

Enhancing Student Learning Report

September 2025



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

Approved by the Board of Education on September 23, 2025.

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Cover photo credit:

Cheakamus Centre Reconciliation House Post by Xwalacktun

"To symbolize the change between what took place, what happened, and where we are going now, there is a butterfly on top. The butterfly symbolizes that change because it has four stages of change in its life cycle. The eagle is there to remind us that we are being watched, and it is connected to something greater than us. That is why the eagle's eyes are in the spiritual form, looking further than its normal vision. The eagle also symbolizes enlightenment and strength.

The person in the eagle ties this pole in with reconciliation because you can see the hands are up. This is showing the gesture of thank you for finally recognizing what took place.

In between the eagle and the salmon is the Coast Salish eye that shows connection to something greater than us.

To have that reconciliation, we need to find balance again. The two salmon symbolize that balance. With that balance, we become a whole family again and the wolf represents family.

The wolf is on the bottom feeling happy and well-fed in many different ways, through education, and food, and nurturing.

Part 1: Review of Data and Evidence

This report follows the Ministry of Education and Child Care's reporting framework, which uses standardized terms and data practices. To maintain accuracy and protect student privacy, some language and formatting choices are deliberate, including the use of capitalized terms and data masking.

Key Terms and Capitalization

- **All Resident Students** – Students who reside in British Columbia and are enrolled in the North Vancouver School District (SD44). This group excludes International Students and those educated outside the BC public system.
- **Students with Designations** – Students formally identified with a Ministry designation that indicates diverse learning needs.
- **Indigenous Resident Students** – Students who self-identify as First Nations, Métis, or Inuit and live in British Columbia. Data is sometimes presented separately for those living **On Reserve** or **Off Reserve**. Distinguishing these groups matters; supports and outcomes can vary due to community context, resources, and partnerships.
- **CYIC (Children and Youth in Care)** – Students who are, or have been, in the care of the Ministry or delegated agency.

These terms are capitalized to signal that they reflect official Ministry data categories, not general descriptions.

Use of Data & Masking

The Ministry of Education provides both masked and unmasked student data to districts. This public report uses only masked data to protect privacy. Masking occurs when fewer than 10 students are in a cohort, or where reporting could risk identifying individuals. Some NVSD cohorts represent 1% or less of the overall student population, so annual changes may appear more pronounced.

To ensure meaningful analysis:

- Results are considered over multiple years.
- Trends are viewed alongside provincial patterns.

Even when data cannot be reported publicly, these students are known, supported, and monitored at the school level through targeted supports, including Individual Education Plans (IEPs) where appropriate.

Navigating Section 1

Part 1 presents data through charts and graphs, followed by analysis and interpretation for each of the five Educational Outcome areas, providing both a visual and narrative understanding of student learning. All data included is generated by the Ministry of Education.

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	2021/2022	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

SD044 - Grade 4 FSA Literacy - On Track / Extending Rate

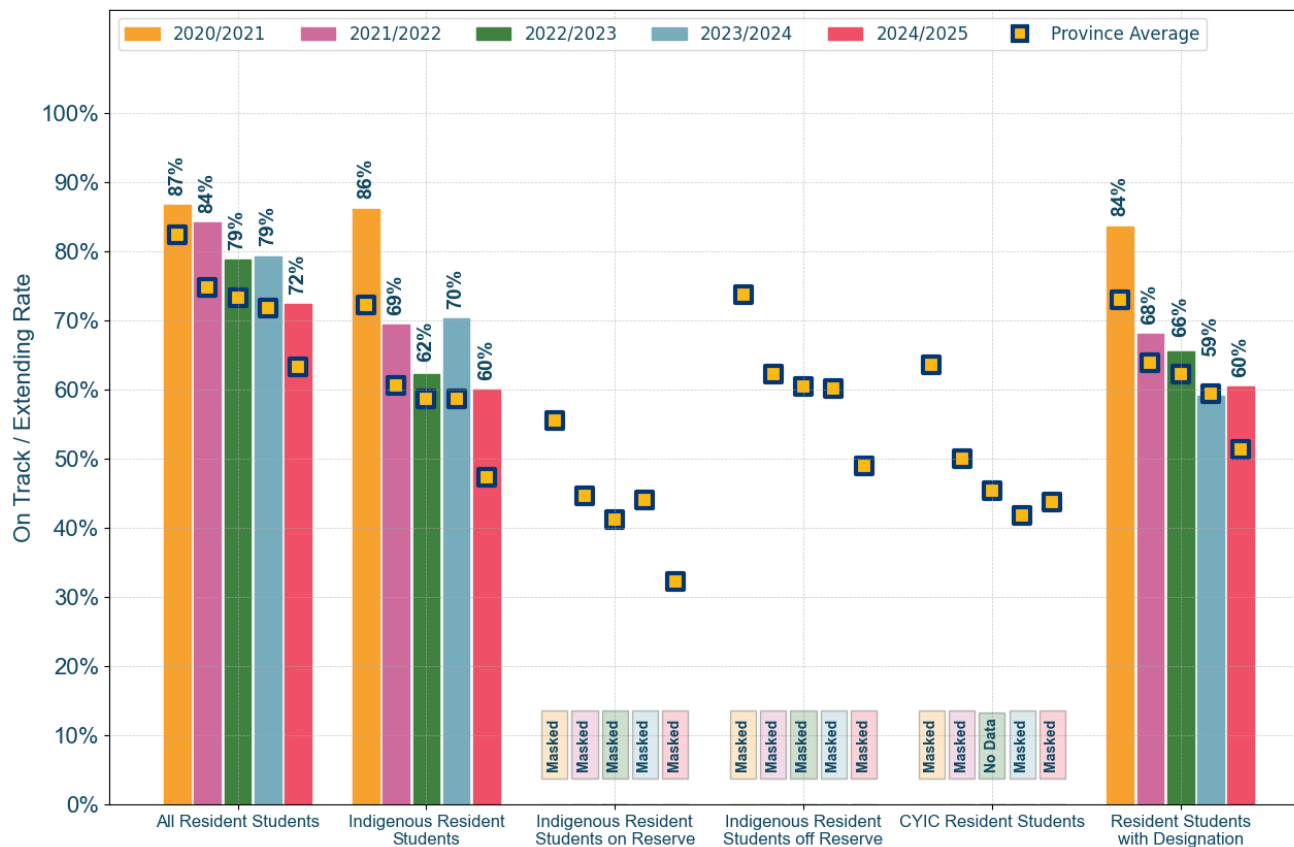


Figure 1

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations, cont'd

SD044 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1254 82%	1144 94%	1200 94%	1178 94%	1318 95%
Indigenous Resident Students	65 60%	52 88%	60 93%	51 78%	52 85%
Indigenous Resident Students on Reserve	20 55%	21 81%	23 91%	Masked	20 75%
Indigenous Resident Students off Reserve	45 62%	31 94%	37 95%	Masked	32 91%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	263 65%	256 85%	211 85%	230 86%	274 87%

Table 2

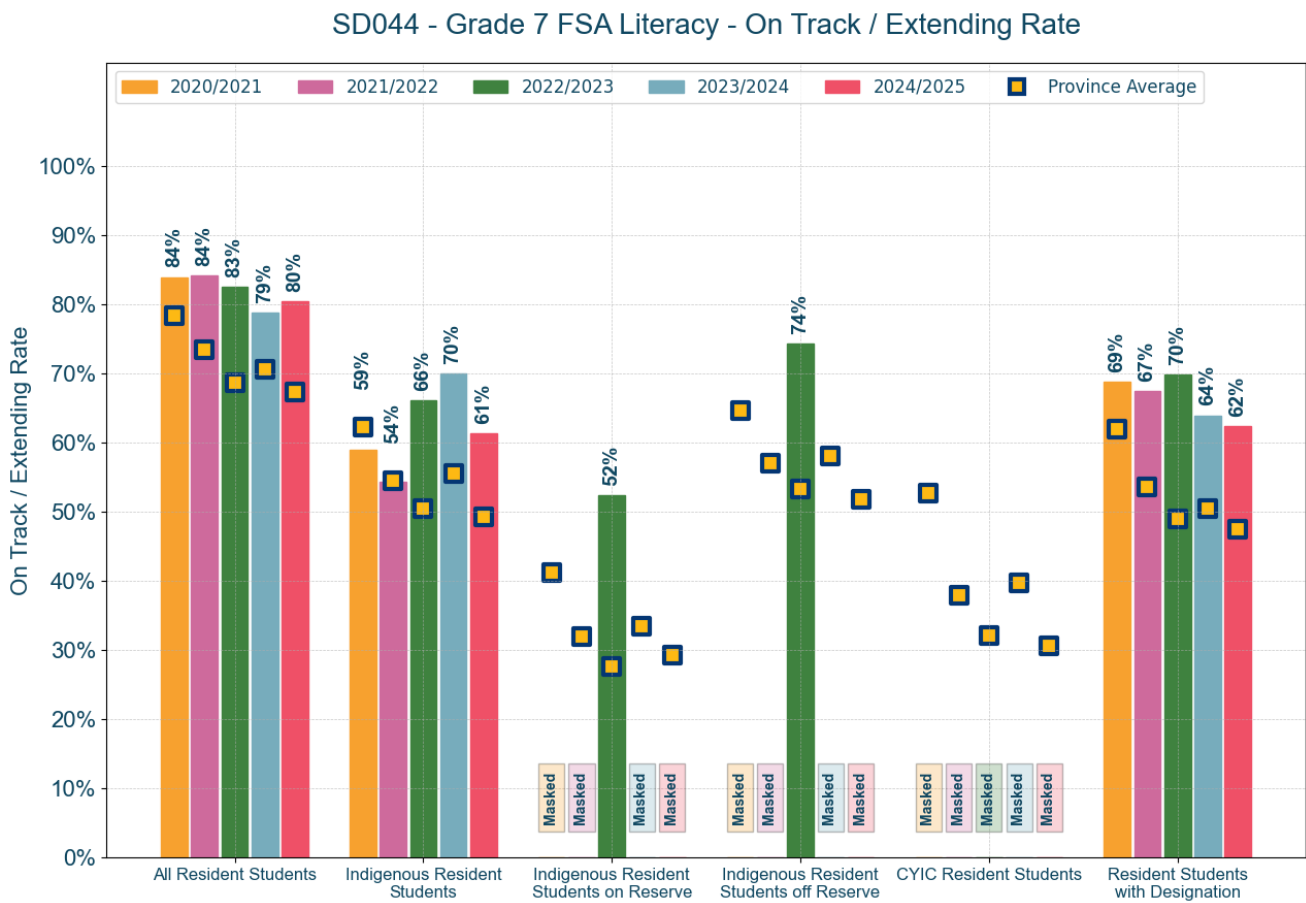


Figure 2

Measure 1.2: Grade 10 Literacy Expectations

SD044 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1228 92%	1233 72%	1222 62%	1276 92%	1340 93%
Indigenous Resident Students	59 81%	67 58%	56 46%	71 80%	60 68%
Indigenous Resident Students on Reserve	19 68%	15 67%	Masked	20 65%	15 73%
Indigenous Resident Students off Reserve	40 88%	52 56%	Masked	51 86%	45 67%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	215 72%	209 56%	230 51%	274 80%	314 82%

Table 3

SD044 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

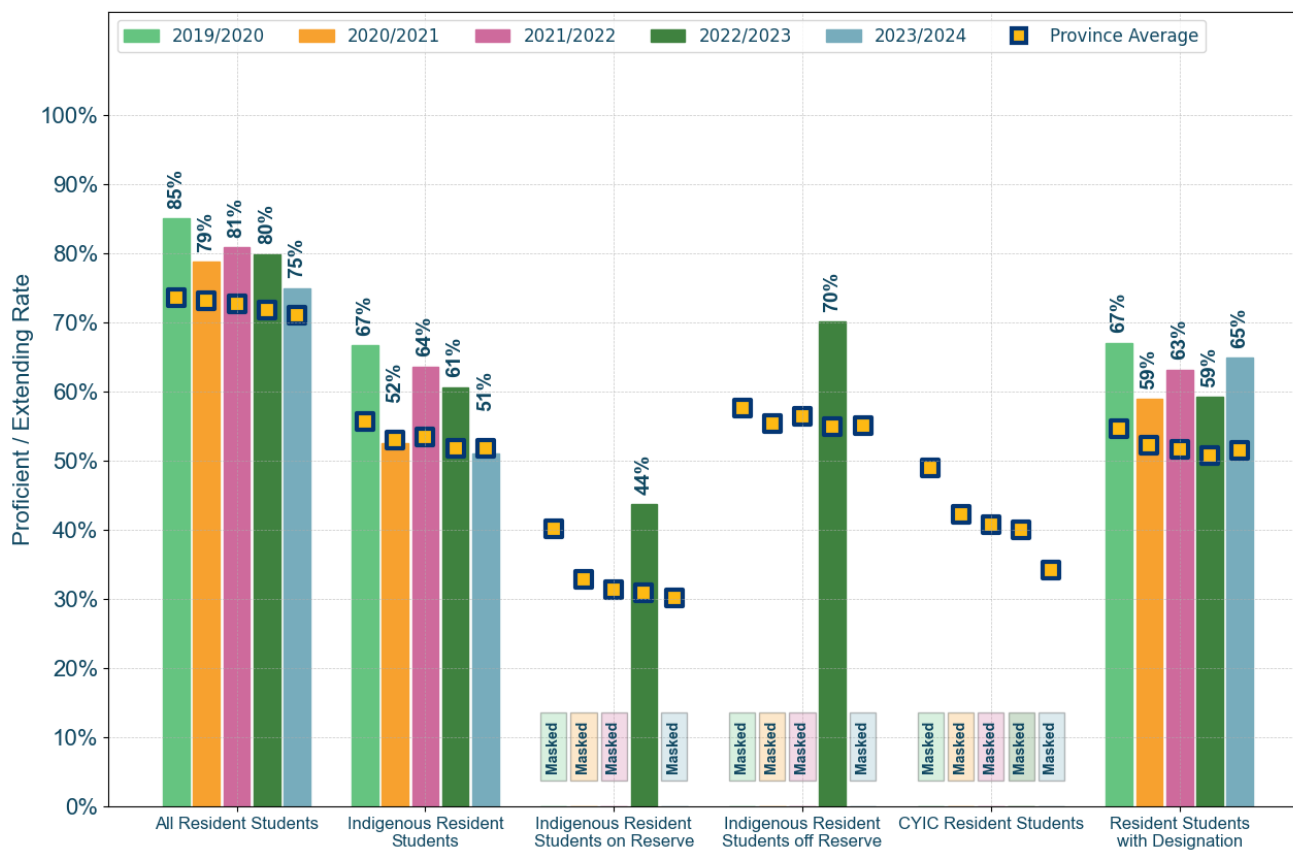


Figure 3

Analysis & Interpretation

Educational Outcome 1: Literacy

Across British Columbia, literacy results have been consistently stronger than numeracy, with higher proficiency rates and greater stability over time. Within this context, NVSD continues to perform at the top end of the province, with participation rates well above the B.C. average and achievement consistently exceeding provincial norms. The data demonstrates both sustained district-wide performance, robust systems and structures, and areas where the district continues to focus on narrowing gaps for priority cohorts.

Strengths

Student participation in provincial literacy assessments remains strong in North Vancouver. In 2024–25, participation rates reached 93% at Grade 4 and 95% at Grade 7, compared to a provincial average of 84% (gr 4 and 7). Similarly, Grade 10 Graduation Literacy Assessment participation in 2023–24 was high at 93%. These consistently strong rates reflect a high level of engagement across schools and alignment with district priorities.

Performance outcomes demonstrate that NVSD students achieve well above provincial averages:

- **Grade 4:** Between 72–84% of students have been *On Track or Extending* over the last five years, compared to the provincial range of 55–66%.
- **Grade 7:** Between 79–84% of students have been *On Track or Extending*, compared to the provincial range of 57–72%.
- **Students with Designations:** At Grade 4, between 59–68% of students have been On Track or Extending (2024–25: 60%), compared to the provincial range of 38–57%. At Grade 7, results ranged from 62–70%, vs. provincial 33–53%. Even the lowest NVSD result during this period remains higher than the provincial maximum, underscoring sustained district strength.
- **Indigenous Students:** Outcomes remain consistently above provincial averages, often by 10–20 percentage points. However, compared with All Resident Students in NVSD, an achievement gap emerges and widens as students progress (approximately 12% at grade 4, 19% at grade 7, and 24% at grade 10).
 - A notable anomaly appears at Grade 10 for students living on reserve, where participation in 2023–24 reached 73%, exceeding off-reserve peers (67%) and showing improvement from the prior year (65%).

