

ENHANCING STUDENT LEARNING REPORT

In Review of SD46 Strategic Plan 2019-2023
Year 4 of 4
Approved by Board on September 13, 2023



SCHOOL DISTRICT 46
SUNSHINE COAST

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Overview

DISTRICT CONTEXT

We acknowledge with respect the unceded and traditional lands and waters of the Skwxwú7mesh Úxwumixw and the shíshálh Nation where we gather, learn, and collaborate with one another.

Vision

We are a community engaged in lifelong learning and educational excellence.

Mission

We support and inspire each student to experience joy and fulfillment in realizing their potential as a knowledgeable, confident, and contributing citizen in the global community.

Affirmation

The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing.

The Sunshine Coast of British Columbia is located 30 kilometres northwest of Vancouver and stretches 96 kilometres along the picturesque shores of the Salish Sea. Reached by a 40-minute ferry ride across Howe Sound from Horseshoe Bay, the Coast offers a wide range of recreational and educational opportunities for students and their families.

The district provides public education to over 3,400 students supported by more than 600 dedicated staff in the beautiful coastal communities of the Sunshine Coast, from Earls Cove to Port Mellon, including Langdale, Gibsons, Roberts Creek, Davis Bay, Sechelt, West Sechelt, Halfmoon Bay, Madeira Park, Pender Harbour and Egmont. SD46 is dedicated to creating a safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community. The district is focused through its [Strategic Plan](#) on providing meaningful learning opportunities for all students and staff and in partnership with families, First Nations, community agencies, and associations.

SD46 has [nine elementary schools, four secondary schools](#), and a wide range of innovative programs including [prenatal and early education supports and child care](#), a [K-7 nature based learning program](#), [alternative education](#), [distance and online learning programs](#), and [Indigenous learning and support programs](#). A wide variety of extra-curricular activities complete the comprehensive student experience.

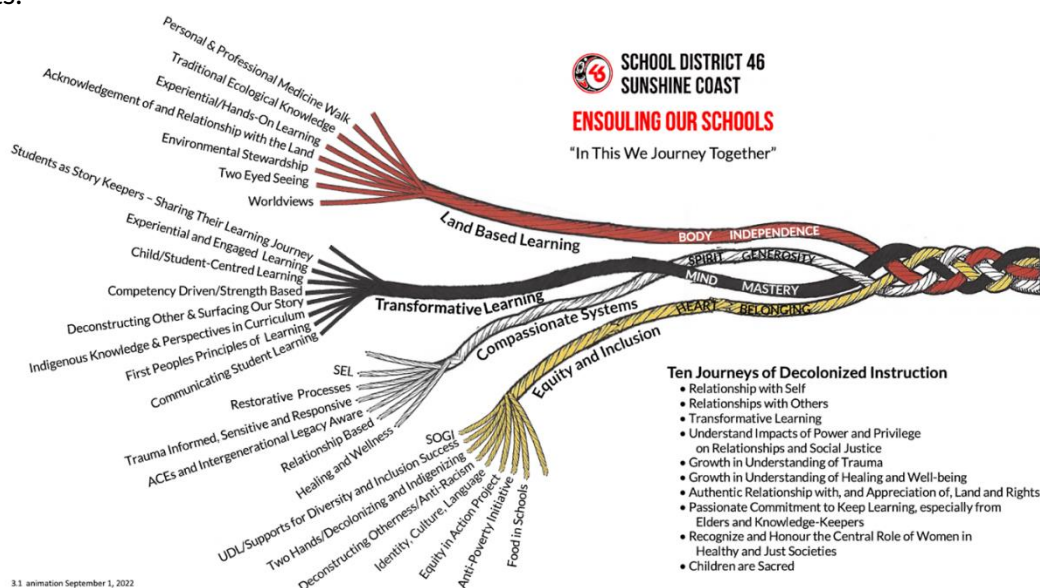
We are very pleased to provide this Enhanced Student Learning Report to our community.

CURRENT STRATEGIC PLAN PRIORITIES AND DISTRICT SUCCESSIONS

For the 2022/2023 school year we have continued to strengthen our commitment to Truth and Reconciliation, supporting the board's affirmation in the Strategic Plan. The value of equity and the affirmation of our Board of Trustees from our Strategic Plan, 'The Board of School District 46 affirms its commitment to Indigenous Peoples and Reconciliation by building relationships and deepening understanding of Indigenous history, worldviews, and ways of knowing,' braid together this work and guide us. The board's commitment and affirmation inspires staff to continue broadening and deepening our work with Ensouling our Schools and the Equity Scan.

In order to lead and support our journey, a working group was formed, including the SD46 Indigenous Education Advisory Circle co-chair, district staff, SCTA executive, and CUPE executive collectively journeying together to strengthen inclusion, equity and our commitment to Truth and Reconciliation. We have expanded the committee to include more members who hold Indigenous ancestry. With this work, we are given the permission to dream, to embark on the heart work and the hard work in the service of students and our future generations.

"Ensouling our Schools" is our guide to building collective efficacy, a set of common beliefs, in the journey of educational transformation. It is a guide to sharing common experience, common understanding and common language. We see this journey as creating a braid, the fibres and strands coming together to create strength and unity while honouring diversity. It is a binding of all of our strands together, considering our own personal gifts, our collective gifts and where we can continue to grow and learn. The braid is the strength of us all, as well as creating compassionate systems, equity and inclusion, transformative learning and land-based learning for all students, staff and community. The strands do not compete with one another. Instead, they strengthen our ability to do our work to ensure belonging, inclusion and equitable outcomes for all students.



