

# EDUCATION PLAN 2024

## 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**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	5.4	FTE	Teaching	5.4	FTE
Administration	1.0	FTE	Administration	1.0	FTE
Counseling / Learning Support Facilitator	1.0	FTE	Counseling / Learning Support Facilitator	1.0	FTE
Total	7.4	FTE	Total	7.4	FTE
Clerical	1.93	FTE	Clerical	2.0	FTE
Educational Assistants	3.0	FTE	Educational Assistants	2.0	FTE
Health Recovery Facilitator	0.7	FTE	Health Recovery Facilitator	N/A	FTE
Technical Support		FTE	Technical Support		FTE
Total	5.63	FTE	Total	4.0	FTE
Students					

English	343	English	261
Transition 9	6	Transition 9	8
English as an Additional Language (EAL)		English as an Additional Language (EAL)	
Students with Special Needs	54	Students with Special Needs	56
Returning Grade 12	186	Returning Grade 12	170
Self-Identified First Nations, Métis and Inuit	50	Self-Identified First Nations, Métis and Inuit	65
Students identified with Severe Disabilities	15	Students identified with Severe Disabilities	20
Students identified with Mild/Moderate Disabilities	39	Students identified with Mild/Moderate Disabilities	39
<b>Total</b>	<b>535</b>	<b>Total</b>	<b>439</b>

### **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 2024-2025 school year, as of Nov 10th, Outreach High School registered and provided access to alternative programming to over **472 students** (including 88 adult learners and 113 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, Entrepreneurship, CALM, tourism, Psych 20 and 35
- One credit courses HCS 3000 CR1010, HCS1010, HCS 3020, HCS 3010
- Registered Apprenticeship Program (RAP)
- Work Experience Program
- ECDE100: Human Development - Dual Credit course
- Grade 9 High School Transition Program

All courses are offered on a continuous enrollment basis within a semester framework. We aim to establish a routine for the majority of our students, encouraging a September start and setting completion goals for January; however, we recognize that each student's journey is unique.

The Grade 9 High School Transition Program is structured over two semesters and is designed to support students in their academic, social, physical, and emotional development. This program is specifically intended for Grade 9 students who have experienced significant gaps in their junior high education or who are facing social, emotional, or medical challenges.

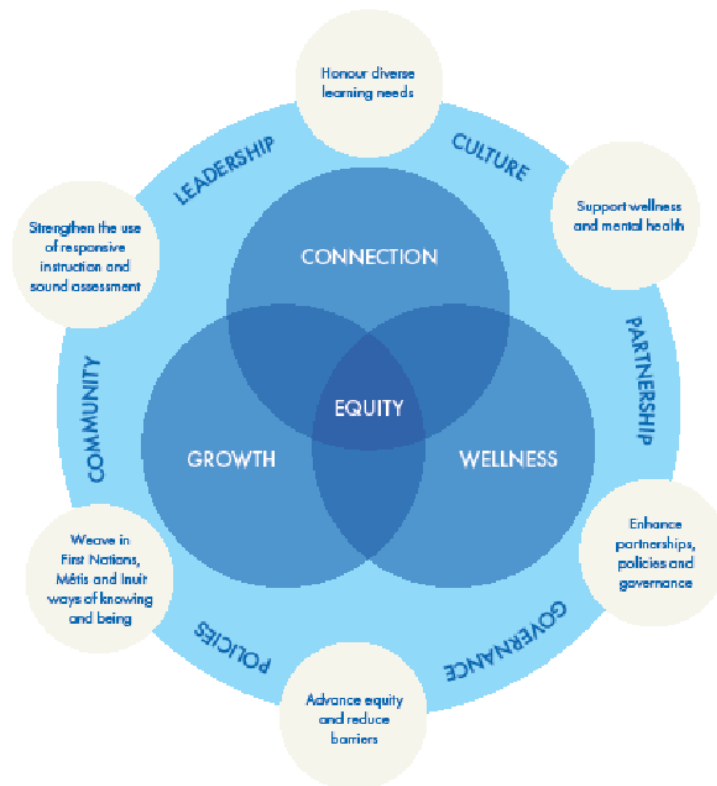
Students in Grade 9 participate in a traditional classroom setting with individualized programming. Two part-time teachers are dedicated to this program, leading instruction in literacy and numeracy. In addition, we have our PE teacher assigned for 30 minutes a day to get them active while at school. To better align with the typical junior high experience, we have extended students' weekly hours. Currently, we have nine students enrolled, with numbers fluctuating throughout the academic year. These classes, while small, are often challenging in different ways than a typical Gr 9 classroom.

