

**Nanaimo-Ladysmith
SD068**

Enhancing Student Learning Report

September 2025



Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year 1 of Nanaimo Ladysmith Public Schools Strategic Plan 2024-2028



Approved by Board on September 24, 2025

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Review Data and Evidence: Part 1

Intellectual Development

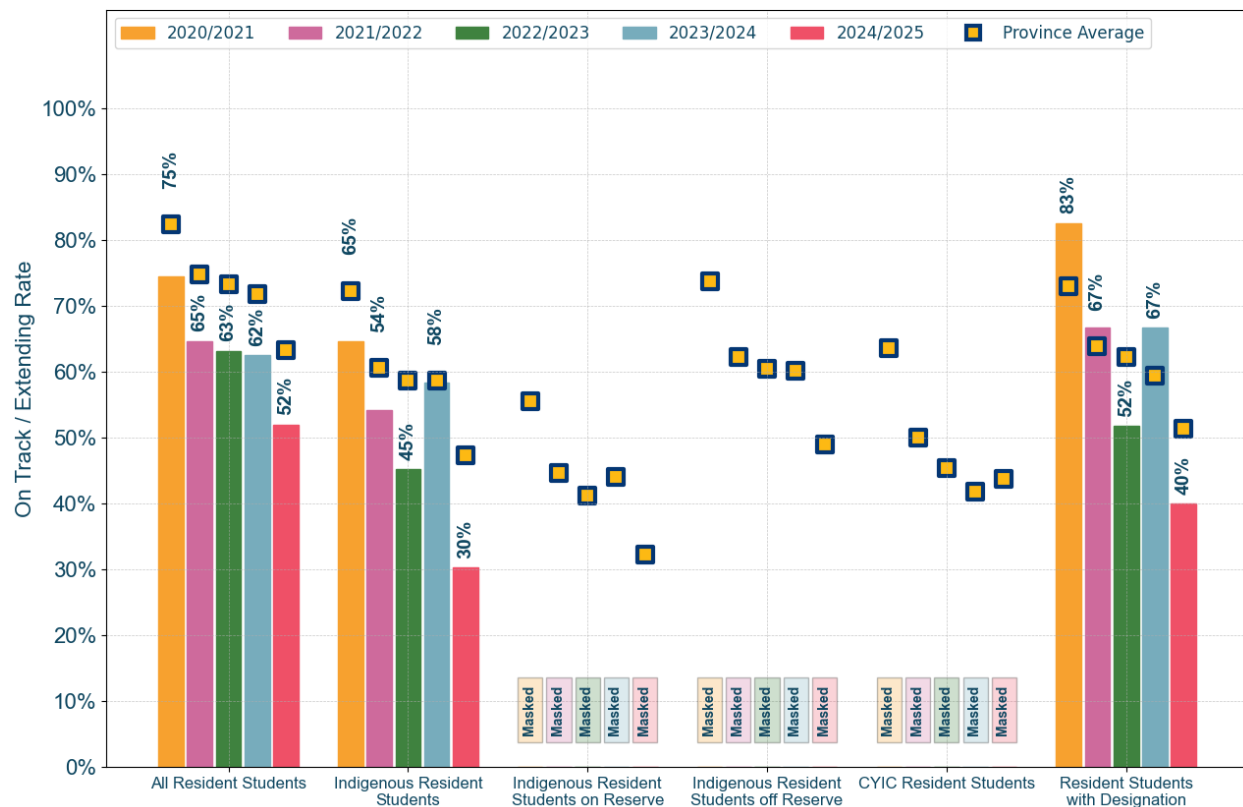
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD068 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1166 55%	1135 63%	1153 65%	1157 85%	1202 88%
Indigenous Resident Students	227 44%	203 54%	214 59%	204 79%	212 86%
Indigenous Resident Students on Reserve	Masked	16 69%	Masked	17 82%	14 100%
Indigenous Resident Students off Reserve	Masked	187 52%	Masked	187 79%	198 85%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	82 28%	75 28%	87 33%	91 43%	118 55%

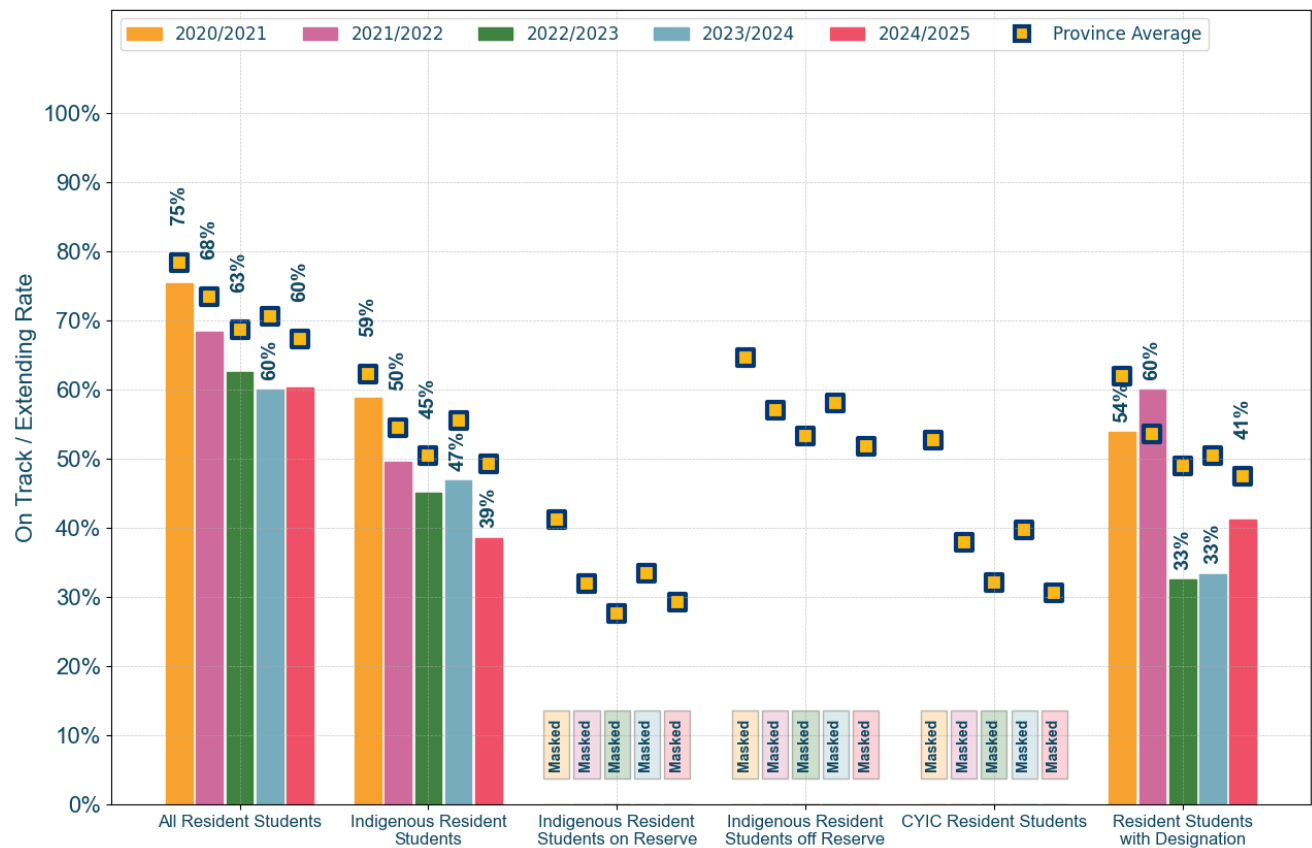
SD068 - Grade 4 FSA Literacy - On Track / Extending Rate



SD068 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1166 47%	1194 58%	1167 64%	1216 84%	1209 84%
Indigenous Resident Students	226 38%	249 50%	207 54%	229 76%	212 78%
Indigenous Resident Students on Reserve	24 42%	Masked	Masked	18 83%	24 83%
Indigenous Resident Students off Reserve	202 37%	Masked	Masked	211 76%	188 78%
CYIC Resident Students	Masked	18 56%	Masked	Masked	Masked
Resident Students with Designation	116 22%	120 25%	135 32%	148 53%	150 53%

SD068 - Grade 7 FSA Literacy - On Track / Extending Rate

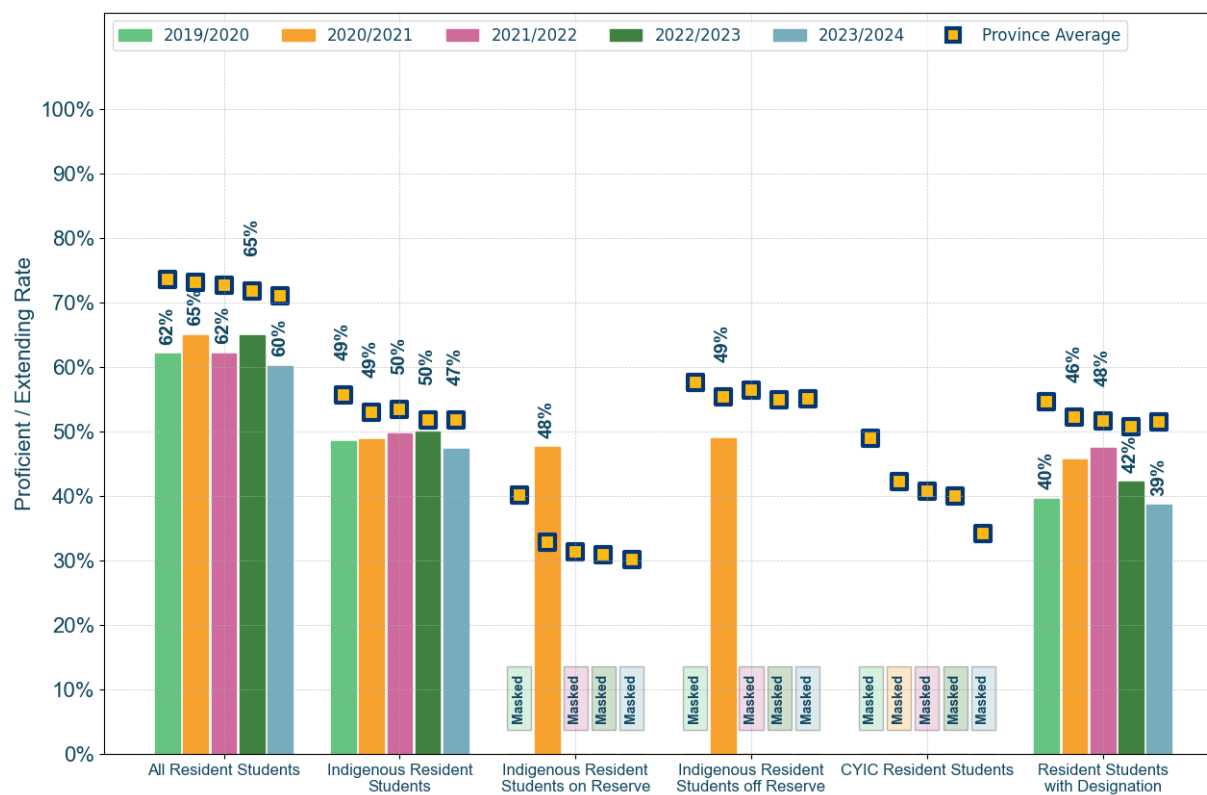


Measure 1.2: Grade 10 Literacy Expectations

SD068 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1035 60%	1075 76%	1104 68%	1210 84%	1222 86%
Indigenous Resident Students	184 49%	210 64%	240 58%	234 66%	242 71%
Indigenous Resident Students on Reserve	Masked	34 59%	Masked	Masked	26 46%
Indigenous Resident Students off Reserve	Masked	176 65%	Masked	Masked	216 74%
CYIC Resident Students	Masked	Masked	20 50%	Masked	21 57%
Resident Students with Designation	107 36%	121 54%	117 56%	137 66%	152 70%

SD068 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Context:

Some data for Children and Youth in Care and Indigenous on/off Reserve is masked to maintain the privacy of small population sizes. As these are the most concerning populations for growth and success, the district is compelled to dig deeper into the participation and success data for these learners at each school site.

