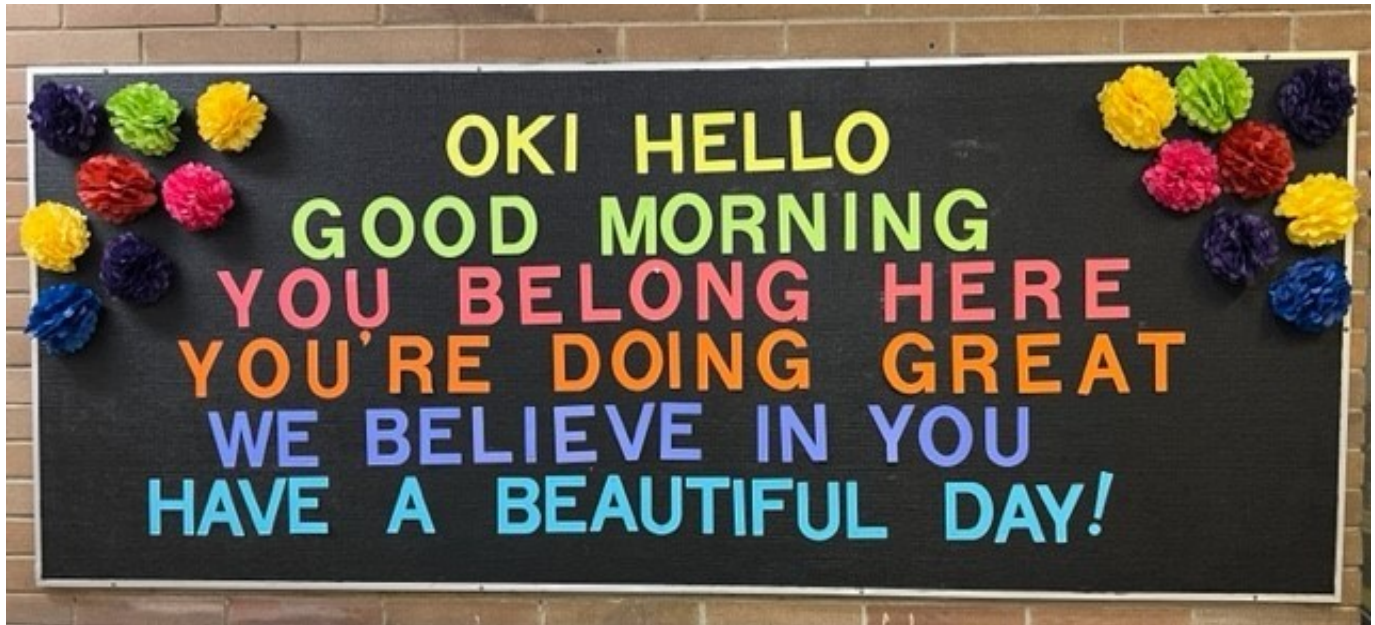


Victoria Park High School



2021 /2022 Annual Education Results Report

VISION STATEMENT:
STUDENTS MOVE FORWARD ON THEIR INDIVIDUAL PATH,
CONNECTING VALUE AND PURPOSE TO THEIR CHOICES

MISSION STATEMENT:
TO PROVIDE GENUINE ALTERNATIVE
SCHOOL EXPERIENCES TO SUPPORT
STUDENTS AS THEY MOVE TOWARD THEIR
PREFERRED FUTURE

Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Victoria Park High			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	82.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.8	91.0	87.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	39.1	44.4	30.5	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	51.2	58.3	47.4	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	0.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	74.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	13.5	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.3	92.5	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	91.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.3	95.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.0	77.6	84.8	78.8	79.5	81.5	Very High	Maintained	Excellent

Highlights

At Victoria High School, in partnership with parents, caregivers and community agencies, we strive to support students in comprehensive ways that address all areas of need, allowing for the greatest potential of learning and achievement. We are proud to celebrate the high levels of citizenship and student engagement reported in our surveys. We have worked hard over the last few years to create and maintain opportunities for students to engage in their local and global communities, knowing that the chance to “give back” is an important determinant of self worth and mental wellness.

