

# EDUCATION PLAN 2017

## Outreach High School



**St. Albert**  
PUBLIC SCHOOLS

★ freedom to excel

**Outreach**  
HIGH SCHOOL



# OUTREACH HIGH SCHOOL EDUCATION PLAN 2017

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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 safe and caring environments 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 belong, 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

### 2017-18 School Primary focus areas:

- Differentiation
- Literacy
- Connection

## Outreach Profile

Staffing	2016-2017 as of September 30, 2016		2017-2018 as of September 30, 2017	
	<b>Certificated Staff</b>			
Administration	1.0	FTE	1.0	FTE
Department Heads		FTE		FTE
Counselling	.55	FTE	.55	FTE
AISI Lead Teacher		FTE		FTE
Special Education Program Staffing		FTE		FTE
International Baccalaureate or Advanced Placement Staffing		FTE		FTE
Regular Teaching	5.13	FTE	4.7	FTE
<b>Total</b>	<b>6.68</b>	<b>FTE</b>	<b>6.25</b>	<b>FTE</b>
<b>Support Staff</b>				
Clerical Staff	2.0	FTE	2.31	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>	2.6153	FTE FTE FTE	2.0	FTE FTE FTE
Para-Professional /Library Technicians		FTE		FTE
Para-Professional /Licensed Mechanic		FTE		FTE
Health Recovery Facilitator	0.7692	FTE	0.859	FTE
Para-Professional /Certified Fitness Leader		FTE	0.083	FTE
<b>Total</b>	<b>5.3845</b>	<b>FTE</b>	<b>5.252</b>	<b>FTE</b>
<b>Supplementary Staff</b>				
Food Services Staff		FTE		FTE
Technical Analyst	0.1429	FTE	0.1562	FTE
School Resource Officer		FTE		FTE
<b>Total</b>	<b>0.1429</b>	<b>FTE</b>	<b>0.1562</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 22 years, Outreach High School serves students in Grades 9 through 12 as well as adult learners. In the 2016-2017 school year, Outreach High School registered and provided access for alternative programming to 462 students (including 137 adult learners and 132 Bellerose/Paul Kane students).

### **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 five 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 have a blended program whereby they 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, social and emotional growth for students continuing in Grade 9 or 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 increase and 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. This year, a notable number of students arrived at Outreach with acute addiction struggles, exacerbating their learning and mental health needs.

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 supports 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 2016-2017 school year was the 22<sup>nd</sup> year of operation for Outreach High School. Over the past twenty-one years the school has seen a rise in enrolment from thirty students to over 400 priority school students, plus 132 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 needs of our learners. Our students have become more diverse, including students anxious to graduate and enter the work force, students exposed to elevated high-risk behaviour, and those 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 Community & Social Development (formerly 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. Additionally, the need for students to find meaningful employment and/or volunteerism in the community further assists a sense of belonging.



## **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 in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

### **District Outcomes 2017-2020**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students 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 wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

## 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 2017-2018**

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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: Students demonstrate growth in literacy and numeracy skills.

Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

#### **Reporting our Progress (2016-2017)**

##### **Highlights**

We had a great year at Outreach! We opened the discussion and exploration of differentiation. Realizing that creating a common, clear definition was challenging. The discussions we had around differentiation were valuable and created more discussion. One area that we are very proud of this year is our work in the area of First Nations, Métis and Inuit education. We have increased the visibility around the building of First Nations, Métis and Inuit posters, art work, and historical information. The project of heart was very interesting as many of our students have family with history around residential schools. The level of understanding and conversations was heartwarming. It amazes us how thoughtful and involved our students are. We had great success with our leadership students, volunteering around the community and in other schools. The feedback from the community and from the students was lovely. We were able to develop and revise several courses this year. Film Studies 15, 25, 35 will be ready for Fall 2017. We are excited at the opportunity this presents to students to expand their media literacy and be exposed to a variety of films. Biology 30 was the Science course that was revamped this year and it is a thing of beauty! A blend of curricular outcomes and meeting student's needs. We will continue to revamp the Science courses in the coming years.

##### **Challenges**

As always, we have had our challenges. This year we did not make as much progress on course redesign as we had hoped due to staff leaves. These course changes and updates are a continuous ongoing project so while we did not make as much headway as hoped we will continue forward. We continue to struggle with course completion. It is always a challenge as we work with students and encourage them to finish courses, while balancing between too much pressure that will push the students away and not enough pressure for them to complete courses.

