

Enhancing Student Learning Report

September 2026

In Review of Year 2 of
Strategic Plan 2024-2028



Approved by Board of Education September 23, 2026

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Intellectual Development

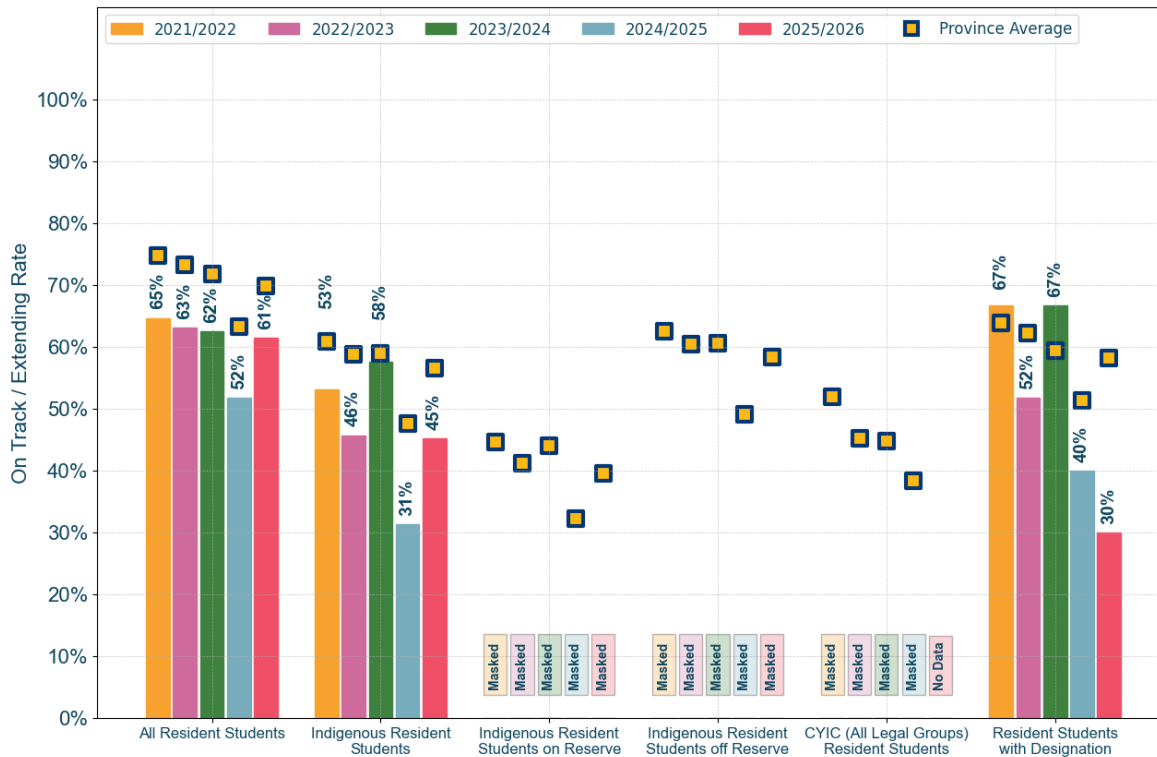
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1135 63%	1153 65%	1157 85%	1205 88%	1156 80%
Indigenous Resident Students	211 54%	221 58%	208 78%	216 86%	195 79%
Indigenous Resident Students on Reserve	16 69%	Masked	17 82%	14 100%	18 78%
Indigenous Resident Students off Reserve	195 52%	Masked	191 78%	202 85%	177 80%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	14 86%	0
Resident Students with Designation	75 28%	87 33%	91 43%	118 55%	122 49%

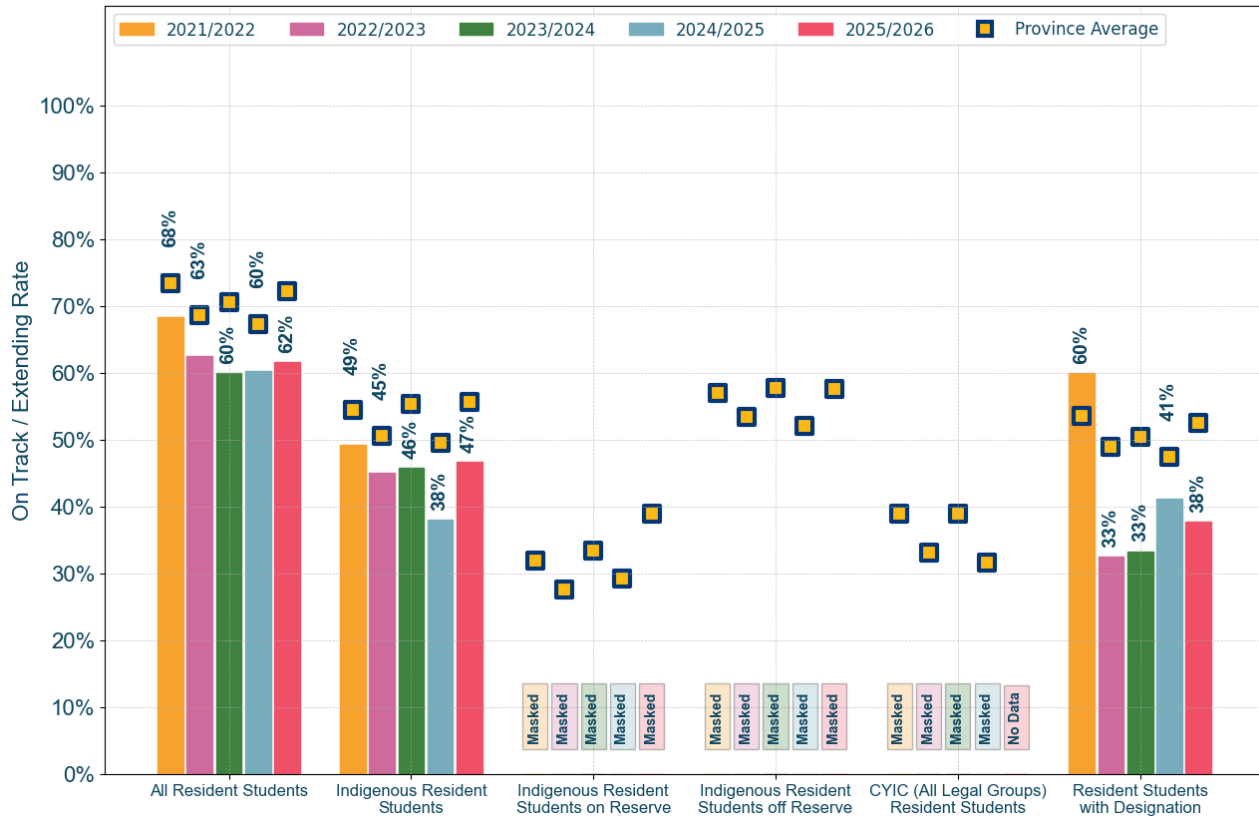
Grade 4 FSA Literacy - On Track / Extending Rate Nanaimo-Ladysmith



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1194 58%	1167 64%	1216 84%	1209 84%	1206 74%
Indigenous Resident Students	254 50%	210 53%	233 77%	220 78%	212 66%
Indigenous Resident Students on Reserve	Masked	Masked	18 83%	24 83%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	215 76%	196 77%	Masked
CYIC (All Legal Groups) Resident Students	21 62%	Masked	18 56%	Masked	0
Resident Students with Designation	120 25%	135 32%	148 53%	150 53%	178 46%

Grade 7 FSA Literacy - On Track / Extending Rate Nanaimo-Ladysmith

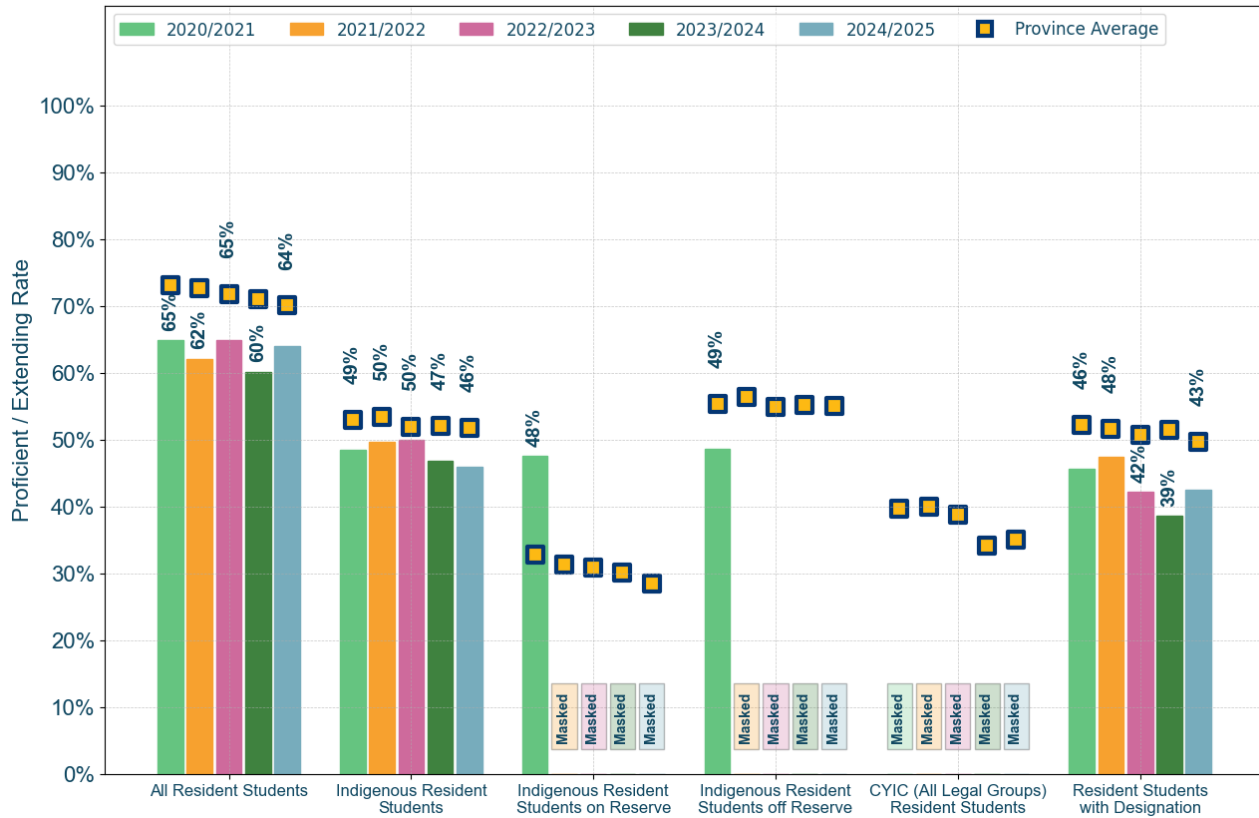


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1075 76%	1104 68%	1210 84%	1225 86%	1229 84%
Indigenous Resident Students	210 64%	241 58%	234 66%	246 71%	249 70%
Indigenous Resident Students on Reserve	34 59%	Masked	Masked	27 44%	24 54%
Indigenous Resident Students off Reserve	176 65%	Masked	Masked	219 74%	225 72%
CYIC (All Legal Groups) Resident Students	20 50%	23 43%	Masked	27 52%	29 59%
Resident Students with Designation	121 54%	117 56%	137 66%	152 70%	159 67%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Nanaimo-Ladysmith



