

EDUCATION PLAN 2023

Outreach High School



St. Albert
PUBLIC SCHOOLS



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Outreach High School Vision, Mission, Beliefs

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 work to guide students to find a balanced, healthy lifestyle in order to find success, fulfillment, and direction. This allows students to move forward as responsible, contributing members of the community with a positive and powerful sense of self-worth.



Outreach High School Profile

2022-2023 as of September 30, 2022			2023-2024 as of September 30, 2023		
Certificated Staff					
Teaching	5.4	FTE	Teaching	5.4	
Administration	1.0	FTE	Administration	1.0	
Counseling / Learning Support Facilitator	0.56	FTE	Counseling / Learning Support Facilitator	1.0	
Total	7.0	FTE	Total	7.4	
Clerical	1.93	FTE	Clerical	1.93	
Educational Assistants	3.0	FTE	Educational Assistants	3.0	
Health Recovery Facilitator	1.0	FTE	Health Recovery Facilitator	0.7	
		FTE			
Technical Support		FTE	Technical Support		
Total	5.93	FTE	Total	5.63	

School Profile

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 29 years, Outreach High School serves students in Grades 9 through 12 as well as adult learners.

In the 2023-2024 school year, as of Nov 10th, Outreach High School registered and provided access to alternative programming to over **494 students** (including 88 adult learners and 136 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) and other electives (PE, Art, Foods, Mental Health Literacy, Aboriginal Studies, Learning Strats, Agr 3000,
- Many one credit courses HCS 3000 CR1010
- Registered Apprenticeship Program (RAP)
- Work Experience Program
- Skillbit Omnia Training
- ECDE100: Human Development - Dual Credit course
- Grade 9 High School Transition Program

All courses are offered on a continual enrolment basis within a semester environment. We continue to try and get the vast majority of our students into the routine of starting in September and setting goals of course completion in January - however this is individual to each of our students.

The Grade 9 High School Transition Program consists of a two-semester term, designed to provide assistance toward academic, social, physical, and emotional growth. This program is designed for grade 9 age students who have missed significant portions of their junior high learning or are struggling with social, emotional or medical concerns.

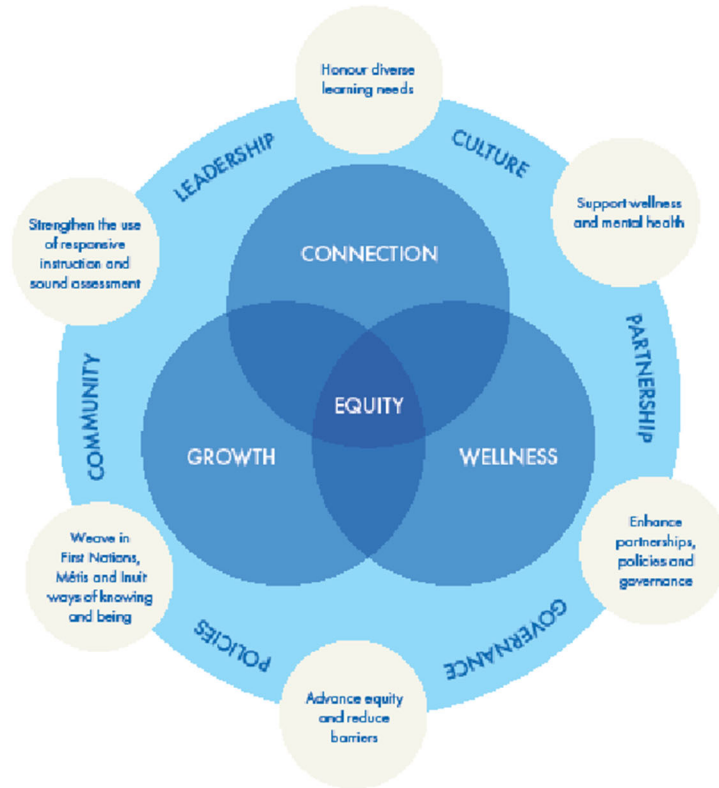
Grade 9 students are structured in a traditional classroom with individualized programming. Two teachers are assigned part-time to this program, and lead the instruction in the areas of literacy and numeracy. We have extended the students' week and their hours to mirror more of a typical week for junior high students. We currently have six students but that number fluctuates throughout the school year, and indeed, we are getting another student this week.

