



Vancouver Island West School District 84

Strategic Plan | 2025-2030



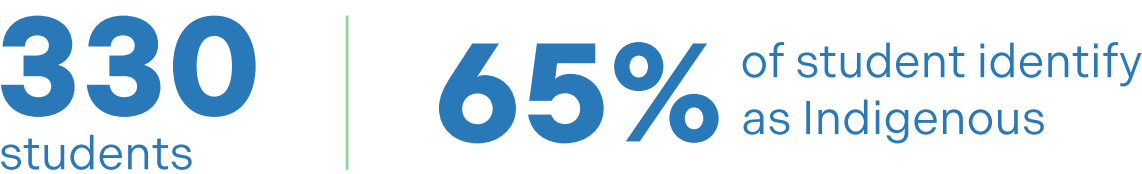
Land Acknowledgement

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional territory of the Nuu- chah- nulth peoples, specifically the Ehattesaht, Ka:'yu:'k't'h/ Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht Nations. We honour our relationship with these Nations and with all other First Nations, Metis, and Inuit peoples who reside in the territories we serve.

District Context

SD84 is composed of five schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, as well as a district Continuing Education program, an outdoor education program, and an international program. We are a rural, remote district with a student population of approximately 330 students. Approximately 65% of SD84 students identify as Indigenous, and the majority of Indigenous students in our district live on-reserve. The learning needs of our students are diverse, as over 20% of students in SD84 are students with disabilities or diverse abilities.

Due to the remote geography of our school district, services for students and families are limited. Travel between schools and communities in SD84 involves multiple hours, gravel logging roads, water taxi, and float plane. Families must travel to larger population centers to access groceries, banks, and dental services, often travelling over gravel logging roads for multiple hours to access basic services. The remote nature of our schools also contributes to challenges associated with staff recruitment and retention. While there are challenges associated with rural and remote geography, our small size and remote nature also offer some powerful positive opportunities for learning, such as our small class sizes, rich Nuuchahnulth culture, and abundant outdoor learning opportunities. The nature of our schools and communities allows us to be responsive to our students and to form close connections amongst students, staff, and families.



Message from the Board

The Board of Education is proud of the public education system in Vancouver Island West. With this new five-year strategic plan we renew our commitment to continuous improvement. As a board, we continue to draw our inspiration and passion for our work from the students we serve.

Our Strategic Plan envisions each student's unique talents and gifts being recognized and nurtured. We embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards this vision. Our strategic priorities of Learning, Relationships, and Indigenous Ways of Knowing will bring this vision to life and help ensure the personal success of every one of our learners.

This Plan is rooted in our relationships with local First Nations, communities, students and families. We thank all those who participated over the past 12 months in the process of creating this plan that will benefit all of our children. This Strategic Plan is directly linked to our District's [Indigenous Education Enhancement Agreement](#) and the work done in partnership with the Nuuchahnulth Tribal Council and local First Nations communities to create pathways forward for all of our learners.

Our board is committed to the work of creating safe, healthy, and responsive schools where every student's unique gifts are nurtured. We thank you for all of your support, and welcome you to engage with us in this ongoing work.

Sincerely,

Arlaine Fehr, Chair

Jenniffer Hanson, Vice-Chair

Cyndy Rodgers, Trustee

Allison Stiglitz, Trustee

Katie Unger, Trustee



Development of the plan

Our Strategic Plan 2025-2030 has been developed by grounding ourselves in evidence of student learning and through listening to the Vancouver Island West community. A thorough public consultation process, including multiple consultations in each of our communities as well as targeted consultations with students, staff, and the district’s Indigenous Education Council, took place during the 2024-25 school year. Our priorities – Learning, Relationships, and Indigenous Ways of Knowing – were chosen based on the needs of our learners and the voices of our stakeholders.

What’s happening for our learners?

In order to determine our direction forward in the Strategic Plan, we need to start with our current reality. From our evidence of learning, we have identified the following trends for our learning (greater detail is found in our annual [Framework for Enhancing Student Learning report](#)):

- Many students enter Kindergarten vulnerable in one or more domains
- We have experienced growth in primary literacy
- Fewer students achieve proficiency in literacy and numeracy in the intermediate and secondary years
- Graduation rates have been increasing
- Equity gaps exist for Indigenous students, children and youth in care, and students with disabilities and diverse abilities, and increase as students get older
- Most students feel connected and cared for at school
- School absenteeism is a significant issue for many students

Our strategic priorities, described in the following sections, provide our direction forward. They have been developed from the evidence of what is happening for our learners and consultation with Indigenous rightsholders, communities, parents, staff, and students.





Our Mission

In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.

Our Vision

All students graduate having developed their unique potential as caring, adaptable citizens and future leaders both locally and globally in a changing world.

Our Values



Safety

Safe environments allow students to focus on learning, growth, and development without fear of harm.



Inclusion

Inclusion fosters a sense of belonging and respect, enriching our communities by embracing diverse perspectives and talents.



Well-being

The physical, mental, and emotional well-being of students and staff is the foundation for learning, growth, and success.



Success

Achieving success, in all of its forms, boosts confidence, motivates further growth, and inspires others to pursue their own goals.



Trust

Trust is essential for building relationships, fostering cooperation, open communication and mutual respect.



Empathy

Empathy enables understanding, compassion, and connection, helping to build stronger, more supportive relationships and communities.



Respect

Respect is fundamental as it fosters positive interactions, promotes equality, and creates an environment where individuals feel valued and understood.