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- Participation rates for the FSA rose significantly from 2021/22 to 2024/25 but declined in 2025/26 (Grade 4: 88% to 80%; Grade 7: 84% to 74%), compelling caution when interpreting trends for the most recent year.
- Grade 10 participation rates and achievement results remained relatively stable in 2024/25, with slight changes in participation and achievement compared to previous years.
- In the most recent data, achievement results for Students with Designations and Indigenous Resident Students are lower than for All Resident Students, particularly in earlier grades (unmasked data shows similar trends).
- There is no available Ministry FSA data for grades 4 or 7 students who are Children and Youth in Care, compelling the district to examine local sources of literacy data within the E-Assess platform for these particular students.

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

- Grade 10 results are marginally more closely aligned with provincial data, suggesting that gaps narrow over time for some students, although current local literacy data is lacking at this grade level.
- Resident Students with Designations in grades 4 and 7 show the largest discrepancy from provincial averages in 2025/26, which indicates that our local data within the E-Assess platform at the school and individual student level should be more closely examined.

3. What strengths were identified?

- Although participation rates for this year are lower across all grades and groups, these rates are generally higher within the last 3 years overall, as compared with the previous two years, suggesting system-wide engagement in assessments.
- Literacy achievement for all students is generally stable over time, despite some fluctuation, particularly for grade 10 students.
- Grade 10 literacy achievement results for All Resident Students did not decline, remaining relatively consistent when considered over the last 5 years.
- Indigenous Resident Students' results at the grade 10 level are nearing the provincial average for literacy proficiency and have maintained consistency over the past 5 years.



4. What areas for growth were identified:

For all students?

- Address 5-year declining trend in on track/extending rates for grades 4, 7 and 10 (despite most recent year increases) with continued focus on early and intermediate literacy development as per the newly developed District Literacy Framework.
- Increase achievement trends by ensuring consistent implementation of high-impact instructional strategies formulated with the transparent use of data.
- Build stability in learner progress by focusing on system coherence in literacy instruction, assessment, and intervention across schools.
- Support student access to high-quality literacy instruction through data-based instructional decision-making by providing local data sets to all schools.

For Indigenous learners?

- Provide intensified, culturally responsive approaches to literacy instruction that address persistent outcome disparities in the data for Indigenous learners across all grades (particularly in grade 7).
- Expand Indigenous ways of knowing and being, as well as hūlq'umi'num language use into literacy practices to strengthen engagement, achievement and relevance.
- Monitor literacy progress and provide targeted supports, acknowledging the importance of early intervention to prevent gaps from widening over time.

For children and youth in care?

- Limited/lacking and inconsistent recent district level data (often masked or very small cohorts) highlight a need for intentional data tracking and purposeful progress monitoring at the school level.
- Focus on mentorship supports, relationships and connections to support literacy engagement and outcomes.

For students with disabilities or diverse abilities?

- Students with designations consistently experience the largest, most persistent achievement gaps and the greatest year to year instability, indicating the need to align practices with the District Literacy Framework, including: enhancing inclusive classroom literacy practices, providing targeted interventions, and differentiating instruction to meet individual student's needs.
- Improve alignment between classroom literacy instruction and targeted/individualized supports.
- Continue to monitor local literacy data to ensure targeted allocation of human resources and evidence-based instructional resources and interventions.



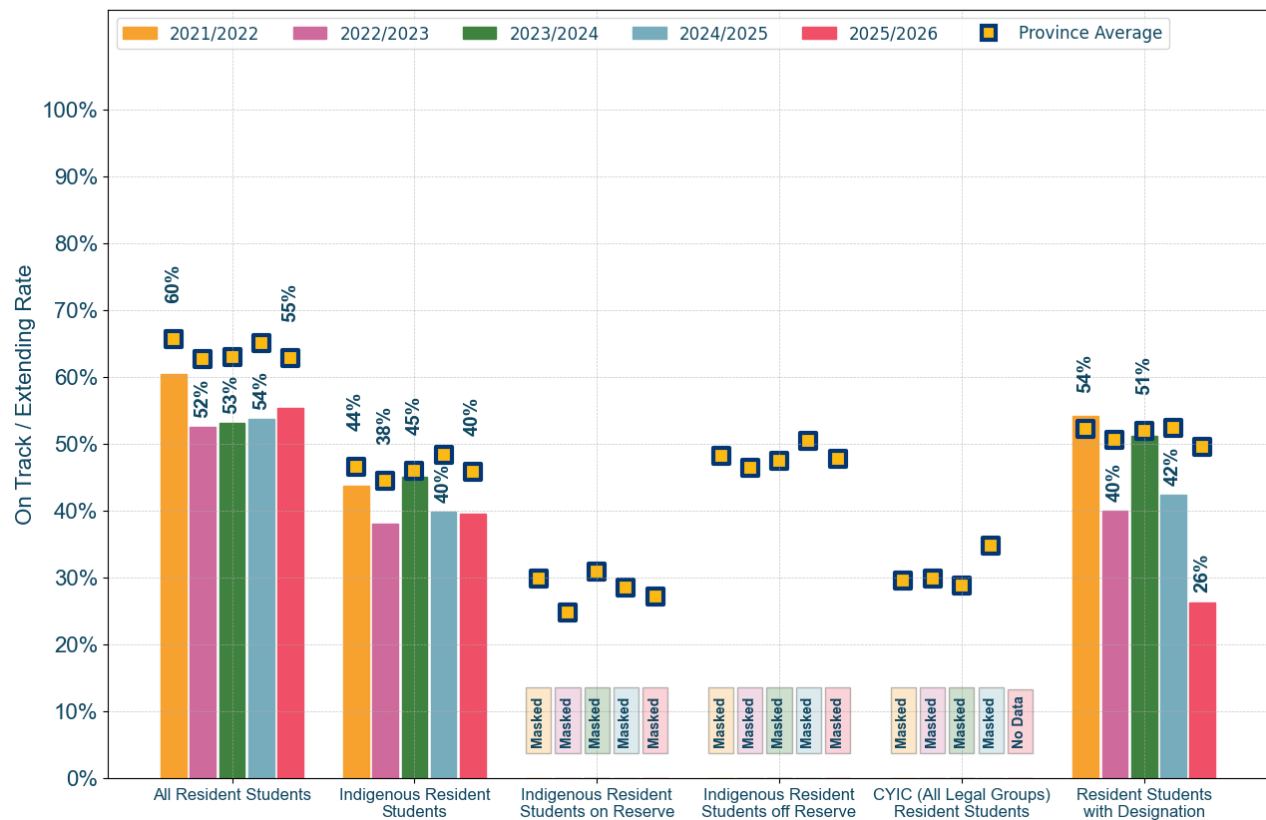
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1135 62%	1153 65%	1157 85%	1205 88%	1156 79%
Indigenous Resident Students	211 53%	221 58%	208 79%	216 86%	195 79%
Indigenous Resident Students on Reserve	16 75%	Masked	17 88%	14 100%	18 78%
Indigenous Resident Students off Reserve	195 51%	Masked	191 78%	202 85%	177 79%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	14 86%	0
Resident Students with Designation	75 32%	87 34%	91 45%	118 56%	122 47%

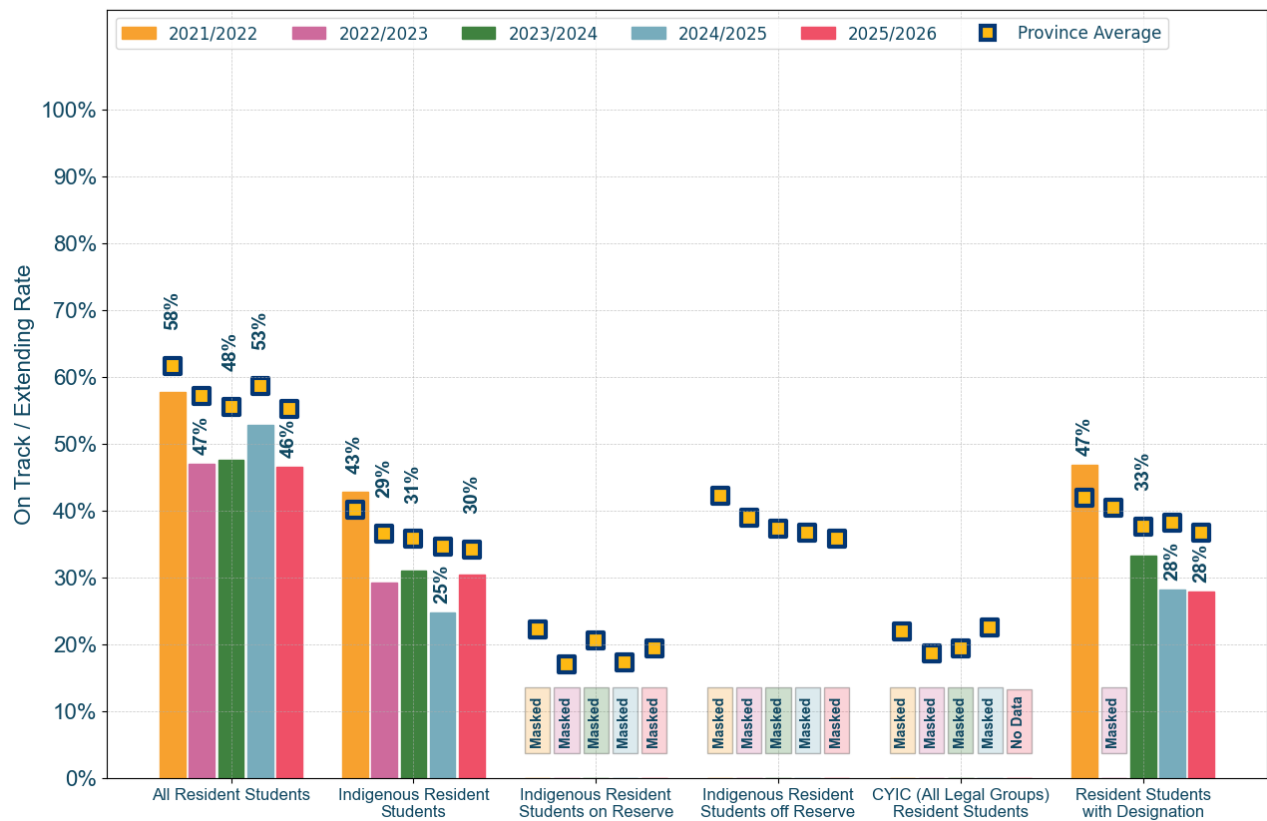
Grade 4 FSA Numeracy - On Track / Extending Rate Nanaimo-Ladysmith



