

Greater Victoria School District
SD61

Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence Pre-Populated Provincial Template

In Review of Year 2024-2025 of Strategic Plan 2020-2028

Approved by Board on September 15, 2025

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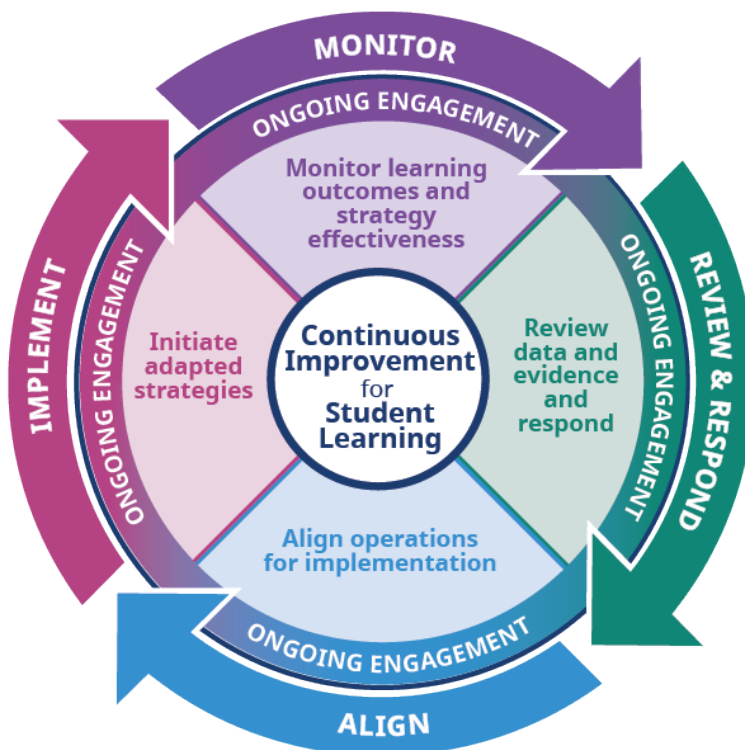
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

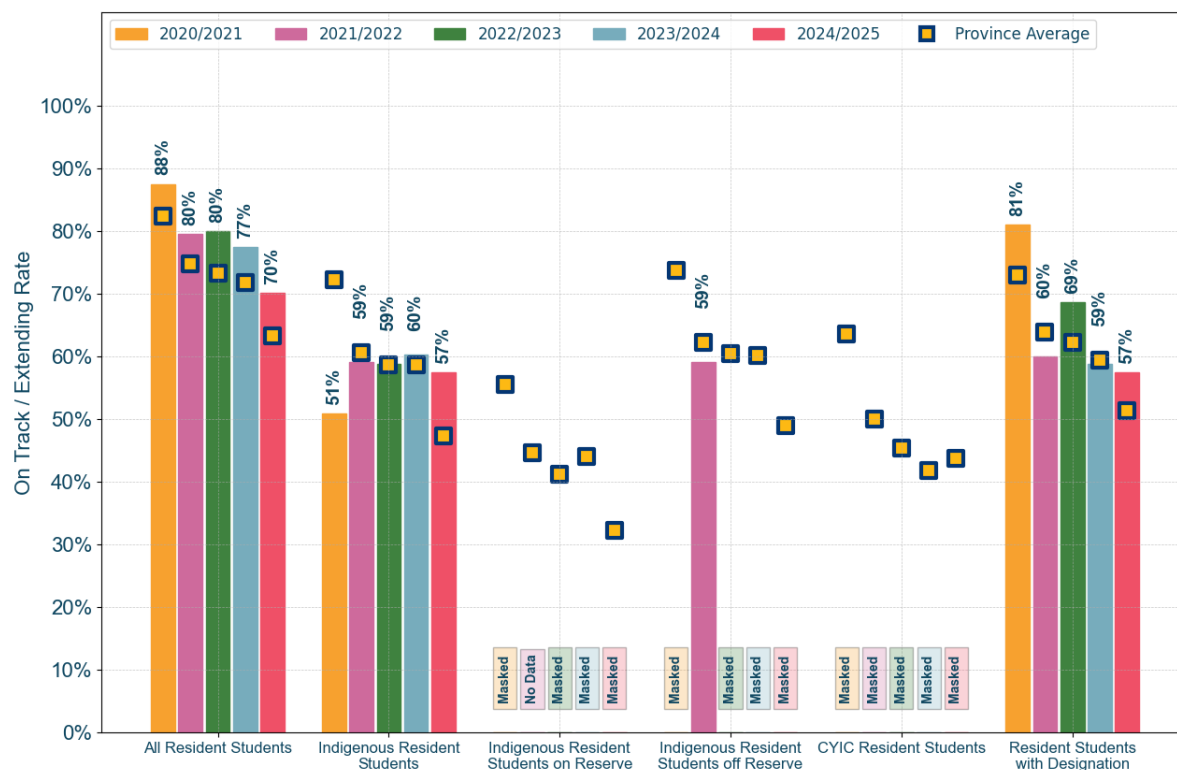
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD061 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1497 55%	1483 61%	1544 62%	1538 61%	1618 80%
Indigenous Resident Students	144 38%	116 42%	154 52%	119 53%	130 67%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	147 25%	135 37%	151 34%	162 31%	211 51%

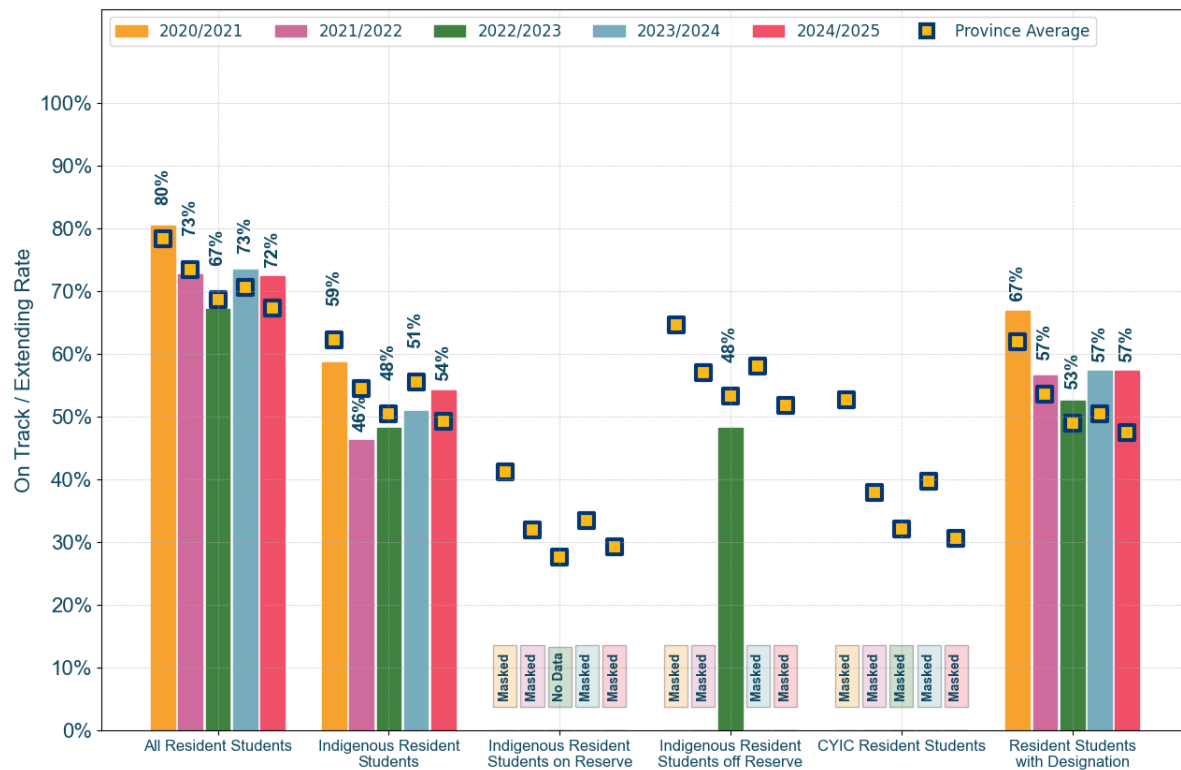
SD061 - Grade 4 FSA Literacy - On Track / Extending Rate