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

**We continue to make great progress. We will continue to develop and modify courses to benefit our students.**

## Looking towards the future:

### Key Strategies 2017-2018:

#### Differentiation/Inclusive Learning Support:

- Instructional practices with mental health in mind
- Individual Program Planning with universal, targeted and specialized supports as well as positive behaviour supports
- Educational practices that are flexible and responsive to student learning
- Increased access and use of flexible resources and technologies

#### Literacy:

- Incorporate literacy strategies across all core subjects.
  - Ensure staff and students can access assistive technology to support optimal learning.
- Continue to promote and support cultural diversity into our literacy and oral language including our First Nations, Métis and Inuit, LGBTQ (Lesbian, Gay, Bi-Sexual, Transgendered, Queer) and new immigrant families.
- Continue to develop a library of rich resources that cultivate greater understanding of mental health, addictions, resiliency, LGBTQ, First Nations, Métis and Inuit and other cultural awareness.
  - We will offer Rent Smart, a certificate completion course, to provide skills and financial management advice to students who are considering moving out. We will also work towards incorporating this course into CALM (Career and Life Management) and/or will explore it as a stand-alone Locally Developed Course for credit.

#### Numeracy:

- Access assistive technology that is compatible with high level Math/Science concepts and courses.
- Continue to attend division wide numeracy meetings.
- Bridge with our district high schools to attend department meetings and participate in current and relevant professional dialogue.

#### Connection:

- Exploration of post-secondary and life after high school opportunities will be supported through counsellor meetings, Careers The Next Generation, Education Liaison Association of Alberta (ELAA) and one-on-one meetings with NAIT. Students will be encouraged to complete MyBlueprint when discerning career or post-secondary options.

Continued access to Crock-pot Thursdays hot lunch program which will also host monthly guest speakers regarding relevant topics to our student population and school culture.

#### Course Development:

- Continued updating of English 10-1, 20-1 and 30-1 modules so they are reflective of flexible and responsive learning/teaching.
- Implementation of Film Studies 15, 25 and 35.
- Create structured modules of Phys. Ed 30.
- Continue to support Leadership course outcomes that complement the volunteering and recreational activities of our student population. Eg. Shovelling walks for neighbors, baking with SIGIS children, and gardening.
- Update Physics 20 and 30 modules to reflect a high academic yet achievable course structure.

## **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 wellness and resiliency are supported through culture, collaboration and professional learning.

### **Reporting our Progress (2016-2017)**

#### **Highlights**

What a great year! We offered two Program for the Education and Enrichment of Social Skills (PEERS) groups. In the fall we offered the traditional peers program for some of our students who struggle with social skills. It was a great success. We noticed (and students noticed) some great changes. Within the group we had some leaders who helped other students and some students who at first struggled to attend and by the end were enjoying and learning. The second semester we offered a modified PEERs group. We called this one Hang out and Chill. It was developed in coordination with the Inclusive Learning Team and it was intended for students with anxiety. In particular students with such high anxiety that they do not attend school often. Some of the students had to be picked up the morning of the sessions to ensure they would make it. The group worked on social skills, social situations and creating a road map to help students not feel as anxious in social settings. It was a fun group of students! We were able to partner with one of our grandparents who is a Cree language specialist. Laura was able to come several times to work with small groups of students on Cree language. Laura was also able to connect us with moccasin making, and a Tipi builder. We aim to have a small indoor Tipi for next year when our groups meet to have a space. Our Teacher Advisory (TA) groups have become invaluable and part of the culture at Outreach. We use these lists for our coded and most at risk students for teachers to stay in touch and keep track. Our weekly groups continue to provide students with a much-needed source of conversation and information. Our groups discuss teen issues, and community challenges, healthy relationships, addiction, and other hot topics of the day. Groups are led by a teacher/counselor and often collaboratively run with community members from SAIF, Alberta Mental Health, Community and Social Development (formerly FCSS). Providing caring, safe, reliable adults for students to talk to is vitally important.

#### **Challenges**

Connecting with parents and tracking transient students continues to be a challenge at Outreach. Our TA lists help a great deal, however some students move, or change living situations quickly without informing the school so our information becomes out dated. While our parent teacher interviews continue to be a success with 40 families coming to meet and discuss their child's progress, our monthly parent group meeting was not well attended this year with only one or two parents coming to the meetings. We will continue to explore ways to connect and keep track of students and parents.

