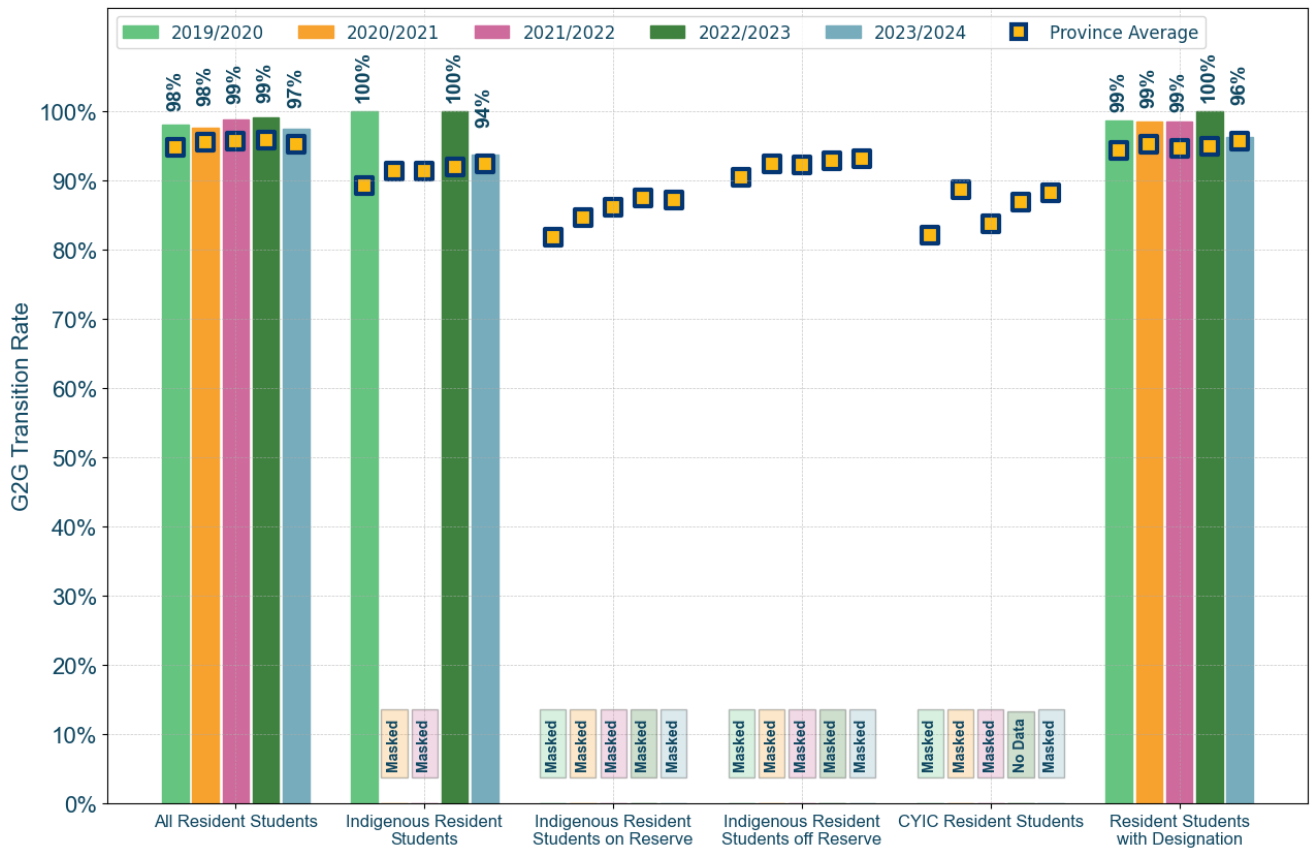


Measure 2.3: Grade-to-Grade Transitions

SD045 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	619	585	615	604	592
Indigenous Resident Students	11	Masked	Masked	16	16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	74	67	70	100	107

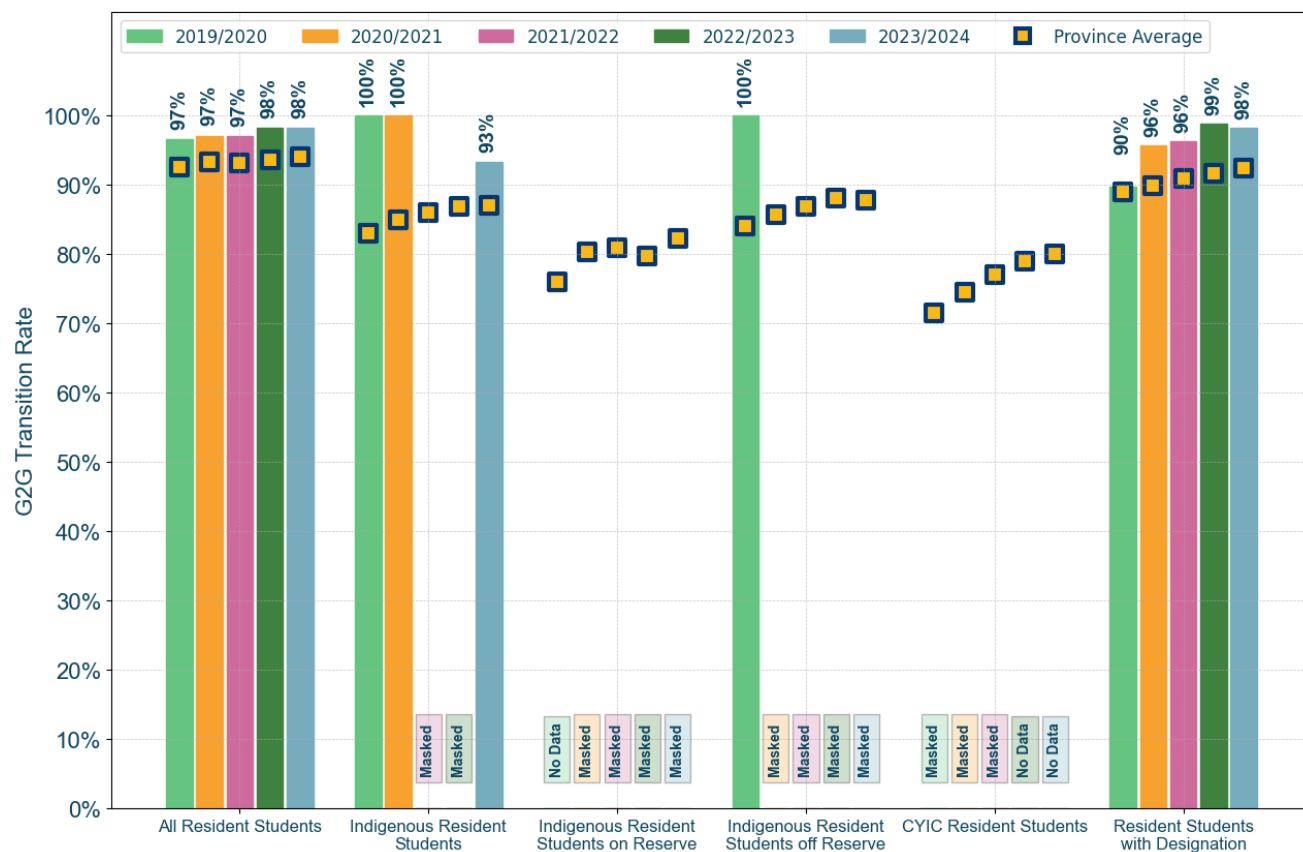
SD045 - Grade 10 to 11 Transition Rate



SD045 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	643	615	608	644	642
Indigenous Resident Students	15	12	Masked	Masked	15
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	15	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	97	92	80	87	111

SD045 - Grade 11 to 12 Transition Rate



ANALYSIS

Outcome 2 – Numeracy

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

Numeracy assessments show exceptionally high participation rates across the district, 10%–24% above provincial levels. Participation for students with designations is also notably higher than the provincial average, underscoring the district’s commitment to equity and inclusion. As with literacy data, results for small subgroups have been masked to protect student privacy, and no Children and Youth in Care (CYIC) were enrolled in the assessed grades during the reporting period.