Grades 10 to 12 students take their courses in a choice of four selected learning environments. All students have access to individualized assistance and support for their self-directed learning courses. Some students also receive instruction in small groups as required/available. We strive to provide a supportive environment in a low student/teacher ratio classroom, where students can receive closer supervision concerning assignment completion, assessments, and attendance. Additional staff is assigned to support students who struggle with regular attendance. We are also exploring the possibility of scheduled seminars based on student need — this year we have tried this a few times informally and received excellent feedback from the students. In addition, this fall, based on need, we have offered once a month evening classes for our adult students.

Using the intake consultation process with the Outreach High School counselor and/or principal, students and parents meet for one-on-one appointments to build their learning programs from Alberta Education-approved coursework. Our goal is high school completion and/or upgrading for acceptance to post-secondary institutions. Courses, activities, and learning packages are organized to allow students to succeed on their own. Outreach students work independently in a combination of both self-directed and teacher-lead activities. Guidance and assistance from the Outreach teachers are provided as needed. We mark all assignments to provide students with timely and interactive feedback. If students need support with their work, they can schedule in-person meetings, google meets, or a phone call to connect with teachers.

To support individual needs, students may be provided with extra time to complete courses outside of the set semester's system, although they are strongly encouraged to stay on pace. Should students require more flexibility, they can be afforded a more fluid schedule. It is for this reason that the school uses a continuous enrollment model. 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 occupations. Some students have a blended program whereby they are also registered in courses at their local high school. This is an area of growth that we are working on with the high schools — to remove barriers for our students to obtain CTS credits at a traditional high school.

Division Priorities and Outcomes 2022-2026



Outreach Ed Plan



Outreach High School Objectives 2022-2026

- Objective 1: Collaborate with Partners
- Objective 2: Engagement in Learning
- Objective 3: Sense of Belonging

School objectives are based on Connection, Growth and Wellness

Outreach High School Objectives

Objective 1: COLLABORATE WITH PARTNERS

- Staff will connect our students with other schools in St. Albert Public to foster ongoing partnerships for credits, including enrolling our students in option courses at both high schools. In addition, our students are doing various work experiences and “special projects” that include placements in our elementary schools. This involves a set schedule week by week, whereby they immerse themselves in the culture and the classrooms of our feeder elementary and junior high schools (SAM, Leo Nickerson, LEH,). This encourages and promotes leadership within our students and we love to see their growth!
- Work Placement - Our Work Experience and Registered Apprenticeship Program (RAP) continues to change and evolve based on the needs of our students. Bill and Natasha, our coordinators, are working hard to assist our students post pandemic. Many of our students have never had part-time jobs and find themselves without any real work history to document on a resume. The students need a first opportunity and some confidence building. Our entire staff help the students build resumes, and organize social insurance numbers (SIN) and other paperwork that is essential for employment. In addition, we support our students in finding volunteer opportunities to build their skills and workplace readiness. We continue to explore ways to collaborate with businesses in the community to provide our students with unique job and volunteering opportunities. In addition, we are piloting a program with Omnia Training and Skill Bit- more information to follow.
- We have many valued community partners that support for our students. First and foremost the St. Albert RCMP, who are always checking in and connecting with our students. In addition, this year the St. Albert Rotary Club has been partnering with us for various scholarships for our students. The Community Village/Food Bank and government agencies such as Alberta Works are just two of the essential services our students need. We will continue to grow our community relationships and build on furthering communication between agencies such as St. Albert Housing Authority (SAHA), Alberta Mental Health (AMH), Child and Family Services (CFS), and Child, Adolescent, and Family Mental Health (CASA). We will inform students of services provided through Access 24/7 (AHS), River’s Edge Counseling Centre, Outloud St. Albert, Community and Social Development (Family and School Liaison FCSS), and St. Albert Further Education.
- We continue to build relationships with local businesses to support our students in various ways. For example, the vast majority of our students do not have their driver’s license or their learner’s license; this is a significant barrier to job opportunities. We have partnered with St. Albert Driver Training to give our SAPSDS a discount on their driver training. We are negotiating to offer free training for those who cannot financially afford it.
- Our Student of the Month recognizes a student who has gone above and beyond. With the Certificate of Recognition, they are given a \$100.00 gift card. Various businesses in our community have made donations and “sponsored” our students. Most of this has been through word of mouth and networking with staff and stakeholders. It really is a special time - when we hand out the student of the month. Sometimes, it is very low key and no pictures are permitted and others, it is a big celebration. Each one is unique; the one commonality is students feeling pride in their school accomplishments!

