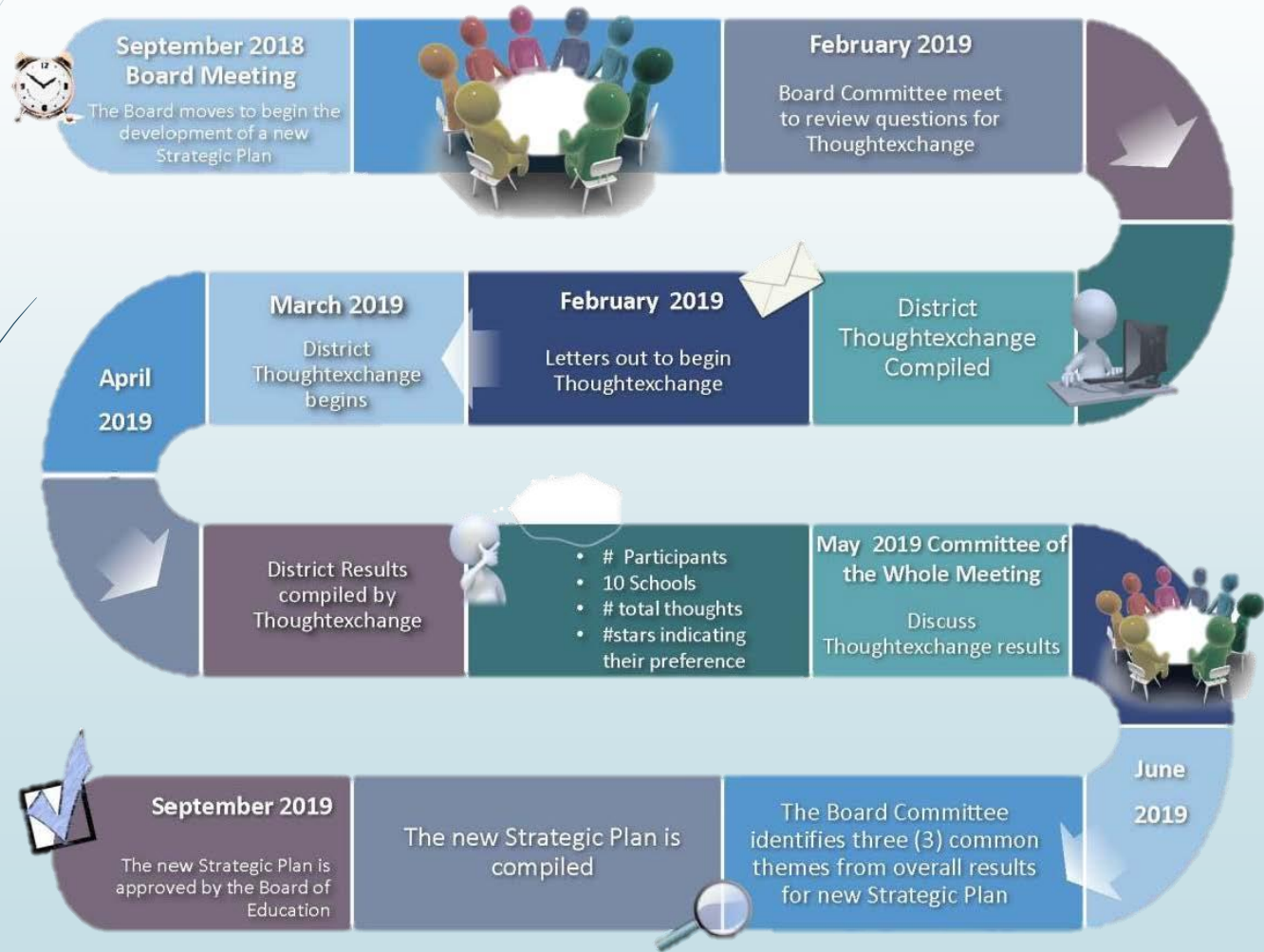


# Strategic Plan 2020-2025

School District 85 (Vancouver Island North)

# Strategic Plan Planning Process 2018/19



# Strategic Plan 2020-2025

The Strategic Plan 2020-2025 sets priorities and defines the path of our school district for the next six years. It serves as a framework to guide the planning and decision making throughout the district, ensuring that we remain focused on every student becoming a graduate prepared for opportunities beyond graduation.

