



**WEST
VANCOUVER
SCHOOLS**

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West Vancouver

SD045

Enhancing Student Learning Report

September 2026

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INTRODUCTION TO REVIEW DATA AND EVIDENCE

The Review Data and Evidence section of the Enhancing Student Learning Report September 2026, 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

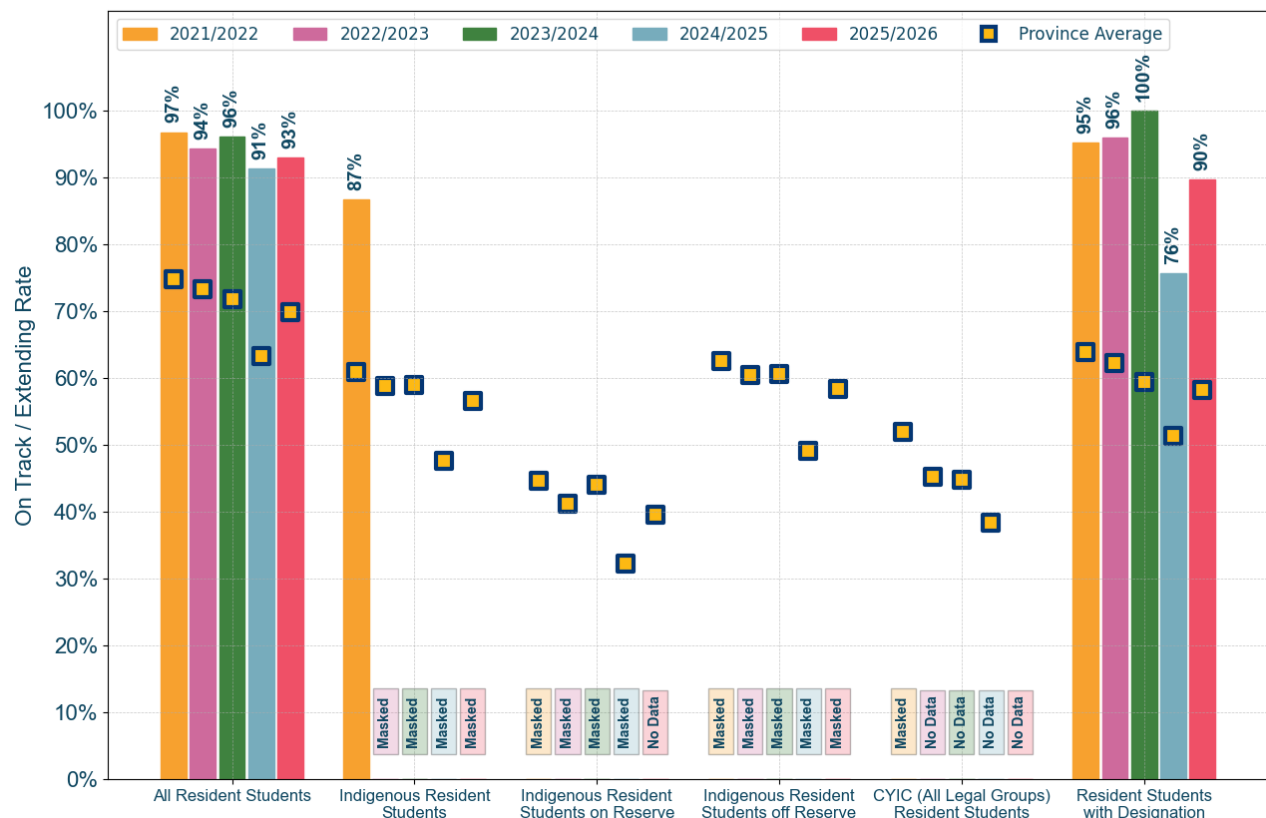
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	484 90%	485 92%	490 86%	523 89%	522 88%
Indigenous Resident Students	18 83%	Masked	Masked	Masked	Masked
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	0	0	0	0
Resident Students with Designation	41 51%	38 66%	44 59%	52 71%	45 64%

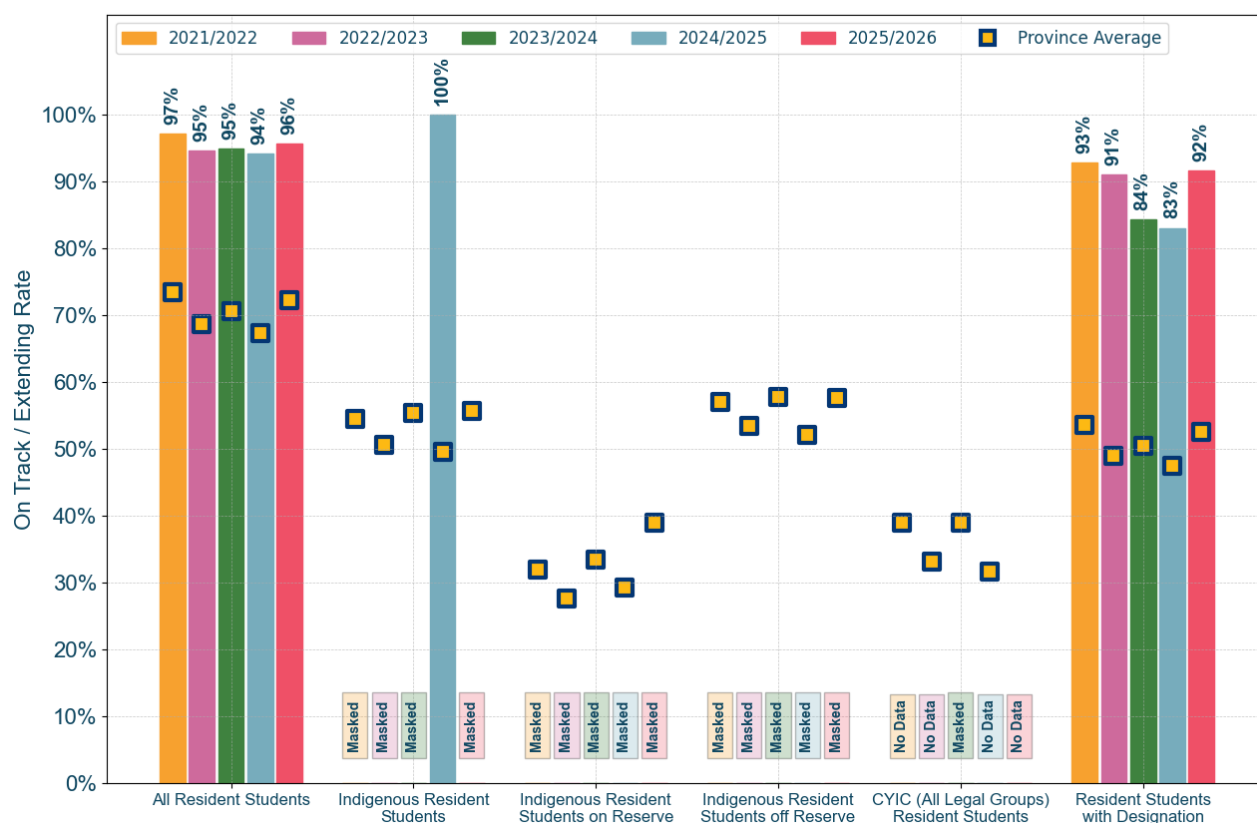
Grade 4 FSA Literacy - On Track / Extending Rate West Vancouver



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	572 94%	502 93%	581 91%	530 91%	556 93%
Indigenous Resident Students	17 65%	Masked	Masked	15 67%	Masked
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	0	0	Masked	0	0
Resident Students with Designation	74 76%	71 79%	90 78%	79 75%	78 77%

Grade 7 FSA Literacy - On Track / Extending Rate West Vancouver

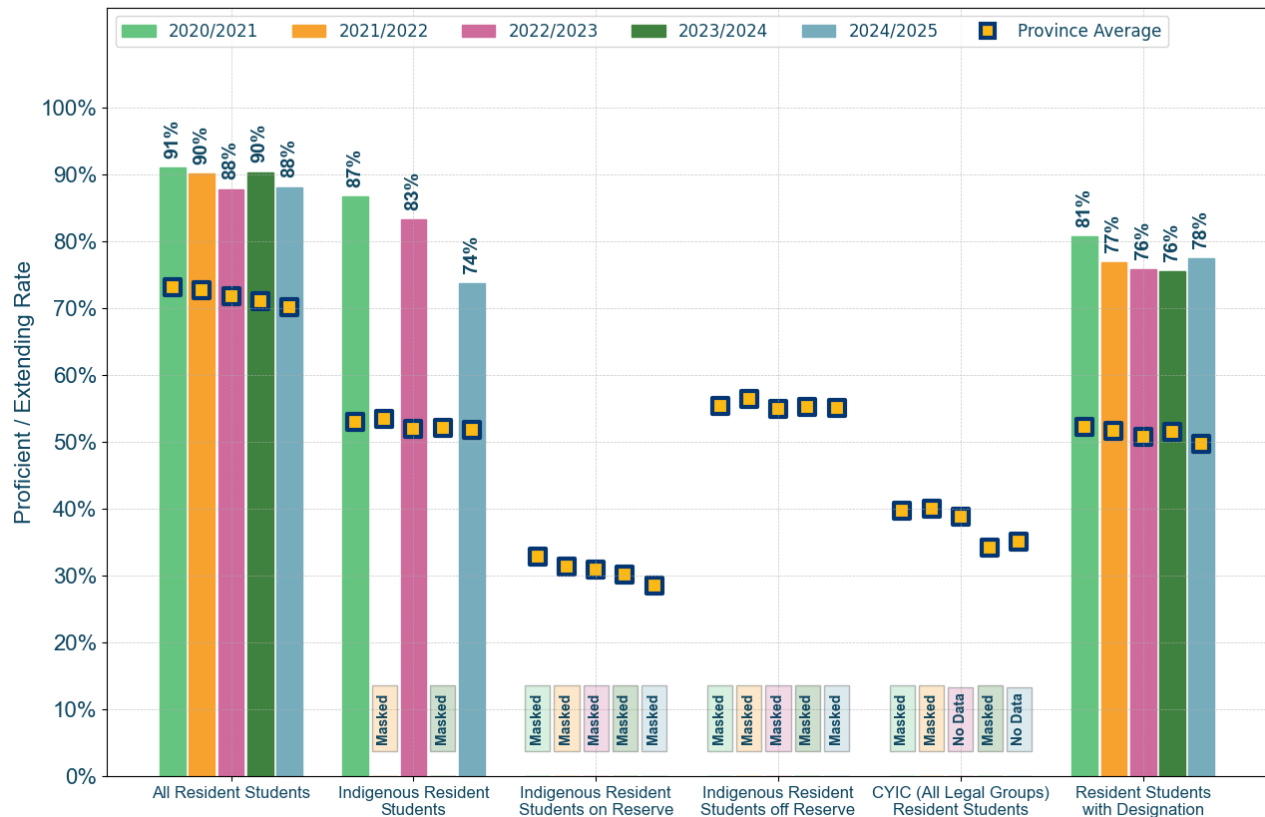


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	585 90%	618 95%	602 97%	592 95%	669 97%
Indigenous Resident Students	Masked	Masked	15 100%	Masked	18 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	18 89%
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	66 76%	71 93%	99 87%	105 80%	119 95%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate West Vancouver



ANALYSIS AND INTERPRETAION - Outcome 1, Literacy

Key context:

- Literacy assessment participation rates in the district remain consistently high (above 90%) across Grades 4, 7, and 10.
- Participation among students with designations is particularly strong and overall have trended upwards.
- This year, in West Vancouver Schoools, there has been a particular emphasis on K-7 literacy assessment and instruction. All K-7 students participated in DIBELS screeners throughout the year to inform instructional practice.
- There is also a strong commitment to inclusive practices system wide.
- Due to small population sizes for Indigenous and CYIC students, data has been masked. It is importat to note that due to this small population, year to year results can fluctuate significantly and make it challenging to analyze and interpret trends.

