Campbell River

SD072

Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence Pre-Populated Provincial Template

In Review of Year 2025 of the Strategic Plan 2024-2028

Approved by Board on Jan. 10, 2024

Contents

Enhancing Student Learning Report:
Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:
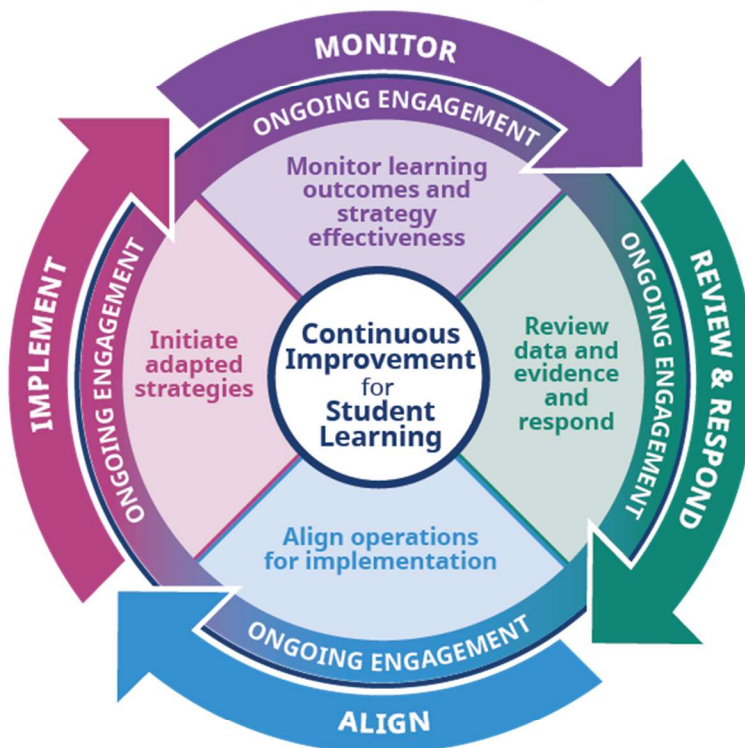
A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

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

Review and Respond Cycle:

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence
Part 1

Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
    1. **Analysis** (What patterns emerge?)
    2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD072 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	434 | 86%	392 | 94%	421 | 95%	464 | 96%	421 | 95%
Indigenous Resident Students	111 | 82%	92 | 90%	119 | 91%	114 | 95%	99 | 94%
Indigenous Resident Students on Reserve	12 | 83%	16 | 94%	17 | 88%	14 | 100%	16 | 100%
Indigenous Resident Students off Reserve	99 | 82%	76 | 89%	102 | 91%	100 | 94%	83 | 93%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	53 | 60%	35 | 66%	41 | 73%	57 | 77%	54 | 83%

SD072 - Grade 4 FSA Literacy - On Track / Extending Rate
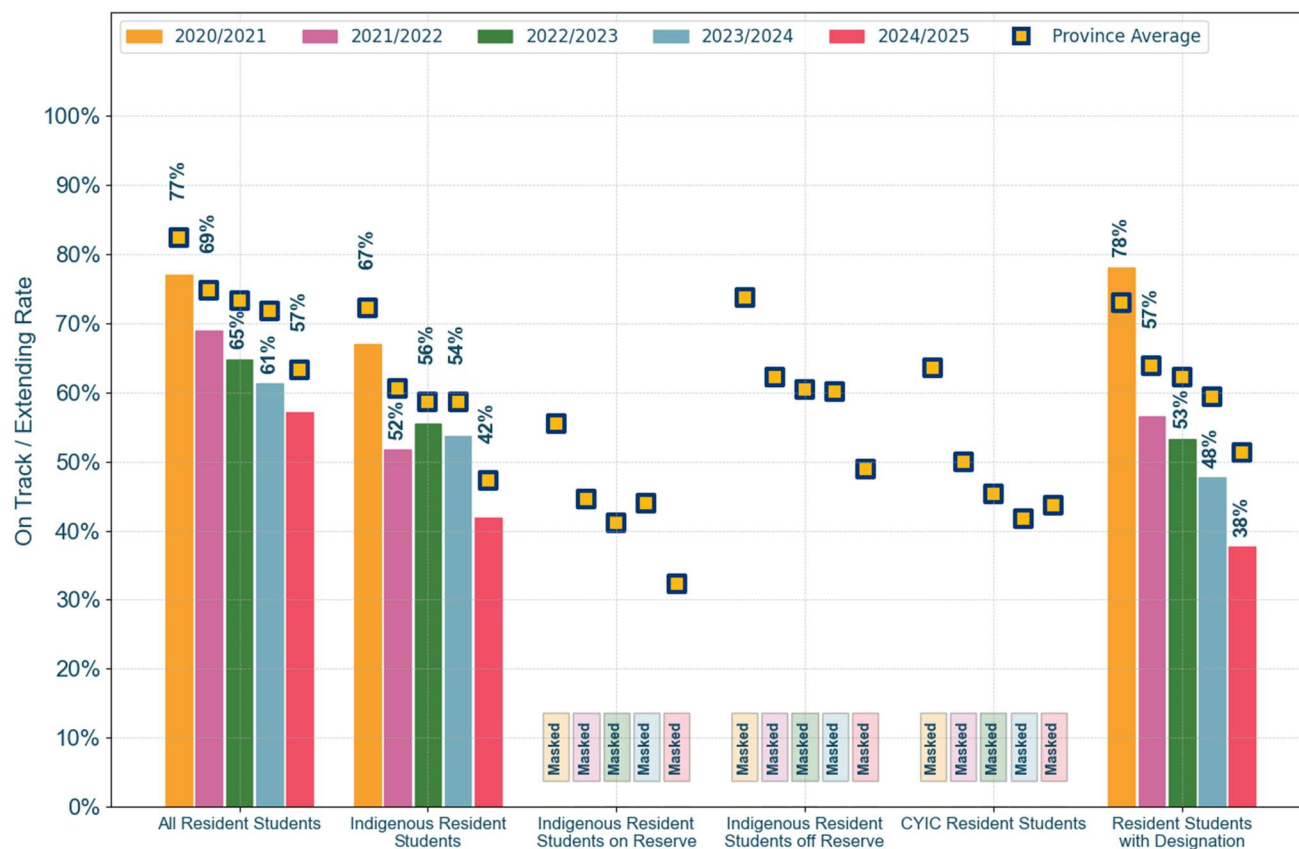
SD072 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	453 | 77%	433 | 93%	411 | 91%	438 | 95%	406 | 93%
Indigenous Resident Students	127 | 66%	106 | 94%	128 | 87%	109 | 90%	96 | 85%
Indigenous Resident Students on Reserve	20 | 60%	22 | 100%	18 | 89%	14 | 79%	19 | 89%
Indigenous Resident Students off Reserve	107 | 67%	84 | 93%	110 | 86%	95 | 92%	77 | 84%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	82 | 56%	56 | 80%	66 | 71%	85 | 87%	72 | 81%

## SD072 - Grade 7 FSA Literacy - On Track / Extending Rate

Measure 1.2: Grade 10 Literacy Expectations

SD072 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	354 | 44%	358 | 65%	400 | 70%	440 | 80%	459 | 82%
Indigenous Resident Students	90 | 32%	97 | 47%	99 | 59%	120 | 69%	118 | 66%
Indigenous Resident Students on Reserve	Masked	Masked	20 | 60%	25 | 72%	21 | 76%
Indigenous Resident Students off Reserve	Masked	Masked	79 | 58%	95 | 68%	97 | 64%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	69 | 26%	67 | 39%	81 | 53%	96 | 56%	105 | 55%

SD072 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
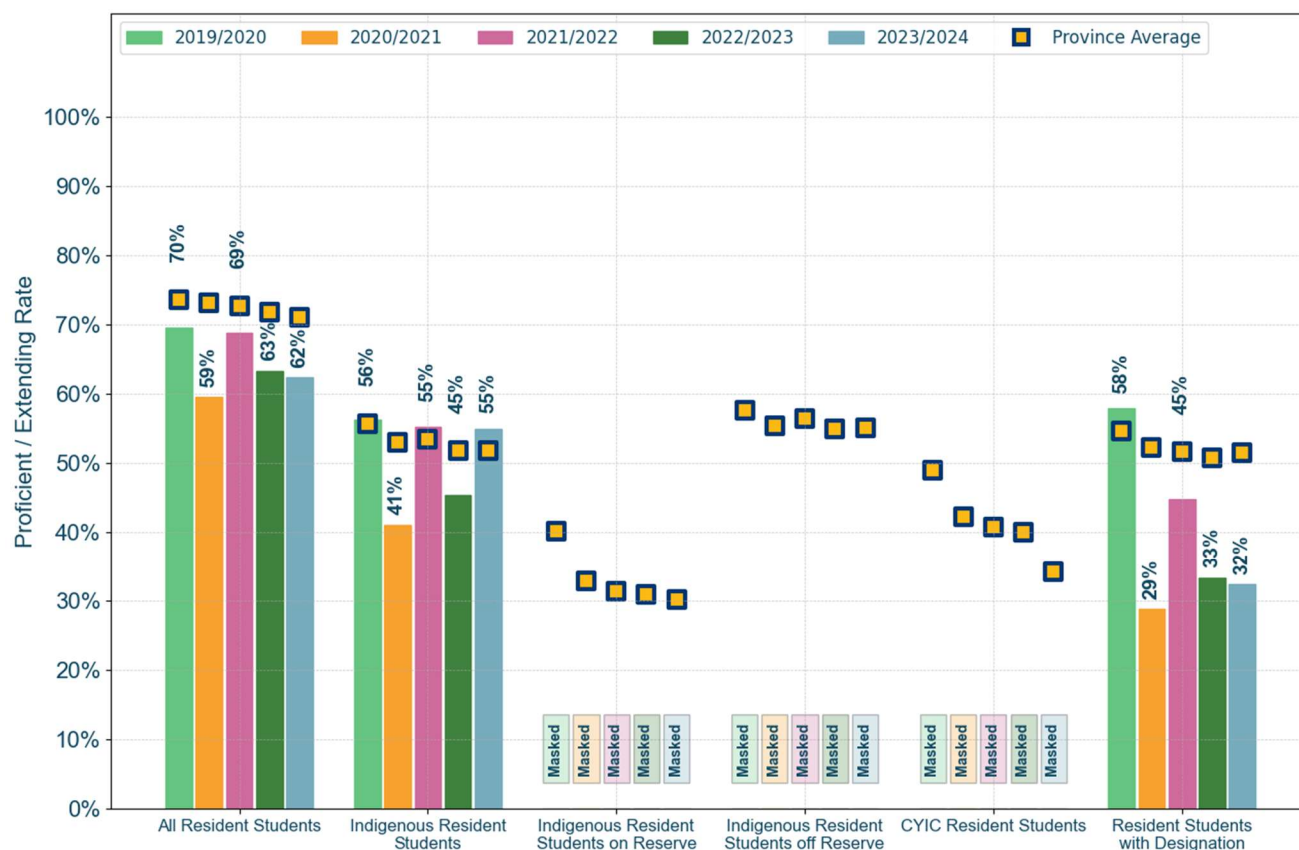
FESL: Literacy Analysis

Grade 4: The participation rates for the Campbell River School district remain high, with all Resident Students coming in at a 95% participation rate. The high was Indigenous Students on Reserve at 100% and the low was Resident Students with a Designation at 83% (which is still the highest rate for this category of students in the last 5 years). Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve and CYIC Resident Students data was masked for all Literacy Data for the 2024/25 cohort. Grade 4 Literacy results show a decline for All Resident Students, Indigenous Resident Students and Resident Students with a Designation. The district is also below the provincial average in all three of these categories. This is disappointing and we are addressing this trend with targeted literacy supports which will be talked about in Part 2a of this report. This continues to be a growth area for us in Campbell River.