Students in Grades 10 to 12 have the option to take courses in one of four selected learning environments. All students receive individualized assistance and support for their self-directed learning courses, and some benefit from small group instruction as needed. We strive to create a supportive environment with a low student-to-teacher ratio, allowing for closer supervision of assignment completion, assessments, and attendance. Additional staff is assigned to assist students who experience challenges with regular attendance. We are also exploring the introduction of scheduled seminars based on student needs, having received positive feedback from informal sessions conducted this year.

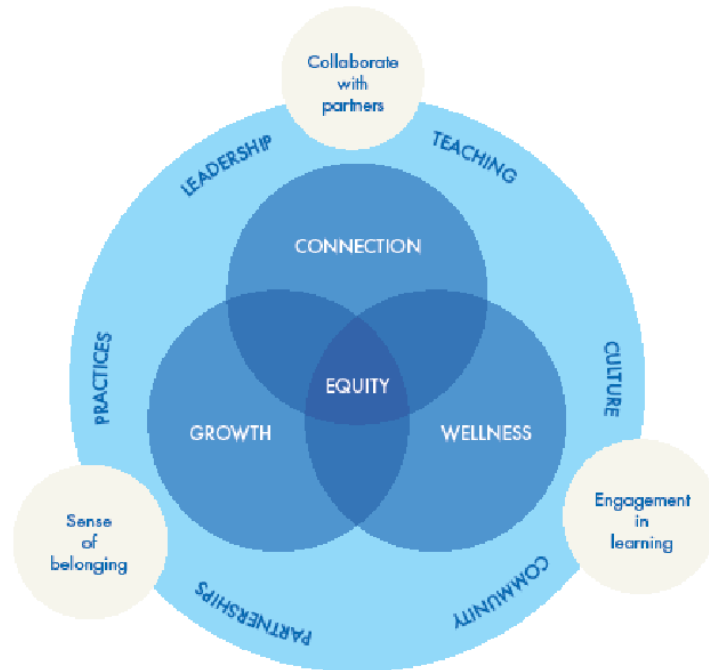
Furthermore, this fall, we have initiated monthly evening classes for our adult students, responding to expressed needs within the community. At this point we have only hosted two Tuesday evening sessions, and feel that once a routine is established we will have more students attending.