Participation Trends for Priority Cohorts

- **Students with Designations:** Participation has risen over the past five years, from 62% to 84% at Grade 4, and from 65% to 87% at Grade 7. This improvement reflects increased system capacity to engage students with diverse learning needs.
- **Indigenous Students:** Participation dipped slightly in 2023–24 but rebounded in 2024–25 (89% at Grade 4, 85% at Grade 7). Proficiency rates for this group also remain consistently higher than provincial averages, though gaps persist when compared with all resident NVSD students. For students living on reserve, results fluctuate due to small cohorts, though at times outcomes surpass those of off-reserve peers (as seen at Grade 10 in 2022–23).

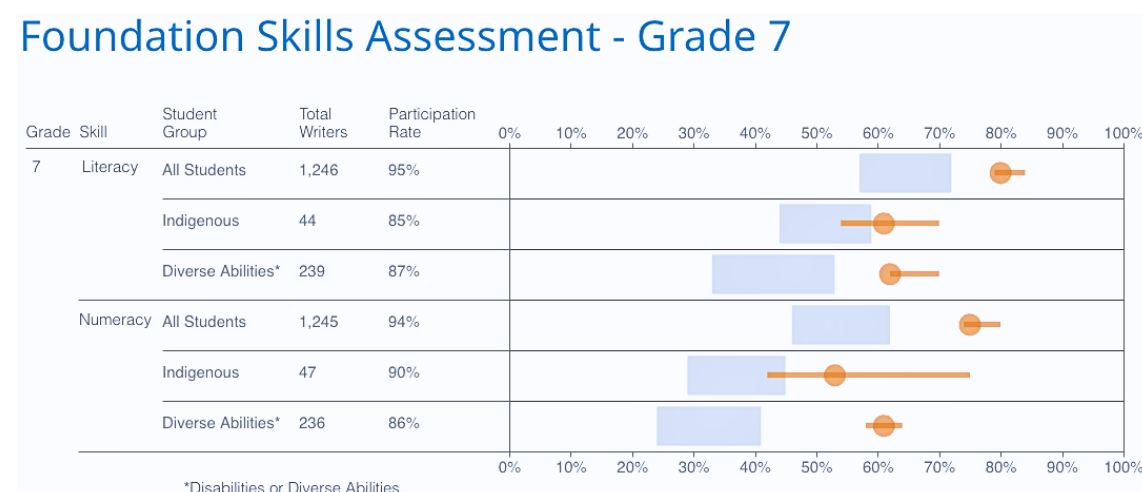
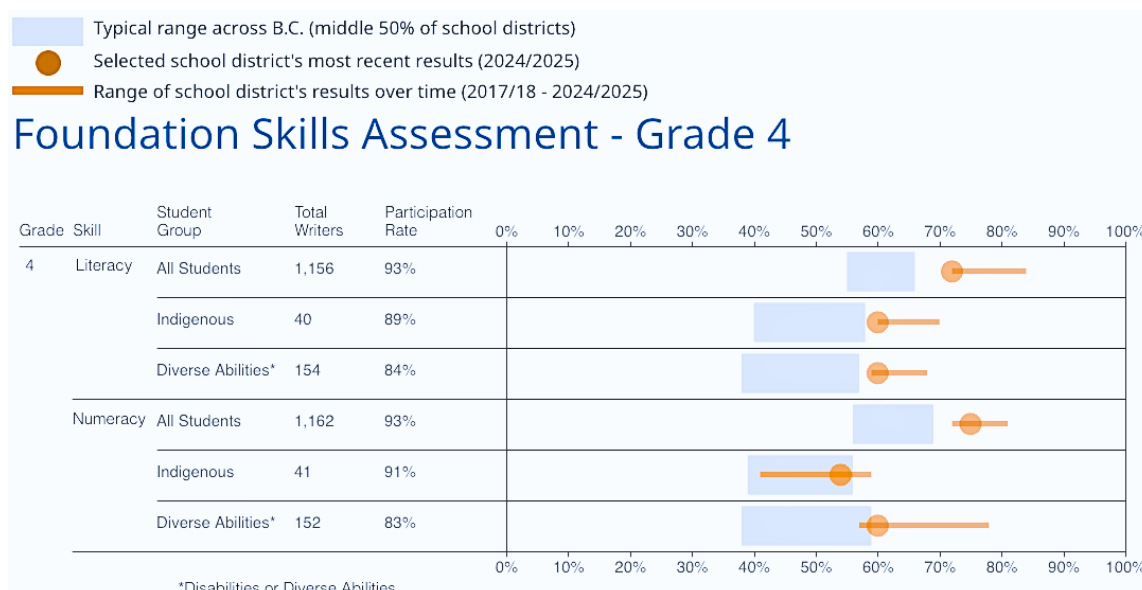


Figure 4

Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), results are masked in public reporting when cohorts are small. This protects privacy, as results for fewer than 10 students cannot be shown. Importantly, these students are not “invisible” in practice: their progress is monitored at the school level and may be supported as appropriate through Individual Education Plans (IEPs), targeted supports, and strong connections with families, Indigenous Education Council, local Nations and community partners.

Areas for Ongoing Focus

NVSD literacy achievement is consistently strong, with outcomes well above provincial averages. The district continues to focus on:

- narrowing participation and achievement gaps for Indigenous students and students with disabilities or diverse abilities, particularly at Grade 10.
- sustaining early literacy supports and structured approaches to ensure that the strong foundation in primary grades continuing into intermediate and secondary levels

Sustaining and expanding structured literacy approaches, and targeted supports will be key to maintaining momentum.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1152 80%	1215 92%	1136 93%	1255 90%	1244 93%
Indigenous Resident Students	48 60%	54 93%	47 98%	44 84%	45 91%
Indigenous Resident Students on Reserve	Masked	19 84%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	35 97%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	168 61%	170 71%	140 81%	173 73%	184 83%

Table 4

SD044 - Grade 4 FSA Numeracy - On Track / Extending Rate

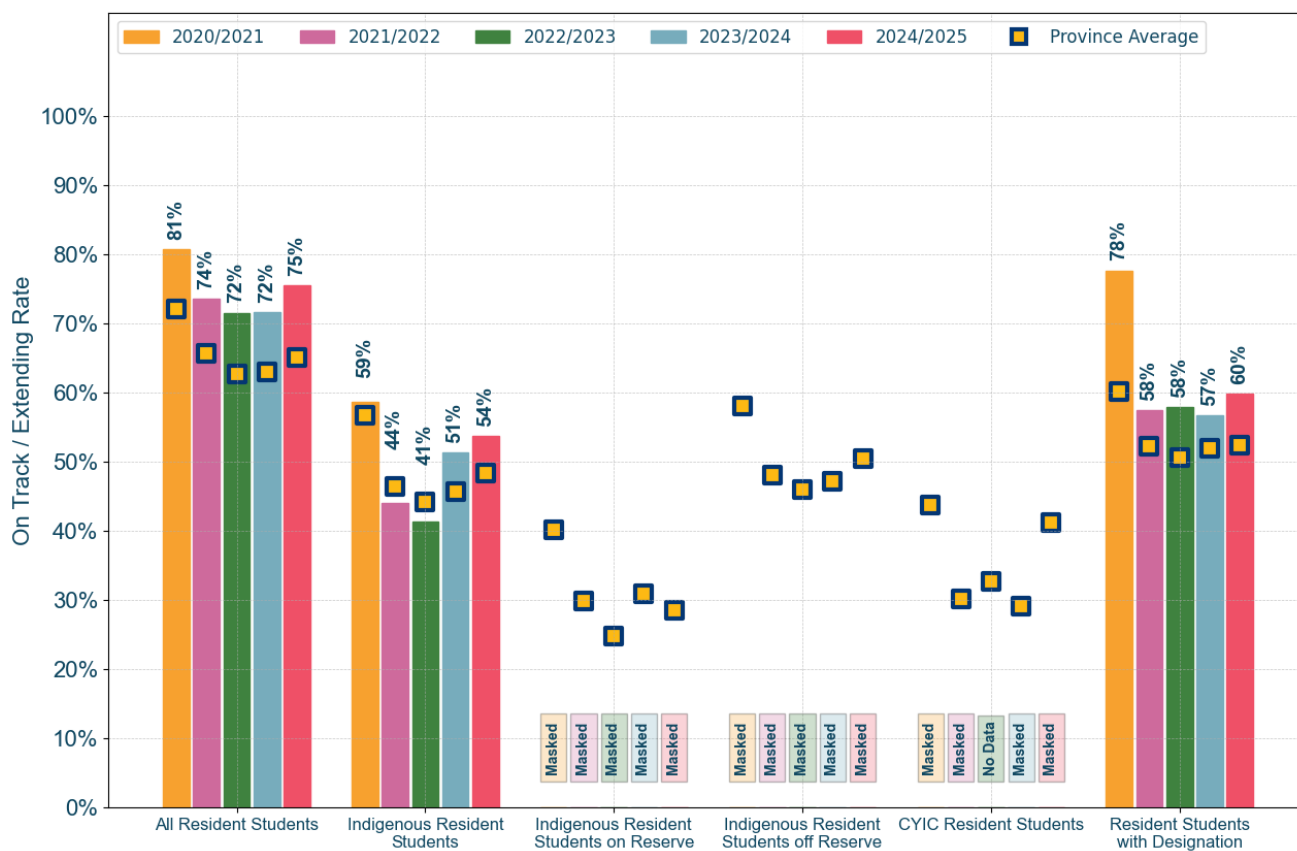


Figure 5

SD044 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1254 82%	1144 94%	1200 94%	1178 94%	1318 94%
Indigenous Resident Students	65 60%	52 92%	60 90%	51 78%	52 90%
Indigenous Resident Students on Reserve	20 60%	21 90%	23 87%	Masked	20 85%
Indigenous Resident Students off Reserve	45 60%	31 94%	37 92%	Masked	32 94%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	263 65%	256 86%	211 83%	230 86%	274 86%

Table 5

SD044 - Grade 7 FSA Numeracy - On Track / Extending Rate

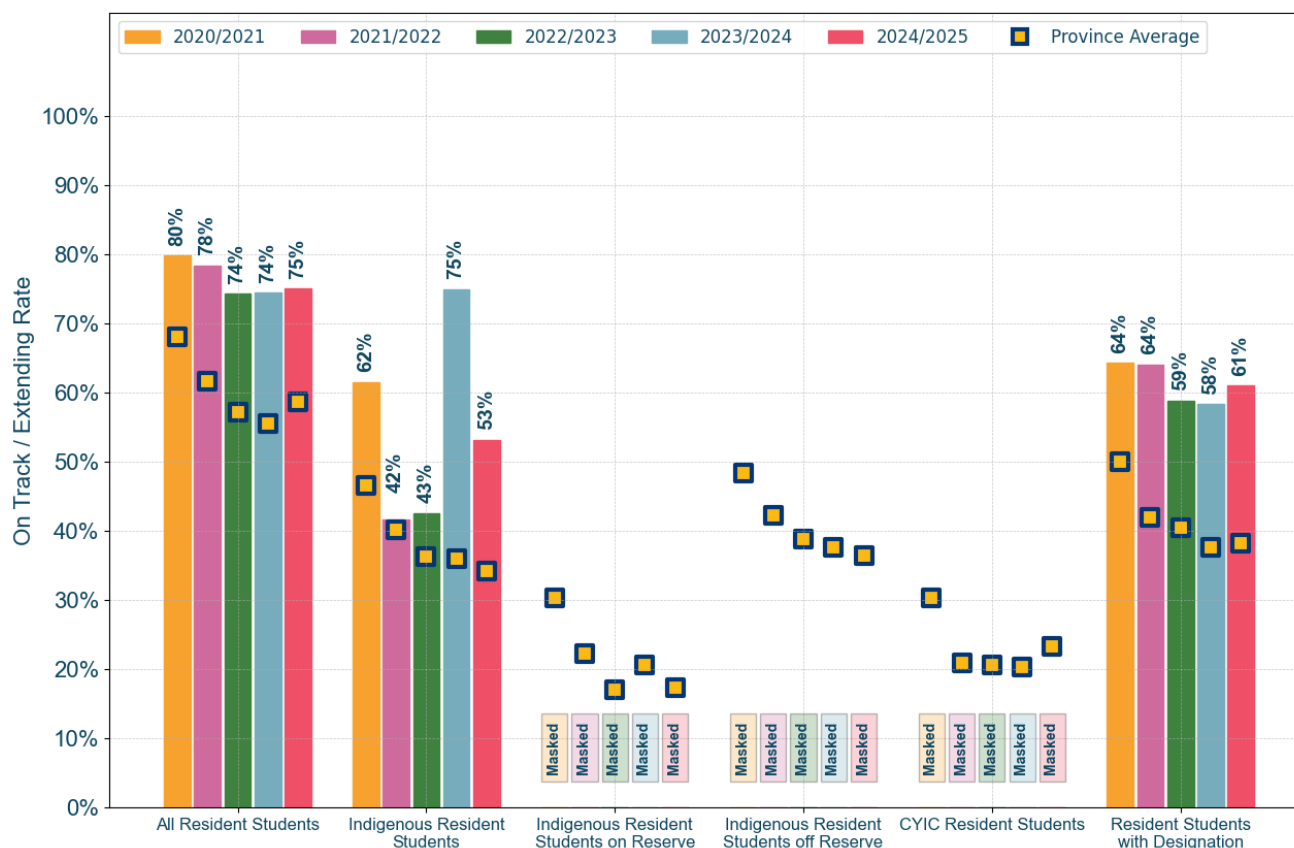


Figure 6

Measure 2.2: Grade 10 Numeracy Expectations

SD044 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1231 2%	1234 87%	1228 89%	1278 90%	1343 93%
Indigenous Resident Students	Masked	68 63%	57 63%	70 76%	61 66%
Indigenous Resident Students on Reserve	Masked	16 69%	25 48%	20 60%	16 69%
Indigenous Resident Students off Reserve	Masked	52 62%	32 75%	50 82%	45 64%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	211 70%	232 76%	273 79%	313 81%

Table 6

**The grade 10 Graduation Numeracy Assessment participation rate reported as 2% for All Resident Students in 2019-20 is an anomaly. Province-wide, participation that year was 47%, with disruptions from COVID-19 impacting assessment schedules and reporting, particularly the June 2020 session. This discrepancy reflects provincial circumstances and data reporting rather than NVSD student engagement. From 2020-21 onward, participation rates in NVSD returned to typical levels (87-93%).*

SD044 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

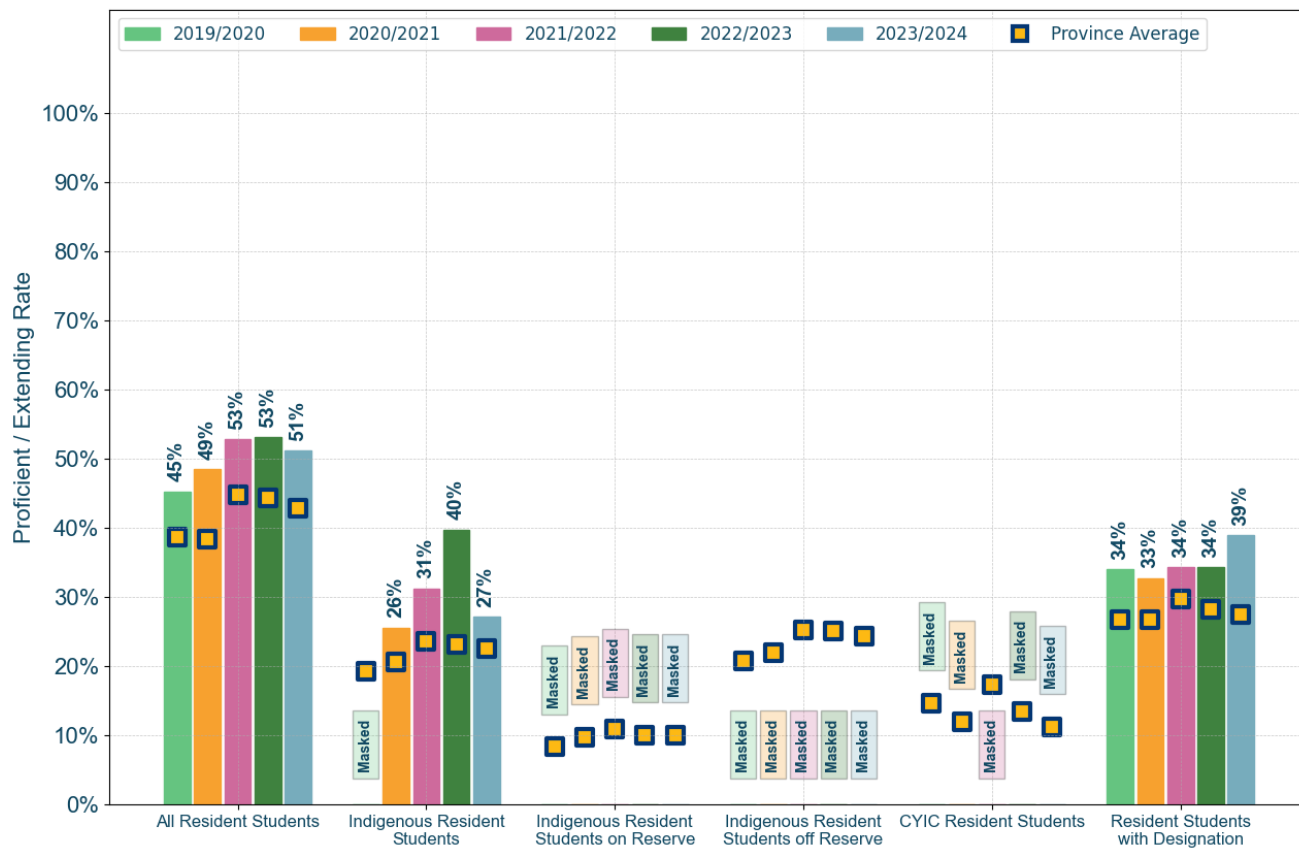


Table 7

Analysis & Interpretation

Educational Outcome 2: Numeracy

Across British Columbia, numeracy results have historically trailed literacy, with lower proficiency rates and slower improvement trends. Within this broader context, NVSD stands out: participation remains consistently high, and performance exceeds provincial averages by wide margins across all grades and student groups. While results demonstrate both stability and strength, they also highlight areas where the district is well-positioned to deepen supports and continue closing gaps.

