

School Goal Statement: To improve student engagement, social responsibility and individual academic success across all curricular areas with a focus on literacy development for our most vulnerable students.

1. **Rationale:**

- a. Students not engaged in their learning miss opportunities to become self-motivated, independent learners.
- b. Staff feel it is important for students to explore strategies to take ownership of their learning.
- c. Many students who were in jeopardy of not graduating due to insufficient credits, worked, but didn't register or complete paperwork for WEx.
- d. A number of students cannot engage in their educational program due to significant gaps in their learning which prevents them from being able to access the content being taught/learned.
- e. Staff feel it is important for students to learn to maintain balance, to take time to reflect and to know how to access supports.
- f. Current structures for supporting transitions planning, WEx, Post-Secondary transition and other sources for the dissemination of information are not effective or manageable.
- g. Data indicates most students will access some form of post-secondary training within 5 years of graduation.

2. **Strategies:**

a. **Taking Action:**

- i. Provide students with increased opportunities to be successful by creating educational delivery models that better meet the students' needs:
 1. Expand the Saanich District Satellite (ILC, SIDES, Stelly's LA) support model in Q3 and Q4
 2. Restart our TA (Teacher Advising) block to a single grade level model post COVID
 3. Refine a Literacy/Numerous/Leadership program:
 - a. Add a second linear English/Social studies course
- ii. Increase areas where students can take on leadership roles via CLC Capstone projects in addition to established Social, Cultural and Grad leadership groups already started;
- iii. Staff will develop a process with timelines for ensuring students are accountable for making up missed learning classroom times, especially with Day 1/Day 2 courses and through the before school/after school support programs;
- iv. Continue the Literacy assessment program to better identify at what level students are entering our school and develop a numeracy assessment for the same reasons. Also, a post assessment will be done at the completion of English and Math classes to measure growth and effectiveness of strategies being used;
- v. Provide staff with the latest data on post-secondary entrance and literacy levels for grade 9 and incoming grade 8s;
- vi. Help teachers understand that they are **all** teachers of literacy and assist them in expanding their level of competency in this area, particularly as it pertains to their content areas by developing purposeful and meaningful strategies for all curricular areas to assist in the development of literacy skill acquisition.

b. Checking/Results:

- i. Continue drawing evidence from the annual Ministry Satisfaction Survey to identify those areas of student engagement requiring attention;
- ii. Continue looking at changes in success rates; and
- iii. Look at the attendance and retention rate for students in the literacy and numeracy programs.

Student Achievement Data:

1. Engagement Data: OurSCHOOL Survey % of students who are intellectually engaged and find learning interesting, enjoyable and relevant.

OurSCHOOL Survey	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
National Mean:	44%	44%	44%	44%	59%	N/A
School:	60%	58%	58%	62%	52%	N/A

**OurSCHOOL Survey data not available for 2019/20*

Student Learning Survey – Education Modernization – Engagement in Learning

Question: I plan my learning based on my goals.		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Agree" or "Strongly Agree"	District %:	66%	65%	66%	78%
	School %:	62%	61%	66%	77%

Question: My Learning is connected to the local environment and community (e.g. learning things in local parks and the community).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Agree" or "Strongly Agree"	District %:	23%	26%	18%	29%
	School %:	18%	17%	15%	25%

Question: At school, do you have opportunities to work together on projects with your classmates?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Many Times" or "All of the Time"	District %:	53%	44%	48%	60%
	School %:	50%	34%	46%	65%

Question: At school, do you have opportunities to work on things you are interested in as part of your coursework?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Many Times" or "All of the Time"	District %:	23%	32%	29%	36%
	School %:	18%	28%	22%	33%

Student Learning Survey – Improving Student Learning – Human and Social Development

Question: When I am making a decision to do something, I stop to think how it might affect other people?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	66%	65%	66%	77%
	School %:	62%	69%	68%	83%

Question: I am satisfied that in school I am learning the basic social skills that I need for the future (e.g. inter-personal, communication, teamwork).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	61%	65%	57%	71%
	School %:	56%	62%	53%	74%

Question: I feel that I can make a difference in my community (e.g. by volunteering in my local community).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	48%	58%	47%	63%
	School %:	48%	56%	47%	65%

Question: At school, do you respect people who are different from you (e.g. think, act or look different)?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	82%	83%	84%	87%
	School %:	76%	84%	81%	90%

Student Learning Survey –Education Modernization - Curriculum

Question: At school are you being taught about Aboriginal peoples in Canada?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	55%	49%	46%	51%
	School %:	61%	52%	59%	55%

Question: I like the Academic aspects of my school.		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	57%	64%	62%	68%
	School %:	55%	64%	51%	72%

Question: As part of marking your work, are you shown examples of what excellent, good, fair and poor work look like?		2018-19		2019-20	
Students reporting "Many Times" or "All of the Time"	District %:	Gr. 10 29%	Gr. 12 34%	Gr. 10 31%	Gr. 12 35%
	School %:	24%	22%	31%	22%

Red = below district %
District %

Black = equal to district %

Green = above

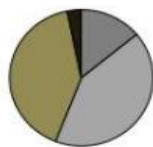
2. Number of Students Completed WEx (Gr 10-12) by May 15th.

	2017-18	2018-19	2019-20	2020-21 Target
Completed WEx 12A	56	81	69	105
Completed WEx 12B	44	49	27*	50

*2019-20 completion opportunities reduced by COVID

3. Numeracy results from November 2019. No 2020 data collected due to COVID-19.

Results



	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
Writers Only	13	14	39	41.9	38	40.9	3	3.2
Female	9	17.3	25	48.1	16	30.8	2	3.8
Male	4	9.8	14	34.1	22	53.7	1	2.4
Indigenous	2	25	4	50	2	25	0	0
Non Indigenous	11	12.9	35	41.2	36	42.4	3	3.5
ELL	1	25	0	0	3	75	0	0
Special Needs*	1	11.1	5	55.6	3	33.3	0	0

Emerging Developing Proficient Extending

*Note: Special Needs includes all students identified in 11 categories (i.e. excludes gifted)

4. SNAG LIST: School Data (Academic Grad Eligibility/Social Responsibility) as of May 15th:

	2016-17	2017-18	2018-19	2019-20	2020-21
% Eligible to Grad	88.1 %	89.4%	90.9%	94.6%	TBD
Academics: % Not eligible to grad (due to academic concerns - Grey Zone)	11.9%	10.6%	9.1%	4.3%	By May 15th
Social Responsibility: % In Grey Zone due to non-academic reasons (Won't prevent Graduation)	23.8%	15.91%	0.54%	1.07%*	

SNAG list data is calculated as a percentage, based on the number of grade 12 students registered as of May 15.

*2019-20 data impacted by COVID