Data Context:

All resident students:

- Overall results remain strong at grade 4, 7 and 10 with slight improvements at the grade 4 and 7 level.

Students with designations:

- A significant increase of 14% in Grade 4, a 9% increase in Grade 7 and a 2% increase in grade 10.
- All results for students with designations far exceed provincial averages.

Indigenous Students:

- Literacy rates for Indigenous students continue to far exceed provincial average.

Overall:

- District performance continues to exceed provincial results by a wide margin:
 - Grade 4 results are 23% higher than the provincial average.
 - Grade 7 results are 24% higher.
 - Grade 10 results are 16% higher.

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

- Both the FSA and local school-based results (report cards, DIBELS screeners, etc.) reveal ongoing opportunities for literacy improvement. When disaggregated by student population groups and literacy domains, the data identifies specific skills and competencies that require targeted focus to ensure student success.
- Despite strong provincial performance, partner group feedback consistently emphasizes the importance of pursuing academic excellence in literacy to support student achievement.

What strengths were identified?

- West Vancouver Schools continues to far exceed provincial averages in all literacy demographic groups year over year.
- West Vancouver Schools' participation rates remain exceptionally high, including students with designations. This reflects both a strong culture of assessment and the district's commitment to inclusive practices.
- Indigenous students on and off reserve results far exceed the provincial averages and targeted individual support is prioritized where needed.
- The district's long standing system-wide emphasis on foundational skills, including literacy and numeracy, has been widely embraced by schools, staff, and families. Results continue to align with this commitment and were acknowledged with all partner groups as a strength.

What areas for growth were identified?

- For all students?
 - Literacy continues to be a priority for the West Vancouver Schools community as a whole. As such, we will continue our district wide commitment to maintaining and improving literacy results. This includes screening, continued monitoring and targeted support.
- For Indigenous learners?
 - Due to the small Indigenous student population in West Vancouver Schools, year-over-year data analysis presents challenges. As part of our broader equity priorities, the district will continue to provide individualized support tailored to each Indigenous learner's needs.
- For students with disabilities or diverse abilities?
 - Results for students with disabilities or diverse abilities continues to be lower than the data for all resident students. West Vancouver Schools will continue to ensure responsive, individualized programming for students with disabilities or diverse abilities. This includes sustaining early literacy interventions and ensuring differentiated strategies for all.

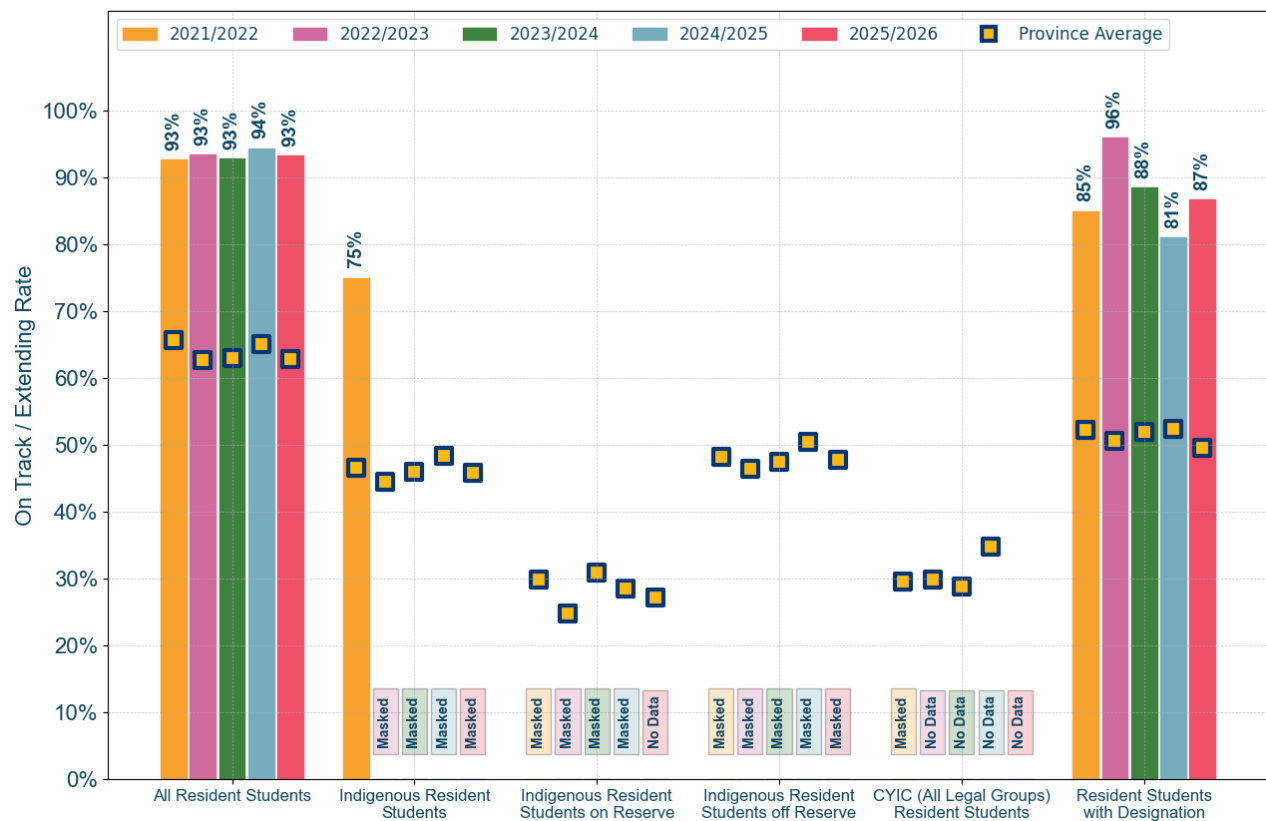
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & 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	484 90%	485 91%	490 86%	523 89%	522 88%
Indigenous Resident Students	18 89%	Masked	Masked	Masked	Masked
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	0	0	0	0
Resident Students with Designation	41 49%	38 66%	44 59%	52 71%	45 67%

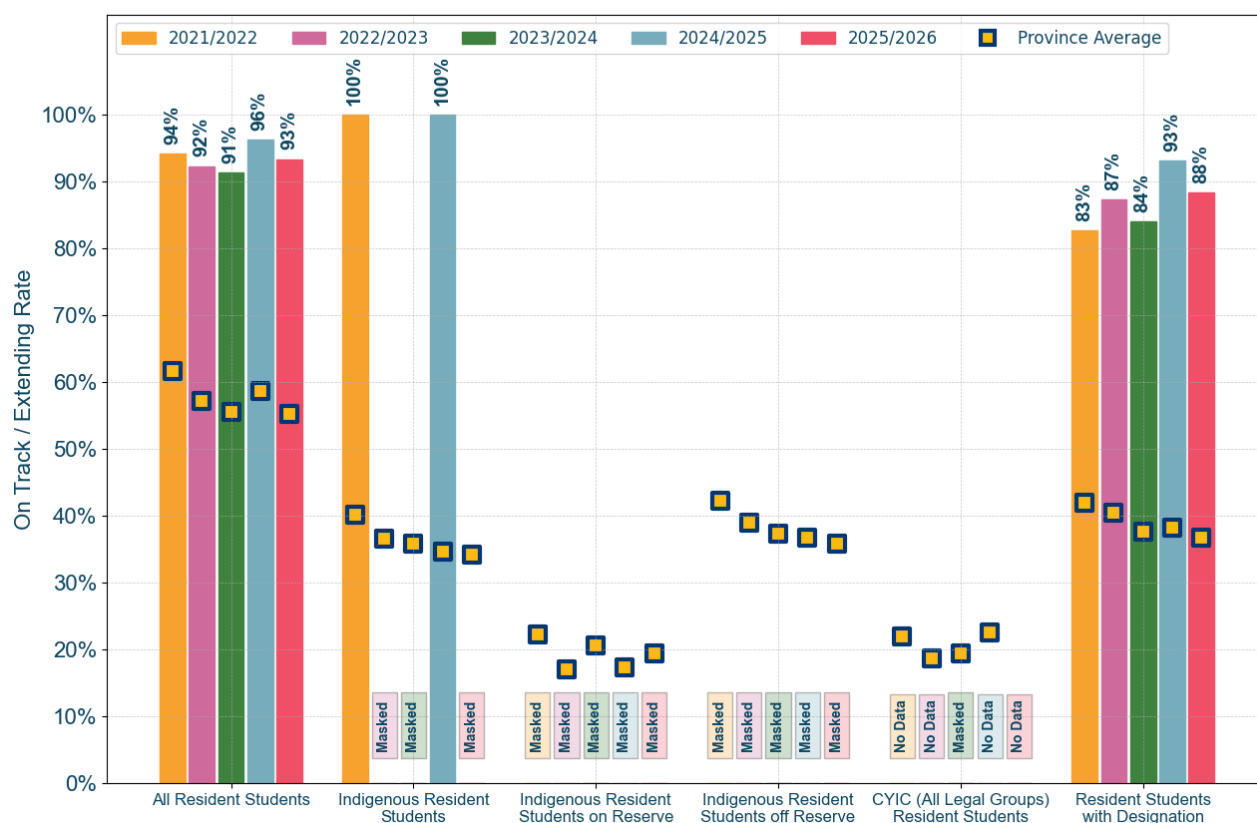
Grade 4 FSA Numeracy - On Track / Extending Rate West Vancouver