**Progress toward Meeting Objective 2:**

**We have done some great work and will continue to develop and strategize in this area.**

**Key Strategies 2017-2018:**

Differentiation:

- We will offer the PEERS program for social skill development during semester one. PEERS will be offered in the second semester with the focus on anxiety management.
- Through the work of Teacher Advisory groups, teachers will continue to support our students with high inclusive educational needs and/or who are demonstrating at-risk behaviours.
- Teachers will continue to bridge home-school connections through various means of communication including Powerschool, email, phone calls, and face-to-face meetings.

Literacy:

- Staff will participate in The Blanket Exercise to enhance their literacy and understanding of First Nations, Métis and Inuit history and community and the relevance of Truth and Reconciliation.
- Students will be afforded an opportunity to experience the Blanket Exercise to further enhance their cultural awareness and ancestral roots of First Nations, Métis and Inuit community.

Connection:

- Community relationships will continue with SAIF (Stop Abuse in Families), Community and Development (formerly FCSS), City of St. Albert, The Collective, St. Albert Food Bank/Community Village and St. Albert Mental Health.
- We will explore other community agencies such as St. Albert businesses who support our work experience/volunteer students, our sister high schools when bridging/transitioning students to/from Outreach, our residential neighbours when volunteering to shovelling sidewalks/driveways and our neighbour at SIGIS when initiating multi-age level activities.
- We will continue to access and create relationships with Careers, The Next Generation, Alberta Works, and our mental health supported by Alberta Health Services (AHS) such as the Glenrose Hospital, University of Alberta Hospital, Misericordia Hospital and Alberta Hospital.
- We will continue to access addiction counselling support through the AHS and our district supported addiction counsellor.
- Our Health Recovery Facilitator will continue to make home visits to remain connected to the school and its support systems.
- We will explore the possibility of connecting with our seniors in St. Albert assisted living facilities.
- We will work with our community businesses to expand and gain greater support as we transition our students to the world of work. We will also grow the importance and value of volunteerism in the lives of our students as a healthy alternative not only for recreation but as a part of the work world, especially for our students with diverse learning needs. This volunteerism is also an evidence based strategy to manage mental health.
- Students will have access to experience a variety of recreation and healthy lifestyle choices through our monthly games night, personal fitness/trainer classes, health recovery facilitator, food preparation/Crock-pot Thursday preparation and Art classes.

**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 2: Students 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 wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

**Reporting our Progress (2016-2017)**

**Highlights**

Several staff have attended Trauma informed practice professional development. This research and training has influenced and confirmed the methodology used in working with youth. Providing a safe and caring building, with flexibility and understanding is supported by this Trauma Informed Practice. Yoga continues to be a great way for students to take care of themselves, with appropriate mindfulness practice included. Our fitness trainer has been coming once a week to work with students. We find that students are interested and attend well on these days.

**Challenges**

We continue to be challenged by providing programming and having student attendance be a big hindrance for student participation. We work to have the sessions on the exact same day at the same time each week to provide predictability, however life continues to interfere and some students miss out on these opportunities. We also will continue to work on finding ways to generate credits for some of the programming we offer to support students.

**Progress toward Meeting Objective 3:**

We have made progress in this area and will continue to explore and develop.

**Key Strategies 2017-2018:**

Differentiation:

- We will endeavor to develop/acquire modules for Phys. Ed. 30.
- We will offer meditation sessions as a strategy to assist students to manage their physical and emotional well-being.
- We will continue to offer weekly Phys. Ed./active sessions with our trainer to provide practical, healthy living alternatives.
- We will continue to offer a variety of healthy and affordable recreation and mental health management activities such as playing games, baking, sewing, knitting, nature walks, sledding, crafts, etc...



Literacy:

- We will grow our library resources (bibliotherapy) to encourage on-site literature supporting physical/emotional wellness.
- We will grow our on-line resources for students and families to have greater access to local and accurate sites.
- We will continue to offer parent evenings through parent council meetings to provide information and links to acceptable resources.
- Staff will be inserviced at monthly staff meetings on trauma informed and brain based instructional/teaching practices.

Connection:

- We will offer weekly swimming at Fountain Park Pool for students to connect with other Outreach students and our city resources.
- We will offer skating at the outdoor rink for students to connect with others and to suggest healthy recreation activities.
- We will continue to offer our monthly Games Night for students where a variety of healthy and affordable activities will be encouraged and offered.
- We will be intentional on guiding students to balance their time between on-line/social media and their much needed face-to-face social life. Some of this will be planned and exercise through our social worker who is able to meet at home with students/families and can bring students to school when necessary. Other strategies will be modelled through our extra-curricular activities (Games Night, crafts, personal trainer, meditation) and through our guest speakers during Crock-Pot Thursday lunches.
- Staff will be attending professional development sessions on managing anxiety and other mental health conditions.