Strengths

Student participation in provincial numeracy assessments remains consistently high in North Vancouver. In 2024–25, participation rates reached 93% at Grade 4 and 94% at Grade 7, compared to the provincial average of 84% (Grades 4 and 7). At Grade 10, participation has steadily strengthened from 87% in 2020–21 to 93% in 2023–24, matching literacy and underscoring strong system engagement across subjects.

Performance results also reflect NVSD students achieving well above provincial averages, with important patterns emerging over time:

- **Grade 4:** Between 72–81% of students have been On Track or Extending over the last five years, compared to a provincial range of 56–69%. This places NVSD consistently at the top end of, or above, the provincial spread.
- **Grade 7:** Between 74–80% of students were On Track or Extending, consistently outpacing the provincial range of 46–62%. The 2024–25 result (75%) is closely aligned with literacy at the same grade level, reflecting a stable trend in performance
- **Students with Designations:** At Grade 4, between 57–78% of students have been On Track or Extending in numeracy (2024–25: 60%), compared to the provincial range of 38–59%. At Grade 7, results have remained within 58–64% (2024–25: 61%), which is higher than the provincial range of 24–41%. This is a striking spread that underscores the district's success in supporting students through the intermediate years. By Grade 10, outcomes have held steady for four years at 33–34% (2023–24: 39%) still well above the provincial range of 13–30%. While literacy outcomes for this group show a more noticeable upward trend in recent years, numeracy results reflect a steady, reliable performance that consistently surpasses provincial benchmarks. Given that provincial outcomes for this cohort have also remained flat over time, NVSD's stability at a higher level of achievement highlights both the strength of district supports and the broader challenge of raising results further within a provincial context where growth has been difficult to achieve.
- **Indigenous Students:** Numeracy outcomes for Indigenous students remain consistently above provincial averages. Compared with All Resident NVSD students, however, a gap persists: at Grade 4 (21%), at Grade 7 (22%) and in Grade 10 (24%).
 - Within this group, a distinctive pattern appears at Grade 10: students living on reserve achieved a 69% participation rate in 2023–24, surpassing their off-reserve peers (64%) and rebounding from the prior year (60%). Proficiency rates for this cohort have fluctuated year to year due to small cohort sizes, but the longer-term trend since 2020–21 shows recovery from the pandemic year and a current upward trajectory. Notably, over 5 years until 2023–24

NVSD Indigenous students achieved 9-16% above provincial peers in proficiency, reinforcing that while local gaps remain, performance is consistently stronger than the province overall.

Participation Trends for Priority Cohorts

- **Students with Disabilities and Diverse Abilities:** Participation has risen over the past five years from 61% to 83% at Grade 4, and from 65% to 86% at Grade 7. At Grade 10, participation has also improved from 70% in 2020-21 to 81% in 2023-24, reflecting the district's growing capacity to support meaningful engagement for learners with diverse needs
- **Indigenous Students:** Participation rates in numeracy assessments have generally remained above provincial averages, though with some fluctuation. After a dip in 2020-21, rates rebounded in 2024-25 to 91% at Grade 4 and 90% at Grade 7. At Grade 10, participation has ranged from 63-76% over five years, most recently at 66% in 2023-24. While uneven, the overall trend shows resilience and improvement, particularly among on-reserve students.

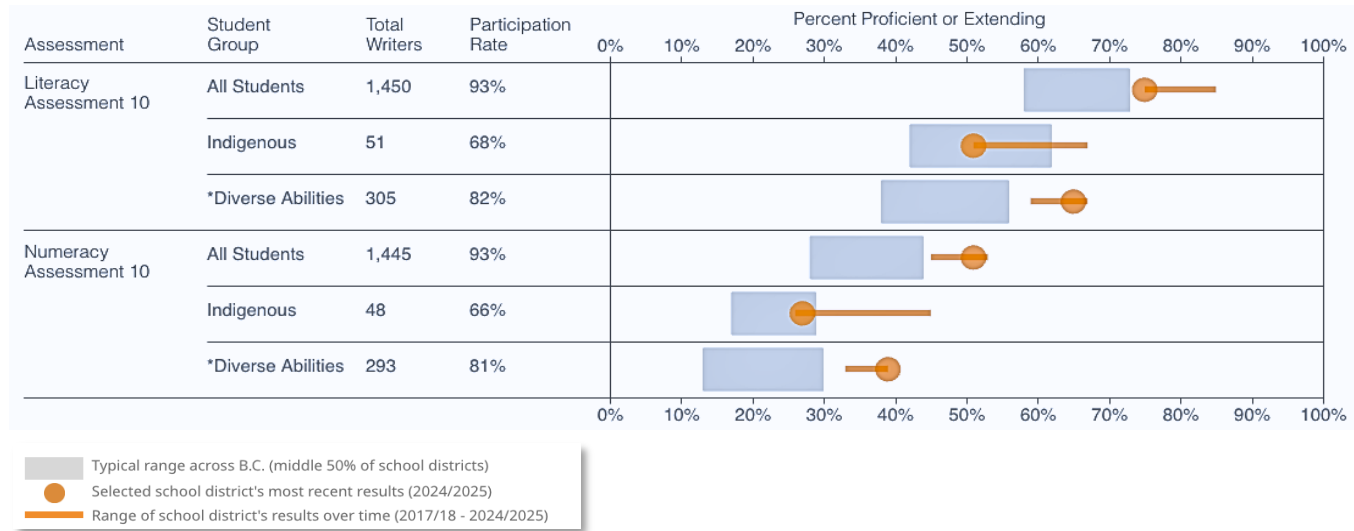
Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), public reporting often masks results because of small cohort sizes. This ensures privacy, as results for fewer than 10 students cannot be disclosed. It is important to note that these students are not “invisible” in practice: their progress is closely monitored at the school level and as appropriate, may be supported through Individual Education Plans (IEPs), targeted supports, and close collaboration with Indigenous Education Council, local Nations, families and community partners.

Areas for Ongoing Focus

NVSD students continue to demonstrate strong achievement in numeracy, with performance consistently above provincial averages. At the same time, the provincial context shows that numeracy results are lower than literacy overall, and more difficult to shift upward. Within that broader reality, NVSD’s challenge and opportunity lie in:

- Narrowing achievement gaps for Indigenous students and students with disabilities and diverse abilities, particularly at the Grade 10 level where differences are most pronounced
- Building on early successes in the primary and intermediate grades to sustain gains into secondary school.



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	60
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

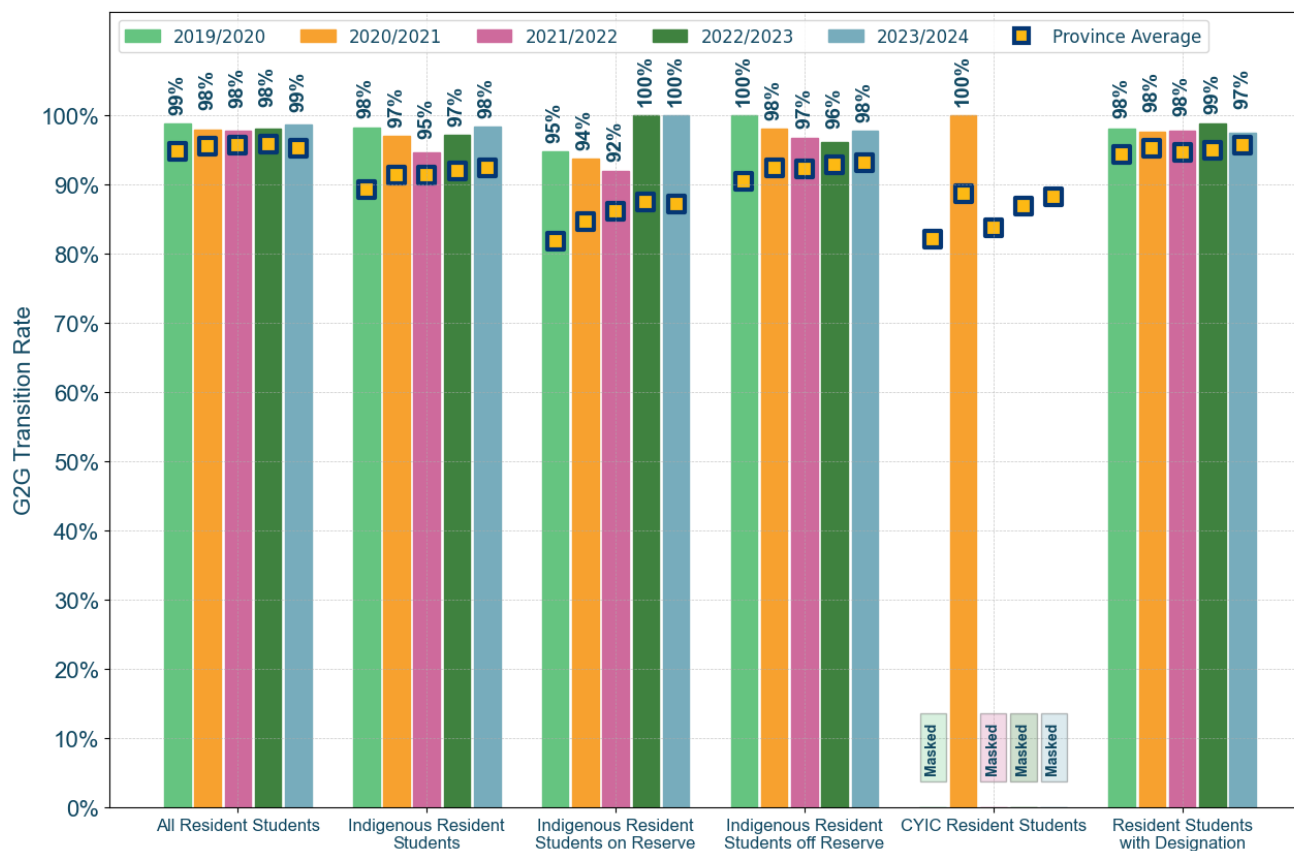


Figure 8

SD044 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1189	1252	1265	1254	1316
Indigenous Resident Students	37	57	71	58	73
Indigenous Resident Students on Reserve	19	18	19	27	22
Indigenous Resident Students off Reserve	18	39	52	31	51
CYIC Resident Students	Masked	Masked	13	Masked	Masked
Resident Students with Designation	219	233	223	243	294

Table 9

SD044 - Grade 11 to 12 Transition Rate



Figure 9

Analysis & Interpretation

Educational Outcome 2.3: Grade to Grade Transition

Grade-to-grade transitions represent a key measure of student engagement and school completion pathways. High transition rates signal that students are remaining connected to school, progressing through courses, and staying on track to graduation. This indicator is therefore a strong predictor of long-term student success and provides important insight into both system performance and the impact of targeted supports for priority cohorts.

Strengths

Transition rates in the North Vancouver School District are exceptionally strong and consistently above provincial averages. In 2023–24:

- **Grade 10 → 11:** 99% of All Resident Students successfully transitioned, with priority cohorts also demonstrating very high outcomes (97% for Students with Designations; 98% for Indigenous Students).
- **Grade 11 → 12:** Transition rates reached 99% for All Resident Students, Indigenous Students, and Students with Designations.

Looking at five-year Ministry trend data, transitions have remained steady at or near 100% for NVSD, consistently outperforming the provincial average.

The 20-year historical view below (Figures 8, 9) adds important context: transition rates for All Students, Indigenous Students, and Students with Designations have steadily improved over time, converging near 99% in recent years. This long-term trajectory reflects the cumulative impact of sustained efforts in early intervention, inclusive programming, and strong school-family-community partnerships.

