

Interim Progress Report September 2026

In Review of Year 1 of the New Westminster School District
Strategic Plan 2025-2030

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New Westminster Schools recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, and we do our work.

A note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

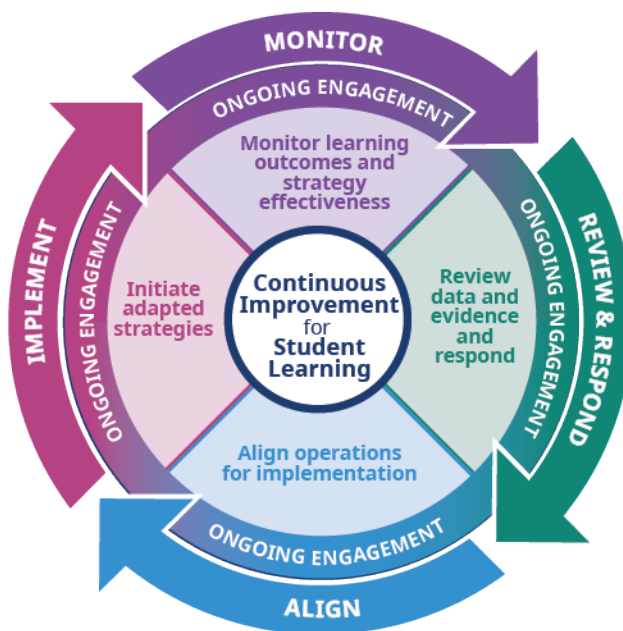
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

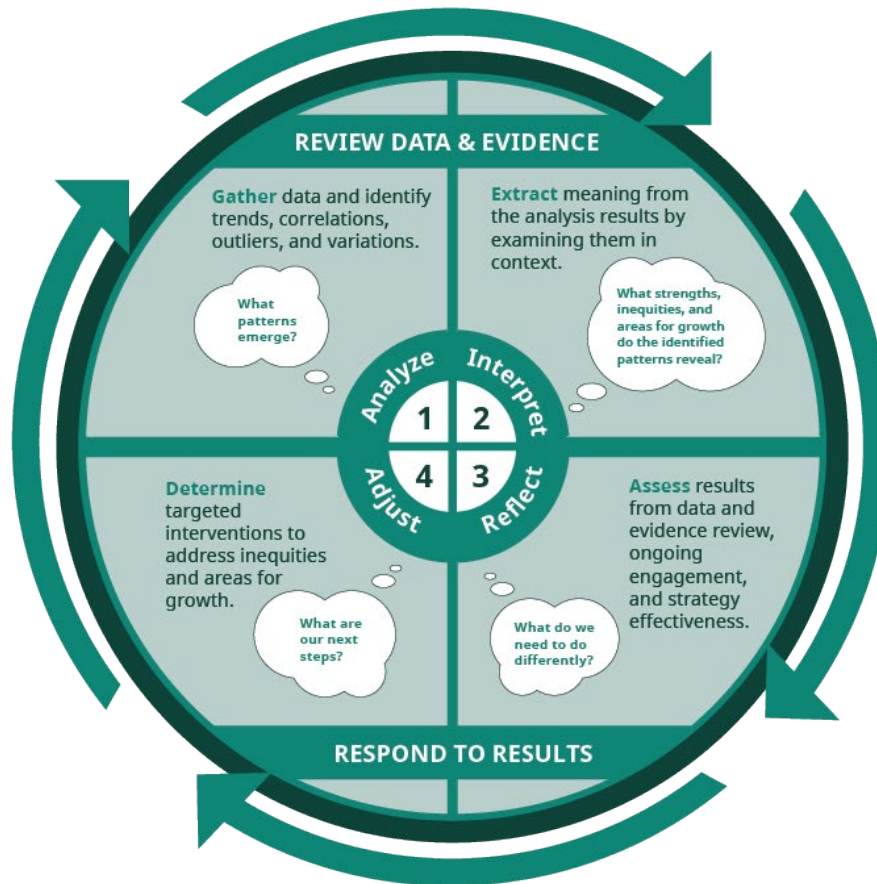
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

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.

Data that is not displayed as per the above policy is **masked data**.

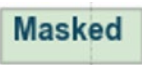
A note on children and youth in care data

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

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	490 81%	575 82%	568 76%	609 83%	642 85%
Indigenous Resident Students	27 70%	26 73%	24 71%	32 78%	17 94%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	27 70%	26 73%	24 71%	Masked	17 94%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	30 37%	59 63%	69 65%	66 58%	75 60%

Grade 4 FSA Literacy - On Track / Extending Rate New Westminster



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	550 69%	522 70%	542 68%	543 77%	597 85%
Indigenous Resident Students	29 59%	32 72%	21 52%	25 64%	20 90%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	29 59%	Masked	21 52%	25 64%	20 90%
CYIC (All Legal Groups) Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	86 43%	66 48%	78 50%	50 52%	96 59%

Grade 7 FSA Literacy - On Track / Extending Rate New Westminster

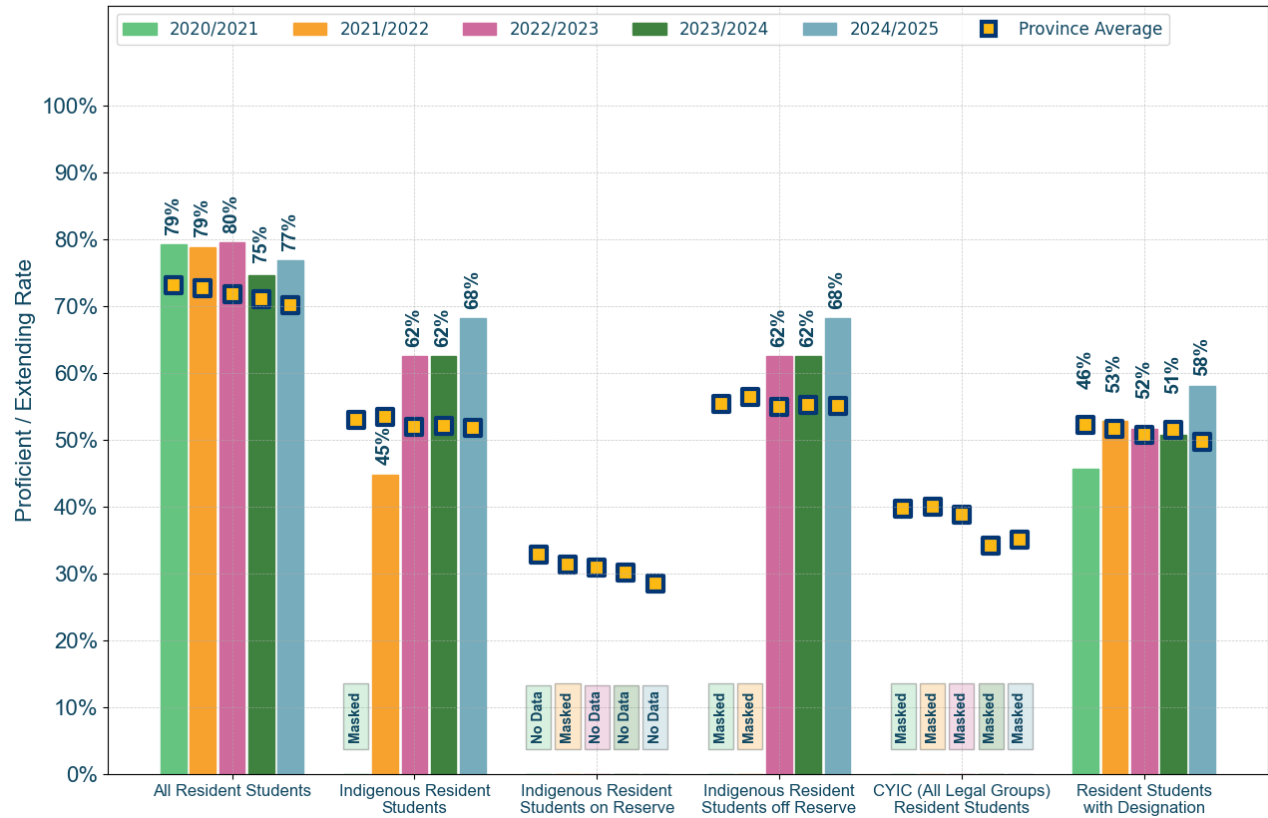


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	642 55%	466 90%	527 90%	514 90%	603 86%
Indigenous Resident Students	21 48%	22 68%	21 81%	31 71%	24 71%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	21 48%	Masked	21 81%	31 71%	24 71%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	50 50%	54 67%	69 68%	80 79%	97 70%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate New Westminster



