EXECUTIVE COMPARATIVE SUMMARY

Areas of Strength:

- Overall, this year has seen significant improvements in a number of areas, mostly notably in school culture, by both students and employees. Section F.
- Specifically, we have seen a notable improvement in the number of students who have a trusted adult at ISAK. When asking colleagues about their relationships with students, the vast majority of employees say that they believe that they would be considered a trusted adult. A more detailed analysis by grade level and financial aid status can be found below. Section F.
- In regards to school culture, we have seen significant improvement from both students and employees in terms of being able to be our authentic selves, fostering a safe and inclusive community, and comfort talking about identity. Section F.
- Projects/project week, clubs and interpersonal relationships are noted as the top that allow students to take action for positive change. Section E.
- OEd, projects/CAS, diverse friendships, diversity and residential life remain areas of 'value' and 'doing well'. Section A.

Areas for Growth & for Goal-Setting:

- Academics and learning remain areas for growth according to students and employees. Although the ratings by students for their academic experience being meaningful (last year - single question) and engaging and challenging (this year - two separate questions) shows improvement, we need to consider greater consistency of experience across classes. Sections A & G.
- Although school culture has improved significantly, social emotional wellness remains an area for improvement, requiring a school-wide philosophy and approach. Section A.
- Students were asked about communication this year, highlighting this as an area for improvement. This remains a focus area among employees, even with an improvement by 12%. Section A.
- We have noticed a consistent trend of level of satisfaction that is overall high in Grade 10, and then drops off in Grade 11, with the highest dissatisfaction across all areas of the school in Grade 12. The data shows that a range of 8% to 30% of students in Grade 12 answered questions as 'somewhat disagree' or 'strongly disagree'; however, we do not know with certainty whether these are the same students. The numbers in Grades 10 and 11 being from 0-7% and 2-12% respectively who responded 'somewhat disagree' or 'strongly disagree'. Next year it will be interesting to see if this is grade level specific or cohort specific.

Note: in tables where % agreement (% majority) is indicated, the first number indicates the total number of respondents who agreed to any degree. The second number reflects where the majority of 'agree' responses fall.

Response rate

	2026	2025
STUDENTS	80%	90%
FACULTY & STAFF	72%	65%

In both years, students completed the survey during Advisory, after having had a conversation about its importance with their advisor.

STUDENTS

A. AREAS THAT ARE MOST IMPORTANT/VALUABLE - top 3

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined
OEd - 62%	Friendships - 72%	Cross cultural / friendships (74%)
Projects / CAS - 58%	Residential life - 57%	Academic classes (71%)
Clubs & Activities - 47%	Diversity - 52%	Residential life (70%)

B. AREAS THAT COULD BE BETTER - top 3

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined
Academic classes - 72%	Social emotional wellness - 63%	Academic classes (54%)
Learning - 50%	Communication - 45%	University advising (47%)
UWC values - 49%	Support from staff - 39%	Social-Emotional Wellness 42%

Note: Communication was not asked of students last year

C. AREAS WHERE WE ARE DOING WELL - top 3

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined
OEd - 80%	Diversity - 49%	OEd - 53%
Projects / CAS - 64%	Cross cultural / friendships - 48%	Leadership Programme - 49%
Clubs & Activities - 37%	University pathways - 35%	Cross cultural / friendships - 38%

FACULTY & STAFF

A. AREAS THAT ARE MOST IMPORTANT/VALUABLE - top 3

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined *
Projects / CAS - 60%	Diversity - 77%	Not asked last year
OEd - 52%	Cross cultural / friendships - 62%	
Academic classes - 50%	Residential life - 46%	

