



SALMON ARM SECONDARY

School Learning Plan 2024-2025



School Context:

Wayt'k – Welcome to Salmon Arm Secondary (SAS)

Salmon Arm Secondary School is located on the unceded and ancestral territory of the Secwépemc (Shuswap) Nation, with students attending from Adams Lake Band, Skwl̓x te Secwepemcúlecw (Little Shuswap Band), and Neskonlith Band. SAS has approximately ~650 students in grades 11 and 12, servicing the communities of Salmon Arm, Anglemont, Scotch Creek, Celistá, Sorrento, Blind Bay, Eagle Bay, White Lake, Tappen, Sunnybrae, Gleneden, Silver Creek, North Canoe, South Canoe, Ranchero, and Deep Creek, with a combined population of over 30,000 people. Approximately 330 of our students ride the school bus to and from school each day. Each year we also welcome many International Students to SAS, furthering broadening the cultures and backgrounds of our school community.

Our school and community have a rich tradition of supporting excellence in academics, music and fine arts, electives, and a wide variety of sports. SAS offers students a variety of program choices and opportunities. Core Academics includes Math, English, Social Studies, Science and Physical & Health Education. We have a French Immersion program, as well as a provincially recognized Careers Education department. Elective opportunities include Business Education, Home Economics and Culinary Arts, Information and Computer Technology, Health and Human Services, Metalwork, Automotive Technology, Visual Arts, Concert Band, Jazz Band, Choir, Theatre, Dance, French, Japanese, and Leadership.

We focus on providing a positive, welcoming environment that allows students the flexibility to design an educational program that meets their needs and interests. Our wide range of courses and programs do an excellent job of preparing students for stepping into post-secondary education, transferring directly into the workforce, or moving forward on a less traditional path.

Our staff is proud and passionate about the variety of programs and courses we offer students. We have the privilege to help build our students' resilience and commitment to their education, classmates, and themselves. Every day, our future leaders and change agents of tomorrow attend school, participate in worthy causes, and make a difference, benefitting both our school and communities. Our hope each school year is for students and staff to jointly pursue passions, to work hard, to explore new opportunities, to be open to and accepting of differences, and to show gratitude. Salmon Arm Secondary is a wonderful school because of our staff, students, and communities.

SAS School Enrolment	6-10's	11's	12's	Total Students
1701 Student Enrolment (Sept 30, 2019)	12	274	258	544
1701 Student Enrolment (Sept 30, 2020)	9	277	277	563
1701 Student Enrolment (Sept 30, 2021)	4	314	296	614
1701 Student Enrolment (Sept 30, 2022)	3	313	328	644
1701 Student Enrolment (Sept 30, 2023)	8	311	316	635
1701 Student Enrolment (Sept 30, 2024)	3	322	333	658

Do you like school?

	2020-21 <i>175 surveyed students</i>		2021-22 <i>128 surveyed students</i>		2022-23 <i>177 surveyed students</i>		2023-24 <i>138 surveyed students</i>	
	Yes – 45%		Yes – 51%		Yes – 45%		Yes – 54%	
	<i>Sometimes – 31%</i>		<i>Sometimes – 35%</i>		<i>Sometimes – 33%</i>		<i>Sometimes – 29%</i>	
	No – 22%		No – 10%		No – 16%		No – 14%	
	Count	%	Count	%	Count	%	Count	%
Never	11	6%	5	3%	10	5%	9	6%
Almost Never	29	16%	10	7%	21	11%	12	8%
Sometimes	55	31%	46	35%	59	33%	40	29%
Most of the Time	72	41%	59	46%	69	39%	59	43%
All of the Time	8	4%	7	5%	12	6%	16	11%
Don't Know	0	0%	1	0%	5	2%	1	0%
No Answer	0	0%	0	0%	1	0%	1	0%