Our focus remains that education can be transformative where our schools and community are places of belonging for all kids; which builds a more inclusive, kinder Canada.

For more on our Ensouling Our Schools visit [ENSOULING OUR SCHOOLS](#).

Equity Scan and Action Plan

This year has been the final year for gathering data for the Equity in Action Project. We focused on collecting Street Data and centering the voices who have been marginalized in order to learn through relationship. Each school and department gathered this information and this will inform our Equity in Action Plan for the coming school year.

STRATEGIC ENGAGEMENT

Consultation and collaboration are central to our students' and staff's success. Internal and external committees ensure that information sharing, dialogue and student-centred action is assured. The committees hold a responsibility for and focus on particular goals from the Strategic Plan as outlined in the table below.

| Board Committees | Membership | Strategic Plan Goal Focus |
|--|--|---------------------------------|
| Education | Members of the Board of Education with staff support. Board committees are open to the public unless closed due to personnel, legal or property matters. | All #1 goals; 2 b, c, e; 3 d, g |
| Operations | | 3 c, e, f |
| Policy-Governance Level | | 3b |
| Committee of the Whole (C.O.W.) | | 2 a, d; 3 a, b |
| Superintendent Evaluation | | n/a |
| Superintendent/ Chair/Vice Chair meetings | | All goals |
| Ad Hoc | | All goals |
| Board Evaluation – annual review | | n/a |
| Agenda Setting – for General meeting and committees | | n/a |
| Monthly General Meeting (Closed – personnel, legal, property) Public – reports for the month | | All goals |
| Intergovernmental | | 3b |
| South Coast Branch | | 3b |
| District Internal Committees | Membership | Strategic Plan Goal Focus |
| Family Engagement | Internal committees may include staff, students, parents/caregivers and community members. | 2e and 3a |
| Literacy | | 1d |
| Numeracy | | 1e |
| Technology | | 1j |
| Physical Health and Education | | 1g |



| | | |
|---|--|---------------------------|
| Counsellors | | 1f |
| Inclusion Support Teachers | | 1f |
| Transforming Education Through Technology (TETT) | | 1j |
| Health and Safety | | 1f |
| Food in Schools | | 1g |
| SOGI | | 2c |
| Environmental Education & Climate Action | | 1i |
| Fine Arts | | 1k |
| Program | | 1b |
| Educational Leadership Meetings | | All goals |
| Executive Team Meeting | | All goals |
| District Student Leadership Team (DSLTL) | | 1a |
| Secondary Literacy | | 1d |
| Teacher Librarians | | 1d |
| Staff Wellness | | 2a |
| Equity in Action Steering Group | | 1h |
| External Committees | Membership | Strategic Plan Goal Focus |
| Healthy Schools | External committees are comprised of staff and community members. | 1f |
| Indigenous Education Advisory Circle | | 1h |
| Community Schools | | 3c |
| DPAC | | 2e and 3a |
| Early Years Council | | 1b |
| SCRD and SD46 Joint Use | | 3b, 3c |
| Early Intervention and Advocacy | | 1b |
| Sunshine Coast Literacy Coalition | | 1d |
| Child & Youth Mental Health and Substance Use Local Action Team | | 1f |
| Integrated Team | | 1f |
| Grade 7 Mental Health and Substance Use Panel Planning | | 1f |
| School Committees | Membership | Strategic Plan Goal Focus |
| Staff meetings | School committees may include staff, students, and parents/caregivers. | All #2 goals |
| Staff committees | | 2d |
| Professional Development Committees | | 2b |
| Principal/ Director of Instruction/ Superintendent visits | | 2d |
| PACs | | All #1 goals, 2e, 3a |
| Student Leadership Groups | | 1a |



| | | |
|---|---|---------------------------|
| Health and Safety | | 3e |
| Critical Incident | | 3e |
| Active Travel | | 1g |
| SOGI Leads | | 2c |
| Environmental Education and Climate Action Leads | | 1i |
| SCTA and CUPE Committees | Membership | Strategic Plan Goal Focus |
| Professional Development and Mentorship (SCTA and CUPE) | SCTA and CUPE committees are comprised of union, staff reps, and district staff | 2b |
| Occupational Health and Safety (SCTA and CUPE) | | 2a |
| Social Justice (SCTA) | | 1f |
| Indigenous Education (SCTA) | | 1h |
| Teachers Teaching on Call and New Teachers (SCTA) | | 2a |
| Labour Management (CUPE) | | 2a |
| Education Implementation Committee (EIC) | | All #1 and #2 goals |

STUDENT PERFORMANCE DATA ANALYSIS & INTERPRETATION

The following data and research inform our goals' initiatives, highlights emerging areas of need, and drives our practices. [Public reports](#) on each of the Strategic Plan goals provide in-depth analysis and review of the latest data (provincial, school and qualitative/quantitative) pertaining to that goal.

