A.L. Fortune Secondary
School Learning Plan 2026-2027

School Context

***** The goals, data and strategies in this plan will continually be re-addressed through consultations with staff, students, parents and stakeholders. This continuous improvement cycle will allow for thoughtful improvement of the plan.***

A.L. Fortune Secondary is Grade 7-12 school that currently has 380 students. The community is located in between two larger centres – Salmon Arm and Vernon – with larger communities like Kamloops and Kelowna being 1 to 1.5 hours away. Of the 371 students, 34% of the students are indigenous. The Splatsin community is the closest band to our school and we actively work with their departments on a regular basis to support our students. Many of our students engage in our robust fine arts and trades programs. We host an award winning drum line program and we also have many students compete at the Skills Canada trades competition and participate in academic/trades based dual credit programs. We have strong student participation in athletics in our school. In terms of community support, our students are very fortunate to live in our area. On average, our graduates have access to over $75,000 in scholarships to assist them in the transition to post secondary.

To shed some light on vulnerable nature of our community, 2016 Census data revealed that the average household income for Enderby was $58, 740 while the provincial average was $90, 354. In terms of education, 24% of Enderby residents do not have a high school diploma in comparison to 14% at the provincial level. There is also a 3% higher unemployment rate in Enderby than the rest of the province. The Early Development Instrument through UBC also provides the community with data on our vulnerability. In the last wave, 38% of K students in Enderby were vulnerable in one or more scales (33.4% is the provincial average). 23% of K students in Enderby were vulnerable in the area of physical literacy and well being (15.4% is the provincial average). Our school food program is integral part of the school – we provide breakfast and lunch for all students (roughly serving 80-100 breakfasts and lunches per day). We are very thankful for the community, district and provincial supports that allow us the opportunity to fuel our students.

The school community (teachers, CEAs, clerical, support staff…) are very proud of and attached to the students of A.L. Fortune Secondary. The school is a positive, supportive and energetic learning environment.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, Graduation Literacy and Numeracy Assessments, Completion Rates (Dogwood Honours/Dogwood/Adult Dogwood/Evergreens/5 Year Rate/6 Year Rate), School-wide writes…

Literacy Goal:	Numeracy Goal:
Improve student writing throughout all grade levels. The goal is for ALF students to achieve proficiency/extending scores on par with provincial averages in the Literacy 10 and Literacy 12 assessments. The goal is to close the gap between the historical school average of 59% for LTE 10 with the Provincial historical average of 71.9% & to the close the gap between the historical school average of 49.4% for LTE 12 with the Provincial historical average of 72%. Also, our goal is to have a target of 60% of our Grade 7/8s at Proficient/Extending in the Spring School Wide Write.	Improve foundational math skills and problem solving throughout all grade levels. The goal is for ALF students to achieve proficiency/extending scores on par with provincial averages in the Numeracy 10 assessment. The goal is to close the gap between the historical school average of 33.6% for NME 10 with the Provincial historical average of 53%

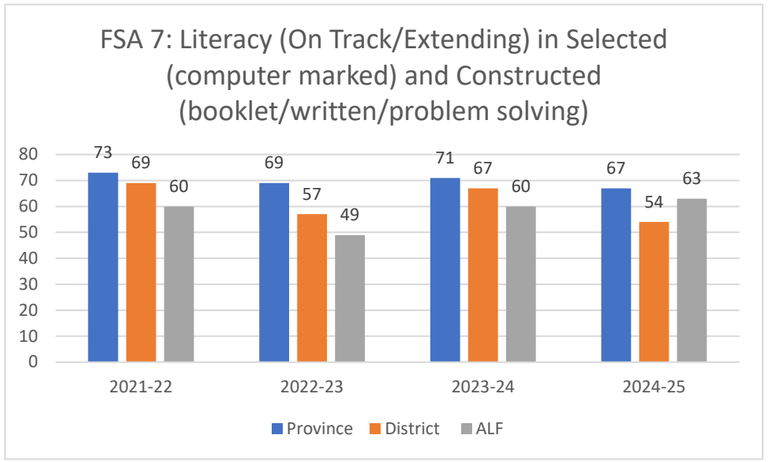
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

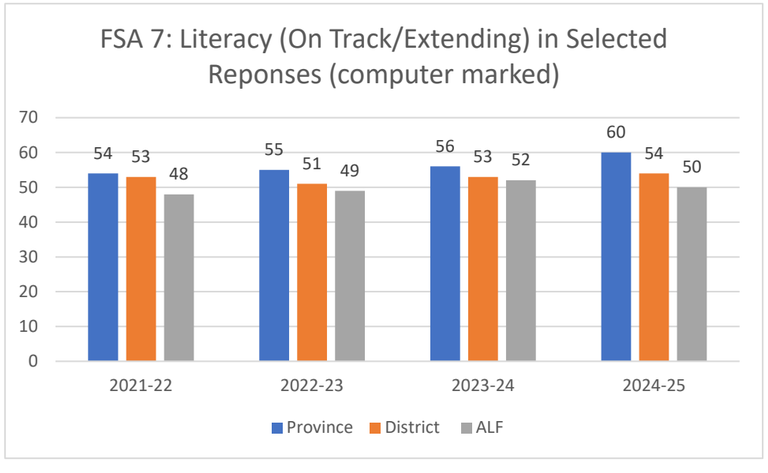
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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