Results from annual Student Learning Survey

Strategic Priority: Intellectual Development	
School District No. 83 Strategic Priority goal:	
Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.	
Literacy Goal:	Numeracy Goal:
We will show improvement of students achieving Proficient or Extending in the Provincial Literacy Assessments .	We will show improvement of students achieving Proficient or Extending in the Provincial Numeracy Assessments .
Strategies and Actions:	Strategies and Actions:
We believe increasing literacy skills positively impacts all learners. Literacy Literacy is the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts. Critical and reflective thinking involves examining relevant information; identifying and challenging biases and assumptions; analyzing purpose and perspective; and considering one's own thinking and that of others in order to make reasoned judgements and develop ideas and insights. - We provide a variety of English and Humanities courses to meet the diverse interests and needs of our learners. - We engage curricular leaders (e.g. Department Heads for English/Languages, and Humanities) to support curriculum development, to share high impact classroom instructional practices, and to promote assessment and evaluation best practices. We believe Literacy is a shared responsibility for all educators, at all levels, and is embedded in all subjects and in a variety of contexts. Literacy is a foundational attribute of an Educated Citizen and is more than the ability to read and write. It involves the knowledge, skills, and abilities—the competencies—that enable individuals to have the ability to understand, to think critically, and to communicate effectively about a variety of texts. - We support ongoing professional learning and resources that supports literacy instruction and assessment.	Numeracy Numeracy is the ability to interpret information within a given situation, apply mathematical understanding to solve an identified problem, and to analyze and communicate a solution. - We provide a variety of Math and Science courses to meet the diverse interests, needs and abilities of our learners. - We engage curricular leaders (e.g. Department Heads for Math and Science) to support curriculum development, to share high impact classroom instructional practices, and to promote assessment and evaluation best practices. Good teaching, good teamwork, good assessment. (e.g. District Numeracy Helping teacher) - We provide targeted academic support, focusing on math and science, to our Indigenous students (e.g. Indigenous Success Teacher). - We support students with selecting the most appropriate math and science courses based on their abilities and future plans.

We believe in working together to provide focused support for grade 12’s in advance, during, and after the Graduation Literacy 12 Assessment.

The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and completed during students’ Grade 12 year.

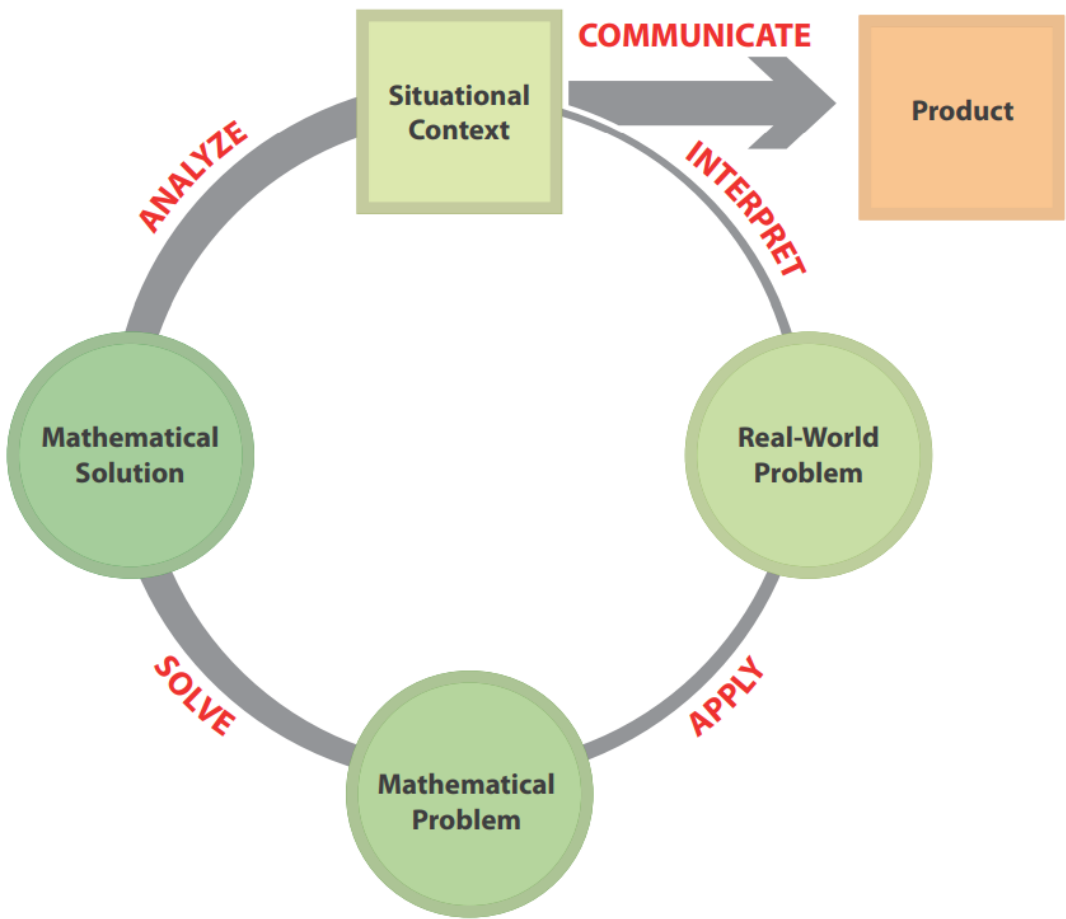
The Grade 12 Literacy Assessment assess students’ ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts, along with their capacity to make personal connections.