Trends and Comparisons:

The Grades 4 and 7 FSA participation rates show a steady increase in participation over five years with 2024-2025 at the highest participation of 88 per cent. This past year also showed the highest Indigenous Student on Reserve participation of 100 per cent, although there is a lower number of eligible students. After a pattern of small increases from 2020 to 2024, the last year showed students with designations as the group with the largest increase (43% to 55%) in participation.

The Grade 4 literacy on track/extending rate showed all priority population groups decreased in on track/extending rates, with the exception of Children and Youth in Care. All groups, including Children and Youth in Care, are below the provincial average. The decreases are significant, with all resident students decreasing by 10 per cent (62% to 52%). The Indigenous student rate decreased by 28 per cent, and students with designations decreased by 27 per cent. These decreases in success are from 23 per cent to 43 per cent below the provincial averages for their demographic categories.

The Grade 7 literacy on track/extending rate shows more consistency from the previous two years with all resident students at 60 per cent for two years, which is still below the provincial average. The Indigenous student rate decreased by 8 per cent to 39 per cent, which is 21 per cent below the resident student average and below the provincial average. Although Students with Designations increased by 8 per cent from 2023 to 2024, they are still 19 per cent below the resident student average and 13 per cent below the provincial average.

The Grade 10 Graduation Literacy Assessment participation rates are steadily increasing over five years, with Children and Youth in Care data masked, and Indigenous on Reserve Students with the lowest participation rate at 46 per cent. The GLA 10 proficient/extending rate shows all populations with little change over five years and all below the provincial average. The data that is not masked, shows 2023-2024 with the lowest success rates in the last five years.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Relevant Local Data:

Local reading assessments are standard district practice from K-3. The district implements a district wide Primary Assessment of Reading Screener (PARS) based on year-end learning targets and aligned with BC curriculum. PARS data measures subtests of reading components, as opposed to the FSA skills of critically analyzing, making meaning, and communicating. As such, it is difficult to reliably draw comparisons between the two data sets. In Grades 4-7, NLPS has an optional Early Literacy Intermediate Screener (ELIS); however, this is a new screener, and its use is currently optional. Data for 2023-2024 or 2024-2025 was not widely collected for district analysis.

Strengths/Areas for Growth:

With the steady increase in participation rates, the FSA literacy data can be seen as more reliable. However, while participation rates have increased, there still exists a culture of reluctance within the district to support the assessments. Having more reliable data, and systematically responding to this data, could change the culture and increase assessment literacy.

The data shows the need for focused literacy skill development in the intermediate years, as well as professional learning around literacy assessment and intervention. In addition, the Grade 10 data shows success rates that have been consistent for five years. This prompts the need to dig deeper into the culture or narrative around the provincial assessment. Obvious areas for growth include a district-wide understanding that all teachers are literacy teachers, not exclusively running GLA 10 in ELA/EFP classes, and creating cross-disciplinary language to support skill development.

To better understand student progression, we tracked a specific cohort from Grade 4 to Grade 7. Findings were that 21 per cent of students who were performing "on track" in Grade 4 declined to "emerging" by Grade 7. This regression in literacy represents a challenge requiring immediate attention and intervention:

Students Results in Grade 7 Literacy, Compared to their Grade 4 Writing Results					
Student Performance Levels in Grade 4	Number of Students	Emerging	On Track	Did Not Participate	Extending
Emerging	251	51%	34%	15%	
On Track	403	21%	68%	9%	1%
Extending	57	5%	67%	9%	19%
Did Not Participate	424	34%	33%	33%	

Priority Populations:

The district's [Strategic Plan \(2024-2028\)](#) addresses the need to disrupt the status quo and focus on literacy skill development for priority populations. Specific professional learning in K-12 is a necessary plan to see growth in the data that has remained static. Although it is encouraging to see students with designations increase in on track/extending (Grade 7 only), other priority population decreases compel action.

Success rates of priority populations are all significantly below the All Resident Student rates, and below provincial averages in Grades 4, 7 and 10. With the most recent data being the lowest in five years for all priority populations, it prompts the district to focus on implementing targeted literacy supports and programs for priority populations who are not yet on track for reading proficiency. It is also clear that district-wide local data is required to round out the understanding of priority populations and their demonstrated support needs.

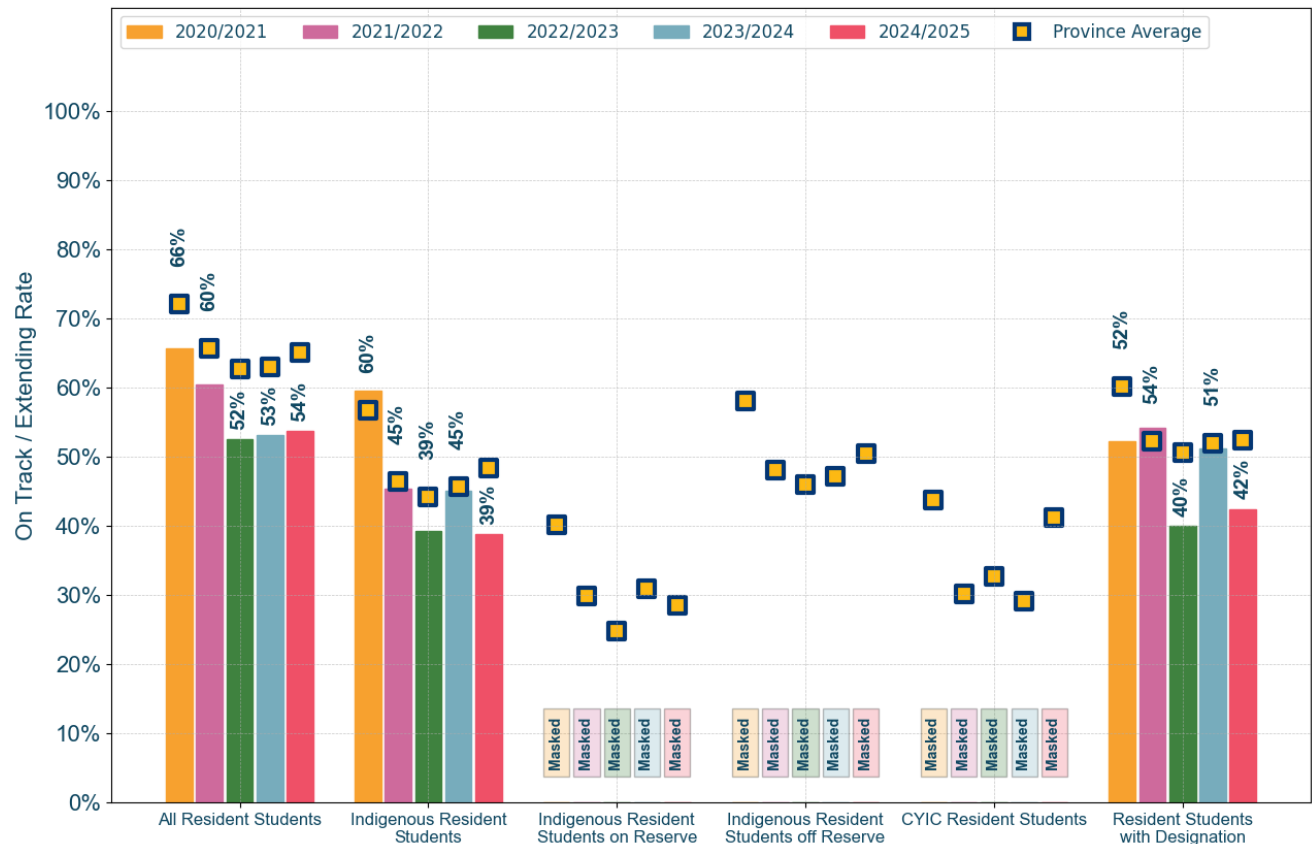
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD068 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1166 55%	1135 62%	1153 65%	1157 85%	1202 88%
Indigenous Resident Students	227 44%	203 53%	214 58%	204 79%	212 86%
Indigenous Resident Students on Reserve	Masked	16 75%	Masked	17 88%	14 100%
Indigenous Resident Students off Reserve	Masked	187 51%	Masked	187 79%	198 85%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	82 28%	75 32%	87 34%	91 45%	118 56%