Grade 7: Participation rates are high for Grade 7 (although not as high as the Grade 4 rates). All Resident Students come in at a 93% participation rate. Indigenous Students on Reserve had an 89% participation rate and Resident Students with a Designation had a low of 81%. Once again, data for Indigenous Resident Students on Reserve, Indigenous Students off Reserve and CYIC Resident Students has been masked for the 2024/25 cohort. The data trend for our Grade 7 cohort is mixed. There is a slight decline in All Resident Students (60% to 56%) and a very slight decline in Indigenous Resident Students (47% to 46%). However, there is an increase for Resident Students with a Designation (27% to 33%). The district is below the provincial average in all three of these categories. Part 2a will discuss the interventions and focus on literacy moving forward next school year.

Grade 10: The participation rates for the Grade 10 Literacy Assessment had an All-Resident Student rate of 82%. The Resident Students with a Designation cohort had the lowest participation at 55% and the Indigenous Resident Students on Reserve rate was 76% which was the highest of the remaining cohorts. The results of the Literacy Assessment showed a neutral to upward trend. For All-Resident Students the rate was almost the same as the previous year (62% compared to 63%). This is below the provincial average by 8%. The Indigenous Resident Student rate improved by 10 percentage points from 45% in 2022/23 to 55% in 2023/24. This is above the provincial average by 2%. The Resident Student with a Designation rate was virtually the same with a one percentage drop from 33% in 2022/23 to 32% in 2023/24. This is well below the provincial average by 18%.

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

FESL: Literacy Interpretation

Grade 4 & Grade 7

The FSA data continues to demonstrate a downward trend in our school district. With our high participation results this data suggests that we are not taking the FSA as seriously as we need to. There will be a very strong district focus on the FSA next year with targeted sessions that will include Principals and Vice Principals. These sessions will emphasize the need to prepare students for the assessments and to work with staff to make sure the FSA is taken seriously. If students are participating (and numbers indicate that they are), they should be prepared and ready to do their best. Our local data indicates that we are showing improvement in literacy. Our Literacy Framework will be thoroughly discussed in Part 2a of the FESL report. With a more intentional approach to the FSA assessment, we hope to see more alignment with the local indicators.

Grade 10:

Our results in the Grade 10 Literacy Assessment are encouraging for our Indigenous Students. They are above the provincial average, and they demonstrated a 10% improvement from last years cohort. We have significant work to do with our Resident Students with a Designation as they are well below the provincial average. This will be a growth area for us to focus on and is also an equity issue for this population of students. Locally we are focusing on programs that steer students toward a Dogwood Diploma and our secondary schools are working hard to ensure students stay on a Dogwood graduation pathway. We have created alternate "lite" programs at our secondary schools to keep them connected to their school and targeted interventions are being used to emphasize graduation on the 5-year schedule.
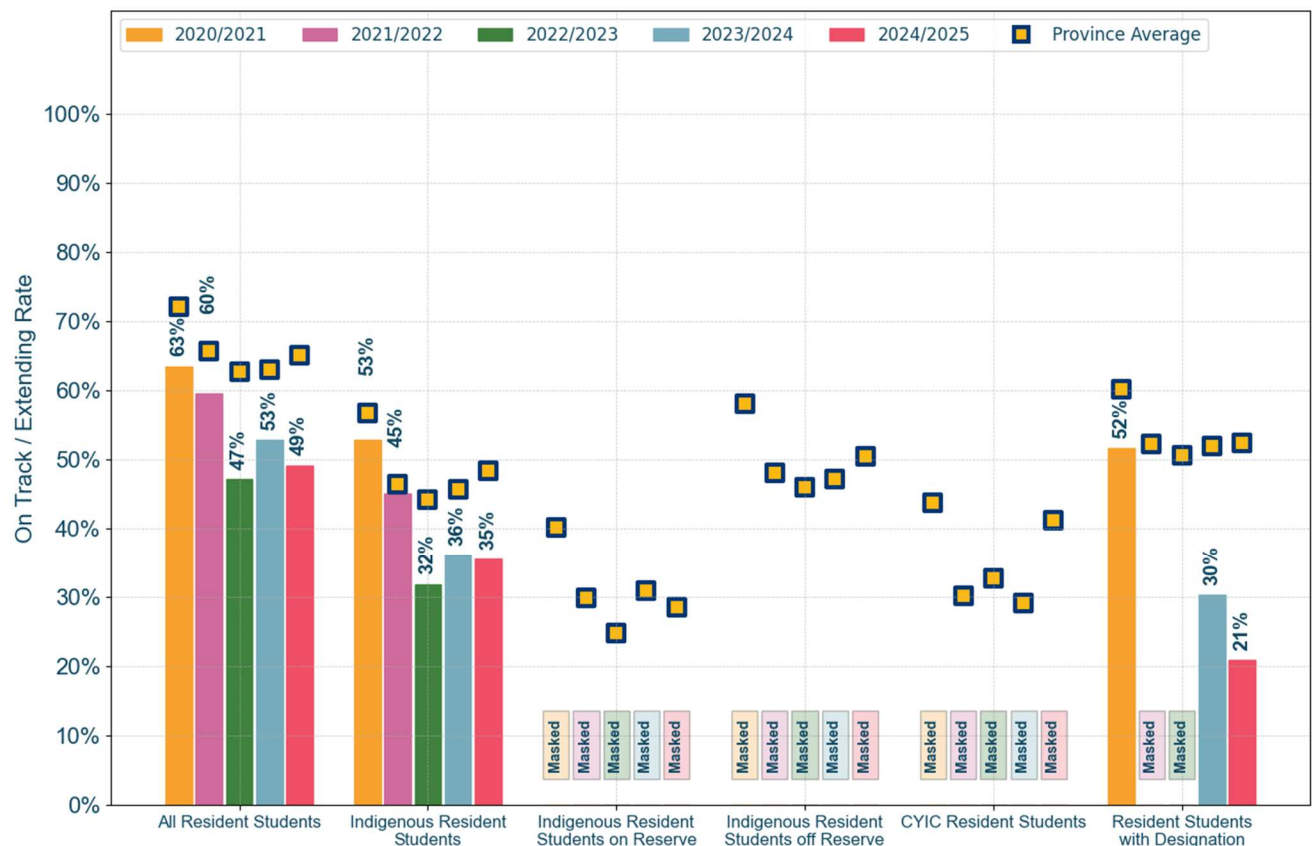
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD072 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

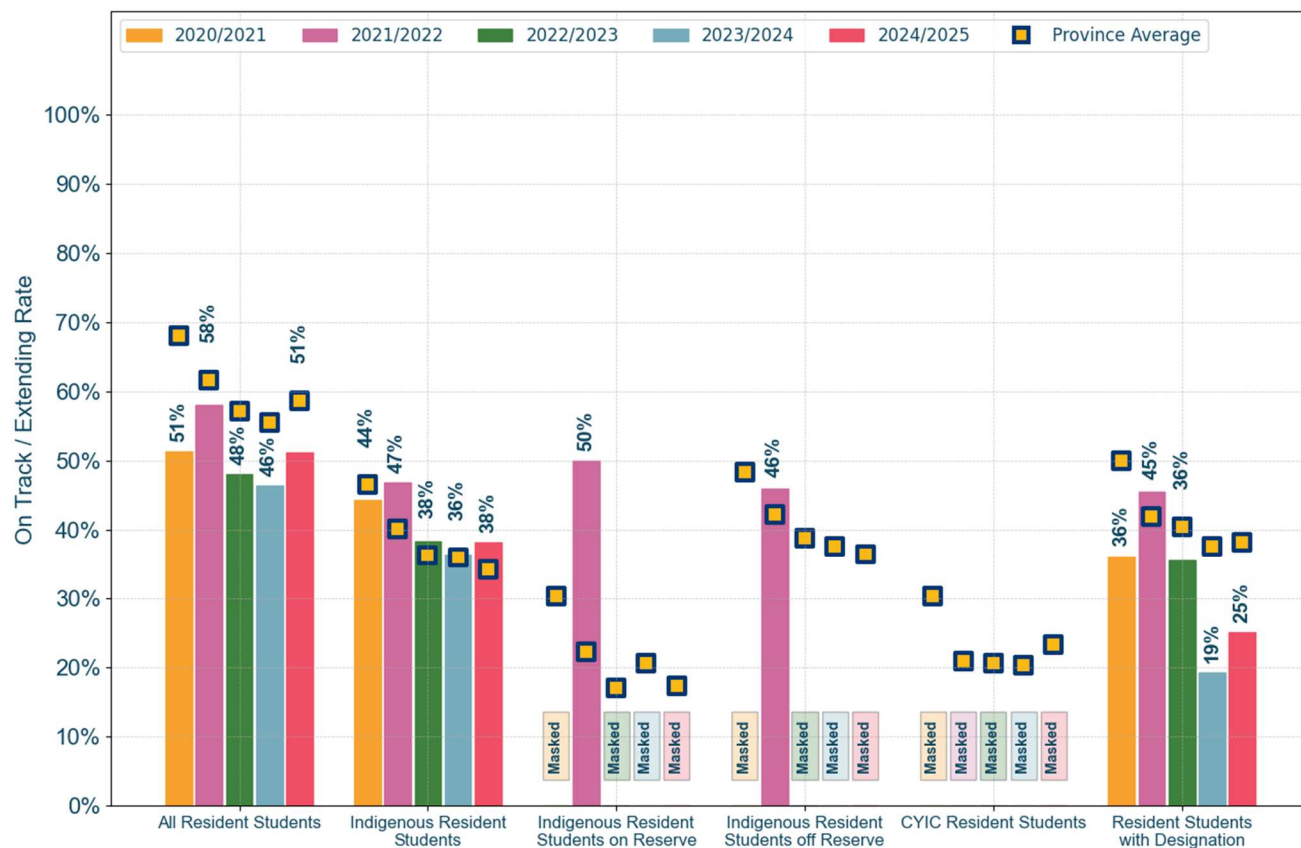|	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	434	85%	392	94%	421	96%	464	96%	421	96%
Indigenous Resident Students	111	80%	92	89%	119	92%	114	95%	99	94%
Indigenous Resident Students on Reserve	Masked	16	94%	17	100%	14	100%	16	100%
Indigenous Resident Students off Reserve	Masked	76	88%	102	91%	100	94%	83	93%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	53	58%	35	66%	41	71%	57	75%	54	89%

SD072 - Grade 4 FSA Numeracy - On Track / Extending Rate

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SD072 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	453 | 77%	433 | 92%	411 | 88%	438 | 95%	406 | 95%
Indigenous Resident Students	127 | 62%	106 | 91%	128 | 84%	109 | 91%	96 | 93%
Indigenous Resident Students on Reserve	20 | 55%	22 | 100%	18 | 78%	14 | 79%	19 | 100%
Indigenous Resident Students off Reserve	107 | 64%	84 | 88%	110 | 85%	95 | 93%	77 | 91%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	82 | 57%	56 | 79%	66 | 68%	85 | 86%	72 | 83%

## SD072 - Grade 7 FSA Numeracy - On Track / Extending Rate

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Measure 2.2: Grade 10 Numeracy Expectations

SD072 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	352 | 32%	357 | 68%	395 | 57%	437 | 75%	460 | 84%
Indigenous Resident Students	91 | 26%	96 | 44%	96 | 49%	118 | 60%	118 | 69%
Indigenous Resident Students on Reserve	Masked	Masked	19 | 58%	25 | 68%	21 | 81%
Indigenous Resident Students off Reserve	Masked	Masked	77 | 47%	93 | 58%	97 | 66%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	68 | 19%	67 | 30%	78 | 49%	95 | 44%	104 | 60%