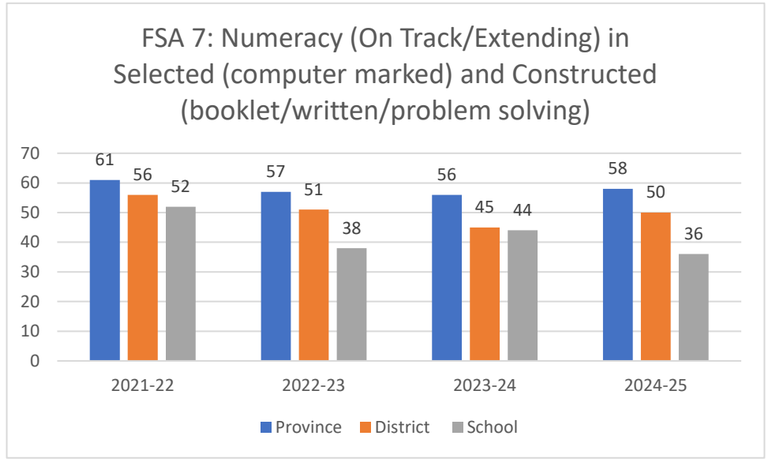
Strategies and Actions:	Strategies and Actions:
• goal is to have students write their assessments at the time of which they are taking the corresponding courses (ie. LTE 12 in Grade 12) – this will allow for efficient data collection and comparison as well as provide students with more skills to be able to improve their performance. • continue to express the value and importance of taking graduation assessments seriously (ie. universities are looking at results for entrance into programs…) • familiarize students with the nature of the assessments – continual review of the table of specifications is essential in building the seriousness of the assessment • promote and encourage the motto "literacy across all grades" with a special focus on writing (especially encourage 'in class' writing opportunities) • pay special attend to the quality of writing in students from Grades 7-10 as our results show that this is an area that needs improvement • encourage 'reading' to all of our students as one of the best methods of improving your writing is to read. • provide as much student access as possible to the library before school, during class time and at lunch. • continue to have indigenous success teachers actively involved in classrooms and in the inclusive education department • increased direct in class teaching as to 'how' and 'why' to write • continuation of a school wide write for our Grade 7 and 8 students • ensure that students/staff are scheduled and prepared for FSA prep and catch up • create classroom environments where students are encouraged to write • continued analysis of FSA results to guide instruction • continue to practice and share high impact instructional strategies • continue to focus on in class supports (ie. LRTs, IEW, Indigenous Success Teachers….) instead of classroom pull outs. • when possible, continue to employ an academic intervention teacher • continue to update library resources with high interest reading materials • librarian to provide writing workshops to Grade 7-10 English classes • librarian to organize a monthly reading contest in order to encourage reading • librarian to develop literacy classes utilizing curriculum for other classes (ie teaching a food class using literacy strategies) • restructuring of our Grade 7/8 schedule to allow more time for direct numeracy and literacy instruction (year long) • continually reaffirming with staff that both literacy and numeracy are essential in all of our course – support staff with resources to make this happen.	• provide on going professional learning and resources that support numeracy instruction • continue to have indigenous success teachers actively involved in classrooms and in the inclusive education department • continue to express the value and importance of taking graduation assessments seriously (ie. universities are looking at results for entrance into programs…) • continue to practice and share effective instructional strategies with staff (best practices, new learning…) • continue to focus on in class supports (ie. LRTs, IEW, Indigenous Success Teachers….) instead of classroom pull outs. • improve communication between teachers: a) between MVB/Grindrod and ALF, b) between teachers within the same grade (i.e. G7 and G8 teachers), and c) between the teachers from G7 to G12 within the school; communication may be about common language, common strategies, expectations around numerical fluency from one grade to another and the commonality around using the proficiency scales (ie. is being proficient in one class the same as in another class) • promotion of numeracy curricular competencies along with content in order to showcase the importance of numeracy in our daily lives • activation of small pull-out groups to increase numeracy skills (foundational skills, problem solving…) • 'practice, practice, practice' – encourage staff to have student practice foundational numeral skills as well as daily problem-solving challenges • restructuring of our Grade 7/8 schedule to allow more time for direct numeracy and literacy instruction (year long) • continually reaffirming with staff that both literacy and numeracy are essential in all of our course – support staff with resources to make this happen.

