





REPORT
to the community

(Grades 9–12)

St. James Collegiate Institute

VISION At St. James Collegiate, we aim to develop Jimmies. Jimmies are open-minded, respectful, hard-working, caring, and knowledgeable.

MISSION Our mission at St. James Collegiate is to provide students with practical, academic, and citizenship skills so that they succeed with creativity, compassion, and knowledge in the world around them.

About Senior Years

The Senior Years in the St. James-Assiniboia School Division provides a varied curriculum to meet the needs, interests, and abilities of students.

The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, Physical Education, Career Exploration and Independent Studie

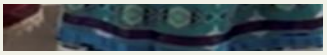
Profile

34 Teachers

18 Support Staff

505 Students

SUPPORTING & CELEBRATING STUDENTS



St. James Collegiate aims to foster an inclusive environment where every student feels valued and supported. We are dedicated to creating classroom settings that are caring and welcoming of diverse learning styles. This supportive atmosphere not only enhances academic achievement but also promotes confidence and a sense of belonging among all our students. In addition to our inclusive classrooms, SJC provides students with a variety of co-curricular clubs and teams in the areas of arts, athletics, academics, student governance, and philanthropy. Regular celebrations are aimed at celebrating their talents, achievements, and high level of involvement within our school community and beyond.

COMMUNITY CONNECTIONS

Our families and caregivers can expect regular and ongoing communication and connections from their student's teachers and school community in the following manner:

- Our school website is well-maintained with current information and an accurate calendar of events.
- Teachers also provide direct communication to celebrate student successes and areas of required growth and need.





LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

Evidence showed that we can be more consistent in how students are marked, given feedback, and supported to do their best on class work and assessments. Building on these findings, our goal is to provide greater clarity and understanding, while also creating opportunities for students to reflect on how their learning is assessed, communicated, and reported. With this, our main focus will be on improving assessment practices and centering students in their learning to improve student achievement.

What are the anticipated next steps?

Further efforts are required to develop equitable assessment practices and appropriate educational programming for all students. Our next steps include a continued focus on improved assessment and appropriate educational programming and planning for meeting students' unique needs. Assessment architecture, instructional agility, and student investment in learning will be targeted areas for professional learning.



2026-2027 PLANNING



IDENTIFIED AREAS OF FOCUS

This year, we will continue to focus on enhancing assessment practices including clarity in student learning and success criteria. Staff will continue to engage with one another and with students and families to guide the development of a shared understanding and school-wide practices that ensure consistency and equity.

Our focus this year will also be to identify and work together to find ways to support students who are not meeting learning outcomes, particularly those students who are traditionally marginalized.

INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. St. James Collegiate is committed to embedding Indigenous ways of learning and knowing in our learning spaces. Examples include:

- Indigenous Student Council
- Akina Indinawemaaganido
- Paskwâwi-mostos teachings
- Land based education