SALMON ARM SECONDARY
School Learning Plan 2025-2026

Our School

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 720 students in grades 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.

"*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

No significant change since 2020

SAS School Enrolment	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
1701 Student Enrolment (Sept 30, 2025)	**202**	**202**	**319**	**726**

Do you like school?	2020-21 *175 surveyed students* Yes - 45% *Sometimes - 31%* No - 22%		2021-22 *128 surveyed students* Yes - 51% *Sometimes - 35%* No - 10%		2022-23 *177 surveyed students* Yes - 45% *Sometimes - 33%* No - 16%		2023-24 *138 surveyed students* Yes - 54% *Sometimes - 29%* No - 14%		2024-25 *130 surveyed students* Yes – 42% *Sometimes - 34%* No – 21%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	11	6%	5	3%	10	5%	9	6%	15	11%
Almost Never	29	16%	10	7%	21	11%	12	8%	14	10%
Sometimes	55	31%	46	35%	59	33%	40	29%	45	34%
Most of the Time	72	**41%**	59	**46%**	69	**39%**	59	**43%**	44	**33%**
All of the Time	8	**4%**	7	**5%**	12	**6%**	16	**11%**	12	**9%**
Don't Know	0	0%	1	0%	5	2%	1	0%	0	0%
No Answer	0	0%	0	0%	1	0%	1	0%	0	0%

Finalized results from annual Student Learning Survey available in late August

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Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.
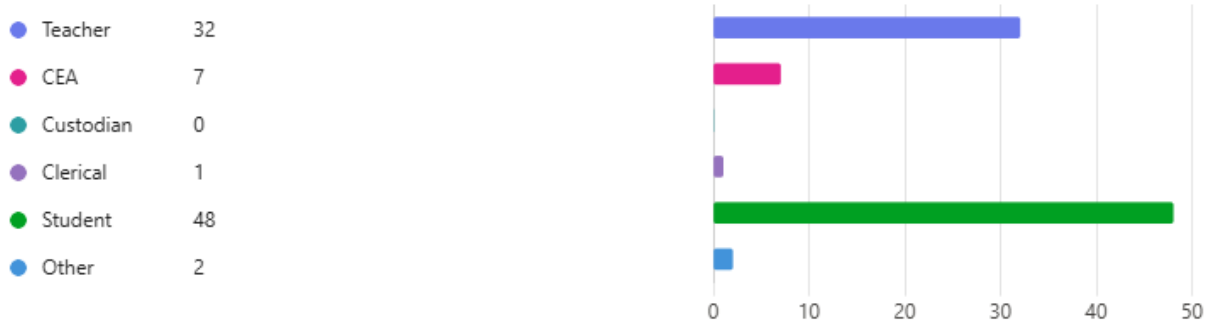
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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SAS End of the School Year Feedback 2024-25

In the spring of each school year, we ask staff and students to provide us 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 the feedback:

Teacher	32
CEA	7
Custodian	0
Clerical	1
Student	48
Other	2

The highlights: Relationships, Engagement, School Culture

Green Light

🗂 Classroom Successes

Group	Highlights
Teachers	Strong student relationships, autonomy, engaging lessons, student choice.
CEAs	Respectful students, improved focus with phone collection, teamwork.
Students	Positive teacher relationships, engaging activities, flexible learning.

Comparison: All groups value **strong relationships** and **engaging learning**. Teachers emphasized **autonomy** and **differentiated instruction**, while students appreciate **flexibility** and **support**.

🏫 School-Wide Successes

Group	Highlights
Teachers	Leadership events, support systems, extracurriculars, late slip policy.
CEAs	Inclusive environment, food programs, teamwork.
Students	Clubs, sports, food access, positive school culture.

Comparison: All groups recognize the **school's positive culture** and **support systems**. Students and CEAs highlight **food programs**, while teachers focus more on **structured supports** and **events**.

Red Light

🚫 Classroom Challenges

Group	Issues
Teachers	Cell phone use, attendance, lack of deadlines, inconsistent engagement.
CEAs	Rampant phone use, AI misuse, entitlement.
Students	Phone distractions, workload, inconsistent rules, lack of support.

Comparison: Universal concern about **cell phone misuse**. Teachers and CEAs also note **attendance** and **behavioral issues**, while students focus on **workload** and **inconsistent expectations**.

🚫 School-Wide Challenges

Group	Issues
Teachers	Bathroom misuse, hall wandering, inconsistent discipline, attendance.
CEAs	Vaping, bathroom issues, prejudice, hall wandering.
Students	Bathroom closures, vaping, inconsistent rules, schedule changes.

Comparison: All groups are concerned about **bathroom misuse** and **vaping**. Students are particularly vocal about **bathroom closures** and **schedule changes**, while staff focus on **behavioral and safety concerns**.

Yellow Light

💡 Suggestions for Improvement

Group	Suggestions
Teachers	Stricter phone policies, SEL integration, more outdoor learning, better attendance tracking.
CEAs	Enforce phone rules, improve bathroom monitoring, add homeroom, better communication.
Students	Consistent phone rules, more engaging work, longer lunches, better bathroom access.

Comparison: All groups want **clearer phone policies** and **better bathroom management**. Teachers suggest **systemic improvements** (SEL, curriculum), while students focus on **practical changes** (lunch, study time).

Common Issues: Cell Phones, Attendance, Washrooms

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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:

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.

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.

Strategies and Actions:

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

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.

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 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*)

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 most appropriate math and science courses based on their abilities and future plans.