Grade 10 → 11: Transition Over 20 Years

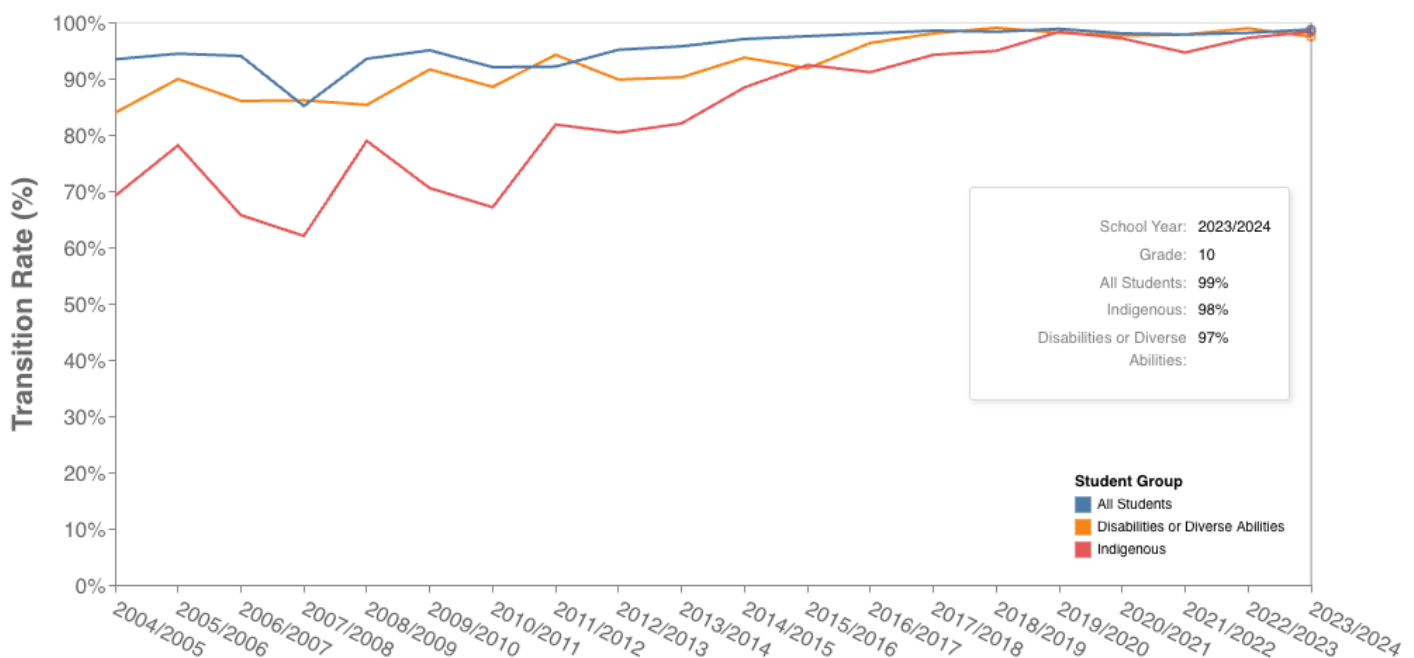


Figure 10

Grade 11 → 12 Transition Over 20 Years

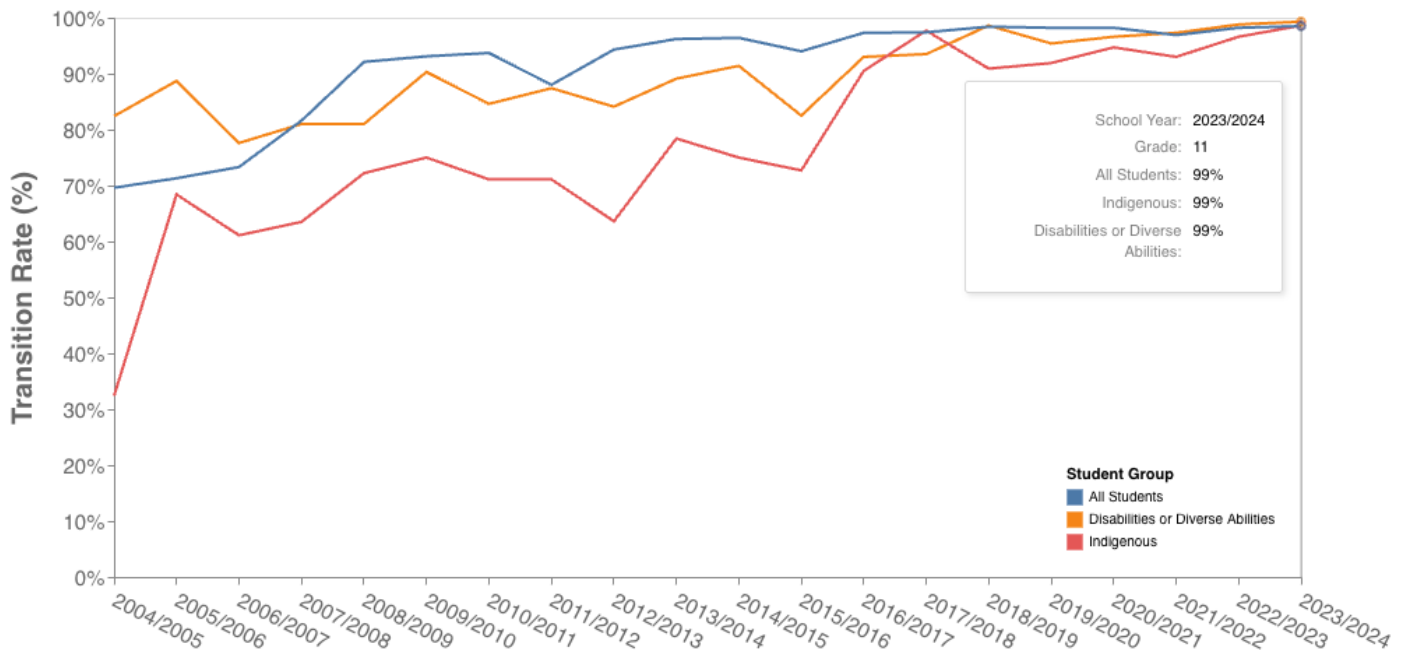


Figure 11

Trends for Priority Cohorts

- **Indigenous Students:** Historically, transition rates were lower for Indigenous learners, but the 20-year trend shows remarkable improvement. In 2023–24, Grade 10 → 11 transitions were 98% and Grade 11 → 12 transitions reached 99%, closing the gap with the overall student population.
- **Students with Designations:** Similarly, transition rates for students with Designations now stand at 97% (Grade 10 → 11) and 99% (Grade 11 → 12). This demonstrates the strength of school-based supports, IEP processes, and pathways planning in NVSD.

Interpretation

The NVSD data tells a positive and coherent story: nearly all students, including those in priority cohorts, remain on track through key secondary transitions. Unlike literacy and numeracy outcomes where differences in proficiency rates remain, transition rates are both high and stable across all groups.

This consistency points to a district-wide culture of persistence and support. The few instances where small fluctuations appear (e.g., within small on-reserve cohorts) are influenced by masked data rules and very small sample sizes, not systemic concerns.

Summary

Transition data reflects one of the strongest areas of student success in NVSD. Sustained high performance, combined with the long-term upward trajectory for priority cohorts, reinforces the strength of district systems and supports. Going forward, maintaining this momentum will be key to ensuring that the nearly universal transition to graduation continues for all learners.

Human & 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

SD044 - 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	3610 24%	3598 60%	3578 63%	3609 70%	3769 65%
Indigenous Resident Students	189 30%	173 49%	162 57%	178 65%	155 52%
Indigenous Resident Students on Reserve	67 45%	42 52%	65 51%	50 56%	37 43%
Indigenous Resident Students off Reserve	122 22%	131 47%	97 61%	128 69%	118 55%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	598 26%	612 51%	654 61%	624 65%	716 54%

Table 10

SD044 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

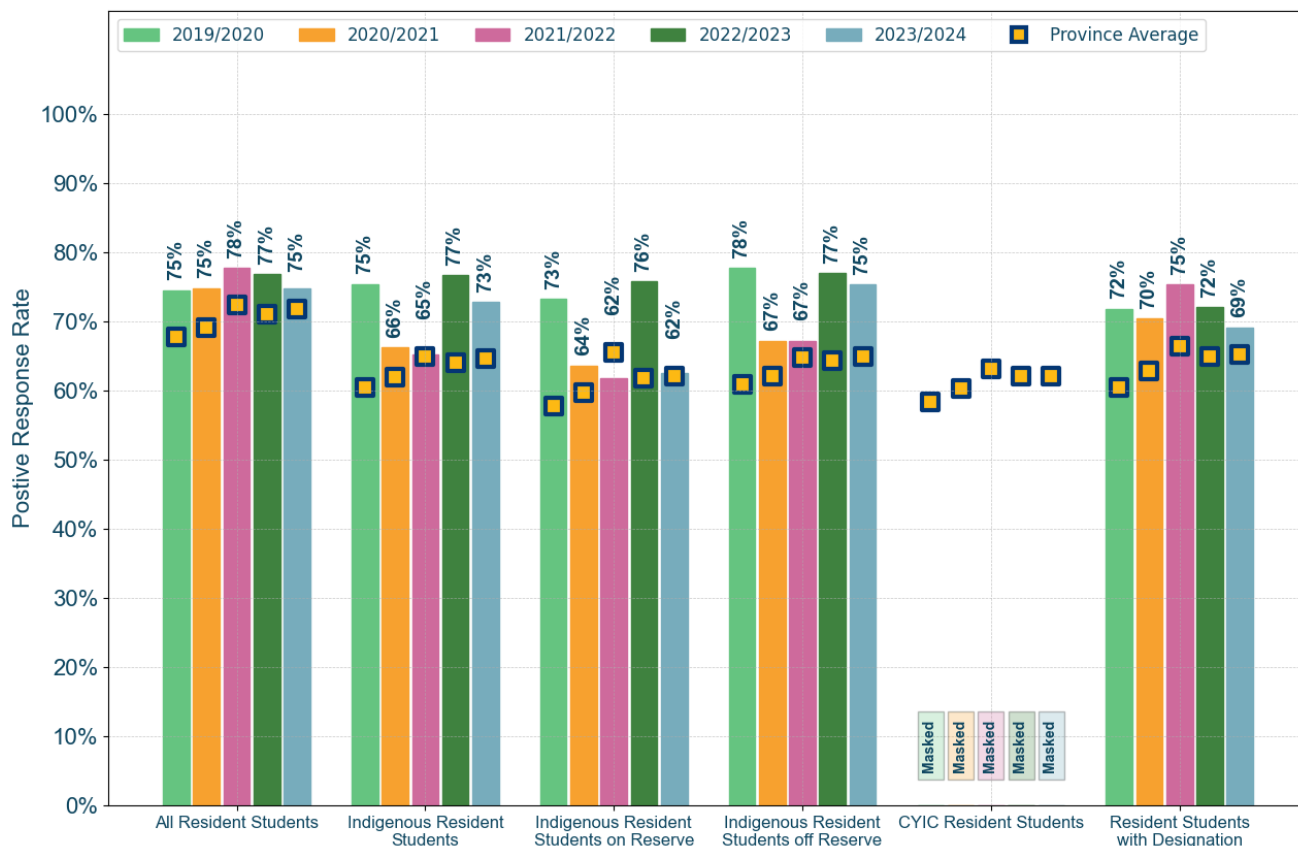


Figure 12

SD044 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

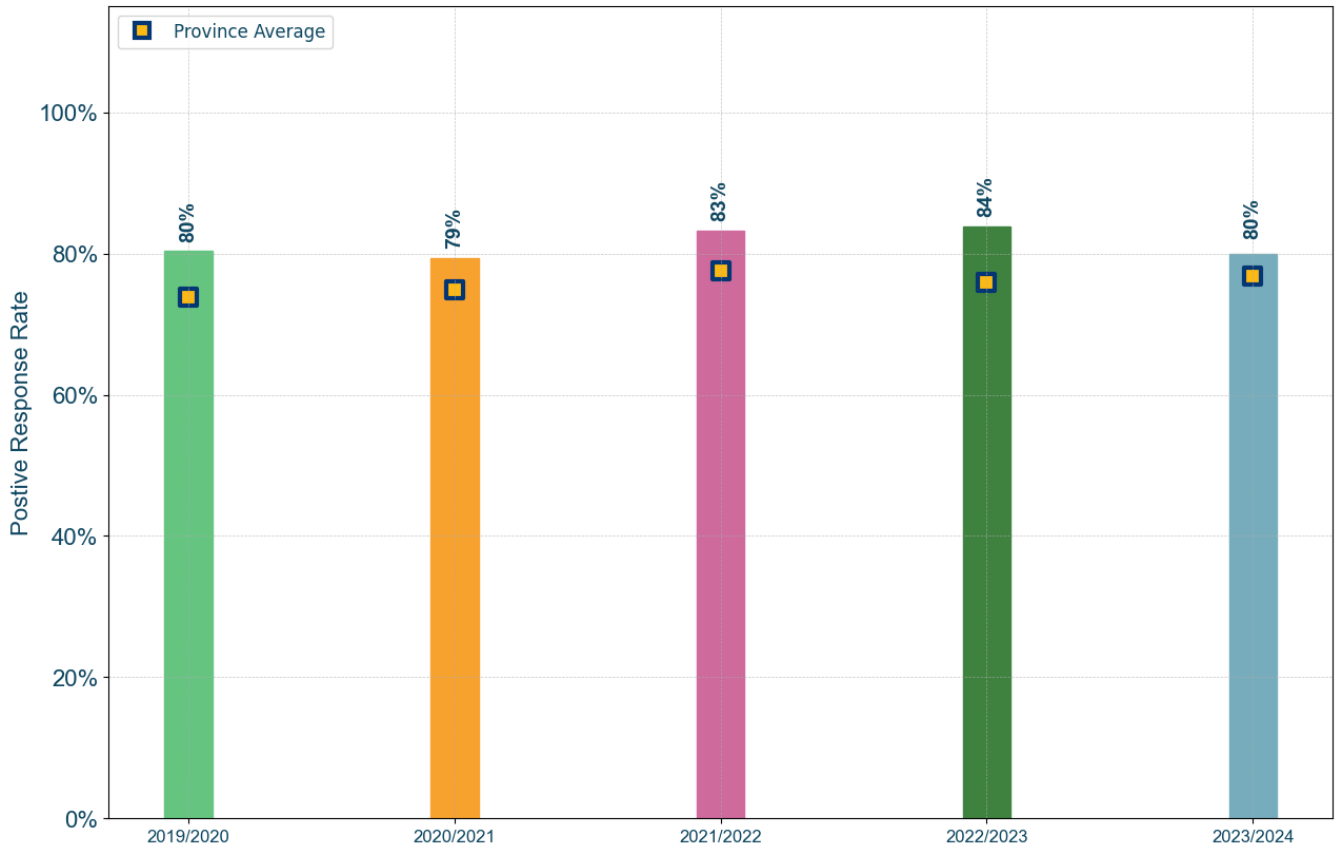


Figure 13

SD044 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10

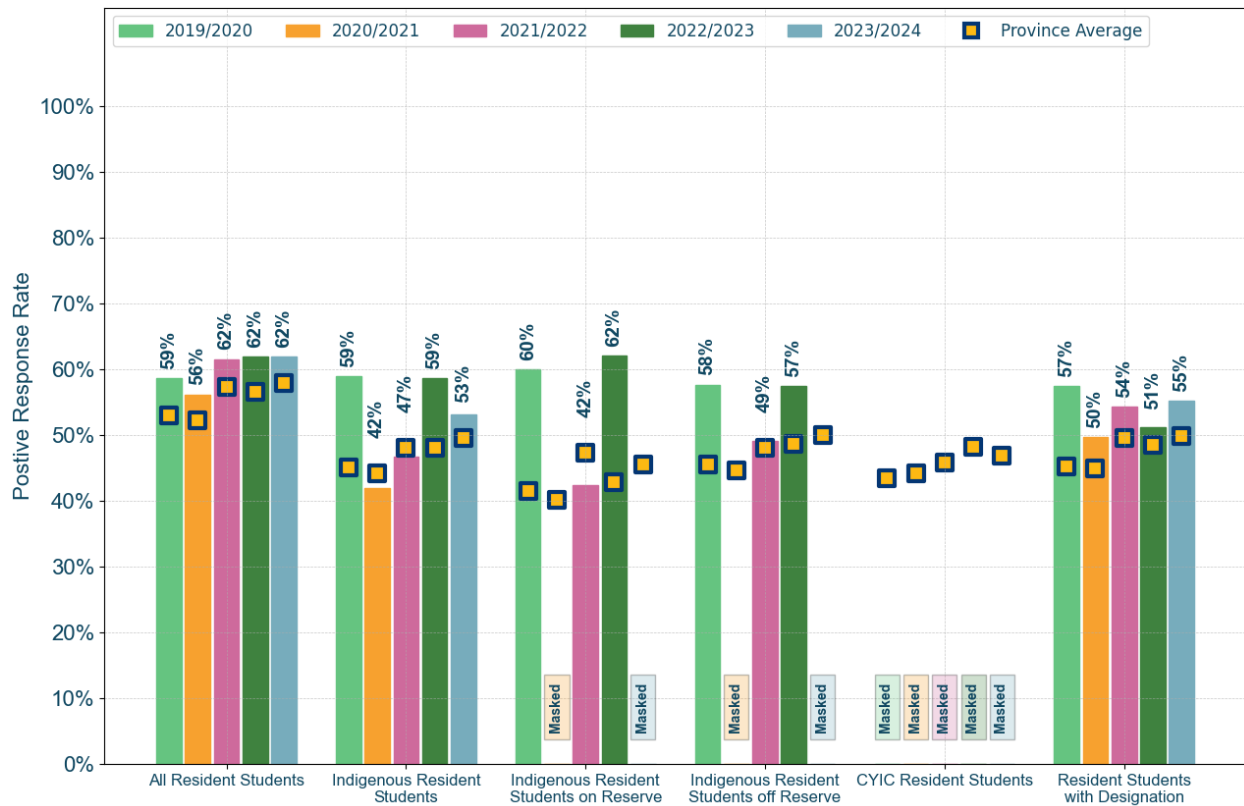


Figure 14

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

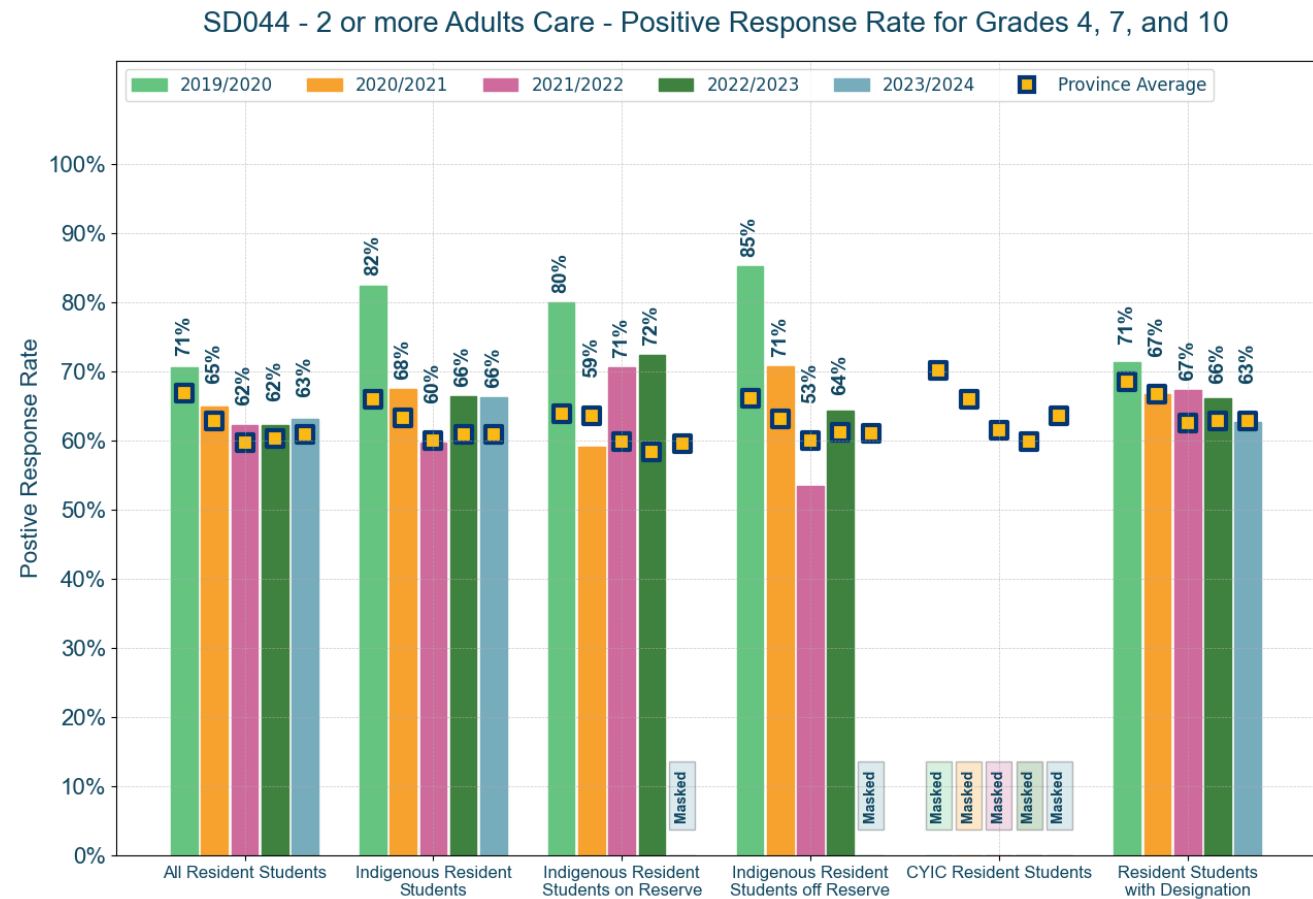


Figure 15

Analysis & Interpretation

Educational Outcome 3: Feel Welcome, Safe, and Connected

A strong sense of safety, welcome, and belonging is foundational to student learning and long-term success. Research consistently shows that students who feel connected to their school community demonstrate greater engagement, stronger achievement, and improved well-being. Tracking these indicators helps NVSD ensure that schools provide environments where all learners can thrive, and that supports for priority cohorts are meaningful and effective.

