

Strategic Plan

Year 1 Report - 2012-13

STRATEGIC OBJECTIVE: Successfully prepare students for the complexity of a rapidly changing world.

Success Indicators:

- 1) Surveys will prove that Saanich is providing personalized programs and services that reach a broad spectrum of student needs, diverse interests and unique passions.**
 - The three neighborhood secondary schools each have unique programs which include a Marine Institute at Parkland, Personalized Learning 10 at Stelly's, The Institute for Global Solutions at Claremont, the Cosmetology and TASK program at ILC Saanichton. Each of the middle schools offer various opportunities. ROMS is expanding an iPad implementation, NSMS is running multi-age classes in grade 6 & 7, and enrollment in SENĆOŦEN at Bayside continues to grow.

- 2. Six-year Completion rates, grade-to-grade transition rates, literacy results and numeracy results will exceed the provincial average and will be the same for WSÁNEĆ, other First Nations, Metis and Inuit students as for all students.**
 - The six-year completion rate for the District as provided by the Ministry is lower than the provincial average. The District adjusted rate brings Saanich in line with the Province. The six-year completion rate for First Nations students has improved in recent years but is still below the Provincial average. Generally speaking, we are pleased with our results but understand there is still room for improvement.

- 3. Indicators of social responsibility and mental health will improve to the levels outlined in the Achievement Contract.**
 - Results are generally strong in relation to the Province and Canada. The District has set targets for further improvement.

- 4. First Nations students' sense of belonging and cultural respect will improve to the levels outlined in the Enhancement Agreement. The language of the WSÁNEĆ people (SENĆOŦEN) will be available from K to 12 in central zone schools, with robust registration from First Nations and non-First Nations students.**
 - As the Enhancement Agreement shows, the results vary in the areas of belonging and respect. This goal has been renewed in the second Enhancement Agreement. Bayside Middle school continues to offer SENĆOŦEN and enrolment has grown from 55 students in 2012-13 to 63 potential students in 2013-14. Stelly's implemented SENĆOŦEN in the 2012-13 year.

5. Saanich will have a net enrolment gain in relation to families choosing our public schools over independent schools and all schools will continue to thrive and grow. Enrolment in specialized program areas will continue to be strong.

- Enrolment in secondary specialty programs including TASK and the Institute of Global Solutions is showing growth. There has been a significant increase in the number of students taking part in athletic academies. Enrolment in Stelly's Climbing Academy should be monitored to determine origin of students. The Parkland Marine Institute is only one year old and, while the number of students taking individual courses is growing, it is too early to determine how many students are returning from independent schools for the program. The Saanich International Student Program continues to grow.

6. Parkland, Stelly's and Claremont Secondary Schools will each have multi-grade, interdisciplinary, project-based, flexible/extended time programs running successfully for large numbers of students.

- Each of the secondary schools continue to offer and refine these unique opportunities. Courses such as PL10 and the French Immersion Intensive semester at Stelly's, Global Solutions at Claremont and Marine Science 9, 10, 11, 12 at Parkland run all year long and combine multiple curricular areas.

7. Partnerships with post-secondary institutions will have grown both within and beyond the Trades program partnership with Camosun College. Research partnerships will continue with the University of Victoria.

- The South Island Partnership with Camosun College remains strong and is growing. Our secondary schools continue to work with Camosun to develop and offer a variety of dual-credit courses. A UVic researcher collaborated with Claremont and Parkland as we transitioned into the Library Learning Commons. Results of the research should be available in Fall 2013. The University of Victoria has been very supportive of many District programs and we need to continue to explore future partnerships and opportunities.

STRATEGIC OBJECTIVE: Increase engagement and innovative partnerships with parents and the community.

Success Indicators:

- 1. Parents will be active members of their school communities and the district education community as a whole, and will be in regular communication. They will be sent district information on a regular basis to enhance understanding and interaction with the Board of Education and district staff.**
 - The district website is well-managed and updated regularly. All school websites have a common theme and are regularly updated.

- 2. Parents and community members will use online forums to discuss issues with trustees and district staff and to provide their feedback on budget policy and education directions issues.**
 - The district has the technology and expertise to create and facilitate this type of communication with the community, but there will be a cost to implement and create the tools.

- 3. Parents will consistently fill the executive positions on their school Parent Advisory Councils and the Confederation of Parent Advisory Councils of Saanich.**
 - All schools have Parent Advisory Councils although some schools find it difficult to fill all of the executive positions on their PACs, particularly at the secondary level.

- 4. Parents/guardians will be well informed regarding public education issues and will be effective advocates for public education.**
 - Information regarding local and provincial education issues is available to parents/guardians through school and district websites and newsletters. Parents have a seat at Board meetings and an active district PAC.

- 5. Community agencies will consistently rate their communication and involvement with the school district as being highly effective.**
 - The district has very good relationships with many community agencies such as Beacon Community Services and anecdotally we can report that they are satisfied with the communication.