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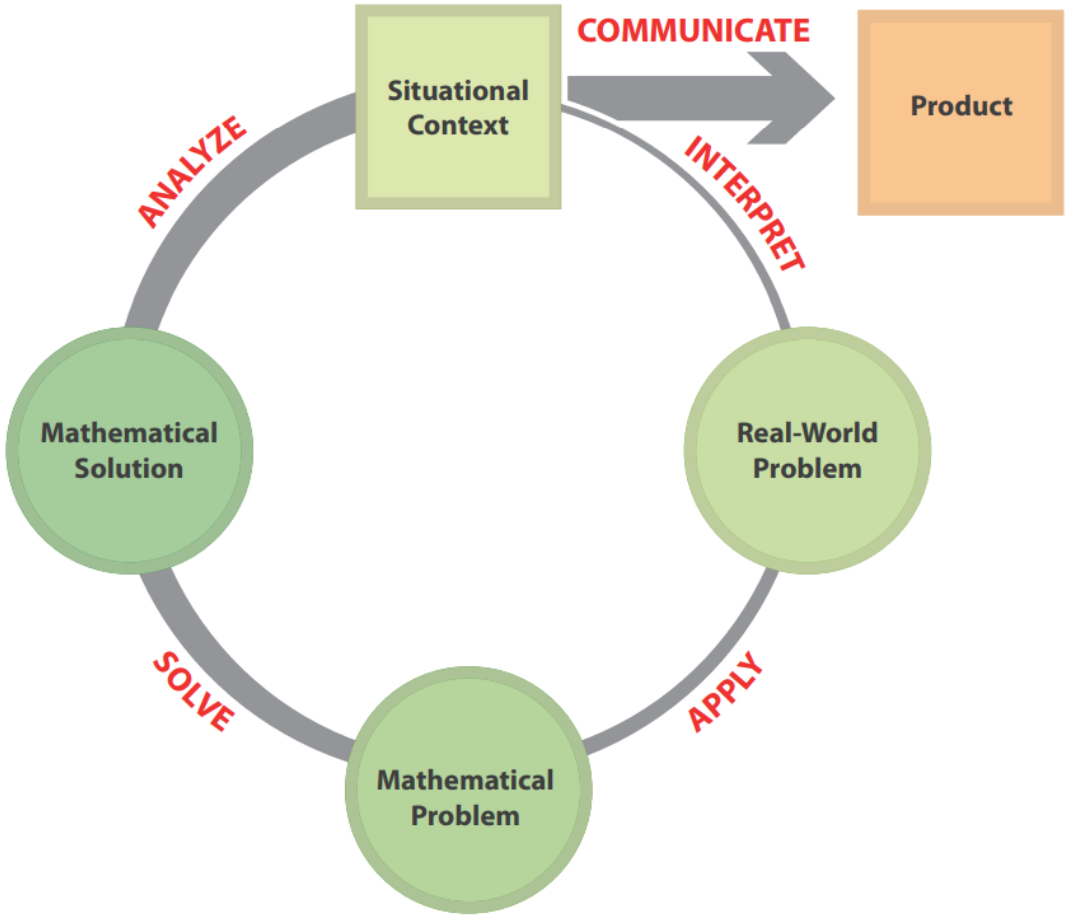
(This process is based on a mathematical modelling cycle. Refer to Liljedahl, 2016; OECD, 2019; and Perrenet & Zwaneveld, 2012.)

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

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Data to Inform/Support Literacy Goal:

Literacy 12 Assessment Results

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

	# of students	Proficiency Level Distribution (%)				Combined 3 & 4 *Proficient & Extending*
		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	*31,522*	*4.4%*	*34.2%*	*48.7%*	*12.7%*	*61.4%*
SAS 2024	283	0%	18.7%	67.8%	13.1%	**80.9%**
Province 2024	*41,459*	*2.3%*	*20.7%*	*60.6%*	*13.3%*	*76.9*
SAS 2025	298	0%	21%	69%	10%	*78.9%*
Province 2025	*Data*	*Not*	*Yet*	*Available*	*!!!*	*###*

The highlighted sections need to be updated.

> 7% improvement since 2022

Data to Inform/Support Numeracy Goal:

Numeracy 10 Assessment Results

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

	# of students	Proficiency Level Distribution (%)				Combined 3 & 4 *Proficient & Extending*
		1 Emerging	**2** Developing	**3** Proficient	**4** Extending	
JLJ 2018-19	230	35.2%	44.4%	17.8%	2.2%	**20%**
Province 2019-20	*40,958*	*23.2%*	*43.1%*	*29.2%*	*4.4%*	*33.5%*
JLJ 2019-20	143	24.5%	44.8%	29.4%	1.4%	**30.8%**
Province 2019-20	*30,040*	*24.2%*	*33.7%*	*35.7%*	*6.1%*	*41.8%*
JLJ 2020-21	247	19.4%	44.9%	30.8%	4%	**34.8%**
Province 2020-21	*75,908*	*19.1%*	*38.4%*	*36.7%*	*5.2%*	*41.9%*
JLJ 2021-22	258	12.4%	41.5%	37.6%	8.1%	**45.7%**
Province 2021-22	*42,793*	*16.1%*	*35.5%*	*36.4%*	*11.5%*	*47.9%*
JLJ 2022-23	288	10.1%	37.5%	45.5%	6.6%	**52.1%**
Province 2022-23	*19,327*	*13.6%*	*36.8%*	*37.4%*	*11.5%*	*48.9%*
JLJ 2023-24	270	11.1%	44.2%	40%	4.8%	**44.7%**
Province 2023-24	*28,839*	*16%*	*38%*	*35.1%*	*12%*	*47%*
JLJ 2024-25	312	10.9%	38.1%	39.1%	10.9%	*50%*
Province 2024-25	*30,943*	*11.4%*	*34.7%*	*40.3%*	*13.1%*	*53.4%*

> 24% improvement since 2018

Note: In Salmon Arm, grade 10's write the Numeracy 10 Assessment at J.L. Jackson Secondary. At SAS, a grade 11/12 school, we only have a handful of students each year completing this provincial graduation assessment requirement; therefore, we will be using data from J.L. Jackson Secondary.