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1194 59%	1167 64%	1216 82%	1209 84%	1206 72%
Indigenous Resident Students	254 50%	210 54%	233 76%	220 77%	212 65%
Indigenous Resident Students on Reserve	Masked	Masked	18 83%	24 79%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	215 75%	196 77%	Masked
CYIC (All Legal Groups) Resident Students	21 52%	Masked	18 56%	Masked	0
Resident Students with Designation	120 27%	135 33%	148 51%	150 52%	178 44%

Grade 7 FSA Numeracy - On Track / Extending Rate Nanaimo-Ladysmith

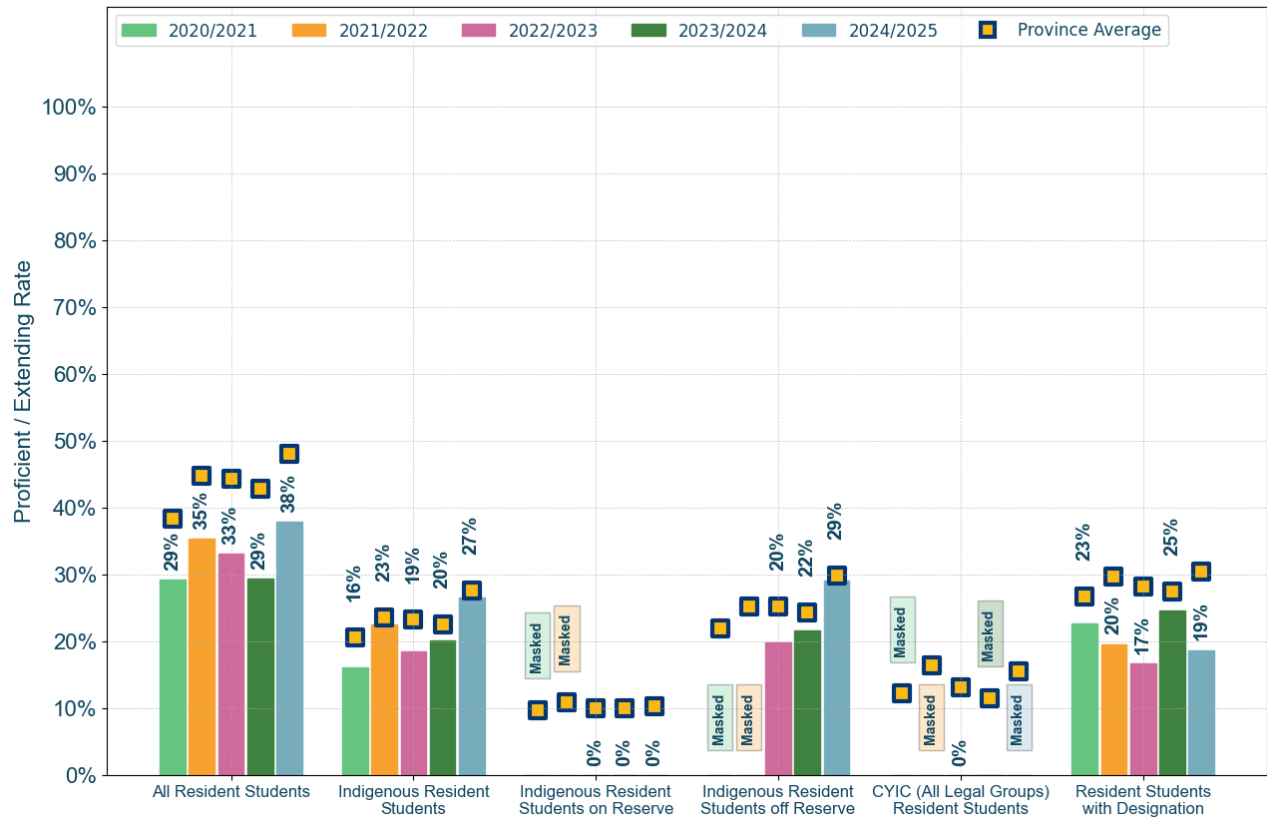


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1079 73%	1107 72%	1204 82%	1212 85%	1217 83%
Indigenous Resident Students	212 58%	244 57%	235 68%	245 71%	249 68%
Indigenous Resident Students on Reserve	34 59%	Masked	Masked	26 50%	25 64%
Indigenous Resident Students off Reserve	178 58%	Masked	Masked	219 73%	224 68%
CYIC (All Legal Groups) Resident Students	Masked	24 46%	Masked	26 42%	28 64%
Resident Students with Designation	122 50%	117 53%	137 67%	154 68%	157 66%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Nanaimo-Ladysmith

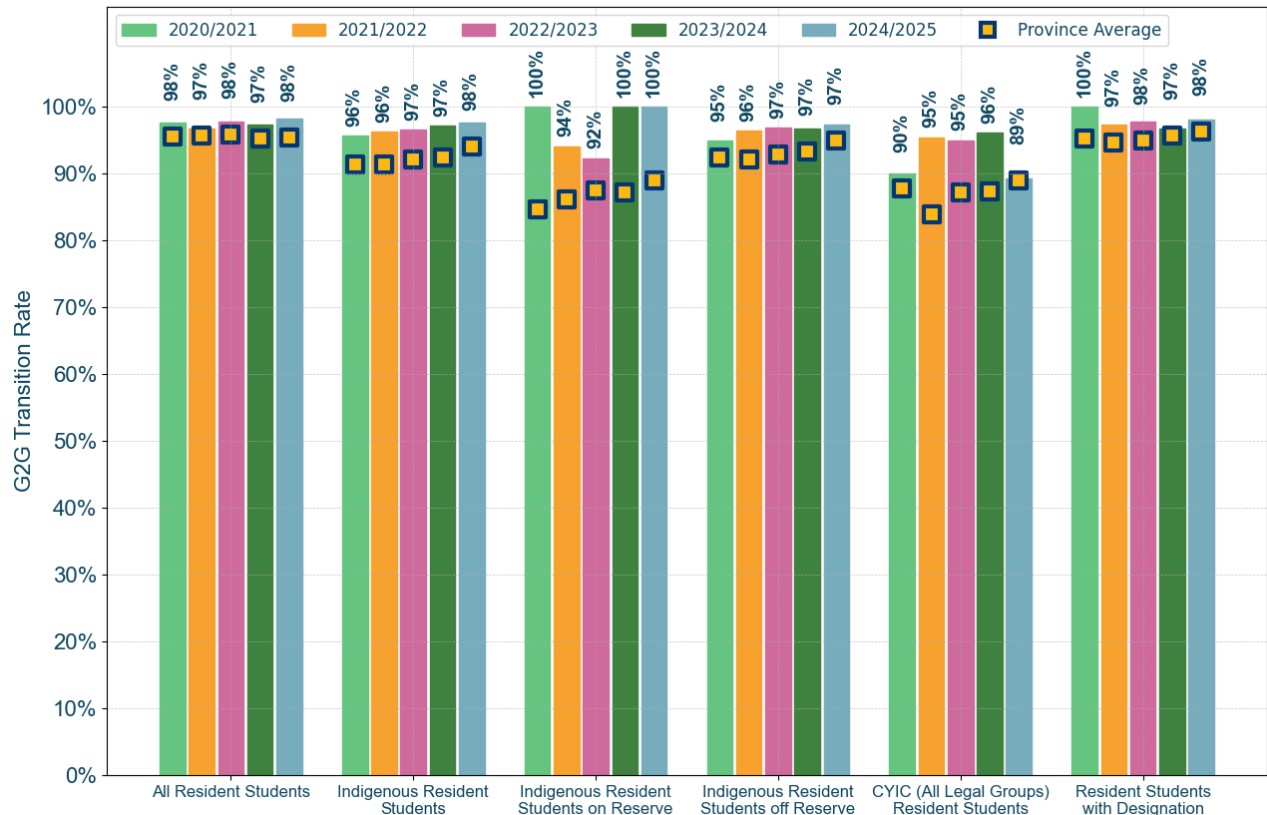


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1077	1101	1216	1223	1229
Indigenous Resident Students	210	241	235	244	248
Indigenous Resident Students on Reserve	33	17	13	27	24
Indigenous Resident Students off Reserve	177	224	222	217	224
CYIC (All Legal Groups) Resident Students	20	22	20	26	28
Resident Students with Designation	121	115	140	154	157

