



**NANAIMO LADYSMITH PUBLIC SCHOOLS  
STRATEGIC DIRECTIONS COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: February 11, 2026  
TO: Strategic Directions Committee  
FROM: Robyn Gray, Superintendent  
SUBJECT: Enhancing Student Learning Report Review, Completion Rates

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### **Background**

The [Framework for Enhancing Student Learning \(FESL\) Policy](#) and accompanying [Enhancing Student Learning Reporting Order \(M302/20\)](#) came into effect September 1, 2020. The Enhancing Student Learning Reporting Order requires Boards to submit to the Ministry of Education and Child Care, an annual report in accordance with the requirements in the Order.

Nanaimo Ladysmith Public Schools submitted the 2025 FESL to the Ministry of Education and Child Care in October 2025. The report included a section of graduation rates and ways to improve outcomes based on 5 years of data. This information sheet focuses on the completion(graduation) rate from the 2024/2025 school year which is one additional year of completion data.

### **Discussion**

#### **Enhancing Student Learning Reporting Order Authority: School Act, sections 81 and 168 (2) (t)**

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district's strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The **Framework for Enhancing Student Learning (FESL)** must include information and evidence of the following:

1. Intellectual Development
  - Students will meet or exceed literacy expectation for each grade level
  - Students will meet or exceed numeracy expectation for each grade level
  - Number and percentage of students who are completing grade to grade transitions on time
2. Human and Social Development
  - Students will feel welcome, safe and connected to their school
3. Career Development
  - Students will graduate with the core competencies to achieve their career and life goals

4. Establish categories for each of the following populations and report on those categories separately: Indigenous students on/off reserve, Children and Youth in Care, Students with Disabilities or Diverse Abilities
5. Board’s approach to continuous improvement of student achievement

**Completion Rates**

The ESL Report is required to include completion rates that are also disaggregated for the three priority populations: Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

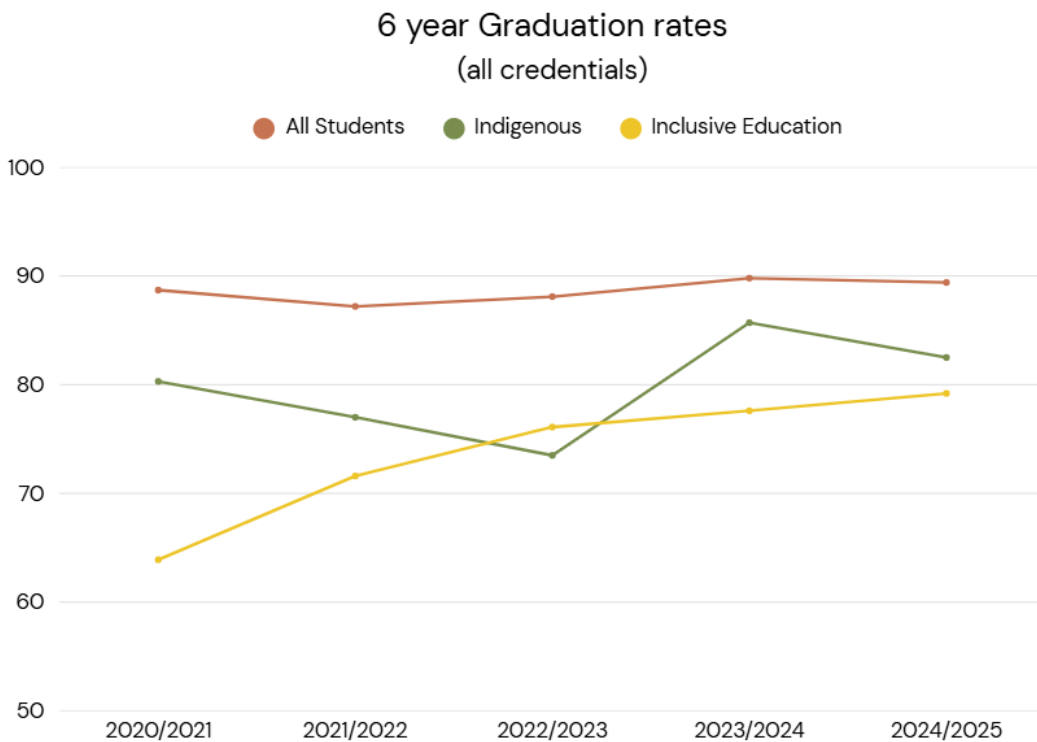
**2024/2025 Nanaimo Ladysmith Public Schools Completion Rates**

