The background image shows a serene, misty forest scene. In the foreground, a calm river flows, with a large, weathered log partially submerged on the left. The middle ground is filled with dense evergreen trees, their details softened by a light mist. In the background, more forested hills are visible under a grey, overcast sky. The entire scene is framed by a double white border.

With gratitude and respect, we
acknowledge that we live, learn,
and work on the traditional
territories of the Coast Salish:
T'Sou-ke Nation, SĆIΛNEW
(Beecher Bay) Nation, and the
Nuu-chah-nulth:
Paaʔčiidʔath̓(Pacheedaht) Nation.
We also recognize that some of our
schools are located on the
traditional territories of the
MÁLEXEŁ (Malahat) Nation, and the
Lə́kʷəŋən peoples of Songhees and
Esquimalt Nations.

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INTRODUCTION

The following report presents a high-level overview of progress made toward the twelve strategic objectives identified in the Sooke School District's 2021–2025 Strategic Plan. Organized within the core priorities of Learning, Engagement, and Growth, this summary highlights system-level initiatives and outcomes that have contributed to measurable change and sustained improvement over the four-year period. Data snapshots, complemented by narrative examples, demonstrate the breadth and depth of work undertaken across schools and departments. They reflect a district community that has not only kept pace with extraordinary growth but has also built the structures, culture and capacity needed to carry us confidently into a strong and sustainable future.

MEASURING PROGRESS

To provide a clear and accessible view of progress toward the twelve strategic objectives, the district has adopted a traffic light system. This visual framework offers a simple way to monitor the status of initiatives and outcomes across the Strategic Plan:

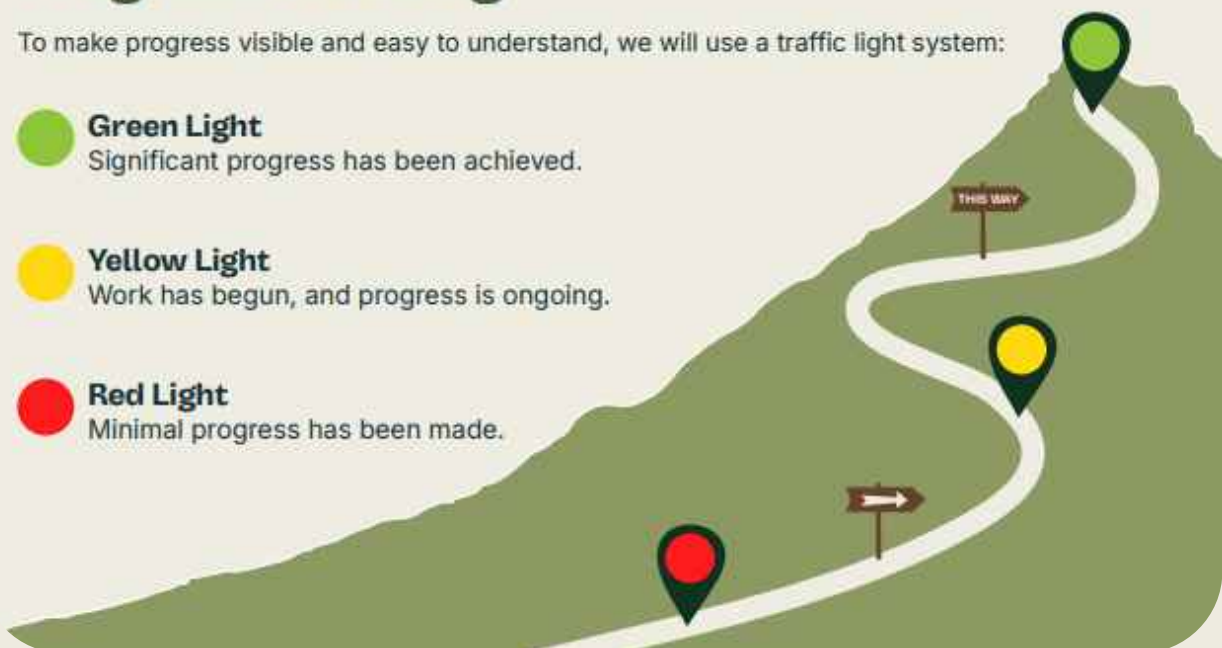
- Green Light indicates that significant progress has been achieved.
- Yellow Light signals that work is underway and progress is ongoing.
- Red Light reflects that minimal progress has been made to date.

By using this approach, the report communicates progress in a consistent and transparent manner, allowing readers to quickly identify areas of strength as well as those requiring further attention and investment.

Progress Tracking

To make progress visible and easy to understand, we will use a traffic light system:

-  **Green Light**
Significant progress has been achieved.
-  **Yellow Light**
Work has begun, and progress is ongoing.
-  **Red Light**
Minimal progress has been made.



ENROLLMENT GROWTH

Throughout the 2021–2025 Strategic Plan, the Sooke School District experienced steady and significant student population growth. The number of domestic full-time equivalent (FTE) students rose from 11,660 in 2021–22 to 13,295 in 2024–25, representing a total increase of 14.0% over four years and an average annual growth rate of 4.6%. International student enrollment also saw substantial gains, increasing from 192 to 272 students—an overall increase of 41.7%. These trends highlight the district’s growing appeal and underscore the need for ongoing planning to ensure adequate infrastructure, staffing, and resources to meet the demands of a rapidly expanding student body.

Throughout the duration of the Strategic Plan, the Sooke School District maintained its position as the fastest-growing school district per capita in British Columbia. It has also become the 16th largest of the province’s 60 public school districts. Due to its proximity to the capital of the province, the district continues to operate under heightened media and public attention.

Student Type	2021-22	2022-23	2023-24	2024-25
Domestic (FTE)	11,660	12,250	12,748	13,295
International (Headcount)	192	230	253	272
Total	11,852	12,480	13,001	13,567

The district’s average annual growth rate of 4.6% is highly significant by Canadian standards. Nationally, enrollment has risen at less than 2% per year over the span of our Strategic Plan. When most districts approach even 3% annual growth, they often face widespread challenges with overcrowded classrooms, reliance on portables, and disruptive boundary (catchment) changes.

Against this backdrop, the progress achieved in our Strategic Priorities is remarkable. It reflects the responsiveness and resilience of staff across all departments. That our district has advanced its priorities while navigating unprecedented growth is a remarkable accomplishment.

This success should give our community confidence. It demonstrates not only the commitment and adaptability of our employees, but also their passion and determination to ensure students thrive—even in the face of challenges that would overwhelm many other districts. It is an achievement we can all be proud of.