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	572 93%	502 93%	581 92%	530 91%	556 92%
Indigenous Resident Students	17 65%	Masked	Masked	15 67%	Masked
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	0	0	Masked	0	0
Resident Students with Designation	74 70%	71 77%	90 77%	79 73%	78 77%

Grade 7 FSA Numeracy - On Track / Extending Rate West Vancouver

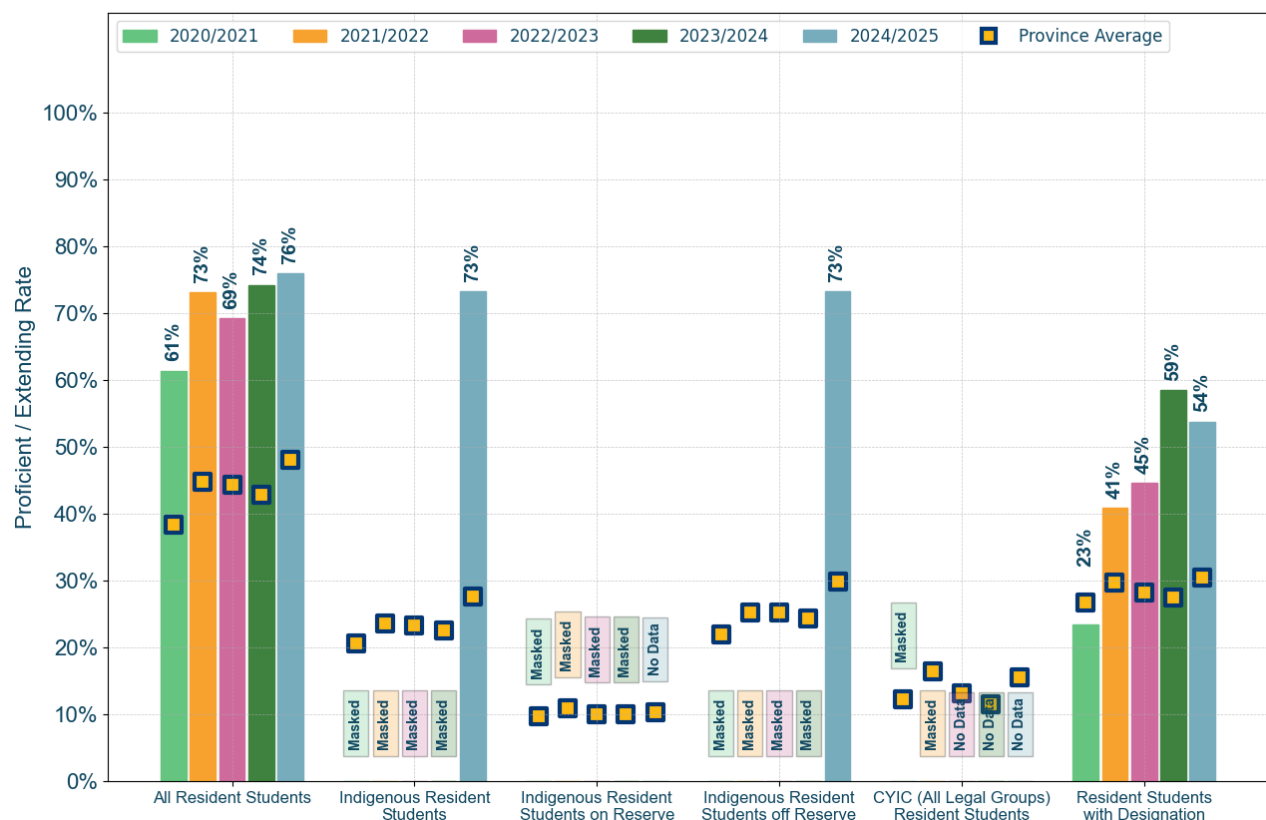


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	591 94%	616 94%	603 94%	589 92%	671 95%
Indigenous Resident Students	Masked	Masked	16 94%	Masked	18 83%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	18 83%
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	66 83%	70 87%	101 82%	105 79%	120 93%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate West Vancouver

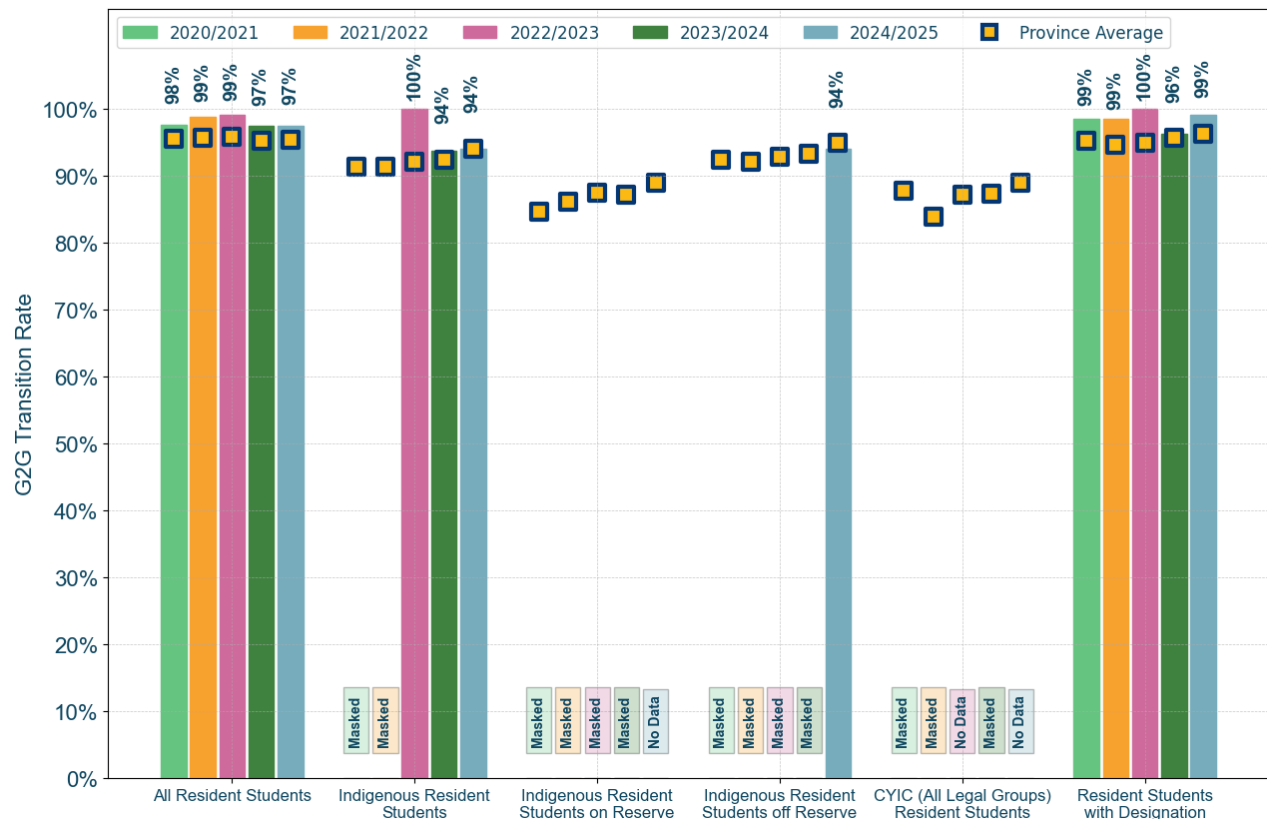


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	585	615	604	592	674
Indigenous Resident Students	Masked	Masked	16	16	17
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	17
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	67	70	100	107	121

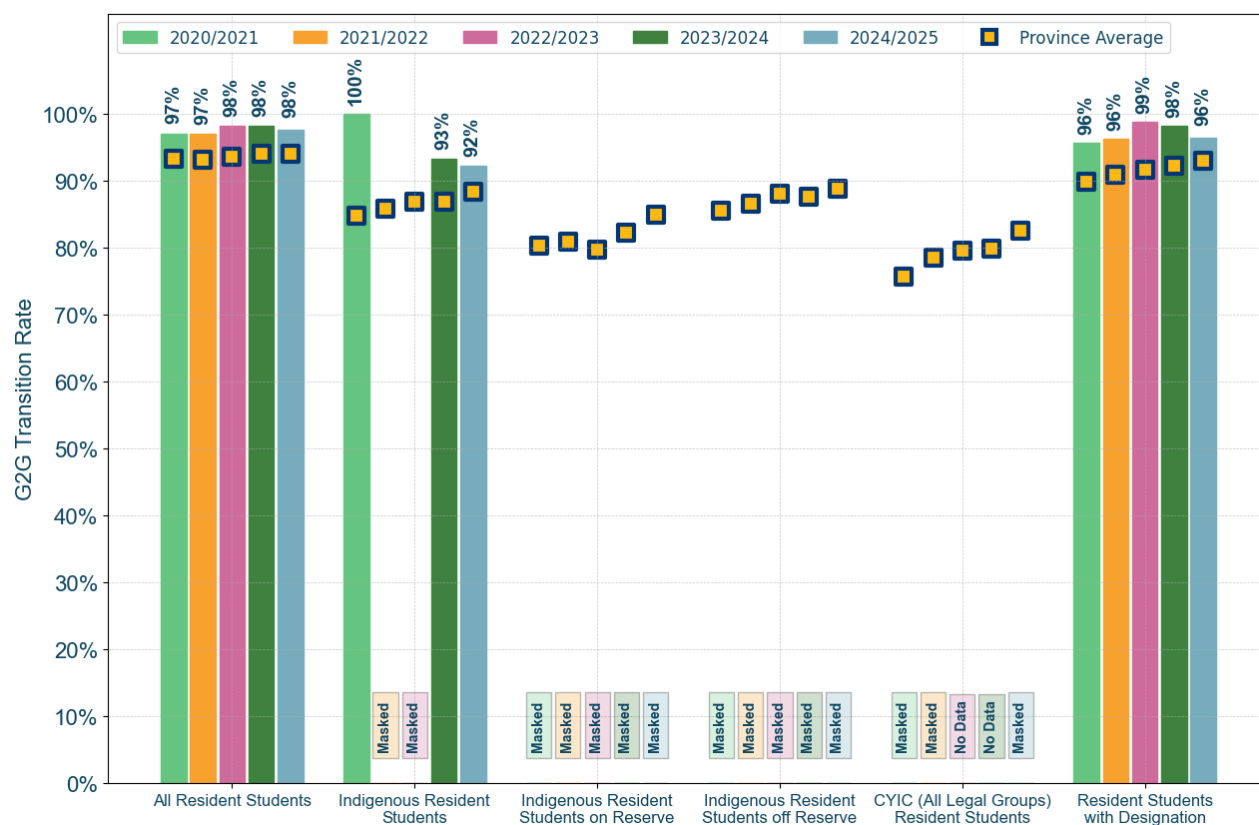
Grade 10 to 11 Transition Rate West Vancouver



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	615	608	644	642	618
Indigenous Resident Students	12	Masked	Masked	15	13
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	0	0	Masked
Resident Students with Designation	92	80	87	111	111

Grade 11 to 12 Transition Rate West Vancouver



ANALYSIS AND INTERPRETAION - Outcome 2, Numeracy

Key context:

- Numeracy assessment participation rates in the district remain consistently high (above 90%) across Grades 4, 7, and 10.
- Participation among students with designations is particularly strong and overall has trended upwards.
- There continues to be a strong commitment to inclusive practices system wide.
- Due to small population sizes for Indigenous and CYIC students, data has been masked. It is important to note that due to this small population, year to year results can fluctuate significantly and make it challenging to analyze and interpret trends.