Overall district numeracy results are trending positively, with steady growth in Grades 4 and 10 and a recent rebound in Grade 7:

- **Grade 4:** Overall student results show a slight upward trend over five years. Results for students with designations, however, have declined over the past three years and should be monitored closely.
- **Grade 7:** After several years of gradual decline, results improved in the most recent year. Encouragingly, students with designations also showed gains.
- **Grade 10:** Since 2019, results have risen steadily. Overall student outcomes improved by 5%, while students with designations saw a 14% increase compared to last year.

District numeracy results remain significantly higher than provincial averages:

- Grade 4 results are **29.3% higher** than the provincial average.
- Grade 7 results are **37.6% higher**.
- Grade 10 results are **31.5% higher**.

Transitions between grades are stable. Grade 10 to 11 transitions show only a minor 1% decline, aligned with provincial patterns, while Grade 11 to 12 transitions remain steady. Small decreases among Indigenous students and students with designations are noted but should be interpreted cautiously given the small group sizes.

West Vancouver Schools continues to demonstrate strong numeracy performance, with consistently high participation and results well above provincial levels. Gains at Grade 10 and improvements at Grade 7 reflect the effective programming and targeted supports. While the downward trend for Grade 4 students with designations requires attention, overall results confirm the district’s sustained success and reinforce the effectiveness of the Enhancing Student Learning goals around numeracy.

Note: Grade 10 numeracy and literacy data and Grade-to-Grade transitions incorporate results up to 2023/24 and do not include the most recent 2024/25 results.

INTERPRETATION

Outcome 2 – Numeracy

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

In West Vancouver Schools, participation rates remain steady, and proficiency levels have increased across all grades. Results for Indigenous students have been masked to maintain student privacy. There were no Children and Youth in Care (CYIC) enrolled at the Grade 4, 7, or 10 levels during the reporting period.

Participation rates continue to be a major strength across all assessments, significantly exceeding provincial averages. This is especially true for students with designations, reflecting the district's deep commitment to equity and inclusion.

Compared to provincial data, which shows slight gains in Grades 4 and 7 and a small decrease in Grade 10, West Vancouver Schools report consistently high achievement with improvements at each grade level. Results for students with designations remain well above the provincial average. Grade 4 showed a decline and will be a continued focus area, while Grades 7 and 10 both improved over last year, by 9% and 14% respectively, despite a decrease in performance among students with designations at Grade 10.

This past year, foundational learning—particularly in literacy and numeracy—has been a central focus across West Vancouver Schools. One of the district's Framework for Enhancing Student Learning (FESL) goals specifically emphasized improvement in numeracy, and this has been well received by educators and families alike. The district continues to emphasize the close connection between literacy and numeracy, recognizing their interdependence in supporting overall student success.

Grade-to-grade transitions are also a key indicator of system health. Transitions from Grade 10 to 11 remain stable over five years, with only a small 1% drop last year—mirroring provincial patterns. However, in West Vancouver Schools, Indigenous student population is very small, and as a result, data fluctuates from year to year as a norm. For students with designations, there was a slight decrease last year; however, in West Vancouver Schools we are incredibly proud of the 5-year transition rate of 98.6%. Grade 11 to 12 transitions remain strong, with steady results for the general student population and all priority populations.

Looking ahead, the district will continue its equity-focused approach by maintaining high participation rates across all assessments, sustaining individualized supports for Indigenous learners, and addressing achievement gaps for students with designations—particularly in Grade 4 numeracy. The strong engagement from staff and families in foundational learning creates a positive environment for continued growth and innovation.

Human and Social Development

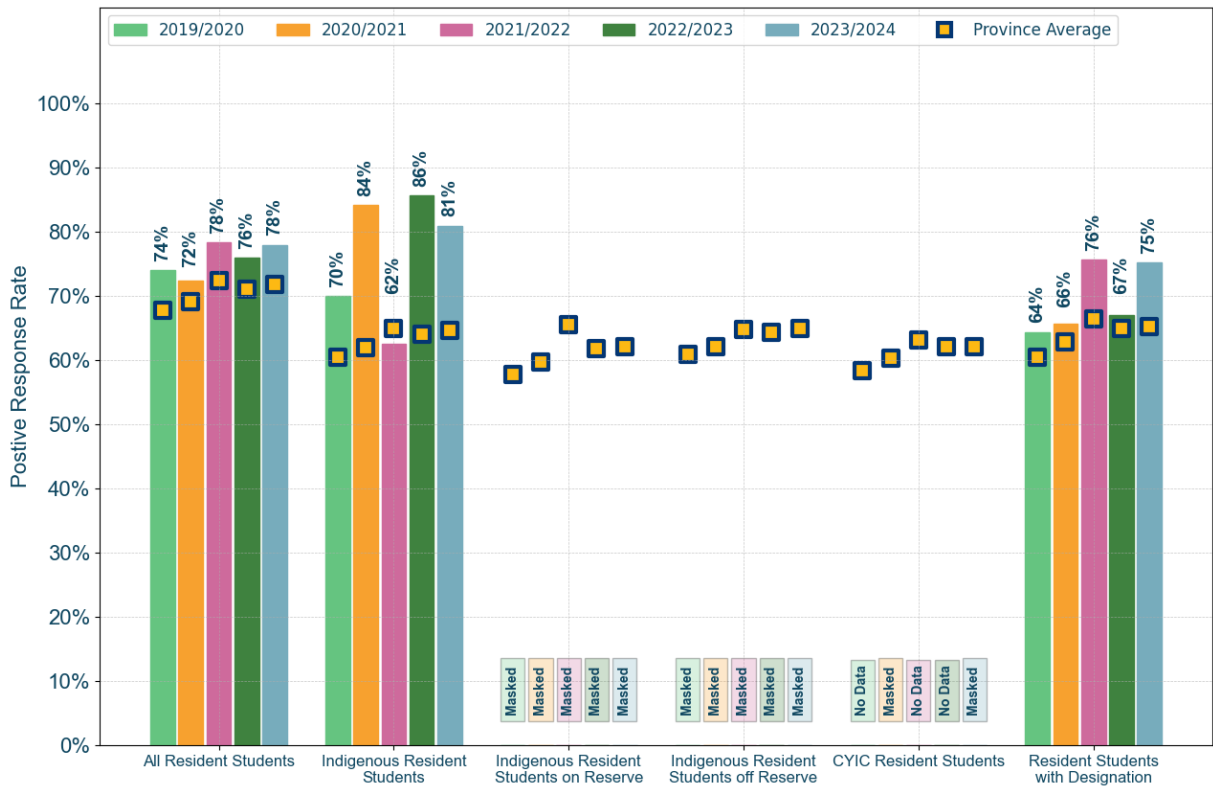
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