Data Analysis/Narrative:

We continue to show improvement in literacy.

Data Analysis/Narrative:

J.L. Jackson Secondary is clearly making great strides in Numeracy.

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Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-Being
School District No. 83 Strategic Priority goal: *Each student will feel welcome, safe, and connected to peers and adults in their schools.*	School District No. 83 Strategic Priority goal: *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
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 *(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, and Contemporary Indigenous Studies 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.

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 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.

To implement an adjusted 5-block learning structure, with *Flexible Instructional Time* for senior-level students, to intentionally align both the needs of students in grades 8 through 12, along with the decision by the Board of Education for school reconfiguration.

To implement an Academic Flex 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,
- who are priority learners.

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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.
- 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 – 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.

Introducing Flexible Instructional Time (FIT)

What is FIT?

FIT is a period of supervised instructional time built into each day to **explicitly teach** and **empower** senior-level students *to develop the skills necessary to use unstructured time to benefit their learning and personal needs*.

> FIT is not assigned to **Applied Design, Skills & Technologies** (ADST), **Fine Arts** or **Physical & Health Education** courses. For courses in these departments, this period would be treated as a **DOUBLE BLOCK**.

Why FIT?

FIT is a learning structural response that acknowledges students lead busy lives and navigate competing demands for their time in and outside of school. FIT provides senior-level students, in academic courses, with the opportunity to self-direct and engage in their learning, while also participating in coordinated school-wide initiatives (*e.g. assemblies, career education seminars, etc.*). Teachers do not teach new course material during this time. Instead, teachers will be accessible to students for additional help and guidance on current and ongoing learning. In essence, a student with more academic courses will receive more FIT time.

FIT Details

FIT is assigned to **grade 10-12 students** enrolled in courses within the **Math, Science, Humanities**, and **English Languages Arts** departments. There is flexibility given to teachers within these departments to utilize the first ~20 minutes of the FIT block to complete a lab, project, assignment or assessment from the previous block. However, the spirit of FIT is most of the time it is intended to be self-directed by students, with the support of a teacher.

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An explanation of the adjustments

Our intention with adjusting our Learning Structure is *to create time*, to implement the required *Career Education* curriculum, to *reduce stress*, and to better meet the *evolving needs of learners.*

- Adding a 5th block each day. For the additional block each morning, students return to their first block classroom, and this time is treated as a:
  - *Double Block* = Applied, Design, Skills & Technologies, Fine Arts & Physical Education, or
  - *Flexible Instructional Time (FIT)* = Math, Science, English, Humanities & Languages
- Shorting each block, decreasing from 80 minutes to 65 minutes.
- A longer morning and a shorter afternoon (*60:40 split, instead of 50:50*).
- A longer morning break, as well as an additional transition-break each day.
- *Future planning*: Accommodating 5 daily linear-classes for grades 8 & 9, and 4 daily semester-classes for grades 10-12.
- School starts slightly earlier and ends slightly later (~ 9:10am and 3:35pm)

4-Block Model vs. 5-Block Model

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Data to Inform/Support Sense of Belonging Goal:

Do you feel WELCOME at your school?

	2020-21 175 students Yes - 66% No - 12%		2021-22 128 students Yes - 76% No - 6%		2022-23 177 students Yes - 71% No - 4%		2023-24 138 students Yes - 78% No - 3%		2024-25 131 students Yes – 72% No – 6%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	5	3%	3	2%	3	2%	3	2%	5	3%
Almost Never	16	9%	5	4%	4	2%	2	1%	5	3%
Sometimes	37	21%	22	17%	41	23%	22	16%	25	18%
Most of the Time	67	**38%**	60	**47%**	74	**42%**	59	**43%**	60	**45%**
All of the Time	49	**28%**	37	**29%**	51	**29%**	48	**35%**	36	**27%**
Don't Know	1	1%	1	1%	3	2%	3	2%	1	0%
No Answer	0	0%	0	0%	1	1%	1	0%	0	0%

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Do you feel SAFE at school?

	2020-21 175 students Yes - 79% No - 6%		2021-22 128 students Yes - 82% No - 6%		2022-23 177 students Yes - 75% No - 5%		2023-24 138 students Yes - 80% No - 0%		2024-25 126 students Yes – 85% No – 1%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	3	2%	3	2%	5	3%	1	0%	1	0%
Almost Never	7	4%	5	4%	3	2%	1	0%	2	1%
Sometimes	25	14%	12	9%	22	12%	17	12%	14	11%
Most of the Time	71	**41%**	52	**41%**	61	**34%**	52	**37%**	50	**39%**
All of the Time	67	**38%**	52	**41%**	73	**41%**	60	**43%**	58	**46%**
Don't Know	1	1%	3	2%	3	2%	3	2%	1	0%
No Answer	1	1%	1	1%	10	6%	4	2%	0	0%

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> Each of these data points reflects a relative high degree of variability from one year to the next.

Data to Inform/Support Student Well-Being Goal:

Does school make you feel stressed or anxious?

	2020-21 175 students No - 14% Sometimes – 26% Yes - 59%		2021-22 128 students No - 16% Sometimes – 27% Yes - 55%		2022-23 177 students No - 9% Sometimes – 33% Yes - 41%		2023-24 138 students No - 12% Sometimes – 31% Yes - 46%		2024-25 121 students No – 13% Sometimes – 30% Yes – 51%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	9	**5%**	6	**5%**	6	**3%**	4	**2%**	6	**4%**
Almost Never	16	**9%**	14	**11%**	11	**6%**	15	**10%**	12	**9%**
Sometimes	45	26%	35	27%	59	33%	43	31%	37	30%
Most of the Time	51	29%	27	21%	29	16%	38	27%	27	22%
All of the Time	53	30%	43	34%	45	25%	27	19%	36	29%
Don't know	0	0%	1	1%	3	2%	2	1%	3	2%
No Answer	1	1%	2	2%	24	14%	9	6%	0	0%

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Do adults in the school treat all students fairly?