- [SD46 Contextual, Achievement and Special Reports | Ministry of Education](#)
- [Aboriginal Report | How are we doing? | Ministry of Education](#)
- [EDI | Early Years Development Instrument](#)
- [MDI | Middle Years Development Instrument](#)
- [YDI | Youth Development Instrument](#)
- [District Annual Elementary Data | Indigenous and All Students | Regular Program Proficient/Extending % Combined](#)
- [District Annual Elementary Data | Reading Proficient and Extending Percent Combined](#)
- [District Annual Elementary Data | Writing Proficient and Extending Percent Combined](#)
- [District Annual Elementary Data | Numeracy Proficient and Extending Percent Combined](#)
- [District Annual Kindergarten End of Year Survey Data | Average Literacy Results](#)
- [District Kindergarten Average Literacy Results | Fall and Spring Survey Comparison](#)
- [OECD PISA Data](#)



BUDGET

Community engagement regarding the budget is based on the Strategic Plan. The annual engagement cycle occurs during the winter and includes input from most of the internal and external committees and includes direct consultation with union groups and the public.

Consultations with stakeholders, including the Indigenous Advisory Circle, begin in October of each year. The lens that the budget consultation applies to the discussion is centered explicitly around the district's Strategic Plan. The Plan and related operational plans are shared and the process is explained. In order to ensure alignment, only suggestions that support these plans are considered.

Once the Province announces the budget in March, the district's budget considerations are adapted and decisions are finalized and shared, again through the lens of the Strategic Plan. Prior budget presentations can be found [HERE](#).

ANNUAL REVIEW PROCESS

The district's continuous improvement model includes an annual cycle of implementation, monitoring, evaluation and adaptations for each goal.

The implementation plan is an internal four-year working document that operationalizes the Strategic Plan. It is paired with a communication plan ([Appendix B, Diagram 2](#)) that ensures engagement with all stakeholder groups and each goal is met through the full annual cycle.

The implementation plan includes the annual initiatives, Indigenous connections, resources required, and goal progress with evidence. Included is an example of our implementation plan for the goal 1b: Early Learning ([Appendix B, Diagram 3](#)).

[Public reports](#) on Strategic Plan goals are presented monthly to the Board of Education and include an overview, goal successes, current Strategic Plan priorities, data analysis and interpretation, resources/ budget, existing and/or emerging areas of need and adjustments and adaptations.

- [BOARD REPORT MINUTES](#)
- [YEAR 4 STRATEGIC PLAN REPORTS](#)

The remainder of this report is a summary of the extensive work to enhance student learning. Readers who wish to delve deeper into any particular goal are invited to click on the report link provided with each goal.

Goal Summaries & Reports | Year Four

[LINK TO OUR STRATEGIC PLAN | VISION, MISSION, AFFIRMATION, VALUES & GOALS](#)

CIRCLE OF CARE | STUDENTS:

1a. Our **students' voices** will be respectfully heard and acted upon.

Student Voice refers to the crucial involvement of those directly affected by the educational endeavors within our district, enabling students to actively participate in shaping their own learning experiences. As technology progresses, social structures evolve, educational research expands, and numerous other global and local factors come into play, they collectively reshape our interactions, learning methods, and problem-solving approaches. With shifting expectations placed upon students and the continuous creation of their future, it becomes our responsibility to understand their perspectives, beliefs, and insights within the education system. By capturing their fresh ideas, we can work towards an educational system that they wholeheartedly embrace as their own.

In School District 46, fostering student voice is a cornerstone of our approach. This year, we proudly welcomed Annalisa Achee as our tenth student trustee, reinforcing our commitment to student representation. The District Student Leadership Team (DSLTT) convenes on a monthly basis, bringing together the superintendent, principals, vice principals, and student representatives to discuss matters of significance to students and to cultivate connections among secondary schools. Moreover, our principals diligently ensure the existence of diverse student voice structures within their respective schools. While we take pride in our district's efforts to support student voice in our communities and across the province, we recognize the ongoing opportunity for further growth and development. [LINK TO YEAR 4 GOAL 1A BOARD REPORT](#)

1b. Our students will thrive in their **early years, and throughout their education**, within schools, families, and communities that inspire learning, respect and connection.

The first five years of life have a tremendous influence over the entire lifespan, setting the foundation for lifelong learning, behaviour, and health. School District 46 recognizes the importance of each of the 'ensouled' strands that are braided together to support these early, critical years of development. Attached and responsive relationships support co-regulation, social and emotional wellness, and have been proven to physically influence the growing brain. As a district, we support intergenerational involvement and value the role of parents, family and community in developing the core competencies of lifelong learners.

The environments children are raised in have incredible influence in the early years. These environments include homes that are resourced with books, toys, and information, high-quality child care centres, and opportunities to spend time in nature



developing lifelong, reciprocal connections to land and place. Each of these strands of the braid impact the developing child, strengthening and supporting their growth and transformation, in the early and critical days of their learning journey.

School District 46 continues to be a provincial leader, through our partnerships and our dedication to serving children and families during these early years of life. [LINK TO YEAR 4 GOAL 1B BOARD REPORT](#)

1c. Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the **Core Competencies.**

We are embarking on our second year of work in Ensouling our Schools. Communicating Student Learning is woven directly into the braid. An integral part of Communicating Student learning is student self-assessment of the Core Competencies. Core competencies span the strands of the braid. [LINK TO YEAR 4 GOAL 1C BOARD REPORT](#)

1d. Our students will be **literate. They will be effective communicators, critical thinkers, and engaged citizens.**

Literacy is the ability to make meaning from a diverse array of texts and express oneself in a variety of modes. This includes comprehending, making connections, critically analysing, and creating and communicating for a variety of purposes. Literacy plays a critical role in our work as a district in 'Ensouling Our Schools' as it is a key mechanism for 'Transformative Learning.' This strand of the braid celebrates our students as Story Keepers – full of strengths and competencies that we surface and celebrate in our work in Literacy and Learning. Through creating, listening and reflecting on their own and other stories students understand and make meaning of their own worlds and the world in which we live. [LINK TO YEAR 4 GOAL 1D BOARD REPORT](#)