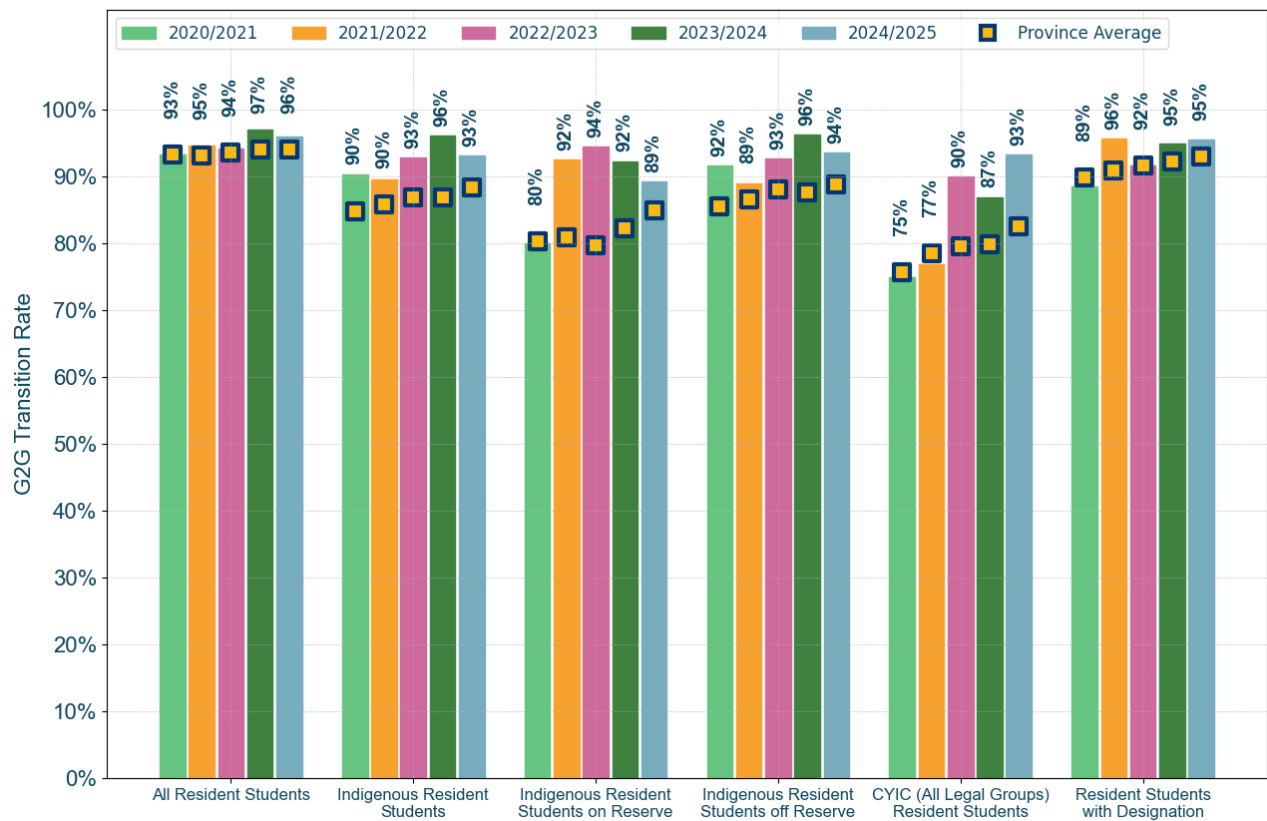
Grade 10 to 11 Transition Rate Nanaimo-Ladysmith



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1065	1131	1135	1207	1241
Indigenous Resident Students	187	231	238	230	248
Indigenous Resident Students on Reserve	20	40	18	13	28
Indigenous Resident Students off Reserve	167	191	220	217	220
CYIC (All Legal Groups) Resident Students	24	26	30	23	30
Resident Students with Designation	122	140	119	159	177

Grade 11 to 12 Transition Rate Nanaimo-Ladysmith



Analysis and Interpretation:

Outcome 2 - Numeracy



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

1. Key context:

- Participation rates for the FSA rose significantly from 2021/22 to 2024/25 but declined in 2025/26 (Grade 4: 88% to 79%; Grade 7: 84% to 72%), compelling caution when interpreting trends for the most recent year.
- Grade 10 participation rates remained relatively stable in 2024/25 (the most recent data available).
- Grade-to-grade transitions are trending slightly up in the most recent year (e.g., ~97–98% Grade 10 to 11), indicating that most students are progressing through the system despite achievement challenges, although grade 11-12 transition is consistently, slightly lower than 10-11 transition, indicating a small number of students getting lost in the final year of school.
- There is no available FSA data for grades 4 or 7 students who are Children and Youth in Care, compelling the district to examine local sources of numeracy data for these particular students.

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

- In 2025/26 (Grades 4 and 7), district numeracy outcomes are consistently below provincial averages, despite some gains in specific cohorts over time, as shown in report card proficiency indicators tracked locally by cohorts within schools.
- Strong transition rates (Grades 10–12) align closely with or exceed provincial average levels.
- Indigenous learners' numeracy results remain below provincial averages at all grade levels, while transition data shows steady progression rates, at or above provincial averages.
- Students with designations show the largest disparities relative to provincial numeracy achievement in Grades 4 and 7 yet continue to transition at strong rates in secondary years.

3. What strengths were identified?

- High and stable transition rates in the most recent year (Grades 10 to 11 and 11 to 12) suggest strong system success in student persistence, completion, and pathway planning.
- Grade 10 numeracy outcomes began at a lower starting point 5 years ago but demonstrate evidence of long-term improvement.
- Historical improvement trends (2022–2024) suggest that effective numeracy strategies exist and can be strengthened.

4. What areas for growth were identified:

For all students?

- Aim to address numeracy achievement results that are consistently lower than provincial averages by developing and implementing a district-wide Numeracy Framework.
- Increase evidence-based numeracy instructional and assessment practices using data to inform decisions, monitor progress, and drive continuous improvement.
- Boost numeracy achievement results for Indigenous students and students with designations by implementing targeted supports.

For Indigenous learners?

- Persistent achievement gaps in Grades 4 and 7 (2025/26) require intentional, culturally responsive approaches to numeracy learning.
- Leverage strong transition rates to provide earlier interventions that support both student progression and academic achievement, with a specific focus on Workplace Math 10, where local data indicates Indigenous students experience the lowest course success rates.
- Expand Indigenous ways of knowing and being, as well as hulq'umi'num language use into numeracy practices to strengthen engagement, achievement and relevance.
- Monitor numeracy progress and provide targeted supports, acknowledging the importance of early intervention to prevent gaps from widening over time.

For children and youth in care?

- Limited and inconsistent data continues to restrict clear analysis of achievement trends, compelling more focused data analysis at the school level.
- Maintain focus on support during times of transition, such as mentorship aimed at academic and career planning.

For students with disabilities or diverse abilities?

- Significant achievement gaps in 2025/26, particularly in Grade 4, indicate a need for intentional and targeted programs and supports in elementary years.
- Align high rates of grade-to-grade transition with acquisition of numeracy skills needed for success.
- Strengthen inclusive numeracy instructional practices, differentiation, and intervention strategies district-wide with focused learning opportunities for staff.



Human and Social Development

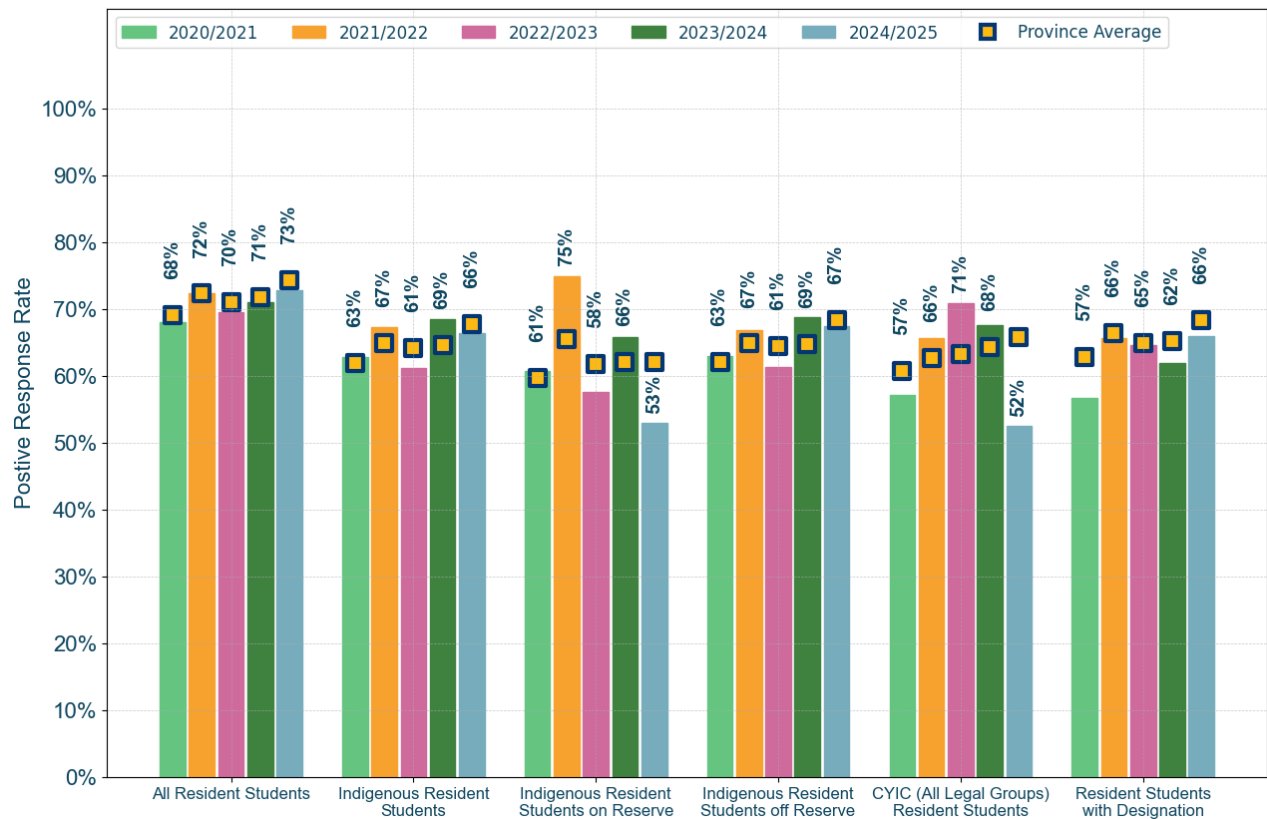
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