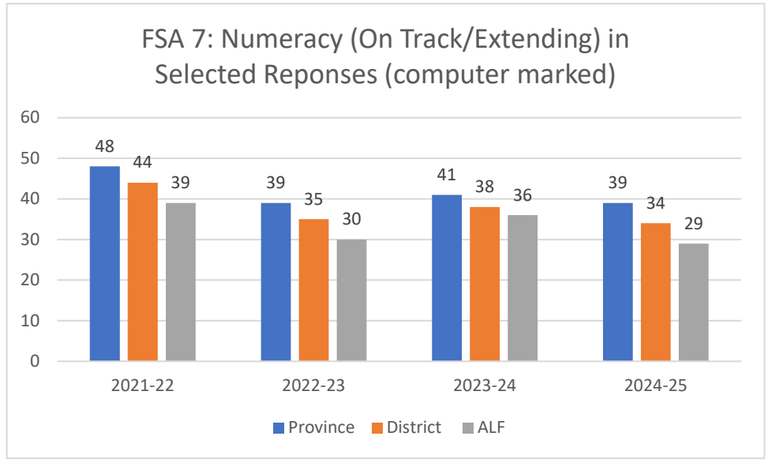
Data to Inform/Support Literacy Goal:

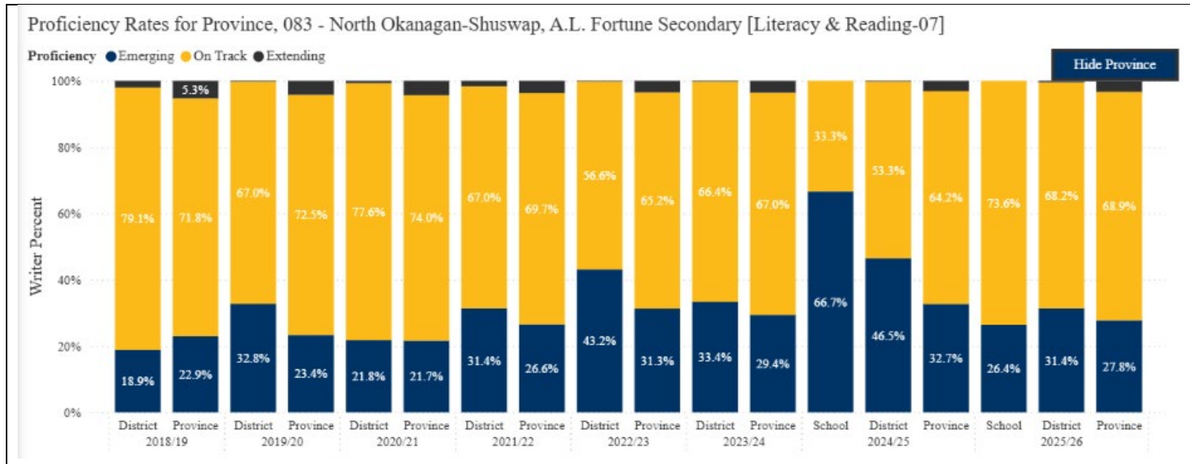




Data to Inform/Support Numeracy Goal:

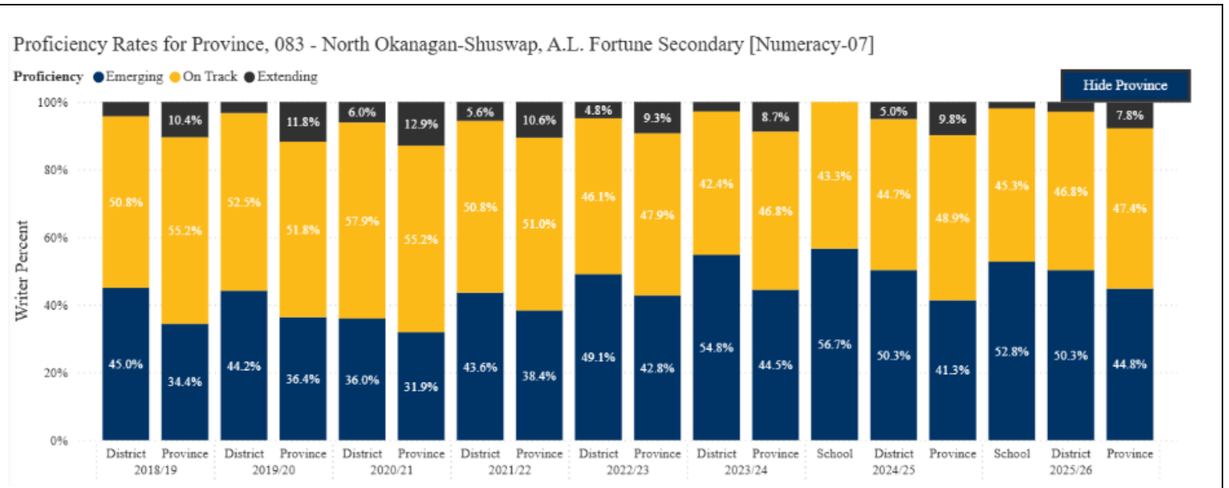






2025-26 School Wide Write Data (% of students with prof/extending)	
Grade 7s - Fall	10.91%
Grade 7s - Spring	15%
Grade 8s - Fall	40.81%
Grade 8s - Spring	63%

Grade 7/8s: % of students with Proficient/Extending in School Wide Write		
	Fall	Spring
2023-24	31.25	36.5
2024-25	42.00	45.0
2025-26	25.86	37



LTE 10 - Prof Scale (% of students with Prof/Extending)	
Grad 2022	58
Grad 2023	62
Grad 2024	67
Grad 2025	64
Grad 2026	43
District	68.562
Province	71.966

