



Framework for Enhancing Student Learning September 2024

District Context

The [Qualicum School District](#) is centrally situated on east Vancouver Island, serving communities in and adjacent to the City of Parksville and Town of Qualicum with a total student population of approximately 4500. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), as well as the Parksville Alternative Secondary School (PASS) and the online Collaborative Education Alternative Program (CEAP) to augment student choice and support home-learning families. The district French Immersion program is available at Ecole' Oceanside Elementary and Ecole' Ballenas Secondary Schools. The Qualicum School district also has a thriving International Student Program, which brings approximately 140 students to the region every year.

The Qualicum School District resides on Coast Salish Territory and within the shared territory of the [Snaw'naw'as \(Nanooze\)](#) and [Qualicum First Nations](#). Of the 540 students identifying as having Indigenous ancestry, 38 students reside on the local nations' land, more than 200 are Metis, and the balance cite other territories as their ancestral home, if known.

The Qualicum School District also supports approximately 550 students identified as having diverse needs, and typically 30 or fewer children in care. Household income in the region is lower than the provincial average, while the cost of housing remains higher than the provincial average.

Climate and location seem to have favoured the Qualicum School District. Though workforce shortages have emerged at times when recruiting and retaining support staff, the district continues to draw high numbers of applicants for professional positions. Enrolment growth for the coming school year is again expected to be one percent or less.

This Enhancing Student Learning Report shares the achievement results of the Qualicum School District as per [Ministerial Order M 302](#), and describes the key supports in place to ensure student success, as well the linkages between our [District Strategic Plan](#), [District Operational Plans](#), and school plans, which can be located on school websites.

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Introductory Notes

Data Examination

The primary charts showing the district data in comparison to provincial data were provided as part of a provincial template which does not provide numerical values. Data commentary is based primarily on secondary charts taken from the [British Columbia Student Success website](#), which do provide numerical values, and are available to the public. If data is not shown, this is indicated by **Data Not Shown**, and if the only data shown is from the provincial template, then this is indicated by **Specific Data Not Shown**.

Influence of Demographics on Achievement Analysis

Household income and parental and caregiver education levels are [strong influences](#) on student achievement. [The British Columbia Student Success website](#) shows household income in the Qualicum School District to be \$91,385, compared to the provincial average of \$113,137. The percentage of households with post-secondary education is shown as 32%, which is also lower than the provincial average of 42%. Emerging issues related to mental health and housing scarcity have also led to increased student vulnerability in the region. As a result, achieving average levels of achievement for the All Resident Student category should be seen as commendable. Conversely, local Indigenous students are subject to fewer of the vulnerability indicators than the provincial averages for this group; therefore, district Indigenous student achievement above provincial averages or at the high end of the typical range of results should be the expected goal.

Students on Reserve and Students in Care (Success Data is Masked)

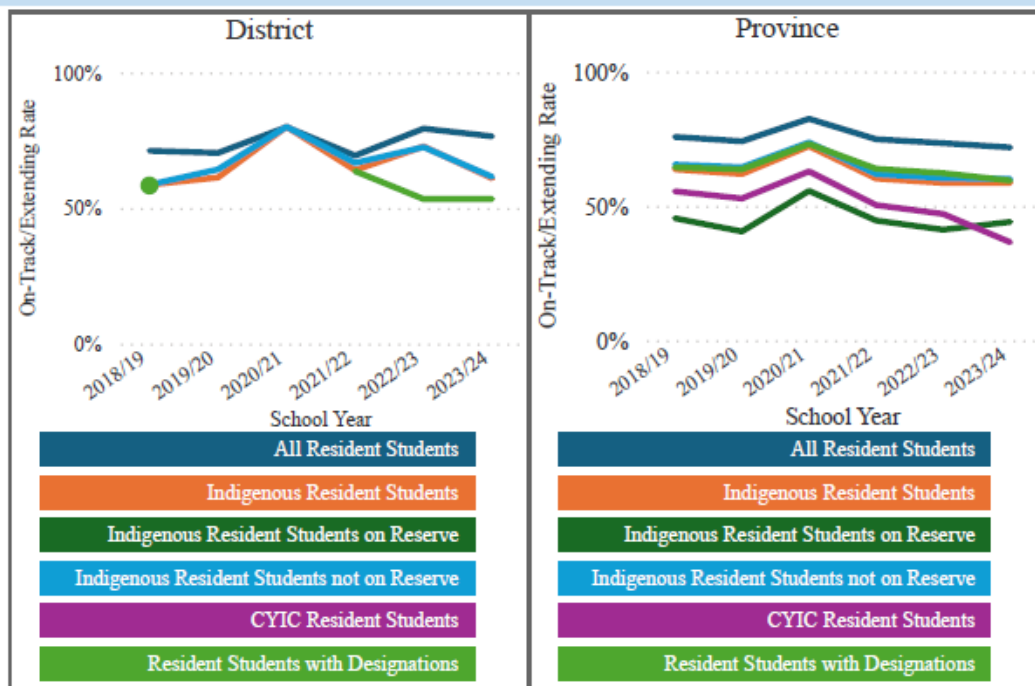
On reserve students totaled 38 as of September 30 of 2023-24, up from just 20 four years before. The District Principal of Indigenous Education makes extra effort to identify and support each on-reserve student, meets and converses almost daily with First Nations staff and community representatives, and makes sure each student is able to access all supports already existing for all students in the system. The Superintendent, Principal of Indigenous Education, and a Trustee attend monthly meetings with representatives from local nations to discuss issues that impact on-reserve students. A working group is currently revising the terms of reference for the new District Indigenous Advisory Council in accordance with Bill 40. Anecdotal reporting on the recent graduation cohort is very positive.

Students in care typically total between 20 and 30 at any given time with a small number of those being on youth agreements. A district social worker works directly with these students and connects with schools to help support them academically as well as socially. These students are also discussed during monthly meetings of the Oceanside Collaborative Response Committee (OCRC) which includes the school district, RCMP, Ministry of Children and Families (MCFD), Children and Youth Mental Health (CYMH), Island Health, and local health and counselling agencies such as Discovery, Sources Community Resource Centers (SCRC), and the Society of Organized Services (SOS). A “wrap around” approach is used to support students, with each resource stepping forward as appropriate. Again, anecdotally, students in care in the Qualicum School District are often more successful in this district than is typical and we believe the support of the social worker and OCRC are key reasons for this.

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

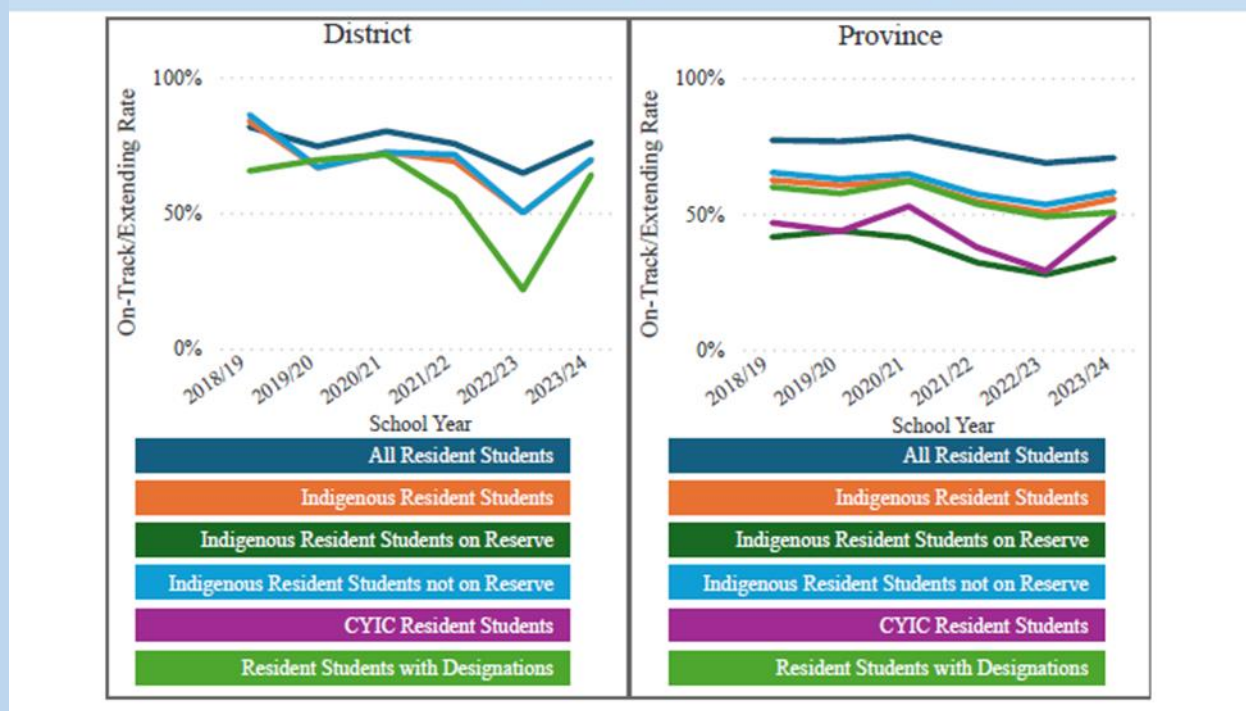


Grade 4 Literacy

Grade	Skill	Student Group	Total Writers	Participation Rate	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	Literacy	All Students	289	92%											
		Indigenous	40	87%											
		Diverse Abilities	15	65%											

District All Resident Grade 4 FSA Literacy results remained steady for the 2023-24 school year, with results at the high end of the typical range of the province at 76 percent on track or extending. The district Indigenous Student results and Students with Diverse Abilities in Grade 4 literacy were lower at 60 and 53 percent respectively, and while still inside the typical range, both have declined in comparison to provincial results and now show as slightly below average.

Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



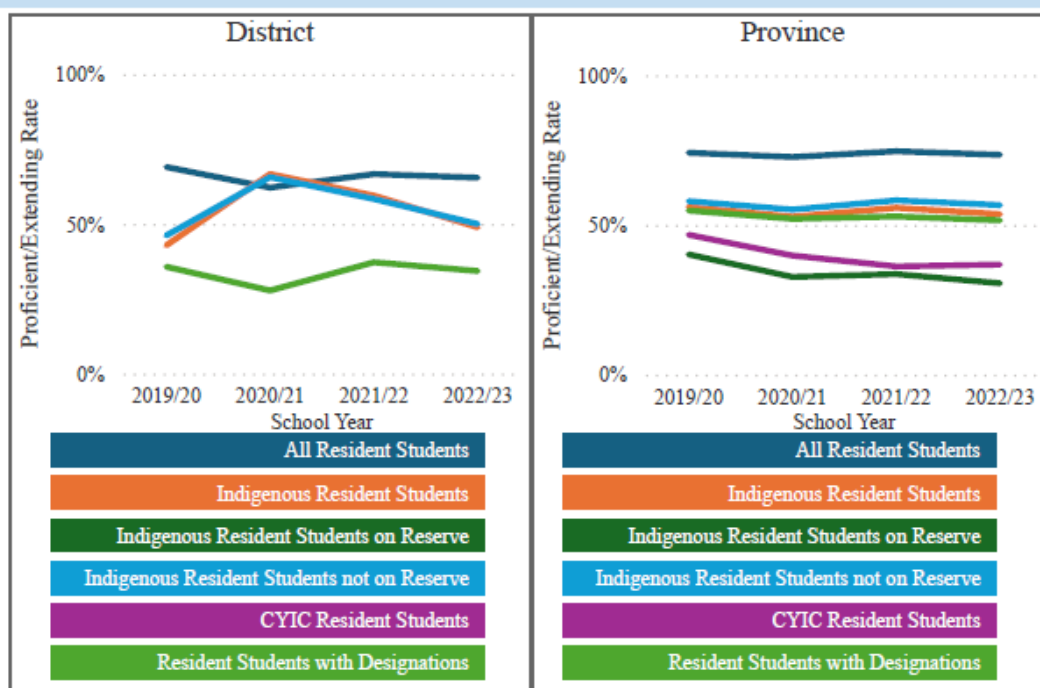
Grade 7 Literacy

Grade	Skill	Student Group	Total Writers	Participation Rate	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
7	Literacy	All Students	311	89%											
		Indigenous	48	92%											
		Diverse Abilities	25	61%											

District All Resident results for the 2023-24 session were within a very small percentage of results from prior years, and like the Grade 4 results, now sit at the high end of the typical BC results at 76 percent on-track or extending. The Indigenous Student results jumped up to 69 percent on track or extending with this cohort, and Students with Diverse Abilities showed at 61 percent, both below the All Resident results, but notably above the typical range of the Province for these data sets. Data in the post-pandemic years has shown a slight decline in literacy at the Grade 7 level in BC (as well as globally), so it is positive to see our district results trending positively.

Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Grade 10 Literacy

Assessment	Student Group	Total Writers	Participation Rate	Percent Proficient or Extending
Literacy Assessment 10	All Students	300	86%	65%
	Indigenous	45	82%	49%
	Diverse Abilities	70	75%	34%

District All Resident results for Grade 10 Literacy shows the percentage of students at proficient or extending at 65 percent, which is consistent with the previous three years of Graduation Assessments, and again, slightly lower than the provincial results. Grade 10 Literacy results for Indigenous students dropped to 49 percent for this cohort, which is below the provincial average and well below the All Resident Students success rate. Students with Diverse Abilities showed as proficient or extending just 34 percent of the time, which sits within the typical range for the province, but at the low end. These results are perplexing as these cohort groups all had stronger results three years ago on their FSA literacy assessments.

Grade 12 Literacy (Data Not Shown)

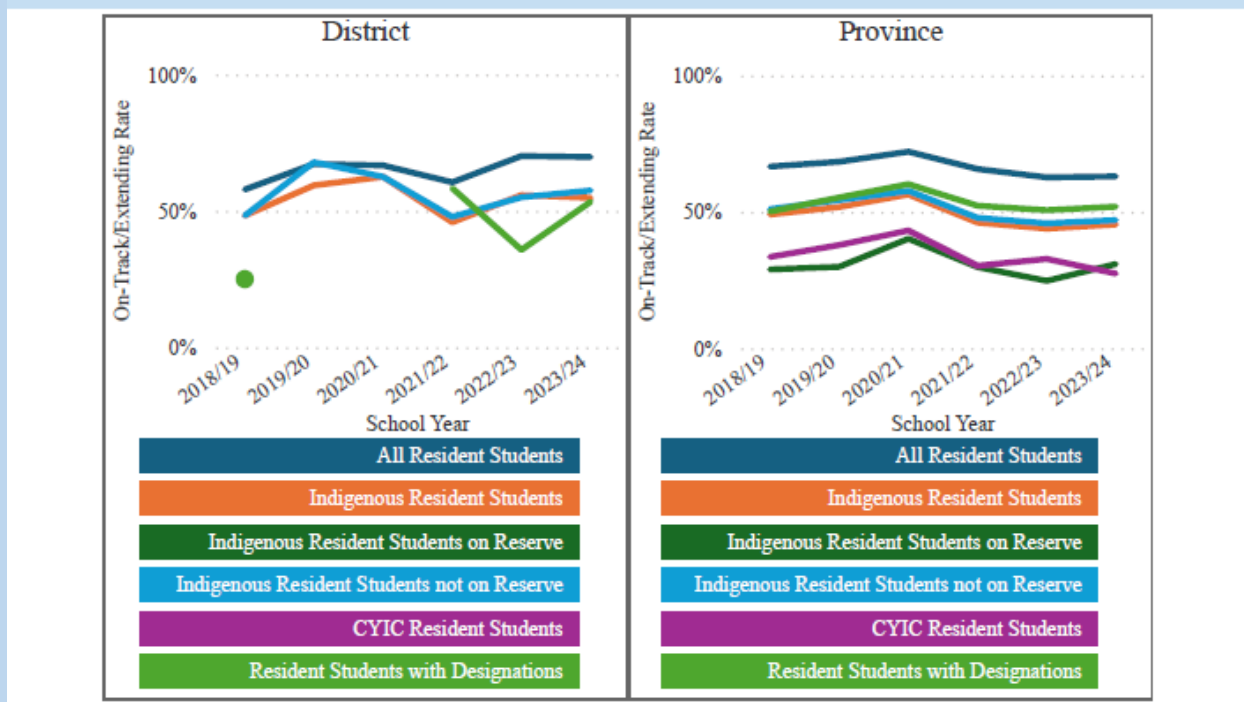
District All Resident results for Grade 12 Literacy were a percent lower than the provincial results at 71 percent showing as proficient or extending. District Indigenous writers managed to show as proficient or extending 72 percent of the time, which is well above the provincial Indigenous results and quite

consistent with this cohort's results from the FSA five years prior. Students with Diverse abilities showed as proficient or extending 49 percent of the time, which is significantly lower than provincial results. This is only the second year of the Grade 12 Literacy Assessment, and staff has expressed hope there would be a stronger showing overall in the second year, which we unfortunately did not see.

