Sooke School District
Annual Report 2022-23

SOOKE SCHOOLS 62
Shaping Tomorrow Today

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.

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Dear Members of the Sooke School District (SD62) Community,

It is with great enthusiasm and a sense of pride that I welcome you to our annual report for the 2022-23 school year. On behalf of the Board of Education, I am honoured, as Chair, to share with you remarkable highlights and exciting areas for future growth and improvement within our beloved school district.

Highlights of the Year:

Welcoming a New Board:

In the past year, we embarked on a new journey with the addition of five brand-new trustees, following the election and the retirement of long-serving trustees. We extend our heartfelt thanks to those who dedicated themselves to our district for many years. Additionally, our former Chair, Ravi Parmar, was elected as a Member of the Legislative Assembly for British Columbia, showcasing the talent within our leadership. We wish Ravi much success as he starts his provincial political career.

Succession Planning and Leadership:

Our commitment to excellence is evident in our meticulous succession planning. The creation of the Deputy Superintendent position, achieved by Associate Superintendent, Paul Block, exemplifies our dedication to nurturing talent within our district. Furthermore, when the time came to locate a new superintendent for January 2024, our nationwide search led us back to Paul Block, ensuring the continuity of strong leadership. Paul has been with the district for 30+ years and we wish him well as he transitions to his new role. We also thank the current superintendent, Scott Stinson, for five years of exemplary service to the community. The district has advanced into a mature, 21st century organization, under his leadership.

Digital Solutions:

Reflecting on our district's maturation, we transformed our Information Technology department into Digital Solutions. This change recognizes the department's expanded role, encompassing information technology, data analytics, knowledge sharing, cyber security, and digital literacy. We are committed to staying at the forefront of technology to better serve our students and support our staff.

Student and Family Affordability Fund:

Our commitment to student well-being is unwavering. The Student-Based Student Wellness (SBSW) team and District leadership, played a pivotal role in effectively utilizing the government's Student and Family Affordability Fund, addressing food insecurity and supporting individual students during emergencies. The newly introduced Feeding Futures Fund will continue this vital work in the 2023-24 school year, ensuring our students and families experience tangible benefits.

Student Voice & Choice:

The Board met with Middle and Secondary students to discuss the students' views and experiences of diversity, equity and belonging, at EMCS in May 2023. In line with our commitment to student engagement, we introduced two new academies – Mountain Biking and Edward Milne Community School (EMCS) Softball – based on school and community desires. In addition to our aspiration to further expand these programs, the district is actively working on creating programs for the new Westshore Post-Secondary, opening in September 2024, in partnership with Royal Roads University, Camosun College (with whom the district currently provides dual credit and trade courses) and the Justice Institute for British Columbia.

Take a Hike Program:

The first year of the Take a Hike Program in the district was incredibly successful, with a 100% pass rate amongst the students involved. The program focuses on emotional well-being and empowering students with the skills and resilience needed for success. There are plans to expand this program's reach, positively impacting even more lives in our district.

Areas for Growth:

Diversity, Equity, Inclusion, and Anti-Racism:

As we move forward, the district recognizes the need to set district standards and develop effective action plans to strengthen our policies and processes with regards to Diversity, Equity, Inclusion, and Anti-Racism. We also understand that just like our learning journeys, the path of Diversity, Equity, Inclusion, and Anti-Racism is one that continues throughout our lives. We want all of our students and staff to have positive, enriching experiences within SD62 regardless of gender identity, sexual orientation, race, or ability. This commitment extends to creating enriched and meaningful programs and pathways for newcomer families who choose SD62. Together, we are building an inclusive future.

Indigenous Learners:

Our students with an Indigenous background have a lower graduation rate amongst the body of students. We are determined to increase outcomes for our students with Indigenous ancestry and bridge the gaps in the rate of graduation across the student body. In addition to the many successful programs provided by the Na'tsa'maht Indigenous Education (NIE) department, educators have this year procured a learner profile tool which is designed to provide comprehensive data on attendance, achievement, and additional services delivered to Indigenous students, that help to better support their educational success.

In conclusion, I want to express my gratitude to the entire SD62 community, including our dedicated educators, staff, students, and families, for their unwavering support and commitment to our district's growth. There is so much exciting work in the years ahead. Together, we will continue to write a bright future for all.

Sincerely on behalf of the Board of Education,

Amanda Dowhy, Chair

MESSAGE FROM THE SUPERINTENDENT

Dear Trustees, Colleagues and Community Stakeholders,

Over the past school year, we have accomplished many positive things for the school district. Together, we were able to return to the first uninterrupted school year since 2018/2019. With the gradual re-establishment of processes and activities it has reinforced the crucial role that schools play, not only for education but as a key component of our communities.

Having now completed year two of the Sooke School District Strategic Plan which is focused on three priority areas: Learning, Engagement and Growth, we are excited with the progress that we have made. As we worked together to execute the first two years of the plan, we were again faced with significant growth; this continues with a projection for 650 more students in the 2023/2024 school year. Construction has now begun on the new Elementary School in South Langford which will greatly assist our growing Westshore community. Raising awareness of our growth and getting new schools built continues to be a priority for our district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be inclusive and reflective of the needs of our students, staff and the community at large. Last year we announced several collaborative partnerships with community in mind:

- The construction and opening of a new all-season sports field in North Langford due to the generosity of the City of Langford.
- The re-development of the tennis courts at Dunsmuir Middle School into a multi-sport play space thanks to the City of Colwood.
- The announcement of two seismic projects, one at Port Renfrew Elementary and one at Sooke Elementary. Both projects represent collaborative partnerships with Pacheedaht First Nation and the District of Sooke.

I am privileged to do this work alongside supportive and committed colleagues as well as a Board of Education who are dedicated to making significant contributions to the life and outcomes of students. As we prepare to extend our work next year, we reaffirm the importance of thinking forward through our strategic planning process.

Sincerely,

Scott Stinson
Superintendent/CEO

EXECUTIVE SUMMARY

The Strategic Plan 2021-25 was written to reflect the vision, mission, values, and beliefs of the Board of Education. Each of the goals and objectives are designed to assist the district in moving forward in key areas to support the development and learning of our students.

This Annual Report for the 2022-23 school year provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. Over the course of the 2022-23 school year, staff have worked to implement the strategies and activities outlined in the 2022-2023 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. This Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

Highlights:
Comparing the Annual Report for 2021-22, to this year, shows that progress has been made in each of the goals and objectives.

Key highlights from work done in the district this year include:

- The drafting and development of a new Long-Range Facilities Plan to estimate continued enrolment growth and facility needs into the future.
- The significant and ongoing development of the district's K-12 literacy initiative.
- The 2022-2027 Na'tsa'maht Enhancement Agreement was formally adopted and signed at a ceremony on Pacheedaht First Nation territory.
- The completion of a diversity, equity and inclusion review and report to guide future work in the school district.
- Our secondary students earned over $1.5 million collectively in scholarship funding last year.
- Student-Trustee connections were strengthened with a forum focused on diversity, equity, and inclusion and school visits were organized to explore outdoor learning environments in the district.
- Committee work and the development of a plan related to the provision of the new *Accessibility Act* has been developed and will guide the district in addressing issues of accessibility within the district.
- Several new policies to guide and protect the district were developed with key initiatives for consultation in finance processes and for the protection of privacy and risk in Digital Solutions.

To demonstrate progress towards our goals, a proficiency scale (rubric) was developed to provide a visual representation to describe and monitor progress on the strategic objectives outlined in the Strategic Plan. The rubric continues to be refined to improve goal and objective descriptions and to better reflect a continuum across the four proficiency levels: Emerging, Developing, Proficient, Extending.

The overall goal/objective achievement for the 2022-23 school year as defined on the rubric is:

Overall Interpretation:
The Strategic Plan Proficiency Scale provides a visual representation of the district's progress in relation to each goal and objective articulated in the Strategic Plan.

Learning has seen significant progress over the course of this year with continued work to developed critical and creative thinking skills, grounding literacy development as a key skill from kindergarten to Grade 12, and developing social thinking skills for students by deepening understanding related to diversity, equity and inclusion.

Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation of citizens. We continue to work to ensure that all students feel safe and connected to our schools through the ongoing development of a "culture of belonging". Support for students with Indigenous Ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous Learners.

Our district continues to grow in many ways, most notably through our student enrolment. Constant attention to manage this growth by ensuring student learning spaces, as well as the ongoing recruitment and retention of our professional staff, are key elements. In addition, as our system grows and systems change, the district needs to continue to mature its operations to be efficient, effective and responsive to the needs of students, staff and the community.

- To view the full rubric. please see the SD62 website
- More details on the determination of proficiency can be found in Appendix 1

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens		◀	████	▶
Objective 1	• To provide opportunities for learners to understand, respect and appreciate diversity and inclusion			███	██
Objective 2	• To provide opportunities for learners to develop critical and creative thinking skills			████	
Objective 3	• To ensure our learning environments are safe, accessible and welcoming.		██	███	
Objective 4	• To enhance student choice and voice		██	███	██
ENGAGEMENT	Create a culture of belonging	█	██████	███	██
Objective 1	• To develop, expand and implement, inclusive and collaborative, practices and processes		████	██	
Objective 2	• To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"	██	████		
Objective 3	• To develop, expand and implement respectful, effective, clear and transparent communications		██	███	
Objective 4	• To continue to develop, expand and implement a culture of wellness		████	█	
GROWTH	Pursue organizational excellence to support a vibrant school district		█████		
Objective 1	• To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).		████	███	
Objective 2	• To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.		████	███	
Objective 3	• To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources		███	█	
Objective 4	• Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment		███	█	

STRATEGIC PLAN STATUS SUMMARY

LEARNING

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

OBJECTIVE 1 - TO PROVIDE OPPORTUNITIES FOR LEARNERS TO UNDERSTAND, RESPECT AND APPRECIATE DIVERSITY AND INCLUSION

Highlights of progress related to this objective come from a variety of data sources and include:

- **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

    o Student Responses

Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)

School Year	Grade	Positive — Strongly Agree or Agree	Neutral — Neither agree nor disagree	Negative — Strongly disagree or Disagree	Don't Know — Don't Know
2018/19	7	67%	15%	8%	10%
	10	54%	23%	16%	8%
	12	59%	27%	11%	3%
2019/20	7	66%	17%	6%	11%
	10	57%	22%	13%	8%
	12	59%	18%	16%	7%
2020/21	7	68%	15%	6%	10%
	10	57%	21%	12%	10%
	12	62%	22%	13%	3%

- The data indicate that the majority of students in grades 7, 10 and 12 are learning about human rights and diversity.

- More work is required in this area to demonstrate a stronger link between classroom learning and student connection to this question.

Question - At school do you respect people who are different from you (for example think, act or look differently?)

School Year	Grade	Positive — Most of the time / All the time	Neutral — Sometimes	Negative — Never Almost Never	Don't Know
2018/19	7	91%	5%	2%	3%
	10	83%	8%	3%	5%
	12	86%	8%	5%	1%
2019/20	7	90%	5%	2%	2%
	10	83%	8%	6%	3%
	12	86%	6%	4%	4%
2020/21	7	89%	5%	2%	3%
	10	87%	6%	2%	4%
	12	91%	5%	2%	1%
2021/22	7	87%	6%	2%	5%
	10	88%	7%	1%	3%
	12	93%	4%	1%	3%

- Students have a very high (90% average for 2021/22) level of respect for people who look, think or act differently amongst those students who responded from across the Grades.

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive — Most of the Time/ All of the Time	Neutral — Sometimes	Negative — Never/ Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- The data indicate that a significant portion (85%) of the students, across various grade levels, who responded, are being taught about Indigenous Peoples in Canada at school either "all the time", "most of the time" or "sometimes".
- While neutral "Sometimes" responses were consistently high across school levels, negative responses were generally low.
- Only 15% of students who responded either "didn't know" or said that they "never" or "almost never" learned about Indigenous peoples.

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Grade	Positive Most of the Time/ All of the Time	Neutral Sometimes	Negative Never/ Almost Never	Don't Know Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- 31% of the students who responded report being taught about local First Nations "most" or "all of the time", or 47% "some of the time".
- Grade 10 students are most likely to report being taught about local First Nations "most of the time" or "all of the time".
- Grade 12 students are most likely to report "almost never" or "never" being taught about local First Nations.
- Grade 7 students are most likely to be unsure about the frequency of this education.

• Parent Student Learning Survey

PARENT STUDENT LEARNING SURVEY
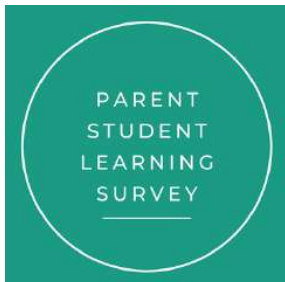
Parents answering <u>yes</u> to the questions:		#	%
Are you satisfied with the efforts at your child's school to teach student about Indigenous peoples in Canada?	2021-2022	208	**72%**
	2022-2023	275	**75%**
At your child's school, are students being taught about local First Nations?	2021-2022	228	**79%**
	2022-2023	302	**83%**
Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	2021-2022	207	**77%**
	2022-2023	260	**78%**
Is your child respectful of people who are different from them?	2021-2022	262	**97%**
	2022-2023	327	**97%**
Do you see diverse sexual orientations and gender identities represented in your child's school?	2021-2022	155	**58%**
	2022-2023	221	**67%**

- The majority of parents who responded to these questions believe that their children were respectful of people who are different than them (97%).
- More than three-quarters of parents who responded said that their child was being taught about local First Nations (83%) and about human rights and human diversity (78%).
- Two-thirds (67%) of parents who responded to the survey believed that you could see diverse sexual orientations and gender identities represented in their children's school.
- Overall, the data suggests positive trends in parental satisfaction with efforts related to teaching about Indigenous peoples, understanding human rights and diversity, and fostering an inclusive environment.
- The data also suggest a growing awareness among parents that their child's school is addressing these important topics.
- The high percentage of parents indicating that their child is respectful of diversity and differences suggests a positive environment being fostered in the schools.

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Equity in Action Survey 2022-23

o **Student Responses:**

Question – Do Indigenous Role Models or Elders visit your classroom or school?

	Always	Sometimes	Rarely	Never
2020-2021	9%	41%	33%	17%
2021-2022	12%	60%	24%	4%
2022-2023	18%	53%	23%	6%

- The data suggest an overall increasing trend in the presence of Indigenous role models or Elders visiting classrooms or schools across the surveyed years.
- The percentage of respondents who reported always having such visits consistently increased year over year.