Interpreting Feedback

Student Learning Survey results show that NVSD students report consistent levels of feeling welcome, safe, and connected at school. In 2023–24, 75% of students reported feeling welcome, 80% felt safe, and 62% reported a sense of belonging, with 63% affirming that two or more adults in the school care about them. These results are largely aligned with or slightly above provincial benchmarks. Importantly, participation rates in the Student Learning Survey (SLS) have risen in NVSD, from 24% of students responding in 2019–20 to 65% in 2023–24.

For priority cohorts, outcomes are consistently strong and generally on par with overall district results. In 2023–24, 73% of Indigenous students reported feeling welcome, and 53% a sense of belonging, all above provincial averages for Indigenous learners. Similarly, students with designations reported 69% welcome, and 55% belonging. While results for Indigenous students living on reserve fluctuate due to small cohorts, they remain within range of off-reserve peers, with belonging showing only a modest gap. These patterns show that priority cohorts report slightly lower levels of connection, yet remain broadly aligned with district averages and demonstrate encouraging gains over time. Continued focus is needed to further strengthen belonging, safety, and a sense of welcome for all students.

Strengths

- Strong participation growth: Student participation in the SLS has more than doubled over five years, rising to 65% in 2023–24, results are increasingly representative of the district as a whole.
- High levels of connection across measures: Students consistently report positive experiences of welcome, safety, belonging, and adult care, with results above or aligned with provincial averages.
- Priority cohort outcomes: Both Indigenous students and students with designations report experiences of safety, welcome, and belonging that meet or exceed provincial averages, indicating meaningful progress toward equity of experience.

Participation Trends for Priority Cohorts

- **Indigenous Students:** Participation in the Student Learning Survey ranged from 30-52% over the past five years. Positive response rates in 2023–24 included 73% welcome, and 53% belonging. While belonging remains slightly lower than the district average, it exceeds provincial averages for Indigenous students, with trends showing gradual improvement.

- **Students with Designations:** Participation grew from 26% in 2019–20 to 54% in 2023–24. Results for this group remain closely aligned with all-student averages (69% welcome, 55% belonging), underscoring strong system engagement.
- **Indigenous Students on Reserve:** Results fluctuate year to year due to small cohort sizes. However, positive response rates remain broadly in line with off-reserve peers, with belonging only modestly lower.

Masked Data

For some groups, including Indigenous students living on reserve and Children and Youth in Care (CYIC), data is frequently masked in public reporting to protect student privacy when cohorts are small. While this limits the ability to report disaggregated results, these students are not invisible in practice: their progress and well-being are closely monitored and supported at the school level through targeted supports as appropriate.

Areas for Ongoing Focus

While NVSD students consistently report comparatively strong levels of safety, welcome, and belonging, the district remains committed to further strengthening supports for priority cohorts, particularly around sense of belonging. Sustained attention to relationship-building, culturally responsive practices, and inclusive school environments will continue to ensure all students feel fully connected to their school communities.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD044 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1224 123	1251 115	1319 130	1341 138	1368 140
Indigenous Resident Students	57 6	39 3	64 6	71 7	62 6
Indigenous Resident Students on Reserve	30 3	Masked	27 2	27 3	32 3
Indigenous Resident Students off Reserve	27 3	Masked	37 4	44 4	30 3
CYIC Resident Students	35 4	Masked	Masked	Masked	Masked
Resident Students with Designation	254 24	254 21	282 26	269 27	280 27

Table 11

SD044 - 5-Year Completion Rate - Dogwood + Adult Dogwood

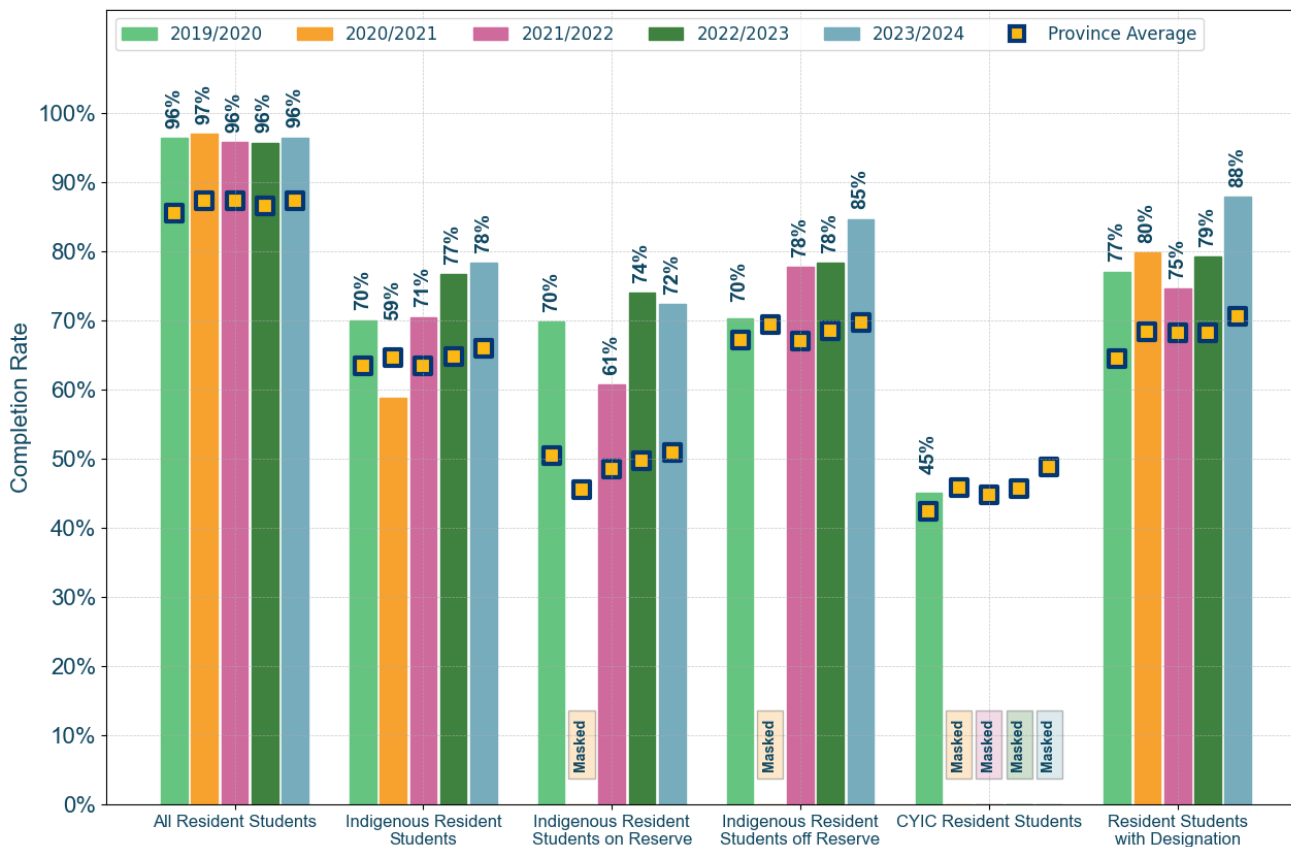


Figure 16

Analysis & Interpretation

Educational Outcome 4: Graduation

Completion rates are a critical indicator of long-term student success, representing the proportion of students who graduate within a defined timeframe. They reflect both system-wide effectiveness in supporting diverse learners and the persistence of students in meeting graduation requirements. Looking at both five-year and six-year rates provides important insight into not only how many students graduate "on time," but also how additional time and supports contribute to near-universal success.

Strengths

NVSD completion rates remain among the strongest in the province, consistently exceeding provincial norms across all student groups.

All Resident Students: Over the past five years, NVSD's 5-year completion rate has remained high, between 96–97%, compared to the provincial range of 84–90%. Extending to six years, the most recent 2023–24 result shows 99% completion, demonstrating that nearly all students graduate given sufficient time.

- **Students with Designations:** In the 5-year measure, results have remained between 75–88%. By six years, the completion rate climbs to 92%, confirming that additional time is highly effective in ensuring equitable outcomes. This pattern mirrors NVSD's strong Literacy and Numeracy results for students with disabilities or diverse abilities, where achievement levels consistently surpass provincial benchmarks.

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

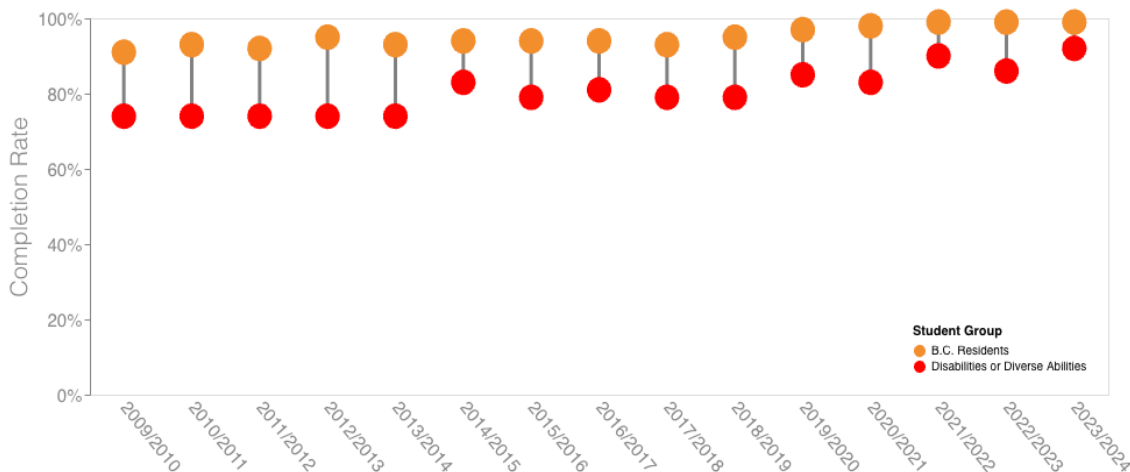


Figure 17

- **Indigenous Students:** In NVSD, 5-year completion rates for Indigenous students (59–78%) consistently exceed provincial averages (57–71%). The 6-year rate for 2023–24 reached 95%, showing steady improvement and narrowing the gap with all resident students. Notably, Indigenous students *on* reserve have at times achieved completion rates comparable to, or higher than, their *off*-reserve peers, a strength that aligns with positive grade-to-grade transition patterns noted earlier.

Completion Rate Over Time for Indigenous and BC Residents

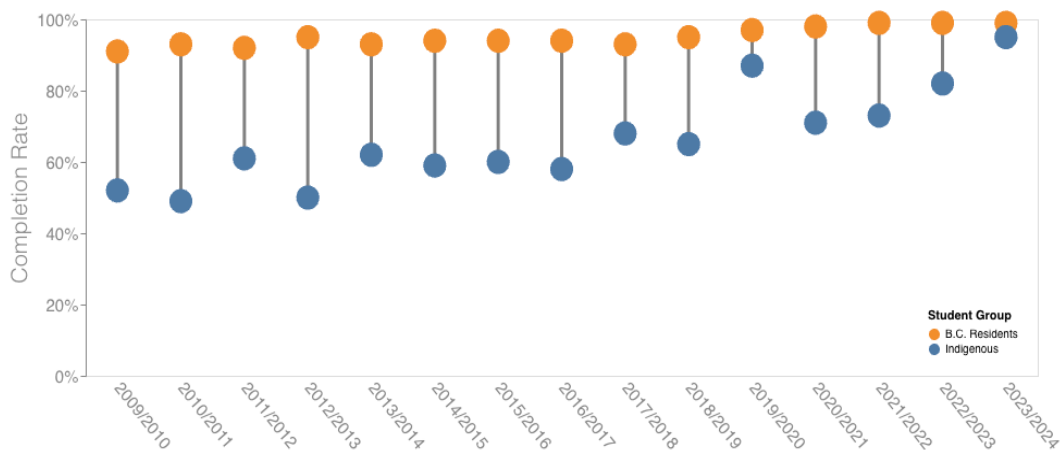


Figure 18

Key Trends and Comparisons

- 5-Year vs. 6-Year Completion:** Across all groups, NVSD shows a meaningful increase when extending the timeline. The additional year boosts outcomes by 3–10 percentage points, particularly for students with Designations and Indigenous students. This underscores the value of flexible pathways and sustained supports.

Completion Rates

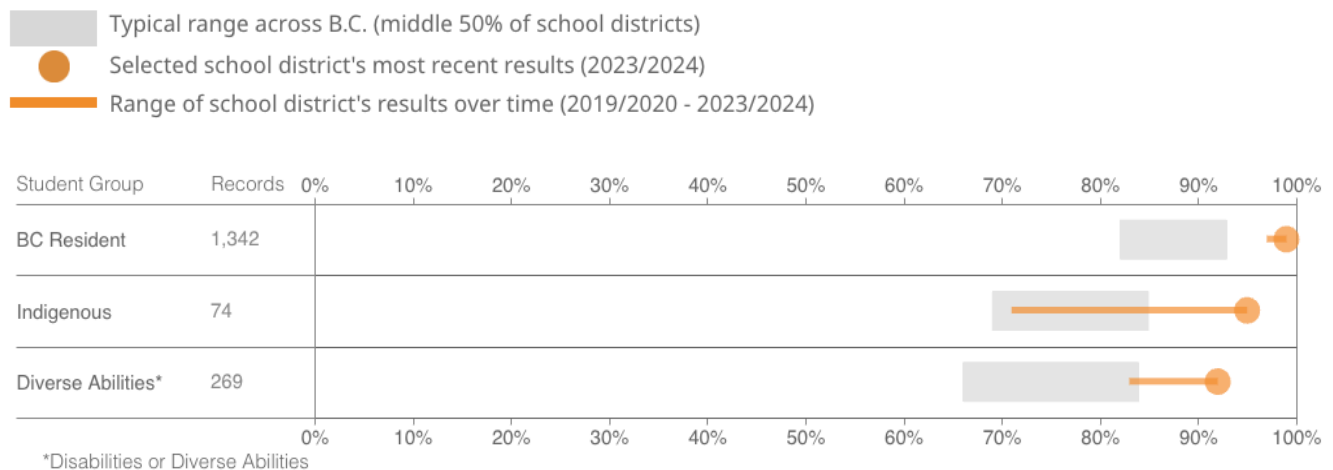


Figure 19

- Historical Patterns:** Over the last 15 years, NVSD has maintained consistently high completion rates, with long-term upward trends most pronounced for priority groups. Indigenous and designated students show especially strong improvement, reflecting targeted support, partnerships, and inclusive programming.
- Closing Gaps:** While differences remain between overall student results and those of priority groups, the narrowing gap, especially evident in the 6-year rates, demonstrates the district's progress toward equity.

