# Salmon Arm Secondary School
# School Learning Plan 2026-2027

## School Context

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

Salmon Arm Secondary is located on the **K'wsaltktnews ne Secepemcul'ecw,** the unceded and ancestral territory of the Secwepemc people. Our school community has a rich tradition of supporting excellence in academics and electives, while encouraging and promoting music and fine arts, outdoor pursuits along with sponsoring a wide variety of sports. SAS has over 770 students in grades 9, 10, 11 and 12, serving the communities within the catchment areas of Bastion Elementary, Carlin Elementary, North Shuswap Elementary, Salmon Arm West Elementary, South Broadview Elementary and Sorrento Elementary. We are excited to continue to grow our school by welcoming grade 8s next year.

"***Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community***" is our School District's mission and this greatly influences the programs, events and decisions at Salmon Arm Secondary. 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, to their classmates, and to themselves. Every day, our future leaders and change agents attend school, participate in worthy causes, and make a difference, benefitting both our school and our community.

Each school year our hope is for staff and students to pursue passions, to realize the value of working hard, to explore new opportunities, to be open to and accepting of differences, and to demonstrate gratitude. Salmon Arm Secondary is a wonderful school because of our staff, students, and communities. Thank you and Kukstsélp.

Rob Cadden
Principal

| **School Enrolment** 1701 Data | HS | 9's | 10's | 11's | 12's | Total Students | *Indigenous Students* | | | | *Total Children in Care* | *Total Inclusive Education Students* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | *On Reserve* | *Off Reserve* | *Metis* | *Total Indigenous Students* | | |
| September 30, 2019 | | | 12 | 274 | 258 | **544** | 8 | 9 | | 89 | n/a | 114 |
| September 30, 2020 | | | 9 | 277 | 277 | **563** | 9 | 9 | | 100 | 2 | 114 |
| September 30, 2021 | | | 4 | 314 | 296 | **614** | 7 | 9 | | 119 | 4 | 135 |
| September 30, 2022 | | | 3 | 313 | 328 | **644** | 9 | 15 | | 119 | 2 | 152 |
| September 30, 2023 | | | 8 | 311 | 316 | **635** | 8 | 23 | | 123 | 4 | 157 |
| September 30, 2024 | | | 3 | 322 | 333 | **658** | 11 | 17 | 34 | 108 | 8 | 160 |
| September 30, 2025 | | | 202 | 202 | 319 | **726** | 17 | 13 | 42 | 125 | 4 | 178 |
| September 30, 2026 | 3 | 175 | 194 | 206 | 193 | **771** | 21 | 15 | 52 | 132 | 5 | 199 |

| **Students with Disabilities or Diverse Abilities** | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
|---|---|---|---|---|---|---|---|---|
| Physically Dependant (Cat. A) | 2 | 3 | 3 | 1 | 1 | 1 | 1 | 1 |
| Deaf/Blind (Cat. B) | | | 1 | 1 | 1 | | | |
| Moderate to Profound Intellectual Disability (Cat. C) | 11 | 9 | 5 | 6 | 4 | 2 | 2 | 2 |
| Physical Disability or Chronic Health Impairment (Cat. D) | 9 | 14 | 14 | 17 | 12 | 15 | 16 | 16 |
| Visual Impairment (Cat. E) | | | 3 | 3 | | | | |
| Deaf or Hard of Hearing (Cat. F) | 2 | | 1 | 2 | 2 | 2 | 4 | 3 |
| Autism Spectrum Disorder (Cat. G) | 13 | 15 | 18 | 18 | 24 | 31 | 39 | 55 |
| Intensive Behavior Intervention/Serious Mental Illness (Cat. H) | 3 | 4 | 7 | 7 | 12 | 10 | 5 | 3 |
| Mild Intellectual Disability (Cat. K.) | 8 | 3 | 9 | 14 | 12 | 8 | 12 | 12 |
| Gifted (Cat. P) | 24 | 27 | 32 | 21 | 9 | 11 | 8 | 2 |
| Learning Disability (Cat. Q) | 36 | 32 | 39 | 56 | 72 | 73 | 72 | 79 |
| Moderate Behavior Support/Mental Illness (Cat. R) | 6 | 7 | 3 | 6 | 8 | 7 | 19 | 26 |
| **All Inclusive Education Students (IEP's)** | **114** | **114** | **135** | **152** | **157** | **160** | **178** | **199** |
| **Percentage of Total Student Body** | **27.2%** | **26.6%** | **28.8%** | **31.7%** | **33.1%** | **33.6%** | **33.3%** | **34.8%** |
| *Non Inclusive Education Students* | *419* | *428* | *469* | *480* | *474* | *476* | *534* | *572* |

**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| | |
|---|---|
| Teacher | 22 |
| CEA | 6 |
| Custodian | 0 |
| Clerical | 2 |
| Student | 58 |

**Who took the survey?**
*…participation is down*



# SAS End of the School Year Feedback 2025-26

**Bottom Line**
The school has strong relationships, culture, and programs, but is facing significant behavioral and systems challenges, especially around:

- Cell phones
- Bathroom misuse
- Attendance and accountability
- Consistency of expectations

In the spring of each school year, we ask staff and students to provide feedback on the school year. In general terms we ask what is going well (green light), what is not going well (red light), and what needs to change, be implemented and/or explored (yellow light). After reviewing all comments, we utilize Microsoft Co-Pilot to summarize the feedback into themes. Below is this feedback:

## Green Light - *What is going well?*

**1. Strong relationships & supportive staff**

- Staff is widely described as *caring, helpful, and respectful*.

**2. Positive, welcoming, inclusive school culture & opportunities**

- Clubs, sports, fine arts, and leadership activities are highly valued.

**3. Good programs and facilities**

- Variety of courses and extracurriculars

**Instructional & Classroom Feedback** - *what's working according to students:*

- Hands-on learning and engaging lessons
- Flexible teachers and supportive classroom environments
- Work time during class (reduces homework stress)

## Red Light - *What needs to change?*

**1. Cell Phones**

- Constant distraction in class
- Inconsistent enforcement between teachers
- Students using phones to leave class / wander
- Frustration and fatigue from staff enforcing policies

**2. Bathrooms (Safety & Misuse)**

- Vaping, smoking, and drug use
- Groups hanging out / blocking stalls
- Vandalism and cleanliness concerns
- Students feeling unsafe or avoiding bathrooms

**3. Attendance, Lateness & Hallway Wandering**

- Students arriving late, leaving early, or skipping class
- Large numbers of students roaming halls during class time
- Weak enforcement of expectations; lack of consequences
- Students not taking school seriously
- Administrative systems seen as inconsistent or ineffective

**4. Student Engagement & Accountability**

- Over-reliance on AI tools (e.g., ChatGPT)
- Late or missing work with minimal consequences
- Declining responsibility and discipline
- Some students feeling under-challenged due to leniency

**5. Consistency of Expectations**

- Need for alignment because different teachers enforce rules differently
- Confusion about policies (phones, attendance, bathroom use)
- Staff feel unsupported

## Yellow Light - *What needs to be implemented or explored?*

- ☑ Clear, consistent **school-wide cell phone policy**
- ☑ Address **bathroom safety and misuse**
- ☑ Stronger **attendance and lateness enforcement**
- ☑ Unified expectations across staff

**Student suggestions:**

***More:***

- Study spaces
- Outdoor learning
- All-day snack options
- Clubs, events, and school spirit activities

***Implement instructional innovations:***

- Inquiry-based and interdisciplinary learning
- Real-world projects
- Flexible and engaging teaching methods

**Notable Insights:**

- ***Staff morale & workload***: Some teachers feel overwhelmed enforcing rules without consistent support.
- ***Student maturity divide***: Concerns about younger grades affecting school culture.
- ***Safety & belonging***: Bathrooms and behavior issues are directly impacting students' sense of safety.
- ***Balance needed***:
  - Flexibility vs accountability
  - Technology use vs distraction
  - Student autonomy vs structure

# Strategic Priority: Intellectual Development

School District No. 83 Strategic Priority goal:

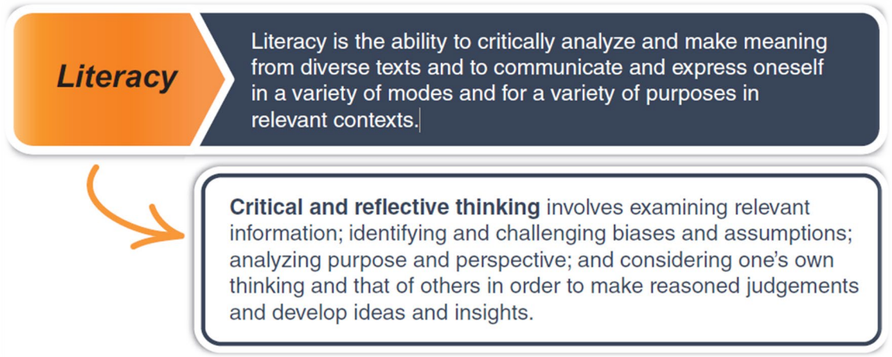
***Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.***

## Literacy Goal:

We will show improvement of students achieving
**Proficient** or **Extending** in the **Provincial Literacy Assessments**.