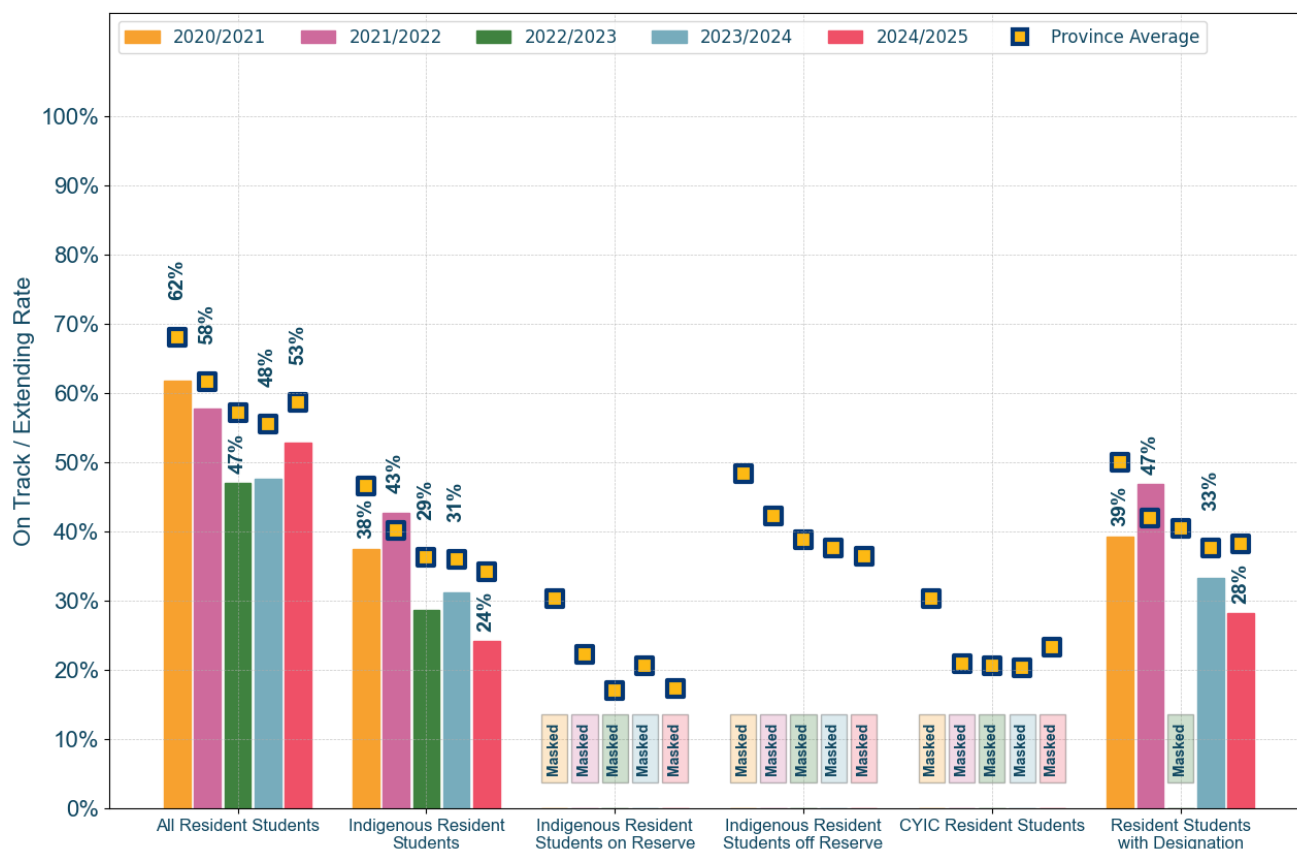
SD068 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD068 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1166 47%	1194 59%	1167 64%	1216 82%	1209 84%
Indigenous Resident Students	226 39%	249 50%	207 54%	229 76%	212 78%
Indigenous Resident Students on Reserve	24 46%	Masked	Masked	18 83%	24 79%
Indigenous Resident Students off Reserve	202 38%	Masked	Masked	211 75%	188 78%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	116 24%	120 27%	135 33%	148 51%	150 52%

SD068 - Grade 7 FSA Numeracy - On Track / Extending Rate

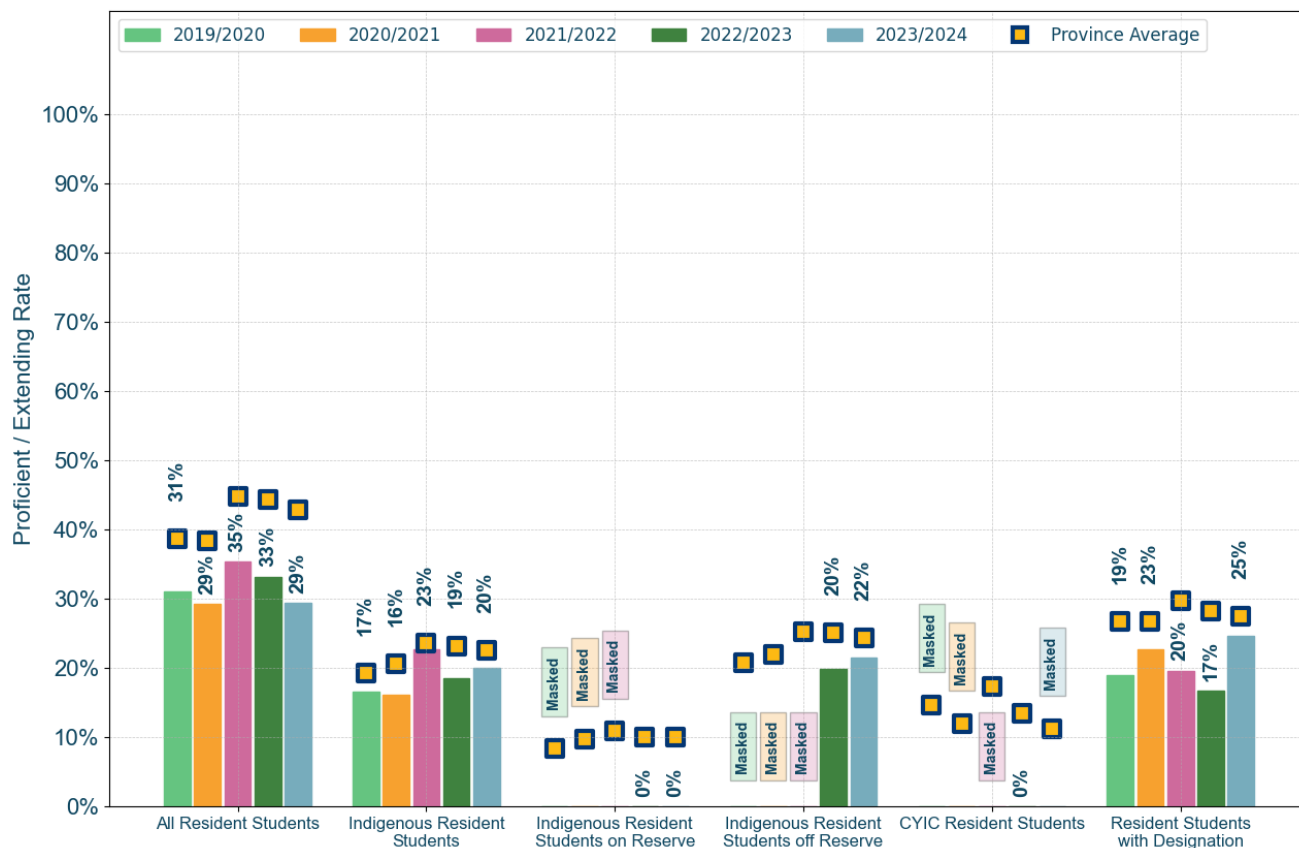


Measure 2.2: Grade 10 Numeracy Expectations

SD068 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1031 52%	1079 73%	1107 72%	1204 82%	1212 85%
Indigenous Resident Students	183 42%	212 58%	243 57%	235 68%	241 71%
Indigenous Resident Students on Reserve	Masked	34 59%	Masked	Masked	26 50%
Indigenous Resident Students off Reserve	Masked	178 58%	Masked	Masked	215 73%
CYIC Resident Students	Masked	Masked	Masked	Masked	21 48%
Resident Students with Designation	107 37%	122 50%	117 53%	137 67%	153 68%

SD068 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

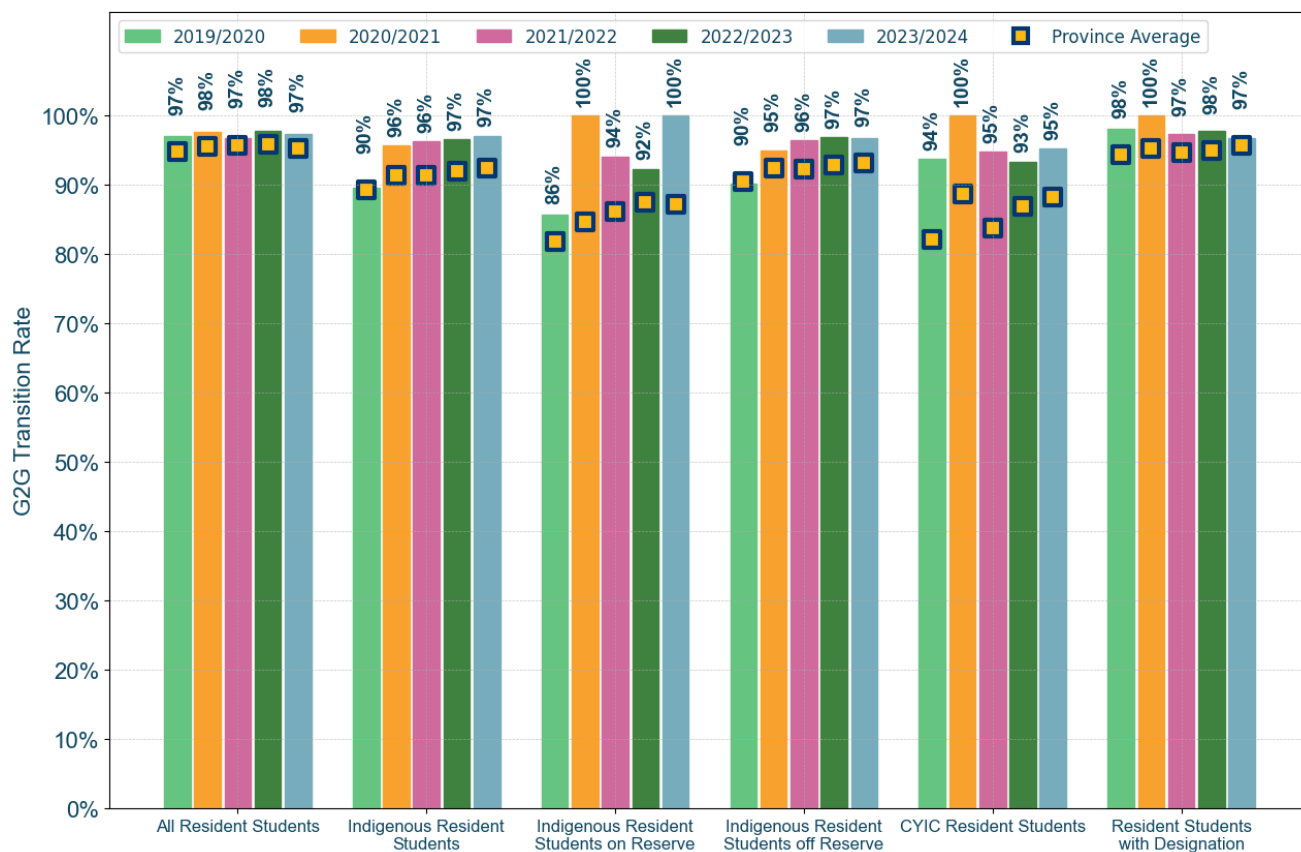


Measure 2.3: Grade-to-Grade Transitions

SD068 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1033	1077	1101	1216	1223
Indigenous Resident Students	183	210	240	235	240
Indigenous Resident Students on Reserve	21	33	17	13	27
Indigenous Resident Students off Reserve	162	177	223	222	213
CYIC Resident Students	16	13	19	15	21
Resident Students with Designation	108	121	115	140	154