SD061 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1465 58%	1437 55%	1449 54%	1507 52%	1533 87%
Indigenous Resident Students	126 46%	145 46%	127 44%	133 41%	114 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	262 46%	270 43%	242 41%	287 33%	290 73%

SD061 - Grade 7 FSA Literacy - On Track / Extending Rate

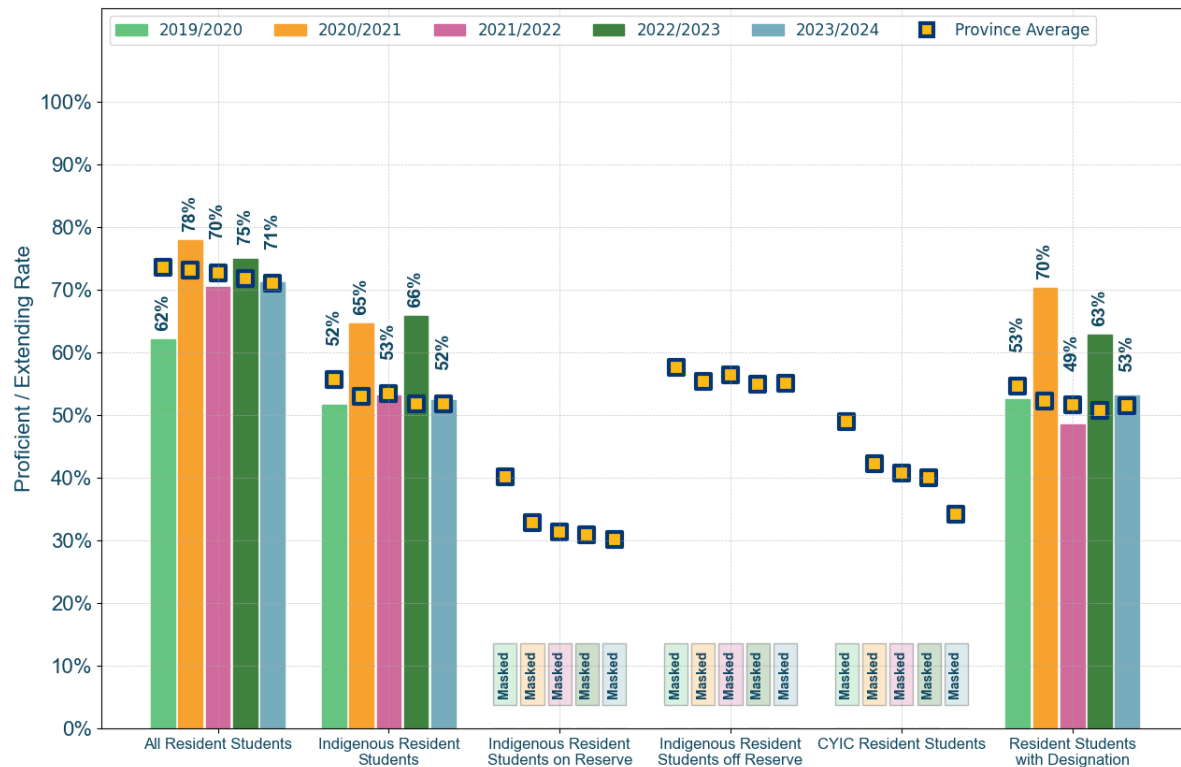


Measure 1.2: Grade 10 Literacy Expectations

SD061 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1405 50%	1406 85%	1409 77%	1477 87%	1559 89%
Indigenous Resident Students	124 40%	111 60%	141 57%	122 73%	132 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	274 44%	234 74%	270 62%	303 78%	337 77%

SD061 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context: To protect student privacy, some data for Indigenous Resident Students on Reserve, Indigenous Resident Students off Reserve, and Children and Youth in Care (CYIC) Resident Students is masked. Participation rates for Grades 4 and 7 Foundations Skills Assessment (FSA) have been consistent for the past three years, with a significant increase in both grades in 2024/2025. The district achieved a five-year high for participation in the Grade 10 Literacy Graduation Assessment, with 88.8% of All Resident Students completing the assessment (3.2 percentage points above the provincial rate).

Trends: The 2024/2025 Grade 4 FSA results show a district-wide decline compared to the previous two years. Grade 7 literacy rates (72.4%) are 2.2 percentage points higher than Grade 4. [FSA literacy progression over time data](#) shows that 66% of students who were On Track in Grade 4 remained On Track in Grade 7. Additionally, 38% of students who were Emerging in Grade 4 remained Emerging in Grade 7. For Grade 10 Literacy Graduation Assessment, All Resident Students have been Proficient or Extending at rates between 70-75% over the past three years.

Notable trends for priority populations are seen in Grade 4 FSA for Resident Students with Designations where there has been a decline in On Track/Extending Rates for the past three years. In contrast, Grade 7 FSA rates for Indigenous Resident Students increased over the past four years from 46% to 54%. However, overall rates lag significantly behind All Resident Students (20+ percentage points) and are lower than the provincial average.

As a result of these concerning declines (Gr 4) and gaps (Gr 7), we have intentionally focussed our supports on priority populations to attempt to shift these trends. (expanded on p. 10 and Part 2)

Relevant Comparisons: Despite the Grade 4 FSA district-wide decline from the previous year, the district continues to outperform provincial averages for All Resident Students (+6.8 percentage points), Indigenous Resident Students (+10.2 percentage points), and Students with Designations (+6.0 percentage points).

District Grade 7 FSA results have exceeded the provincial average for the second consecutive year, with 72.4% of students proficient or extending compared to 67.3% provincially. Notably, for the first time in five years the district also outperformed the province by 5 percentage points for Indigenous Resident Students, though overall rates are still below All Resident Students.

For the Literacy 10 Graduation Assessment, overall performance in the district closely mirrors the provincial average, with 71% of students achieving Proficient/Extending, compared to 71.2% provincially. However, significant disparities persist among student subgroups. Indigenous Resident Students performed at a rate 19 percentage points lower than All Resident Students (71%), while Students with Designations had a Proficient/Extending rate of 53%.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Relevant Local Data: District Summary of Learning data shows 57% of students in Grade 4 students were proficient or extending by the end of the school year. While not directly comparable, this is below the district FSA result of 70% for all Resident students.

District Summary of Learning data shows that 68% of students in Grade 7 were proficient or extending by year-end. While not a direct comparison, this is generally consistent with the district FSA result of 72% for All Resident students.

Final marks for Grade 10 English aligned courses indicate that 85% of students achieved a grade of 60% or higher. While not directly comparable, this exceeds the provincial result on the Literacy 10 assessment by 14 percentage points.

Strengths: The district continues to perform above provincial averages in Grade 4 Literacy (+6.8 percentage points). Grade 7 Literacy shows positive growth from Grade 4 (+2.2 percentage points), indicating strong literacy development across the intermediate years.

Areas for Growth: Indigenous Resident Students and Students with Designations consistently score 10–20 percentage points below district averages in literacy. Literacy rates for CYIC Resident Students (28.6%) remain below provincial averages (30.5%), and masked data suggests continued challenges in participation and performance.

The disparity of results between specific student sub groups and priority populations is concerning and requires us to do things differently – change must occur.

Commitment to Improving Equity: We are committed to improving literacy outcomes for students in the early years, with a focus on priority populations. As a result we have made changes to the supports, culturally responsive services, and meeting structures. We expect these intentional shifts will help close the gaps.

- Maintain Early Literacy Collaboration Teacher (ELCT) roles, along with supplementary collaborative funds in identified priority schools.
- Intentionally increase ELCT FTE in specific schools.
- Purposefully use StrongStart classrooms for literacy support in afternoons.
- Implement and sustain Early Literacy Screening Tools beginning in Kindergarten.
- Allocate targeted funding to strengthen supports for Indigenous students K to 12.
- Provide professional development and job-embedded learning opportunities for elementary and middle school teams, with a focus on supporting priority learners within classroom settings.
- Require all schools to create a literacy goal, with an expectation to integrate equity targets for priority student achievement in the goal and strategies.

See Reflect and Adjust Chart in Part 2a for details about these strategies.

