

Sunshine Coast School District
SD46



Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year One of Five of Strategic Plan: Paddling towards irresistible futures! 2024-2029



Approved by Board on
September 10, 2025

Contents

Intellectual Development.....	3
Educational Outcome 1: Literacy	3
Educational Outcome 2: Numeracy	9
Human and Social Development.....	16
Educational Outcome 3: Feel Welcome, Safe, and Connected	16
Career Development	22
Educational Outcome 4: Graduation.....	22
Educational Outcome 5: Life and Career Core Competencies	26

Intellectual Development

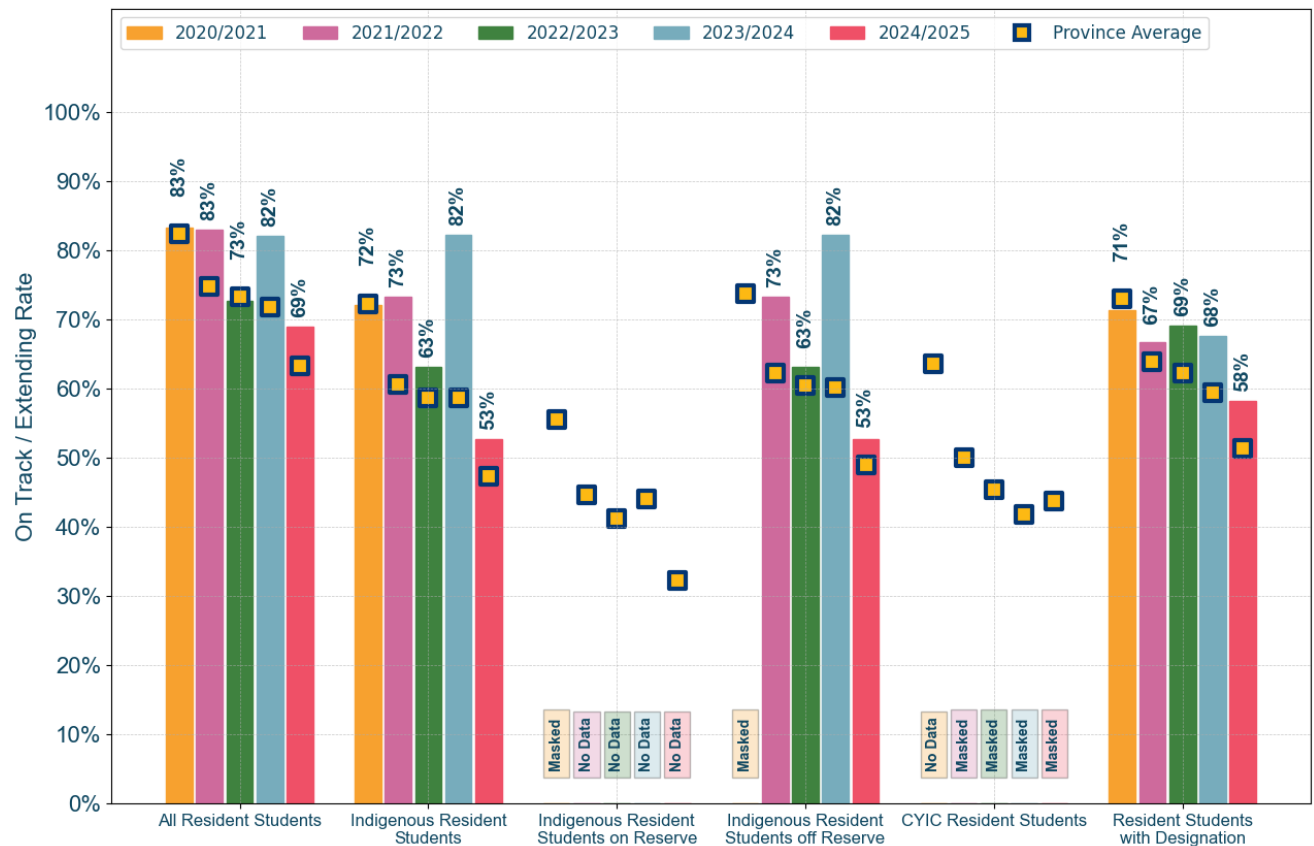
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD046 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	259 81%	272 86%	267 84%	250 90%	266 92%
Indigenous Resident Students	55 78%	58 78%	69 83%	55 82%	40 95%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	58 78%	69 83%	55 82%	40 95%
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	45 62%	45 67%	67 63%	47 72%	51 84%

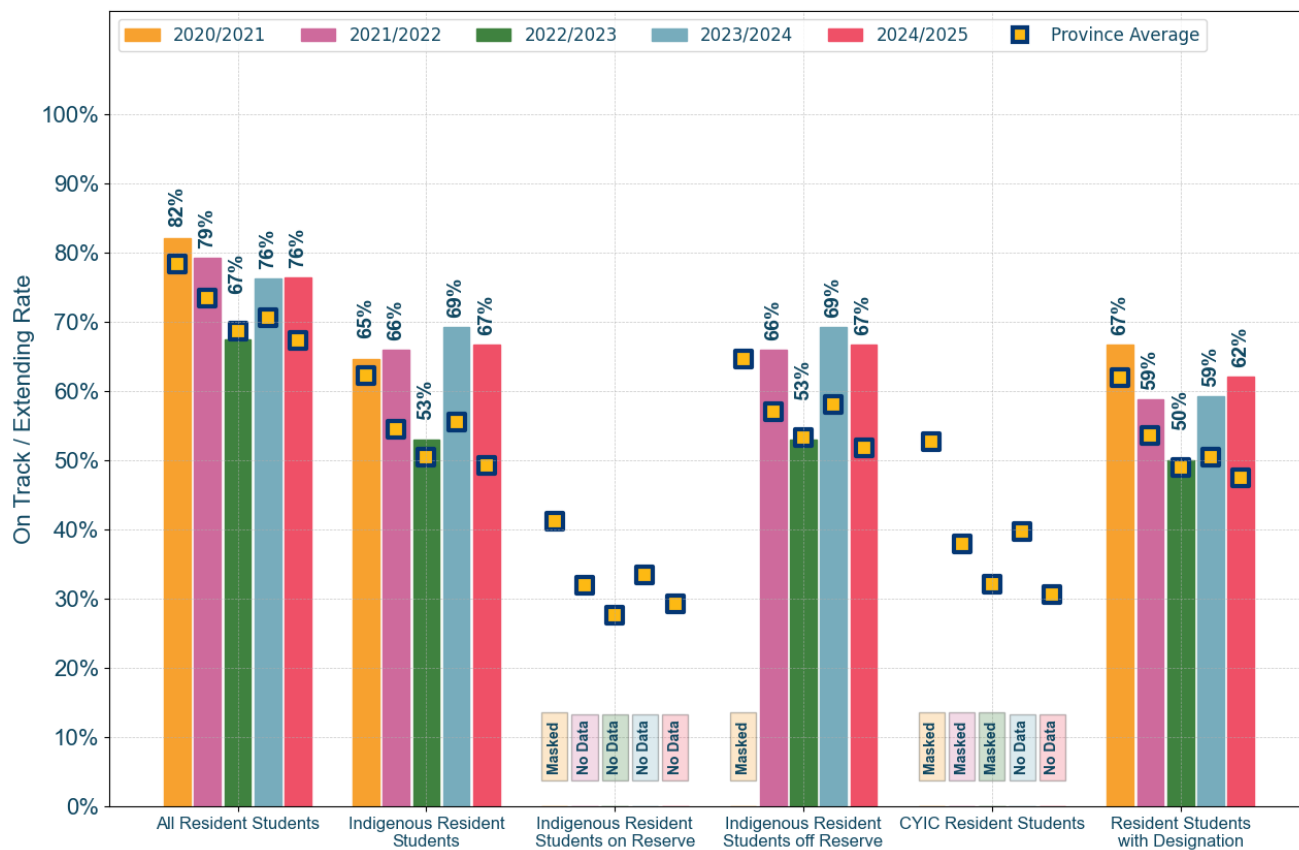
SD046 - Grade 4 FSA Literacy - On Track / Extending Rate



SD046 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	280 78%	265 82%	266 84%	263 88%	283 93%
Indigenous Resident Students	75 68%	62 81%	66 74%	60 87%	58 83%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	62 81%	66 74%	60 87%	58 83%
CYIC Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	68 57%	77 66%	79 58%	74 73%	74 78%

SD046 - Grade 7 FSA Literacy - On Track / Extending Rate

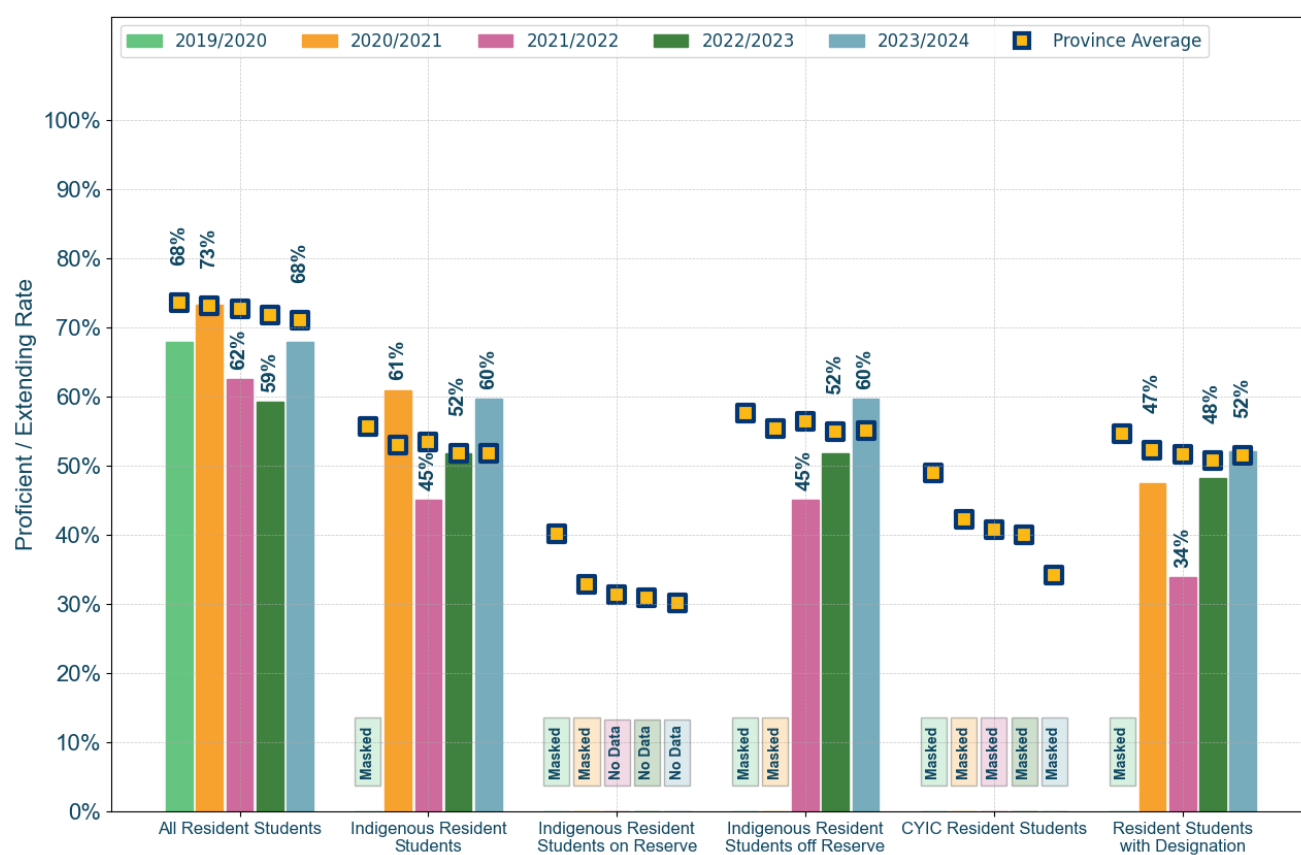


Measure 1.2: Grade 10 Literacy Expectations

SD046 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	208 37%	248 85%	247 85%	247 86%	282 83%
Indigenous Resident Students	39 26%	63 75%	54 80%	54 81%	69 72%
Indigenous Resident Students on Reserve	Masked	Masked	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	54 80%	54 81%	69 72%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	65 23%	67 70%	77 68%	85 74%	91 69%

SD046 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



ANALYSIS: OUTCOME 1 – LITERACY (GRADE 4, 7, AND 10 LITERACY EXPECTATIONS)

Key Context

Indigenous Demographics

Sunshine Coast School District (SD46) integrates Indigenous knowledge from K–12, guided by the “Two Hands of Indigenous Education.” Of our Indigenous students:

- 3% have Skwxwú7mesh ancestry
- 21% have shíshálh ancestry
- 54% are from other First Nations across BC and Canada
- 21% are Métis
- 1% are Inuit

A total of 692 students with Indigenous ancestry make up 20% of our resident population.

