

Victoria Park High School



2022/23 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	82.3	84.9	84.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.8	89.8	90.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	23.8	39.1	34.8	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	64.6	51.2	51.6	88.6	87.1	86.2	Very Low	Improved	Issue
	PAT: Acceptable	0.0	0.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	73.8	64.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	9.8	13.1	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	90.9	93.3	94.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	90.0	90.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	95.9	93.3	93.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.3	93.0	92.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Highlights

At Victoria High School, in partnership with parents, caregivers and community agencies, we strive to support students in ways that address 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 well-being.

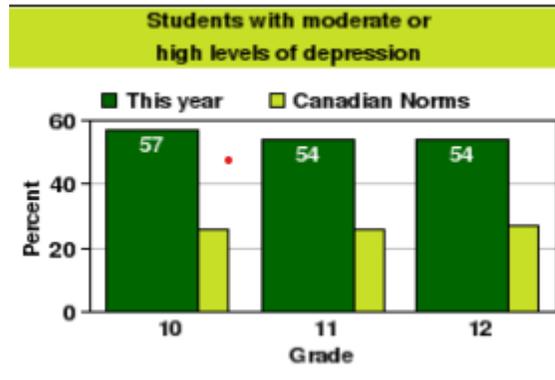
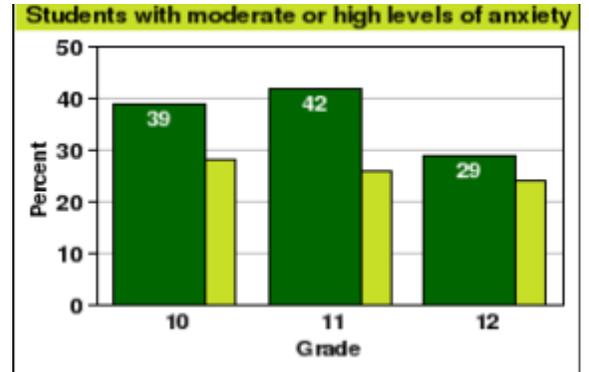
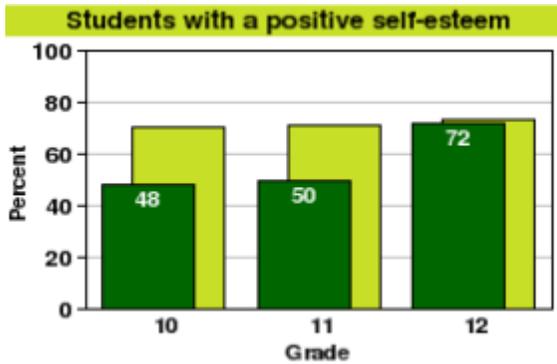
We are also very proud of our reported Education Quality, knowing that we have worked hard to broaden our provision of course options, methods of learning, and strategies for assessment. It is gratifying to see these efforts translate into student success.

As always, we believe an essential component of any organization that works with human beings is the ability to provide a welcoming, caring and 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 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 their greatest potential, leading to greater levels of high school completion and goal achievement.

One of the areas we pride ourselves on at Victoria Park High School is our access to supports and use of services. We work to ensure we continuously understand the evolving needs of our student population and as a result, we design our individualized supports to address these needs. When the needs of the student or the family move beyond our scope of practice, we then work closely and effectively with community partners to provide a supported transition to more specialized services. The relationships 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 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. There is 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 our successes and celebrations, we have some very real challenges and barriers to address.

Over the last three years specifically, we have been meeting exceptionally high numbers of parents and caregivers who have met their threshold of frustration tolerance. This 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 strategies for coregulation 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 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 youth depression.

Knowing this is the reality of 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 numerous 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 outreach school and are the institution/service that students come to when the traditional system has failed them. Often, by the time they “discover” and reach us, students have already passed a significant window of time in their schooling experience and therefore necessarily need additional time to meet their goals, which generally include completing the requirements of a high school diploma.

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	0.0	0.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
Diploma: Acceptable	73.8	64.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
Diploma: Excellence	9.8	13.1	n/a	21.2	18.2	n/a	Low	n/a	n/a

Evaluation

At Victoria Park High School we acknowledge 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 experience. We do our utmost to address the variety of student needs so 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. One of the crucial measures of success is 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 would be eligible to 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 program progression, streaming and placement in courses, when student come to VPHS midstream
- Inquiry focus and engagement across curriculums and programs
- Working closely with advisor, administration, and the wellness team, to ensure a purposefully fitting progression 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.