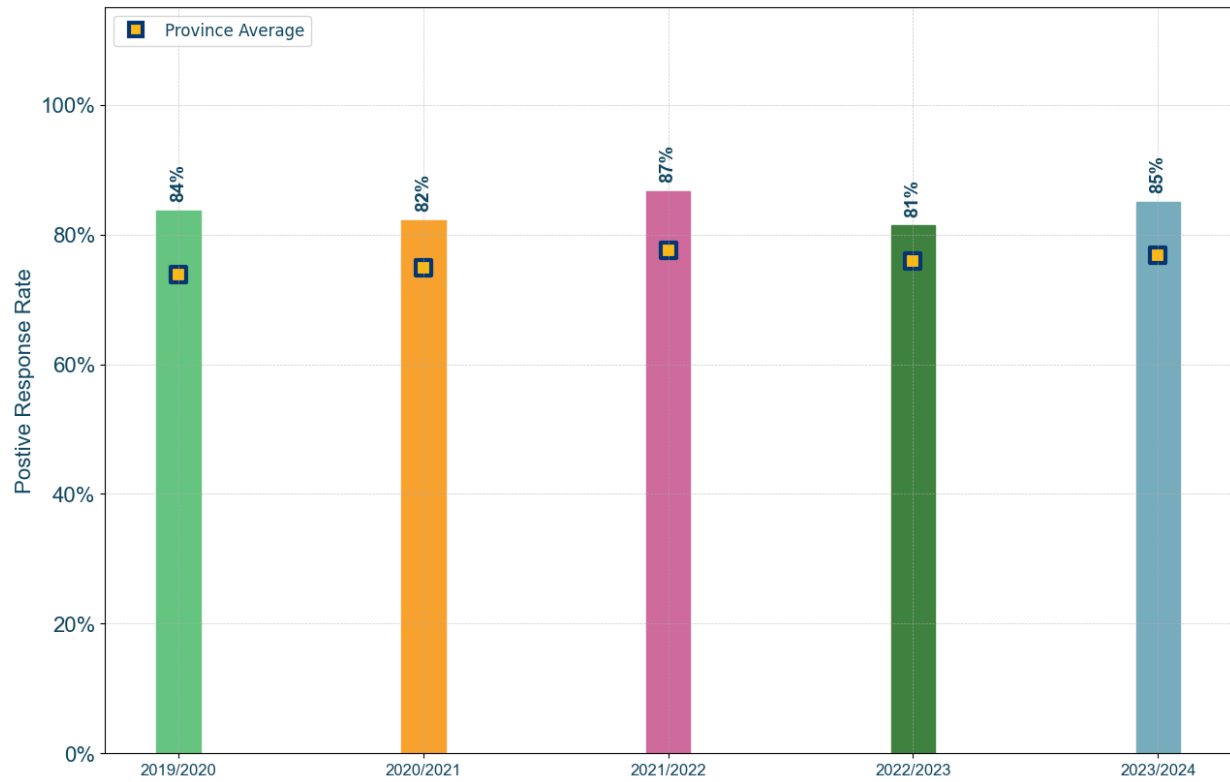
SD045 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1625 57%	1617 75%	1670 78%	1589 87%	1662 84%
Indigenous Resident Students	33 61%	27 70%	41 78%	33 85%	29 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	178 51%	183 67%	185 71%	208 72%	241 76%

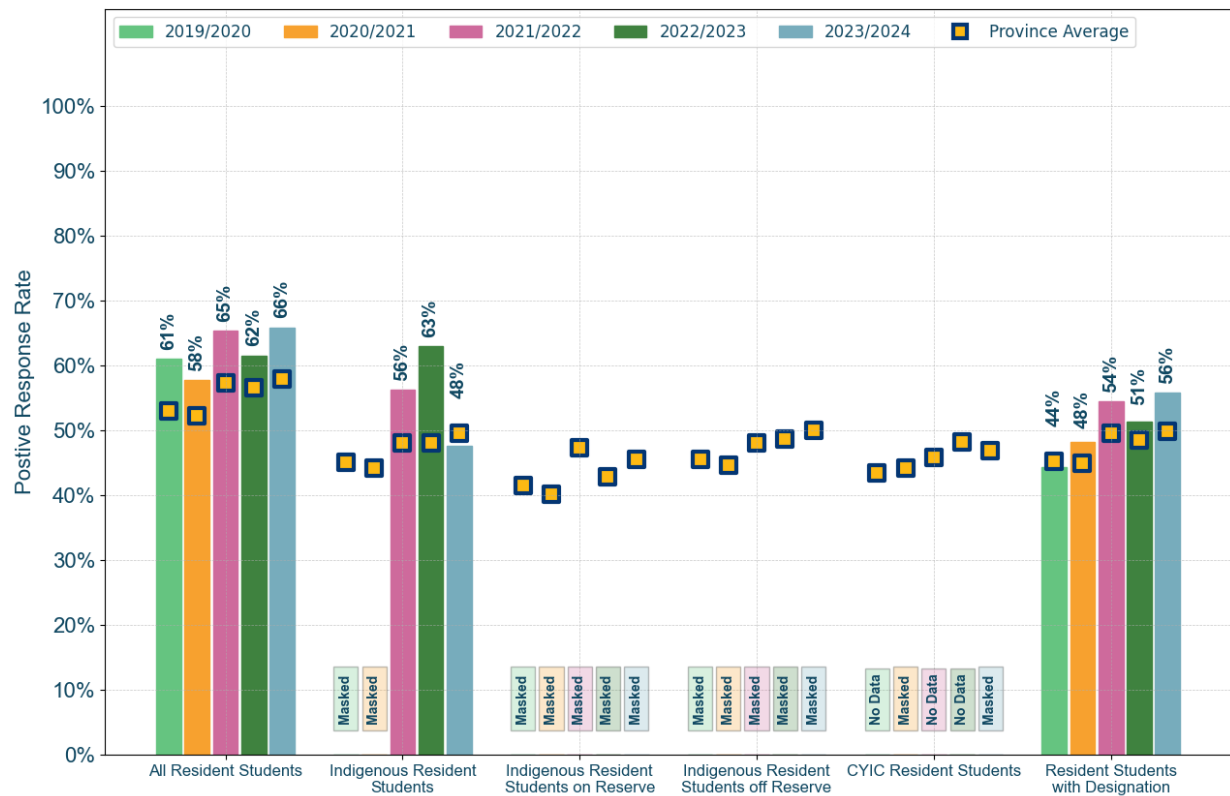
SD045 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD045 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