## Strategies and Actions:

**We believe increasing literacy skills positively impacts all learners.**




1. We provide a variety of English and Humanities courses to meet the diverse interests and needs of our learners.

2. 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.*

3. We support ongoing professional learning and resources that supports literacy instruction and assessment.

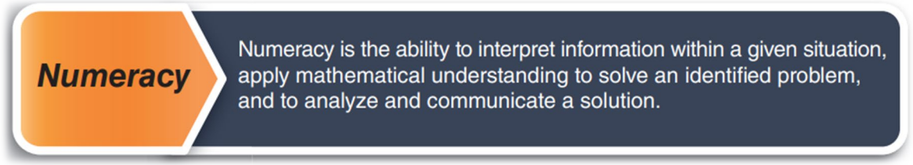
4. Our school's professional development committee continues to focus on Universal Design for Learning. For example, our Student Support Services department continues to support teachers with creating *Class Profiles* at the beginning of each semester.

## Numeracy Goal:

We will show improvement of students achieving
**Proficient** or **Extending** in the **Provincial Numeracy Assessments**.

## Strategies and Actions:

**We believe Numeracy focuses on the application of mathematical concepts learned across multiple subjects and developed in all grades.**




1. We provide a variety of Math and Science courses to meet the diverse interests, needs and abilities of our learners.

2. We engage curricular leaders (*e.g. Department Head for Math/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*)

3. We provide targeted academic support, focusing on math and science, to our Indigenous students (*e.g. Indigenous Success Teacher*).

4. We support students with selecting the 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.*

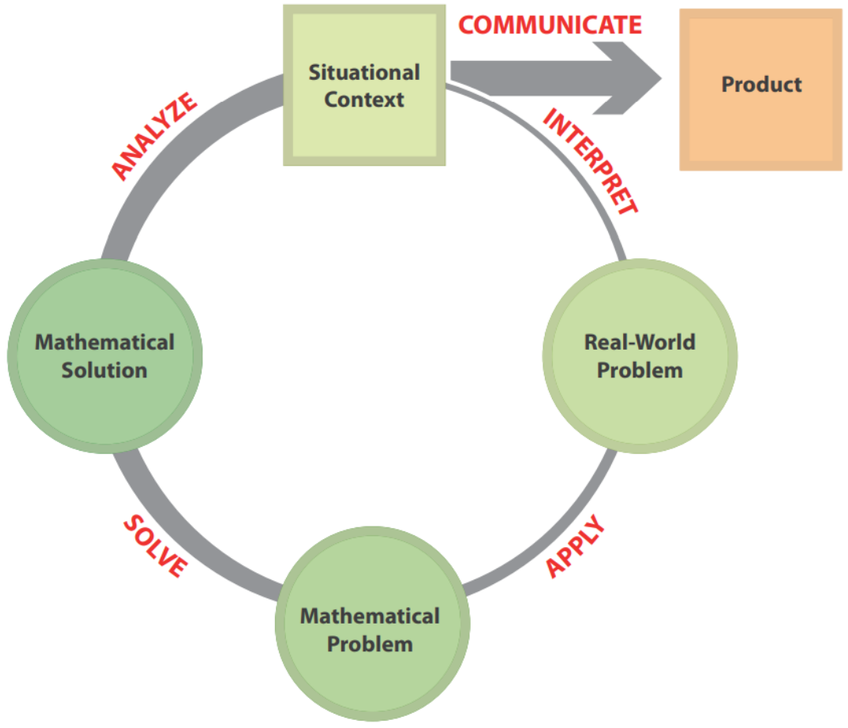
*The Grade 12 Literacy Assessment assess students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts, along with their capacity to make personal connections.*

– BC Ministry of Education Curriculum website

5. 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.

## Data to Inform/Support Literacy Goal:

### Literacy 10 Assessment Results

*This tables represents the overall distribution of Literacy 10 Assessment results for SAS students.*

| | # of students | Proficiency Level Distribution (%) 1 Emerging | 2 Developing | 3 Proficient | 4 Extending | Combined 3 & 4 *Proficient & Extending* |
|---|---|---|---|---|---|---|
| **SAS 2025** | 16 | 0.00% | 37.50% | 62.50% | 0.00% | **62.5%** |
| *Province 2025* | *53290* | *5.22%* | *22.82%* | *61.22%* | *10.73%* | *72.0%* |
| **SAS 2026** | 193 | 3.63% | 32.64% | 58.55% | 3.63% | **62.2%** |
| *Province 2026* | *57488* | *6.75%* | *24.52%* | *58.59%* | *9.89%* | *68.5%* |

### Literacy 12 Assessment Results

*This tables represents the overall distribution of Literacy 12 Assessment results for SAS students.*

| | # of students | Proficiency Level Distribution (%) 1 Emerging | 2 Developing | 3 Proficient | 4 Extending | Combined 3 & 4 *Proficient & Extending* |
|---|---|---|---|---|---|---|
| **SAS 2022** | 230 | 2.61% | 24.35% | 59.57% | 13.48% | **73.1%** |
| *Province 2022* | *31,584* | *1.98%* | *20.29%* | *58.49%* | *19.05%* | *77.54%* |
| **SAS 2023** | 264 | 3.30% | 27.60% | 56.60% | 12.50% | **69.1%** |
| *Province 2023* | *31,522* | *4.40%* | *34.20%* | *48.70%* | *12.70%* | *61.40%* |
| **SAS 2024** | 283 | 0% | 18.70% | 67.80% | 13.10% | **80.9%** |
| *Province 2024* | *46598* | *2.19%* | *19.41%* | *60.57%* | *17.83%* | *78.40%* |
| **SAS 2025** | 298 | 0.34% | 20.81% | 68.79% | 10.08% | **78.9%** |
| *Province 2025* | *49520* | *2.35%* | *20%* | *60.20%* | *16.78%* | *76.98%* |
| **SAS 2026** | 293 | 1.02% | 26.62% | 62.46% | 9.56% | **72.0%** |
| *Province 2026* | *55546* | *3.19%* | *23%* | *58.08%* | *15.56%* | *73.64%* |

## Data Analysis/Narrative:

Our Literacy 12 scores are decreasing over the last three school years, but remain in the 5 year results range. Over the past 5 years, our average proficient-extending percent is 74.8%. Our overall decrease for the previous year seems to be driven by the proficient scores, whereas extending remained remarkably consistent. Literacy 10 scores are consistent, but our data set needs more years of data to make better analysis possible Our provincial comparison to extending is quite low.