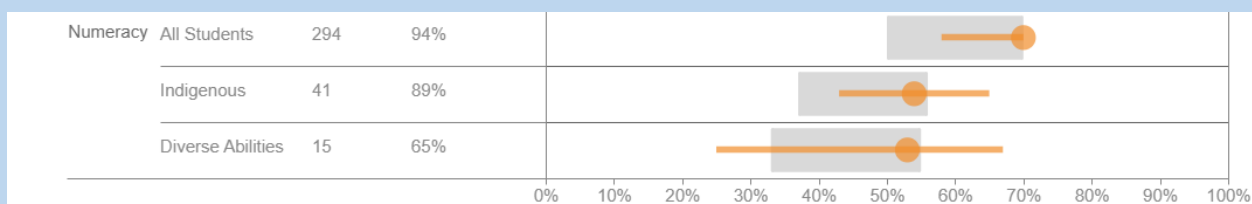
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

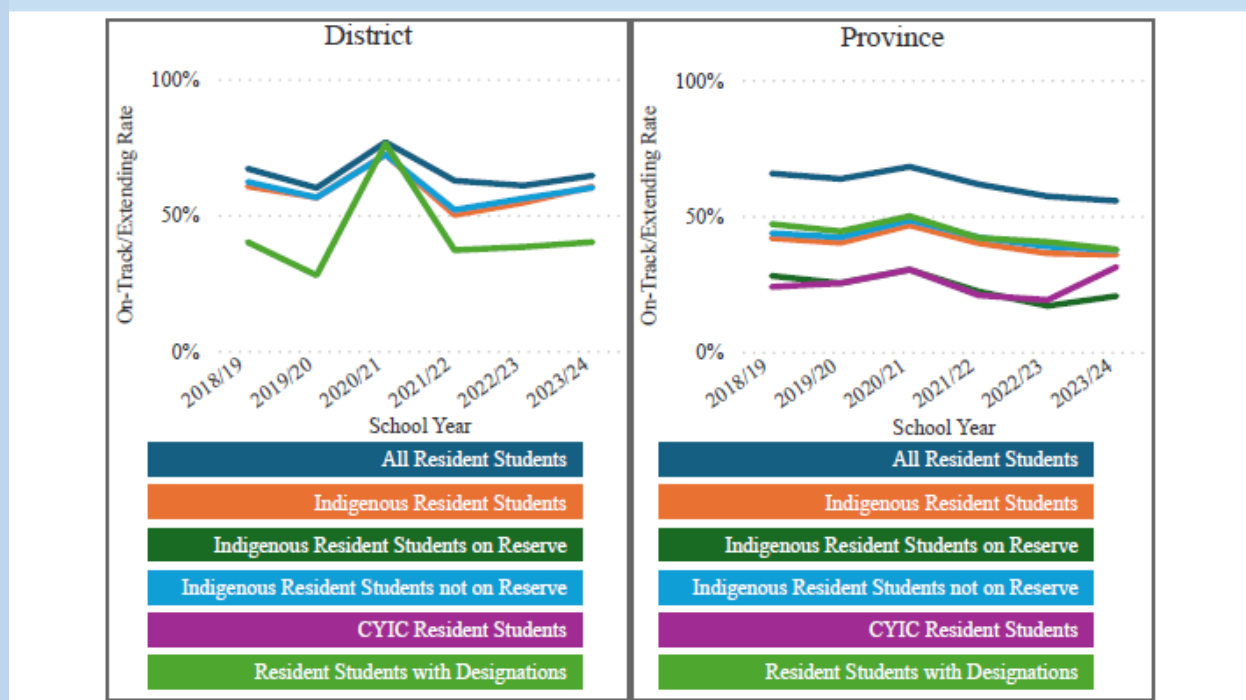


Grade 4 Numeracy

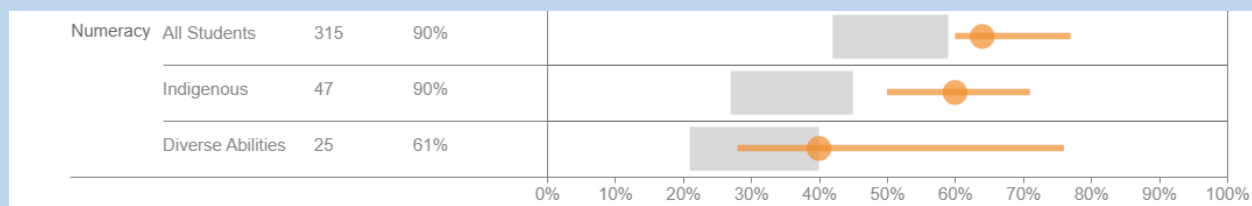


Results for 2023-24 District All Resident participants for the Grade 4 Numeracy Assessment were on the very high end of the typical range for the province, with 70 percent of students on track or extending. District Indigenous students and Students with Diverse Abilities showed as proficient or extending 54 and 53 percent of the time, respectively, both lower than the All Resident success rate, but again, at the very high end of the range of typical results for the province for these groups. The cohort numbers are smaller with these two subsets, with just 41 and 15 participants each, so we should be careful regarding assumptions given modest data validity, but the strong relative showing is still encouraging.

Grade 7 FSA Numeracy (On-Track / Extending Rate)



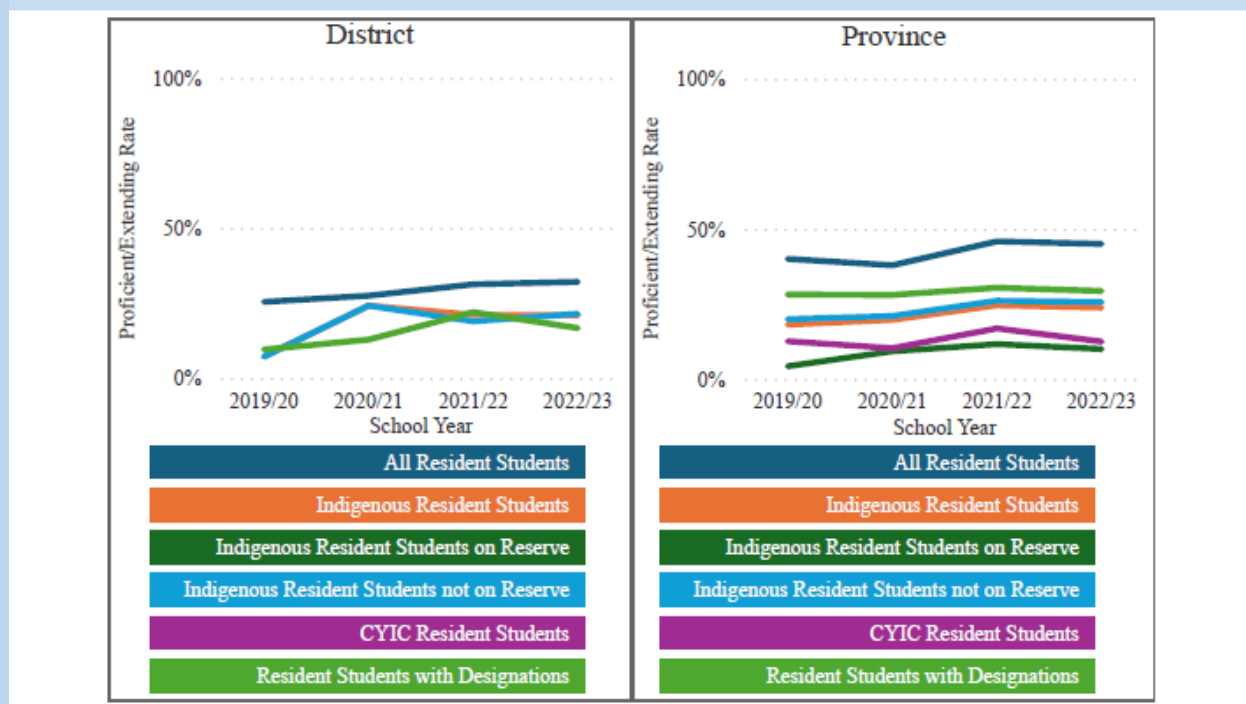
Grade 7 Numeracy



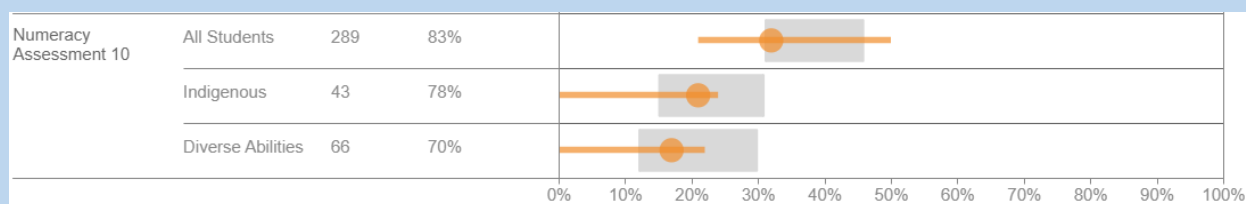
Grade 7 Numeracy results for District All Resident Students for students showing as proficient or extending climbed slightly to 64 percent, which is well above the typical range of school districts. Similarly, District Indigenous results for Grade 7 Numeracy were up slightly to 60 percent, which is well above the typical range for school districts, and Students with Diverse Abilities are showing at 40 percent, which was at the high end of the typical range for the province.

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)



Grade 10 Numeracy



District All Resident Students showed at the very low end of the range of typical results for the 2022-23 sessions, with just 32 percent of writers meeting the proficient and extending categories. Local Indigenous writers showed at 21 percent proficient and extending, and although closer to the mid-point of the typical range of results, is still not encouraging. Results for Students with Diverse Abilities were again below the mid-point of the typical range of results, with just 17 percent showing as proficient or extending. Again, these results are in contrast to current FSA results, and they are not at all reflective of the FSA numeracy results for this cohort from three years prior, where participation rates were at the 90 percent level and students showed proficiency rates at or above the provincial results.

