



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

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			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

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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](#))

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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.

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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			
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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.

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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.