STRATEGIC OBJECTIVE: Increase system wide leadership and organizational effectiveness.

Success Indicators:

- 1. There will be evidence of district-wide commitment to collaborative leadership among all employees, students, parents and community partners.**
 - Collaboration time is built into the schedules of a number of schools. Secondary and middle school students have the opportunity to sit on the Superintendent's Student Leadership Group.

- 2. Structures for leadership, including the professional growth council, professional development committees, collaborative research programs, book clubs, leadership development programs, and more will continue to grow.**
 - There was a significant rebound in these opportunities after job action.

- 3. Relationships with employees and unions will be strong, respectful and open and labour relations practices, including work on collective agreements, will be characterized by all parties as being effective and respectful.**
 - In the 2012-13 school year the District was engaged in bargaining with the STA. Approximately 15 articles were signed off which is quite significant. The bargaining sessions were respectful throughout. The District and STA had to deal with only one grievance during the 2012-13 year. Negotiations with CUPE have been respectful and are ongoing.

- 4. Staffing processes will be effective and transparent and succession planning will be strong for all employee groups.**
 - Taking into account the various expectations of our contracts with the two local unions, we feel the staffing process is very transparent. Succession planning, especially at the administrative and executive levels, is an area to consider.

- 5. Employment practices will be rated by employees as being fair and respectful and employment equity will be addressed through a strong policy and effective practices.**
 - In 2008 the District participated in a survey of the "Best Companies." The district hasn't completed any similar surveys since.

- 6. The district will prepare, in collaboration with partner groups, three year operating budgets that will be understood by stakeholders and the public.**
 - Partner groups and stakeholders have numerous opportunities to participate in the budget process each year.

- 7. Actual results will make it clear that budgets are well estimated and prudently managed.**
 - Evidence through audits shows that budgets are generally well estimated.

- 8. Revenue generation opportunities will continue to grow and will be implemented in ways that are modern, creative and in keeping with the mandate of the public education system and the values and beliefs of the board and community.**
 - Revenue generation is regularly explored through budget deliberations, always keeping in mind the values and beliefs of the board. The Board has been very involved in discussing the expansion of the International program.

- 9. The Board will maintain a full and effective program of development and self-review.**
 - The Board reviews its goals on an annual basis.

STRATEGIC OBJECTIVE: Remain a leader in technology, facilities and environmental sustainability.

Success Indicators:

- 1. Expertise with technology will be demonstrably high for all teachers and other staff.**
 - Staff members across the district have opportunities for training in a variety of applications pertinent to their jobs. The Information Technology Plan supports this training in a variety of ways and members of the IT department have been very active in most schools throughout the year.

- 2. All students will be competent in technologies appropriate to their grade levels including in the area of cyber safety.**
 - As open source technologies form the basis for the district information systems, students are encouraged to collaborate, innovate and communicate through learning management systems and district social networks. All schools provide opportunities for students to learn about cyber safety. Regardless of the opportunities and instruction, some students each year make poor choices regarding cyber safety. Ongoing training opportunities in this area are necessary.

- 3. Students will continue to be engaged in Provincial and Board authorized courses to learn about the district's environmental sustainability practice in relation to national or international examples.**
 - Students in a variety of grades have opportunities to engage in a variety of environmental projects and classes.

- 4. School facility conditions will continue to improve through regular reinvestment in facility improvement or upgrading.**
 - The Physical Plant completed a variety of summer projects to upgrade school facilities. Additionally, there are a number of major facility projects that are just beginning or are in the planning stage.

- 5. Every school, department and committee will strive to improve their sustainability via a succinct yearly plan of engagement to reach district targets.**
 - In all of the schools and departments there is a heightened awareness of district targets. Schools regularly receive updates on energy use and conservation.

6. All energy targets will have been met or exceeded, including:

- Reducing energy by 25% and greenhouse gas levels by 15%
- Upgrading of all heating and lighting systems
- Expansion of metering and visual displays in schools
- Improving water use and water management
- Reinvesting energy savings back into green initiatives
- Establishing sustainability education programs in all schools

The district has made significant achievements in all of these areas over the past year.

Recommendations

1. The District should consider developing ways to monitor and report on how the district web site is used by the public.
2. The District has the expertise to develop the electronic tools that can be used to communicate with the community. The District should determine the potential cost of developing these tools to determine if implementation of the technology is feasible.
3. The District should consider surveying employee groups in order to gather information on its current business and personnel practices.
4. The District should continue to support innovation, particularly at the secondary level. Starting in year two of pilot projects, the District should also consider implementing an external evaluation of the pilot programs to determine their effectiveness, longevity and scalability.
5. The District has implemented a number of initiatives to save energy which in turn helps the District save money. The District should continue to support and promote these initiatives through the Energy Leaders program.
6. The District should consider ways to establish a leadership program to help plan for succession.
7. The District should consider ways to establish a mentorship program for teachers, in particular for those recently hired to the District.