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	490 81%	575 82%	568 75%	609 82%	642 85%
Indigenous Resident Students	27 70%	26 77%	24 67%	32 78%	17 94%
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	27 70%	26 77%	24 67%	Masked	17 94%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	30 33%	59 66%	69 62%	66 59%	75 61%

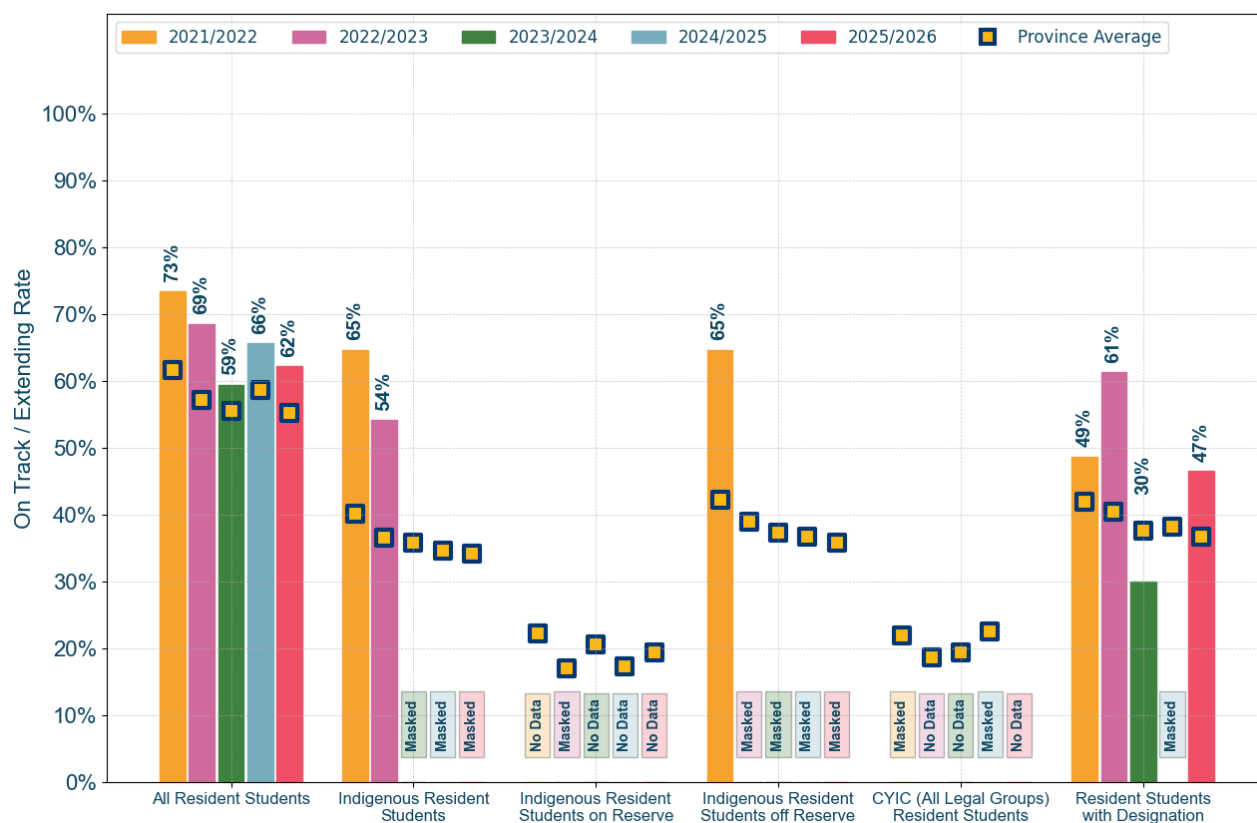
Grade 4 FSA Numeracy - On Track / Extending Rate New Westminster



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	550 69%	522 70%	542 69%	543 76%	597 85%
Indigenous Resident Students	29 59%	32 75%	21 52%	25 64%	20 90%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	29 59%	Masked	21 52%	25 64%	20 90%
CYIC (All Legal Groups) Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	86 45%	66 47%	78 51%	50 52%	96 60%

Grade 7 FSA Numeracy - On Track / Extending Rate New Westminster

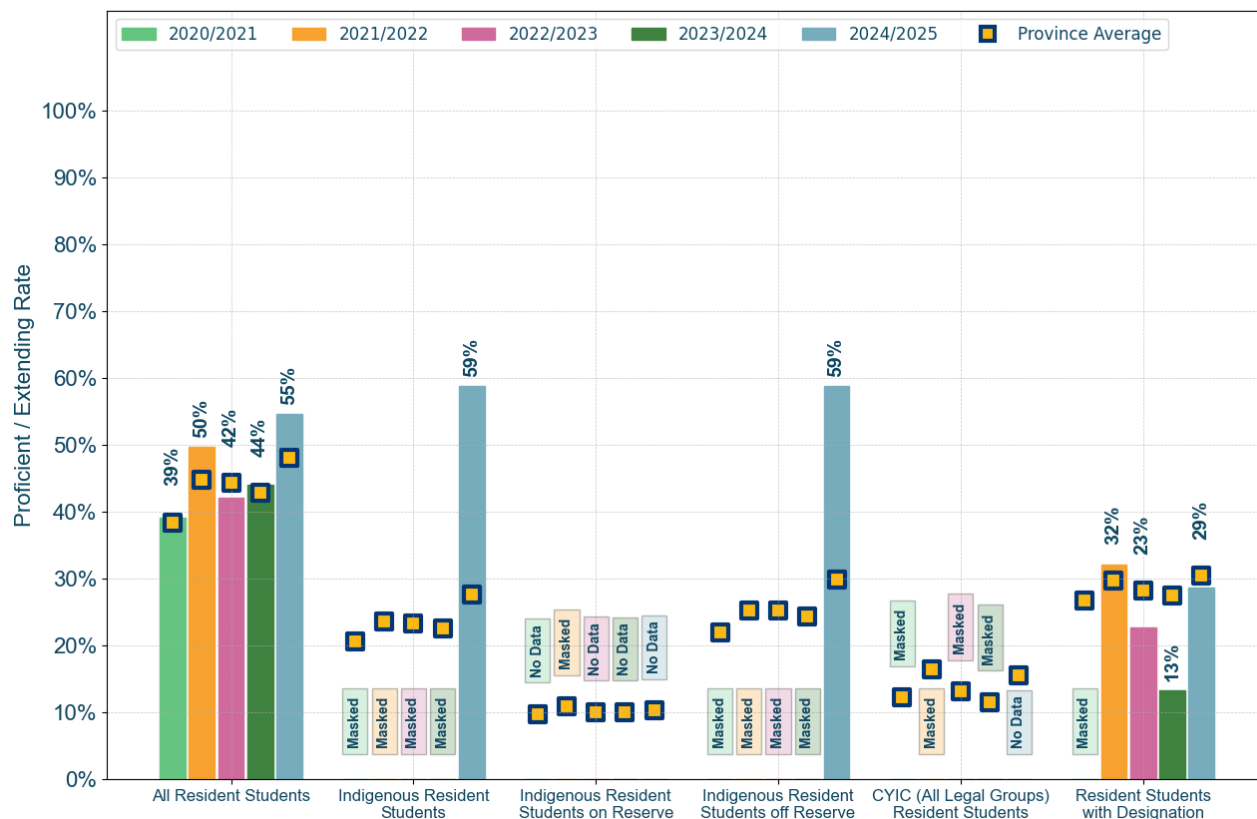


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	642 59%	472 86%	525 91%	517 90%	597 86%
Indigenous Resident Students	21 52%	25 68%	21 67%	32 78%	24 63%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	21 52%	Masked	21 67%	32 78%	24 63%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	50 66%	53 64%	68 63%	81 81%	97 67%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate New Westminster