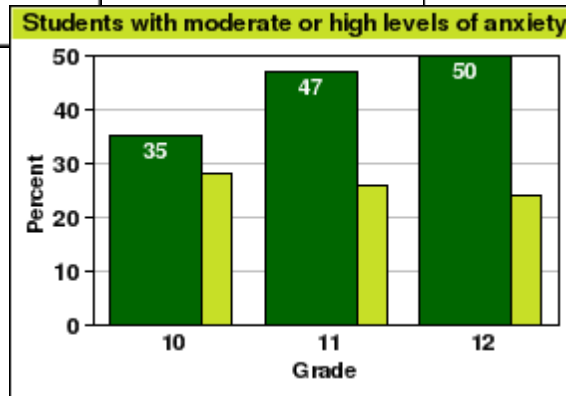
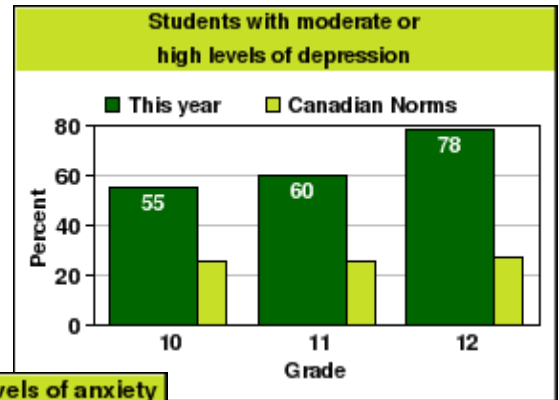
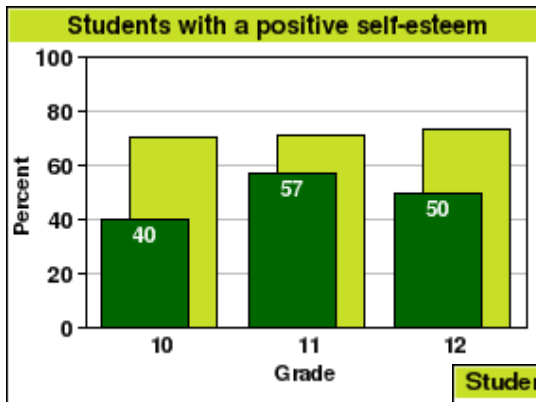
We are also very proud of our reported education quality, knowing that we have worked hard to broaden our provision of course options, methods of learning and strategies for assessment. It is gratifying to see these efforts pay off in student success.

As always, we believe that an essential component of any organization that works with human beings is the ability to provide a welcoming, caring, safe environment. We have redesigned our student code of conduct to revolve around the creation of a safe and healthy learning community, and we believe that students and families are realizing the benefits of this coordinated effort on a daily basis. Kids who feel safe, secure and cared for are more likely to learn and to achieve at their greatest potential, leading to greater levels of high school completion.

One of the areas of that we pride ourselves on at Victoria Park High School is our access to supports and services. We work to ensure that we continuously understand the evolving needs of our student population and as a result of this understanding, we design our individualized supports to address these needs. We are keenly aware of when the needs of the student or the family move beyond our scope of practice and then work closely and effectively with community partners to provide a supported transition to more specialized services. The relationships that we have developed with community supports have allowed us to be responsive, creative and timely in our efforts to meet the needs of students and families.

In the last two years we have worked to increase our opportunities for parental involvement. We have acknowledged that many of our parents and caregivers have had negative experiences with schooling systems themselves, and so we have worked hard to build and be worthy of the trust that parents and caregivers have extended to us on an individual basis. We have work yet to be done, but we are up to the challenge.

Alberta Education Assurance Measures Overall Summary



Challenges to Address

At Victoria Park High School we acknowledge that alongside of our successes and celebrations, we have some very real challenges and barriers to address.

Over the last two years specifically, we have been meeting exceptionally high numbers of parents and caregivers who have met their threshold of frustration tolerance. This threshold of frustration often presents itself in feelings of helplessness, hopelessness and anger. Parents and caregivers who are “at the end of their rope” have an impact on the students’ ability to see and maintain hope for a different and better schooling outcome. Because of this, we are working to implement some strategies for co-regulation and supports for parents and caregivers, alike.

At times, this exceeded level of frustration tolerance is impacted by high levels of student (and family) substance use, extreme presentation of medical and socio-economic challenges, trauma, and more and more presentation of exceptionally complex needs. These factors often present in students (and families) experiencing a lacking self esteem, moderate to high levels of anxiety, and high instances of student depression.

