Campbell River School District

Strategic Plan 2014-2018

Learning, Leading, Succeeding Together

ECOLE WILLOW POINT ELEMENTARY

Southgate Middle School
GATORS

CARIHI Secondary School

RIPPLE ROCK ELEMENTARY SCHOOL

Pinecrest
Elementary

Cortes
Island
School

ECOLE PHOENIX MIDDLE SCHOOL

SAYWARD SCHOOL
ELEMENTARY JUNIOR SECONDARY

Ecole des Deux Mondes

SANDOWNE ELEMENTARY SCHOOL

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Developing the Plan – Community Consultation

The school district embarked on an extensive public consultation process for the development of this second strategic plan.

Through October and November 2013, parents, staff, students and community representatives were given a chance to weigh-in, learn and contribute to the direction of the school district.

Through a series of student meetings, a community forum, and online engagement software Thoughtexchange, participants were invited to contribute and then help prioritize responses to three questions about how we, as a school district, are doing in supporting student learning. We also provided a place to make general comments and suggestions.

Parents, district staff and community representatives were asked to consider the following three questions:

1. What do you feel are some examples of things that we are doing well in our schools and in supporting student learning?
2. What do you feel are some of the challenges in our schools and in supporting learning that need to be addressed?
3. What are some things that you would like our students to be able to achieve or experience that they currently cannot?

Student questions were slightly different and varied depending on whether the participants were elementary, middle or secondary students, but generally students were asked to consider the following questions:

1. What are some things that you feel your school is doing well?
2. What are some challenges in your school that you would like to change?
3. What are some things that you would like to achieve or do in your learning that you currently can't?

Between the meetings and the online engagement process more than 2,233 people responded, giving the Board 4,801 ideas and items of feedback. In all, more than 49,482 priority stars were assigned to the ideas.

We are grateful to our students, parents, staff and community members for their time and thoughtful participation.

CAMPBELL RIVER
BOARD OF EDUCATION

Michele Babchuk
Chair

Campbell River Board of Education during the development of this strategic plan.

Front Row (left to right):
Daryl Hagen, Trustee
Michele Babchuk, Chairperson
Ted Foster, Trustee

Back Row (left to right):
Linda Jay, Trustee
Barbara Bowbrick, Vice-Chair
Joyce McMann, Trustee
Susan Wilson, Trustee

Below are the top emergent themes that we heard from you, our educational partners:

What We Are Doing Well

- Staff selection, quality of teachers.
- Creating positive, inclusive environments.
- Communication and community involvement.
- Support for Aboriginal students.
- Dealing with bullying.

What We Need to Focus On

- Personalized learning; more real-world connections and career/ post-secondary exploration.
- More supports for students with special needs.
- Technology.
- Greater variety of learning experiences.

We learn by doing, if we reflect on what we have done.

John Dewey, American philosopher, psychologist, and educational reformer

Above Left: **A grade 5 student considers what she would like her learning experiences to be like at the Elementary Student Strategic Plan Forum.**

Above Middle: **A group of secondary students share their wishes for education in School District 72 at a public meeting of the Board of Education.**

Above Right: **Board Chairperson Michele Babchuk speaks to attendees at the Strategic Plan Community Forum in November 2013.**

Our Vision

School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.

Our Values

Learning is central.
Collegiality is essential.
Respect is fundamental.

The commitments to learning as our core purpose, to teamwork and inclusion as a means of working together, and to respectful approaches to diversity and problem-solving drive how we operate and make decisions.

Our Learning Beliefs

In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe...

Respectful relationships are fundamental to successful learning.

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

Learning is an active and social process.

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

We will strive to create an environment and experiences where students feel inspired, motivated, excited to learn and eager to accept challenges; respect, acceptance, a sense of belonging, and free to be themselves; confident and successful.

Above:
Aboriginal Education Community Forum to consider the goals of the district's fourth Aboriginal Education Enhancement Agreement.

Our Aboriginal Education Enhancement Agreement Goals 2014-2019

To increase all Aboriginal students' sense of pride and ensure they have the opportunities to participate in and learn about their history, heritage and culture.

Continued improvement in engaging parents, families, caregivers, educators, and community in supporting all aspects of Aboriginal student success.

Year by year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle, and secondary school levels (K-12).

Continued improvement in the transition readiness of all Aboriginal students at all levels.

To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

Our Achievement Contract Goals 2012-2015

All students will feel safe and a sense of belonging at school.

All students will experience success and demonstrate continuous improvement in their educational program.

All learners will be actively engaged.

Our 5-Year Strategic Goals and Objectives

Our four strategic goals translate the vision, values and learning beliefs of the Campbell River School District into clear priorities. Not only do they ground our decision-making, the goals communicate and inform everyone of where our focus will be during the next five years.