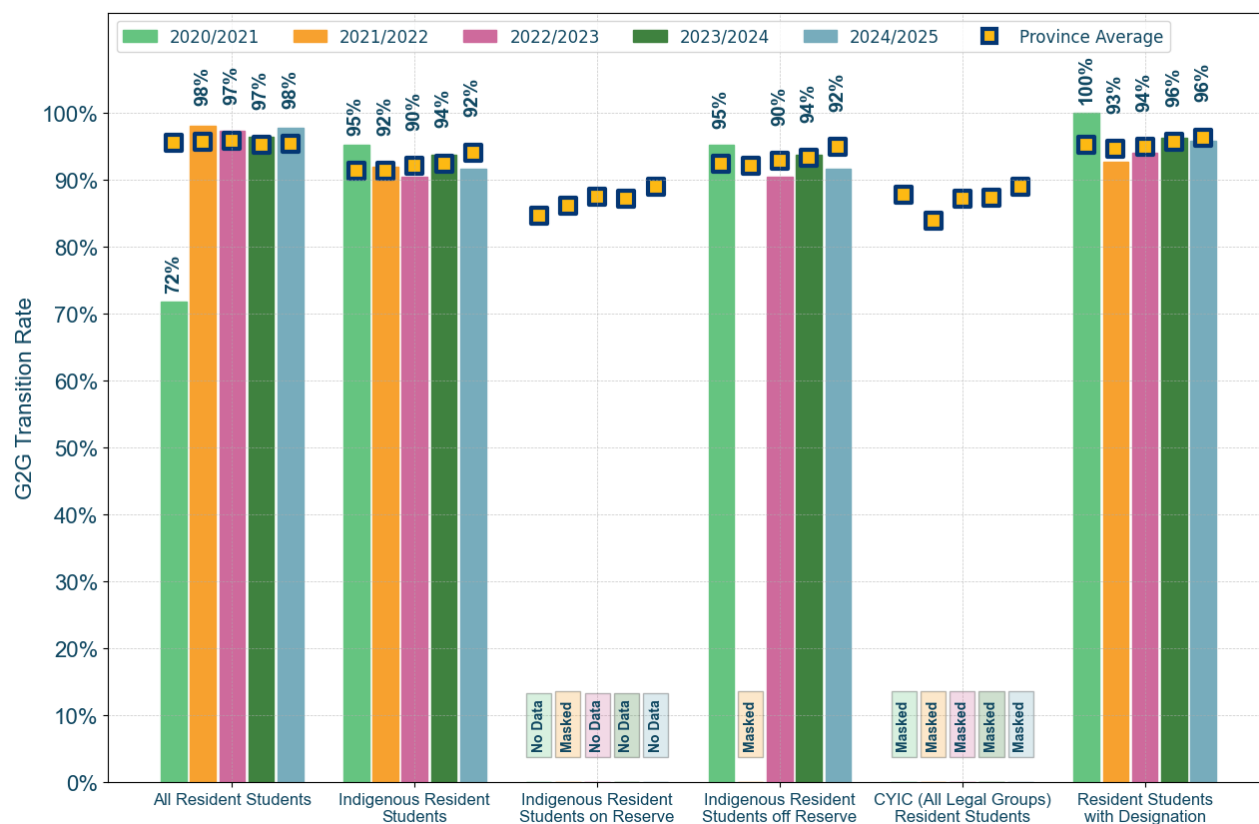


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	641	467	527	517	604
Indigenous Resident Students	21	25	21	32	24
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	21	Masked	21	32	24
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	50	55	67	80	98

Grade 10 to 11 Transition Rate New Westminster



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	499	472	496	557	563
Indigenous Resident Students	21	19	23	21	30
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	21	19	Masked	21	30
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	42	56	63	76	83

Grade 11 to 12 Transition Rate New Westminster



Review Data and Evidence: Intellectual Development



Educational Outcome 1: Literacy

Measure 1.1 and 1.2

Participation Rates:

- For grade 4 and 7 All Resident Students, and Indigenous Resident Students, participation rates for the literacy component of the Foundational Skills Assessment (FSA) continue to increase during the past three years. Participation rates for these cohorts are at their highest since 2023/2024.
- For grade 4 Resident Students with Designation, average participation rate for the past three years is 61%. For grade 7 Resident Students with Designation, there is a steady increase in participation rates. Notably, from 2024/2025 to 2025/2026 there has been a 7% increase in participation rates.
- For Children Youth in Care (CYIC) student participation and proficiency rates for grades 4, 7 and 10 are masked or data is not available as there are no students in the selected cohort (i.e. cohort = 0).
- For grade 10 All Resident Students participation rates in the Graduation Literacy Assessment (GLA) remain high with an average participation rate of 89% from 2022/2023 to 2024/2025.
- Participation rates for grade 10 Indigenous Resident Students remain steady at 71% for 2023/2024 and 2024/2025.
- Participation rates for grade 10 Students with Designation has fluctuated from 2022/2023, 2023/2024 and 2024/2025. Apart from 2023/2024, participation rates are slightly below the provincial rates.

Proficiency Rates:

- Grade 4 and 7 All Resident Students are consistently within the average provincial rate. There has been an increase in literacy proficiency rates for grade 4 All Resident Students from 2024/2025 to 2025/2026 by 7%. There has been an increase in literacy proficiency rates for grade 7 All Resident Students from 2024/2025 to 2025/2026 by 10%.

- For grade 4 Indigenous Resident Students, the percentage of students who are On Track or Extending continues to fluctuate. For 2025/2026, this cohort was well below the provincial average. This fluctuation requires further inquiry.
- For grade 4 Students with Designation, the number of students who are On Track or Extending has continued to improve over the past three years. Students are well within the provincial range.
- Grade 7 Indigenous Resident Students are well within the provincial range over the past three years. From 2024/2025 to 2025/2026 there has been a 16% increase of students who are On Track/Extending.
- Grade 7 Students with Designation who are On Track or Extending has improved by 23% from 2024/2025 to 2025/2026. During the past three years, students are within the provincial range, except for 2024/2025.
- Proficiency in the GLA is measured as the percentage of students scoring "proficient: or "extending". For the past three years, Grade 10 All Residents Students consistently remain within the provincial range.
- Grade 10 Indigenous Resident Students consistently remain well within the provincial range from 2022/2023, 2023/2024 and 2024/2025. There has been an improvement in proficiency rates of 6% from 2023/2024 to 2024/2025.
- For grade 10 Students with Designation, the number of students who are On Track or Extending has improved by 7% from 2023/2024 to 2024/2025. For 2024/2025, students are well within the provincial proficiency range.
- Children and youth in care represent a very small cohort size in grade 10. The three-year trend since 2022/2023 indicates that students are well within the provincial proficiency range.