Question – Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- The Equity in Action survey data over the last few years shows an increase in students reporting that they "always" hear the territorial acknowledgement in classrooms, assemblies or announcements.
- Of those students who responded to the Equity in Action Survey, 94% reported "always" (76%) or "sometimes" (18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

Additional District Resources for Diversity, Equity, and Inclusion

- In addition to specific student data, the district sources and provides exceptional resources for diversity and produces frequent communications that reflect the diverse community in which we live (See Appendix 2).
- Diverse resources in the district, noted in the district's online catalogue include, 147 titles on diversity, 181 on First Nations, 15 on immigration and national identity and 30 on sexual orientation and gender identity. There are multiple copies of many of these titles. In addition, there are many more resources online.
- The District Teacher Resource Centre holds: 63 literature circle novel packs; 30+ multi-book packs; 9 Language Art kits; 21 Social Studies kits (contain multiple titles – some upwards of 30+ books); 4 SOGI book packs; 139 Indigenous Education items between this location & the Na'tsa'maht office.

Operational Plan Strategies 2022-2023

Strategy - Operational Plan Strategies Related to this Objective - To provide opportunities for learners to understand, respect and appreciate diversity and inclusion

- The Board constructed the strategic plan to have diversity, equity and inclusion woven throughout the plan.

The following operational plan items are examples of those initiatives that have links to this strategy:

- Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism.
  - Later in the report when we get to the Growth Objective 4, you will see the crossover work with this item which describes how, during 2022-23, the district undertook a comprehensive audit to evaluate and improve its practices related to Diversity, Equity, Inclusion, and Anti-Racism (DEIAR). Surveys and focus groups were designed and executed to collect insights from various stakeholders including staff, students, and parents. The audit will yield a report with recommendations to the district. (see page 55)
    - In addition to this work:
      - The Executive Team joined Trustees in a Trustee Student Forum on the topic of Diversity, Equity and Belonging where middle and secondary students had the opportunity to speak on their experiences with regards to these issues. To build out the questions for the forum, a Thought Exchange was held with Middle and Secondary students to discern topics for the forum.
- The Na'tsa'maht Indigenous Education department led many initiatives designed to provide learnings to understand, respect and appreciate diversity with regards to our First Nations and Rights holders. Specific to the 2022-23 Operational Plan were: Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (see page 41) and to Begin the implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (see page 41)
- With regards to inclusion there were two items that relate to Learning Objective 1: Support the collaborative work of Inclusive Education Services (IES) with all District Principals (see page 26); and, undertake a system scan of IES services, to ensure effective allocation of resources to support students (See page 26).

OBJECTIVE 2 - TO PROVIDE OPPORTUNITIES FOR LEARNERS TO FOR LEARNINGS TO DEVELOP CRITICAL AND CREATIVE THINKING SKILLS

Highlights of progress related to this objective come from a variety of data sources and include:

- **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

  o Student Responses

STUDENT LEARNING SURVEY

Question - Are you taught to show your learning in different ways?

School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know Don't Know
2018/19	10	34%	37%	23%	5%
	12	39%	41%	20%	1%
2019/20	10	48%	33%	15%	4%
	12	38%	41%	19%	2%
2020/21	10	47%	37%	13%	4%
	12	40%	38%	20%	3%
2021/22	10	45%	39%	12%	4%
	12	45%	41%	12%	3%

- Data suggest that, overall, a majority of students across different school years and grades reported positive experiences in being taught to demonstrate their learning in various ways.
- In the 2021-22 Student Learning Survey, 85% of those who responded to the question said that they, "sometimes", "many times" or "all the time", were taught to show their learning in different ways.
- Positive responses were slightly higher for Grade 12 students in 2021-22 in comparison to 2020-21 and slightly lower for Grade 10 students during the same period.

Question - At school, are you learning to be a critical thinker?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	50%	30%	14%	7%
	10	40%	32%	24%	4%
	12	41%	38%	20%	1%
2019/20	7	46%	32%	14%	7%
	10	42%	30%	23%	5%
	12	53%	31%	12%	4%
2020/21	7	48%	30%	13%	9%
	10	46%	33%	16%	5%
	12	50%	30%	18%	2%
2021/22	7	44%	29%	10%	17%
	10	38%	36%	17%	9%
	12	42%	43%	10%	5%

- The data suggest that most students across different school years and grades feel they are learning to be critical thinkers "many times" or "all the time."
- The positive response percentages vary slightly across different school years and grade levels.
- The relatively low percentages of negative responses indicate that most students perceive they are being encouraged to develop critical thinking skills.
- In the 2021-22 Student Learning Survey, an average across grades of 76% of students who responded to this question, said that they, "sometimes", "many times" or "all the time", were learning ways to be a critical thinker.

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of Grade 7)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many Times All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	28%	25%	39%	8%
	10	27%	27%	42%	5%
	12	29%	25%	43%	2%
2019/20	7	26%	27%	38%	8%
	10	29%	30%	37%	4%
	12	26%	28%	38%	8%
2020/21	7	25%	27%	37%	11%
	10	31%	26%	38%	5%
	12	27%	32%	39%	2%
2021/22	10	35%	37%	22%	5%
	12	37%	40%	21%	2%

- The data suggest that across the years, a portion of students across different grade levels felt they were not consistently taught to take ownership or control of their learning. However, over time, the number of respondents saying "at no time" or "few times" has reduced.
- The 2021-22 survey with amended wording showed a higher percentage of Grade 10 and 12 students feeling positively about their control over their own learning.
- The variations in responses may reflect different teaching approaches and experiences over the years.
- Note:The question was previously (2020) asked of Grades 7,10,12: At school, are you taught to take ownership or control of your learning (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)?

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Question - As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

School Year	Grade	Positive Most of the time All of the time	Neutral Sometimes	Negative Never Almost Never	Don't Know Don't Know
2018/19	7	45%	30%	18%	8%
	10	31%	34%	30%	5%
	12	45%	29%	26%	0%
2019/20	7	51%	24%	17%	8%
	10	39%	32%	25%	4%
	12	46%	29%	22%	3%
2020/21	7	51%	23%	17%	9%
	10	43%	31%	22%	4%
	12	41%	31%	26%	2%
2021/22	7	53%	24%	11%	12%
	10	44%	32%	19%	5%
	12	44%	37%	15%	3%

- Consistent, but small, increases across the past four years show that students agree positively (Gr. 7: 53%; Gr. 10: 44%; Gr. 12: 44%) that as part of marking their work, they are shown examples of what excellent, good, fair, and poor work looks like.
- Grade 7 students tend to report more positive responses than the other grades.
- Grade 10 students more frequently report "never" or "almost never" having examples compared to other grades. This is something that would benefit from professional learning opportunities so that teachers can enhance their ability to provide meaningful examples and feedback to students.
- Note: The response choices in 2018-2021 were "Many Times" or "All of the time", "Sometimes", "At no time," "Few times", "Don't Know".

- **Parent Student Learning Survey 2021-2023**

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of grade 7)

Parent SLS 2021 - 23 Parents answering yes to the following questions:		#	%
Is your child helped to understand how they can improve their learning?	2021-2022	170	61%
	2022-2023	190	55%
Is your child being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	2021-2022	162	58%
	2022-2023	199	58%
Is your child learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	2021-2022	141	51%
	2022-2023	169	49%
Is your child learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	2021-2022	194	70%
	2022-2023	228	66%
Is your child learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference?	2021-2022	188	68%
	2022-2023	219	64%
Is your child learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	2021-2022	48	17%
	2022-2023	84	24%
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%

- The 2022-23 Parent Survey had more respondents than the previous year.
- The responses for 2022-23 compared with 2021-22, had, on the whole, slightly fewer parents responding positively.
- However, of those who responded, most parents agreed that their child was:
  - being helped to understand how to improve their learning (55%).
  - being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)? (58%).
  - learning to become a critical thinker (66%).
  - learning basic age-appropriate reasoning skills (64%).
  - learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)? (55%).
- Fewer parents responded positively to questions on whether their child was:
  - learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)? (49%).
  - learning basic life skills such as budgeting, independent living, skills for financial planning and taxes? (24%).

Operational Plan Strategies 2022-2023

Strategy - Continue to build and expand ways to improve and measure students' creative, critical and social thinking.

Throughout the year, the district prioritized integrating creative, critical, and social thinking into education. Notable efforts included teacher-leaders, the LLC Philosophy, and the Building Thinking Classrooms initiative, emphasizing the importance of deep, collaborative learning.

Key Initiatives:
- Critical Thinking Series: Secondary educators were equipped with strategies to cultivate students' analytical and problem-solving skills through workshops.
- Book Club: Continuing the focus on "Building Thinking Classrooms," this club helped educators refine teaching practices that encourage deep thinking.
- Numeracy Programs: Spearheaded by Nikki Lineham for middle-years and targeted workshops for primary years, this series aimed to make math engaging and build foundational skills.
- Core Competency Learning: Programs focussed on student self-reflection and goal-setting across core competencies, preparing them for future challenges.
- Resource Translation: French translations of core competency resources ensured language accessibility for immersion students.

Strategy - Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position.

Success this year has included:
- Facilitated deeper understanding of local needs during active engagement in discussions and meetings with community partners, including the Early Years Network, FECRN, and Early Learning and Child Care Community of Practice.
- Successfully orchestrated the Ready, Set, Learn sessions, comprising Session 1 across all elementary schools, two online sessions for Session 2, and Session 3 in all elementary schools. These sessions have served as instrumental platforms for forging connections with incoming Kindergarten students and their families.
- Established multiple ways for Education Assistants to provide feedback, ranging from formal evaluations to regular meetings and professional learning opportunities.

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Strategy - Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management.

Throughout the year, a series of leadership development sessions were undertaken, encompassing a wide array of Human Resources topics. These sessions included in-depth discussions on subjects such as Roles & Responsibilities within Labour Relations, Grievance Management, Collective Bargaining, OHS Work Refusals, and Staffing. These sessions were well-received and contributed significantly to the enhancement of the Leadership Team's understanding of critical HR matters.

Strategy - Procure a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work.

The learner profile tool for students with Indigenous ancestry is designed to provide comprehensive data on attendance, achievement, and additional services delivered to Indigenous students, that help to support their educational success. The project introduced the concept of the tracking tool to department staff and school-based PVP, generating awareness and support. Notably, a meticulous procurement process facilitated by Digital Solutions contributed to the acquisition of a high-quality product that aligned with SD62's technical requirements, ensuring that the tool's deliverables and services meet the needs of the district's schools. The digital app and program were successfully uploaded to SD62 systems. The Na'tsa'maht Indigenous Education (NIE) department conducted a successful pilot of the tool with staff in June 2023. This pilot phase serves as a crucial foundation for the full implementation planned in the upcoming 2023/24 academic year.

Strategy - Begin the implementation of the Middle School Beliefs adopted by the Board, including the development of consistent timetable principles across all middle schools.

- The initiative achieved its objectives by successfully implementing the Principles for Timetabling and making changes to create consistent weekly schedules in two schools. The collaboration among the principals of the five middle schools played a pivotal role in establishing a shared understanding of how timetabling aligns with the Middle School Philosophy. Principals worked closely with their respective staff to communicate upcoming changes for the next academic year.
- An essential outcome of this project was the creation of a comprehensive document outlining the Principles of Timetable, directly linked to the Middle School Philosophy. Moreover, the changes made to the timetables ensured that Band and Applied Design, Skills, and Technologies (ADST) were prioritized for all grades, reflecting a commitment to a holistic educational experience.
- The experience of implementation, which revealed inconsistencies across schools has highlighted the need for more work to ensure greater consistency across the district to fully align timetabling practices with the Middle School Philosophy.

Strategy - Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy.

Success this year has included:
- A vital document supporting the K-3 English Language Arts Assessment and Reporting, aligned with the new reporting policy, was successfully crafted and shared for teacher input. This document serves as a crucial framework for accurate and consistent assessment and reporting practices.
- The culmination of the literacy learning series for various grade levels (K-3, 4-5, 6-8, 9-12) was achieved. These sessions have enriched educators' understanding of effective literacy instruction and strategies.
- Collaborative efforts with Literacy Intervention Teachers (LITs) culminated in the identification of Universal Screening measures. These measures will be implemented across all elementary schools in the upcoming fall and winter, promising a standardized and comprehensive approach to student assessment.
- Consultation with school psychologists on screening measures and intervention strategies has taken place, enriching the depth and effectiveness of our intervention approaches.
- Analysis of data from a sample of schools revealed promising results in terms of response to intervention for primary students facing literacy difficulties. This points towards the effectiveness of the strategies and interventions implemented.
- The establishment of a professional learning community with Literacy Intervention teachers has significantly deepened their understanding of the work and enhanced their skills. This development has fostered collective efficacy across the district, underscoring the positive impact of collaborative learning.
- The equitable distribution of resources to intervention teachers across all grade levels (K-12), ensuring a consistent level of support and tools for effective intervention.
- For critical and creative numeracy work the end of year scorecards show progress from the previous year with regards to student proficiency.

Grade 4 Math Proficiency
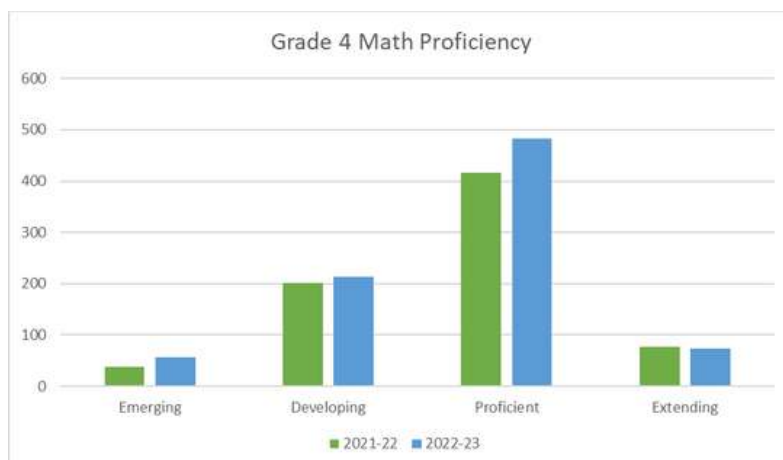
Grade 7 Math Proficiency
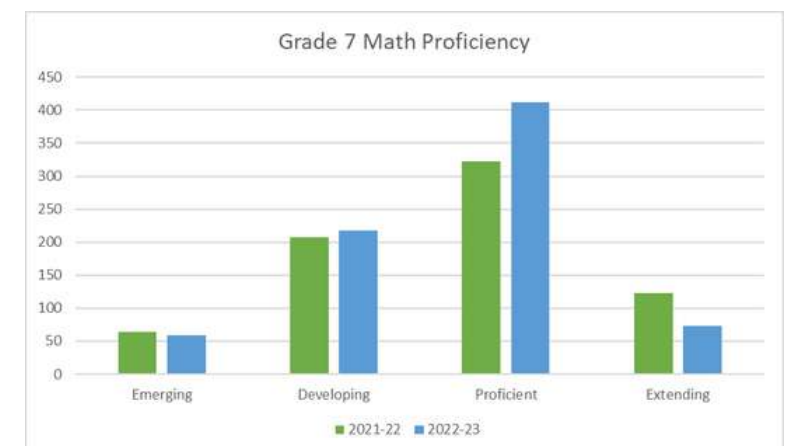
2021-22 (green) vs 2022-23 (blue)

OBJECTIVE 3 - ENSURE OUR LEARNING ENVIRONMENTS ARE SAFE, ACCESSIBLE AND WELCOMING.