*District/Provincial data are averages from 2021 to current

LTE 10 - % Comparison between Comprehesion (mc) and Composition (writing)		
	Comprehension	Composition
Grad 2022	64	45
Grad 2023	69	51
Grad 2024	66	45
Grad 2025	61	44
Grad 2026	53	39
District	64	51
Province	66	55

*District/Provincial are averages

*numbers above are the average % score per student in each category

NME 10 - Prof Scale (% of students with Prof/Extending)	
Grad 2022	31
Grad 2023	34
Grad 2024	39
Grad 2025	39
Grad 2026	25
District	46
Province	53

*District/Provincial data are averages from 2021 to current

NME 10 - Average Student Individual Scores as a Percentage in the Multiple Choice and Written Reponse Sections

	% on Multiple Choice	% on Written Response
Grad 2022	32	33
Grad 2023	30	38
Grad 2024	44	35
Grad 2025	38	33
Grad 2026	33	29

LTE 12 - Prof Scale (% of students with Prof/Extending)	
Grad 2022	64
Grad 2023	56
Grad 2024	52
Grad 2025	52
Grad 2026	23
District	62
Province	72
*District/Provincial are averages	



LTE 12 - % Comparison between Comprehesion (mc) and Composition (writing)

	Comprehension	Composition
Grad 2022	66	54
Grad 2023	62	53
Grad 2024	60	50
Grad 2025	49	40
Grad 2026	35	30
District	61	50
Province	61	57

*District/Provincial are averages

*numbers above are the average % score per student in each category

Data Analysis/Narrative:	Data Analysis/Narrative:
-comparing year to year results is difficult because in the past students have not written their Literacy 12 assessment in their Grade 12 year. -it is a challenge to have students take the assessment seriously as it does not impact their grade in a specific course -informal conversations with our 7/8 students is that writing takes effort so they do struggle with it -our grade 7/8 students need more practice with writing in order to build their skills – students need to develop more 'grit' when it comes to writing. -LTE 10 results are weaker than LTE 12 results -comprehension results are stronger than composition (writing) results	-refer to literacy goal for common challenges -students have issues with word problems (from Grade 7 onwards) -as evident in our FSA 7 results (past 2 years) students need to develop the skills to become stronger at word problems

Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

Improve student connections to the school and the community. The goal is for ALF students to achieve a higher percentage of respondents than the provincial average when asked about the number of adults that care about them at school . The goal is also to see an increase in our athletics/fine arts program participate year after year. The goal is also improved attendance rates (term and year long based) year to year.

Strategies and Actions:

- provide ongoing opportunities for staff to expand their understanding of inclusive practices
- continue to use Student Advisory as a sounding board for school initiatives and student voice (ie. the return of the school wide photo, discussions around a pathway on the field, connections to City Hall…)
- start a Splatsin student focus group where student voices can be shared on school and community topics
- provide opportunities for staff/students/parents to increase their understanding of sexual orientation, gender identity or expression (SOGI)
- engage in student focus groups to get a qualitative sense of student attachment to the school and community
- continue to explore adult-student connection practices (ie. Behavior Code strategies….)
- continue to and encourage student leadership opportunities in the school
- continue to and encourage 'grad class', school and community based activities
- continuation and creation of meaningful and engaging elective programs (ie. hockey academy, drum line, musical theatre, specialized science, women in trades….)
- continue to provide school wide learning, social and celebratory opportunities (ie. Gardom Lake retreat, ice cream truck event, turkey dinner. Nobodies Perfect, show case of learning, athletic banquet, ski days…)
- development of flexible learning opportunities to address the timetable constraints of a small school.
- encourage positive relationships with teachers and school staff through positive interaction and shared activities (ie. student – staff volleyball/basketball games…)
- use of the "Coaching Effect" feedback as a tool to assess student involvement and coaching in a particular sport
- encourage students to value learning – staff to continue to emphasis the importance and purpose of the material presented to students, have reasonable and appropriate academic expectations of students within their care, and have self-efficacy, confidence and passion towards the content they are teaching.
- continue to engage parents/guardians in the school community through conversations, phone calls, social media and by invitations to come to the school (Taco Tuesday, Take your Parents to School Day, Donuts with Grownups…)
- continue to invite students from our feeder schools to the school for learning and transition purposes
- continue to host a "Welcome to Grade 7" day prior to the start of school in September
- continue to support the "Knowledge Keeper in Residence" program at ALF.
- continue to send out 'morning' absence emails to parents and 'attendance challenges"
- hold 'attendance challenge' events/activities to encourage students to attend school
- start to explicitly collate data and a share the attendance rates of our indigenous student
- start to effectively use the school wide data that is sourced in EdPlan Insights.
- develop ALF's own student and parent survey as there is much 'survey fatigue' when completing many of the other surveys

Strategic Priority: Developing a Culture of Well-Being

- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – Each student will feel socially, emotionally, and mentally supported within their schools and the district.
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Student Well-Being Goal:

Improve student personal well being in a school culture that is a safe, inclusive, caring and an accepting environment for all students. The goal is for ALF students to have a higher percentage of respondents that feel safe at school, welcome at school and that like school in comparison to the provincial average.

