



2025-2029 Strategic Plan



Planning for Tomorrow: Strategic Plan 2025-2029



Throughout the process, the Board is committed to keeping you informed and ensuring:

- All voices are heard and valued—including Rights Holders, partner groups, students, staff, parents, and the community.
- Multiple ways to engage—both in person and online.
- Public engagement is at the consultation level.

The Strategic Plan is the Board of Education's Plan and must be approved by the Board.

What Our Strategic Planning Process Looks Like



The Board of Education values its relationship with Rights Holders, partner groups, staff, students and the wider community. Your perspectives matter –**together we are better.**

We appreciate your feedback on the evidence, analysis, and proposed priorities.

Each feedback session will help to refine the Strategic Plan, with the 2025-2029 Plan expected to be adopted in 2025.

What is a Strategic Plan?

A strategic plan serves as a road map that outlines the Board of Education's vision, mission, values and identifies priorities to school communities. It lays out how the district will successfully develop and support the education system.

It enables effective action and monitoring, building confidence as the district fulfills its mandate.



We will:

- Share the Board's mandate
- Discuss current system performance and plans to address priority areas
- Hear your questions, thoughts and ideas
- Share information about **“Where to From Here?”**



We Start from Here – Our Foundations



Learning is the central focus of our mandate. It is the foundation of everything we do.



Engagement is central to our values. Connecting with our communities strengthens bonds. We are better together.



Growth is central to determining how we provide the programs and services our learners need. We grow sustainably.

What Guides the Board and Staff

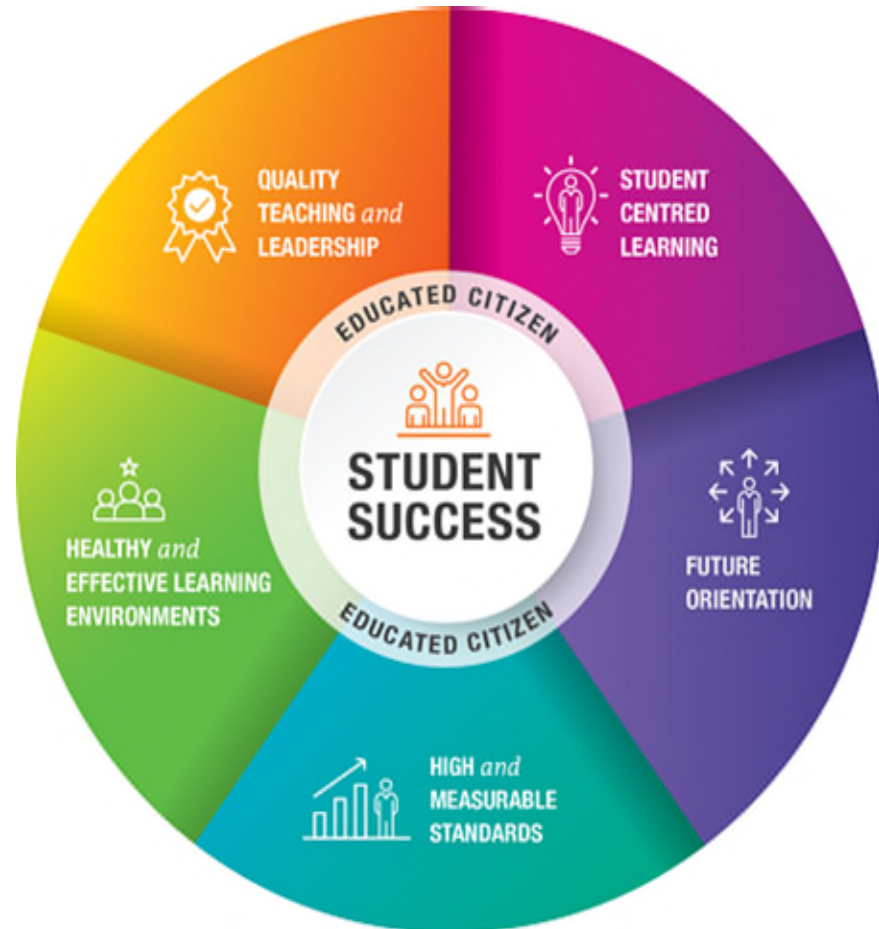
In developing the Strategic Plan, we are bound by:

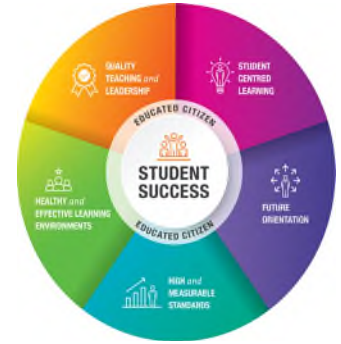
- **The Mandate for Public Education**
- **The School Act and Education Policy Order**
- **The Educated Citizen and the Goals of Education**
- **Our commitment to Truth and Reconciliation**



The Educated Citizen

We enable learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

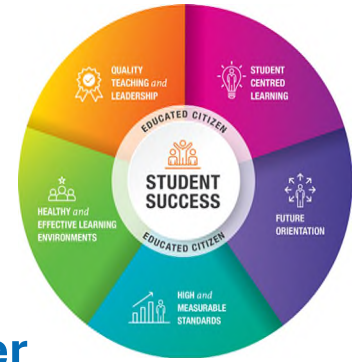




By supporting students' Intellectual, Human & Social and Career Development, our learners are:

- **thoughtful, capable, critical thinkers who communicate information from a broad knowledge base;**
- **creative, flexible and self-motivated, with a positive self-image;**
- **capable of making independent decisions;**
- **skilled and equipped to contribute to society, including the workforce.**

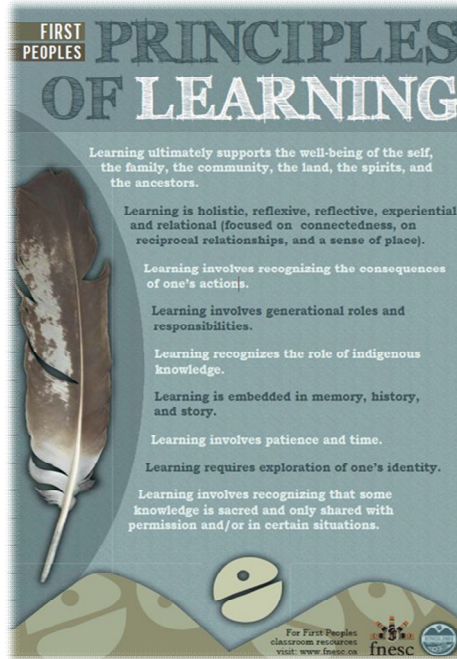
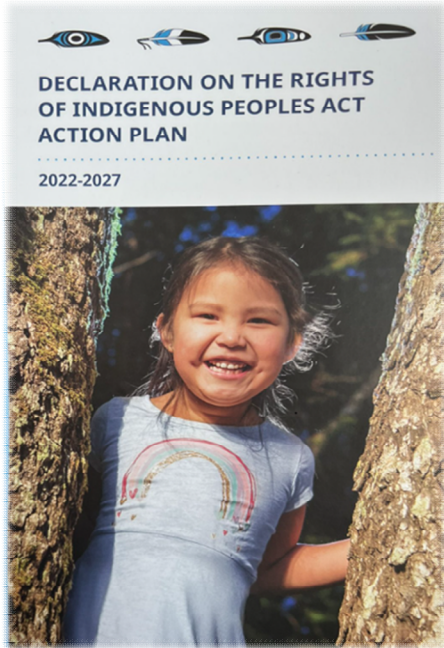
Our Strategic Plan: *Guiding Principles*