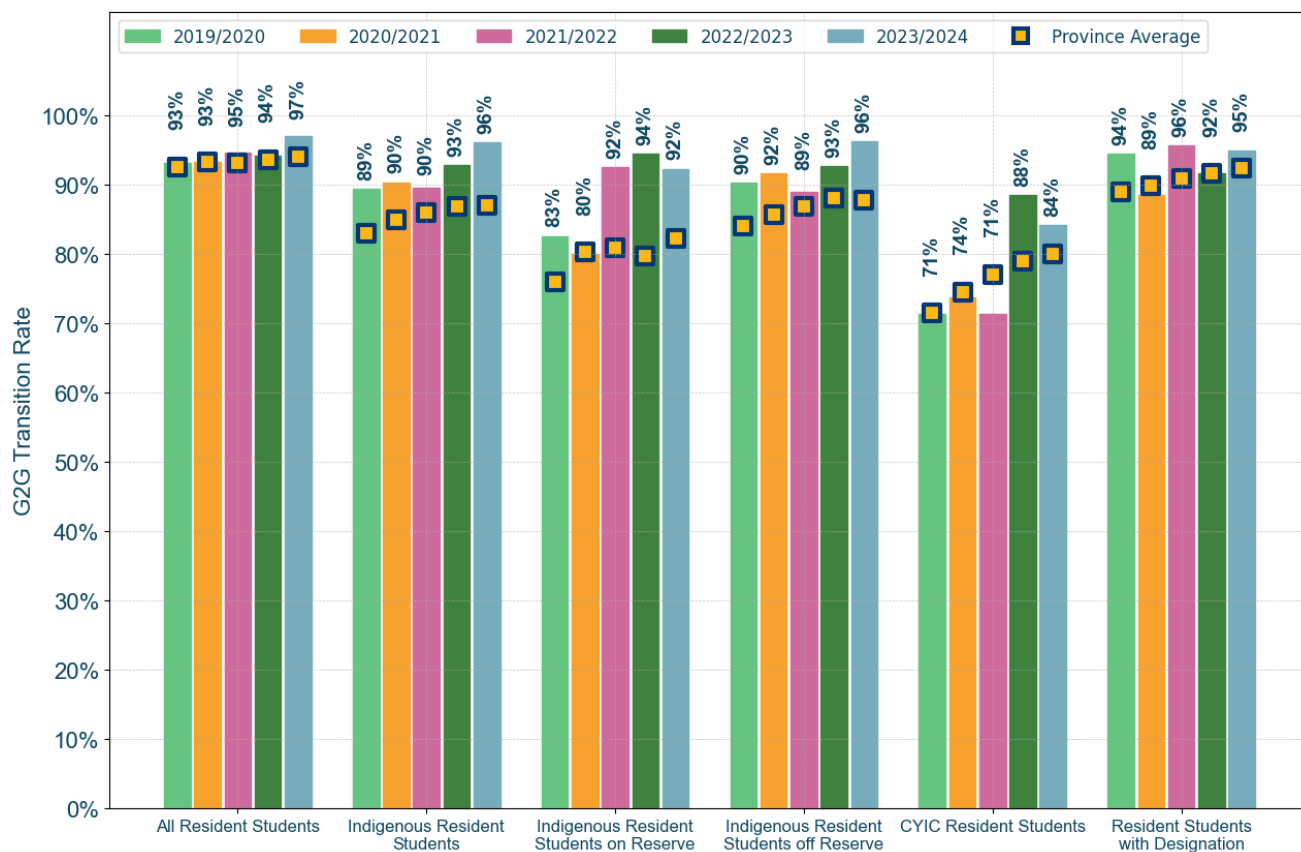
SD068 - Grade 10 to 11 Transition Rate



SD068 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1072	1065	1131	1135	1207
Indigenous Resident Students	208	187	231	237	230
Indigenous Resident Students on Reserve	23	20	40	18	13
Indigenous Resident Students off Reserve	185	167	191	219	217
CYIC Resident Students	21	19	21	26	19
Resident Students with Designation	108	122	140	119	159

SD068 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Context:

Some data for Children and Youth in Care and Indigenous Students on/off Reserve is masked to maintain the privacy of small population sizes. As these are the most concerning populations for growth and success, the district is compelled to dig deeper into the participation and success data for these learners at each school site.

Trends and Comparisons:

Grades 4 and 7 numeracy participation rates are parallel to literacy as expected, and as participation rates rise, proficiency decreases. In Grades 4 and 7, the rates for Indigenous Students and Students with Designations on track and extending both decreased from the previous year, and both are significantly below All Resident Students and the provincial average. The all resident student on track/extending rate increased slightly for Grade 4, and by five per cent for Grade 7. This follows a four year trend of steady decline. Although the All Resident Student rate increased in 2024-2025, priority populations decreased in success rates (acknowledging that some data is masked for privacy).

The Grade 10 Graduation Numeracy Assessment participation rates show a steady increase in participation over five years for all resident students. Indigenous Students on Reserve and Children and Youth in Care show low participation rates. The proficient/extending success rate shows all resident students decreasing and trending down (and below provincial average), and Indigenous students below all resident students and below provincial average. Students with designations increased by eight per cent to 25 per cent which is four per cent below all resident students average and below provincial average.

From Grades 10 to 11, all demographics are transitioning close to 100 per cent, and all are consistently above provincial averages. On Reserve Students increased by eight per cent to 100 per cent, and Off Reserve Students maintained 97 per cent transition rate.

From Grades 11 to 12, all demographic categories except for Children and Youth in Care are close to 100 per cent transition rate, and all categories are close to or greater than provincial average. Of note is the slight decrease in Grade 11 to 12 transitions for Indigenous Students on Reserve.

Interpretation:

Outcome 2 - Numeracy



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

Relevant Local Data:

At this time, Nanaimo Ladysmith Public Schools does not use local district numeracy screeners or assessments to gather a second data source to further analyze to determine trends and patterns. However, this data source is a high strategic plan priority.

Strengths and Areas for Growth:

The numeracy data for the last five years illustrates the district's historical need for instructional planning of cross-curricular approaches to mathematical skills. All Resident Students on track and extending rates for Grades 4 and 7 are consistently around 50 per cent and always below provincial averages. The district recognizes that students' numeracy proficiency has been lower than provincial averages for a number of years and must become a high priority for strategic planning. The district's commitment to numeracy skill development for all learners, with a focus on priority learners, is represented by the development of a Numeracy Framework, including screening tools for mathematical skills in K-9, the development of local numeracy assessments in K-9 to inform instruction, and the development of District Early Learning numeracy screener tools.

A recognized area for growth in numeracy skills is professional learning opportunities for instructional planning and mathematical skill development, and increased engagement of school-based Inclusive Learning Support teams to provide targeted supports and direct service to learners with identified lagging skills.

Equity for Priority Populations:

Priority populations are transitioning at rates slightly below all resident student rates. The [Strategic Plan](#) goal of Student Success is a four-year commitment to improving student outcomes in foundational skills, which further supports successful grade to grade transition. To support students who may be at risk of not successfully transitioning between grade levels, NLPS will have a Director of Priority Populations for the 2025-2026 year. The intentional focus and the specific attention to the circumstances and contextual factors that distinguish these learners from others can impact their success.

Children and Youth in Care consistently show the lowest participation and proficiency rates for all assessments. This is a high priority for district and school planning. The numeracy proficiency data for students in priority populations continues to reveal discrepancies from the all student population. NLPS students in priority populations demonstrate lower levels of proficiency in numeracy when compared to provincial averages.

Human and Social Development

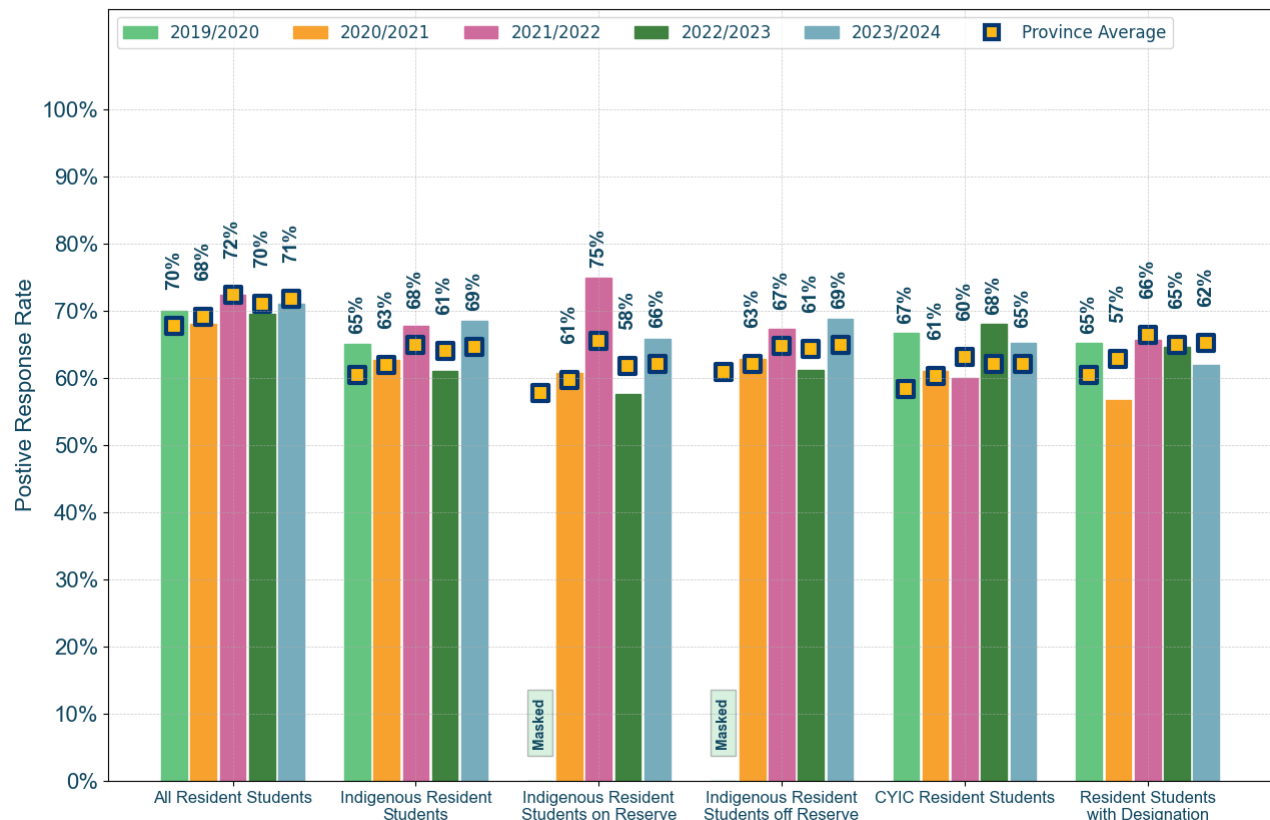
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