	2020-21 175 students Yes - 51% No - 15%		2021-22 128 students Yes - 63% No - 11%		2022-23 177 students Yes - 61% No - 10%		2023-24 138 students Yes - 67% No - 5%		2024-25 131 students Yes – 60% No – 10%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	9	5%	5	4%	8	5%	1	0%	6	4%
Almost Never	18	10%	9	7%	8	5%	8	5%	9	6%
Sometimes	50	29%	26	20%	40	23%	29	21%	32	24%
Most of the Time	72	**41%**	60	**47%**	81	**46%**	65	**47%**	60	**45%**
All of the Time	17	**10%**	21	**16%**	27	**15%**	28	**20%**	20	**15%**
Don't Know	8	5%	7	5%	10	5%	5	3%	4	3%
No Answer	1	1%	0	0%	3	1%	2	1%	0	0%

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

	2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 130 students	
	87% 2 or more adults		**77%** 2 or more adults		**82%** 2 or more adults		**78%** 2 or more adults		**79%** 2 or more adults	
	Count	%	Count	%	Count	%	Count	%	Count	%
None	4	2%	5	4%	6	3%	8	5%	5	3%
1 adult	5	3%	3	2%	6	3%	5	3%	4	3%
2 adults	31	**18%**	10	**8%**	29	**16%**	11	**7%**	16	**12%**
3 adults	40	**23%**	27	**21%**	31	**18%**	33	**23%**	19	**14%**
4 or more adults	82	**46%**	61	**48%**	85	**48%**	67	**48%**	69	**53%**
Don't know	12	6%	22	17%	17	10%	12	8%	17	13%
No Answer	1	0%	0	0%	3	2%	2	1%	0	0%

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Is school a place where you feel like you BELONG?

21% improvement since 2020

	2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 132 students	
	Yes - 42% **No - 21%**		**Yes - 58%** **No - 17%**		**Yes - 50%** **No - 16%**		**Yes - 62%** **No - 5%**		**Yes – 63%** **No – 11%**	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	13	7%	6	5%	10	6%	4	2%	4	3%
Almost Never	24	14%	15	12%	18	10%	5	3%	11	8%
Sometimes	57	33%	32	25%	52	29%	35	25%	28	21%
Most of the Time	53	**30%**	59	**46%**	67	**38%**	53	**38%**	56	**42%**
All of the Time	21	**12%**	15	**12%**	21	**12%**	34	**24%**	29	**21%**
Don't Know	6	3%	1	1%	6	3%	6	4%	4	3%
No Answer	1	1%	0	0%	3	2%	1	0%	0	0%

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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%	
Students who missed 25% of school, or more *(absent 20+ days)*	20%	25%	26%	
Students who missed 50% of school or more *(absent 40+ days)*	3.3%	5%	4%	
Average number of days missed *(per student in a semester)*	14.5	14.4	15.4	

Data collated in early February.
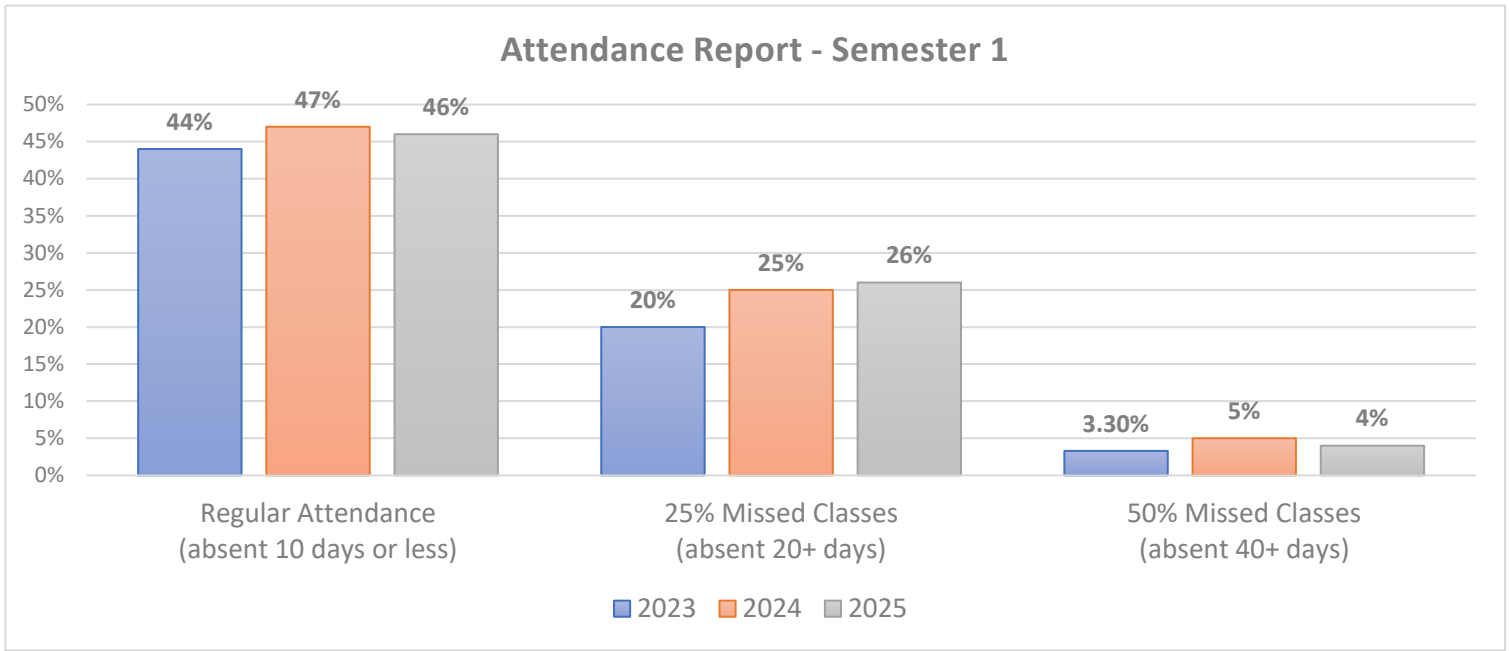
Attendance Report - Semester 1

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At school, do you respect people who are different from you?
(for example, think, act, or look different)?