Educational Outcome 2: Numeracy

Measure 2.1 and 2.2

Participation Rates:

- For grade 4 and 7 All Resident Students, and Indigenous Resident Students, participation rates for the numeracy component of the Foundational Skills Assessment (FSA) continues to increase over the past three years. Participation rates for these cohorts are at their highest in 2025/2026.
- For grade 4 Resident Students with Designation, average participation rate for the past three years is 61%. For grade 7 Resident Students with Designation, there is a steady increase in participation rates. Notably, from 2024/2025 to 2025/2026 there has been an 8% increase in participation rates.
- For Children Youth in Care (CYIC) student participation and proficiency rates for grades 4, 7 and 10 are masked or data is not available as there are no students in the selected cohort (i.e. cohort = 0).
- For grade 10 All Resident Students participation rates in the Graduation Numeracy Assessment (GNA) remain high with an average participation rate of 89%. Participation rates for grade 10 Indigenous Resident Students has fluctuated over the past three years. There has been a 15% decrease in participation rates for this cohort from 2023/2024 and 2024/2025.
- Participation rates for grade 10 Students with Designation has also fluctuated over the past three years. There has been a 14% decrease in participation rates from 2023/2024 and 2024/2025.

Proficiency Rates:

- Grade 4 and 7 All Resident Students remain consistently within the average provincial rate. There has been a slight decrease in proficiency rates for grade 4 All Resident Students from 2024/2025 to 2025/2026 of 3% which may be correlated to an increase in participation rates over the same period of 3%. Similarly, there has been a decrease in numeracy proficiency rates for grade 7 All Resident Students from 2024/2025 to 2025/2026 of 4% which may be correlated to an increase in participation rates over the same time frame of 9%.
- The percentage of grade 4 Indigenous Resident Students who are On Track or Extending remains well within the provincial range over the past three years. However, a decrease of 8% in proficiency rates is noted from 2024/2025 to 2025/2026.

- For grade 4 Students with Designation, the number of students who are On Track or Extending remains well within the provincial range. However, a decrease of 5% in proficiency rates is noted from 2024/2025 to 2025/2026.
- Over the past three years, Grade 7 Indigenous Resident Students remain within the provincial range. From 2024/2025 to 2025/2026, there is an increase in proficiency rates for Indigenous Resident Students of 6%
- Over the past three years, the proficiency rates for Grade 7 Students with Designation have steadily increased. There is an increase of 16% from 2024/2025 to 2025/2026.
- Proficiency in the GNA is measured as the percentage of students scoring "proficient" or "extending". From 2023/2024 to 2024/2025 there has been an 11% increase of Grade 10 All Resident Students scoring "proficient" or "extending". This cohort is well within the provincial rate for 2024/2025; unlike the two years previous.
- The rate of Grade 10 Indigenous Resident Students who are within the "proficient" and "extending" rate in numeracy continues to fluctuate. Apart from the 2023/2024, students remain within the provincial range. From 2023/2024 to 2024/2025 there has been a 42% increase in the number of students who are "proficient" or "extending".
- Grade 10 Students with Designation continue to remain below the provincial "proficient" or "extending" rate. Further investigation is required.
- Children and youth in care (CYIC) represent a very small cohort size in grade 10. It is difficult to determine a three trend for proficiency rates with this cohort as there were no students in 2024/2025 who wrote the GNA. That said, for 2022/2023 and 2023/2024 the number of CYIC students who were "proficient" or "extending" was well within the provincial range.

Measure 2.3 Grade to Grade Transitions

- Between 2021 and 2025, transition rates for Gr 10 to 11 and 11 to 12 have remained stagnant at 97-98% and 96-97% for All Resident Students respectively.
- Between 2021 and 2025, transition rates for Grade 10 to 11 and 11 to 12 have fluctuated from 90-94% and 91-97% for Indigenous Resident Students respectively.
- Transition data indicate that some students are not maintaining achievement between key grades, highlighting a need for stronger support across transitions.
- Results are inconsistent across cohorts, suggesting strategies are not yet effective system wide.

- It is notable that improvements in one grade do not necessarily carry into the next year.
- Overall, the data indicates a need for better alignment and collaboration across grades.

Respond to Results: Intellectual Development



Educational Outcome 1: Literacy

Measure 1.1 and 1.2

- The steady increase in participation rates for All Resident Students can be attributed to the consistent messaging from the superintendent to all parents in grades 4 and 7 emphasizing the importance of participation in the FSA. Additionally, the superintendent's letter to Indigenous families, encourages their participation highlighting the need for data to support interventions for Indigenous learners. Targeted initiatives will continue to ensure that participation rates continue to increase.
- Each school will continue to include a literacy goal in their school plan.
- The district's new Literacy Framework completed in the spring of 2026, aims to support educators with literacy instruction including Indigenous students, students with disabilities or diverse abilities, English Language Learners and French Immersion students from kindergarten to grade 12. The district will continue with Ministry of Education and Child Care's K-12 Literacy Supports Initiative and expand early literacy screening for all students K-3 in 2026-2027. Students will be screened three times a year to assess their development of foundational literacy skills. Regular progress monitoring at the school level and meetings with district staff will ensure a proactive approach to address the the level of supports and resources required.
- New Westminster Schools will continue to focus on quality instructional practice to support evidence-based literacy programs that are responsive to student needs. Decisions regarding programming, and resources will be based on data driven decisions. Furthermore, the district has approved a new Indigenous Education service model, informed by student data and effective practices across BC, to better support Indigenous learners and families. Focused on wrap-around supports - academic, cultural, social-emotional, and attendance and re-engagement planning the model introduces Indigenous Success Teachers at the middle and secondary schools, an Indigenous Literacy and Numeracy Teacher at elementary schools, an Indigenous Outreach Worker, and an Indigenous Cultural Presenter working collaboratively to strengthen engagement,

well-being, and student success in alignment with the district's commitment to reconciliation.

- To address inequities in proficiency levels amongst priority populations, early identification of students who may be at risk for reading success is essential. The district will continue its focus on early literacy screening in 2026-2027. Furthermore, in the spring of 2027, the district intends to implement two reading intervention programs at the middle school and high school level to improve fundamental literacy skills at the grade six and nine levels.
- Starting in 2023/2024, New Westminster Secondary School has prioritized supports for students with designations during graduation assessments. This has included the implementation of adjudicated sessions, which provide a quieter, supported setting for students to complete assessments. These sessions are staffed with Learning Support Teachers and Educational Assistants to ensure students are effectively set up with their approved accommodations. This targeted approach helps to promote equitable access to assessments and supports student success by reducing barriers and creating optimal conditions for demonstrating learning.

Educational Outcome 2: Numeracy

Measure 2.1 and 2.2

- The steady increase in participation rates for All Resident Students can be attributed to the consistent messaging from the superintendent to all parents in grades 4 and 7 emphasizing the importance of participation in the FSA. Additionally, the superintendent's letter to Indigenous families, encourages their participation highlighting the need for data to support interventions for Indigenous learners. Targeted initiatives will continue to ensure that participation rates continue to increase. The increase in participation rates means more comprehensive data is collected including students with learning differences. As noted with literacy, the school district will continue to focus on improving participation rates.
- Each school will continue to include a numeracy goal in their school plan.
- Starting in 2023/2024, New Westminster Secondary School has prioritized supports for students with designations during graduation assessments. This has included the implementation of adjudicated sessions, which provide a quieter, supported setting for students to complete assessments. These sessions are staffed with Learning Support Teachers and Educational Assistants to ensure students are effectively set up with their approved accommodations. This targeted approach helps to promote equitable access to assessments and supports student success by reducing barriers and creating optimal conditions for demonstrating learning.

- Beginning in 2024–2025, an English Language Learner (ELL) Numeracy course was introduced at the district’s high school. Students entering New Westminster Schools with emerging English proficiency and gaps in numeracy development due to interrupted schooling have been prioritized for this course. This targeted support is designed to build foundational skills and facilitate successful entry into a Grade 10 Mathematics credit course. The ELL Numeracy focus will continue through 2026–2027 to further support equitable access and achievement in mathematics.
- The district’s Professional Learning Numeracy Network identified a need to create numeracy assessments to inform instruction. This year, assessments were created with the goal to identify key mathematical skills students should demonstrate proficiency in at each grade level from grades 3 to 9. Teachers across the district can begin to use the assessments next year with the objective to create a continuum of strong mathematical skill development from late primary years to high school. Student results will be entered in EdPlan Insight, the district’s data management system.

