



CAMPBELL RIVER
School District 72

Strategic Plan

2024-2028



Our Logo.

Designed by Mulidzas – Curtis Wilson, a First Nations artist, born, raised and educated in Campbell River and School District 72, our district logo embraces the natural environment we are lucky to be surrounded by, the strength of our relationship with the Indigenous peoples that reside within this territory, and a sense of belonging for all.

The salmon, an important symbol for the Kwakwaka'wakw Nations, represents dependability and renewal. It conveys the importance of family, friendships and strength in numbers. Just as our schools and communities are rich with diversity, there are many different types of salmon.

In the centre of the salmon is a salmon egg, which represents children and our future generations. It is encircled by the salmon to symbolize the care, guidance and responsibility our Board of Education and district staff know that we are trusted with.



Land Acknowledgement.

School District 72 operates throughout a large geographic area. Campbell River and Quadra Island schools and our school board office are located on the traditional territory of the Liḡwíłdaǰw people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and Xwe'malhkwu (Bute Inlet) First Nations.



Message from the Board.

The Campbell River Board of Education is pleased to introduce our district's fourth strategic plan to enhance learning outcomes for children in our school district. This plan will guide staff work and decisions. It outlines for parents, rightsholders, students, and community our commitment to increasing student achievement, addressing change, enhancing relationships, and providing opportunities that encourage and support learning throughout our students' lives.

We thank our contributing students, employees, parents, caregivers, and community members for the sincerity with which they shared their thoughts and feedback to help shape the development of this plan. Work as important as this cannot be done in isolation.

Equity is a focus across all measures as the key driver to student achievement. We commit to continuing to improve outcomes for Indigenous children in K-12 and humbly welcome community input to enhance our ability to share First Peoples world views and perspectives. We appreciate how truly re-shaping our learning environments to be student-centered by providing greater agency and voice can greatly increase the sense of belonging and feeling of safety for our students.

As trustees, we have an obligation to help our schools and the general education system evolve to meet the needs of children in the future. We look forward to working together with students, staff, and parents to redefine the mission, vision, and values for the district as we create policies that are more progressive, inclusive, and reflective of where we are as a society.

We are excited and inspired by this plan and invite you to join us in working towards this shared vision for the school district's next four years.

Sincerely,

*Trustees Kat Eddy, Janice Gladish, Joyce McMann, Craig Gillis,
Shannon Briggs, Daryl Hagen, and Dave Harper*



Developing the Plan.

This strategic plan was developed by the Board of Education over the summer of 2023, following extensive consultations during the 2022-2023 school year.

The first stage of the consultation process was an online survey that gathered responses from 896 people at the beginning of December 2022 (566 parents, 235 staff members, 77 community members and 18 students). Soliciting student voice was identified as a key priority to inform this strategic plan. Classroom consultations were held with 11 middle and secondary classes, including the Indigenous Connections class at Carihi Secondary, and through the superintendent's student leadership committee. Additional consultations were held with principals and vice-principals, the Indigenous Education Advisory Council, and Indigenous families (at an Indigenous family engagement evening). Lastly, data from student achievement results and the 2020 employee engagement survey helped shape the priorities and goals of this new strategic plan.

We heard the importance of:

- delivering basic foundational skills, specifically through a continued focus on literacy;
- the importance of preparing our students for the future;
- the need for mental health education and supports; and
- a focus on inclusion, especially through connection with local Indigenous peoples.

New to this plan were calls for increased focus on numeracy, social emotional learning and, from students in particular, the need for a greater sense of safety, belonging and agency within their schools and over their learning.

The plan was also informed by the United Nations Declaration on the Rights of Indigenous Peoples, Truth and Reconciliation, the BC K-12 Anti-Racism Action Plan, BC Accessibility Act legislation, the Children and Youth In Care Plan, as well as the district's Equity in Action Commitment, and mental health, wellness and literacy frameworks.

The Board of Education considered all this information as they worked to develop this strategic plan, which sets three key priorities centered ultimately on student achievement and framed by the district's commitment to equity.

Through this strategic planning process, staff expressed that while they resonated with the sentiment of the district's previous vision, mission and values, these statements didn't fully capture the district's identity or foster personal and shared connection.

In response, the Board of Education committed to revisiting these statements. After a robust engagement process, including two surveys in May 2024 (713 responses) and September 2024 (944 responses), the board adopted these new vision, mission and values statements at the October 15, 2024 public board meeting:

VISION



A responsive and dynamic learning environment where all students can realize their unique potential.

MISSION



To develop well-rounded individuals who are prepared to meet the challenges of the future with resilience, responsibility, and respect.