## Data to Inform/Support Numeracy Goal:

### Numeracy 10 Assessment Results

*This table represents the overall distribution of Numeracy 10 Assessment results for JLJ students.*

| | # of students | Proficiency Level Distribution (%) 1 Emerging | 2 Developing | 3 Proficient | 4 Extending | Combined 3's & 4's *Proficient & Extending* |
|---|---|---|---|---|---|---|
| **JLJ 2018-19** | 230 | 35.20% | 44.40% | 17.80% | 2.20% | **20.0%** |
| *Province 2019* | *40,958* | *23.20%* | *43.10%* | *29.20%* | *4.40%* | *33.5%* |
| **JLJ 2019-20** | 143 | 24.50% | 44.80% | 29.40% | 1.40% | **30.8%** |
| *Province 2020* | *30,040* | *24.20%* | *33.70%* | *35.70%* | *6.10%* | *41.8%* |
| **JLJ 2020-21** | 247 | 19.40% | 44.90% | 30.80% | 4% | **34.8%** |
| *Province 2021* | *75,908* | *19.10%* | *38.40%* | *36.70%* | *5.20%* | *41.9%* |
| **JLJ 2021-22** | 258 | 12.40% | 41.50% | 37.60% | 8.10% | **45.7%** |
| *Province 2022* | *42,793* | *16.10%* | *35.50%* | *36.40%* | *11.50%* | *47.9%* |
| **JLJ 2022-23** | 288 | 10.10% | 37.50% | 45.50% | 6.60% | **52.1%** |
| *Province 2023* | *19,327* | *13.60%* | *36.80%* | *37.40%* | *11.50%* | *48.9%* |
| **JLJ 2023-24** | 270 | 11.10% | 44.20% | 40% | 4.80% | **44.8%** |
| *Province 2024* | *28,839* | *16%* | *38%* | *35.10%* | *12%* | *47.0%* |
| **JLJ 2024-25** | 312 | 10.90% | 38.10% | 39.10% | 10.90% | **50.0%** |
| *Province 2025* | *30,943* | *11.40%* | *34.70%* | *40.30%* | *13.10%* | *53.4%* |
| **SAS 2025-26** | 193 | 16.16% | 52.53% | 23.74% | 5.56% | **29.3%** |
| *Province 2026* | *58085* | *10.86%* | *39%* | *36.34%* | *13.25%* | *49.59%* |

## Data Analysis/Narrative:

The 2025-26 school year was the first-year grade 10's were split between SAS and JLJ. Our scores drastically decreased from the previous year. Interestingly, there is approximate halving of both proficient and extending scores, with a large increase in emerging and developing. It would be worth exploring different numeracy metrics, like potentially the SNAC assessment to gain further data and insight into how our younger grades are doing with their numeracy to deploy more interventions at earlier grades. After splitting our classes with Jackson, we are also seeing an increase in Workplace Math choices.

## Strategic Priority: Human and Social Development

School District No. 83 Strategic Priority goal:

***Each student will feel welcome, safe, and connected to peers and adults in their schools.***

### Sense of Belonging Goal:

For our students to feel **welcome**, **safe, connected,** and **belonging**.

### 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 *(Secwepemc flag raising)*.
    - ***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 10-12, pending course selection requests.
- 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.

***NEW*** Better communicate and plan SLS to maximize student (and parent/staff) participation to ensure our data represents our school. For the 2025-2026 school year, 43% of students did not attempt the survey. 36% of students who have at least one more year at SAS did not attempt the survey.

**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 (*for a variety of reasons – transportation, wi-fi, safe place, etc.),* and to ensure they feel welcomed.
- To ensure our office staff welcomes students, staff and the public into our school with a friendly, solution-orientated approach.
- 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.

## Strategic Priority: Developing a Culture of Well-being

School District No. 83 Strategic Priority goal:

***Each student will feel socially, emotionally, and mentally supported within their schools and the district.***

### Student Well-Being Goal:

For our students to feel **socially**, **emotionally**, and **mentally supported**.

### Strategies and Actions:

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.

To implement an Academic Intervention program to meet the needs of a variety of students:

- who have earned an Insufficient Evidence (IE) in a course (*during or after the semester*) and require a different environment or program to demonstrate their learning
- who require teacher support and time while taking an online course
- who over time, have consistently struggled in a traditional classroom environment
- who do not attend school regularly
- who are waiting to attend Storefront

***NEW*** Better communicate and plan SLS to maximize student (and parent/staff) participation to ensure our data represents our school. For the 2025-2026 school year, 43% of students did not attempt the survey. 36% of students who have at least one more year at SAS did not attempt the survey.

**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 have a PVP member supervising the parking lot at the end of the day.
- 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, recorded and monitored.
- To remind students of our classroom cell phone expectations (no phones during instructional time).
- To continue to advocate to have our washrooms renovated into single stall spaces.

**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 – providing access to the public to our internal Calendar TV and Daily Announcements.
- To have teachers deliver the Daily Announcements each morning, to keep everyone in the loop with what is happening at SAS.
- To ensure the SAS Graduation celebrations and ceremony authentically involve school personnel and our school community.
- To invite school community members to sit as panelists for Capstones and District Dogwood Scholarships presentations.

**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:

| Do you feel WELCOME at your school? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* Yes 66% No 12% | | *128 surveyed* Yes 76% No 6% | | *177 surveyed* Yes 71% No 4% | | *138 surveyed* Yes 78% No 3% | | *130 surveyed* Yes 72% No 6% | | *121 surveyed* Yes 61% No 13% 10's | | *118 surveyed* Yes 67% No 9% 11's | | *141 surveyed* Yes 74% No 3% 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 5 | 3% | 3 | 2% | 3 | 2% | 3 | 2% | 5 | 3% | 7 | 5% | 9 | 7% | 5 | 3% |
| Almost Never | 16 | 9% | 5 | 4% | 4 | 2% | 2 | 1% | 5 | 3% | 10 | 8% | 3 | 2% | 1 | 0% |
| Sometimes | 37 | 21% | 22 | 17% | 41 | 23% | 22 | 16% | 25 | 18% | 23 | 19% | 18 | 15% | 26 | 18% |
| **Most of the Time** | 67 | **38%** | 60 | **47%** | 74 | **42%** | 59 | **43%** | 60 | **45%** | 57 | **47%** | 48 | **40%** | 65 | **46%** |
| **All of the Time** | 49 | **28%** | 37 | **29%** | 51 | **29%** | 48 | **35%** | 36 | **27%** | 17 | **14%** | 33 | **27%** | 40 | **28%** |
| Don't Know | 1 | 1% | 1 | 1% | 3 | 2% | 3 | 2% | 1 | 0% | 7 | 5% | 7 | 5% | 4 | 2% |
| No Answer | 0 | 0% | 0 | 0% | 1 | 1% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Do you feel SAFE at your school? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* Yes 79% No 6% | | *128 surveyed* Yes 82% No 6% | | *177 surveyed* Yes 75% No 5% | | *138 surveyed* Yes 80% No 0% | | *130 surveyed* Yes 85% No 1% | | *120 surveyed* Yes 67% No 9% 10's | | *120 surveyed* Yes 75% No 7% 11's | | *135 surveyed* Yes 81% No 3% 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 3 | 2% | 3 | 2% | 5 | 3% | 1 | 0% | 1 | 0% | 6 | 5% | 9 | 7% | 4 | 2% |
| Almost Never | 7 | 4% | 5 | 4% | 3 | 2% | 1 | 0% | 2 | 1% | 5 | 4% | 0 | 0% | 2 | 1% |
| Sometimes | 25 | 14% | 12 | 9% | 22 | 12% | 17 | 12% | 14 | 11% | 24 | 20% | 15 | 12% | 14 | 10% |
| **Most of the Time** | 71 | **41%** | 52 | **41%** | 61 | **34%** | 52 | **37%** | 50 | **39%** | 53 | **44%** | 49 | **40%** | 60 | **44%** |
| **All of the Time** | 67 | **38%** | 52 | **41%** | 73 | **41%** | 60 | **43%** | 58 | **46%** | 28 | **23%** | 42 | **35%** | 50 | **37%** |
| Don't Know | 1 | 1% | 3 | 2% | 3 | 2% | 3 | 2% | 1 | 0% | 4 | 3% | 5 | 4% | 5 | 3% |
| No Answer | 1 | 1% | 1 | 1% | 10 | 6% | 4 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

