

# EDUCATION PLAN 2016

## Outreach High School



**St. Albert**  
PUBLIC SCHOOLS

★ freedom to excel

**Outreach**  
HIGH SCHOOL



**OUTREACH HIGH SCHOOL EDUCATION PLAN 2016**

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## St. Albert Public Schools' Mission, Mandate, and Beliefs

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### Mission

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Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

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The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

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In our commitment to public education... *we believe that* -

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

## **Outreach High School Mission and Vision**

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### **Outreach High School Mission Statement:**

We exist to provide a place for students to exist, learn and find success on their path to adulthood. We believe that all students can succeed and deserve the opportunity to succeed in a manner that is meaningful and appropriate for them.

### **Outreach High School Vision Statement:**

By providing a safe and caring environment where students are invited to be present with us and encouraged to take control over their present and future being; the staff of Outreach High School will work to guide students to finding a balanced, healthy lifestyle in order to find success, fulfillment and peace; allowing students to move forward as a contributing member of the community with a positive and powerful sense of self-worth.

### Summary of Outreach Objectives:

- Objective 1: Intellectual Wellness
- Objective 2: Relational/Spiritual Wellness
- Objective 3: Physical/Emotional Wellness

### 2016-17 School Primary focus areas:

- Differentiation
- Literacy
- Connection

## Outreach Profile

Staffing	2015-2016 as of September 30, 2015		2016-2017 as of September 30, 2016	
	<b>Certificated Staff</b>			
Administration	1.0	FTE	1.0	FTE
Department Heads		FTE		FTE
Counseling	0.6	FTE	.55	FTE
AISI Lead Teacher		FTE		FTE
Special Education Program Staffing		FTE		FTE
International Baccalaureate or Advanced Placement Staffing		FTE		FTE
Regular Teaching	5.1571	FTE	5.13	FTE
<b>Total</b>	<b>6.7571</b>	<b>FTE</b>	<b>6.68</b>	<b>FTE</b>
<b>Support Staff</b>				
Clerical Staff	2.0	FTE	2.0	FTE
Para-Professional /Teaching Assistants:				
<ul style="list-style-type: none"> <li>• special needs funding and school staffing</li> <li>• assigned to program needs</li> <li>• assigned to individual students</li> </ul>	2.5	FTE FTE FTE	2.6153	FTE FTE FTE
Para-Professional /Library Technicians		FTE		FTE
Para-Professional /Licensed Mechanic		FTE		FTE
Health Recovery Facilitator	0.7143	FTE	0.7692	FTE
Para-Professional /Certified Fitness Leader		FTE		FTE
<b>Total</b>	<b>5.2143</b>	<b>FTE</b>	<b>5.3845</b>	<b>FTE</b>
<b>Supplementary Staff</b>				
Food Services Staff		FTE		FTE
Technical Analyst	.1429	FTE	0.1429	FTE
School Resource Officer		FTE		FTE
<b>Total</b>	<b>.1429</b>	<b>FTE</b>		<b>FTE</b>

Outreach High School is an alternative education site that provides high school courses in an informal, supportive, and flexible learning environment. Located at 50 Sir Winston Churchill Avenue and in operation for the past 21 years, Outreach High School serves adult learners and students in Grades 9 through 12. In the 2015-2016 school year, Outreach High School registered and provided access for alternative programming to 464 students (including 106 adult learners).

### **Programming**

Outreach High School offers a variety of Alberta Diploma Program of Studies courses consisting of:

- High school core courses
- Career and Technology Studies (CTS)
- Registered Apprenticeship Program (RAP)
- Work Experience Program
- Knowledge and Employability Program (K&E)
- Grade 9 to High School Transition Program

All courses are offered on a continual enrolment basis within a semester environment. Grade 9 students work on individualized programming with a program teacher and teacher aide support. Grades 10 to 12 students take their instruction in a choice of four classrooms or eight selected learning environments. All students receive individualized assistance and support for their distance learning courses. Some students also receive instruction in small groups as required/available. We also provide a more supportive environment in a small classroom where students who need it receive closer supervision with regards to schoolwork, progress, and attendance.

With the consultation of Outreach staff, students build their own learning programs from Alberta Education approved coursework and set their own long and short-term goals working towards high school completion. Courses, activities and learning packages are organized so students can work at their own pace. Outreach students work independently in a combination of both self-directed and teacher-lead activities. Guidance and assistance from the Outreach teachers is provided as needed. Outreach teachers mark all assignments in order to provide students with timely and interactive feedback.

In order to accommodate individual needs, students do not follow the traditional five-month semester system; instead they follow a continuous enrolment model. For example, they may complete a course in a few weeks, write the exam and then take another course. Writing exams for Diploma courses is restricted to dates consisting of four writing periods throughout the year as determined by Alberta Education. High school credits are awarded upon successful course completion. Outreach High School can also accommodate students who, due to a variety of circumstances, require flexible hours. Many of the students have part-time or full-time jobs and are encouraged to seek employment relating to their future occupation. Some students are also registered in courses at their local high school.

The Grade 9 High School Transition Program consists of a one or two term program, designed to provide assistance toward academic and social success for students continuing in a second year of Grade 9. It also supports older students who have not attended high school or have missed significant portions of their junior high learning.