Strategies and Actions:

- continuation of mental health/awareness by our school based counsellor to classroom support/presentations
- continuation of inviting specialist (ie public health nurses, community organizations, RCMP..) to come into the school to share information with all students
- investigation of surveillance system for inside and outside of the school
- continue to provide weekly public health nurse access to our students
- continue to provide a universal breakfast and lunch program for all students as well as providing access snacks
- engage in student focus groups to get a qualitative sense of student well being (and listen to their requests/concerns)
- active support of extra curricular activities (ie sports teams, clubs…)

Data to Inform/Support Sense of Belonging Goal:

Grade 7 - Participation Rate	School	District	Province
2020-21	79	89	73
2021-22	59	82	79
2022-23	74	81	
2023-24	89	85	
2024-25	85	82	
2025-26	83		

Grade 10 - Participation Rate	School	District	Province
2020-21	68	68	58
2021-22	52	73	59
2022-23	71	71	
2023-24	68	77	
2024-25	90	72	
2025-26	65		

Grade 12 - Participation Rate	School	District	Province
2020-21	50	64	43
2021-22	0	41	43
2022-23	39	50	
2023-24	49	41	
2024-25	57	39	
2025-26	36		

Data to Inform/Support Student Well-Being Goal:

% of "positive responses" for Grade 7 Students: Do you feel safe at school?

	School	District	Province
2020-21	51	67	73
2021-22	47	71	78
2022-23	79	75	77
2023-24	85	78	78
2024-25	58	68	
2025-26	69	72	

% of "positive responses" for Grade 10 Students: Do you feel safe at school?

	School	District	Province
2020-21	75	66	76
2021-22	65	74	79
2022-23	60	70	76
2023-24	74	68	77
2024-25	53	71	
2025-26	72	69	

% of "positive responses" for Grade 12 Students: Do you feel safe at school?

	School	District	Province
2020-21	61	73	80
2021-22		80	83
2022-23	68	81	81
2023-24	86	84	82
2024-25	79	81	
2025-26	53	77	

% of "positive responses" for Grade 7 Students: How many adults do you think care about you at your school?

	School	District	Province
2020-21	47	54	49
2021-22	22	52	46
2022-23	55	51	47
2023-24	46	53	48
2024-25	39	50	
2025-26	50	50	

% of "positive responses" for Grade 10 Students: How many adults do you think care about you at your school?

	School	District	Province
2020-21	45	50	46
2021-22	23	50	43
2022-23	49	44	43
2023-24	53	48	45
2024-25	40	42	
2025-26	45	44	

% of "positive responses" for Grade 12 Students: How many adults do you think care about you at your school?

	School	District	Province
2020-21	74	66	58
2021-22		72	56
2022-23	58	66	56
2023-24	54	68	55
2024-25	51	64	
2025-26	60	68	

% of Grade 10 Students with "positive" responses: At school I am learning how to care for my mental health?

	School	District	Province
2020-21	21	22	28
2021-22		20	27
2022-23	22	22	28
2023-24	30	25	31
2024-25	18	18	
2025-26	31	30	

% of Grade 12 Students with "positive" responses: At school I am learning how to care for my mental health?

	School	District	Province
2020-21	47	23	26
2021-22		18	25
2022-23	24	20	25
2023-24	19	24	27
2024-25	16	22	
2025-26	26	33	

% of Grade 7 Students with "positive" responses: Do you feel welcome at your school?

	School	District	Province
2020-21	56	62	68
2021-22	48	67	74
2022-23	69	64	72
2023-24	77	71	74
2024-25	60	63	
2025-26	75	70	

% of Grade 10 Students with "positive" responses: Do you feel welcome at your school?

	School	District	Province
2020-21	60	64	66
2021-22	57	66	70
2022-23	58	57	68
2023-24	70	56	69
2024-25	41	60	
2025-26	67	62	

% of Grade 12 Students with "positive" responses: Do you feel welcome at your school?

	School	District	Province
2020-21	42	64	66
2021-22		74	72
2022-23	62	67	71
2023-24	77	77	71
2024-25	73	71	
2025-26	47	70	

% of students with a good sleep per week (6-7 nights) (YDI data).

2023-4	17
2025-6	31

% of students who feel safe using the school's washrooms (YDI data).

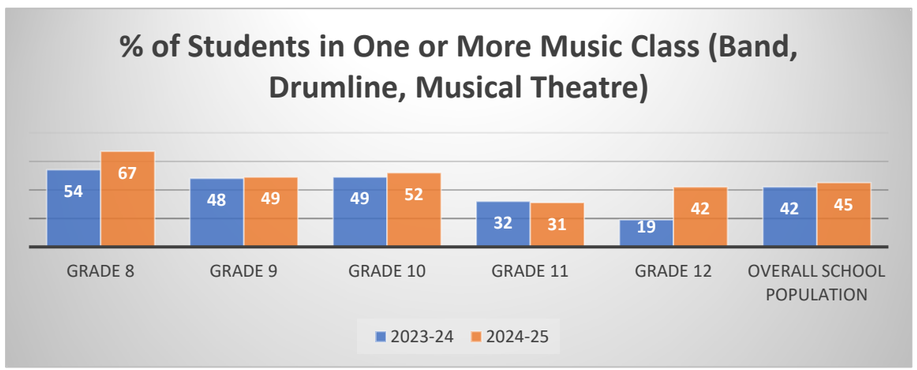
2023-4	49
2025-6	38

% of students with a 'high/medium' positive mental health rating based on healhy patterns and positive self perception topics (YDI data).	
2023-4	68
2025-6	64