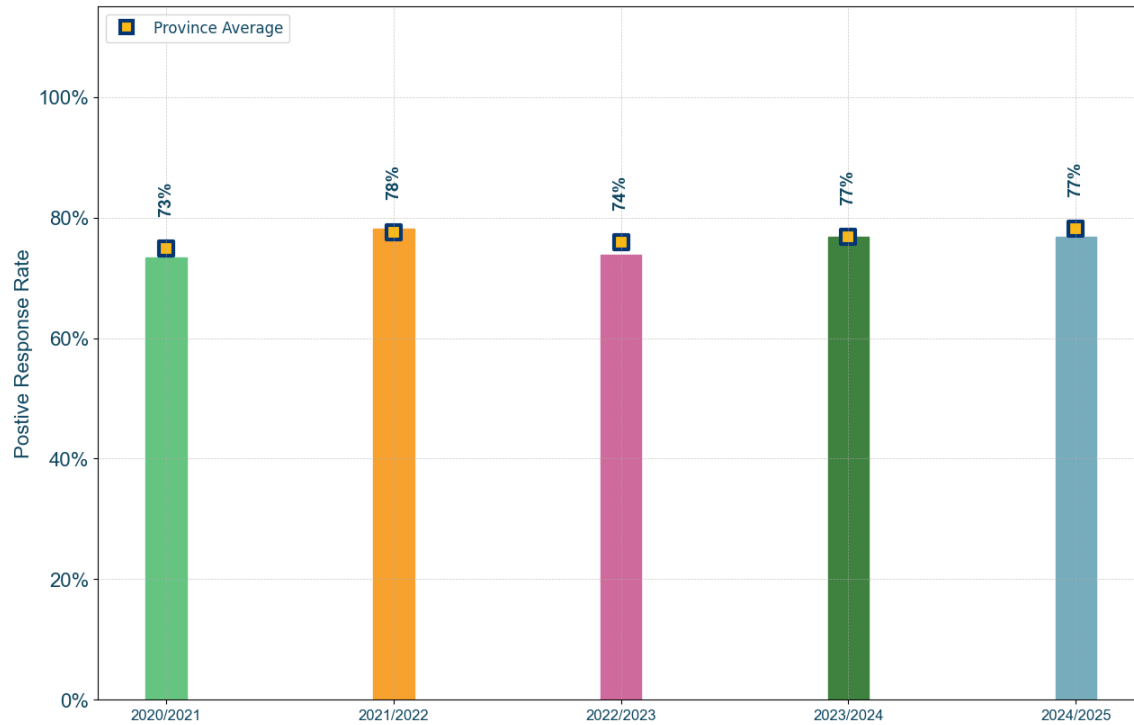
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3172 78%	3328 82%	3481 82%	3507 85%	3561 86%
Indigenous Resident Students	620 66%	684 72%	657 73%	668 77%	673 77%
Indigenous Resident Students on Reserve	65 42%	53 53%	40 63%	62 61%	60 58%
Indigenous Resident Students off Reserve	555 69%	631 73%	617 73%	606 79%	613 79%
CYIC (All Legal Groups) Resident Students	50 56%	57 56%	53 62%	56 61%	54 72%
Resident Students with Designation	290 61%	295 68%	356 68%	383 73%	413 74%

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

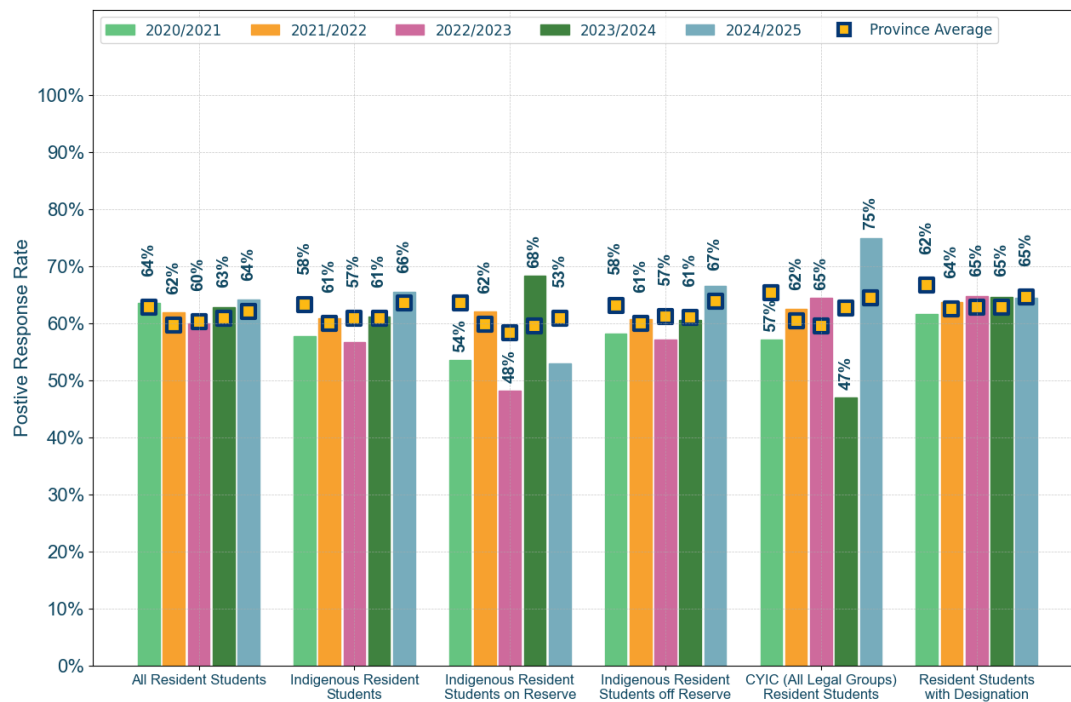


Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Nanaimo-Ladysmith



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

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



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Participation rates for the Student Learning Survey have gradually increased over the last 5 years for all groups, except for Indigenous Resident Students On-Reserve.
- Indigenous learners report relatively consistent or improving belonging, though still below the overall district rate, and lower for Resident Students On-Reserve.
- Students with disabilities/diverse abilities show improvement over time but remain below district averages.
- Resident Students who are Children and Youth in Care report stronger connections to adults in the most recent year (i.e., ~75% reporting two or more caring adults) but report less consistent sense of belonging (i.e., ~52%, which is significantly below the provincial average).

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

- All resident students' sense of feeling welcome increased slightly to ~73% in 2024/25, continuing a gradual upward trend from earlier years, although slightly below the provincial average, particularly for Indigenous learners and students with designations.
- The gap between district and provincial Student Learning Survey data is more noticeable in "feel welcome" than in "adults care" for disaggregated student data, suggesting relational strengths but ongoing challenges with broader belonging.
- Reports from Resident Students in Care show stronger alignment with or exceed provincial trends in access to caring adults, suggesting targeted success in local initiatives involving relational supports.
- Reports from students with disabilities/diverse abilities remains slightly below the provincial average for "feel welcome", and persistently below that reported by All Resident Students, reinforcing potential inequities and compelling targeted attention.

3. What strengths were identified?

- Slight improvement in all resident students' reports of "feel welcome" (2020–2025), with the highest levels observed in the most recent year.
- Steady student-adult relationships across the district, with most groups reporting consistent access to caring adults.
- Resident Students in Care report a sharp increase (i.e., from 47% - 75%) in the last year, to align with or exceed provincial trends in "2 or more adults who care", suggesting targeted success with local initiatives involving relational supports.

4. What areas for growth were identified:

For all students?

- Continue to increase overall sense of feeling welcome, ensuring more students move from moderate to high levels of reporting.
- Strengthen school-wide initiatives that promote inclusion for all students, affirming identity, and fostering social connectedness, as per the recently launched Student Wellness Framework.

For Indigenous learners?

- Strengthen culturally responsive environments and increased visibility of Indigenous identity and language.
- Expand relationships with Elders, community, and land-based learning to deepen connection and engagement (model or scale district examples of success).

For children and youth in care?

- Build consistency of positive student experiences across schools by creating structures for ensuring strong adult connections, while improving overall sense of feeling welcome.
- Collect qualitative well-being data to monitor trends, identify challenges, and respond early.

For students with disabilities or diverse abilities?

- Data for feeling welcome indicates the need for continued focus on inclusive environments, as per the Student Wellness Framework.
- Focus on instructional practice utilizing universal design, differentiation, and social inclusion opportunities to strengthen sense of belonging and safety at school.



Career Development

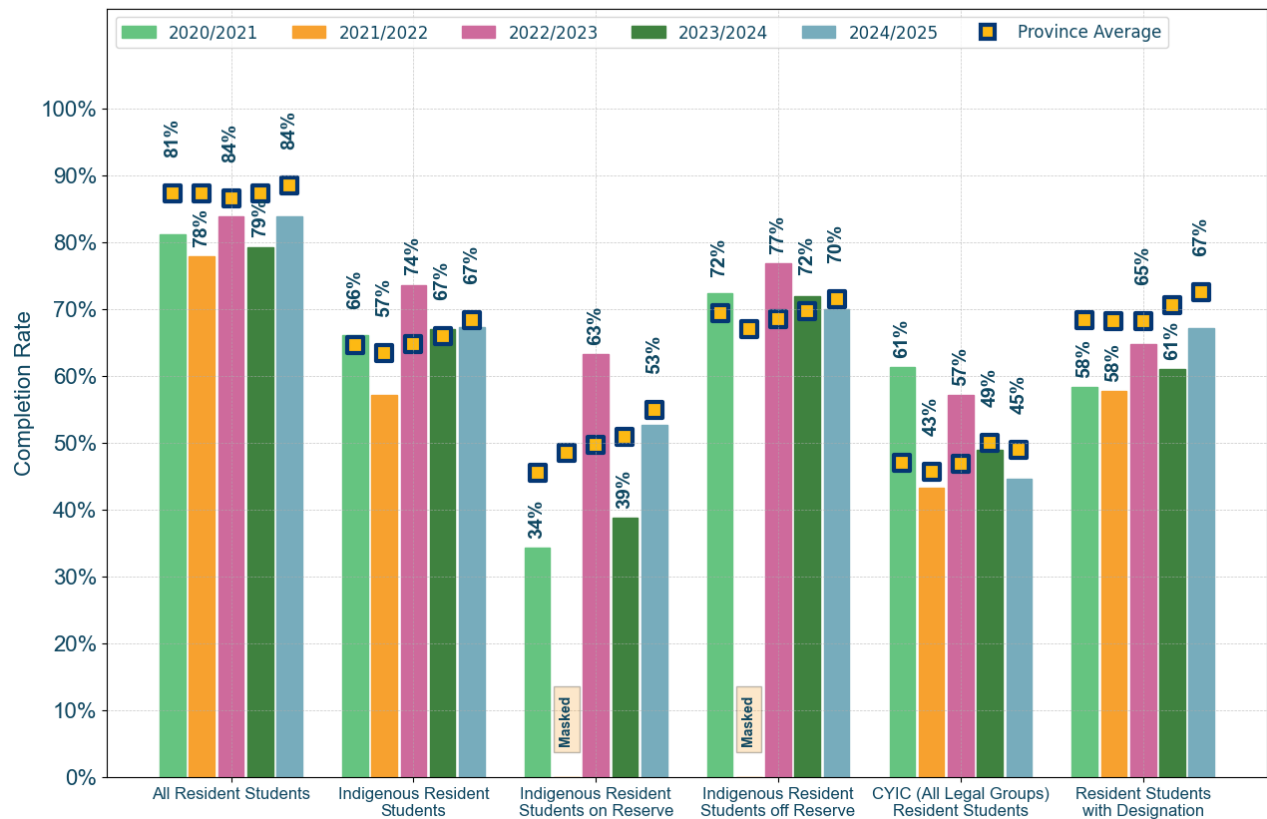
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