Learning

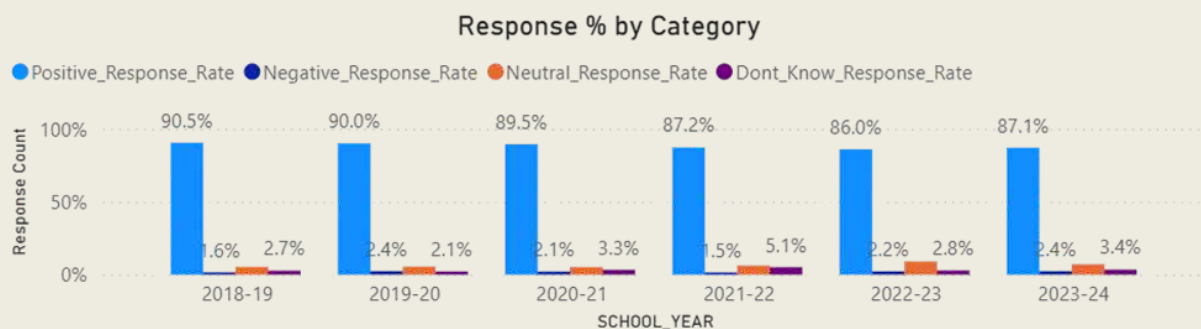
1.) Provide opportunities for learners to understand, respect, and appreciate diversity and inclusion.



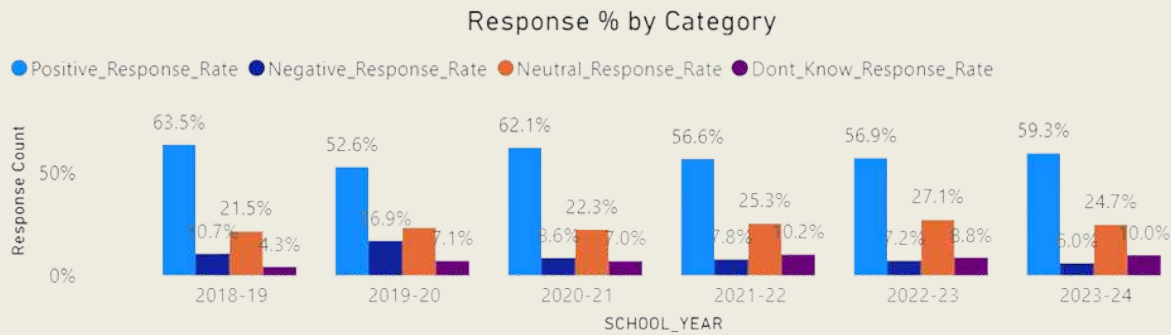
Highlights:

- A district-wide Diversity, Equity, and Inclusion (DEI) audit was completed, with recommendations presented to senior leadership. One key recommendation was the formation of an advisory group to oversee and guide this work.
- A multi-partner District Advisory Committee on Belonging, Access, and Equity has been established and meets regularly. The group is currently developing a multi-year action plan to promote inclusion and equity throughout the district.
- An external consultant has been engaged to support the District Advisory Committee, offering an independent perspective and helping guide actions in response to critical feedback.
- District policies are undergoing review to ensure the use of inclusive language and alignment with current diversity, equity and inclusion standards.
- The district actively participates in regional Anti-Racism Network meetings through principal and vice-principal representation.
- The Ministry of Education and Child Care's resource, Anti-Racism in Education: A Guide for Teachers, has been shared across the district to support staff learning and classroom practice.
- Multiple Indigenous-focused courses approved by the Ministry are now offered at all secondary schools. Educators are supported with resources and professional development to build capacity for delivering these courses effectively.

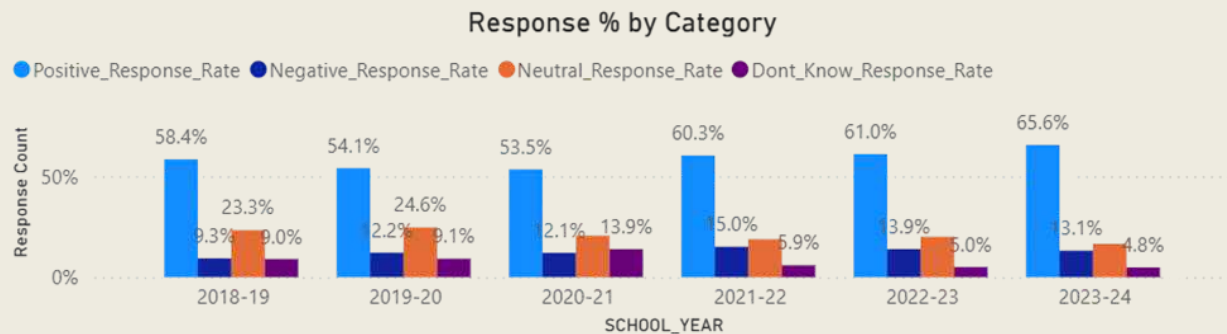
At school, do you respect people who are different from you? (for example, think, act or look different?)



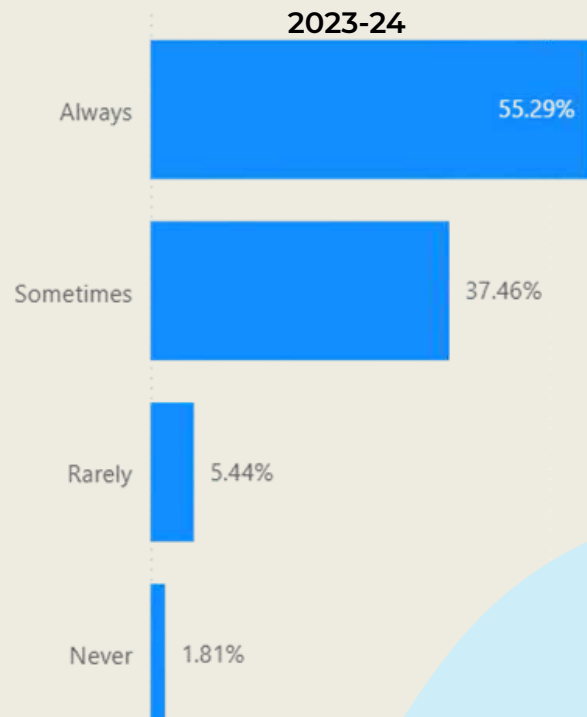
Are you learning how to solve problems in peaceful ways?