Average number of days missed per term/student and a yearly average number of missed days/student

	2022-23	2023-24	2024-25	2025-26
Term 1	6.9	6.15	5.51	5.52
Term 2	8.1	7.154	6.07	7.05
Term 3	8.8	7.6	7.18	6.6
Term 4	8.1	7.1	6.9	5.9
Overall	32	28.004	25.66	25.07

	% of school poplulatoin competing in school sports		
	Grade 7-8	Grade 9-12	Overall School Popluation
2022-23	45%	26%	33%
2023-24	55%	25%	32%
2024-25	44%	15%	23%
2025-26	42%	27%	31%



% of Grade 7 Students with "positive" responses: Do you like school?

	School	District	Province
2020-21	41	39	45
2021-22	40	48	51
2022-23	60	40	49
2023-24	40	43	47
2024-25	48	49	
2025-26	34	34	

% of Grade 10 Students with "positive" responses: Do you like school?

	School	District	Province
2020-21	38	30	39
2021-22	20	36	41
2022-23	36	33	39
2023-24	34	30	39
2024-25	25	30	
2025-26	31	34	

% of Grade 12 Students with "positive" responses: Do you like school?

	School	District	Province
2020-21	28	42	44
2021-22		48	45
2022-23	23	42	44
2023-24	48	49	44
2024-25	43	43	
2025-26	54	45	

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Data Analysis/Narrative:	Data Analysis/Narrative:
-our students participation rate is lower than the provincial and district averages (especially our Grade 12 data) – we often question the validity of the data as it a long survey and students often lose interest in it. -while staff feels connected to our students it appears that some of our students don't feel that way – we need to dig deeper into this -on average our students are on par with liking school as it compares to district and provincial averages -we have a high percentage of our students taking 'music' courses and athletics – we used this indicator as attachment data as it is showing participation in elective courses -the Splatsin focus group revealed that students generally feel welcomed, respected, and supported at school. Their strongest recommendations focused on increasing cultural and land-based learning opportunities, maintaining connections with Knowledge Keepers, and providing additional academic and classroom supports to improve both engagement and achievement.	-results indicate that students feel safe at school and welcome for the most part -students are on par with the district/provincial stats in terms of their feeling on if they are learning to deal with their mental health – though, the school, district, and provincial numbers are low. -we believe that being active leads to good physical and mental health – we have a strong percentage of our students participating in school based sports

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the 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.*
- In the secondary years, there are two goals:
    - Career Exploration and Development: opportunities for dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners…
    - Meaningful Graduation: successful transitions from Grade 10-11 in Salmon Arm schools, 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...
- Potential data sources include completion rates, Student Learning Surveys, Dual-Credit enrollment rates, processes for placement of students on Adult Dogwood and Evergreen tracks, exit interviews for graduates, post-secondary transition rates, grade to grade transition rates, course completion rates, per-student FTE…

Career Exploration and Development Goal: *(e.g. dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners)*	Meaningful Graduation Goal: *(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...*
Improve student exploration of post secondary education and workforce opportunities as they head into adulthood.	Continue to improve the 5 year graduate rate for all students.
Strategies and Actions:	**Strategies and Actions:**
-continue to support ALF Career Programs as they built relationships with the community and parents to support student career paths. -continue to celebrate Grade 12 capstone presentations in a public fashion so other students can see the successes of current students. -continue to support all of our students' career path – not just the trades students (nursing, engineering, bachelor arts…) -continue to not simply showcase the trades pathway – provide opportunities to explore academic pathways and a variety of post secondary institutions -continuation of using myBlueprint as a means to learn and reflect on future career paths and goals -continue to raise awareness for parents and students in regards to career pathways -encourage students to engage in the career opportunities provided by the district and in within the school (ie. post secondary tours, indigenous based field trips, health care spotlight…) -continue our 'women in trades' course to encourage women to get involved in the trades -in partnership with the Splatsin Band, investigate learning opportunities/programs (ie. land based programs, trades trailer…) for our indigenous students -continue to strengthen ALF's partnership with the Splatsin Education Department – engage in regular meetings on and off reserve -invite a panel of recent past graduates to return to ALF to share their stories/experiences with current students -encourage a variety of staff members to participate in Spotlight session so they can become more aware of opportunities	-use of myBlueprint for course planning – it is a great tool that highlights a variety of career pathways -emphasis on graduation pathway as soon as possible with students -continue to support students in their current courses -continue to use our 'early warning' list so that we can support students before they feel that they are in a helpless situation -improve our communication with parents to ensure that they are aware when a student is showing difficulties at school -involve school based Indigenous staff in all school events -host an indigenous "parent night' to engage parents in graduation requirements and student course selections -open invitation for Splatsin Education department to come to the school to connect with students -involve the Splatsin Education department in supporting students and in co-creating cultural experiences for all students -hold specific 'graduation review' parent meetings on reserve for our Splatsin students and their families. -provide school event invitations to Indigenous families and provide a welcoming space -frequent communication with parents/caregivers regarding their child(ren)'s progress -organize a 'past graduate panel' to present to students about their career path after leaving A.L. Fortune -admin to attend a MVB and Grindrod PAC meeting near the end of the school year in order connect with parents -admin to investigate with PAC the possibility of having a hybrid (teams/in person meeting) in order to engage with more parents

Data to Inform/Support Career Exploration and Development Goal:

% of "positive responses" for Grade 10 Students: Are you satisfied that school is preparing you for post secondary education?