– BC Ministry of Education Curriculum website

4. We provide focused Learning Resource Support with specific programs focusing on high school transitions (e.g. Career Connections Program, Individual Achievement Program), and an in-school alternate style of learning to meet the diverse needs of learners (e.g. Academic Flex Program).

We believe there are a series of processes used to solve a numeracy task.

This following image was obtained from the Gr. 10 Graduation Numeracy Assessment: Specifications document on the BC Curriculum website: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/gna-10-specifications.pdf>



(This process is based on a mathematical modelling cycle. Refer to Liljedahl, 2016; OECD, 2019; and Perrenet & Zwaneveld, 2012.)

5. We support ongoing professional learning and acquire resources to assist with numeracy instruction and assessment across multiple subjects (e.g. basic number sense, foundational math skills and knowledge, explicitly teaching how to use tech-tools, percentages, significant figures, problem solving, etc.).

Data to Inform/Support Literacy Goal:						
Literacy 12 Assessment Results <i>This tables represents the overall distribution of Literacy 12 Assessment results for SAS students.</i>						
	# of students	Proficiency Level Distribution (%)				Combined 3 & 4 <i>Proficient & Extending</i>
		1 Emerging	2 Developing	3 Proficient	4 Extending	
SAS 2022	230	2.61%	24.35%	59.57%	13.48%	73.05%
Province 2022	31,584	1.98%	20.29%	58.49%	19.05%	77.54%
SAS 2023	264	3.3%	27.6%	56.6%	12.5%	69.1%
Province 2023		4.4%	34.2%	48.7%	12.7%	61.4%
SAS 2024	283	0%	18.7%	67.8%	13.1%	80.9%
Province 2024		Not	Yet	available		
<i>The highlighted sections need to be updated.</i>						