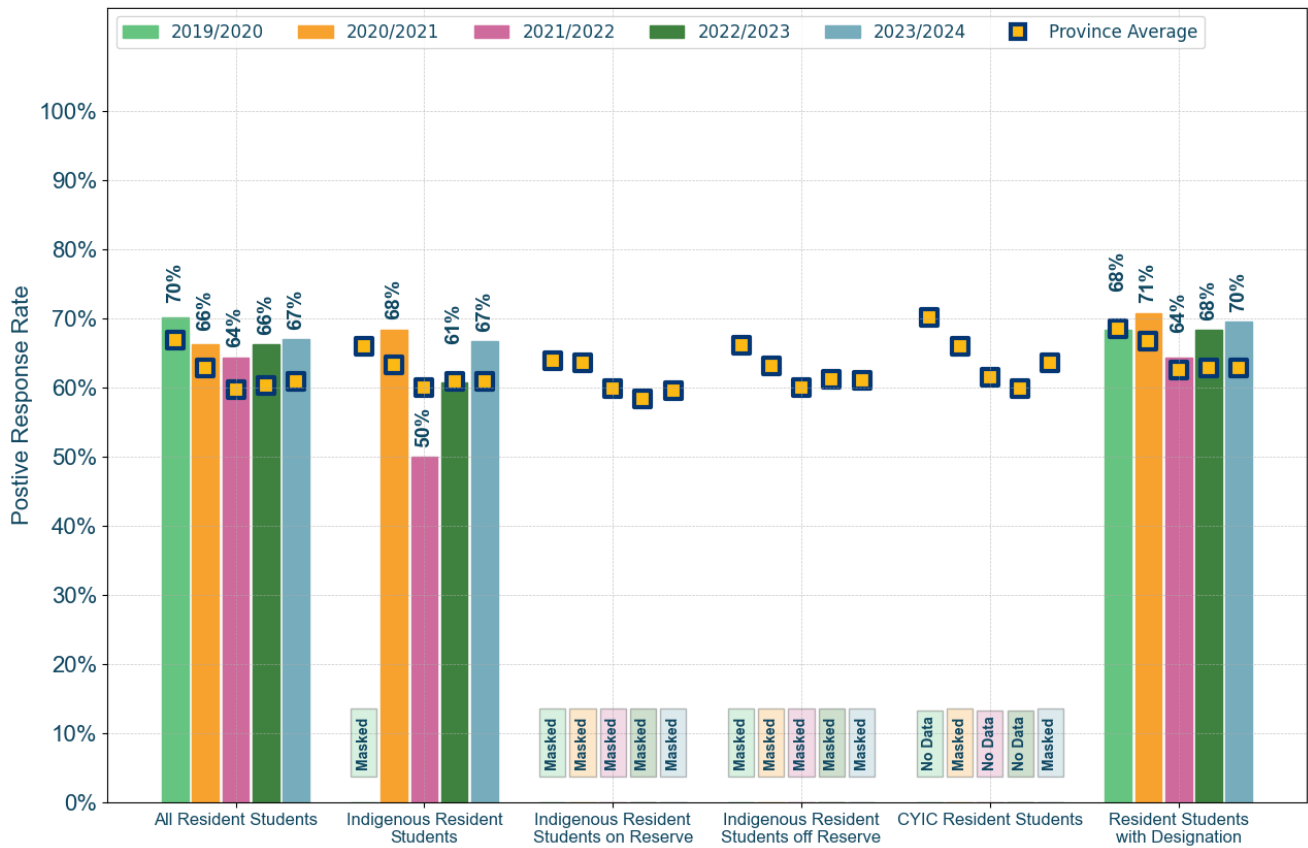


SD045 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD045 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



ANALYSIS

Outcome 3 – Feel Welcome, Safe and Connected Feel Welcome, Feel Safe, Sense of Belonging

The Student Learning Survey (SLS) provides valuable insight into students' perceptions of safety, belonging, and connection in school. Participation rates in West Vancouver Schools are strong, offering reliable data for monitoring student well-being. As with other measures, results for Indigenous students have been masked where populations are too small to protect privacy, and no Children and Youth in Care (CYIC) were enrolled in the assessed grades during the reporting period.

Overall, SLS results indicate an upward trend across most indicators of feeling welcome, feeling safe, belonging, and connection, with district performance consistently above provincial averages:

- **Feeling Welcome:** Slight increases for all students and students with designations, in line with provincial upward trends. Results for Indigenous students show a slight decrease, though this reflects an exceptionally small and variable cohort.
- **Feeling Safe:** Results have remained steady over five years, with a 4% increase in the most recent year. District performance continues to exceed the provincial average.
- **Belonging:** Positive upward trend across student groups, including students with designations. Results for Indigenous students dipped slightly, though overall outcomes remain well above provincial benchmarks and subject to fluctuation due to small group size.
- **Adults Who Care:** A steady upward trend for all students, with district results surpassing provincial levels. Students with designations show slight improvement, while provincial averages declined.

Across all indicators of human and social development, West Vancouver Schools outperforms provincial averages. These findings demonstrate consistent district strength in supporting student well-being.

West Vancouver Schools students report stronger levels of feeling welcome, safe, and connected compared to provincial peers. Results highlight the district's success in fostering inclusive, caring learning environments and align with commitments outlined in *Equity in Action* and the *Enhancing Student Learning* sense of belonging goal. While minor decreases are noted for small Indigenous student cohorts, these are subject to annual variation.

Importantly, these findings align with other evidence sources—including the Adolescent Health Survey and stakeholder feedback—further validating the district's progress toward cultivating safe, welcoming, and connected schools.

Note: Data reflects results up to 2023/24 and does not include the most recent 2024/25 Student Learning Survey outcomes.

INTERPRETATION

Outcome 3 – Feel Welcome, Safe and Connected Feel Welcome, Feel Safe, Sense of Belonging

Overall, West Vancouver Schools have shown slight but meaningful improvements in human and social development. Across most indicators related to students feeling welcome, safe, and connected at school, there are upward trends, indicating that students are increasingly experiencing positive relationships and environments. These results are reinforced by additional social-emotional data sources, such as the Adolescent Health Survey, which provide a broader context for understanding student well-being.

In alignment with the West Vancouver Schools Equity in Action and Enhancing Student Learning goals around sense of belonging, we are most proud of our interpretation and response in this area, and our district's commitment to **"All Means All."** This guiding principle underscores our ongoing work to ensure every student—particularly those in our priority populations—feels a genuine sense of belonging.

When reviewing the data at a deeper level, we did notice a one-year outlier with the Grade 4 response to the question about whether adults care about them. This indicator shows a 4.8% decline from the previous year, providing us with the opportunity to investigate further.

Looking ahead, West Vancouver Schools will continue to prioritize student belonging and connection through the lens of equity, ensuring that all students—especially Indigenous learners and students with designations—are supported in meaningful and individualized ways. The positive trends and strong provincial comparisons provide a solid foundation on which to build deeper and more inclusive relationships across all schools.