SD072 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
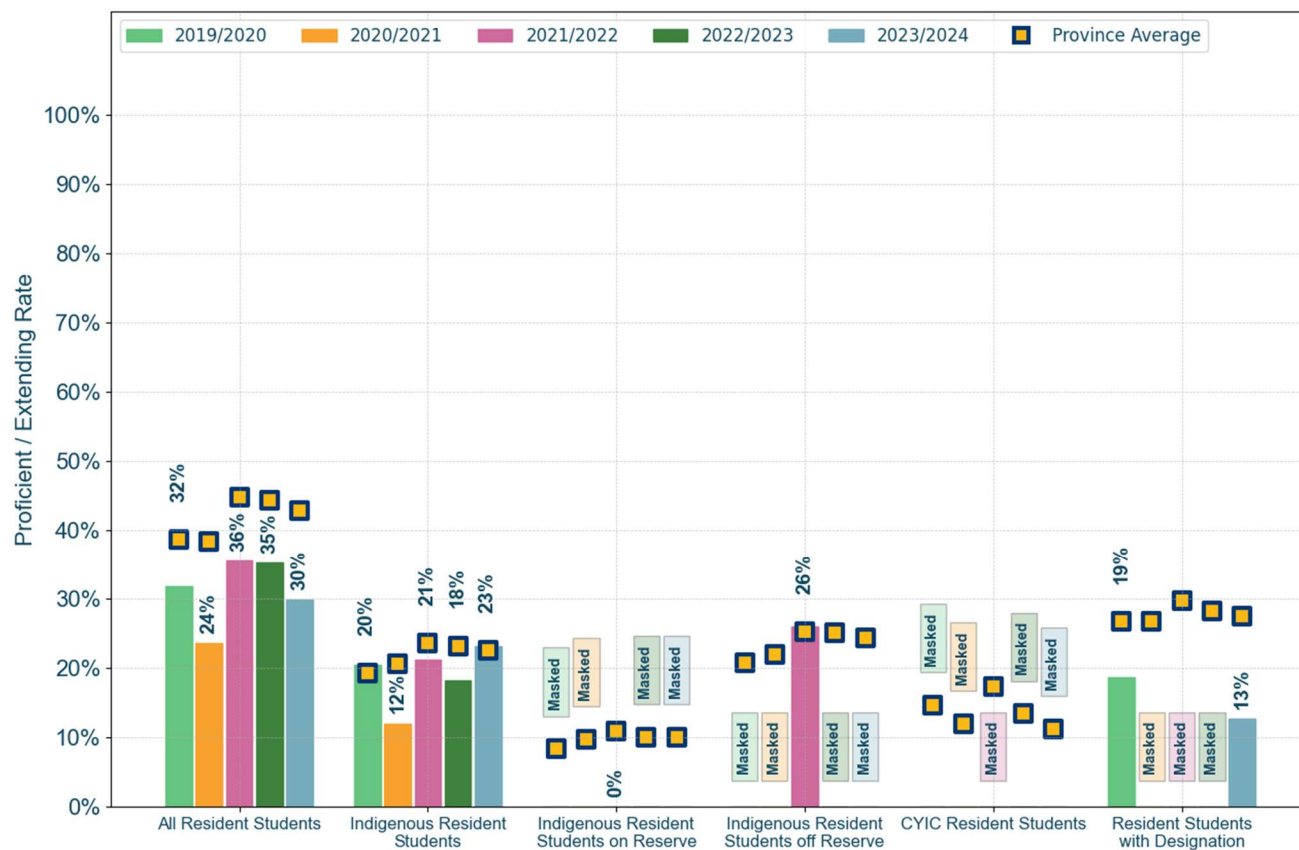
Measure 2.3: Grade-to-Grade Transitions

SD072 - Grade 10 to 11 Transition - Cohort Count

|	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	356	358	401	440	465
Indigenous Resident Students	91	98	100	118	119
Indigenous Resident Students on Reserve	Masked	14	20	25	21
Indigenous Resident Students off Reserve	Masked	84	80	93	98
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	69	67	81	96	105

SD072 - Grade 10 to 11 Transition Rate

SD072 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	426	364	365	400	431
Indigenous Resident Students	115	93	98	95	116
Indigenous Resident Students on Reserve	15	Masked	14	19	26
Indigenous Resident Students off Reserve	100	Masked	84	76	90
CYIC Resident Students	15	Masked	Masked	Masked	Masked
Resident Students with Designation	69	68	71	82	103

SD072 - Grade 11 to 12 Transition Rate
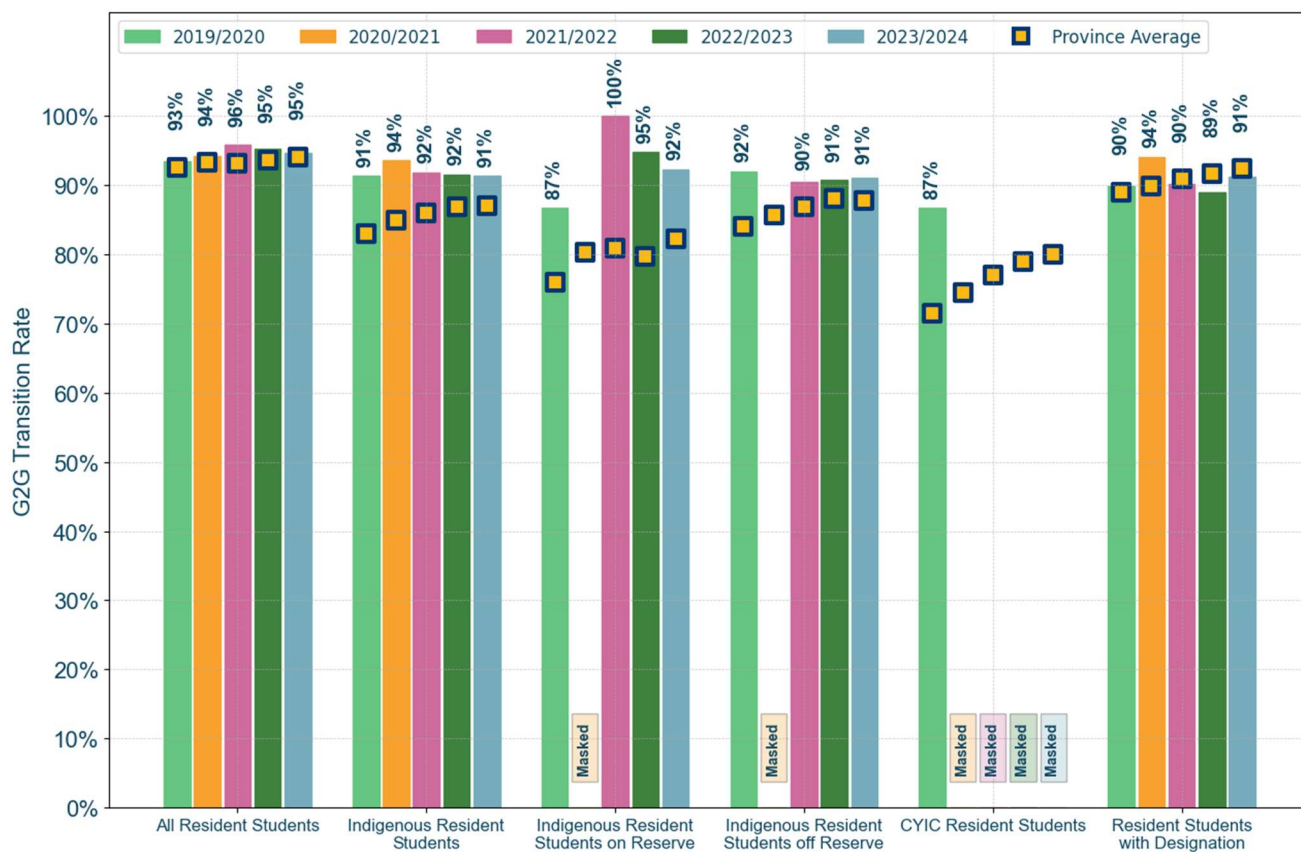
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FESL: Numeracy Analysis

Grade 4: Participation rates for the numeracy assessment were very high at 96% for All Resident Students. There was a 100% participation rate for Indigenous Resident Students on Reserve. The lowest rate was 89% for Resident Students with a Designation. The data results were masked for Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve and CYIC Resident Students. The Grade 4 data trend is showing mixed results with some improvement in the last 3 years however, a slight drop from last years results. Data also shows that there has been a more significant drop from 5 years ago in all categories.

Grade 7: The Participation rates for All Resident Students in numeracy were 95%. Once again, this is a very high participation rate for our district. The highest participation rate was for Indigenous Resident Students on Reserve and was 100%. The lowest participation rate was Resident Students with a Designation which was at 83%. The Grade 7 cohort data was masked for Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve and CYIC Resident Students for the 2024/25 assessment year. The Grade 7 data trend is showing improvement over the last 3 years for All Resident Students and Indigenous Resident Students. Indigenous Resident Students scored above the provincial average. Although there is improvement in for Resident Students with a Designation from last year's results, the trend is below the results from 3-5 years ago.

Grade 10: The Graduation Numeracy Assessment participation rate was 84% for All Resident Students. Indigenous Resident Students on Reserve had an 81% participation rate. The lowest participation rate was Resident Students with a Designation and was at 60%. Data was masked for Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve, and CYIC Resident Students. The data trend for the last 3 years is mixed. All Resident Students have experienced a slight drop from the previous two years, while Indigenous Resident Students have experienced an increase and are at/above the provincial average. Resident Students with a Designation have dropped 5% points from the data 5 years ago. The intervening 3 years of data are masked.

Grade to Grade Transitions: Our Grade 10 to 11 Transition Rates continue to be very high. All Resident Students are at 98% and every category either meets or exceeds the provincial average. Our Grade 11 to 12 Transition Rates are almost as high (95%) and we are meeting or exceeding the provincial average in all categories.

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

FESL: Numeracy Interpretation

Grade 4 & 7

Numeracy in both Grade 4 and Grade 7 has rebounded slightly from the previous year. Our district numbers are still well below the provincial average, and this is a huge focus for us moving forward. We are developing a numeracy framework to match our literacy framework. Currently the framework is being developed from K-9. This framework will be spoken to at length in Part 2a of the FESL report. It is encouraging to see an upward trend between the Grade 4 and the Grade 7 cohorts. Although we would like to see the percentages meet the provincial average, all our unmasked data shows improvement from Grade 4 to Grade 7 in numeracy.

Grade 10

As was mentioned in our Analysis, the Grade 10 Numeracy Assessment had mixed results. It is encouraging to see the Indigenous Resident Student results improving over last year and meeting the provincial average however, it is discouraging to see that our All-Resident Students rate drop 5 percentage points from last year and land well below the provincial average. I believe our dedication to the Grandmother's Perspective has helped our Indigenous students. This will be highlighted in Part 2a of the FESL report. Our growth and goal areas will be to work toward meeting the provincial averages for all groups in this area.

Grade to Grade Transitions

Our Grade-to-Grade Transitions are very strong and meet or exceed the provincial average in all categories for both Grade 10 to 11 and Grade 11 to 12. We view this data as a strength area for our district. All populations are experiencing positive results in this category, and we feel there is equity for all priority populations here.