Strategic Priority: Human and Social Development School District No. 83 Strategic Priority goal: <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i>	Strategic Priority: Developing a Culture of Well-Being School District No. 83 Strategic Priority goal: <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i>
Sense of Belonging Goal:	Student Well-Being Goal:
For our students to feel welcome, safe, connected , and belonging .	For our students to feel socially, emotionally , and mentally supported .
Strategies and Actions:	Strategies and Actions:
Truth and Reconciliation Calls to Action - To authentically embed Indigenous ways of knowing and doing into our classroom and school practices. - To involve school-based Indigenous Education staff and Indigenous community members in school events. - To share Land Acknowledgements (daily announcements, staff meetings, assemblies, school gatherings) - To support Indigenous Youth Voice for Reconciliation Student Club - To develop relationships with local Knowledge Keepers - To partner with and work alongside Education Coordinators from each of the local bands - To have school-wide participation in: National Day for Truth and Reconciliation to recognize the legacy of the Canadian Indian residential school system (<i>Secwepemc flag raising</i>). Indigenous Day of Learning to come together as an entire staff to listen, to learn, and to commit. Moose Hide Campaign to take collective action to end violence towards women and children. National Indigenous Peoples Day to recognize and celebrate the cultures and contributions of the First Nations, Inuit, and Metis peoples of Canada. - To offer BC First Peoples 12, English First Peoples 12, English First Peoples New Media 11, and Contemporary Indigenous Studies 12. - To Indigenize our school spaces (naming spaces - language, flag, digital picture frame with Secwepemc photos & write-ups, Indigenous Student Advisory, local voices, elders, knowledge keepers). - To move our local Indigenous Elders framed photos into the main hallway. Welcome - To ensure our school is open and available to students from 7:30am until 5:30pm. It is important for our custodians and office staff to get a sense of which students arrive early or stay late (<i>for a variety of reasons – transportation, wi-fi, safe place, etc.</i>), and to ensure they feel welcomed. - To provide a stigma-free and easily accessible breakfast and lunch program to all students. - To maintain the cleanliness of our school and school grounds, including our front entrance gardens. - To encourage staff to greet students at their classroom door at the beginning of each class, and when they pass students in the hallway.	To support social-emotional learning in schools through the work of Counsellors, Learning Resource Teachers, SAS Wellness Centre, Administration, and outside agencies. To provide Mental Health Literacy professional development. To implement trauma-sensitive & informed practice and restorative practices. To provide additional social, emotional, cultural, and academic support to Indigenous students by our Indigenous Education Worker, Indigenous Success Teacher, along with various district itinerant supports. To support a solution-focused and problem-solving School Based Team, made of administration, counsellors, learning resource teachers, and indigenous education workers to provide social, emotional, and academic support.

Safe

- To ensure administration (with staff support) provides regular supervision of hallways, cafeteria, and washrooms during classes, class transitions, and after school.
- To adjust the staff supervision schedule to have more teachers supervising in the morning (6), in each wing of the building, out in the hallway connecting with students and colleagues and monitoring behaviour.
- To ensure our Lunch Hour Supervisors are assigned to high traffic areas to monitor behaviour and conduct.
- To develop and provide on-going opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices, including education on micro-aggressions.
- To support a “one student out at a time” practice in classrooms.
- To remind students of our classroom cell phone expectations (teacher’s discretion... default is no phones).

Connected

- To host school cultural events throughout the year (*i.e. assemblies, school-wide meals, music concerts, talent shows, sporting events*).
- To implement a Student Advisory Group to solicit feedback and to promote a shared responsibility in making SAS awesome!
- To maintain the school’s website to highlight school activities and celebrations.
- To have teachers deliver the Daily Announcements each morning, in an effort to keep everyone in the loop.
- To ensure the SAS Graduation celebrations and ceremony authentically involves the school and local community.

Belonging

- To implement professional learning focused on diversity, cultural awareness, cultural safety, and inclusive practices.
- To develop, expand and implement inclusive and collaborative practices and processes.
- To direct budget monies to school culture, equity, and inclusivity initiatives.
- To support SPAT (SAS Pride Action Team), an active, well-supported and highly visible student advocacy and educational club at SAS.
- To ensure SOGI (sexual orientation and gender identity) topics are brought up at staff meetings throughout the school year.