## **Financial Performance 2016-2017**

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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:** \$105,040

2015/16 CEU adjustment \$40,836

## Financial Planning 2017-2018

### RESOURCE AND DISTRIBUTION

#### OUTREACH SCHOOL

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 974,417	\$ 903,083	\$ 889,311
2. Other Revenues			
2.1 Fees	\$ 2,500	\$ 1,800	\$ 22,100
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising			
2.5 Other Revenues	\$ 32,500	\$ 32,500	\$ 32,500
3. Surplus / Deficit Allocation (S/D)	\$ 105,216	\$ 67,885	\$ 82,692
<b>TOTAL REVENUES</b>	<b>\$ 1,114,633</b>	<b>\$ 1,005,268</b>	<b>\$ 1,026,603</b>

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 657,950	\$ 704,675	\$ 694,723
2. Support Staff	\$ 261,107	\$ 207,969	\$ 239,256
3. Services	\$ 28,920	\$ 26,300	\$ 26,300
4. Supplies	\$ 74,100	\$ 63,824	\$ 63,824
5. Furniture, Equipment & Capital	\$ -	\$ 2,000	\$ 2,000
6. Technology	\$ 500	\$ 500	\$ 500
7. Future Emergent Initiatives	\$ 92,056		\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,114,633</b>	<b>\$ 1,005,268</b>	<b>\$ 1,026,603</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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ENROLMENT	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
FTE Enrolment (ECS @ .5)	225.00	216.00	216.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	6.25	6.68	6.68
Support Staff FTE	5.07	4.00	4.71
Certificated Staff Percentage	60.9%	72.6%	71.5%
Support Staff Percentage	24.2%	21.4%	24.6%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>85.1%</b>	<b>94.0%</b>	<b>96.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>94.1%</b>	<b>100.9%</b>	<b>102.5%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.  
 Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.  
 Other Revenue includes adult and international student fees.

## Appendix I – Student Performance and Achievement

### Provincial Diploma Exam Results 2016-2017

#### Yearly Results

English 30-1	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>5.3</b>	10.6	<b>0.0</b>	11.7	<b>3.8</b>	11.5	<b>4.5</b>	10.8	<b>3.7</b>	11.7
Acceptable Standard	<b>94.7</b>	86.3	<b>85.0</b>	87.1	<b>73.1</b>	86.5	<b>68.2</b>	86.9	<b>74.1</b>	86.5
Participation	<b>4.8</b>	54.4	<b>22.7</b>	54.4	<b>9.7</b>	53.4	<b>9.1</b>	53.9	<b>n/a</b>	n/a
Number of Students	<b>19</b>	28,195	<b>18</b>	27,962	<b>25</b>	27,449	<b>22</b>	28,876	<b>27</b>	30,150

#### Comments:

- Given the transition of new staff and heavy reading and writing challenges to meet core curricular outcomes, it continues to be a challenge to prepare our students adequately so they are successful for the Diploma exams.

#### Strength:

- Given the small number of students attempting and participating in English 30-1 compared to traditional high schools, the exam remains fairly consistent over the past three years.

#### Areas of Concern:

- School results continue to be considerably lower than provincial expectations.

#### Next Steps for Continuing Progress

- Our English department is updating resources and modules in collaboration with district office personnel.

#### Yearly Results

English 30-2	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>18.5</b>	11.1	<b>14.3</b>	13.1	<b>16.7</b>	11.3	<b>12.5</b>	12.4	<b>8.0</b>	11.4
Acceptable Standard	<b>100</b>	89.6	<b>100.0</b>	89.7	<b>83.3</b>	88.7	<b>100.00</b>	89.3	<b>92.0</b>	89.5
Participation	<b>19</b>	27.2	<b>4.5</b>	28.2	<b>6.5</b>	28.7	<b>18.2</b>	28.6	<b>n/a</b>	n/a
Number of Students	<b>30</b>	15,034	<b>7</b>	15,644	<b>12</b>	16,081	<b>16</b>	16,372	<b>25</b>	16,797

#### Comments

- Our Acceptable Standard remains consistent over the past five years.

#### Strength:

- The number of students participating in the course/Diploma exam is increasing, with relative success.
- Our **Acceptable Standard** has remained at or above provincial averages for the past five years while our numbers are increasing.