## Issues and Trends

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### Issues

**Special Needs:** The number of students enrolled with social, emotional, behavioural and academic problems continues to intensify. These students have a variety of difficulties including lower academic skills and often have specific identified special needs. Further, there has been an increase in the number of students whose skills are so weak that they require a high degree of staff intervention, yet achieve success at a slower pace. Additionally, many of the students requiring concentrated assistance do not have diagnoses/documentation and often require significant time to arrange the appropriate supports.

In the past, we have received a number of students who were expelled from junior high and senior high schools which presents another set of challenges in addressing not only student academic needs but arranging counselling, addictions or emotional/mental/medical supports to address the needs of resistant learners.

**Distance Learning:** The school understands the advantages and challenges of a distance-learning model to support student learning. Our staff continually endeavours to access support and utilize means of instruction that can meet the specific needs of our students. As such, we struggle with an imbedded text based approach found in module-based learning.

**Program Evaluations:** As the nature of Outreach High School is different from other district schools, the traditional Satisfaction Survey may not collect data that is truly reflective of the level of satisfaction regarding the program offered. There are a number of ways in which the population makes it extremely difficult to collect survey data in the usual format. Historically, there has been a poor response rate to the survey limiting the degree to which generalizations about the whole student population can be made. Secondly, it is difficult to gather data from the entire breadth of our population due to the transient, flexible and fluid nature of student attendance. Also, many students are also registered at more than one school. Finally, due to the small number of staff at Outreach High School, it is difficult to collect anonymous data.

These problems create challenges regarding feedback about Outreach High School students and staff and provide an opportunity to explore alternative ways of collecting data. Exploration of alternate formats such as exit surveys, interviews and anecdotal means for gathering data will assist with a more efficient and meaningful identification of outcomes, targets and strategies.

**Diverse Needs:** Students attending our school regularly demonstrate a wide variety of needs that can often only be effectively addressed by multiple government sector support. We are regularly challenged to access and provide supports that are beyond the school's scope of expertise. We continue to work hard to create, connect and construct access for the much needed specialized supports for our learners.

**Legitimacy:** Alternative education models continually struggle for legitimacy in a mainstream education system. Patterns of assessment, funding and educational supports are often driven and monitored through a normative model. For example, a student at an Outreach School may consume significantly more teacher time and support for less results than a regular high school student, yet both are funded, evaluated and supported through the same means. We are continuing to work for awareness through connections, professional development and sharing.

## **Trends**

**Enrollment:** The 2015-2016 school year was the 21<sup>st</sup> year of operation for Outreach High School. Over the past nineteen years the school has seen a rise in enrolment from thirty students to over 400 priority school students, plus over 150 students who had priority schools different than Outreach, but took courses with us. We have also seen growth with students wishing for greater success through an alternative setting.

**Demographics:** The changing demographic of students has resulted in a need to accommodate the evolving need of our learners. Our students have become more striated between students anxious to graduate and enter the work force and students exposed to elevated high-risk behaviour, and struggling with pervasive social, emotional or behavioural issues.

**Mental Health:** High school students may experience late onset pervasive adolescent disorders that are often difficult to address and support in school environments. We are striving to find alternative connections and supports through Alberta Health Services and community based supports and services to address addictions and these mental health concerns. The continued rise in students with needs beyond the scope of teachers and counsellors requires new strategies and policies to address this serious and growing need.

**Engagement:** The continued issue of lack of student involvement and engagement is an area that is problematic and troubling. As such, we strive to provide a venue for participation and activism through school programming such as Family and Community Support Services (FCSS), student focused social/emotional programming, services/partnership offered through the St. Albert Food Bank/Community Village, Community Advisory and student council. The notion of belonging is central to our school culture.



## **District Priorities and Outcomes**

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### **District Priority Areas**

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

### **District Outcomes 2016-2019**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Student demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

## Outreach High School

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### School Priority Areas

For Consideration in the Education Plan; Outreach High School has worked in conjunction with Grant MacEwan Nursing students to identify the priority area of Whole Life Wellness. For this we have developed the InSPIRE program designed to provide necessary skills and a balanced approach to life for a smooth and effective transition into adulthood.

Through discussions with students by the staff and Nursing students, reoccurring themes have been identified around the idea of living a healthy balanced life and having knowledge in specific areas that allow students to transition into adulthood. Through much research and collaboration, we have developed the Outreach High School InSPIRE program, which we will use as our guide through educating, assisting, and connecting students in a meaningful and useful way. The goal of this program will be to provide students with an outline for wellness and a common language to be used around the building.



**Intellectual**  
**Spiritual**  
**Physical**  
**I AM**  
**Relational**  
**Emotional**

**Intellectual Wellness:** Lifelong learning through knowledge sharing, continual education and development of skills and abilities.

**Spiritual Wellness:** A unique sense of wholeness and connectedness to one's self, others and the universe.

**Physical Wellness:** Involves meeting nutritional needs, participating in some form of physical activity, and engaging in healthy personal habits.

**Relational Wellness:** Relationships with your surroundings, self and others at the individual, group and community level.

**Emotional Wellness:** Paying attention to and understanding your thoughts, feelings and behaviours.

We will work to weave the InSPIRE program into curricular areas, extracurricular areas, as well as the everyday life of Outreach as outlined in our Objectives.