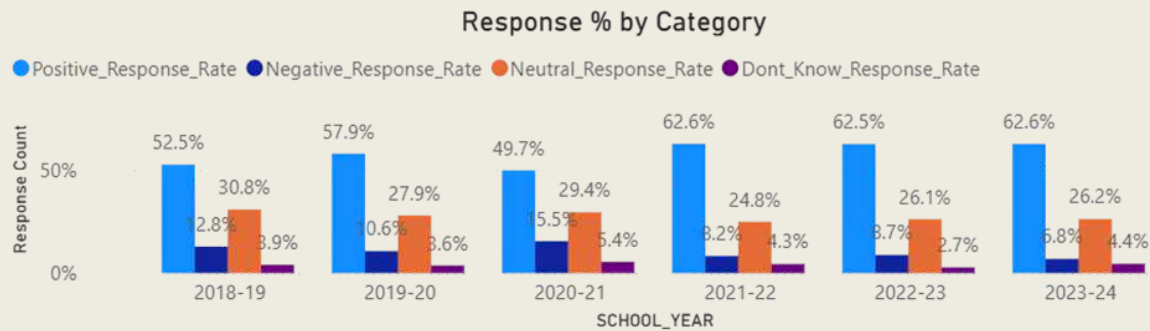
I am satisfied with my ability to make new friends and meet people at school.



Do you feel included in your classroom?



When I am making a decision to do something, I stop to think about how it might affect other people.



While the district has marked this objective as complete in relation to the Strategic Plan, we recognize that fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. As we move into the next strategic planning cycle, inclusivity, respect, and collaboration remain foundational values that shape our identity and culture. Our vision—creating learning environments where every individual is valued—sits at the heart of this objective. Moving forward, this is no longer just an initiative or milestone; it is a core part of who we are and who we continually strive to become.

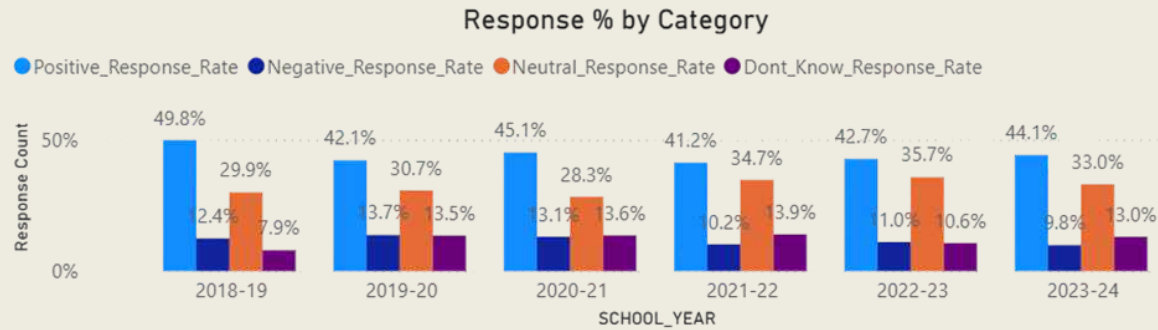
2.) Provide opportunities for learners to develop critical and creative thinking skills.



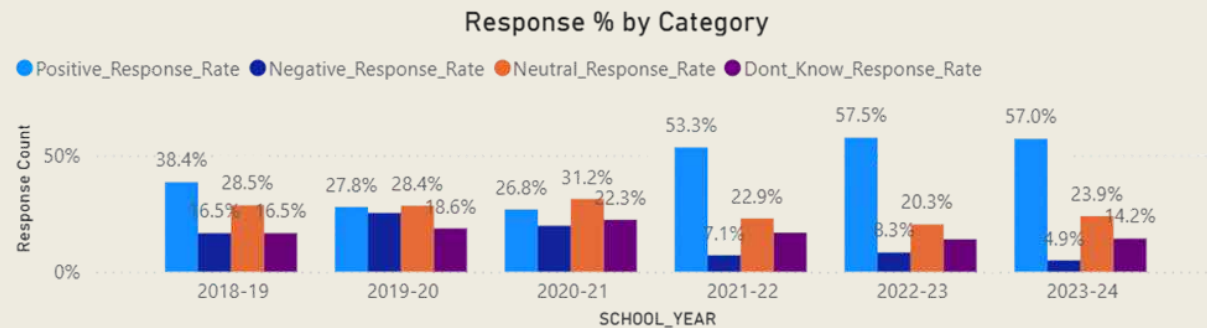
Highlights:

- Critical and creative thinking has been a consistent instructional focus across all four years of the Strategic Plan.
- Staff capacity to support effective transitions to kindergarten has been strengthened through targeted professional learning, workshops, and community events for incoming kindergarten students and their families.
- The K–3 Literacy Intervention Program is now fully implemented in all elementary schools, supporting foundational literacy development.
- Plans are underway to expand the literacy intervention model to grades 4–5 and also 6–8, following a phased rollout similar to the successful K–3 implementation.
- A comprehensive Literacy Intervention Handbook has been developed and is now available to guide instructional practice and support consistency across schools.
- Applied Design, Skills and Technologies (ADST) programming in middle schools has been aligned with provincial curricular outcomes for grades 6–8, enhancing access to hands-on, experiential, and creative learning opportunities.
- A nine-part professional learning series was delivered to build staff capacity in the use of technology platforms and instructional methods. The series also introduced digital tools designed to support classroom pedagogy.

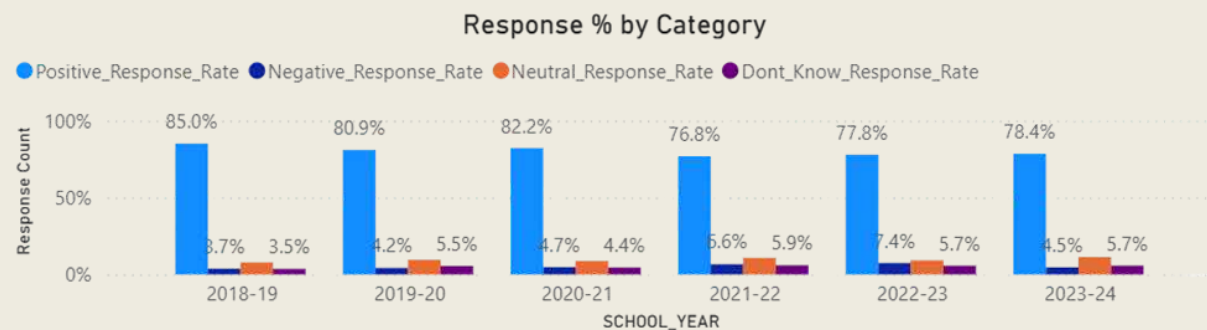
Are you learning of ways to think of new ideas?