Data Context:

All resident students:

- Overall results remain exceptionally strong at grade 4, 7 and 10 with consistent results year over year.

Students with designations:

- Small increase in Grade 4, a very small decrease in Grade 7 and 10.
- All results for students with designations far exceed provincial averages.

Indigenous Students:

- Numeracy rates for Indigenous students continue to far exceed provincial average.

Overall:

- District performance continues to exceed provincial results by a wide margin:
 - Grade 4 results are 30% higher than the provincial average.
 - Grade 7 results are 38% higher.
 - Grade 10 results are 28% higher.

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

- Both the FSA and local school-based results (report cards, etc.) reveal ongoing opportunities for numeracy improvement. When disaggregated by student population groups and numeracy strands, the data identifies application and analysis as priority areas. While foundational skills remain strong, student focus groups emphasize the need for real-world application and practical problem-solving to ensure student success.

- Moving forward, the district will continue to prioritize numeracy development and strengthen connections between numeracy and literacy instruction.
- Despite strong provincial performance, partner group feedback consistently emphasizes the importance of pursuing academic excellence in numeracy to support student achievement.

What strengths were identified?

- West Vancouver Schools continues to far exceed provincial averages in all numeracy demographic groups year over year.
- West Vancouver Schools' participation rates remain high, including students with designations. This reflects both a strong culture of assessment and the district's commitment to inclusive practices.
- Indigenous student results far exceed the provincial averages and targeted individual support is prioritized where needed.
- The district's system-wide emphasis on foundational skills, including literacy and numeracy, has been widely embraced by schools, staff, and families. Results continue to align with this commitment and were acknowledged with all partner groups as a strength.

What areas for growth were identified?

For all students?

- Numeracy continues to be a priority for the West Vancouver Schools community as a whole. As such, we will continue our district wide commitment to maintaining and improving numeracy results, with a specific focus on application and analysis.

For Indigenous learners?

- Due to the small Indigenous student population in West Vancouver Schools, year-over-year data analysis presents challenges. As part of our broader equity priorities, the district will continue to provide individualized support tailored to each Indigenous learner's needs.

For students with disabilities or diverse abilities?

- Results for students with disabilities or diverse abilities continues to be lower than the data for all resident students. West Vancouver Schools will continue to ensure responsive, individualized programming for students with disabilities or diverse abilities.

Human and Social Development

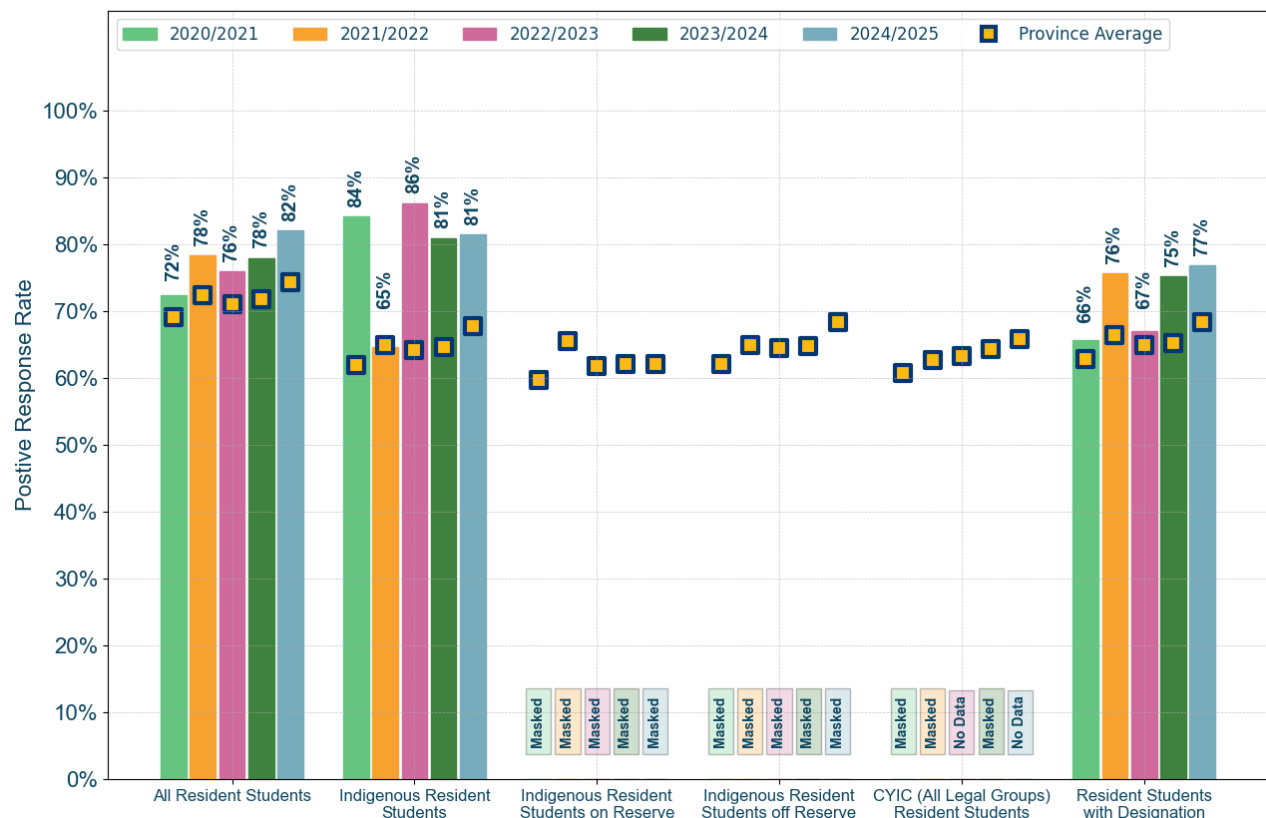
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

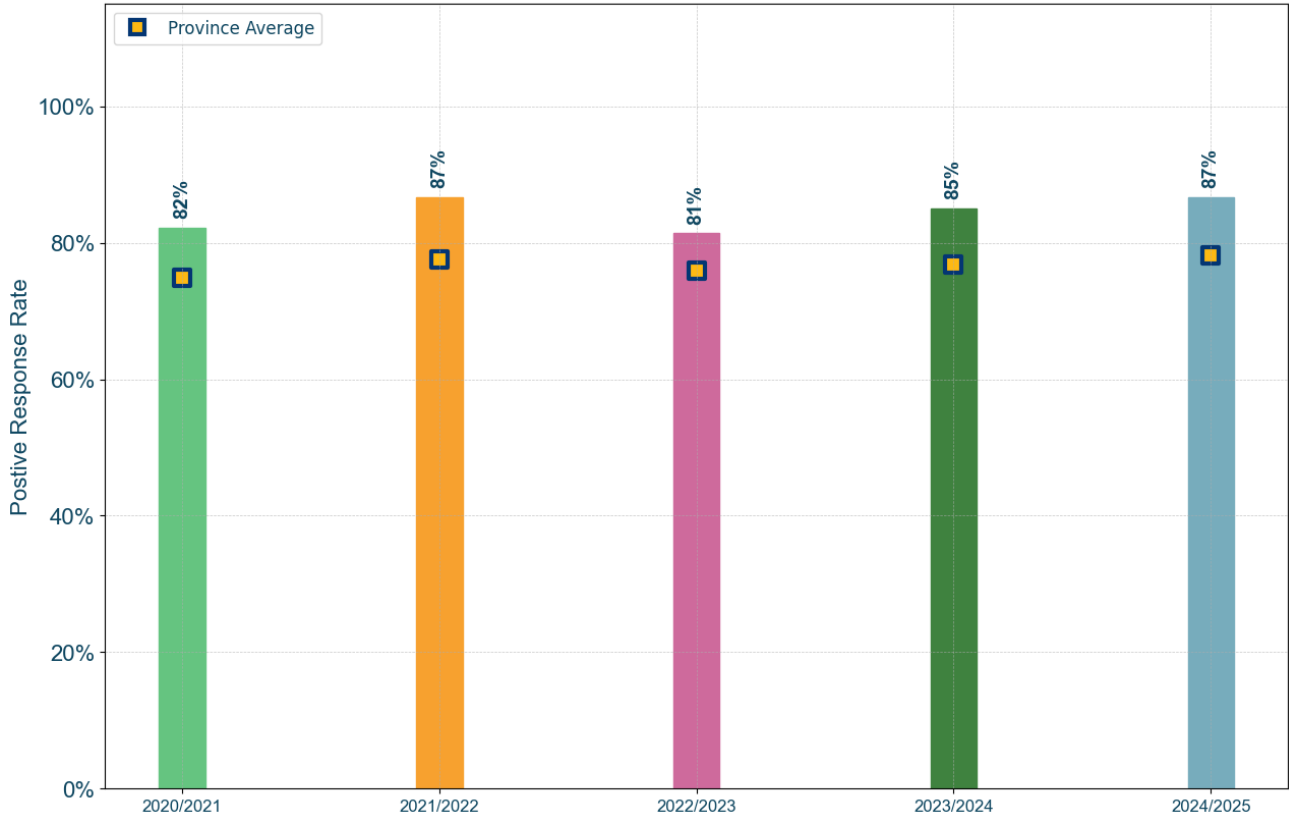
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1617 75%	1670 78%	1589 87%	1662 84%	1727 86%
Indigenous Resident Students	27 70%	43 79%	34 85%	29 72%	39 74%
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	0	Masked	0
Resident Students with Designation	183 67%	185 71%	208 72%	241 76%	252 81%

