



SOOKE 62
SCHOOLS
Shaping Tomorrow Today

STRATEGIC PLAN

2021-2025



We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation.

We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Hych'ka

Kleco Kleco or ʔekoo ʔekoo

Marsee or Miigwich

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Learning
Engagement
Growth



NA'TSA'MAHT means...

"Being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– ELDER SHIRLEY ALPHONSE





SD62 is committed to the collective goals set out in the [NATSA'MAHT Aboriginal Enhancement Agreement](#).

BOARD OF EDUCATION

The Sooke School District Board of Education is pleased to present the Strategic Plan 2021-2025 to our learning community. This plan guides the work that will be undertaken over the next four years by our Board and school district.

Right on the heels of our last strategic plan, we introduce this plan as we wrap up a year like no other. The COVID-19 pandemic challenged us and forced us to adapt, change practices and reassess. The strategic priorities of Learning, Engagement and Growth continue to be at the forefront in this new plan, though further expanded to ensure that our students and staff can be themselves, feel they belong and are supported and uplifted to be their very best.

We created the Strategic Plan 2021-2025 by listening to the SD62 community – through such engagement strategies as a strategic plan survey, many targeted conversations at meetings such as with the district student council, Na'tsa'maht Indigenous Education Council and Sooke Parents' Education Advisory Council. We would like to thank all those who participated for providing their thoughts on what they believe is important to have in this plan.

To go along with this strategic plan, we share with you the words "Be you + Be here + Belong = Be SD62". Simply put, these words remind us that despite the curveballs and a pandemic, SD62 embraces the differences in people, cares for the cultural roots of the land on which we reside, and supports students and staff to be the best they can be.

Participation can be practiced everyday in our classrooms, schools, departments and governance. Whether it's by joining a school's parent advisory council, attending a board meeting or being an active participant in the day-to-day learning of children, as a Board, we invite everyone to join us as we work together to achieve our mission and goals, while driving the values and beliefs that make us proud to be SD62. One of the great strengths of public education is that there is space for everyone to be involved and this is something for which we can all be proud.

Join us on our journey as we continue along a strategic path of equity, inclusion and progress for everyone.

**BE YOU + BE HERE +
BELONG = BE SD62**

TRUSTEES



Ravi Parmar
BOARD CHAIR



Bob Beckett
VICE CHAIR



Wendy Hobbs



Bob Phillips



Dianna Seaton



Margot Swinburnson



Allison Watson

SOOKE SCHOOLS 62 Our **VISION** for **Powerful learning**

WE BELIEVE...

- STUDENTS are at the **CENTRE** of LEARNING and ENGAGEMENT. THEY are **self-aware**. CURIOSITY FURTHERS COMPETENCE.
- the STUDENT-TEACHER **RELATIONSHIP** fuels the passion FOR LEARNING and TEACHING.
- the FOUNDATION of ALL RELATIONSHIPS is **MUTUAL RESPECT**.
- IN CREATING **CHOICE** **DIVERSITY**
- EDUCATION INVOLVES ACCESS to **DIFFERENT LEARNING ENVIRONMENTS** IN ORDER to **inspire** and **engage** ALL LEARNERS.

OUR VISION
WE HONOUR **STUDENT VOICE** AND **CHOICE** THROUGH **ENGAGING, PURPOSEFUL** AND **EXPERIENTIAL LEARNING** IN A **SAFE AND RESPECTFUL COMMUNITY**

OUR VALUES • RELATIONSHIPS • CHOICE • RESPECT • INTEGRITY • TRUST • SAFETY • DIVERSITY • EQUITY

"VISION WITHOUT ACTION IS MERELY A DREAM. ACTION WITHOUT VISION JUST PASSES THE TIME. VISION WITH ACTION CAN *Jump the World*" - JIM A. MOORE

BELIEFS

WE BELIEVE:

- The **quality of experience** for students and staff should be engaging, purposeful and reflective of voice and choice.
- All education partners, staff and citizens in the communities we serve, have a role in **supporting student learning**, each with distinct responsibilities.
- In the **commitment of fostering diversity** and actively pursuing **equity** by understanding the complexities that affect achievement.
- In fostering a district-wide focus on learning and ensuring an equitable approach to enable **everyone to have the opportunity to achieve their potential**.
- In **continuous improvement** through decision-making, informed by gathering evidence that is strength and results based.
- We are growing at an unparalleled pace and it is necessary to **manage this growth appropriately** to ensure that the District continues to deliver successful education programs.
- That the shifting landscape due to the COVID-19 pandemic has reinforced the **importance of public education in our community** and has provided the unique position to learn from its challenges and work with our partner groups to leverage the opportunities discovered.