On-Reserve Students

The shíshálh Nation is self-governing and not classified as a reserve. No Skwxwú7mesh students live on reserve land on the Sunshine Coast. Indigenous student data is collected under the “Indigenous Resident Student” category.

Children & Youth in Care / Students with Disabilities or Diverse Abilities

These priority learning groups include 24% of students with disabilities or diverse abilities and 3.8% in care. Due to privacy of this small population, data for students in care is suppressed.

Intersectionality and Socio-Economic Status (SES)

- 50% of SD46 students have low SES (vs. 36% provincially)
 - 15% have both diverse needs and low SES (vs. 6% provincially)
 - 8% are Indigenous, have diverse needs, and low SES (vs. 3% provincially)
 - Only 12% of SD46 students have no indicators (vs. 39% provincially)
- These figures reflect a higher concentration of students requiring additional support.

Participation Rates

SD46 has high and increasing participation in Grade 4 and 7 FSAs, above the provincial average. Grade 10 participation has remained stable.

Strategic Plan Goal Connection

Literacy development is rooted in Communication and Collaboration. Strong literacy emerges as students engage in dialogue, peer editing, and group inquiry, supporting comprehension and confidence across contexts. Outcomes are reflected through both quantitative and qualitative data.

Trends and Comparisons

Grade 4 Literacy – FSA

Provincial data shows a downward trend in Grade 4 literacy, and we are observing a similar pattern locally. However, students in all populations continue to perform above the provincial average. Over the past five years, results have been variable, with significant fluctuations among resident and Indigenous students. While resident students with designations have shown more stability, they also experienced a decline this past school year. Equity gaps persist between priority learners and all resident students, with a performance discrepancy of approximately 9–16%.

Grade 7 Literacy – FSA

Provincial data shows a downward trend in Grade 7 literacy; however, our local results have remained relatively stable across all populations. The exception is the 2022–23 school year, during which all results were lower, an outcome that appears to be an anomaly. All populations consistently perform significantly above the provincial average. Equity gaps persist between priority learners and all resident students, with a performance discrepancy of approximately 10–14%.

Grade 10 Literacy – Grade 10 Assessment

Provincial data for Grade 10 literacy shows relative stability, while our local results have demonstrated variability over the past five years. In the past two years, however, all populations have shown improvement, with scores approaching or exceeding the provincial average. Both Indigenous students and students with designations have exhibited a steady upward trend during this period. Most recently, Indigenous students outperformed the provincial average, and students with designations met the provincial benchmark—an achievement the district has been working toward. Equity gaps persist between priority learners and all resident students, with a performance discrepancy of approximately 8–16%.

INTERPRETATION: OUTCOME 1 – LITERACY (GRADES 4, 7, AND 10)

Local and provincial literacy data show both alignment and divergence. Like the province, SD46 has seen a gradual decline in Grade 4 literacy, though students still perform above the provincial average. Grade 7 results are stable and consistently strong. Grade 10 outcomes, once variable, have improved over the past three years and are now approaching or exceeding provincial benchmarks. These patterns suggest increasing momentum in secondary literacy achievement.

Strengths

- Grade 4 and 7 students perform consistently above provincial averages.
- Grade 10 results are improving and closing the gap with provincial benchmarks.
- Kindergarten literacy is rebounding, indicating early strategies are effective.
- Three-year upward trends in Grades 10 and 12 for Indigenous and designated students show positive response to district strategies.

Areas for Growth

- Grade 12 literacy is below provincial standards for all groups.
- Equity gaps persist at all levels, with Indigenous and designated students consistently behind their peers.
- Local English 10 and English First Peoples data show progress, but disparities remain.
- Grade 4 results are unstable, suggesting a need for better primary support.
- Data limitations highlight the need to:
 - Build new datasets to triangulate literacy and competency development.
 - Explore methods for collecting direct data on communication and collaboration skills.

Next Steps and Commitments

To raise overall achievement and address equity, SD46 is implementing the following:

Instructional Strategies

- **Competency-Based Assessment:** Classroom assessment aligned with curricular competencies, rubrics, and feedback.

- **Collaborative Teaching Models:** Co-teaching and co-planning models in elementary and secondary classrooms.
- **Primary Literacy Residency:** In-class coaching through an expanded Early Years Teacher role.

Equity-Focused Actions

- **Professional Learning:** Equity-centered training, including street data use and responsive teaching practices.
- **Expanded Assessment:** Pilot of a new diagnostic tool for early identification of struggling readers.
- **Enhanced Data Systems:** A MyEducation BC classroom data tool will improve insight and resource allocation.

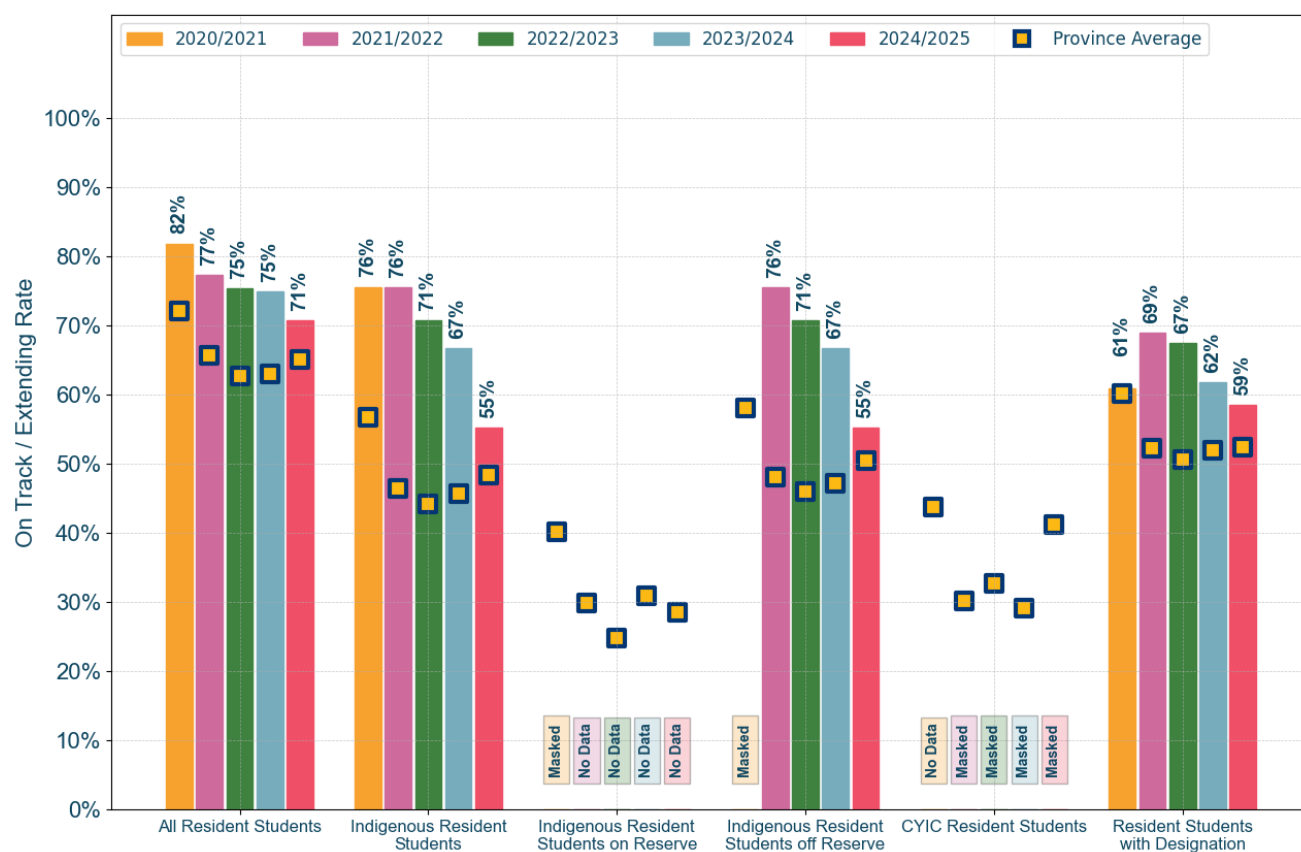
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD046 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	259 79%	272 86%	267 84%	250 89%	266 91%
Indigenous Resident Students	55 75%	58 78%	69 84%	55 82%	40 95%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	58 78%	69 84%	55 82%	40 95%
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	45 51%	45 64%	67 64%	47 72%	51 80%

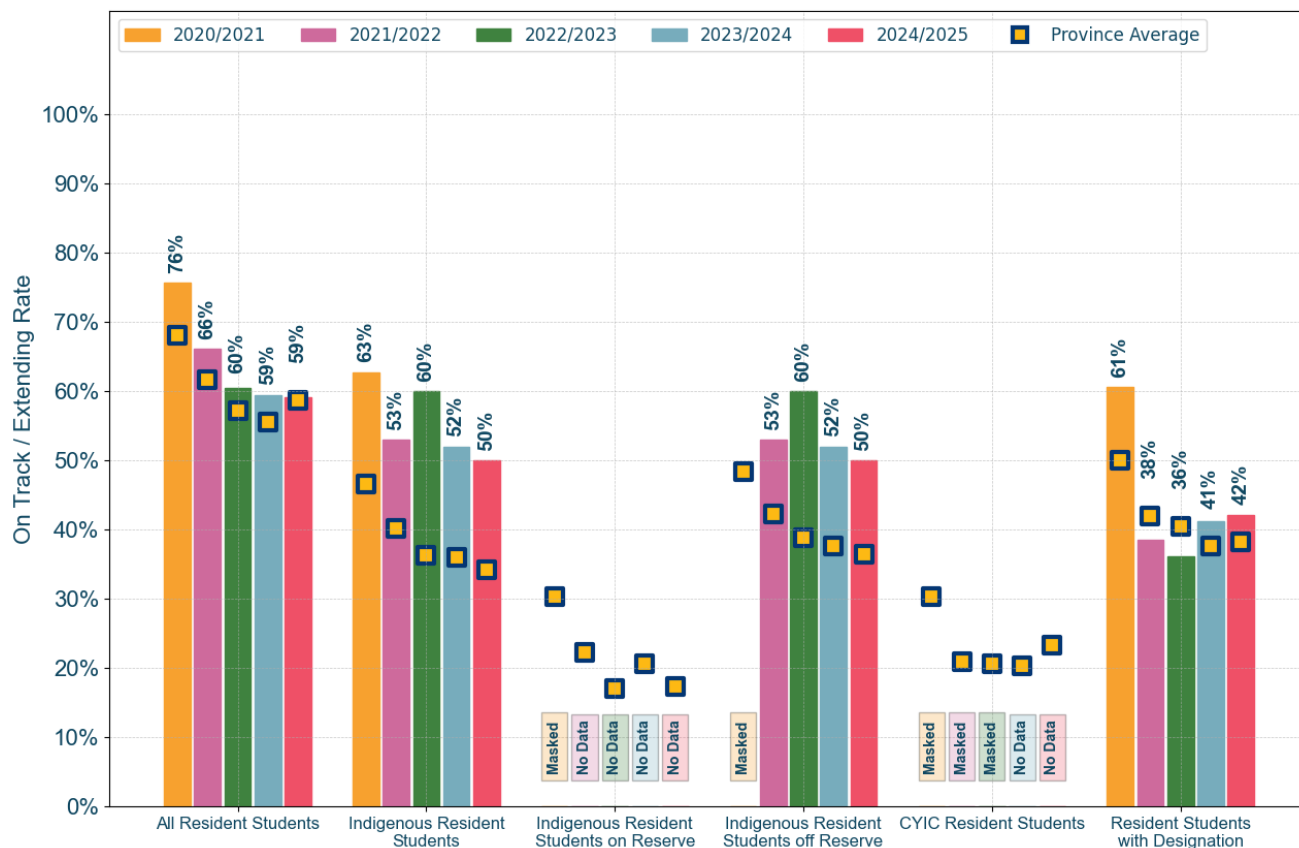
SD046 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD046 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	280 78%	265 83%	266 85%	263 87%	283 93%
Indigenous Resident Students	75 68%	62 82%	66 76%	60 83%	58 79%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	62 82%	66 76%	60 83%	58 79%
CYIC Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	68 56%	77 68%	79 59%	74 69%	74 77%