Highlights of progress related to this objective come from a variety of data sources and include:

• **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

o Student Responses

Question – Do you feel safe at school?

School Year	Grade	Positive Many Times All the Time	Neutral Sometimes	Negative At no time Few Times	Don't Know Don't Know
2018/19	4	83%	9%	7%	1%
	7	69%	20%	10%	1%
	10	71%	18%	7%	3%
	12	84%	10%	5%	1%
2019/20	4	72%	14%	10%	3%
	7	65%	23%	11%	2%
	10	78%	13%	8%	2%
	12	85%	9%	2%	4%
2020/21	4	82%	9%	6%	2%
	7	69%	20%	8%	4%
	10	76%	14%	7%	3%
	12	82%	10%	7%	1%
2021/22	4	75%	16%	5%	4%
	7	71%	19%	7%	3%
	10	75%	16%	7%	2%
	12	87%	9%	3%	1%

- In 2021-22, averaged across the four grades, 76% of students reported feeling safe at school either "all the time" or "most of the time."
- On the whole, Grade 12 students feel safer than the other grades while Grade 7 feel slightly less safe than the other grades.

Question - Do you feel welcome at your school?

Grade	Positive Most or all of the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
ALL	69%	21%	7%	3%
4	72%	19%	6%	3%
7	66%	22%	8%	4%
10	66%	24%	7%	3%
12	72%	18%	7%	3%

- Students reported feeling welcome at their school, "all the time" or "most of the time" (69%) in the 2021-22 Student Learning Survey.
- The figures were slightly higher for students in Grade 4 and Grade 12 who more frequently reported feeling welcome at school "most" or "all" of the time.

Question - Is school a place where you feel like you belong?

School Year	Grade	Positive Most or all of the time	Neutral Sometimes	Negative Never or Almost never	Don't Know Don't Know
2018/19	4	64%	19%	13%	3%
	7	52%	25%	20%	3%
	10	48%	28%	21%	3%
	12	51%	26%	19%	4%
2019/20	4	52%	23%	18%	6%
	7	42%	32%	21%	4%
	10	52%	25%	20%	3%
	12	44%	34%	20%	2%
2020/21	4	57%	22%	15%	6%
	7	46%	30%	19%	4%
	10	43%	33%	19%	5%
	12	49%	28%	20%	3%
2021/22	4	51%	29%	14%	6%
	7	52%	28%	13%	7%
	10	48%	33%	15%	4%
	12	52%	32%	12%	3%

- The data suggest that a majority of students across various grade levels generally feel like they belong in school "most of the time" or "all of the time".
- In the 2021-22 Student Learning Survey, 81% of students who responded to the survey reported feeling a sense of belonging in school, either "all the time", or " most of the time" (51%) or "sometimes" (30%).
- Sense of belonging for Grade 4 students has dropped from a high of 64% in 2018/19 to a low of 51% in 2021/22.

Question - Have you ever felt bullied at school?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Never or Almost never	Sometimes	All or Most of the time	Don't Know
2018/19	4	66%	18%	12%	4%
	7	69%	17%	12%	2%
	10	72%	14%	10%	4%
	12	85%	7%	5%	3%
2019/20	4	59%	22%	15%	4%
	7	65%	18%	14%	3%
	10	72%	16%	8%	5%
	12	81%	13%	5%	2%
2020/21	4	63%	22%	11%	4%
	7	68%	17%	11%	4%
	10	78%	12%	7%	4%
	12	83%	8%	8%	2%
2021/22	4	49%	32%	15%	4%
	7	57%	26%	14%	2%
	10	61%	26%	11%	3%
	12	66%	26%	5%	3%

- The data suggest that, in general, the majority of students across various grade levels report "never" or "almost never" feeling bullied, teased, or picked on.
- Grade 12 consistently had the highest percentage of students who "never" or "almost never" felt bullied.
- It is worth noting that for Grade 12 the difference between the years dropped to 66% in 2021-22 having been 85%, 81% and 83% in previous years - suggesting an increasing amount of bullying over the years.
- Similarly for Grade 12 students there was an increase in "sometimes" feeling bullied at school: 26% in 2021-22 but lower at 8%, 12% and 7% in preceding years.
- Compared to 2020-21, students who responded to the survey, reported lower levels of "never" or "almost never" in 2021-22. The data showing an increased in "sometimes" feeling bullied.
- Note: Between 2018-21 the question was phrased differently as "At school are you bullied, teased or picked on? (Gr 7, 10, 12)." For Grade 4 students in 2018-21, the question was worded as it is now.

Equity in Action Surveys

Question - Are there times when children in your classroom are unkind or hurt your feelings?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- In the 2022-2023 data on this question, the percentage of respondents who:
  - believed that children were "always" unkind or hurtful increased to 35%, an increase from previous years.
  - believed that that children "never" engaged in unkind behaviour decreased to 2%, a decrease from previous years.
  - felt that children were "sometimes" unkind or hurtful increased to 54% from 45% the previous year.
  - believed that children were "rarely" unkind or decreased to 9% from 13%.

Question - Are children in your classroom kind and caring?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- The percentage of students who feel that children in their classroom are "always" kind and caring has more than doubled from 15% in 2020-2021 to 35% in 2022-2023. This suggests a positive trend in classroom behaviour over the years.

Question - Do you witness racist remarks or acts of racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	4%	14%	20%	62%
2021-2022	11%	19%	21%	49%
2022-2023	9%	24%	25%	43%

- The data suggest fluctuations in students' observations of racist remarks or acts of racism in their school environment over the surveyed years.
- In the 2022-23 school year, the percentage of respondents who reported never witnessing such incidents decreased to 43%.
- The percentages for "sometimes" (24%) and "rarely" (25%) witnessing such incidents remained elevated from the previous years. The was a slight drop to 9% of responses to "always" witnessing racism in school.

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Question - Do you experience racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	2%	8%	18%	71%
2021-2022	7%	10%	21%	62%
2022-2023*	2%	11%	19%	68%

- The data suggest fluctuations in the perception of experiencing racism in schools over the surveyed years.
- In 2022-2023, 87% of students report that they "rarely" or "never" experience racism in their school.
- The rate of "always" or "sometimes" experiencing racism has dropped from 17% the previous year to 13%, however, it is still higher than in 2020-21 when it was 10%.

Question - Do you see your culture reflected in your classroom?

	Always	Sometimes	Rarely	Never
2022-2023	25%	38%	18%	18%

- The data highlight a diversity of perceptions regarding the reflection of students' cultures in the classroom.
- While a quarter of respondents feel that their culture is "always" reflected, the majority indicated that they are only "sometimes", "rarely", or "never" reflected.
- These data underscore the importance of fostering a culturally-inclusive classroom that embraces and values the diverse cultural backgrounds of students.

Question - Do you see family and/or people from your community in your classroom?

	Always	Sometimes	Rarely	Never
2020-2021	17%	46%	18%	18%
2021-2022	36%	26%	22%	17%
2022-2023*	30%	33%	16%	21%

- Overall, the increase since 2020-2021 in the percentage of respondents who reported "always" seeing family and community representation suggests improved inclusion.
- In the 2022-23 data, the percentage of respondents who indicated that they "sometimes" see family and community members increased to 33% and those who "rarely" saw family and community decreased to 16%. However, those reporting "never" seeing family and people from their community" rose from 17% in 2021-22 to 21% in 2022-23.
- The variations in perceptions could be influenced by changes in classroom demographics and school initiatives.

Operational Plan Strategies 2022-2023

Strategy - Lead the consultation and expenditure of the Student and Family Affordability Fund.

- The Student and Family Affordability Fund was established by the provincial government to help support support students and families struggling with rising costs due to global inflation. The fund was intended to improve students' access to nutritional food and meals, before, during and after the school day and offset family costs such as school supplies or other cost pressures. The district received an allocation of $1,251,529.
- Throughout the duration of the year, schools have effectively utilized the allocated funds to provide support for students and families. Emphasis was placed on addressing food security and reducing financial barriers to participation in field trips and other activities. The School-Based Student Wellness (SBSW) team played a vital role in supporting individual students during emergency situations, ensuring that immediate needs were met.
- By directing resources toward food security and fee reductions, students and families have experienced tangible benefits. The financial relief in these areas has enabled families to allocate resources to other essential aspects of their budgets, thereby fostering greater financial stability.
- As the Student and Family Affordability Fund comes to a close, it's worth noting that the newly introduced Feeding Futures fund will take over the support for food security concerns in the upcoming year. This transition reflects a dynamic response to evolving needs, ensuring that support mechanisms remain relevant and effective.

Strategy - Support the collaborative work of Inclusive Education Services (IES) with all District Principals.

- This operational plan initiative greatly expanded and strengthened the collaboration between Inclusive Education Services (IES) and District Principals.
- Through the work, the was an establishment of a common language and understanding among departments, which over the year became ingrained and routine, resulting in a seamless communication process that no longer requires structured conversations.
- Key achievements include the transformation of District Principal meetings, where presentations are now centered around overarching themes rather than focusing solely on individualized departments. Additionally, committee membership has been broadened to encompass not only traditional IES areas but also other departments, leading to a more comprehensive and holistic approach to working together.

Strategy - Undertake a system scan of IES services, to ensure effective allocation of resources to support students

- Through undertaking a system scan of IES services, significant progress has been made in resource allocation to better support students within the Sooke School District. Resource allocation strategies were shifted, leading to the implementation of behaviour support time for elementary schools. The realignment of inclusion coaches and psychologists was done to better meet district needs and caseloads, reflecting a keen understanding of the local context.
- Collaboration with other districts in the Lower Island CAISE (Council of Administrators of Inclusive Support in Education) has further enriched the initiative. Sharing structures, collaborating on resource allocation, and learning from other district initiatives have contributed to a broader perspective on effective practices.

Strategy - Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA.

- The initiative has led to a reduction in the number of Level 2 Threat Assessments, showcasing increased proactive interventions. Collaborative efforts with community supports, such as Game Ready, have contributed to a comprehensive safety net for students.
- Building stronger relationships with police partners, including Military Police, and consulting with the Ministry, Safe Schools team, and RCMP, have provided valuable insights for anticipated changes in the upcoming year.
- Lockdown and Hold & Secure protocols have been meticulously refined and shared with the system. Debriefs following Lockdown and Hold & Secure responses have led to enhanced preparedness.
- Comprehensive training for the District CIRT team has been conducted, processes have been communicated throughout the system, and collaboration with law enforcement authorities has been reinforced.

OBJECTIVE 4 - ENHANCE STUDENT CHOICE AND VOICE

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).
  - Student Responses

STUDENT LEARNING SURVEY

Question – At school do you get to work on things you are interested in as part of your course work?

School Year	Grade	Positive — Many times/ All of the time	Neutral — Sometimes	Negative — At no time/ Few times	Don't Know — Don't Know
2018/19	7	23%	34%	34%	9%
	10	25%	37%	35%	3%
	12	34%	39%	25%	2%
2019/20	7	20%	39%	34%	7%
	10	29%	39%	28%	3%
	12	28%	43%	25%	4%
2020/21	7	21%	39%	30%	11%
	10	28%	43%	24%	5%
	12	30%	43%	26%	1%
2021/22	7	20%	42%	28%	11%
	10	26%	49%	21%	4%
	12	30%	54%	17%	0%

- The data suggest that across different school years and grades, a portion of students feel that they have opportunities to work on things they are interested in as part of their coursework.
- Positive responses were consistently higher for Grade 12 students compared to Grade 7 and Grade 10 students.
- The variations in responses might reflect different teaching approaches and opportunities provided to students over the years.
- In 2021/22, of the students who responded to the survey, 70% said that they "all of the time", "most of the time" or "sometimes" got to work on things they were interested in as part of their coursework. The response is lowest for Grade 7 students at 62%, higher for Grade 10 students at 75% and highest for Grade 12 students at 84%.

Question – At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)

School Year	Grade	Positive Most of the Time All the Time	Neutral Sometimes	Negative Never Almost Never	Don't Know Don't Know
2018/19	10	32%	35%	27%	7%
	12	34%	37%	27%	2%
2019/20	10	35%	30%	28%	7%
	12	31%	39%	28%	2%
2020/21	10	32%	38%	23%	7%
	12	34%	31%	31%	4%
2021/22	10	35%	40%	20%	5%
	12	41%	37%	19%	3%

- The data suggest that across different school years and grades, a portion of students have opportunities to provide input into what they learn and how they learn. Positive response rates ranged from a low of 31% (Grade 10) in 2019/20 to a high of 41% (Grade 12) in 2021/22.
- Grade 12 students generally expressed slightly higher levels of positive experiences compared to Grade 10 students.
- The relatively low percentages of negative responses might reflect schools' efforts to incorporate student input into their educational experiences, fostering a sense of ownership and engagement. 2021/22 had the fewest responses of "never" or "almost never".

Question – Do adults in the school treat all students fairly?

School Year	Grade	Positive Many times/ All of the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know Don't Know
2018/19	4	Not asked			
	7	53%	26%	16%	5%
	10	48%	27%	17%	8%
	12	54%	27%	14%	6%
2019/20	4	Not asked			
	7	52%	27%	14%	7%
	10	49%	31%	16%	5%
	12	48%	32%	15%	6%
2020/21	4	Not asked			
	7	55%	22%	15%	8%
	10	53%	24%	13%	11%
	12	57%	26%	11%	6%
2021/22	4	69%	13%	6%	13%
	7	61%	20%	10%	10%
	10	47%	31%	12%	10%
	12	52%	28%	12%	8%

- The data suggest that across different school years and grades, the majority of students feel that adults in the school treat all students fairly.
- Positive response rates were consistently high across all grade levels surveyed, indicating a positive perception of fair treatment.
- There is more consistency for Grade 12 than for Grade 10 in positive responses.
- In the 2021/22 school year, the question was asked of Grade 4 students for the first time. Results show a significantly higher percentage (69%) of students believing that adults in the school treat all students fairly "many times" or "all of the time" compared to other grades.
- In 2021/22 of those students who responded to the question, 57% said adults treat all students fairly, "many times" or "all of the time." A further 23% responded "sometimes" to this question.