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

SD072 - 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	1180 | 16%	1238 | 67%	1210 | 73%	1261 | 71%	1368 | 71%
Indigenous Resident Students	340 | 21%	334 | 57%	296 | 63%	360 | 65%	342 | 62%
Indigenous Resident Students on Reserve	46 | 37%	43 | 56%	57 | 61%	60 | 55%	49 | 67%
Indigenous Resident Students off Reserve	294 | 19%	291 | 57%	239 | 63%	300 | 67%	293 | 61%
CYIC Resident Students	Masked	24 | 50%	Masked	Masked	Masked
Resident Students with Designation	188 | 11%	193 | 48%	169 | 60%	201 | 45%	248 | 55%

SD072 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

All Resident Students: 72%, 70%, 70%, 70%, 68%

Indigenous Resident Students: 71%, 67%, 66%, 67%, 66%

Indigenous Resident Students on Reserve: 71%, 71%, 65%, 58%, 69%

Indigenous Resident Students off Reserve: 71%, 67%, 66%, 68%, 66%

CYIC Resident Students: Masked, 92%, Masked, Masked, Masked

Resident Students with Designation: Masked, 67%, 61%, 63%, 61%
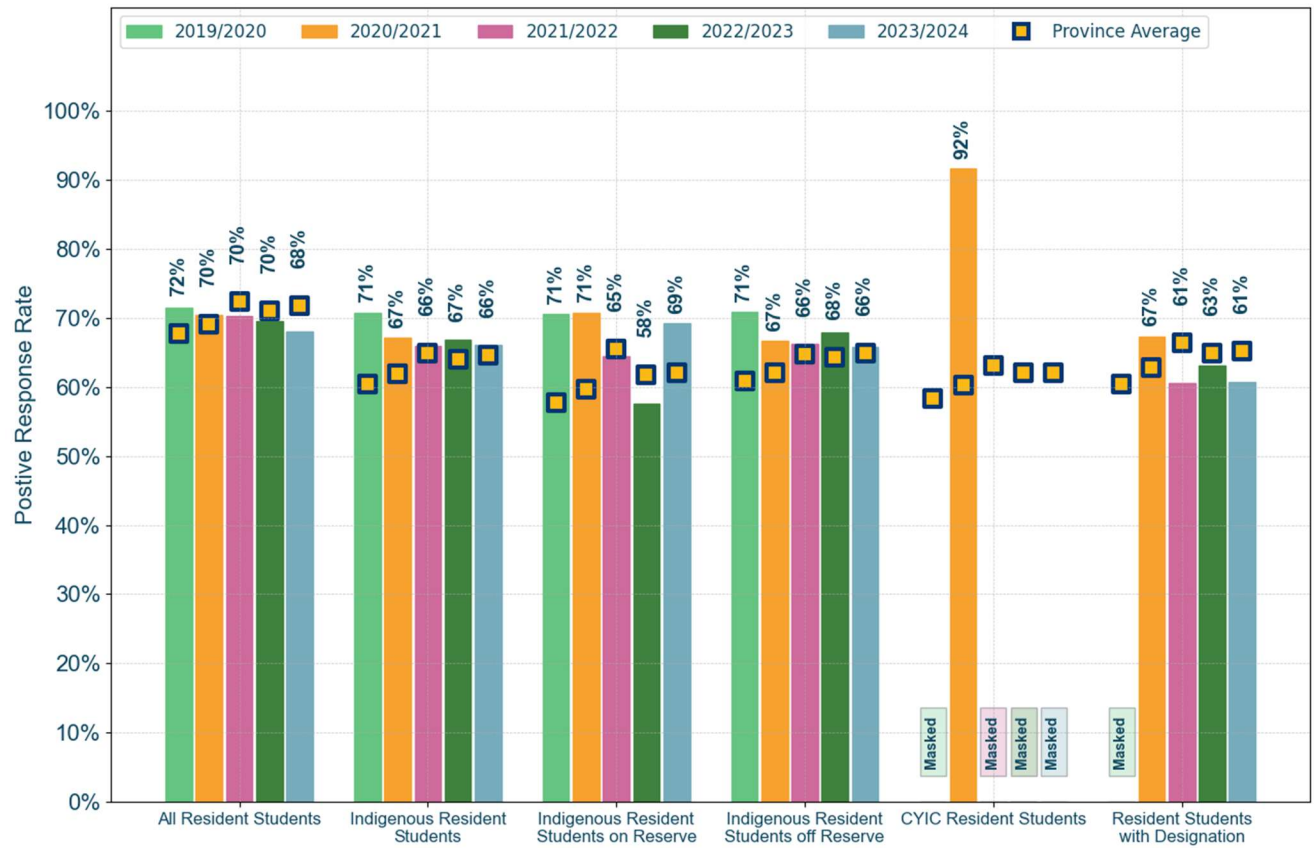
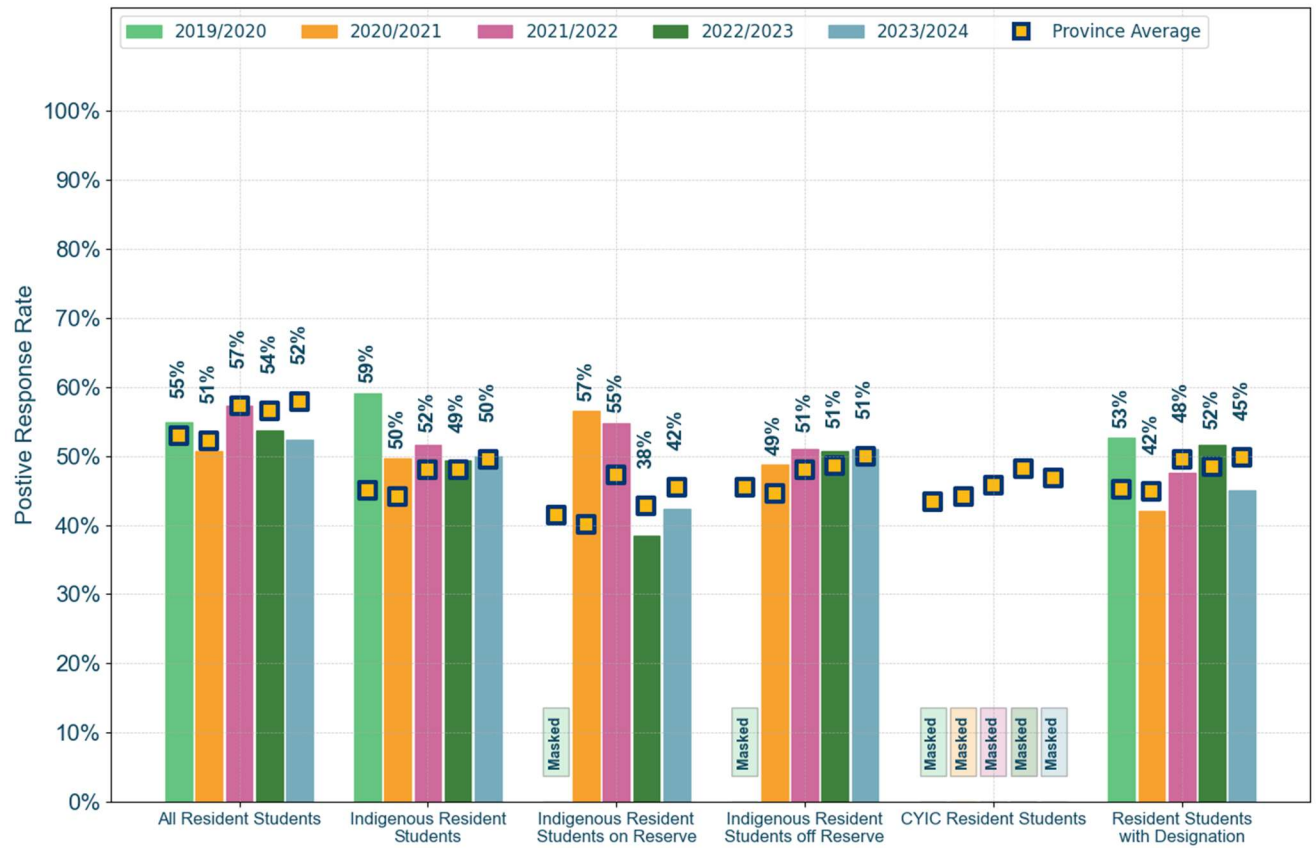# SD072 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10
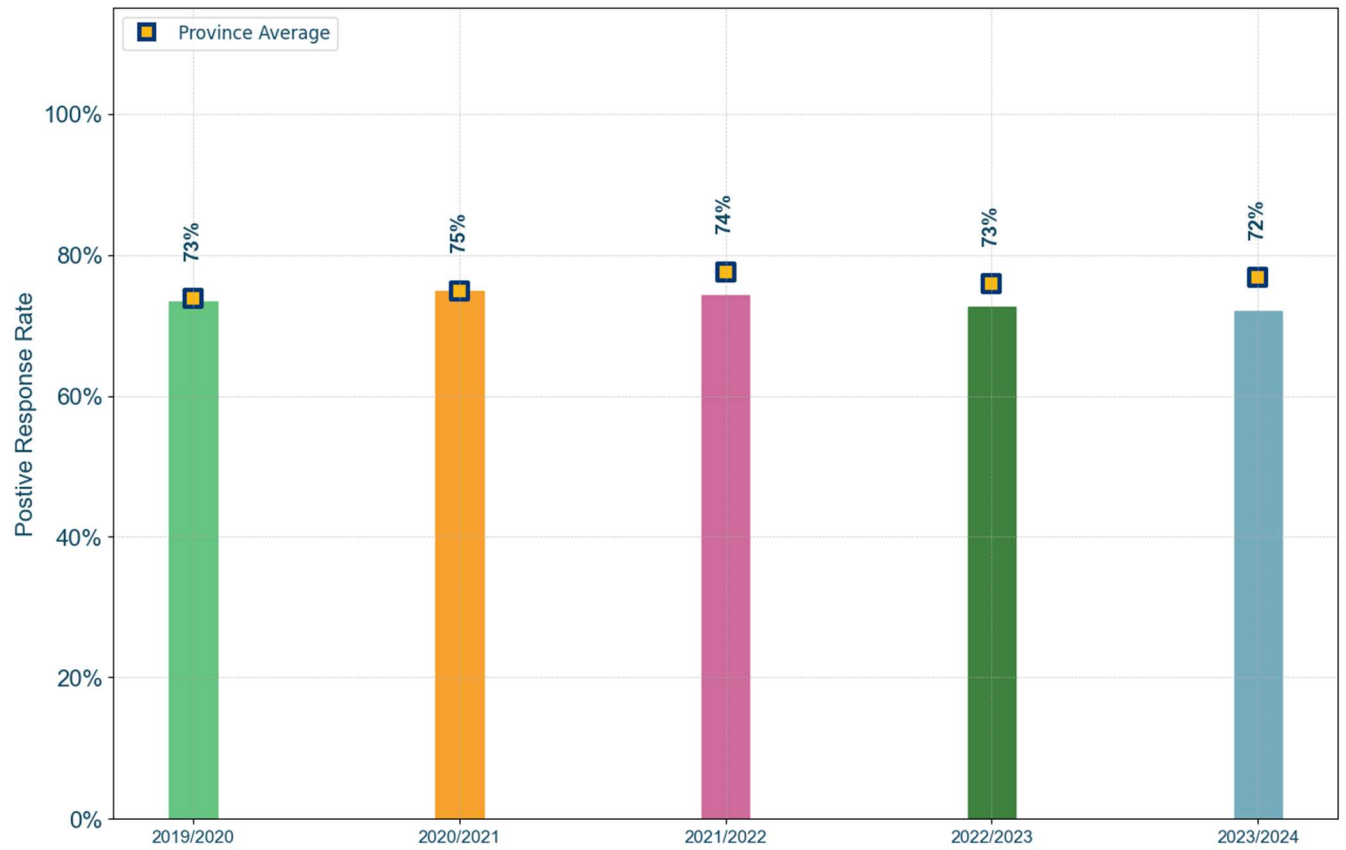
SD072 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