SD046 - Grade 7 FSA Numeracy - On Track / Extending Rate

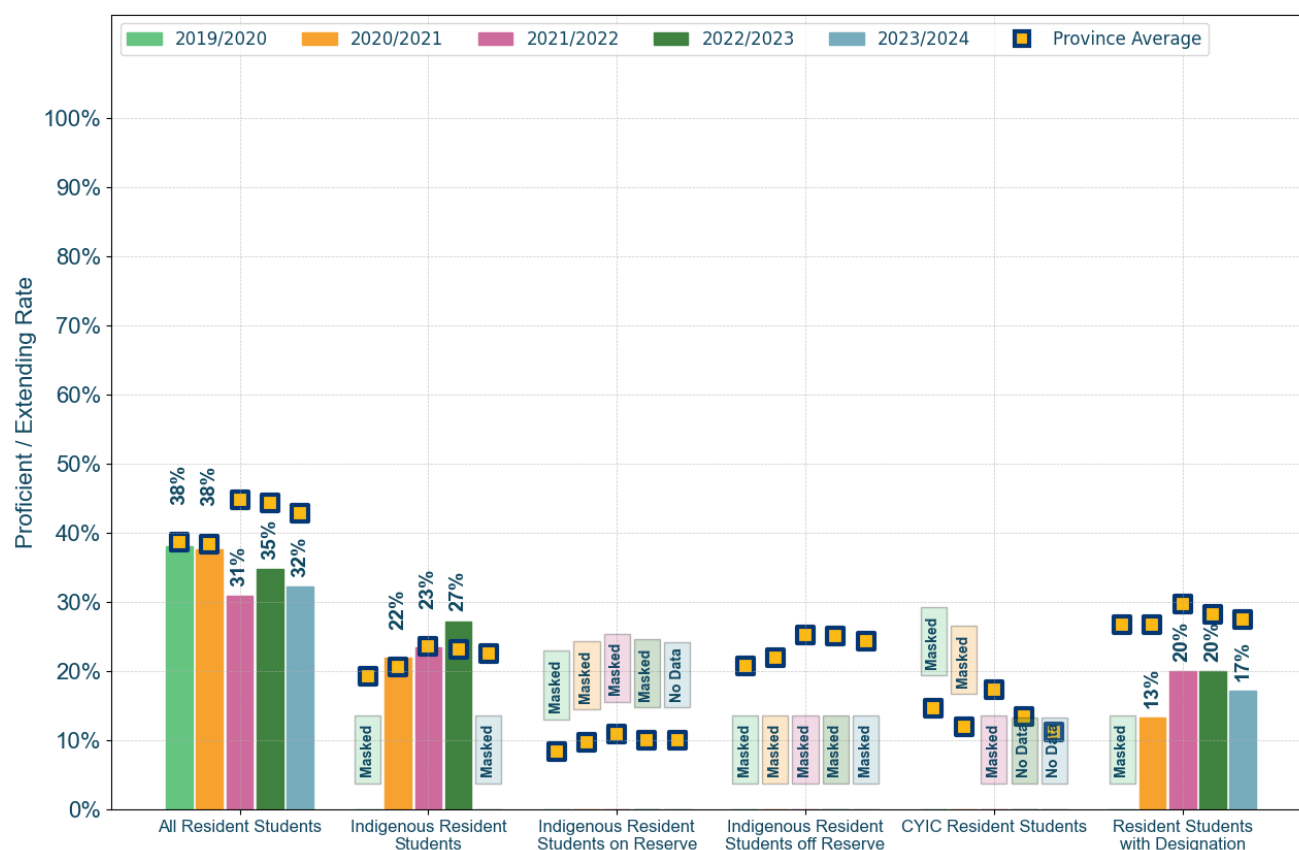


Measure 2.2: Grade 10 Numeracy Expectations

SD046 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	207 58%	248 87%	246 83%	248 82%	284 84%
Indigenous Resident Students	39 49%	63 75%	53 72%	54 74%	70 67%
Indigenous Resident Students on Reserve	Masked	Masked	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	53 72%	54 74%	70 67%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	65 40%	67 75%	76 70%	86 65%	92 65%

SD046 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

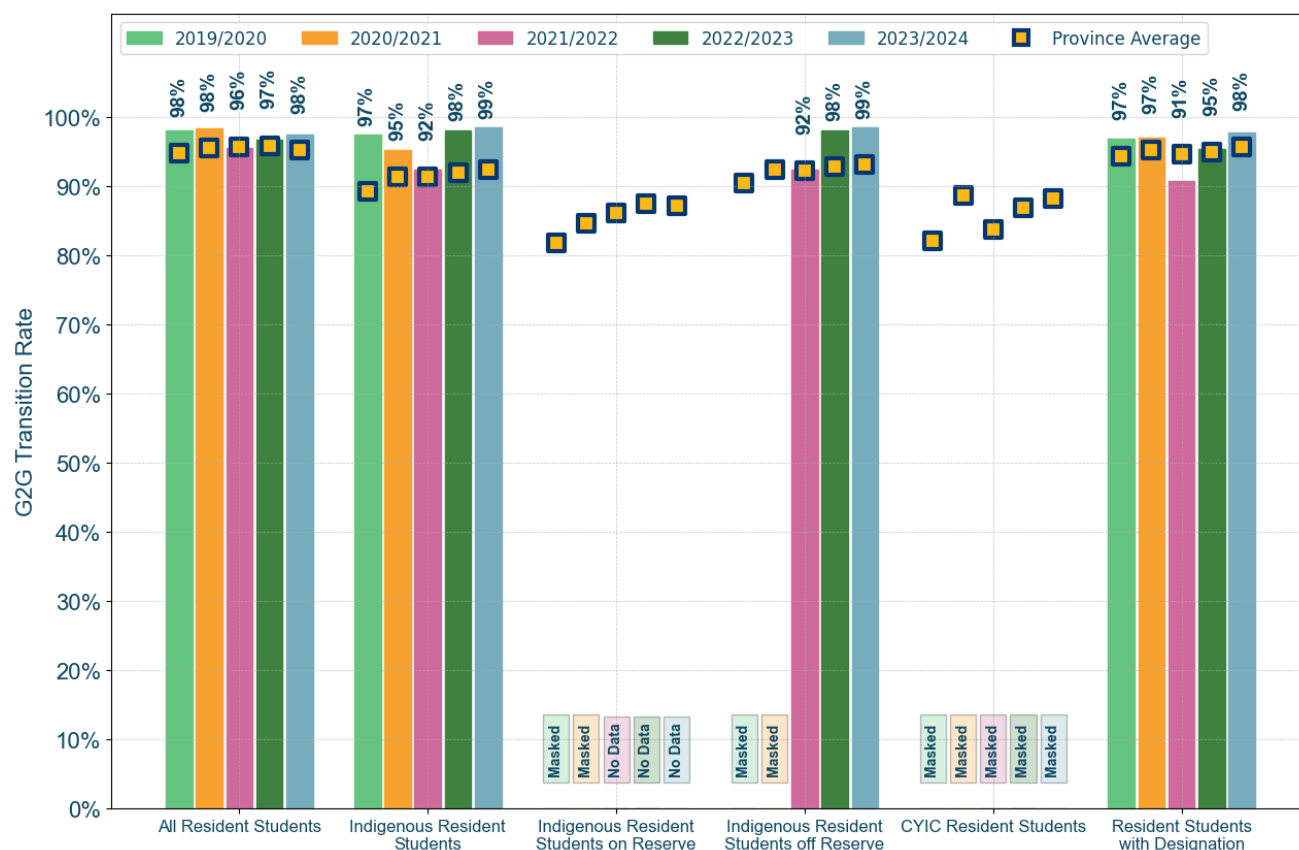


Measure 2.3: Grade-to-Grade Transitions

SD046 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	207	247	249	248	283
Indigenous Resident Students	39	63	53	54	69
Indigenous Resident Students on Reserve	Masked	Masked	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	53	54	69
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	65	67	76	86	91

SD046 - Grade 10 to 11 Transition Rate



SD046 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	234	225	249	259	263
Indigenous Resident Students	57	49	59	60	61
Indigenous Resident Students on Reserve	Masked	10	0	0	0
Indigenous Resident Students off Reserve	Masked	39	59	60	61
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	55	77	74	90	98

SD046 - Grade 11 to 12 Transition Rate



ANALYSIS: OUTCOME 2 – NUMERACY

(Grade 4, 7, and 10 Expectations and Grade-to-Grade Transitions)

Key Context

Refer to the Literacy section for details on **priority learners and intersectionality**.

Participation Rates

SD46 shows consistently strong participation in Grade 4 and 7 Numeracy Foundation Skills Assessments, with rates above the provincial average and increasing. Grade 10 Graduation Numeracy Assessment participation remains stable.

Strategic Plan Connection

Numeracy outcomes are supported by Critical and Creative Thinking. These competencies help students understand math concepts, analyze problems, explore solutions, and persist through challenges. Strong numeracy skills reflect a student's ability to reason, analyze, and problem-solve.

Trends and Comparisons

Grade 4 Numeracy

After three years of stability, SD46 is now experiencing a slight decline similar to the provincial trend. Students remain above the provincial average. Results declined in the most recent year for Indigenous students and those with diverse abilities, although both groups are above the provincial average.

Grade 7 Numeracy

Since 2020–21, provincial scores have declined. SD46 scores have held steady over the past three years and are just above the provincial average. Indigenous students reflect the provincial decline but still score significantly higher than the provincial average. Students with designations have made gains and perform above provincial levels, though below the SD46 all-resident average.

Grade 10 Numeracy

Results remain stable over time but below the provincial average. Indigenous student results have improved over the past three years and were above the provincial average in 2022–23. This past year, data is masked due to small cohort size. Students with designations continue to perform below SD46 all-resident students.

Transitions Grade 10 to 11

Transition rates are strong across all student populations and currently above the provincial average. Indigenous students and students with designations perform at or above the all-resident average.

Transitions Grade 11 to 12

All-resident students show steady improvement and are now at the provincial average. Indigenous students are above the provincial average. Students with designations also continue to improve and are currently above provincial benchmarks. This year, both groups performed close to the SD46 all-resident average.

INTERPRETATION: OUTCOME 2 – NUMERACY

(Grade 4, 7, and 10 Expectations and Grade-to-Grade Transitions)

SD46 numeracy data shows that Grade 4 and 7 Foundations Skills Assessment (FSA) performance is consistently at or above the provincial average. Participation in these assessments is strong and increasing, in contrast to provincial trends. Grade 7 students have maintained stable results despite provincial declines. Transition rates from Grades 10 to 12 are high and continue to improve across all groups. While Grade 10 numeracy scores remain below provincial averages, they are stable, and Indigenous students have shown encouraging progress.

Strengths

- Kindergarten numeracy is trending upward.
- Grade 4 and 7 results exceed provincial averages.
- Participation rates in FSAs are strong and rising.
- Grade 7 results have remained steady over three years.
- Indigenous students and students with diverse abilities perform above provincial average at most levels.
- In 2023–24, 94% of Calculus 12 students earned C+ or higher.
- Transition rates from Grades 10 to 12 are strong, with Indigenous and designated students performing well.