Measure 2.3 Grade to Grade Transitions

- Strengthen transitions by increasing cross-grade collaboration (e.g., shared planning, common assessments) to ensure skills carry from one grade to the next, especially between middle and secondary.
- Expand targeted supports for priority students (Indigenous, CYIC, students with designations) through transition planning, case management, and individualized supports earlier in Grade 9-10.
- Increase use of real-time data (e.g., EdPlan, common assessments, etc) to monitor student progress across grades and respond quickly when students fall behind.
- Build more consistent, evidence-based instructional practices (literacy and numeracy) across grades so learning experiences are more aligned for students year to year.
- Strengthen student and family engagement during transitions (e.g., transition meetings, communication, mentorship) to better support continuity, particularly for priority populati

Human and Social Development

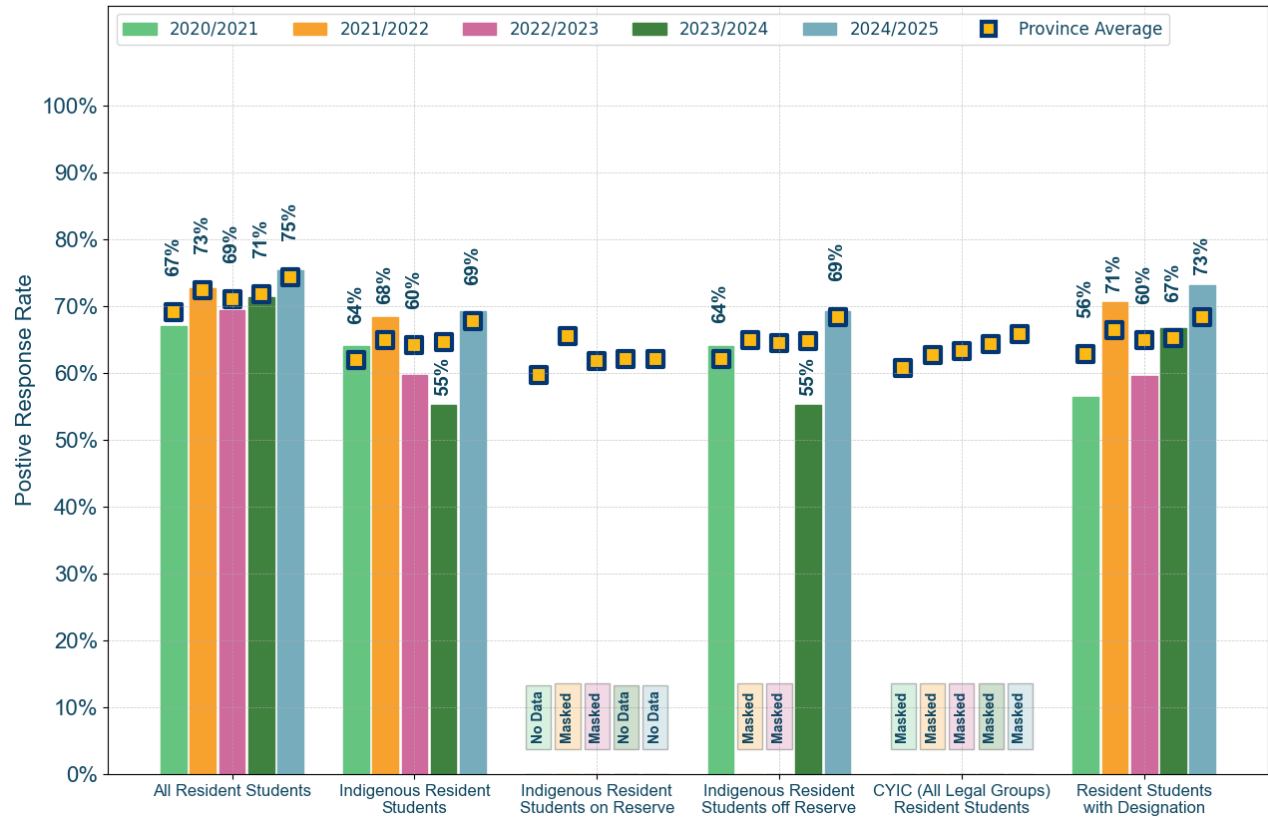
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

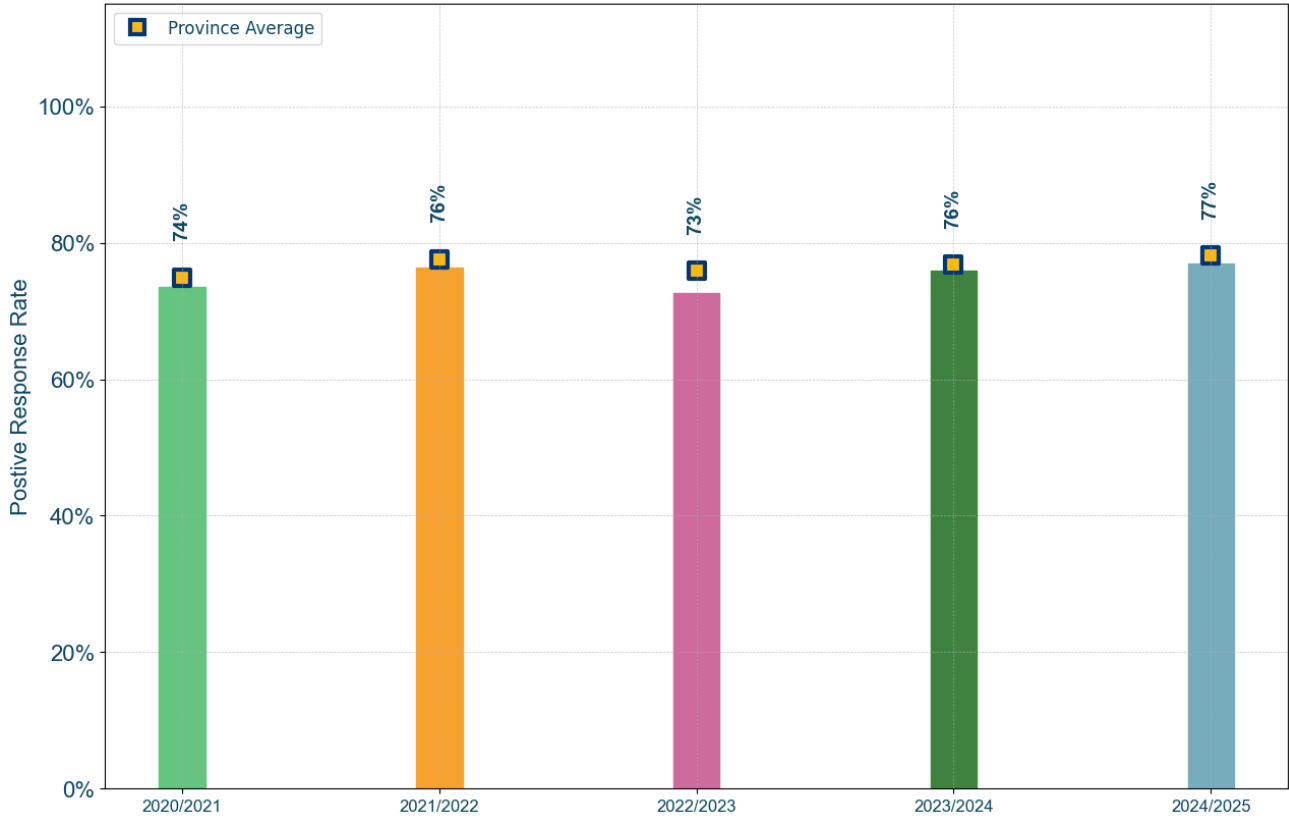
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1427 74%	1466 83%	1601 81%	1596 82%	1724 80%
Indigenous Resident Students	72 54%	81 70%	79 75%	75 77%	81 75%
Indigenous Resident Students on Reserve	0	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	72 54%	Masked	Masked	75 77%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	157 62%	166 69%	189 74%	221 71%	210 70%