Knowing that this is the reality for so many of the students and families, we work extremely hard at meeting the needs of the “whole person” and is why we partner so closely with dozens of community agencies and connections. We firmly believe in the concept that it takes a village to raise a child.

*It should be noted that our reported “low high school completion in 3 and 5 year windows” is typically because we are an alternate school and are the institution/service that students can come to in order take longer in completing their high school diplomas. Often, by the time they reach us, they have already passed a significant window of time in their home schools and are now in the position to play catch up.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Diploma Examination Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

PAT: Acceptable	n/a	n/a	0.0	n/a	n/a	73.8
PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.6
Diploma: Acceptable	n/a	n/a	74.8	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	13.5	n/a	n/a	24.0

At Victoria Park High School we acknowledge that the majority of our students have come to the outreach school environment because some things have not worked in the past or are not working well at present in their learning lives. We do our utmost to address the variety of student needs so that they are able to learn in their optimal zones. In an effort to continuously maintain a focus on learning and achievement, we look at a variety of factors to measure our success with the students enrolled in our school. One of the crucial measures of success would be the results of our diploma exams. (It is essential to keep in mind that the measure of success on the PATs is not a meaningful indicator of learning at Victoria Park High School as we are a grade 10-12 school and have fewer than 10 students connected to our school who write the PATs at the grade 9 level).

In an effort to continuously improve our standards of acceptable and excellence with regard to the diploma exams, we are engaging in the following efforts:

- School –wide focus on alternative methods of teaching in an effort to address the varying needs of presenting students
- Increased efforts to support engagement and attendance which will have a direct impact on performance
- Working to ensure proper placement in courses when student come to VPHS midstream, through high school
- Inquiry focus and engagement across curriculums and programs
- More varied development and offering of programming choices including :
 - In-class learning opportunities
 - Distributed Learning
 - Summer School
 - Academic experiences within a context external to the classroom
 - Flex Friday supports
- Reflection and redevelopment of methods of alternative instruction
- Creation and delivery of UDL strategies
- Individual program planning strategies
- Self determination and autonomy in program design
- Adjusted timelines for course completion
- Developing positive relationships with ALL students and family members/caregivers
- Supported and facilitated interactions between youth and with adults

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: High School Completion

High school completion rate of students within three and five years of entering Grade 10.

	Victoria Park High										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	65	27.2	59	26.4	50	20.8	55	44.4	63	39.1	Very Low	Maintained	Concern
4 Year Completion	65	26.6	70	39.7	66	45.8	56	39.6	57	56.0	Very Low	Improved	Issue
5 Year Completion	71	29.8	67	38.5	71	45.4	67	58.3	56	51.2	Very Low	Maintained	Concern

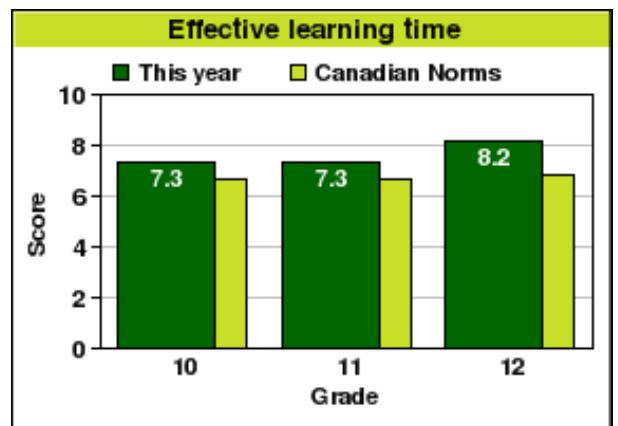
At Victoria Park High School we are constantly working to develop programming that is both responsive and engaging, in an effort to support high school completion. Knowing that many of our students begin with us after having had at least a year or two in a traditional school setting, we work hard to individualize their programming upon arriving at our school. In an effort to support student growth and achievement and also to support high school completion, we have chosen to increase our number of high interest/high experience option offerings. Some of these options will include:

- Active Lifestyles class
- Outdoor Education class
- Workplace Readiness class
- Brains, Bones and Blood class
- Yoga class
- Nutrition and Wellness class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- University of Lethbridge Mindfulness partnership
- You and Your Child— Young Mom’s Program and the Young Dad’s Program

It is our intention that offering high interest and experience options will help to engage students enough to further their high school completion.

