


Board of Education Public Meeting

Tuesday, September 23, 2025

6:30 – 9:30 p.m.



Enhancing Student Learning Report

Presented to
the NVSD Board of Education
September 23, 2025

Enhancing Student Learning Report 2024

Strategic Plan 2021-2031



The North Vancouver School District provides world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.



Student-Centred Education

Provide equity-based education that supports the learning needs of all students.



Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.



Welcoming and Inclusive Culture

Enhance our welcoming, safe and inclusive culture and learning environment.



Mental Health and Well-Being

Promote mental health and well-being through social emotional learning and trauma-informed practices.



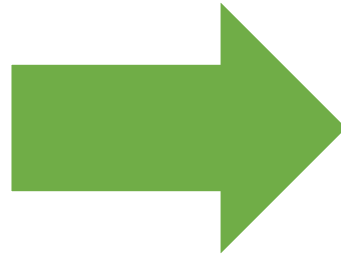
Truth, Healing and Reconciliation

Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.



Environmental Stewardship

Lead on sustainable practices and nature-based learning to address environmental challenges.



Enhancing Student Learning Report

September 2025



In Review of Year 2024-25 of NVSD Strategic Plan 2021-31

Presented to The Board of Education on September 23, 2025.

Goals of Public Schools

**Intellectual
Development**

**Human and
Social
Development**

**Career
Development**

BC Mandate for Public Schools

“To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”

~1989 Policy Order

ENHANCING STUDENT LEARNING REPORTING ORDER
Ministerial Order 302/20 (M302/20) Effective September 1, 2020
Orders of the Minister of Education and Child Care
Authority: *School Act*, sections 81 and 168 (2) (f)

Interpretation
1 In this order,
“board” includes a francophone education authority;
“Indigenous peoples” has the same meaning as “aboriginal peoples of Canada”, as defined in section 35 of the *Constitution Act, 1982*;
“Indigenous student” means an individual who self-identifies as a member of an Indigenous people, is of school age and meets the definition of student under section 1 of the *School Act*; and
“reserve” means a reserve as defined in the *Indian Act, R.S.C. 1985, c. I-5*.

Annual enhancing student learning report
2 Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister.

3 A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

(a) Intellectual Development	
Educational Outcome 1	Students will meet or exceed literacy expectations for each grade level
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending

BC Ministry of Education and Child Care
Governance, Legislation and Workforce Branch
E-41
September 29, 2023

2020 ESL Reporting Order

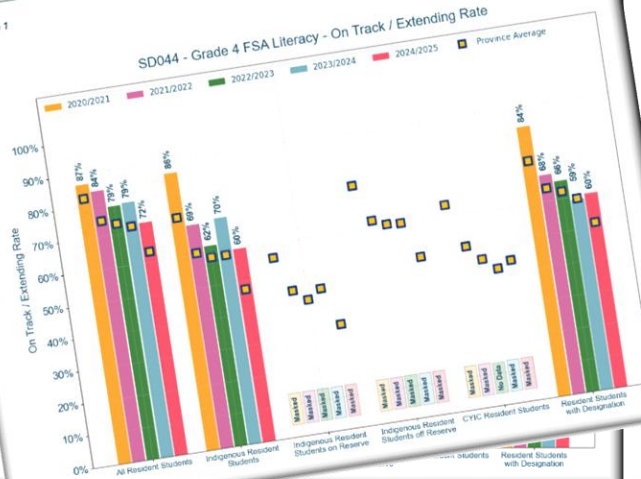
Ministry Provided Data

Intellectual Development Educational Outcome 1: Literacy Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD044 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2023/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1152 81%	1215 93%	1136 93%	1255 90%	1244 93%
Indigenous Resident Students	48 60%	54 91%	47 96%	44 84%	45 89%
Indigenous Resident Students on Reserve	Masked	19 84%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	35 94%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	168 62%	170 72%	140 83%	173 76%	184 84%

Table 1



Grade-to-Grade Transitions

Measure 2.3: Grade-to-Grade Transitions

SD044 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1230	1233	1228	1277	1341
Indigenous Resident Students	59	68	56	71	1341
Indigenous Resident Students on Reserve	19	16	25	20	15
Indigenous Resident Students off Reserve	40	52	31	51	45
CYIC Resident Students	Masked	12	Masked	Masked	Masked
Resident Students with Designation	216	209	229	273	313

