

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Career Technical Center

Principal: Dave Travers

Our Story/Our Learners

The Career Technical Centre (CTC) works to help students transition from high school into careers. We offer trade and certificate-based programs where students start their learning journey in their grade 12 year and graduate with a foundation program in trades or a certificate that makes them immediately employable. Students can also sample the trades in a semester long program in grade 11 or 12 to help them focus their career plans. Primarily grade 12 students interested in experiencing university can also take undergraduate courses and begin working towards a credential such as a certificate, diploma or degree. The CTC also helps students connect to a trade by starting an apprenticeship as early as grade 10. Some of our learners take this route as they may already have skills that make taking a foundation program redundant. Finally, the CTC promotes the course Work Experience where students can do a paid but mostly unpaid job shadowing a career of interest. Work Experience is an elective course and is generally completed outside of school hours.

Many of our courses are in a category called “Dual Credit.” A “Dual Credit” course is where students receive a credential or course credit from a post secondary school (university or college) and elective credit. Trades, certificates and taking undergraduate courses are “Dual Credit.” Work experience, trade samplers and apprenticeships are not in this category.

We support all grade 10 to 12 students in the district by offering experiential days in careers in health care, hospitality and trades, maritime to name a few. The purpose is to provide students opportunities to explore careers and focus their next steps once they graduate. Our programs serve a diverse range of learners, including Indigenous learners, children and youth in care, students with diverse abilities and disabilities, and students whose strengths and interests may not be fully realized in traditional school settings. Approximately 10% of CTC students are Indigenous, and we intentionally work to increase access and participation for Indigenous learners across all programs. Through personalized pathways, hands-on learning, and strong

community partnerships, the CTC helps students build confidence, develop skills, and take meaningful next steps toward their career and educational goals.

Data & Evidence For Goal 1:

The 2024-25 Student Learning Survey indicates an opportunity to strengthen students' confidence in their career readiness and communication skills. When asked whether their school experience was preparing them for a career, 44.9% of students responded positively, 12.2% responded neutrally, and 36.7% responded negatively. While nearly half of students felt prepared for future careers, the results suggest that many students would benefit from additional opportunities to connect their learning to career pathways and post-secondary goals.

The survey also highlighted communication as an area for growth. In response to the statement, "At school, I am learning to communicate well," 50.9% of students responded positively, 31.6% responded neutrally, and 10.5% responded negatively. While most students reported some confidence in their communication skills, the large proportion of neutral responses suggests an opportunity to further develop students' ability to communicate effectively in workplace, training, and post-secondary settings.

Together, these results indicate a need to strengthen students' understanding of career pathways and increase opportunities to develop and demonstrate workplace-ready communication skills through authentic, hands-on learning experiences.

The CTC meets with students on Fridays to provide guidance for student future planning and to promote good communication skills. Although we engage students in future planning it is our hunch that we are not being intentional enough when talking about their future and that students are not connecting the days topic to learning about their future career.

Data & Evidence For Goal 2:

Effective communication is a lifelong skill that supports success in employment, post-secondary education, and everyday life. As workplaces increasingly rely on email, text messaging, and other digital forms of communication, students need opportunities to develop confidence and proficiency in these areas.

Through our work with students and employers, we have observed that many students are hesitant to respond to professional emails, text messages, and other workplace communications. This can create barriers as they transition to employment, apprenticeship, and post-secondary opportunities.

The 2024-25 Student Learning Survey supports this observation. When asked to respond to the statement, *"At school, I am learning to communicate well,"* 50.9% of students responded positively, 31.6% responded neutrally, and 10.5% responded negatively. While many students feel they are developing communication skills, the large percentage of neutral responses suggests that there are opportunities to strengthen students' confidence and competence in professional communication.

These results indicate a need to provide students with more authentic opportunities to practice workplace communication skills, including email, text, verbal interactions, and professional correspondence, as they prepare for future careers and post-secondary pathways.

Board Goal:

Board Objective:

Focused Improvement Goal:

This goal directly supports SD68's strategic priorities by improving student success through stronger transitions and future readiness, enhancing student agency and wellness through increased support and confidence, and advancing equity by ensuring all students have access to meaningful pathway planning.

Implementation Plan:

School-based Action	Strategy Type
Large and small group sessions on Fridays on the following topics: - Health and wellness - Job safety and readiness - Employment and networking -	Universal with small and large groups
Authentic site visits to learn about career opportunities	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Student Learning Survey Student voice: Using the scale: • Strongly disagree • Disagree • Neutral • Agree • Strongly agree Survey seeking student voice asking: • “I know what my next steps are after graduation.” • “I have received helpful guidance from staff about my future.” • “I know where to go in the school for help with planning my future.”	Post program Post Friday sessions

Ongoing Engagement:

Students will engage with a variety of community and industry partners throughout the year to strengthen their career readiness, workplace knowledge, and communication skills. Representatives from the Royal Bank will support financial literacy learning, while instructors from Vancouver Island University will provide insights into post-secondary education and marketing careers. Partners including Island Health, WorkSafeBC, WorkBC, the Vancouver Island Construction Association (VICA), the BC Federation of Labour, and SkilledTradesBC will deliver workshops and training focused on workplace safety, employability skills, career pathways, and industry expectations. Local employers will participate in career panels and discussions, helping students develop a deeper understanding of workforce opportunities and the skills employers value. Through these ongoing partnerships, students will build confidence, strengthen communication skills, and gain practical knowledge to support successful transitions to employment, apprenticeship, and post-secondary education.

School Goal #2

Board Goal:

Student success

Board Objective:

Increase Literacy success rate for all students

Focused Improvement Goal:

By the next Student Learning Survey cycle, we plan to see an increase in the percentage of Grade 12 students reporting they are learning to communicate well from 50.9% to 80% through the implementation of targeted practice to respond to emails and texts in a timely manner.

Implementation Plan:

School-based Action	Strategy Type
Each month we will send out an email or text and have the students respond within a day. Instruction will occur to talk about the importance of responding to one's employer.	Monthly and applies to all students

Goal Tracking:

Metric	Monitoring Checkpoints
Track percentage of students answering a targeted email or text once a month within a 24 hour period. Each month a percentage of success will be recorded.	Monthly

Ongoing Engagement:

Students will work with CTC staff and community partners to develop their communication skills. Segments of Fridays will highlight the importance of communicating well.