Areas for Growth

- While still outperforming provincial averages, Grade 4 results are declining, especially for Indigenous and designated students.
- Equity gaps persist, as priority learners continue to score below SD46 "All Resident" averages.
- Local course data (Foundations Math, Pre-Calculus 10 and 11) confirm achievement gaps, though Indigenous students in Workplace Math 10 perform near their peers.
- Grade 10 Numeracy Assessment results remain below provincial levels, despite recent improvements.
- Through local district initiatives that surfaced student voice, SD46 will have a stronger focus on deeper learning through cross-curricular and applied mathematics.
- There is a need to further embed competency development, especially critical and creative thinking as it relates to numeracy, into classroom instruction – particularly at the secondary level.

Next Steps and Commitments

SD46 will continue to enhance equity-focused numeracy instruction through:

- **Co-Teaching and Collaboration:** Expanding co-teaching and co-planning models to numeracy, emphasizing Universal Design for Learning and 'Numeracy Across the Curriculum'. Strategies will be shared district-wide through follow-up 'Lunch & Learn' sessions.
- **Professional Learning:** Continued training in equity-focused practices, culturally responsive instruction, and use of student voice through street data.
- **Assessment Tools:** Piloting a new Kindergarten numeracy assessment with plans for broader implementation. These tools will support data triangulation, early identification, track progress, and guide targeted interventions.

Human and Social Development

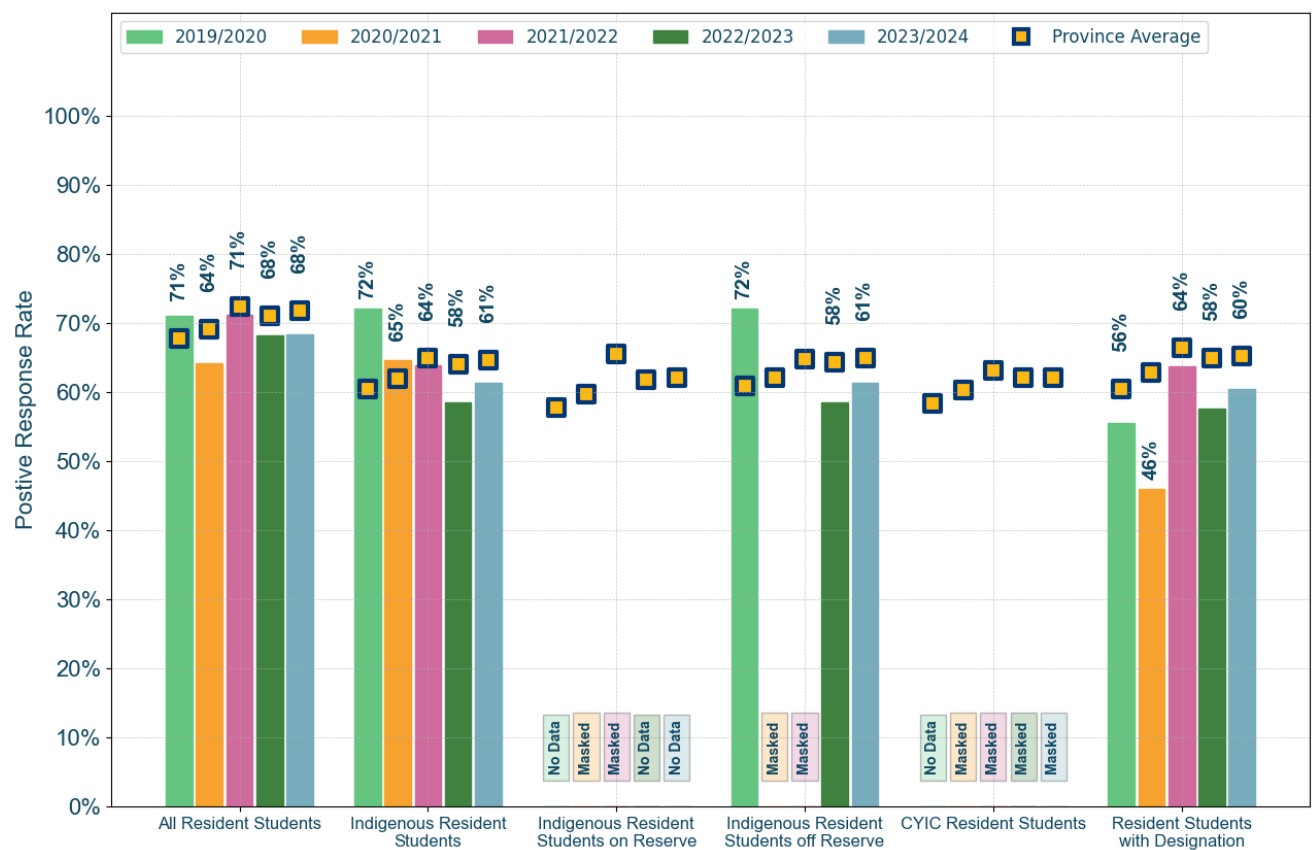
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

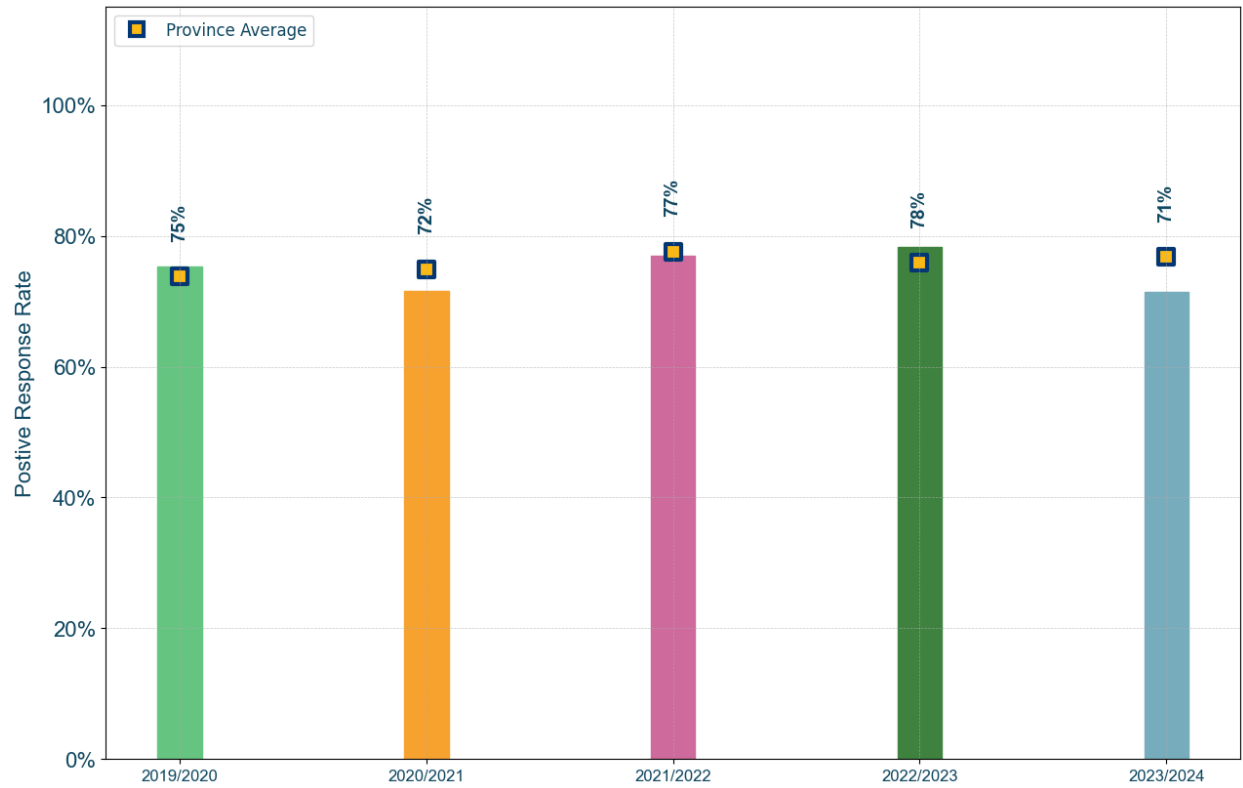
SD046 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	680 30%	702 83%	765 84%	765 84%	791 79%
Indigenous Resident Students	161 27%	167 76%	170 79%	186 73%	181 76%
Indigenous Resident Students on Reserve	23 0%	16 75%	0	0	0
Indigenous Resident Students off Reserve	138 31%	151 76%	170 79%	186 73%	181 76%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	187 23%	157 66%	195 70%	228 71%	213 68%

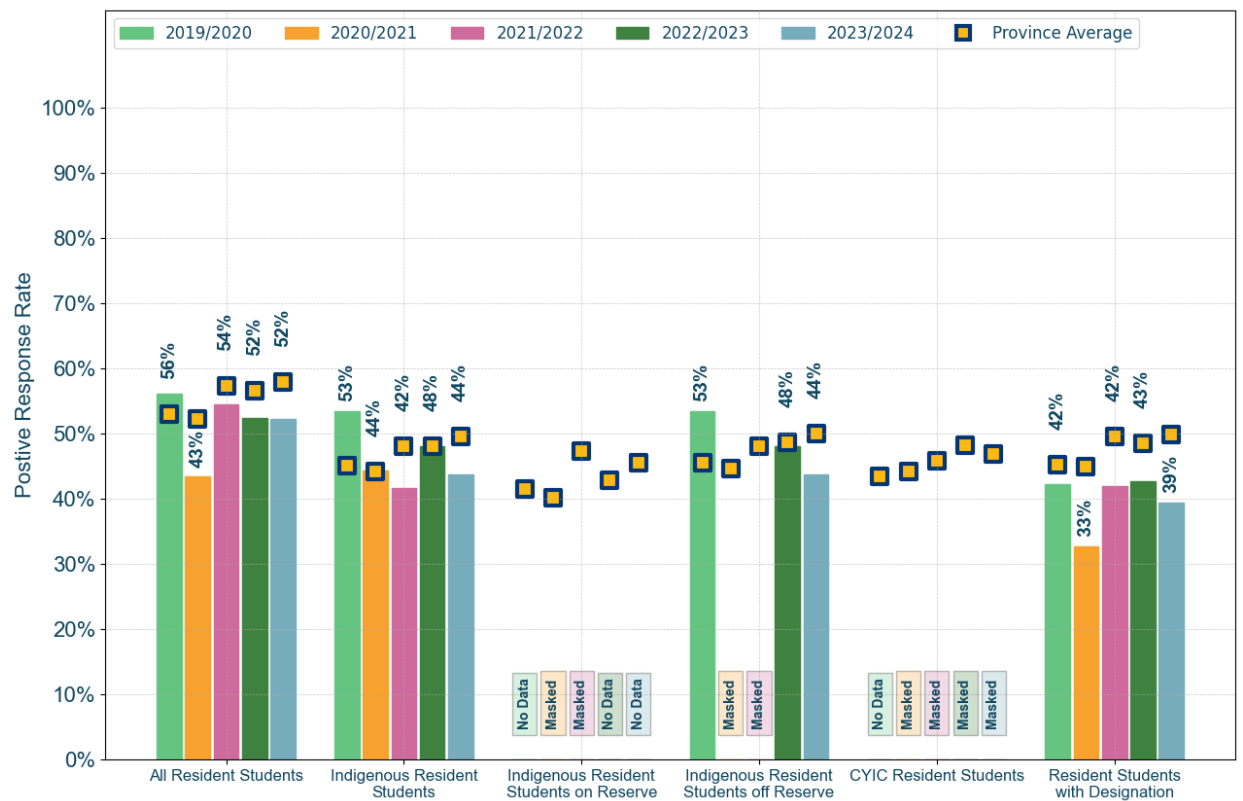
SD046 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD046 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