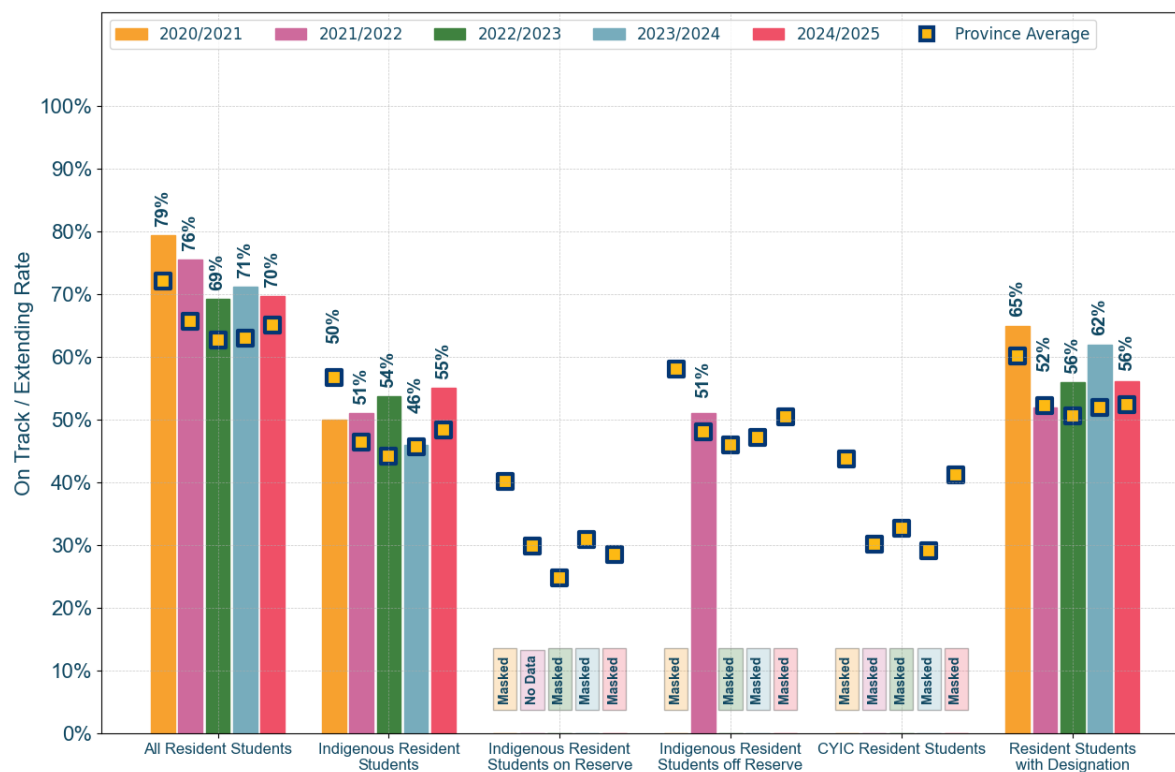
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD061 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1497 55%	1483 61%	1544 61%	1538 61%	1618 80%
Indigenous Resident Students	144 36%	116 42%	154 52%	119 51%	130 68%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	147 27%	135 39%	151 33%	162 31%	211 51%

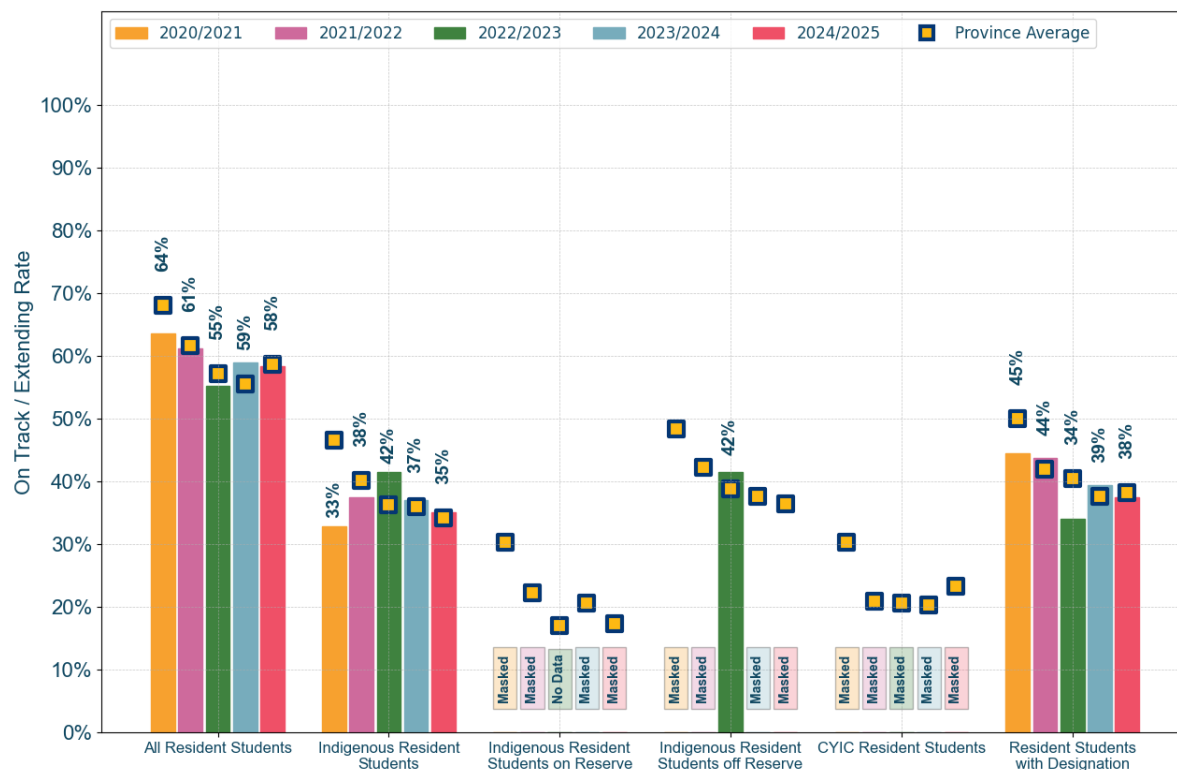
SD061 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD061 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1465 57%	1437 54%	1449 54%	1507 52%	1533 86%
Indigenous Resident Students	126 46%	145 44%	127 42%	133 41%	114 70%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	262 45%	270 41%	242 41%	287 34%	290 72%