### Areas of Concern

- Very few students are accessing assistive technology resources to support their learning needs. Consequently, these results could be higher with greater support and accessibility.

### Next Steps for Continuing Progress

- We will be accessing and supporting the use of assistive technology supports such as 'summarize', Read and Write Google and speech to text, particularly for our students with diverse learning needs.

### Yearly Results

Biology 30	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	6.7	32.3	6.7	31.7	0.0	33.0	7.4	32.4	8.3	32.3
Acceptable Standard	80	84.5	73.3	85.2	29.2	85.9	48.1	85.0	66.7	84.2
Participation	9.5	42.4	13.6	41.7	9.7	40.7	4.5	40.6	n/a	n/a
Number of Students	17	22,028	16	21,327	23	20,914	27	22,089	24	22,993

### Comments

- There is tremendous variability in the five-year school results.
- There is a great deal of reading comprehension in the Biology 30 Diploma exam. Consequently, we may not be providing adequate assistive technology resources and supports for our students to be successful.

### Strength

- The last three years are showing an increase in the number of students attempting the Biology Diploma exam, a rigorous and academically stringent course.

### Area of Concern

- Our five-year Acceptable Standard school results are consistently below provincial averages.
- The number of students not meeting Acceptable Standard is concerning.
- There is considerable discrepancy between school awarded marks and Diploma exam results.

### Next Steps for Continuing Progress

- The Math/Science department has rewritten the Biology modules and initiated exams after every module. It is our hope this process will increase assessment of and for learning practices and provide greater feedback for both instructors and students.
- Staff will be meeting with other high school teachers to discuss strategies to improve assessment results and instructional practices.

### Yearly Results

Physics 30	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	0	30.3	50	34.5	0.0	35.8	n/a	39.6	0.0	41.8
Acceptable Standard	66.7	81	75	83	20.0	83.9	n/a	85.7	0.0	85.7
Participation	0.0	17.4	0.0	20.2	0.0	19.9	0.0	19.3		
Number of Students	7	8,679	4	10,507	5	10,304	4	9,983	3	9,952

### Comments

- Physics 30 is a post-secondary requirement for limited and strict post-secondary programming. As such, it makes sense that our participation rate is low given our student demographics.
- There are so few students attempting this course it warrants caution to comment on the five-year results.

### Strength:

- When we've have an increase in students taking Physics 30, student are achieving results at the Acceptable Standard level, though lower than provincial averages.

### Area of Concerns:

- Very few students attempt to take this course.

### Next Step:

- We will be rewriting the Physics 20 and 30 modules to offer to students who cannot fit this course in their current timetable or are requiring it for post-secondary entrance.
- We will be offering post-secondary standard technology and teaching support for students taking Physics 30.

### Yearly Results

Math 30-1	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	12.5	35.6	10.0	27.2	0.0	31.7	0.0	25.5	0.0	30.7
Acceptable Standard	50	80.6	60.0	74.2	36.8	76.2	31.6	70.6	28.6	73.1
Participation	0.0	29.9	0.0	20.2	6.5	37.2	0.0	36.4	n/a	n/a
Number of Students	8	19,406	10	20,944	19	20,584	19	20,040	14	20,371

### Comments

- Despite the implementation of the new Math curriculum four years ago, there appear to be more students attempting this challenging academic course.
- This rigorous course is a requirement for a limited number of post-secondary programs.

### Strength

- There is an increase in the number of students attempting to take Math 30-1.
- Despite the few post-secondary programs that require Math 30-1 (Science, Business, Engineering), student numbers are increasing.

### Area of Concern

- Because of the academic rigor of this course and exam, it is imperative that we adequately prepare our students for this experience. This process may include better creation of resources, tools and teaching practices.

### Next Step for Continuing Progress

- Staff will be joining other Math department meetings to learning other teaching practices used in other high schools.
- Continue to develop Diploma review resources for students.
- Greater participation in division wide numeracy workshops and meetings that directly impact high school curriculum.
- Create a more responsive model to student difficulties and challenges in the course.

- Re-examination of attendance requirements for students to be successful in this course/exam.

### Yearly Results

Math 30-2	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>20.0</b>	9.6	<b>10.0</b>	15.0	<b>0.0</b>	15.5	<b>0.0</b>	16.8	<b>7.7</b>	15.9
Acceptable Standard	<b>70.0</b>	69.1	<b>70.0</b>	71.3	<b>53.3</b>	73.9	<b>45.5</b>	75.3	<b>69.2</b>	74.7
Participation	<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	<b>10</b>	9,300	<b>21</b>	11,647	<b>16</b>	12,224	<b>11</b>	13,186	<b>26</b>	14,327

### Comments:

- Math 30-2 is considered a high level academic course requirement for post-secondary entrance including rigorous programs like nursing.
- Because Math is a layered curriculum, 30-level results need to include reflection of 10 and 20 level instructional material and teaching practices.