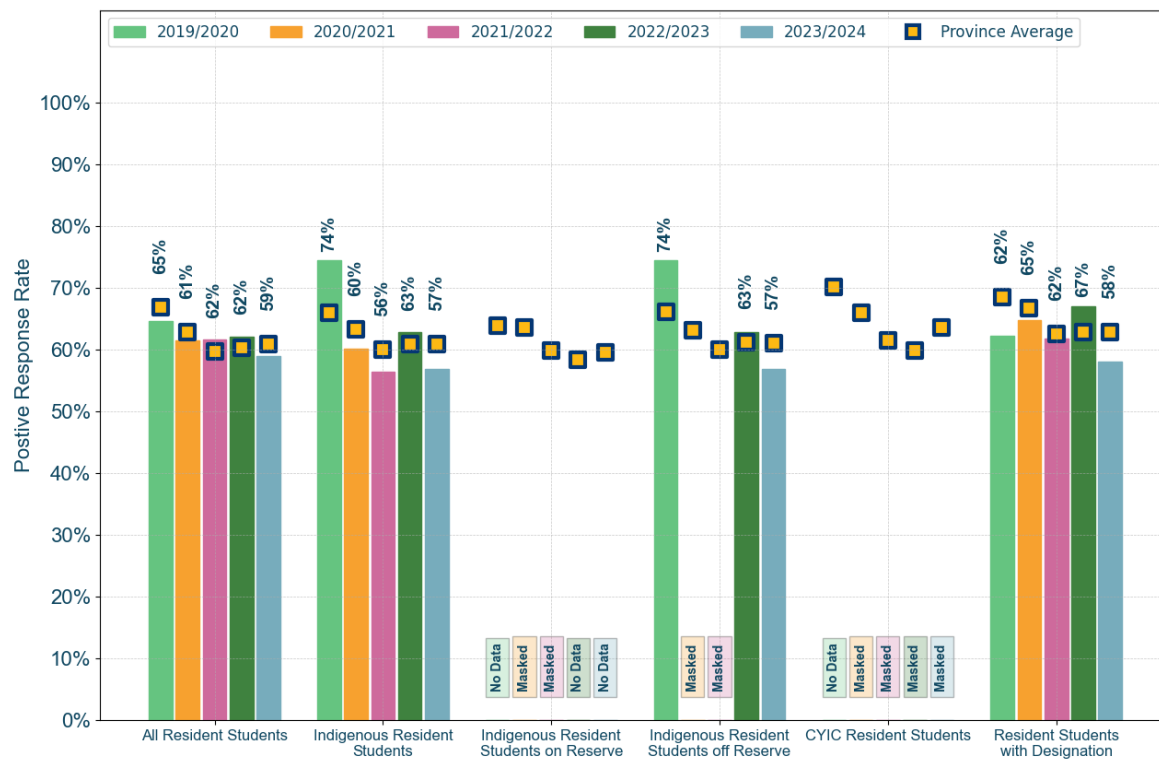


SD046 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD046 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



ANALYSIS: OUTCOME 3 – FEEL WELCOME, SAFE, AND CONNECTED

(Feel Welcome, Feel Safe, Sense of Belonging)

Key Context

Refer to the Literacy section for details on **priority learners and intersectionality**.

Participation Rates

- Since 2019-20, participation in the Student Learning Survey (SLS) has increased overall. In 2023-24 however, the rate was 79% (a slight decrease).
- In the previous year, Indigenous student participation rose from 73% to 76% while participation among students with designations declined slightly from 71% to 68%.
- Due to small cohort sizes, year-to-year variations are common, reinforcing the need for multi-year trend analysis.
- Combining Grades 4, 7, and 10 limits the ability to identify trends. Closer review by grade and learner group provides better insight for planning.

Children and Youth in Care

SLS data remains masked due to small group sizes. However, anecdotal and qualitative feedback suggests district interventions are having a positive effect. District data is gathered three times per year in collaboration with the Indigenous Learning Team and the Ministry of Children and Families.

Strategic Plan Connection

Personal and Cultural Identity, Personal Awareness and Responsibility, and Social Awareness and Responsibility are key to creating school environments where students feel welcome, safe, and a strong sense of belonging. These competencies help students feel seen and valued while promoting empathy and respect. Together they support inclusive, caring communities where every student knows they matter. The SLS contains a mix of direct and indirect indicators aligned with these competencies.

Trends and Comparisons

Feel Welcome

In 2023-24, 68% of all resident students reported feeling welcome. While this is slightly below the provincial average, it is consistent with previous years in the district. Indigenous students improved from 58% to 61%, and students with designations rose from 58% to 60%, though slightly below provincial results. Minimal fluctuation has been noted over five years, with 2020-21 as the only outlier.

Feel Safe

The grade cohorts along with the priority learner cohorts were combined and all resident is the primary measure. A slight decline is noted among all resident students compared to previous years. Provincial averages remain slightly higher. Five-year results show rates between 71% and 78%, generally tracking provincial trends.

Sense of Belonging

Responses from all resident students are consistent with the previous year, with four-year rates between 52% and 56%, with the outlier at 43% during 2020-21. Indigenous and designated students show a decrease in reported belonging compared to prior years. SD46 results in all groups are slightly lower than provincial averages.

Two or More Adults Care

For all resident students, results are stable with a four-year range between 59% and 65%. Indigenous students declined slightly to 57% in 2023-24, with a typical range of 57% to 63%. Students with

designations reported 58% positive response rate. These trends closely align with provincial data over the past five years.

INTERPRETATION: OUTCOME 3 – FEEL WELCOME, SAFE, AND CONNECTED

(Feel Welcome, Feel Safe, Sense of Belonging)

Student Learning Survey (SLS) data compared with Middle Years Development Instrument (MDI) results highlights different aspects of belonging and adult connection. The most recent MDI shows strong adult support, with 82% of Grade 5, 84% of Grade 6, and 68% of Grade 8 students reporting high levels of connection to adults. Belonging is also strong, with 83% of Grade 5, 81% of Grade 6, and 74% of Grade 8 students reporting medium to high belonging.

In contrast, SLS data shows lower belonging results. This gap has raised questions about survey delivery and student understanding. A review of Grade 7 SLS responses shows 54% positive, 27% neutral, and 15% negative responses in the area of belonging. Neutral responses are high, suggesting a need to support student understanding of survey questions. Some discrepancies also exist between total grade participants and response counts per question.

Feeling safe is a broad category linked to other areas such as belonging, welcome, and adult relationships. A deeper look at this data by school and district is needed.

Student Voice and Emerging Themes

Insights from forums, interviews, and ‘Nurturing the Learning Spirit’ practices for Indigenous students highlight the importance of adult connection, the need for more learning on mental and physical health (especially in senior grades), and ongoing opportunities for meaningful student voice and action.

Strengths

- Increased SLS participation amplifies student voice
- Improvement in Indigenous student responses in the area of feeling welcome
- Student feedback emphasizes the importance of adult relationships
- Adult connection is consistently seen as a district strength

Areas for Growth

- Sense of belonging has shown small improvements over five years but remains an area of focus
- Strengthen and maintain student relationships with two or more adults
- Indigenous and designated students continue to report lower scores across indicators
- Student understanding of the SLS
- Use Strategic Plan strands, such as Authentic Relationships, Inclusive Education, and First Peoples’ Principles of Learning, to guide improvements in belonging and safety

Next Steps and Commitments

- The district continues to prioritize equity through the Strategic Plan, Equity in Action Plan, and School Growth Plans. A strong focus on data-informed decision-making, using SLS and supporting tools like MDI, YDI, and street data, is key to understanding and addressing gaps.
- Data collection may require tailored approaches for priority learners to ensure authentic voice. Strategies such as empathy interviews can support this effort.
- Ensure that students have a clear understanding of the nature of SLS questions by preparing for the survey through a pre-lesson conducted by school team and including counsellor
- Belonging, equity, and adult connection remain central to SD46’s work. In 2025-26, the district will partner with the CHART/YDI team for deeper insight into belonging. Ongoing work in Indigenous

education, decolonization, anti-racism, and Truth and Reconciliation supports growth in these areas.

- Fostering relationships with at least two caring adults is a known protective factor. The Strategic Plan includes nine specific “strands” which are ways forward for how educators can support all students on their learning journey. Authentic Relationships, Inclusive Education, First Peoples’ Principles of Learning are three strands that learning communities can take strategic action to transform learning for students in the areas of feeling welcome, a sense of belonging, safe and a connection to adults.

Career Development

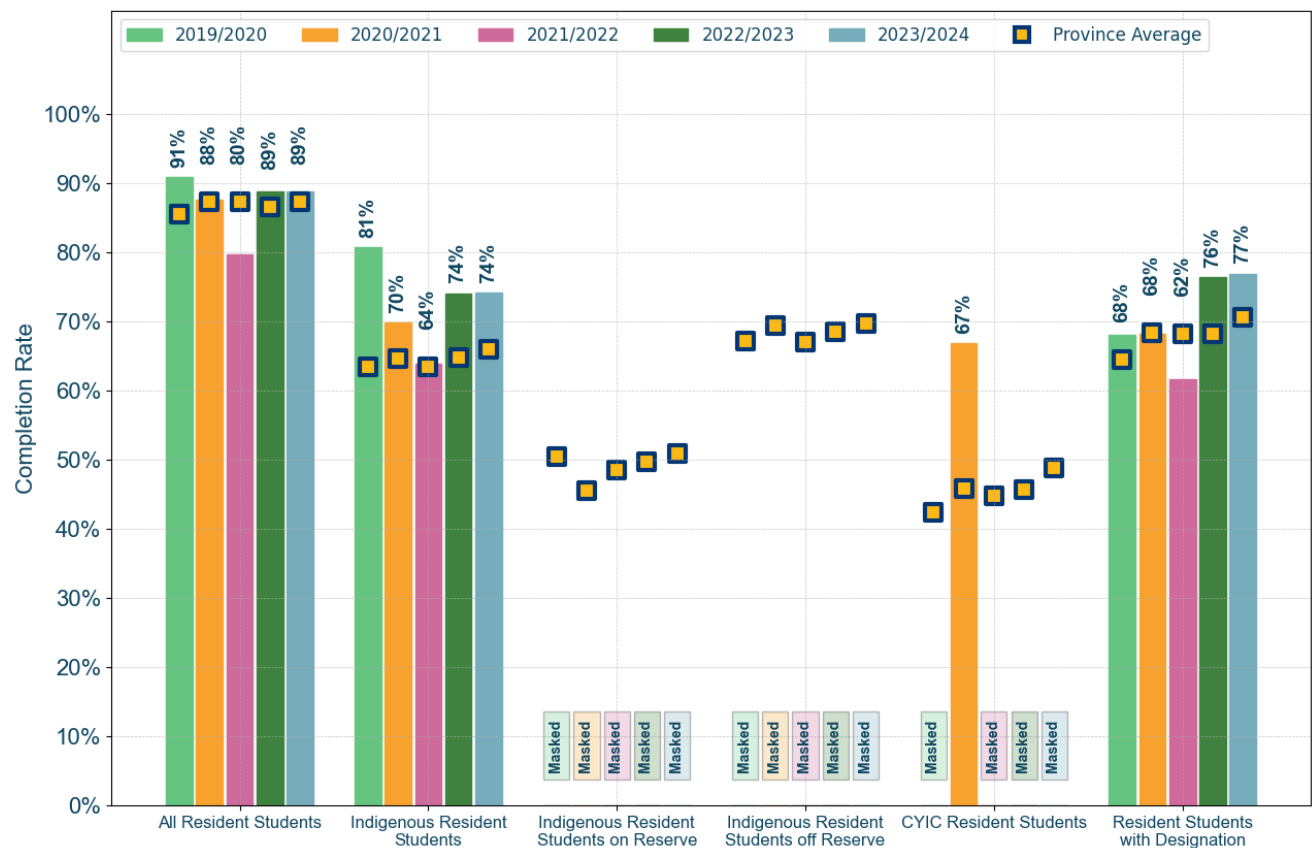
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