By supporting students' Intellectual, Human & Social and Career Development, our learners are:

- **productive, feeling satisfaction through achievement and striving for physical and emotional well-being;**
- **cooperative, principled and respectful of others regardless of differences; and,**
- **aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.**

Our Commitment to Truth and Reconciliation



Truth and Reconciliation Commission of Canada: Calls to Action



Vision & Mission



Values & Beliefs

OUR VISION

We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.

OUR MISSION

To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity, and success for all.

Our Values

Inclusivity: Grounded in reconciliation principles, inclusivity means celebrating diversity and ensuring everyone feels valued and included.

Respect: Fostering a culture of mutual respect and understanding among students, staff, and the community.

Safety: Ensuring a securing and nurturing environment where everyone feels physically and emotionally safe.

Integrity: Upholding honesty, transparency and ethical behaviour in all actions and decisions.

Collaboration: Working together to achieve common goals, valuing teamwork, and community partnerships.

Our Beliefs

We believe that continuous personal and academic growth is essential for success in an ever-changing world.

We believe in empowering students to shape their own learning journey by valuing their voice and choice.

We believe that encouraging creative thinking and problem-solving nurtures innovation and adaptability.

We believe that diversity enriches our community and that every individual deserves to feel valued and included.

We believe that education partners, staff, families, and the community all play a vital role in supporting student learning, each with distinct responsibilities.



About the Sooke School District

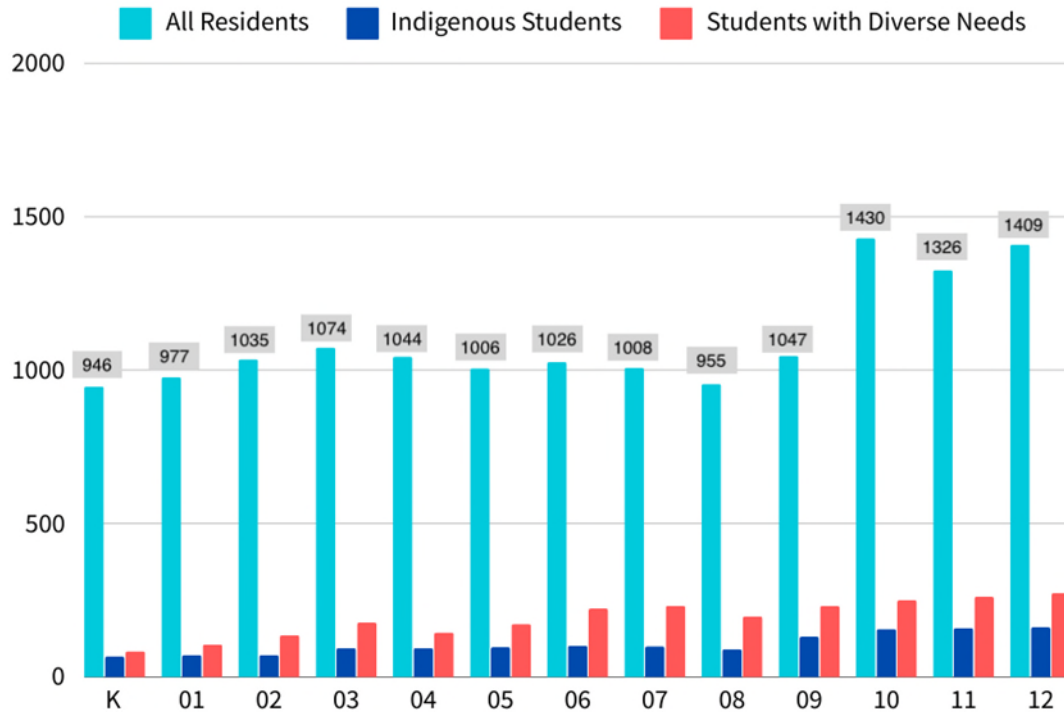
- **The District serves the communities of Colwood, the Highlands, Langford, Metchosin, Sooke and Port Renfrew.**
- **The District serves T'Sou-ke Nation, Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize that some of our schools reside on the traditional territories of the Esquimalt Nation and Songhees Nation.**
- **Total of 1,350 Indigenous Learners (Self-identified): 920 are First Nations, 415 are Metis and 15 are Inuit.**



About the Sooke School District

- The district-wide headcount is 14,315
- There are 19 elementary schools, 5 middle schools and 5 secondary schools.
- There are 2300 employees.
- The 2024-25 Operating Budget is \$173 million.
- The current Capital Budget is \$25 million.