### Strength:

- Although our Acceptable Standard results are below provincial expectations, last year's results increased as did the number of students attempting this course.

### Areas of Concern:

- Acceptable Standard for the past three years continue to be below provincial expectations.
- A concerning number of students are achieving below Acceptable Standard.
- There is a considerable discrepancy between the school awarded marks and the Diploma exam marks.

### Next Step for Continuing Progress:

- Re-evaluation of all levels of Math including Math 10C, Math 20-2 and Math 30-2.
- Re-examination of required attendance necessary for students to be successful in this course/exam.
- We will review our teaching practices, modules and assessment practices (both summative and formative).

### Yearly Results

Science 30	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>50</b>	25.4	<b>18.2</b>	25.5	<b>6.3</b>	26.7	<b>17.6</b>	27.2	<b>30.8</b>	28.4
Acceptable Standard	<b>83.3</b>	84	<b>100.0</b>	85.1	<b>43.8</b>	83.9	<b>76.5</b>	84.3	<b>100.0+</b>	84.9
Participation	<b>4.8</b>	9.8	<b>0.0</b>	13.0	<b>9.7</b>	14.1	<b>0.0</b>	15.7	<b>n/a</b>	n/a
Number of Students	<b>6</b>	5,373	<b>11</b>	6,955	<b>16</b>	7,699	<b>17</b>	8,618	<b>13</b>	9,323

### Comments:

- Science 30 is often accepted as a pre-requisite for a variety of post-secondary programs including stringent programs like Sciences and Nursing.



**Strengths:**

- Despite a slightly lower number of students taking Science 30, our results are admirable and noteworthy.

**Areas of Concern:**

- It would be preferable to have a higher retention rate for this course.

**Next Steps for Continuing Progress:**

- Increasing the number of students registering for this course would be preferable.
- Given our success rate, encouraging students to see this course as an achievable and potentially helpful asset for students post-secondary planning.

**Yearly Results**

Chemistry 30	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	8.3	31.8	n/a	35.2	0.0	34.2	11.8	34.5	0.0	38.6
Acceptable Standard	50.0	78.8	n/a	81.5	37.5	82.2	58.8	81.5	20.0	83.1
Participation	0.0	31.5	0.0	34.8	0.0	35.8	0.0	35.5	n/a	n/a
Number of Students	12	15,869	3	18,913	8	18,871	17	19,003	5	18,751

**Comments:**

- This diploma exam requires more than satisfactory reading comprehension.
- Differentiation of instruction such as project based assignment may improve and increase scientific literacy.

**Strengths:**

- Looking at the five-year trend, the overall Acceptable Standard has shown relative improvement.

**Areas of Concern:**

- Because of the nature of Outreach, our inability to complete hands-on labs with our students is unfortunate and possibly impacting their learning.
- There is a notable discrepancy between school awarded marks and Diploma exam marks.
- Last year's number of students dropped considerably when compared to the relatively high number of 2016/17.

**Next Step for Continuing Progress;**

- Consider accessing on-line labs or other on-line resources to simulate or observe lab learning.
- Staff will be re-organizing the balance between module work and assessment practices and will review the modules so they are more aligned with Diploma standards.
- Re-examination of attendance requirements for students to be successful in this course/exam.

## Yearly Results

Social Studies 30-1	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>0</b>	15.3	<b>0.0</b>	14.2	<b>0.0</b>	16.2	<b>0.0</b>	14.5	<b>0.0</b>	14.8
Acceptable Standard	<b>60</b>	85.4	<b>50.0</b>	85.5	<b>52.4</b>	87.1	<b>40.0</b>	84.9	<b>58.8</b>	86.0
Participation	<b>4.8</b>	46.1	<b>22.7</b>	45.5	<b>16.1</b>	43.6	<b>9.1</b>	45.0	<b>n/a</b>	n/a
Number of Students	<b>10</b>	21,831	<b>12</b>	21,286	<b>21</b>	20,339	<b>20</b>	21,538	<b>17</b>	22,249

### Comments:

- The number of students attempting this course is relatively stable/increasing over the past five years.
- There were considerable staffing changes that may have had an impact on the number of students registering for this course.