The Board of Education is an elected body that serves the community by building and maintaining a school system that reflects local priorities, values and expectations.

The purpose of the British Columbia school system is to enable all learners to become literate, educated members of our communities, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.

## AIM

- Every student graduating with dignity, purpose and options for the future.

## MOTTO

- Bringing Learning to Life!

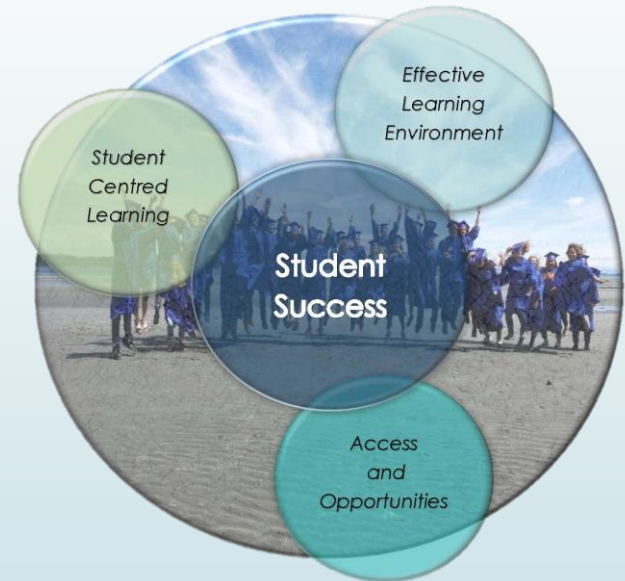
## VALUES

- To:

- Honour all students, families, and communities through excellence in service;
- Transform learning experiences through high quality instructional practice and effective leadership;
- Promote respectful and engaged relationships among and between the Board of Education, employees, students, families and communities;
- Ensure relevant and meaningful learning for each individual student;
- Support and promote self, staff and district-directed professional growth

# Student Success

*Student success is paramount for all learning at School District 85. We believe that providing our students Access and Opportunities in an Effective Learning Environment while focusing on Student Centred Learning, will help our youth grow into educated citizens able to thrive in a rapidly changing world.*



# Student Success

The path to student success at School District 85 will be guided by the following priorities:

## **Provision of STUDENT CENTRED LEARNING**

- Ensuring **learning** is transformative and inspired through inclusive, purposeful and high quality engaging instruction and programs.
- Ensuring **learning** is a process that requires the active collaboration between educators, families, communities, and the learners themselves.
- Ensuring **learning** is both an individual and group process that honours unique ways of knowing and learning to maximize student potential.

## **Provision of an EFFECTIVE LEARNING ENVIRONMENT**

- Ensuring an **effective learning environment** is a community of learners that identifies with the joy and reward of student achievement, development, and success.
- Ensuring an **effective learning environment** is a safe and inclusive place where all students are highly engaged and motivated.
- Ensuring an **effective learning environment** provides effective teaching and leadership that will constantly evolve to adapt to the context in students' lives.

## **Provision of ACCESS and OPPORTUNITIES**

- Ensuring all students have the **opportunity** to focus on meeting their educational goals and aspirations.
- Ensuring the nurturing of healthy partnerships with post-secondary organizations, local business, industry, and not-for-profit organizations that enriches **learning experiences** and creates **opportunities**.
- Ensuring all students have the **opportunity** to maximize their potential and develop important life skills through **experiential** and **place-based learning**.

# Guiding Principles

## **United Nations Declaration on the Rights of Indigenous Peoples**

**14.1** Indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

**14.2** Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

**14.3** States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

**15.1** Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

**21.1** Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the area of education, employment, vocational training and retraining, housing, sanitation, health and social security.

# Guiding Principles

## **United Nations Convention on the Rights of the Child**

**28.** Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**29.** Education should develop each child's personality and talents to the full. It should encourage children to respect other people's rights and values, and their own and other cultures.



# Appendices

**Appendix A-1: [Framework for Enhanced Student Learning](#)**

**Appendix A-2: Click on the hyperlink to view: [Aboriginal Education Enhancement Agreement](#)**

**Appendix A-3: [2019-2020 Student Achievement Results](#)**