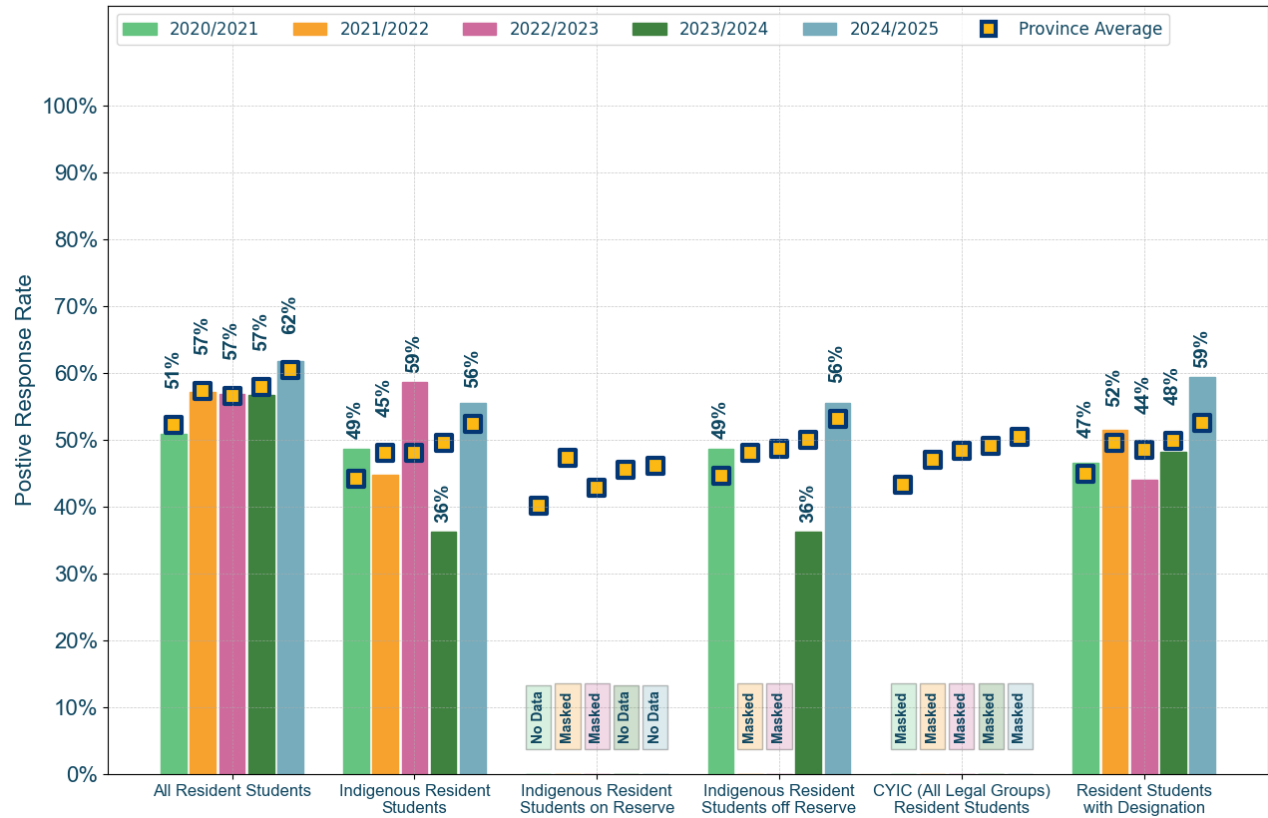
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 New Westminster