Table 8

SD044 - Grade 10 to 11 Transition Rate

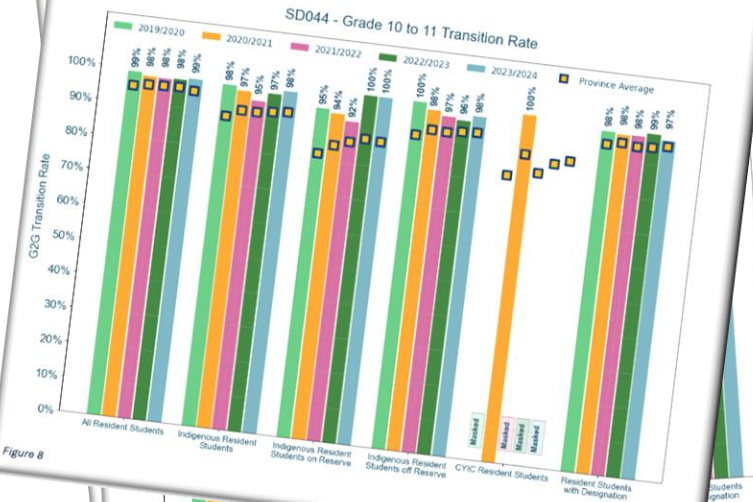


Figure 8

Figure 8

Enhancing Student Learning Reporting Order

Intellectual

- ☐ Literacy
- ☐ Numeracy

Human & Social

- ☐ Welcome, safe and connected

Career

- ☐ Graduation
- ☐ Life and career competence



BC Mandate for Public Schools

ENHANCING STUDENT LEARNING REPORTING ORDER

numeracy expectations as specified in the Grade 10

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Other Evidence

- Foundation Skills Assessment
- Student Learning Survey
- Student progress reports
- How Are We Doing report
- Youth Development Instrument (YDI)
- Middle Years Development Instrument (MDI)
- Early Years Development Instrument (EDI)



Report Structure

Ministry evidence

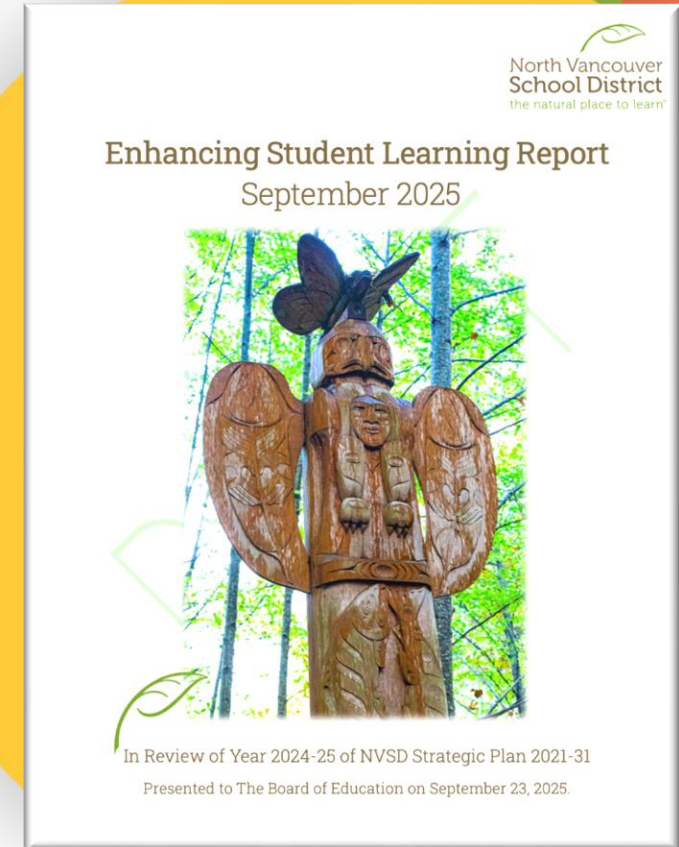
Analysis & interpretation of data

District Context

Response to Results

Reflections and Adjustments

Alignment with School Planning



What the Ministry Said: Strengths & Opportunities for Growth



Explicitly describe continuous improvement processes to address the identified gaps for priority populations