1e. Our students will be **numerate. They will have the skills and tenacity to interpret and apply mathematical understandings in flexible, functional, and creative ways.**

Numeracy and literacy are the two pillars of the curriculum, and as such, they are woven throughout grades and subject areas. Numeracy plays a critical role in our work as a district in 'Ensouling Our Schools' as it is a key mechanism for 'Transformative Learning.' This strand of the braid celebrates our students as meaning makers – full of strengths and competencies that we surface and celebrate throughout their educational journeys. Numeracy is woven throughout the other strands as well, as we use compassionate, responsive practices, teach for equity using differentiated instruction, and apply our mathematical skills to deepen our understanding and our connection to land and place.

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make sense of information encountered in our everyday lives. By applying mathematical skills to interpret, solve, analyze and communicate, our students understand and make meaning of their own worlds and the world in which we live. [LINK TO YEAR 4 GOAL 1E BOARD REPORT](#)



1f. Our students will develop and apply **social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their **mental health**.**

We have a comprehensive approach in SD46 to ensure that students will develop and apply social and emotional skills to successfully live, work and play together.

Ensouling our Schools, Trauma Informed Practices, Strength Based Approaches and guiding students in the Core Competencies form the Key Principles in SD46.

The Mental Health in Schools Strategy guides our work. [LINK TO YEAR 4 GOAL 1F BOARD REPORT](#)

1g. Our students will develop and apply skills and habits to support their **physical health.**

Physical Health is both an important and broad goal area. This year, the focus of the presentation was on consent. Specifically, we looked at how consent education begins in the Physical Health Education curriculum in kindergarten and then we more deeply examined consent education in grades 4 and 5. The presentation was further informed by the newly released Ministry of Education and Child Care documents linked below:

- Supporting Student Health – Elementary (2022)
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/subject/phe/Supporting_Student_Health_Elementary.pdf
- Supporting Student Health – Secondary (2022)
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/subject/phe/Supporting_Student_Health_Secondary.pdf [LINK TO YEAR 4 GOAL 1G BOARD REPORT](#)

1h. Our students will explore **Indigenous cultures in our community and the **diversity of cultures** in the world.**

The elements of culture are the characteristics and knowledge (often transmitted from generation to generation) of a particular group of people, often shaped and influenced by the place(s) where they live, the length of time they have lived there, the event that have happened over time, other groups who have come to live there, too, and the resources they have access to. It is these influences that have created unique cultures and expressions of them. Culture is holistic; each element is connected to many if not all others. Culture has a past, but it has a present and a future as well. Culture needs to be understood as current and contemporary as much as historical. Culture needs to be understood in the context of the pressures there are for it (or elements of it) to change or stay the same.

“A successful education system honours and celebrates the diverse gifts of all students and empowers them to be the leaders of change for a better tomorrow.”
- Ministry of Education and Childcare

Students need to see themselves reflected and their cultures valued in school and in the

curriculum. When students learn about different cultural perspectives together in meaningful contexts, their respect, appreciation and understanding of each other increases. Given the First Peoples' Principles of Learning,

- How do we respond and behave when we encounter a culture or a person whose culture or worldview seems different to our own?
- What kind of Ancestor do we want to be?
- The Keys: Relationship, Language, Ways of Being and Doing. [LINK TO YEAR 4 GOAL 1H BOARD REPORT](#)

1i. Our students will have the knowledge and skills to contribute to the **care of our planet and its changing climate.**

In School District 46, we are provincial leaders in environmental education and climate change action. Our educational initiatives (Environmental Leads, outdoor classrooms, school yard gardens, nature play areas, climate marches, NEST programming, Outdoor Education at the high school level) and facilities upgrades (solar panels, LED lighting, waste management, LEED buildings) put the Sunshine Coast on the map as a district committed to care for the more-than-human world. [LINK TO YEAR 4 GOAL 1I BOARD REPORT](#)

1j. Our students will have the **digital literacy skills to enhance and communicate their learning, and to responsibly navigate technology.**

Digital Literacy is the interest, attitude, and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others. [LINK TO YEAR 4 GOAL 1J BOARD REPORT](#)

1k. Our students will actively participate in expanded **fine arts programs.**

The BC Arts Education curriculum promotes the arts as a means of self-expression and understanding of identity, and as a place to connect with artists, art processes, artwork, and arts learning in students' own community. A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens.

The Board has developed an arts policy which supports the work of staff in establishing solid arts programming in our schools and provides support for keeping the arts as a key element for learning on the Sunshine Coast. The arts are central for many students' joyful engagement in their learning experiences.

