

COWICHAN VALLEY SCHOOL DISTRICT

# OUR STORY IS BEYOND EDUCATION



STRATEGIC PLAN 2020-2024

# XE'XE'SMUN'EEM

Our Sacred Children

The Cowichan Valley School District recognizes, and gives thanks, that we work, live, and play on the traditional lands of the Coast Salish peoples, specifically the lands of the Lake Cowichan, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat, and Quw'utsun peoples. We dedicate this work to our First Nations, Inuit and Métis, and all children in the Cowichan Valley School District.



# THE BOARD OF EDUCATION OF THE COWICHAN VALLEY SCHOOL DISTRICT

---

The Board of Education is proud of public education in the Cowichan Valley. We see the inspiration, innovation, creativity, and success of our students in every one of our schools.

As a District we are always challenging ourselves to be even better for our xe' xe' smun'eem, our sacred children. We developed this Strategic Plan through extensive consultation with students, staff, parents, and community members. The commitment and enthusiasm shown in developing this plan has demonstrated how deeply passionate our community is about the education and well-being of our children, our youth, and our community.

We are pleased to have a clear, strong, collective vision and plan to guide us forward. We will celebrate the success of our plan over the next four years with our community, because our story is beyond education.

Thank you for engaging with us.



Candace Spilsbury  
Chair



Barb de Groot  
Vice-Chair



Elizabeth Croft  
Trustee



Randy Doman  
Trustee



Rob Hutchins  
Trustee



Johanne Kemmler  
Trustee



Joe Thorne  
Trustee

# COWICHAN VALLEY SCHOOL DISTRICT

---

The Cowichan Valley School District proudly serves over 8000 learners. The voices of those learners are woven throughout this Strategic Plan and it is our hope that you hear what they have to say about their futures.

This Strategic Plan was developed through the most comprehensive, future-focused, engagement exercise the District has ever undertaken. Our learners, staff, parents, and community shared their vision for the future and then told us what skills and attitudes would be needed to get there. Finally, they shared how as a community, we could help make that future become a reality.

On behalf of over 1200 employees and our 23 unique school communities, we invite you to be an active part of our community and help prepare our learners for a world they will create.



# OUR STORY

A young person with dark hair, wearing a bright blue hooded jacket, is shown in profile, focused on playing a large, round, light-colored drum. The drum has a dark center and a rim decorated with small, dark, circular studs. The young person is holding a mallet or stick to the drum. In the background, an older woman with dark hair and sunglasses on her head is looking towards the young person. The background is a lush green field of tall grass.

# BEYOND EDUCATION

PREPARING OUR LEARNERS FOR A WORLD THEY WILL CREATE

# OUR MISSION

OUR STUDENTS ARE AGILE AND PREPARED TO TRANSITION  
TO A FUTURE OF THEIR CHOOSING



OUR LEARNERS

ARE COMPASSIONATE

COLLABORATE

CONTRIBUTE

THINK CRITICALLY

CREATE AND INNOVATE

ARE LITERATE ACROSS DOMAINS



# WE VALUE

## EQUITY

Each learner receives what they need to develop to their full potential

## RELATIONSHIPS

Interactions that are grounded in integrity and compassion

## ENVIRONMENT

Respect and care for the natural world that honours our historical place

## HARMONY

Building peaceful communities that support well-being

## INCLUSIVENESS

Creating conditions that allow for a strong sense of belonging for all

# WE BELIEVE



All students can learn

In supporting the whole child

In holding high and achievable expectations for all

Learning experiences should be engaging, purposeful and reflective of voice and choice