In addition to the enhanced option offerings, we have created a school wide focus of inquiry on offering an authentic alternative schooling experience. It is our hope that these efforts to create alternative learning experiences in our core and option classes will help to meet the unique needs of our individual learners, thereby increasing high school completion. Our full-staff inquiry focus will respond to the following question:

“To what extent can we increase student engagement through offering an authentic alternative school experience?”



Concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

It is interesting to note that our levels of 3 and 5 year high school completion are often in the “very low” category because we are a school that is designed to meet the needs of the students who will naturally need longer than 3 or 5 years for high school completion. This is the purpose of an alternative school and thus the measure is not necessarily a meaningful one for our determinants of achievement.

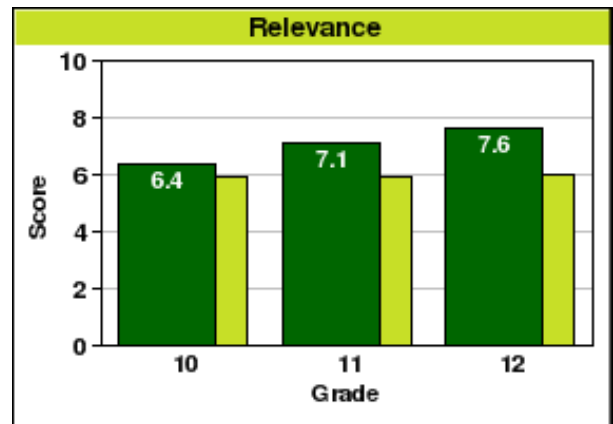
Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	102	83.6	105	83.1	38	91.3	83	91.0	77	89.8	Very High	Maintained	Excellent
Parent	5	*	2	*	3	*	1	*	1	*	*	*	*
Student	90	72.2	98	66.2	24	82.5	73	84.0	68	79.8	Very High	Maintained	Excellent
Teacher	12	95.0	9	100.0	14	100.0	10	98.0	9	100.0	Very High	Maintained	Excellent

Citizenship is an active pursuit at Victoria Park High School. From the individually supported intake meeting, to the choosing of classes, to the engagement in learning and school wide opportunities, citizenship and participation in a community remains a focus for students and staff, alike. We are intentional in our efforts to bring meaning to our learning and to recognize both our responsibility and ability to make an impact on our community, locally and beyond. In an attempt to further support this endeavor at Victoria Park High School, we are working to offer some unique course opportunities in the year to come. Some of these opportunities that directly focus on citizenship are as follows:

- Nature, Wellness and Healthy Relationships class
- Volunteerism class
- Leadership and Social Responsibility class
- Workplace Readiness class
- Outdoor Education class
- Driver Experience Program
- Young Mom's Program



Students who find classroom instruction relevant to their everyday

Further to the formal class offerings, it is our intention to build learning and engagement opportunities to focus on citizenship through some of the following school wide or individualized experiences:

- Anti Racist and Anti Oppressive lens of reflection
- Seeking individual feedback from students, families and community
- Engaging student voice within the school setting
- Regularly scheduled and impromptu Advisor Meetings
- Individual Student Intake Process
- Individual Student Retake Process (connection meetings throughout the year)

When students see relevance in their learning and their instruction, they tend to more actively engage as citizens, empowering them to make an impact as individuals and a collective.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	82.6	77	84.9	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	1	*	*	*	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	75.1	68	77.3	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	90.0	9	92.6	n/a	n/a	n/a

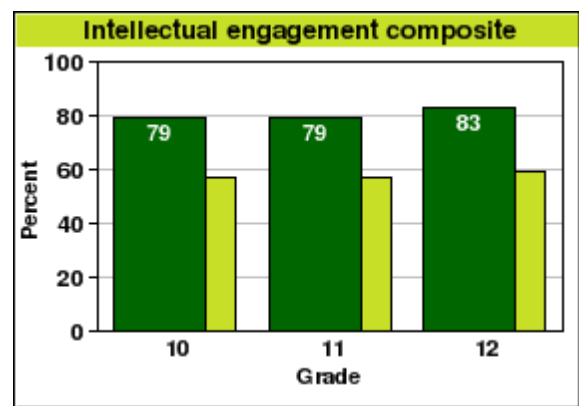
Engagement is the focus at Victoria Park High School. We recognize that many of our students have come to our school as a result of disengagement with other institutions or programs and we believe that it is our responsibility to further explore and understand the reasons for the disengagement. Upon building a greater understanding of what has not worked for students in their previous schooling experiences, we seek to create and build opportunities for engagement that WILL work for our youth. **In our efforts to improve, we will begin with an individually designed understanding effort (which we are constantly tweaking and seeking to improve):**