**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**

- Further Education collaboration with Outreach to offer CAEC (formerly known as the GED) This is an alternative route for high school completion for students under the age of 20 who are unlikely to get their diploma -we currently have 12 students in our pilot program.
- St Albert Community Foundation - awards for our graduating students based on the needs of Outreach Students. We had our first Award's Ceremony in June.
- City of St. Albert - Laura Charrois -Lunch and learn topics lead instructor -healthy relationships, grief, loss and support for our CALM curriculum in a meaningful interactive way.
- Wize Guys -Tuval - Gr 9 and 10 boys group - this is our second year and we have alumni students who are back for year two.
- Jessica Martel Foundation - partnership with Outreach to support families in crisis.
- St Albert Rotary Club - sponsor our Student of the Month, celebrates students who go above and beyond. Honorees receive a Certificate of Recognition and a \$100 gift card. The Rotary Club has graciously given us a cheque so we are covered for the entire year. Our students also do volunteer work with the club- when it is needed.
- Addictions support -Chianna from AHS.
- RCMP - Cst McKay - visits and check in on a daily basis.
- PhD Students U of A Hannah and Jasmine - Girls Group/ Diversity/social group.
- Joe/Marc Guitar lessons.
- Braeside Presbyterian Church - drop off fruit and snacks every other Monday for our students.
- Judy Smallwood, retired teacher, and Emily Baker, St Albert Art Gallery for Art options.
- Les Kirchner and other guest food instructors - worldwide cuisine for the Foods Class.
- Kindness Christmas Project - Resolute Bay, Nunavut and Yellowknife NWT (300 boxes in total).
- Lois E Hole and SAM school - volunteer credits.
- Work Placement - Our Work Experience and Registered Apprenticeship Program (RAP) is evolving to meet student needs. Natasha, our coordinator, is dedicated to supporting students post-pandemic, many of whom lack work experience. Staff assist with resume building, organizing essential paperwork, and finding volunteer opportunities to boost skills and confidence. We are also exploring partnerships with local businesses in an effort to try and support students gaining employment.

### **Objective 2: ENGAGEMENT IN LEARNING**

This past year, our staff implemented an initiative to enhance our engagement with students enrolled full-time at Outreach. Our goal was to identify and support those students who might be at risk of falling through the cracks. To achieve this, we established a Teacher Advisory system, thoughtfully categorizing students based on their relationships with faculty for optimal class enrollment.

The primary objective of this initiative was to foster meaningful connections with students—ideally in person—allowing us to collaboratively develop individualized plans for their academic journey and future aspirations. We posed several key questions to facilitate these discussions:

- How are various life factors impacting your experience?
- Do you currently have a job, and if so, how is that balancing with your studies?
- Are you in need of employment, and how can we assist you in this regard?
- What are the barriers preventing you from attending school more regularly? Is transportation a challenge?
- How can we encourage greater involvement in school activities?
- How can we strengthen our sense of community?
- What special support can our Educational Aides provide?
- How can we group students to foster friendships and collaboration?
- Are there opportunities for in-person classes for those who benefit from social interaction?
- What are your graduation plans and post-secondary aspirations?
- What organizational skills do you feel you need to develop?
- Are there any additional supports you require from outside sources?

Through this initiative, we aim to cultivate a supportive environment that nurtures each student's potential and encourages their success both academically and beyond.

- Seminars - teachers are hosting in person learning sessions for their students - to rave reviews. This initiative began after the Outreach conference in 2023 and meeting with other teachers - trying to sort through AI issues and course completion as well as realizing that many of our students needed gentle encouragement to leave the house.
- Blended humanities courses - for Social and English 30-2.
- In house Diploma prep in 2023 for Social 30 and English 30.
- CALM Blitz- targeted days geared towards meaningful learning.
- TA/Homeroom.
- Opportunities for student mentorship.
- Volunteering in the community.
- Redeveloping courses - Math 30-1, ELA 30 as well as option courses.
- Assessment practices - starting to adapt assessment for a hybrid between coursework and performance assessment - support from Catherine and her team for meaningful PD.
- We have adopted the following: Practice exams, mandatory meet-ups, in-person assignments and exams, Evening Diploma prep & seminars, evening diploma prep & seminars,, chunking the work, making assignments more accessible and manageable.
- Calendly appointments-frequent check-ins tracking student attendance and progress.
- Financial Management Course - in person “mandatory” attendance, direct instruction, high student engagement, relatable to students.
- Karen Lucas - Writing Workshop Gr. 9.
- 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 and the course work needs updating.

- 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.
- We continue to adapt and improve our intake process - this year we added a QR code for the kids to fill out on day one; this is a work in progress.