Literacy and Numeracy Strategies for Success

After a low participation year during the pandemic, the FSA facilitation process had to be rebuilt over the following three years. As communication and organization improved under more direct principal supervision, fidelity to the experience also improved, which showed in participation rates as well as

assessment completion, which then showed positively in overall results. It was also postulated that the students with stronger literacy skills were more likely to not write the assessments in the low participation years, so as participation returned to previous levels, it would stand to reason having more literate students join and/or return to the assessment process would lead to the overall percentage of students on-track and extending rising as well. This is supported by the [FSA Progression Over Time](#) data shared on the Provincial Student Success website, which shows much higher rates of local students who were on-track and extending at the grade 7 level having not participated in their previous session than was shown in typical provincial results.

Several sessions were held in previous years to inform teachers of the design intentions of the FSA, how to interpret the Depths of Knowledge (DOKs), and how the assessments could inform their practice. These sessions were seen to be helpful in informing both literacy and numeracy instruction and planning, but have probably been more helpful in regard to numeracy, where we believe there had been limited information available to support teacher practice at the elementary level. Again, something as simple as just reviewing the student booklets after completion was not a standard practice locally.

It should also be noted the accuracy checks from provincial marking for all of the FSA sessions (Literacy and Numeracy) came back as 98/100 percent, and in the cases where there was a mismatch between local and provincial markers, the mismatch was several times more likely to have our local markers rating district students lower rather than higher. This helps assure us positive results have come from better instructional practice and more diligent assessment facilitation, rather than “softer” local marking.

The District Teaching and Learning Team is an ongoing support structure typically consisting of 3-4 full-time teachers who support teachers directly with their practice, organize professional learning sessions and district assessments, and help select and distribute district resources. Along with the district’s Director of Instruction, this key structure has been in place for a number of years and its influence should be given credit for much of the district’s recent and historical success in literacy and numeracy. The following are examples of their more recent focused efforts:

- Schools are provided with their own FSA data to target areas for growth focused on the Depths of Knowledge, as well as emerging use of the FSA Item Analysis for the purpose of classroom and school planning
- Adoption of School and District wide Numeracy and Literacy Assessments including Grade Wide Writes and Island Numeracy Assessments, along with district-wide implementation of the Edplan Insight data repository for teacher and principal use
- Writing continuums to better understand at grade proficiency
- Co-organization of multiple sessions of learning rounds with Leyton Schnellert and numeracy workshops with Carol Fullerton.

In regard to the Graduation Assessments, though Literacy Assessment results have been slightly behind the province, the gap is much narrower than it has been with the Numeracy Assessment. As stated in last year’s report, district students find the Numeracy Assessment particularly difficult, and results in this district have trailed well behind the provincial numeracy results in each of the last three years. We are currently considering two theories regarding the low performance we see on the Graduation Assessments.

The first theory is that our secondary math classes have been reliant on methodology more suitable to previous curricula. As a district formerly having middle schools, we still have a higher number of generalist teachers trained in humanities than we do math and science specialists; therefore, our workforce may lack some capacity and confidence in regard to numeracy instruction. As well, teachers who are trained in mathematics may still be more comfortable with traditional instruction focusing more on process than problem-solving. The numeracy workshops mentioned above provided a wealth of strategies to engage students by focusing on problem-solving and collaborating that are a better match for the curricular skills the assessments are designed to measure. These sessions were well-received by participants, and with continued emphasis, there is hope this type of learning will help shift practice in district schools by adding both capacity and confidence in our workforce.

The second theory is that ongoing results may be compromised by low fidelity to the assessment experience. In the years surrounding COVID our district did not effectively support the FSA, and it has taken three years to rebuild the administrative procedures and messaging it takes to maximize results. Anecdotal information suggests the Graduation Assessments have never been taken as seriously as they should be, and if we are able to alter the messaging, culture, and even the class preparation leading up to the assessment dates, district results will eventually more closely match students' actual ability. Once this occurs, then the test should become more useful as a planning tool, and changes to staff learning and instruction should follow and results will start to maximize. Though there is more ground to make up with the numeracy assessment, higher fidelity to the general assessment process may bring district literacy results back to level with the province on the Graduation Assessments.

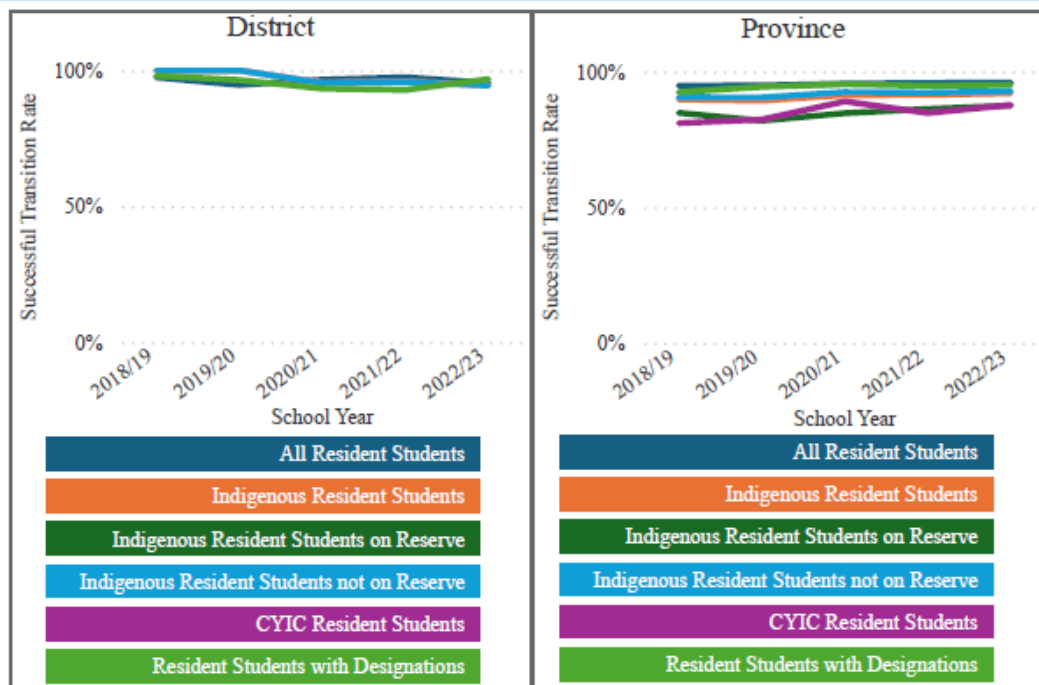
The District now has a K/1 Snapshot across the district, and has reintroduced the District Wide Write at grades 3, 5, and 9, and has also added District Wide Numeracy Assessments at the Grade 6 and 8 levels as a means to support teachers with their assessment and instructional practices. The District-Wide Assessments and the recommended outcomes in support of the District Strategic Plan are outlined in the recently developed operational plan for student assessment titled the [Assessment and Communicating Student Learning Plan](#).

All student results for provincial, district, and classrooms assessments are now available in school and teacher EdPlan Insight accounts, which makes planning for instruction and transition much easier through the use of classroom heat mapping. Instant teacher access to student assessment results should lead to significant long-term benefits to achievement.

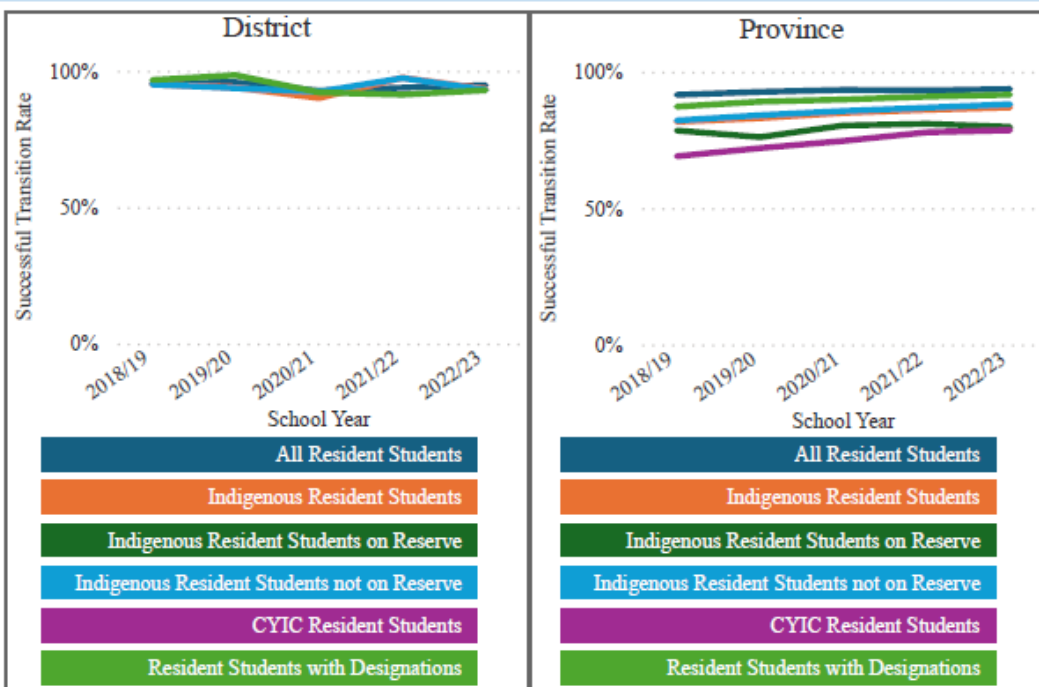
Meeting the needs of Students with Diverse Abilities has been a prominent topic of conversation over the recent three years. These discussions led to a full review of the District Learning Support program, which in turn led to the creation of an operational plan for learning support titled [Planning Learning for Each Student](#), which outlines the recommended outcomes in support of the District Strategic Plan, as well as providing both philosophical and administrative guidance for staff. The Needs Response Team structure, which will be described later, was initially created out of these conversations and the recognition of the complexity teachers often face in their classrooms as the context shifts towards more fulsome student inclusion.

Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Grade to Grade Transition (Specific Data Not Shown)

All Resident district transition rates remained high in the 2022-23 school year throughout all levels of the school system. Curiously though, district rates were often a percentage or two below provincial rates in grades 1 through 6 (data not shown), despite the district's practice of not retaining students in those age groups. It is likely those few non-transitions were a result of out-migration to on-line schooling or out of province schools or even withdrawal from the school system. The trend reversed as the students moved through the system with district All Resident transition rates from grade 7 on showing as a percent or two higher than provincial numbers.

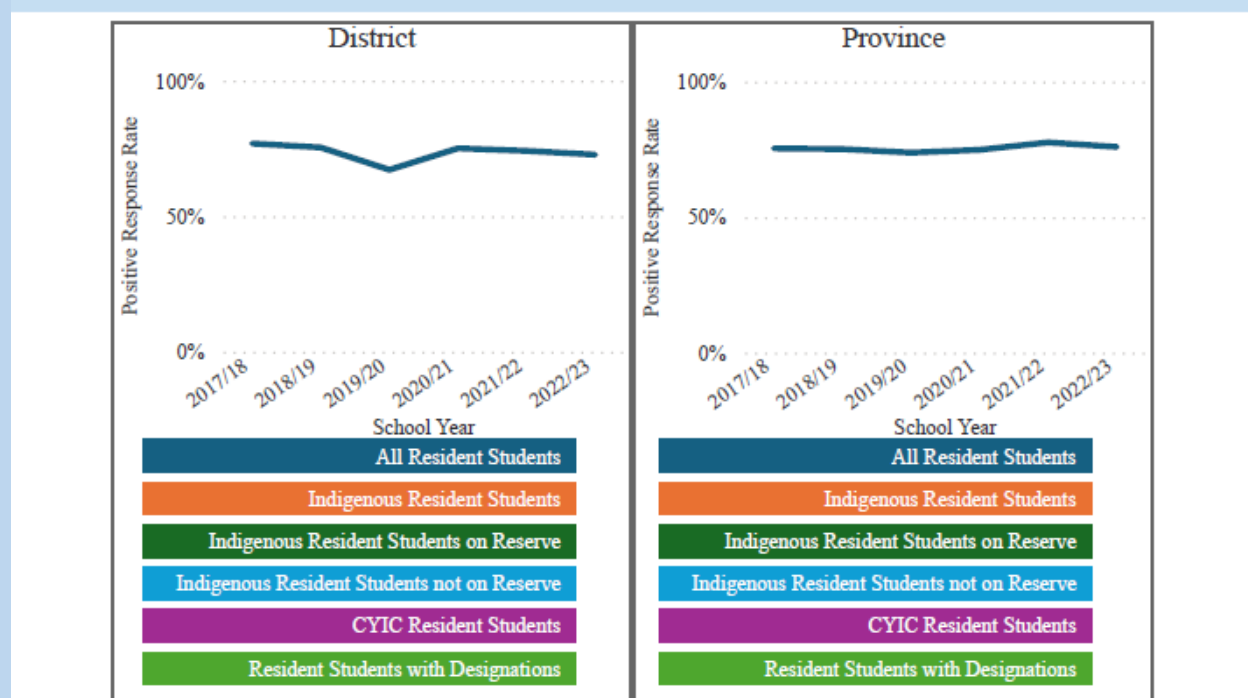
District transition rates for Indigenous students mirrored or remained very close to the All Resident numbers, placing them above provincial numbers by a percentage or two throughout the elementary years, with the gap widening in secondary as the provincial transition rates declined by several points in the upper secondary years (data not shown). The district Transition Rate for Indigenous grade 11 students was 100 percent in 2022-23 compared to the provincial rate for Indigenous students of 85 percent. District transition rates for Students with Diverse Abilities remained close to provincial rates, with district numbers typically either a percentage higher or lower throughout the school years, and the grade 11 numbers being 91 percent for both district and provincial students in 2022-23.

Grade to Grade Transition Strategies for Success

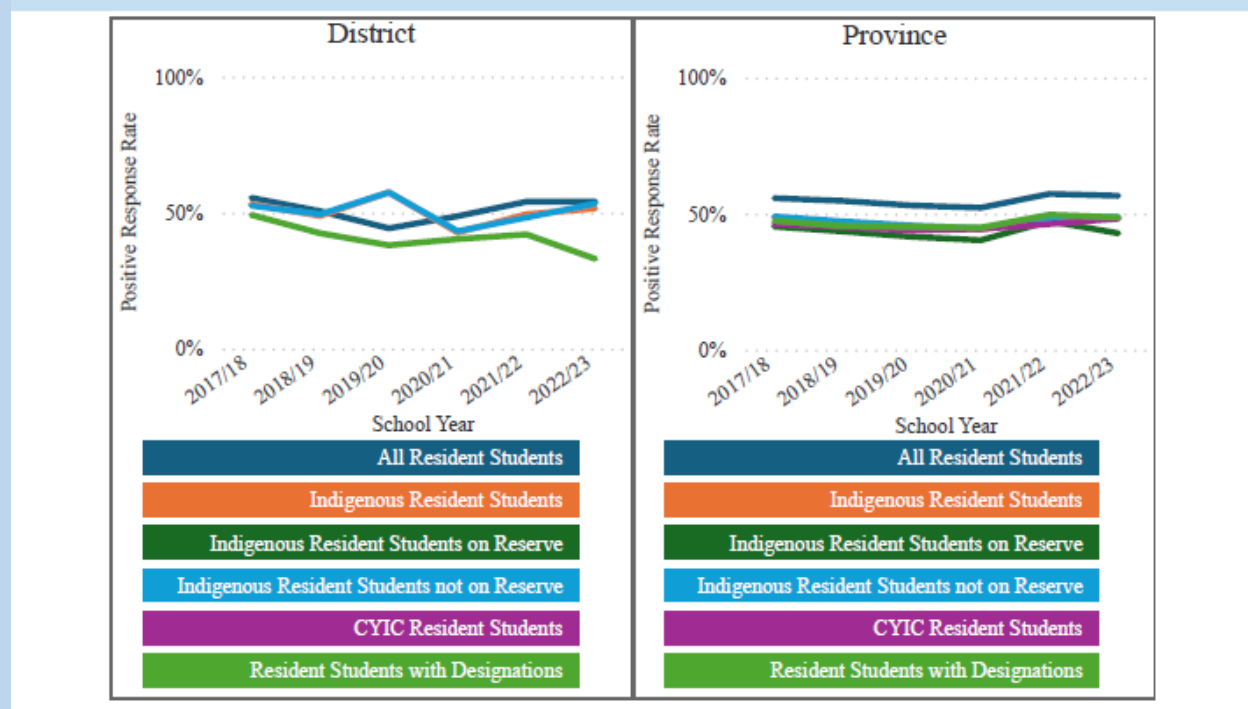
Grade to grade transition rates are not explicitly tracked or supported by school or district staff at this time. Success in regard to these data points can be attributed to ongoing supports in the system and a longstanding practice of moving K-9 students forward with their age appropriate cohorts, and will certainly be impacted positively by all of the strategies for success outlined below under Student Learning Survey and Completion Rates.