Triangulate data sets to enhance analysis



Additional evidence of strategic engagement

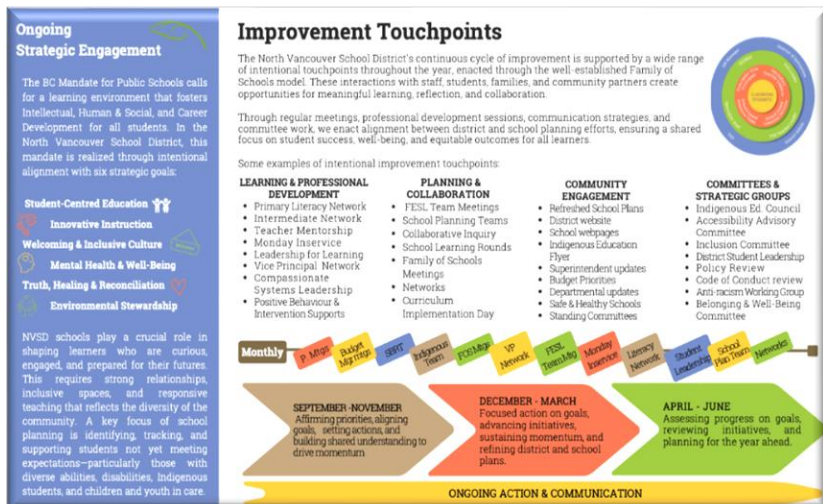
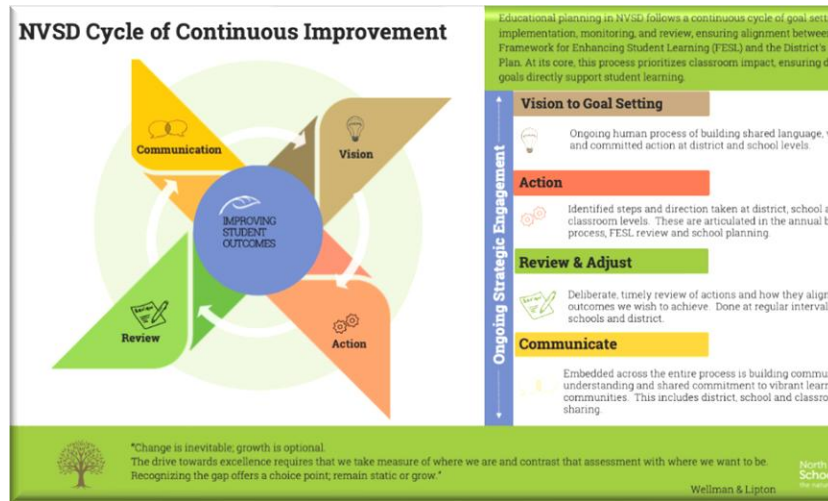


Describe approach to annually reviewing school plans



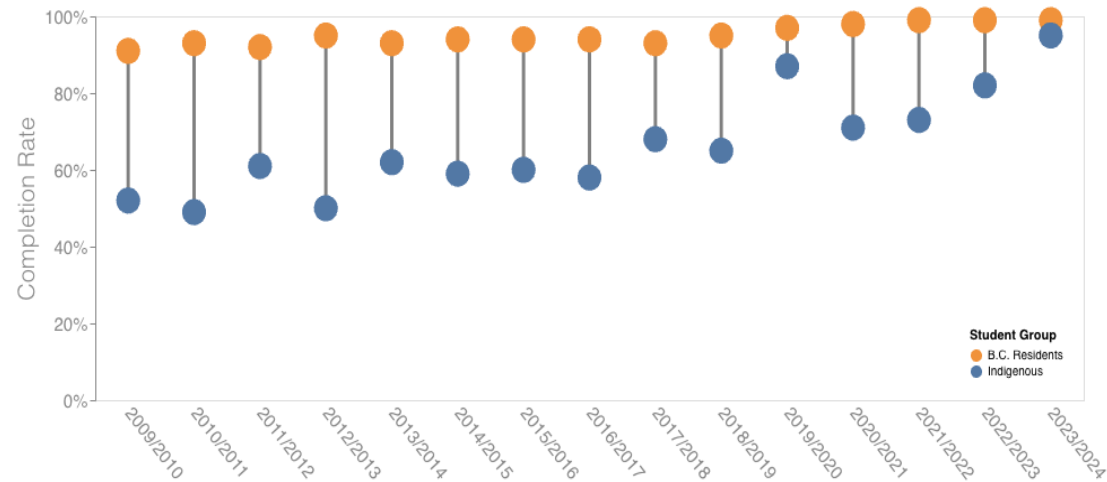
Focus future reports on strategies to improve equity of learning outcomes for children and youth in care and students with disabilities or diverse abilities