All Resident Students: 55%, 51%, 57%, 54%, 52%

Indigenous Resident Students: 59%, 50%, 52%, 49%, 50%

Indigenous Resident Students on Reserve: Masked, 57%, 55%, 38%, 42%

Indigenous Resident Students off Reserve: Masked, 49%, 51%, 51%, 51%

CYIC Resident Students: Masked, Masked, Masked, Masked, Masked

Resident Students with Designation: 53%, 42%, 48%, 52%, 45%

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

SD072 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
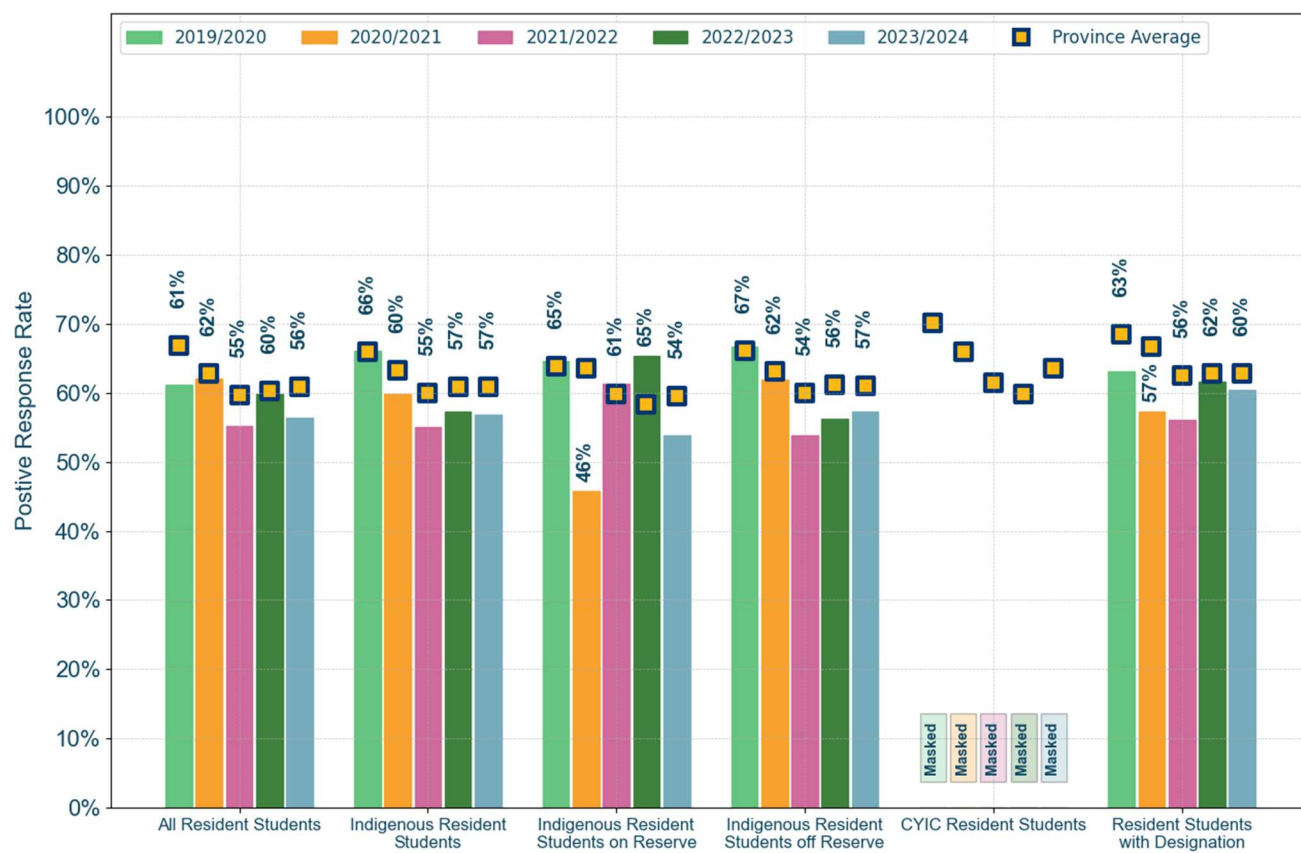
Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

Y-axis: Positive Response Rate (0% to 100%)

All Resident Students: 61%, 62%, 55%, 60%, 56%

Indigenous Resident Students: 66%, 60%, 55%, 57%, 57%

Indigenous Resident Students on Reserve: 65%, 46%, 61%, 65%, 54%

Indigenous Resident Students off Reserve: 67%, 62%, 54%, 56%, 57%

CYIC Resident Students: Masked, Masked, Masked, Masked, Masked

Resident Students with Designation: 63%, 57%, 56%, 62%, 60%

Human and Social Development: Analysis

Feel Welcome, Feel Safe, Sense of Belonging

Our district participation rate has remained steady over the last four years, with slight declines in Indigenous Resident Students and Indigenous Students off Reserve, but slight increases in Indigenous Students on Reserve and Resident Students with a Designation. We acknowledge that our CYIC Resident Students data is masked for the last three consecutive years. We do not have a Provincial Online Learning School operating in our district, and we have a small in district online program.

Feeling Welcome: Our data reveals that in the last three years we have been at, above or close to the provincial average in positive response rate for Grades 4, 7, and 10.

Feeling Safe: Our data tells us that we are just below the provincial average for Feeling Safe in terms of a positive response rate for Grades 4, 7, and 10 in the last 3 years.

Sense of Belonging: Our data shows that we have dropped below the provincial average for All Resident Students, Indigenous Students on Reserve, and Resident Students with a Designation. We are at or above the provincial average for Indigenous Resident Students and Indigenous Students on Reserve.

2 or more Adults Care: The data shows that we are below the provincial average in all categories of students this past year and that this represents a slight drop from the responses received last year (except for Indigenous Resident Students off Reserve which is a slight gain).

It is interesting to note the slight differences in responses between feeling Welcome, Safe, and having a Sense of Belonging. While most students feel safe, the percentages drop for feeling welcome. There is even a more dramatic percentage drop in having a Sense of Belonging. This is also reflected in the provincial averages.

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

Human and Social Development: Interpretation

Feel Welcome, Feel Safe, Sense of Belonging

From the data it appears that we are doing a good job of helping students feel safe at school. We have put an emphasis on student safety and have specifically developed an elementary code of conduct that is uniform in all our elementary schools. We are surprised by what the data reflects regarding a Sense of Belonging and 2 or More Adults Care About Them. We have some work to do in terms of Students Feel that Adults Care About Them at school. We are below the provincial average in all student categories with this data. Several of our elementary schools have specific goals around developing a sense of belonging so the lower percentages here are a surprise for us. After reviewing the How are We Doing Report data, it becomes clear that as students' progress through Grade 4 to Grade 7 to Grade 10, the responses are increasingly less positive. This uncovers a need for us to look more closely at what we have in place for our students as they progress through the school system.

In terms of priority populations, it is interesting to note that Indigenous Students on Reserve had a higher percentage score than All Resident Students and were significantly higher than the provincial average when it came to Feeling Welcome. Indigenous Resident Students and Indigenous Students off Reserve were at or above the provincial average in terms of Sense of Belonging. We believe this might be due to the significant presence of local Indigenous art and artifacts that have been gifted to our schools. The ubiquitous presence of these pieces throughout all of the schools in our district helps set a cultural tone that honours First Nations people and helps make them feel welcome.
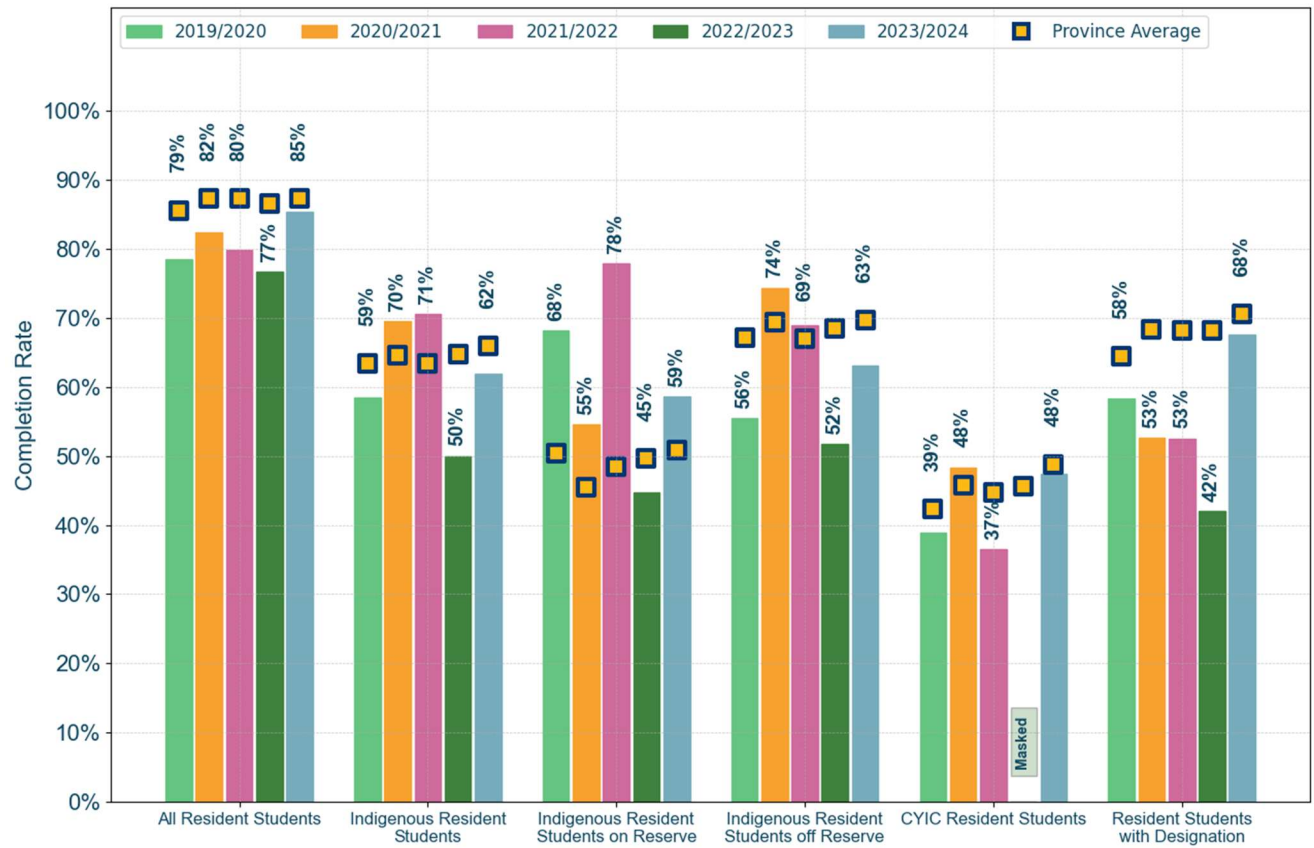
Career Development