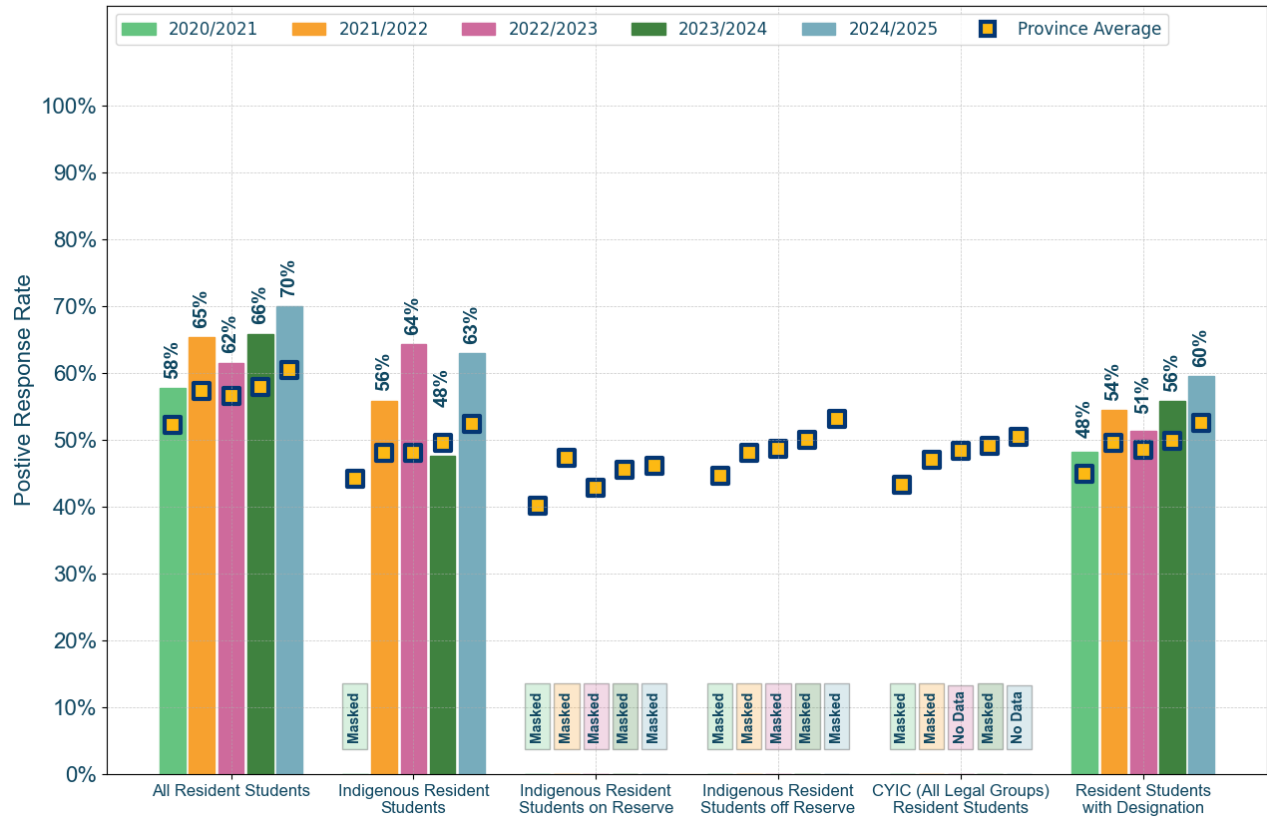
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
West Vancouver



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

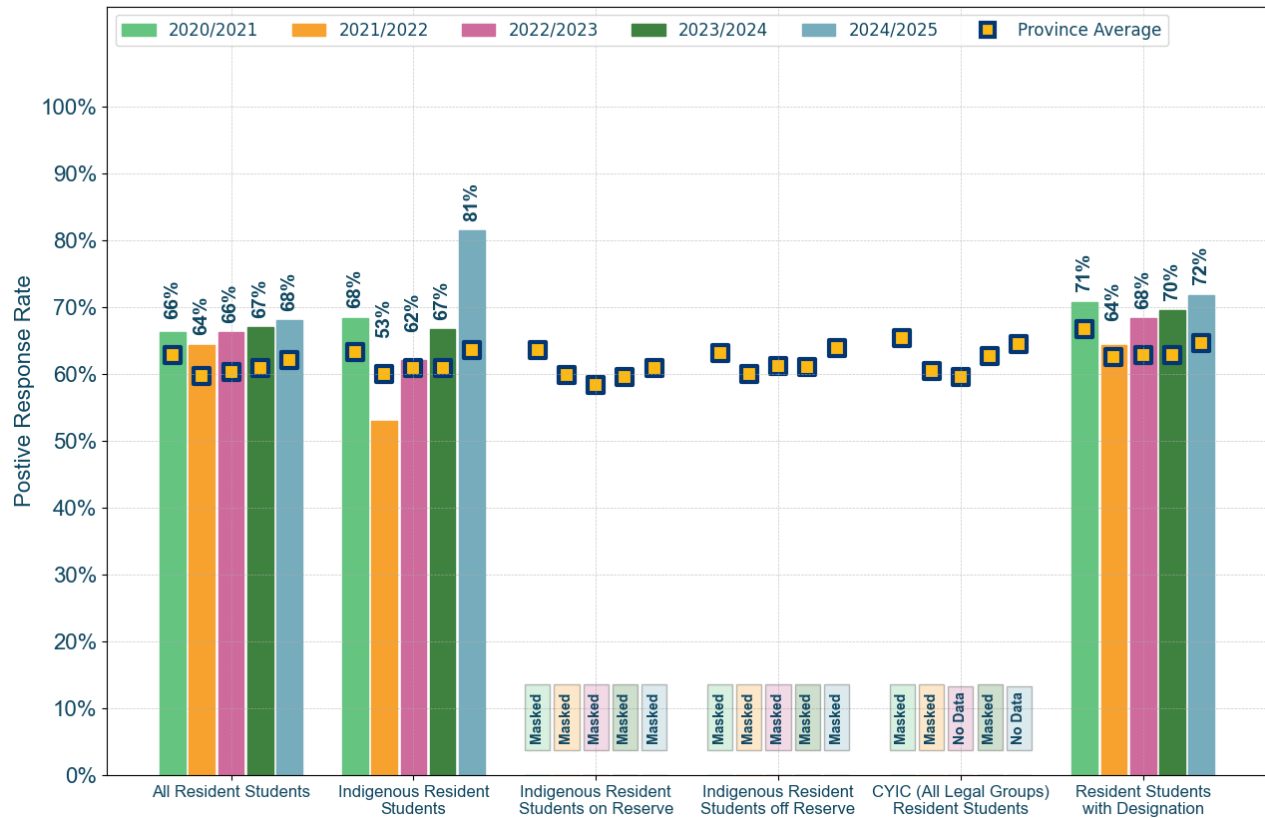


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 West Vancouver



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

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



ANALYSIS AND INTERPRETATION - Outcome 3, Feel Welcome, Safe and Connected

Key context:

- Over the last two years, West Vancouver Schools has prioritized a district commitment to All Means All. This includes the development and implementation of the WVS Foundations of Well Being Framework focused on belonging and identity, safety and supports and physical and mental health.
- There is also a strong commitment to inclusive practices system wide.
- Due to small population sizes for Indigenous and CYIC students, data is masked. It is important to note that due to this small population, year to year result can fluctuate significantly and make it challenging to analyze and interpret trends.
- Data reflects results up to 2024/25 and does not include the most recent 2025/26 Student Learning Survey outcomes.

Data Context:

All resident students:

- Overall results remain strong, above the provincial average and are trending upwards over the last three years at grade 4, 7 and 10.

Students with designations:

- Results show a small increase year over year and remain above the provincial averages.

Indigenous Students:

- Results for Indigenous students are trending upwards.
- Of note there was a significant 14% increase in 24/25 year with Adults Who Care results.

Overall:

- District performance continues to exceed provincial results by a wide margin:
 - Feel Welcome Safe and Connected results are 8% higher than the provincial average.
 - Feel Safe results are 9% higher.
 - Sense of Belonging are 8% higher.
 - Adults Who Care results are 5% higher.

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

- In the absence of new external data sources (such as Adolescent Health Survey results) this year, partner group feedback and provincial data served as the primary quantitative measure for monitoring success.

- All partner group feedback was positive and identified some opportunities for growth. While acknowledging demonstrated progress and success in this area, partner groups emphasized the need for continued improvement.
- Across all partner groups, student well-being remains a priority focus area.

What strengths were identified?

- West Vancouver Schools results indicate an upward trend across the indicators of feeling welcome, feeling safe, belonging and connection with district performance consistently above provincial averages.
- Indigenous Student and Student with Designations and Diverse Abilities results exceed the provincial averages and are in line with results for All Resident Students.
- The district focus on All Means All and the new Foundations for Well Being Framework has been well received by all partner groups and will continue to be a focus and priority for the district.

What areas for growth were identified?

For all students including all priority populations?

- The district will continue to focus on the area of All Means All by enhancing teaching and learning environments that are personalized, inclusive, responsive and innovative to support all learners.

For Indigenous learners?

- Led and guided by the West Vancouver Indigenous Education Council and the Equity in Action team, the district will continue to focus on belonging, identity, and connection.
- The district will also continue to provide individualized support tailored to each Indigenous learner's needs.
- Due to the small Indigenous student population in West Vancouver Schools, year-over-year data analysis and interpretation of trends can be challenging.