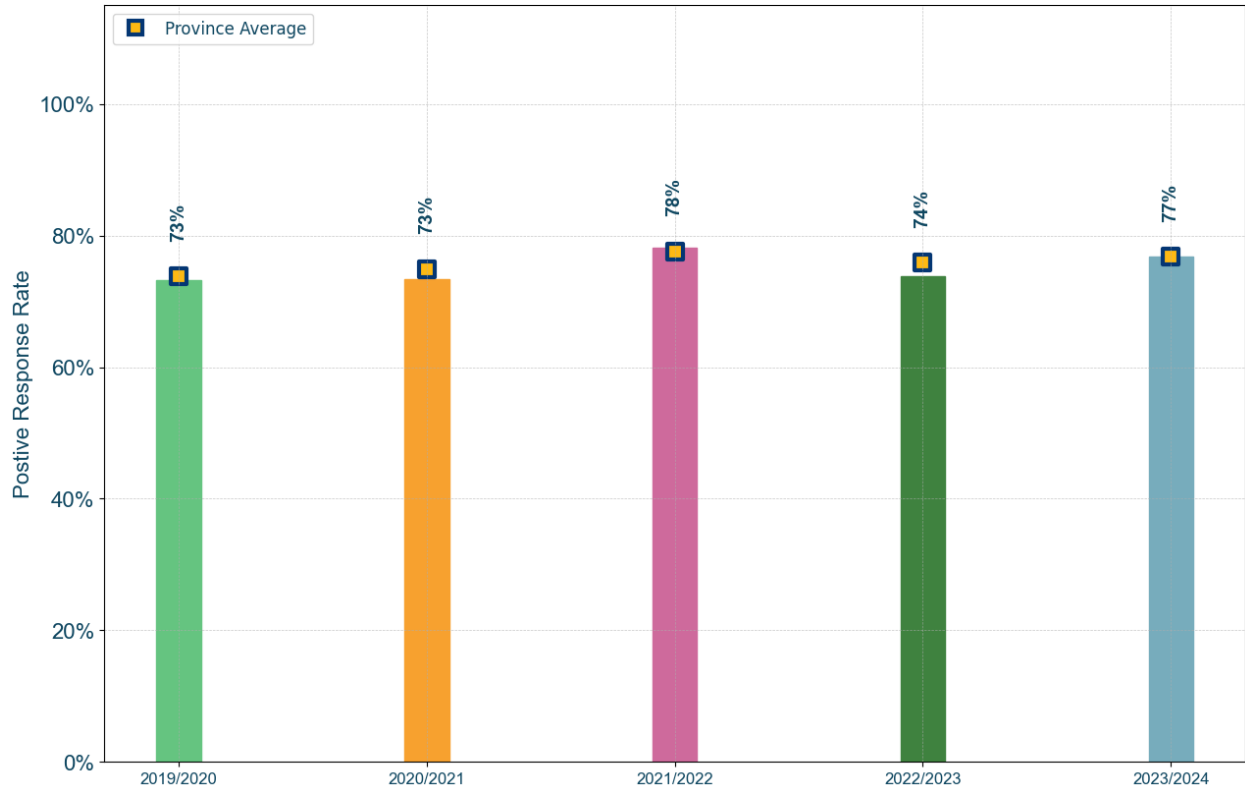
SD068 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3296 58%	3172 78%	3328 82%	3481 82%	3507 85%
Indigenous Resident Students	617 50%	613 66%	671 71%	647 72%	657 77%
Indigenous Resident Students on Reserve	45 27%	65 42%	53 53%	40 63%	62 61%
Indigenous Resident Students off Reserve	572 52%	548 69%	618 73%	607 73%	595 79%
CYIC Resident Students	44 36%	32 56%	49 51%	40 65%	40 58%
Resident Students with Designation	339 45%	290 61%	295 68%	356 68%	383 73%

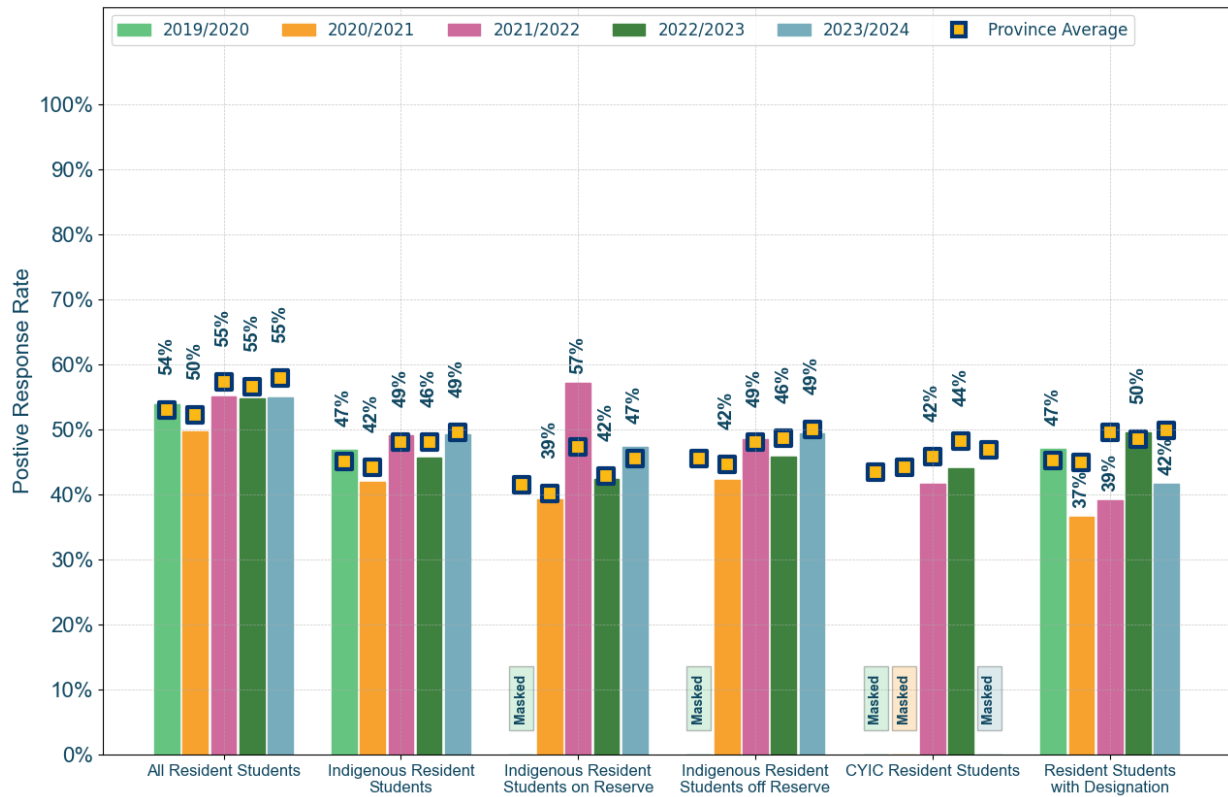
SD068 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD068 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

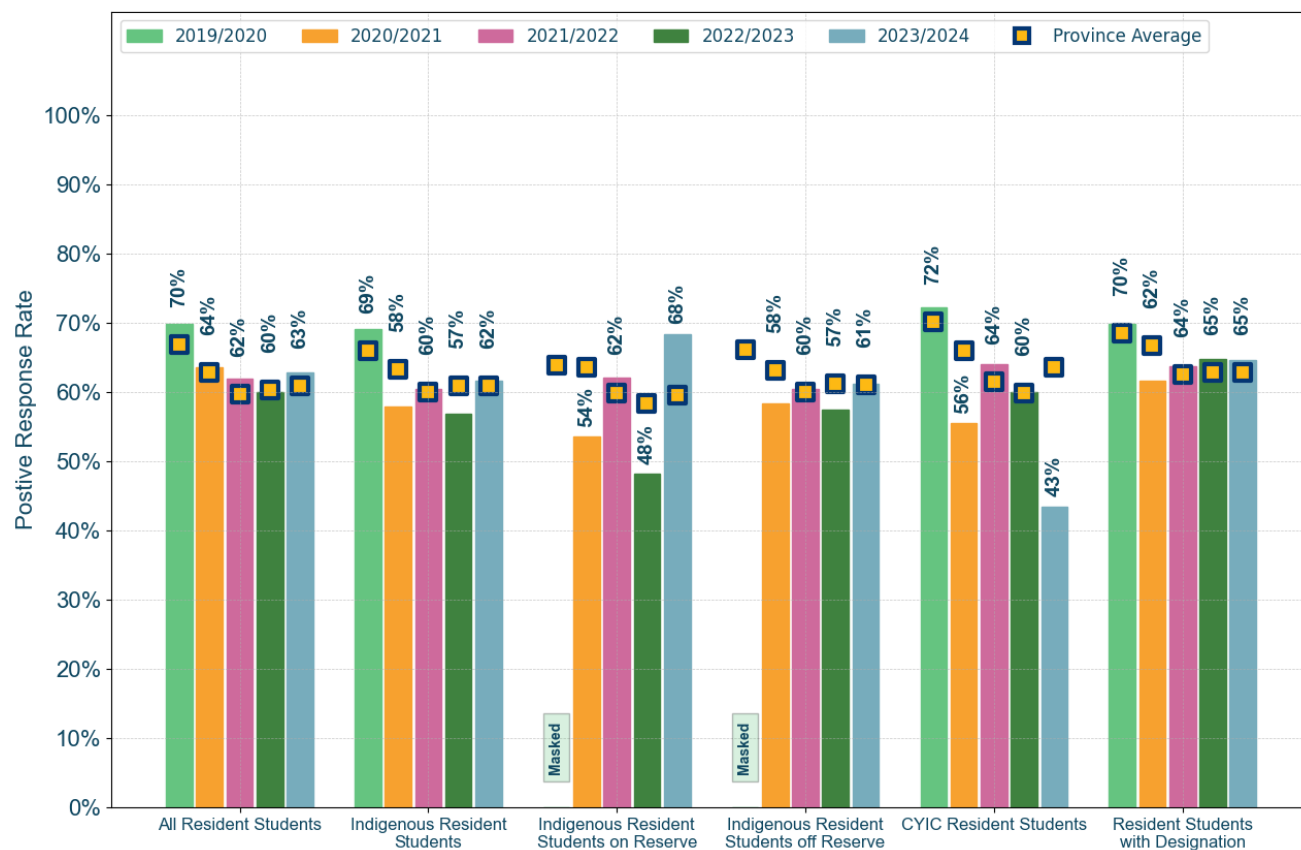


SD068 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD068 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Context:

As schools increasingly report ongoing efforts to build community connectedness and resilience in students, the Student Learning Survey data has become more valued. Ministry initiatives and supports such as the Anti-Racism Action Plan and the Supporting Student Health Guides (Elementary and Secondary), and the District's introduction of the Open Parachute platform, have prioritized wellness in school and district planning.