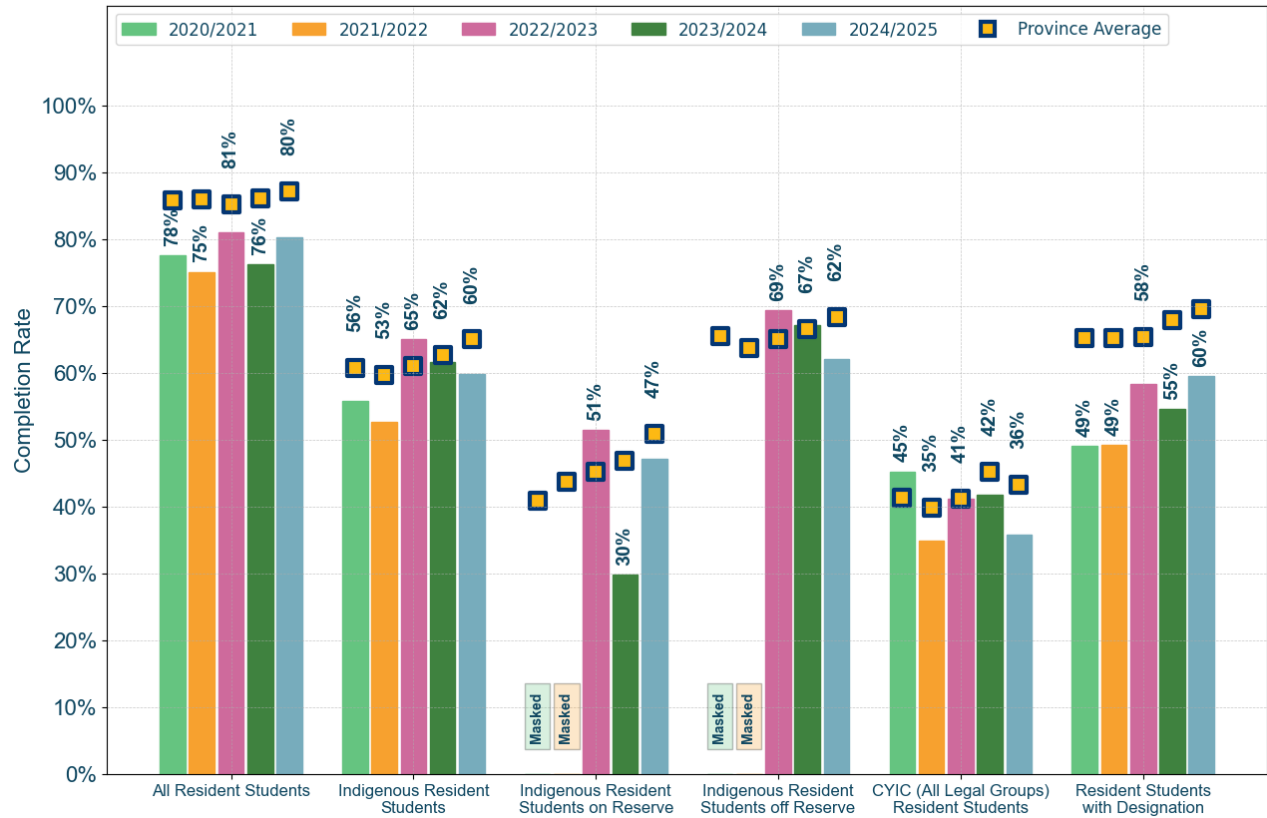
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1127 73	1101 82	1186 83	1187 84	1343 90
Indigenous Resident Students	228 15	195 15	227 17	239 17	258 18
Indigenous Resident Students on Reserve	38 3	Masked	55 4	37 4	40 4
Indigenous Resident Students off Reserve	190 12	Masked	172 12	202 13	218 14
CYIC (All Legal Groups) Resident Students	66 4	78 6	81 6	91 7	99 7
Resident Students with Designation	185 12	191 14	201 14	201 14	266 18

5-Year Completion Rate - Dogwood + Adult Dogwood
Nanaimo-Ladysmith



5-Year Completion Rate - Dogwood Nanaimo-Ladysmith



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- 5-year completion rates for both Dogwood and Adult Dogwood for all resident students improved to ~84% in 2024/25, remaining below provincial averages, however, this represents a rebound from earlier fluctuations.
- Indigenous Resident Students' 5-year completion rate for both Dogwood and Adult Dogwood held steady at 67%, although dipped slightly below the provincial average.
- Students with disabilities/diverse abilities reached ~67% for both the Dogwood and Adult Dogwood 5-year completion rate, marking notable growth in the most recent year.
- Completion rates for youth in care and Indigenous students on Reserve remain significantly lower than other disaggregated groups and are lower when Adult Dogwood is not considered in the data.

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

- In 2024/25, district completion rates remain below the provincial average across most groups, despite recent gains, particularly when Adult Dogwood is removed from the credentials.
- Lower results persist in 5-year completion rates for both Dogwood and Adult Dogwood for Indigenous students on Reserve as compared to both off-reserve and provincial results.
- Students from Priority Populations are consistently furthest below both All Resident Students and provincial outcomes, despite making some gains over the past year.
- Compared to all cohorts, outcomes for Youth in Care are the lowest in the most recent year, reinforcing that these students require intentional support for graduation pathways.

3. What strengths were identified?

- Improvement in All Resident Student completion rates in 2024/25 suggests positive engagement with school through to graduation within the district.
- Intermittent gains for Indigenous students over time indicate progress in supporting graduation pathways.
- Slight improvement for students with disabilities/diverse abilities in the most recent year, suggesting positive impact of inclusive practices and targeted supports, despite achievement gaps in early years.
- Stronger completion rates for Indigenous students living Off Reserve (~70%+), indicate more positive outcomes within this cohort, than within Students on Reserve.



4. What areas for growth were identified:

For all students?

- Continue to increase completion rates across all cohorts, in comparison to provincial averages, ensuring continued upward momentum beyond 2024/25.
- Strengthen early identification and pathway planning support systems to ensure students stay on track to graduate.

For Indigenous learners?

- Completion rates for students living on Reserve continue to vary year to year, suggesting a need for highly individualized and relational approaches for support.
- Work with Indigenous partners to strengthen culturally responsive planning pathways and transitions to graduation.

For children and youth in care?

- Focus concerted effort in improving combined completion rates (~45% in 2024/25) through intensified, coordinated, wellness supports and deliberate adult connections.
- Expand wraparound services, targeted transition planning, and adult advocacy/mentorship to increase graduation success.

For students with disabilities or diverse abilities?

- Further disaggregate data for this cohort by designation category to develop support strategies that vary according to student need.
- Sustain and build on recent gains in combined completion rates (~67%), with focus on transitioning and pathway planning that is individualized to diverse student needs.
- Strengthen inclusive pathways, early and targeted academic interventions, and alternative graduation pathways where appropriate.



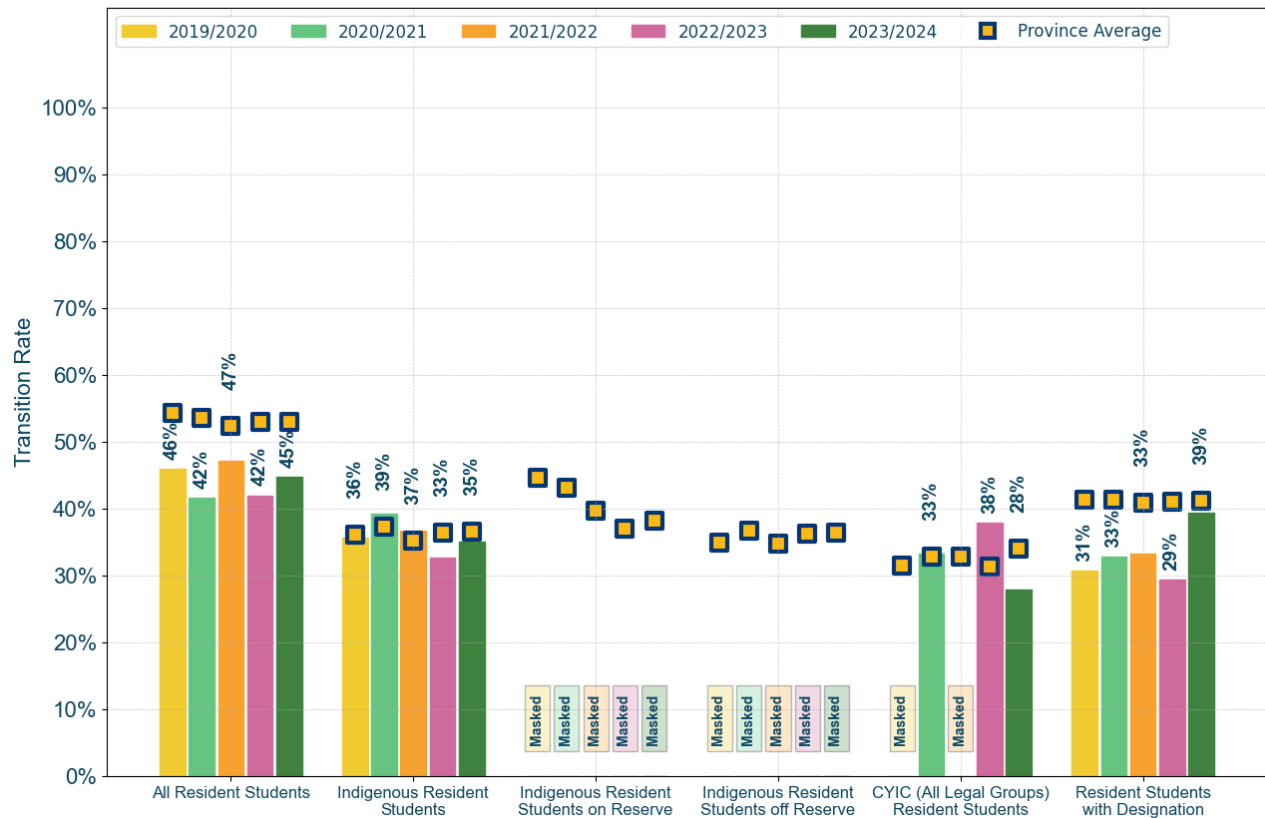
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	772	862	785	950	888
Indigenous Resident Students	126	125	98	153	154
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	30	Masked	37	43
Resident Students with Designation	39	58	54	85	76