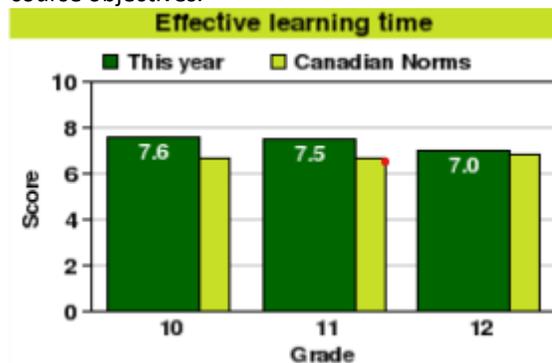
	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	59	26.4	50	20.8	55	44.4	63	39.1	64	23.8	Very Low	Declined	Concern
4 Year Completion	70	39.7	66	45.8	56	39.6	57	56.0	63	51.5	Very Low	Maintained	Concern
5 Year Completion	67	38.5	71	45.4	67	58.3	56	51.2	55	64.6	Very Low	Improved	Issue

Evaluation

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 and goal achievement. Knowing many of our students begin with us after spending at least a year or two in a traditional school setting, we work hard to individualize their programming. In an effort to support student growth and achievement, and also to support goal attainment, we have chosen to increase our number of high interest/ high experience option offerings. Some of these options include:

- Active Lifestyles class
- Outdoor Education class
- Workplace Readiness class
- Brains, Bones and Blood class
- Yoga class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- You and Your Child— pregnant and parenting teen program
- The Learner’s License, DL and in-person courses

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.

It was our intention to offer high interest and experience options to help engage students enough to further them on their pathway to success.

Our full-staff inquiry focus responded to the following question:

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

It is our hope 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 and goal achievement.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Citizenship

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

	Victoria Park High										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	105	83.1	38	91.3	83	91.0	77	89.8	68	88.8	Very High	Maintained	Excellent
Parent	2	*	3	*	1	*	1	*	2	*	*	*	*
Student	96	66.2	24	82.5	73	84.0	68	79.6	57	77.5	Very High	Maintained	Excellent
Teacher	9	100.0	14	100.0	10	98.0	9	100.0	11	100.0	Very High	Maintained	Excellent

Evaluation

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, we have worked to offer some unique course opportunities for students. Some of these opportunities that directly focus on citizenship are as follows:

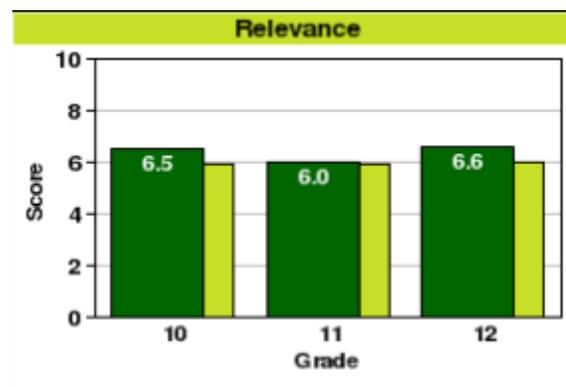
- Nature, Wellness and Healthy Relationships class
- Volunteerism class
- Leadership and Social Responsibility class
- Workplace Readiness class
- Outdoor Education class
- Driver Experience Program
- You and Your Child Program

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.

To that end, we have worked to build learning and engagement opportunities to focus on citizenship through some of the following school wide or individualized experiences:

- Purposeful building of a culture of empathy
- 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)

Students who find classroom instruction relevant to their everyday lives.



DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

	Victoria Park High										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	83	82.6	77	84.9	67	82.3	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	1	*	1	*	2	*	*	*	*
Student	n/a	n/a	n/a	n/a	73	75.1	68	77.3	56	67.7	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	10	90.0	9	92.6	11	97.0	n/a	Maintained	n/a

Evaluation

Engagement is the focus at Victoria Park High School. We recognize many of our students have come to our school as a result of disengagement with other institutions or programs and we believe 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 begin by trying to understand each individual, using the following strategies:**

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

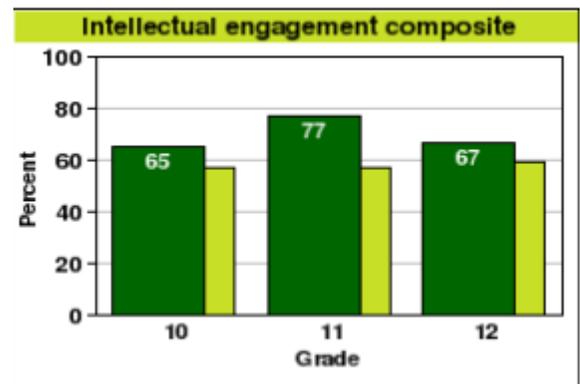
And then we create opportunities for student engagement through:

- Active Lifestyles class
- Outdoor Education class
- Creation of the driver program
- Workplace Readiness class
- Brains, Bones and Blood class
- Nature, Wellness and Healthy Relationships class
- Team Games Class
- Art class
- Volunteerism Class
- Foods Class
- Construction class
- Leadership and Social Responsibility class
- You and Your Child— Pregnant and Parenting Teen Program

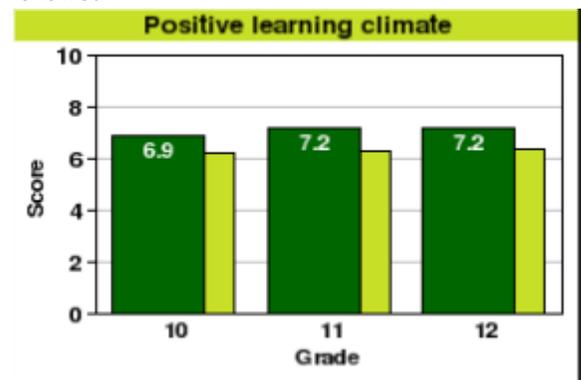
Lastly, we focus on constant reflection on whether or not these strategies are effective, using the following opportunities and methods:

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

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.



DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

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

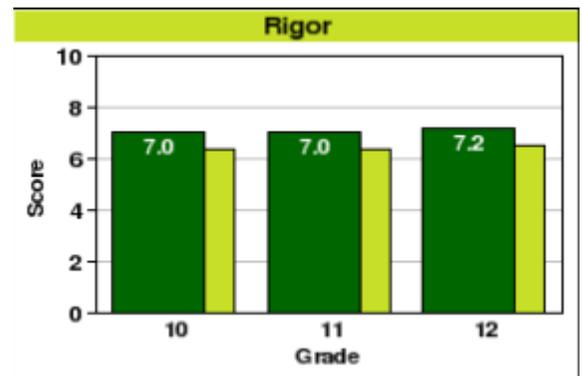
	Victoria Park High										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	105	91.0	38	95.1	83	92.5	77	93.3	67	90.9	Very High	Maintained	Excellent
Parent	2	*	3	*	1	*	1	*	2	*	*	*	*
Student	96	85.8	24	90.1	73	90.1	68	88.5	56	83.2	Low	Maintained	Issue
Teacher	9	96.3	14	100.0	10	95.0	9	98.1	11	98.5	Very High	Maintained	Excellent

Evaluation

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 our youth on a regular basis. In response to these needs, we are forced to examine our practice of program design and delivery in an ongoing manner. 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?”
- Staff collaboration to create new alternative courses (archery, canoe camping, volunteerism, fitness and nutrition)
- Staff collaboration to create uniquely designed programming 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 specifically focus our inquiry question: **To what extent can we increase student engagement and experience by building a culture of empathy?**

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.

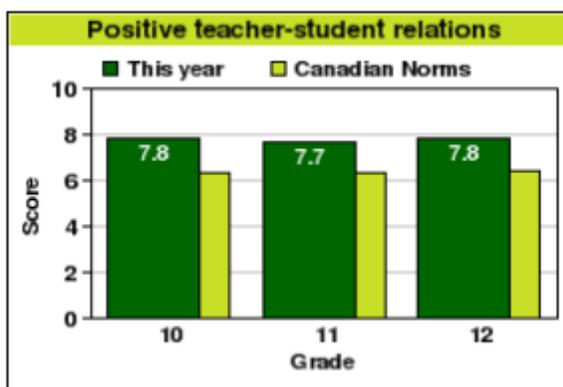
	Victoria Park High										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	83	91.4	77	90.0	68	86.7	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	1	*	1	*	2	*	*	*	*
Student	n/a	n/a	n/a	n/a	73	88.5	68	81.6	57	79.9	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	10	94.3	9	98.4	11	93.4	n/a	Maintained	n/a