Trends and Comparisons:

With participation rates for the Student Learning Survey increasing in all demographic groups over five years, the data becomes increasingly more reliable to indicate student social development. Children and Youth in Care remains a standout group as the only sub-population that decreased participation rates in the 2023-2024 year.

Students with designations and Children and Youth in Care who report feeling welcome showed a slight decrease from the previous year, while other demographic sub-groups were on par or slightly above provincial average. Indigenous students, and On/off Reserve Students showed significant increases in 2023-2024.

The Ministry data for students who feel safe is not disaggregated by priority population, but All Resident Students increased by three per cent to 77 per cent which is on par with provincial average and has stayed relatively consistent over the past five years, ranging from 73 per cent to 78 per cent.

Students in NLPS who reported a sense of belonging stayed the same from the previous year at 55 per cent, while the provincial average increased. Indigenous students and students on/off Reserve all showed a slight increase, which is on par with the increase in the provincial average. The Children and Youth in Care data is masked for 2023-2024, but Children and Youth in Care and students with designations are consistently lower than all other demographic sub-groups, and are consistently below provincial average.

When identifying two or more adults who care, the All Resident Students rate increased by three per cent to 63 per cent which is above provincial average. Indigenous students increased by five per cent to 62 per cent which matches the increase in provincial average. The On Reserve rate showed the most impressive increase by 20 per cent to 68 per cent, which is above provincial average.

Children and Youth in Care remain a standout, with a 17 per cent decrease in positive response, to 43 per cent, which is significantly below provincial average.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Relevant Local Data:

The district created a “Wellness Chat” format to collect student voice from K-12 students in 2024-2025. This data was achieved through whole class discussions and through individual conversations with trusted adults. Data was collected from over 900 individual students and 260 classrooms. The data collection reported themes, rather than percentages, and belonging, safety and self esteem emerged as consistent themes for primary, intermediate and secondary students.

Strengths and Areas for Growth:

The Student Learning Survey data indicates a consistent trend of students in NLPS feeling safe, welcome and connected. The positive response rate has slight variations from year to year over the last five years and slight variations over the demographic categories.

Equity for Priority Populations:

Notable exceptions are increased positive response for Indigenous Students On Reserve in 2020-2021 and a drop in positive response for Children and Youth in Care in 2023-2024. Of specific concern is a large drop in positive response for Children and Youth in Care in 2023-2024 for “Two or more Adults Care.”

The decrease in positive response rate for Children and Youth in Care regarding adults who care suggests a critical need to address these concerns by ensuring there are intentional strategies in the upcoming years to connect Children and Youth in Care with adults in their schools who provide consistent, targeted and personalized support. These targeted strategies for priority populations will be addressed by the Strategic Plan goal of Student Wellness, the addition of a Director of Priority Populations, and the development of a Student Wellness Framework.

The five year data for priority populations compels us to understand with greater depth what makes students feel unsafe or unwelcome, and to address these issues with strategies that are effective and adaptable.

Specific strategies that respond to this area of need will be explored in the Reflect and Adjust Chart in Section 2b.

Career Development

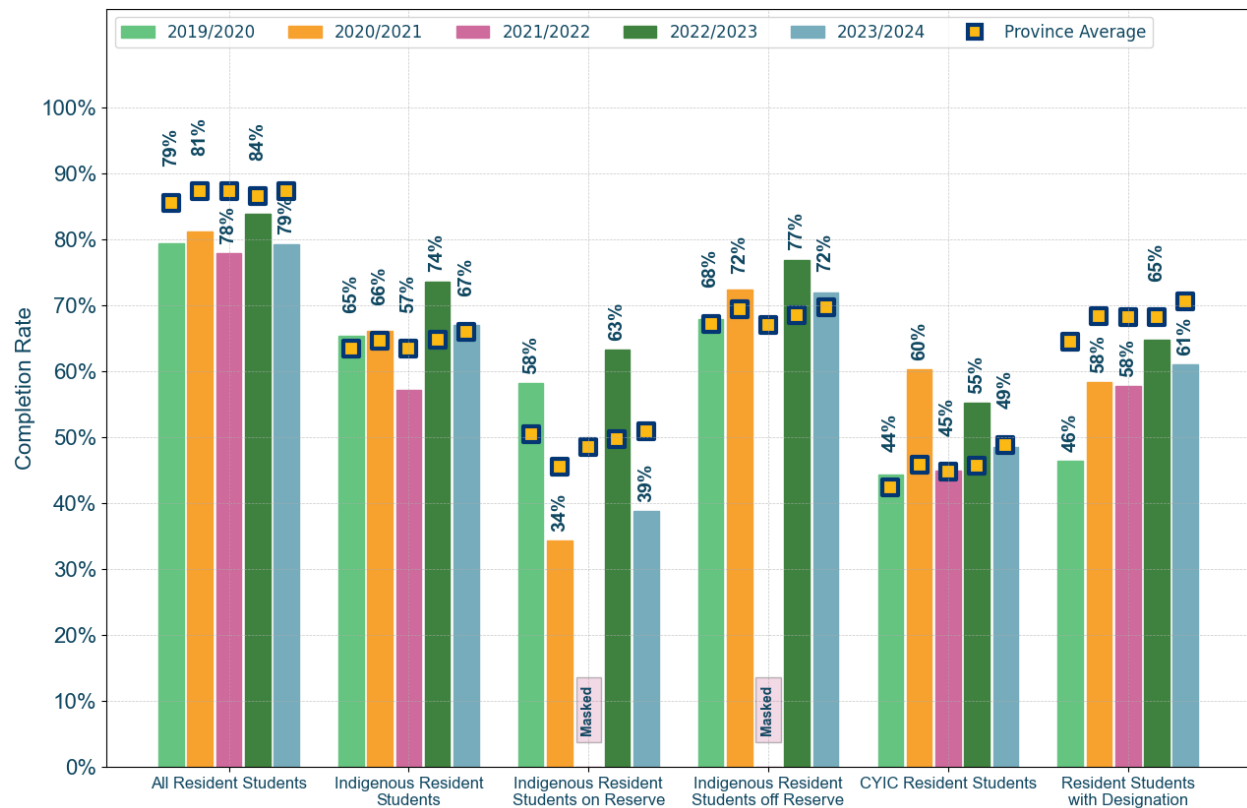
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

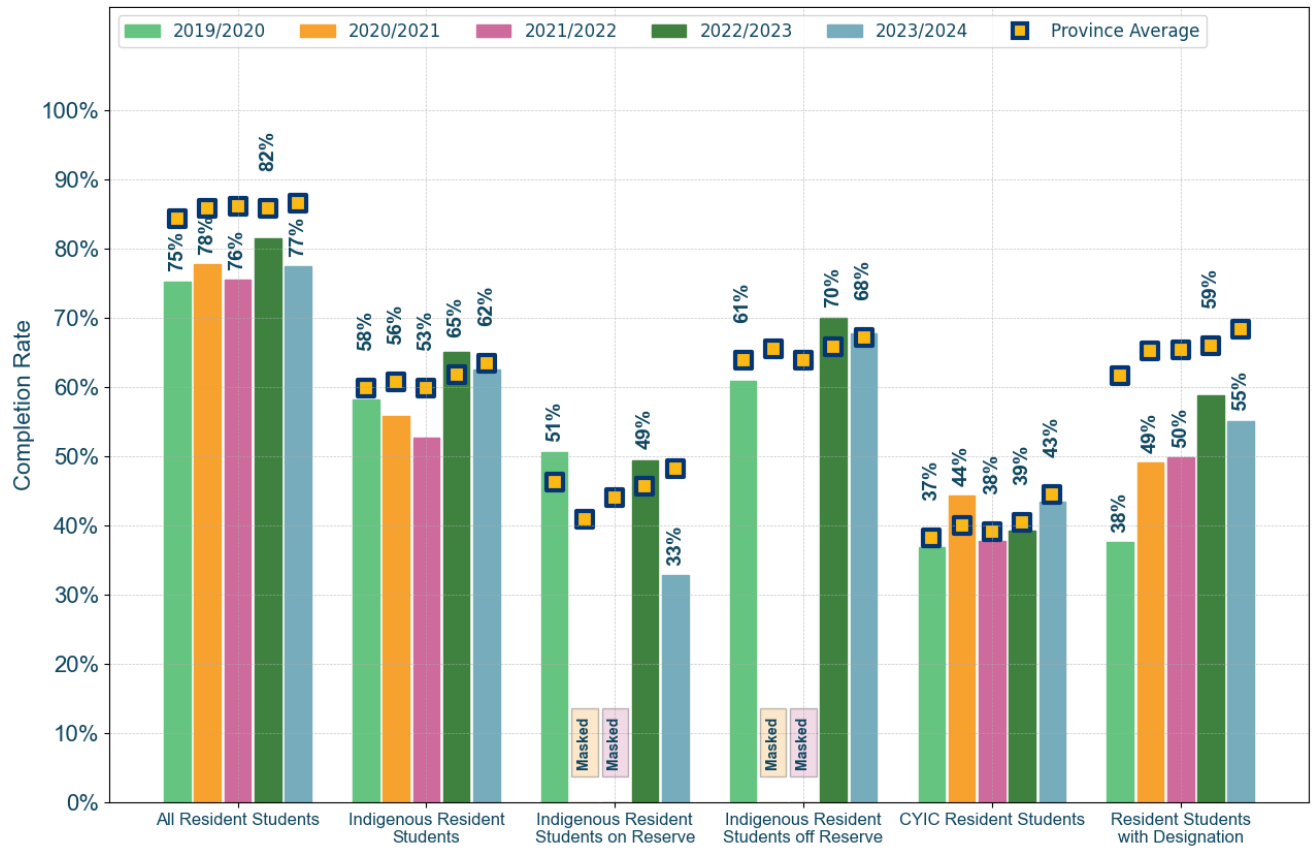
SD068 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1074 68	1127 73	1101 82	1186 83	1187 84
Indigenous Resident Students	223 14	228 15	195 15	227 17	239 17
Indigenous Resident Students on Reserve	57 4	38 3	Masked	55 4	37 4
Indigenous Resident Students off Reserve	166 10	190 12	Masked	172 12	202 13
CYIC Resident Students	58 4	60 4	75 6	74 5	85 7
Resident Students with Designation	170 10	185 12	191 14	201 14	201 14

SD068 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD068 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Context:

Continuous improvement of the five and six-year completion rates has remained a consistent goal for Nanaimo Ladysmith Public Schools for several years. Although the five-year trajectory showed slight increase, the 2023-2024 data is lower than previous years.