In the importance of Indigenous ways of knowing

We all play a role in supporting student learning

In using strength-based approaches

Strength is found in diversity

# THE EDUCATED CITIZEN

## OUR COMMON PURPOSE

Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base

Creative, flexible, self-motivated and who have a positive self-image

Capable of making independent decisions

Skilled and who can contribute to society generally, including the world of work

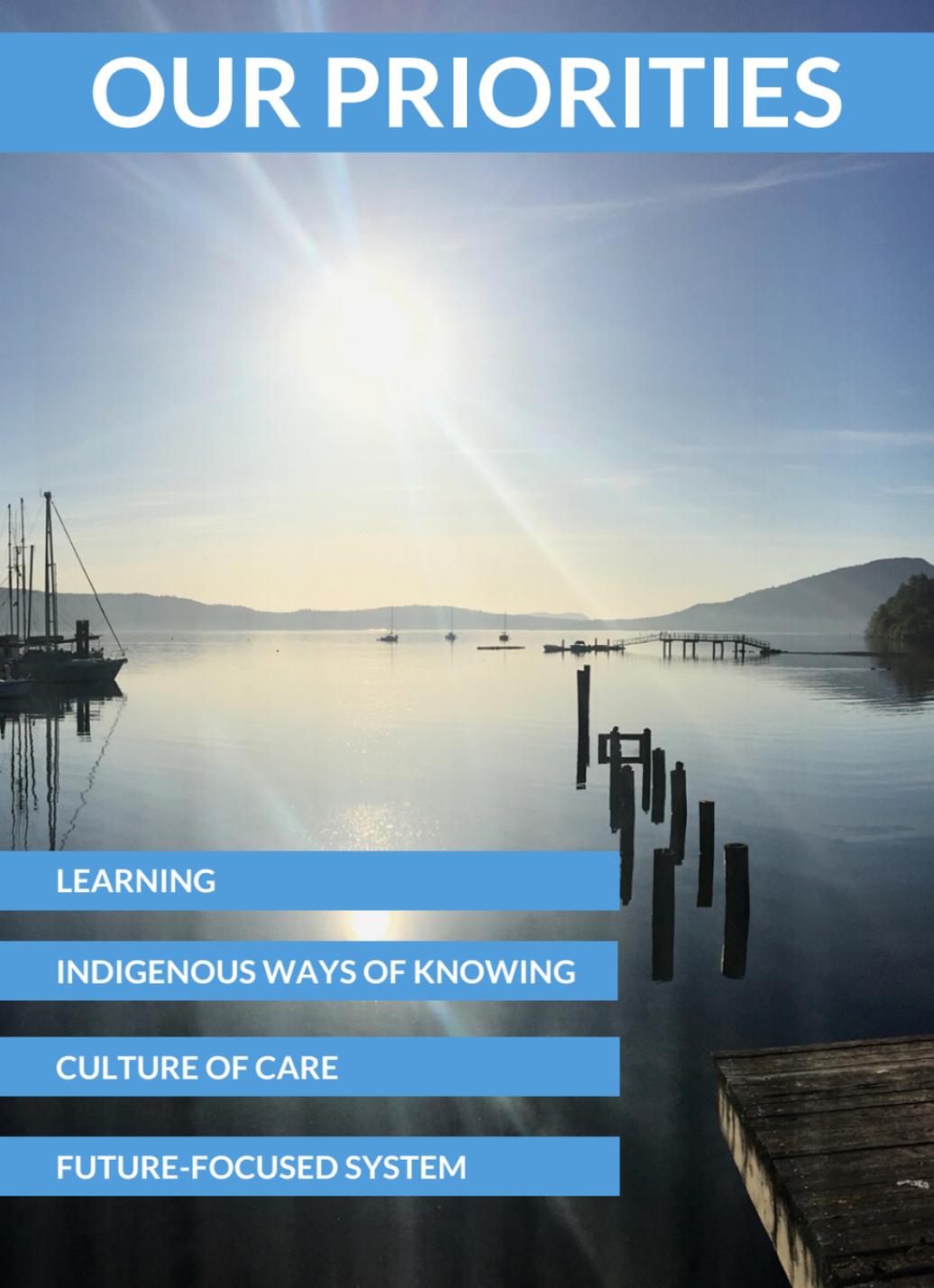
Productive, who gain satisfaction through achievement and who strive for physical well-being

Cooperative, principled and respectful of others regardless of differences

Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world



# OUR PRIORITIES

A scenic view of a lake at sunrise or sunset. The sun is low in the sky, creating a bright glow and lens flare effects. The water is calm, reflecting the sky and the sun. In the foreground, there are several vertical wooden posts, likely part of a pier or dock. In the background, there are mountains and a few small boats on the water. The overall atmosphere is peaceful and serene.

LEARNING

INDIGENOUS WAYS OF KNOWING

CULTURE OF CARE

FUTURE-FOCUSED SYSTEM

# OUR PATH

THE LEARNING JOURNEY



# LEARNING

A photograph showing a man in a blue jacket and three students in dark hoodies working in a garden. They are leaning over several raised garden beds filled with soil and young plants. The garden is lush with green foliage and some purple flowers. The background shows a building with large windows.