Career Development

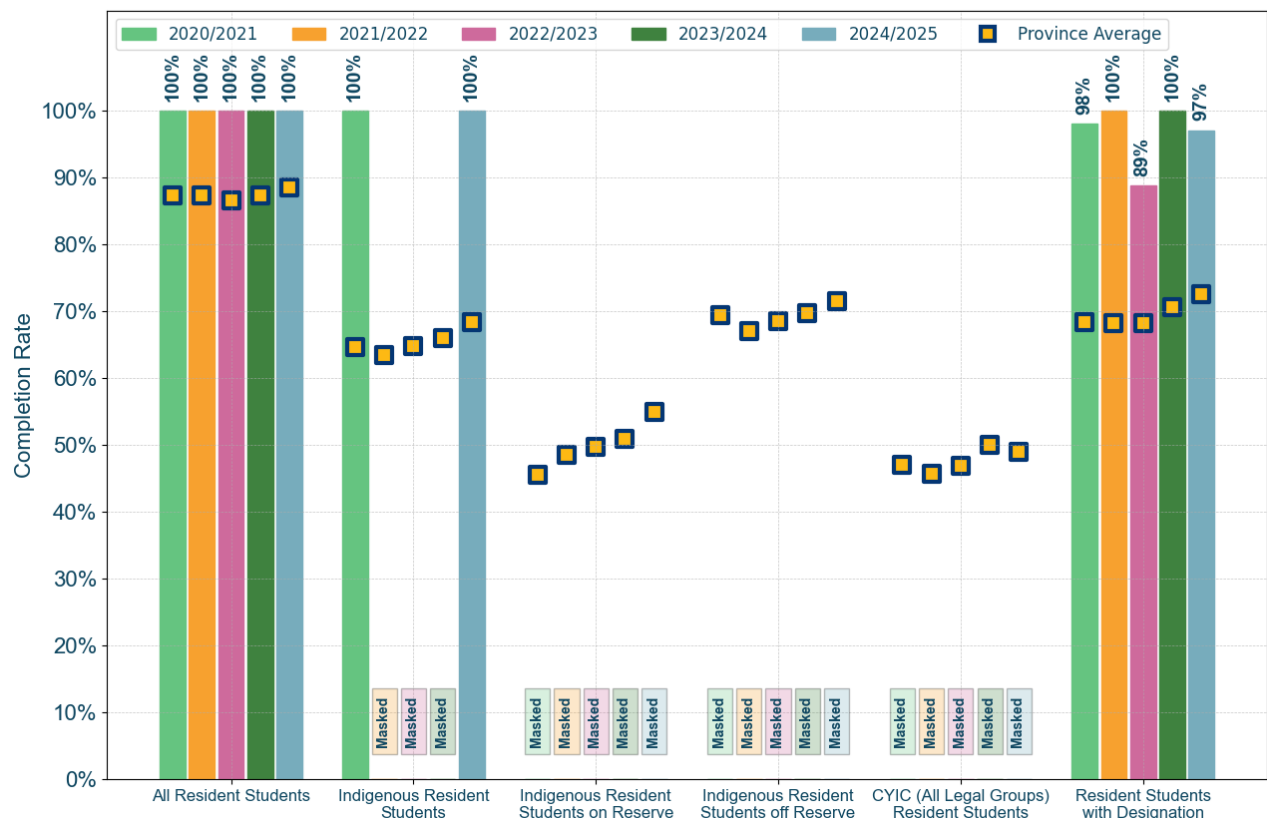
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

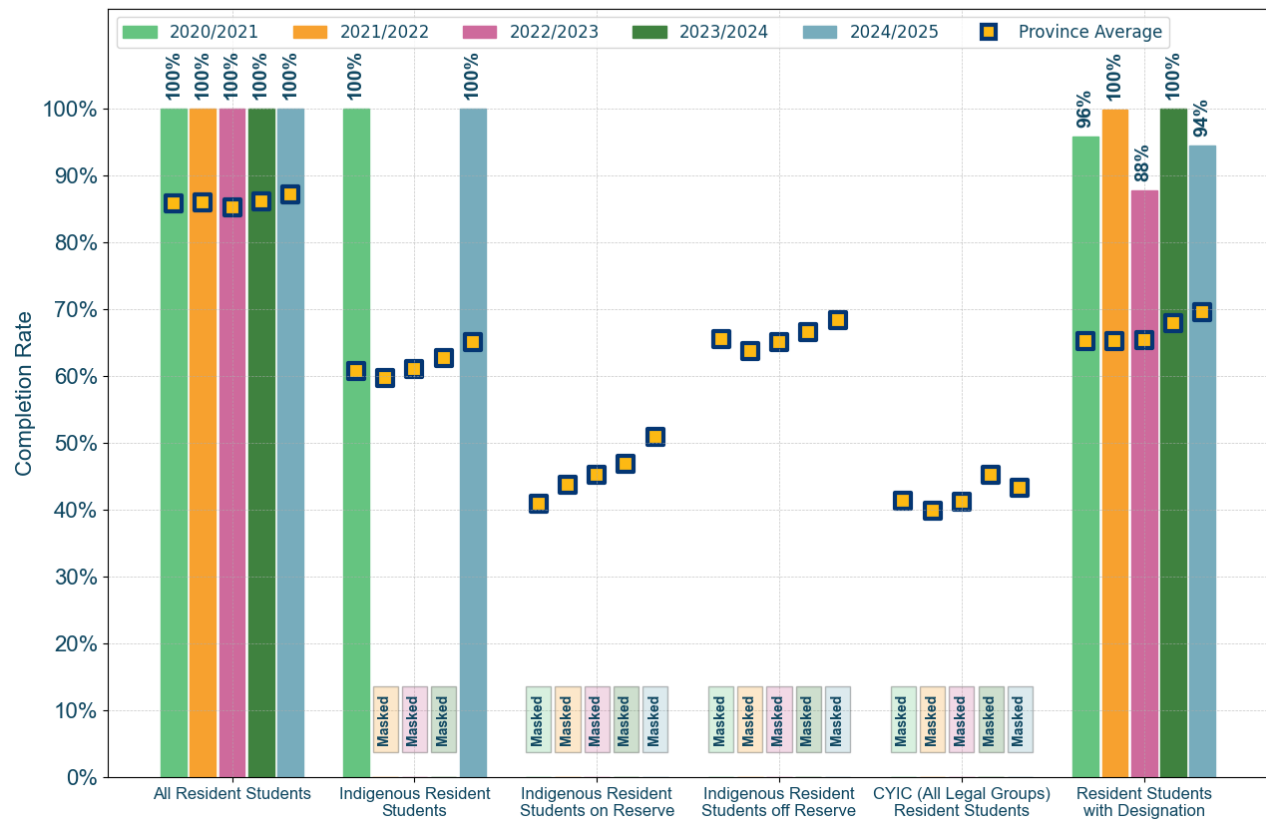
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	655 106	635 99	651 102	667 105	695 108
Indigenous Resident Students	13 2	Masked	Masked	Masked	13 2
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	Masked
Resident Students with Designation	103 16	110 17	110 17	121 19	136 21

5-Year Completion Rate - Dogwood + Adult Dogwood
West Vancouver



5-Year Completion Rate - Dogwood West Vancouver



ANALYSIS AND INTERPRETATION - Outcome 4, Graduation

Key context:

- As a high performing district, there is a partner group expectation of completion and graduation for all students attending West Vancouver Schools.
- Graduation results for West Vancouver Schools remains exceptional.
- Due to small population sizes for Indigenous and CYIC students, data is masked. It is important to note that due to this small population, year to year results can fluctuate significantly and make it challenging to analyze and interpret trends.

Data Context:

All resident students:

- 5 year completion rates (Dogwood) for West Vancouver Schools have remained consistently exceptional over the past 5 years with 100% of students graduating annually and exceeding the provincial average by 13%.

Students with designations:

- Results are maintaining but are 24 % above the provincial average.

Indigenous Students:

- Results for Indigenous students are trending upwards over the last three years and are currently matching results for all resident students at 100%.
- Results are 35% above the provincial average.

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

- Comparison of local and provincial data indicate 100% 5 year completion (Dogwood) for all students. The only gap in completion is with students with designations where completion is 94%.

What strengths were identified?

- Strong results with general population all exceeding provincial averages.
- Graduation rate for students with designations and Indigenous students are particularly noteworthy, all exceeding provincial averages.

What areas for growth were identified:

For all students including all priority populations?

- Maintain focus on Future Readiness and transitions for post-secondary.

For Indigenous learners?

- Due to the small Indigenous student population in West Vancouver Schools, year-over-year data analysis presents challenges. As part of our broader equity priorities, the district will continue to provide targeted support tailored to Indigenous learners on an individual basis.

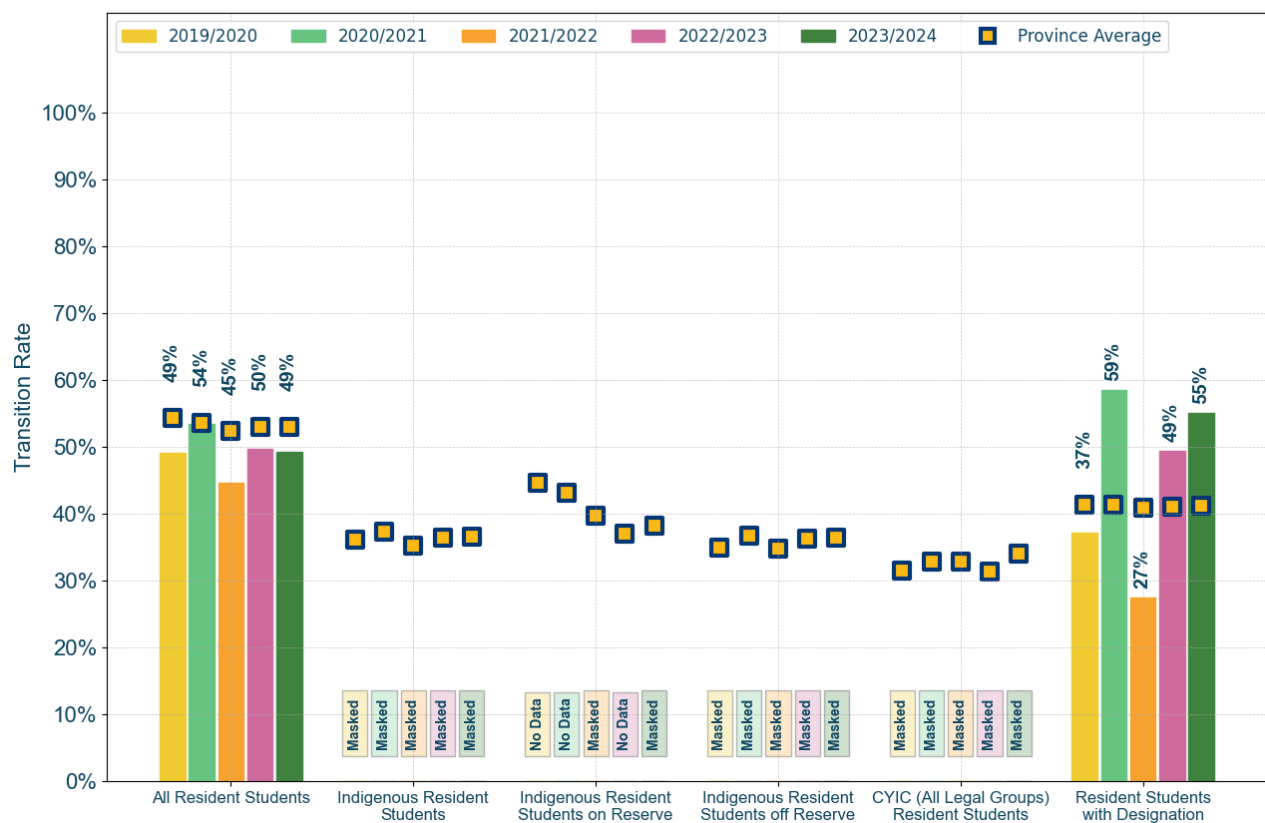
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