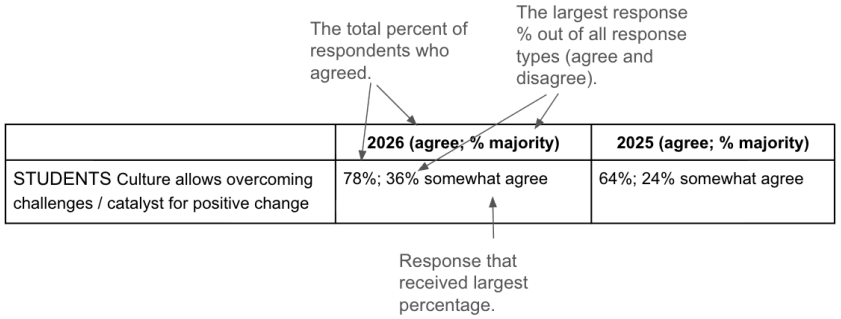
B. AREAS THAT COULD BE BETTER - top 3 *(* we aligned choices with student survey)*

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined
Grade 10 Leadership - 50%	Communication - 56%	Communication - 68%
Clubs & Activities - 50%	Connection with Japan - 50%	Compensation Package - 64%
Projects / CAS - 37%	Residential life - 36%	Transparency - 55%

C. AREAS WHERE WE ARE <u>DOING WELL - top 3</u> *(* in 2026 we aligned choices with student survey)*

2026 - curricular/co-curricular	2026 - non-curricular	2025 - combined
OEd - 69%	Diversity - 62%	OEd - 68%
Projects / CAS - 52%	Cross cultural / friendships - 42%	Explore Japan - 55%
Academic classes - 37%	Advisory - 31%	IB Curriculum - 45%

How to read the numbers



D. WILLINGNESS TO <u>RECOMMEND ISAK TO OTHERS</u>

	2026	2025
STUDENTS	92%; 40% to certain people	93%
FACULTY & STAFF	98%; 44% 'likely'	96%

E. SCHOOL MISSION & VISION / LEADERSHIP / ACTION

STUDENTS

	2026 (agree; % majority)	2025 (agree; % majority)
STUDENTS Culture allows overcoming challenges / catalyst for positive change	78%; 36% somewhat agree	64%; 24% somewhat agree
STUDENTS Top experiences that allow me to take action for positive change	Projects/Project Week Clubs Interpersonal relationships	Projects/CAS Clubs Residential life
FACULTY & STAFF Culture allows overcoming challenges / catalyst for positive change	100%; 52% somewhat agree	77%; 40% somewhat agree
2026 (not asked in 2025)	STUDENTS	FACULTY & STAFF
Leadership opportunities	81%; 34% somewhat agree	96%; 50% somewhat agree
Identity what is important & needed	68%; 31% somewhat agree	100%; 52% strongly agree
Act in the face of discomfort	71%; 33% somewhat agree	96%; 60% somewhat agree
Diversity is seen as a strength	83%; 30% somewhat agree	100%; 48% strongly agree
Support others in leadership skills	82%; 40% somewhat agree	96%; 46% somewhat agree
Develop leadership beyond the school	79%; 34% somewhat agree	84%: 50% somewhat agree
Leadership in daily interactions	82%; 35% somewhat agree	Not asked

Leadership opportunities / catalyst / action for positive change

2026	**2025**
Top 3 areas: Projects/Project Week, Clubs, Interpersonal relationships	Top 3 areas: Projects/CAS, Clubs & Activities, Residential life

Leadership skills development - comments

2026	**2025**
Top 3 areas: Self-management/organisation, Project management, Reflection	Not asked
1. Communication & Interpersonal Skills Clear, assertive communication; public speaking and presentation; active listening, empathy, and emotional awareness; navigating conflict; cross-cultural communication. 2. Leadership, Collaboration & Impact Teamwork across diverse groups; leadership and initiative; managing and supporting others; community engagement; leveraging diversity as a strength. 3. Self-Management & Independence Time management, prioritisation, and organisation; independence and accountability; managing multiple demands and long-term commitments. 4. Resilience & Adaptability Handling stress and uncertainty; perseverance through setbacks; emotional regulation; adapting to change and taking risks. 5. Thinking & Problem-Solving Critical and creative thinking; reflection and self-awareness; decision-making and strategic thinking. (**Note**: for more detailed information, see links at the end of this document)	Not asked; however these are areas students indicated that they ***wanted*** to develop more: 1. Communication Skills 2. Initiative and Action 3. Empathy and Inclusivity 4. Confidence & Presence 5. Collaboration & Teamwork 6. Organizational Skills 7. Vision & Passion