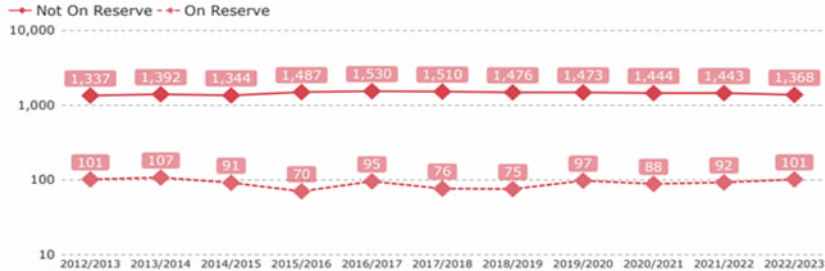


2024-2025 Enrollment Data by Grade

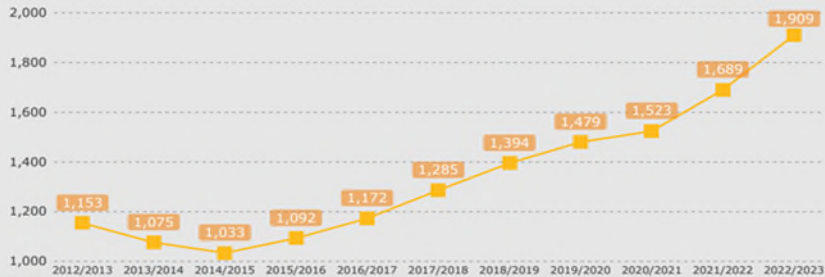
Resident and Non-Resident



Indigenous

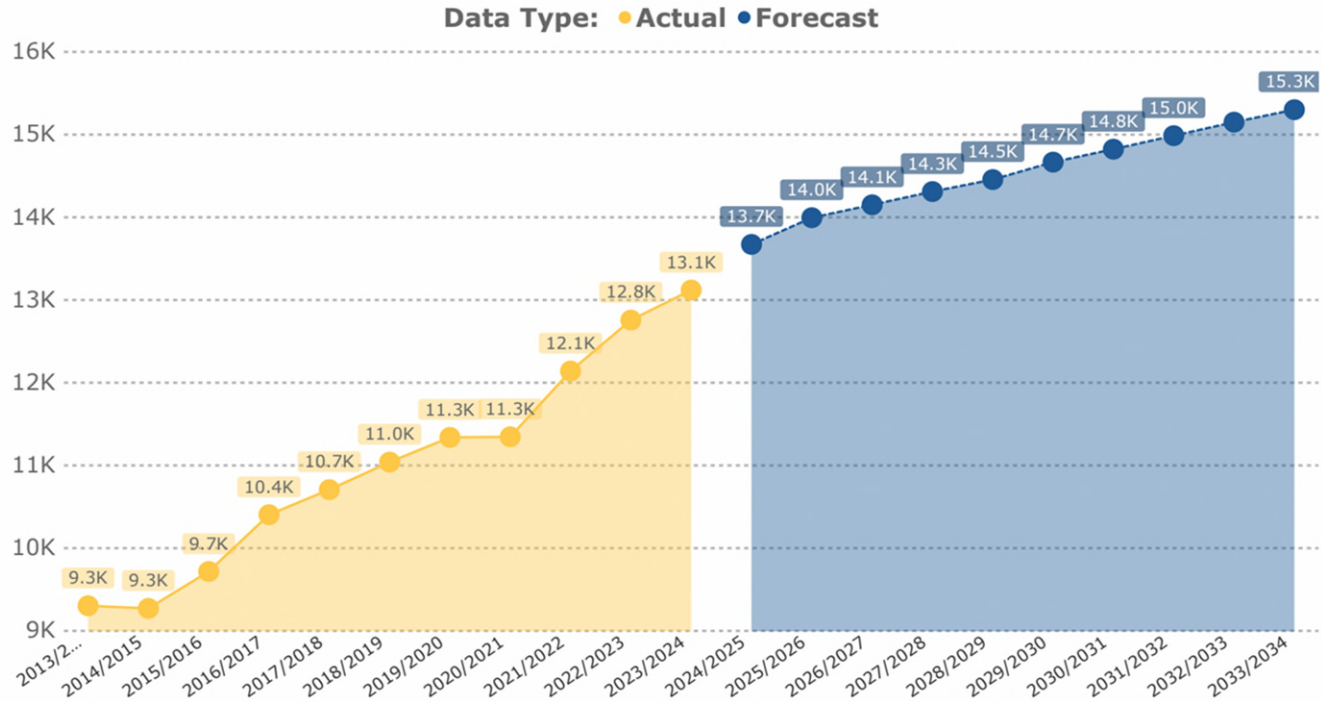


Diverse Needs (Resident)



Enrollment by Cohort Group

Projected 10-year change (all students) Forecast to 2033/34





Our mandate includes developing:


- students' ability to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge;
- students' lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

The next several graphics illustrate our current student results in literacy, numeracy, grade to grade transition and school completion. Data includes the entire student population as well as specific cohort groups.

When Looking at Data Slides Consider:



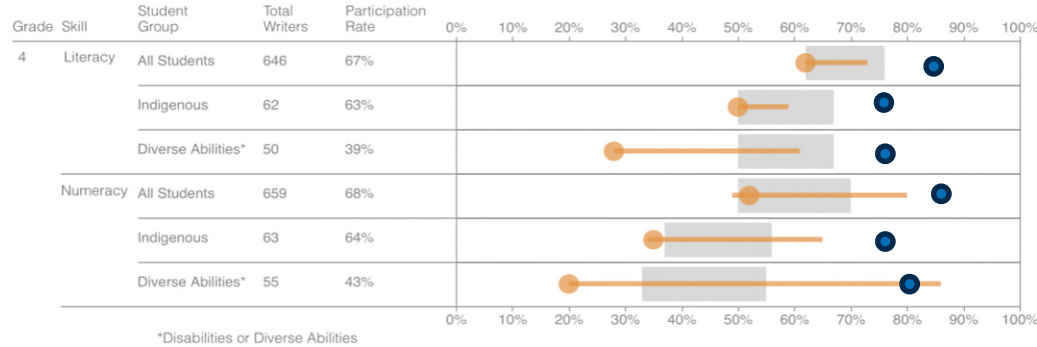
What does this
tell us?



What are we
doing in
response?

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2023/2024)
- Range of school district's results over time (2017/18 - 2023/2024)

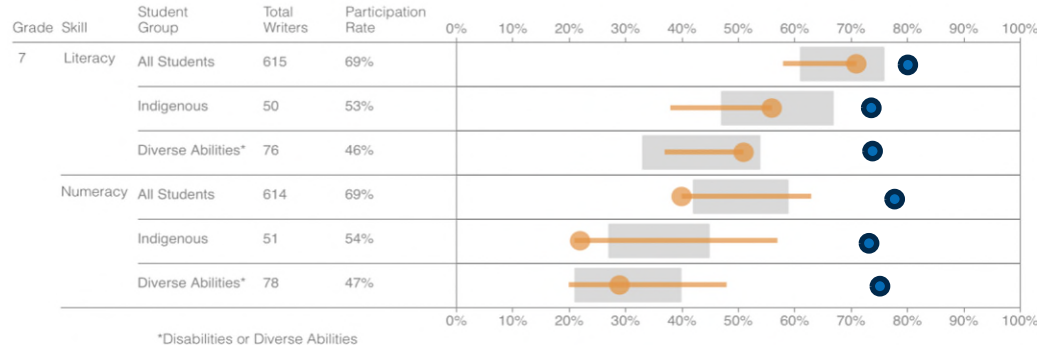
Foundation Skills Assessment - Grade 4



- Local Data: Summary of Learning “Developing & Proficient”