Our Priorities

School District 84 strives to improve the life chances of all of our students through education, and we are committed to ongoing improvements in our practice to fully meet the needs of our students. Strategic Plan 2025-2030, developed in collaboration with stakeholders and rightsholders, provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing success for every student.

Learning

Achieving personal success in learning equips students with the knowledge, skills, and adaptability needed to set goals, navigate challenges, and grow in an ever-changing world. Focusing on equity in outcomes for Indigenous learners and learners with diverse abilities is crucial to ensure that every learner can realize their full potential.

Relationships

Positive relationships between students, staff, parents, and community are vital in supporting student learning, as they foster trust, motivation, and a sense of belonging. Working together to support students' social and emotional well-being is essential for helping learners develop resilience, empathy, and strong interpersonal skills.

Indigenous Ways of Knowing

As we learn on the traditional territories of the [Ehattesaht](#), [Ka:'yu:'k't'h/ Che:k'tles7et'h'](#), [Mowachaht/ Muchalaht](#), and [Nuchatlaht](#) nations, we seek to strengthen our connection to the Nuu-chah-nulth peoples, culture, language, and land, and to ensure that our learning environments are safe, welcoming, and responsive for Nuu-chah-nulth students, parents, and communities.





Learning

We strive for personal success for each student so that every learner develops the knowledge, skills, and adaptability to navigate challenges, seize opportunities, and grow in an ever-changing world. We foster deep learning by cultivating students' curiosity, empowering students' agency, and nurturing the unique gifts that every student possesses.

Goals:

- Every student develops strong sense of agency, engagement, and voice
- Every student achieves proficiency in literacy and numeracy
- Every student graduates well-equipped to meet their personal goals
- We achieve equity for Indigenous learners, children and youth in care, and students with disabilities and diverse abilities

Measures:

- Foundation Skills Assessment
- District Assessment Framework
- Dogwood graduation rates
- Academic success (Foundation Skills Assessment, District Assessment framework, graduation rates) for learners with disabilities or diverse abilities



Relationships

We foster a culture of belonging by nurturing strong, respectful relationships among students, staff, parents, caregivers, and community partners. Our schools are healthy and inclusive learning environments where everyone feels valued, safe, and supported.

Goals:

- Students, staff, and parents feel safe, cared for, and connected to their schools
- Students learn to care for their social, emotional, and mental well-being
- Strong partnerships develop with parents, caregivers, and communities
- Students will have access to mental health supports
- As relationships grow, student attendance improves

Measures:

- Student Learning Surveys
- Pathways student interviews
- Pathways community surveys
- Attendance rates



Indigenous Ways of Knowing

We support learners to have an awareness of where they come from, of who they are and of their fullest potential, with strong character and confidence, walking through life on earth with dignity, pride and enthusiasm for all that life has to offer. We guide students to success by providing a strong foundation that promotes wisdom while they grow intellectually, socially, physically, spiritually, and emotionally. We envision safe and healthy learning environments that extend between our schools, our communities, and Nuuchahnulth territories, and where our culture and our language are embedded in everyday teachings.

Goals:

- Developing strong connections between schools and local communities
- Embedding Nuu-chah-nulth language and culture into everyday teachings
- Increasing Indigenous students' levels of success
- Improving the safety of our schools for Indigenous peoples
- Fostering students' sense of identity

Measures:

- Pathways student interviews
- Pathways community surveys
- Student self-assessment of core competencies
- Foundation Skills Assessment results for Indigenous learners
- District Assessment Framework results for Indigenous learners
- Graduation rates for Indigenous learner





Our Approach

We will engage in the work of improving student learning by following these principles:

- Committing to continuous improvement
- Consulting meaningfully with stakeholders and Indigenous rightsholders
- Engaging in open and respectful communication
- Promoting equity, inclusion, and accessibility
- Ongoing professional growth and learning
- Collaborating amongst staff, students, parents, and communities
- Building professional learning communities
- Monitoring results and utilizing evidence to inform decision making
- Incorporating land-based and experiential learning
- Developing trauma-sensitive and culturally responsive learning environments
- Aligning resources to support our goals
- Employing efficient and effective systems to support learning



Bringing the plan to life

The goals and priorities for Strategic Plan 2025-2030 will remain consistent through the five-year life of the plan. We will be responsive and flexible through our annual Operational Plans, where strategies are developed to make progress towards the goals outlined in this Strategic Plan. Operational Plan strategies are resourced through our annual budget development cycle.

In order to make sustained progress towards the goals of our strategic plan, the district is involved in a process of continuous improvement. Our approach to continuous improvement in district and school plans is ongoing and focused on improving results for our learners. We begin with evidence of student learning, as we analyze local and provincial data to determine the effectiveness of our programs and which students require additional support. Using this evidence, we plan intentional and evidence-informed strategies to meet the identified needs and equity gaps. We align our resources to support our plans and build the capacity of our educators to implement strategies skillfully. We review the effectiveness of our strategies frequently, making adjustments as necessary, and report annually to stakeholders through the FESL report. This leads back to analyzing our results as our cycle of continuous improvement continues. Goals from our Strategic Plan 2025-2030 also inform and guide our annual School Plans. School Plans are developed at each school to identify local priorities for learning and to take actions to make a difference.

Strategic Plan priorities and goals for Indigenous education are closely aligned with our Indigenous Education Enhancement Agreement, as developed in partnership with the district's Indigenous Education Council.







**Vancouver Island
West School District 84**

(250) 283-2241

#2 Highway 28, Gold River, BC V0P 1G0