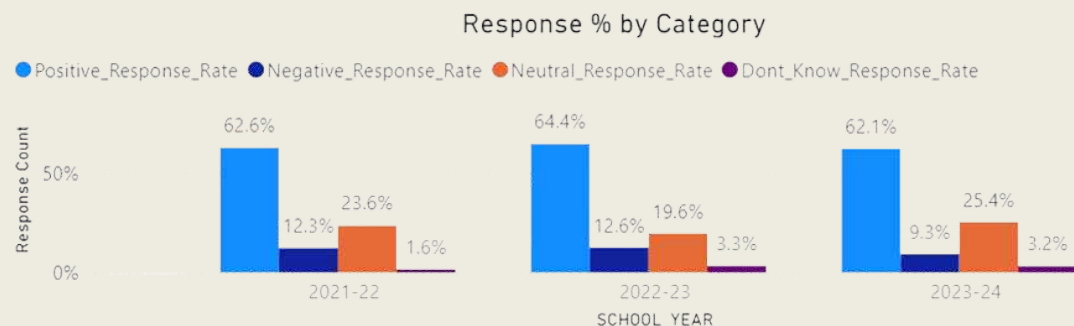
Are you taught to improve how you learn?



I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve).

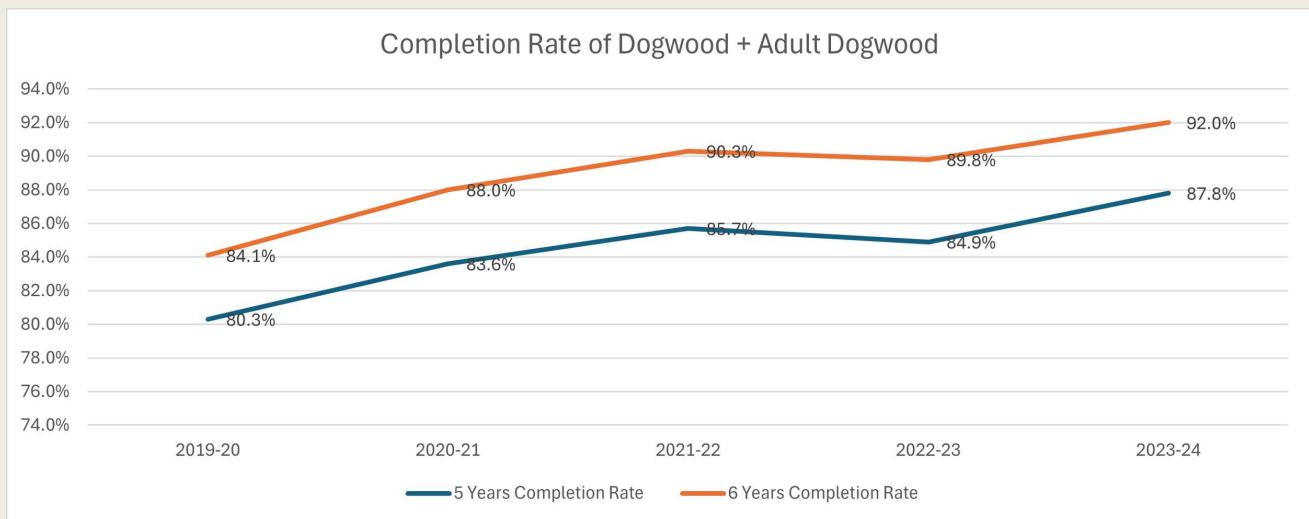


When I am facing difficult tasks, I keep trying until I succeed.





Five and Six-Year Completion Rates for All Learners



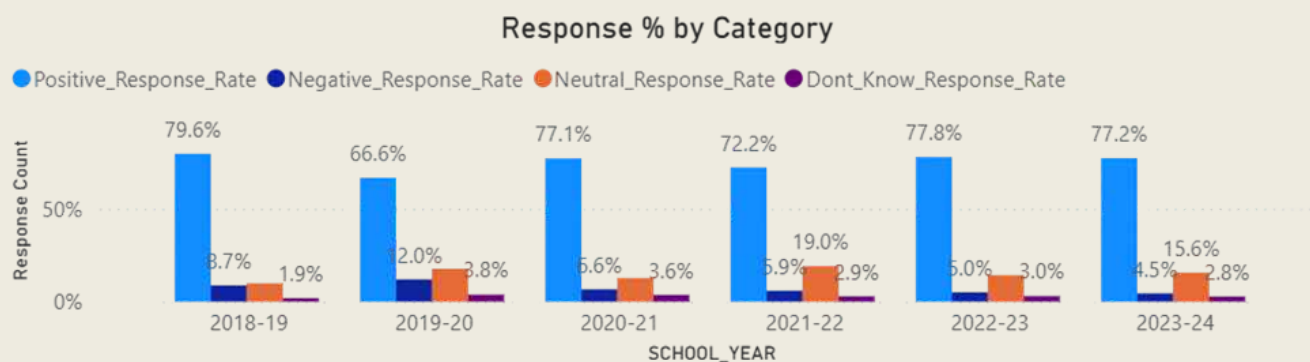
3.) Ensure our learning environments are safe, accessible, and welcoming.



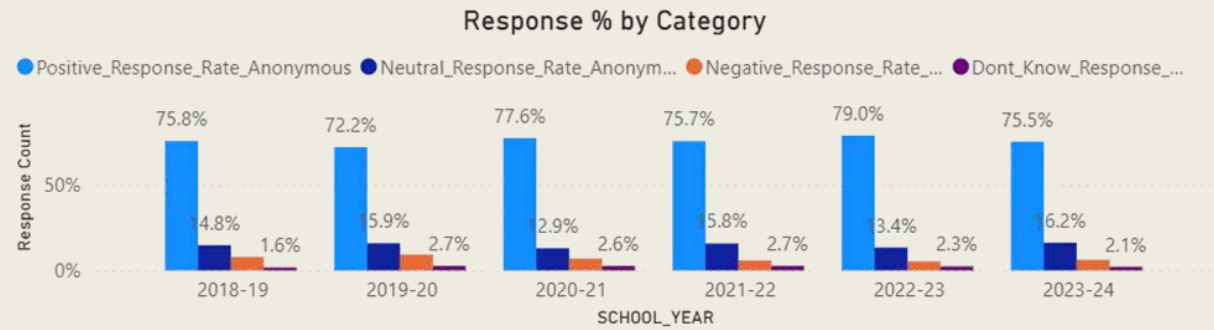
Highlights:

- Ongoing training in Violent Threat Risk Assessment (VTRA) continues to build capacity among school and district leaders. Trauma-informed practices have also been integrated into professional development for principals and vice-principals.
- A District Accessibility Committee has been established, supported by a formal reporting mechanism to identify and address accessibility concerns. The committee meets regularly to review submissions and implement recommendations.
- Strong, collaborative relationships with the West Shore and Sooke RCMP support a shared commitment to student and family well-being.
- Communication Boards—designed to support non-verbal communication—are installed across all schools and have been adopted by several local municipalities for use in community playgrounds. Their positive reception has even led to interest and implementation by neighboring districts.
- In the final year of the Strategic Plan (2025), the Board of Education introduced and adopted several revised and new policies and regulations designed to strengthen student safety.