VISION

We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

MISSION

Our mission is to help develop informed, literate, and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

VALUES

Relationships

Choice

Respect

Integrity

Trust

Safety

Diversity

Equity



OUR STRATEG

LEARNING

ENG



STRATEGIC PRIORITIES

MANAGEMENT

GROWTH



LEARNING





Given the speed of social, economic and environmental change, students need to have essential skills, be adaptable, resilient and have competencies that will serve them globally.

Goal: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objectives

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion.
2. Provide opportunities for learners to develop critical and creative thinking skills.
3. Ensure our learning environments are safe, accessible and welcoming.
4. Enhance student choice and voice.

Outcomes

1. Students and staff are conscious of variances in diversity and understand inclusion.
2. Students and staff have the skills to think critically and creatively.
3. Students, families and staff feel safe (intellectually, physically, emotionally), that they belong and are valued.
4. Enhanced pathways provide students with more choices of how, when and where their learning takes place. There are more routes to graduation and greater opportunities for hands-on learning.

ENGAGEMENT



SD62 is an expanding and diversifying community. Indigenous students in the District self-identify as First Nations, Métis and Inuit from many regions across Canada.

A culture of belonging in SD62 will foster meaningful, committed relationships that welcome the whole community (staff, students, parents, community members) as partners in student success. Staff and students feel a sense of belonging, regardless of their cultural, linguistic or other diverse backgrounds.

Goal: Create a culture of belonging.

Objectives

1. Develop, expand and implement inclusive and collaborative practices and processes.
2. Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'.
3. Develop, expand and implement respectful, effective, clear and transparent communications.
4. Continue to develop, expand and implement a culture of wellness.

Outcomes

1. The District operates with specific practices and processes that enhance collaboration and inclusivity.
2. The District works to progress Indigenous student success (One Mind) as well as awareness and understanding of Indigenous histories, cultures and ways of being (One Spirit).
3. The District follows a process that seeks to provide effective communication and engagement and follows a practice of transparency.
4. The District prioritizes a holistic approach to wellness.

GROWTH



As one of the most rapidly growing school districts in BC, SD62 requires ongoing development to meet the increasing number of students and to manage the increasing complexity in the school system.

Goal: Pursue organizational excellence to support a vibrant school district.

Objectives

1. Strengthen organizational practices to ensure equity, diversity and inclusion.
2. Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.
3. Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.
4. Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

Outcomes

1. The District has practices and standards that support the diverse population that it serves.
2. The District has physical assets, space and resources that support student success and the school community.
3. The District has data-driven organizational capacity, increased productivity and adaptability to provide enhanced service levels to students, staff and the community.
4. The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment. This would include breaking down systemic racism and addressing the Truth and Reconciliation Commission's Calls to Action.

MEASURING PROGRESS



The Board of Education is accountable for the goals and objectives of the three strategic priorities. Multiple data points will be used to measure, assess and understand progress. Measurements will be taken from the results of the activities detailed in SD62's annual Operations Plan.

EMERGING

Initial use and/or understanding of concepts

DEVELOPING

Partial understanding and/or use of concepts

PROFICIENT

Complete understanding and/or use of concepts

EXTENDING

Sophisticated understanding and/or use of concepts

In addition to the strategic plan measures for progress, the District reports annually to the Ministry of Education on standard measures of success in their Framework for Enhancing Student Learning (FESL) including:

- » Reading, writing and numeracy
- » Grade-to-grade transitions
- » Graduation assessments
- » Six-year and eight-year completion rates
- » Early development
- » Student satisfaction, including post-secondary and career preparation
- » Success metrics for all students, including those with unique needs, Indigenous ancestry, English Language Learners and more.

To learn more about the accountability framework, evidence and operational plans, [click here](#)

Learning Engagement Growth



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