- Intentional inquiry process
- UDL strategies
- Individual program planning strategies
- Unique student need response design
- These practices are embedded in all professional learning for ALL staff
 - Trauma Informed Practice
 - Mental Health 101
 - Locally designed cultural learning for staff

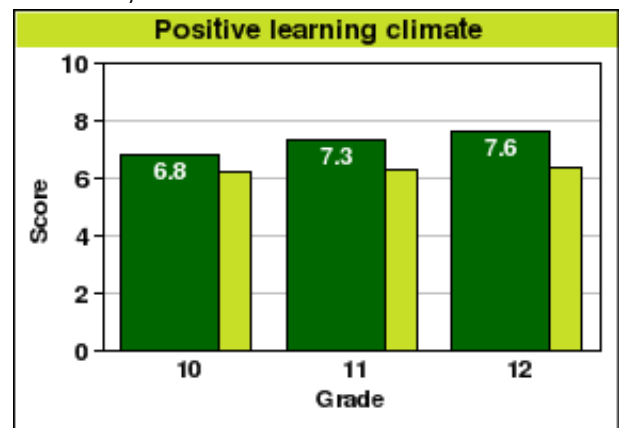
And we then will create opportunities for student engagement through:

- Active Lifestyles class
- Outdoor Education class
- Creation of the driver program
- Workplace Readiness class
- Brains, Bones and Blood class
- Yoga class
- Nutrition and Wellness class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- University of Lethbridge Mindfulness partnership
- You and Your Child— Young Mom's Program and the Young Dad's Program

Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.



There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.



Lastly, we will focus on constant reflection of whether or not the strategies are working, using these opportunities and methods:

- Weekly SSS Meetings (Student Support Services)
- Individual Student Retake Process
- In person class endeavours or DL delivery
- Power School Parent and Student Portal
- Advisor Meetings
- Self determination and autonomy in program design
- Adjusted timelines for course completion and credit recovery programming

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

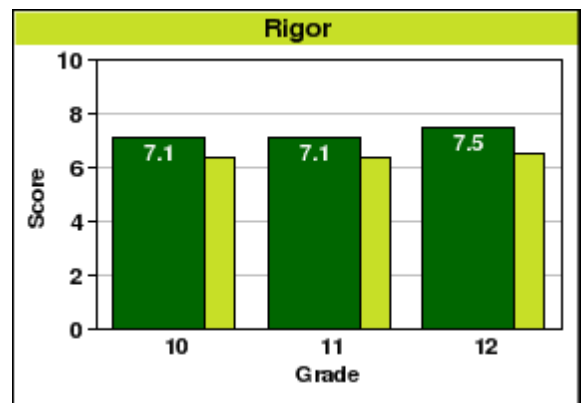
Teacher, parent and student satisfaction with the overall quality of basic education.

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	102	91.4	105	91.0	38	95.1	83	92.5	77	93.3	Very High	Maintained	Excellent
Parent	5	*	2	*	3	*	1	*	1	*	*	*	*
Student	90	88.5	96	85.8	24	90.1	73	90.1	68	88.5	High	Maintained	Good
Teacher	12	94.4	9	96.3	14	100.0	10	95.0	9	98.1	Very High	Maintained	Excellent

At Victoria Park High School, we believe that providing quality education opportunities for ALL is our greatest goal. In an effort to do this, we are consistently engaging in a circular practice of: inquiry, design, implementation, reflection, adjustment. This practice causes us to take an honest look at how we are working to understand the needs of the youth in our school population on a regular basis. In response to these needs, we are forced to examine our practice of program design and delivery on an ongoing basis. In an effort to constantly increase and elevate the quality of education for all, we are engaging in staff wide discussions regarding:

- Trauma Informed Practice
- Mental Health
- Locally designed cultural learning for staff
- Exploration of the “WHY of Alternative Schooling”
- ARAO commitment and actions
- Full staff engagement in the Inquiry Process
- Collaboration with other high school teams to work through the Inquiry Process
- Collaboration to explore the efficacy of alternative school program design
- Staff-wide collaboration on “What makes an alternative school effective?” extension
- Staff collaboration to create new alternative courses (archery, canoe camping, volunteerism, fitness and nutrition)
- Staff collaboration on creation of programming uniquely designed to meet the needs of individual youth
- Purposeful design of instructional programming to include core and option programs

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.