## **Outreach Objectives and Priority Areas 2016-2017**

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### **Objective 1: Intellectual Wellness**

Staff will continue to support and develop student exposure to a variety of learning opportunities, in a variety of formats (module based, self-guided, teacher led, teacher guided) to encourage and develop a personal drive for lifelong learning.

#### **Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.  
Outcome 2: Student demonstrate growth in literacy and numeracy skills.  
Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.  
Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

### **Reporting our Progress (2015-2016)**

#### **Highlights**

- Social Studies modules have been updated with questions designed to prepare students for Diploma questions.
- Math 10C modules have been revamped.
- Some new resources were used for Chemistry 30 Modules.
- Digital media (novels, textbooks) have been downloaded and are ready for implementation.
- Several of the English modules have been updated to remove out dated source materials.
- We have started adding Cultural diversity to our Student Library.
- We have had more students completing Film Studies, with positive feedback.
- MyBlueprint was decided on to be used for student goal setting, post secondary and career planning.
- We were able to eat some fresh vegetables and use herbs from the students gardening projects.
- We started exploring the idea of a locally developed mindfulness course and we have learned a great deal through the initial phases of the process.
- We worked with several students to increase literacy skills and have seen students with a new interest in reading and asking for help.
- Chromebooks were a huge success with students. Students prefer the chromebooks and use them to type assignments and hand in assignments.
- We had over 30 students graduate last year. We offered our first Graduation Evening which was a huge success!

#### **Challenges**

- Locating, downloading, and organizing digital resources has been more time consuming than we thought it would be. Thus we used last year to do this and did not have time to provide these resources effectively to students.
- Students who participated in WE day did not have the motivation following the event as we had hoped. The structure of the WE day fundraising was too much too fast for our students. We will be working on community involvement and fundraising without WE day this year to customize it to our needs.

- Foods classes while had some success with students learning necessary skills, irregular attendance caused for consistency challenges. We will be exploring how we can individualize the foods program for the future.

### **Progress toward Meeting Objective 1:**

We have made great progress on this objective. We will continue to move forward building on the successes and addressing the challenges that we have had.

### **Looking towards the future:**

#### **Key Strategies 2016-2017:**

##### Differentiation:

- Book study/discussion on Differentiation
- Modify Modules with Differentiation in mind

##### Literacy:

- Add Literacy strategies to modules in all subject areas.
- Continue how we can incorporate Literacy assessment and progress for students facing challenges of staff time and student attendance.
- We will continue to promote and develop the library. Looking at how we can incorporate cultural diversity into the literacy of choice including titles that support and promote Canadian Content FNMI (First Nation Metis Inuit) and LGBTQ (Lesbian, Gay, Bi-sexual, Transgendered, Queer) awareness and culture.
- Explore how we can support students with literacy in an alternative school setting and the challenges that presents.

##### Connection:

- We will work on providing opportunities for students to learn about and explore their Post secondary options via field trips and guest speakers.
- Introduce myBlueprint first to a small group of students and then to as many as we can to aid with academic and career planning.
- Continue with Gardening course.
- In addition to our standard individualized Art programming, we have added a structured Art class every Tuesday. Tuesday's Art class will be available to all students, and provide a structured specific art project each week. We feel this will increase the accessibility and participation by students not already accessing Art. It will also provide new experiences for students working through individualized Art programming.

##### Course Development:

- English 10-1,20-1,30-1 (two year) revamp of the modules to make them more flexible, individualized, and better meet the needs of the students.
- Create structured modules for Film Studies 15, 25, 35.
- Explore the idea of starting a leadership course that fits with our student population interests and module or individual based programming.
- Explore the idea of module based foods courses, incorporating demonstration of skills with a module based structure.
- Continue with course development around mindfulness/wellness.

- We will look at redoing our CALM course to better fit with our InSPIRE transition to adulthood as well as update the resources and sources used to make it more relevant and purposeful for students.

Other:

- Organize and distribute digital resources for English novels and textbooks to students who would benefit from these resources.
- Continue to integrate technology to enhance student engagement and learning.
- Attend the District Numeracy Meetings and start the discussion about what numeracy is and then what does numeracy look like at Outreach.

## **Objective 2: Relational/Spiritual Wellness**

Staff and students of Outreach will continue to make and develop necessary connections at the school, district, community level to support student needs and create opportunities for students to belong and be engaged.

### **Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

### **Reporting our Progress (2015-2016)**

#### **Highlights**

- Outreach continues to have a great relationship with St. Albert Stop Abuse in Families Society (SAIF), Grant MacEwan Community College Nursing Program (GMCC), St. Albert Food Bank and Community Village and, new this year, is a connection with the collective through Family and Community Support Services (FCSS).
- Outreach Staff and students also work with Alberta Health Services, Alberta Mental Health, and Alberta Works.
- Outreach Staff work very hard via the Work Experience program to build relationships with community businesses.
- We see students who attend our Relationship Round Table groups speaking about themselves and relationships with an impressive educated maturity. This shows us that our relationship with Courtney at SAIF is very important for our students.
- Our Movie and Games nights continue to have good student turn out. The group is diverse but accepting and supportive.
- Teen Chat group with FCSS continues to be popular and helps support our teens with how to navigate life and explores the options and choices they have in the community to help them.
- Our parent teacher interview turns out continues to increase.
- We also started, in Term 2 last year, a Parent Support Circle. This was an open invitation to parents to come and get information on supports and services in the

community. It was also a forum for them to support each other and know they are not alone with their challenges with parenting.