	2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 116 students	
	Yes - 92% **No - 3%**		**Yes - 86%** **No - 4%**		**Yes - 72%** **No - 4%**		**Yes - 78%** **No - 2%**		**Yes – 86%** **No – 4%**	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	1	1%	2	2%	3	2%	2	1%	3	2%
Almost Never	4	2%	2	2%	3	2%	2	1%	3	2%
Sometimes	4	2%	9	7%	19	11%	11	7%	9	7%
Most of the Time	36	**21%**	25	**20%**	32	**18%**	36	**26%**	30	**25%**
All of the Time	125	**71%**	85	**66%**	95	**54%**	73	**52%**	71	**61%**
Don't Know	4	2%	1	1%	1	1%	2	1%	0	0%
No Answer	1	1%	4	3%	24	14%	12	8%	0	0%

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> *A positive trend after a low in 22-23*

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

	2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 131 students	
	No -78% **Yes - 17%**		**No - 82%** **Yes – 11%**		**No - 83%** **Yes – 14%**		**No – 83%** **Yes – 11%**	
	Count	%	Count	%	Count	%	Count	%
Never	80	**63%**		**64%**	90	**68%**	90	**68%**
Almost Never	19	**15%**		**18%**	22	**15%**	20	**15%**
Sometimes	15	12%		7%	15	10%	13	9%
Most of the Time	3	2%		2%	5	3%	2	1%
All of the Time	4	3%		2%	2	1%	2	1%
Don't Know	7	5%		3%	3	2%	4	3%
No Answer	0	0%		3%	1	0%	0	0%

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Have you ever felt bullied at school?

	2020-21 175 students **77% - No** **8% - Yes**		2021-22 128 students **66% - No** **7% - Yes**		2022-23 177 students **56% - No** **9% - Yes**		2023-24 138 students **No - 68%** **Yes – 5%**		2024-25 126 students **No – 66%** **Yes – 4%**	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	90	**51%**	49	**38%**	57	**32%**	51	**36%**	42	**33%**
Almost Never	45	**26%**	36	**28%**	43	**24%**	45	**32%**	39	**30%**
Sometimes	23	13%	32	25%	46	26%	25	18%	37	29%
Most of the Time	5	3%	5	4%	10	6%	3	2%	3	2%
All of the Time	8	5%	4	3%	6	3%	5	3%	3	2%
Don't Know	3	2%	2	2%	4	2%	2	1%	2	1%
No Answer	1	1%	0	0%	11	6%	7	5%	0	0%

Finalized results from annual Student Learning Survey available in late August

Data Analysis/Narrative:

Welcome
The trend of students feeling "Welcomed" at school is highly variable, but hovers in the 66-78% range over time.

Safe
The trend of students feeling "Safe" at school is highly variable, but hovers in the 75-85% range over time.

Care/Connected
The trend of students feeling "Care about by an Adult" at school is highly variable, but hovers in the 77-87% range over time.

Belonging
21% improvement in students feeling like school is a place where they belong, over the last 5 years – huge improvements! After a low in 2022-23 (COVID), there is a positive trend in students respecting people different than them.

Data Analysis/Narrative:

School Stress or Anxiousness
The trend of students feeling stressed/anxious due to school is highly variable, with a range between 41-59% over time.

Adults treating students fairly
The trend of students feeling like adults in school treat them fairly is highly variable, with a range between 51-67% over time.

School Attendance
Attendance remains relatively consistent over time.

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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:	Meaningful Graduation Goal:
(e.g. dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners)	*(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. To engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming. 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. To support students in career exploration opportunities in Career Life Connections 12, Work Experience 12 and/or Youth Train/Work in Trades programs.	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 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). 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. 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 "*what's next*" after graduation. To restrict gr. 11 students from taking a study block, and to ensure gr. 12's take a first semester full court load.

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

Do you have the opportunity to apply the concepts you learn in school to other areas of your life?

	2020-21		2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 118 students	
	Survey question not asked.		Yes - 73% No - 24%		Yes - 72% No - 8%		Yes - 72% No - 17%		Yes – 73% No – 22%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never			10	8%	2	1%	6	4%	8	6%
Almost Never			20	16%	13	7%	18	13%	19	16%
Sometimes			66	**52%**	78	**44%**	68	**49%**	42	**35%**
Most of the Time			20	**16%**	45	**25%**	28	**20%**	37	**31%**
All of the Time			6	**5%**	6	**3%**	5	**3%**	9	**7%**
Don't know			3	2%	7	3%	1	0%	3	2%
No Answer			3	2%	26	15%	12	8%	0	0%

Finalized results from annual Student Learning Survey available in late August

Not a lot of change here over time…

Are you satisfied that school is preparing you for post-secondary education?
(for example, college, university, trade school)