Data to Inform/Support Sense of Belonging Goal:										Data to Inform/Support Student Well-Being Goal:									
Do you feel WELCOME at your school?										Does school make you feel stressed or anxious?									
		2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students				2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students	
		66% - Yes 12% - No		76% - Yes 6% - No		71% - Yes 4% - No		78% - Yes 3% - No				14% - No <i>Sometimes – 26%</i> 59% - Yes		16% - No <i>Sometimes – 27%</i> 55% - Yes		9% - No <i>Sometimes – 33%</i> 41% - Yes		12% - No <i>Sometimes – 31%</i> 46% - Yes	
		Count	%	Count	%	Count	%	Count	%			Count	%	Count	%	Count	%	Count	%
Never		5	3%	3	2%	3	2%	3	2%	Never		9	5%	6	5%	6	3%	4	2%
Almost Never		16	9%	5	4%	4	2%	2	1%	Almost Never		16	9%	14	11%	11	6%	15	10%
Sometimes		37	21%	22	17%	41	23%	22	16%	Sometimes		45	26%	35	27%	59	33%	43	31%
Most of the Time		67	38%	60	47%	74	42%	59	43%	Most of the Time		51	29%	27	21%	29	16%	38	27%
All of the Time		49	28%	37	29%	51	29%	48	35%	All of the Time		53	30%	43	34%	45	25%	27	19%
Don't Know		1	1%	1	1%	3	2%	3	2%	Don't know		0	0%	1	1%	3	2%	2	1%
No Answer		0	0%	0	0%	1	1%	1	0%	No Answer		1	1%	2	2%	24	14%	9	6%
Results from annual Student Learning Survey										Results from annual Student Learning Survey									
Do you feel SAFE at school?										Do adults in the school treat all students fairly?									
		2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students				2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students	
		79% - Yes 6% - No		82% - Yes 6% - No		75% - Yes 5% - No		80% - Yes 0% - No				Yes - 51% No - 15%		Yes - 63% No - 11%		Yes - 61% No - 10%		Yes - 67% No - 5%	
		Count	%	Count	%	Count	%	Count	%			Count	%	Count	%	Count	%	Count	%
Never		3	2%	3	2%	5	3%	1	0%	Never		9	5%	5	4%	8	5%	1	0%
Almost Never		7	4%	5	4%	3	2%	1	0%	Almost Never		18	10%	9	7%	8	5%	8	5%
Sometimes		25	14%	12	9%	22	12%	17	12%	Sometimes		50	29%	26	20%	40	23%	29	21%
Most of the Time		71	41%	52	41%	61	34%	52	37%	Most of the Time		72	41%	60	47%	81	46%	65	47%
All of the Time		67	38%	52	41%	73	41%	60	43%	All of the Time		17	10%	21	16%	27	15%	28	20%
Don't Know		1	1%	3	2%	3	2%	3	2%	Don't Know		8	5%	7	5%	10	5%	5	3%
No Answer		1	1%	1	1%	10	6%	4	2%	No Answer		1	1%	0	0%	3	1%	2	1%
Results from annual Student Learning Survey										Results from annual Student Learning Survey									
SAS Attendance Report										Sem 1 2023Sem 1 2024Sem 1 2025									
Percentage of students who attend regularly (<i>absent 10 days or less</i>)										44%47%									
Percentage of students who missed 25% of school, or more (<i>absent 20+ days</i>)										20%25%									
Percentage of students who missed 50% of school or more (<i>absent 40+ days</i>)										3.3%5%									
Average number of days missed per student in a semester										14.514.4									

At your school, how many adults do you feel CARE about you?
(for example, teachers, counsellors, student helpers)

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	87% (2 or more adults)		77% (2 or more adults)		82% (2 or more adults)		78% (2 or more adults)	
	Count	%	Count	%	Count	%	Count	%
None	4	2%	5	4%	6	3%	8	5%
1 adult	5	3%	3	2%	6	3%	5	3%
2 adults	31	18%	10	8%	29	16%	11	7%
3 adults	40	23%	27	21%	31	18%	33	23%
4 or more adults	82	46%	61	48%	85	48%	67	48%
Don't know	12	6%	22	17%	17	10%	12	8%
No Answer	1	0%	0	0%	3	2%	2	1%

Results from annual Student Learning Survey

Is school a place where you feel like you BELONG?

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	42% - Yes 21% - No		58% - Yes 17% - No		50% - Yes 16% - No		62% - Yes 5% - No	
	Count	%	Count	%	Count	%	Count	%
Never	13	7%	6	5%	10	6%	4	2%
Almost Never	24	14%	15	12%	18	10%	5	3%
Sometimes	57	33%	32	25%	52	29%	35	25%
Most of the Time	53	30%	59	46%	67	38%	53	38%
All of the Time	21	12%	15	12%	21	12%	34	24%
Don't Know	6	3%	1	1%	6	3%	6	4%
No Answer	1	1%	0	0%	3	2%	1	0%

Results from annual Student Learning Survey

At school, do you respect people who are different from you?