F. SCHOOL CULTURE

Key changes from last year

TRUSTED ADULT	2026 (agree; % majority)	2025 (agree; % majority)
STUDENTS I have a trusted adult - at least 1	85%; 33% have 2 more trusted adults	73%
FACULTY & STAFF I believe that students would consider me a trusted adult - at least 1	85%; 73% for 4 or more students	Not asked

STUDENTS - **ADDITIONAL INFORMATION ON TRUSTED ADULTS**

As having a trusted adult was a key focus area for growth from last year's survey, here is some additional information:

BY GRADE LEVEL	3 or more adults	2 adults	1 adult	none
Grade 10	40%	37%	20%	3%
Grade 11	24%	37%	27%	13%
Grade 12	28%	28%	23%	21%

FA STATUS	3 or more adults	2 adults	1 adult	none
Receiving FA	31%	30%	2%	17%
No FA	33%	36%	24%	6%
Unsure	0%	100%	0%	0%
Prefer not to say	10%	40%	30%	20%

FELT IMPROVEMENT IN APPROACH TO COMMUNITY AGREEMENTS 2026	A lot / somewhat	Not felt	Not sure	Note
STUDENTS	38%	20%	42%	31% of students report having had a 'CA conversation' this year
FACULTY & STAFF	60%	25%	15%	n/a

Additionally, for those who reported having had a discussion about a Community Agreement (CA) breach, only 8% indicated that the discussion focused on the CA level and consequences. 29% indicated that there was a focus on a coaching conversation. (47% responded n/a.)

STUDENTS

	2026 (agree; % majority)	2025 (agree; % majority)
Community members - authentic selves	78%; 42% somewhat agree	62%; 28% somewhat agree
Safe & inclusive	80%; 37% somewhat agree	70%; 32% slightly agree
Comfortable talking about identity	89%; 38% strongly agree	74%; 33% somewhat agree
Speak about religious accommodations	90%; 38% strongly agree	65%; 23% somewhat agree

FACULTY & STAFF

	2026 (agree; % majority)	2025 (agree; % majority)
Community members - authentic selves	98%; 54% somewhat agree	70%; 34% somewhat agree
Safe & inclusive	98%; 46% somewhat agree	77%; 40% somewhat agree
Comfortable talking about identity	94%; 52% strongly agree	46.8%; 38% somewhat agree
Share ideas - treated with respect	96%; 46% somewhat agree	75%; 32% strongly agree

G. LEARNING & ACADEMICS

STUDENTS

Key changes from last year

	2026 (agree; % majority)	2025 (agree; % majority)
Academically engaging	71%; 35% somewhat agree	(different question asked)
Academically challenging	90%; 40% strongly agree	(different question asked)
Academically meaningful	(different questions asked)	66%; 25.6 somewhat agree
Comfortable speaking with teachers	74%; 29% somewhat agree	(not asked)
UA / career support	77%; 33% somewhat agree	66%; 28% somewhat agree

Breakdown from the 2026 survey by grade level:

	G10 (agree; % majority)	G11 (agree; % majority)	G12 (agree; % majority)
Academically engaging	83%; 38% somewhat agree	84%; 49% somewhat agree	53%; 26% slightly agree
Academically challenging	83%; 38% slightly agree	97%; 56% strongly agree	86%; 33% strongly agree
Comfortable speaking with teachers	86% %; 33%; somewhat agree	78%; 34%; somewhat agree	67% ; 33% slightly agree

H. STRATEGY

STUDENTS

The majority of students identified Peace (52%) as the area that is most relevant to them, followed by Pathways (45%)

FACULTY & STAFF

Faculty and staff had a high degree of consistency among Pathways (49%), Peace (49%) and Systems (53%), with a lower affinity for Art of Impact (20%).