- We have had great success working with other schools such as Paul Kane and Bellerose to communicate about students to help them be successful.
- We have seen an increase in student completion of courses which suggests that our strategies and attempts to communicate with students who are not attending are working.
- Our Health Recovery Facilitator has been able to support many students by doing home visits to keep connected with students as well as connecting students with needed services.

### **Challenges**

- WE day was not a success. The event was overwhelming and without the previous set up for the fundraising it was overwhelming to raise funds/awareness for two different charities (local/international). We will explore creating a leadership type course that is specific for the needs of Outreach.
- Keeping track of students who are not attending continues to be a challenge. Also, connecting with parents continues to be a challenge.
- Navigating and staying in touch with other organizations with changes in structure and staffing is always a challenge.
- Accessing addiction services was a challenge this year. We worked with several parents who spent a great deal of money to get their children into treatment facilities. We found that the Edmonton area has very little in the way of treatment facilities.
- Supporting students who have homelessness issues is also a challenge in St. Albert.

### **Progress toward Meeting Objective 2:**

We have made great progress in this objective. We will continue to look for and develop relationship in the district, and community that will help support our student population.

### **Key Strategies 2016-2017:**

#### Differentiation

- We will be offering the PEERS program for social skills work with students at Outreach. This group meets on Tuesdays.
- We will continue with and improve upon our teacher advisory groups (TA's) to ensure our students with identified special needs and most at risk students are receiving the supports they need.
- Teachers will continue to use existing methods of communication and explore new methods to stay in touch with students and keep them on track.
- We will be exploring methods other than our groups to provide this information to our students: website, modules/coursework, youth educating youth.

#### Connection

- We will maintain our relationships with SAIF, FCSS, St. Albert Food Bank/Community village, St. Albert Outloud, and the GMCC Nursing Program.
- We will work to further develop our relationships with Edmonton Terra Center, Employabilities, Camp Firefly, Alberta Mental Health.
- We will explore new and different community resources to connect with and connect our students with.

- We will work with students to be involved and connected to the community in ways of giving. Volunteering, raising awareness, raising money/food.
- We have connected with one of our grandparents who is going to work with us on an FNMI group that will meet once a week and work to develop knowledge, understanding and awareness of FNMI culture and issues.
- We will continue with home visits to stay connected to students who are not able to come in for any reason.
- We will continue to work on connecting with parents.
- We will start up our Parent Support Group again meeting once per month. We will also explore the idea of opening it up to parents from other schools (high school first, then perhaps junior high schools). We will also look at involving community organization in a more constant basis.
- We will work with students to present at the 4UBYUS conference being organized by BAM/FCSS.
- We will work with students to see if they would like to work with junior high and elementary schools to advocate for mental health/wellness.

### **Objective 3: Physical/Emotional Wellness**

Staff of Outreach will continue to develop programming and opportunities that support physical and emotional wellness to help students find personal success.

#### **Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

#### **Reporting our Progress (2015-2016)**

##### **Highlights**

- Our gardening program was tasty.
- Yoga continues to be a great opportunity for students to be healthy.
- We were able to connect with a fitness trainer who comes to the school every Thursday to work with students on group workouts and personal fitness/eating goals and programs.
- We had a self defense class for our female students.
- GMCC Nursing students helped us develop and organize a template for our website that provides resources and services that fit under our InSPIRE model.
- Crock pot Thursday has seen great numbers and provides a hot lunch for students each week.
- Partnerships with Cobs bakery, the St. Albert Food bank, and the district Appetite for learning program are a huge support for providing cereals, bread, soups, and more for our students to have the nutrition and energy to focus on their work.

- The GMCC Nursing students worked to create an Instagram account for Outreach and organize and develop resources for us to use Instagram to communicate wellness messages, information and resources to students.

### **Challenges**

- We have not been able to find instructors for other physical programming such as Tai Chi and Kick boxing fitness.
- We looked at having a book study with students and staff. There just wasn't enough time this year. We will look at books that fit with emotional wellness that students might find interesting.
- It continues to be a challenge to get the information to all students.

### **Progress toward Meeting Objective 3:**

We continue to make great progress on this objective. We will continue to work to maintain, develop, and create ways to support our students with their physical and emotional wellness.

### **Key Strategies 2016-2017:**

#### Differentiation

- We will work to implement the website design the GMCC Nursing students worked on onto the Outreach Website.
- We will work to develop a mindfulness and/or wellness course developed around the InSPIRE program.
- We will look at different methods to communicate physical and emotional wellness concepts to more students.

#### Literacy

- Staff book study: Healing Trauma through Self Parenting. After some staff have had a look at this book we may see if it is in whole or part a good book to use with students.
- Work with students to explore Literature options around Emotional Wellness.

#### Connection

- Continue with Yoga course for credits and wellness.
- We will continue to have a fitness trainer work with students every Thursday.
- We will be offering an anxiety: coping strategies group once a week and as needed for students.

#### Course Development:

- We will look at revamping our Physical Education 10 course to improve the communication of fitness to students who are not present on a regular basis.
- We will continue to offer our Gardening option.