This year we will most specifically be focusing on the an exploration of the “WHAT and HOW of Alternative Schooling”, using our inquiry focus: **To what extent can we increase student engagement through offering an authentic alternative school experience?**

Part of our constant pursuit of quality education for all will include a reflection on the development and offering of programming choices including :

- In-class learning opportunities
- Distributed Learning
- Summer School
- Academic experiences within a context external to the classroom
- Flex Friday supports

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

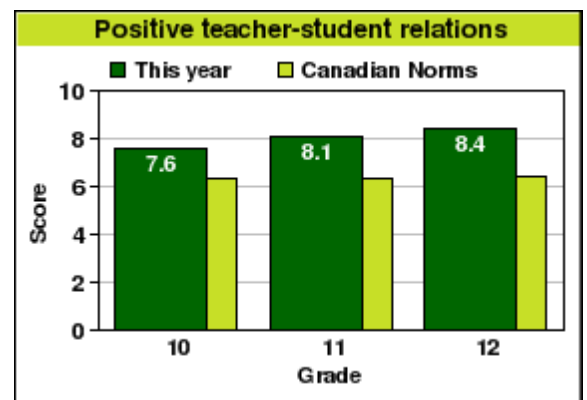
Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	Victoria Park High					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	77	90.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	68	81.6
Teacher	n/a	n/a	n/a	n/a	9	98.4

At Victoria Park High School, we pride ourselves on our welcoming, caring, respectful and safe learning environments. We focus our entire student code of conduct around the concept of safety and we model our learning and interactions around an ethic rooted in deep care. Because so many of our students arrive at our school without having had the experience or perception of safety and care in their previous schooling, we work at specific strategies for making safety, respect and care tangible and noticeable. While we believe that this is an area of strength for our school and staff, we also want to fight against any complacency that would cause us to set down our efforts, even for a while. Knowing this, we engage in a constant reflection practice to determine the perception and experience of others. We acknowledge that it is not enough for us to tell people that we have a welcoming, caring, respectful, and safe learning environment—they must experience this. In an effort to continue to bolster the experiences of our students and families, we are making an intentional reflective focus on:

- UDL strategies
- Individual program planning strategies
- Unique student need response design
- Self determination and autonomy in program design
- Adjusted timelines for course completion
- Developing positive relationships with ALL students
- Individual advisor program
- Wellness Team connections
- Individual Intake Procedure and continuous support check ins
- Modelling
- Food provision and health care/awareness
- Supported and facilitated interactions between youth and with adults
- Positive continuous interactions with Youth Engagement Officers and other members of the police force
- Supported transitions to and from treatment programs
- \$1 Hot Lunch Program
- Weekly SSS Meetings (Student Support Services)
- Admin/Counselling meetings
- Individual Student Intake Process
- Success In Schools Plans
- GSA
- Seeking individual feedback from students, families and community
- Student voice within the school setting

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.



DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	95.5	77	93.3	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	1	*	*	*	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	94.9	68	91.0	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	96.0	9	95.6	n/a	n/a	n/a

Students in an alternative or outreach education setting thrive with positive access to supports and services at school and in the community. At Victoria Park High School we consistently work to understand the unique needs of the students and families and then match the provision of services to the needs. While we are always working from an ethic rooted in deep care, we are also distinctly aware of our roles as a school and when we stray “out of our lane” into the areas of medical, social services and socio economic supports. This year, we anticipate that our exploration of our inquiry question will help us to focus more directly on the supports and services that WE are able to provide, helping us to identify when we need to refer outside of the school division. This year we plan to gather data, information, perspective and understanding through:

- Individual advisor program
- Individual intake procedure and continuous supported check ins
- Individual program planning strategies
- Unique student need response design
- Self determination and autonomy in program design
- Adjusted timelines for course completion
- Credit recovery programming
- Developing positive relationships with ALL students and family members/caregivers
- Modelling
- Food provision and health care/awareness
- Connection to community agencies—need dependent
- Recognition of diverse student body composition
- Recognition of diverse family makeup
- Recognition of diverse community composition
- Supported and facilitated interactions between youth and with adults
- Supportive transitions to and from youth treatment programs

We believe that in working through these areas, we will gain a better understanding of the constant and changing needs of our student and family bodies, enhancing our ability to design and provide access to services and supports.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	12	78.3	9	76.7	14	92.9	10	77.6	9	93.0	Very High	Maintained	Excellent
Parent	4	*	2	*	3	*	1	*	1	*	*	*	*
Teacher	12	78.3	9	76.7	14	92.9	10	77.6	9	93.0	Very High	Maintained	Excellent

At Victoria Park High School we value the participation, perspective and involvement of parents and caregivers. We work hard to make individual connections with parents and caregivers and pride ourselves on the personal relationships that we have developed. We structure and maintain these relationships and connections through the following efforts:

- Individual advisor program
- Direct Reporting System for report cards and communication of assessment
- Regularly scheduled two-way communication
- Intake procedures
- Retake procedures
- Developing positive relationships with ALL students and family members/caregivers
- Individual intake procedure and continuous supported check ins
- Food provision and health care/awareness—students and families
- Connection to community agencies—need dependent
- Working from an ethic rooted in deep care that recognizes diverse family makeup
- Supported and facilitated interactions between youth and with adults

Beyond these individualized efforts to build and maintain relationships with parents and caregivers, we also recognize the value of creating opportunities for feedback and group perspective sharing. In knowing that we are succeeding in our individualized connections and supports, it is our intention to increase the number of larger group gatherings that we are creating this year. We will be structuring family and community events to share in our togetherness and to gather perspective and feedback. These events will nearly all revolve around the provision and sharing of food and conversation.

SUPPLEMENTAL MEASURE: DROP OUT RATE

Annual Dropout Rate of Students Aged 14 to 18.

	Victoria Park High										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	325	19.8	210	17.9	198	20.8	183	15.7	213	9.5	Very Low	Improved Significantly	Acceptable
Returning Rate	61	16.6	67	9.8	38	8.6	44	9.8	30	3.5	n/a	n/a	n/a

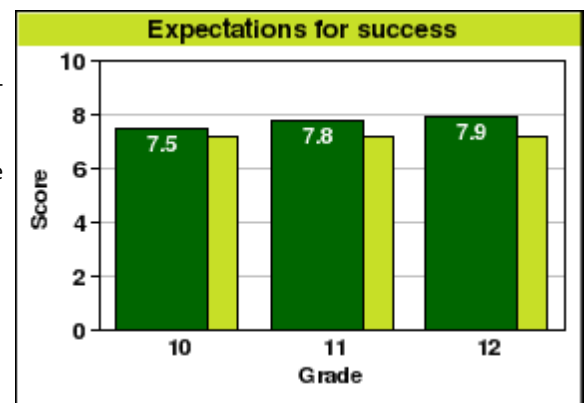
At Victoria Park High School our goal is to see students through on their individual pathways to success. For the majority of our youth, this means high school completion despite the timeline that it takes to reach this end goal. In an effort to secure against a high drop out rate, we make a constant effort to plan for success via individual supports, from our initial intake meeting with caregivers and advisors, to our individualized planning such as ISPs, BSPs and SIS plans. Knowing that students need a variety of experiences to find their passion, we are constantly working to increase the breadth of our option offerings. This year, we endeavor to offer:

- Active Lifestyles class
- Outdoor Education class
- Creation of the driver program
- Workplace Readiness class
- Brains, Bones and Blood class
- Yoga class
- Nutrition and Wellness class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- University of Lethbridge Mindfulness partnership
- You and Your Child— Young Mom’s Program and the Young Dad’s Program

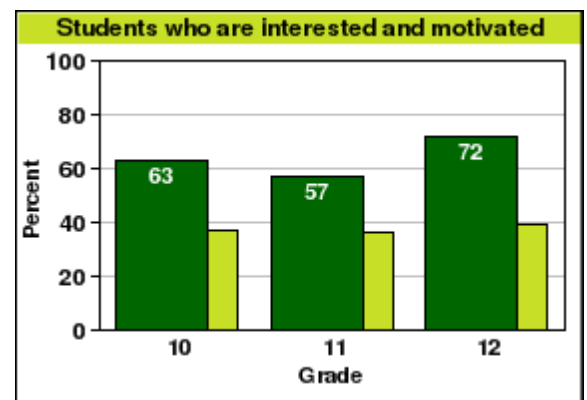
In addition to these courses, we also are working to provide the following additional supported opportunities for engagement:

- Developing positive relationships with ALL students and family members/ caregivers
- Driver experience program
- Individual intake procedure and continuous supported check ins with advisors
- Food provision and health care/awareness
- Connection to community agencies—need dependent
- Self determination and autonomy in program design
- Adjusted timelines for course completion

The school staff emphasizes academic skills and hold high expectations for all students to succeed.



Students who are interested and motivated in their learn-



SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	102	57.2	105	58.4	38	61.1	82	68.4	76	77.6	Intermediate	Improved Significantly	Good
Parent	5	*	2	*	3	*	1	*	1	*	*	*	*
Student	90	50.7	96	51.6	24	57.1	72	56.8	67	57.5	Very Low	Maintained	Concern
Teacher	12	63.7	9	65.2	14	65.1	10	80.0	9	97.7	Very High	Improved	Excellent

At Victoria Park High School we acknowledge that engagement comes through relationship, connection and opportunities for experience. When students are able to connect value and purpose to their experiences, they have a tendency to remain engaged and to even grow in their learning pursuits. In an effort to broaden our offerings in the program of studies, we are endeavouring to offer the following courses this year (in addition to our full complement of core offerings):

- Active Lifestyles class
- Outdoor Education class
- Creation of the driver program
- Workplace Readiness class
- Brains, Bones and Blood class
- Yoga class
- Nutrition and Wellness class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- University of Lethbridge Mindfulness partnership
- You and Your Child— Young Mom’s Program and the Young Dad’s Program
- Driving Experience Program

Knowing that these courses will offer a broad selection of experiences for our students, we also acknowledge that because of our size and designation as an outreach school, we miss the chance to provide a full compliment of the arts, as well as competitive athletic opportunities. In an effort to rectify this shortcoming we are increasing our effort to connect students with specific chances to participate in both courses and extra curricular opportunities at other schools. This year we are working to have students participate in choir, drama, basketball, badminton, and autobody clubs and courses in other schools. These experiences are dependent upon the student’s timetable and their proximity to the school offering the program, but we are confident that our strong relationships with other schools will allow us to share in the rich experiences that they are able to provide to their own students.

SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	12	91.7	9	94.4	14	100.0	10	90.0	9	100.0	Very High	Maintained	Excellent
Parent	4	*	2	*	3	*	1	*	1	*	*	*	*
Teacher	12	91.7	9	94.4	14	100.0	10	90.0	9	100.0	Very High	Maintained	Excellent

We believe that the students of Victoria Park High School will be lifelong learners if they are exposed to opportunities for engagement and varied experiences in a supported, safe environment. Knowing this, we are endeavouring to offer the following experiences and supports this year:

- Individual intake procedure and continuous supported check ins
- Supported and facilitated interactions between youth and with adults
- Development and offering of program-ming choices including :
 - In-class learning opportunities
 - Distributed Learning
 - Summer School
 - Academic experiences within a context external to the class-room
 - Flex Friday supports
- Reflection and redevelopment of methods of alternative instruction
- Stepping Away Program
- Work Experience/RAP Programs
- Volunteerism Course
- Staff professional learning and connecting learning to the land
- Student exploration of Blackfoot ways of knowing through land and language
- Aboriginal Studies 10 offered in combination with Social Studies 10
- You and Your Child Program
- Wellness and Healthy Relationships Course
- Catering Course
- Team Games Course
- Yoga class
- Driver Experience Program
- Intentional inquiry process
- University of Lethbridge Mindfulness partnership
- Active Lifestyles class
- Outdoor Education class
- Nutrition and Body Care class
- Construction class
- Nature, Wellness and Healthy Relationships class
- Workplace Readiness class
- Volunteerism class
- Foods class
- Art class
- Young Mom’s Program
- Student voice within the school setting

Students were asked: "I am confident that I am getting skills at school that I will use in life."

- Never (N)
- Sometimes (S)
- Most of the time (M)
- Always (A)

