

Strategic Plan

Year 2 Report – 2013-14

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.

- At all levels, students have opportunities to explore a range of opportunities and develop expertise in areas of passion and interest. Our Library-Learning Commons are transitioning into the learning hubs of all schools. As a district we are committed to the success of each student and continue to explore ways to develop personalized programs.
- The secondary schools continue to offer 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. In addition, teachers are using strategies such as The Flipped Classroom, multi-disciplinary courses are being explored, and the use of innovative technologies is expanding.
- Our middle schools continue to build on the successes of previous years. More students have access to technology, there are multi-age, inquiry based classes in all middle schools, and a range of elective options are available to all students.
- In our elementary schools, among other projects, we continue to focus on emergent learning in K-1, inquiry based learning that supports personalized for students, and each school has a team of teachers engaged in a collaborative inquiry with a focus on increasing opportunities for children in K-3 to be engaged and successful readers.

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 W̱SÁNEĆ, 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 but continues to improve. However, the District adjusted rate is higher than the provincial average.
- The six-year completion rate for First Nations students has improved significantly. Our unadjusted rate is now close to the provincial rate and our adjusted rate is significantly higher than the provincial rate.
- Our Transition rates continue to be quite consistent from year to year. However the rates in grade 9, 10 and 11 are below the provincial average. We have seen improvement in the rates for our First Nations, Metis and Inuit grade 11 students.

- Results in literacy and numeracy continue to be strong in virtually all areas. We do want to monitor the results in grade 4 numeracy.

3. Indicators of social responsibility and mental health will improve to the levels outlined in the Achievement Contract.

- Students continue to demonstrate a level of intellectual engagement, interest and motivation that is above the national average.
- Middle school students report an increased sense of safety and belonging at school.
- Middle and secondary students report fewer experiences with bullying. There is a drop in grade four students feeling safe at school which needs to be monitored.
- Our students report a high level of involvement and positive engagement in their school communities.

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.

- Bayside Middle School and Stelly's Secondary continue to offer SENĆOŦEN.
- At Bayside, the number of students taking the class grew from 31 in the 2012-13 year to 40 in the 2013-14 year.
- Enrollment at Stelly's in the 2013-14 dropped to 15 students from 28 in the previous 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.

- Our schools continue to attract students from independent schools, although there is room for growth.
- Enrolment in specialized programs continues to be strong.
- We have seen a significant increase in First Nations enrolment numbers in some schools.

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.

- The three neighborhood secondary schools continue to offer a variety of courses for students and enrolment in each is strong.
- The programs include Marine Science 9 which combines science and math, Marine Science 10 which combines science and PE, Personalized Learning 10 which includes English and social studies, Institute of Global Studies which includes elements of social studies, Leadership and Environmental Studies.
- Claremont offers classes before and after the regular school day and enrollment is growing.

- These programs are in addition to many other courses which are open to all students and often include students from two, if not three, grade levels.
- Other Academy or Focus programs include climbing, rowing, lacrosse, fine arts, hockey, judo, golf, and swimming.

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 in both trades and academic programs and courses. SIP includes the five local school districts.
- Over 40% of all of the students enrolled in all SIP courses and programs in the 2013-14 year were Saanich students.

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 the information is updated on a regular basis.
 - All school websites have a common theme and are regularly updated.
 - More teaching staff members use school Moodle sites to communicate with students and parents.

- 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 we have not used this technology to gather information and feedback from parents and the community.

- 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.
 - Attendance at monthly PAC meetings has increased in some schools, but this is an area of potential growth for secondary schools in particular.

- 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, through COPACS, have a voice at Board meetings and on other district committees.
 - District Executive members attend monthly COPACS meetings to share information and answer questions.

- 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, the Saanich Peninsula Community Literacy Committee, the Ministry of Health and the Ministry of Children and Family Development.

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.**
 - The district has a very active professional development partnership with the Saanich Teachers' Association and Saanich Administrators' Association and we are meeting to jointly plan a variety of opportunities for all staff.
 - The Professional Growth Council will be bringing together representatives from all schools, research teams, and committees such as GRIT to create opportunities to share ideas and information, build links and create a common focus for future initiatives.

- 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 September 2014 the district successfully completed local bargaining with CUPE local 441.
 - A collective agreement was negotiated between the province and the BCTF in September 2014. At the local level we continue to clarify some language and will be negotiating LOUs.
 - Both union presidents have at times expressed appreciation for the positive and respectful relationships that exist between the parties.

- 4. Staffing processes will be effective and transparent and succession planning will be strong for all employee groups.**
 - Our staffing processes continue to be transparent and effective. The district works closely with the partner groups to meet the requirements of district policy and collective agreements.
 - The STA with support from the district is creating a mentorship program.

- 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.**
 - The district has not recently asked employees to rate employment practices, but the low number of grievances in this area is reflective of positive and effective practices.
- 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 and carefully managed at all levels.
- 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.
 - The Saanich Business Company has experienced success and generated some revenue. It is an area of potential growth.
- 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.
- Our teacher librarians, through the Library Learning Commons, will help teachers and students continue to develop their skill and confidence with technology.
- This is an area that requires sustained support.

2. All students will be competent in technologies appropriate to their grade levels including in the area of cyber safety.

- Students continue to have a range of opportunities to develop appropriate technological competencies.
- All schools provide opportunities for students to learn about cyber safety in a variety of ways throughout the year.
- The district's Internet Use Policy 3130 was updated in the 2013-14 school year. It will be necessary to monitor and update administrative procedures as 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.
- Students from elementary to secondary schools are engaged in a variety of projects and classes that help create an awareness of environmental issues and sustainable practices and solutions.
- There are active Green Teams in schools and an Energy Ambassador program in secondary schools.

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.
- Our Energy Manager develops yearly plans to meet energy reduction targets and continues to refine communication strategies with schools and the district.

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

- We are on track to meet our greenhouse gas reduction target of 33% by 2020.
- The installation of Smart Meters in schools helps us better understand usage patterns so we can operate schools at an optimal level.
- Lighting upgrades to LED devices are scheduled to be completed this year which will reduce operating and maintenance costs.

Recommendations

1. With the continued implementation and development of innovative practices and innovative and unique programs, student progress and achievement should be monitored to determine the educational impact of these initiatives.
2. Taking into account the number and variety of initiatives and projects, the district should consider looking for ways to align and focus these activities, perhaps through a renewed version of the Professional Growth Council.
3. The FSA results for grade 4 numeracy appear to be lower than in previous years. The district may wish to consider reviewing the data to determine what if any concerns exist and what if any measures need to be taken.