Masked Data

As with other measures, data for Children and Youth in Care (CYIC) and small Indigenous on-reserve cohorts is sometimes masked in public reporting to protect privacy. These students are nonetheless known and closely supported at the school level, with progress monitored through Individual Education Plans (IEPs) and/or district tracking systems as appropriate.

Areas for Ongoing Focus

While NVSD's completion rates are strong, continued work is needed to:

- Maintain high levels of support for Indigenous students, particularly ensuring consistency across on- and off-reserve contexts.
- Further strengthen pathways for students with Designations, building on the clear evidence that flexible timelines and individualized supports lead to outstanding results.
- Monitor post-graduation outcomes to ensure that high rate of completion translates into successful transitions into career, training, and post-secondary pathways.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

SD044 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1055	1084	1116	1166	1178
Indigenous Resident Students	29	37	Masked	41	50
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	147	164	174	176	184

Table 12

SD044 - Immediate Transition to Post-Secondary

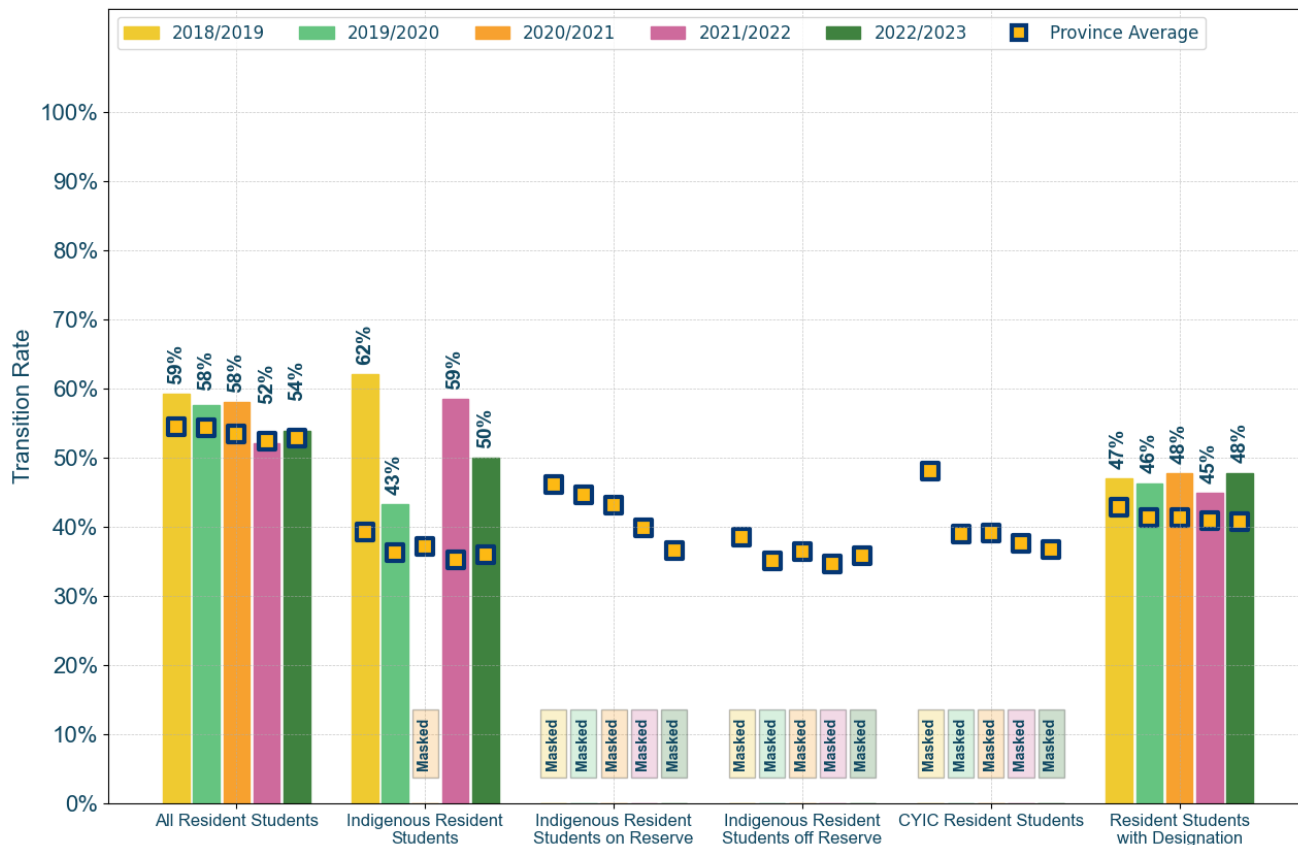


Figure 20

SD044 - Within 3 Years Transition to Post-Secondary

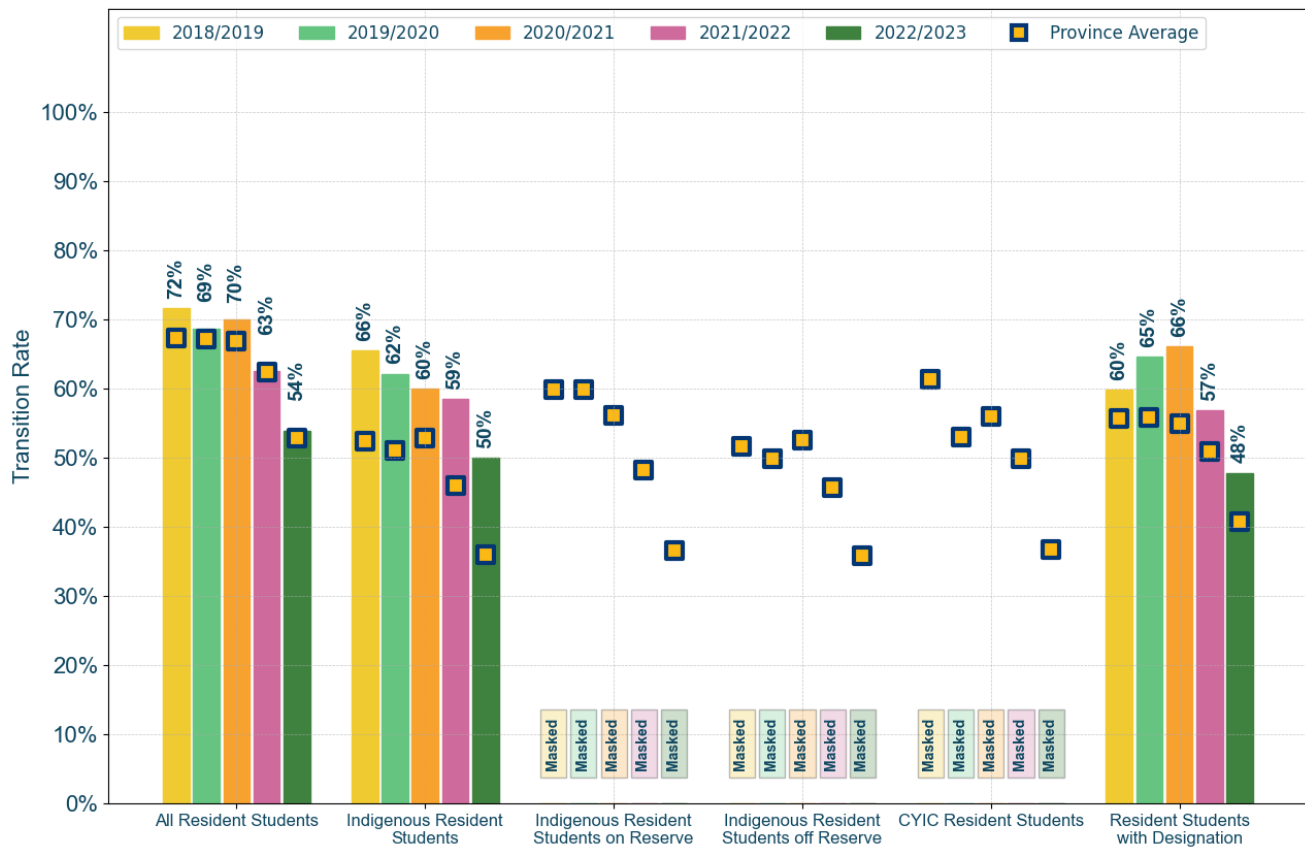


Figure 21

Analysis & Interpretation

Educational Outcome 5: Life and Career Competencies

Tracking post-secondary transitions provides important insight into how well students are prepared for life beyond graduation. Completion rates show whether students finish high school, while transition data reveals whether they move into post-secondary education or training - a measure of long-term success and readiness. The BC Mandate for Public Education emphasizes a shared responsibility among schools, families, communities, and post-secondary partners to prepare students for productive futures. NVSD advances this responsibility through strengthened partnerships with community organizations, post-secondary institutions, and local Nations, broadening access to meaningful pathways.

Strengths

- **All Resident Students:** NVSD's post-secondary transition rates remain closely aligned with provincial averages for All Resident Students, both for immediate and three-year transitions.
- **Indigenous Resident Students** consistently perform well above provincial Indigenous averages. In 2022–23, 50% transitioned immediately to post-secondary (vs. approximately 37% provincially), demonstrating strong relative outcomes.
- **Students with Designations** show steady transition patterns over five years, with immediate transitions at 48% in 2022–23, slightly above provincial averages.

Key Trends and Comparisons

- **All Resident Students:** Immediate transition rates have declined slightly (59% in 2018–19 to 54% in 2022–23), while three-year transitions moved from 72% to 54% in the same period. These results mirror provincial trends, reflecting broader system-wide shifts rather than district-specific declines.
- **Indigenous Resident Students:** Results fluctuate more year to year, but NVSD outcomes are consistently stronger than provincial results, both immediate and three-year. This continues a positive long-term pattern of above-average Indigenous student transitions.
- **Students with Designations:** Transition rates remain consistent, with both immediate and three-year outcomes tracking just above provincial averages.
- Across groups, differences within NVSD are relatively small in the most recent year, with outcomes for All Resident, Indigenous, and Designated students within about 6% of one another.

Masked Data

As with other measures, small cohort sizes, particularly for Indigenous students on reserve and students in care, result in masked reporting in some years. While not displayed in provincial public datasets, these students were known and supported through individualized planning at the school and district level as appropriate.

Areas for Ongoing Focus

- Enhancing early connections to post-secondary institutions and training programs to encourage smoother immediate transitions, with a goal of improving relative to current NVSD and provincial averages.
- Continuing to strengthen flexible and inclusive pathways for Indigenous students and students with Designations, ensuring that higher-than-average outcomes are sustained and expanded.
- Monitor trends in three-year completion and transitions closely, as declines appear province-wide, and ensure NVSD continues to mitigate barriers for students requiring additional time.

Part 2:

Response to Results: Planning and Adjusting for Continuous Improvement

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



District Context for Continuous Improvement

The North Vancouver School District (NVSD) is deeply connected to the land it inhabits, from the stunning [Cheakamus Centre, Outdoor School](#) and [Skw'unc-was program](#) in Paradise Valley to [schools](#) nestled on the North Shore. NVSD is truly the natural place to learn, share, grow, and thrive. We respectfully acknowledge and thank the Coast Salish people, whose traditional territories are home to our district. With deep gratitude, we honor the [Skwxwú7mesh Nation](#) and [səlilwətał Nation](#), and we value the opportunity to learn, live, and share educational experiences on this ancestral land.

NVSD provides world-class instruction and a rich diversity of engaging programs, inspiring success for every student and fostering community connections. Through our 25 elementary schools, 7 secondary schools, [North Vancouver Online Learning](#), and partnership with [Eslha7an](#) Learning Centre more than 2,600 staff serve over 16,000 learners, all within a welcoming, safe, and inclusive culture. Our learning environment is built on shared values of trust, respect, responsibility, and collaboration. The community looks forward to opening a new elementary school in fall 2026.

The district's diverse student body includes approximately 4% (624) self-identified Indigenous students, including 356 from local First Nations - 199 on reserve, and 157 off reserve, and 102 Métis students, 15% (2,477) students with disabilities and diverse abilities, as per the Ministry of Education and Child Care policy and guidelines and 6% (935) English Language Learners (ELL). Additionally, 0.1% (32) Children and Youth in Care (CYIC) are supported within our schools. We greatly value the rich diversity of the North Vancouver School District, where 25% of students hail from 135 countries other than Canada, and speak multiple languages at home.

The North Vancouver School District has a long-standing, comprehensive planning process that is deeply aligned with our values and strategic priorities and has contributed to student performance that broadly and consistently exceeds the provincial average. The Ministry's Enhancing Student Learning Framework aligns seamlessly with these established practices, offering a provincial structure that affirms and further refines our ongoing work. Its integration strengthens our focus on fostering meaningful connections with self, others, the land, and modern technology, supporting a holistic approach to student learning and well-being.

Current Strategic Plan Priorities



Figure 22

In May 2021, the North Vancouver Board of Education approved a refreshed 10-year [Strategic Plan](#) to guide district decision-making and actions aligned with the Intellectual, Human & Social, and Career Development goals of public education. This strategic plan is the result of extensive community-wide consultation, reflecting the collective aspirations for our school district. The consultation process included meaningful engagement with the leadership of both the Skwxwú7mesh and Tsleil-Waututh Nations.

Cycle of Continuous Improvement

Building on our longstanding commitment to thoughtful, collaborative planning, the North Vancouver School District's continuous improvement process aligns naturally with the Ministry's Enhancing Student Learning (FESL) framework, complementing and refining practices that have been part of our culture for many years. At its core, this process is designed to strengthen classroom practice and learning environments so that district goals translate directly into meaningful outcomes for students.

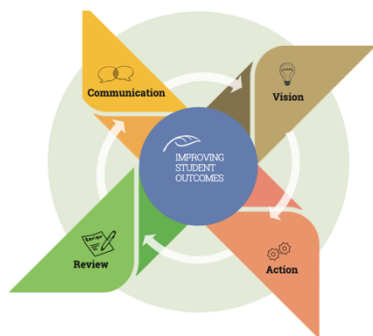


Figure 24

The cycle is maintained through intentional touchpoints strategically placed throughout the school year, anchored by the Family of Schools (FoS) model. This framework fosters purposeful connections among staff, students, families, and community partners, creating meaningful opportunities for collaboration, reflection, and shared learning.

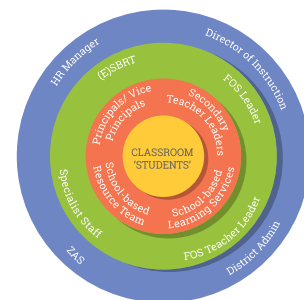


Figure 23

Regular meetings, professional development, communication strategies, and committee work keep district and school planning closely connected, ensuring a collective focus on student success, well-being, and equitable outcomes for all learners. While the specific emphasis shifts over the course of the year(s), the rhythm remains consistent:

- **August – November:** Affirming priorities, aligning goals, setting actions, and building shared understanding to establish momentum at the District, FOS and School levels.
- **December – March:** Advancing initiatives through focused action, sustaining progress, and refining district and school plans.
- **April – July:** Assessing progress, reviewing outcomes, and preparing for the year ahead.

Committees and networks play a central role in this work, linking educators, students, and partner groups to ensure all efforts remain focused on student outcomes and equity. Examples are outlined below, with detailed strategies, alignment, partnerships, monitoring plans, and rationale provided in the *Reflect & Adjust Charts* on pages 32-39.