	2020-21 175 students		2021-22 128 students		2022-23 177 students		2023-24 138 students		2024-25 121 students	
	Yes - 72% No - 28%		Yes - 69% No - 28%		Yes - 65% No - 20%		Yes - 65% No - 26%		Yes – 64% No – 28%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	15	9%	10	8%	11	6%	12	8%	12	9%
Almost Never	33	19%	25	20%	25	14%	25	18%	24	19%
Sometimes	61	**35%**	49	**38%**	46	**26%**	42	**30%**	39	**32%**
Most of the Time	55	**31%**	33	**26%**	50	**28%**	37	**26%**	31	**25%**
All of the Time	10	**6%**	6	**5%**	20	**11%**	13	**9%**	9	**7%**
Don't know	0	0%	4	3%	4	2%	3	2%	6	4%
No Answer	1	1%	1	1%	21	12%	6	4%	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 11's		Grade 12's		TOTALS	
	Total #	% of Students	Total #	% of Students	Total #	% of Students
2019-20 *COVID spring*	181 of 274	66%	152 of 258	59%	333 of 544	**61%**
2020-21 *COVID year*	215 of 277	78%	171 of 277	62%	386 of 563	**69%**
2021-22	167 of 314	53%	133 of 296	45%	300 of 614	**49%**
2022-23	196 of 313	63%	127 of 328	39%	323 of 644	**50%**
2023-24	204 of 311	66%	110 of 316	35%	314 of 635	**49%**
2024-25	273 of 322	85%	186 of 333	56%	458 of 658	**70%**

Data collated in July each school year.

21% improvement from 21-22

PERCENTAGE OF FULL TIME STUDENTS
(8 OR MORE COURSES)

Gr. 11's: 66% (2019-20 COVID spring), 78% (2020-21 COVID year), 53% (2021-22), 63% (2022-23), 66% (2023-24), 85% (2024-25)
Gr. 12's: 59% (2019-20 COVID spring), 62% (2020-21 COVID year), 45% (2021-22), 39% (2022-23), 35% (2023-24), 56% (2024-25)
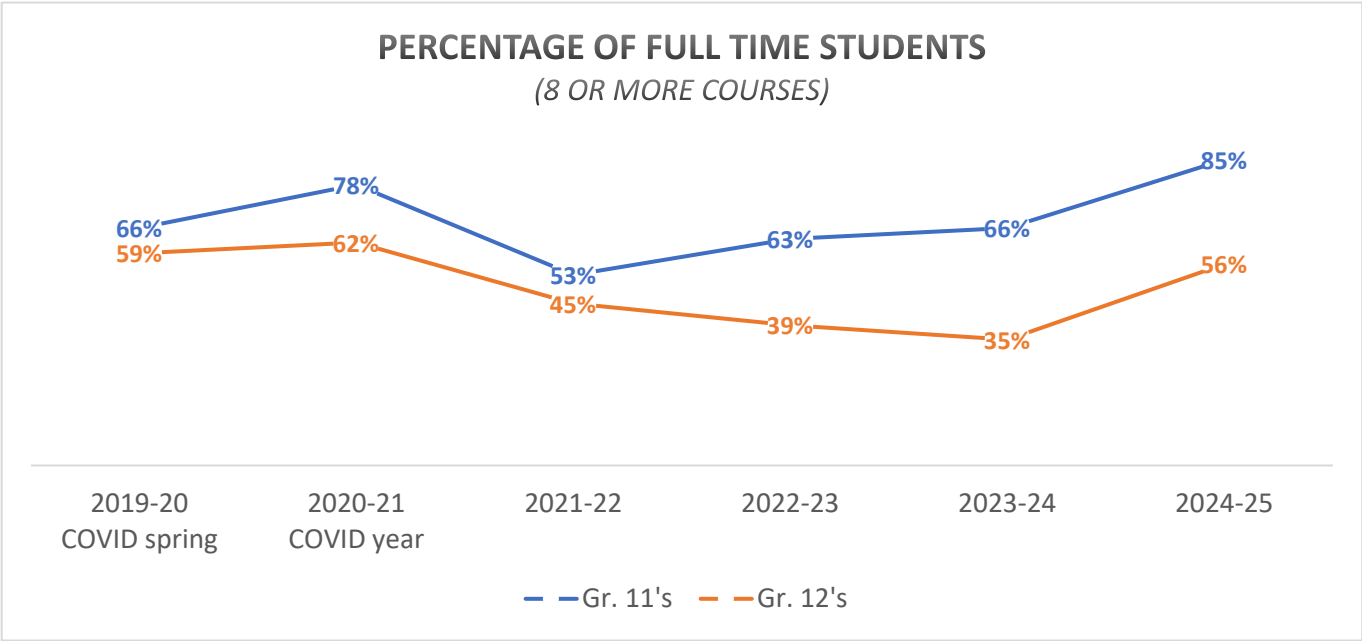
There is a positive trend toward more students taking a full course load at SAS.

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

	2022-23 177 students Yes - 68% No - 6%		2023-24 138 students Yes - 77% No - 5%		2024-25 118 students Yes – 77% No – 13%	
	Count	%	Count	%	Count	%
Definitely	83	46%	79	57%	67	56%
Probably	40	22%	28	20%	25	21%
Probably Not	10	5%	5	3%	14	11%
Definitely Not	2	1%	3	2%	3	2%
Don't Know	16	9%	12	8%	9	7%
No Answer	26	14%	11	7%	0	0%

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Are you satisfied that school is preparing you for a job/career?