Outcome 3: Students Feel Safe, Welcome, and Connected

Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

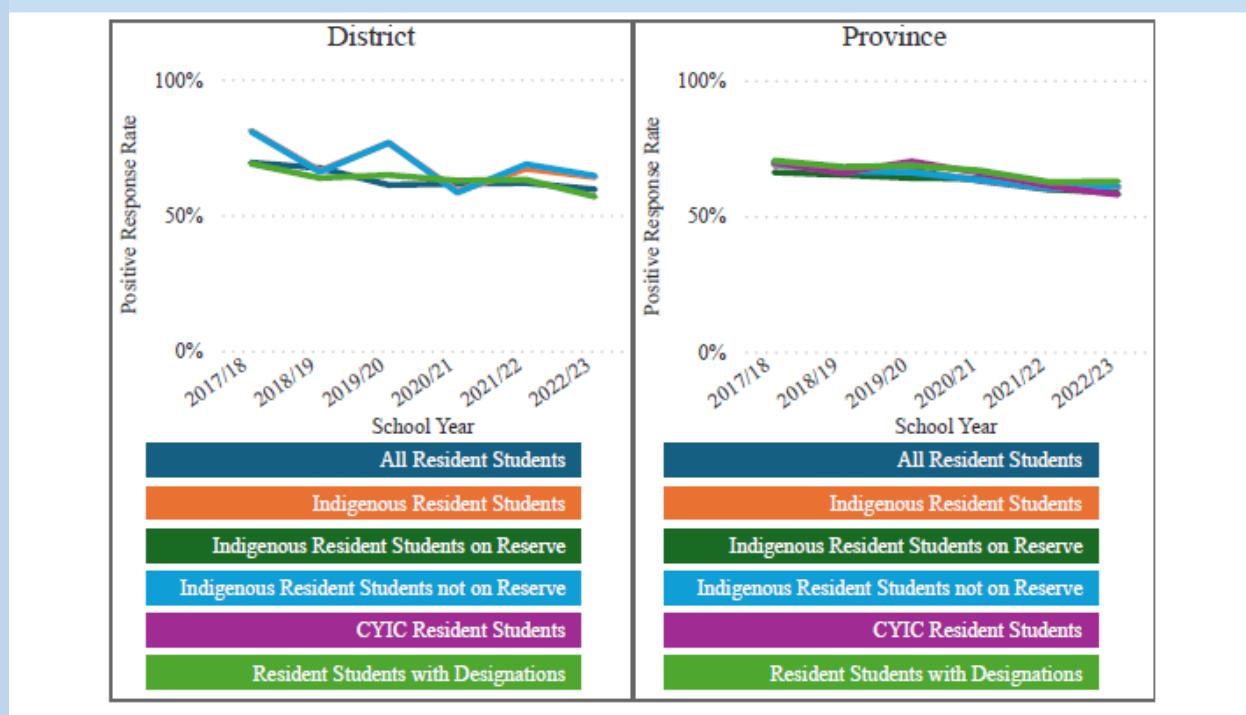


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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)



Feel Welcome

Question	Grade Level	Student Group	Total Responses	Students responding Most of the Time/All the Time Or Agree/Strongly Agree										
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Do you feel welcome at your school?	Elementary	All Students	492											
		Indigenous	69											
	Secondary	All Students	354											
		Indigenous	46											

The District All Resident Student survey results for elementary students when asked if they “feel welcome” came back at 74 percent showing agreement, which was right at the top of the typical range in the province for the 2022-23. Conversely, District All Resident secondary students only showed agreement to this query 64 percent of the time, which put them at the bottom of the typical range in the province. Indigenous secondary students responded in the affirmative just 59 percent of the time, which was lower than the typical range in the province, and Indigenous elementary students responded in the affirmative 63 percent of the time, which was in the middle of the typical range for the province.

Human and Social Development Strategies for Success

Conversations with school and district student voice groups, Indigenous students interviewed as part of the Equity Scan, and marginalized students who were interviewed for our Community of Practice work, as well as ongoing conversations with First Nations partners, all shared overlapping themes around school culture and relationships with the adults who support them. Anecdotal information that was collected offered some insight into the data as shown above, and their collective feedback formed the basis of summer learning for the principals, which will be followed by sessions designed for Qualicum School District staff. Secondary leadership will be spending the year specifically focused on re-culturing their schools to be more student centered based on the data collected in the aforementioned processes.

The Indigenous Education Department, in addition to and in support of tracking and supporting Indigenous student achievement, has introduced a goal of Indigenous cultural safety for the upcoming school year. Participation in clubs, teams, and events will be tracked, along with participation and data collected from Indigenous Student Voice will be collected, along with standard achievement metrics. Positive Student Learning Survey results for Indigenous students are likely influenced by the work of Indigenous Education Workers, who directly support Indigenous students and often act as advocates for social and academic needs.

School leadership teams have also increased the number and scope of orientation processes to ease transition anxiety from elementary to secondary, with additional activities being added for Indigenous students and Students with Diverse Abilities. These include additional student tours prior to enrollment, connection activities after start-up, as well as staff meetings to share student learning profiles. Ongoing conversations regarding elementary students with higher than typical absences and subsequent interventions occurred with the support of a district counsellor and District Learning Support staff.

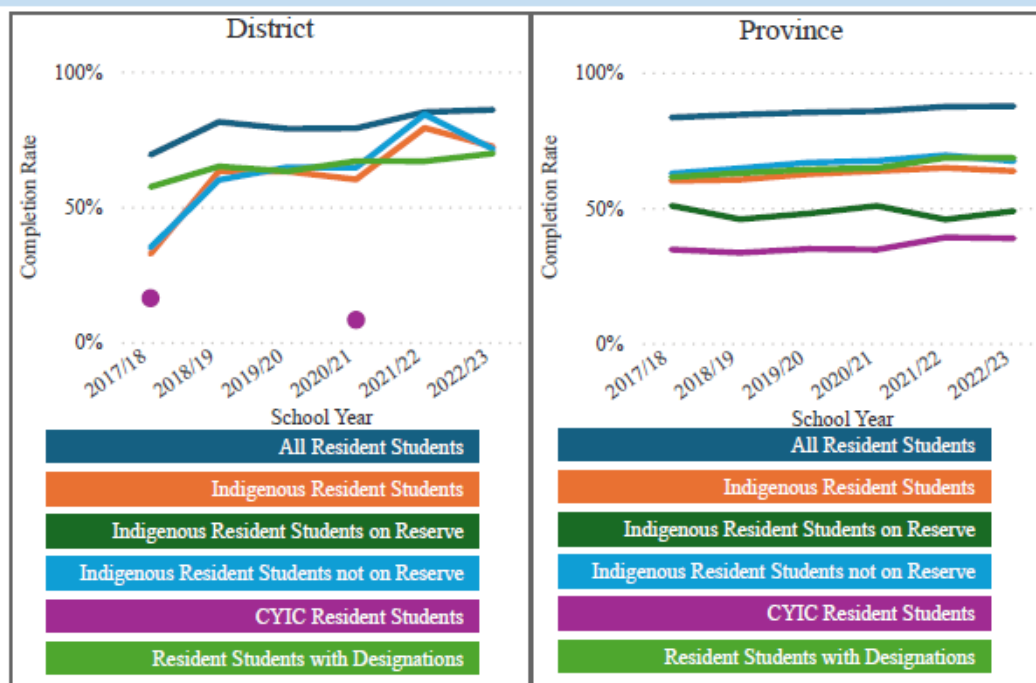
In order to ease transition anxiety into Kindergarten, we initiated the Pre-K Transition Program two years ago in every elementary school in the district. This program invites all registered Kindergarten students who will be joining us in the following September to a two-hour a day, twice a week, six-week program that takes place in May and June. The program is too new to have any sound evidence on its impact, but anecdotal response has been highly favourable, and a recent parent and caregiver survey indicated 43 of 44 respondents would highly recommend the program to others.

The initiative above was created in part due to ongoing conversations at our local Early Years Table. Consisting of representatives from local organizations such as SCRC, SOS, Pacific Care, Oceanside Building and Learning Together (OBLT), MCFD, CYMH, as well as the Qualicum School District. The Early Years Table reviews local trends and data, including the Early Development Instrument (EDI) survey results and then considers potential responses. This group has contributed to the creation of events like the Saturday Breakfast Club, summer literacy programming at Storybook Village, and the Family Night Out, along with the very popular Pete the Cat family event.

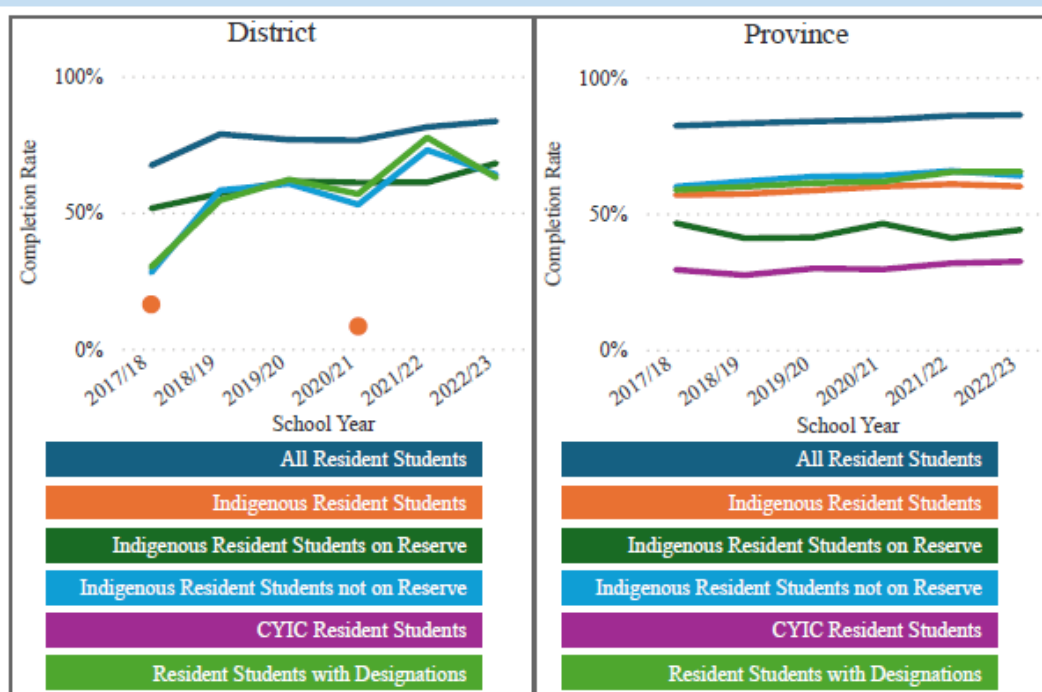
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