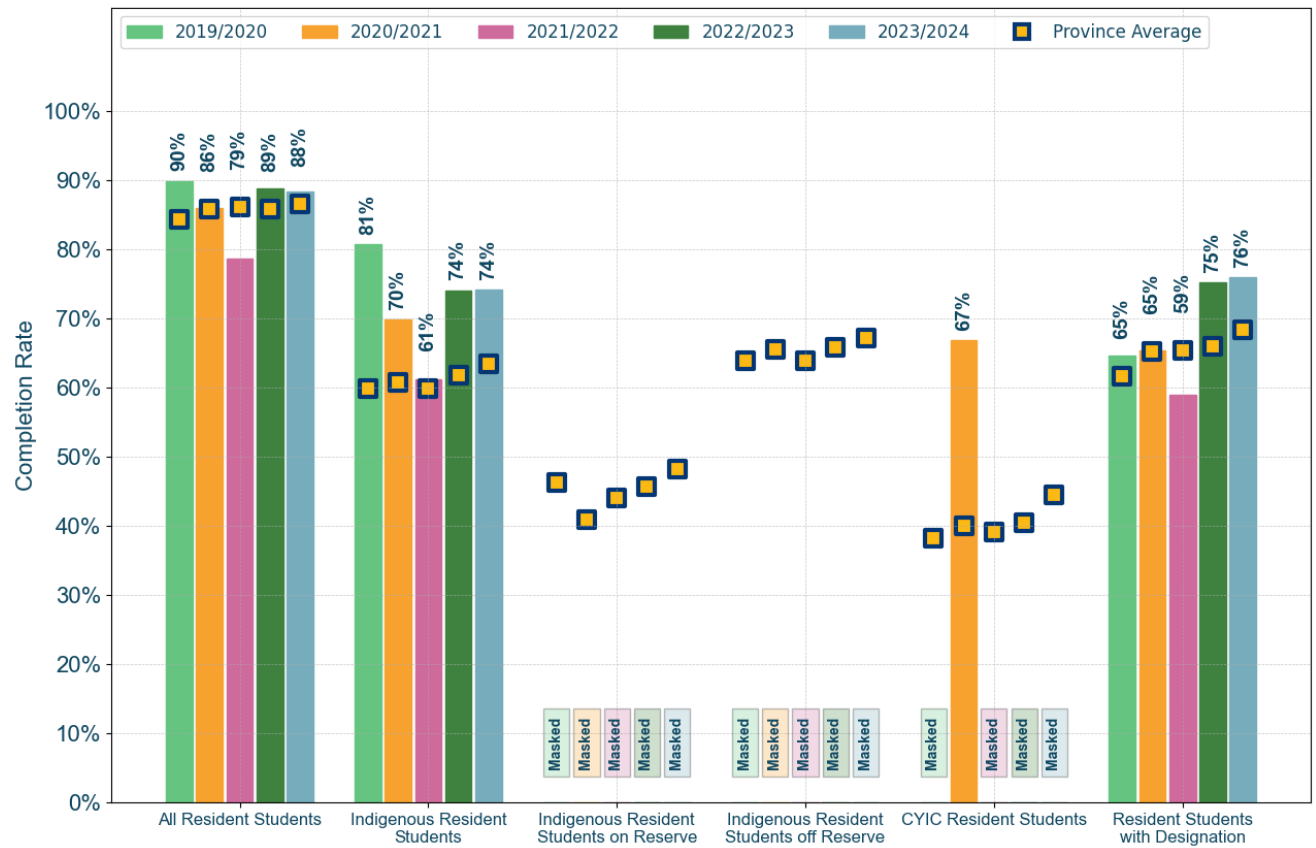
SD046 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	229 16	236 13	213 11	251 17	262 19
Indigenous Resident Students	48 3	56 3	38 2	62 4	58 4
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	22 1	Masked	Masked	Masked
Resident Students with Designation	61 4	74 4	82 4	88 6	105 8

SD046 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD046 - 5-Year Completion Rate - Dogwood



ANALYSIS: OUTCOME 4 – GRADUATION *(Achieved Dogwood within 5 Years)*

Key Context

Refer to the Literacy section for details on **priority learners and intersectionality**.

Data for Children and Youth in Care is masked due to small cohort sizes. However, qualitative evidence indicates that targeted supports are having a positive impact. Year-to-year fluctuations remain common in small populations, reinforcing the need for multi-year analysis.

Student voice highlights a strong desire for relevant, real-life learning experiences that provide purpose and meaning.

Strategic Plan Connection

The Core Competencies play a vital role in improving graduation rates by nurturing the personal, social, and cognitive abilities students need to thrive in school. Creative and Critical Thinking help students engage meaningfully with curriculum content, increasing motivation and achievement. Communication and Collaboration strengthen relationships with peers and educators, fostering a supportive learning environment. A strong Personal and Cultural Identity builds confidence and a sense of belonging, which are key predictors of school engagement. Meanwhile, Personal and Social Awareness and Responsibility promote goal setting, resilience, and accountability—qualities that help students persevere and succeed through graduation.

Trends and Comparisons

5-Year Completion All Resident Students

The five-year Dogwood completion rate for all resident students increased from 79% in 2021–22 to 89% in 2022–23. This past year's results are 88%. When including Adult Dogwood credentials, the rate rose from 80% to 89% and has remained steady. District completion rates for both Dogwood and Dogwood plus Adult Dogwood exceed provincial averages.

Indigenous Learners

The five-year Dogwood completion rate for Indigenous resident students increased from 61% in 2021–22 to 74% in both 2022–23 and 2023–24. With Adult Dogwood included, rates remained the same as the five-year Dogwood completion rates for the two previous years. This indicates that Indigenous students are graduating with a full Dogwood. These improvements reflect the impact of dedicated supports such as the Indigenous Student Success Teacher and Indigenous Education support staff. Indigenous resident students now reach 74% in both categories, surpassing provincial benchmarks.

Students with Diverse Needs

Resident students with designations improved from 59% in 2021–22 to 76% in 2023–24. Including Adult Dogwood, the rate increased from 62% to 77%, again demonstrating that students with diverse needs are graduating with a full Dogwood. These results demonstrate strong progress supported by inclusive practices and individualized pathways. Students with designations also exceed provincial results, with 76% completing the Dogwood and 77% when including Adult Dogwood.

Children and Youth in Care

Although specific data is masked, the district continues to prioritize this group through case management, counseling, and tiered interventions. These supports are contributing to improved outcomes.

INTERPRETATION: OUTCOME 4 – GRADUATION *(Achieved Dogwood Within 5 Years)*

SD46 continues to demonstrate steady progress in five-year graduation outcomes, consistently outperforming the provincial average across student populations and credential categories. Graduation completion has improved for all resident students, including Indigenous learners and students with designations, with recent years showing sustained gains. These achievements reflect meaningful advancement and exceed provincial benchmarks, affirming the district's commitment to student success.

Strengths

- Graduation rates for all resident students and all priority groups exceed provincial averages.
- Indigenous learners and students with designations have surpassed provincial benchmarks, marking significant equity progress.
- Dogwood and Adult Dogwood completion parity highlights that students are graduating with dignity, options, and purpose. In addition, strategies to support full Dogwood completion are effective.
- Tools like Clevr and digitized Spirals of Indicators improve access to real-time student data.
- Structures such as School-Based Teams, Indigenous Education Support Teachers, and Inclusion Teams are key contributors to student success as they implement the Response to Intervention Model (RTI).

Areas for Growth

- Graduation rates for Indigenous students and those with designations, while improving, remain below SD46 all resident students, highlighting equity gaps.
- Data for Children and Youth in Care remains limited, requiring continued targeted support.
- Ensuring the sustainability of support systems is essential for maintaining progress in small and diverse learner groups.

Next Steps and Commitments

To build on these gains, SD46 will:

- Continue Response to Intervention (RTI) and expand Universal Design for Learning (UDL) through targeted professional development.
- Strengthen flexible learning pathways, including online and blended options through the SPIDER program, including Work Experience.
- Maintain student-centered practices such as case management and inclusion support models.
- Continue the engagement and attendance initiative to better understand participation and reduce barriers.

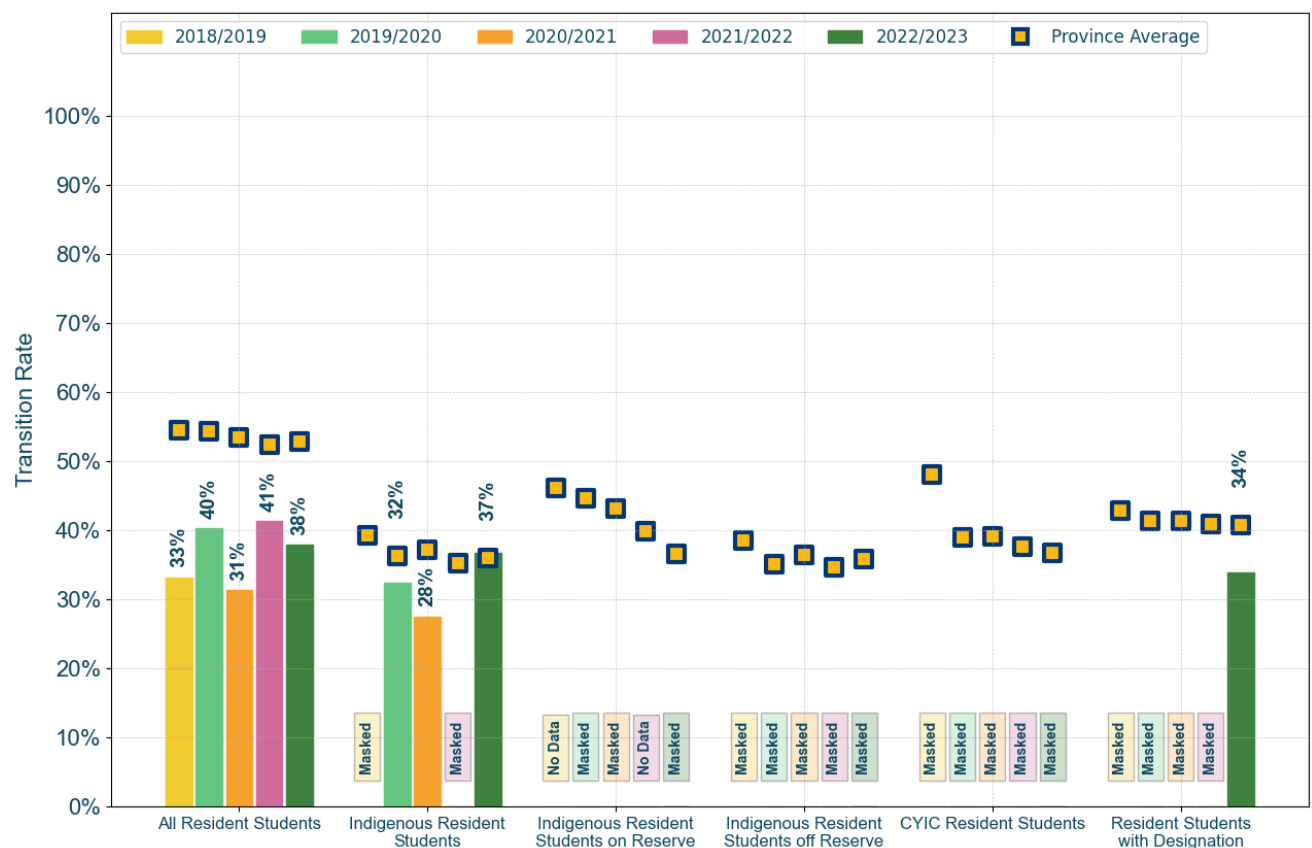
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