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School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know Don't Know
2018/19	10	29%	36%	31%	4%
	12	40%	28%	29%	2%
2019/20	10	33%	31%	32%	4%
	12	23%	38%	35%	4%
2020/21	10	37%	33%	23%	7%
	12	36%	31%	29%	4%
2021/22	10	39%	30%	23%	8%
	12	38%	30%	26%	5%

- The data suggest that across different school years and grades, a portion of students have varying levels of satisfaction with how well school is preparing them for post-secondary education.
- Responses from Grade 10 students show a steady increase in satisfaction in preparation for post-secondary from 29% in 2018/9 to 39% in 2021/22. The results for Grade 12 students are more fluctuating, going from 40% in 2018/19 to 23% in 2019/20 up to 36% in 2020/21, to 38% in 2021/22.
- The relatively high percentages of negative responses (ranging from 23%-35%) might reflect students' concerns about their readiness for higher education and the perceived alignment of their education with future academic pursuits.

School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know Don't Know
2018/19	10	20%	31%	44%	4%
	12	24%	31%	42%	2%
2019/20	10	20%	32%	44%	4%
	12	17%	31%	48%	4%
2020/21	10	22%	34%	35%	8%
	12	24%	26%	44%	6%
2021/22	10	30%	31%	34%	4%
	12	23%	31%	43%	4%

- In the 2021/22 school year, there was a notable increase in Grade 10 students who feel that school is preparing them for a job "many times" or "all the time," jumping from 22% in 2020/21 to 30%. This could indicate a positive shift in the perception of educational effectiveness for this grade.
- Across all years and grades, the "at no time" or "few times" category has consistently high percentages, always exceeding those who feel positively about job preparation. This could indicate a general skepticism among students about the effectiveness of their education in preparing them for future jobs.

Parent Responses
- ## Parent Student Learning Survey 2021-23.
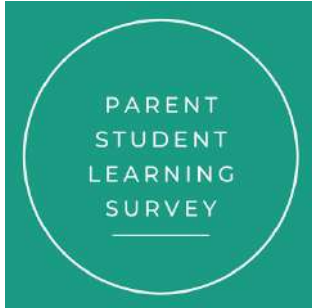
Those parents answering yes to the question		#	%
Do you think the BC education system is preparing students for transition to post-secondary?	2022-2023	104	31%
Do you think the BC education system is preparing students for transitions to the work-force after graduation?	2022-2023	90	27%

- Around 31% of parents believe that the BC education system adequately prepares students for the transition to post-secondary education.
- Approximately 27% of parents feel that the BC education system effectively equips students for transitions to the workforce following their graduation.
- While a third of the parents surveyed have positive views, it's notable that there is a larger percentage who have differing opinions or uncertainties about the system's preparedness for post-secondary education and workforce transitions. In addition, the low response rate makes it hard to generalize about parents' views.

• Equity in Action Survey 2022/23

### Question – What are your Plans After Grade 12?

Response	Count	Percentage
Get a job	605	21%
Find my own place to live	497	18%
Travel	419	15%
Attend college or university right away	373	13%
Attend college or university after a gap year	286	10%
Move to a different city, province, country	239	8%
Stay in my community	157	6%
Unsure	165	6%
Learn a trade	133	5%
Other	94	3%
Note that 1466 or 61% of respondents did not respond to this question.		

- In the 2022/23 Equity in Action survey, students were asked what they were planning to do after Grade 12. Students could choose as many of the responses in the list as relevant to them.
- Of those students who responded to this question the most frequent plan was to get a job (21%) followed by find my own place to live (18%) and travel (15%). Only 5% reported that they wanted to learn a trade.

Pathways and Choice

In the 2022-23 rubric proficiency, Learning Objective 4, was determined to have an Extending proficiency because of the multiple additional pathways used for student choice including routes to graduation and opportunities for hands on learning.

The diagram (right) captures key pathways on offer. More information can be found on the SD62 website.
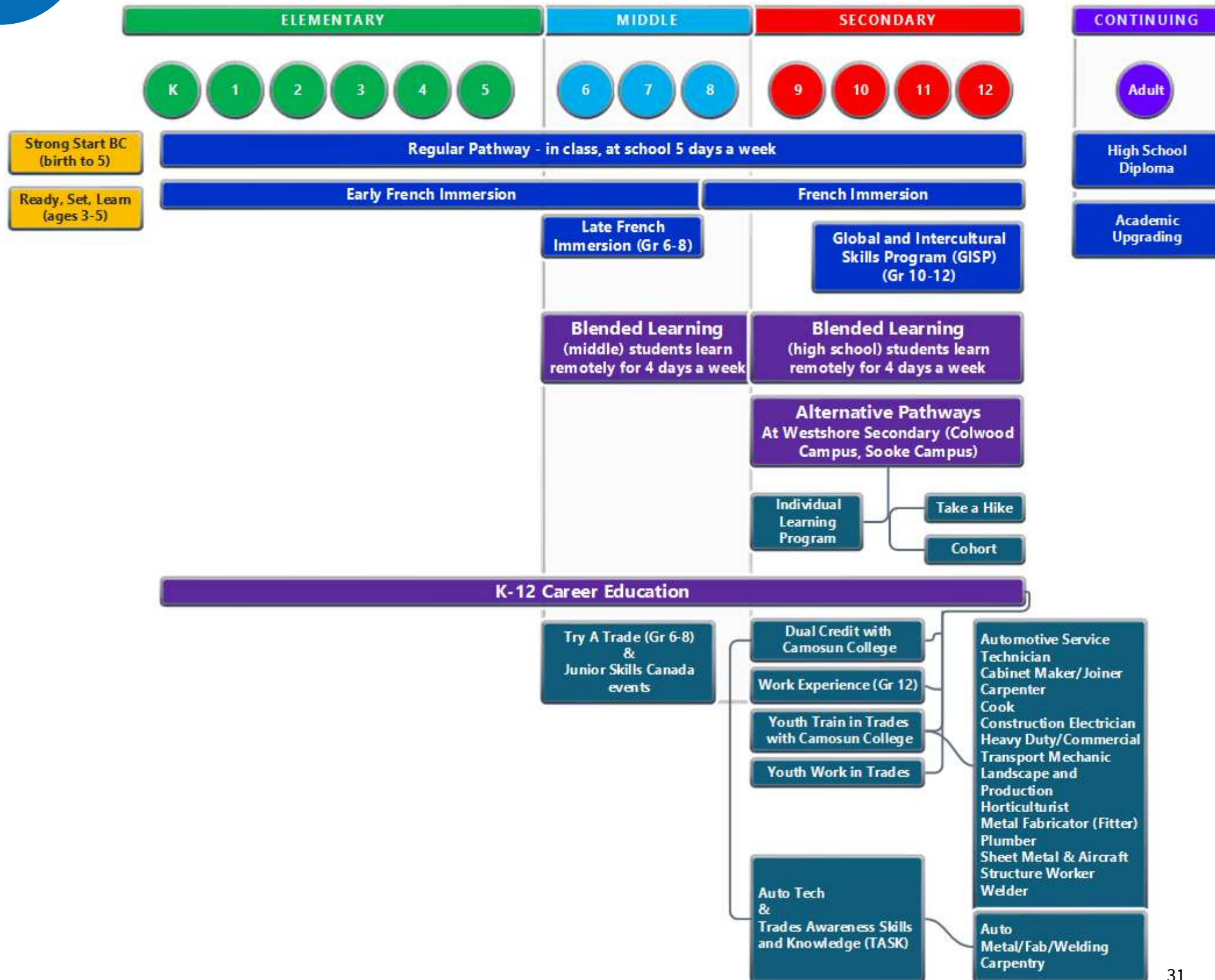
Operational Plan Strategies 2022-2023

Strategy - Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities.

- In this strategy, the focus was on providing flexibility, engagement, and equity to students, with an emphasis on the Middle School Blended Program.
- The program has gained popularity and engagement among students. In the 22/23 school year, two cohorts at Dunsmuir and Journey Middle Schools were fully subscribed, with 26 students each.
- The Blended Program at Journey Middle School has positively impacted Indigenous students from the Pacheedaht Nation. By reducing their bus travel to one day a week, engagement and participation have increased, promoting equity.
- The District Elementary Blended Learning Committee has met four times during the year and has made recommendations for developing structures, routines, and processes for hosting an elementary program in the latter half of the 23/24 school year.
- The Middle School Blended Program has led to a significant improvement in academic success for 40% of enrolled students who were previously home-schooled or faced attendance challenges.

Strategy - Implement online learning hubs at secondary schools to enhance blended learning options.

- Online learning hubs have been implemented and integrated for the 23/24 school year at Royal Bay, Belmont and Edward Milne Community School.
- WestShore Secondary has seamlessly introduced the Individual Learning Program (ILP) with structures and supports mirroring those of the mainstream secondary curriculum. The distinction lies in its unique branding, catering to diverse learning needs.

Strategy: Implement and assess the "Take A Hike" program.

- The "Take A Hike" program based at WestShore Colwood has been fully subscribed throughout the school year, showcasing significant student interest and engagement.
- The program has demonstrated remarkable success in various aspects including academics, attendance, and participation. Students have exhibited notable improvements in these areas due to their participation in the program.
- A total of 21 students completed the "Take A Hike" program, each successfully passing all eight of their courses. This achievement underscores the positive impact of the program on academic outcomes.

Strategy - Explore a vision for the Milnes Landing Alternative programming.

- For this operational plan initiative, an Alternative Education school site was explored from research conducted by a commercial real estate agent during the first half of the 22/23 school year. The research highlighted the cost barrier associated with leasing space for a larger alternative school site in the Milne's Landing zone. Consequently, the district has shifted focus away from leasing and is now exploring opportunities to establish a site on District-owned land, which would help to establish the alternative site, providing the District with greater control and flexibility to run the program.

Strategy - Co-create a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility.

- The vision created this year is that Westshore Post-Secondary will be a vibrant, inclusive educational hub, offering accessible and impactful programs that cater to diverse learner needs for academic, career, and personal growth.
- Strategic partnerships, particularly with Camosun College, are in active development.
- The Post-Secondary is expected to open in fall 2024 and will be able to hold about 1300 full time students, of which SD62 will offer:
  - Night school options for adult education.
  - Dual-credit courses in partnership with Camosun College.
  - English courses for Newcomer adults.

ENGAGEMENT

Goal: Create a culture of belonging

OBJECTIVE 1 - DEVELOP, EXPAND AND IMPLEMENT INCLUSIVE AND COLLABORATIVE PRACTICES AND PROCESSES

Operational Plan Strategies 2022-2023

Strategy - Develop an accountability framework that supports a culture of belonging and connection within the Facilities Department.

This project has created greater engagement with the Facilities staff. Over the year, a joint working group undertook ongoing meetings to develop and implement the Accountability Framework. There was ongoing engagement between leadership and staff. A standard work week was implemented for the Facilities Department. The needs of future building work led to the restructuring of the Facilities Department. A new Director was appointed for the 2023-2024 school year.

Strategy - Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment.

To develop the protocols, resources used in other BC schools were reviewed to provide a foundational understanding for system leaders. Planning was undertaken to create an implementation strategy for protocols and training across the leadership team. District staff worked with other local school districts to develop a common language. A system scan of resources was undertaken and a one-page document was developed for use to help support receiving claims of sexual assault and harassment. Training was completed with middle & secondary PVP collaborating with the RCMP's Mobile Youth Service Team (MYST) team. District staff consulted with MYST and police around the protocol. The protocol was finalized and embedded into the work of PVP.

Strategy - Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents.

To create shared accountability in school staffing, the Associate Superintendents collaborated on various staffing models for the 2023-2024 academic year. For Teacher-Librarian and Inclusive Education staffing, multiple meetings were conducted to explore system limitations and consider elements of the Collective Agreement. Key changes were made to improve staffing across departments including new allocation ratios which were developed for Literacy Intervention Teachers. A revised model was proposed for K-12 counseling; and draft ratios were prepared for Inclusive Education Support and Education Assistants. Efforts made to better distribute English Language Learning staffing, aimed for equitable workload distribution, have been well-received. The work has built capacity among school management and Executive Team members. Future steps planned include increasing system transparency and expanding staffing allocation to new areas, aiming for full alignment at Eagle Ridge Secondary by the end of the 2023-2024 academic year.

OBJECTIVE 2 - FURTHER THE GOALS OF THE NA'TSA'MAHT AGREEMENT FOLLOWING THE OBJECTIVES OF 'ONE MIND' AND 'ONE SPIRIT'

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).

  - Student Responses

STUDENT LEARNING SURVEY

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- A majority of students across all grades report being taught about Indigenous Peoples in Canada either "most of the time" or "all of the time" (36%) or "sometimes" (49%). This suggests a relatively high level of integration of this subject matter into the curriculum.
- While the percentage of students who report "never' or 'almost never" being taught is relatively low across all grades, it increases from 11% in Grades 7 and 10 to 17% in Grade 12. This suggests a decline in exposure to this subject as students approach graduation.
  - It will be interesting to see the impact on responses to this question in future years following the start of the new Indigenous-focused course required for graduation from 2023-24 school year onwards.

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- Across all grades, 31% of respondents say they are taught about local First Nations, "most of the time" or "all the time," and 47% "sometimes" .
- Grade 10 students report the highest level of being taught "most of the time" or "all the time" at 36%, suggesting that there may be specific curricular elements or programs at this stage that focus more on local First Nations' history or culture.
- The data suggest increasing non-exposure in Grade 12 to local First Nations as the percentage of students who report "never" or "almost never" being taught increases from 15% in Grade 7 and Grade 10 to 24% in Grade 12. This suggests a decline in exposure to this important subject matter as students approach graduation.

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	7%	21%	65%	7%
7	5%	22%	63%	9%
10	9%	19%	66%	7%
12	6%	20%	70%	4%

- Across all grades, a majority of students (65%) report "never" or "almost never" being taught local First Nations' languages. Only a small fraction, 7%, indicate they are taught these languages "most of the time" or "all of the time."
- Interestingly, Grade 10 shows a slight increase in students being taught "most of the time" or "all of the time" (9%), compared to Grade 7 (5%) and Grade 12 (6%). This could suggest that there might be specific curricular elements or programs at this stage that focus on Indigenous languages.
- The percentage of students who report "never" or "almost never" being taught, ranges from 63% in Grade 7 to 70% in Grade 12, indicating a consistent lack of exposure to Indigenous languages throughout the school years, lessening as students reach the end of secondary school.

Question - At school, do you participate in any Indigenous (First Nations, Inuit, Métis) celebrations or activities?   2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	8%	31%	54%	7%
7	11%	32%	47%	10%
10	5%	31%	59%	6%
12	6%	28%	63%	3%

- Compared to ongoing Indigenous programs, there is a slightly higher level of participation in Indigenous celebrations or activities. While 54% of students across all grades report "never" or "almost never" participating, a notable 31% do participate "sometimes," and 8% "most of the time" or "all the time."