## Data to Inform/Support Student Well-Being Goal:

| Do you LIKE school? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* Yes 45% No 22% | | *128 surveyed* Yes 51% No 10% | | *177 surveyed* Yes 45% No 16% | | *138 surveyed* Yes 54% No 14% | | *130 surveyed* Yes 42% No 21% | | *121 surveyed* Yes 32% No 22% 10's | | *118 surveyed* Yes 41% No 21% 11's | | *140 surveyed* Yes 47% No 21% 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 11 | 6% | 5 | 3% | 10 | 5% | 9 | 6% | 15 | 11% | 20 | 16% | 13 | 11% | 13 | 9% |
| Almost Never | 29 | 16% | 10 | 7% | 21 | 11% | 12 | 8% | 14 | 10% | 8 | 6% | 12 | 10% | 17 | 12% |
| Sometimes | 55 | 31% | 46 | 35% | 59 | 33% | 40 | 29% | 45 | 34% | 47 | 38% | 37 | 31% | 41 | 29% |
| **Most of the Time** | 72 | **41%** | 59 | **46%** | 69 | **39%** | 59 | **43%** | 44 | **33%** | 35 | **28%** | 43 | **36%** | 59 | **42%** |
| **All of the Time** | 8 | **4%** | 7 | **5%** | 12 | **6%** | 16 | **11%** | 12 | **9%** | 5 | **4%** | 7 | **5%** | 8 | **5%** |
| Don't Know | 0 | 0% | 1 | 0% | 5 | 2% | 1 | 0% | 0 | 0% | 6 | 4% | 6 | 5% | 2 | 1% |
| No Answer | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Does school make you feel STRESSED or ANXIOUS? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* No 14% Yes 59% | | *128 surveyed* No 16% Yes 55% | | *177 surveyed* No 9% Yes 41% | | *138 surveyed* No 12% Yes 46% | | *130 surveyed* No 13% Yes 51% | | *113 surveyed* No 24% Yes 37% 10's | | *120 surveyed* No 11% Yes 48% 11's | | *130 surveyed* No 9% Yes 48% 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| **Never** | 9 | **5%** | 6 | **5%** | 6 | **3%** | 4 | **2%** | 6 | **4%** | 11 | **9%** | 6 | **5%** | 8 | **6%** |
| **Almost Never** | 16 | **9%** | 14 | **11%** | 11 | **6%** | 15 | **10%** | 12 | **9%** | 17 | **15%** | 8 | **6%** | 5 | **3%** |
| Sometimes | 45 | 26% | 35 | 27% | 59 | 33% | 43 | 31% | 37 | 30% | 35 | 30% | 38 | 31% | 48 | 36% |
| Most of the Time | 51 | 29% | 27 | 21% | 29 | 16% | 38 | 27% | 27 | 22% | 17 | 15% | 30 | 25% | 40 | 30% |
| All of the Time | 53 | 30% | 43 | 34% | 45 | 25% | 27 | 19% | 36 | 29% | 25 | 22% | 28 | 23% | 24 | 18% |
| Don't know | 0 | 0% | 1 | 1% | 3 | 2% | 2 | 1% | 3 | 2% | 8 | 7% | 10 | 8% | 5 | 3% |
| No Answer | 1 | 1% | 2 | 2% | 24 | 14% | 9 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| At your school, how many adults do you feel CARE about you? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* **87%** 2 or more adults | | *128 surveyed* **77%** 2 or more adults | | *177 surveyed* **82%** 2 or more adults | | *138 surveyed* **78%** 2 or more adults | | *130 surveyed* **79%** 2 or more adults | | *123 surveyed* **50%** 2 or more adults **10's** | | *118 surveyed* **63%** 2 or more adults **11's** | | *139 surveyed* **80%** 2 or more adults **12's** | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| None | 4 | 2% | 5 | 4% | 6 | 3% | 8 | 5% | 5 | 3% | 14 | 11% | 11 | 9% | 5 | 3% |
| 1 adult | 5 | 3% | 3 | 2% | 6 | 3% | 5 | 3% | 4 | 3% | 17 | 13% | 5 | 4% | 3 | 2% |
| **2 adults** | 31 | **18%** | 10 | **8%** | 29 | **16%** | 11 | **7%** | 16 | **12%** | 10 | **8%** | 11 | **9%** | 18 | **12%** |
| **3 adults** | 40 | **23%** | 27 | **21%** | 31 | **18%** | 33 | **23%** | 19 | **14%** | 14 | **11%** | 17 | **14%** | 33 | **23%** |
| **4 or more adults** | 82 | **46%** | 61 | **48%** | 85 | **48%** | 67 | **48%** | 69 | **53%** | 39 | **31%** | 48 | **40%** | 63 | **45%** |
| Don't know | 12 | 6% | 22 | 17% | 17 | 10% | 12 | 8% | 17 | 13% | 29 | 23% | 26 | 22% | 17 | 12% |
| No Answer | 1 | 0% | 0 | 0% | 3 | 2% | 2 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Is school a place where you feel like you BELONG? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* **Yes 42%** **No 21%** | | *128 surveyed* **Yes 58%** **No 17%** | | *177 surveyed* **Yes 50%** **No 16%** | | *138 surveyed* **Yes 62%** **No 5%** | | *130 surveyed* **Yes 63%** **No 11%** | | *123 surveyed* **Yes 43%** **No 20%** **10's** | | *116 surveyed* **Yes 55%** **No 15%** **11's** | | *141 surveyed* **Yes 56%** **No 11%** **12's** | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 13 | 7% | 6 | 5% | 10 | 6% | 4 | 2% | 4 | 3% | 11 | 8% | 13 | 11% | 6 | 4% |
| Almost Never | 24 | 14% | 15 | 12% | 18 | 10% | 5 | 3% | 11 | 8% | 15 | 12% | 5 | 4% | 11 | 7% |
| Sometimes | 57 | 33% | 32 | 25% | 52 | 29% | 35 | 25% | 28 | 21% | 35 | 28% | 30 | 25% | 42 | 29% |
| **Most of the Time** | 53 | **30%** | 59 | **46%** | 67 | **38%** | 53 | **38%** | 56 | **42%** | 40 | **32%** | 49 | **42%** | 58 | **41%** |
| **All of the Time** | 21 | **12%** | 15 | **12%** | 21 | **12%** | 34 | **24%** | 29 | **21%** | 14 | **11%** | 16 | **13%** | 22 | **15%** |
| Don't Know | 6 | 3% | 1 | 1% | 6 | 3% | 6 | 4% | 4 | 3% | 8 | 6% | 3 | 3% | 2 | 1% |
| No Answer | 1 | 1% | 0 | 0% | 3 | 2% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Do adults in the school treat all students FAIRLY? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* **Yes 51%** **No 15%** | | *128 surveyed* **Yes 63%** **No 11%** | | *177 surveyed* **Yes 61%** **No 10%** | | *138 surveyed* **Yes 67%** **No 5%** | | *130 surveyed* **Yes 60%** **No 10%** | | *120 surveyed* **Yes 47%** **No 18%** **10's** | | *117 surveyed* **Yes 52%** **No 16%** **11's** | | *141surveyed* **Yes 64%** **No 7%** **12's** | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 9 | 5% | 5 | 4% | 8 | 5% | 1 | 0% | 6 | 4% | 11 | 9% | 8 | 6% | 6 | 4% |
| Almost Never | 18 | 10% | 9 | 7% | 8 | 5% | 8 | 5% | 9 | 6% | 11 | 9% | 12 | 10% | 5 | 3% |
| Sometimes | 50 | 29% | 26 | 20% | 40 | 23% | 29 | 21% | 32 | 24% | 26 | 21% | 22 | 18% | 30 | 21% |
| **Most of the Time** | 72 | **41%** | 60 | **47%** | 81 | **46%** | 65 | **47%** | 60 | **45%** | 43 | **35%** | 46 | **39%** | 64 | **45%** |
| **All of the Time** | 17 | **10%** | 21 | **16%** | 27 | **15%** | 28 | **20%** | 20 | **15%** | 15 | **12%** | 16 | **13%** | 28 | **19%** |
| Don't Know | 8 | 5% | 7 | 5% | 10 | 5% | 5 | 3% | 4 | 3% | 14 | 11% | 13 | 11% | 8 | 5% |
| No Answer | 1 | 1% | 0 | 0% | 3 | 1% | 2 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| At school, do you RESPECT people who are different from you? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* | | *128 surveyed* | | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *114 surveyed* | | *116 surveyed* | | *129 surveyed* | |
| | **Yes 92%** | | **Yes 86%** | | **Yes 72%** | | **Yes 78%** | | **Yes 86%** | | **Yes 76%** | | **Yes 81%** | | **Yes 88%** | |
| | **No 3%** | | **No 4%** | | **No 4%** | | **No 2%** | | **No 4%** | | **No 1%** | | **No 2%** | | **No 4%** | |
| | | | | | | | | | | | **10's** | | **11's** | | **12's** | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 1 | 1% | 2 | 2% | 3 | 2% | 2 | 1% | 3 | 2% | 0 | 0% | 3 | 2% | 5 | 3% |
| Almost Never | 4 | 2% | 2 | 2% | 3 | 2% | 2 | 1% | 3 | 2% | 2 | 1% | 0 | 0% | 2 | 1% |
| Sometimes | 4 | 2% | 9 | 7% | 19 | 11% | 11 | 7% | 9 | 7% | 18 | 15% | 13 | 11% | 6 | 4% |
| **Most of the Time** | 36 | **21%** | 25 | **20%** | 32 | **18%** | 36 | **26%** | 30 | **25%** | 29 | **25%** | 26 | **22%** | 29 | **22%** |
| **All of the Time** | 125 | **71%** | 85 | **66%** | 95 | **54%** | 73 | **52%** | 71 | **61%** | 59 | **51%** | 69 | **59%** | 86 | **66%** |
| Don't Know | 4 | 2% | 1 | 1% | 1 | 1% | 2 | 1% | 0 | 0% | 6 | 5% | 5 | 4% | 1 | 0% |
| No Answer | 1 | 1% | 4 | 3% | 24 | 14% | 12 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