### **Objective 3: SENSE OF BELONGING**



### **WELLNESS**

- Meditation club
- Gym - Ping Pong tournaments, weight training, FITNESS equipment
- board games
- field trips - curling, skiing, Activate Edmonton, swimming, zoo, Servus Place
- Sept 26 - National Day for Truth and Reconciliation - Amy Watson Bannock, smudge
- Seasonal craft days - Halloween Crafts and Activities/ Christmas gift making
- Celebratory Dinners - Thanksgiving, Christmas, Easter, Eid
- Girls Club, Diversity "Social Club", Wise Guyz
- volunteer opportunities
- Staff Wellness - communiTEA parties, lunchroom chats, Frock Box outing, Staff Crafting, AM coffee time
- Thanks to our size and learning model, our staff is afforded the opportunity to engage with students on a personal level. 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
- We have over 115 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

Calm Blitz

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: sharing best practices regarding: 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. 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 High School continues to generously lend us their bus and driver Bob, which will allow our students to try some different activities. 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.

We are starting off our healthy competitions including curling and bowling. Non-activity-related events included homemade Xmas gift making, card making, coloring 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 and door prizes! Building connections not only student to student but with the school community in general. This is still an area where we need to build capacity in our students.

Our Christmas Kindness Project is in Year three. This year we continue to partner with Lois E Hole and others to share some Christmas cheer to our friends in the North. This year we are sending 43 boxes to each student in Resolute Bay, Nunavut. We will also be sending boxes to communities in and around Yellowknife, NWT. The overwhelming support from the community at large has helped us carry on the program without any additional funding. The Outreach students indicated that one of their favorite field trips in 2023, was when they got a budget and were sent shopping to purchase gifts for their box to go to the North. Gratitude is a powerful reminder for us all.

### **School Reflection 2023-2024**

Canadian Adult Education Credential (CAEC) pilot project - we are the only school division involved in a partnership of this kind in the province and we are hoping to see these students succeed and possibly expand the program in years to come.

CALM Blitz, seminars, more in-person learning opportunities - staff are excited and so are students.

Homerooms - hoping to increase connections with students who are not engaging in school.

Concerns/ Ongoing Challenges:

Social studies and CTS courses - Balancing the needs of our students with course offerings and teacher capacity.

Transportation.

Knowledge and Employability programming.

Mental health - grief and loss, trauma, the give-up factors, resiliency in our students.

More focus on finding jobs for kids (helping them).

We are trying to build more community with: Diversity group, girls group, crafting groups etc. The challenge is communication and spreading the message to stakeholders and then encouraging students to attend!

Challenging adult situations.

#### **HIGHLIGHTS**

Once again - we might be an old office building - but if there was an award for best makeover! Thanks to Al and Mike and their team! Our fitness room, which was purple and yellow with graffiti on the walls, was modified to a beautiful multipurpose room for students and staff to enjoy. The changes are astounding and we have added a ping pong table, a foosball table, musical equipment and more to come. We also added new signage to the exterior of the building. As one student said "we are proud of our school- it looks almost brand new!"

With our updated kitchen from 2023, we reintroduced food classes, aiming to have 16 students earn six Food 10 credits by June. This fall we expanded even further. Students gather on Wed and Thursdays, and the rest of the students get to sample the food. Our food teacher, Marcia, and her students catered many meals throughout the school year. . Thursdays feature Grade 9 students cooking for the school during our Lunch and Learns, while Fridays often include brunch with French toast or pancakes. Our kitchen has truly become the heart of our school.

Our Foods 20/30 class makes lunch every Thursday for our lunch and learns. This opportunity provides them valuable lessons in cooking for large groups, as well as experience with different types of dishes. In addition to basic cooking skills they are learning the value of time management, and the importance of preparation for large events. For their final project this semester, they are breaking into two groups and doing a Food Network style competition. Our second semester foods classes will have guest chefs, coming to teach us a variety of dishes

from various cultures. We look forward to incorporating dishes from the Ukraine, Italy, Lebanon, and Mexico, to name a few. Our focus is to teach students the skills they need for their own basic nutrition, as well as give them opportunities to cook foods they might not otherwise get a chance to cook.