Evaluation

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 implement specific strategies for making safety, respect and care tangible and noticeable. While we believe 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. Knowing this, we engage in a constant reflection practice to determine the perception and experience of others. We acknowledge it is not enough for us to tell people 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 and goal completion
- Developing positive relationships with ALL students
- Advisor program
- Wellness Team connections
- Individual Intake Procedure and continuous support check ins
- Modelling
- Food provision and health awareness and care
- Supported and facilitated interactions between youth and with adults
- 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
- Gathering individual feedback from students, families and community
- Encouraging student voice and self advocacy

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		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	83	95.5	77	93.3	68	95.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	1	*	1	*	2	*	*	*	*
Student	n/a	n/a	n/a	n/a	73	94.9	68	91.0	57	91.7	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	10	96.0	9	95.6	11	100.0	n/a	Maintained	n/a

Evaluation

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 within the school and cautious of venturing 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 build a deeper understanding of the supports and services that our students are needing, rather than providing what WE are prepared to offer. 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 and goal achievement
- Credit Recovery programming
- Developing positive relationships with ALL students and family members/caregivers
- Modelling
- Food provision and health awareness and care
- Connection to community agencies—need dependent
- Recognition of diverse student-body composition
- Recognition of diverse family makeup
- Recognition of diversity within our community
- Supported and facilitated interactions between youth and with adults
- Supportive transitions to and from youth treatment programs

We believe in implementing these strategies, 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		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	9	76.7	14	92.9	10	77.6	9	93.0	11	87.3	Very High	Maintained	Excellent
Parent	2	*	3	*	1	*	1	*	2	*	*	*	*
Teacher	9	76.7	14	92.9	10	77.6	9	93.0	11	87.3	Intermediate	Maintained	Acceptable

Evaluation

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 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 awareness and care for 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. Knowing that we are succeeding in our individualized connections and supports, it is our intention to increase the number of larger group gatherings this year. We will be structuring family and community events to share in our togetherness and to informally gather perspective and feedback. These events will nearly all revolve around the provision and sharing of food and conversation.

In an effort to ensure two way communication and collaborative supports for students, we will hold a conversation with parents, guardians and caregivers during the intake process. This collective endeavour will clarify the roles of students, staff and caregivers as students begin their journey in an outreach setting. We believe that it is essential to gain a strong commitment from parents, guardians and caregivers to participate in the communication process regarding a student's progress. This will ensure that students and families do not fall through the cracks or repeat past habits that proved unsuccessful.

SUPPLEMENTAL MEASURE: DROP OUT RATE

Annual Dropout Rate of Students Aged 14 to 18.

	Victoria Park High										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	210	17.9	198	20.8	183	15.7	213	9.5	187	10.9	Very Low	Improved	Issue
Returning Rate	67	9.8	38	8.6	44	9.8	30	3.5	22	5.1	n/a	n/a	n/a

Evaluation

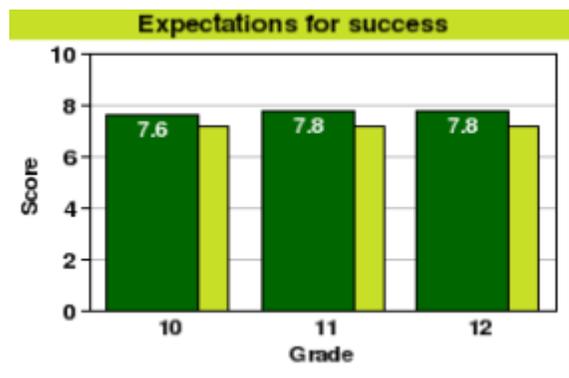
Our goal is to see students through on their individual pathways to success. For the majority of our youth, this means high school completion regardless of the timeline it takes to reach this end goal. In an effort to decrease the drop out rate, we make a constant effort to design individual supports, 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
- The Driver Experience program
- Workplace Readiness class
- Stepping Away
- 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
- You and Your Child— Pregnant and Parenting Teen Program