Career Development

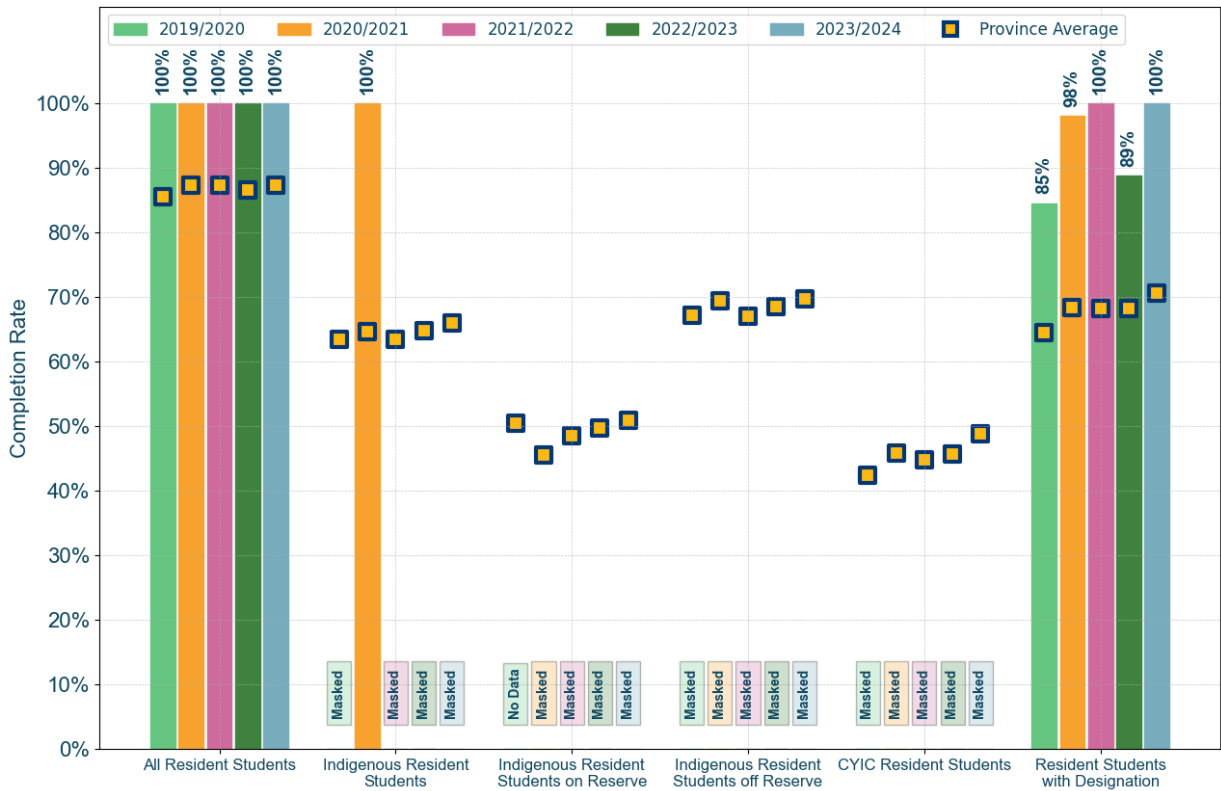
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

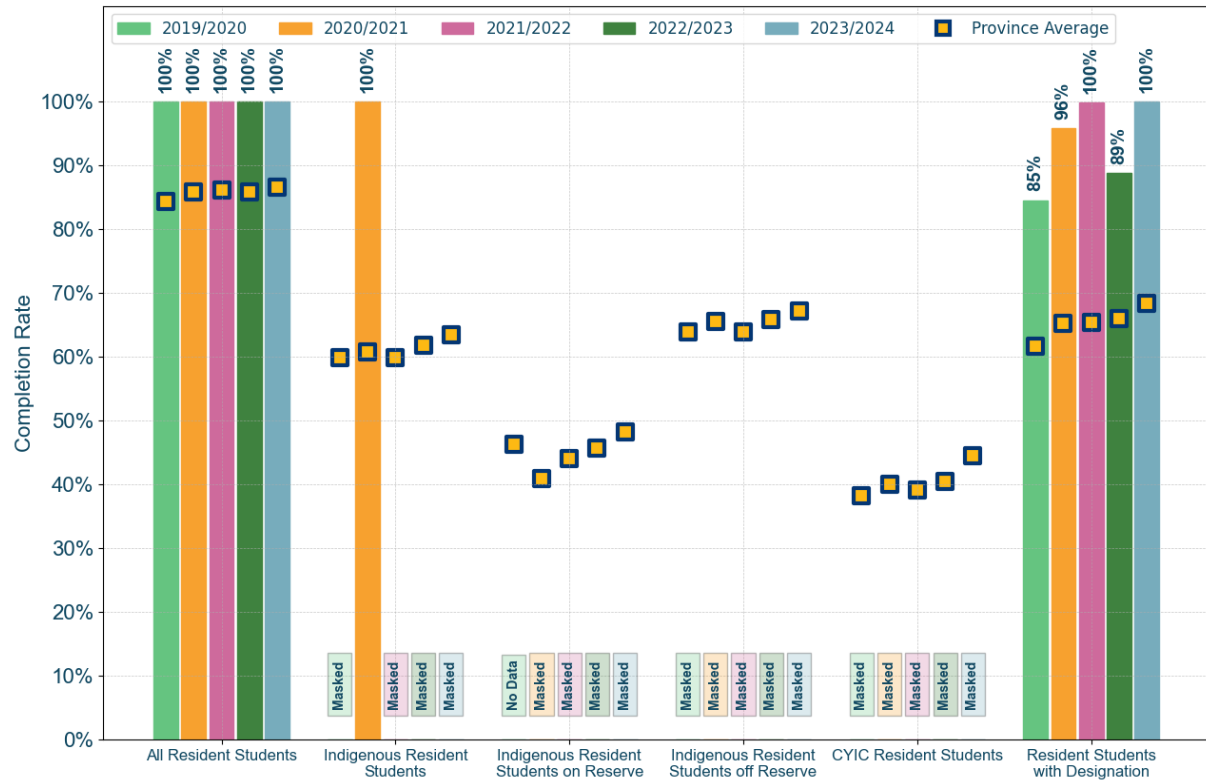
SD045 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	644 84	655 106	635 99	651 102	667 105
Indigenous Resident Students	Masked	13 2	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	100 12	103 16	110 17	110 17	121 19

SD045 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD045 - 5-Year Completion Rate - Dogwood



ANALYSIS

Outcome 4 – Gradation

Achieved Dogwood Within 5 Years

Graduation results for West Vancouver Schools have remained consistently strong over the past five years, with **100% of students graduating annually**. This performance far exceeds the provincial average and reflects the district's commitment to supporting all learners. Due to small cohort sizes, results for Indigenous students are masked to protect privacy. No Children and Youth in Care (CYIC) were enrolled in the graduating cohort during the reporting period.

- **All Students:** A 100% graduation rate has been sustained over five consecutive years, demonstrating exceptional consistency and strong system-wide support.
- **Indigenous Students:** While data is masked in some years, the five-year Dogwood completion rate remains well above the provincial average. Small cohort sizes contribute to year-to-year variability, but results remain a consistent strength.
- **Students with Designations:** Graduation rates exceed provincial averages with some annual fluctuation. In the most recent year, **100% of students with designations graduated**, marking a significant achievement.

Across all reported groups, district graduation results surpass provincial averages, underscoring the effectiveness of inclusive practices and targeted supports.

Graduation outcomes in West Vancouver Schools are exceptional, with 100% completion rates maintained across five years and strong results for priority learners. While smaller populations contribute to occasional fluctuations—particularly for Indigenous students and those with designations—overall performance is exceptional. Continued efforts to support priority populations will remain essential to sustaining these results and ensuring that all students are equipped for successful transitions beyond K–12.

INTERPRETATION

Outcome 4 – Gradation

Achieved Dogwood Within 5 Years

Strong results continue to be consistent with the general population and within our priority populations. Graduation outcomes in West Vancouver Schools continue to reflect a high level of student success and strong system-wide support. With 100% of students graduating each year over the past five years, the district's results far exceed the provincial average. This consistency points to effective academic programming, robust supports, and a strong focus on individual student pathways.