	School	District	Province
2020-21	50	38	41
2021-22	27	39	43
2022-23	39	38	42
2024-25	21	26	
2025-26	50	34	

% of "positive responses" for Grade 12 Students: Are you satisfied that school is preparing you for post secondary education?

	School	District	Province
2020-21		36	37
2021-22		33	39
2022-23	25	38	40
2024-25	37	32	
2025-26	34	31	

% of Grade 10 Students with "positive" responses: Do you intend to go to post secondary school in the future?

	School	District	Province
2024-25	59	69	
2025-26	65	64	

% of Grade 12 Students with "positive" responses: Do you intend to go to post secondary school in the future?

	School	District	Province
2024-25	80	78	
2025-26	62	74	

Data to Inform/Support Meaningful Graduation Goal:

% of "positive responses" for Grade 10 Students: Are you satisfied that school is preparing you for post secondary education?

	School	District	Province
2020-21	50	38	41
2021-22	27	39	43
2022-23	39	38	42
2024-25	21	26	
2025-26	50	34	

% of "positive responses" for Grade 12 Students: Are you satisfied that school is preparing you for post secondary education?

	School	District	Province
2020-21		36	37
2021-22		33	39
2022-23	25	38	40
2024-25	37	32	
2025-26	34	31	

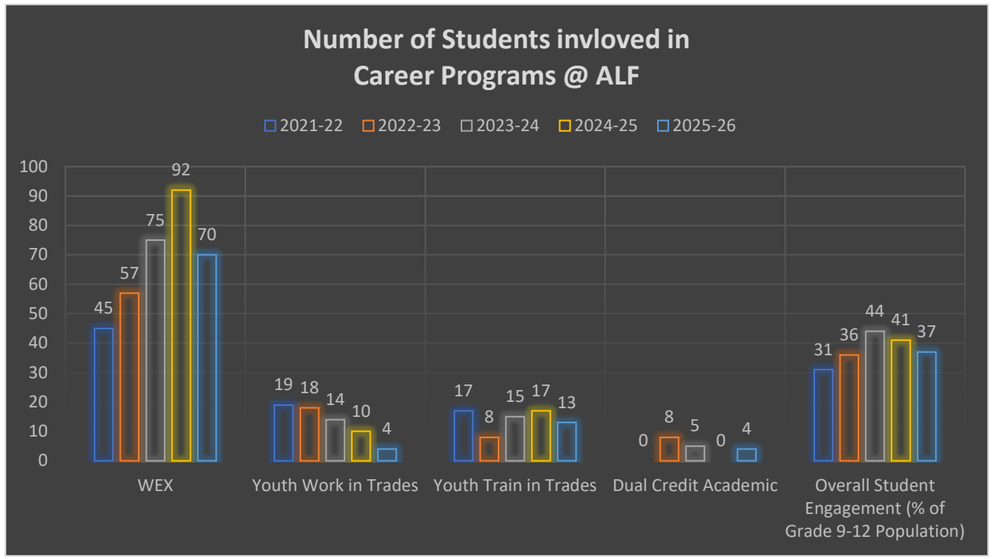
% of successful progress/completion in Grade 10/12 Courses

	2022-23	2023-24	2024-25	2025-26
Q1	92%	92%	89%	92%
Q2	92%	88%	96.25%	94%
Q3	90%	91%	91%	89%
Q4	88%	89%	92%	92%
Overall Completion Rate	90%	90%	92%	92%

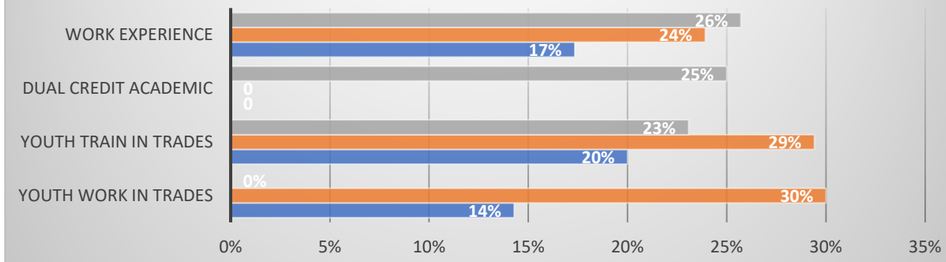
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

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



% of Indigenous Students as a % of all students taking specific Career Programs



	Youth Work in Trades	Youth Train in Trades	Dual Credit Academic	Work Experience
2025-26	0%	23%	25%	26%
2024-25	30%	29%	0	24%
2023-24	14%	20%	0	17%

Parent survey

2025-26 — 24 parental responses

% of Parents responding YES to: Is your child learning to become a critical thinker (making connections, asking questions, challening assumptions...)?