Immediate Transition to Post-Secondary Nanaimo-Ladysmith



Within 3 Years Transition to Post-Secondary Nanaimo-Ladysmith



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key Context:

- Immediate transition remains consistently in the mid 40% range.
- Within 3-year transition rates declined significantly (56%-45%), indicating fewer students are accessing post-secondary pathways over time.
- Data for 3-year transition rates for the most recent year is unchanged from immediate transition across all student groups, which seems unlikely.
- The Indigenous student transition rate within three years declined from 47% to 35% in the most recent year, reversing a period of previous stability.
- Students with disabilities/diverse abilities show improving immediate transitions (29% - 39%), though still lower compared to peer groups and compared to provincial average.

2. What new information emerged when comparing the provincial and local data?

- In 2023/24, transition rates (immediate and 3-year) are below provincial averages across most student groups.
- Local data indicates 34% of all students feeling prepared for the transition to post secondary, indicating work needs to be done in this area.
- Students with disabilities/diverse abilities are the group with the largest gap between provincial average.
- Youth in care show considerable variability, with recent significant declines placing them below provincial rates despite earlier improvement.

3. What strengths were identified?

- Students with disabilities/diverse abilities show improvement in immediate transitions in 2023/24, suggesting gains in short-term pathway access.
- Some tightening of the gap toward provincial rates in specific groups (e.g., immediate transitions for students with designations) indicates targeted success of planning pathways.

4. What areas for growth were identified:

For all students:

- Increased focus on post-secondary pathway planning and access to increase successful student transition (both immediate and 3- year) across all student groups.
- Strengthen alignment between graduation pathway planning and post-secondary readiness.
- Expand career education and awareness of diverse post-secondary options (e.g., trades, certificates, university pathways).

For Indigenous learners:

- Address declines in 3-year transition rates in the most recent year by strengthening culturally responsive career pathway planning and partnerships with Indigenous communities and post-secondary institutions.
 - Increase targeted transition supports, pathway planning, and mentorship opportunities.
-

For children and youth in care:

- High variability and recent significant decline indicate a need for consistent and sustained transition pathway planning.
 - Ensure that Children and Youth in Care, along with their support teams, are informed about and connected to available post-secondary education supports and opportunities.
 - Strengthen wraparound supports, adult advocacy/mentorship, and dedicated transition and pathway planning to post-secondary.
-

For students with disabilities or diverse abilities:

- Sustain progress in immediate transitions, while improving longer-term planning and achievement gaps.
- Examine disaggregated designation data to expand inclusive transition planning, supports, and alternative pathways aligned to student strengths and goals.
- Strengthen connections between K–12 supports and post-secondary accessibility services.

District Context

Nanaimo Ladysmith Public Schools (NLPS), School District 68, respectfully acknowledges that our schools and facilities are located on the traditional, ancestral, and unceded territories of the Snuneymuxw, Snaw-Naw-As, and Stz'uminus First Nations. These Coast Salish Nations have lived on, cared for, and maintained relationships with these lands and waters for generations. Guided by this understanding, the district is committed to ongoing learning, relationship-building, and the advancement of Truth and Reconciliation, including the revitalization of hulq'umi'num language and local Indigenous ways of knowing.

NLPS serves a diverse and growing region on central Vancouver Island, including the City of Nanaimo, the communities of Ladysmith, Lantzville, Cedar, and Gabriola Island. The district supports approximately 16,000 students from Kindergarten to Grade 12, of whom approximately 17 percent are Indigenous, one percent are Children or Youth in Care, and 11 percent have Disabilities and Diverse Abilities. Our district hosts a wide range of programs including French Immersion, sports and performing arts academies, and multiple innovative inclusive learning supports. The community is shaped by both resource-based industries and an economic transition to service, education, and innovation sectors. NLPS is committed to community engagement and public education, evolving to meet changing demographics, increased enrolment pressures, and a growing commitment to equity, inclusion, and student and staff well-being across all schools and community partners.

The NLPS Board of Education's 2024–2028 Strategic Plan sets three core priorities: Student Success, Student and Employee Wellness, and Truth and Reconciliation. Student Success focuses on improving literacy, numeracy, and graduation rates, particularly for priority populations: Indigenous students, students with disabilities and diverse abilities, and children and youth in care. The Student and Employee Wellness goal emphasizes creating safe, inclusive school environments where students feel a sense of belonging and staff feel valued and engaged. The Truth and Reconciliation priority centres on strengthening relationships with local Indigenous partners, increasing access to hulq'umi'num language learning, and embedding Indigenous perspectives and the Syeyutsus Reconciliation Framework across the district. The plan is guided by principles of justice, equity, diversity, and inclusion and a commitment to holistic learning and well-being. The full Strategic Plan can be accessed here: [NLPS Strategic Plan 2024–2028](#).

Reflect and Adjust



Student Success				
Improve literacy, numeracy, and graduation outcomes for all learners				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
Literacy achievement gaps remain evident across all measures in Grades 4 and 7.	Strengthen awareness of and expand implementation of district-wide literacy framework with a focus on high-quality Tier 1 instruction, responsive literacy assessment, and collection of literacy assessment data in a district-	All learners, with a focus on Indigenous learners, students with disabilities/diverse abilities, and	Data shows improvement in earlier years (2022–2024), but some decline in recent data for Grades 4 and 7. Feedback indicates increased alignment in instructional practices; however, inconsistent	Adapt – Strengthen early intervention approaches and increase consistency of Tier 1 instruction across classrooms through cross-curricular professional learning expansion. Enhance consistent monitoring of student progress to fully

	wide database for grades K-9 (E-Assess 2.0). This strategy addresses the need for consistent instructional practices and improved foundational skill development across schools.	children and youth in care.	implementation is limiting impact for priority learners.	operationalize a single repository for student formative literacy data district-wide, K-9 (E-Assess 2.0) and for analysis of cohort elementary report card data over time (local reports created and shared with each school).
Numeracy data K-12 shows larger gaps from provincial averages (as compared to literacy) and less evidence of sustained improvement across grades and cohorts.	Continue development and introduction of a district-wide numeracy framework to focus on aligning assessment, instruction, and intervention. This strategy addresses the need for consistent, evidence-informed instructional practices and improved development of foundational numeracy skills.	All learners, with a focus on Indigenous learners, students with disabilities/diverse abilities, and children and youth in care.	Data shows inconsistent results across grades, with a striking decline across all cohorts from grade 4 to grade 10. Development of our local numeracy framework is still in progress.	Continue – Develop a guiding numeracy framework to build alignment of Tier 1 instructional practices, assessment tools, and intervention strategies across the district. Enhance analysis of cohort elementary report card data over time (local reports created and shared with each school).
Post-secondary transition rates remain below provincial levels, with declines in most 3-year transitions, particularly for	Strengthen career education, pathway planning, and transitions support, including partnerships with post-secondary institutions and student access to multiple pathways. This strategy addresses the gap between completion of secondary	All learners, with focus on Indigenous learners, students with disabilities/diverse abilities, and children and youth in care.	Transition data generally shows stagnation or decline, particularly in longer-term post-secondary. Data for priority populations continues to lag behind both district and provincial averages, showing an ongoing need for improvement in targeted	Adapt – Expand early and ongoing transition planning and increase targeted supports for priority learners, particularly children and youth in care. Strengthen community partnerships and create clearer, more diverse pathways to encourage post-secondary transition.



priority populations.	school and successful transition to post-secondary.		transition support for these learners.	
Graduation rates show persistent gaps as compared to All Resident Students for Indigenous learners, children and youth in care, and students with disabilities/diverse abilities. Given the considerable diversity in student needs across these cohorts, increasingly personalized approaches to support are needed.	Build consistency in use of Green, Yellow, Red (GYR) profile tracking to increase data-based decision making for targeted intervention strategy planning.	Focus on Indigenous learners, students with disabilities/diverse abilities, and children and youth in care.	Graduation rates have improved for some priority populations, but not all, particularly children and youth in care, whose graduation rate is the lowest amongst priority populations (and declined this year).	Continue – Enhance consistency of GYR data collection and tracking within E-Assess for priority populations, with an emphasis on using this data to prioritize supportive planning for children and youth in care.