Learning & Professional Development	Planning & Collaboration	Community Engagement	Committees & Strategic Groups
Kindergarten Teacher Network Primary Literacy Network Intermediate Network Indigenous Education Staff Retreats Secondary Teacher Leader Network Teacher Mentorship Monday Administrative Inservice Compassionate Systems Leadership training Vice Principal Network	FESL Leads & full team meetings School Planning Team Collaborations Collaborative Inquiry grant teams School Learning Rounds Monthly Family of Schools Meetings Weekly Principal check-ins Curriculum Implementation Day Early Learning Teams	Employee Engagement Survey Refreshed School Plans Budget Priorities survey Board Public Standing Committee Indigenous Education flyer District website School webpages North Shore Situation Table Superintendent updates Parent Forums	Indigenous Education Council Accessibility Advisory Committee Inclusion Committee District Student Leadership Council Policy Review Committee Code of Conduct review Anti-racism Working Group Belonging & Well-Being Committee

Intellectual Development: Reflections and Adjustments		
Enhance innovative instruction, inclusive practices and high-quality approaches to teaching and learning in literacy, numeracy and across curricular areas to improve educational outcomes for all learners.		
Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Literacy Strategy Update literacy assessments, data tracking, and resources. Expand literacy focused professional learning.		
<p>While NVSD students continue to perform above provincial averages overall, the data highlights persistent gaps for Indigenous students and students with disabilities and diverse abilities. A significant proportion of these priority groups remain at the Emerging level in literacy. Continued focus on structured literacy approaches, and early supports that extend into the secondary years is needed to narrow these gaps:</p> <p>FSA 2024: 28% of Gr. 4 and 20% of Gr. 7 students were <i>Emerging</i> in literacy.</p> <ul style="list-style-type: none"> Indigenous students: 40% (Gr. 4), 39% (Gr. 7). Students with Disabilities/Diverse Abilities: 40% (Gr. 4), 38% (Gr. 7) <p>Gr. 10 Literacy Assessment 2024: 25% of all students were <i>Emerging</i>.</p> <ul style="list-style-type: none"> Indigenous students: 49%. Students with Disabilities/Diverse Abilities: 35% 	<p>Increasing numbers of educators are seeking professional learning in literacy, with strong uptake of networks and resources grounded in research-based approaches. Evidence indicates that explicit, systematic instruction is producing measurable gains for students, particularly in early literacy and for priority cohorts:</p> <ul style="list-style-type: none"> Over 70 teachers participated in literacy-focused networks; 36% of all Teacher Leader requests were for literacy supports (universal, targeted, and intensive). Early Literacy Assessment (ELA) 2025: 14% of students did not score above baseline in January; by June, only 3% remained below. These students continue with targeted Grade 1 supports. Targeted intervention by the District Indigenous Literacy Teacher increased literacy skill acquisition for 50% of supported students at one school. 18 LSTs participated in a 4-part network on emergent literacy for non-speaking students and those with limited language. SBRT now uses an updated Literacy Assessment Schedule to provide targeted support based on ELA data 	<p>Building on the district's literacy initiatives and early evidence of impact, NVSD will refine and extend strategies to strengthen literacy instruction and support.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide professional learning at three levels: <ul style="list-style-type: none"> Universal: for all K–12 staff. Targeted: through instructional networks. Intensive: for Indigenous Literacy /Numeracy Teachers, Learning Support Teachers (LSTs), Learning Support Workers (LSWs), and Literacy Centre staff. Expand emergent literacy assessment, training, and data tracking for non-speaking students and those with limited language. Continue refining SBRT processes to ensure timely identification and targeting of literacy supports. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Update Early Literacy Assessment (ELA) resources to align with current research, initiating pilots from Kindergarten to Grade 7. Provide focused Teacher Leader support to strengthen literacy instructional routines at the secondary level. Deepen collaboration with Literacy Centre staff and District Indigenous Literacy Teachers to expand educator skillsets and sustain effective practices.
Numeracy Strategy The district is updating its framework, assessments, and resources to reflect current research. Professional learning in numeracy is being expanded through pilot assessments at both the universal and targeted levels, helping identify skill gaps and guide instructional strategies for students who require additional support.		
<p>Recognizing numeracy as foundational, our goal is to strengthen all students' skills by ensuring instruction and resources reflect current research.</p> <p>Data indicates persistent gaps that require continued attention. A significant proportion of students remain at the Emerging level in numeracy, with disparities most evident for Indigenous students and for students with disabilities and diverse abilities. Sustained, targeted supports will be important to narrowing these gaps over time.</p> <p>FSA 2024: 25% of Grade 4 students and 25% of Grade 7 students were Emerging in numeracy.</p> <ul style="list-style-type: none"> Indigenous students: 46% (Gr. 4) and 47% (Gr. 7) Students with Disabilities and Diverse Abilities: 40% (Gr. 4) and 39% (Gr. 7). <p>Gr. 10 Numeracy Assessment 2024: 49% of all students were Emerging.</p> <ul style="list-style-type: none"> Indigenous students: 73%. 	<p>Interest in numeracy-focused professional learning has grown, with increasing numbers of educators engaging in pilots and networks. Early evidence suggests these initiatives are building student confidence, improving access to numeracy vocabulary, and making learning more engaging through research-aligned routines and resources.</p> <ul style="list-style-type: none"> Teacher Leader Supports: 23% of all support requests from schools focused on numeracy at universal, targeted, and intensive levels. Numeracy Resource Pilot: Expanded from 24 educators in 6 schools to 47 educators in 12 schools. Participating classrooms included 20 Indigenous learners, 52 students with IEPs, and 37 ELL students. Educators noted increased student confidence and improved vocabulary access, particularly for ELL students. KNUM Assessment: 18% of students scored below benchmark in February 2025. By June 2025, this was reduced to 5% after targeted support in foundational skills. 	<p>Building on positive outcomes from pilot projects and early implementation, NVSD will refine and expand strategies to strengthen numeracy instruction and support.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide professional learning at three levels: <ul style="list-style-type: none"> Universal: opportunities for all staff. Targeted: through the Numeracy Resource Pilot. Intensive: for specialists such as Learning Support Teachers and Indigenous Literacy/Numeracy Teachers. Expand targeted instruction using resources like <i>Math U See</i>, ensuring pre- and post-data is tracked for students receiving supports <p>Introduce and Implement</p> <ul style="list-style-type: none"> Pilot and gather feedback on the Numeracy Scope & Sequence and Framework across participating schools, refining based on educator and student outcomes.

<ul style="list-style-type: none"> Students with Disabilities and Diverse Abilities: 61% 	<ul style="list-style-type: none"> Targeted Resources: Math U See resources were introduced in several schools to strengthen numeracy acquisition for students requiring intensive supports 	<ul style="list-style-type: none"> Explore connections between literacy and numeracy development, particularly in intermediate and secondary grades, to strengthen cross-disciplinary instructional practices
Curricular Enhancement Strategy Through the <i>Designing Learning for All (DL4A)</i> professional learning series, educators across K–12 have engaged in strengthening inclusive instructional and assessment practices. Supporting resources have been developed to provide practical tools for embedding accessibility and universal design in daily teaching and learning		
<p>While progress has been made, students and educators continue to highlight the need for additional access points to demonstrate learning. Data shows that:</p> <ul style="list-style-type: none"> Students with Disabilities and Diverse Abilities, along with Indigenous students, continue to score lower than peers on provincial assessments, underscoring the need for sustained supports and classroom accessibility. 25% of all Teacher Leader support requests from schools focused on UDL, Differentiated Instruction, and Planning for the Four Pillars (Curriculum, Instruction, Assessment, Social-Emotional Learning). This reflects a strong demand for ongoing professional learning in inclusive teaching and assessment practices. 	<p>Educators are increasingly seeking professional learning on inclusive instructional and assessment practices, with strong demand for expanding the <i>DL4A</i> series. Evidence includes:</p> <ul style="list-style-type: none"> Ongoing requests for support with inclusive assessment and reporting, as confirmed in the March 2025 JEPIC survey Direct participation: 48 teachers accessed Coast Metro resources and 10 educators attended the <i>DL4A</i> series in person, with feedback indicating strong interest in further opportunities and alternate delivery formats. The Gallery Team Network supported UDL through the Artist in Residence program, with 75 teachers engaged. Educators noted that multi-sensory approaches (visual, oral, physical) enhanced student access to literacy and engagement with learning. Proficiency Scale Exemplars for Grades 2, 4, 6, and 8 were developed and shared district-wide, providing teachers with concrete tools to strengthen inclusive assessment practices. 	<p>Building on the strong uptake of inclusive practices, NVSD will refine and expand strategies to ensure every learner has meaningful ways to demonstrate their learning.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Review and update the <i>Communicating Student Learning</i> Manual, including refreshed Proficiency Scale exemplars and guidance on inclusive assessment practices. Re-run the <i>DL4A</i> series, adapted for the two District Professional Development days, in response to educator feedback from the JEPIC survey. Continue professional learning focused on multi-sensory engagement and the First Peoples Principles of Learning, with emphasis on Arts Education, Physical Health, and Outdoor Learning. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Expand professional learning for ELL Specialists, including a focus on the <i>Sheltered Instruction Observation Protocol</i> (SIOP), with strategies to share across classrooms and with colleagues.
Strategy to Increase Accessibility through Technology NVSD is strengthening accessibility by expanding staff and student capacity to use assistive technology. Targeted training ensures educators can implement tools effectively, while students gain equitable access to learning supports that reduce barriers in the classroom.		
<p>Technology has the potential to remove accessibility barriers, particularly for students with disabilities and diverse abilities. The Canadian Survey on Disability (2017) found that 11.7% of Canadians with disabilities and diverse abilities relied on adapted devices such as smartphones with accessibility features or computers with specialized software. Locally, continued focus on assistive technology training and equitable access is required to ensure all students can fully participate in their learning.</p>	<p>Awareness and uptake of assistive technology is steadily increasing, with educators actively seeking professional learning and resources to support student access to learning. Participation this year reflects broad engagement across schools:</p> <ul style="list-style-type: none"> 27 Staff participated in Assistive Technology for All in Microsoft 365 75 Staff participated in AI Usage for Inclusive Educ 22 Teachers participated in ARC-BC – Designing for Inclusion Session ARC-BC supported 2 schools with digital accessible books and Microsoft accessibility tools; staff joined a Lunch PD session. 72 ELL translation devices were provided to schools, supporting multilingual communication and helping newcomers succeed academically and socially. ICT and Learning Services continue to collaborate to provide specialized equipment such as AAC devices and SET-BC supports, ensuring that students with high support needs have equitable access to technology for learning. 	<p>Building on growing awareness and uptake, NVSD will refine and expand supports to ensure assistive technology is effectively integrated into classrooms and accessible to learners.</p> <p>Continue and Adapt</p> <ul style="list-style-type: none"> Provide universal training for all staff on the supports available through the Accessible Resource Centre B.C. (ARC-BC). Expand targeted professional learning to deepen staff knowledge of how assistive technologies can reduce barriers and increase equitable access to learning. Strengthen collaboration between Learning Services and ICT to ensure timely access, implementation, and monitoring of assistive technology, including specialized devices and software

Human and Social Development: Reflections and Adjustments		
Create safe, welcoming and inclusive school environments that actively promote health, well-being and a sense of belonging, recognizing and celebrating the diverse backgrounds and identities of our communities.		
Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Mental Health / Well-Being Strategy NVSD is expanding the integration of community partners as part of the district's service delivery model, while also enhancing staff capacity to recognize, respond to, and proactively support the safety, well-being, and mental health of all students.		
<p>School is a natural place for students to build lifelong mental health skills. Enhancing staff knowledge and tools remains essential to ensuring responsive, proactive supports across universal, targeted, and intensive levels. Community partnerships complement school-based capacity by offering specialized expertise, culturally relevant programming, and wraparound care that meet complex needs.</p> <p>Recent data underscores both strengths and areas of concern:</p> <p>Learning Survey 2023–24:</p> <ul style="list-style-type: none"> 43% of elementary students, 45% of Indigenous elementary students, and 25% of secondary students report they are learning at school how to take care of their mental health. 80% of elementary and 83% of secondary students report feeling safe at school 68% of elementary and 53% of secondary students self-report good to excellent mental health. <p>Youth Development Instrument (2024):</p> <ul style="list-style-type: none"> 17% of youth scored low on the Thriving Index. 27% of youth identified a mental health condition (e.g., depression, eating disorder, ADHD). 7% of youth reported a low sense of safety at school. 	<p>NVSD strengthened prevention and intervention efforts through expanded professional learning, deeper collaboration with community partners, and targeted supports. These actions reduced barriers to access, built stronger school–community relationships, and contributed to improved student well-being, engagement, and long-term outcomes</p> <p>Professional Learning and Staff Capacity:</p> <ul style="list-style-type: none"> All administrators engaged in <i>Compassionate Systems Leadership (CSL)</i> and <i>PBIS</i> training. 42 administrators completed VTRA Level 1 training. 24 secondary counsellors and all administrators completed conflict management/difficult conversations training with Resolute Industries. 65 Learning Support Teachers participated in a networking series focused on supporting neurodivergent students, including <i>The 3 R's - Relationship/Rapport Building/Reflection and Supporting Student Self-regulation: the Role of Interoception and Effective Programming</i>. Staff accessed learning in accessibility, SOGI, anti-racism, and Trauma-Informed Practice. 60 school counsellors and teachers participated in <i>Neuro-affirming Care – Becoming an Ally for the Neurodivergent Community</i>. <p>Collaboration and Community Partnerships:</p> <ul style="list-style-type: none"> Partnership with Squamish Nation teacher and early learning staff through CR4YC. Consistent collaboration with CYMH and the District Principal of Safe and Healthy Schools to expedite access to supports for students with complex mental health needs. Joint workshop with VCH and Foundry for 65 administrators on diabetes, seizure response, and mental health pathways. 90 NVSD staff and community members attended a <i>Transitions to Adulthood for Neurodivergent Youth</i> event, with panelists sharing their lived-experience <p>Student Supports and Programs:</p> <ul style="list-style-type: none"> Implementation of a co-designed Health Curriculum (NVSD + VCH) in PHE 8–10 on mental health and substance use. 4 elementary schools and 1 secondary school ran a 24-week <i>NSRJ Circles Program</i> across 11 classrooms. Big Sisters' <i>My Voice My Power</i> pilot delivered for Grade 4/5 girls in one elementary school. English teachers and the SEL team co-created mental health lessons integrated into Grades 8–12 English. 3 Youth Engagement Workers hired to support targeted elementary students in 5 schools <p>Wellness Networks and Culture:</p> <ul style="list-style-type: none"> Elementary and secondary administrators engaged in <i>Wellness Networks of Practice</i>, focusing on staff wellness, family partnerships, and SEL/health curriculum delivery. 	<p>Building on strong momentum in prevention, intervention, and collaboration with partners, NVSD will continue to refine and expand strategies that promote mental health, well-being, and safety for all students.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Expand professional learning on neuro-affirming practices. Extend training in Compassionate Systems Leadership, universal PBIS, and Code of Conduct implementation. Provide VTRA Level 1 and 2 training for administrators and counsellors, with specialized sessions on <i>VTRA through an Indigenous Perspective</i> and <i>VTRA for Neurodivergent Children and Youth</i>. Continue professional learning for secondary English teachers on integrating mental health curriculum into English courses. Support school-wide SEL implementation through ongoing training in <i>Open Parachute</i>, <i>Second Step</i>, and <i>Everyday Speech</i>. Hire additional Youth Engagement Workers in elementary schools. Sustain the LST Networking Series to strengthen inclusive practices. Expand opportunities for students—Indigenous and non-Indigenous—to learn about Indigenous cultures. Deepen integration with community partners, including MCFD, VCH, Foundry, CYMH, BCCFA, Impact North Shore, NSRJ, and NSNH. Partner with Foundry to offer professional learning focused on neurodivergent student well-being. Expand professional learning across schools and district teams on Anti-Ableism. <p>Introduce and Implement:</p> <ul style="list-style-type: none"> Roll out a <i>Sexual Health Scope and Sequence</i> for Grades 8–10 in partnership with VCH public health nurses. Partner with MCFD to develop a communication and tracking system for Children and Youth in Care, enhancing trauma-informed supports and educational outcomes. Introduce new professional learning opportunities with the North Shore Mental Health and Neurodiversity Committee, with a focus on supporting autistic females. Align structures within Learning Services to increase collaboration across district teams supporting student well-being. Expand participation in the North Shore Situation Table with community partners to provide intensive, wraparound supports for students and families.