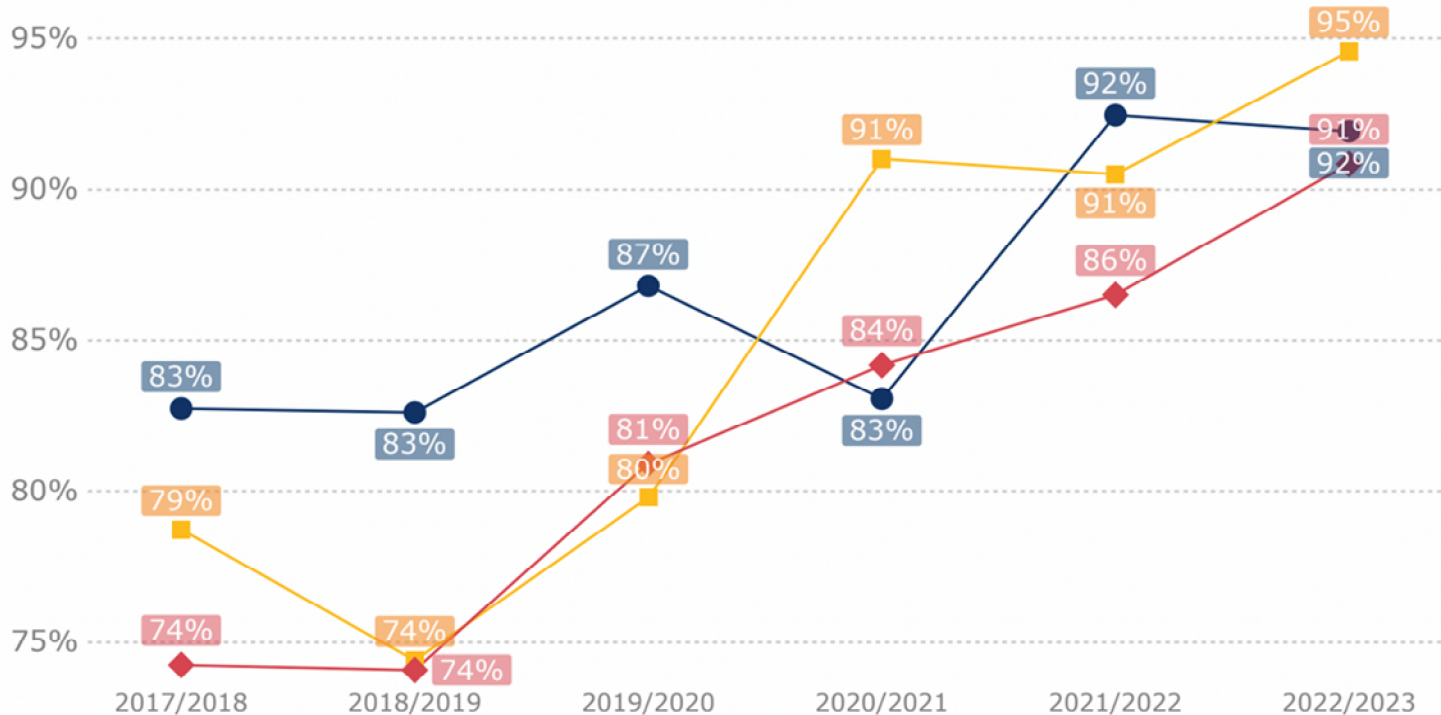
Grade 4 and 7 FSA Literacy and Numeracy

Foundation Skills Assessment - Grade 7



Transition from Grade 11 to Grade 12 Over Time

● All Residents ■ Diverse Needs ◆ Indigenous



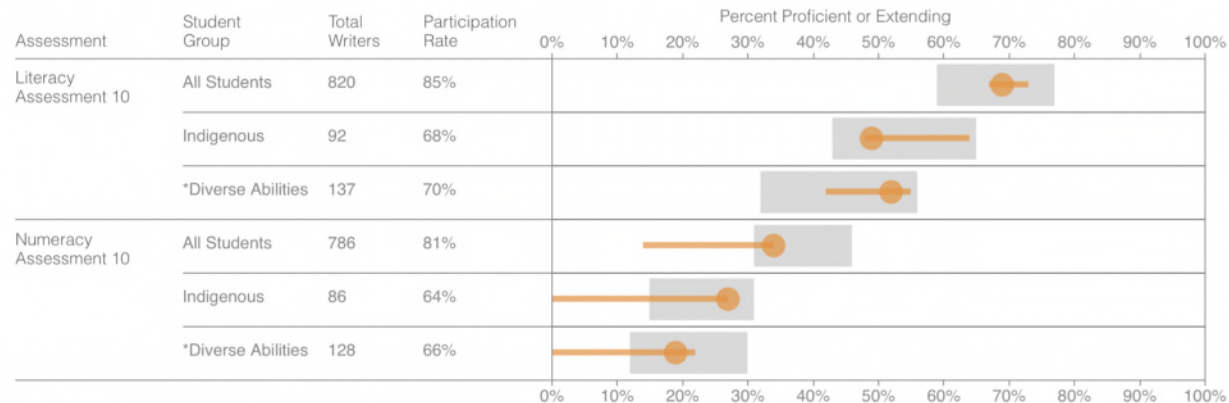
Transition Grade 11 to 12 Over Time

Typical range across B.C. (middle 50% of school districts)

Selected school district's most recent results

Range of school district's results over time

Graduation Assessment



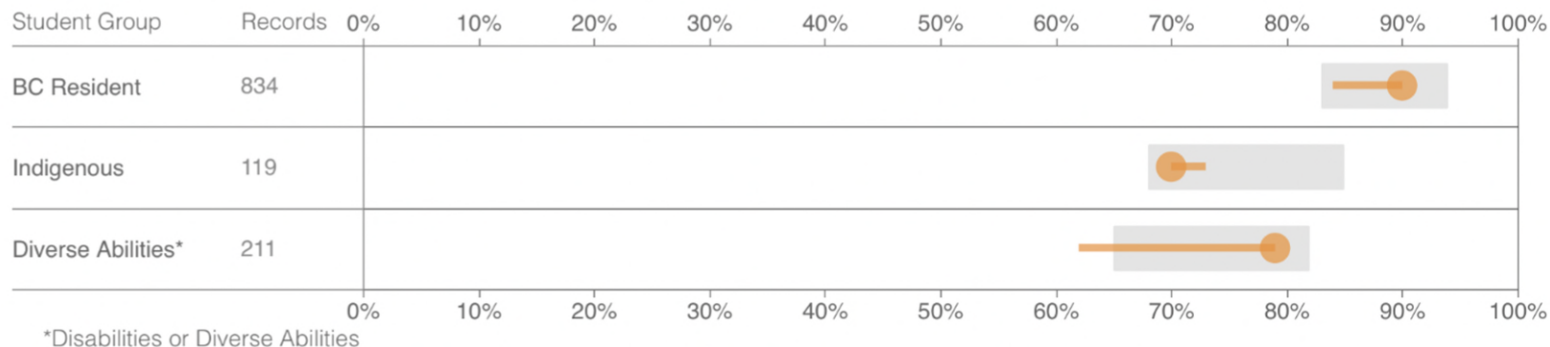
*Disabilities or Diverse Abilities

Literacy 12	All Residents	782	72%	792	70%	~75%
	Indigenous	92	59%	93	56%	~70%
	Diverse Needs	133	60%	134	46%	~70%