The District Fine Arts Committee is comprised of staff who offer a range of lenses including community schools, teaching, Indigenous Learning, school, and district leadership. The team meets regularly throughout the year to more deeply integrate the curriculum with students' interests, the talents of staff and the support of our community. [LINK TO YEAR 4 GOAL 1K BOARD REPORT](#)

1l. Our students will **graduate with specific life skills to enable them to navigate their personal future directions.**

Transitioning from learning under the effect of Covid and its impact to teaching and learning is on-going. We currently see continued success in student graduation rates and sustained numbers of students accessing Work Experience and other transition program options, but understand that connections between school, students and families need to be an area of continued focus. [LINK TO YEAR 4 GOAL 1L BOARD REPORT](#)

CIRCLE OF CARE | STAFF:

2a. Our staff will be a **healthy and inspired team in which everyone feels respected for their individual gifts, skills, and contributions.**

We are committed to supporting our staff with a culture that is based on the Board's Strategic Plan vision, mission, affirmation, and values. Our district has invested in creating a team of people who are dedicated to making a positive impact on students' lives, their colleagues, and the community. We understand the importance of staff wellness for the success of any organization and are committed to providing the resources and support necessary to ensure that our staff is thriving. [LINK TO YEAR 4 GOAL 2A BOARD REPORT](#)

2b. Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based **professional development.**

The Sunshine Coast School District is committed to providing professional learning opportunities for its staff to ensure that students receive the best education possible. We are proud to support the Strategic Plan and the commitment to professional development through our partnerships with CUPE 801 and the Sunshine Coast Teachers' Association. We believe that learning should be a life-long pursuit and recognize that our staff members can and should continue to expand their knowledge and skills to meet the changing needs of our students. [LINK TO YEAR 4 GOAL 2B BOARD REPORT](#)

2c. Our staff will apply a deep understanding of **inclusive education practices.**

This is the third year of the District Inclusion Support Team (DIST) pilot. The DIST is comprised of a very skilled team of Inclusion Support Teacher Coordinators, Family Navigators and Educational Assistants, and has proven to be a highly successful structure that supports the Strategic Plan goal. The model holds students at the centre while building capacity in teachers and school staff and supports the research that the biggest impact on student wellbeing and success is the classroom teacher.

In the third year, the DIST has been able to hone in on working with school teams on emerging complex behavioural referrals along with building capacity in our Inclusion Support Teachers, classroom teachers and educational assistants. Family Support Navigators continue to bridge home, school and outside agencies. Inclusion Support Coordinators and EAs have built strong connections and there is no question this has served students.

In many ways, the DIST serves in a similar way as a “school-based team” for the entire district. Through this lens, the team continues to provide support, resources, and to build capacity for emergent referrals along with ensuring a strong foundation of universal and integrated supports. [LINK TO YEAR 4 GOAL 2C BOARD REPORT](#)

2d. Our staff will be **leaders in their work.**

We recognize the importance of leadership and strive to provide a variety of opportunities for staff to develop their capacity to lead and affect positive change in the district. We are dedicated to cultivating a learning culture that encourages and values professional growth, creativity, and innovation. [LINK TO YEAR 4 GOAL 2D BOARD REPORT](#)

2e. Our staff will engage in **positive partnerships with students and their families.**

In September 2016, after years of consultation with parents, policy makers, and educators the Ministry of Education introduced the re-designed curriculum. The curriculum incorporates important elements to prepare students for 21st century learning, in that it is concept-based, competency driven, flexible and personalized. The Reporting Policy, which is set for implementation in the 2023-24 school year, has been updated to reflect the changes in the curriculum. These changes centre students, parents and caregivers as equitable partners in the assessment and reporting process.

The policy ensures that:

- Communication between teachers, students and families occurs early & frequently
- Everyone has a clear understanding of what students can already do and areas for future growth.
- It ensures regular communication through both Formal Written Learning Updates and Informal Learning Updates.
- Each Written Learning Update must contain information on where parents can access and learn more about their child’s goals and on-going self-reflection on their Core Competencies.

School District 46 values positive partnerships with families, and has embedded this as a goal in the Strategic Plan. The district has a history of success in using ePortfolios to support communication between children, families and educators. In 2016, the district received innovation funding from the ministry to support ePortfolios as a tool for Communicating Student Learning. This year, after an extensive consultation process, the Spaces ePortfolio platform was launched in our district. This platform offers many benefits to support positive partnerships with students and families. [LINK TO YEAR 4 GOAL 2E BOARD REPORT](#)

CIRCLE OF CARE | COMMUNITY:

3a. Our district will effectively **communicate** with students, staff, and the community.

Communicating effectively with our students, staff, families and community through a number of different methods and supported by current technology is essential to establishing trust, transparency, and connection with all stakeholders. [LINK TO YEAR 4 GOAL 3A BOARD REPORT](#)

3b. Our district will actively engage in **visioning and planning** with local governments.

As the new board convened this fall (with six returning trustees), they reflected on our mission to support and inspire students, realizing their potential as global citizens. Over the next four years, they aim to fulfill their campaign promises and align them with SD46's vision and values. The board embraces change, values teamwork, and encourage community participation for student success. Good governance positively impacts student achievement, and they will leverage strategic planning and collaboration with local governments to further support our students. [LINK TO YEAR 4 GOAL 3B BOARD DISCUSSION](#)

3c. Our district will pursue opportunities that **enhance collaboration and deepen partnerships** throughout our local and global community.

As we consider our SD46 circles of care of students, staff, and community, our partners play an integral role in supporting our children. We are fortunate in SD46 to have strong partnerships that span across a variety of agencies. These connections allow for rich support and resources and help to hold children and youth at the centre of all that we do. [LINK TO YEAR 4 GOAL 3C BOARD REPORT](#)

3d. Our district will support comprehensive **environmental initiatives**.