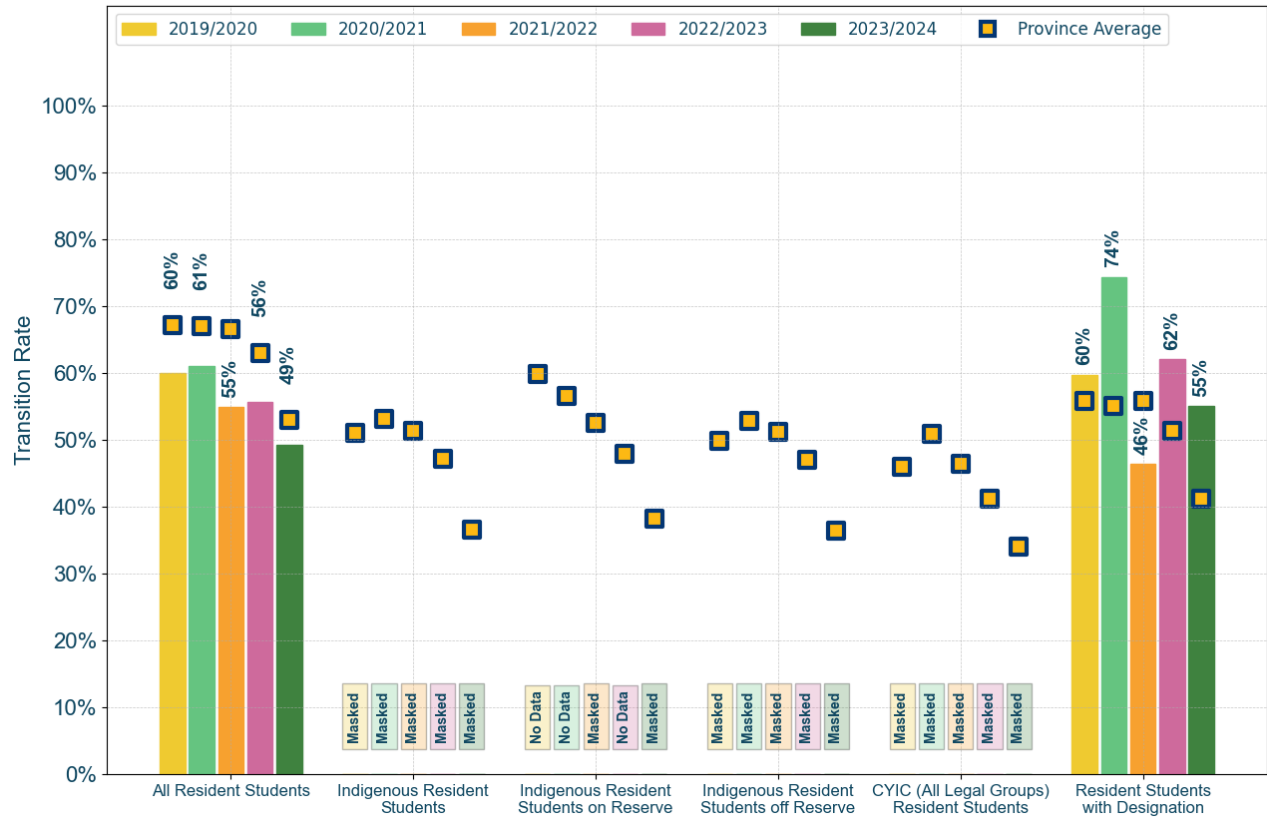
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	567	600	572	568	619
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62	82	84	79	98

Immediate Transition to Post-Secondary West Vancouver



Within 3 Years Transition to Post-Secondary West Vancouver



ANAYLIS AND INTERPREATTION – Outcome 5, Life and Career Core Competencies

Key context:

- Provincial post-secondary transition data for West Vancouver Schools only reflects transitions to British Columbia institutions. It does not accurately represent the districts' student population or post secondary pathway as approxiamtely 45-50% of West Vancouver Schools graduates attend post-secondary institutions outside of BC and Canada.
- Due to small population sizes for Indigenous and CYIC students, data has been masked. It is importat to note that due to this small population, year to year results can fluctuate significantly and make it challenging to analyze and interpret trends.

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

- Internal tracking across all four secondary schools shows that approximately 95% of graduating students enrol in post secondary institutions within 2 years of graduation. This data is not captured in the Transition to Post Secondary provincial data, where the transition rate is recorded at 50%.
- Each year, West Vancouver Schools students report acceptance at over 90 post-secondary institutions across BC, Canada, and around the world.

What strengths were identified?

- West Vancouver Schools students are exceptionally well prepared for life beyond graduation and internal tracking to post secondary confirms this.
- All West Vancouver students receive signifiant support with respect to post-secondary programming, planning and preparation. West Vancouver Schools is particularly proud of the significant emphasis placed on supporting Indigenous students to identify post-secondary pathways and opportunities.
- Priority populations demonstrate post secondary trends consistent with the all resident students.

What areas for growth were identified?

For all students, including priority populations?

- The district will continue to prioritize future readiness in ensuring that students are equipped for all post secondary pathways.
- Targeted strategies will be used to support all students.

RESPOND TO RESULTS

DISTRICT CONTEXT

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.

School District #45, West Vancouver Schools, resides on the Traditional Territories of the Squamish Nation and includes the District of West Vancouver, the Village of Lions Bay, and Bowen Island. It also attracts students from other Metro Vancouver regions and from around the world. The current enrolment is approximately 7,300 students, drawn from a total population of approximately 47,000 people. Of the student population, 1.7% self-identify as Indigenous, while approximately 13.5% have a Ministry of Education and Child Care (MOECC) designation and 20.4% of students are receiving English Language Learning support.

West Vancouver Schools has 18 different school sites: 4 secondary schools (including one alternate school); 11 elementary schools; 1 Montessori Kindergarten to grade 5 school; and 2 primary (Kindergarten - grade 3) schools.

The school district offers a wide array of optional and integrated programming including International Baccalaureate (PYP, MYP, and Diploma), single-track Early and Late French Immersion, Advanced Placement (AP), Montessori, Youth Train in Trades, a variety of secondary-level Premier Academies (e.g. Robotics, Fencing, Basketball, etc.), and district Premier Programs (e.g. First Aid Swim Training, Entrepreneurship, etc.). The school district is also proud of the many co-curricular opportunities available to students to help enhance their student life experience.

The achievements of West Vancouver Schools students are due in no small measure to the continuous dialogue between staff, parents, and a broad range of community, cultural, and business organizations within West Vancouver, the Squamish Nation, Lions Bay, and Bowen Island. Examples include community centres, public libraries, the Kay Meek Arts Centre, the District of West Vancouver, and local-provincial emergency response organizations.

Schools in our district have a strong reputation for academic excellence that matches or exceeds local independent schools and provincial results.

The West Vancouver Board of Education has a five-year Strategic Plan (2023-2027) that outlines the school district's direction. The Board's vision continues to be "to aspire to provide our students with the finest educational experience in the country and embrace the community values that make it possible: excellence, inclusivity, accountability, authenticity, innovation, community engagement,

and happiness.” The Strategic Plan outlines three goals that encompass a wide range of initiatives designed to enrich the learning experience and to prepare students to thrive in the world in which they will live, work, and play.

The Board has three main goals:

1. **Educational Excellence:** to provide comprehensive learning experience in academics, arts, athletics, and business that builds on natural curiosity.

We empower every learner to achieve their full potential through innovative, inclusive, and high-quality educational experiences that foster achievement, well-being, and belonging.

2. **Visionary Leadership:** to build community connections and pave the way for strong advocacy in education.

We lead with vision and purpose by fostering strong relationships, responsible stewardship, innovation, and sustainability to support thriving schools and communities now and into the future.

3. **Successful Transitions:** to support students as they move through their learning journey.

We support every learner’s journey by fostering seamless transitions, strengthening well-being and resilience, engaging families and communities, and creating inclusive pathways that prepare students for lifelong success.

REFLECT AND ADJUST INTRODUCTION

The Reflect and Adjust charts below highlight a selection of the strategies implemented over the past year. The charts are organized by goal area, and as requested, include only a few key examples of the work underway in each area.

It is important to recognize that this work is holistic and ongoing. The strategies, impacts, adjustments, and adaptations described are often interconnected and influence multiple goal areas simultaneously. As a result, the information presented below represents a snapshot of our progress at this point in time rather than a comprehensive picture of all the work occurring across the district. The Reflect and Adjust Charts below are intentionally holistic, and the supporting data is clearly laid out in the previous Data and Evidence section.

We are currently living the last year of both our Strategic Plan and Framework for Enhancing Student Learning (FESL) cycles. As implementation continues, we will monitor progress, reflect on evidence, and make adjustments in response to emerging needs and learning. Next year will mark the culmination of both cycles and provide an important opportunity to reflect on our learning, assess our progress, and use this evidence to inform the next generation of Strategic Plan priorities and FESL goals.

EDUCATIONAL EXCELLENCE, VISIONARY LEADERSHIP, AND SUCCESSFUL TRANSITIONS

GOAL #1: CAREER DEVELOPMENT

Future Readiness: 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.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Future Readiness: 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.	District-wide transition plans for all three areas (early learning, Grade 7 to 8, and post-secondary).	All learners.	This strategy is effective as indicated by exceptional provincial data results for grade-to-grade transitions and five-year completion rates. This is further supported by strong post-secondary transition results, when provincial data is combined with local data, for out-of-province and out-of-country institutions. In addition, positive engagement feedback was received from student, parent, administrator, and partner focus groups.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Future Readiness: 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.	Targeted staffing for all three areas. Examples include Indigenous Success Teachers, Post-Secondary Advisors, and Early Learning staffing.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as reflected in strong provincial data results for Indigenous learners and students with disabilities and diverse abilities for grade-to-grade transitions, five-year completion rates, and post-secondary transitions. In addition, positive engagement feedback was received from student, parent, administrator, and partner focus groups, including the West Vancouver Schools Indigenous Education Council, about staffing being a priority.	Continue.
Future Readiness: 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.	Targeted programming for all three areas.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as indicated by strong provincial data results for Indigenous learners and students with disabilities and diverse abilities for grade-to-grade transitions, five-year completion rates, and post-secondary transitions. In addition, positive engagement feedback was received about targeted programming from student, parent, administrator, and partner focus groups, including the West Vancouver Schools Indigenous Education Council.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Future Readiness: 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.	Community partnerships and connections for all three areas.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy was effective as communicated by positive engagement feedback from students, parents, administrators, and partner focus groups. In addition, the district continues to have successful and flourishing partnerships including the West Vancouver Indigenous Education Council, the Squamish Nation, North Shore Impact, West Vancouver Library, West Vancouver Recreation Centre, and the West Vancouver Police Department. Through these strong partnerships, West Vancouver Schools successfully opened two significant projects this year: the West Vancouver Schools Early Childhood Education Centre and the West Vancouver Place for Sport.	Continue.