(for example, think, act, or look different)?

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	Yes - 92% No - 3%		Yes - 86% No - 4%		Yes - 72% No - 4%		Yes - 78% No - 2%	
	Count	%	Count	%	Count	%	Count	%
Never	1	1%	2	2%	3	2%	2	1%
Almost Never	4	2%	2	2%	3	2%	2	1%
Sometimes	4	2%	9	7%	19	11%	11	7%
Most of the Time	36	21%	25	20%	32	18%	36	26%
All of the Time	125	71%	85	66%	95	54%	73	52%
Don't Know	4	2%	1	1%	1	1%	2	1%
No Answer	1	1%	4	3%	24	14%	12	8%

Results from annual Student Learning Survey

At your school, have you experienced discrimination on the basis of your sexual orientation or gender identity?

	2020-21 <i>175 students</i> <i>Survey question not asked.</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
			No -78% Yes - 17%		No - 82% Yes – 11%		No - 83% Yes – 14%	
	Count	%	Count	%	Count	%	Count	%
Never			80	63%	114	64%	90	68%
Almost Never			19	15%	32	18%	22	15%
Sometimes			15	12%	13	7%	15	10%
Most of the Time			3	2%	4	2%	5	3%
All of the Time			4	3%	3	2%	2	1%
Don't Know			7	5%	5	3%	3	2%
No Answer			0	0%	6	3%	1	0%

Results from annual Student Learning Survey

Have you ever felt bullied at school?

	2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students	
	77% - No 8% - Yes		66% - No 7% - Yes		56% - No 9% - Yes		No - 68% Yes – 5%	
	Count	%	Count	%	Count	%	Count	%
Never	90	51%	49	38%	57	32%	51	36%
Almost Never	45	26%	36	28%	43	24%	45	32%
Sometimes	23	13%	32	25%	46	26%	25	18%
Most of the Time	5	3%	5	4%	10	6%	3	2%
All of the Time	8	5%	4	3%	6	3%	5	3%
Don’t Know	3	2%	2	2%	4	2%	2	1%
No Answer	1	1%	0	0%	11	6%	7	5%

Results from annual Student Learning Survey

Data Analysis/Narrative:

Welcome
Slight upward trend in students feeling more welcome at school “most or all of the time” over the last four years.

Safe
Consistently ~80% of our students feel safe “most or all of the time” at school. Last year (2023-24) virtually no one stated they never felt safe (this is an improvement).

Connected
Slight downward trend in the number of students feeling cared for by 2 or more adults at school.

Belonging
Downward trend in the number of students respecting people who are different (e.g. think, act or look different) over the last four years. No change to the number of students who have experienced discrimination on the basis of their sexual orientation or gender identity (~80%). During the previous three years there was an downward trend in the number of students saying the “never or almost never” felt bullied at school, however last school year that number improved.

Data Analysis/Narrative:

School Stress or Anxiousness
Slight downward trend over time.

Adults treating students fairly
Upward trend over time.

School Attendance
Not enough data yet to formulate trend analysis.

