



QUALICUM SCHOOL DISTRICT

STRATEGIC PLAN 2023-2028

“This strategic plan was a collaborative effort of all our rights holder and stake holder partners involved in the learning and futures of our children. It sets the stage for our work and aspires to guide us through the next five years and beyond, and we are looking forward to this next phase of work in the Qualicum School District.”
- Eve Flynn, Board Chair



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“Every organization that hopes to be effective requires a strategic plan. It is an essential tool for setting priorities, working together, staying focused, and for holding ourselves accountable. Our plan is designed to keep us on track and make sure our actions are leading to positive outcomes that we can actually observe.”

– Dr. Peter Jory, Superintendent/CEO

VISION

"Yath cisum" in Hul'q'umi'num

"Always growing" in English

"Grandissons ensemble" in French

MISSION

"We embrace a spirit of curiosity and joy for learning that challenges everyone to become informed and confident designers of their own future."

VALUES

DYNAMIC

Effective, energetic, and supportive of diversity in pursuit of learning

CONNECTED

With students, families, staff, communities, and the land

SUSTAINABLE

Stewardship and care for relationships, personal well-being, finances, and the environment

EQUITABLE

Fairness, justice, honesty, integrity, dignity, and respect

PURPOSEFUL

Focused, efficient, reliable, and accountable in improving student outcomes

SD69 PRINCIPLES OF LEARNING

We are committed to the First Peoples Principles of Learning and value connections with First Nations communities.

WE BELIEVE:

- Learning is inclusive, relevant, and flexible, with student voice and choice infused into instructional design and assessment practices.
- Quality teaching and leadership require collaboration and reflection to co-develop effective student-centered learning environments.
- Learning best occurs in environments that support the student to explore their identity and full potential.

GOALS

TO LEARN

Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school

TO GIVE

Students leading local and global change

TO GROW

Supporting all learners in pursuit of equity of outcomes

TO BELONG

Developing critical social skills and all of the strategies necessary for a healthy self

To LEARN

Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school

From the First Peoples' Principles of Learning:

Learning recognizes the role of Indigenous knowledge.

Learning is imbedded in memory, history, and story.

Learning involves patience and time.

Students will

- Students make choices about their learning within the Big Ideas and select the strategies, tools, and supports they need to be successful
- Students acquire practical and life skills needed to thrive on their own as independent adults
- Students ask relevant and meaningful questions about their own context and world beyond
- Students demonstrate they are proficient literacy and numeracy learners
- Students are able to successfully transition through the BC K-12 Curriculum
- Students graduate with the skills and knowledge that is meaningful to them, prepared for successful lives beyond school

Educators will

- Educators support students with their understanding of the BC Curriculum, while allowing for flexibility and agency in student learning and assessment
- Educators bring real-life problems and skills into the learning environment and make time for meaningful and authentic activities
- Educators teach questioning strategies, critical thinking frameworks, and provide opportunities for student inquiry
- Educators demonstrate a high level of fidelity to the teaching, supporting, and assessing of core skills
- Educators work towards the success of all students, building the connections and skills that will lead to academic success and meaningful graduation

Tasks/actions/artifacts

- Projects and learning activities show authenticity and agency
- Students successfully complete their local and provincial assessments
- Graduation rates and exit surveys indicate successful and meaningful graduation

District will

- The District facilitates check-in sessions on the BC Curriculum for parents and staff
- The District supports professional learning in places where educators express an interest or need

To GIVE

Students leading local and global change

From the First Peoples' Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

Learning requires the exploration of one's own identity.

Students will

- Students demonstrate personal confidence, pride, and empathy for others
- Students engage in service and leadership activities in their class, school, and beyond

Educators will

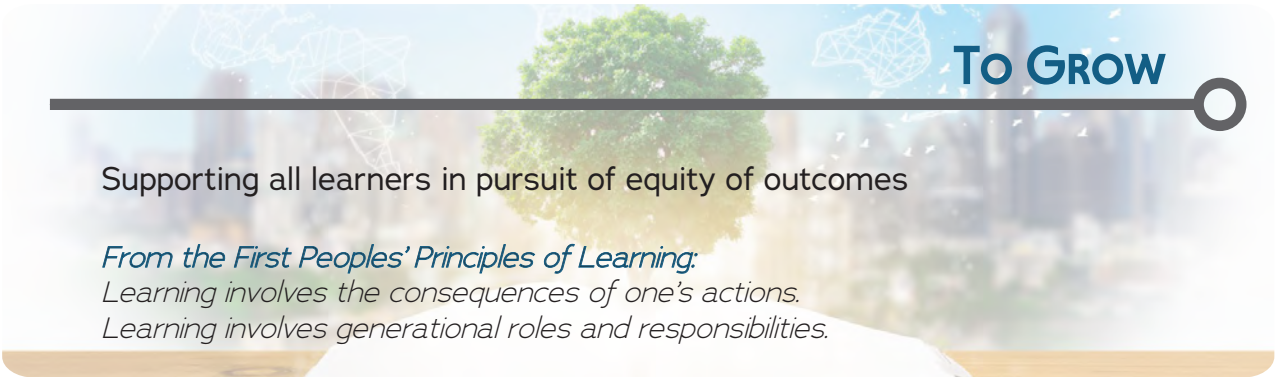
- Educators provide lessons that build community and emphasize social responsibility
- Educators co-develop class and school projects that emphasize service, leadership, and student voice

Tasks/actions/artifacts

- Project presentations include elements of citizenship, leadership
- Positive leadership is celebrated and recognized wherever it occurs

District will

- The District provides learning opportunities for authentic student action and shared learning experiences
- The District supports student leadership at all levels, including sponsoring district-wide events, providing a platform for student voice, and supporting Indigenous student leadership



To Grow

Supporting all learners in pursuit of equity of outcomes

From the First Peoples' Principles of Learning:

Learning involves the consequences of one's actions.