Updated NVSD Cycle of Continuous Improvement

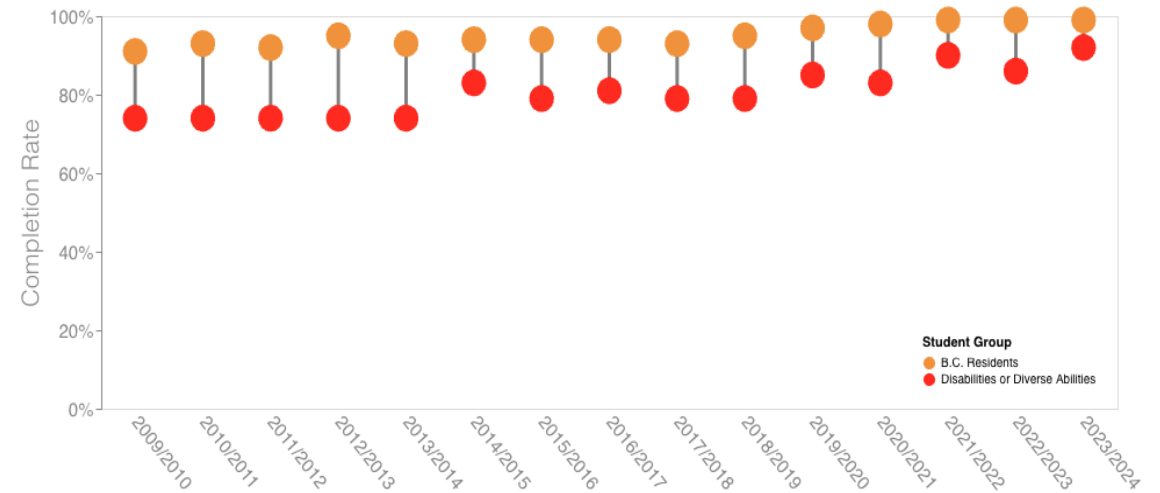


Looking Back at 2024-25... and before

Completion Rate Over Time for Indigenous and BC Residents



Completion Rate Over Time for Students with Disabilities or Diverse Abilities and BC Residents