Objective 2: ENGAGEMENT IN LEARNING

- We support our students in unlocking their potential and assisting them to find direction in their lives. We measure their success on an individual basis- each student has their own goals and we support them in attaining those goals.
- We are developing more student opportunities for credits - becoming more creative with 1-credit courses and using other locally developed courses from various Outreach schools around the province.
- We are continuing to update and revise courses -last year it was Aboriginal Studies, CALM, Science 14/24, Social 30-1 and Social 30-2, and Biology. This year it is expanding our CTS modules to give our full time students more choice. We are also offering a few courses to K&E students.
- We will continue to modernize our modules.
- We continue to find flexible /innovative marking and assessment practices.
- Encourage and reward student attendance and module completion.
- Focus on responsive instruction to support the individual needs of the students; individualized for each student’s pace, skills, abilities, and life situation.
- We focus on attendance, module completion, work-school balance, and mental health support. We feel fortunate for the opportunity to offer, “one-stop shopping” at Outreach - counseling, mental health, addiction support, budgeting, time management skills, housing support etc.
- Staff will continue to support and develop a variety of learning opportunities while emphasizing in-person learning. (The degree to which they are “in-person” varies from student to student, however, the overwhelming majority of our students are successful when they have made a connection to their teacher, either in-person or online).
- Many teachers have been encouraging in-person small group learning for our full time or concurrent students to teach specific concepts to students. It must be noted that module learning can be challenging for many students and the guiding support of a teacher is essential.
- We have a variety of formats (module-based, self-guided, teacher-led, teacher-guided, and online resources) to encourage and develop a personal drive for lifelong learning.
- We continue to adapt and improve our intake process to identify different needs from day one.

Objective 3: SENSE OF BELONGING

- The beauty of Outreach is that we have such a variety of students! We have approximately 225 full-time Outreach students. We are encouraging these students to join us at school as much as possible. We know that human connection is essential for our well-being. However, for various reasons, that is not always possible. We do have students who are working full time and can only check in to school on their days off. We have students who have complicated family situations which only allows them to attend on certain days. We continue to encourage them to work on their modules and staff connect to keep them on track.
- Thanks to our size and learning model, our staff is afforded the opportunity to engage with students on a personal level which is not always possible in a larger traditional school. We have many students who have never felt successful in school. They come to Outreach and it builds their confidence and hopes that they can finish high school and achieve other goals beyond high school. Many of our students are not traditional learners. Having the ability to choose the subjects and when they work on them is beneficial as it supports their individual learning style. For example, we often enroll full-time Outreach students in two core subjects and sometimes a three-credit option. You see students who work on one subject all morning, take a lunch break, and move to the other core subject. Or we have students who just want to work on one core subject at a time. They immerse themselves until it is completed.
- We also have a small group of students who are struggling with diverse and significant mental health issues preventing them from coming into the building regularly. Once again, we work in collaboration with parents/caregivers, our counsellors, physicians, and mental health, to find options to support these students. What are barriers that are preventing reentry, and how we can move forward? Regardless, we make every effort to connect them with their teachers and support staff encouraging them to continue with their schooling and continue earning credits. A sense of accomplishment is so vital for all of our students!