#### Other initiatives:

- We will look at offering personal fitness for credits and motivation for students to stay fit.
- We will look for alternative fitness programs to access and expose students to, such as Tai Chi, Kick Boxing Fitness, and other programs.



## **Financial Performance 2015-2016**

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The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

**Year End Balance:** \$ 82,692

\$62,884 – 2014-15 CEU adjustment

\$19,808 – Miscellaneous overages

**Financial Planning 2016-2017**

**RESOURCE AND DISTRIBUTION  
OUTREACH SCHOOL**

REVENUES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Basic Program Allocation	\$ 889,311	\$ 969,024	\$ 968,909
2. Other Revenues			
2.1 Fees	\$ 22,100	\$ 21,900	\$ 21,900
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising			
2.5 Other Revenues	\$ 32,500	\$ 25,600	\$ 25,600
3. Surplus / Deficit Allocation (S/D)	\$ 82,692	\$ 52,321	\$ 158,531
<b>TOTAL REVENUES</b>	<b>\$ 1,026,603</b>	<b>\$ 1,068,845</b>	<b>\$ 1,174,940</b>

EXPENDITURES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Certificated Staff	\$ 694,723	\$ 696,269	\$ 780,839
2. Support Staff	\$ 239,256	\$ 236,232	\$ 223,833
3. Services	\$ 26,300	\$ 29,400	\$ 34,268
4. Supplies	\$ 63,824	\$ 59,500	\$ 59,500
5. Furniture, Equipment & Capital	\$ 2,000	\$ 2,000	\$ 2,000
6. Technology	\$ 500	\$ 8,000	\$ 24,500
7. Future Emergent Initiatives	\$ -	\$ 37,444	\$ 50,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,026,603</b>	<b>\$ 1,068,845</b>	<b>\$ 1,174,940</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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ENROLMENT	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
FTE Enrolment (ECS @ .5)	216.00	150.00	183.00

STAFFING PERCENTAGES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
Certificated Staff FTE	6.68	6.65	7.60
Support Staff FTE	4.71	4.64	4.36
Certificated Staff Percentage	71.5%	68.2%	69.3%
Support Staff Percentage	24.6%	23.1%	19.9%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>96.1%</b>	<b>91.3%</b>	<b>89.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>102.5%</b>	<b>94.1%</b>	<b>101.4%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.  
 Fees include Board approved fees, and may include lunchroom, school assessed, and extra-curricular  
 Other Revenue includes adult and international student fees.

## Appendix I – Student Performance and Achievement

### Provincial Diploma Exam Results 2015-2016

#### Yearly Results

English 30-1	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>0.0</b>	11.3	<b>5.3</b>	10.6	<b>0.0</b>	11.7	<b>3.8</b>	11.5	<b>4.5</b>	10.8
Acceptable Standard	<b>69.2</b>	86.0	<b>94.7</b>	86.3	<b>85.0</b>	87.1	<b>73.1</b>	86.5	<b>68.2</b>	86.9
Participation	<b>34.2</b>	52.5	<b>4.8</b>	54.4	<b>22.7</b>	54.4	<b>9.7</b>	53.4	<b>9.1</b>	53.9
Number of Students	<b>13</b>	28,549	<b>19</b>	28,195	<b>18</b>	27,962	<b>25</b>	27,449	<b>22</b>	28,876

#### Comments

During the transition to new staff, new ideas, and new resources we are working to identify what works well and what can be improved. It continues to be a challenge to have students appropriately prepare for the Diploma exams. Our English 30-1 teacher will be hosting Diploma prep sessions with interested students this year to work on specific skills and knowledge that Diploma exams often look for.

#### Strength

- We feel confident in our updated modules and are continuing to update and create new modules.
- New staff has attended professional development (p.d.) around Diploma exams and are making changes to their practices, the resources used and course materials.
- We are pleased with the numbers of students taking English 30-1 each year.

#### Areas of Concern

- We are below where we would like to be specifically in the Acceptable Standard area.
- Student exam preparation
- Out dated modules not fulfilling Diploma exams
- Needing to select more diverse/interesting readings for students to use on exam.

#### Next Steps for Continuing Progress

As a staff we will:

- Restructure course work and introduce new resources geared towards providing students with meaningful material to apply to Diploma exam questions.

#### Yearly Results

English 30-2	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>4.5</b>	10.7	<b>18.5</b>	11.1	<b>14.3</b>	13.1	<b>16.7</b>	11.3	<b>12.5</b>	12.4
Acceptable Standard	<b>95.5</b>	89.5	<b>100</b>	89.6	<b>100.0</b>	89.7	<b>83.3</b>	88.7	<b>100.00</b>	89.3
Participation	<b>26.9</b>	29.1	<b>19</b>	27.2	<b>4.5</b>	28.2	<b>6.5</b>	28.7	<b>18.2</b>	28.6
Number of Students	<b>23</b>	14,322	<b>30</b>	15,034	<b>7</b>	15,644	<b>12</b>	16,081	<b>16</b>	16,372

#### Comments

Our numbers have increased over the past year, which is great. We are very pleased with our Acceptable Standard achievement this year.

### Strength

- Standard of Excellence was up from last year and above the provincial average.
- Acceptable Standard is great.

### Areas of Concern

We get such a diverse group of students and so different from year to year that we do not want to rest on these results. We still feel that updating modules and resources will benefit a wider variety of students and is necessary.