EDUCATIONAL EXCELLENCE AND SUCCESSFUL TRANSITIONS

GOAL #2: INTELLECTUAL DEVELOPMENT

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

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	Targeted mentorship and teacher support.	All learners.	This strategy is effective as demonstrated by exceptional provincial results. In addition, literacy and numeracy results far exceed provincial averages. Indigenous learners and students with disabilities and diverse abilities show greater variation year to year due to smaller cohort sizes; however, in both cases they continue to far exceed provincial averages. Despite strong provincial performance, partner group feedback consistently emphasizes the importance of pursuing academic excellence in literacy and numeracy to support student achievement.	Continue.
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	Targeted literacy and numeracy staffing, including Foundational Skills Enhancement Teacher, Teacher Leaders, district inclusive education staffing, etc.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as demonstrated by exceptional provincial results for all students, as well as results for Indigenous learners and students with disabilities and diverse abilities. In addition, partner group feedback continues to support and emphasize literacy and numeracy staffing as a priority.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	District-approved and supported resources and programs.	All learners.	This strategy is effective as demonstrated by exceptional provincial results in literacy and numeracy. In addition, staff feedback indicates this strategy requires ongoing focus, support, and alignment across the district.	Continue.
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	Literacy Screening for K-7 (DIBELS).	All learners.	This strategy is effective as 2025/26 DIBELS data indicated overall student improvement from the beginning to the end of the year. In addition, staff feedback indicates that the district literacy assessment provides greater alignment and increased focus in informing instructional practice. Staff feedback also highlights that the screening data is beneficial in identifying students for increased targeted support.	Continue.
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	District Literacy Plan.	All learners.	This strategy is effective as demonstrated by exceptional provincial results in literacy. This strategy is effective as staff feedback indicates that the District Literacy Plan has created improved alignment, focus, and communication.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy? Continue, Discontinue, Adapt?</i>
Foundational Skills: Enhance student success by building strong literacy and numeracy skills that improve outcomes on provincial assessments.	Targeted interventions for priority learners.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as demonstrated by exceptional provincial results for all students, as well as results for Indigenous learners and students with disabilities and diverse abilities. In addition, partner group feedback continues to emphasize literacy and numeracy interventions as an important strategy to address success for priority learners.	Continue.

EDUCATIONAL EXCELLENCE, VISIONARY LEADERSHIP, AND SUCCESSFUL TRANSITIONS

GOAL #3: HUMAN AND SOCIAL DEVELOPMENT

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

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy?</i> <i>Continue, Discontinue, Adapt?</i>
All Means All: Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.	Creation and implementation of the Foundations of Well Being Framework.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as demonstrated by exceptional provincial results in foundational skills, transitions, graduation rates, and provincial human and social development data. This is also reflected in the results for Indigenous learners and students with disabilities and diverse abilities. When examining the provincial human and social development data, West Vancouver Schools exceed the provincial average for all student demographics and in all measures. Over the last three years, WVS data demonstrates a positive trend in the human and social development results. In addition, partner group feedback continues to emphasize that relationships and well-being should continue to be prioritized. As the WVS Foundations of Well Being Framework is new, it will require continued focus and implementation.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy?</i> <i>Continue, Discontinue, Adapt?</i>
All Means All: Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.	District-wide plans, structures, and resources. Examples include Indigenous Success Plan, Feeding Futures Plan, Inclusive Education Programming, Healthy Schools Plan, etc.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	See Foundations of Well Being Framework strategy.	Continue.
All Means All: Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.	Targeted staffing. Examples include Indigenous Success Teachers, Inclusive Education staffing, and alternate and alternative secondary staffing such as Inglewood and Connect.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy is effective as demonstrated by exceptional provincial results for all students as well as results for Indigenous learners and students with disabilities and diverse abilities. In addition, partner group feedback continues to emphasize belonging and well-being as a priority focus for the district.	Continue.

Area for Growth <i>What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?</i>	Strategy <i>What targeted action is being taken? Why was this particular strategy chosen?</i>	Targeted Learners <i>Which cohort(s) of learners does this strategy target?</i> • All learners • Indigenous Learners • Children and Youth in Care • Students with disabilities and diverse abilities	Strategy Impact <i>How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?</i> <i>*Please refer to Data and Evidence section for specific results</i>	Adjustments and Adaptations <i>Based on the impact, how will the district team move forward with this strategy?</i> <i>Continue, Discontinue, Adapt?</i>
All Means All: Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.	Community partnerships and connections, including West Vancouver Police Department, Foundry, Squamish Nation, etc.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	This strategy was effective as communicated by positive engagement feedback from students, parents, administrators, and partner focus groups. In addition, the district continues to have successful and flourishing partnerships with the West Vancouver Indigenous Education Council, the Squamish Nation, North Shore Impact, Foundry, and the West Vancouver Police Department, etc.	Continue.
All Means All: Advance educational excellence by enhancing teaching and learning environments that are personalized, inclusive, responsive, and innovative to support all learners.	Staff professional development, training, and connections.	All learners. Indigenous learners. Students with disabilities and diverse abilities.	See Foundations of Well Being Framework strategy.	Continue.

DISTRICT CONTINUOUS IMPROVEMENT OVERVIEW

West Vancouver Schools improvement cycle incorporates the Board's Strategic Plan and the Framework for Enhancing Student Learning (FESL) goals. The Strategic Plan and the FESL influence each other and are aligned in vision and practice. The improvement cycle is based on the district's long-standing, trusted, and well-developed processes that focus on partner groups feedback, input, and collaboration with all partner groups.

The improvement cycle is ongoing and includes the following components:

1. Monitor, Review and Analyze
 - Consistently monitor both the specific goal strategies for effectiveness and improvement. This includes regular school and district check-ins.
 - Ongoing review and analysis of provincial and local data and evidence to determine areas of strength and challenges, and emerging trends.
 - Review and analysis of qualitative evidence gathered during partner groups focus groups and ongoing collaborative opportunities.
2. Partner groups Engagement and Collaboration
 - Active collaboration and dialogue with partner groups to share information and gather feedback, input, and refine the direction and goals. Partner groups include:
 - West Vancouver Indigenous Education Council (WVIEC)
 - Squamish Nation Education Department
 - West Vancouver Board of Education
 - District Leadership Team
 - District Parent Advisory Council Representatives
 - West Vancouver Teacher Association Representatives
 - West Vancouver Municipal Employee Association Representatives
 - Student Focus Groups
 - West Vancouver Schools Administrators
3. Alignment and Action Plan Implementation
 - The district FESL team continually monitors, reflects, and refines the FESL action plan to address the success of the current strategies and incorporates feedback and input from partner groups. This included the refinement of strategies and directions to ensure success of our goals. In addition, school FESL plans continue to align with the district FESL and priorities. The MOECC's Annual review of the Enhancing Student Learning Report was also reviewed and evaluated.

ONGOING STRATEGIC ENGAGEMENT

Ongoing engagement is part of the annual FESL cycle. This engagement is strategic and intentional and is built into the yearly planning processes with each partner group. As part of this process, there are formal and calendared partner groups engagements and feedback opportunities, as well as numerous informal opportunities that help guide strategy, inform direction and implementation.

Formal Enhancing Student Learning engagement and collaboration takes place throughout the year with the following partner groups:

- West Vancouver Indigenous Education Council (WVIEC)
- Squamish Nation Education Department
- West Vancouver Board of Education
- District Leadership Team
- District Parent Advisory Council Representatives
- West Vancouver Teacher Association Representatives
- West Vancouver Municipal Employee Association Representatives
- Student Focus Groups
- West Vancouver Schools Administrators

West Vancouver Schools also works and engages with many other community partners which influence and support individual FESL goals. These partners include West Vancouver Police Department, Vancouver Coastal Health, West Vancouver Recreation Department, Foundry, Ministry of Child and Family Development, local early childcare providers, West Vancouver Memorial Library, etc.

CREATE ALIGNMENT TO ENHANCING STUDENT LEARNING

West Vancouver Schools has always aligned school and district FESL plans to ensure continuity, alignment, and coherence across the district. School FESL plans connect directly with the Enhancing Student Learning goals and district priorities. These school FESL plans are on a three-year cycle and are reviewed and updated yearly. School FESL plans mirror the district FESL process and require school partner group engagement, monitoring and analyzing data, the development of strategies and an action plan for implementation.

*School plans can be found on each individual school's websites.

Aligned Operational Plans

West Vancouver Schools has been intentional in creating alignment and greater system-wide coherence with the strategic directions, the FESL goals, and the three district commitments. In addition, these goals continue to align with the West Vancouver Indigenous Success Plan.

As part of the FESL process, West Vancouver Schools continues to realign and refocus financial and operational resources to address the district's FESL goals. To ensure horizontal and vertical alignment, all departments, including Human Resources, Facilities, Finance, and Information Technology etc. discuss and prioritize decisions based on the FESL goals and directions. This includes targeted funds and operational commitments for the following:

Aligned Staffing: Indigenous Success Teachers, Inclusive Education staff and specialists (Education Assistants, BCBAs, School psychologists, District Educational Assistant Leads, etc.), Secondary Teacher Leaders, Enhancing Student Learning Teachers, District Careers Coordinator, District Post Secondary Advisor, District Early Learning staffing, Physical Literacy Leads, etc.

Aligned Programs and Services: Indigenous education, Inglewood Secondary (Alternate Secondary School), secondary Connect program targeting priority learners, robust inclusive education programs and services, career specific programming, early learning, etc.

Aligned Plans and Structures: School FESL plans, Indigenous School Plans, District Literacy Plan, District Early learning plan, Indigenous Education (Indigenous Education Council, Enhancement Agreement and Squamish Nation Protocol Agreement), Foundations of Well Being framework, etc.

Aligned Resources: Literacy screeners, literacy and numeracy resources, early learning materials, post-secondary Google Classroom, and other curricular supports, etc.

Aligned training and development opportunities: Lighthouse Learning series, Indigenous Circles, Safe, Inclusive and Caring Schools training, collaboration opportunities, release time, etc.

NEXT STEPS

The West Vancouver Schools FESL plan continues to unify the district's direction and vision by providing greater clarity, understanding, and coherence through the three distinct and achievable goals and their associated strategies.

As we move into the final year of this current Enhancing Student Learning cycle, we will continue to ensure improvement to support all students, enabling them to thrive and be successful in their educational journey.