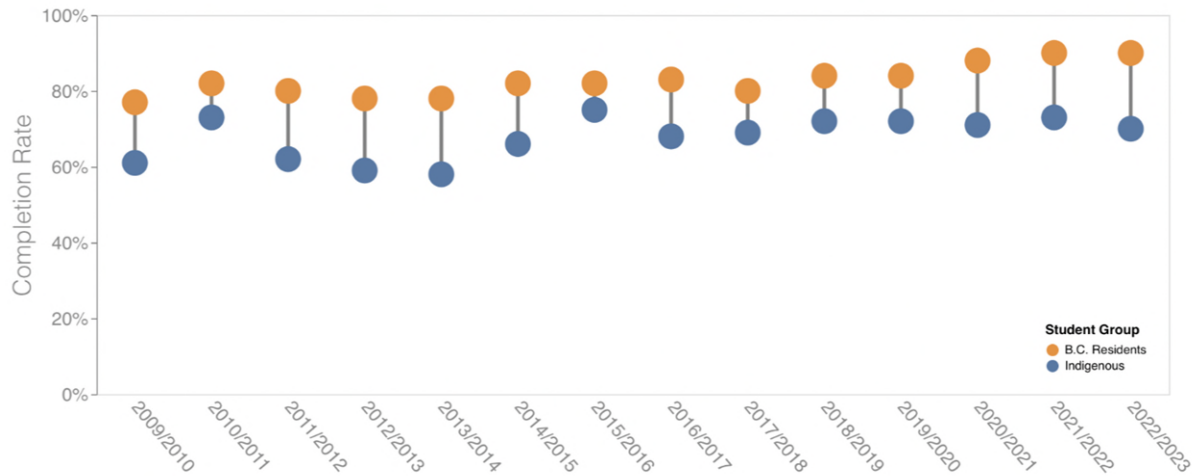
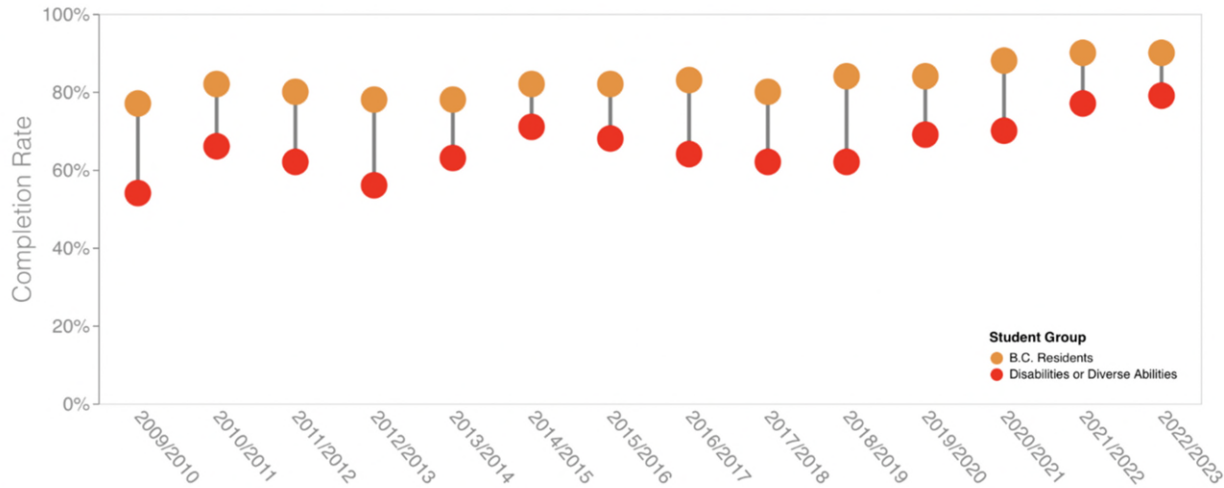
Graduation Assessments Literacy and Numeracy (Grade 10) & Literacy (Grade 12)

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

Completion Rates



Completion Rates All Students & All Cohorts



School Completion Rate Over Time – All Students & Cohorts

Discussion Theme 1 – Our Commitment to Student Success



The District's role is to ensure that students have a lifelong appreciation of learning, curiosity about the world and capacity for creative and critical thought.

Learning Focus:

- **Addressing Core Skills: Literacy**
- **Addressing Core Skills: Numeracy**
- **Addressing Relevance & Engagement: Student Voice**

Please consider cohort group data:

- Indigenous students
- Students who have diverse abilities and disabilities
- Children/Youth in Care