### Strengths:

- Acceptable Standard results increased last year despite being lower than provincial averages.

### Areas of Concern:

- Given the requirement of this course for high school Diploma, our goal would be to have a higher average of students achieving at Acceptable Standard.
- To date, few students have been accessing assistive technology or audio supports for this course or the Diploma exam.

### Next Steps for Continuing Progress:

- We will continue to endeavor in creating a stable teaching staff for this course.
- Increasing access and usage of assistive technology to support our students in achieving success in this course.
- We will explore other on-line supplemental resources to aid in student learning and comprehension.

## Yearly Results

Social 30-2	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	<b>8.3</b>	13.8	<b>9.1</b>	14.8	<b>0.0</b>	12.5	<b>0.0</b>	13.0	<b>7.1</b>	12.6
Acceptable Standard	<b>66.7</b>	82.4	<b>54.5</b>	83.9	<b>40.0</b>	81.3	<b>72.2</b>	81.0	<b>50.0</b>	80.6
Participation	<b>14.3</b>	34.0	<b>4.5</b>	35.5	<b>9.7</b>	36.7	<b>13.6</b>	35.8	<b>n/a</b>	n/a
Number of Students	<b>13</b>	17,847	<b>11</b>	18,846	<b>5</b>	19,294	<b>18</b>	19,306	<b>14</b>	20,054

### Comment:

- The number of students attempting this course is relatively stable/increasing over the past five years.
- There were considerable staffing changes that may have had an impact on the number of students registering for this course.

### Strengths:

- The number of students taking this course is increasing, suggesting we are better placing and streaming students in suitable courses according to their learner profile.

- A noteworthy increase in Standard of Excellence results is observable.

**Areas of Concern:**

- There was a significant discrepancy between school awarded marks and Diploma marks in January results.
- Difficult to provide small group discussions given the module based structure of Outreach.
- To date, few students have been accessing assistive technology or audio supports for this course or the Diploma exam.

**Next Steps for Continuing Progress**

- We will continue to endeavor in creating a stable teaching staff for this course.
- Increasing access and usage of assistive technology to support our students in achieving success in this course.
- Review alternative on-line supports for students that would supplement the module based structure of this course.

## Appendix II – Other Indicators of Student Performance

2016-2017	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	8	16	38	182		244
CEU's Tier 1	N/A	180	623	1408	N/A	2211
CEU's Tier 4	N/A	10	160	482	N/A	652
Total CEU's	N/A	190	783	1890	N/A	2863

- Block Funded Students 54 x 35 CEUs = 1890

2015-2016	Grade 9	Grade 10	Grade 11	Grade 12	Adult	Total
# of students	9	20	66	369	106	570
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	1243.0	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	685
CEU's Tier 1	N/A	220.00	321.50	1648.50	N/A	2190
CEU's Tier 4	N/A	45.50	51.50	656.50	N/A	753.5
Total CEU's	N/A	265.50	373.00	2305.00	N/A	2943.5

- 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	576
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	3137

- \* 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	600
Total CEU's	0	483	543.5	1908	0	2934.5 <u>*805.0</u> 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	337
Total CEU's	N/A	366	306	1623.5	N/A	2295.5 <u>*945.0</u> 3240.5

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

## Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
Is the quality of teaching at your school?	96	97	90
Overall, is the education you are receiving at school?	100	97	90
Are the opportunities you have to learn about art at school?	92	88	79
Are the opportunities you have to learn about computers at school?	46	62	51
Are the opportunities you have to learn about drama at school?	38	39	31
Are the opportunities you have to learn about health at school?	54	76	77
Are the opportunities you have to learn about music at school?	73	48	33
Are the opportunities you have to learn another language at school?	34	44	40
Are the opportunities you have to participate in physical education at school?	73	73	62
Is the variety of courses available to you at school?	96	91	71
	% Agreement 2014-2015	% Agreement 2015-2016	% Agreement 2016-2017
It is clear what I am expected to learn at school.	100	100	92
My school work is challenging.	92	91	85
My school work is interesting.	73	80	80
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	92	89	87
At school, I am encouraged to get involved in activities that help people in my community.	64	83	61
At school, I am encouraged to try my best.	97	97	95
At school, students follow the rules	65	83	74
At school, students help each other.	85	83	57
At school, students respect each other	73	89	85
I am proud of my school.	96	94	87
I would recommend my school to a friend.	100	100	87
I am treated fairly by adults at my school.	96	100	92
I feel safe at school.	100	91	92
I feel safe on the way to and from school.	93	97	98
My teachers care about me.	93	98	89
Other students treat me well.	96	89	84