	2020-21 175 students Yes - 57% No - 42%		2021-22 128 students Yes - 62% No - 34%		2022-23 177 students Yes - 61% No - 26%		2023-24 138 students Yes - 56% No - 36%		2024-25 122 students Yes – 56% No – 36%	
	Count	%	Count	%	Count	%	Count	%	Count	%
Never	30	17%	17	13%	18	10%	26	18%	20	16%
Almost Never	43	25%	27	21%	28	16%	25	18%	25	20%
Sometimes	64	37%	47	37%	43	24%	43	31%	39	31%
Most of the Time	27	15%	28	22%	47	27%	27	19%	26	21%
All of the Time	8	5%	4	3%	18	10%	9	6%	6	4%
Don't know	1	1%	4	3%	3	2%	2	1%	6	4%
No Answer	2	1%	1	1%	20	11%	6	4%	0	0%

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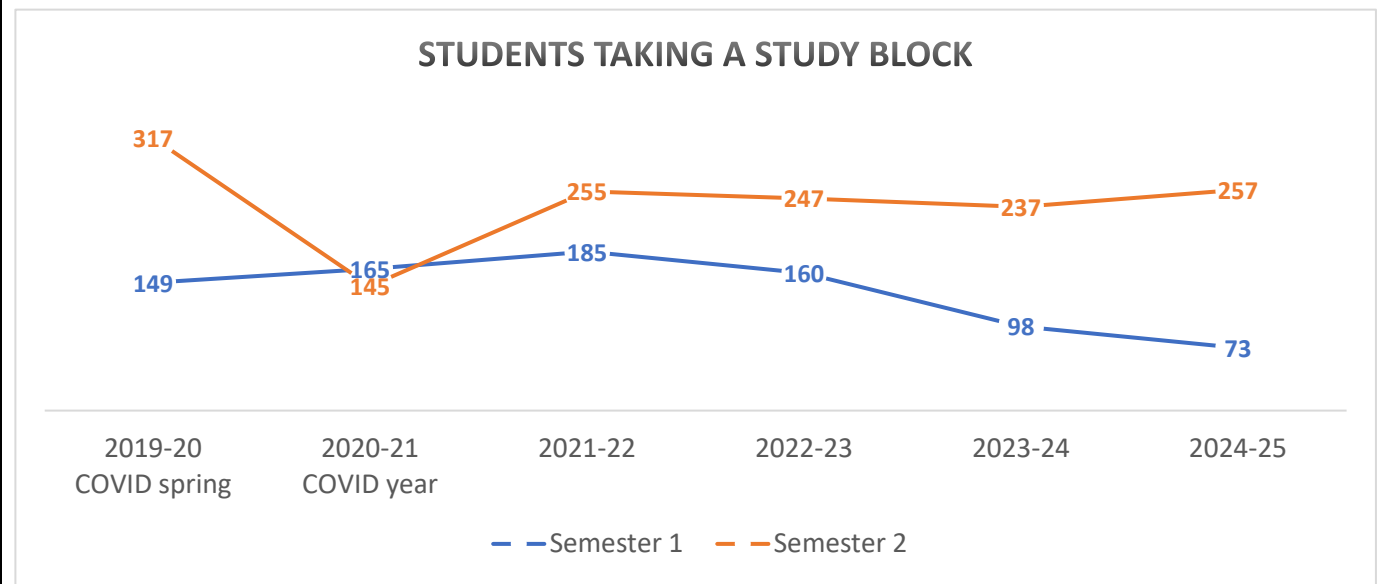
Not a lot of change here over time…

Study Blocks

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

	Semester One				Semester Two				School Enrolment	Total Study Blocks
	A	B	C	D	A	B	C	D		
2020-21 COVID spring	35	46	35	33	71	78	69	99	544	466
2020-21 COVID year	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

Data collated in July each school year.

Percentage of students taking study blocks is decreasing.

STUDENTS TAKING A STUDY BLOCK

Semester 1: 149, 145, 185, 160, 98, 73
Semester 2: 317, 165, 255, 247, 237, 257

2019-20 COVID spring | 2020-21 COVID year | 2021-22 | 2022-23 | 2023-24 | 2024-25

— Semester 1 — Semester 2

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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%	25 *of 635* **4%**	89 *of 635* **14%**
2024-25	2 *of 322* 0.6%	11 *of 333* 3.3%	9 *of 322* 2.8%	58 *of 333* 17.4%	11 *of 658* **1.7%**	69 *of 658* **10.5%**

Data collated in July each school year.

Percentage of part time students is decreasing.

STUDENTS TAKING A PART TIME SCHEDULE DURING A SEMESTER
(2 or less courses)

2022-23	2023-24	2024-25

— Semester 1   — Semester 2

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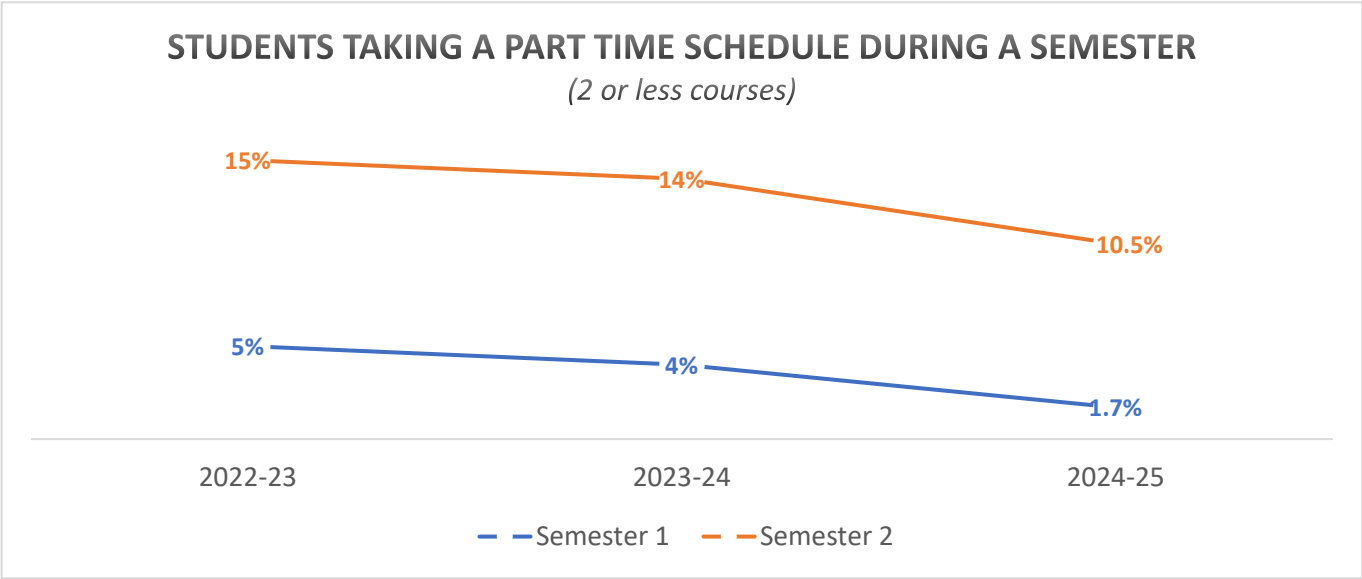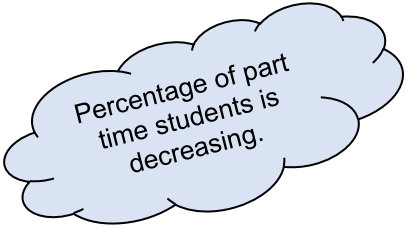
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