		<ul style="list-style-type: none"> Alignment of structures to allow for more collaboration between district teams within Learning Services to better support students
Strategy to Increase Belonging / Enhance Welcoming and Inclusive Culture Promote and support inclusion, equity and belonging through increasing representation and increasing opportunities for students to share their perspectives.		
<p>A strong sense of belonging validates identity, strengthens peer connections, and supports psychological safety. When students see themselves reflected and heard in their school communities, they are more likely to feel valued, engaged, and empowered to participate fully in both learning and social environments.</p> <p>In alignment with the <i>Accessible BC Act</i> and the NVSD <i>Accessibility Plan</i>, deepening knowledge and practice around accessibility remains foundational for all members of the school community. NVSD has also experienced a significant rise in newcomer families, with 23% of English Language Learners in 2023–2024 entering at Kindergarten or Grade 1, highlighting the importance of early, targeted supports.</p> <p>Survey data underscores both strengths and areas requiring focus:</p> <p>Student Learning Survey (2023–2024):</p> <ul style="list-style-type: none"> 77% of elementary students, 71% of secondary students, and 73–77% of Indigenous students feel welcome at school. Feelings of belonging are uneven: 64% of elementary students and 57% of secondary students report a sense of belonging, with higher rates among Indigenous secondary students (61%) but notably lower among Indigenous elementary students (50%). Among students with designations, 69% feel welcome and 55% feel they belong. 3% of elementary and 6% of secondary students experienced discrimination based on sexual orientation or gender identity. <p>Youth Development Instrument (2024):</p> <ul style="list-style-type: none"> 21% of youth reported an overall low sense of school belonging. 17% reported low belonging to a peer group; 12% reported loneliness or social isolation. 44% felt they had limited voice in decision-making at school. 8% reported discrimination based on identity. Students identified with diverse lived experiences: 50% reported a health condition, 21% identified as 2SLGBTQIA+, and 31% were born outside Canada. 	<p>NVSD has amplified student perspectives and peer connections, particularly for groups whose voices have historically been underrepresented. These initiatives have strengthened validation, visibility, and mutual understanding, contributing to a more inclusive school culture where diverse identities are affirmed and all students feel seen and valued.</p> <ul style="list-style-type: none"> Student Forums on Belonging: 75 students from 5 high schools participated in a district-wide forum. Students requested that this become an annual event, noting it as a meaningful step toward building a culture of belonging and shared voice. Queer Prom: Over 250 students from all 7 secondary schools attended, celebrating identity, building peer connections, and linking with community partners. Student Inclusive Education Sub-Committee: Met four times this year; students expressed gratitude for the opportunity to share perspectives and connect with peers with shared lived experience. Accessibility Plan Implementation: \$10,000 invested in library collections to increase representation of people with disabilities and diverse abilities. Resources were highlighted during AccessAbility Week, and positive student feedback confirmed the impact of increased visibility. Arts Education and Identity: Five professional development workshops supported educators in using the arts to explore identity. Four new art kits, including clay kits and learning guides, incorporated Indigenous ways of knowing and supported classroom exploration of self and community. Indigenous Support Workers: Eight ISWs provided opportunities for Indigenous students to strengthen their sense of belonging at school. Newcomer Family Engagement: Approximately 30 newcomer families participated in events such as the Teddy Bear Picnic and Parent Information sessions, supporting early connections to schools and the wider community. 	<p>Building on student voice, cultural representation, and accessibility initiatives, NVSD will expand and refine strategies to deepen belonging across schools.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Sustain Student Groups/Forums, with a focus on ongoing feedback loops into school and district planning. Strengthen focused student groups, including the Student Inclusion Sub-Committee, to ensure perspectives from diverse learners are consistently represented. Continue targeted funding for resource collections through an equity lens, enhancing representation in school libraries and classrooms. Maintain Indigenous Support Worker (ISW) presence at schools with high Indigenous student populations (elementary and secondary). Continue delivery of Squamish language courses at Norgate and Carson Graham. Expand opportunities to learn about Indigenous cultures for both Indigenous and non-Indigenous learners, supporting connection, understanding, and belonging. Enhance representation and belonging for 2SLGBTQIA+ students and staff, and expand professional learning and resources to create inclusive, affirming environments through SOGI education. Provide professional development and resources to prevent and respond to racism and discrimination and support staff to foster an inclusive learning environment through curriculum, instruction, and student engagement. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Extend access to district ISW staff to support Indigenous learners at schools without permanent ISWs. Launch a “<i>Student Voice Wellbeing Initiative</i>” in partnership with Chart Lab. Create an NVSD Accessibility video series featuring students, to advance implementation of the Accessibility Plan and increase awareness of accessibility, disability, and ableism among staff, students, and the wider community. Expand structured opportunities for Indigenous students to share their perspectives, ensuring their voices inform district priorities and practices.

Physical Well-Being Strategy

NVSD is committed to supporting students' health and wellness by maintaining universal food access, strengthening outdoor place-based learning, and building physical literacy through mentorship and networks of practice.

Data highlights areas of need that require continued focus:

- **Food insecurity:** 15% of elementary students and 21% of secondary students report experiencing food insecurity (Student Learning Survey 2023/24).
- **Outdoor learning:** Teachers continue to request support with strategies for implementing outdoor and place-based learning across subject areas.
- **Accessibility in PHE:** Feedback indicates a need to ensure physical and health education classes are inclusive and accessible to all learners, including students with disabilities and diverse abilities.

NVSD has strengthened physical well-being supports through universal nutrition programs, outdoor learning mentorship, and physical literacy initiatives:

- **Food access:** Universal breakfast programs in secondary schools serve an average of 8,500 breakfasts per month. In addition, 36,000 lunches were provided to Indigenous students, students in care, and students identified as in need. All students continue to have access to fresh fruit, vegetables, and snacks during the school day.
- **Outdoor learning:** A series of mentorship sessions supported teachers in integrating place-based, cross-curricular outdoor learning. 84 teachers participated in three two-hour sessions each, engaging 1,760 students directly in authentic outdoor learning experiences.
- **Physical literacy:** To strengthen fundamental movement skills, 125 teachers engaged in mentorship that modeled physical literacy through games, equipping them with strategies to enhance student participation and enjoyment in physical and health education.

Building on strong foundations in food access, outdoor learning, and physical literacy, NVSD will refine and expand initiatives to ensure equitable, culturally responsive opportunities for all learners.

Continue and Adapt:

- Building on strong foundations in food access, outdoor learning, and physical literacy, NVSD will refine and expand initiatives to ensure equitable, culturally responsive opportunities for all learners:
- Expand intentional lunch delivery for Indigenous students, with an emphasis on Indigenous foods and cultural relevance.
- Engage student voice, particularly Indigenous students, in shaping food choices and identifying delivery locations.
- Strengthen partnerships with community organizations and local Nations to support year-round food access.
- Continue the Outdoor Learning mentorship series, connecting teachers and students in cross-curricular, place-based learning.
- Provide professional learning for teachers on accessibility in PHE and strategies to enhance physical literacy for students with disabilities and diverse abilities.

Introduce and Implement:

- Begin tracking the proportion of local and B.C.-sourced foods purchased and served in NVSD programs.
- Increase access to outdoor learning courses and clubs at the secondary level.
- Support teachers in intentionally designing PHE classes around fundamental movement skills, modeled through high-impact games.
- Pilot lacrosse instruction in Grades 4–7, integrating Indigenous teachings and perspectives.
- Expand track and field opportunities for students with disabilities and diverse abilities, in partnership with OneAbility.

Career Development: Reflections and Adjustments		
Provide all students opportunities to explore diverse career pathways and successfully transition to post-secondary life.		
Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Strategy to Expand Opportunities NVSD is promoting and expanding career exploration opportunities to increase student awareness of diverse career pathways and help them make informed choices about their futures. Opportunities begin early, ensuring that even elementary students can imagine a wide range of possibilities for post-secondary education, training, and employment.		
<p>Preparing students for life beyond graduation requires meaningful, connected experiences that bridge classroom learning with future career and education pathways. While progress is being made, student feedback highlights a continued gap between current preparation, and the level of readiness youth seek:</p> <ul style="list-style-type: none"> 30% of all students and 29% of Indigenous students reported in the 2023–2024 Student Learning Survey that school is preparing them for a job in the future. 40% of all students and 34% of Indigenous students reported satisfaction that school is preparing them for post-secondary education. <p>These results underscore the importance of continued expansion of career exploration opportunities, particularly those that provide authentic, hands-on experiences, exposure to diverse fields, and stronger links between curriculum and career pathways.</p>	<p>Student demand for opportunities beyond the classroom continues to grow, and NVSD has significantly expanded access to career exploration initiatives. Partnerships with SkilledTradesBC and community organizations have supported a wide range of authentic learning experiences that connect students to diverse pathways.</p> <ul style="list-style-type: none"> Major Events and Fairs: Over 1,000 students (Grades 7–12) participated in the STEAM event, more than 1,200 students attended the Trades Fair, and over 800 students (Grades 4–10) engaged in Find Your Fit career exploration. Hands-On Programs: 22 students participated in <i>RCMP for a Day</i>, 38 in the <i>VRCA Try-a-Trade</i>, and 649 students (Grades 4–7) attended Try-a-Trade classes through Skills Ready BC. Competitions and Showcases: 120 students in Grades 5–6 took part in the Robotics Competition, strengthening problem-solving and collaboration skills. Dual Credit Opportunities: Increased access to high-demand fields, including Early Childhood Education, Health Care, and Culinary Arts, providing students with both credit and early industry exposure. Targeted Programs: A Health Care program engaged 50 Grade 6 students in exploring future careers; a collaborative initiative with Junior Achievement B.C. (JABC) and UBC Sauder School of Business involved 47 Indigenous students. District-Wide Engagement: All Grade 9 students participated in <i>Take Our Kids to Work Day</i>. Pathways 44: Expanded communication has improved awareness of opportunities for students and families, ensuring equitable access to information. 	<p>Building on strong participation in career exploration opportunities, NVSD will refine and expand strategies to ensure students are equipped with the knowledge, skills, and experiences needed to transition successfully to post-secondary life and diverse career pathways.</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> Strengthen Career Life Education 10 (CLE 10) and Career Life Connections 12 (CLC 12) by embedding more real-world career development experiences. Expand awareness of opportunities for students and families through Pathways 44, ensuring consistent communication across schools. Transition the STEAM Fair into a broader District Arts Fair, expanding opportunities for students to showcase creativity and connect to arts-related career pathways. Launch a TV, Film, and Broadcasting Fair in partnership with the DMA Expo, providing exposure to rapidly growing media and digital industries. <p>Introduce and Implement</p> <ul style="list-style-type: none"> Provide free CPR certification for all Grade 10 students as a universal career and life-readiness skill. Implement and scale Board/Authority Authorized (BAA) programs, beginning with the <i>Future Pathways Technology Sampler</i> for Grade 11 students, to diversify post-secondary and career exploration options

Strategy to Remove Barriers

To empower all students, targeting those who may have experienced barriers, with the knowledge, experiences, and support needed to confidently pursue a range of post-secondary pathways, including academic, vocational, and workforce opportunities.

<p>Removing barriers is essential to ensuring every student can envision themselves in a successful future. Current data and feedback highlight the importance of expanding inclusive, culturally responsive, and equity-focused opportunities:</p> <ul style="list-style-type: none"> • Inclusive Pathways: Programs must continue to evolve so that neurodivergent students and students with disabilities can access meaningful career exploration and preparation opportunities. Research (Lloyd & Baumbusch, 2024) underscores that students with intellectual disabilities remain least likely to transition to post-secondary, pointing to the need for targeted supports. • Culturally Responsive Opportunities: Indigenous students benefit from career exploration that connects classroom learning with lived experiences. Through the Indigenous Education Council, feedback from Inherent Rights Holders will guide how NVSD can strengthen pathways that reflect Indigenous knowledge, values, and aspirations. • Equity and Representation: Increasing initiatives such as Women in Trades addresses gender gaps in high-demand sectors, expanding representation and broadening the range of career options visible to all students. • Student Learning Survey (2023–24): Only 34% of secondary students – and 33% of Indigenous students – agreed or strongly agreed that they are learning the basic life skills needed for adulthood (e.g., finances, goal setting, independent living). This highlights a need to embed practical readiness skills alongside academic and vocational pathways. 	<p>Targeted initiatives have expanded opportunities for students who may otherwise face barriers in accessing career pathways. These efforts have created inclusive, culturally responsive, and identity-affirming experiences that broaden access and representation:</p> <ul style="list-style-type: none"> • Work Experience (WEX): An Inclusive WEX Facilitator collaborated with school-based staff to expand placements for neurodivergent students and students with disabilities, supporting 27 students across 38 placements. • Entrepreneurship & Trades: New programs have created pathways into high-demand fields: <ul style="list-style-type: none"> ◦ <i>Indigenous Entrepreneurship Program</i> introduced across all NVSD secondary schools. ◦ <i>Jill of All Trades</i> involved 10 students in hands-on career exploration. ◦ <i>Iron Worker Bootcamp</i> provided intensive training for 16 students. • Culturally Responsive Pathways: <ul style="list-style-type: none"> ◦ 28 students participated in the <i>First Nations Emergency Service Society Firefighting Bootcamp</i>, blending cultural relevance with career readiness. ◦ Partnerships with community organizations supported identity-affirming, locally grounded career experiences. • Inclusive Programming: The re-opening of <i>Higher Grounds Café</i> strengthened inclusive WEX programming by providing meaningful, supported work experiences in a community setting. 	<p>Building on strong early successes, NVSD will refine and scale programs that remove barriers and expand inclusive career pathways</p> <p>Continue and Adapt:</p> <ul style="list-style-type: none"> • Partner with Capilano University to pilot a Pathways to Post-Secondary course supporting neurodivergent students and students with disabilities to access university opportunities • Expand inclusive WEX opportunities within NVSD schools, the ESC and district departments • Expand participation in the <i>First Nations Emergency Service Society Firefighting Bootcamp</i> and <i>RCMP seminars</i> to create more opportunities for Indigenous learners. • Broaden the Indigenous Entrepreneurship Program across schools to deepen culturally responsive pathways. • Provide ongoing networking, coaching, and shared resources to strengthen the capacity of Career teachers and staff. <p>Introduce and Implement</p> <ul style="list-style-type: none"> • Integrate technology, trades, health care, and entrepreneurship into locally delivered programming to align with student interests and labour market needs. • Leverage digital tools to expand access to timely, relevant, and personalized career opportunities.
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Strategy to Expand and Strengthen Partnerships

Leverage relationships with local employers, post-secondary institutions, and local First Nations to co-create authentic learning experiences and mentorship opportunities that connect students to meaningful career pathways.

The NVSD benefits from being part of a vibrant North Shore community with deep connections to the Skwxwú7mesh Nation and səlilwətał Nation. While existing partnerships with local employers are strong, expanding and diversifying these relationships will create more opportunities for students across all pathways.

There is also significant potential for growth in collaborations with post-secondary institutions including UBC, SFU, Capilano University, Langara College, and Vancouver Community College, to ensure students can access a wider range of programs, mentorships, and possibly dual-credit opportunities.

Opportunities were expanded to strengthen relationships and create meaningful partnerships in support of career exploration. New and deepened connections with post-secondary institutions have increased access for students, while strong engagement from families demonstrates the value of shared pathway planning.

- 178 families attended *Parents as Career Coaches* events, helping families actively engage in supporting student pathway planning.
- 220 families attended the *Parent Trade Info Night*, strengthening awareness of opportunities in trades and apprenticeship pathways.
- Hands-on career exploration opportunities were developed with community partners such as Seaspán, Artists for Kids Academy, Capilano University, and UBC Sauder School of Business, connecting students with authentic experiences and mentorship.

Building on established partnerships, NVSD will continue to strengthen opportunities with local Nations, post-secondary institutions, and employers to expand authentic career pathways for students.

Continue and Adapt:

- Sustain and expand the JABC/UBC Sauder program for Indigenous students.
- Grow the Skwxwú7mesh Nation Try-a-Trade program, increasing opportunities for hands-on exploration.
- Maintain and deepen partnerships with Capilano University, Langara, VCC, BCIT, and Sauder/JABC to broaden access to dual-credit programs and career pathways

Introduce and Implement:

- Have the Career Coordinator engage directly with local employers through Chamber of Commerce events to expand work experience (WEX) and *Young Women in Trades (YWIT)* opportunities.

Alignment with School Planning

School planning in the North Vancouver School District (NVSD) is intentionally structured to align with the District's Framework for Enhancing Student Learning (FESL). Each school uses a common planning template, grounded in the Strategic Plan, to ensure consistency and clarity.

Key structures and touchpoints include:

September start-up review: Principals, Vice Principals, and District Leadership (Directors of Instruction, District Principals, Zone Administrators, and the Superintendent) revisit and refine school operational and instructional plans. These meetings include targeted agenda items focused on goals and strategies.

Each month builds on the last: FESL remains a standing agenda item across administrative gatherings, creating a rhythm of continuous improvement. Monthly touchpoints allow leaders to revisit and refine strategies, structures, and tools, ensuring alignment with evolving priorities. The 2025–26 school year launched with a full-day August in-service for Principals, Vice Principals, and District leaders, focused on culture and belonging as key drivers of student and staff success. In September, schools receive site-specific data alongside Ministry-provided District data, with guidance to analyze and interpret findings within their own school communities, ensuring that planning is grounded in current evidence.

Ongoing review and enhancement:

- Family of Schools (FOS) meetings include monthly check-ins on planning progress.
- Directors of Instruction meet individually with school administrative teams to provide feedback and coaching.
- School Planning Teams (comprising staff, students, and PAC representatives) meet regularly to refine strategies. School planning is also a standing item on PAC and staff meeting agendas.
- School Planning Munch & Mingles bring together each Family of Schools twice a year, with students, staff, parents, administrators, Trustees, and community partners, to review plans, celebrate successes, and share learning.

Continuous improvement tools: NVSD employs a range of tools to support evidence-based planning and reflective practice. The Kellogg Logic Model provides a clear framework for framing goals, articulating strategies, and measuring progress. Locally developed instruments are used to assess the effectiveness of School-Based Resource Team (SBRT) processes and to gauge the overall vibrancy of the learning community. In addition, the district integrates Compassionate Systems Leadership (CSL) approaches and Positive Behavioural Supports (PBIS) strategies to strengthen school culture and support student success.

School Plans:

Individual school plans may be accessed on the NVSD website, and [are linked here](#).