The graduation rates for students with designations and Indigenous students are particularly noteworthy. Although smaller cohort sizes result in some year-over-year fluctuation—especially for Indigenous learners—the overall trend remains significantly above provincial averages. In the most recent year, 100% of students with designations graduated, reinforcing the district's commitment to inclusive and equitable outcomes. These achievements are a direct result of purposeful planning, individualized supports, and early identification of needs throughout the secondary years.

Overall, these graduation results speak to the district's success in guiding all students—especially those in priority populations—toward successful transitions beyond Grade 12. Maintaining a focus on

individualized supports, culturally responsive practices, and a broad definition of post-secondary readiness will ensure continued success in this area.

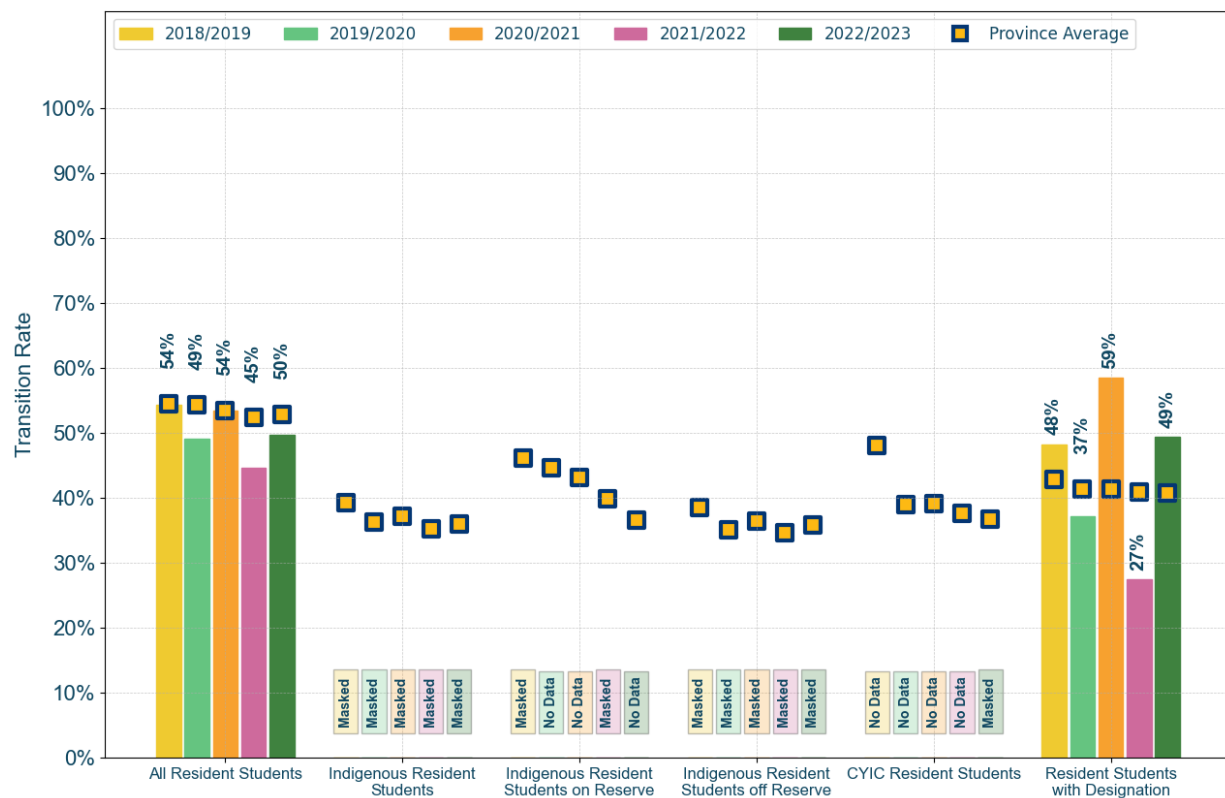
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

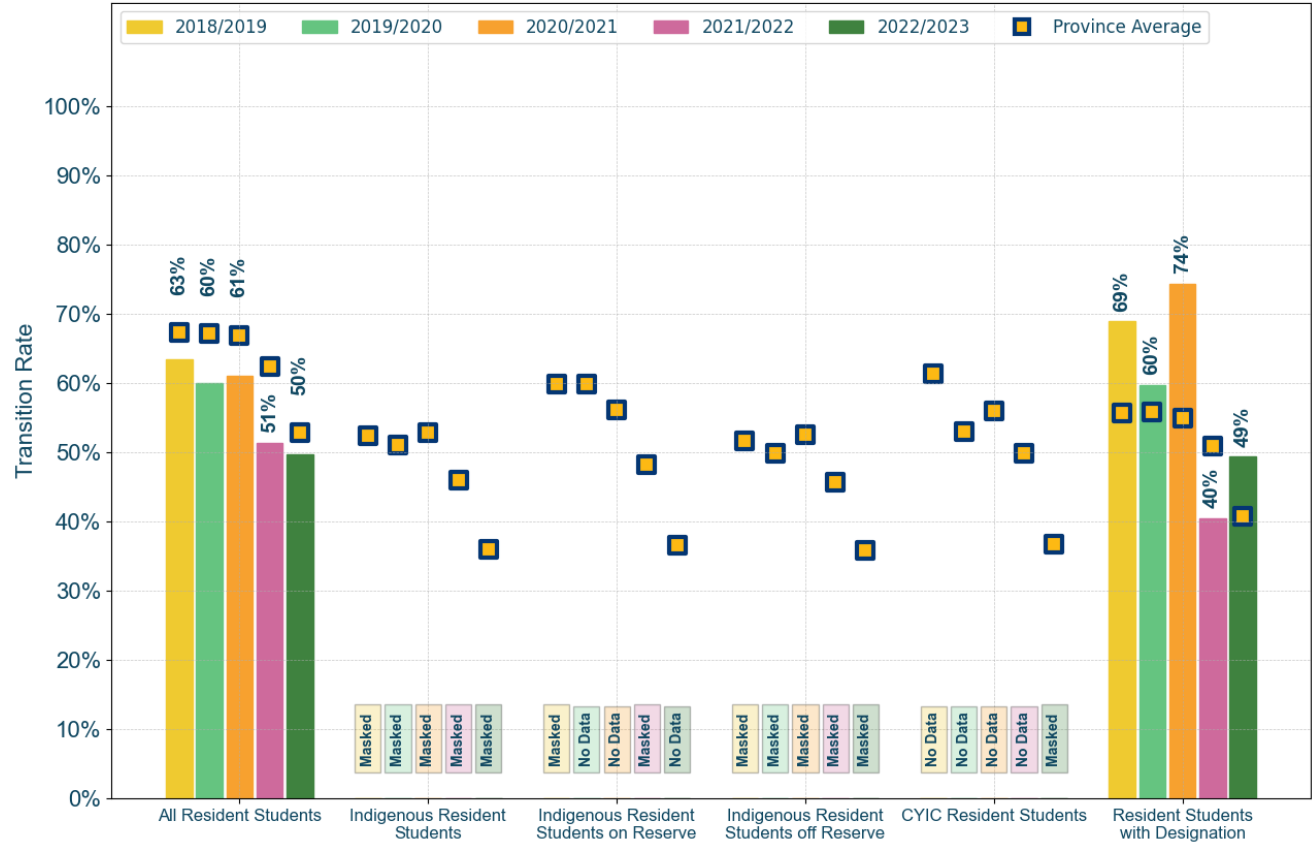
SD045 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	628	567	600	572	568
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	0	0	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	Masked
Resident Students with Designation	58	62	82	84	79

SD045 - Immediate Transition to Post-Secondary



SD045 - Within 3 Years Transition to Post-Secondary



INTERPRETATION

Outcome 5 – Life and Career Core Competencies Post-Secondary Transitions

Provincial post-secondary transition data for West Vancouver Schools reflects only transitions to British Columbia institutions. As a result, it does not accurately represent the district's student population or post-secondary pathways. Approximately 45–50% of graduates attend institutions outside of B.C. and Canada, a trend also reflected among priority populations. Indigenous student data is masked due to small population sizes, and no Children and Youth in Care (CYIC) are reported in this data set.