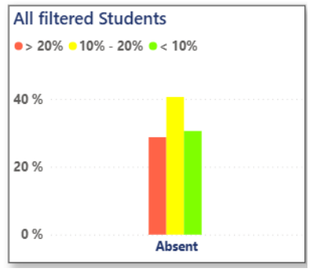
| At school, have you experienced DISCRIMINATION on the basis of your sexual orientation or gender identity? | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *128 surveyed* | | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *123 surveyed* | | *118 surveyed* | | *140 surveyed* | |
| | **No 78%** | | **No 82%** | | **No 83%** | | **No 83%** | | **No 80%** | | **No 82%** | | **No 76%** | |
| | **Yes 17%** | | **Yes 11%** | | **Yes 14%** | | **Yes 11%** | | **Yes 14%** | | **Yes 14%** | | **Yes 18%** | |
| | | | | | | | | | **10's** | | **11's** | | **12's** | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| **Never** | 80 | **63%** | | **64%** | 90 | **68%** | 90 | **68%** | 78 | **63%** | 82 | **69%** | 88 | **62%** |
| **Almost Never** | 19 | **15%** | | **18%** | 22 | **15%** | 20 | **15%** | 21 | **17%** | 16 | **13%** | 20 | **14%** |
| Sometimes | 15 | 12% | | 7% | 15 | 10% | 13 | 9% | 10 | 8% | 12 | 10% | 17 | 12% |
| Most of the Time | 3 | 2% | | 2% | 5 | 3% | 2 | 1% | 5 | 4% | 1 | 0% | 4 | 2% |
| All of the Time | 4 | 3% | | 2% | 2 | 1% | 2 | 1% | 3 | 2% | 5 | 4% | 6 | 4% |
| Don't Know | 7 | 5% | | 3% | 3 | 2% | 4 | 3% | 6 | 4% | 2 | 1% | 5 | 3% |
| No Answer | 0 | 0% | | 3% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

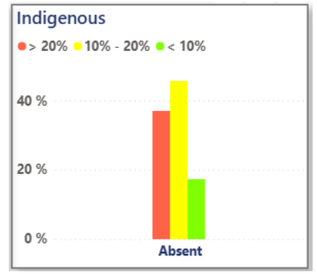
*Finalized results from annual Student Learning Survey available in late August*

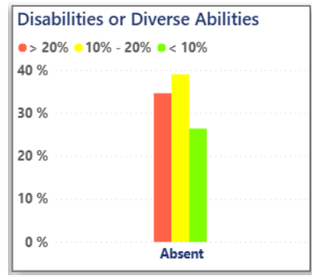
| SAS Attendance Report | Semester 1 2022-23 | Semester 1 2023-24 | Semester 1 2024-25 | Semester 1 2025-26 |
|---|---|---|---|---|
| **Students who attend regularly** *(absent 10 days or less)* | 44% | 47% | 46% | 46% |
| **Students who missed 25% of school, or more** *(absent 20+ days)* | 20% | 25% | 26% | 23% |
| **Students who missed 50% of school or more** *(absent 40+ days)* | 3.30% | 5% | 4% | 6% |
| **Average number of days missed** *(per student in a semester)* | 14.5 | 14.4 | 15.4 | 14.7 |

*Data collated in early February.*

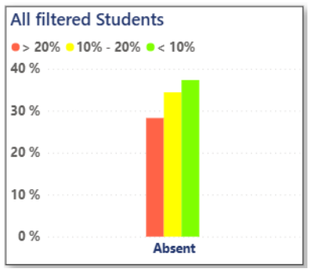
**2025-26 School Year**

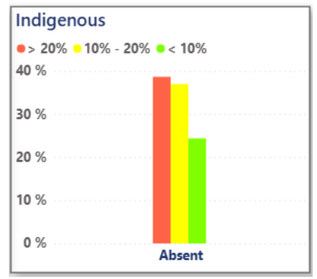


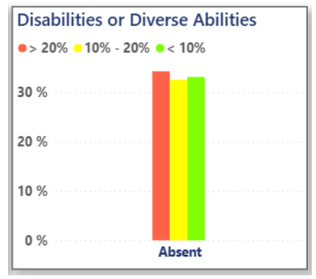




**2024-25 School Year**




**2023-24 School Year**

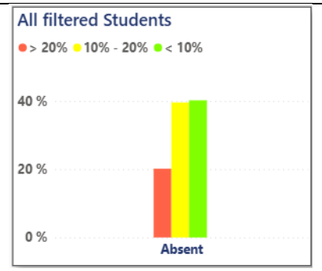
**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

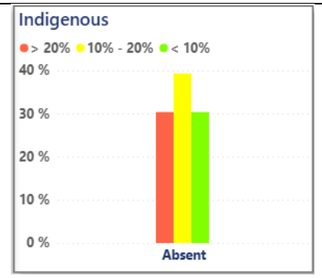
**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

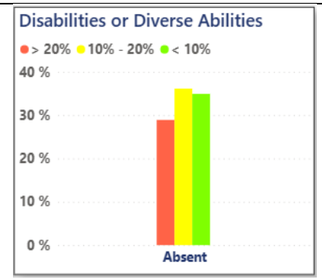
**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| Have you ever felt BULLIED at school? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* No 77% Yes 21% | | *128 surveyed* No 66% Yes 32% | | *177 surveyed* No 56% Yes 35% | | *138 surveyed* No 68% Yes 23% | | *130 surveyed* No 63% Yes 33% | | *120 surveyed* No 57% Yes 39% 10's | | *120 surveyed* No 64% Yes 28% 11's | | *135 surveyed* No 63% Yes 32% 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| **Never** | 90 | **51%** | 49 | **38%** | 57 | **32%** | 51 | **36%** | 42 | **33%** | 33 | **27%** | 44 | **36%** | 46 | **34%** |
| **Almost Never** | 45 | **26%** | 36 | **28%** | 43 | **24%** | 45 | **32%** | 39 | **30%** | 36 | **30%** | 34 | **28%** | 40 | **29%** |
| Sometimes | 23 | 13% | 32 | 25% | 46 | 26% | 25 | 18% | 37 | 29% | 30 | 25% | 22 | 18% | 30 | 22% |
| Most of the Time | 5 | 3% | 5 | 4% | 10 | 6% | 3 | 2% | 3 | 2% | 13 | 10% | 6 | 5% | 10 | 7% |
| All of the Time | 8 | 5% | 4 | 3% | 6 | 3% | 5 | 3% | 3 | 2% | 5 | 4% | 7 | 5% | 5 | 3% |
| Don't Know | 3 | 2% | 2 | 2% | 4 | 2% | 2 | 1% | 2 | 1% | 3 | 2% | 7 | 5% | 4 | 2% |
| No Answer | 1 | 1% | 0 | 0% | 11 | 6% | 7 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*




## Data Analysis/Narrative:

**Welcome**
Students feel more welcome at SAS the longer they have been at SAS, with both those that feel welcome increasing and those not feeling welcome decreasing. Already, our school has an increased interest in how we transition students to help them feel more welcome from their first day of high school on. Overall, our data here looks consistent, which means focusing on the group feeling least welcome is where we could see the most improvements.

**Safe**
Similarly, students feel more safe as their time at SAS goes on (and those feeling less safe decreases). Overall, our data here looks consistent, which means focusing on the group feeling least welcome is where we could see the most improvements. Again, this reinforces time spent on student transitions as an area of focus.

**Care/Connected**
Similarly, students feel more connected as their time at SAS goes on (and those feeling less connected decreases). Overall, our data here looks consistent, which means focusing on the group feeling least connected/cared for is where we could see the most improvements. Again, this reinforces time spent on student transitions as an area of focus.