	All Resident Students	Indigenous Students	Students with Disabilities or Diverse Abilities
5 Year	79%	67%	61%
6 Year	89%	83%	79%

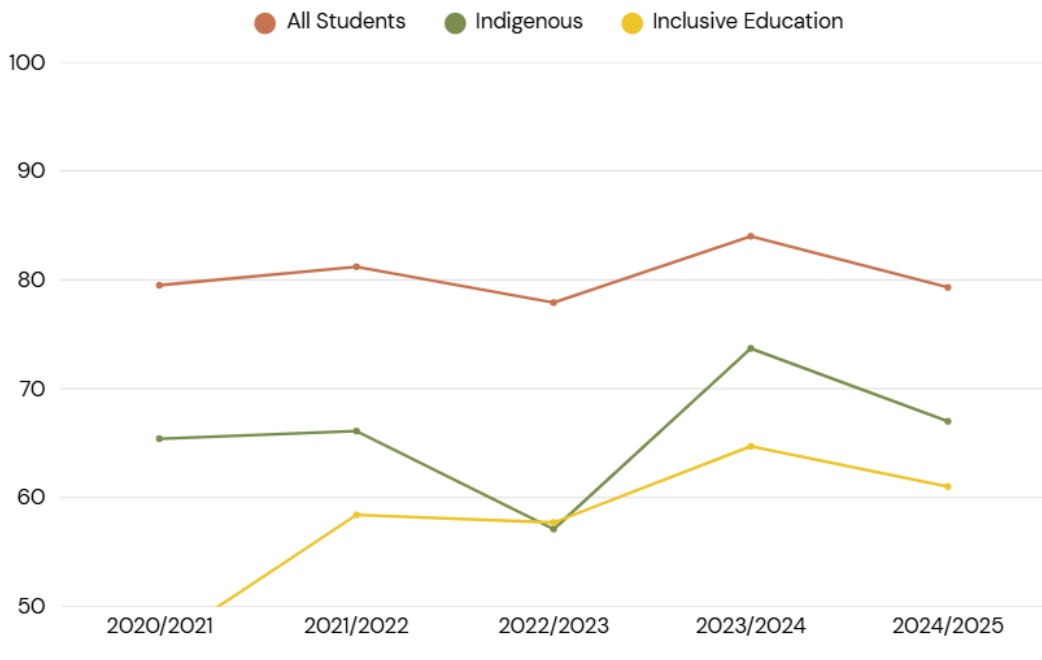
There is a significant effect on graduation rates for all students when they have 6 years to graduate.

Children in Care data is masked provincially, but it is an area that the district has identified as a strategic priority in the 2024 Framework for Enhancement of Student Learning (FESL).