- We have our Grade 9 Transition Program which currently has six students registered. Our goal is skill building to prepare them for high school by focusing on literacy and numeracy skills. Consistent attendance is also a key component along with daily phys ed activities. Our measure of success with these students is when they attend regularly, find friendships, develop a routine, are enjoying learning, and eventually find success in high school settings.
- We have over 130 concurrent students at both Paul Kane and Bellerose who take one or two courses through Outreach. Many of these students cannot fit a certain course into their timetables, are upgrading to get a better mark for post-secondary, or need to retake a course. As these numbers continue to grow, we are creating more communication between the three schools to ensure these students complete courses. All three schools have tried to monitor these students to ensure that the course wasn't offered at their school - lessening the load on the small Outreach staff.
- Finally, our profile includes our adult students who are looking to complete courses or graduate. These students are required to book appointments to come in and see the teachers and are most often working from home. The vast majority of these students work on these courses without daily support from staff. We continue to strive to assist these learners in reaching their goals through monthly meetings.

Outside of Curriculum is where we excel at Outreach. In many ways, the kitchen is where the magic of Outreach happens. Students who may not associate with each other are now seated side by side, having conversations and developing friendships. The staff have informal conversations that spin off into valuable conversations surrounding daily stressors in our students' lives.

We have a "host" of experts to come in and teach different skills in the kitchen. We continue with our popular Thursday Lunch and Learn. Our goal is to bring the students together to learn to prepare, cook and clean up. They come together and eat, laugh and enjoy. Healthy eating is an integral part of our mental health support that we weave into every conversation at Outreach.

We endeavor to embed mental health wellness in everything we do. It is truly the simple things: sleep routine, healthy eating, work-life balance, motivation, and exercise. This is part of our daily living at Outreach. Although we do not have a "gym class", we have a large number of students who were registered in Phys Ed 10/20. We have purchased a permanent basketball hoop and other portable phys ed equipment in an effort to make exercise part of our students' daily lives. Encouraging good habits, like lifelong physical fitness, is the goal. Due to potential financial barriers many of our students don't get to go on ski trips or participate in other costly school recreational activities. Paul Kane has generously lent us their bus and driver Bob which will allow our students to try some different activities in December. We are going to Rabbit Hill for snowboarding, to Activate Edmonton and to the St. Albert bowling center. It is a week full of activities in an effort to keep the kids engaged in school when motivation may be waning.

Our staff does a fabulous job of engaging the students in a variety of healthy competitions including Spike ball, beanbag toss, and more. Non-activity-related events included colouring

contests, card games, Scavenger Hunts, musical events, games nights, and more. The goal is to bring students together for some conversation, competition, laughter and fun. Building connections not only student to student but with the school community in general.

Hall Beach / NWT Kindness Project

We are fortunate to have our RCMP School Resource Officer Cst McKay as a role model to our students. They are comfortable with him and see him as a person they can trust. He is a natural storyteller and was sharing with some of the students about his time working in the North. This year, Cst McKay invited two of our students to join him in Yellowknife to deliver parcels to the students! It was truly a dream come true as these boys each had their own "stories" and shared them with both the T8N Men Who Care and then were subsequently invited to the St. Albert Rotary Club. We were given over \$13000 to fund our NWT Christmas Kindness Project! We had no idea how much the shipping and the transportation of the boxes would cost and truthfully, it was very complicated as roads were closed, weather was a barrier and of course the cost of shipping. We were given the name of Buffalo Airways; we connected with Kenny McBride in Edmonton and he offered to ship the parcels to Yellowknife for free!

We then had to distribute, then fill, then collect the boxes in a span of about three weeks. We needed the help of our school partners. Cole and Jeric wrote their speeches and shared their story on video - and it touched a lot of teachers' hearts. Our first stop was Lois E. Hole and without a hesitation, Kevin and Tammy agreed to partner with us again. They took ALL of the names from the students in Tuktoyaktuk - which is more than 200 students!

We also had SAM, Hillgrove, E. S. Gish and Muriel Martin join in to support us through the Walking Together Committee with the help of Natasha Pearson. Finally, our own division office jumped in to help as well. This year we didn't have to fundraise but just the sheer amount of boxes was an undertaking. The last undertaking was rounding up all 600 boxes, sorting them and getting them onto pallets and Buffalo Airways. We are pleased to say they have arrived and now the military plane is taking the boxes from Yellowknife to Tuktoyaktuk. Cole and Jeric will be there to distribute them on Nov 29th! And while the project focused on the two boys, there were many other students involved. We had a great day when 20 students from Outreach got on the PK bus and went shopping for gifts for the students in Sachs Harbour and they made bracelets, sent cards and obviously helped us move boxes. It was teamwork at its best!