In School District 46, we are provincial leaders in environmental education and climate change action. Our educational initiatives (Environmental Leads, outdoor classrooms, school yard gardens, nature play areas, climate marches, NEST programming, Outdoor Education at the high school level) and facilities upgrades (solar panels, LED lighting, waste management, LEED buildings) put the Sunshine Coast on the map as a district committed to care for the more-than-human world. [LINK TO YEAR 4 GOAL 3D BOARD REPORT](#)

3e. Our **district facilities** will be safe, engaging, and energy efficient.

Our maintenance and custodial staff continue to work hard to ensure our sites are safe and clean for students and staff. Further to this, we continue to look for opportunities to reduce energy costs and develop efficient facilities. Over the past year, we have been working diligently to upgrade our facilities and enhance the learning environment for our students including raising the quality of our fields, LED retrofits, roofing upgrades, installing a new playground at Kinnikinnick Elementary, and interior renovations at Chatelech Secondary and Davis Bay Elementary, and washrooms upgrades to ensure safe spaces. [LINK TO YEAR 4 GOAL 3E BOARD REPORT](#)



3f. Our district will ensure safe and efficient **transportation strategies for our students.**

Active travel, encompassing modes such as walking, cycling, or using other human-powered transportation, plays a vital role in promoting a healthy lifestyle and fostering a sustainable environment. Encouraging students and their families to embrace active travel options for their daily commute to school offers numerous benefits. Apart from the obvious physical activity component, active travel contributes to improved mental well-being, increased social interaction, reduced traffic congestion, and a cleaner environment. By prioritizing and advocating for active travel, our district aims to create a culture that values and prioritizes the health and well-being of our students, while simultaneously addressing broader environmental and community concerns. [LINK TO YEAR 4 GOAL 3F BOARD REPORT](#)

3g. Our district will recruit students from around the world to live and learn with us in a welcoming **international student program.**

We continue to promote a small, but vibrant, district international program. Students typically attend for one semester or year. Small numbers of students enrol with the expectation of graduating from one of our secondary schools. The program has seen a strong rebound since the onset of Covid 19 with strong numbers of students from existing connections with established agents in Europe and Asia. [LINK TO YEAR 4 GOAL 3G BOARD REPORT](#)

Conclusion

For several years, strategic planning has played a crucial role in our district. We have implemented collaborative, communicative, and well-organized systems to unite our learning communities and foster student success. As we work towards achieving the board's mission, we take great pride in witnessing the happiness of our students within their schools. They feel the unwavering support from caring adults who are dedicated to helping them reach their fullest potential. Our ultimate goal is to empower every student, enabling them to become informed, self-assured, and active participants in the global community, experiencing joy and fulfillment along the way.



Appendices

APPENDIX A: DATA

- [SD46 Contextual, Achievement and Special Reports | Ministry of Education](#)
- [Aboriginal Report | How are we doing? | Ministry of Education](#)
- [EDI | Early Years Development Instrument](#)
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APPENDIX B: TABLES AND DIAGRAMS

1. Committees Overview:

| Board Committees | Membership | Strategic Plan Goal Focus |
|--|--|---------------------------------|
| Education | Members of the Board of Education with staff support. Board committees are open to the public unless closed due to personnel, legal or property matters. | All #1 goals; 2 b, c, e; 3 d, g |
| Operations | | 3 c, e, f |
| Policy-Governance Level | | 3b |
| Committee of the Whole (C.O.W.) | | 2 a, d; 3 a, b |
| Superintendent Evaluation | | n/a |
| Superintendent/ Chair/Vice Chair meetings | | All goals |
| Ad Hoc | | All goals |
| Board Evaluation – annual review | | n/a |
| Agenda Setting – for General meeting and committees | | n/a |
| Monthly General Meeting (Closed – personnel, legal, property) Public – reports for the month | | All goals |
| Intergovernmental | | 3b |
| South Coast Branch | | 3b |
| District Internal Committees | Membership | Strategic Plan Goal Focus |
| Family Engagement | Internal committees may include staff, students, parents/caregivers and community members. | 2e and 3a |
| Literacy | | 1d |
| Numeracy | | 1e |
| Technology | | 1j |
| Physical Health and Education | | 1g |
| Counsellors | | 1f |
| Inclusion Support Teachers | | 1f |
| Transforming Education Through Technology (TETT) | | 1j |
| Health and Safety | | 1f |
| Food in Schools | | 1g |
| SOGI | | 2c |
| Environmental Education & Climate Action | | 1i |
| Fine Arts | | 1k |
| Program | | 1b |
| Educational Leadership Meetings | | All goals |
| Executive Team Meeting | | All goals |



| | | |
|---|---|----------------------------------|
| District Student Leadership Team (DSLTL) | | 1a |
| Secondary Literacy | | 1d |
| Teacher Librarians | | 1d |
| Staff Wellness | | 2a |
| Equity in Action Steering Group | | 1h |
| External Committees | Membership | Strategic Plan Goal Focus |
| Healthy Schools | External committees are comprised of staff and community members. | 1f |
| Indigenous Education Advisory Circle | | 1h |
| Community Schools | | 3c |
| DPAC | | 2e and 3a |
| Early Years Council | | 1b |
| SCRD and SD46 Joint Use | | 3b, 3c |
| Early Intervention and Advocacy | | 1b |
| Sunshine Coast Literacy Coalition | | 1d |
| Child & Youth Mental Health and Substance Use Local Action Team | | 1f |
| Integrated Team | | 1f |
| Grade 7 Mental Health and Substance Use Panel Planning | | 1f |
| School Committees | Membership | Strategic Plan Goal Focus |
| Staff meetings | School committees may include staff, students, and parents/caregivers. | All #2 goals |
| Staff committees | | 2d |
| Professional Development Committees | | 2b |
| Principal/ Director of Instruction/ Superintendent visits | | 2d |
| PACs | | All #1 goals, 2e, 3a |
| Student Leadership Groups | | 1a |
| Health and Safety | | 3e |
| Critical Incident | | 3e |
| Active Travel | | 1g |
| SOGI Leads | | 2c |
| Environmental Education and Climate Action Leads | | 1i |
| SCTA and CUPE Committees | Membership | Strategic Plan Goal Focus |
| Professional Development and Mentorship (SCTA and CUPE) | SCTA and CUPE committees are comprised of union, staff reps, and district staff | 2b |