SD061 - Grade 7 FSA Numeracy - On Track / Extending Rate

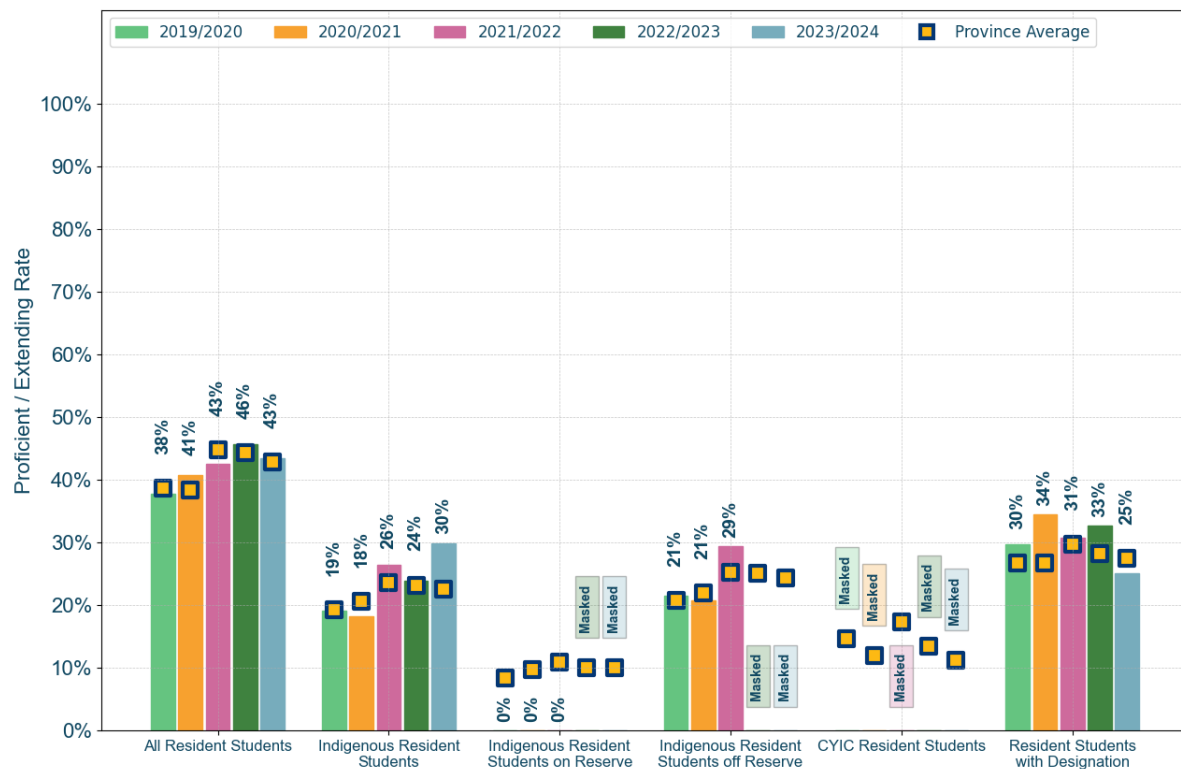


Measure 2.2: Grade 10 Numeracy Expectations

SD061 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1403 64%	1403 70%	1401 52%	1470 58%	1536 46%
Indigenous Resident Students	122 42%	109 49%	145 41%	120 34%	131 38%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	274 57%	234 63%	268 43%	298 52%	332 36%

SD061 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

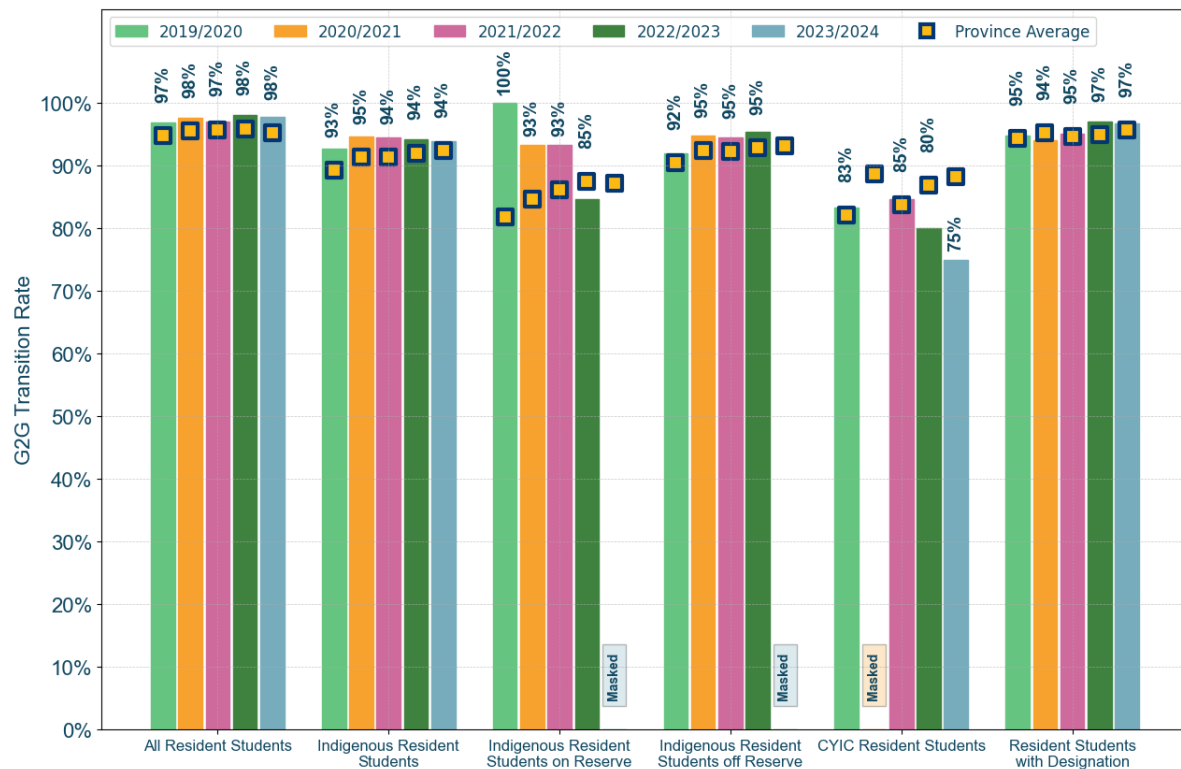


Measure 2.3: Grade-to-Grade Transitions

SD061 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1405	1408	1419	1475	1555
Indigenous Resident Students	124	112	144	121	131
Indigenous Resident Students on Reserve	12	15	15	13	Masked
Indigenous Resident Students off Reserve	112	97	129	108	Masked
CYIC Resident Students	12	Masked	13	15	16
Resident Students with Designation	273	237	269	302	333

SD061 - Grade 10 to 11 Transition Rate



SD061 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1448	1411	1424	1431	1539
Indigenous Resident Students	122	117	118	138	129
Indigenous Resident Students on Reserve	16	12	15	16	15
Indigenous Resident Students off Reserve	106	105	103	122	114
CYIC Resident Students	26	17	13	15	18
Resident Students with Designation	251	272	242	281	315

SD061 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Key Context: To protect student privacy, some data for Indigenous Resident Students on Reserve and CYIC Students is masked. Participation rates for Grade 4 and 7 FSA have been consistent, with a significant increase in both grades in 2024-25. Participation rates are lower on average for Numeracy 10 Graduation Assessment, which can be explained by the flexibility our district allows for students to complete this assessment in Grades 10, 11, or 12.

Trends: For the past three years, approximately 70% of All Resident Students have been On Track/Extending in Grade 4 FSA Numeracy compared to 55-59% in Grade 7. For Grade 10 Numeracy graduation assessment, All Resident Students have been proficient or extending at rates between 43% to 46% over the past three years.

Notable trends for priority populations are seen in Grade 7 Numeracy for Indigenous Resident Students where there has been a decline in On Track/Extending rates for the past three years. In contrast, Grade 10 numeracy graduation assessment proficiency rates for Indigenous Resident Students have increased over time, most notably in 2023/24.

Transition rates between Grade 10 to 11 and Grade 11 to 12 are above 90% for All Resident Students, Indigenous Resident Students, Indigenous Students off Reserve and Resident Students with Designations. Over the last three years for CYIC Resident Students, there is a declining transition rate trend between Grade 10 to 11, and an increasing transition rate trend between Grade 11 to 12. Indigenous Students on Reserve have the greatest fluctuation in transition rates likely due to fewer students represented in this data set.

Relevant Comparisons: On Track/Extending rates for All Resident Students in Grade 4 FSA Numeracy (69.7%) remains above the provincial average (65.1%). Disaggregated data reveals that Indigenous Resident Students (55.1%) and Resident Students with Designations (56.1%) are performing more than 10 percentage points below the district average.

Grade 7 numeracy results show an overall decline compared to Grade 4. Disaggregated data for Grade 7 priority populations reveals that Indigenous students and those with designations are performing more than 20 percentage points below the district average. However, these results are generally consistent with the provincial average.

For Numeracy 10 Graduation Assessment, although district proficiency slightly exceeded the provincial average, only 43.4% of All Resident Students were Proficient/Extending on the Numeracy 10 Assessment. Disaggregated data reveals even greater disparities for Indigenous Resident Students, CYIC Resident Students, and Resident Students with Designations ranging between 20% to 30% of students proficient or extending.

For Grade-to-Grade transitions, district data consistently shows results at or above the provincial rates for all cohorts and priority student populations, except CYIC Resident Students transitioning from Grade 10 to 11 which are well below the provincial average for the past two years. CYIC

Resident Students transition rates between Grade 10 to 11 and Grade 11 to 12 are the lowest in the district, lagging more than 10 percentage points below other student cohorts.

Interpretation:

Outcome 2 - Numeracy



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

Relevant Local Data: District Summary of Learning data for Grade 4 Mathematics shows that 67% of students were proficient or extending by the end of the school year. While not directly comparable, this result is generally aligned with district FSA data.

District Summary of Learning data for Grade 7 Mathematics shows that 72% of students were proficient or extending at year-end. While not a direct comparison, this is notably 13 percentage points higher than the district FSA results.