There are so many different takeaways from a project of this size. They learned about the power of one person believing in themselves to make the world a better place! We learned about the power of being vulnerable and sharing your story, and we learned the power of community.

School Reflection 2022-2023

It is gratifying to witness the positive feedback our school received in the past year, and we aspire to maintain that momentum. The one struggle that we are continuing to face is how to get students back to school who are non attenders. What are the barriers they face and how do we support them? Each student is unique — but truthfully, it can be extremely challenging when we have not set eyes on some of “our” kids and made that human connection — even at an alternative school, the connection is the most important piece.

The other persistent challenge we face is motivating some of our students to learn. With over 500 potential students, tracking them poses a significant barrier, with such a small staff. This year, we initiated school photos for the first time, providing a starting point to connect with students who have chronic absenteeism or outdated photos in PowerSchool. As a staff, we convene to discuss students and identify those in need of more support. This year we are also collecting data on our full time students and finding creative ways to get them started. We are trying a blended program with PK for some of these at risk students; we are trying to do what is in the best interest of each of these students.

Transportation remains a barrier for some students, and we are actively exploring solutions. While some students can access free city busing, the schedules often don't align with their needs. We are still adapting our courses and making progress in modernizing the booklets therefore students who cannot come to Outreach can continue to work from home. We are finding creative ways to offer engaging courses that can be completed at home. Striking a balance between the need for socialization and avoiding isolation, we are introducing more electives and opportunities for students to meet graduation requirements. We have formed partnerships with both Black Gold Outreach and Elk Island to enhance our core and complementary course options. We are excited about the courses that we hope to offer once they are approved!

The most significant transformation in our school has been aesthetic, thanks to a renovation! We were fortunate to receive support from our division facilities, leading to the refurbishment of our kitchen and lounge area. This included new flooring, cupboards, and appliances. As well, parts of the school were repainted, and the basement storage room, used by SIGIS, had its flooring upgraded. Despite the time constraints, we successfully purged items through disposal, recycling, or donation, with tremendous assistance from our facilities crew and students. We eagerly await Phase 2 of our kitchen renovation, which involves constructing a new community table and pantry. Plans also include renovating our fitness area and installing new flooring throughout the building. This endeavor was a collaborative effort, involving not only SAPSD Facilities but also many students who contributed to various aspects of the project, gaining valuable life skills in the process. All of this took place in mid-August, well before the school year commenced. Although our building is aged, we appreciate the ample space it provides for our students and staff, who were thrilled with the renovations upon their return to school.

With the renovated kitchen, we reintroduced foods classes. By June, our goal is to have 16 students earn six Food 10 credits, and we plan to expand the program next year. Students gather on Tuesdays and Wednesdays, and everyone benefits from what they prepare. Our foods teacher, Marcia, and her students even catered the parent-teacher interview meals, surpassing the quality of top-notch restaurant food. Thursdays see Grade 9 students cooking for the rest of the school during our Lunch and Learns, and Fridays usually involve brunch with

French Toast or pancakes. Our kitchen remains the hub of our school, and we are delighted with its new look.

Our RAP and Work Experience programs remain a top priority for our students, as these credits are often essential to meet graduation criteria. Once again, a significant barrier for many students is the lack of a driver's license. To address this challenge, we have engaged with junior highs, urging them to actively encourage students to obtain their learner's license. Additionally, we have formed a partnership with St. Albert Driver's Ed to offer a discounted rate for all students in St. Albert Public Schools interested in taking driver's training. Despite the reduced cost, this remains a significant obstacle for many families, and we are actively seeking creative solutions to address this issue. We take pride in the achievements of our students who have secured gainful employment and are now being promoted within their respective organizations.