How do the goals work?

The goals are purposely high-level to guide various departments and leaders in creating objectives, policies and procedures that are aligned with the district's vision, values and learning beliefs. Operating plans will align with our goals, translating them into concrete, realistic, timely and measurable objectives and tactics.

The 5-Year Goals

2014 2015 2016 2017 2018

Safe, caring and engaging learning environments.

Personalized learning opportunities.

Enhanced facilities for learning.

Strengthen and expand community relations.

Above Left:
Nautical Sciences students learning the basic principles of sailing.

Above Centre:
Teacher Barb Vachon conducting a lesson on the changes of Spring for her kindergarten students.

Above Right:
A student tries his hand at riveting during the Education & Industry Expo organized by North Island College and School District 72.

Strategic Focus 1 Safe, caring and engaging learning environments.

When students have a sense of belonging they are confident to take risks, set personal goals, and maximize their leadership opportunities. Students who are actively engaged in their learning are more likely to meet their greatest success.

Objectives

- **Welcome all students and their families into the school. Value their insights. Honour their culture.**
- **Take a sincere interest in students and work to develop positive, supportive and caring relationships.**
- **Recognize parents as partners in their child's education.**
- **Foster respectful, inclusive, supportive and collaborative relationships between children, educators, and between educators and families.**

Strategic Focus 2 Personalized learning opportunities.

We will respect all students for who they are, where they are on their learning continuum, what they think and believe and how they learn best. By adapting to our students' learning needs we will design and support educational opportunities that promote engagement, lead to individualized success, and instill a joy of learning.

Objectives

- **Recognize that diverse student needs are central to all curricular planning, teaching and assessment decisions.**
- **Teach in a variety of ways to ensure individual success with varied opportunities for students to demonstrate their learning.**
- **Collaborate with students to establish criteria for success and provide opportunities to receive descriptive feedback, self-assess and set goals.**
- **Connect learning to the world around us and allow students to relevantly apply learning both inside and outside the classroom.**
- **Use technology that reflects the outside world to support learning in a sustainable way.**
- **Encourage an appreciation and stewardship for the natural world through environmental awareness and environmentally sustainable behaviours.**
- **Promote physical activity and healthy eating as part of a healthy lifestyle.**

Top:
Nautical Science students working on a sailboat restoration at the Robron Centre workyard.

Bottom:
Carihi Secondary Forestry Program students learn about tree planting at Haig Brown.

Above:
Inside the library and a classroom at École des Deux Mondes Elementary School.

Strategic Focus 3 Enhanced facilities for learning.

Our buildings contribute both through their physical space and condition to the learning of our students and the community. We will ensure that these resources are used to their highest potential in complement of the exciting work of our students and educators between their walls.

Objectives

- **Embed sustainability in all planning, decision-making, and daily practice.**
- **Develop a long term strategy for our facilities, taking into account district challenges and demographics.**
- **Use our resources to optimize the well-being of learners and benefit the long-term interests of the community.**

Strategic Focus 4 Strengthen and expand community relations.

As we strive to provide learning opportunities outside of the traditional classroom, the connection with our communities will become even more critical to our success. Through active engagement we will move education from a service to a partnered commitment between educators, families and the community.

Objectives

- **Draw upon the strengths and skills within our community to open multiple pathways and develop a variety of skills within our students.**
- **Nurture positive relationships with our Aboriginal community, early years and literacy organizations, post-secondary institutions, city administration and support services.**
- **Build upon environmental efforts through continued work with community partnerships.**
- **Involve students more in shaping their education and future.**
- **Continue to make schools and the school district accessible with open, direct communications.**

Above Left:
School District 72 is excited to partner with Bill Alder of Sealand Aviation and other community aviation enthusiasts to offer students Teenflight, a unique aviation work experience program which has students building a Van's Aircraft RV-12 airplane.