Final marks for Grade 10 Mathematics aligned courses indicate that 80% of students achieved a grade of 60% or higher. While not directly comparable, this exceeds district results on the Numeracy 10 Assessment by 37 percentage points.

Strengths: Grade 4 FSA Numeracy results are consistently above provincial average.

Areas for Growth: Indigenous Resident Students and Students with Designations consistently score 10–20 percentage points below district averages in FSA numeracy with the highest discrepancies in Grade 7, underscoring the need for sustained and targeted middle years numeracy intervention.

Grade 7 FSA Numeracy results show a notable decline compared to Grade 4 and fall slightly below the provincial average.

Commitment to Improving Equity: We are committed to improving literacy outcomes for students in the early years, with a focus on priority populations:

- Continue to provide professional learning for Grades 3–5 teachers with a focus on multiplication and the development of multiplicative thinking.
- Launch a targeted Grade 6 Numeracy strategy focused on professional development and job-embedded learning rounds to support students who are developing or emerging in their numeracy skills.
- Promote earlier completion of Numeracy 10, with the goal of supporting improved proficiency outcomes.

See Reflect and Adjust Chart in Part 2a for details about these strategies.

Human and Social Development

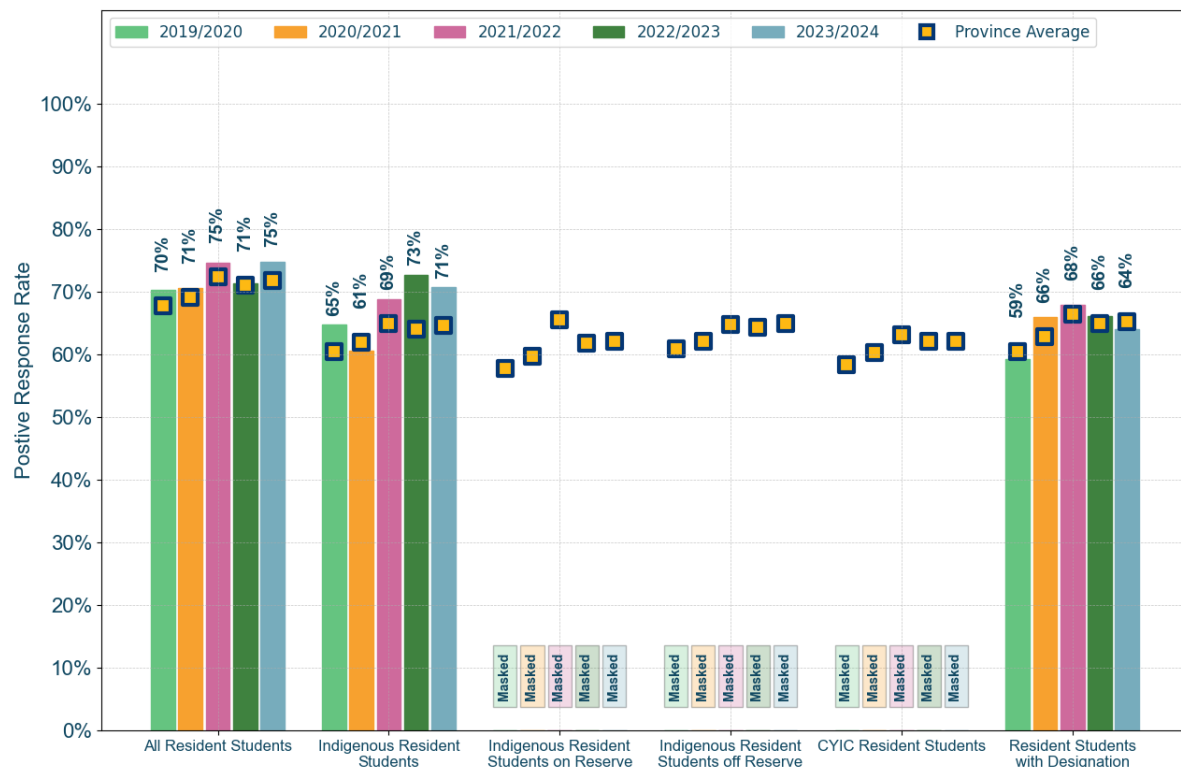
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

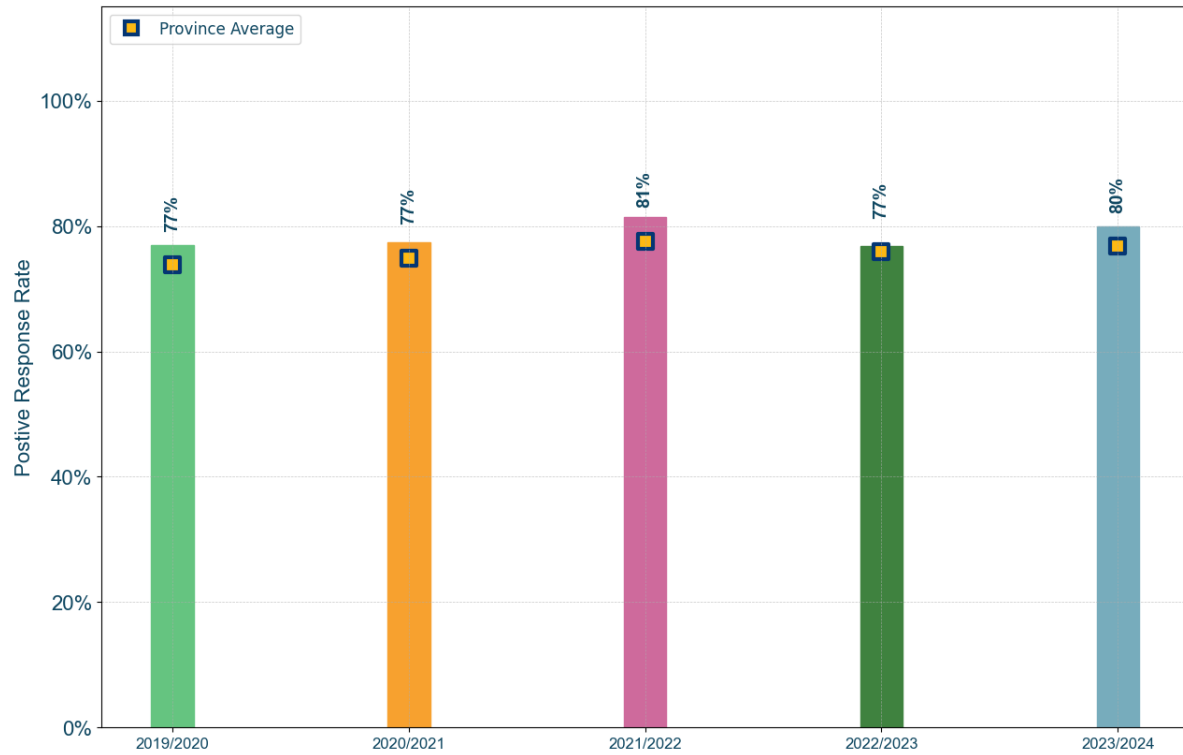
SD061 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4314 54%	4300 76%	4331 71%	4464 68%	4599 76%
Indigenous Resident Students	398 44%	379 57%	403 56%	402 54%	383 59%
Indigenous Resident Students on Reserve	Masked	31 35%	38 29%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	348 59%	365 58%	Masked	Masked
CYIC Resident Students	29 38%	30 50%	Masked	34 38%	30 43%
Resident Students with Designation	658 41%	620 63%	674 60%	694 59%	781 64%