One of the initiatives piloted this year is OMNIA Training and Skilbit. Presently, five students are taking courses in Fort Saskatchewan, gaining work certifications, safety tickets, and the potential for future employment. OMNIA Training provides industry-specific skills training in areas such as skid steer basics, horizontal directional drilling, landscape assisting, arborist assistance, and concrete and asphalt assistant training. Their vision is to tailor an educational system specifically for the construction industry, offering opportunities for a different approach to training and, more importantly, facilitating the hiring of successful candidates. We continue to extend this opportunity to Omnia students over eighteen years of age, aligning with the program's criteria, and are excited to offer even more in the coming year.

Skilbit, the second part of this training, equips students with the soft skills needed for success as employees. Whether addressing anxiety, family issues, addictions, finances, or other challenges, Skilbit supports students with strategies to resolve these issues through counseling or other means. The expectation at the end of the training is that students will receive multiple job offers, and if the initial placement doesn't work out, they will assist in finding a new placement or retraining. While we are all piloting this program, we are excited about the possibilities it holds for us.

We had so many highlights as we tried to get our students to reconnect! We went bowling and to Ever Active and to the driving range and we are playing billiards, snowboarding and curling before Christmas.

One of the highlights from last spring was our camping trip to Jasper, led by George Mentz, who came out of retirement to work with our group of students. Many of the students knew him from junior high, making it a thrilling experience for them to collaborate again!

The primary challenge for organizing such trips is transportation, and when we explored the cost of renting a bus, it amounted to thousands of dollars. Fortunately, Paul Kane generously loaned us their second bus, and Alana, one of our aides, obtained her bus driving license to ensure our students could enjoy the trip. Our first stop included horseback riding, an exhilarating experience for most as only one student in the group had ever ridden a horse before. Afterward, we set up camp with various games and activities aimed at tiring out the students, though we were unsuccessful. Despite this eventful day, everyone was up at 8 AM on day two for a 2 1/2-hour mountain biking excursion, followed by a two-hour hike along the river. Next, we headed to Lake Edith for paddle boarding, concluding the day with a relaxing visit to the pool in Jasper.

The joy and excitement the kids experienced were beyond words. They had so much fun that they managed to convince Mr. Mentz to return this spring. Notably, the students earned credit for this camp by writing a persuasive business letter to the superintendent, seeking funds to continue the tradition. One student even declared it as the best thing they had ever done in school. Those who participated in the trip, completed the required assignments, and ended up with two credits!

In June, we were thrilled to have our largest graduation ever, hosted in the new Paul Kane Theatre. As one parent commented, "this is exactly what graduation should be, honoring the kids, and short and sweet!" Our grads and their families then moved to the cafeteria at PK, where Mr. Kozak and his PK Culinary Arts students prepared a delicious 5 star meal. There was no cost for our families and it truly was a special evening.

Finally, our biggest success story had to be our Hall Beach project which led this year to our NWT Kindness Project. Last year, Cst Geoff McKay had joked that he would love to take Cole up to the North to "see" the project in action. On Sept 28th, Cole and Jeric presented to the T8N Men who Care group and won a \$10 000 grant to fulfill their project. Many of the Rotary Club members were also present, and two weeks later, we also presented to them and received upwards of \$3000. The boys got to meet the Mayor, which they thought was pretty special and had so much positive feedback. Although we now had a huge amount of money, we had no idea how much the transportation would cost. This made the project especially complex this year. Our initial idea was to go to Sachs Harbour, and Tuktoyaktuk, Inuvik and Yellowknife, but we had to scale it back due to time. The boys have never been on a plane and are so excited to get to Yellowknife - and so is Cst McKay for the boys to arrive.

All in all, as we reflect on the past year, we are excited for the future. We feel fortunate to work in St. Albert's best kept secret - Outreach High School.

Financial Performance 2022-2023

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$19,971

2022-2023 Carry Forward Amount: \$ 17,316

Key elements contributing to this surplus include: We are in the process of renovating the school and paid for new flooring, furniture, and painting.