Strategic Priority: Career Development									
School District No. 83 Strategic Priority goal									
Each student will develop the skills and competencies to be successful in a career pathway of their choice.									
Career Exploration and Development Goal: <i>(e.g. dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners)</i>						Meaningful Graduation Goal: <i>(e.g. successful transitions from Grade 10 to 11, graduation credentials that allow students to transition into the adulthood of their choice whether that is the workforce or post secondary, reduction in Adult Dogwood rates, reduction in rates of students taking Workplace Math, special attention to supporting priority learners...</i>			
For our students to develop the skills and competencies to be successful in a career pathway of their choice by the time they graduate.						For our students to have a valuable high school educational experience , with a meaningful transition plan into adulthood by the time they graduate.			
Strategies and Actions:						Strategies and Actions:			
To provide students with an enriched Career Life Connections 12 program during their two years at SAS, with numerous authentic experiences.						To support students with creating an authentic and meaningful Capstone, outlining their plans for what they would like to do “next” after high school.			
To engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming.						To support students with completing <i>(engage, reflect, and evaluate)</i> a 30-hours career-life exploration during grades 11 and/or 12 (e.g. paid or volunteer or community service).			
To raise awareness for parents and student regarding possible career pathways and programming opportunities (e.g. Fall Open House – Post-Secondary Planning Night, Post-Sec Tours, Tech Meet-Up, Youth Job Fairs)						To offer Post-Secondary Prep 12, supporting students who plan on attending university <i>(e.g. admissions, scholarship and housing applications, APA format writing & researching, etc.)</i> .			
To support students in career exploration opportunities in Career Life Connections 12, Work Experience 12 and/or Youth Train/Work in Trades programs.						To offer a wide range of courses and programs (Academics, Fine Arts, ADST, PHE, Languages).			
						To ensure each grade 12 student meets with a SAS staff member to discuss “ <i>what’s next</i> ” after graduation.			
Data to Inform/Support Career Development Goals:									
Do you have the opportunity to apply the concepts you learn in school to other areas of your life?									
	2020-21		2021-22		2022-23		2023-24		
	Survey question not asked.		128 students		177 students		138 students		
			Yes- 73%		Yes – 72%		Yes – 72%		
			No - 24%		No – 8%		No – 17%		
	Count	%	Count	%	Count	%	Count	%	
Never			10	8%	2	1%	6	4%	
Almost Never			20	16%	13	7%	18	13%	
Sometimes			66	52%	78	44%	68	49%	
Most of the Time			20	16%	45	25%	28	20%	
All of the Time			6	5%	6	3%	5	3%	
Don't know			3	2%	7	3%	1	0%	
No Answer			3	2%	26	15%	12	8%	
Results from annual Student Learning Survey									
Students taking a “Full Course Load” at SAS									
This tables represents the number of “primary active” students taking <u>8 or more courses</u> at SAS over the course of a year.									
	Grade 11’s		Grade 12’s		TOTALS				
	Total #	% of Students	Total #	% of Students	Total #	% of Students			
2019-20	181	66%	152	59%	333	61%			
COVID spring	of 274		of 258		of 544				
2020-21	215	78%	171	62%	386	69%			
COVID year	of 277		of 277		of 563				
2021-22	167	53%	133	45%	300	49%			
	of 314		of 296		of 614				
2022-23	196	63%	127	39%	323	50%			
	of 313		of 328		of 644				
2023-24	204	66%	110	35%	314	49%			
	of 311		of 316		of 635				
Note: data collected in July each school year.									

Are you satisfied that school is preparing you for post-secondary education?

(for example, college, university, trade school)

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	Yes – 72% No – 28%		Yes – 69% No – 28%		Yes – 65% No – 20%		Yes – 65% No – 26%	
	Count	%	Count	%	Count	%	Count	%
Never	15	9%	10	8%	11	6%	12	8%
Almost Never	33	19%	25	20%	25	14%	25	18%
Sometimes	61	35%	49	38%	46	26%	42	30%
Most of the Time	55	31%	33	26%	50	28%	37	26%
All of the Time	10	6%	6	5%	20	11%	13	9%
Don't know	0	0%	4	3%	4	2%	3	2%
No Answer	1	1%	1	1%	21	12%	6	4%

Results from annual Student Learning Survey

Do you intend to go to a post-secondary school in the future?

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	Yes – No –		Yes – No –		Yes – 68% No – 6%		Yes – 77% No – 5%	
	Count	%	Count	%	Count	%	Count	%
Definitely					83	46%	79	57%
Probably					40	22%	28	20%
Probably Not					10	5%	5	3%
Definitely Not					2	1%	3	2%
Don't Know					16	9%	12	8%
No Answer					26	14%	11	7%

Results from annual Student Learning Survey

Study Blocks

This table represents the number of students taking a study block at SAS.

	Semester One				Semester Two				<i>School Enrolment</i>	Total Study Blocks
	A	B	C	D	A	B	C	D		
2019-20 <i>COVID spring</i>	35	46	35	33	71	78	69	99	544	466
2020-21 <i>COVID year</i>	35	46	36	48	42	37	36	30	563	310
2021-22	48	39	46	52	74	87	43	51	614	440
2022-23	38	31	36	55	69	72	52	54	644	407
2023-24	22	20	30	26	63	57	60	57	635	335

Note: data collected in July each school year.