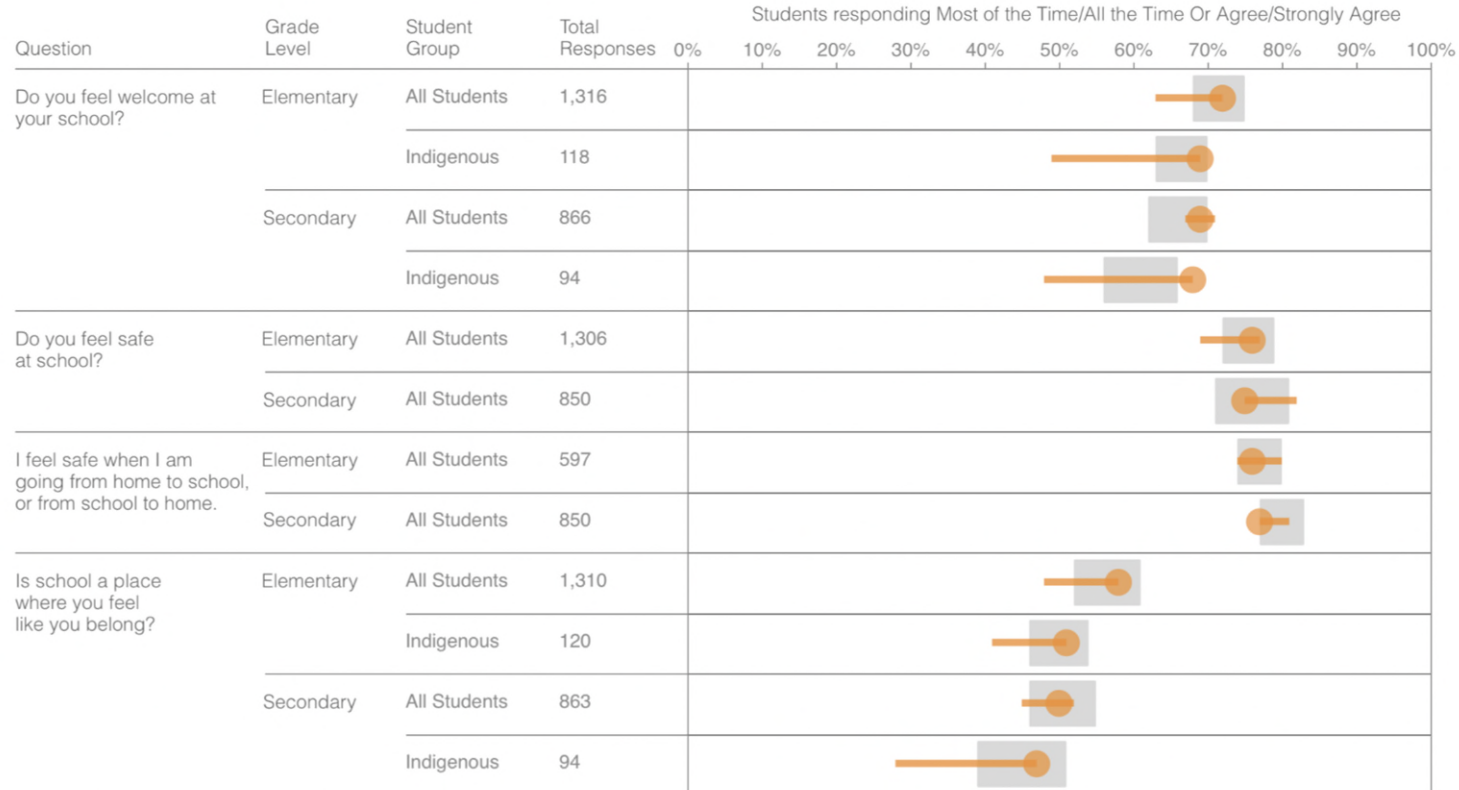


Our mandate includes supporting students' development of:

- a sense of self-worth and personal initiative;
- an appreciation of the fine arts and an understanding of cultural heritage;
- an understanding of the importance of physical health and well being;
- a sense of social responsibility;
- and a tolerance and respect for the ideas and beliefs of others.

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

Student Satisfaction and Wellness



Student Satisfaction Survey Results – Sense of Safety and Belonging

Students' feelings about their school experience			
	Disagreed/ Strongly disagreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt like a part of their school	13%	33%	54%
Happy to be at school	21%	27%	52%
Felt school staff treated them fairly	10%	26%	64%
Felt school staff expected them to do well	5%	20%	75%
Felt safe at school	11%	27%	62%
Felt teachers cared about them	8%	26%	65%
Felt other school staff cared about them	16%	38%	46%

Note: Percentages in each row may not total to 100% due to rounding.

Middle Years Development Index (MDI)

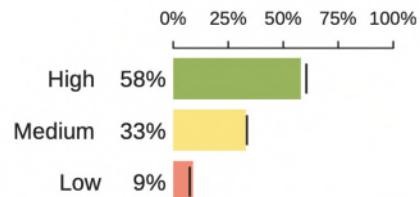
NUMBER OF IMPORTANT ADULTS AT SCHOOL



CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Our mandate includes:

- preparing students to attain their career and occupational objectives;
- assisting in the development of effective work habits and the flexibility to deal with change in the workplace.



School plans	
Did not expect to finish high school	1%
Planned to finish high school but not go to post-secondary	5%
Planned to go to post-secondary	77%
Hadn't thought about it	11%
Didn't know	6%

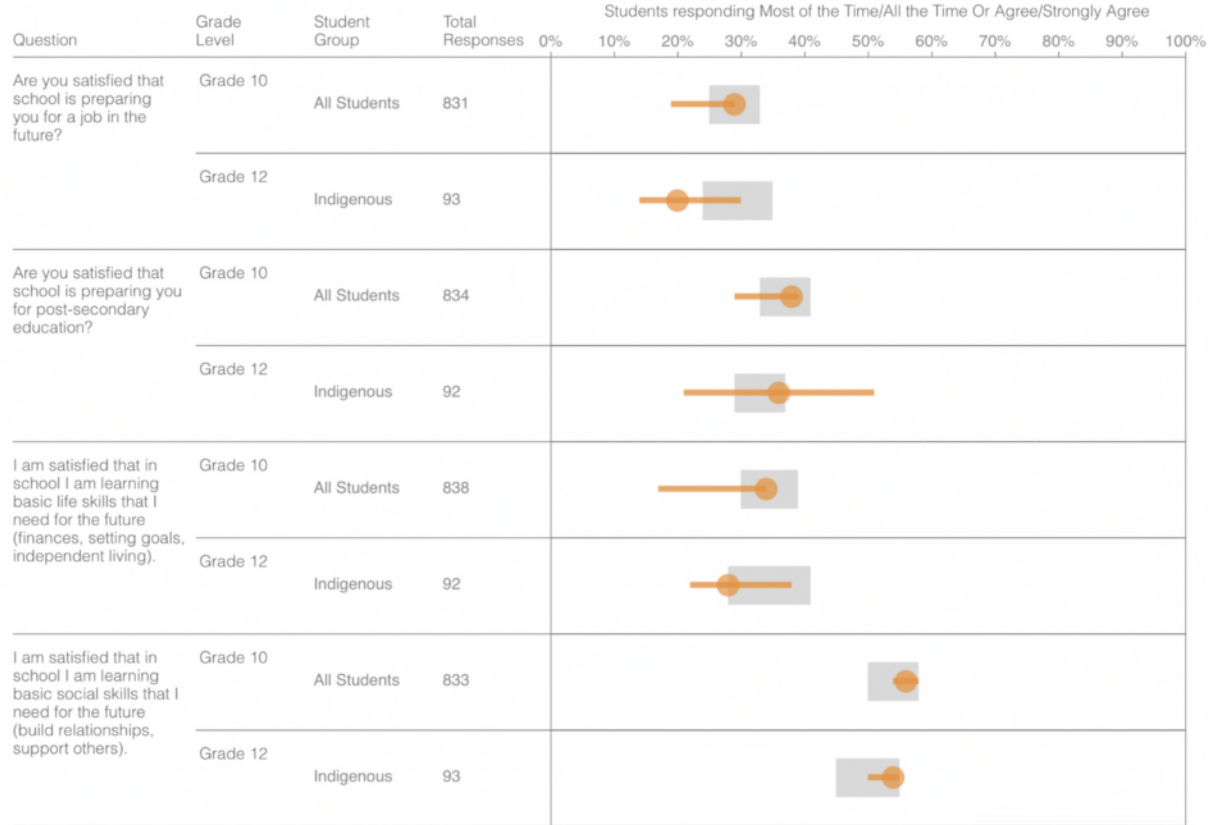
Employability Skills

The critical human attributes needed in the economy whether you work on your own or as part of a team.