Do you feel welcome at your school?



Do you feel safe at school?



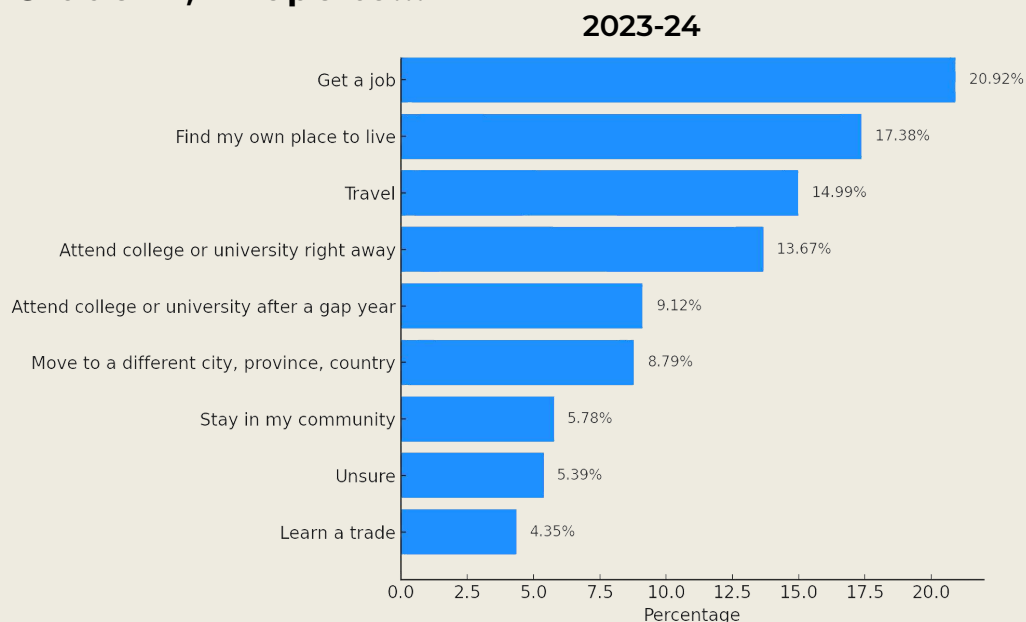
4.) Enhance student choice and voice.



Highlights:

- Throughout the duration of the Strategic Plan, the District has consistently prioritized student voice and expanded opportunities for meaningful choice in learning.
- Students helped shape the District's Building Design Guidelines, influencing how new schools are built and facilities renovated. They led the design of PEXSISEN, Centre Mountain Lellum, and SĆIANEW STEŁITKEŁ.
- New academies reflecting student interests include mountain biking, climbing, and outdoor education, as well as a softball academy at Edward Milne Community School.
- Through participation in the new Westshore Collaborative Post-Secondary Campus, the District now offers adult learners (18+) an opportunity to complete their BC Dogwood diploma at an accelerated pace, expanding learner pathways.
- Revisions to Applied Design, Skills and Technologies (ADST) programming at the middle school level have increased access to a broader range of hands-on learning experiences, including the option to participate in band.
- The Early Learning and Child Care Department led interactive Ready, Set, Learn and Read and Ride events for children aged 3–5, promoting early engagement and relationship-building with families and future students.
- The Career Education Department has expanded participation in the Trades Awareness, Skills, and Knowledge (TASK) program. The 2024–25 school year marked a record-setting achievement, with SD62 students logging the highest number of 1,000-hour completions for youth in trades across the province.

After Grade 12, I hope to...





Engagement

1.) Develop, expand and implement inclusive and collaborative practices and processes.



Highlights:

- Inclusive Education Services (IES) was restructured for the 2025–26 school year. As part of this change, English Language Learner (ELL) supports will be integrated into IES, allowing for more cohesive and consistent service delivery across the district. This integration is designed to provide students with more dynamic and responsive learning supports. To support this expanded mandate, a second Vice-Principal of Inclusive Education Services has been hired, effective for the 2025–26 school year.
- A targeted internal initiative, “Together We Are Better,” was launched in fall 2024 to showcase positive stories of collaboration and effective practice across the district. This campaign highlights cross-departmental efforts that strengthen student learning and well-being and inspire colleagues to do the same.
- Memorandums of Understanding (MOUs) were signed—and renewed in 2025—with the City of Colwood, the City of Langford, and the District of Sooke. The MOU is intended to promote the shared interests of the school district and the municipality within the broader provincial context. Its purpose is to create a framework for discussing legislative and regulatory matters that affect their respective communities, and to ensure advance notice of any actions, policies, or regulations that may impact the other party. Whenever possible, both parties will collaborate on joint initiatives that respond to community needs as represented by each entity.
- The District worked in partnership with traditional rights-holding Nations and urban Indigenous organizations to develop the inaugural terms of reference for the newly established Indigenous Education Council (IEC), in alignment with Bill 40.
- The District enjoys a strong and collaborative relationship with the West Shore and Sooke RCMP Detachments. The Superintendent meets regularly with the Officers in Charge to ensure the partnership remains proactive, open, and rooted in trust. Community policing officers are a visible and positive presence in our schools. They attend sporting events, cultural celebrations, and school spirit activities, while also supporting student safety through regular crosswalk monitoring and patrols in school zones. Their presence reinforces safe driving behaviours and strengthens connections with students and families. Beyond school activities, this partnership provides critical value where the education system alone cannot meet the needs of a child or youth. The RCMP offers access to programs and supports tailored to vulnerable students, helping them build resilience and achieve success. During times of tragedy, officers are an essential part of our Critical Incident Response, enabling rapid action to support students and staff.



- In 2022–23, the District launched the “Setting the Table” pilot project in partnership with the Victoria Community Food Hub Society, the Capital Region Food Share Network, The Mustard Seed, and Farm to School BC. The initiative aimed to provide 200 students per day with meals over 100 days across eight schools, while also building the systems needed to support a sustainable district-wide school food program. This pilot has since grown into the creation of the Flourish! School Food Society, which now delivers seasonal, youth-friendly menus of home-cooked meals and snacks to thousands of students every day. The Society supports every K–12 school in the District, with the exception of Port Renfrew Elementary, where transportation from its Victoria-based commercial kitchen is not possible. In the absence of Flourish! programming, dedicated funding is allocated to support direct food security and programming at Port Renfrew Elementary. It has also inspired the expansion of school gardens, which serve both as a source of fresh ingredients and as hands-on learning spaces where students explore food literacy and the importance of nourishing food environments.
- Flourish! School Food Society has become a standout program in the District—one that has positioned the Sooke School District as a provincial leader and model. Other districts are now reaching out to learn from our success and explore how they might replicate it.
- Our departments are actively visible in the community by hosting early learning play opportunities for children ages 3–5, organizing NA’TSA’MAHT Family Gathering Dinners that bring families together across the district, and coordinating multi-district events with SD61, SD63, and the WSÁNEĆ School Board, such as Grade 8 and Grade 12 Land-based Gatherings and Lahal tournaments.
- In 2025, the District, led by our NIE team, collaborated with Chief and Council to formally acknowledge the Malahat Nation as a traditional shared territory on which some of our schools are located.