In September, we started an entrepreneurship course, specifically focussed on creating and running a café. We chose a café for many reasons; students get to learn valuable job skills, such as being at work on time, proper job etiquette and attitudes, and basic skills required to work in a coffee shop. They are also learning budgeting, how to set prices, the importance of setting a good menu, marketing, problem-solving, and many other areas to consider when starting a business. Many of our students and staff love coffee, and there are a lot of coffee shops in St. Albert and surrounding communities that could potentially employ these students when they are ready to find a job. Our hope is that they will learn some skills to allow them to be more comfortable joining the workforce for the first time. Also, they make fantastic coffee!

In June, we had our second graduation hosted in the Paul Kane Theatre. Our grads and their families then moved to the cafeteria at PK, where Mr. Kozak and his Culinary Arts students prepared a delicious 5 star meal. There was no cost for our families and it truly was a special evening.

The following week, the division hosted the second Indigenous Grad ceremony at the Kinsmen Corral. One of our grads was one of the speakers and spoke of his journey to graduate high school. It was truly a special evening for all of us involved.

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.

## Evidence of Impact

### What do we see that reflects our students' success? Where can we improve?

With our Education Plan in mind, we interviewed students to explore ways to increase their sense of belonging and engagement in learning.

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### Sense of Belonging (Student Voices)

- "We need to brag more about our school – we are a real school."
- "We like the calm of Outreach – there's no drama, or if there is, it's kept out of the building."
- "There are all kinds of people at Outreach, and no one really cares what you look like or what you do – we just get on with our day. We feel safe."
- "People here are so nice and easygoing. They treat the kids with respect. We feel safe."
- "The adults here are like family – the good, the bad, and the ugly. Even though we might not always be learning coursework, we're still learning about life."

- "They really care. I overheard 3 or 4 staff talking about arranging a bus to take everyone to get their learner's license because they know it's hard to get a job without being able to drive. What other school would do that?"
- "If an adult is upset or concerned with someone, it's only because they're trying to help. Sometimes the kids don't appreciate that."
- "This is a safe place to make mistakes."
- "We don't get chances to meet other people as we all come and go so it is hard to organize events. And then if you don't know who is going you don't want to go alone, so you stay home. They try to get us to do stuff -but it is hard."
- "More basic life skills stuff - changing the oil, fix a tire, assembling furniture - like maybe they could have us help the people who work in the division so we could learn?"
- "Maybe a few mandatory grad meetings? We don't even know until we get there who is graduating."

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### Engagement in Learning (Student Voices)

- "The flexibility of our schedules works for many students, though others need more structure. When I had to go to school from 8:00 to 2:30, I just wanted to leave. This way, I can come in and work on what I want, when I want. It motivates me – it isn't necessarily easier, but it works for me."
- "Students who aren't doing their work should have a deadline, and if they don't meet it, they should be removed from the school. They need to take it more seriously than just saying they go to Outreach but not actually doing any work." It takes away from the "seriousness" of the school.
- "I love the seminars – the combination of in-person learning with the teacher and then working on my own. Plus, some of the seminars are only 20-30 minutes, so the teachers give us exactly what we need to know instead of filling an 80-minute block."
- "The seminars help because some of the work is confusing and boring. Having the teacher explain things or put them in everyday language makes it easier for us and pushes us to keep going."
- We can schedule one on one appointments - both from home or at school.
- Flexibility within assignments - for some classes we can show that we understand the concept and not have to write everything down.
- "It's not just a free pass at Outreach – you still have to do the work."
- "Teachers here don't dock marks. Many of us are just trying to get through. In a regular high school, if you miss work, you get overwhelmed with late or missing assignments. Here, there are deadlines, but they're more to keep us on track than to punish us."
- "If you need help, there's always plenty of support."
- "The school feels safe for everyone – not just the troubled kids. It's a place that's welcoming for all."
- "We spread out all over the building: some people are curled up in chairs, others are by the fake fireplace, some are in offices, and others in the kitchen. In other words, as long as you're doing your work, there's freedom."