## ENSURING VOICE AND CHOICE FOR ALL LEARNERS

To develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens

# OUR PATH

## LEARNING



### ENSURING VOICE AND CHOICE FOR EVERY STUDENT

Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens

Enhance early learning opportunities and partnerships

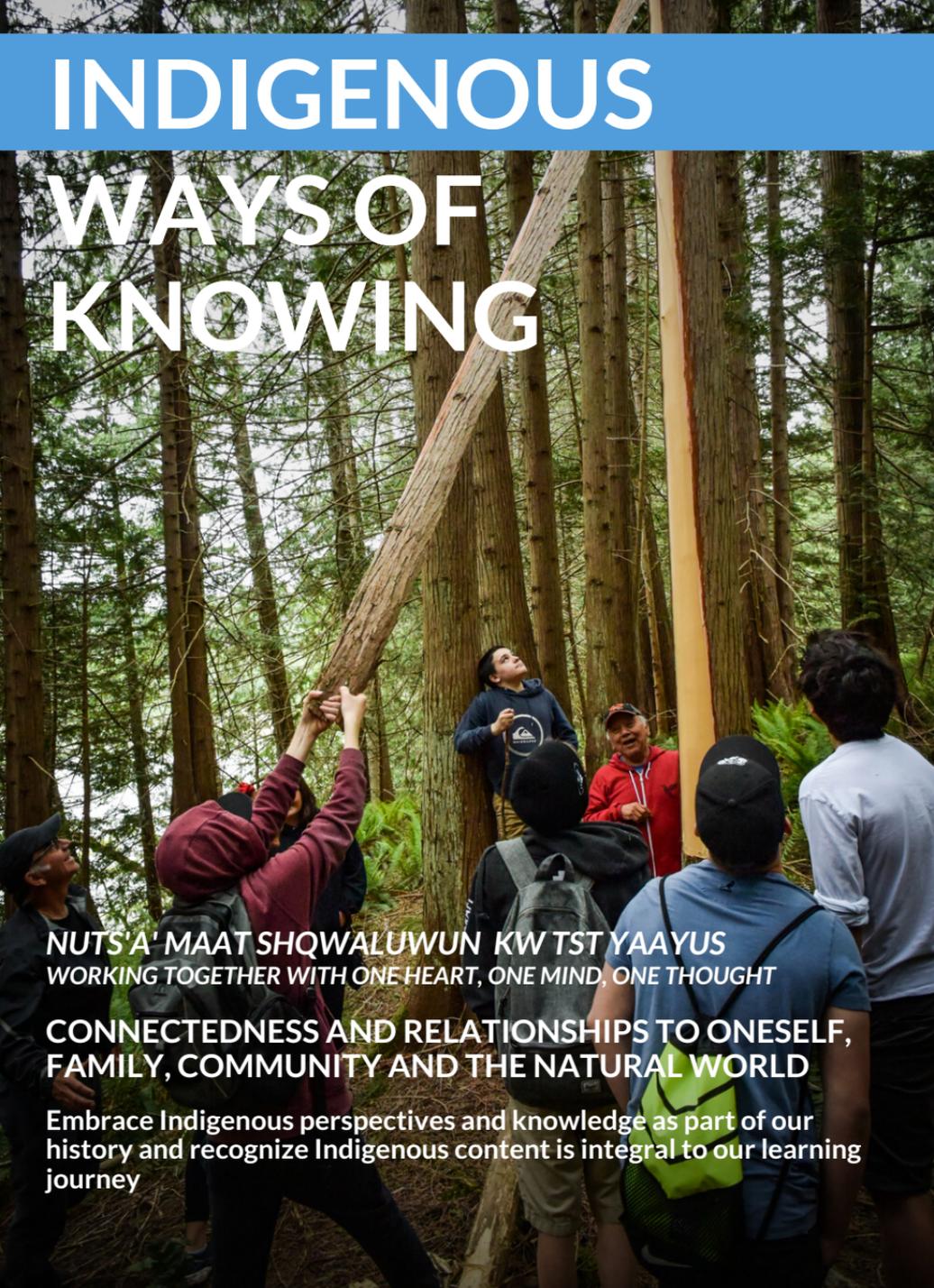
Focus on foundational learning in literacy and numeracy

Focus on applied learning and authentic real-world learning experiences

Create well-designed learning environments that are:

- > Profoundly personalized
- > Learner-centred
- > Inclusive
- > and Social

# INDIGENOUS

A group of people, including children and adults, are gathered in a forest. They are looking at a large, long log that is leaning against a tree trunk. The forest is dense with tall, thin trees and green foliage. The scene is outdoors and appears to be a field trip or educational activity.