Question - At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Métis) programs or activities?   2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	5%	19%	66%	9%
7	8%	23%	56%	13%
10	2%	17%	72%	8%
12	3%	16%	78%	3%

- Across all grades, the majority of students (66%) report "never" or "almost never" participating in Indigenous programs or activities. Only 5% participate "most of the time" or "all of the time," indicating a low level of engagement with Indigenous education and cultural activities across the grades.

·**Equity in Action Student Survey**

EQUITY IN
ACTION SURVEY

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- Of those students who responded to the Equity Survey, 94% reported "always" (76%) or "sometimes"(18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

• **My Education Data**

MY EDUCATION DATA

Six year completion rate

The six-year completion rate is the percentage of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	69	75	62	82	86	78
2018/19	72	79	67	87	89	85
2019/20	72	71	74	86	87	85
2020/21	71	80	61	91	92	90
2021/22	73	69	77	93	93	93

- In 2021/22 more students completed in 6 years than in previous years. 2% more students with Indigenous ancestry graduated in 6 years as did 2% more of students without Indigenous ancestry.
- Notably, grouped together, boys with Indigenous ancestry increased their year 6 completion rate from 61% to 77% while the corresponding girls group's rate of completion declined from 80% to 69%.

Progress of Students Who Entered Grade 8 in September 2016

If we follow the progress of students Grade 8 Cohort in 2016/17, a decline in progress towards the next grade begins in Grade 10 amongst male students with Indigenous ancestry and also in Grade 10 for female students who do not have Indigenous ancestry. In Grade 11 the decline starts for female students with Indigenous ancestry.

School Year	Grade	Aboriginal			Non-Aboriginal		
		All %	Female%	Male%	All%	Female%	Male%
2016/17	8	100	100	100	100	100	100
2017/18	9	100	100	100	100	100	100
2018/19	10	99	100	99	100	99	100
2019/20	11	95	95	95	100	99	100
2020/21	12	94	92	95	100	99	100
2021/22	Completion	75	70	79	93	93	93

- The results are an improvement on the progress of students who started Grade 8 in 2016 which were reported last year.
- In 2021/22, 75% of students with an Indigenous background completed their studies, in comparison to 71% in 2020-21.
- In 2021/22, there was a 93% completion of students without an Indigenous background compared with 91% completion in 2020-21. (How Are We Doing Report, p. 37).

OBJECTIVE 3 - DEVELOP, EXPAND AND IMPLEMENT RESPECTFUL, EFFECTIVE, CLEAR AND TRANSPARENT COMMUNICATIONS

Operational Plan Strategies 2022-2023

Strategy - Continued Development of SD62 Strategic Communications.

The 2022-23 year has seen a deepening of the development of SD62s Communications.
The progress has placed this objective in the Extending category of the proficiency rubric.

Key accomplishments include:
- Articulated Plan: Developed a clear and well-structured communication plan.
- Branding: Created a comprehensive style guide for consistent messaging and visuals.
- Staff Training: Trained staff on plan's objectives and implementation.

Achievements:
- Inclusivity: Designed the plan to be accessible to diverse stakeholders.
- Multi-Platform Strategy: Utilized social media and direct messaging to reach a broader audience.
- Metrics: Collected data to measure the effectiveness of communication methods.

Ongoing Focus:
- Support: Commitment to continually supporting school and department communications.
- Unified Messaging: Goal to develop a single narrative that clarifies the district's mission and values.

The Communication Plan is advancing well, focusing on clarity, branding, and inclusivity. Ongoing efforts aim to support internal communications and unify the district's messaging.

See Appendix 2 for more details on the extensive output of the Strategic Communications department and it's strength in promoting diversity, equity and inclusion.

BE YOU
BE HERE
BELONG
BE
SD 62
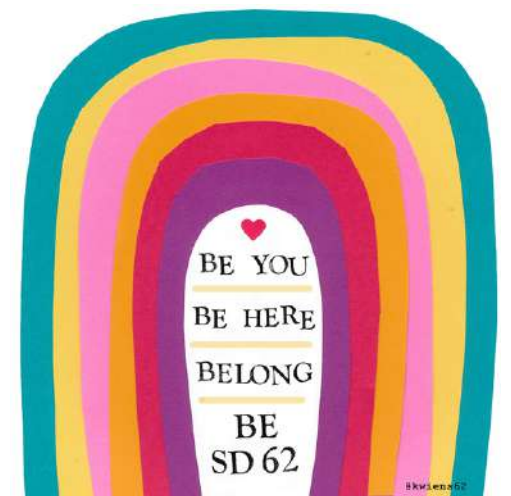
Na'tsa'maht means... being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us.
Elder Dr. Shirley Alphonse

Strategy - Begin the implementation of the revised Na'tsa'maht Agreement and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement.

The revised Na'tsa'maht Agreement focuses on improving the educational journey of Indigenous students in SD62. The District is committed to narrowing the gap relating to achievement and accessibility between Indigenous and non-Indigenous students. Many Indigenous students are pursuing higher education locally, indicating strong community relationships. The implementation work has highlighted issues like the 'sense of belonging' at certain grade levels, insufficient focus on Indigenous languages and histories, and the need for a dedicated Non-Instructional Day. In addition, while equity is a core District value, gaps in results persist: the 6-year graduation rate is 75% for Indigenous students vs. 93% for non-Indigenous students. The revised agreement can be found on the NIE page on the SD62 website.

Strategy - Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit.

Key actions undertaken to support the implementation of the Indigenous graduation credit included: ·

- Developed teaching resources in collaboration with the Ministry of Education and the First Nations Education Steering Committee.
- Conducted teacher training on Indigenous perspectives via conferences and workshops.
- Consulted with National Indigenous Education groups and local communities to ensure cultural sensitivity.
- Adopted a phased implementation strategy to increase positive engagement.
- Planned for Board Authority Authorized courses to be developed in the 2023/2024 academic year. These courses require extensive consultation and input form local Nations before approval by Ministry and the Board of Education.
- Introduced courses like BC First Peoples 12 to meet new Ministry graduation requirements.

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OBJECTIVE 4 - CONTINUE TO DEVELOP, EXPAND AND IMPLEMENT A CULTURE OF WELLNESS

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).

  - Student Responses

STUDENT LEARNING SURVEY

Question: At school I am learning how to care for my mental health.

School Year	Grade	Positive Many Times or All of the time	Neutral Sometimes	Negative At no time or Few times	Don't Know Don't Know
2018/19	7	42	23	27	8
	10	23	24	45	7
	12	34	26	36	3
2019/20	7	43	23	26	8
	10	30	25	41	5
	12	20	25	50	5
2020/21	7	33	23	33	12
	10	24	22	46	8
	12	21	23	51	5
2021/22	7*	43	23	25	8
	10	**25**	22	50	3
	12	18	25	56	2

- There is a noticeable decline in positive responses as students progress from Grade 7 to Grade 12. While 42-43% of Grade 7 students report learning about mental health "many times" or "all of the time," this drops to 18-21% by Grade 12 in the most recent years.
- This suggests that older students may feel less supported in mental health education, which could be a critical issue given the increasing mental health challenges often faced by adolescents.
- Negative responses, indicating that students in Grade 10 and 12 feel they are learning about mental health 'at no time' or 'few times,' have increased over the years, reaching 50% for Grade 10 and 56% for Grade 12 in 2021/22.
- This is a concerning trend and suggests that mental health needs a greater focus to meet the needs of older students, who are closer to leaving school.

o Parent Responses
  • **Parent views on student learning about wellness (SLS Parent Survey in 2021-23)**

PARENT STUDENT LEARNING SURVEY

|		Yes Response	
	Year	Count	Percent
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	2021-2022	126	46%
	2022-2023	149	44%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	2021-2022	176	65%
	2022-2023	238	71%

- The majority of parents who responded to the SLS Parent Survey in 2022-23 believed that their child was learning emotional self regulation (55%) and to care for their physical health (71%). Some parents (44%) agreed that their child was learning how to care for their mental health.
- NOTE: The numbers of students and parents undertaking SLS Surveys is very low and it is not clear what the results would be if all of the students and parents in the district undertook their respective survey.

Operational Plan Strategies 2022-2023

Strategy - Develop and implement a learning series for leadership on cultivating resilience (Onward).

The "Onward Resilience" project for Leadership has been completed with substantial progress. The series was built on the book by Elena Agular entitled: 'Onward: Cultivating Emotional Resilience in Educators.' Several sessions were conducted during monthly Leadership Team meetings to promote understanding, collaboration, and reflection on staff wellness and educator resilience. The sessions provided valuable insights and tools for supporting both personal well-being and that of their teams. During the sessions, Leadership Team members were provided with time for conversation, collaboration, and reflection. This allowed them to explore strategies and best practices for supporting themselves and their colleagues in maintaining resilience and well-being. PVPs and other members of the Leadership Team indicated positive responses to the Onward sessions via a short survey: 62% of respondents rated the learning series as 4 or 5 Star.

Star Rating of Onward Training from 1 (low) to 5 (high)
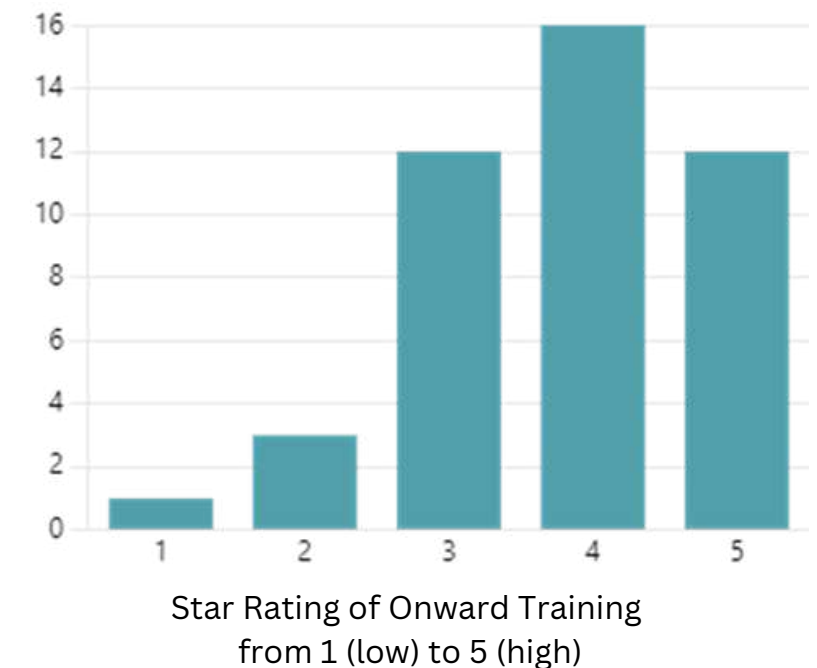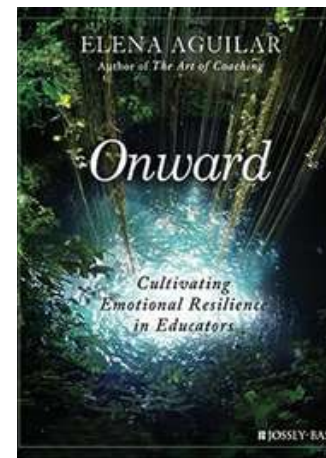
Strategy - Strengthen district leadership connections and relationship through ongoing and consistent presence in schools.

Key activities undertaken in the 2022-23 school year included:
- Bi-weekly visits to Milnes Landing schools for direct engagement with staff;
- Attendance at key curriculum and wellness events; and
- Monthly meetings with school-based Principals and Vice Principals (PVPs).

The initiative has helped address communication gaps between district management and school staff. Overall, consistent presence and strategic meetings have begun to bridge the gap between district management and school-based staff, aligning goals and enhancing mutual understanding. These efforts continue into the 2023-24 school year with dedicated weekly time for fostering District-School connections and relationship building.

Strategy - Explore, revise and implement the Healthy Schools Healthy People framework.

Key activities undertaken in the 2022-23 school year included:

- Conducted two Health Canada funded workshops for professional development on Substance Use, involving key partners like IH Public Health.
- Secured $50K grant from Here4Peers to launch a peer mentoring program in partnership with the Canadian Mental Health Association. Rollout expected in Fall 2023.
- Shared monthly newsletters and used social media to keep parents informed about wellness initiatives.
- Supported schools in promoting healthier travel options for students.
- Aided English Language Learner (ELL) students and their families through community partnerships.
- Assisted in preparing a grant proposal to secure additional wellness funding.

Strategy - Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees.

Key accomplishments included:

- Developed consistent data collection methods for tracking attendance and absenteeism.
- Hired a dedicated Attendance Support and Wellness Coordinator.
- Enhanced the system for capturing and analyzing absenteeism metrics.
- Identified employee groups with high absenteeism for targeted action.

The District maintains an Employee & Family Assistance Program (EFAP), provided by LifeWorks (soon to be known as Telus Health) to offer mental health support and work/life services for employees and their families. In 2022/23, the Program had a utilization rate of 10.2%. The most used services involved mental health counselling for stress, anxiety and grief.

The District continues to offer support services to those employees who are away from work for extended periods due to medical challenges. For example, SD62 partners with the Public Education Benefits Trust (PEBT), via the Joint Early Intervention Service (JEIS) program. This program works with ill/injured support staff to ensure the provision of a supportive healthcare treatment plan and, in the majority of cases, a successful and timely return to work.

STRATEGIC PLAN STATUS SUMMARY

GROWTH

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

Operational Plan Strategies 2022-2023

OBJECTIVE 1 - STRENGTHEN ORGANIZATIONAL PRACTICES TO ENSURE EQUITY, DIVERSITY AND INCLUSION

Strategy - Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes.

The Employment Equity team, involving cross-functional members such as SPEAC, STA, and CUPE, met multiple times throughout the school year. The group initially reviewed the results of the 2022 Employment Equity Survey and identified key themes to guide action planning. Subsequent meetings focused on a detailed analysis of survey data, specifically aiming to enhance equity in hiring practices.

A draft "Special Program" application was prepared and submitted for approval to the BC Office of the Human Rights Commissioner (BCOHRC). Concurrently, extensive stakeholder consultations were conducted, involving Board of Education, Executive and Leadership Team members, Union partners, local Indigenous Communities, and SPEAC. A dedicated committee was formed to discuss equitable hiring goals and implement strategies to address employment barriers for marginalized groups.

OBJECTIVE 2 - BUILD AND MAINTAIN SPACES AND RESOURCES THAT SUPPORT OUR CREATIVE AND CRITICAL LEARNING AND OUR CULTURE OF BELONGING.

Strategy - Develop policies related to Business Continuity Planning and Digital Governance.