2.) Further the goals of the NA'TSA'MAHT agreement following the objectives of 'One Mind' and 'One Spirit'.



Highlights:

- The 2022-2027 NA'TSA'MAHT Enhancement Agreement was developed. Our third Na'tsa'maht Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local Nations: Sc'ianew, T'Sou-ke and Pacheedaht, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchahnulth territories. The agreement ensures we maintain the ongoing collective ownership and commitment to improve the success of Indigenous students while providing learning opportunities to all students, staff and community. The agreement consists of two goals: One Mind and One Spirit. Posters and bookmarks were made and distributed across the system to acknowledge the 2022-2027 NA'TSA'MAHT Enhancement Agreement.
- Local Education Agreements (LEAs) were signed with T'Sou-ke Nation in 2023 and Pacheedaht First Nation in 2024. LEAs are agreements between First Nations and boards of education for the purchase of educational programs by First Nations from boards for First Nation students for whom the government of Canada provides funding. LEAs also include terms and conditions related to improving First Nation student outcomes and developing the relationships necessary to accomplish that mutual goal, and to be a shared accountability mechanism regarding the education of First Nation students in British Columbia public schools.



- The District has worked collaboratively with Sc'ianew, T'Sou-ke, and Pacheedaht First Nations to establish a new Indigenous Education Council (IEC), in alignment with the Ministerial Order and amendments to the School Act under Bill 40. The Terms of Reference have been finalized and submitted to the Ministry of Education and Child Care. In accordance with Bill 40, the Local Education Agreements (LEAs) with T'Sou-ke and Pacheedaht First Nations identify the preferred elementary, middle, and secondary schools for each land-based nation.
- IEC representatives actively participate in student success circles at schools and provide guidance on programs and services for Indigenous students, ensuring the meaningful integration of Indigenous worldviews and perspectives.
- The Elder's Advisory Circle meets regularly with the District to support the integration of local cultural content, protocols, and language, through a co-developed consultation process established in partnership with the IEC.
- IEC representatives also serve as advisors on school district interview panels.
- The District revised By-law 1-20 "Governance" to include elements of Bill 40 legislation and Policy A-411, Order of Business for Board Meetings to include a monthly standing agenda item for the IEC to communicate directly with the Board of Education as desired.
- The IEC is leading the planning of district Indigenous events, including the Indigenous-Focused Learning Day scheduled for September 22, 2025.



The forthcoming Strategic Plan adopts “One Mind, One Spirit” as the guiding ethos that will shape the overall direction and intent of the plan. Unlike the current Strategic Plan, where it exists as a standalone objective, it will now be embedded throughout all goals and actions—reflecting a commitment to holistic integration in everything we do.

3.) Develop, expand and implement respectful, effective, clear and transparent communications.



Highlights:

- The district develops and implements annual strategic communications plans through the Communications Department, however, the majority of daily communication occurs through frontline staff—including teachers, educational assistants, clerical staff, and school leaders. These interactions vary in tone and clarity, and the level of service delivered is not yet consistent with the standard the district strives to uphold.
- A key area of focus in the next Strategic Plan (2025–2029) is the delivery of student- and family-centered service. This includes building the communication capacity of frontline employees, who often serve as the first point of contact for families and community members. Emphasis will be placed on ensuring that communication is clear, consistent, respectful, and responsive to feedback.
- During the current strategic plan, the district introduced Electronic Communication Guidelines to support respectful and effective communication between parents/guardians and school district staff. This resource has been particularly useful at the school leadership level when navigating challenging or disrespectful interactions and has helped re-establish safe and productive communication.
- The Communications Department plays a key role in supporting district leaders with messaging for sensitive or complex issues. This includes preparing communication drafts, offering messaging improvements, and helping leaders navigate difficult conversations with clarity and professionalism.
- Strong relationships have been built with local media outlets. These partnerships have helped ensure that the district’s story is shared transparently and that accountability to the public remains a priority. Media metrics have been tracked and evaluated since the 2022–2023 school year, with the District receiving consistently positive coverage across local and provincial media over the past three years.
- To maintain safe and respectful communication spaces, the District has scaled back its use of X (formerly Twitter), due to the platform’s reduced safeguards for reporting hate speech and harmful content. X is now used primarily for major announcements, weather-related updates, and emergency messaging.
- We share stories that celebrate our schools, staff, and students primarily through Facebook, where we can provide a safer environment for content.

4.) Continue to develop, expand and implement a culture of wellness.



Highlights:

- In September 2023, the district welcomed an Attendance Support and Wellness Coordinator to promote employee wellness—particularly for staff needing support to remain at work or return to work. The role also includes analyzing attendance data to identify trends and inform proactive strategies.
- The Human Resources department led the process to secure a new Employee and Family Assistance Program (EFAP). An RFP was issued in October 2024 and following a thorough evaluation and negotiation process—supported by an Evaluation Committee and an Advisory Committee with representatives from STA, CUPE, SPVPA, and Exempt staff—a new provider, Wamsley, was selected. The new EFAP launched on February 1, 2025. Quarterly meetings have been scheduled with Wamsley to review service usage and ensure employee needs are being met. Initial feedback has been overwhelmingly positive.
- The district continues to support staff wellness through its annual immunization program each fall. In October 2024, the program offered both the latest COVID-19 and influenza vaccines. This optional service was made easily accessible through online booking, and the district provided replacement staff where required to allow employees to attend appointments during work hours.
- The Healthy Schools Department published bi-monthly newsletters to keep students, families, and staff informed about healthy lifestyle choices and to highlight supports available within both the District and the broader community to enhance wellness.
- The establishment of the Flourish! School Food Society across most schools has prioritized student physical wellness by providing access to nourishing food.
- Teacher–counsellor staffing ratios have consistently remained above Collective Agreement requirements throughout the Strategic Plan, ensuring stronger supports for students.
- PHE teachers, teacher–counsellors, and student advocates received additional training in substance use education, strengthening their capacity to support students.
- District leaders and students participated in the 2024 Community Youth Health Forum to review the results of the 2023 Adolescent Health Survey. Discussions included the role of community, inter-agency collaboration, building on current supports, identifying gaps, and defining actionable steps.





Growth

1.) Strengthen organizational practices to ensure equity, diversity and inclusion.