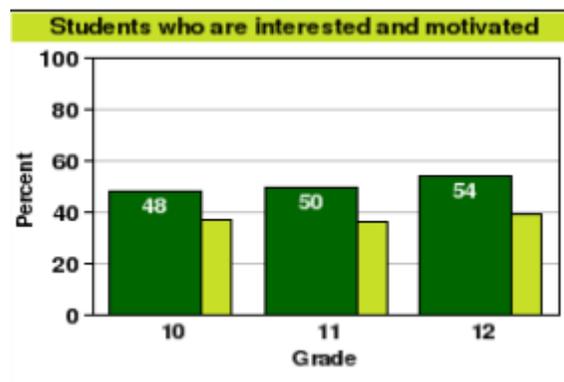
In addition to these courses, we also provide the following additional supported opportunities for engagement:

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

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



Students who are interested and motivated in their learning.



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		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	105	58.4	38	61.1	82	68.4	76	77.6	67	67.3	Low	Maintained	Issue
Parent	2	*	3	*	1	*	1	*	2	*	*	*	*
Student	96	51.6	24	57.1	72	56.8	67	57.5	56	58.5	Very Low	Maintained	Concern
Teacher	9	65.2	14	65.1	10	80.0	9	97.7	11	76.2	Low	Maintained	Issue

Evaluation

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 endeavour to offer the following courses this year (in addition to our full complement of core offerings):

- Active Lifestyles class
- Outdoor Education class
- Driver Experience program
- Workplace Readiness class
- Brains, Bones and Blood class
- Stepping Away
- 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
- You and Your Child— Pregnant and Parenting Teen Program

Knowing these courses 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 wrestling, and courses in other schools. These experiences are dependent upon the student's timetable and their proximity to the school offering the program. We are confident that our strong relationships with other schools will allow our students to share in the rich experiences those schools are able to provide their own students.

SUPPLEMENTAL MEASURE: Lifelong Learning

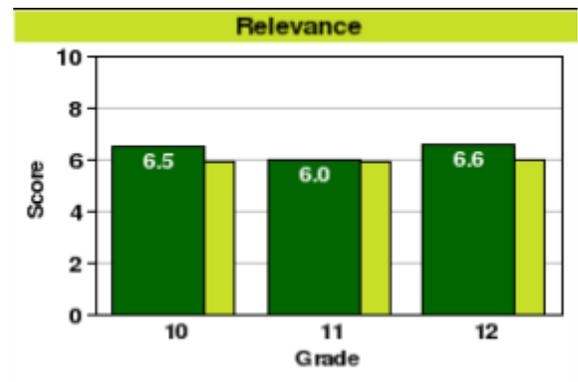
	Victoria Park High										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	9	94.4	14	100.0	10	90.0	9	100.0	11	95.5	Very High	Maintained	Excellent
Parent	2	*	3	*	1	*	1	*	2	*	*	*	*
Teacher	9	94.4	14	100.0	10	90.0	9	100.0	11	95.5	Very High	Maintained	Excellent

Evaluation

We believe 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 and safe environment. Knowing this, we endeavour to offer the following experiences and supports:

- Individual intake procedure and continuous supported check ins
- Supported and facilitated interactions between youth and with adults
- 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
- Intentional inquiry process
- Staff professional learning and connecting learning to the land
- Stepping Away Program
- Work Experience/RAP Programs
- You and Your Child Program
- Catering Class
- Baking Class
- Hot Lunch Class
- Team Games Course
- Driver Experience Program
- Active Lifestyles class
- Outdoor Education class
- Construction class
- Nature, Wellness and Healthy Relationships class
- Workplace Readiness class
- Volunteerism class
- Art class
- Encouraging student voice and self advocacy

Students who find classroom instruction relevant to their everyday lives.



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

Performance Measures

Assurance Survey results, Our School survey results, community feedback, student feedback, family feedback, high school completion

With this focus, we have seen positive impacts in the following areas:

- Learning
- Wellness
- Attendance
- Participation and engagement
- School community building
- Community connections
- Practical and real life experiences
- Citizenship
- Communication
- Relationships with others - peers
- Understanding needs and design of response
- Varied location and environment of learning and experiences
- Flexibility in thinking
- Connecting meaning to learning rather than simple task completion
- Staff learning—expanding boundaries and dissolution of barriers
- Changing perception of Victoria Park High School in:
 - The community
 - Lethbridge School Division (staff and participants)
 - Other schools
 - Our own student body and extended support system