Educational Outcome 4: Graduation
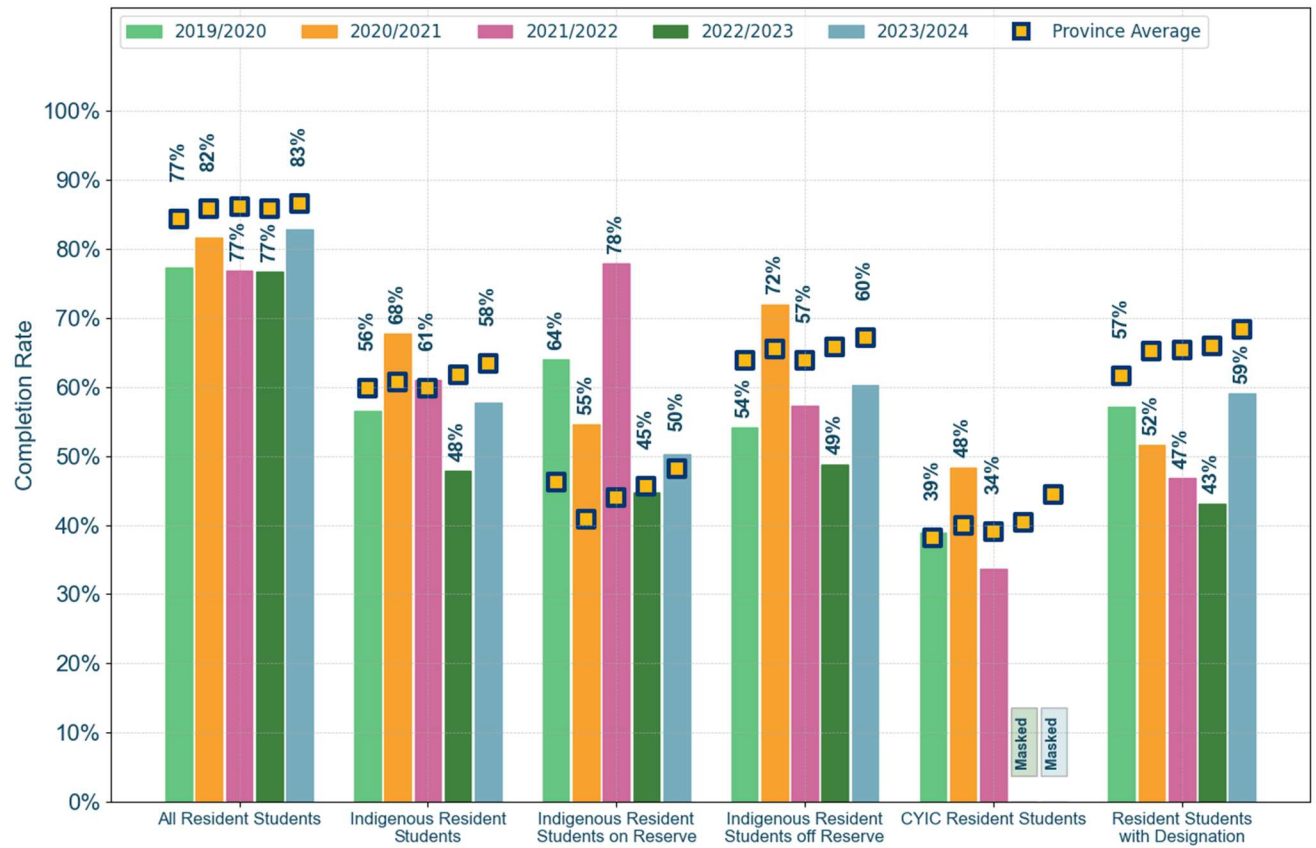
Measure 4.1: Achieved Dogwood within 5 Years

SD072 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	451 | 24	448 | 28	396 | 28	387 | 29	427 | 36
Indigenous Resident Students	105 | 6	119 | 7	100 | 7	99 | 7	102 | 8
Indigenous Resident Students on Reserve	25 | 2	29 | 2	18 | 1	24 | 2	26 | 2
Indigenous Resident Students off Reserve	80 | 4	90 | 5	82 | 5	75 | 5	76 | 6
CYIC Resident Students	33 | 2	33 | 2	35 | 2	Masked	28 | 3
Resident Students with Designation	94 | 5	95 | 6	94 | 7	92 | 6	115 | 10

SD072 - 5-Year Completion Rate - Dogwood + Adult Dogwood

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

Completion Rate (y-axis: 0% to 100%)

All Resident Students: 79%, 82%, 80%, 77%, 85%

Indigenous Resident Students: 59%, 70%, 71%, 50%, 62%

Indigenous Resident Students on Reserve: 68%, 55%, 78%, 45%, 59%

Indigenous Resident Students off Reserve: 56%, 74%, 69%, 52%, 63%

CYIC Resident Students: 39%, 48%, 37%, Masked, 48%

Resident Students with Designation: 58%, 53%, 53%, 42%, 68%

SD072 - 5-Year Completion Rate - Dogwood

Legend: 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, Province Average

All Resident Students: 77%, 82%, 77%, 77%, 83%

Indigenous Resident Students: 56%, 68%, 61%, 48%, 58%

Indigenous Resident Students on Reserve: 64%, 55%, 78%, 45%, 50%

Indigenous Resident Students off Reserve: 54%, 72%, 57%, 49%, 60%

CYIC Resident Students: 39%, 48%, 34%, Masked, Masked

Resident Students with Designation: 57%, 52%, 47%, 43%, 59%

Analysis:
Outcome 4 - Graduation
Achieved Dogwood Within 5 Years

Graduation Analysis:

Our total number of students achieving a Dogwood Diploma within 5 years has fluctuated over the last 5 years. After dipping to a five year low of 387 students in 2022/23, we jumped back up to 427 students in 2023/24. Our estimated Outmigration has been steadily increasing since 2019/20 when we had an estimate of 24 to the 2023/24 estimated number of 36. Each of the student subsets has a steady or growing Outmigration estimate since 2019/20. The 203/24 Completion Rate data was almost a full set with only CYIC Resident Students Dogwood 5 Year Completion Rate being masked.

The 2023/24 Completion Rate data for Dogwood + Adult Dogwood indicates a solid rebound from last year's disappointing results. Our All-Resident Student 5 Year Completion Rate was 85% and very close to the provincial average. Our Indigenous Resident Students on Reserve 5 Year Completion Rate was 59% and was well above the provincial average. Our CYIC 5 Year Completion Rate was also at the provincial average.

Our 5 Year Completion Rate for a Dogwood Diploma for All-Resident Students was slightly below the Dogwood + Adult Dogwood Completion Rate by 2 percentage points (83%). Once again, our Indigenous Resident Students on Reserve 5 Year Completion Rate-Dogwood was above the provincial average. This data set was similar to the 5 Year Completion Rate for Dogwood +Adult Dogwood in that is demonstrated a solid rebound from the 2022/23 data for our district.

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

Graduation Interpretation:

Our 2023/24 Graduation Data for the 5 Year Completion Rate Dogwood + Adult Dogwood demonstrated a vast improvement over our 2022/23 data for every single student cohort group. The All-Resident Students category improved by 8% and at 85% is the highest this category of students has ever been from 2019/20 to 2023/24. Our Indigenous Resident percentage improved by 12% over last year and is at 62%. Indigenous Resident Students on Reserve improved by 14% and is well about the provincial average. Indigenous Students off Reserve also increased by 11% over the 2022/23 data. Our CYIC Resident students had an 11% increase over the 2021/22 year. We could not compare it to the 2022/23 year data as it was masked. Resident Student with a Designation showed the greatest increase with a 26% improvement over the 2022/23 year.

When we look at the 5 Year Completion Rate – Dogwood data there were also significant gains made over last year's data. The All-Resident Students data increased by 6% and is the highest completion rate of the five years displayed in the data set (83%). Indigenous Resident Students improved 10% over last year with Indigenous Resident Students on Reserve being 5% higher than last year and Indigenous Resident Students off Reserve showing an 11% increase over last year. Our CYIC data has been masked for the last two years in this data set. Our Resident Students with a Designation demonstrated a 16% increase over last year and is also the highest result in the last 5 years.

This data was gratifying to receive as it helped prove our hypothesis regarding the previous year's data set. We had a greater percentage of Indigenous students remain for a 6-year completion in 2022/23 and this came to fruition in 2023/24. We will continue to monitor our Outmigration trends as this is a concern for us. We are hopeful that with our Literacy Framework, our Numeracy Framework, Our Equity work and the Grandmother's Perspective these numbers will continue to trend in the right direction for our school district. These areas will be spoken to in Part 2a of this report.
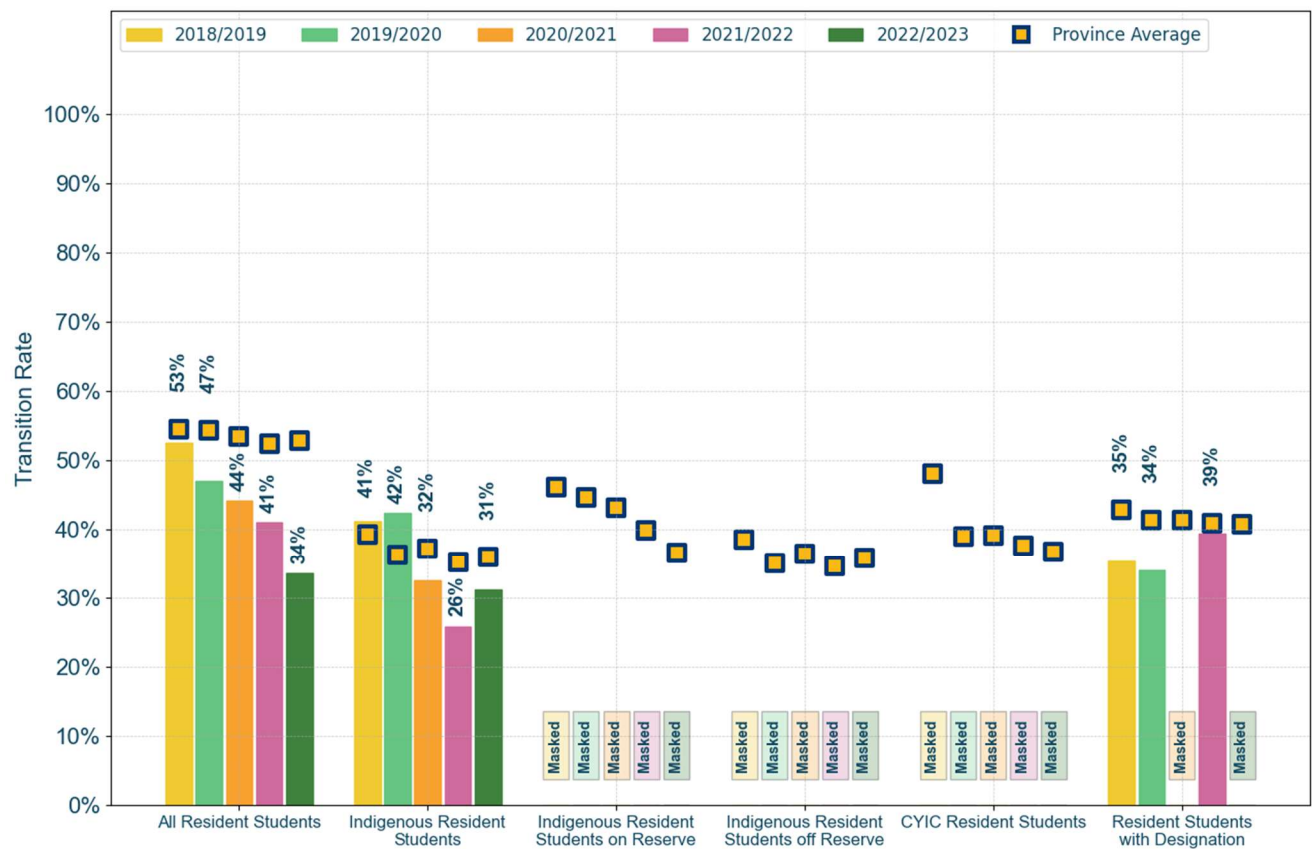
Educational Outcome 5: Life and Career Core Competencies
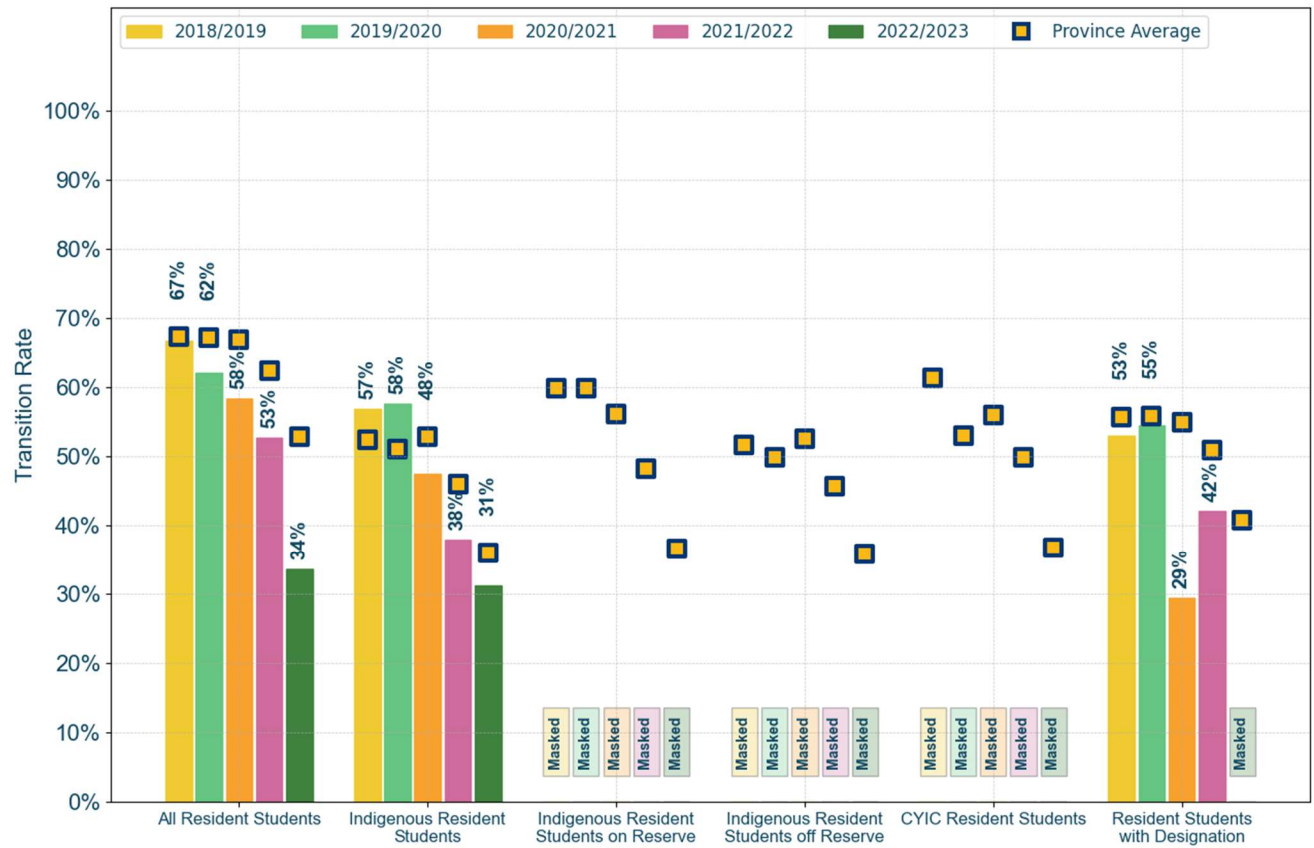
Measure 5.1: Post-Secondary Transitions