Next Steps

Intensive focus on literacy

Increase opportunity for student input and diverse perspectives

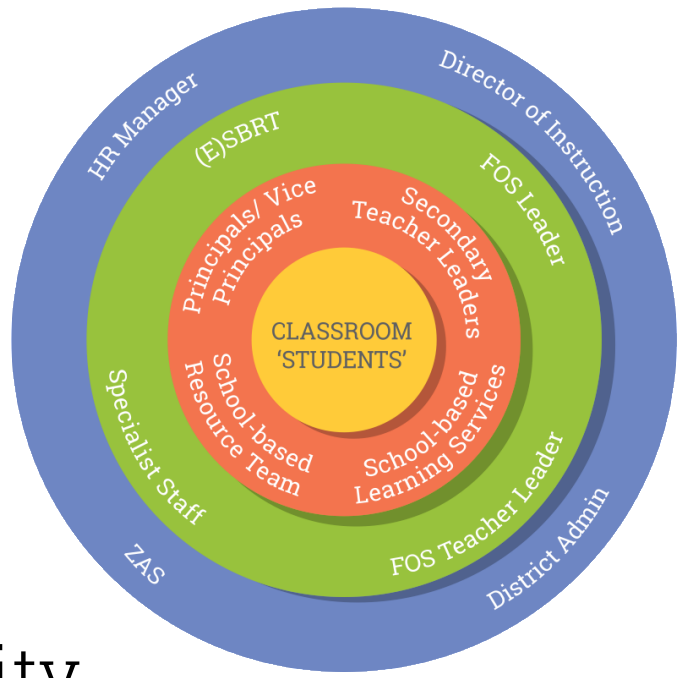
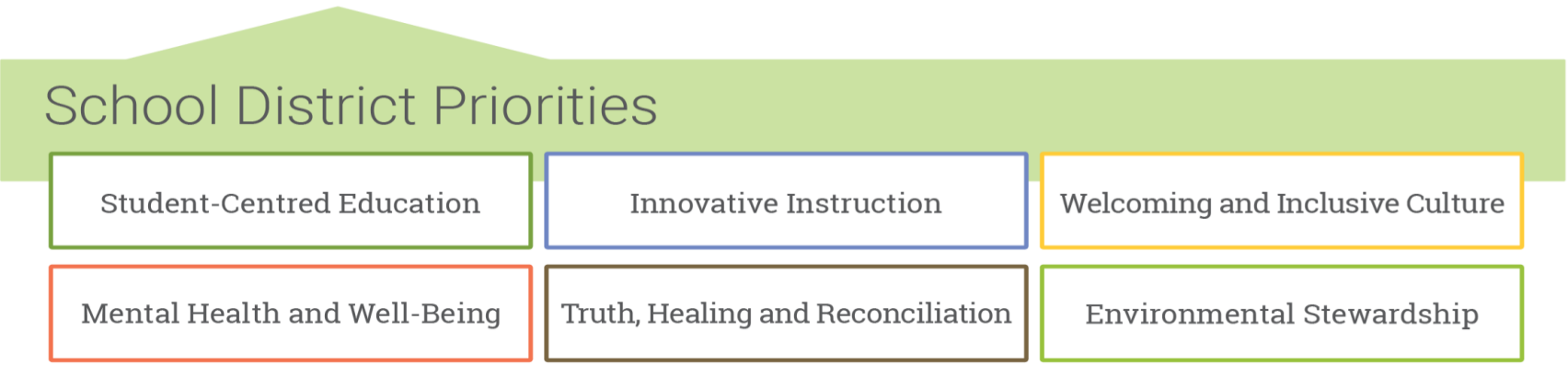
Expand staff and student capacity to use assistive technology

Build deeper collaboration with community partners



Engagement and Alignment

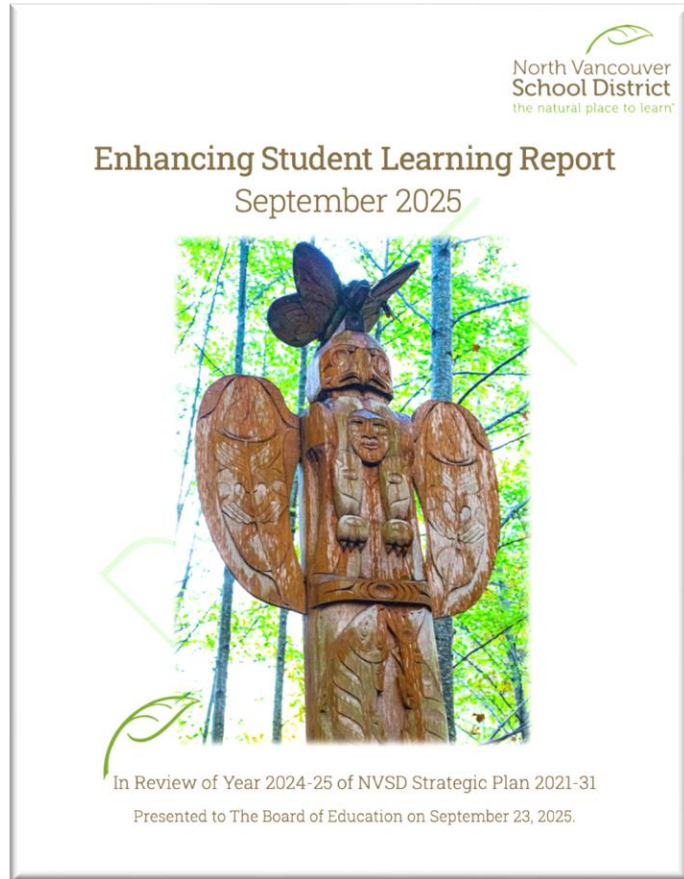
Family of Schools Model



Attributes of a Vibrant Learning Community



Enhancing Student Learning



District Principals

Sarah Best

Janis Mann

Jeeniece Chand

John McGowan

Allison Kerr

Conor McMullan

Tine Parker

Directors of Instruction:

Chanin Smyth

Jeremy Church

Suzette Dohm

Assistant Superintendent:

Arlene Martin

Thank you