Learning involves generational roles and responsibilities.

Students will

- Students recognize their own strengths and accomplishments, as well as the strengths and accomplishments of others
- Students set goals, select and use learning strategies, advocate for supports, and use a variety of environments for learning

Educators will

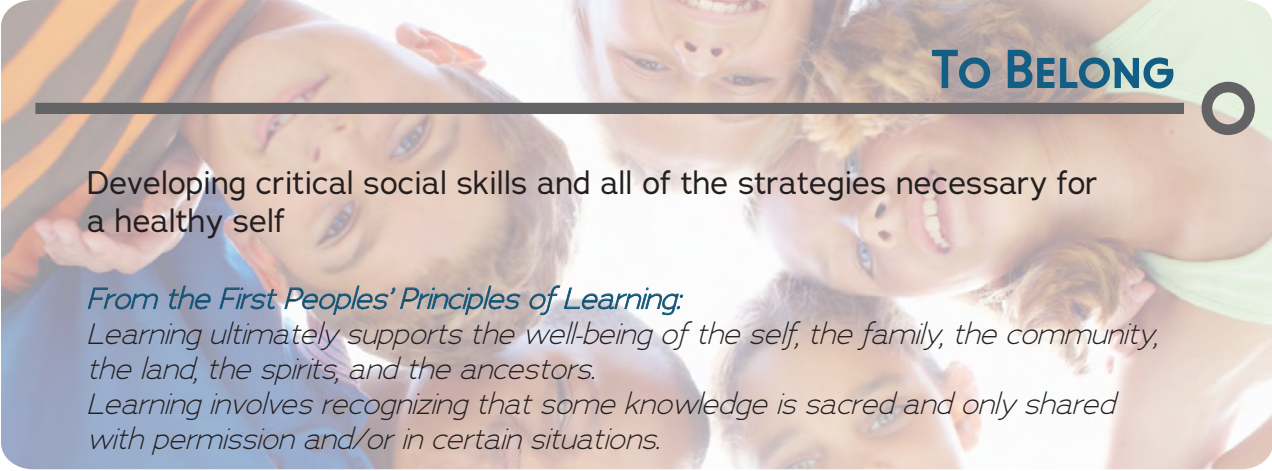
- Educators use a strength-based approach for inclusion, instruction, and assessment
- Educators support student goal setting, flexibility in strategy use, and student self-advocacy, flexible use of learning spaces

Tasks/actions/artifacts

- Classroom and school reporting processes include student goal setting and self-reporting
- School environments are clean, safe, welcoming, and flexible
- District achievement results show trend lines moving toward actual equity of outcome

District will

- The District provides clear direction on and professional development for assessment and reporting
- The District provides transparency in regard to structural supports for students with different needs
- The District prioritizes maintaining school environments that are clean, safe, welcoming, and flexible



To BELONG

Developing critical social skills and all of the strategies necessary for a healthy self

From the First Peoples' Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Students will

- Students have an awareness of self, express kind and respectful communication, solve conflict in peaceful ways, and take responsibility for their actions
- Students demonstrate healthy habits that lead to physical, mental, and emotional wellness
- Students are connected to their school culture, peers, and responsible adults in the system

Educators will

- Educators teach, model, and support awareness of self, express kind and respectful communication, solving conflict in peaceful ways, and taking responsibility for actions
- Educators teach and model healthy habits that lead to physical, mental, and emotional wellness
- Educators provide opportunities for positive social contact by supporting extra-curricular events, clubs, and programs

Tasks/actions/artifacts

- Survey and discipline data demonstrate positive trend lines in regard to wellness, connection, and behaviour
- Students connect to school culture by participating in extra-curricular events, clubs, and programs

District will

- The District supports learning opportunities for staff, students, and parents in support of wellness and connection
- The District supports extra-curricular activities with a focus on inclusion and equity
- The District supports parental engagement and involvement

CONTEXT

The Qualicum School District is centrally situated on east Vancouver Island and serves a student population of approximately 4500 students, with just over 500 identifying as having Indigenous ancestry. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS) and a Distributed Learning program to support home-learning families (CEAP). The district French Immersion program is available at Oceanside Elementary and Ballenas Secondary Schools.



PROCESS TIMELINE

- **June 2022** - Approval of Strategic Planning Timeline
- **July 2022** - Messaging to community on purpose, process, and timeline of the process
- **August 2022** - PVP Pro-D on Planning for Impact
- Development of Survey Questions
- Board Retreat to Confirm Vision, Mission, and Values
- **September 2022** - Big Question Surveys out to Community
- **Oct/Nov/Dec 2022** - School Sessions and Focus Groups on Local Goals and Planning
- CIAC Discussions on District Principles of Learning
- **November 2022** - "New" Board Sworn into office
- **Feb/March 2023** - Large Group Sessions to consider feedback and select Goals and Outcomes
- **April 2023** - Check-in on Goal and Outcome Selections
- **June 2023** - Final Editing and Board Approval

CREDIT

The Qualicum School District would like to thank everyone who participated in the surveys and focus groups, and especially those who were a part of the four design sessions for their hard work and thoughtful insights. The new logo was created by local Indigenous artist Jessie Recalma. Credit for the planning framework goes to Cale Birk and Garth Larson. Credit for the photo(s) to Flynn Connolly-Sifton. Brochure design courtesy of Cherie Abela at Aituze Graphics.





**QUALICUM
SCHOOL DISTRICT**