The initiative kicked off with the drafting of policies for Business Continuity Planning (BCP) and Digital Governance, alongside a refresh of the existing BCP to align with new policies. The BCP Policy (F-495) was presented to and approved by the Board of Education. The Emergency Management Team comprising Executives, Directors and Managers participated in a table-top exercise to practice emergency response to a catestrophic event, the outcome of which will inform future BCP plans.

Strategy - Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction.

This initiative was successful in the following:
- Development of a set of design standards based on the Board's Guiding Principles.
- Communication and sharing of these standards with Facilities and architects.
- Establishment of a consistent and universal approach to building design and construction.

Strategy - Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts.

Using a Request for Proposal, an architect was appointed to create a new LRFP that reflected recent community growth, with long-range enrolment estimates and multi-year plans. The resulting updated LRFP was successfully utilized for the annual capital plan submission and became a cornerstone document for capital planning and decision-making.

OBJECTIVE 3 - EMBRACE DIGITAL TECHNOLOGIES AND MANAGE INCREASING COMPLEXITY BY LEVERAGING THE STRATEGIC USE OF RESOURCES.

Highlights of progress related to this objective come from:
- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)
  - Student Responses

Question - My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) .

STUDENT LEARNING SURVEY

School Year	Grade	Positive — All of the time or Most of the time	Neutral — Neither agree nor disagree	Negative — Strongly disagree/Disagree	Don't Know
2018/19	10	72%	15%	7%	6%
	12	71%	16%	9%	4%
2019/20	10	78%	10%	8%	3%
	12	71%	15%	9%	5%
2020/21	10	79%	11%	4%	6%
	12	81%	10%	5%	3%
2021/22	10	75%	17%	5%	2%
	12	81%	12%	7%	0%

- The majority of students agree that they have enough materials.
  - For Grade 10, the positive responses increased from 72% in 2018/19 to 79% in 2020/21, then slightly decreased to 75% in 2021/22.
  - For Grade 12, the positive responses remained fairly stable, ranging from 71% to 81%.

Strategy - Establish a Cyber Risk and Security policy and begin implementation.

The year began with the drafting of a revised Cyber Risk and Security Policy, which was approved by the Board in November 2022. Hiring for the Manager, Cyber Security and Privacy, a key role in the initiative, was initiated and successfully completed. Regulatory frameworks were also established, setting the stage for implementation. Significant revisions were made to the Board Policy and protocols related to FOIPPA (Freedom of Information and Protection of Privacy Act) Governance and 'Security and Privacy Breach' protocol. Investigative work began for procuring Security and Privacy Education, Training, and Awareness (SETA/PETA) solutions. The budget for Cyber Security Awareness and Training was approved, and further investigation was undertaken into various cybersecurity tools.

Strategy - Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Solutions.

This initiative's key activities included:

- Conducting external scans and internal consultations to refine the rebranding proposal.
- Developing financial and staffing models to back the new initiative.
- Gaining approval from Resources Committee and the Board of Education for the rebranding, which now encompasses five core service areas: Infrastructure and Tech Operations, Cyber Security and Privacy, Data Analytics and Records, Digital Integration, and Digital Literacy.

Strategy - Develop recommendations for digital integration through an agreed upon oversight process.

The year saw focused efforts on clarifying the vision for digital governance and integration, initiating planning, and developing a foundational Digital Governance policy. The initiative was guided by industry best practices, particularly from ISACA (Information Systems Audit and Control Association), and closely aligned with the organization's strategic goals.

Key achievements included:

- Developing recommendations for digital integration through an oversight process; and
- Advancing the creation of a Digital Governance policy, ensuring the Board's role and the organization's strategic alignment.

Strategy - Explore the focus of I.T. as it relates to digital literacy across educational departments.

The year was pivotal in setting the vision and planning for bridging the gap between technology and education. The initiative focused on two core areas: Student and Staff Digital Literacy. Through extensive consultation with executives, partner groups, and district principals, key objectives were identified, including enhancing staff capacity in digital tools for both administrative and pedagogical purposes.

Key Achievements:

- Identified two core areas and objectives for Digital Literacy.
- Gained Executive and Board approval for capacity-building within Digital Solutions, reflected in the 23/24 budget.
- Developed a job description for a new Digital Literacy Coordinator position, marking the start of the implementation phase.

Next Steps:

- Create a comprehensive multi-year plan for Digital Literacy.
- Facilitate staff training and support for effective use of digital tools.

The initiative made significant strides in recognizing the importance of Digital Literacy within the educational context. The approval for a new full-time position and upcoming budget allocation demonstrate organizational commitment to this critical area.

Strategy - Build a financial framework that reduces the inflationary impacts to the district's operating budget.

This year focused on establishing a dedicated team and developing a financial framework to mitigate inflationary impacts on the annual operating budget. The framework was successfully drafted and is aligned with the district's strategic plan for efficient resource utilization.

Key achievements were:

- Completion of a financial framework to counter inflationary effects, quantifying an annual impact of $1.2 million.
- Partial implementation of non-cash recommendations, with the remainder scheduled for the next school year.

Strategy - Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team.

This year saw the successful completion of a project aimed at digitally enhancing recruitment and onboarding within SD62. Kicking off with a detailed project plan and Statement of Work, the initiative then moved into process implementation and testing phases. The project successfully achieved the following outcomes:

- Successful integration of key processes in recruitment and onboarding.
- Smooth deployment of the onboarding module, setting the stage for broader eDoc capabilities within HR/Payroll.

Strategy - Implement the approved Program Review recommendations specific to the Finance, Facilities, and Transportation Departments.

- This year focused on implementing a structured work plan based on recommendations provided to various departments, including Business Services, Finance, Transportation, and Facilities. The work plan outlined timelines and milestones aimed for completion by the end of the year.

- Key achievements were:

  - Comprehensive review and phased implementation of recommendations.
  - Regular tracking of progress across 29 key projects in diverse departments.
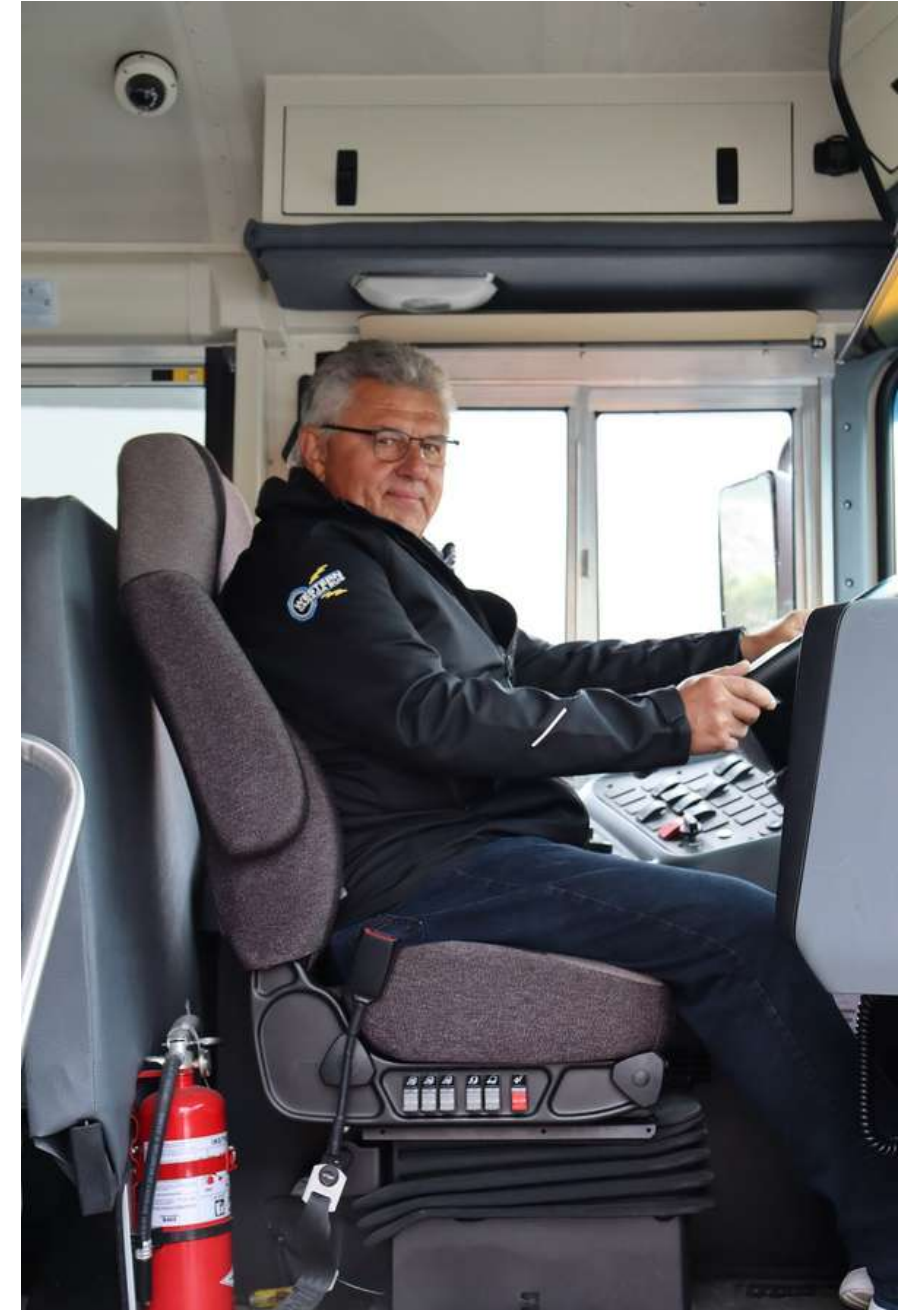
OBJECTIVE 4 - EXPAND OUR CULTURE OF SOCIAL RESPONSIBILITY AND IMPLEMENT LONG-TERM COMMITMENTS THAT STRIVE TO SUPPORT SOCIETY AND PROTECT THE ENVIRONMENT

Evidence of progress in this section is drawn from the Climate Change Accountability Report

SD62 emitted 2,008 tCO2e in 2022, across buildings, mobile (fleet), and paper consumption. Figure 1 shows the breakdown per type for the 2022 year. Of this consumption, 359 tCO2e is exempt under the Carbon Neutral Government guidelines. To achieve carbon neutrality, SD62 paid $41,213 + GST to offset the remaining 1,649 tCO2e of carbon for 2022.

SD62 2022 GHG Emissions - tCO2e

Annual SD62 Carbon Emissions
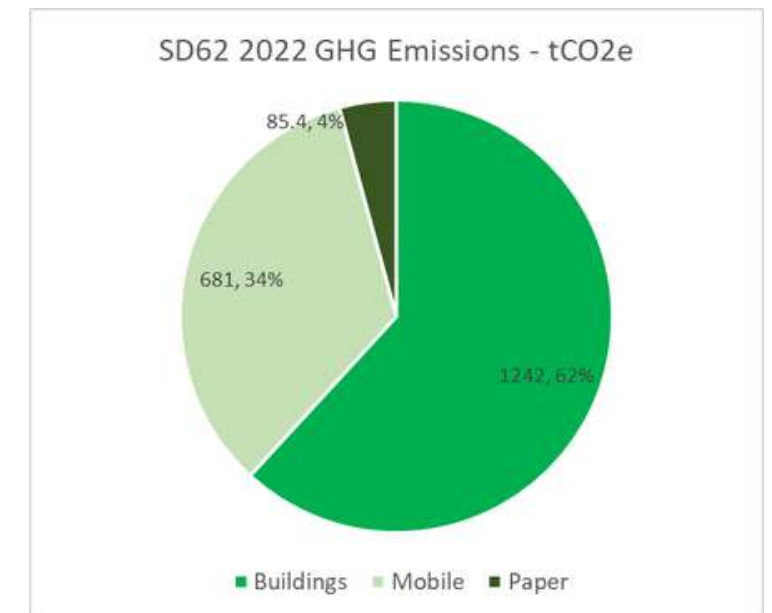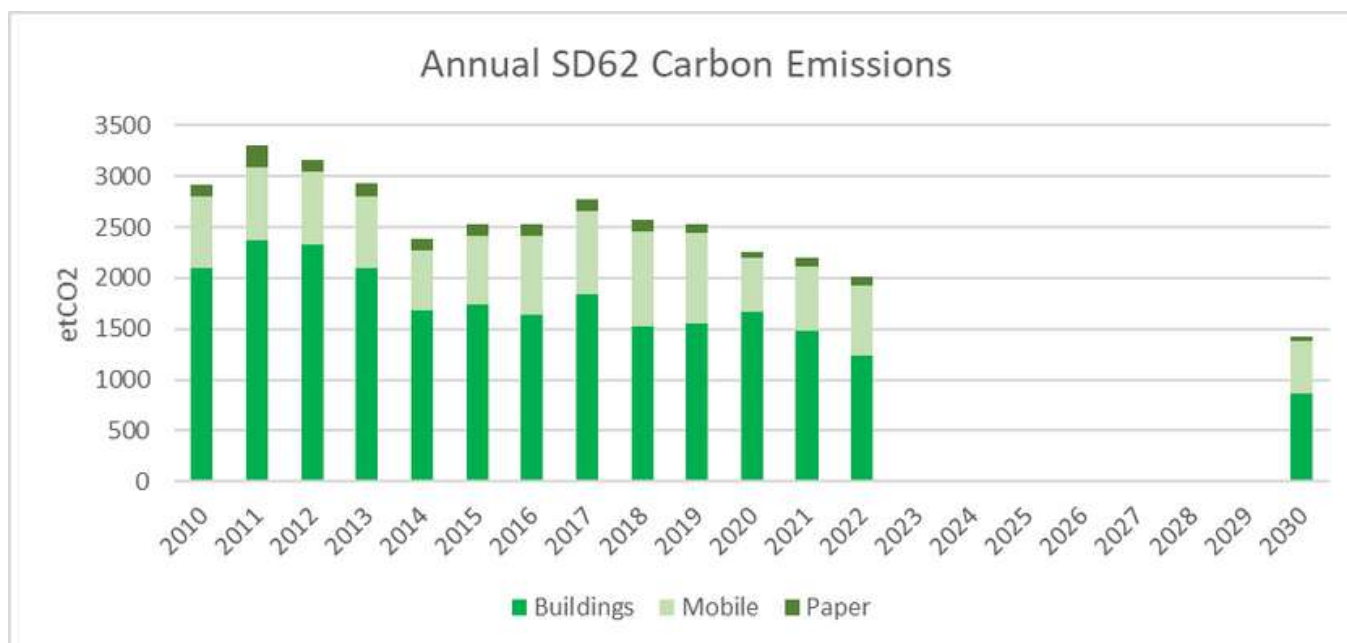
The chart shows SD62's historic annual Green House Gas (GHG) emission trends including the 2030 climate action goal. Overall reductions for 2022 with respect to the 2010 baseline are 31%. This reduction spans the categories by 41%, 3%, and 19% for buildings, mobile (fleet), and paper respectively. The illustration shows that despite the increase in student population and facilities, SD62 continues to reduce its carbon footprint.