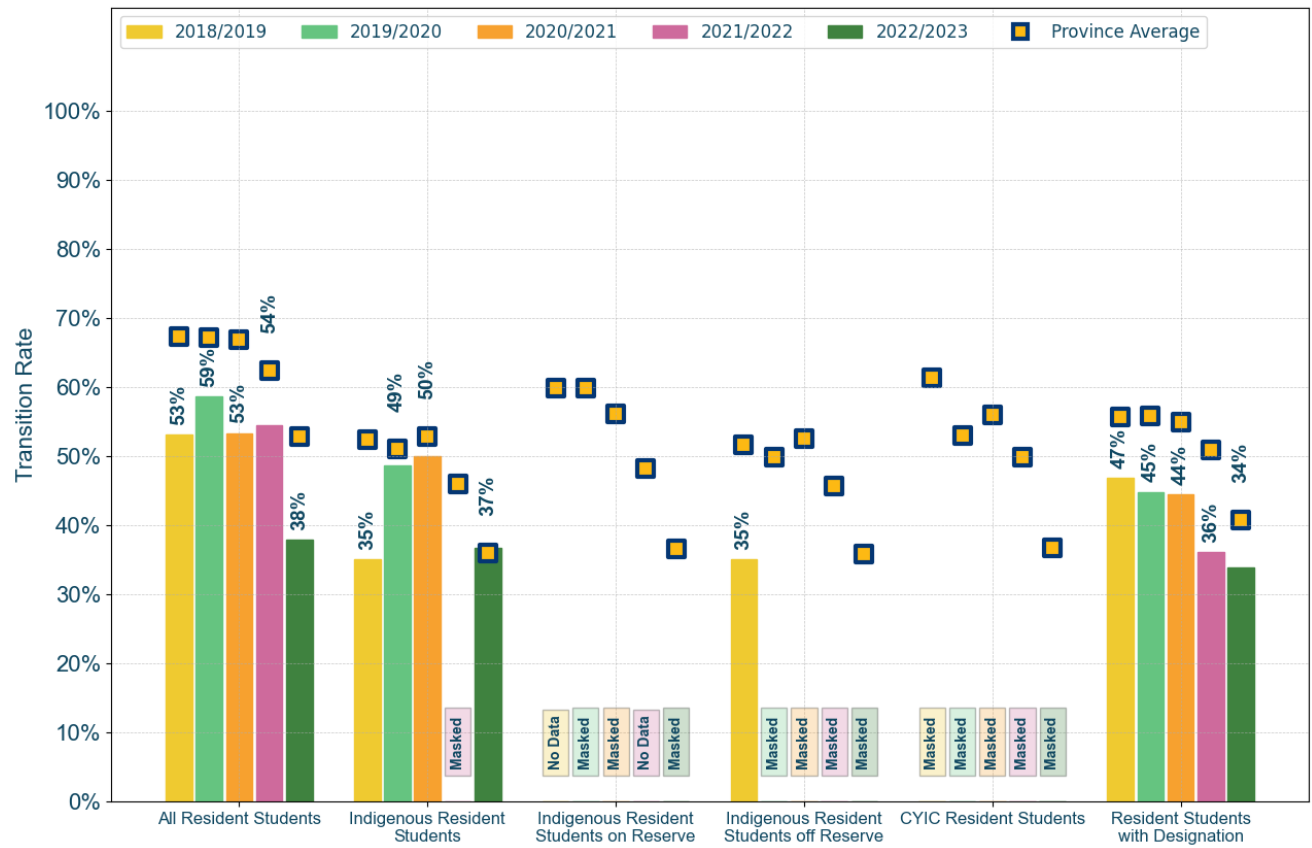
SD046 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	190	191	195	167	219
Indigenous Resident Students	Masked	37	40	Masked	49
Indigenous Resident Students on Reserve	0	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	56

SD046 - Immediate Transition to Post-Secondary



SD046 - Within 3 Years Transition to Post-Secondary



ANALYSIS: OUTCOME 5 – LIFE AND CAREER CORE COMPETENCIES

(Post-Secondary Transitions)

Key Context

Refer to the Literacy section for details on **priority learners and intersectionality**.

The post-secondary transition rate for all resident students increased from 31% in 2020–21 to 41% in 2022–23, followed by a slight decline to 38% in 2023–24. These rates reflect students entering post-secondary in B.C. directly after graduation and do not account for gap years or out-of-province or international studies.

Most post-secondary data for Indigenous students, students with designations, and Children and Youth in Care is masked due to small cohort sizes. While data limitations exist, trends indicate the need for ongoing monitoring and support.

Strategic Plan Connection

Core Competencies are essential in strengthening post-secondary transitions by equipping students with the foundational skills and mindsets needed to navigate new environments and challenges. Creative and Critical Thinking support students in problem-solving and innovation, essential in adapting to unfamiliar academic and social expectations. Communication and Collaboration foster effective engagement in group work, interviews, and interpersonal relationships. Personal and Cultural Identity grounds students in a sense of self and purpose, supporting confidence and resilience. Finally, Personal and Social Awareness and Responsibility encourage self-regulation, empathy, and ethical decision-making—skills that contribute to success and well-being in diverse post-secondary settings. Post-secondary transitions rates are an indirect measure of this goal.

Trends

- **Indigenous Students:** Immediate transition rates increased from 28% in 2020–21 to 37% in 2023–2024. However, the three-year transition rate declined from 50% to 37% during the same period.
- **Students with Designations:** Three-year transition rates decreased from 44% to 34% over the past three years.
- These trends reveal a widening gap for priority learners, emphasizing the importance of targeted supports to improve outcomes.
- Local data also shows growth in the Train in Trades program, while participation in Work Experience and Work in Trades has declined.

Comparisons

While there has been growth in immediate transitions, both immediate and three-year transition rates for Indigenous students remain below provincial averages. This highlights a continued need for system-level strategies that promote equity in post-secondary pathways.

INTERPRETATION: OUTCOME 5 – LIFE AND CAREER CORE COMPETENCIES

(Post-Secondary Transitions)

Post-secondary transition rates for all-resident students in SD46 have varied in recent years, with a modest improvement in immediate transitions followed by a slight decline this past year. While more Indigenous students are transitioning immediately after graduation, their rates remain below provincial levels. Longer-term transitions have decreased for Indigenous learners and students with designations, highlighting persistent gaps. Tracking outcomes for some priority groups remains a challenge due to small cohort sizes, but the available data continues to point to the importance of sustained and targeted support.

Secondary counsellors anecdotal evidence indicates that many students pursue out-of-province education, take gap years, or enter employment rather than enrolling in post-secondary institutions. We also understand that there is a growing trend of students choosing not to leave the Sunshine Coast due to the significant costs associated with relocation, the greater distance from home compared to students living in cities with local post-secondary options, and the emotional challenges such as homesickness. Additionally, the limited availability of post-secondary programs here on the Coast further contributes to this trend. These results reflect broader challenges in translating graduation success into post-secondary engagement.

Strengths

- Immediate transitions for Indigenous students show early signs of improvement
- Graduation rates remain strong, providing a foundation for post-secondary success
- Use of Clevr and digital tracking enhances access to student data for timely intervention
- Continued investment in supports such as Indigenous Success Teachers, Inclusion Teams, and case management contributes to learner progress

Areas for Growth

- Declining three-year transition rates for Indigenous students and those with designations require renewed focus
- Masked data limits insight into outcomes for some priority learners, emphasizing the importance of qualitative case review
- Systemic and personal barriers need to be better understood to support student readiness and confidence
- Due to the information from local data for Train in Trades, Work Experience, and Work in Trades, the district will return to a centralized model with a dedicated staff lead.

Next Steps and Commitments

The district is committed to strengthening equity for post-secondary readiness by:

- Refining program delivery and expanding career and life-planning supports.
- Promoting inclusive practice through professional learning in Universal Design for Learning (UDL)
- Using Clevr and the Spirals of Indicators to guide proactive intervention.
- Sustaining tailored supports like case management, career counseling and flexible program options.
- Investigating transition barriers through data analysis and direct engagement with students and families.
- Increasing transition supports and opportunities for Indigenous students and their families.



Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2b: Respond to Results

In Review of Year One of Five of Strategic Plan: Paddling towards
irresistible futures! 2024-2029



Approved by Board on
September 10, 2025

Reflect and Adjust Charts

Competency Development			
<i>We believe that when we create authentic and inclusive learning environment, we will enhance each student's development of the Core Competencies over time. District Strategic Plan, Curriculum Core Competencies (Communication, Thinking, and Personal and Social), (SEE FULL CORE COMPETENCY BOARD REPORTS)</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: Continue? Discontinue? Adapt? Introduce and implement?
Align all school growth plans and department plans to the goal of the Strategic Plan and the Professional Learning Plan. Each school chooses two competency areas for development and two to three strands from the district's Strategic Plan to focus on using evidence, data, and a continuous improvement cycle.	Varied implementation of Core Competency focus across schools; need for consistent, data-informed planning tied to the Strategic Plan with a focus on priority learners.	Initial results from school plans indicate increased clarity and focus on competency growth and priority learners. Evidence of use of strands and data to guide decisions is emerging.	Continue and refine school planning process; support with coaching and collaborative inquiry to deepen use of data and evidence and the continuous improvement cycle with a focus on priority learners. Student Voice (Street Data) will be a focus for all schools and departments as part of the gathering of data and evidence and continuous improvement cycle.
Establish Learning Guide roles (two per school or department) to work alongside principals in leading transformation aligned with the school growth plan and district strategic plan.	Need to build distributed leadership capacity at the school level and deepen ownership of transformation efforts beyond administrative teams.	Pilot feedback highlights increased leadership capacity and clearer alignment between school and district goals through Learning Guide involvement. Strategy employs a model of supporting colleagues to build collective efficacy.	Continue and expand the Learning Guide roles; refine training and clarify responsibilities to support school leadership teams more effectively.
Facilitate monthly collaborative learning sessions for Learning Guides and principals focused on strengthening collective efficacy, data-informed practice (using satellite, map, and street data), decolonizing practices, and the continuous improvement cycle. Incorporate thought leaders such as Will Richardson, Shane Safir, and Dr. Dustin Louie.	Educators require deeper system-wide coherence and support in facilitating learning that builds collective efficacy and transforms instructional practice.	Monthly sessions are well-attended and participants report greater confidence in using evidence, understanding decolonizing approaches, and building team-based efficacy.	Maintain monthly collaborative sessions; enhance with peer coaching models and extended team-based inquiry cycles. Add 1 full day and try mornings for release instead of afternoons. Shane Safir and Dr. Dustin Louie booked to continue the work next year.
Provide school-based learning grants to fund release time and resources for collaborative inquiry and planning focused on school growth goals.	Schools need flexible time and resourcing to support meaningful engagement in collaborative learning and growth planning aligned with strategic priorities.	Initial feedback shows strong engagement with grants, enabling schools to undertake focused and collaborative growth planning.	Continue providing grants; adjust funding timelines and supports to better meet the needs of diverse school contexts. Encourage schools to bring in their own thought leaders, use funds to visit schools within district and outside district.
Strengthen professional learning for instruction to embed student self-assessment and reflections by providing additional opportunities and embedding the learning in any instructional strategy sessions.	Lack of embedded student self-assessment practices; need to deepen reflective learning strategies to support agency and ownership.	Teachers report improved student awareness through reflection prompts. Further work is needed to make self-assessment a regular, embedded practice.	Continue embedding reflection; introduce exemplars and peer collaboration to strengthen instructional impact. Provide specific additional learning sessions for teachers.
Focus professional learning on competency assessment, by adding additional opportunities and embedding in any instructional strategy sessions.	Uneven understanding and application of competency-based assessment; educators require clearer guidance and examples.	Professional learning sessions on competency assessment have been well attended. Feedback indicates growing educator confidence, but variability remains.	Continue with targeted professional learning on assessment; introduce differentiated models for novice and experienced educators. Provide material and resources on MyEd Competency grade book and

Reflect and Adjust Charts

			Spaces Competency Grade book. Also, Tom Schimmer and Janice Novikowski booked.
Ensure coherence across the systems using the platform of Spaces to make visible competency development by adding learning opportunities and consistent communication of expectations across all schools.	Limited visibility and tracking of student growth in competencies across the system; need for streamlined digital tools and consistent meaningful engagement.	Spaces platform is increasingly used for reflection and tracking growth. Early student reflections show stronger alignment with developmental profiles .	Continue use of Spaces; adapt training and examples to better support visibility and equity of competency evidence. Provide targeted support to secondary in particular.
Develop a collaborative planning team with union partners to enhance coherence and clarity around professional development.	There is a need for stronger alignment and collaboration between district and union leadership to ensure a shared vision and coordinated approach to professional learning.	Improved coherence and alignment of district professional learning priorities has resulted from stronger collaboration between union partners and the district.	Continue collaborative planning structures; define clear processes and shared responsibilities for sustainable and aligned professional learning implementation. Implement shared information as teams in school with leadership, CUPE, and SCTA.
Continue leveraging the Strategic Plan Working Group to guide district-wide implementation and data use.	Need for an ongoing district-wide lens to monitor, evaluate, and support strategic implementation and the effective use of data.	The Strategic Plan Working Group has provided valuable insights into district-wide progress and has supported consistency in implementation and data practices.	Continue with regular meetings and data reviews; expand the group's role in informing future iterations of the Strategic Plan and in aligning supports across departments.