| | | |
|---|--|---------------------|
| Occupational Health and Safety (SCTA and CUPE) | | 2a |
| Social Justice (SCTA) | | 1f |
| Indigenous Education (SCTA) | | 1h |
| Teachers Teaching on Call and New Teachers (SCTA) | | 2a |
| Labour Management (CUPE) | | 2a |
| Education Implementation Committee (EIC) | | All #1 and #2 goals |

2. Strategic Plan Communications Plan Sample:

| SD46 Strategic Plan Communications Plan | | | | | | | | | | | | |
|---|--|---|--|---|---|---|--|---|--|---|--|---|
| | August | September | October | November | December | January | February | March | April | May | June | July |
| Board Meeting | | Strategic Plan formal adoption 1 (a) Student Voice, DSLT | Vision 2 (e) positive partnerships 1 (c) core competencies 3 (b) visioning and planning | Mission 1 (a) communicate 1 (d) iterate 1 (j) digital literacy | Affirmation 1 (h) indigenous cultures & diversity 3 (g) international student program | Ethics 2 (a) healthy & inspired team 1 (g) physical health 1 (b) early years | Inclusion 2 (c) inclusive education 1 (f) mental health | Collaboration & Equity 2 (b) professional development 1 (e) numeracy 3 (c) partnerships 2 (e) Family Engagement | Innovation 2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives | Respect & Responsibility 1 (k) fine arts 3 (f) transportation strategies | Celebration 1 (i) graduate 3 (e) district facilities | |
| Education Committee | | 2 (e) positive partnerships 1 (c) core competencies | 1 (d) literacy 1 (j) digital literacy | 1 (h) indigenous cultures & diversity 3 (g) international student program | 1 (g) physical health 1 (b) early years | 2 (c) inclusive education 1 (f) mental health | 2 (e) Family Engagement 2 (b) professional development 1 (e) numeracy | 2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives | 1 (k) fine arts | 1 (i) graduate | | |
| Operations Committee | | | | | | | 3 (c) partnerships | | 3 (f) transportation strategies | 3 (e) district facilities | | |
| Committee of the Whole | | Implementation Plan 3 (b) visioning and planning communication | communication 3 (a) communicate | communication | 2 (a) healthy & inspired team communication | communication | communication | communication | communication | communication | communication first year Strat Plan report | Board Evaluation |
| District Program Committee | | EduCoaster articles: 2 (a): healthy & inspired team 3 (a) communicate | EduCoaster articles: 2 (d): leaders 1 (b) thrive throughout education 1 (k) fine arts | EduCoaster articles: 1 (h) indigenous cultures | EduCoaster articles: 2 (b): professional development | EduCoaster articles: 2 (c): inclusive education | EduCoaster articles: 3 (c): partnerships | EduCoaster articles: 3 (c): partnerships | EduCoaster articles: 1 (j) digital literacy 3 (d): environmental initiatives | COW Strat Plan June Report Prep EduCoaster articles: 1 (i): graduate | | |
| Ed Leadership Meeting | Draft Strategic Plan Implementation, School, & Personal Growth Plans | Implementation Plan; Student Note: FSA (Cathy McCubbin Notes), Reg 1170 | 2 (e) positive partnerships 1 (c) core competencies 3 (b) visioning and planning | 3 (a) communicate 1 (d) literacy 1 (k) fine arts | 2 (a) healthy & inspired team 3 (g) international student program curriculum | 1 (g) physical health 1 (b) early years | 2 (c) inclusive education 1 (f) mental health Budget input | 1 (e) numeracy 3 (c) partnerships | 2 (d) leaders 1 (i) care of our planet 3 (d) environmental initiatives | 1 (i) graduate 3 (f) transportation strategies | 1 (i) graduate 3 (e) district facilities | |
| District Parent Advisory Committee (DPAC) | | New Strat Plan & 1(a) Student Voice with Superintendent | 1 (h): Indigenous cultures with DP of Indigenous Learning 1 (c) Core competencies with Superintendent | 1 (j): digital literacy 1 (b) fine arts with Superintendent | XXXXX | 1 (f): mental health with DP of Inclusive Ed. 1 (g) Physical Health with DP of Inclusive Ed. | 1 (i): changing climate with Superintendent 1 (e) numerate Budget input | XXXXX | 1 (d): Iterate 1 (b): early years with DP of Learning & Innovation | 1 (i): graduate | XXXXX | |
| District Student Leadership Team (DSLTL) | | New Strategic Plan, 1 (a) Student Voice | 1 (a) Student Voice | 3 (c): N vs. S hockey fundraiser (December) 2 (e) positive partnerships 1 (c) core competencies | XXXXX | 3 (a) communicate 1 (h) indigenous cultures & diversity 3 (g) international student program | 3 (c): SD46's Got Talent fundraiser (April) 1 (g) physical health Facilities Input Budget input | 2 (c) inclusive education 1 (f) mental health 3 (c): SD46's Got Talent fundraiser (April) DSLTL Selection Process | 1 (a) SD46 Student Forum | 1 (i) care of our planet 3 (d) environmental initiatives 3 (f) transportation strategies DSLTL Selection Process | 1 (i) graduate 3 (e) district facilities New DSLTL Members attend Elect new student trustee | |
| District Indigenous Advisory Circle | | | Strategic Plan Review Mission Affirmation 1 (h) indigenous cultures & diversity | | 1 (a) student voice 2 (c) inclusive education 2 (e) Family Engagement | | 1 (b) early years 1 (g) physical health 1 (f) mental health | | 1 (i) care of our planet 3 (d) environmental initiatives | | 1 (i) graduate 3 (f) transportation strategies | |
| SD46 EduCoaster for Staff | | New Strategic Plan & 3 (e): District Facilities & 2 (e) positive partnerships | | Mission: 2 (d): leaders & 1 (b) thrive throughout education & 1 (k) fine arts | Affirmation; 1 (h) indigenous cultures | Ethics: 2 (b): professional development | Inclusion; 2 (c): inclusive education | Collaboration & Equity; 3 (c): partnerships | Innovation; 3 (d): environmental initiatives | Respect & Responsibility; 1 (j) digital literacy | Celebration; 1 (i): graduate | |
| Website/ Social Media (Facebook, Twitter, YouTube, Instagram) | | New Strategic Plan | Vision | Mission | Affirmation | Ethics | Inclusion | Collaboration & Equity | Innovation | Respect & Responsibility | Celebration | |
| Other Meetings/ Communication | Coast Reporter: Report to the Community | | Superintendent visit to all PAC and Staff Meetings to present new strategic plan or check in during year 2-4 | | | Trustee School visits Annual Budget Consultation Engagement | | | | | | Coast Reporter: Celebration Graduation and thank you to students, staff and community |