VALUES



Learning comes first.
Equity is key.
Diversity is valued.
Responsibility and respect are essential.

LEARNING BELIEFS

Respectful relationships are fundamental to successful learning.

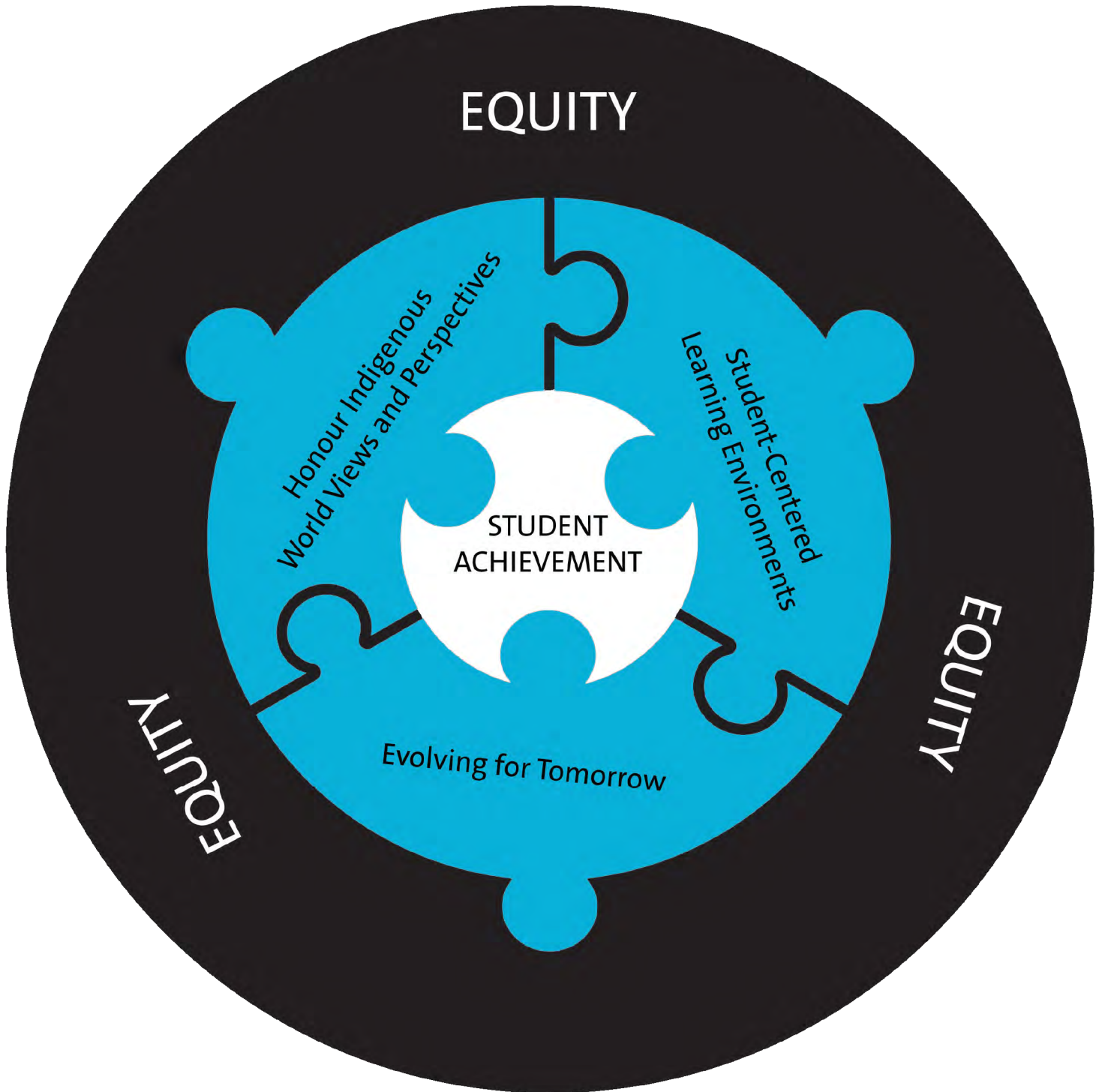
Learning is an active and social process.



All learners vary in their learning styles, prior knowledge and experiences, abilities and rates of development.

Positive learning behaviours and attitudes lead to greater student independence, success and lifelong learning.

Our Strategic Focus for 2024-2028.





Our Equity Commitment.

We define equity as meeting every student with what they need to develop to their full academic and social potential, removing barriers and adapting to their individual needs and circumstances.