**Participation Rates**

Year	Respondents
2016-2017	38
2015-2016	35
2014-2015	26

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017	% Don't Know 2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	100	I am satisfied with the quality of education that students are receiving in this school.	100	0
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	With the choice of courses and programs available for students in the school district.	100	0
3. The district provides adequate support / resources to meet diverse student needs.	92	That I am provided the support and resources needed to meet the diverse needs of students.	100	0
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	92	With the services offered to students by teachers, counselors, administration, and other staff in my school.	100	0
5. The professional development opportunities are useful in helping me meet the needs of my job.	91	With professional learning opportunities that are supported by the district.	100	0
6. There is sufficient computer-related training available.	100	With the technology support and training that is supported by the district.	100	0
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	With the opportunities to collaborate with colleagues.	100	0
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	- 88	That the professional growth plan process helps me improve my skills.	86	0
9. Students are developing the skills and attitudes to become lifelong learners.	100	That students are developing the skills and attitudes to become lifelong learners.	100	0

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10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	100	0
11. I am satisfied with how discipline is dealt with within the school.	100	That discipline is dealt with in a reasonable and timely manner within the school.	100	0
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	100	0
13. I am satisfied with the opportunities to assume leadership roles.	100	I am satisfied with the opportunities to assume leadership roles.	100	0
14. My input is considered, respected, and valued by my school.	100	My input is considered, respected, and valued by my school.	100	0
15. I have the support necessary to be effective and successful in my job.	100	That I have the support necessary to be effective and successful in my job.	100	0
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	The expectations of my assignment are clearly defined.	100	0
17. My work or teaching assignment matches my knowledge and skills.	100	My work or teaching assignment matches my knowledge and skills.	100	0
18. I feel safe in the school.	100	I feel safe in the school.	100	0
19. The school is a positive and welcoming place.	100	That the school is a positive, caring, and welcoming place.	100	0
20. The facilities are satisfactory.	100	That the facilities are well-maintained.	100	0
21. That the image of the school in the community is positive.	50	That the image of the school in the community is positive.	71	0
22. I am satisfied with the leadership within my school.	100	That the leadership at school effectively supports and facilitates teaching and learning.	100	0
23. I am satisfied with leadership provided by district office.	100	That the leadership at the district level effectively supports and facilitates teaching and learning.	100	0
24. I am satisfied with how the district manages financial resources.	90	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	100	0
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	100	With the St. Albert Public School Board's policies, priorities, and processes.	100	0
26. My input is considered, respected, and valued by the St. Albert Public School Board.	100	That my input is considered, respected, and valued by the St.	100	0



Outreach High School Education Plan 2017

		Albert Public School Board.		
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Participation Rates

Year	Respondents
2016-2017	7
2014-2015	12
2012-2013	13

## School Evaluation of Satisfaction Surveys

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### Results

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

Safe, caring and students feel well supported. We continue to be proud of our site and our efforts to create a safe environment for students who have struggled in other settings. The students report they feel encouraged and supported at Outreach which may not have an immediate impact on their academic results but it will hopefully have a positive influence on their social/emotional and physical well-being. This in turn can have long term results toward academic progress and their contribution as healthy life-long citizens.

We make extensive efforts to provide a sense of belonging at Outreach. Our staff and students often refer to it as 'a family'. As such, it's imperative that we continue to build an atmosphere of a supportive community within our site but also within the City of St. Albert.

We will continue to develop our ability:

- To work more effectively with our at-risk students, particularly those who struggle with mental health, addictions, personal and family difficulties and learning needs. We will endeavor to bring the resources to our site or when necessary, bring our students and families to these resources.

### General Comments:

- Given the often transient and flexible attendance nature of our Outreach students, it can be challenging to ensure academic success for all of our students. That said, we recognize that our students often need more intense, individualized and social/emotional/physical support prior to achieving academic success. As such, providing students a place to access all of these services can be refreshing and favorable for their growth.

### Next Step for Continuing Progress

- We will continue to follow the model of INSPIRE to program for our unique population. This model will include academic, social, emotional, physical, spiritual and recreational support within the school and community. Furthermore, we will grow inclusive educational practices such as assistive technology (Read and Write Google) and model and teach our students essential mental health strategies. As our students learn to be self-advocates and self-sufficient young adults, we will further provide opportunities for them to access the supports they require.