Highlights:

- A Belonging, Access, and Equity (BAE) Committee has been established with representation from all employee groups. This committee will play a key role in advancing inclusive practices across the organization.
- The District is undertaking a review of existing policies to revise gendered language, with the BAE Committee supporting the development of Inclusive Language Guidelines as part of the next strategic plan.
- Employee groups were invited to take part in engagement sessions to inform the development of the new strategic plan. Additionally, a district-wide employee survey was conducted to ensure all staff had the opportunity to share their perspectives and contribute to the planning process.
- The Human Resources (HR) Department is continuing work on a Special Programs hiring process to support a more diverse workforce. A draft of the SD62 Special Program application has been completed, focusing on hiring staff from Indigenous communities.
- The HR Department is also expanding efforts to connect with underrepresented groups through participation in hiring fairs. In the 2024–25 school year, this included attending the 2025 Indigenous Hiring Fair hosted by the Victoria Native Friendship Centre and the Job Club hosted by the Inter-Cultural Association of Greater Victoria.
- A key aspect of advancing this objective is ensuring that staffing growth aligns with system needs and reflects the voices of employee groups. From the first year of the strategic plan to the last year of the plan, the District increased total staffing by 474 positions, growing from 1,906 to 2,380.

Year	CUPE	STA	Exempt	Total
June 2022	747	1,036	123	1,906
June 2023	824	1,125	123	2,072
June 2024	913	1,201	129	2,243
June 2025	1,004	1,243	133	2,380

Throughout the strategic plan period, our union partners expressed a desire to see more front-line and direct-service roles added within their bargaining groups and encouraged caution around expanding exempt staffing. The staffing data shows the District has acted on that feedback, prioritizing investments in positions that have a direct impact on students, schools and inclusive learning environments. This approach reflects a commitment to listening, responding, and making equity-minded organizational decisions.

2.) Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.



Highlights:

- During the Strategic Plan period, the district—supported by the provincial government—successfully completed two new school builds and two prefabricated additions. This expansion added 1,580 student seats, marking the second most significant growth period in the district’s history, surpassed only by the opening of Royal Bay Secondary and Belmont Secondary.

Year	School	Seats
September 2022	PEXSISEN Elementary School	500
November 2022	Centre Mountain Lellum Middle School	700
October 2023	Ruth King Elementary School	190
October 2023	David Cameron Elementary School	190
Total Seats Added (K-12)		1,580

- To accommodate additional growth at school sites, the District addressed space needs by purchasing new portable classrooms or relocating existing ones to different locations.

Year	School	# of Portables	Type
2023	Edward Milne Community School	1	New
2024	Millstream Elementary School	1	Relocation
	Belmont Secondary School	1	Relocation
	Royal Bay Secondary School	2	Relocation
	Sangster Elementary School	1	Relocation
2025	Royal Bay Secondary School	3	Relocation



- The District's Building Design Guidelines continue to shape how new schools are designed and existing ones renovated. Staff and students were part of the consultation process for developing the guidelines during this strategic plan era.
- The District has completed a Capital Asset Management Plan, guiding minor capital program project requests as well as Annual Facilities Grant priorities.
- A review of the departmental budgets was conducted to align with district priorities.
- Several projects were completed with the Annual Facilities grant:

Year	School	Project
2021	Sooke Elementary School	Re-roofing and exterior painting
2022	Spencer Middle School	Learning Commons lighting replacement & skylight replacement
	Sangster Elementary School	Drainage improvements
	Willway Elementary School	Parking lot replacement/paving
2023	David Cameron Elementary School Wishart Elementary School	Installation of heat pumps
	Millstream Elementary School Sangster Elementary School	Furnace replacements
	Saseenos Elementary School	Interior painting
	Lakewood Elementary School	Exterior painting
2024	Portables	Heat pump replacements
	Spencer Middle School	Outdoor court painting Lift replacement
	Sooke Elementary School	Safe walking path

- During this period, Ministry Minor Capital Programs included a mechanical upgrade at Spencer Middle School; a mechanical upgrade and building envelope improvements at John Muir Elementary; and playground enhancements or replacements at Colwood Elementary School, Dunsmuir Middle School, Spencer Middle School, and John Muir Elementary School. In addition, the building envelope project at Hans Helgesen Elementary was completed.
- The District partnered with the City of Langford to complete two turf fields in 2023 - one at Centre Mountain Lellum Middle School and the other at the North Langford property on Flint Avenue. These fields are available for public use under a rental agreement that aligns with the District's existing rental agreements with the City of Langford.
- In 2023, through an agreement with the City of Colwood, a multi-sport court was constructed on the Dunsmuir Middle School property. The agreement grants the district exclusive use on weekdays during the school year from 8AM to 5PM, while it being available for public use at all other times.
- A third-party-operated child care centre opened at PEXSISEN Elementary School in 2023. Initially run by Beacon until June 2025, operations will transition to the YMCA-YWCA in September 2025.
- The Hulitan Early Childhood Years Centre opened on the grounds of Colwood Elementary School in 2024. This trauma-informed, Indigenous-focused program provides culturally grounded care and early learning.
- The District received approval to construct a stand-alone child care facility at Hans Helgesen Elementary, with site preparation underway and completion anticipated in the 2025/26 school year. The facility will be operated by the YMCA-YWCA.
- A child care facility was integrated into the design of SCIANEW STEELTKE Elementary School, and it is expected to open in the 2025/26 school year. This site will be operated by BCG SVI.



3.) Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.



Highlights:

- The Virtual Library Learning Commons (VLLC) is in its final testing phase and is scheduled to launch in September 2025. This multi-year initiative has been a collaborative effort between Digital Solutions, Curriculum Transformation, and the District's website provider, Upandup, to create an engaging online library and learning environment for students K–12.
- Multi-factor authentication (MFA) has been fully implemented for all staff across the District to enhance cybersecurity. A comprehensive communication campaign in May and June 2024 supported the rollout and ensured a smooth transition.
- Digital Solutions has launched a cybersecurity awareness series through the Wednesday Bulletin, providing staff with practical strategies and resources to strengthen their knowledge and daily practices in cybersecurity.
- The District is nearing completion of the transition to cloud-based hosting for its public website, staff intranet, and the VLLC. This shift strengthens reliability by ensuring daily content backups and uninterrupted access even in the event of server downtime.
- Digital Solutions is in the final stages of operationalizing the District's records management policy and regulations, supporting more secure, efficient, and accountable data governance.
- Two independent cybersecurity audits have been completed by MNP, one in 2021 and another in 2025, providing valuable insights that have improved the District's cybersecurity practices.
- The District has signed a provincial service agreement with Focused Education Resources to access Palo Alto Networks' Unit 42 Expertise On Demand subscription. This agreement provides immediate expert support to effectively respond to cybersecurity incidents.