Intellectual Development ([SEE FULL INTELLECTUAL DEVELOPMENT BOARD REPORT](#))

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Professional Learning Series: Every school hosted three Literacy and two Numeracy Lunch and Learn sessions to support Thinking and Communication Core Competency development. Sessions were co-developed with teacher working groups and delivered by experienced educators. Resources provided to support classroom practice. A pilot model in one secondary school involved co-planning and co-delivery by a District Lead Teacher, classroom teacher, and Teacher Librarian. This collaborative model will expand to intermediate and secondary levels. Teachers also requested flexible timing for sessions.	While most K–12 students meet or exceed the provincial literacy and numeracy average, a deeper analysis reveals a need to strengthen literacy and numeracy across the curriculum. (see ' Intellectual Development ' full report) Although Indigenous students have shown some progress, their performance remains consistently below the district average for 'All Resident Students.'	Over 95 percent of teachers participated. Feedback was overwhelmingly positive. Teachers valued convenience, lunch, and topic relevance. Many implemented strategies with students. Sessions aligned with the Strategic Plan, targeted curricular competencies, clearly defined learning goals, assessment, rubrics, core competency reflection, and focused on Priority Learners, especially students with Indigenous ancestry.	In one secondary school, we piloted a collaborative model where a District Lead Teacher worked alongside a classroom teacher and the Teacher Librarian over multiple sessions. Together, they co-designed and co-delivered a lesson for students, then co-presented their experiences to the broader school community. Teachers valued this opportunity to work collaboratively over time, and next year, this model will be expanded to both intermediate and secondary Lunch & Learn sessions in all schools. Additionally, data shows that teachers would like the option to choose whether sessions are held during lunch or after school.
Early Learning Profile (ELP) Pilot: Launched in January to strengthen Thinking and Communication Competency of primary students. Most schools participated. A Community of Practice (CoP) of the Literacy Support Teacher and a Primary Teacher met monthly to learn about the Early Learning Profile (ELP), then led site-based sessions for school teams. District-wide sessions followed after school, with input from the Indigenous Learning Team and Inclusion Support Teachers.	Primary years are critical for foundational literacy. District data identified the need for a consistent assessment tool to triangulate data, support early screening, guide instruction, and monitor growth, particularly for Indigenous students and other priority populations.	The Early Literacy Profile was selected for its usability and supports. Pilot teachers valued it for screening and for guiding responsive instruction. Software enabled efficient data collection and supported collaborative practices.	Continue the pilot, with a focus on the newly released BC English Language Arts/Mathematics Foundational Learning Progressions. The District Early Learning Teacher role will expand to include an embedded classroom residency model with co-planning, reflection, and continuous instructional support. School team meetings will be held to support teachers with literacy assessment, data interpretation, and responsive instruction.

Human and Social Development: Feel Welcome, Feel Safe and Sense of Belonging

Reflect and Adjust Charts

We actioned several initiatives to align with the three pillars of the [Mental Health in Schools Strategy \(MHIS\)](#): Compassionate Systems Leadership; Building Capacity; Mental Health in the Classroom. ([SEE FULL HUMAN AND SOCIAL DEVELOPMENT BOARD REPORT](#))

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Compassionate Systems Leadership (CSL): Build CSL capacity within School-Based Teams to foster student belonging. Expand training and coaching supports for CSL, including principals, counsellors, Inclusion Support Teachers, and Learning Guides. Embed CSL in practice, conflict resolution, and planning across the system.	Students identify caring adults and express belonging in SD46. Ongoing growth is needed, particularly among priority learners. Broaden shared leadership and ensure inclusive representation.	Training sessions were well attended and received. CSL practices are increasingly embedded in planning and visioning. Interest from broader roles continues to grow.	Expand CSL training to student groups. Establish a district-wide working group with a variety of representation to expand CSL and help guide capacity building. Broaden inclusion of Learning Guides.
To ensure Mental Health Literacy (MHL) for students is taught comprehensively through consistent training and expansion.	Staff turnover can affect continuity; MHL needs to expand beyond Physical and Health Education (PHE) to be adopted more consistently.	All secondary schools have implemented MHL; teachers report feeling confident and supported. Safe and Caring Schools Coordinator monitors staff changes and ensures new/nearly new staff have thorough on ongoing training.	Continue annual training cycles and target new staff each fall. Continue opportunities for professional learning throughout the year through Safe and Caring Schools Coordinator. Expand to elementary MHL pilot in three schools.
To Strengthen Socio-Emotional Learning (SEL) through direct instruction and learning through curricular and core competency development.	SEL has often been taught by counsellors or alongside classroom teachers. Continuing to develop a universal approach will enhance core competency development as part of curricular and core competency development.	SEL is taught in our schools in a variety of ways. More embedded SEL practices through the development of the core competencies and stronger data-informed strategies will ensure equity, voice and agency for priority learners.	Introduce empathy interviews, deepen student-led data exploration, and integrate SEL with core instruction. This will be led by school and district-based teams and will include time and professional learning and planning. Roots of Empathy training will be refreshed for counsellors in the fall.
School-Based Teams (SBTs): Reinforce SBT role as inclusive structure. Use Clevr for referrals and communication.	Understanding of SBT roles in inclusion varies. Clear expectations and collective efficacy are needed across schools.	All schools have SBTs. Clevr supports communication and referrals.	Embed SBTs into professional learning. Share success stories. Pilot articulation forms for Grade 7 to 8 transition in Clevr.
Engagement and Attendance Project: Strengthen adult-student connection and support through tiered interventions. Enhance family involvement and communication. Establish Attendance Working Group.	Priority learners report lower connection with adults in both SLS and MDI. Continued support from adults is critical to address attendance and engagement.	Year two data shows improved attendance and engagement. Targeted supports from school teams, and district teams, has had a positive impact and increased attendance.	Expand resources and outreach through online channels and enhanced parent involvement. Align and develop regulations, district school and classroom frameworks to support attendance and engagement. Continue Response to Intervention (RTI) and develop district attendance working group. Focus on universal supports.
Student Leadership and Voice: Support equity-focused leadership via District Student Leadership Team, District Elementary Leadership Initiative, and representation on district committees.	Priority learner voices remain underrepresented. A deeper equity lens is needed across leadership initiatives.	Student leadership groups actively use data and contribute to inclusive planning.	Ensure leadership teams include or engage voices of priority learners. Use empathy interviews to deepen understanding. Partner with CHART and Youth Development Instrument (YDI) for data gathering and analysis.
Universal Design for Learning (UDL): Expand understanding and use of UDL across all schools. Provide resources and professional learning. School-Based Teams and Learning Guides support implementation.	Belonging is linked to visible, inclusive learning practices. UDL is not yet consistent. Supports need clarification.	Universal supports are being embedded in learning and assessment. Resources are co-developed.	Strengthen professional learning for UDL, clarify universal support and increase teacher access to inclusive tools. Create visuals and increase access to inclusive resources. School based teams and Learning Guides to help build capacity.

Reflect and Adjust Charts

Inclusion Review: Conduct comprehensive review of systems and practices.	Support models must align with research and equitable practices. Implementation consistency is needed across sites.	Early evidence shows strong engagement and readiness across schools. Initial scans are complete.	Produce a report with clear recommendations for enhancing inclusive strategies and equity with support of an external consultant. Use findings to inform capacity-building across sites and ensure equity.
Prevention Pilot Program: Grade 8 early intervention for mental health and substance use prevention. Prevention is a research-based substance use prevention and mental health program supported by Foundry.	Grade 8 students require early, targeted mental health education and substance use prevention.	Students gained knowledge and strengthened connections to counsellors. Early implementation is promising through student feedback.	Evaluate student reflections and feedback. Continue cross-grade collaboration. Collaboration between elementary and secondary counsellors.
Consent Education: Deliver modules to Grades 8 to 12. Developed with student input. Annual implementation across all schools.	Data indicates that students need age-appropriate, culturally responsive education on consent, relationships, and boundaries.	All Grade 8 to 12 students completed modules. Content was developed with student contributions.	Continue annual implementation. Expand Mentors Against Violence Prevention. Provide teacher training and adapt content for cultural relevance. Establish a framework to ensure consistent delivery.
Career Development: SEE FULL CAREER DEVELOPMENT BOARD REPORT			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Individualized Supports for Indigenous Learners: Support teams track students using Response to Intervention (RTI) and Spiral of Indicators. Focused interventions address academic, social, and emotional needs.	Graduation rates fluctuate due to small cohorts and COVID-19 impact. Continued efforts are needed to address inequities and combat low expectations with decolonized, culturally relevant instruction. Need to collect further data on individual student experience.	Positive trends in transition and graduation rates. RTI provides individualized support. Partnerships are growing.	Launch new Indigenous Family Navigator role which will support the social, emotional, and academic needs (social work qualifications). Continue targeted supports, tracking systems, and cultural partnerships. Develop culturally responsive learning through partnerships with Indigenous communities and the metro school districts in the creation of a Board/Authority Authorized Course based on Skwxwú7mesh canoe culture.
To better connect Indigenous students with secondary, post-secondary, and training pathways, Indigenous mentors and post-secondary representatives visit students in their secondary schools. Community partnerships are expanding to increase access to bursaries for graduating Indigenous students. A community grant supports Indigenous parents and caregivers in learning about post-secondary options so they can assist with applications and attendance. Events such as the annual shíshálh Nation Career/Post-Secondary Fair continue to grow, and communication with post-secondary institutions is increasing to address the specific needs of Sunshine Coast students.	Some Indigenous students and their families are unaware of the full range of post-secondary options and available supports. There is a need to build stronger links between secondary school, post-secondary education, and career pathways. Increasing awareness of scholarships and bursaries specific to Indigenous students remains a priority, along with helping families navigate post-secondary systems.	An increasing number of Indigenous students are identifying post-secondary pathways and pursuing further education and training. Interest is expanding in initiatives such as the Bear's Lair Youth Dream Camp, which encourages students to explore their future, consider entrepreneurship, and engage in goal setting. These opportunities inspire self-reliance and forward planning.	The Indigenous Student Success Teacher will be dedicating more time to transition support, including personalized campus visits for students and their families. Collaboration with the shíshálh and Skwxwú7mesh Education, Employment and Training (EET) Departments, as well as the District Career Coordinator, is increasing. A locally hosted annual Bear's Lair experience is being developed in partnership with Geena Jackson and the shíshálh Nation. The district will also highlight the accomplishments of Indigenous graduates by inviting them to speak with senior students and the Board of Education.
Developed our MyWEX database with businesses and course paperwork populated.	Limited visibility into available placements, making it difficult to identify suitable opportunities. Duplication of placements across school sites, leading to inefficiencies and missed opportunities for diversity. Challenging to track and manage paperwork.	More accurate information and choices for students in a variety of career areas. Easier to find a work placement match in real time. Streamlined communication and paperwork. This will improve the potential for (on time) 5-year and 6-year graduation rates.	Counsellors will be added to the database next year to help students access placements early in planning. Focus will be on identifying at-risk students and providing targeted support, including summer Work Experience (WEX) to build skills and earn graduation credits.

Reflect and Adjust Charts

Work Experience Enhancement Grant from the Ministry of Education and Child Care expanded our workplace opportunities in six of the specific job focus areas. Early Childhood Education (ECE), medical, technology, agriculture, engineering, HVAC)	Work Experience (WEX) should align with students' interests to support post-secondary and career pathways. Prioritizing high-demand sectors on the Sunshine Coast helps students build relevant skills, make informed choices, and transition smoothly to work or further education.	Results will be more evident in 2026–2027 due to prior course selections. Community response has been strong, with 122 employers now in the database. The shíshálh Nation HR department is committed to supporting hands-on experiences for shíshálh students.	Starting in September, teachers, counsellors, and administrators will access the database. Community collaboration will continue, and student feedback on future plans will be gathered to inform supports and monitor transition rates.
Proactively connect students with the district career coordinator to boost awareness and participation in dual credit opportunities.	Dual credit opportunities need strengthening, especially in high-demand fields like Early Childhood Education and health care.	Interest in dual credit programs is rising, with three students enrolled in Early Childhood Education and ten on the waitlist for the Professional Cook program.	Explore centralized location and/or online hub to improve access to career resources, boost engagement, and streamline communication with the career coordinator.
Expand opportunities for students to continue SD46 online courses during school breaks.	Students want to continue online courses during breaks to maintain learning progress.	This supports improved on-time 5- and 6-year graduation rates.	We will pilot this summer online students to continue coursework during holidays, with scheduled office hours for help as needed. We will gather data on effectiveness and consider future opportunities.