Trends and Comparisons:

The graduation rates for Dogwood within five years plus adult, showed all categories decreased from 2022-2023 with outmigration maintaining a steady rate. The priority population decreases are particularly dramatic, with students On Reserve decreasing by 24 per cent to 39 per cent, which is significantly below provincial average, and Children and Youth in Care decreasing by six per cent to 49 per cent, which is on par with provincial average. Students with Designations remain below provincial average with a four per cent decrease to 61 per cent.

All resident students who graduated with a Dogwood Certificate within five years decreased by five per cent to 77 per cent. The gap between all resident students' graduation rate and Indigenous students' graduation rate is slowly closing over time; however, the rate is not consistently better over the last five years for Indigenous students. Of note is that 2022 and 2024 have the highest graduation rates for the district in the last five years. The five-year graduation rate for students on Reserve remains inconsistent. The small population leaves us with some masked data, but the reported data is ranges from 58 per cent to 34 per cent to 63 per cent and down to 39 per cent. This inconsistency compels the district to determine which strategies for support are working and where pockets of success can be modeled across the district.

Students with Designations had shown steady increase for the four years leading up to 2023-2024, however the rate has now decreased with all other priority populations.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Relevant Local Data:

Although the five-year trend for All Resident Students is fairly consistent, it is noted that the graduation rate is not steadily improving, and that it consistently falls below provincial average. The secondary programs in NLPS are diverse and plentiful. NLPS offers a French Immersion program, sports academies, performing arts and jazz academies, land and language programs, a Career and Technical Training program, and work experience among other programs that should provide pathways for every eligible graduate. These programs provide diverse learning experiences through academics, sports, trades and arts. The data compels us to acknowledge that the presence of these programs alone is not enough to disrupt the status quo. There needs to be intentional connection to skill development, wellness, culture and belonging. The significant gap between all resident students and priority populations is also noted.

Strengths and Areas for Growth:

The five-year overall completion rate has remained below provincial average since 2018-2019, despite the consistency of strategic goals reflecting improved graduation rates for all learners. Graduation rates for Indigenous Students Living On Reserve had been above provincial average, but dropped significantly in 2023-2024. The connection between this graduation rate and the same cohort data for success in Grade 10 Literacy and Numeracy cannot be drawn as the provincial data is masked, but local data, such as a school site learning update data, can supplement the story of this drop in graduation rates.

Equity for Priority Populations:

The District Strategic Plan 2024-2028 reflects the efforts to support Indigenous students, students with diverse abilities and Children and Youth in Care, and to promote equity in graduation rates. The five-year completion rate for Children and Youth in Care increased slightly in 2022-2023, and the Strategic Plan includes key actions that focus on providing extra support and connection for this group.

This data shows areas that require attention and improvement. Clearly, intentional focus on graduation strategies for Indigenous learners, as well as Children and Youth in Care is a high priority. Included in these strategies will be the collaborative design of Local Education Agreements in partnership with the Indigenous Education Council and local Nations.

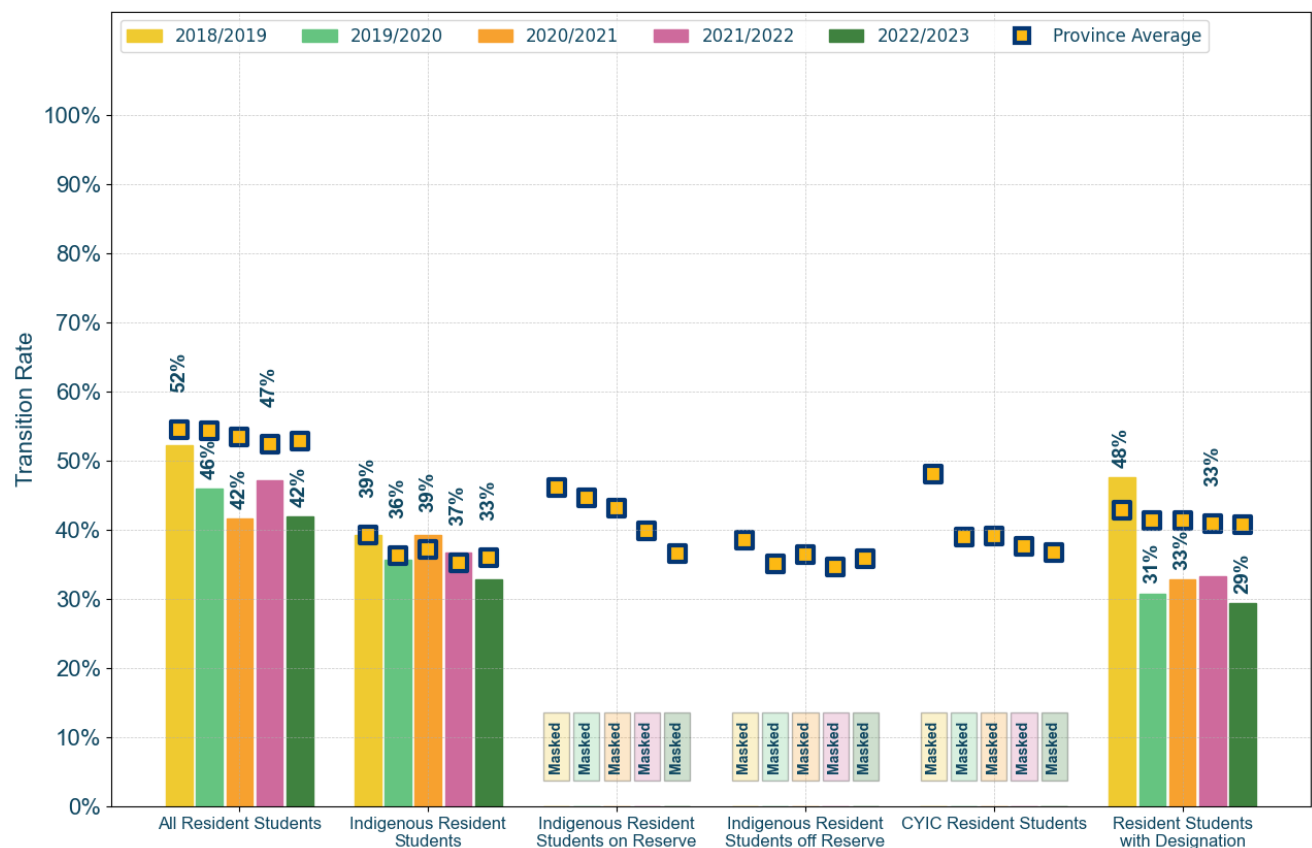
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

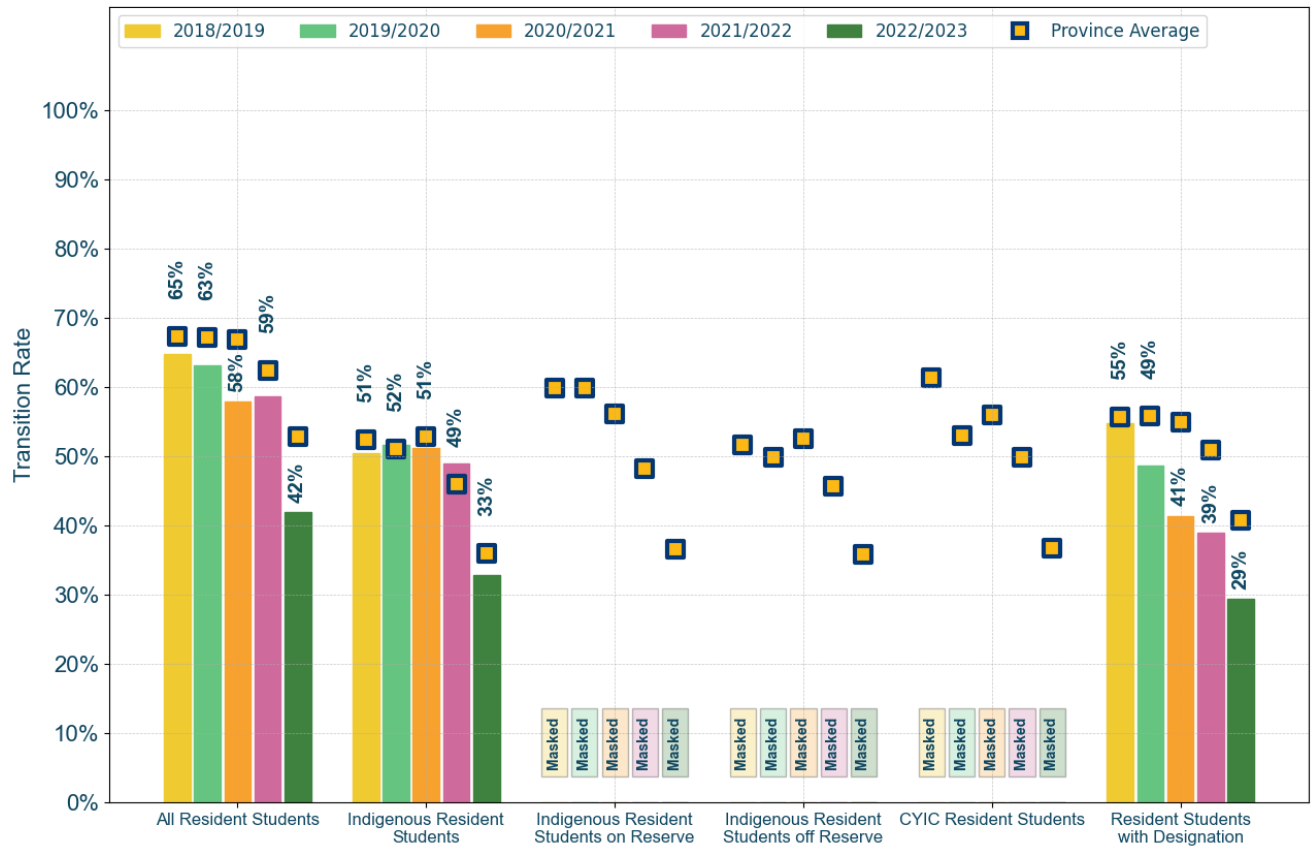
SD068 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	801	772	862	785	949
Indigenous Resident Students	97	126	125	98	152
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	42	39	58	54	85

SD068 - Immediate Transition to Post-Secondary



SD068 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Context:

The provincial post-secondary institutions transition data does not include students that transition to post-secondary institutions outside British Columbia. Local anecdotal data indicates there is a strong transition rate to post-secondary institutions outside of British Columbia which would be an indicator of success that is not reflected in this data.