Internal tracking provides a clearer picture of post-secondary transitions:

- Approximately **95% of graduating students enroll in post-secondary institutions within two years of graduation.**
- Each year, West Vancouver Schools students report acceptances at over **90 post-secondary institutions** across B.C., Canada, and around the world.
- Priority populations demonstrate post-secondary trends consistent with those of the broader student population.

While provincial data underrepresents district success, internal measures highlight strong transitions to diverse post-secondary opportunities. These outcomes reflect the district's commitment to preparing students for a variety of pathways aligned with their strengths, interests, and career goals.

Post-secondary transition data affirms that West Vancouver Schools students are exceptionally well prepared- for life beyond graduation.

INTERPRETATION

Outcome 5 – Life and Career Core Competencies Post-Secondary Transitions

Extracting meaningful data from this data set is challenging for West Vancouver Schools due to the number of students attending post-secondary institutions outside the province and country. The district tracks this information as accurately as possible. Most students pursue post-secondary education after graduation, and transitions to post-secondary remain a consistent area of strength within the district and community. Continued attention will be given to priority populations, and the district's targeted strategies for Indigenous students and those with diverse needs and abilities are ongoing.

TABLE OF CONTEXT

- 1. Introduction
- 2. Reflect and Adjust Chart
- 3. Revised and Adjusted Goals and Strategies

INTRODUCTION

As part of the West Vancouver Schools’ commitment to continuous improvement, we are refining and adapting our current enhancing student learning goals to ensure optimal student growth and success, informed by data analysis and stakeholder feedback. This year, we have made slight adjustments and adaptations to the goal language to better align with the areas of growth identified in the cycle of improvement. We have worked hard to develop alignment and greater system--wide coherence with the strategic directions, the FESL goals, and the three emerging district commitments. In addition, these goals continue to be aligned with the [West Vancouver Indigenous Success Plan](#) that includes the West Vancouver Schools Indigenous Education Enhancement Agreement and Equity in Action goals. These plans were developed with and by the West Vancouver Schools Indigenous Education Council. As a result, all strategies have also been reviewed and updated to ensure gaps are being addressed and the strategies are effective as we go deeper into this important work. As a result, all strategies have also been reviewed and updated to ensure gaps are being addressed and the strategies are effective as we go deeper into this important work.

The chart below presents the strategies implemented over the past year. Areas related to growth, strategy effectiveness and adjustments and adaptations have been highlighted holistically as they are interwoven and interconnected. Additionally, a summary of the updated language and strategies is provided below the chart to inform the next iteration of the West Vancouver Schools improvement cycle.

REFLECT AND ADJUST CHART

Career Development: Ensure successful and meaningful transitions with a focus on early learning, Grade 7 to 8, and post-secondary.			
Strategies	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
<ul style="list-style-type: none"> • Aligned structures (collaboration, sharing and networking) • Strategic Administration meetings for continuity and consistency • Targeted opportunities and information for Indigenous students and families • Student focus groups • French Immersion Review strategies • Community based 	The transition strategies and supports listed ensure successful and meaningful transitions at the three targeted areas of early learning, Gr. 7-8 and post-secondary by: <ul style="list-style-type: none"> • Increasing student, family and staff awareness of the importance of transitions. • Prioritizing transition opportunities and preparedness at all three levels. • Developing greater district and school alignment for transitional processes, events and communication at all levels. • Investing in staff to support early learning 	As reflected in Part 1: Review and Data Report, Career Development results across all indicators, including priority learners, show tremendous success. As part of the cycle of improvement, we have relied on anecdotal stakeholder feedback to assess the effectiveness of the broad spectrum of strategies related to early learning, Gr. 7-8 and post-secondary transitions. Stakeholder feedback remains high in all areas.	The transition goal language has been adapted slightly. The word “transition” has been replaced by the phrase “future readiness” as it more accurately describes the intention and focus of this goal area. In essence, we are preparing students for their future endeavors at all levels. Strategies have been reviewed to ensure continued alignment incorporating stakeholder feedback. Refer to

transitional offerings <ul style="list-style-type: none"> • Impact North Shore Collaborations • Targeted Early Learning (EL) Strategies • Targeted Gr. 7-8 Strategies • Targeted Post Secondary strategies 	and post-secondary transitions <ul style="list-style-type: none"> • Investing in professional development and training opportunities • Supporting strategic community partnerships to support all student transitions • Supporting priority cohorts and populations through the development of targeted transitional strategies, resources and supports • Improving Indigenous student transitions and programming at all three transitional stages • Improving student transitions and program for students with designations at all three transitional stages 		one pager below for more detailed information.
Intellectual Development: Strengthen numeracy competencies and numeracy provincial assessment results. <i>Numeracy is the ability to interpret information, apply mathematical understandings, solve problems, and analyze and communicate solutions</i>			
Strategies	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?

<ul style="list-style-type: none"> • Numeracy focused professional development opportunities • Elementary Numeracy Enhancement teachers • Elementary structures (numeracy leads, math teams, math networks) • Updated numeracy resources • Secondary Numeracy Collaboration • Targeted monitoring and support for Indigenous students in numeracy • Literacy focus and connections 	<p>The numeracy strategies and supports listed address gaps as they intentionally strengthen numeracy competencies and improve student achievement by:</p> <ul style="list-style-type: none"> • Increasing teacher competency in numeracy skills, competencies and understandings • Prioritizing numeracy as an area of curricular focus across the district • Developing greater alignment with curriculum between schools • Purchasing and developing strategic numeracy resources to support all students, encompassing priority learners • Enhancing district coherence in numeracy • Improving Indigenous student outcomes and feelings of success • Developing a system-wide approach to teaching literacy to support numeracy • Supporting priority cohorts and populations through the development of targeted strategies, resources and supports that have had a positive impact on all learners. 	<p>As reflected in Part 1: Review and Data report, numeracy results across all indicators, including priority learners, have improved student learning and outcomes. The only exception is Grade 4 students with designations. Highlights of this improvement and effectiveness, that addressed gaps or identified areas of concern include:</p> <ul style="list-style-type: none"> • Continued increase in student achievement in all numeracy indicators and with priority populations, that are well above the provincial average. • A greater understanding and connection between numeracy success with overall literacy proficiency 	<p>The numeracy goal has been expanded to include both the foundational skills of numeracy and literacy. Strategies have been adjusted accordingly. Refer to one pager below for more detailed information.</p>
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Human and Social Development			
Improve sense of belonging to enhance student success and positive mental health.			
Strategies	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
<ul style="list-style-type: none"> • Mental Health Framework • Mental Health Champions • Healthy Schools Table • Professional learning opportunities • Physical Literacy resources and staffing • Community resources • Parent/Guardian learning opportunities • Mental health resources and programming • Targeted strategies for Indigenous students • Connect Program 	<p>The sense of belonging strategies and supports listed intentionally enhance student success and support positive mental health by:</p> <ul style="list-style-type: none"> • Increasing teacher competency in the importance of student connection, positive mental health, physical literacies and well being • Incorporating and intentionally emphasizing sense of belonging competencies in all curriculum areas • Developing greater district alignment for safe, caring and inclusive schools • Investing in district and school leadership opportunities (ex. Mental Health Champions, Deeper Learning Districts) to support awareness, 	<p>As reflected in Part 1: Review and Data Report, human and social development results across all indicators, including priority learners, show continued improvement. Highlights of this improvement and effectiveness include:</p> <ul style="list-style-type: none"> • Continued increase in results in all sense of belonging indicators with all populations, that are above the provincial average. • Through this cycle of continued improvement, WVS has developed a greater understanding that student sense of belonging is directly connected to the mindset of “all means all.” Throughout the 24/25 school year, the district explored, 	<p>The goal of fostering a sense of belonging has been adjusted to incorporate the broader framework of "All Means All." Strategies have been adjusted to reflect this broader commitment. Refer to one pager below for more detailed information.</p>