SD072 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	318	332	353	285	286
Indigenous Resident Students	51	59	80	58	48
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	Masked	Masked
Resident Students with Designation	34	44	Masked	38	Masked

SD072 - Immediate Transition to Post-Secondary

SD072 - Within 3 Years Transition to Post-Secondary

Legend: 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | Province Average

All Resident Students: 67%, 62%, 58%, 53%, 34%

Indigenous Resident Students: 57%, 58%, 48%, 38%, 31%

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, Masked, Masked

Resident Students with Designation: 53%, 55%, 29%, 42%, Masked

Life and Career Core Competencies: Analysis

Post Secondary Transitions

Much of our Post-Secondary transition data is masked. However, the unmasked data shows that we have been on a somewhat downward trajectory during the last 5 years. All Resident Students data shows that we have gone from a high of 353 students in the 2020/21 year to 286 students in 2022/23. The most recent data is now almost 3 years old and we are working with a lot of masked data as our Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve and our CYIC Resident Students are fully masked. Our Resident Students with a Designation is also masked for the 2022/23 cohort.

Our Immediate Transition to Post-Secondary data although showing a downward trend, does show an upswing for Indigenous Resident Students with a 5% increase in immediate transition compared to the 2021/22 cohort. The 3 Year Transition to Post-Secondary displays a down trend across the board with the 2022/23 group being the lowest percentage in the last 5 years.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

Life and Career Core Competencies: Interpretation

Post-Secondary Transitions

Because we are dealing with data that is over 2 years old, and we don't have access to recent years' data (2023/24, 2024/25) it feels like a bit of a guessing game as to what we are dealing with here. We don't know if the transition rates to post-secondary have been trending up or down for the last two years. We think the trend will reverse in light of commitments current students are making in regard to post-secondary education. It does appear that Indigenous Students are trending toward more post-secondary education. This may be due to the increasing number of courses offered based on cultural topics. It is also difficult to assess the data when so much of it is masked.

It is not surprising to note that our district data appears to be following the same trend as the provincial data with a significant drop in post-secondary pursuits in the last 3 years of data.

Campbell River

SD72

Enhancing Student Learning Report September 2025

Part 2a: Respond to Results

In Review of Year 2 of Campbell River School District 72 Strategic Plan 2024-2028

Approved by Board on January 14, 2024

Enhancing Student Learning Report
Respond to Results

Part 2a

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2a)**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Contents

District Context for Continuous Improvement

School District 72 operates throughout a large geographic area. Campbell River and Quadra Island schools and our school board office are located on the traditional territory of the Ligʷiłdax̌ʷ people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and χʷɛmałkʷu (Bute Inlet) First Nations. The district is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra (SD72 Area Map). We are dedicated to providing a responsive and dynamic learning environment where all students can realize their unique potential. We have over 900 employees who provide educational programming to approximately 5,600 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre. Our annual operating budget is approximately $95 million.

Our board developed the Strategic Plan and put it into place in January 2024. The plan will be in effect from 2024-2028. Within the plan is a commitment to Equity and a Central Purpose of Student Achievement. Our three district Strategic Priorities are Honour Indigenous World Views and Perspectives, Student-Centered Learning Environments, and Evolving for Tomorrow. The full Strategic Plan can be accessed on our district website and through the following link: Campbell River Strategic Plan 2024-2028

Monitor/Review/Align/Implement:

The Campbell River School District has worked very hard with all our schools to make the board's Strategic Plan a living document that is well understood.

Each school has a Student Achievement Plan which is tied directly into the board's Strategic Plan. We renamed our School Plans to be Student Achievement Plans to better align with the central purpose of the board's Strategic Plan (Student Achievement). In the Strategic Plan under Our Central Purpose-Student Achievement it states, *"Continuous improvement and student success is at the heart of all we do. We strive to ensure that every student has core competencies and a strong sense of self so that they leave school with dignity and purpose to succeed in life."* As a district, we have provided Strategic Priority funding to schools to support their Student Achievement Plans. Each school has the opportunity to apply for additional funding to support their Student Achievement Plans. At the bottom of the page is a link to the application document.

Our Student Achievement Plans have been designed after meeting with facilitator, Cale Birk and his work around Observable Impact. The plans ask "What would we observe students doing and demonstrating? What would Educators be doing and demonstrating to make this happen for each student? What are the types of tasks/assessments we would see in the classroom? And finally, What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?" It should be noted that the "Bracketing our Work" section of the achievement plans was optional. The link for Student Achievement Plans in also at the bottom of the page.

We have now come to the point where all our schools have Student Achievement Plans based on the district's Strategic Plan and the priorities embedded within it. Moving forward our hope is to continue to develop these plans with our schools and their staff to advance student achievement in our district. Senior leadership will meet with each school principal in the fall of 2025 to review their Student Achievement Plan. In the winter, facilitator Cale Birk has been hired to meet with each school principal to do a "deep dive" check in on how the plan is working. And in the late spring, senior leadership will have a final meeting with the school admin team to discuss how the plan went and steps for the future. In this way we monitor, review, align and implement plans for student achievement.

Strategic Priorities
Application 2024-20

STUDENT ACHIEVEMENT PLANS by school.zip

Ongoing Engagement in Support of Student Learning

The district engages students, families, staff, Indigenous partners, and community members in authentic, ongoing processes that inform decision-making and strengthen student outcomes. Engagement structures are inclusive, collaborative, and connected to district and ministry priorities.

Indigenous Education Council (IEC)

What: Advises the Board on Indigenous student achievement, equity, grants, and integration of Indigenous perspectives.

Who: Representatives from Wei Wai Kum, We Wai Kai, Homalco, Klahoose, other Nations, and local Indigenous organizations.

How: Annual oversight of Indigenous Education Department staffing, programs, and resources; collaborative meetings with school and district staff; ongoing guidance to improve practices and environments.

Knowledge Keepers & Cultural Mentors

What: Ensure learning opportunities are culturally authentic, responsive, and reflective of Indigenous students.

Who: Knowledge Keepers from local/non-local Nations, Métis, and Inuit communities.

How: Regular collaboration with the Indigenous Education Department to plan and deliver school-based cultural learning experiences.

Student Voice Committees

What: Provide meaningful student input on safety, belonging, learning and extracurricular programs, and school and district planning.

Who: Diverse student representatives in middle/secondary schools, with a Superintendent's district-level committee.

How: School-based committees meet weekly/monthly; district committee meets 3–4 times annually; expansion to elementary schools is underway.

Grandmother's Perspective/Connection Tool

What: Tracks staff connections and understanding of Indigenous student progress toward graduation.

Who: Principals, Indigenous staff, and school teams.

How: Fall meetings assess understanding of each student's pathway (green/yellow/red); teams revisit data throughout the year; district shares results with Nations for strategy development.

District Parent Advisory Council (DPAC)

What: Strengthens learning through parent consultation on literacy, numeracy, Indigenous education, and wellness.

Who: PAC representatives, Associate Superintendent, Trustee, Teachers' Association President, invited guests.

How: Monthly meetings support inclusive parent engagement across all schools.

Board of Trustees

What: Oversees strategic priorities (2024–2028 Strategic Plan).

Who: Trustees, Superintendent, Associate Superintendents, district staff, students, community stakeholders.

How: Meets every three weeks; student learning engagement structured around literacy, numeracy, equity, and inclusion.

District Reporting Framework Committees

What: Improve assessment and reporting practices aligned with ministry policy.

Who: Teachers, administrators, support staff; partnership with Teachers' Association.

How: Regular meetings guided by shared norms ensure inclusive co-development of reporting practices.

K–5 Literacy & K–9 Numeracy Framework Committees

What: Develop consistent, research-based instructional frameworks for literacy and numeracy.

Who: Teachers, administrators, coordinators, senior leadership, Indigenous education staff.

How: Monthly collaboration; frameworks guide practice, inform professional learning, and monitor student evidence of learning.

Curriculum, Instruction & Assessment Professional Learning

What: Build educator capacity in curriculum mapping, instruction, and assessment.