**Belonging**
Once again, students feel a better sense of belonging as their time at SAS goes on (and those feeling less so decreases). Overall, our data here looks consistent, which means focusing on the group feeling the least amount of belonging is where we could see the most improvements. Again, this reinforces time spent on student transitions as an area of focus. As we continue to refine the programming at SAS, we hope to increase the sense of belonging when students feel like they are getting what they need from high school.

## Data Analysis/Narrative:

**School Stress or Anxiousness**
Not surprisingly, the data tends to trend the opposite of welcome/safe/cared for and belonging. As senior students take on increasingly challenging courses as they prepare for post-secondary, stress goes up. Stress is a natural human experience, and not something we need to look at eliminating entirely.

**Adults treating students fairly**
By grade 12, when we have the best relationships with students and they know our staff the best is when students feel they are treated most fairly. Again, we can look to how we transition students to high school as time well spent to help students feel they are treated more fairly from their first day of school on.

**School Attendance**
The data here is remarkably consistent, and explains why attendance is such a challenging global phenomenon. While there are some slight improvements from last year to celebrate, they still fall in a predictable margin of our 4 year data set. We continue to support students and families with attendance, and continue to try new practices to see if we can find high-yield strategies.

# 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:**<br>*(e.g. dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners)* | **Meaningful Graduation Goal:**<br>*(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…* |
|---|---|
| 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 Education 10 and Career Life Connections 12 program at SAS.<br>• Currently all grade 10 students will be enrolled in a blocked Career Life Education 10 course, while grade 11's and 12's take Career Life Connections 12A and 12B.<br>• Moving forward we plan to explore implementing a 4-credit Career Life Connections 12 course that is pathway-focused, based on a student's passion and interest. Ideally, we would like to connect this to a particular subject/department area.<br><br>To engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming.<br><br>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), along with meeting with local band education coordinators to share information.<br><br>To support students in career exploration opportunities in Work Experience 12 and/or Youth Train/Work in Trades programs.<br><br>***NEW*** Continue to offer a career's information night during meet the teacher. Better communicating this to parents, and expanding these type of nights will be important to improving services/information. Currently, 2:1 parents responding to SLS indicate that we are *not* preparing students to enter the workforce (or post-secondary). | To support students with creating an authentic and meaningful Capstone, outlining their plans for what they would like to do "next" after high school.<br><br>To support students with completing (*engage, reflect, and evaluate*) a 30-hours career-life exploration during grades 11 and/or 12 (e.g. paid or volunteer or community service).<br><br>To offer Post-Secondary Prep 12, supporting students who plan on attending university (*e.g. admissions, scholarship and housing applications, APA format writing & researching, etc.*), and to begin to look into how other high schools intentionally best prepare students for university.<br><br>To offer a wide range of courses and programs (Academics, Fine Arts, ADST, PHE, Languages).<br><br>To ensure each grade 12 student meets with a SAS staff member to discuss "*what's next*" after graduation.<br><br>To restrict gr. 11 students from taking a study block, and to ensure gr. 12's take a first semester full course load.<br><br>To fully implement the myBlueprint.ca tool to support students with grade 10-12 course selections, pathway explorations, and final decisions related to life after high school.<br><br>***NEW*** Continue to offer a career's information night during meet the teacher. Better communicating this to parents, and expanding these type of nights will be important to improving services/information. Currently, 2:1 parents responding to SLS indicate that we are *not* preparing students to enter the workforce (or post-secondary). |

## Data to Inform/Support Career Development Goals and Analysis/Narrative:

| Do you have the opportunity to apply concepts learned in school to other areas of your life? | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *128 surveyed* | | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *110 surveyed* | | *116 surveyed* | | *129 surveyed* | |
| | Yes 73% | | Yes 72% | | Yes 72% | | Yes 73% | | Yes 69% | | Yes 61% | | Yes 74% | |
| | No 24% | | No 8% | | No 17% | | No 22% | | No 18% | | No 25% | | No 18% | |
| | | | | | | | | | 10's | | 11's | | 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 10 | 8% | 2 | 1% | 6 | 4% | 8 | 6% | 4 | 3% | 8 | 6% | 7 | 5% |
| Almost Never | 20 | 16% | 13 | 7% | 18 | 13% | 19 | 16% | 17 | 15% | 23 | 19% | 17 | 13% |
| **Sometimes** | 66 | **52%** | 78 | **44%** | 68 | **49%** | 42 | **35%** | 47 | **42%** | 46 | **39%** | 61 | **47%** |
| **Most of the Time** | 20 | **16%** | 45 | **25%** | 28 | **20%** | 37 | **31%** | 24 | **21%** | 21 | **18%** | 28 | **21%** |
| **All of the Time** | 6 | **5%** | 6 | **3%** | 5 | **3%** | 9 | **7%** | 7 | **6%** | 5 | **4%** | 9 | **6%** |
| Don't Know | 3 | 2% | 7 | 3% | 1 | 0% | 3 | 2% | 11 | 10% | 13 | 11% | 7 | 5% |
| No Answer | 3 | 2% | 26 | 15% | 12 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Are you satisfied school is preparing you for post-secondary education? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* | | *128 surveyed* | | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *110 surveyed* | | *121 surveyed* | | *134 surveyed* | |
| | Yes 72% | | Yes 69% | | Yes 65% | | Yes 65% | | Yes 64% | | Yes 71% | | Yes 68% | | Yes 67% | |
| | No 28% | | No 28% | | No 20% | | No 26% | | No 28% | | No 21% | | No 21% | | No 24% | |
| | | | | | | | | | | | 10's | | 11's | | 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 15 | 9% | 10 | 8% | 11 | 6% | 12 | 8% | 12 | 9% | 10 | 9% | 14 | 11% | 12 | 8% |
| Almost Never | 33 | 19% | 25 | 20% | 25 | 14% | 25 | 18% | 24 | 19% | 14 | 12% | 13 | 10% | 22 | 16% |
| **Sometimes** | 61 | **35%** | 49 | **38%** | 46 | **26%** | 42 | **30%** | 39 | **32%** | 40 | **36%** | 44 | **36%** | 47 | **35%** |
| **Most of the Time** | 55 | **31%** | 33 | **26%** | 50 | **28%** | 37 | **26%** | 31 | **25%** | 28 | **25%** | 35 | **28%** | 34 | **25%** |
| **All of the Time** | 10 | **6%** | 6 | **5%** | 20 | **11%** | 13 | **9%** | 9 | **7%** | 11 | **10%** | 6 | **4%** | 10 | **7%** |
| Don't Know | 0 | 0% | 4 | 3% | 4 | 2% | 3 | 2% | 6 | 4% | 7 | 6% | 9 | 7% | 9 | 6% |
| No Answer | 1 | 1% | 1 | 1% | 21 | 12% | 6 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

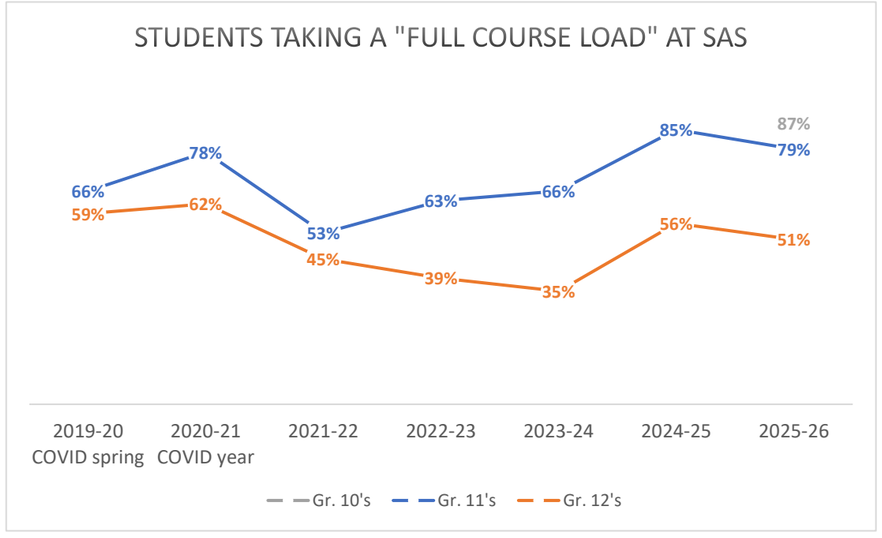
*Finalized results from annual Student Learning Survey available in late August*

### Full Time Students

This tables represents the number of "primary active" students taking 8 or more courses at SAS.