<p>Discovery process</p> <ul style="list-style-type: none"> • Literacy and numeracy connections 	<p>understanding and cohesion</p> <ul style="list-style-type: none"> • Investing in professional development and training opportunities (Lighthouse Learning, VTRA, etc.) • Supporting strategic mental health and well-being resources and community partnerships to support all students, encompassing priority learners • Supporting priority cohorts and populations through the development of targeted strategies, resources and supports that have had a positive impact on all learners. • Improving Indigenous student outcomes and feelings of success and belonging • Improving student outcomes for students with designations • Supporting targeted programming (Ex. Connect, Take a Hike, etc.) to enhance the sense of belonging for specific populations 	<p>defined and developed coherence with this understanding. All Means All has become a district commitment to enhance teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.</p>	
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REVISED AND ADJUSTED GOALS AND STRATEGIES

Below is a summary of the revised and adjusted goals for moving forward with our Enhancing Student Learning cycle. The chart describes the previous goal language, the adjusted goal language and shifting strategies. As this is an interim report, the strategies now reflect the updated goal language using a broader description for each of the strategies as this previous level of detail was too granular and confining for this report.

Previous Goal:

Ensure successful and meaningful transitions with a focus on early learning, Grade 7 to 8, and post-secondary.

Adjusted Goal Language:

Foster future readiness by ensuring students are equipped for key stages in their learning journey, with a focus on early learning, the transition from Grade 7 to 8, and post-secondary pathways

Adjusted and Adapted Strategies:

- Built in collaboration, structured networking, and opportunities at the school and district level for staff
- Aligned school-based transition processes, structures and communication for district-wide consistency
- Provide information and resources to assist students and families (ex. post-secondary google classroom, Kindergarten Information Session for Parents/Guardians, etc.)
- Facilitate events and learning opportunities to support students and families (ex. Post secondary information nights, Gr. 7-8 Open Houses, Welcome to Kindergarten events)
- Targeted staffing at the early learning and post-secondary levels to enhance and support future readiness and transitions
- Professional development and training (ex. Lighthouse Learning opportunities)
- Gather student voice and perspective through focus groups, surveys, etc.
- Community-based partnerships and offerings to support students, families and staff
- Enhance Family of Schools (FOS) model to support connections and facilitate transitions for students, families and staff
- Additional targeted staffing, programming, opportunities, events and information for priority populations and their families (ex. Indigenous transition events and meetings, Gr. 7-8 Artful Transitions program, etc.)
- Additional early learning readiness opportunities, events and programs for all students, including priority populations
- Additional post-secondary career and trades opportunities, events and programs for all students, including priority populations
- Provide enhanced post-secondary supports, resources and information for all students, including priority populations
- Committed to 0-5yrs and after school care opportunities and programming
- Indigenous engagement and input through WVIEC and Equity in Action committee

Previous Goal:

Strengthen numeracy competencies and numeracy provincial assessment results. Numeracy is the ability to interpret information, apply mathematical understandings, solve problems, and analyze and communicate solutions

Adjusted Goal Language:

Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.

Adjusted and Adapted Strategies:

- Alignment with the district key commitment of Foundational Skills
- Literacy and numeracy professional development opportunities and training (ex. Lighthouse Learning, UBC Literacies Today course, Lunch and Learns, etc.)
- Targeted mentorship and support for new teachers focusing on literacy and numeracy instruction and assessment
- Additional staffing including Elementary Foundational Skills Enhancement teacher, Secondary Enhancement Teachers, French Immersion Literacy teachers
- Built in collaboration, structured networking, and opportunities at the school and district level for staff (Foundational skills leads, cross school secondary math collaboration, network meetings, etc.)
- Enhanced and supported literacy and numeracy resources and programs, including advanced technology and digital tools (ex. Mathology, Magic School, etc.)
- Development and implementation of the West Vancouver Schools Literacy Plan
- Improved literacy and numeracy screening tools, including the tracking and monitoring of results
- Targeted resources, support and interventions for identified students
- Additional tracking and monitoring of numeracy and literacy results (ex. FSA, GNL, report cards, DIBELS, etc.) of priority learners
- Additional targeted staffing, programming and supports for priority learners (Indigenous Success team, district Foundational Skills teacher, etc.)
- Community partnerships and resources (ex. Coast Metro numeracy, West Vancouver Memorial Library, Literacy Community of Practice, etc.)

Previous Goal:

Improve sense of belonging to enhance student success and positive mental health.

Adjusted Goal Language:

Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.

Adjusted and Adapted Strategies:

- Alignment with the district key commitment of All Means All
- Continued implementation of the West Vancouver Schools District Mental Health Framework
- Built in collaboration, structured networking, and opportunities at the school and district level for staff (ex. Mental Health Champions
- Focused resources and educational programming (ex. UDL, etc.) to support all student needs

- Continued focus on the core and curricular skills and competencies to support all learners
- Enhance Safe, Caring and Inclusive Schools by providing resources and training (ex. VTRA Training, Safety Care, etc.)
- Additional staffing to support culturally responsive, inclusive instruction and assessment (ex. Secondary Enhancement teachers, etc.)
- Community Partnerships and resources (ex. Healthy Schools Table, Foundry, etc.)
- Ensuring food security for all students through the 6 prongs of the WVS Feeding Futures plan
- Training and professional development opportunities for all staff (Lighthouse Learning, Sexual Health and Substance Use Education, etc.)
- Professional learning opportunities for teacher leaders and administrators to support instructional and systems leadership
- Responsive and supportive parent/guardian learning opportunities
- Equity, Diversity, and Inclusivity strategic planning and professional learning opportunities for staff
- Implementation of West Vancouver Schools District Early Learning Strategy
- Implement and support the WVIC Enhancement Agreement through the WVS Equity in Action plan and Indigenous Education School Plans
- Implement and support alternate programs for targeted and vulnerable learners (ex. Take a Hike, Connect, etc.)