Who: Coordinators, teachers, administrators, senior leadership, Indigenous education staff.

How: Ongoing workshops, staff meetings, and collaborative learning.

Mental Health Framework Development

What: Revise district Mental Health Framework.

Who: District leaders, CRPVPA, BC Children's Hospital Mental Health Promotion Team.

How: Monthly meetings; draft presented to Board and IEC for feedback; action plan in development.

Youth Action Committee

What: Address community issues affecting youth.

Who: Foundry, Family Services, RCMP, VIHA, Sasamans, other community agencies.

How: Monthly meetings to analyze patterns, plan positive opportunities in and out of school.

Links to Artefacts of Engagement Initiatives

K-9 Numeracy Framework
K-5 Literacy Framework

Reflect and Adjust

We have chosen to complete the Reflect and Adjust Chart for our district.

Reflect and Adjust Chart (Optional)

Strategic Priority: Honouring Indigenous World Views and Perspectives

Goal: Equitable education outcomes for Indigenous students across all measures.

Objective: Enhance Culturally Responsive Teaching Practices: Increase the capacity of educators to implement culturally responsive and trauma-informed teaching strategies that reflect Indigenous worldviews, languages, and histories.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Survey and inquiry information has been collected of educator's self-assessment and feedback of their personal understanding and implementation of culturally responsive teaching practice. Continued professional development on culturally responsive practices offered	Staff survey of needs, district focused professional day and ongoing request for support indicates educator's still do not have the confidence and ability to include Indigenous content or ensure instructional practices are culturally responsive.	This year numerous sessions and professional development offer took place to focus on culturally responsive practices such as Assessment through Equity, Re-Storying Education, Anti-Indigenous Racism and collaboration with local Nations and Knowledge Keepers. Successful annual Indigenous Focus Day for all staff: Re-storying Education – Decolonizing Educational Practices Although, there has been an increase in Indigenous initiatives throughout the district and the implementation of mandatory Indigenous courses; some staff are still reluctant to address the culturally responsive practice needs.	Continue the district Indigenous focused day, additional professional development opportunities and in class offerings to support growth in this area. Continue monitoring levels of culturally responsive practices and fulfillment of Standard 9.
Implementation of the Connections tool, Grandmother's Perspective and student focus groups for classroom observation data showing integration of culturally responsive approaches and engagement of Indigenous students.	Ministry data and student feedback have expressed that not all students feel a sense of belonging, people that understand them or connect with, or have authentic Indigenous learning opportunities.	Student feedback and data disaggregated by Indigenous students demonstrates that our district's efforts to ensure students' feel welcome, safe and have a sense of belonging are within the provincial averages. We will continue in this area, however, go deeper to ensure all Indigenous students are well connected with caring adults. This data noted that our district results were below the provincial averages.	Continue collecting and reviewing the information on student progress and experiences. After reviewing the data of the student experiences and student voice forums we have aligned staffing for academic and SEL needs.

Strategic Priority: Student-Centered Learning Environments

Goal: Students feel welcomed, safe, connected to system improvement and change by prioritization of personal wellness, recognizing the pivotal role it plays in fostering academic success, holistic growth, and overall well-being.

Objectives: Strengthen Student Support Systems: Expand access to academic, social-emotional, and cultural supports tailored to the specific needs of students and their families.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Increased awareness of the staff roles and responsibilities, and the utilization of their support services offer	Ensuring that processes for accessing supports both in school and with outside agencies are clear, inclusive of which staff are responsible for supporting different areas	Continued development of documenting processes inclusive of flowcharts for pathways to support. These include alignment between these supports. These are also then introduced as appropriate meetings: Youth Care Workers, Counsellors, Inclusive Education, Learning Support Teachers, Principals/Vice-Principals, as well as staff meetings to ensure there is knowledge of these processes/support models across our system.	Continued development
Collaboration with the Inreach Outreach team, Student Attendance Support Team and Alternate Pathways to improve attendance and engagement metrics.	While we have implemented new pathways of support for students, we want to ensure these are efficient and systematized to ensure processes are clear and students are not missed	We will be creating a District School Based Team Committee where students who require Tier 3 supports will be referred so that there is a consistent and fulsome approach to supporting students across our district. This will also allow for capacity building at all school sites in how we support students and the pathways for support at a school, district and community level	We are in the development stages with an expected rollout in January 2025. In the meantime, our current practices are in place to ensure supports are accessible for students.
Increase opportunities for student voice, address concerns and increase positive student and family feedback.	We do not currently have student voice committees at our elementary schools. We also want to ensure that these student voice committees at all school sites have a component that includes an action plan	Development of a consistent model for our school's student voice committees with an emphasis on creating these committees at our Elementary Schools. This model will be inclusive of a plan for schools to prioritize and act on items that are brought forward/discussed by students	Continue committees at our Middle/Secondary Schools with addition of action plan Implementation of committees at our Elementary Schools

Strategic Priority: Evolving for Tomorrow

Goal: Grade-level proficiency in literacy and numeracy.

Objectives:
- Strengthen equity monitoring through robust systems for disaggregated data on Indigenous student outcomes.
- Strengthen achievement in literacy and numeracy through the K–5 Literacy Framework, the District Literacy Professional Learning Plan, and the K–9 Numeracy Framework.
- Enhance accessibility and usability of frameworks to support teacher practice and collective efficacy.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement systems for disaggregated data, equity reporting, and data-informed planning.	Existing tools do not consistently capture indicators such as Indigenous ancestry and band of origin; access to student achievement data is limited and not always user-friendly.	Development of a K–9 formative numeracy tool with equity-aligned disaggregated data and creation of SD72 Assessment Teams have improved educator and administrator access to local data. These are promising but still in early implementation.	Continue expanding and refining the system, guided by educator feedback, and build staff capacity to use data for planning and to strengthen equity reporting.
Launch and implement the K–9 Numeracy Framework, including a common assessment tool, aligned professional learning, and supports for teacher practice. SD72 K-9 Numeracy Framework	Numeracy achievement requires sustained improvement; teachers have asked for clearer, consistent tools, and more collaborative structures to support instruction and assessment.	Framework and common assessment tool launched with positive educator response to usability, clarity, and alignment with professional learning. Student outcome data and teacher practice data are not yet available for evaluation.	Continue phased rollout, monitor through educator feedback and student data, and adapt professional learning and supports to ensure the framework strengthens classroom practice and collective efficacy.
Implement K–5 Literacy Framework with mandatory screening, supported by a full-time literacy coordinator who provides coaching, collaborative learning, and virtual sessions. K-5 Literacy Framework	Reduction from two coordinators to one limited capacity; screening data shows varying levels of instructional capacity across schools, requiring a more responsive model.	Framework has been progressively implemented with mandatory screening for five years. Screener data indicates gains in some cohorts. The updated model allocates coordinator time equitably based on need and continues to build teacher capacity. Opportunities for district-wide collaboration and integration with other professional learning remain.	Continue implementation and refine differentiated support. Evaluate impact on student outcomes and strengthen opportunities for collaboration, coaching, and integration with broader literacy professional learning.

Additional Context to clarify:

Although we appreciated the organization of the chart to address our strategic priority goals, we felt that it was a little constricting in terms of adding detail. We provided links to the Numeracy and Literacy Frameworks, but we also wanted to include a more comprehensive explanation of the Grandmother's Perspective and the In-Reach/Out-Reach programs for Priorities #1 and #2.

Grandmother's Perspective:

Pathways to Graduation. This project has been designed to answer the question, "How are Indigenous students doing on their path to graduation?" or through the voice of a grandmother "Tell me about my grandchild, are they on their path to graduation?" Grandmothers Perspective Data is completed annually in the fall with school staff to identify Indigenous students' strengths and areas for support. Each school reviews student information and plans specific goals for each student addressing needs for academic interventions, social emotional support, nutritional, extenuating family circumstances or postsecondary / career transition readiness. Also at the district level, data is reviewed to plan for additional staffing or realignment of services.

In-Reach/Out-Reach Program:

The In-reach Out-reach Team provides capacity building support for School Based Teams K – 12. Specific areas of focus include:

• Ongoing group capacity building and in-service for Case Managers, Learning Support Teachers and school teams including: ✓ functional programming and assessment ✓ data collection and individualized supportive planning ✓ programming for students with complex learning or behavioural needs ✓ resource development (e.g. visual tools, functional bins).

 • Individual student referrals for students with high support needs; In-reach is school site based and Outreach is small group intervention at Robron • Support with the development of individualized plans related to Defensive & Acting Out Behaviours, as well as student specific Low Arousal training as required.

Consultation requests for individual student concerns are submitted to the In-reach Outreach Team. This team consists of the Director of Inclusive Education, District Principal of Inclusive Education, the Inclusion Support Teacher Lead, and other members of the In-reach Outreach Team. Where IST have already been involved in the supportive planning for students who have transitioned to a new building, it is not necessary to refer students for support in the fall. A schedule will be developed to ensure school teams have support with settling these learners into the new school year. The referral form can be found in the Knowledge Centre under IE Forms & Documents. These are submitted to the Inclusion Support Teacher Lead via the email on the bottom of the referral. Planning meetings are held on an ongoing basis.

Create Alignment to Enhancing Student Learning

School Plans: We have already answered this question in an earlier section and links to all of our Student Achievement Plans (School Plans) have also been submitted.

Operational Plans:

Human Resources plays a significant role in advancing the district's strategic plan and priorities. Our work, while at arm's length from the classroom, is focused on student achievement. In workforce planning and recruitment, our focus is on attracting educators and staff who reflect the district's values, including equity, reconciliation, and innovation. Recruitment practices are designed to support inclusive hiring; HR provides bias awareness training to hiring panels, we use equity focused job postings and job descriptions, and we prioritize Indigenous knowledge, representation, and cultural competency in our processes. HR is strategic in representing district values, including acknowledgement of traditional territories and commitment to employment equity, accessibility, and voluntary self-identification. HR supports employee wellness and engagement, which directly impacts their capacity to inspire student success. For our future workforce, we will seek further alignment to psychologically safe workplaces, trauma informed practices, differentiated instruction, digital literacy, and future ready teaching. With the expansion in childcare services, we also want to influence staff retention by supporting our staff so that they can adequately prepare for the classroom while balancing family responsibilities.

Our Operations department aligns their plans with our Strategic Plan to support initiatives and projects that have a strong connection with our board's Strategic Plans. A good example of this is our work around Accessibility in regard to the recent Accessibility Act. We budget accessibility initiatives in our schools to improve accessibility for students, staff and parents. Operations make Accessibility work orders a priority, and we have managed several improvements including the addition of accessible parking stalls at all of our schools. Every school also has an accessible automatic door. We will continue to monitor and make improvements in this area as it aligns with our "Evolving for Tomorrow" strategic priority. Specifically, the goal of "Inclusive environments where diversity is celebrated and respected."

In IT our board approved a $500,000 budget upgrade for new computers and IT equipment to replace our ageing fleet of student and staff devices. This supports both the "Student Centered Learning Environments" and "Evolving for Tomorrow" strategic priorities. This will allow staff to continue to implement new learning strategies for students. We are also looking toward upgrading our district software programs to better serve HR, Finance, and Education departments.

In Finance, all major budget considerations/decisions are made with the Strategic Plan in mind. Our entire budget process is designed to reflect the board's Strategic Plan and to support it. Whether it be a year of additions or a year of cutbacks the first question asked is, "How does this support the board's Strategic Plan and its Strategic Priorities?" If a decision cannot be justified through the Strategic Plan, it is not made. In our budget process all departments and stakeholders are consulted, and everyone knows the process and outcomes must be tied to the Strategic Plan.