### Next Steps for Continuing Progress

As a staff we will:

- Restructure the course work and introduce new resources geared towards providing students with meaningful material to apply to exam questions.

### Yearly Results

Biology 30	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	0.0	28.1	6.7	32.3	6.7	31.7	0.0	33.0	7.4	32.3
Acceptable Standard	62.5	81.8	80	84.5	73.3	85.2	29.2	85.9	48.1	85.0
Participation	3.8	43.3	9.5	42.4	13.6	41.7	9.7	40.7	4.5	40.6
Number of Students	8	22,939	17	22,028	16	21,327	23	20,914	27	22,089

### Comments

The number of students writing continues to grow. We are pleased that there was an increase in both the Standard of Excellence and Acceptable Standard. We will continue to monitor and modify modules as we notice areas we can improve.

### Strength

- We have a solid foundation in the course to re-evaluate and make changes as needed.
- We will look at how differentiation will assist the variety of learning needs of our students.
- Improved results over all.

### Area of Concern

- Why are the results still down from 2012/13 and 2013/14? What about the students and/or exam has changed?
- We will look at how we can better support our students to prepare for these exams.

### Next Steps for Continuing Progress

As a staff we will:

- Connect with students who are not coming in for help and doing the course on their own.
- Increase questions in course work that are similar to Diploma type questions.
- Encourage and support effective and appropriate review for Diploma exams.

## Yearly Results

Physics 30	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	16.7	30.3	0	30.3	50	34.5	0.0	35.8	n/a	39.6
Acceptable Standard	66.7	81.0	66.7	81	75	83	20.0	83.9	n/a	85.7
Participation	0.0	22.5	0.0	17.4	0.0	20.2	0.0	19.9	0.0	19.3
Number of Students	6	10,263	7	8,679	4	10,507	5	10,304	4	9,983

### Comments

Only four students wrote the Physics 30 Diploma at Outreach this year. This does not allow for meaningful data analysis.

## Yearly Results

Math 30-1	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	0.0	27.1	12.5	35.6	10.0	27.2	0.0	31.7	0.0	25.5
Acceptable Standard	50.0	81.8	50	80.6	60.0	74.2	36.8	76.2	31.6	70.6
Participation	3.8	46.7	0.0	29.9	0.0	20.2	6.5	37.2	0.0	36.4
Number of Students	n/a	n/a	8	19,406	10	20,944	19	20,584	19	20,040

### Comments

Math 30-1 continues to be a challenging course that our students seem to be struggling with. We will use this data to guide our decisions with the -1 Math programming.

### Strength

- 19 students writing is a solid number.
- We have been able to provide 30-1 to students who otherwise would have been in 30-2. This impacts our results, however has a positive impact on the students.

### Area of Concern

- We will work to compare areas of the exam that were not done well to the corresponding areas of our modules and see if there is room for improvement on that correlation.
- We need to work on exam prep with students and develop useful review tools and resources.

### Next Step for Continuing Progress

As a staff we will:

- Work towards connecting and helping students with this course.
- Work on preparation strategies for Diploma exams.
- Work with our Math programming at the Grade 10 and 11 levels to be more reflective of the Diploma exam questions.
- Prepare or organize Diploma review resources for students.

## Yearly Results

Math 30-2	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>0.0</b>	10.3	<b>20.0</b>	9.6	<b>10.0</b>	15.0	<b>0.0</b>	15.5	<b>0.0</b>	16.8
Acceptable Standard	<b>62.5</b>	75.6	<b>70.0</b>	69.1	<b>70.0</b>	71.3	<b>53.3</b>	73.9	<b>45.5</b>	75.3
Participation	<b>3.8</b>	21.6	<b>0.0</b>	16.9	<b>0.0</b>	21.6	<b>3.2</b>	22.4	<b>4.5</b>	23.6
Number of Students	n/a	n/a	<b>10</b>	9,300	<b>21</b>	11,647	<b>16</b>	12,224	<b>11</b>	13,186

### Areas of Concern

- Drop in both Standard of Excellence and Acceptable Standard.

### Next Step for Continuing Progress

As a staff we will:

- Continue working on restructuring the Grade 10 and 11 courses to better reflect Diploma style questions.
- Look at ways to work with students and their studying for the Diploma.

## Yearly Results

Science 30	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>16.7</b>	22.0	<b>50</b>	25.4	<b>18.2</b>	25.5	<b>6.3</b>	26.7	<b>17.6</b>	27.2
Acceptable Standard	<b>50.0</b>	79.8	<b>83.3</b>	84	<b>100.0</b>	85.1	<b>43.8</b>	83.9	<b>76.5</b>	84.3
Participation	<b>0.0</b>	11.5	<b>4.8</b>	9.8	<b>0.0</b>	13.0	<b>9.7</b>	14.1	<b>0.0</b>	15.7
Number of Students	<b>6</b>	5,752	<b>6</b>	5,373	<b>11</b>	6,955	<b>16</b>	7,699	<b>17</b>	8,618

### Comments

We are very proud of the work our students did last year on Diploma exams. Not as big a jump as last year, however maintaining and increasing by one student is nice to see.

### Strengths

- We have a solid foundation of course work to modify as needed.
- We are pleased with our number of students who are completing this course.

### Areas of Concern

- Still lower results than the 2013/14 school year.