Indigenous Students On/off Reserve and Children and Youth in Care data is masked for this metric.

Trends and Comparisons:

Over the past five years, NLPS students have transitioned to post-secondary institutions within one year and within three years at a rate consistently below provincial average.

The four-year trend of All Resident Students transitioning to BC post-secondary institutions within one year is steadily below provincial average and trending down. The four-year trend for the percentage of Indigenous students transitioning to BC post-secondary institutions within one year is trending down at an average of 33 per cent of students. Finally, The four-year trend for percentage of students with designations transitioning to BC post-secondary institutions is down approximately 20 per cent.

The rate of students transitioning to BC post-secondary institutions within three years is trending down over four years with the most significant drop in 2022-2023 from 59 per cent to 42 per cent. The four-year trend for Indigenous students is also trending down with the most significant drop in 2022-2023 from 49 per cent to 33 per cent. Students with Designations transitioning to BC post-secondary institutions within three years is also trending down, and has seen a decrease of 26 per cent from 2018-2019 to 2022-2023 (55% to 29%) with the most significant drop in 2022-2023 from 39 per cent to 29 per cent.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Relevant Local Data:

District-wide, NLPS students face barriers to post-secondary education, including financial, housing, transportation, and challenges at home. Vancouver Island University remains the only option inside the district for post-secondary studies and trades programs. Options on Vancouver Island include University of Victoria, Camosun College, North Island College, and Royal Roads University. The district is working towards ensuring that all Children and Youth in Care, Indigenous learners and Students with Designations are fully aware of the financial aid and community supports that are available to them. Provincial programs such as Tuition Waiver and Indigenous Student Awards can be the difference between a priority learner who transitions to post-secondary programs and those who do not.

Strengths and Areas for Growth:

While students in NLPS are as likely to graduate at the same rate as their peers provincially (or consistently at a slightly lower rate), the gap is greater between NLPS graduates who attend post-secondary institutions and their provincial peers. This suggests the need for a shift towards intentional understanding of preferred pathways and school-based advising that targets those personalized pathways. This counselling must begin with the students' arrival in their secondary community, and continue through Career Life Explorations and Career Life Connections courses that are designed to prepare students for post-secondary life.

Equity for Priority Populations:

The PSI transition data reveals that the district's current approaches to equity of learning may not be fully addressing the needs of priority populations. The lower PSI transition rates for Indigenous students, Children and Youth in Care and Students with Designations compared to the overall student population suggest a need for more targeted and effective strategies. Further disaggregation of data by school could provide more insights into specific areas of need and potential school-based strategies for improvement.

The district recognizes the need to collect early local data and track students at risk of lagging skills in literacy and numeracy, and challenges to wellness. This early student profile information can inform planning for pathways to graduation for each priority population. Further, close collaboration between the District Indigenous Education team and the Inclusion Support Team through the Director of Priority Populations will help develop strategies to support underrepresented learners and their families toward successful school completion.

Part 2b: Respond to Results

In Review of Year 1 of Nanaimo Ladysmith Public Schools Strategic
Plan 2024 - 2028

Approved by Board on September 24, 2026

Reflect and Respond: Part 2b

District Continuous Improvement Cycle

Nanaimo Ladysmith Public Schools engages in a reflective and responsive continuous improvement cycle that is ongoing and embedded throughout the school year. With focused attention on learning outcomes for priority populations, the district has noted the need to expand access to meaningful local data. This work began in 2024-2025 with a commitment to the development of Literacy and Numeracy assessments, skill-based screeners and a data dashboard. This will enable both schools and the district to effectively use this data to inform decisions for the next planning cycle. To support greater alignment across the system, the School Plan submission schedule was adjusted to coincide with district planning, creating stronger links between school-based priorities and system-wide goals. In addition, based on Student Learning Survey data and response from the district Wellness Chats, a Student Wellness Framework will be introduced to respond to the need for increased feelings of safety and belonging, especially among priority populations. The improvement cycle has also led the district to acknowledge the need for a system wide professional learning approach to build cultural awareness. The "Reflect and Adjust" chart below details these important goals for system wide improvement.

NLPS Continuous Improvement Cycle



Reflect and Adjust Chart



Strategic Plan Goal: Student Success - <i>Increase Literacy Rates</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Implementation of the Literacy Framework, supporting the system in gaining a foundational understanding of the oral language, reading, and writing continuums and ways to support learners.	<p>Targeted area for growth: Literacy data shows increasing participation rates but decreasing success rates. Success rates for priority populations are decreasing.</p> <p>This indicates a need to target foundational skills with a literacy foundations framework aligning instructional practices, assessment tools, and intervention strategies across the district.</p>	A comprehensive literacy framework, scheduled for implementation in 2025/2026, with screeners and instructional response can foster system-wide awareness of foundational literacy as a shared priority.	<p>Introduce/Implement:</p> <ul style="list-style-type: none"> • Fall 2025: Implementation of Literacy Framework, which encompasses reading, writing, and oral language skills. • Professional learning opportunities that support school teams to fully utilize the framework components to improve student outcomes in literacy.
Implementation of district wide literacy/reading assessments for K-9 students and data collection	<p>Targeted area for growth: A critical need for local data to provide supplemental analysis of</p>	Previously, the District has developed and/or enhanced assessments for reading at the Primary (K-3), Intermediate (4-7), and Secondary	<p>Continue:</p> <ul style="list-style-type: none"> • Development of grades 4-7 reading screeners.

in district database (EAssess 2.0).	<p>trends and patterns in student success.</p> <p>The district acknowledges that priority populations are sometimes underrepresented in FSA and GLA10/12 data. Local, district-wide assessments will be critical for targeting improvement in literacy outcomes.</p>	<p>levels (8-9). The primary reading assessments (screener) has been in use for the past 8 years. The current version of the intermediate reading assessment (screener) was developed over 3 years and was rolled out to the system this school year. The secondary reading assessment is scheduled for revision in the 2025-26 school year. In 2024-25, district and school staff provided input into the development of learning continuums and current and future literacy assessments.</p> <p>Grades 4-9 assessments are currently being revised to align with the MECC Literacy Learning Progressions, and once these are completed and implemented, the data will support targeted interventions for improved literacy outcomes.</p>	<ul style="list-style-type: none"> • Design and implementation of district data dashboard (EAssess 2.0) • Writing Continuum and Assessment K-9 • Oral Language Continuum K-9
Enhance data literacy in school sites by providing data sets to schools for planning and monitoring student outcomes.	<p>Targeted area for growth:</p> <p>Increase literacy success for all students K-12.</p> <p>It is important to ensure literacy instruction is evidence-based, targeted and responsive. Schools will be provided specific sets of data for schools to review and analyze in the building of their school plan and determination of appropriate strategies.</p>	<p>Based on review of the data, the lagging skills after the primary years need to be addressed. Capacity building with PVP and giving them the tools to lead with clarity, will directly benefit students' outcomes.</p>	<p>Continue:</p> <p>Using local district and school-based data to respond to student needs and to track strategy effectiveness.</p>

Strategic Plan Goal: Student Success - Increase Numeracy Rates			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Introduction of the Numeracy Framework.	<p>Targeted area for growth:</p> <p>Improve student outcomes in numeracy.</p> <p>A numeracy foundations framework aligning instructional practices, assessment tools, and intervention strategies across the district can support equitable growth in numeracy achievement.</p>	The Numeracy Framework is currently due to be completed in January 2026. Feedback will be sought through collaborative engagement with teachers, school leaders, and district staff to determine its alignment with student achievement growth/need.	<p>Continue:</p> <ul style="list-style-type: none"> September 2025 – introduce and seek feedback January 2026 – implement district wide with screener tools and instructional resources
Student Success: Increase Graduation Rates for Priority Populations			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Use the district tool: GYR Profile (informed by provincial planning tools) to help schools track priority population students' needs and respond with targeted supports.	<p>Targeted area for growth:</p> <p>Data review showed that priority populations are not graduating at the same rate as their counterparts in the province, nor with all resident students in the district.</p>	<p>The effectiveness of this tool lies in fostering shared understanding, informed planning, and early intervention at both individual and system levels.</p> <p>District wide support and modeling of the tool will be necessary to bring its effectiveness to fruition.</p> <p>Another critical element is the collection and tracking of the data in a locally developed data base.</p>	<p>Continue:</p> <ul style="list-style-type: none"> GYR Profile for all priority populations K-12 <p>Introduce:</p> <ul style="list-style-type: none"> Local data base to include easy access to GYR data and other commonly identified data that supports success planning (course completion, literacy rates, etc.). New Director of Instruction, Priority Populations

Strategic Plan Goal: Student and Employee Wellness - <i>Increase # of students who feel welcome, safe and have a sense of belonging in their school</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Create and implement a student wellness framework.	Targeted area for growth: Local data revealed a clear developmental continuum of needs—comfort and safety, connection, and personal growth. Students across grades identified consistent themes: the need for belonging, safe adults, emotional support, and spaces that reflect their diverse identities and stressors.	A Wellness Framework will: <ul style="list-style-type: none"> • Support school teams to use a variety of data sources to develop school strategies aligned with their student needs. • Create district systems that support priority populations • Build professional knowledge and capacity around external partnerships and community resources 	Introduce: <ul style="list-style-type: none"> • Common district practices and response to student wellness with the development and introduction of a Student Wellness Framework based on data from Student Learning Surveys and district Wellness Chats.
Strategic Plan Goal: Truth and Reconciliation - <i>Increase awareness of the Syeyutsus Reconciliation Framework</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Build cultural awareness through a system-wide professional learning approach.	Targeted area for growth: Student participation rates, success rates, graduation rates and SLS data shows a critical need to address inequities in Indigenous student outcomes.	This strategies effectiveness will be shown by a deeper understanding of Indigenous ways of knowing and being, enhanced relational trust, and building stronger school-family connections through respectful, inclusive practices, leading to improved student outcomes.	Introduce: <ul style="list-style-type: none"> • Recognize and honour all days relevant to Nation and Indigenous communities • Build & implement first year of cultural awareness professional learning • Begin the implementation of sharing Syeyutsus Principles

Reference: [NLPS Strategic Plan 2024 – 2028](#)