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

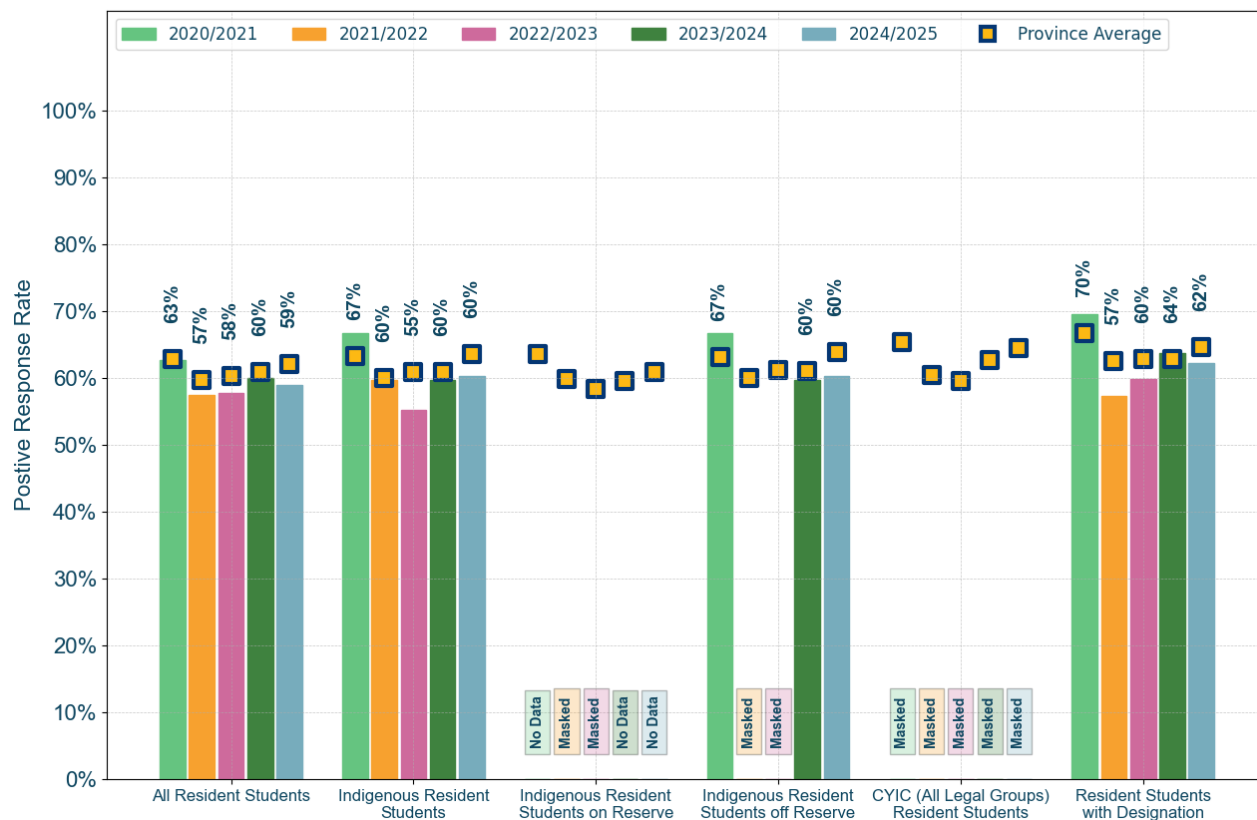


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 New Westminster



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
New Westminster



Review Data and Evidence: Human and Social Development



Review Data and Evidence

Measure 3.1 and 3.2

- Student perceptions of being welcome, safe, and connected at school show some improvement over time, suggesting that efforts to foster positive school cultures are having a positive impact on students' experiences. However, the pattern is not consistent across years or student groups, particularly among priority populations, whose results continue to fluctuate despite some encouraging gains. Given that these groups have historically reported lower levels of belonging and safety, the data suggests progress is being made, but not yet in a sustained or uniform way.
- Student reports that adults at school care about them have remained relatively consistent over time, indicating a stable foundation of positive student–adult relationships across schools. However, these results remain lower than desired and continue to fall below the provincial average. This is particularly important given that caring adult connections are a key protective factor for both student well-being and learning. While district investments in trauma-informed practice, relationship-based approaches, and inclusive learning environments may be helping to sustain these connections, the data suggests there is still considerable opportunity to strengthen students' experiences of meaningful relationships with trusted adults at school.
- The gradual improvement in students' sense of belonging and connectedness is noteworthy, as these measures can be challenging to influence over time. While the data suggests that more students are experiencing schools as supportive and inclusive environments, the gains are not consistent across years or student groups, indicating that progress has been uneven.
- A notable finding is that student perceptions of being welcome, safe, and connected at school have generally trended positively over time, including among some priority populations. This is encouraging given that these groups have historically reported lower levels of belonging and safety. However, the fluctuations in the data suggest that these improvements have not yet been sustained consistently, highlighting the complexity of creating equitable experiences of belonging across all student groups.
- While students' sense of belonging has improved over time, perceptions that adults at school care about them have remained relatively stable. This distinction is important and somewhat surprising, as stronger feelings of belonging do not appear to be

accompanied by comparable gains in students' perceptions of caring adult relationships. Given that these results continue to sit below the provincial average, the data suggests that students may be experiencing improvements in school connectedness while still seeking deeper and more meaningful connections with trusted adults.

Respond to Results: Human and Social Development



Measure 3.1 and 3.2

- **Continue to strengthen relationship-based, trauma-informed, and inclusive practices across all schools.** Building on the increase in students reporting that adults at school care about them, the district will provide updated staff training and implement a consistent, district-wide approach to Social-Emotional Learning (SEL) and child abuse prevention education from kindergarten to Grade 12. This will help ensure all students experience equitable access to high-quality instruction that promotes well-being, healthy relationships, safety, and belonging.
- **Launch a new District Wellness Framework focused on connectedness, well-being, and belonging.** To maintain and promote positive gains in students' feelings of being welcome, safe, and connected at school, the district will implement a new Wellness Framework informed by data, student voice, staff feedback, and alignment with the Strategic Plan. Priority areas will include engagement and partnership with families and community, staff capacity for mental health promotion, and school connectedness and belonging.
- **Expand opportunities for student voice and deepen understanding of student experience.** The district will continue to refine its data collection practices to better understand how students experience belonging, safety, inclusion, and connection with caring adults. This will include gathering more nuanced information about when students feel most connected, what contributes to authentic relationships, and how school experiences may differ across student groups.
- **Strengthen access to universal wellness supports through an enhanced Wellness Centre model.** In response to feedback from students and staff, the district is adjusting its Wellness Centre model to clarify the purpose of the space, increase access to community-based services and supports, and make the centre more accessible to students. The goal is to create a welcoming, Tier 1 space that supports student well-being broadly while providing valuable insight into emerging student needs and experiences.

- **Continue targeted initiatives that support equity and inclusion for priority populations.** Given some encouraging improvements in feelings of safety, belonging, and connection among groups that have historically reported lower levels of school connectedness, the district will continue to prioritize strategies that foster inclusive environments, strengthen relationships, and ensure that all students see themselves reflected, valued, and supported within their school communities.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

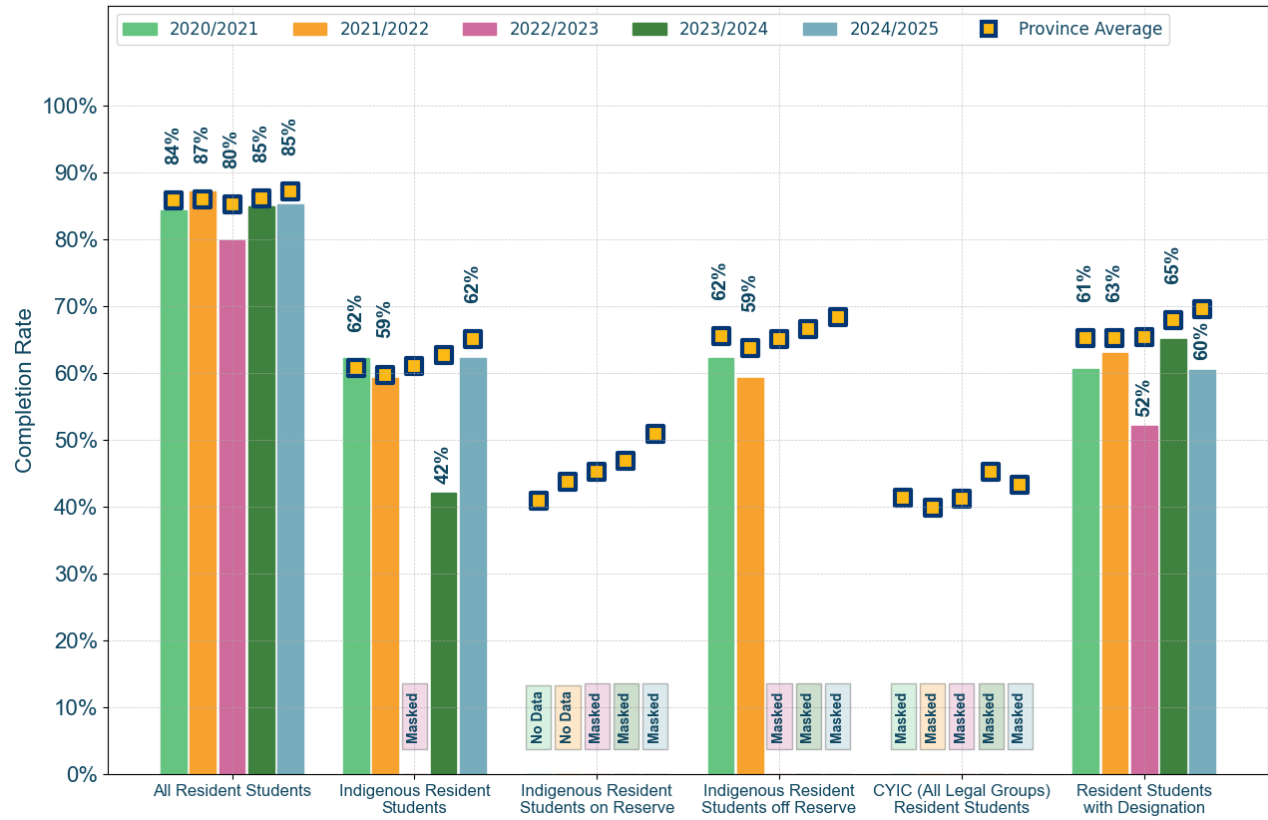
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	476 43	469 40	514 43	537 47	618 57
Indigenous Resident Students	28 2	24 2	Masked	26 2	23 2
Indigenous Resident Students on Reserve	0	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	28 2	24 2	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 6	71 6	79 6	86 8	103 9