- “We have a lot of freedom to come and go and although the teachers monitor it, it is up to us to get to work.”
- “Sometimes it is just hard to get to school, especially in the winter.”
- “Thought the Calm Blitz was a good idea - I was already done it, but way better than from a booklet and you get to know other kids. I would do it earlier in the year though.”

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## Our Graduation Numbers Are Increasing

We’ve seen a positive trend in our graduation rates, reflecting the impact of our supportive environment and flexible learning structure. Due to the nature of our students, including adults, it is hard to discern precise graduation numbers. However, in 2018, there were 14 students who participated in graduation and this year we are projected to have more than 30.

**Financial Performance 2023-2024**

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: \$40,331

Key elements contributing to this surplus include: we have used most of our surplus to update and modernize our classroom.

# Financial Planning 2024-2025

## RESOURCE AND DISTRIBUTION

### OUTREACH SCHOOL

	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 1,092,500	\$ 1,092,500	\$ 1,092,500
2. Other Revenues			
2.1 Fees	\$ 1,500	\$ 1,500	\$ 1,500
2.2 Donations	\$ 3,737		
2.3 Fundraising			
2.4 Other Revenues	\$ 60,000	\$ 60,000	\$ 60,000
3. Surplus / Deficit Allocation (S/D)	\$ 40,331	\$ 40,331	\$ 17,316
<b>TOTAL REVENUES</b>	<b>\$ 1,198,068</b>	<b>\$ 1,194,331</b>	<b>\$ 1,171,316</b>
EXPENDITURES	2024-2025	2024-2025	2023-2024
	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 893,026	\$ 880,440	\$ 870,309
2. Support Staff	\$ 169,838	\$ 140,629	\$ 157,981
3. Services	\$ 29,743	\$ 24,500	\$ 23,600
4. Supplies	\$ 82,661	\$ 97,989	\$ 106,626
5. Furniture, Equipment & Capital	\$ 15,000	\$ 5,000	\$ 5,000
6. Technology	\$ 7,800	\$ 6,800	\$ 7,800
7. Future Emergent Initiatives		\$ 38,973	
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,198,068</b>	<b>\$ 1,194,331</b>	<b>\$ 1,171,316</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ENROLMENT	2024-2025	2024-2025	2023-2024
	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	175.25	153.25	156.50
STAFFING PERCENTAGES	2024-2025	2024-2025	2023-2024
	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	7.61	7.43	7.43
Support Staff FTE	2.71	2.43	2.84
Certificated Staff Percentage	78.8%	77.7%	78.4%
Support Staff Percentage	15.0%	12.4%	14.2%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>93.8%</b>	<b>90.1%</b>	<b>92.7%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>97.3%</b>	<b>93.5%</b>	<b>94.1%</b>
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 Performance and Achievement

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	63.5	n/a	n/a	61.5	63.6	77.7
Standard of Excellence %	9.0	n/a	n/a	6.7	9.2	12.4

	St. Albert Public Schools				
	2019	2020	2021	2022	2023
	%	%	%	%	%
3 Year Completion	26	23.6	23.3	39.4	23.5
5 Year Completion	46.3	37.1	45.5	47.7	52.3

### Provincial Examinations and Measures - Division Results High School

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	81.7	n/a	n/a	75.5	76.6	84.0
Standard of Excellence %	20.5	n/a	n/a	14.5	13.1	21.1

	St. Albert Public Schools				
	2019	2020	2021	2022	2023
	%	%	%	%	%
3 Year Completion	86.3	82.0	85.4	84.8	84.1
5 Year Completion	86.3	90.5	90.8	88.9	90.6