Equity is paramount in improving student achievement as it is central to students' experiences and engagement. We are deeply committed to the principles of equity being reflected in our programs, curriculum, services, and operations to empower students to learn and grow to their full potential.

Equity encircles our central purpose – student achievement – and our priorities of honouring Indigenous world views and perspectives, student-centered learning environments, and evolving for tomorrow.

Our Central Purpose – Student Achievement.

Continuous improvement and student success is at the heart of all that we do. We strive to ensure that every student has core competencies and a strong sense of self so that they leave school with the dignity and purpose to succeed in life.

It is fundamentally through our commitment to equity and our three strategic priorities – honouring Indigenous world views and perspectives, student-centered learning environments, and evolving for tomorrow – that we will improve student achievement.



PRIORITY

Honour Indigenous World Views and Perspectives.

We honour our relationship with all First Nations, Métis and Inuit peoples who reside in these territories. We are committed to ensuring that Indigenous views and perspectives are reflected in our schools, classrooms, courses, and all areas of the district. We commit to including local Indigenous languages in the K-12 system. Our system needs to respond to the First Peoples Principles of Learning, understanding that all students benefit from Indigenous world views and perspectives.

Goals

- ✔ Equitable education outcomes for Indigenous students across all measures.
- ✔ Increased opportunities for Indigenous cultural leaders to provide awareness of the enduring cultural legacy that connects the past to the present.
- ✔ Expand partnerships with the Indigenous communities we serve.
- ✔ Reconciliation efforts are advanced through our programming, procedures, and decision-making.
- ✔ Opportunities for local Indigenous language revitalization and learning are supported.

Measures

- 🎯 Improved Indigenous five- and six-year completion rates.
- 🎯 Improved 'How Are We Doing' annual report data.
- 🎯 Percentage of students exposed to Indigenous language learning.
- 🎯 Percentage of Indigenous parents/caregivers and community reporting a sense of welcome within schools.
- 🎯 Increased percentage of staff who self-identify as Indigenous.



PRIORITY

Student-Centered Learning Environments.

We believe in celebrating and nurturing students' individual gifts, talents, and attributes, ensuring that these are reflected in the educational opportunities that we provide, value, and measure. By seeing and supporting students as whole individuals with their own unique experiences and needs, we strive to create an inclusive and empowering environment for their growth and success.

Goals

- ✓ Expanded partnership with the early learning community to support transition to school.
- ✓ Prioritization of personal wellness, recognizing the pivotal role it plays in fostering academic success, holistic growth, and overall well-being.
- ✓ Students feel welcomed, safe, connected and experience belonging in their school.
- ✓ Voice and choice for students to contribute to system improvement and change.
- ✓ Student understanding and ownership of their learning process to empower them to become self-directed, life-long learners.
- ✓ Supported social-emotional learning.
- ✓ Positive mental health and wellness at all sites and schools.

Measures

- 🎯 Reporting from Ministry Satisfaction Survey, Early Years Development Instrument (EDI) report, Middle Years Development Instrument (MDI) report, and internal surveys.
- 🎯 Student Learning Survey results.
- 🎯 Number of schools that have student-principal advisory councils (S-PACs) and evidence of their responsiveness to student voice.
- 🎯 Feedback from the superintendent's student leadership committee, student-principal advisory councils, and other student groups.
- 🎯 Enrollment in specialized programs and electives, including Board Authorized Approved (BAA) courses.



PRIORITY

Evolving for Tomorrow.

We are laying the foundation today for what schools and our district must look like in the future. As society's and the planet's needs continue to shift, we will explore new ways to address those needs. We seek to embrace a growth mindset and, in our commitment to continuous improvement, evolve and blend new methodologies with the positives of past practice.

Goals

- ✓ Grade-level proficiency in literacy.
- ✓ Grade-level proficiency in numeracy.
- ✓ A culture of innovation and progressive practices.
- ✓ Inclusive environments where diversity is celebrated and respected.
- ✓ Valued partnerships through engaged parents, caregivers, and community members.
- ✓ Decisions and educational opportunities that align with environmental stewardship.

Measures

- 🎯 Improved five- and six-year completion rates.
- 🎯 Improved cohort data measured through the literacy framework reporting.
- 🎯 Improved data measured through the Foundation Skills numeracy assessment.
- 🎯 Post-secondary transition data.
- 🎯 Updated district mission, vision, and value statements.
- 🎯 Policies and operational procedures aligned to reflect diversity, equity, inclusion, and accessibility.
- 🎯 Sharing and celebrating innovative and progressive educational practices and programs.
- 🎯 Establishing a board governance policy on environmental stewardship.
- 🎯 SD72 Carbon Neutral annual report.



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