- **Communication, problem-solving, positive attitudes & behaviours, adaptability, working with others, and digital skills.**
- **Social and emotional skills: active listening and resilience, critical attributes that support a person being a great employee, friend, family member, and co-worker.**
- **Personal management skills: a positive attitude and being adaptable, create opportunities to achieve your goals.**
- **Teamwork skills: allow you to contribute to a group productively.**

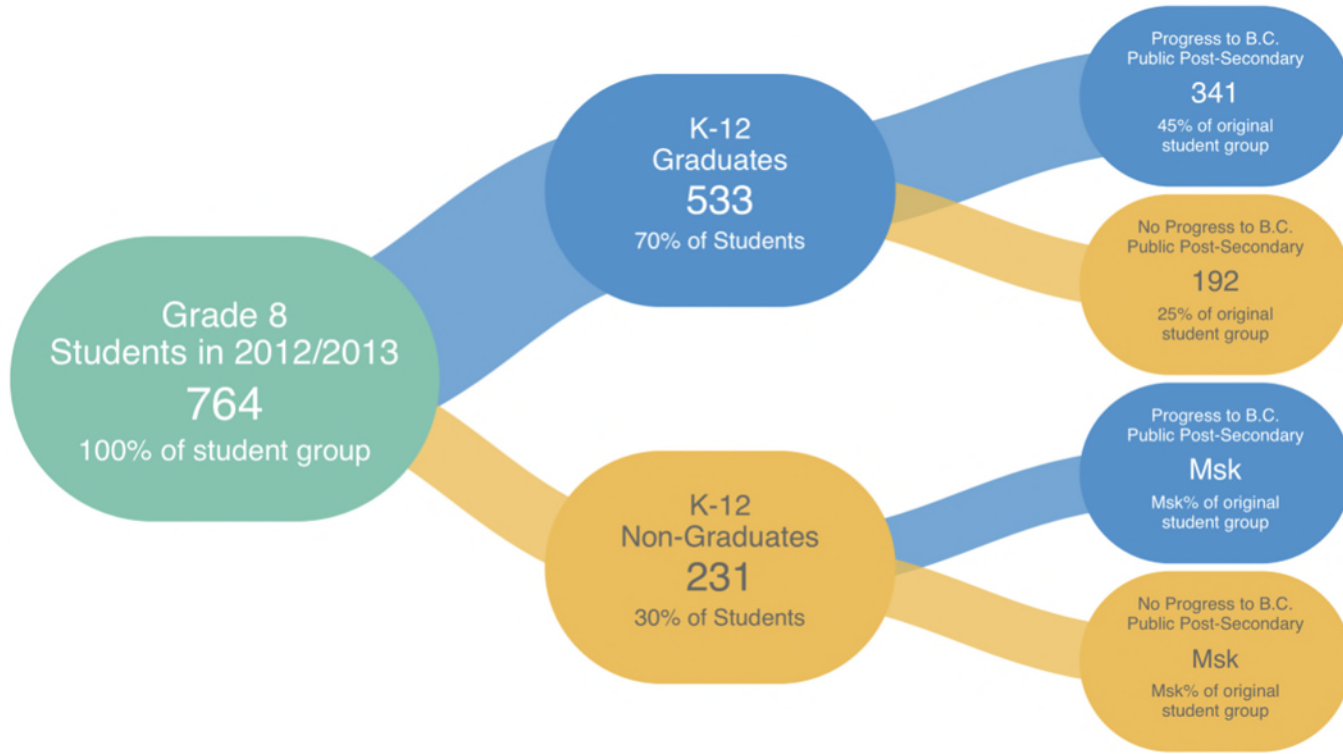
- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/23)
- Range of school district's results over time (2018/19 - 2022/23)

Post-Secondary and Career Preparation



Post-Secondary Preparation and Pathways

Transition to B.C. Post-Secondary





Discussion Theme #2:

The District's role is to ensure that students develop a sense of self-worth and personal initiative, value and honour diversity and well-being, and leave school prepared for their future.

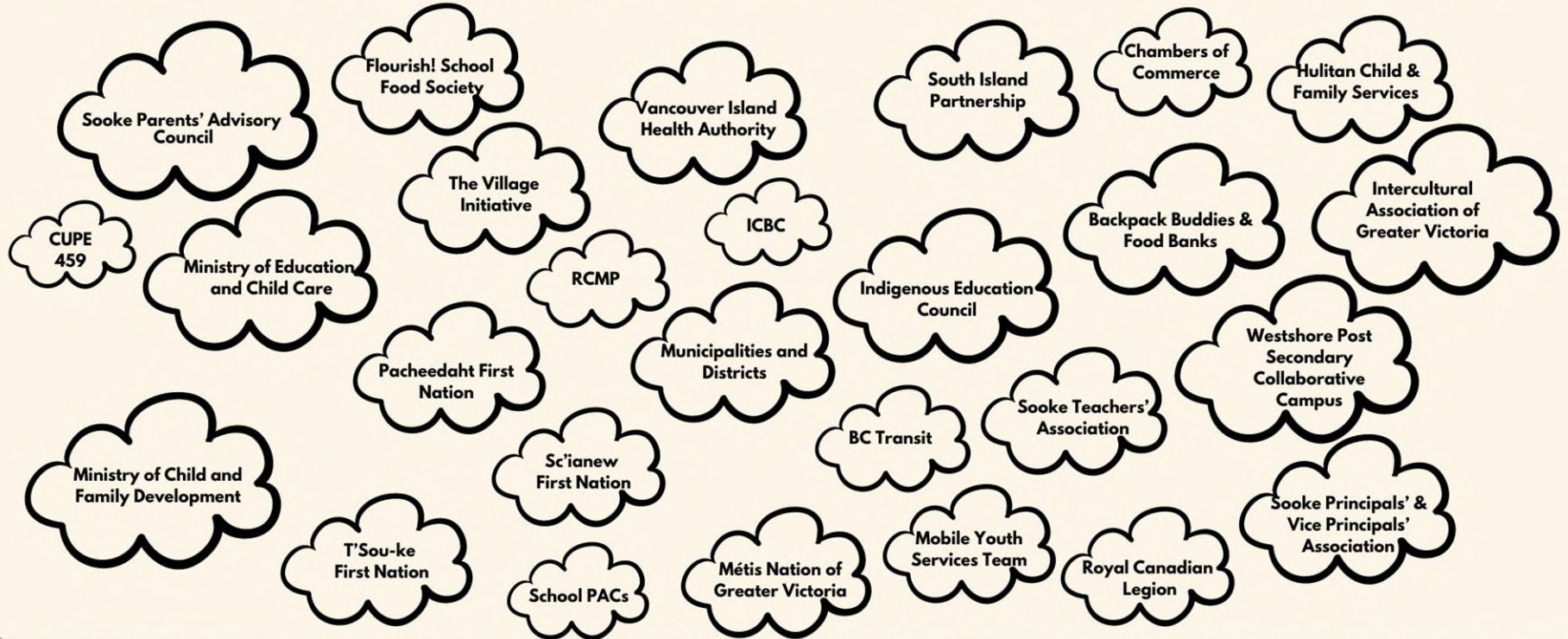
Competency Focus:

- Relationship Building / Peer to Peer skills
- Mental Health
- Social/Emotional Development
- Career Development

Please consider cohort group data:

- Indigenous students
- Students who have diverse abilities and disabilities
- Children/Youth in Care

BUILDING CONNECTIONS: OUR COMMUNITIES AND PARTNERS

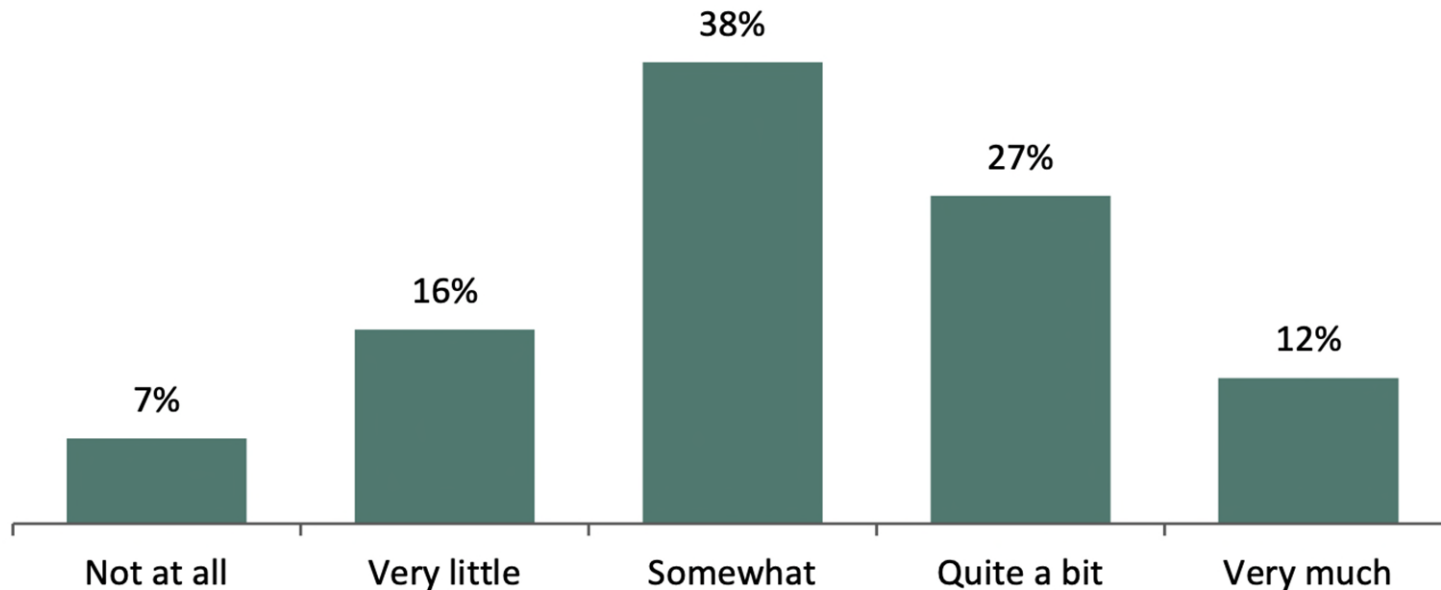


PLEASE NOTE THIS IS A SAMPLING OF OUR CONNECTIONS.

Community connectedness

Most students felt at least a little connected to their community.

How much students felt like a part of their community





Engagement: Create a Culture of Belonging



Discussion Theme #3:

The District's success is built on its ability to connect, include, serve and support its community. Positive relationships and partnerships are foundational in this work.

Engagement Focus:

- Students having a role in decision-making to help shape the culture of their learning environments.
- Partnerships between the district, schools, parents, municipalities, and the community to support student success.

Major Capital Projects Completed (C) or Underway (U) Current Strategic Plan 2021-2025



PEXSISEN Elementary School (C)
Centre Mountain Lellum Middle School (C)
David Cameron Elementary School Addition (C)
Ruth King Elementary School Addition (C)
SĆIANEW STEŁITKEL Elementary School (U)
Port Renfrew Elementary Replacement (U)



Hulitan Child Care Centre (C)
Hans Helgesen Child Care Centre (U)



School Bus (Replacement or New) 21 (C)
School Bus (Replacement or New) 2 (U)



Land Purchase for Middle School (C)

Professional Learning in a Changing Educational Landscape

- Professional learning is a collective, ongoing effort.
- Engaging in continuous professional development ensures that we remain responsive to student needs.
- By modeling lifelong learning, we inspire students to do the same.



Growth: Organizational Excellence to Support a Vibrant School District



Discussion Theme #4:

As one of the fastest growing school districts in BC, the Sooke School District's ability to meet the increasing complexities that growth brings is critical to our present and future success.

Growth Focus:

- Ensure that all students have access to safe and effective learning environments.
- Plan and implement infrastructure improvements that support innovative learning experiences in older facilities.
- Foster a culture of lifelong learning among all staff, encouraging continuous professional growth and adaptation to emerging educational challenges.

Next Steps

- District Leadership Team has identified key system performance evidence and initial recommendations for priority action.
- Consultation sessions will involve senior staff, PVP & exempt staff, Rights Holders, student and partner group representatives and members of the wider community.

Consultation session feedback will inform a first Strategic Plan draft to share with the Board and community.

One or more subsequent drafts will be publicly circulated prior to being brought to the Board for formal approval.

Thank you for your participation!