While these accomplishments represent significant progress, the digital landscape continues to evolve rapidly. Under the current provincial funding model, school districts across the province—including our own—struggle to keep pace with both the increasing complexity of digital technologies and the resources required to sustain them. Whenever possible, the District builds strategic linkages to maximize the impact of available resources. However, many of the specialized tools required in education cannot be shared across systems, which limits the efficiencies we might otherwise achieve.

We remain proud of the dedication and expertise of our IT team, who continue to innovate and adapt within the realities of the public sector. The work ahead is ongoing, and as we embrace new technologies and refine our strategies, our guiding principle remains clear: to embrace digital transformation and manage complexity through the strategic use of resources. There is always more work to be done, but these efforts position the District to continue advancing its digital journey with resilience and purpose.



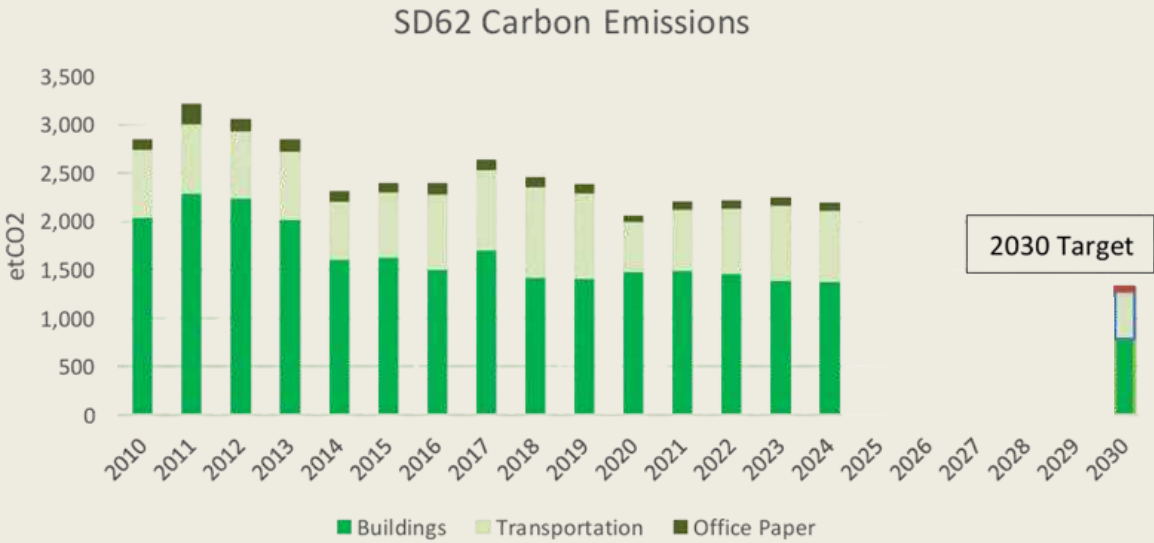
4.) Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.



Highlights:

- 6 level two chargers were installed at the Amy Road bus depot. We also installed smaller level two wall boxes as we anticipate a large infrastructure upgrade with 18 level three DC chargers in summer 2025 including a BC Hydro upgrade at the Amy Road site.
- Electrical charging stations were installed at all secondary school sites in addition to the Board Office, Centre Mountain Lellum and PEXSISEN Elementary School.
- PEXSISEN Elementary and Centre Mountain Lellum Middle School opened in 2022. Both schools were designed to meet LEED Green Building standards. LEED prioritizes lowering demand for energy and water, renewable energy use, using fewer resources and materials and creating less waste and preserving land and habitat. The water efficiency at both sites uses efficient plumbing fixtures that reduces water use by about 35%, or about two million litres every year. The site also has drought tolerant planting and efficient irrigation systems to help further reduce potable water use on site, by about 50%. The construction process diverted about 80% of the construction waste, sending materials such as metals, drywall, concrete and glass back to facilities that divert these materials back into the material production cycle. The schools were nestled into the slope to take advantage of the thermal mass that the ground provides, reducing heat loss and maintaining consistent indoor temperature longer. To heat and cool the buildings, a central energy plant serves both schools. The heat pumps in the plant exchange heat between the geothermal field and a water loop. No gas or fossil fuels are used to heat or power the schools. All fixtures in the school are LED and the photovoltaics on the roof generate enough energy to cover 10% of the school's energy consumption.
- The design and build of SCÍΛNEW STĒLIT̓KĒL Elementary School mostly occurring between 2023-2025, the building is anticipated to be the province's most energy efficient school. The school anticipates an 88% reduction in annual greenhouse gas emissions through a high-performance building envelope, electric heating systems, and photovoltaics. In addition to the yearly performance, the mass timber building itself contributed to a 15% reduction in embodied emissions and will store a large amount of carbon in the building over its lifespan.

- The majority of our schools now have functioning outdoor gardens that not only help capture CO₂ but also support school food programs and enrich student learning in sustainable food education and production. Notably, Hans Helgesen Elementary features an indoor hydroponic garden as part of this initiative.
- In July 2025, the portfolio of the Manager of Minor Capital was revised to include energy management.
- We continue to make progress on the reduction of our GHG emissions.



Electric Bus Purchase	2021-22	2022-23	2023-24	2024-25
Addition	1	0	6	0
Replacement	0	3	1	5



CLOSING

The completion of the 2021–2025 Strategic Plan marks a significant milestone in the journey of the Sooke School District. Over these four years, the District not only achieved meaningful progress on twelve strategic objectives but also navigated historic enrollment growth—maintaining its position as the fastest-growing school district per capita in British Columbia. These achievements reflect the collective dedication of staff, students, families, and community partners who have worked with resilience and passion to create opportunities for every learner.

As we close this chapter, we gratefully acknowledge the leadership that guided the District through this period of remarkable change. We recognize the contributions of the former Board of Education—Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, and Allison Watson—whose service helped shape this era of growth and transformation. We also recognize the leadership of former Board Chair Ravi Parmar, a strong advocate for the Sooke School District who, upon his election as MLA for Langford–Highlands in 2023, has continued to champion the needs of our rapidly expanding district at the provincial level.

We extend our sincere appreciation to former Superintendent Scott Stinson, who retired in 2023 following a long career in educational leadership, and to former Secretary-Treasurer Harold Cull, who retired in 2024. Their steady vision, thoughtful stewardship, and unwavering commitment to students, staff, and families are celebrated throughout this report.



To our students: you are the reason we exist, the inspiration behind every decision, and the heart of every achievement. Your education is your superpower, one that will carry you further than you can imagine. We are here to walk beside you, to open doors, and to support you as you discover just how far you can go. Now let's get to the work and the joy of learning together.

*Appendices are provided via external links due to file size and format.
Please select the appendix title below to access the material.*

Appendices

Framework for Enhancing Student Learning Report **A**

Operational Plans **B**

Annual Reports **C**