BUILDINGS

Buildings constitute SD62's largest GHG emissions, and therefore require the largest capital investment to achieve desired reductions. SD62 continues its success in securing ministry funding through the School Enhancement Program and Carbon Neutral Capital Program. The figures (right) summarize completed projects in 2022 including actual GHG reductions in 2022 compared to 2021.

Summer 2023 saw the completion of Phase 3 at Spencer Middle School. This phase included the upgrade of the chiller circulators and a Building Automation System upgrade. Multiple small lighting upgrades to LED technology were also completed.

FLEET

2023 saw an expansion of SD62's yellow fleet with the addition of seven electric buses. Planning for a white fleet EV transition is underway.

PAPER

A reduction in paper consumption was advocated by an ongoing "digital" vs printing campaign. The purchase of 30%-100% recycled content paper continues to increase.

SITE	UPGRADE	ANNUAL REDUCTION (tCo2e, %)
Spencer Middle	Electrification of heating system with an Air Source Heat Pump. Phase 2 of 3 completed.	72t, 54%
Edward Milne Community	Building Automation replacement	53t, 28%
Royal Bay Secondary	Serviced ASHP and HRV	17t, 40%
David Cameron Elementary	Boiler Replacement	9t, 22%

Operational Plan Strategies 2022-2023

Strategy - Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report .

The project team made significant strides in enhancing transportation.

Key Achievements:

- Successful implementation of the safety recommendations from the 2019 Transportation Safety Committee Report, covering aspects such as traffic crossing improvements and the integration of the Traversa App for student tracking.
- Funding for safety initiatives was secured through the Transportation Safety Fee. This funding has been thoughtfully allocated to projects like traffic crossing enhancements and the development of comprehensive driver training programs.
- A pilot program has been planned to enhance student safety during transportation through the Traversa App's student tracking feature. This feature offers real-time monitoring and tracking of students during their transit.
- Devised a clear plan to develop comprehensive driver training course content. This development process will ensure that our bus drivers receive the necessary training to strengthen transportation safety.

Strategy - Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism.

Over the course of the year, the organization undertook a comprehensive effort to evaluate and improve its practices related to Diversity, Equity, Inclusion, and Anti-Racism (DEIAR). The process began with the initiation of an organizational audit conducted by Bakau Consulting, aligned with ongoing Human Resources initiatives. Surveys and focus groups were designed and executed to collect insights from various stakeholders including staff, students, and parents.

Key achievements:

- Initiated a comprehensive audit with Bakau Consulting, focused on DEIAR.
- Conducted a staff equity survey.
- Conducted anti-oppression workshops for leadership.
- Completed focus groups and surveys.

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LEARNING

PROPOSED 2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
Objective 1	• To provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
Objective 2	• To provide opportunities for learners to develop critical and creative thinking skills				
Objective 3	• To ensure our learning environments are safe, accessible and welcoming.				
Objective 4	• To enhance student choice and voice				

Goal Proposed Proficiency from developing to extending

- Extending - Multiple additional pathways are used for student choice including routes to graduation and opportunities for hands on learning.
- Proficient - Most students have the skills to think creatively and critically.
- Proficient - Most students, families and staff feel safe, that they belong, and are valued.
- Developing - Students and staff have some understanding of the concepts of diversity and inclusion.

Objective 1 Proposed Proficiency: Developing to Extending

- Extending: Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous.
- Extending: School and District social media often intentionally post inclusive and diverse messaging.
- Proficient: Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials).
- Proficient: Learning Resources are available and accessible at the district and school level.
- Proficient: Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.
- Proficient: Staff regularly engage and participate in learning opportunities that promote diversity, equity.
- Proficient: Students are speaking out when educational practice is not inclusive.
- Proficient: Most physical spaces for learning are inclusive and accessible
- Developing: Students and staff sometimes use language that models diverse and inclusive practice.

Objective 2 Proposed Proficiency: Developing to Proficient

- Proficient: Many opportunities to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks.
- Proficient: Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks.
- Developing--Sometimes, learning opportunities allow for multiple access points, responses and approaches

Objective 3 Proposed Proficiency: Developing to Proficient

- Proficient: Safe - Majority of students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites.
- Proficient: Multiple pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments)
- Proficient: Accessible – Multiple communication methods are evident throughout school buildings and district (e.g., Playground and Indoor Communication Boards as well as Braille signs, sound field systems, and assistive technology).
- Proficient: New buildings are constructed, and current buildings are being updated to reflect a Universal Design approach with accessible and non-gendered spaces.
- Developing: Students, families and staff sometimes speak up when they disagree with decisions or report when concerned about safety of self and others
- Developing: Welcoming – Students, families and staff sometimes report a sense of belonging, and may see themselves reflected in schools and work sites.

Objective 4 Proposed Proficiency: Developing to Extending:

- Extending - Choice – Multiple options for student learning are available. (Percentage of student's district wide vs total number of students district wide).
- Extending - Choice - Students & parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient).
- Proficient - Multiple options for student learning are available, including how, when, and where learning occurs to reflect many learning styles. Students are aware of and accessing multiple routes to graduation.
- Proficient: Multiple Programs of Choice exist to support a variety of student interests or abilities
- Developing- Students, staff and families report feeling comfortable speaking up regarding decisions around their learning.
- Developing: Our district (schools) demonstrates a partial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).

ENGAGEMENT

ENGAGEMENT	Create a culture of belonging																																									
Objective 1	• To develop, expand and implement, inclusive and collaborative, practices and processes																																									
Objective 2	• To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"																																									
Objective 3	• To develop, expand and implement respectful, effective, clear and transparent communications																																									
Objective 4	• To continue to develop, expand and implement a culture of wellness																																									

Goal Proficiency from emerging to extending

- Some opportunities for students, staff and other community partners to provide input.
- There is a significant gap between the non-Indigenous graduation rates and the Indigenous student graduation rates.
- Awareness and understanding of Indigenous cultures and ways of being
- The district has implemented a robust communications plan that actively develops and expands clear communication processes.
- Some systems are in place to inform the state of wellness of staff and students.

Objective 1 Proficiency: Developing to Proficient

- Broad stakeholder engagement well planned and shared. Student forums, stakeholder outreach.
- Consistent consideration and reflection of equitable representation amongst stakeholders.
- Engagements operated with District tools.
- Engagement mostly about seeking community preferences.
- Several inclusive engagement processes are used with multiple methods for input. A clear plan for engaging with most school district stakeholders.

Objective 2 Proficiency: Emerging to Developing

- Some Indigenous students achieve a Dog Wood Certificate in six-years.
- Indigenous students sometimes feel welcome at school.
- Indigenous content, culture and pedagogy is sometimes central, key and regular part of classes and school activities.
- There is a significant gap between Indigenous and non-Indigenous students' annual Six-Year Completion Rate.
- Indigenous language is rarely central, key and a regular part of some classes and school activities.

Objective 3 Proficiency: Developing to Proficient

- Proficient communications plan that is clearly articulated, inclusive and accessible that reflects multi-platform processes
- Well laid out and articulated process for communications
- Solid branding that is recognized in the community
- Some basic staff training in communications

Objective 4 Proficiency: Developing to Proficient

- Many holistic benefits and support programs are in place.
- Educational opportunities related to mental health and wellness are consistently offered
- Some systems are in place to inform the state of wellness of staff and students.
- Some staffing and resources are supplied to provide health and wellness activities.
- Some policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.
- Wellness objectives incorporated in some school and district operational plans
- Some systems are in place to inform the state of wellness of staff and students.

GROWTH

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
GROWTH	Pursue organizational excellence to support a vibrant school district		▰ Developing		
Objective 1	• To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).		▰ Developing	▰ Proficient	
Objective 2	• To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.		▰ Developing	▰ Proficient	
Objective 3	• To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources		▰ Developing	▰ Proficient	
Objective 4	• Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment		▰ Developing	▰ Proficient	

Growth Goal - Following the revised Growth Goal rubric the 22/23 proficiency is developing:

- Developing: Defined DEI practices in parts of the organization; some understanding of diversity.
- Developing: Active efforts to integrate inclusive practices within learning environments. Implementation of diversity-aware curricula and initiatives to support underrepresented groups.
- Developing: Introduction of online services and basic digital competencies.
- Developing: Demonstrated comprehension of the significance of social responsibility for the district. Active efforts to integrate social responsibility principles into district operations.

Objective 1 Proficiency: Developing to Proficient

- Proficient: Consciously seeking out hires in the areas to reflect our community.
- Developing: Parts of the organization have defined practices in operation with regards to DEI.
- Developing: Partial understanding of diversity in our workplaces and have
- Developing: Limited understanding of barriers and limited attempts to reduce

Objective 2 Proficiency: Developing to Proficient

- Proficient: Collaboration with educators, students, and communities to design facilities that reflect diverse perspectives and needs.
- Proficient: Consistent efforts to optimize space usage, enhance infrastructure, and ensure a supportive learning environment.
- Proficient: Established practices that ensure accurate reporting, adherence to financial regulations, and accountability.
- Proficient: Established processes that align facilities expansion with projected enrollment trends.
- Proficient: Established processes that link maintenance and minor capital requests to enhance the learning environment.
- Proficient: Full integration of long-range facilities planning to effectively manage growth and enrollment.
- Developing: Active efforts to create transparent and accountable budget processes

- Developing: Active efforts to integrate facilities planning with educational objectives.
- Developing: Implementation of basic strategies that align maintenance and minor capital requests with learning outcomes.
- Developing: Ongoing exploration of ways to create facilities that foster a culture of belonging and support creative learning.
- Developing: Progress in enhancing financial forecasting capabilities to inform decision-making.

Objective 3 Proficiency: Developing to Proficient

- Proficient: Digital tools and design led processes are being used to improve existing services, practices and ways of working and learning.
- Proficient: Many processes have been documented and automated.
- Developing: Some integration of user experience but still disjointed and relies on legacy technologies.
- Developing: Digital use of resources is recognized.
- Developing: Staff and students have basic level digital competencies.
- Developing: Some formalized training

Objective 4 Proficiency: Developing to Proficient

- Proficient: Consistent engagement with stakeholders to address concerns and foster positive societal outcomes.
- Proficient: Comprehensive conservation practices, waste reduction initiatives, and energy-saving measures.
- Developing: Demonstrated comprehension of the significance of social responsibility for the district.
- Developing: Proactive efforts to incorporate social responsibility considerations.
- Developing: Implementation of basic conservation practices, waste reduction initiatives, and energy-saving measures.

Snapshot of District Social Media Messaging

The Communications Department makes regular posts to the district social media accounts that are created to have diverse and inclusive messaging to reach stakeholders of all backgrounds and interests.

Snapshot of Diverse and Inclusive Messaging on District Social Media (September 2022 to June 2023)

September	What does 'Na'tsa'maht' mean? (A video with Henry Chipps)
September	Are you visiting the upcoming Luxton Fair? Our Augmentative Alternative Communication/Assistive Technology (AAC/AT) Team has developed a printable communication board to support minimally speaking and non-speaking individuals as well as other community members who may have language delays/difficulties or are English Language Learners. Please feel free to print from the link below and use. https://wakelet.com/wake/NfJxxj6e03rlFiWGpiWhO#
September	Today marks the beginning of Truth and Reconciliation Week across Canada. Our schools will be honouring in many different ways throughout the week from breaking bannock together to drumming circles to hosting guest speakers and creating reconciliation feathers. This year's theme is #RememberingTheChildren. To learn more about the week visit the National Centre for Truth and Reconciliation website 👉 https://nctr.ca/education/trw/
September	One of the ways we acknowledge and bond with the land around us is the creation of our gardens at many of our schools and sites. These gardens connect students to nature and as they progress through their learning, they learn about more about food sustainability and ecosystems. Pictured: Ecole Millstream Student Leaders selling tomatoes from their school garden last week.
September	Are you curious how our school district is walking the path towards reconciliation and equity for all students? Watch the first video from our Equity in Action trilogy.
September	The Sooke School District Board of Education humbly offers Reflections on Truth and Reconciliation - read here 👉 https://bit.ly/3LRiq2y
September	Opening of our 3rd Na'tsa'maht Enhancement Agreement Signing Celebration in Pacheedaht First Nation. Drumming by Trystan Jones, Chief Jeff Jones and Sam Edgar
September	This morning students from Spencer Middle School walked to Ruth King Elementary to mark the National Day for Truth and Reconciliation. (with video)
September	If you are a Survivor and need emotional support, a national crisis line is available 24 hours a day, seven days a week: Residential School Survivor Support Line: 1-866-925-4419 Emotional, cultural and professional support services are also available to Survivors and their families through the Residential Schools Resolution Health Support Program (https://www.sac-isc.gc.ca/eng/1581971225188/1581971250953). British Columbia: 1-877-477-0775

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October	Beautiful display at Willway Elementary. (Every child matters artwork display)
October	As Yom Kippur begins at sunset tonight, we wish all those observing a meaningful and easy fast.
October	October 4 is the National Day of Action for Missing and Murdered Indigenous Women, Girls and 2SLGBTQ+ people who've been harmed by violence. We remember and honour community members and families that are grieving the loss of mothers, sisters, daughters, aunties, cousins and friends. (Photo from the 2022 Red Dress Ceremony at EMCS taken by Emily Lutze)
October	Westshore Secondary PHE 10 and Take a Hike Classes enjoyed the Thunder Rugby canoe on beautiful Langford Lake yesterday.
October	October 11 is the International Day of the Girl, a day to increase awareness of problems that affect girls around the world and to encourage progress toward gender equality. Learn more: https://www.unicef.org/gender.../international-day-girl-2022 #IDG2022 #DayoftheGirl
October	October is Foster Family Month. We celebrate and honour caregivers and foster families that have stepped up to help children and youth who are experiencing hardship. The role foster families play in the lives of young people and the contribution they make to their communities is vital to helping children and youth reach their full potential.
October	Happy Diwali graphic
October	Lakewood Elementary sharing their colourful Diwali bulletin board.
November	November 16, #LouisRielDay, is a day to recognize Riel's fight for Métis rights and commemorate the anniversary of his execution in 1885. Riel not only advocated for Métis rights, but he also fought for First Nations rights, French language rights and religious freedom. Learn more: https://www.mnbc.ca/.../uploads/2020/06/Louis_Riel_Day.pdf
November	Mrs. Gill at Wishart helped the entire school celebrate Diwali this year. She brought in clothes, so students and staff had the opportunity to dress up. She also purchased 500 divas so every single student could paint and have one of their own. Thank you for making Diwali so special for Wishart students and staff Mrs. Gill! #BeYouBeHereBelongBeSD62
November	Today is Transgender Day of Remembrance (TDOR). We honour the memory of transgender people whose lives were lost in acts of anti-transgender violence. At SD62, we are committed to supporting our students and staff through creating safe and inclusive environments at our schools and sites. #BeYouBeHereBelongBeSD62 Learn more about TDRO: https://www.glaad.org/tdor
December	Today is the National Day of Remembrance and Action on Violence Against Women. We also commemorate the lives of the 14 engineering students whose lives were tragically stolen on this day in 1989 at École Polytechnique. Together, we must remain steadfast in our work to end all gender-based discrimination and violence of any kind.
December	Inclusion is always in season.