Student and Employee Wellness				
Increase students' sense of belonging, safety, and connection				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
While overall belonging has improved slightly, gaps remain especially for Indigenous learners, children and youth in care, and students with disabilities/diverse abilities. Strong relationships with adults are not	Implement school-wide approaches that prioritize supportive school social and physical environments, relationship-building, and culturally responsive learning approaches that are trauma informed, as per our Student Wellness Framework. This strategy focuses on strengthening conditions for belonging beyond individual relationships, to include	All learners, with specific attention to on-reserve Indigenous learners and children and youth in care.	Student Learning Survey results show improved belonging and strong access to caring adults. Despite this, persistent gaps remain between student groups, indicating uneven experiences of belonging.	Adapt – Strengthen school-wide planning to create conditions for supportive school environments as per the Student Wellness Framework, with a focus on peer connection as part of meeting tier 2 and 3 needs. Deepen culturally responsive practices through professional learning focused on Indigenous pedagogies and cultural humility, while expanding structures for student voice and



consistently translating into a broader sense of belonging across the school setting.	collective responsibility for the wellness of all.			identity affirmation across the district.
Truth and Reconciliation				
Improve outcomes for Indigenous learners through culturally responsive and relational practices				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions) (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
Indigenous learners continue to experience lower outcomes in literacy, numeracy, and post-secondary	Expand culturally responsive teaching practices, strengthen relationships with local Nations, and increase Indigenous knowledge and perspectives in learning. This strategy aims to address both	Indigenous learners (on and off reserve), with benefits for all learners.	Data shows some improvement in belonging and past gains in achievement; however, recent declines in academic outcomes and transitions indicate uneven	Adapt – Increase targeted academic supports and early literacy intervention for Indigenous learners. Expand inclusion of Indigenous perspectives in universal instruction, including place-based learning opportunities



transitions, particularly in the most recent data. While belonging and relationships show some improvement, achievement gaps remain significant.	engagement and achievement gaps.		impact. Engagement with Indigenous partners has strengthened, but this has not consistently translated into improved achievement outcomes.	that are co-developed with local Indigenous partners.
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District Continuous Improvement Overview



Nanaimo Ladysmith Public Schools (NLPS) applies a continuous improvement cycle grounded in collaborative structures, evidence-informed decision-making, and alignment with the Board of Education’s Strategic Plan (2024–2028). At the district and school levels, this cycle is responsive, typically moving through phases of monitoring, reviewing, adjusting, and implementing. The district monitors the effectiveness of strategies through multiple sources of data, including student achievement results (literacy, numeracy, and graduation rates), classroom-based formative and summative assessment evidence, student and staff voice, attendance data, and well-being indicators. Special attention is increasingly given to disaggregated data to ensure equitable outcomes, particularly for priority populations: Indigenous learners, students with disabilities and diverse abilities, and children and youth in care.

NLPS engages in regular review processes at the classroom, school, and district levels through professional learning communities, school growth planning, and district reporting cycles. These reviews support staff in identifying trends, strengths, and areas for growth. In response to this evidence, the district adapts strategies by refining instructional practices, reallocating resources, and enhancing targeted supports. Examples include developing and implementing literacy and numeracy frameworks, expanding and enhancing inclusive education supports, and embedding culturally responsive and trauma-informed approaches. The district ensures alignment of operations by connecting school plans, professional learning, and resource allocation directly to strategic priorities. District leadership teams work with school administrators to ensure vertical alignment between school plans and district goals, while also maintaining flexibility to respond to school contexts.

Implementation of adapted strategies is supported through ongoing professional learning, measuring and monitoring success and adjusting as necessary. The district prioritizes capacity-building among educators and collective responsibility for student success and well-being. Through this continuous improvement approach, NLPS sustains a culture of reflective practice, accountability, and responsiveness, ensuring that actions remain focused on improving outcomes for learners and advancing equity, inclusion, and Truth and Reconciliation across the system.



In NLPS, students are valued as essential partners in shaping the direction of both school and district priorities. Through Student Voice Committee, school leadership teams, student surveys, student forums, and participation on district advisory committees, students are provided meaningful opportunities to share their perspectives, identify areas for growth, and co-develop solutions to support student success and well-being. Schools actively engage learners in setting school goals, evaluating initiatives, and informing decisions that impact learning, inclusion, equity, and belonging. At the district level, student engagement processes ensure that diverse voices, including Indigenous students and those from historically marginalized groups such as children and youth in care and students with disabilities and diverse abilities, help guide strategic planning and continuous improvement efforts. Examples include one-one-one student wellness chats with children in care and a closely connected adult to help inform the Student Wellness Framework, as well as collection of student voice for this year's review of District Life Skills programs through student interviews, photo input for students with alternative communication devices, and through observations to determine students' learning preferences. By creating authentic opportunities for participation and leadership, NLPS fosters a culture where students are empowered to contribute to decisions that affect their educational experiences and the future of their schools and communities.



Ongoing Strategic Engagement



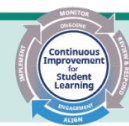
The district engages in ongoing, strategic dialogue with students, staff, families, Indigenous partners, and community stakeholders to support student learning and well-being. Engagement is guided by the district's Strategic Plan (2024–2028), with key actions focused on improving literacy and numeracy outcomes, enhancing student and employee wellness, and advancing Truth and Reconciliation. These initiatives aim to address persistent disparities in achievement, strengthen students' sense of belonging, and expand culturally responsive practices across all schools. Engagement structures include district and school-based surveys, student voice forums, Indigenous Education Council collaboration, partner group consultations, and targeted outreach connected to school growth plans that align with district priorities.

NLPS engages a broad range of partners in its initiatives. Through the Indigenous Education Council and ongoing relationships with Snuneymuxw, Snaw-Naw-As, and Stz'uminus First Nations, the district collaborates with Elders, Knowledge Keepers, students, and families to co-develop approaches that embed Indigenous perspectives, support hulq'umi'num language learning, and strengthen cultural safety. Engagement with families and caregivers is supported through school-based communication, parent advisory councils, and district consultation processes related to strategic planning, budget development, and program implementation. The district also works closely with community partners such as the Tillicum Lelum Aboriginal Friendship Centre, the Mid-Island Métis Nation, Kw'umut Lelum, Island Health, Ministry of Children and Family Development, and a range of local child and youth-supporting agencies to support our learners, particularly children and youth in care and students with disabilities or diverse abilities.

Engagement in NLPS is ongoing and responsive. The timelines align with planning cycles such as the Enhancing Student Learning Report, school growth planning processes, and the annual budget process. Both formal processes (surveys, reporting, advisory committees) and informal opportunities (community meetings, classroom-level inquiry, and direct outreach) ensure multiple avenues for participation. Feedback gathered is reviewed and analyzed alongside local student outcome data to inform decision-making, refine strategies, and allocate resources. Through this relational approach to engagement, NLPS strengthens shared ownership of student success and ensures that district actions remain responsive to the voices and needs of the learning community.



Create Alignment to Enhancing Student Learning



1. Alignment of School Plans with District Strategic Priorities

The district ensures that school plans are vertically aligned with the Board of Education's Strategic Plan (2024–2028), which prioritizes Student Success, Student and Employee Wellness, and Truth and Reconciliation. This alignment is achieved through a planning process in which all schools develop School Plans that explicitly connect their identified learning goals to district priorities. School teams consult contextual evidence such as literacy and numeracy data, course completion rates, graduation data, student voice, and well-being indicators from local and student learning survey data to identify focus areas and to monitor progress.

District leadership teams support this alignment through collaborative structures including principal and vice-principal learning meetings and ongoing review meetings. These structures provide opportunities to examine school-level data, share effective practices, and ensure consistency in the implementation of district initiatives such as the Literacy and Wellness Frameworks and inclusive education practices. Schools demonstrate how their strategies contribute to improved outcomes for priority learners.

Recent adjustments to school plans reflect vertical alignment with the 2024-2028 Strategic Plan, and schools are intentionally embedding Indigenous perspectives and local knowledge, including hulq'umi'num language and the Syeyutsus Principles of Teaching and Learning, into their goals and instructional practices. Additionally, many schools have strengthened their approaches to formative assessment and responsive instruction in literacy and numeracy, aligning with district-wide initiatives and frameworks.

The district ensures successful implementation by maintaining clear directions for alignment between school plans and district priorities. School plans are living documents that are intended to be revisited throughout the year, with adjustments made based on ongoing monitoring of student progress and feedback from the school community.

School Plans for NLPS schools can be accessed through individual school websites on the district directory: [School Plans – Nanaimo Ladysmith Public Schools](#)



2. Alignment of Operational Plans

To ensure coherence, operational departments work together, aligning their annual plans and actions with district priorities. This includes operational plans from the Finance, Facilities, Health and Safety, Human Resources, and Information Technology teams—to ensure effective implementation of strategic priorities. The district monitors the effectiveness of its operational alignment through regular review processes, adjusting allocations and strategies in response to emerging data and feedback. Annually, the district’s budget development process is directly guided by the Strategic Plan, ensuring that resources are allocated to support high-impact, student-centred projects. Budget consultations include engagement with staff, partner groups, and the broader community, and funding decisions prioritize staffing, professional learning, and targeted supports aligned with district goals.

Human Resources planning supports district priorities through targeted recruitment, retention, and professional learning. Efforts include diversifying and ensuring Indigenous perspectives are represented in the workforce, strengthening support for inclusive education and Indigenous learners, and implementing more inclusive hiring practices. This includes more informal and conversational interviews, providing written questions for use during the interview, and ensuring accommodation needs are met. The district has also received approval from the Office of the Human Rights Commissioner to use preferential and restricted hiring for Indigenous candidates in positions that directly support Indigenous students. Professional learning across the district focuses on culturally responsive practice, trauma-informed approaches, literacy and numeracy instruction, and strengthening instructional leadership and school improvement.

The district’s Information Technology planning supports data-informed practice and equitable access to learning. Data analysis staff and locally created/supported infrastructure allow for district data to be disaggregated at school, cohort, and individual levels so that data packages provided to school leaders allow them to monitor student outcomes and respond to emerging needs. Technology infrastructure and digital tools are leveraged to enhance instructional practice, support collaboration, and increase accessibility for diverse learners. In addition, NLPS has embarked on a multi-district collaborative learning initiative to develop a responsive framework for the ethical and effective use of artificial intelligence, including emerging practices and governance considerations.

Through this comprehensive alignment of school and operational planning, NLPS maintains a focused and coordinated approach to achieving its strategic priorities. By aligning district resources, initiatives, and improvement efforts with the needs identified at the school level, NLPS strengthens its capacity to improve student outcomes, promote student and staff well-being, and support equitable access to learning. This collaborative approach also advances Truth and Reconciliation by ensuring that district and school actions reflect shared commitments to Indigenous student success, meaningful partnerships with local Nations, and the integration of Indigenous perspectives throughout the educational experience.