### 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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That is the quality of teaching at their school.	100	100	89	100	NA
That the overall education received at school.	95	100	100	100	NA

That the variety of courses available at school	<b>95</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>NA</b>
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>
They feel safe at school.	<b>89</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>NA</b>
That their teachers care about them.	<b>100</b>	<b>80</b>	<b>100</b>	<b>100</b>	<b>NA</b>
That their school is a place where they feel like they belong.	<b>100</b>	<b>79</b>	<b>100</b>	<b>100</b>	<b>NA</b>
My school is a safe place for all students.	<b>NA</b>	<b>NA</b>	<b>NA</b>	Almost Always 67% Frequently 28% Sometimes 0% Once in a While 5% Almost Never 0%	Almost Always 92% Frequently 8% Sometimes 0% Once in a While 0% Almost Never 0%
In the last year, I have witnessed or experienced racism at school	<b>NA</b>	<b>NA</b>	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%	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, cultures, identities, gender diversities, religions).	<b>100</b>	<b>86</b>	<b>67</b>	Almost Always 81% Frequently 14% Sometimes 0% Once in a While 5% Almost Never 0%	Almost Always 17% Frequently % Sometimes 0% Once in a While 17% Almost Never 66%
At school, I am learning about gender diversity and sexual orientation.	<b>NA</b>	<b>NA</b>	<b>NA</b>	Almost Always 10% Frequently 28% Sometimes 29% Once in a While 14% Almost Never 19%	Almost Always 25% Frequently 25% Sometimes 34% Once in a While 8% Almost Never 8%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	<b>NA</b>	<b>NA</b>	<b>NA</b>	Almost Always 0% Frequently 9% Sometimes 10% Once in a While 10% Almost Never 71%	Almost Always 17% Frequently 0% Sometimes 0% Once in a While 8% Almost Never 75%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	<b>NA</b>	<b>NA</b>	<b>NA</b>	Almost Always 24% Frequently 43%	Almost Always 46% Frequently 18%

				<b>Sometimes 19%</b> <b>Once in a While 5%</b> <b>Almost Never 9%</b>	<b>Sometimes 36%</b> <b>Once in a While 5%</b> <b>Almost Never 9%</b>
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### Division Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7's)

	% 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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	96	91	92	94	95
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	93	90	90	92	93
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed (Frequency Scale)	% of students who agreed (Frequency Scale)
They feel safe at school.	87	81	81	89.7	90.1
That their teachers care about them.	79	75	71	86.6	85.5
That their school is a place where they feel like they belong.	76.2	78.9	73	71.9	77
My school is a safe place for all students.	New Indicator			87.4	87
In the last year, I have witnessed or experienced racism at school	New Indicator		46.2	46.7	53.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	88.7	86.7	82.5	87.7	84.3
At school, I am learning about gender diversity and sexual orientation.	New Indicator			47	54.3
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			53.4	56.1
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			64.7	72.1

# Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	90	93	80	77	75
With the choice of courses and programs available in their school.	90	100	90	91	75
With the support and resources available to meet the diverse needs of students.	90	89	70	64	75
That the school helps their child become a good, caring citizen.	85	81	70	77	50
That the school is safe.	95	89	100	82	75
That their child's school is a positive, caring, and welcoming place.	100	89	90	86	75
That their input is considered, respected, and valued by their school.	90	78	80	71	50
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	45	75
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	45	75
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	45	50
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	64	50

# Division Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2



### Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	100	89	100	100	73
With the provision of the support and resources needed to meet the diverse needs of students.	100	100	100	100	87
That the school helps students become good, caring citizens.	100	100	100	100	80
That their input is considered, respected, and valued by my school.	100	100	100	86	60
That they feel safe in the school.	100	100	100	100	93
That the school is a positive, caring, and welcoming place.	100	100	100	93	73
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	93	80
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	93	93
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	80	80
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	93	67

### Division Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3