Financial Planning 2023-2024

RESOURCE AND DISTRIBUTION			
OUTREACH SCHOOL			
	2023-2024	2023-2024	2022-2023
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 1,092,500	\$ 1,092,500	\$ 984,000
2. Other Revenues			
2.1 Fees	\$ 1,500	\$ 1,500	\$ -
2.2 Donations			
2.3 Fundraising			
2.4 Other Revenues	\$ 60,000	\$ 60,000	\$ 60,000
3. Surplus / Deficit Allocation (S/D)	\$ 17,316	\$ 25,000	\$ 100,000
TOTAL REVENUES	\$ 1,171,316	\$ 1,179,000	\$ 1,144,000
	2023-2024	2023-2024	2022-2023
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 870,309	\$ 871,935	\$ 798,096
2. Support Staff	\$ 157,981	\$ 151,651	\$ 144,529
3. Services	\$ 23,600	\$ 29,100	\$ 28,550
4. Supplies	\$ 106,626	\$ 108,998	\$ 40,300
5. Furniture, Equipment & Capital	\$ 5,000	\$ 8,316	\$ 25,000
6. Technology	\$ 7,800	\$ 9,000	\$ 33,000
7. Future Emergent Initiatives		\$ -	\$ 74,525
TOTAL EXPENDITURES	\$ 1,171,316	\$ 1,179,000	\$ 1,144,000
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2023-2024	2023-2024	2022-2023
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	156.50	161.50	170.75
	2023-2024	2023-2024	2022-2023
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	7.43	7.40	7.00
Support Staff FTE	2.84	2.68	2.68
Certificated Staff Percentage	78.4%	78.0%	73.6%
Support Staff Percentage	14.2%	13.6%	13.3%
TOTAL STAFFING PERCENTAGE (with S/D)	92.7%	91.6%	87.0%
TOTAL STAFFING PERCENTAGE (without S/D)	94.1%	93.7%	95.8%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
Other Revenue includes adult student fees.			
Students in their 4th year are 0.50 FTE. Students in their 5th year or more are 0.25 FTE.			

Appendix I –Performance Indicators

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 10, 11 and 12)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
That is the quality of teaching at their school.	82	100	100	89	100
That the overall education received at school.	79	95	100	100	100
That the variety of courses available at school	77	95	100	89	100
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	82	89	100	100	100
That their teachers care about them.	79	100	80	100	100
That their school is a place where they feel like they belong.	57	100	79	100	100
My school is a safe place for all students.	NA	NA	NA	NA	Almost Always 67% Frequently 28% Sometimes 0% Once in a While 5% Almost Never 0%
In the last year, I have witnessed or experienced racism at school	NA	NA	NA	Always 14% Usually 14% Sometimes 0% Rarely 15% Never 57%	Almost Always 0% Frequently 0% Sometimes 5% Once in a While 9% Almost Never 86%
That their school is a place where differences are respected (e.g. beliefs,	79	100	86	67	Almost Always 81% Frequently 14%

cultures, identities, gender diversities, religions).					Sometimes 0% Once in a While 5% Almost Never 0%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	NA	Almost Always 10% Frequently 28% Sometimes 29% Once in a While 14% Almost Never 19%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	NA	Almost Always 0% Frequently 9% Sometimes 10% Once in a While 10% Almost Never 71%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	NA	Almost Always 24% Frequently 43% Sometimes 19% Once in a While 5% Almost Never 9%

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	83	90	93	80	77
With the choice of courses and programs available in their school.	100	90	100	90	91
With the support and resources available to meet the diverse needs of students.	83	90	89	70	64
That the school helps their child become a good, caring citizen.	84	85	81	70	77
That the school is safe.	83	95	89	100	82
That their child's school is a positive, caring, and welcoming place.	100	100	89	90	86

That their input is considered, respected, and valued by their school.	100	90	78	80	71
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Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that students are receiving in their school.	79	100	89	100	100
With the provision of the support and resources needed to meet the diverse needs of students.	71	100	100	100	100
That the school helps students become good, caring citizens.	79	100	100	100	100
That their input is considered, respected, and valued by my school.	77	100	100	100	86
That they feel safe in the school.	86	100	100	100	100
That the school is a positive, caring, and welcoming place.	86	100	100	100	93