# WAYS OF KNOWING

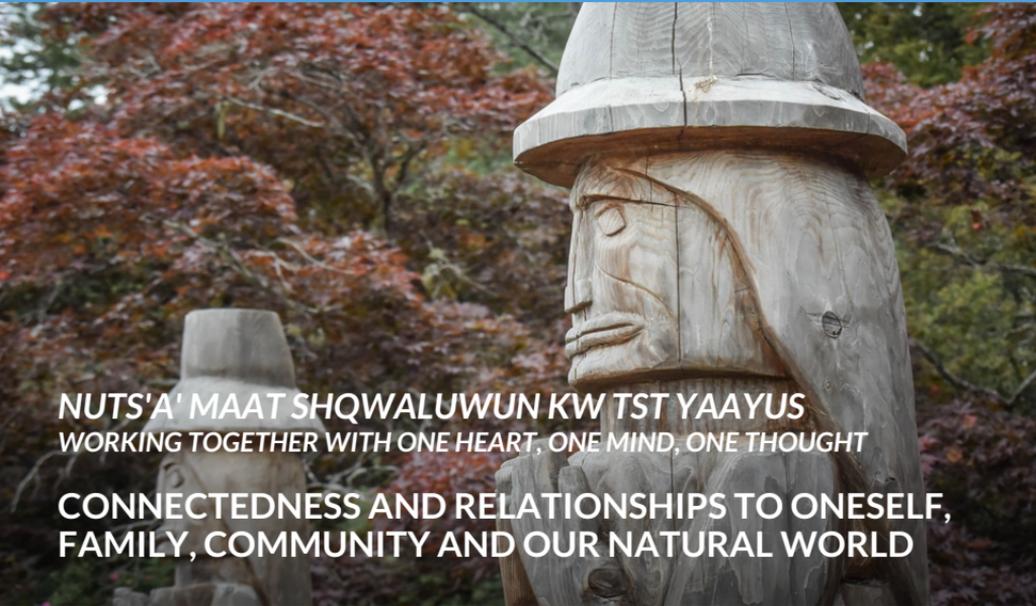
**NUTS'A' MAAT SHQWALUWUN KW TST YAAYUS**  
*WORKING TOGETHER WITH ONE HEART, ONE MIND, ONE THOUGHT*

**CONNECTEDNESS AND RELATIONSHIPS TO ONESELF,  
FAMILY, COMMUNITY AND THE NATURAL WORLD**

Embrace Indigenous perspectives and knowledge as part of our history and recognize Indigenous content is integral to our learning journey

# OUR PATH

## INDIGENOUS WAYS OF KNOWING



**NUTS'A' MAAT SHQWALUWUN KW TST YAAYUS**  
*WORKING TOGETHER WITH ONE HEART, ONE MIND, ONE THOUGHT*

**CONNECTEDNESS AND RELATIONSHIPS TO ONESELF,  
FAMILY, COMMUNITY AND OUR NATURAL WORLD**

Embrace Indigenous perspectives and knowledge as part of our history and recognize Indigenous content is integral to our learning journey

Critically examine our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation

Address the inequities of outcomes for our Indigenous learners

Create safe, flexible and culturally-responsive learning environments

Deepen our understanding of environmental stewardship, place-based historical knowledge, language, and culture

# CULTURE OF CARE



## RECOGNIZING THE IMPORTANCE OF RELATIONSHIPS

Foster healthy, safe, and resilient communities that build on the unique identities of our learners allowing them to thrive

# OUR PATH

## CULTURE OF CARE

RECOGNIZING THE  
IMPORTANCE OF  
RELATIONSHIPS



Foster healthy, safe, and resilient communities that build on the unique identities of our learners allowing them to thrive

Acquire a deep understanding of our learners by developing healthy relationships

Create healthy work and school environments that promote wellness

Enhance mental health opportunities and partnerships that support well-being

Continue to create and promote safe and inclusive learning environments for our diverse community

# FUTURE-FOCUSED SYSTEM

WORKING TOGETHER AS A WHOLE SYSTEM

Create nimble and dynamic environments that embrace change and foster innovation to enhance student learning



# OUR PATH

## FUTURE-FOCUSED SYSTEM



**WORKING TOGETHER AS  
A WHOLE SYSTEM**

Create nimble and dynamic environments that embrace change and foster innovation to enhance student learning

Ensure all operational plans and procedures are cohesive and aligned with the strategic direction of the district

All decisions are evidence based, child focused, and culturally and environmentally responsive

Continue to enhance the capacity of the system where all members of our organization are committed to our primary purpose of supporting our learners

# COWICHAN VALLEY SCHOOL DISTRICT

2557 Beverly Street, Duncan BC, V9L 2X3

[WWW.SD79.BC.CA](http://WWW.SD79.BC.CA)

[@COWICHANSCHOOLS](#)