5-Year Completion Rate - Dogwood + Adult Dogwood New Westminster



5-Year Completion Rate - Dogwood New Westminster



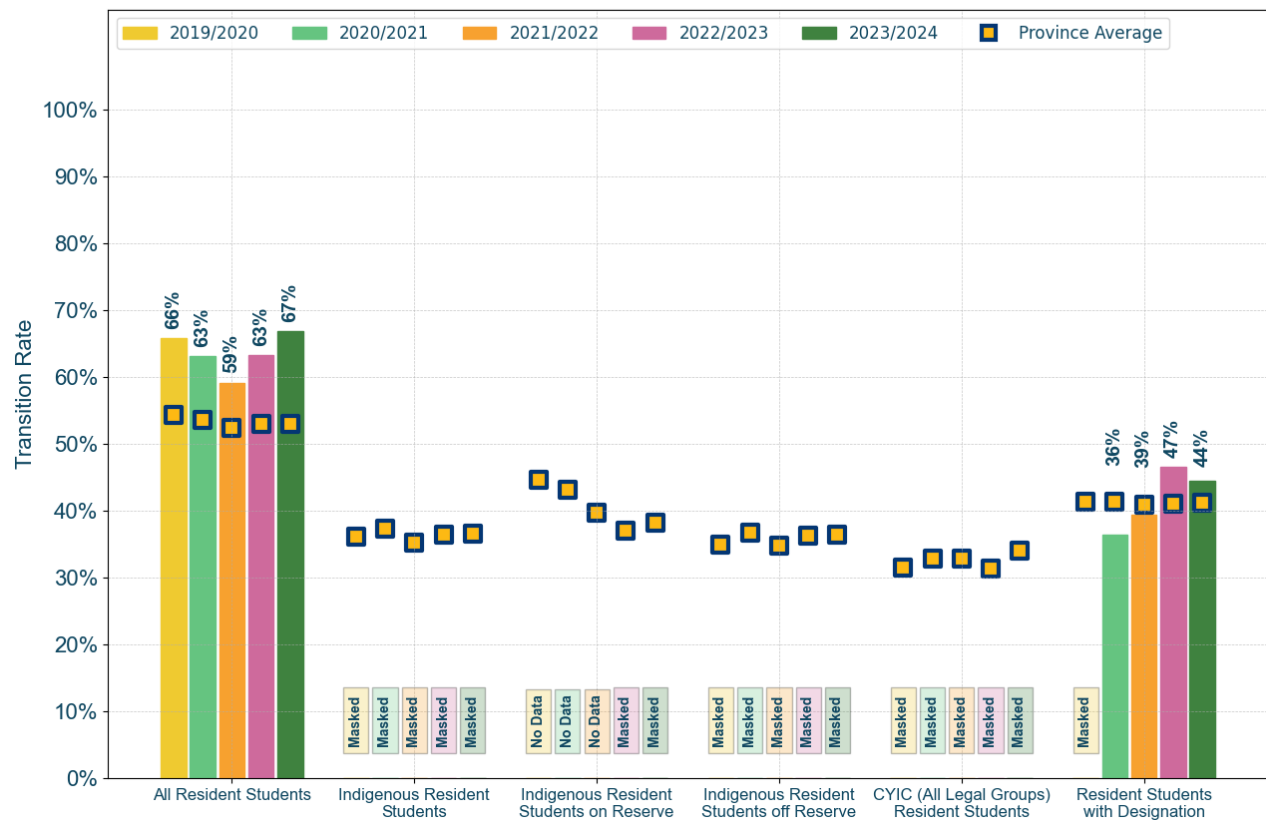
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

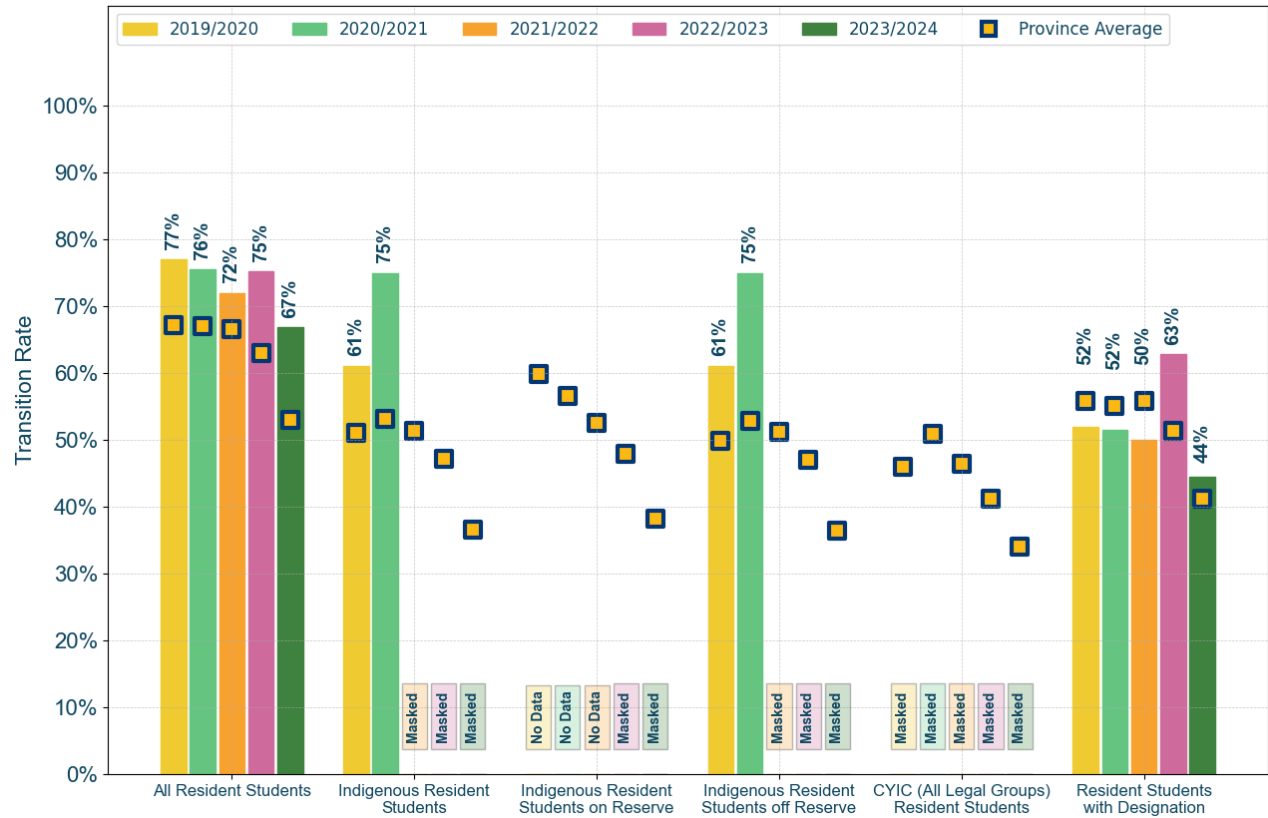
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	392	380	382	392	455
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	33	38	43	54

Immediate Transition to Post-Secondary New Westminster



Within 3 Years Transition to Post-Secondary New Westminster



Review Data and Evidence: Career Development



Measure 5.1

- Graduation rates are improving, but remain below the provincial average, confirming a continued need to strengthen completion outcomes.
- Indigenous Students and Students with Designations continue to show lower graduation and post-secondary transition rates, highlighting ongoing equity gaps.
- Students with Designations have shown a drop in 5-year completion rate as well as transition to post-secondary
- Students who experience difficulties during key transitions (especially Grade 10→11) are less likely to graduate, reinforcing this as a critical point for support.
- While more students are transitioning to post-secondary and exploring different pathways, participation and success are still uneven across student groups.
- One thing that stood out is that overall gains in graduation and post-secondary access haven't translated into the same level of improvement for priority learners.

Respond to Results: Career Development



Measure 5.1

- Strengthen transition supports (especially Grade 10-11) through earlier planning, academic counselling, and targeted interventions for students at risk of not completing graduation.
- Expand individualized and wrap-around supports (e.g., case management, graduation coaching, IEP-aligned planning) for Indigenous Students, CYIC, and Students with Designations.
- Increase access to flexible and diverse pathways (e.g., dual credit, trades, alternative schedules) to better support student engagement and completion.

- Strengthen partnerships with post-secondary institutions and community organizations to better support transitions beyond Grade 12.
- Improve monitoring of student progress using both quantitative and qualitative data to identify gaps early and respond with targeted supports for priority populations (ex. Diploma Verification Report).
- The Inclusive Education Committee has been established, bringing together teaching staff, district staff, and administration to improve alignment and data-informed inclusive practice across the district, in accordance with the new Inclusive Education Board policy.