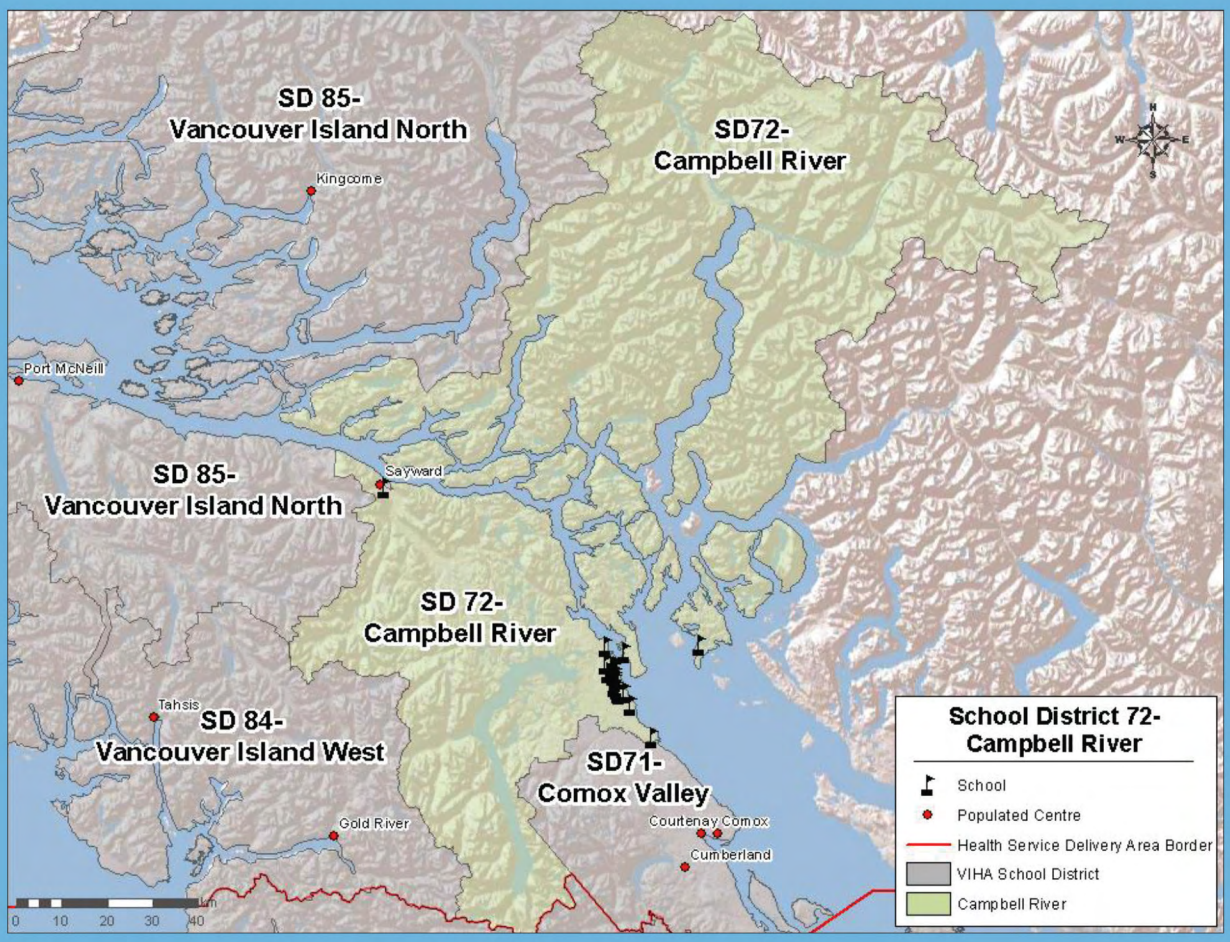
Above Right:
The Aboriginal Student Recognition Dinner is held annually to recognize and celebrate the academic, citizenship or athletic achievements of Aboriginal students from kindergarten to grade 12.

Measurements of Success

Through ongoing commitment to this five year plan, observers will be able to recognize the following indicators of success:

- Students who are cognitively, physically, socially, emotionally and creatively engaged.
- Educators who combine their knowledge of curriculum, child development, and the assessed needs and strengths of individuals to effectively keep student needs at the front of curriculum, instruction and assessment.
- Projects and activities of choice that interest students, develop their learning goals, and enable them to demonstrate their skills and understandings.
- Learning environments where risk taking is valued and supported for both educators and learners, and where mistakes are seen as opportunities to learn, not as failures.
- Facilities that support learning and the community to their fullest potential.

Documents such as the Achievement Contract and the Aboriginal Education Enhancement Agreement guide specific areas of our operations and report our performance in delivering on the Strategic Plan focus areas. Additionally, the Superintendent of Schools will report to the Board of Education on a quarterly basis.



Above:
School District 72's geographic region covers from Oyster River to Sayward, the Discovery Islands to Strathcona Park Lodge. The school district also owns land on Stuart Island.

This document was developed with consideration to the following district reports and publications: Strategic Plan 2009-2012, Aboriginal Enhancement Agreement, Achievement Contract, Environmental Policy, the district's Learning Beliefs, the Balanced School Year Report and Developing the Connection: Robron Centre. All of these documents are available on the district website (www.sd72.bc.ca). Feedback from the district's community forum and Thoughtexchange online engagement of parents, students, and staff was also considered.

Campbell River School District
Learning to Be Our Best

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