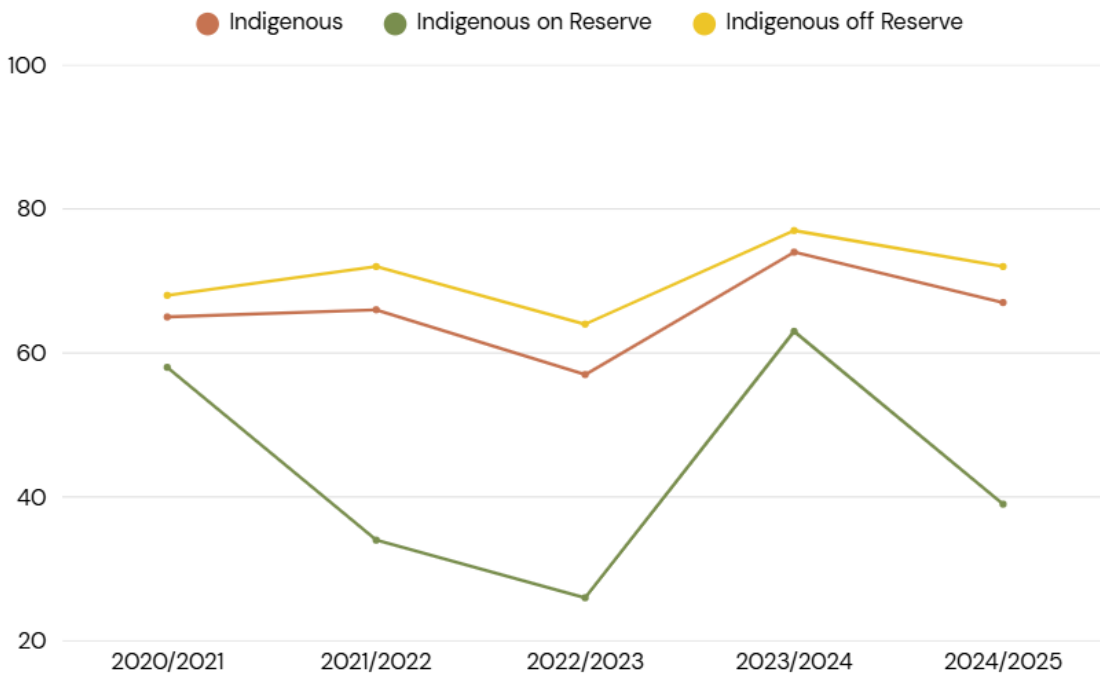
**Nanaimo Ladysmith (68) Completion Rates 2024/2025**



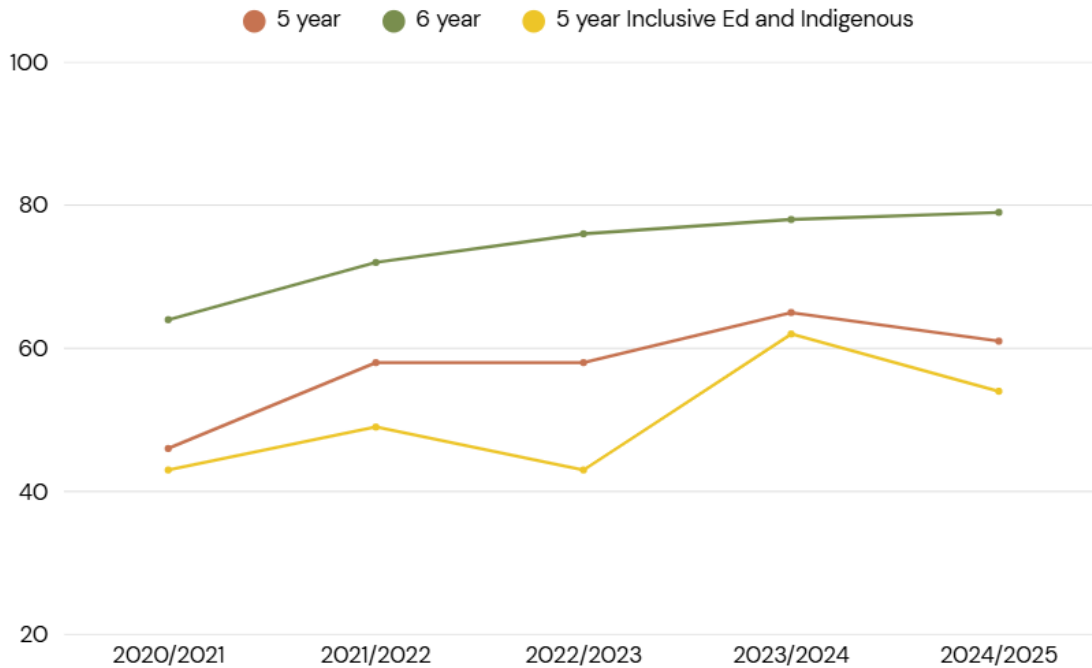
### 5 year Graduation rates (all credentials)



### Indigenous students completion rates (all credentials)



### Students with disabilities and diverse abilities (all credentials)



The data from the ESLR indicates the areas for growth and includes strategies such as:

- providing data sets to schools for strategic improvement
- building cultural awareness through a system wide professional learning approach
- creating a student and staff wellness framework
- implementing a literacy framework and introducing a numeracy framework

The district continues to reflect and respond on this data and implement strategies as part of the cycle of continuous improvement.