| | Grade 10's | | Grade 11's | | Grade 12's | | TOTALS | |
|---|---|---|---|---|---|---|---|---|
| | Total # | % of Students | Total # | % of Students | Total # | % of Students | Total # | % of Students |
| **2019-20** *COVID spring* | | | 181 / 274 | 66% | 152 / 258 | 59% | 333 / 544 | **61%** |
| **2020-21** *COVID year* | | | 215 / 277 | 78% | 171 / 277 | 62% | 386 / 563 | **69%** |
| **2021-22** | | | 167 / 314 | 53% | 133 / 296 | 45% | 300 / 614 | **49%** |
| **2022-23** | | | 196 / 313 | 63% | 127 / 328 | 39% | 323 / 644 | **50%** |
| **2023-24** | | | 204 / 311 | 66% | 110 / 316 | 35% | 314 / 635 | **49%** |
| **2024-25** | | | 273 / 322 | 85% | 186 / 333 | 56% | 459 / 658 | **70%** |
| **2025-26** | 176 / 202 | 87% | 160 / 202 | 79% | 162 / 319 | 51% | 498 / 726 | **69%** |

*Data collated in July each school year.*




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**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| Do you intend to go to a post-secondary school in the future? | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *110 surveyed* | | *116 surveyed* | | *130 surveyed* | |
| | Yes 68% | | Yes 77% | | Yes 77% | | Yes 68% | | Yes 57% | | Yes 75% | |
| | No 6% | | No 5% | | No 13% | | No 14% | | No 19% | | No 15% | |
| | | | | | | | 10's | | 11's | | 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| **Definitely** | 83 | **46%** | 79 | **57%** | 67 | **56%** | 31 | **28%** | 34 | **29%** | 67 | **51%** |
| **Probably** | 40 | **22%** | 28 | **20%** | 25 | **21%** | 34 | **30%** | 33 | **28%** | 32 | **24%** |
| Probably Not | 10 | 5% | 5 | 3% | 14 | 11% | 11 | 10% | 16 | 13% | 12 | 9% |
| Definitely Not | 2 | 1% | 3 | 2% | 3 | 2% | 5 | 4% | 8 | 6% | 8 | 6% |
| Don't Know | 16 | 9% | 12 | 8% | 9 | 7% | 29 | 26% | 25 | 21% | 11 | 8% |
| No Answer | 26 | 14% | 11 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

*Finalized results from annual Student Learning Survey available in late August*

| Are you satisfied school is preparing you for a job/career? | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *175 surveyed* | | *128 surveyed* | | *177 surveyed* | | *138 surveyed* | | *130 surveyed* | | *112 surveyed* | | *122 surveyed* | | *135 surveyed* | |
| | Yes 57% | | Yes 62% | | Yes 61% | | Yes 56% | | Yes 56% | | Yes 64% | | Yes 57% | | Yes 58% | |
| | No 42% | | No 34% | | No 26% | | No 36% | | No 36% | | No 31% | | No 34% | | No 35% | |
| | | | | | | | | | | | 10's | | 11's | | 12's | |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Never | 30 | 17% | 17 | 13% | 18 | 10% | 26 | 18% | 20 | 16% | 17 | 15% | 20 | 16% | 17 | 12% |
| Almost Never | 43 | 25% | 27 | 21% | 28 | 16% | 25 | 18% | 25 | 20% | 18 | 16% | 23 | 18% | 32 | 23% |
| **Sometimes** | 64 | **37%** | 47 | **37%** | 43 | **24%** | 43 | **31%** | 39 | **31%** | 40 | **35%** | 33 | **27%** | 45 | **33%** |
| **Most of the Time** | 27 | **15%** | 28 | **22%** | 47 | **27%** | 27 | **19%** | 26 | **21%** | 25 | **22%** | 29 | **23%** | 24 | **17%** |
| **All of the Time** | 8 | **5%** | 4 | **3%** | 18 | **10%** | 9 | **6%** | 6 | **4%** | 8 | **7%** | 9 | **7%** | 11 | **8%** |
| Don't know | 1 | 1% | 4 | 3% | 3 | 2% | 2 | 1% | 6 | 4% | 4 | 3% | 8 | 6% | 6 | 4% |
| No Answer | 2 | 1% | 1 | 1% | 20 | 11% | 6 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

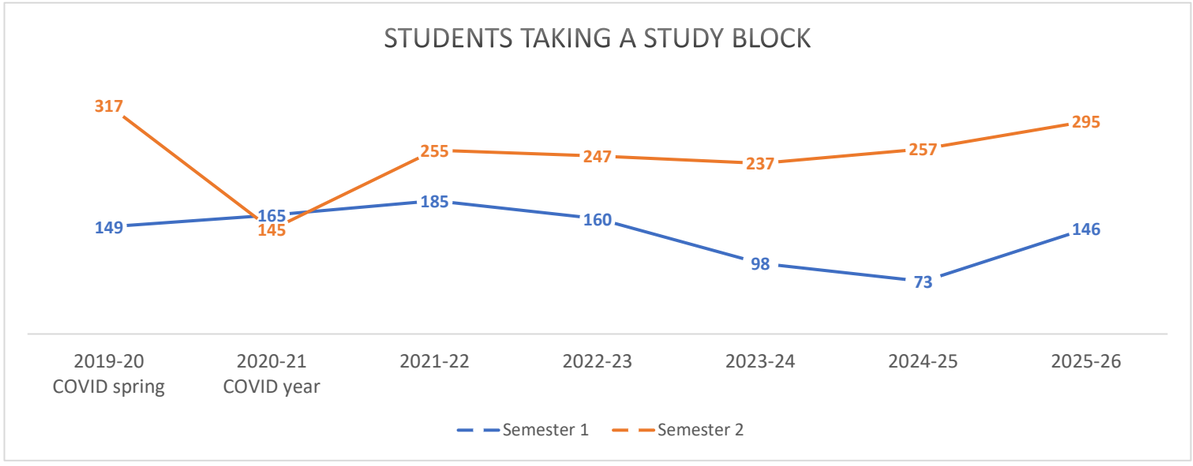
*Finalized results from annual Student Learning Survey available in late August*

## Study Blocks

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

| | Semester One | | | | Semester Two | | | | *School Enrollment* | Total Study Blocks |
|---|---|---|---|---|---|---|---|---|---|---|
| | *A* | *B* | *C* | *D* | *A* | *B* | *C* | *D* | | |
| **2020-21** | 35 | 46 | 35 | 33 | 71 | 78 | 69 | 99 | *544* | **466** |
| **2020-21** | 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** |
| **2024-25** | 17 | 17 | 19 | 20 | 66 | 69 | 66 | 56 | *658* | **330** |
| **2025-26** | 32 | 36 | 40 | 38 | 64 | 80 | 76 | 75 | *726* | **441** |