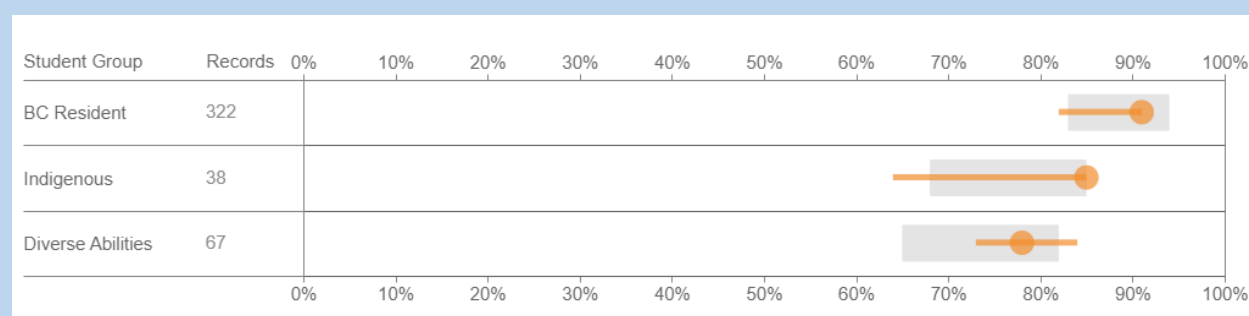
5-Year Completion Rate (Dogwood Only)



Five Year Completion (Specific Data Not Shown)

The Five-Year Completion Rate for All Resident Students has climbed sharply over the past few years and now sits at 86 percent for the 2021-22 cohort, just 1 percent lower than the provincial average. The Five-Year Completion Rate for Indigenous Students was 72 percent for the 2022-23 school year, and 71 percent for the 2021-22 school year, both several percent above the provincial averages for those years. District Students with Diverse Abilities matched the provincial rates at 70 percent for the recent school year after being a percent behind the year before, and it should be noted district results for Students with Diverse Abilities have been very close to provincial numbers for the past 7 years now.

Six Year Completion



The Six-Year District Completion Rate for All Resident Students for the 2022-23 school year is up to 91 percent, just 1 percent lower than the provincial rate, and the Six-Year completion rate for Indigenous Students is up to 85 percent, which is 11 percent above the provincial rate and at the very top end of the typical range for the province. Students with Diverse Abilities graduated in six years 77 percent of the time, dropping slightly from last year but still 1 percent above the provincial average.

Dogwood Completion Strategies for Success

All these results represent significant gains over previous years, with the Six-Year gains being especially noteworthy. The district leadership team meets with secondary school principals several times a year to review lists of vulnerable students and hear updates on supports, interventions, and progress toward completion, and this work has continued to become more refined and effective. Closer attention by the principal of Indigenous Education in regard to student interventions, and the emergence of graduation coaches (with a new job classification for 2024-25 titled Indigenous Education Advocate) in district standard high schools should help solidify positive outcomes. The Future Completion data set has been a cornerstone of this process as a means to identify and recover non-attending students, but we are hopeful the new evolving provincial data system will be able to serve this function equally well going forward.

It should be noted Adult Dogwood numbers over the last five years have ranged, without apparent trend, from 16 to 26 for non-aboriginal students and 6 to 8 for aboriginal students, indicating only a nominal influence on achievement data. Additionally, there were just two students receiving an Evergreen Certificate in the graduation cohort last year, neither of whom were of Indigenous ancestry.

As mentioned in previous FESL reports, efforts to “right-size” the district’s non-standard programs have also been helpful. Our district online learning program (CEAP) has returned to approximately 100 FTE after peaking at over 300 during the pandemic. As well, the secondary alternate program (PASS) was

down just 60 FTE for last September from 120 FTE just a few years ago. We believe that while some students do benefit from these programs, the majority of students, and especially Indigenous students, are more successful in standard schools when appropriate efforts are made to support them. The most recent How Are We Doing (HAWD) report showed just 15 students of Indigenous ancestry enrolled in the PASS program as of September 20, 2023, down from an average of twice that number over previous years. Recent work at the secondary schools has focused on the expansion of flexible and supportive “soft-alt” programs would allow students to remain in the building, access some mainstream classes, be in close connection to peers and key adults, but also have access to a more discreet and supportive environment for parts of the day to help with emotional safety and self-regulation.

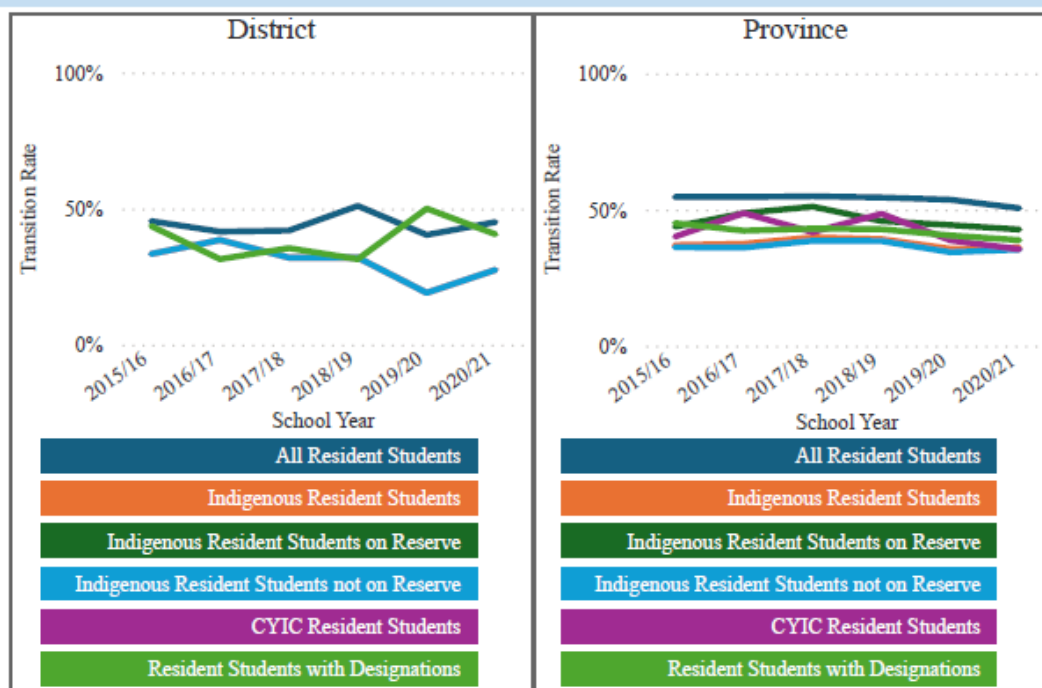
District standard secondary schools will be examining school culture in a focused and intentional manner, and as an extension of the work described above in the Student Learning Section, the focus will be to leverage the Strategic Plan goal areas of To Give, To Grow, and To Belong in order to build more positive and supportive relationships between staff and students to improve student success. These concepts are being woven into enhanced attendance responses, which will make use of improved data availability, leverage the existing school-based team structures, and increase positive communication with households, all in an aligned manner across both schools.

Additionally, our two standard secondary schools will be moving to aligned timetables for the 2024-25 school year. Both will have linear courses for grade 8 and 9 students to promote relationships, semestered courses for grades 10 through 12 to promote choice, and the daily block rotation will no longer cross over lunch, so part-time programs and partnerships with work placements and post-secondary will be much easier to arrange. Students will also be able to cross-enroll between the two schools as a means to improve choice by accessing niche programming not offered at their home school. We believe these changes have the potential for positive impact in regard to overall student success for struggling and excelling students alike.