Part Time Students

This table represents the number of students taking a part-time schedule (2 or less courses) during a semester.

	Grade 11's		Grade 12's		TOTALS	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
2022-23	8 of 313 3%	31 of 313 10%	26 of 328 8%	64 of 328 20%	34 of 644 5%	95 of 644 15%
2023-24	9 of 311 3%	17 of 311 5%	16 of 316 5%	72 of 316 23%	26 of 635 4%	89 of 635 14%

Note: data collected in July each school year.

Are you satisfied that school is preparing you for a job in the future?

	2020-21 <i>175 students</i>		2021-22 <i>128 students</i>		2022-23 <i>177 students</i>		2023-24 <i>138 students</i>	
	Yes – 57%		Yes – 62%		Yes – 61%		Yes – 56%	
	No – 42%		No – 34%		No – 26%		No – 36%	
	Count	%	Count	%	Count	%	Count	%
Never	30	17%	17	13%	18	10%	26	18%
Almost Never	43	25%	27	21%	28	16%	25	18%
Sometimes	64	37%	47	37%	43	24%	43	31%
Most of the Time	27	15%	28	22%	47	27%	27	19%
All of the Time	8	5%	4	3%	18	10%	9	6%
Don't know	1	1%	4	3%	3	2%	2	1%
No Answer	2	1%	1	1%	20	11%	6	4%

Results from annual Student Learning Survey

Gr. 12 Students Graduating Early

This table represents the number of grade 12 students graduating early.
(e.g. taking the second semester ‘off’ or finishing high school after their grade 11 year)

	TOTALS	
	Total Number	% of Gr. 12 Students
2021-22	34 of 296	11%
2022-23	49 of 328	15%
2023-24	57 316	18%

Note: data collected in July each school year.

Data Analysis/Narrative:

Resources and Professional Learning	School Learning Plan Consultation Process
To continue to work together, and with the assistance of district and external specialists, to improve student literacy and numeracy outcomes. To devote a portion of each staff meeting to regular professional learning. To provide release time to our Department Heads to work on curriculum and assessment with members of their department. To ensure our Professional Development Committee annually supports curriculum and assessment each school year. This year our focus is UDL (Universal Design for Learning).	Data and analysis a monthly agenda item at staff meetings and with Department Heads. Consultation with Student Advisory Group, student-focus groups, Indigenous Student Youth Voice, Parent Advisory Committee. Invited Education Coordinators from local bands to share feedback and insight. Posted on our website.

Curriculum Area Enrollments

This table represents the total number of students taking courses within each curricular area. The calculations below each “Enrolled” number relates to the number of students gained or lost by the end of the semester.

	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
School Enrolment	544			563			614			644			635			658		
	Course Requests	Enrolled	Sections	Course Requests	Enrolled	Sections	Course Requests	Enrolled	Sections	Course Requests	Enrolled	Sections	Course Requests	Enrolled	Sections	Course Requests	Enrolled	Sections
ADST <i>2019-21 inc. Woodwork</i>	706	646	31	721	685	34	903	753	41	915	712	42	903	689	40	1056		41
Science	751	643	33	730	676	32	776	632	32	765	648	33	776	634	31	801		33
English	520	524	23	554	525	22	665	553	25	618	562	25	665	569	27	615		25
Math	475	445	21	535	505	23	570	519	27	548	483	22	570	485	22	546		21
Social Studies	520	504	23	519	468	21	702	484	22	610	539	25	702	552	26	734		27
Career Life Connections			6			7			6			6			6			10
Fine Arts	386	331	14	432	373	15	483	400	15	467	425	15	483	422	17	507		17
Languages	182	143	9	217	193	9	204	189	10	222	177	8	204	144	6	167		6
PE	289	219	10	204	185	9	330	204	9	298	294	12	330	328	15	422		15
Academic Flex															8			8
Total Sections			170			169			180			188			198			203

Note: data collected July 2023