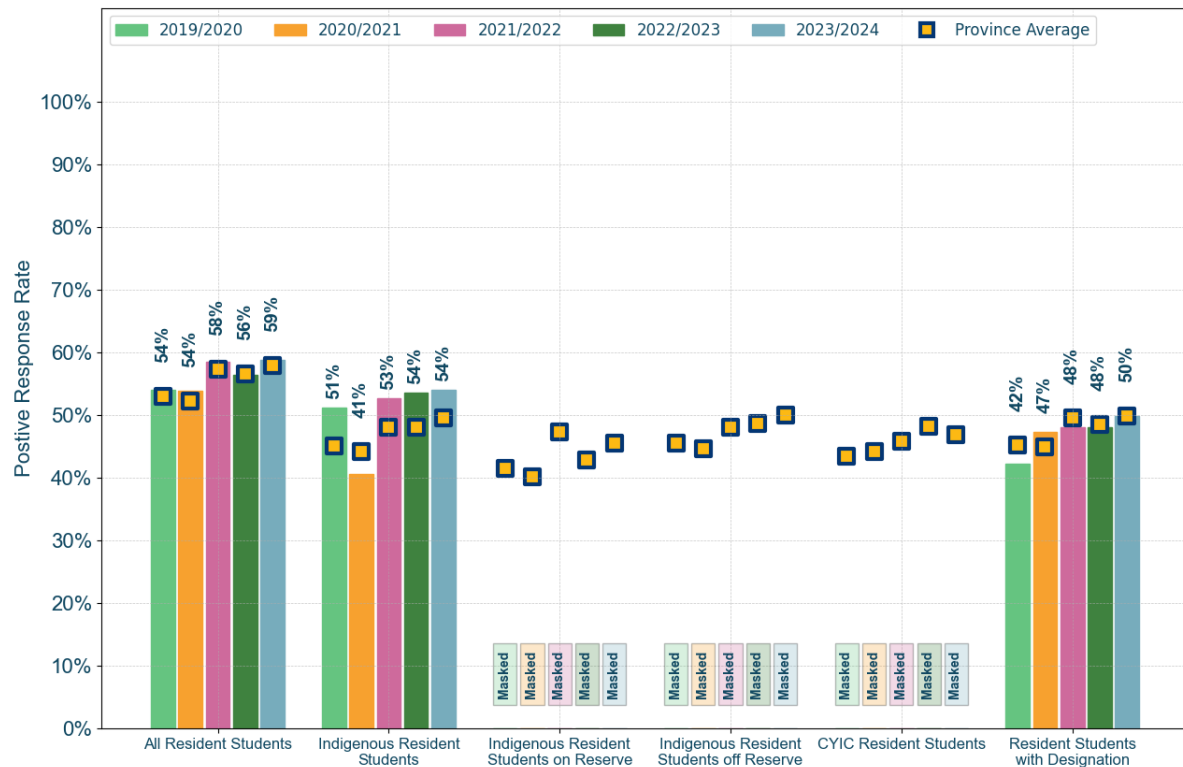
SD061 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



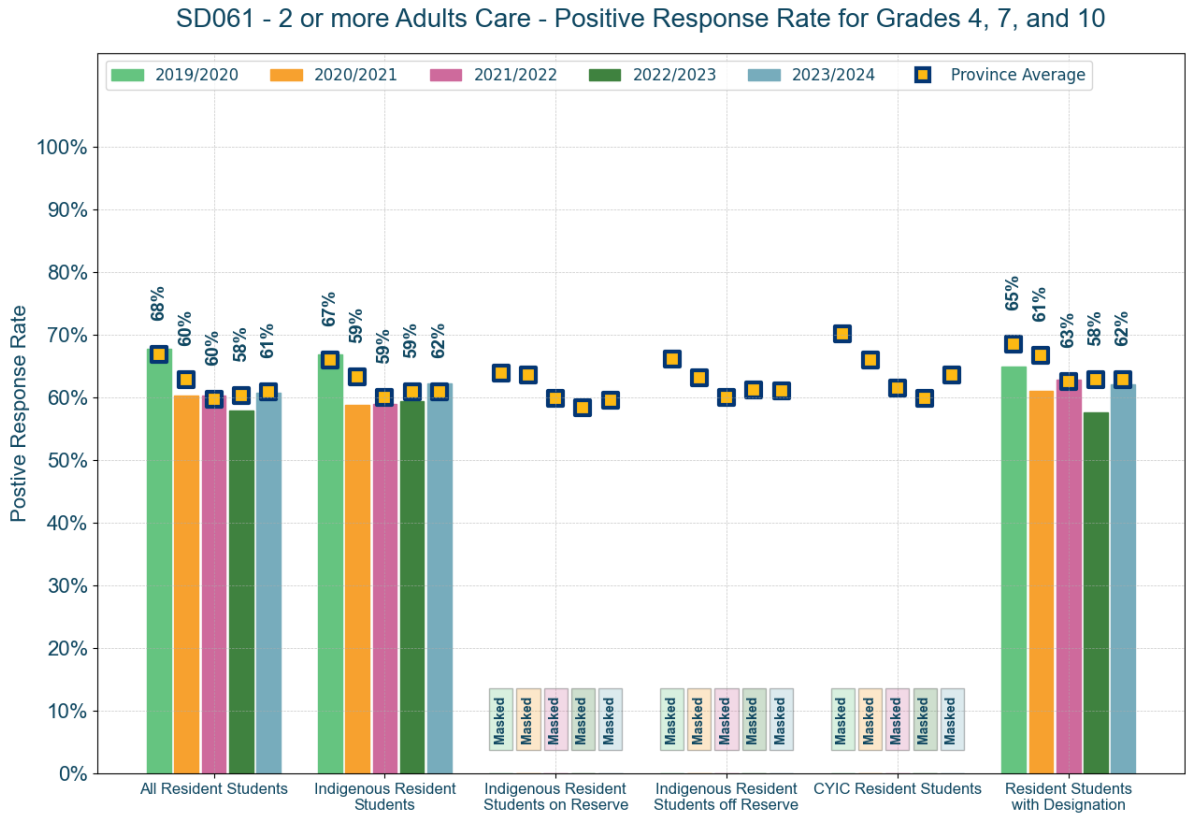
SD061 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



SD061 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context: To protect student privacy, data for some years for Indigenous Resident Students on Reserve and Indigenous Resident Students off Reserve is masked. Student Learning Survey participation rates are highest for All Resident Students, with lowest participation rates for CYIC Resident Students and Indigenous Students on Reserve.

Trends: Over the past three years, 74% of All Resident Students Feel Welcome, 66% of Students with Designations Feel Welcome, and 70.8% of Indigenous Resident Students Feel Welcome (an approximate 10 percentage points increase).

Over the past three years, 79.4% of All Resident Students Feel Safe.

Over the past three years, there has been a slight increase to 59% of students reporting a Sense of Belonging. A similar slight increase is seen for Indigenous Resident Students and Students with Designations.

For each group of students, there was a noticeable decrease in students reporting that they feel that Two or More Adults Care about them at school from 2019/20 to 2021/22. The past three years show consistency across all students and priority populations at approximately 60% of students report feeling that Two or More Adults Care about them.

Relevant Comparisons: The trends for students reporting that they Feel Welcome and Feel Safe within the district are both higher than the provincial average.

The number of students reporting that Two or More Adults Care about them is consistently below the provincial average, including for priority student populations.

The trend for students feeling a Sense of Belonging is at or above the provincial average for all students and priority populations. A gap exists between All Resident Students and both Indigenous Resident Students and Students with Designations (between 5–10 percentage points lower).

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Relevant Local Data: Local comparator data does not exist centrally and/or consistently across schools.

Strengths: The number of students who Feel Welcome and Feel Safe is similar or higher than the provincial average. The recent increase in Indigenous Resident Students who Feel Welcome is a significant strength.

Areas for Growth: The number of students reporting a lack of connection to adults who care about them is consistently below the provincial average and at 60%.

The Sense of Belonging across all demographics is low, with the most concerning numbers associated with Indigenous Students (54%) and Students with Designations (50%).

Commitment to Improving Equity: We are committed to working with all schools to surface barriers to belonging through student voice strategies, such as mental health and wellness grants (see Part 2). We are also committed to promoting and revisiting an area of previous focus which is the implementation of school-wide adult check-ins for priority students who may be disengaged or disconnected. Finally, we are committed to expanding our equity-focused welcoming practices beyond the early years (transition into Kindergarten).

See Reflect and Adjust Chart in Part 2a for details about these strategies.