### Next Steps for Continuing Progress

As a staff we will:

- Work with students on exam prep.
- Introduce new resources to assist students understanding.
- Try to connect and work with students who do not come in for help.

## Yearly Results

Chemistry 30	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	n/a	28.7	8.3	31.8	n/a	35.2	0.0	34.2	11.8	34.5
Acceptable Standard	n/a	77.1	50.0	78.8	n/a	81.5	37.5	82.2	58.8	81.5
Participation	0.0	31.5	0.0	31.5	0.0	34.8	0.0	35.8	0.0	35.5
Number of Students	3	19,604	12	15,869	3	18,913	8	18,871	17	19,003

### Comments

We are pleased with the results and specially with the number of students who wrote Chemistry this year. We need to continue to work on preparing students for this exam.

### Strengths

- Our numbers of students accessing this course are up from last year.
- Results are heading back up.

### Areas of Concern

- Our results are still lower than we feel they should be.

### Next Step for Continuing Progress

As a staff we will:

- Continue to access resources to support students learning to replace the use of Labs.
- Work with students on exam preparation.

## Yearly Results

Social Studies 30-1	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	0.0	16.7	0	15.3	0.0	14.2	0.0	16.2	0.0	14.5
Acceptable Standard	46.2	86.2	60	85.4	50.0	85.5	52.4	87.1	40.0	84.9
Participation	11.5	52.0	4.8	46.1	22.7	45.5	16.1	43.6	9.1	45.0
Number of Students	13	22,906	10	21,831	12	21,286	21	20,339	20	21,538

### Comments

We are pleased with the number of students accessing this course. We are happy to provide the course to students who would, in a traditional school, be in the 30-2 course. We feel the extra time and effort they put into the course work is difficult to represent in the Diploma exam result.

### Strengths

- Our numbers of students being able to access this course are great.

### Areas of Concern

- Students seem to continue to struggle with applying the knowledge to situations, which is required to be successful on the Diploma exams.

### Next Steps for Continuing Progress

As a staff we will:

- We will look at the dash one Social Studies courses and incorporate at all three levels (Grades 10,11, and 12) Diploma style questions
- Work to develop effective and useful review materials for students.

### Yearly Results

Social 30-2	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	11.1	13.7	8.3	13.8	9.1	14.8	0.0	12.5	0.0	13.0
Acceptable Standard	100.0	83.0	66.7	82.4	54.5	83.9	40.0	81.3	72.2	81.0
Participation	23.1	36.0	14.3	34.0	4.5	35.5	9.7	36.7	13.6	35.8
Number of Students	9	16,936	13	17,847	11	18,846	5	19,294	18	19,306

### Comment

We are pleased that we have such an increase in students accessing this course and completing it. The results are promising and show growth at the Acceptable Standard level, which is our focus area for our students.

### Strengths

- Our numbers of students being able to access this course are great.
- Increase in number of students
- Increase in Acceptable Standard

### Areas of Concern

- Students who are not in class on a regular basis miss out on group discussions that would be useful to their writing of the Diploma exam. How do we create the usefulness of group discussion in a module based environment?

### Next Steps for Continuing Progress

As a staff we will:

- We will look at the dash one Social Studies courses and incorporate at all three levels (Grades 10,11, and 12) Diploma style questions
- Work to develop effective and useful review materials for students.
- Perhaps explore the use of technology to allow for group discussions with students who are not able to attend regularly.



## Appendix II – Other Indicators of Student Performance

2015-2016	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	9	20	66	369	106	404
CEU's Tier 1	N/A	98.5	413.5	874.0	N/A	1386.0
CEU's Tier 4	N/A	0	198.5	369.0	N/A	567.5
Total CEU's	N/A	98.5	612.0	1243.5	N/A	1953.5

- Block Funded Students 56 x 35 CEU's = 1960 CEU's

Grade 9 students 7 (Sept 2015) and 9 (June 2016)

Grade 10 block funded students: 3

Grade 11 block funded students: 11

Grade 12 block funded students: 42

2014-2015	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	7 (10)	54	102	443	79	606
CEU's Tier 1	N/A	220.00	321.50	1648.50	N/A	
CEU's Tier 4	N/A	45.50	51.50	656.50	N/A	
Total CEU's	N/A	265.50	373.00	2305.00	N/A	

- Students with special needs x 1820 CEU's

2013-2014	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	8	34	83	373	78	498
Total CEU's	N/A	231	675.5	2161	N/A	3067.5

- 39 Students with special needs x 35 CEU's

2012-2013	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	13	39	53	194	136	435
Total CEU's	0	467.00	619.00	2051.00	0	3101

- \* 32 students with special needs x 35 CEU's

2011-2012	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	21	51	83	307	138	496
Total CEU's	0	483	543.5	1908	0	2934.5 *805.0 3739.5

- \* 23 students with special needs x 35 CEU's

2010-2011	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	10	24	32	201	70	343
Total CEU's	N/A	366	306	1623.5	N/A	2295.5 *945.0 3240.5

- \* 27 students with special needs x 35 CEU's

2009-2010	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	10	27	61	233	64	395
Total CEU's	N/A	247.5	726.5	1591	N/A	2565 *980 3545

- \* 28 students with special needs x 35 CEU's

## Appendix III – Satisfaction Survey Results

Below are survey results from the Accountability Pillar survey.