	School	District	Province
2025-26	33	59	

% of Parents responding YES to: Is your child learning how to care for their mental health (anxiety or stress management, conflict management or relationship skills)?

	School	District	Province
2025-26	5	36	

% of Parents responding YES to: Do you think the BC education is preparing to transition to post secondary?

	School	District	Province
2025-26	0	18	

% of Parents responding YES to: Do you think the BC education system is preparing students for transitions to the work force after graduation?

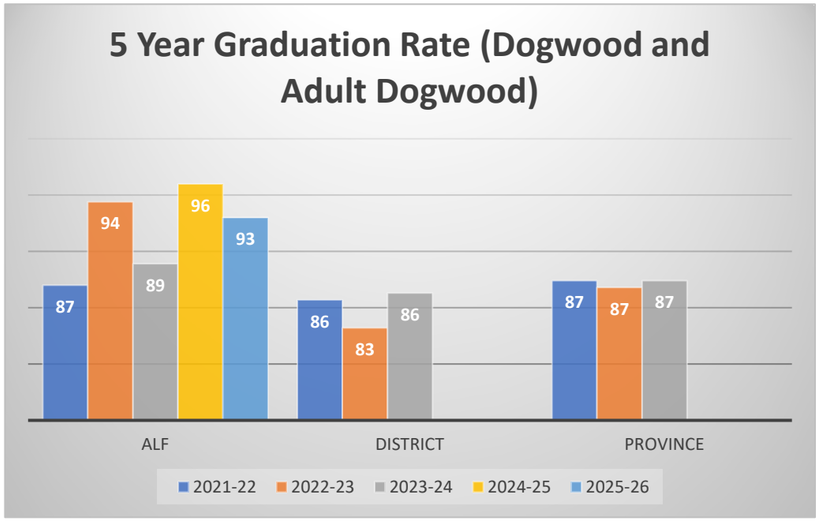
	School	District	Province
2025-26	5	16	

% of Parents responding YES to: Do you have an adult at your child's school that you can talk to when you need to?

	School	District	Province
2025-26	68	75	

% of of students who agreed 'a little' or 'a lot' with the statement: "I have trust in..." (YDI data).

	Police	School System	Government
2023-24	59	44	29
2025-26	39	27	14



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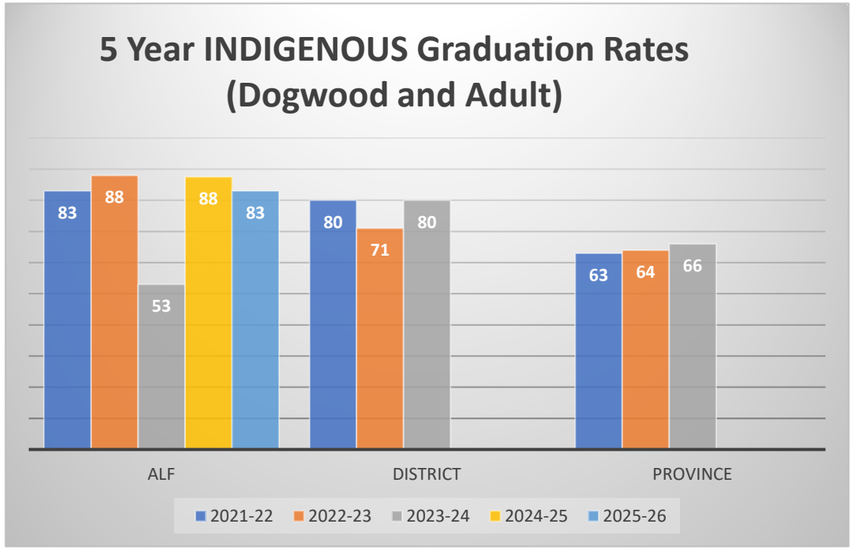

Data Analysis/Narrative:

-our students are on par with the district/provincial average in terms of feeling that school is preparing them for a job and post secondary in the future…this number is a low overall so there is room to grow
-we need to target indigenous youth at priority learners and provide them more opportunities to get exposed to the future career pathways
-our dual credit program has been growing over the past three years – we expect to see an increase in our academic program as a result of new local opportunities
-there has a been a dip in youth work in trades (student apprentices from previous years) – we expect this to grow again – main reason for this is that the Diary Production apprenticeship has been cancelled by the governing apprenticeship body

Data Analysis/Narrative:

-overall, most students do complete the courses that are enrolled in – supports are a key factor in student success
-in most years our ALF grad rate is higher than an our indigenous rate – this can be misleading due the number of indigenous students vary from year to year.
-2023-24 was a lower graduation rate because had a higher number of evergreen students than in previous years.
-promote parental connections to the school (Take a Parent to School Day, Donuts with Grown Ups…) as it the ones that completed the Student Learning Survey appear to not have much trust it the education system

Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

Focused ‘writing’ and ‘reading’ strategies for all teachers that can be used in all classrooms
All school staff should consider professional development that provides them with the skills to be preventative and responsive to the mental health and wellbeing needs of students

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

Ongoing conversations at staff meetings, teacher leader meetings, student advisory group gatherings and PAC meetings.