3. Implementation Plan Sample:

| SD No. 46 Implementation Plan 2019-2023 | Circles of Care: Students | | | |
|---|---|---|--|--|
| | 2019-2020 Initiative | 2020-2021 Initiative | 2021-2022 Initiative | 2022-2023 Initiative |
| Goal | | | | |
| 1. b. Our students will thrive in their early years, and throughout their education, within schools, families, and communities that inspire learning, respect, and connection. | Revised Early Learning Framework Strengthening Early Years to Kindergarten (SEY2K) Family Resource Programs (FRP) | SPARK! Program Re-Design - Early Learning Framework & Indigenization WonderWheels Strengthen EY to K connections - Wonder Child focus with goals co-developed with community partners | Early Years Hub - Create physical space & wrap around supports SPARK! & Child Development Programs promote ELF SEY2K - community of practice - pedagogical narrations; child-centred; strength-based | Supporting children to THRIVE by Creating a Culture of Joy & fulfillment – through developing a Pedagogy of Play newborn to gr. 12, focused on JOY, Fulfillment, Creativity and Engagement. Vehide: Re-Designing SPARK! SEY2K: A culture where early years educators and support services respect each others contributions and connect regularly to learn, exchange perspectives and share ideas for supporting children & families to thrive. Child Centred/ Strength-based Early Years Hub/Family Resource Programs full of children & families who can access the supports and services to ensure they will thrive in their early years. |
| Indigenous Connection | Early Learning Framework - support the Indigenous Focus. Highlight in our workshops Strengthening Early Years to Kindergarten (SEY2K) - partnering with & Mem7iman in StrongStart Outreach Family Resource Programs - District Principal & Mem7iman; Family Support Navigator with Indigenous Focus Metis Family Support Navigators Early Years Fair Theme Participation of Mem7iman in Early Years Fair | SPARK! Program redesign will highlight Indigenization of content & will be reflective of Early Learning Framework StrongStart Team - will participate in Professional Development with Indigenous focus (ie Cherokee Song in August 2020; Outdoor/Natural in Sept & Talking Trees in Oct. 2020) Strengthening Early Years to K - Partnership with Mem7iman Changing Results for Young Children - Partnership with Mem7iman | Continue to embed Indigenous content into SPARK! Early Years Hub - focus on physical space to be welcoming & reflective of Indigenous culture | |
| Resources | Grant for Ready, Set, Learn Grant for SPARK! Re-Design Grant for Strengthening Early Years to Kindergarten (SEY2K) Grant for Family Resource Programs Grant for Changing Results for Young Children for Well-Being/Playful Learning | Grant for Ready, Set, Learn Grant for SPARK! Re-Design Grant for Strengthening Early Years to Kindergarten (SEY2K)? Grant for Family Resource Program Grant for Changing Results for Young Children for Well-Being/Playful Learning | | |
| Progress/Evidence | Early Years Framework - Document # of presentations/workshops; Attendance; SEY2K: document planning sessions; # of components in our annual cycle FRPs: Increase # of adults and children who participate in FRP; Increase # of parents who participate in Parenting Classes; Increase # of clients family navigators support Kindergarten Survey & EDI | SPARK! - # of collaborative planning sessions; document edits to program SEY2K: document planning sessions; # of components in our annual cycle; FRPs: Increase # of adults and children who participate in FRP; Increase # of parents who participate in Parenting Classes; Increase # of clients family navigators support Kindergarten Survey & EDI | | |