Career Development

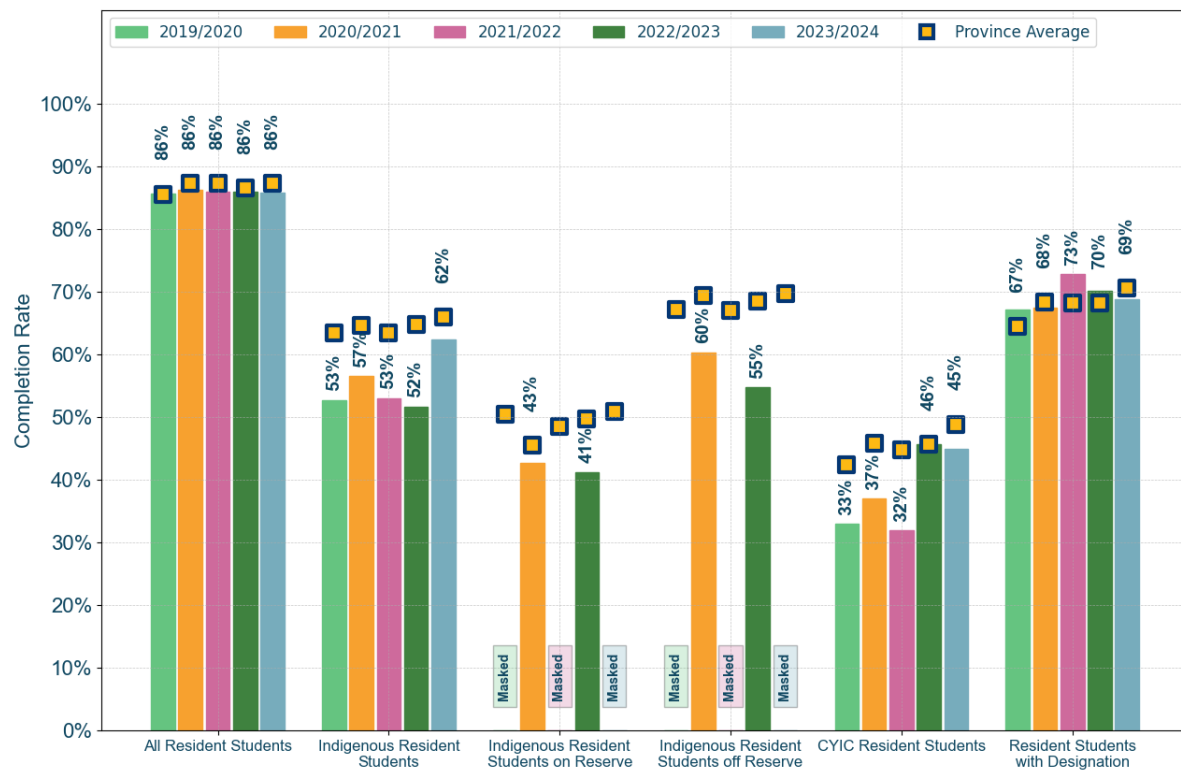
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

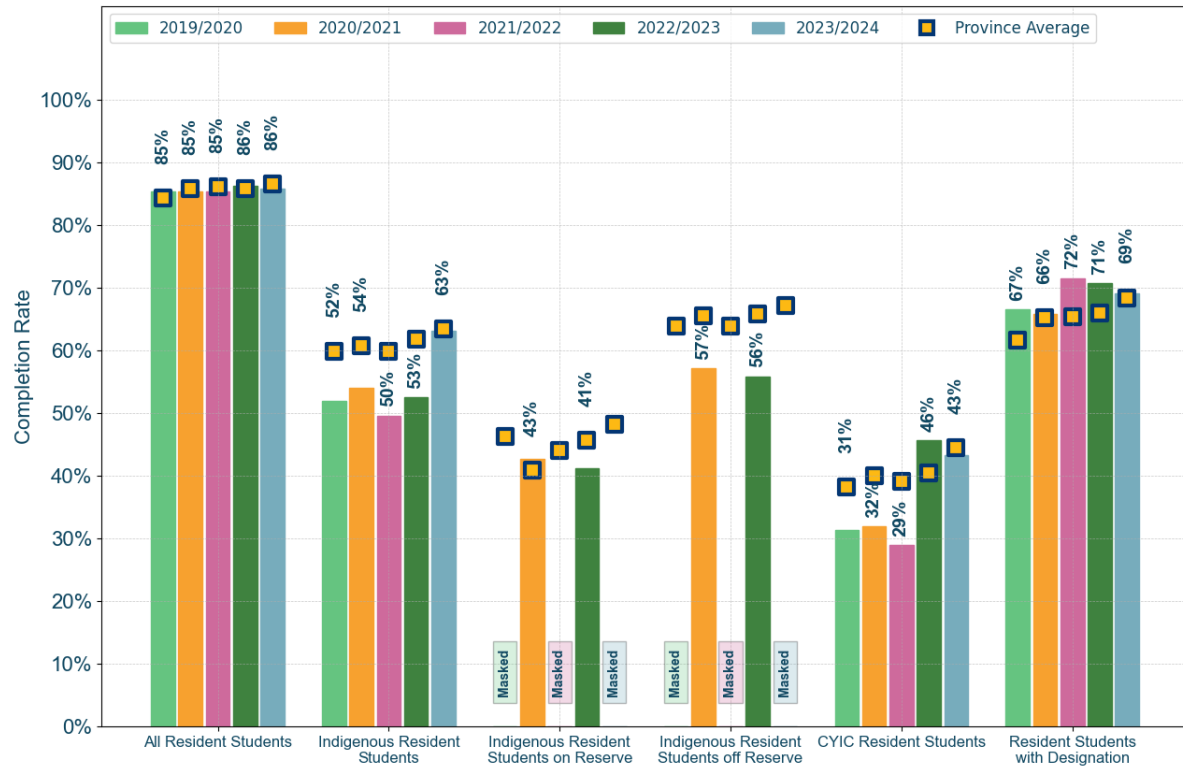
SD061 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1511 126	1516 115	1496 127	1552 126	1541 122
Indigenous Resident Students	134 11	130 10	127 10	128 10	144 11
Indigenous Resident Students on Reserve	Masked	28 2	Masked	29 2	Masked
Indigenous Resident Students off Reserve	Masked	102 8	Masked	99 8	Masked
CYIC Resident Students	70 6	85 7	72 6	64 5	70 5
Resident Students with Designation	332 25	320 21	349 28	332 24	358 26

SD061 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD061 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context: To protect student privacy, data for some years for Indigenous Resident Students on Reserve and Indigenous Resident Students off Reserve is masked.

Trends: Five-year completion rates are consistent and appear stable over time for All Resident Students for Dogwood and Adult Dogwood completion. Trends for other priority populations are consistent, with greater fluctuations year-to-year compared to All Resident Students. There is a notable recent increase in 2023/2024 for Indigenous Resident Students, and a notable two-year increase that started in 2022/2023 for CYIC Resident Students which remained for 2023/2024.

Relevant Comparisons: Completion rates for All Resident Student and Students with Designations are consistently On Track/Exceeding provincial averages. Completion rates for Indigenous Resident Students and CYIC Resident Students consistently lag behind the provincial average, with notable gaps when compared to All Resident Students.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Relevant Local Data: Local data from the [How Are We Doing report \(2023/2024\)](#) is included below to highlight ways to improve completion rates for Indigenous students by aiming to reduce overrepresentation in the data set. It is important to note that the report contains unmasked data which is not shared or represented visually for privacy reasons. The data in the report shows that:

- Indigenous students represent 7.02% of the total student population
- Overrepresentation in alternate education:
 - 30% of alternate students are of Indigenous ancestry (indicates challenges finding success in catchment secondary schools)
 - 3% of all Indigenous students are in alternate programming compared to 0.5% of All Resident Students (6 times higher)
- Overrepresentation in designations:
 - 26% of all designated students are of Indigenous ancestry, which is double that for All Resident Students (13%)
 - 25% of all students with behaviour designations are Indigenous
 - 6% of all Indigenous students have a behaviour designation, which is more than double all students (2.5%)
- Overrepresentation in CYIC demographic data with approximately 50% of CYIC students also having Indigenous ancestry

Strengths: All Resident Student graduation rates remain consistent and high. There have been notable recent increases in graduation rates for CYIC students for the past two years.

Areas for Growth: Graduation rates for CYIC Resident Students and Indigenous Resident Students continue to be the lowest in the district. Overrepresentation of Indigenous students in alternate programming and with behaviour designations should be an area of focus to inform increasing completion rates for priority populations.

Commitment to Improving Equity: We are committed to improving strategic alignment of existing department work to center around existing and new targeted strategies for Indigenous Resident Students and CYIC Resident Students, including for students who are both Indigenous and CYIC. This will include a distinctions-based data strategy that attempts to better correlate local data to improve completion rates for these priority populations.

