



CAMPBELL RIVER
School District 72

Strategic Plan

2019-2023



The Story Behind Our New District Logo

Officially unveiled by the Board of Education on October 15, 2019, our new 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 logo was designed by Mulidzas - Curtis Wilson, a First Nations artist, born, raised and educated in Campbell River and our school district. His family comes from all four corners of the Kwakwaka'wakw territory; Axwamees (Wakeman Sound), We Wai Kai (Cape Mudge), Ba'as (Blunden Harbour) and Wei Wai Kum (Campbell River).

The salmon is an important symbol for the Kwakwaka'wakw Nations and 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.



Campbell River School District acknowledges the traditional territories of the Laichwiltach Nation. We also recognize some of our schools reside on the traditional territory of the Klahoose Nation and Komok's Nation.

We honour our relationship with these peoples, the Homalco First Nations and all other First Nations, Métis and Inuit peoples who reside in the territories we serve.



Message from the Board

The School District 72 Board of Education is proud to present the district's third strategic plan.

Over the next five years, this plan will guide every aspect of the district, serving as our road map to focus our decision-making. Schools and district staff will pull together around this single game plan.

The development of this strategic plan has given the board a clear focus on our priorities and we are committed to making this new strategic plan a living document as it will guide operational plans – operational plans that will have meaningful adjustments and revisions along the way.

Our last strategic plan was centered on three focus areas: safe, caring and engaging learning environments, personalized learning opportunities, and enhanced facilities for learning. The work in these areas does not stop with the creation of a new plan. Rather, each plan builds on the legacy of the one before, balancing our responsibilities with the expectations of our community.

Through the process of gathering data to consider this strategic plan, we heard some very specific needs from our students, parents and staff, particularly on the importance of accountability.

So, as our promise to you, this plan is a practical, transparent, measurable and accountable course of action. We will be laser focused in our efforts.

The Board of Education thanks all who were involved in creating this document.

Sincerely,

*Richard Franklin, John Kerr, Shannon Briggs, Kat Eddy,
Daryl Hagen, Joyce McMann, and Susan Wilson*

MISSION



Students who are literate, numerate and socially responsible.

VISION



Personal excellence for all members of our learning community.

VALUES



Learning is central.

Collegiality is essential.

Respect is fundamental.

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.



PRIORITY ONE

Improve Student Achievement.

Student success is our top priority. We will ensure that every student has strong foundational skills and core competencies so that when they graduate they will succeed. We will also continue to deliver these foundational skills alongside other student interests in innovative and engaging ways. Students need to graduate with dignity and purpose, whether that purpose is the ability to further their education or to successfully transition to work.

Goals

- ✓ Students will fully meet or exceed expectations in literacy and numeracy. (Proficient or extending on the Ministry of Education's proficiency scale.)
- ✓ Students will have improved graduation rates.
- ✓ Indigenous and non-Indigenous students will have equity across all measures.
- ✓ Staff will provide parents and the community with clear and consistent achievement data.



PRIORITY TWO

Build a culture of learning and wellness.

Supporting a child's learning is a shared responsibility and a responsibility taken very seriously by all district staff, regardless of their role. The world around us is changing rapidly, as is the teaching and learning within our schools. We understand that the environments our staff work in are the same environments our students learn in and these environments form the base for our students' resiliency and attitudes around learning for the rest of their lives.

Goals

- ✓ Staff will work together to develop cohesive teams, across all roles and sites, to ensure that we deliver on the expectations of our community and provide the best education and learning environment for our students.
- ✓ District management will develop a framework to support student and staff mental health and well-being.
- ✓ Staff will be empowered, individually and collectively, to positively contribute to the district with clear purpose and personal accountability.



"Memorial Dance Curtain to Keanan Lucas Sr.," Qwaya Sam, Nuw-Chah-Nulth, on loan by Cedar Elementary School Culture Group to Georgia Park Elementary.

PRIORITY THREE

Honour Indigenous world views and perspectives.

We are committed to ensuring Indigenous students see their culture reflected in our schools and classrooms and we acknowledge the importance of Indigenous language and culture for student success. This is our call to action in response to Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples.

Goals

- ✓ Students will learn in ways that incorporate Indigenous ways of knowing and doing.
- ✓ Students, parents and staff will have opportunities to learn about the contribution and culture of the Indigenous peoples that reside within this territory.
- ✓ Staff will continue to strengthen relationships with local Indigenous peoples to build greater cultural understanding and belonging within school.



MEASURES

How will we know if we are successful?

With an ongoing commitment to this plan, we intend to see results that indicate:

- A 25% increase in students fully meeting or exceeding expectations in literacy at the end of five years. (Proficient or extending on the Ministry of Education's proficiency scale.)
- A 10% increase in students fully meeting or exceeding expectations in numeracy at the end of five years. (Proficient or extending on the Ministry of Education's proficiency scale.)
- A 5% improvement of our five-year and six-year completion rate.
- That a consultative process to develop a reporting model which provides clear and consistent achievement data was completed by the end of the 2019-2020 school year and is well in use within the district.
- A 5% increase in the organization satisfaction rate on our employee engagement survey.
- That a framework to support student and staff mental health and well-being was developed by the end of the 2019-2020 school year and is in practice within the district.
- Evidence from all of our classrooms that staff are incorporating Indigenous ways of knowing and doing in student learning.
- That all students, parents and staff indicate on a local survey that they have had opportunities to learn about the contribution and culture of the Indigenous peoples that reside within this territory.



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