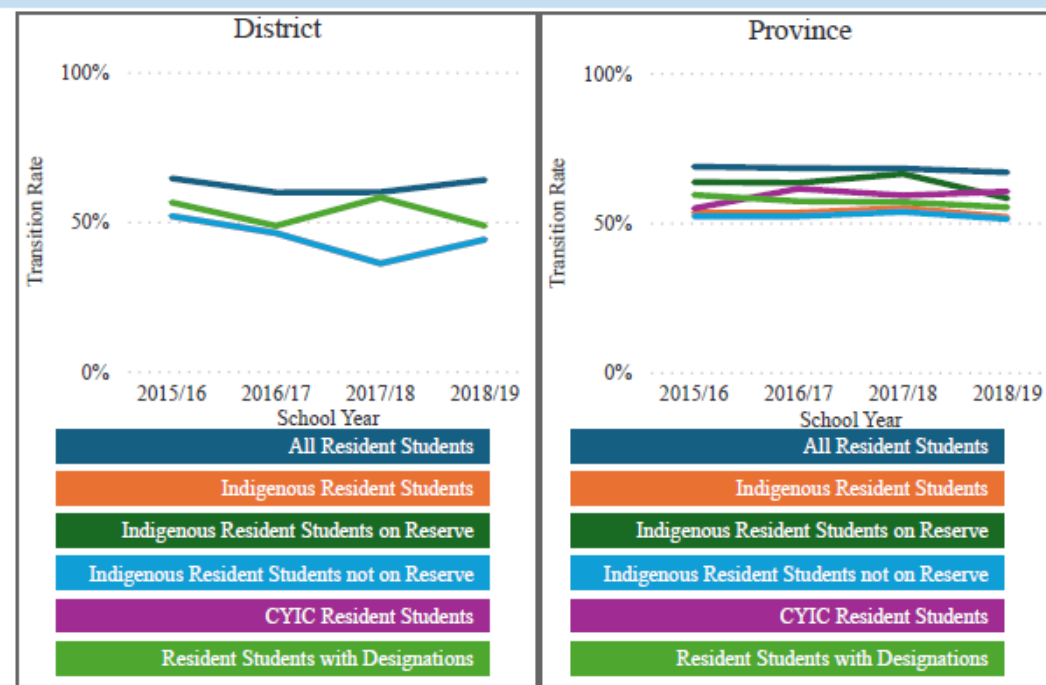
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Transition to Post-Secondary (Specific Chart Not Shown)

In regard to Immediate Transition to Post Secondary, district All Resident Students did this 41 percent of the time, compared to the provincial average of 50 percent. Recent data results were unavailable to share for local Indigenous students or Students with Diverse Abilities. When considering Post-Secondary Transition over 3 Years, district All Resident Students and their provincial counterparts showed the same results in 2020-21 as students who had graduated only 1 year prior, which were declines of more than 15 percent from 2 years prior, with the most obvious influence in the difference being the pandemic. District Indigenous students managed to Transition to Post Secondary 28 percent of the time compared to provincial Indigenous students who did so 36 percent of the time, and district Students with Diverse Abilities did the same 39 percent of the time, 2 percent less often than provincial results.

Transition to Post-Secondary Strategies for Success

Staff have noted overall transition to post-secondary is down in the post-pandemic era, and certainly provincial institutions are being pressed to respond. As partners in education, it is incumbent on us to reinvigorate our portrayal of the positive aspects of post-secondary learning whenever and however practicable. We believe the upcoming changes to the secondary timetables will support staff in increasing secondary school partnerships with post-secondary, which should help with enrollment. We will also consider running a morning bus to our local university as a strategy to remove the barrier of transportation preventing some students from attending, but the plausibility of this concept will need to be examined as part of the upcoming transportation review.

District Strategic Planning

Strategic Planning 2023-2027

The Qualicum School District engaged in the development of a new District Strategic Plan during the 2022-23 school year. The process began with a Board retreat in August to review and revise the Board of Education's Mission, Vision, and Values. Surveys for staff and parents and caregivers along with conversations with student focus groups created data for consideration. Through February and March, the Superintendent of Schools met with a group of 40 stakeholder representatives to examine the data through the lens of the Board's Mission, Vision, and Values and the Province's Framework for Enhancing Student Learning. Check-ins on the draft plan occurred in March with the final version of the five-year plan approved by the Board in June of 2023.

The District Strategic Plan uses methodology developed by Birk and Larsen branded as Observable Impact. At the core of the planning process is the "S-E-T", which identifies what the student is expected to do (S), what the educator is expected to do (E), and what task or outcome or artifact is expected as a result (T). We also added what the district is expected to do in support to add a layer of accountability (D). Operational plans for Learning Services and Assessment have followed, with more operational plans expected to follow in the new year.

All district schools (and programs) now use the SET methodology for their own Impact Plans, and are expected to pull goals and outcomes from the District Strategic Plan and/or Operational Plans for their school or program goals. Classroom teachers are then expected to select a goal from their School Impact Plan to pursue for the school year. District staff meet twice a year with principals to discuss school goal selection and progress in addition to their Ignite style presentations for the Board of

Education in May. School principals also meet with their classroom teachers twice a year (or more) to discuss classroom goals.

Knowing authentic adoption of district level goals throughout the system is often going to require changes to practice in classrooms, the district has introduced the concept of the Needs Response Team (NRT). The NRT is a focused professional learning community of peers that supports a teacher with their instructional challenge related to District, Operational, or School Impact Plans through release time and guided facilitator support. More than 30 NRT groups have been initiated since this opportunity has been made available in January 2024.

Alignment Between District and Schools



The chart shown above is a visual frequently used in presentations to help describe how alignment is expected to occur once the Strategic Plan was approved. Despite being encouraged to complete work on prior goals in schools before moving to new ones, current school goals have quickly aligned with the District Strategic Plan goals of To Learn, To Give, To Grow, and To Belong. Given the very short elapsed time since the official launch of the new District Strategic Plan, the shift towards authentic goal adoption is most encouraging. The most recent school SETs submitted in June of 2024 were loaded into ChatGPT, which organized them by goal area, then summarized them into the content below:

Summary of District's Areas of Focus for Each Goal

To Learn – Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school

Our district emphasizes developing essential curricular skills for academic success and future endeavors. Key areas of focus include:

- *Encouraging daily writing practice and experimentation with different styles.*
- *Using feedback for continuous improvement in writing.*
- *Promoting flexibility and real-world application in numeracy.*
- *Ensuring students can independently choose and read material at their level, engage in oral activities confidently, and use various support tools.*
- *Supporting students in articulating their learning goals and understanding their importance.*
- *Setting and reflecting on meaningful goals with educator support.*
- *Using flexible, creative, and critical thinking to solve problems across contexts.*

To Give – Students leading local and global change

Our district fosters student leadership and civic engagement by encouraging activities that lead to positive change locally and globally. Key areas of focus include:

- *Promoting personal confidence, pride, and empathy.*
- *Helping students identify and work towards personal and class goals.*

- Encouraging students to make choices about their learning and select the necessary strategies, tools, and supports.

To Grow – Supporting all learners in pursuit of equity of outcomes

Our district is committed to equity in educational outcomes. Key areas of focus include:

- Promoting flexibility and real-world application in numeracy.
- Utilizing a strength-based approach for inclusion, instruction, and assessment.
- Supporting student goal setting with necessary resources.
- Continuously assessing and providing feedback on students' progress with flexible tools.
- Explicitly teaching tools, routines, and strategies with access to technology and visuals.
- Reinforcing growth mindset and promoting reflection on evidence across contexts.
- Applying number sense to real-world situations.
- Using diverse strategies and tools to help students meet their goals.

To Belong – Developing critical social skills and all of the strategies necessary for a healthy self

Our district fosters a sense of belonging by helping students develop essential social skills and well-being strategies.

Key areas of focus include:

- Ensuring students feel safe and connected at school.
- Engaging staff in meaningful class reviews and goal-setting processes.
- Providing professional learning opportunities and resources aligned with class goals.

These summaries highlight our district's commitment to holistic education, ensuring students are prepared for academic success and meaningful lives beyond school.

Alignment Between the District Strategic Plan and FESL for 2024-25

Goal Area:	Focus for 2024-25:	Desired Outcome:
To Learn	<ul style="list-style-type: none"> • Better data access through expanded Edplan Insight usage • Triangulation of results between classroom, district, and provincial assessments • Increased secondary numeracy instructional confidence and higher assessment fidelity 	<ul style="list-style-type: none"> • Continued success with FSA results • Grad assessment results at or above provincial results
To Give To Grow To Belong	<ul style="list-style-type: none"> • More fulsome and positive responses to low attendance • Use of student focus group data to work on school culture and encourage positive relationships • Aligned timetables at secondary with reduced rotations • Enhanced transition strategies into K and from elementary to secondary 	<ul style="list-style-type: none"> • Continued success with completion outcomes • Student learning survey results more consistently positive • Improved PSI transition rates

Following each data set shared in this document, the district's current and ongoing strategies for success were described. The chart shown above specifies which strategies are being highlighted for the coming school year, which Strategic Plan Goal area is most supported by that strategy, and which achievement metrics should be most impacted. We look forward to supporting continuous student success in the Qualicum School District, and using the strategies as outlined in this report to help address our Strategic Plan in the 2024-25 school year.

Dr. Peter Jory (Superintendent/CEO)

Approved by the Qualicum School District Board of Education September 24, 2024.