See Reflect and Adjust Chart in Part 2a for details about these strategies.

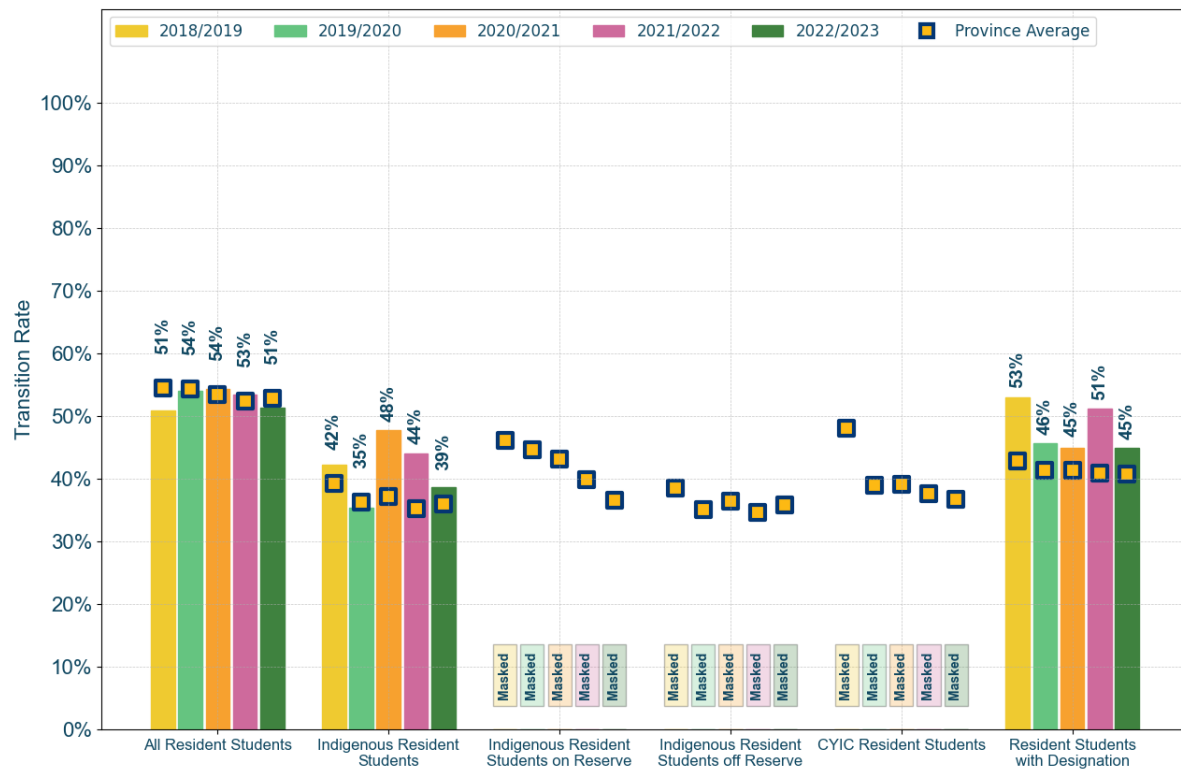
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

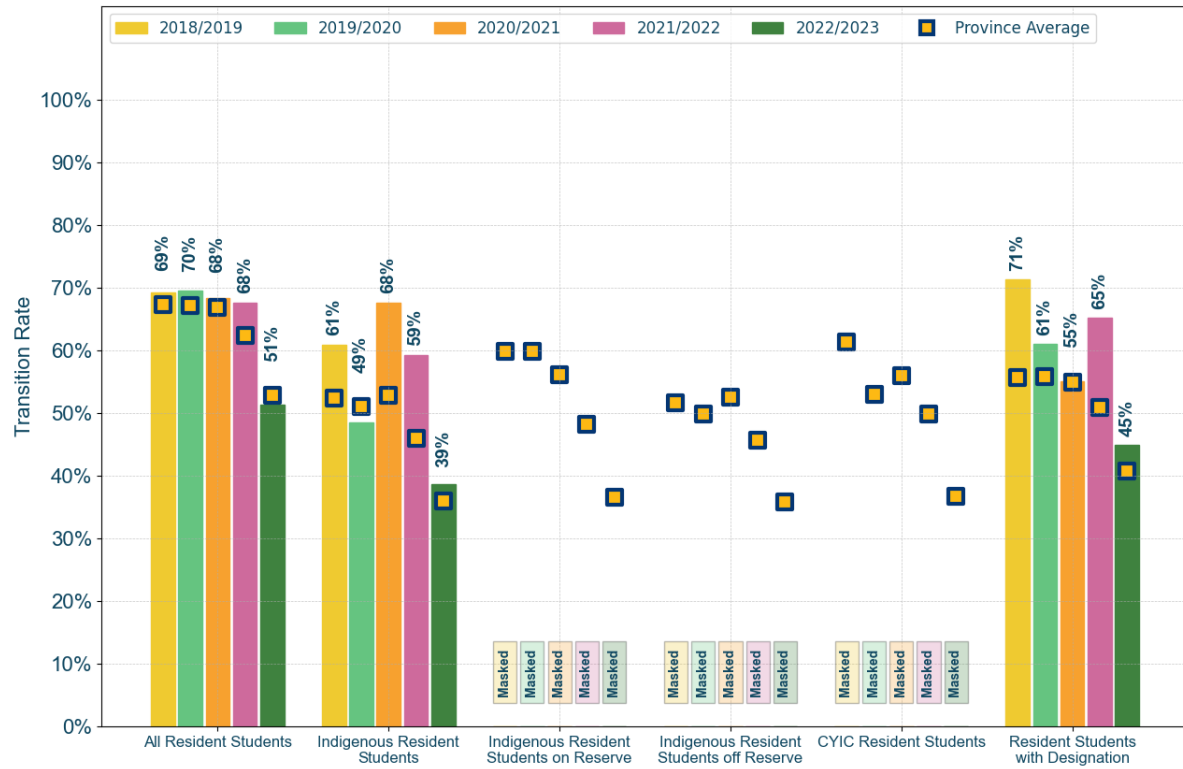
SD061 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1184	1215	1219	1201	1249
Indigenous Resident Students	64	68	65	59	62
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	164	182	178	221	198

SD061 - Immediate Transition to Post-Secondary



SD061 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context: To protect student privacy, data for Indigenous Students on Reserve, Indigenous Students off Reserve, and CYIC Resident Students is masked.

Trends: Both rates for Immediate Transition to Post-Secondary and Within 3 Years Transition to Post-Secondary have remained stable for All Resident Students. For Indigenous Resident Students and Students with Designations there is more fluctuation in transition rates, especially within the data for Within 3 Years Transition to Post-Secondary. There was a notable drop in 2022/2023 for rates Within 3 Years Transition to Post-Secondary in the district and across the province for all student groups.

Relevant Comparisons: Transition rates are consistently at or above the provincial average for all student groups for both Immediate Transition to Post-Secondary and Within 3 Years Transition to Post-Secondary. Indigenous Resident Students and Students with Designations have rates consistently well above the provincial average for Within 3 Years Transition to Post-Secondary but are lower than the rates for All Resident Students (approximately a 10-15 percentage points gap).

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Relevant Local Data: Improved transition rates for priority populations can be correlated to targeted district department work, as well as work in all secondary career centers, to expand dual credit and career exploration programs and increase the numbers of Indigenous Resident Students, CYIC Resident Students and Students with Designations participating in career exploration opportunities.

Strengths: The district continues to meet or slightly exceed provincial averages for immediate transition among All Resident Students. Additionally, both Indigenous Resident Students and Students with Designations have outperformed the provincial average in Within 3 Years Transition to Post-Secondary, indicating long-term gains.

Area for Growth: Indigenous Resident Student transition rates remain disproportionately lower in the immediate post-graduation period.

Commitment to Improving Equity: We are committed to working collaboratively with all Four Houses (Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, and the Urban Peoples' House Indigenous Advisory) to develop purposeful career events and offer personalized and culturally relevant opportunities for all Indigenous students to improve motivation to attend post-secondary institutions and pursue further learning.

See Reflect and Adjust Chart in Part 2a for details about these strategies.