*Data collated in July each school year.*

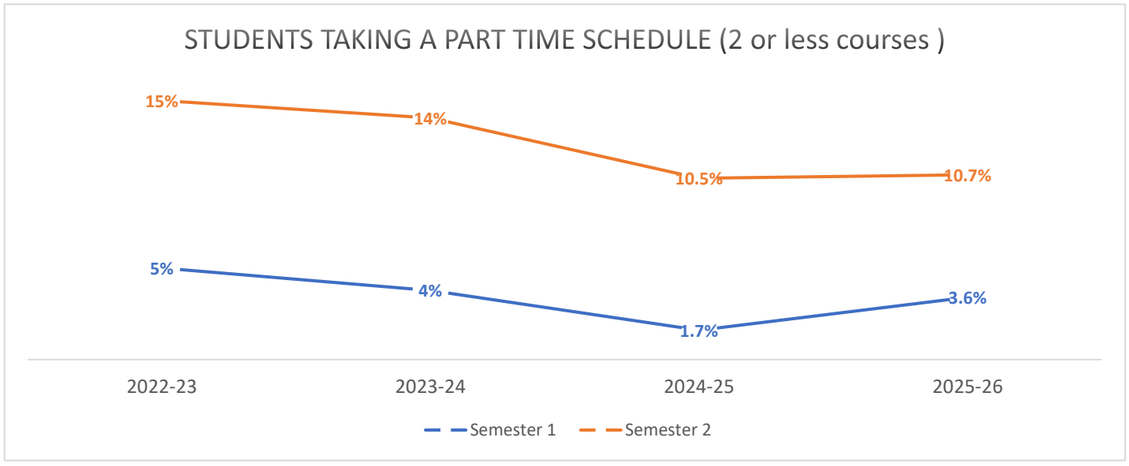


## Part Time Students

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

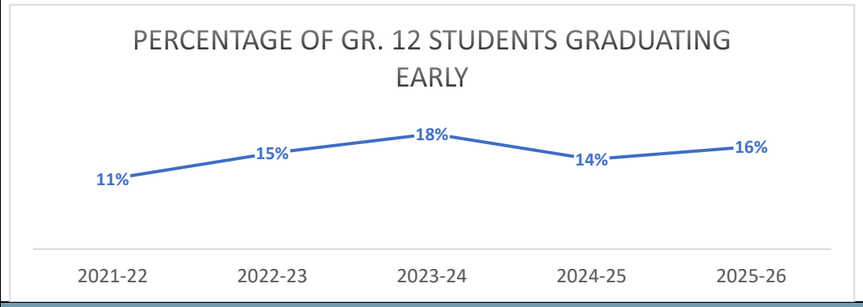
| | | Grade 10's | | Grade 11's | | Grade 12's | | Totals | |
|---|---|---|---|---|---|---|---|---|---|
| | | Sem. 1 | Sem. 2 | Sem. 1 | Sem. 2 | Sem. 1 | Sem. 2 | Sem. 1 | Sem. 2 |
| **2022-23** | **Totals:** | | | 8 | 31 | 26 | 64 | 34 | 95 |
| | # of students | | | 313 | | 328 | | 644 | |
| | | | | 2.6% | 9.9% | 7.9% | 19.5% | **5.3%** | **14.8%** |
| **2023-24** | **Totals:** | | | 9 | 17 | 16 | 72 | 25 | 89 |
| | # of students | | | 311 | | 316 | | 635 | |
| | | | | 2.9% | 5.5% | 5.1% | 22.8% | **3.9%** | **14.0%** |
| **2024-25** | **Totals:** | | | 2 | 11 | 9 | 58 | 11 | 69 |
| | # of students | | | 322 | | 333 | | 658 | |
| | | | | 0.6% | 3.4% | 2.7% | 17.4% | **1.7%** | **10.5%** |
| **2025-26** | **Totals:** | 4 | 6 | 6 | 12 | 16 | 60 | 26 | 78 |
| | # of students | 202 | | 202 | | 319 | | **726** | |
| | | 2.0% | 3.0% | 3.0% | 5.9% | 5.0% | 18.8% | **3.6%** | **10.7%** |

*Data collated in July each school year.*



## Early Graduates

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.*




| | Total Number | % of Gr. 12 Students |
|---|---|---|
| 2021-22 | 34<br>296 | **11%** |
| 2022-23 | 49<br>328 | **15%** |
| 2023-24 | 57<br>316 | **18%** |
| 2024-25 | 48<br>333 | **14%** |
| 2025-26 | 51<br>319 | **16%** |

*Data collated in July each school year.*

## Data Analysis/Narrative:

**School and Life**
Unsurprisingly, students feel best-prepared in grade 12, and less prepared in grade 10. This would make sense, as grade 12s often have a much better sense of what's next for them after graduation. This data also follows the increase in choice that students get as they move through the grad program. With less required courses, students are better able to customize their experience for what they feel they need. This data is consistent over our 5 year data set.

**School and Post-Secondary Education**
We might suppose that this data set and analysis might follow school and life, but it's actually the opposite, albeit slightly. This data set provides the most insight when taken together with life after school and those students that actually see post-secondary in their future.

**Life After School – Post Secondary Education?**
Three quarters of our students self-identify as probably or definitely setting their sights on post-secondary. It would be curious to see provincial averages compared to this number, which should be celebrated.

**School and Jobs**
While consistent within our 5 year data set, there could be some work here around programming at SAS and making sure that we meet the needs of our students in more creative ways. Focusing on our graduating students, only 58% feel they were prepared for a job/career. Having programming available for our students to feel more confident hitting the work force, even if just as a means to paying for post-secondary, would be time well spent.

## Data Analysis/Narrative:

**Full Time Students**
The previous two years we focused on working with students and families to create as many meaningful full-time schedules as possible, and the data reflects that having these conversations led to a major bump in full-time students. That said, grade 11s were increasingly taking a reduced workload. There are a number of reasons students do not take full-time schedules, but anything we can do to increase student supports (learning resource, counselling time, creative academics) should serve well to bring those numbers up.

**Study Blocks**
This data is also very consistent, and the reasons for study blocks varying from time to keep up with academics to simply not finding a meaningful course for some students. This data also follows our increasing space restrictions and full classes as students often feel handcuffed between a study block or a course that they are not interested in.

**Part Time Students**
This data is also very consistent, and would follow the same analysis of full time students and study blocks. Year-to-year we have approximately 100 students who are part time. Any investigations into creative ways to graduate and creative programming would be time well spent.

**Early Graduates**
- This year's data might look different as it is the first year with the grad class split, but the previous 5 years are consistent. We have had approximately 50 students a year choose to end high school early and move directly into the workforce. With graduation credits often being easily attainable by the semester break of grade 12, if we want to work to keep these students for semester 2 we would have to find programming that they still find great value in.

## Resources and Professional Learning

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) and curriculum work while we add new grades and courses to our school.

To provide release time for our Academic Flex teachers to meet throughout the year, led by the Department Head of Student Support Services.

*NEW* Find ways to get more staff to respond to end of year feedback surveys.

## School Learning Plan Consultation Process

Data and analysis are 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 (PAC).

Invite Education Coordinators from local bands to share feedback and insight.

Posted on our website.

*NEW* Better communication with parents around ways to be involved with SAS, including bolstering our PAC numbers so that parents feel better connected and involved. Right now, parent SLS data indicated approximately half of families do not feel they are involved in school decisions.

*NEW* Specifically, getting more engagement from our families who self-identify as Indigenous. According to 2025-2026 SLS data, only 8 Indigenous families (of our more than 125) responded.

## Curriculum Area Enrollments

*This table represents the total number of students taking courses within each curricular area.*

| Department Enrollments | 2019-2020 (544) | | | 2020-2021 (563) | | | 2021-2022 (614) | | | 2022-2023 (644) | | | 2023-2024 (635) | | | 2024-2025 (658) | | | 2025-26 (726) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** | *Requests* | **Enrolled** | **# of SECTIONS** |
| ADST | *706* | **646** | 31 | *721* | **685** | 34 | *903* | **753** | 41 | *915* | **712** | 42 | *903* | **689** | 40 | *1056* | **808** | 41 | *1154* | **879** | 44 |
| Science | *751* | **643** | 33 | *730* | **676** | 32 | *776* | **632** | 32 | *765* | **648** | 33 | *776* | **634** | 31 | *801* | **638** | 33 | *812* | **711** | 33 |
| English | *520* | **524** | 23 | *554* | **525** | 22 | *665* | **553** | 25 | *618* | **562** | 25 | *665* | **569** | 27 | *615* | **592** | 25 | *689* | **783** | 28 |
| Math | *475* | **445** | 21 | *535* | **505** | 23 | *570* | **519** | 27 | *548* | **483** | 22 | *570* | **485** | 22 | *546* | **467** | 21 | *651* | **564** | 26 |
| Social Studies | *520* | **504** | 23 | *519* | **468** | 21 | *702* | **484** | 22 | *610* | **539** | 25 | *702* | **552** | 26 | *734* | **645** | 27 | *764* | **723** | 28 |
| Fine Arts | *386* | **331** | 14 | *432* | **373** | 15 | *483* | **400** | 15 | *467* | **425** | 15 | *483* | **422** | 17 | *507* | **422** | 17 | *670* | **618** | 25 |
| Languages | *182* | **143** | 9 | *217* | **193** | 9 | *204* | **189** | 10 | *222* | **177** | 8 | *204* | **144** | 6 | *167* | **154** | 6 | *99* | **91** | 4 |
| Physical & Health Ed. | *289* | **219** | 10 | *204* | **185** | 9 | *330* | **204** | 9 | *298* | **294** | 12 | *330* | **328** | 15 | *422* | **352** | 15 | *503* | **404** | 20 |
| Academic Flex | | | | | | | | | | | | | | | 8 | | | 8 | | | 5 |
| **Total Sections** | | | 170 | | | 169 | | | 180 | | | 188 | | | 198 | | | 203 | | | 222 |

Note: data collected in July each school year

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