Student Survey Questions Grades 10 - 12	% Satisfied	% Satisfied
	2013-2014	2014-2015
1. Overall, I am satisfied with the quality of education that I am receiving in my school.	95%	100%
2. I am satisfied with the variety of courses and programs that are offered in my school.	85%	96%
3. It is clear what I am expected to learn at school.	86%	100%
4. I am encouraged to do my best	90%	96%
5. I can get help with my school work when I need it.	85%	100%
6. My work is challenging.	76%	92%
7. Overall, I am satisfied with the teaching at my school.	95%	96%
8. I am satisfied with opportunities in my school to participate in volunteerism and community contribution.	62%	64%
9. I am treated fairly by adults at my school.	86%	96%
10. The staff at my school care about their students.	90%	92%
11. I feel safe in my school.	86%	100%
12. I feel safe on my way to and from school.	90%	92%
13. Other students treat me well.	71%	96%
14. I am proud of my school.	67%	97%
15. I would recommend my school to a friend.	71%	100%

### Participation Rates

Year	Respondents	Rate
2014-2015	26	26/606*
2013-2014	21	21/435*
2012-2013	n/a	n/a
2011-2012	15	15/496*
2000-2011	9	9/343*

\*rate reported as a proportion of responses to the number of registered students at the end of June

### Comments:

The Outreach student population generally consists of students who do not fit or feel comfortable in a traditional high school setting. These survey results indicate that students feel safe and welcome at Outreach High School. This is imperative for meaningful learning to occur. We are very proud that our students feel safe and cared for at Outreach. The survey also indicates that students feel that teachers care which is vitally important.

Providing students with the opportunity to volunteer and contribute to the community is a focus area within our objectives this year. We are hopeful to provide students with the opportunity to build relationships within the community and be a part of projects outside of the school.

Outreach High School Education Plan 2016

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
1. I am satisfied with the quality of education that students are receiving in this school.	100	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	100
3. I am satisfied with how the school assigns support to special education programs.	100	100
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100	92
5. The professional development opportunities are useful in helping me meet the needs of my job.	85	91
6. There is sufficient computer-related training available.	100	100
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	71	
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100	88
9. Students are developing the skills and attitudes to become lifelong learners.	100	100
10. The school helps students become good, caring citizens.	100	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	100
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	100	100
14. I am satisfied with the leadership within my school.	100	100
15. I am satisfied with the opportunities to assume leadership roles.	100	100
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	90	100
17. I am satisfied with how the district manages financial resources.	91	90
18. I am satisfied with how the school manages its financial resources.	91	100
19. (Teaching staff only) I am able to meet individual student needs.	100	100
20. The district provides adequate support / resources to meet diverse student needs.	100	92
21. My input is considered, respected, and valued by Alberta Education.	67	73
22. I have the opportunity to be involved in decision-making at the district level.	73	80
23. My input is considered, respected, and valued by the St. Albert Public School Board.	82	100
24. I have the opportunity to be involved in decision making at my school.	92	100
25. My input is considered, respected, and valued by my school.	100	100
26. Overall, staff morale is positive.	100	100
27. The school staff has an opportunity to work in a collaborative and collegial fashion.	92	100
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100	91
29. I have the support necessary to be effective and successful in my job.	100	100
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	100
31. My work or teaching assignment matches my knowledge and skills.	100	100
32. There is a caring environment at the school.	100	100
33. I feel safe in the school.	100	100
34. The school is a positive and welcoming place.	100	100
35. The facilities are satisfactory.	100	100
36. Expectations for student behaviour are clear.	100	100
37. I am satisfied with how discipline is dealt with within the school.	100	100

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
38. My school is free from verbal harassment and other forms of workplace bullying.	100	100
39. The image of the school in the community is positive.	100	50
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates	Respondents	Rate
2014-2015	12	86%
2012-2013	13	100%
2010-2011	11	100%
2009-2010	11	100%

**Other Comments**

- The staff at Outreach High School works very hard to ensure students are safe and cared for while learning.
- They also look out for each other which make this a wonderful place to work.
- Working to have discussions with staff around their professional growth plans and ensuring they understand that

## School Evaluation of Satisfaction Surveys

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### Results

*According to the results, our school's strengths are:*

- Safe and Caring. We are very proud of our building and how it is welcoming and safe for students who have struggled in other school settings.

*We will continue to develop our ability:*

- Working with at risk youth is filled with its own set of challenges. We will continue to face and work with transient youth, students not attending, opportunities for parents involvement, and other challenges specific to the alternative education format at Outreach High School.

### General Comments

Outreach High School is a unique place where the staff works very hard to ensure all students succeed in their own ways. Given that many of our students would not have an academic career without the option to attend Outreach High School, I feel that our results balanced together (Diploma and Survey results) show that we are making the difference we need to make and demonstrate that we are meeting the needs of our students.

### Next Step for Continuing Progress

We will work on the roll out of our InSPIRE program to ensure that students are getting the help they need in the areas they need it. As always we will have a focus on intellectual wellness, specifically high school graduation, but also literacy, and skills and interest necessary for lifelong learning. We will also continue to explore how we can meet the needs of our diverse population ensuring that they have the skills to make the transition from high school into adulthood. Above all else we will continue to provide a safe and caring building for students who have difficulties finding their place in the world.