	Thanks to our Inclusion team members at Dunsmuir today for sharing their festive sweaters and making us crave gingerbread cookies. (with image)
December	Happy Hanukah (with graphic)
January	Over 5000 students from #SD62 will be joining the Burnaby School District online for Black Excellence Day on Friday.
January	You can visit Thought Exchange to submit your ideas and come back as many times as you like until Jan 31 to rate other submissions. Link to participate: https://my.thoughtexchange.com/scroll/828916788/welcome Link to news release: https://www.sd62.bc.ca/news The public are invited to an open house next month to hear the top names, suggestions from our local Indigenous Nations and will get a sneak peek of the school design. South Langford Elementary Open House Happy Valley Elementary - Learning Commons Feb 15, 2023 6:30 - 8:00 p.m. Hope to see you there!
January	This weekend marks the beginning of Lunar New Year and celebrates the arrival of the Year of the Rabbit.
January	Happening tonight! Hear more about our Late French Immersion program. Open to parents/caregivers of students who will be entering Grade 6 in September.
February	February is Black History Month. The theme for this year is: Ours to Tell. This theme represents both an opportunity to engage in open dialogue and a commitment to learning more about the stories Black communities in Canada have to talk about their histories, successes, sacrifices and triumphs. Our province has a rich black history to acknowledge and celebrate. Learn more about their stories: https://bcblackhistory.ca/ https://www.communitystories.ca/.../bc-black-pioneers.../
February	The W̱SÁNEĆ People designated this month to sacredness and purification. For the W̱SÁNEĆ Peoples, this moon, in particular, is significant because the frog acts as a witness and a messenger. Learn more: https://wsanec.com/wexes-moon-of-the-frog-mid-february.../
February	Do you know the story of Emily Arabella Stark? Emily was the first Black Teacher on Vancouver Island. Her family moved from California to Salt Spring Island in 1860. In 1874, she was hired to teach in a one-room school in the Cedar District after completing high school in Nanaimo. (with link)
February	Looking for Black History Month activities? This Saturday (Feb 11) there is a free event at the Royal BC Museum. BLACK HISTORY AND HERITAGE DAY 1:00 pm – 4:00 pm, Royal BC Museum in Clifford Carl Hall. 1-4 pm. Free. Take this opportunity to meet and talk with direct descendants about their stories and family history. The exhibits include images, artifacts and archival documents. This year, we will have a special exhibit, by Ron Nicholson, to honor the members and descendants of the No. 2 Construction Battalion, the all-Black Canadian Battalion that served in World War I. More information: https://bcblackhistory.ca/events/...
February	We are honoured to have Spencer and Dunsmuir host this important program to help confront racism, and embrace diversity and inclusion. (with link)
February	ELL Teacher Deanna Brajcich created a visualization to show all of the different countries that our students are from at David Cameron Elementary.
February	We all play a role in building communities where we lift each other up and stand together against bullying. When we take time to celebrate our diversity and embrace our differences, we can create safe places where everyone feels a sense of belonging. #PinkShirtDay

March	Free event for children and youth ages 7-18 over spring break! Participate in things like a basketball workshop with the UVic Vikes, connect with Elders, visit WildPlay, a Garden tour, a medicine plant workshop and more! Find out more or register: https://vnfc.ca/youth-services/ Please help us spread the word about this awesome opportunity!
March	École John Stubbs celebrated Carnaval on Friday. Middle school students and staff organized games for the elementary students to participate in. The day was complete with pancakes courtesy of the École John Stubbs PAC. (with image)
March	World Down Syndrome Day is March 21. With spring break, we've moved our recognition to Wed March 15. Join us by mixing up your socks to start conversations and raise awareness of Down Syndrome. Local resource: https://gvdss.org https://lotsofsocks.worlddownsyndromeday.org #LotsOfSocks
March	Our gratitude to David Bouchard (Order of Canada Recipient, Metis author, educator and champion of Indigenous rights) for visiting our Take A Hike Class and English 12 Class at Westshore Secondary. An engaging visit chalked full of unforgettable lessons and experiences.
March	We host several events during the spring for our incoming fall kindergarten students and their families. Pop Up Play is a great example of outdoor playtime where you can meet other parents, staff and students. Our next events are Ready, Set, Learn events in April and May. Learn more or register at: https://www.sd62.bc.ca/pro.../early-learning/ready-set-learn Click on the school your child will be attending in September to register for that event.
March	At sunset tonight, Muslims will mark the beginning of Ramadan. We wish everyone observing a peaceful and joyful Ramadan.
March	Today is the International Day of Transgender Visibility. It is a day to celebrate the lives and contributions of trans people, while also drawing attention to the poverty, discrimination, and violence the community faces.
April	April is World Autism Month – a time to come together to raise awareness about autism, a condition that many Canadians live with. It is also an opportunity to celebrate the achievements of those living with Autism. Learn more: https://www.autismspeaks.ca
April	Tonight, marks the beginning of Passover. Jewish families from around the world will gather around the Seder table to celebrate the freedom from slavery of the Israelites from Ancient Egypt.
April	Yummy treats to celebrate Vaisakhi at Westshore Secondary today. (with image)
April	Our NA'TSA'MAHT Indigenous Education Department held an information session and dinner in Pacheedaht First Nation last night. Families were able to learn more about Port Renfrew Elementary and programming available in SD62. (with images)
April	An exciting day for Ms. McRae's grade 4's at Happy Valley Elementary. They "met" with Willie O'Ree. Willie is a Canadian Hockey Hall of Famer, best known for being the first Black player in the NHL.
May	Jessica Joseph is a lək̓ʷəŋən artist from Songhees Nation. She designed the "Connections from Earth to Sky" mural that was recently installed at PEXSISEN Elementary School. She wanted to uphold the message that PEXSISEN carries, sharing the welcoming hands that are both a comfort and blessing, as well as the fingertips upon which the stars shine. The visual reflects the artist's own hands and the morning peeking over the rolling hills, welcoming us to a new day. The design is intended to show the importance of the reciprocal relationships with have with the land and sky. It highlights the intergenerational lək̓ʷəŋən teachings of stewardship and biodiversity within our territory.
May	Across our schools, you will find people who go above and beyond to make things special for our students like serving up "Chewie Dogs" at Westshore Secondary today. Thank you for taking the time to spread joy! (with image)
May	Today is the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People (MMIWG2S), also referred to as 'Red Dress Day'.

	It raises awareness to the systemic racism that exists in our communities and how that affects Indigenous peoples across Canada, specifically Indigenous women and girls and two-spirit people. Indigenous women and girls are 12 times more likely to be murdered or go missing than any other group in Canada. More information: https://www.mmiwg-ffada.ca/pub.../executive-summary-english/ As our schools recognize this day in different ways today, Elder Jackie from T'Sou-ke First Nation offers a prayer. https://youtu.be/EcBd2R20Xp8
May	The Moose Hide Campaign Day is today. We gather together in solidarity to put the national spotlight on the issue of ending domestic and gender-based violence. With rates of domestic violence rising since the beginning of the pandemic, this message is needed now, more than ever. Learn more: https://moosehidecampaign.ca/
May	May 17 is the International Day Against Homophobia, Transphobia, and Biphobia. Join us on our journey as we continue along a path towards equity, inclusion and progress for everyone.
May	Today is Vyshyvanka Day (Embroidered Shirt Day). It is celebrated on the 3rd Thursday in May. The embroidered shirt symbolizes Ukrainian heritage, dignity, and represents the resilience of the Ukrainian people in the face of adversity.
May	Anti-racism requires something from all of us. We are committed to continuing the important journey of equity, inclusion and progress for everyone at the Sooke School District. https://antiracist.gov.bc.ca/reminders/reminder-5/ #ANTIRACISTBC
May	It's National AccessAbility Week! We are committed to championing accessibility and inclusion across our schools and sites in the Sooke School District. We hope you will join us by becoming an ally for persons with disabilities. Learn more: https://www.canada.ca/.../national-accessability-week.html
June	Pride month is an opportunity for 2SLGBTQI+ communities and allies to come together to honour the resilience, celebrate the talent, and recognize the contributions of 2SLGBTQI+ communities and people.
June	June is National Indigenous History Month. We care for the cultural roots of the land on which we reside. Honouring the rich history, heritage, resilience and diversity of First Nations, Inuit and Métis is part of the culture of the Sooke School District. Learn more about our NA'TSA'MAHT Enhancement Agreement: https://www.sd62.bc.ca/.../natsamaht-enhancement-agreement
June	Come out tomorrow morning and support the Spencer Middle School cricket club! (with image)
June	Members from our Inclusive Education Services team gathered to complete a walk for International Batten Disease Awareness Day today over their lunch break. Waiting for them at the Happy Valley Elementary was Charleigh, a student who is living with this terrible disease. Charleigh and her family, friends and supporters are fighting for a future with a cure. 💙 Learn more about Charleigh: https://www.facebook.com/Charleighsjourney/ Learn more about Batten Disease: https://bdsrafoundation.org/
June	At the Sooke School District, we value creating opportunities to teach diverse learners using a variety of supports and programming. This example of an interactive experience visiting Horse Wisdom Farm is a wonderful opportunity to facilitate social emotional connections and teaches students more about nonverbal cues, body language and engagement. The horses loved the visit just as much as our students did. (with image)
June	Today is National Indigenous Peoples Day. We acknowledge and recognize the rich history, heritage, resilience and diversity of First Nations, Inuit and Métis. We are committed to furthering the goals of the Na'tsa'maht Enhancement Agreement following the objectives of 'One Mind' and 'One Spirit'. Learn more about our Na'tsa'maht Enhancement Agreement: https://www.sd62.bc.ca/.../natsamaht-enhancement-agreement Indigenous history and culture are woven into every subject and grade level, from social studies to language arts to science. We are proud to have an Elder in Residence Program to strengthen connections while offering Indigenous presence and ways of knowing. Their contributions to our school communities demonstrates the power of intergenerational relationships. Our Role Model Program brings

	Indigenous knowledge holders and allies into our learning environments. Students experience everything from making salve from local plants to fishing during their learning journey at the Sooke School District. We celebrate the strong and important connection to the cultural roots of the land on which we reside.
June	Grade 5 students at David Cameron learned the Tinikling dance this week. The Tinikling is a traditional folk dance from the Philippines. While there are different origin stories of exactly how the dance originated, it is said to be an imitation of the tikling birds as they walk between grass stems, run over tree branches or dodge bamboo traps in rice fields. Dancers try to gracefully and quickly maneuver between large bamboo poles. An example of the dance in action: https://www.youtube.com/watch?v=UrSgRKhzjJ8
June	Our Game Ready coaches were able to spend quality time with some exemplary students who made tremendous progress this year. Congratulations to you all. Our thanks to Game Ready and Mark Elke. Shout out to Jamie Adair, Safe Schools Coordinator and Doug Andrews, Student Engagement Facilitator for their dedication and work this year.

District Strategic Engagement

Key Strategies:

- **Regular Board and Municipality Meetings:** Direct channels for stakeholder input on major decisions.
- **Equitable Representation:** Inclusive participation in boards and committees.
- **Hybrid Meetings:** Options for in-person and virtual participation.
- **Digital Outreach:** Utilization of surveys, social media, Thought Exchange, focus groups, and forums for feedback.

Increased Engagement:

- **Multi-Channel Access:** Information shared via social media, website, and multimedia formats.
- **Metrics:** Monitoring participation and survey results to gauge effectiveness.

Upcoming:

- **23/24 Engagement Calendar:** Yearly schedule of planned engagement activities for better coordination.

Conclusion: Diverse engagement strategies have been effective in involving stakeholders in key processes. With metrics and a planned calendar, the organization aims for consistent and increased future stakeholder participation.

Engagement:

- Over the course of this school year a number of engagement activities have been offered, including staff gatherings, a Trustee Student Forum, Surveys and engagement through a platform called Thought Exchange.:

Table of Engagement in the 2022-23 School Year

TASK	WHO	HOW	START	END
Dec-22				
Leadership Team Meetings - Why	Leadership Team	Thought Exchange	12/5/22	12/12/22
Indigenous Grade 12 students	Students	Survey	12/5/22	26/12/22
Jan-23				
Onboarding Survey	Staff	Survey	20/1/23	1/31/23
New School Naming	Community	Thought Exchange	1/17/23	1/31/23
Feb-23				
New School Naming	Students	Drawings	2/10/23	2/15/23
New School Naming	Community	Open House	2/15/23	2/15/23
Trustee Student Forum Qu's	Students	Thought Exchange	2/07/23	2/17/23
Trustee Student Forum	Students	In-person focus groups	2/22/23	2/22/23
Mar-23				
Equity Scan	Parents	Survey	03/08/23	03/17/23
Equity Scan	Students	Survey	03/01/23	04/03/23
Budget 23/24	Community	Survey	03/13/23	?
Apr-23				
DEI Audit (Bakau)	Staff	Survey	04/24/23	05/05/23
DEI Audit (Bakau)	Student	Survey	04/24/23	05/05/23
DEI Audit (Bakau)	Community	Survey	04/27/23	05/12/23
DEI Audit (Bakau)	Parent	Survey	04/24/23	05/05/23
May-23				
Work Environment Survey	Staff	Survey	05/09/23	05/26/23
DEI Audit (Bakau)	Staff	Focus Groups x2	05/17/23	05/18/23
DEI Audit (Bakau)	Parent	Focus Groups x1	05/23/32	05/23/23
Jun-23				
DEI Audit (Bakau)	Student	Focus Group	06/05/23	06/08/23

In-House Surveys

	Survey Audience	Number of Surveys	Number of Respondents
Surveys	Students	2	2084
	Staff	7	1008
	Parents	5	2276

Thought Exchanges Undertaken in the 2022-23 School Year

Name	Audience	Dates	Participants	Thoughts	Ratings
Diversity Equity and Inclusion	Students	Feb 6 – Feb 17, 2023	503	289	12,407
Naming the new elementary school in South Langford	Community	Jan 16 – Jan 31, 2023	1289	561	52,175
Leadership Team Meetings - Why?	Leadership Team	Dec 5 – Dec 12, 2022	43	31	225

Think of me. Please, slow down!