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)

	TOTALS	
	Total Number	*% of Gr. 12 Students*
2021-22	34 of 296	**11%**
2022-23	49 of 328	**15%**
2023-24	57 of 316	**18%**
2024-25	48 of 333	**14%**

Data collated in July each school year.

PERCENTAGE OF GR. 12 STUDENTS GRADUATING EARLY
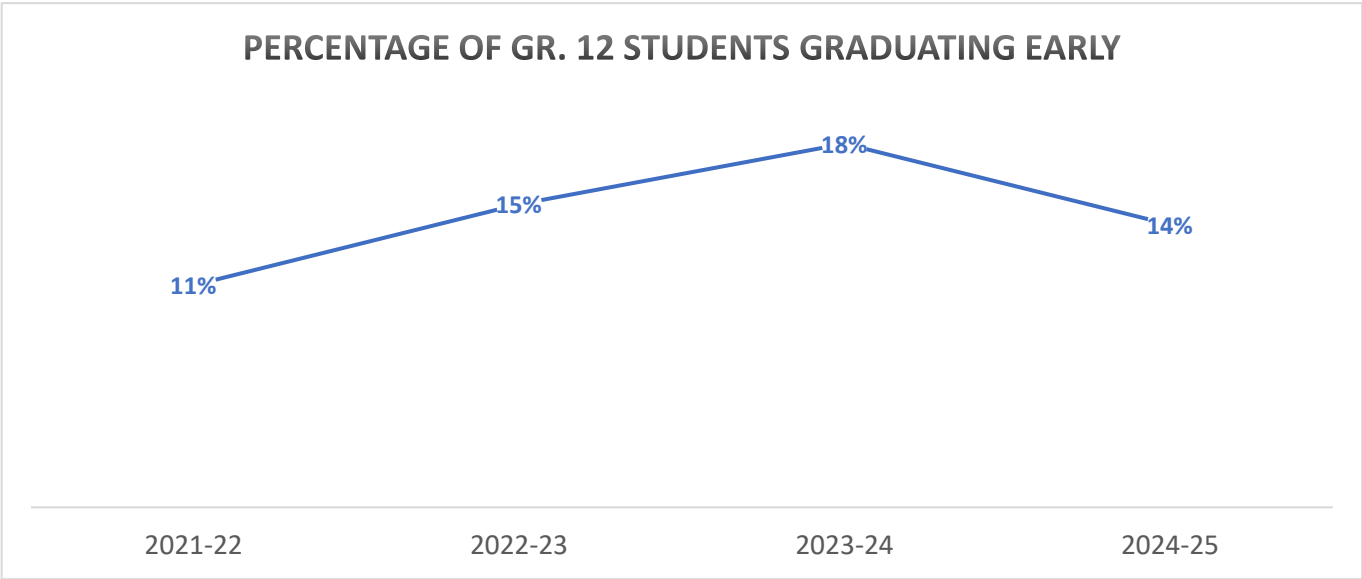
There had been an increasing trend toward the percentage of grade 12 students graduating early, and yet in 2024-25 the number decreased notably.

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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 review and problem-solve issues or opportunities with our adjusted Learning Structure, and to engage staff with discussions related to School Reconfiguration. To provide release time to our Department Heads to work on curriculum and assessment with members of their department, including piloting competency-based assessment in preparation for grade 9's next year. 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.	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 (PAC). Invite Education Coordinators from local bands to share feedback and insight. Posted on our website.

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Curriculum Area Enrollments
This table represents the total number of students taking courses within each curricular area.

	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025			2025-26		
School Enrolment	544			563			614			644			635			658			726		
	Course Requests	Enrolled	Sections	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 (2019-21 inc. Woodwork)	706	646	31	721	685	34	903	753	41	915	712	42	903	689	40	1056	808	41	1154		44
Science	751	643	33	730	676	32	776	632	32	765	648	33	776	634	31	801	638	33	812		33
English	520	524	23	554	525	22	665	553	25	618	562	25	665	569	27	615	592	25	689		28
Math	475	445	21	535	505	23	570	519	27	548	483	22	570	485	22	546	467	21	651		26
Social Studies	520	504	23	519	468	21	702	484	22	610	539	25	702	552	26	734	645	27	764		28
Career Ed. (inc. Post-Sec. Prep)			6			7			6			6			6			10			12
Fine Arts	386	331	14	432	373	15	483	400	15	467	425	15	483	422	17	507	422	17	670		25
Languages	182	143	9	217	193	9	204	189	10	222	177	8	204	144	6	167	154	6	99		4
Physical & Health Ed.	289	219	10	204	185	9	330	204	9	298	294	12	330	328	15	422	352	15	503		20
Academic Flex															8			8			5
Total Sections			**170**			**169**			**180**			**188**			**198**			**203**			**222**

Note: data collected in July each school year