



Samuel Robertson Technical Secondary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Samuel Robertson Technical Secondary (SRT) aimed to increase the percentage of students achieving Proficient (3) or Extending (4) on the Grade 10 Numeracy Assessment from 31% to 35%.

OUR KEY ACTIONS

- The SRT math department created and implemented common numeracy strategies and resources for all Grade 8 and Grade 10 students.
- Grade 10 math teachers implemented formative assessment practices.
- Math and trades teachers, along with several of our social studies teachers, implemented inquiry-based numeracy tasks with authentic contexts.

OUR SIGNS OF SUCCESS

- All Grade 10 students participated in cross-curricular numeracy activities.
- Grade 10 students completed multiple Numeracy 10 assessment preparation lessons and reported increased confidence.
- Students had more opportunities to solve complex, multi-step problems, strengthening persistence and resilience.
- Grade 10 Foundations of Math achievement increased by an average of 4% compared to last year among the same teachers.

NEXT STEPS

- To analyze school numeracy results in order to assess student progress and help guide our strategies for next year.
- To gather feedback from students and staff on the impact of our key actions and to identify opportunities for improvement next year.
- To explore the interactive resources, instructional tools, and student supports available through Edwin for Grade 8 and 9 learners.



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OUR GOAL(S)

Enhance post-secondary and career readiness for all students by providing authentic, hands-on learning, mentorship opportunities, and explicit skill-building that connect classroom learning to future pathways.

OUR KEY ACTIONS

- SRT expanded career and post-secondary exposure, including the PNE Career Fair, for all Grade 10 students.
- All Grade 10 students participated in a community interview fair and received feedback.
- Flex-block guest speakers increased student exposure to diverse careers and mentorship opportunities.
- Career-Life Education (CLE) and Career-Life Connections (CLC) increased focus on financial literacy and future planning.
- CLE and CLC teachers increased their focus on financial literacy and near-future planning.

OUR SIGNS OF SUCCESS

- Guest speaker sessions were well attended.
- Students reported positive feedback on the interview fair and employer expectations.
- Career department staff reported increased student engagement in financial literacy and future planning.

NEXT STEPS

- Expand the range of community career speakers.
- Analyze Student Learning Survey data to assess student confidence in post-secondary readiness.
- Explore digital platforms that increase access to career and post-secondary opportunities.
- Collect student feedback on what was successful this year, what could be improved, and ideas for next year.