

Victoria Park High School 2023-24

School Assurance Results Review

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

Areas of Success – Alberta Education Assurance Measures

At Victoria Park 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 wellness.

We are also very proud of our reported Education Quality, knowing that we have worked hard to broaden our pro- vision 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.

*It should be noted that our “very low (yet improving!) rate of high school completion in 3 and 5 year windows” is typically because we are an outreach school and we provide the institution/service that students come to when the traditional system has failed them. Often, by the time the students “discover” and reach us, they 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.

The Fast Forward Program that operates out of the school and on behalf of the Division, has been tremendously successful and supportive in getting students to complete high school in the 4 and 5 year completion window. This direct support service is essential to the success of youth who have not made a smooth transition out of the school system with a high school diploma in hand.

Areas for Growth - Alberta Education Assurance Measures

NOTE: ***While the category is represented in the visual rating scale, we do not actually hold PATs (6 or 9) as we are a 10-12 high school. This area is not a measure of success or failure for the school.

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 the 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.

As always, it is our goal to improve in the area of Student Learning Engagement, as we believe it will translate into an improvement in Academic Performance. The healthier and more engaged our students are as learners, the better they will be able to function, academically. In a specific effort to address this Learning Engagement area, we have implemented a staff focus on creating and providing an authentic alternative learning experience at the school. It is our hope that the more connected to meaningful and applicable life lessons the students can be, the greater the buy-in to their educational plan.

We would like to note the potential danger of attempting to “improve” (from a numbers perspective) our high school completion rate. If we were to make a concerted effort to simply increase this number, we could have the unintended consequence of subconsciously (or consciously) limiting access to the school and services when a youth comes to us with limited high school experience. Many of these youth have “no hope” of graduating ie: they are 18 years old and have 0 credits when they BEGIN with us, and so the goal is not HIGH SCHOOL COMPLETION, but rather transition to healthy citizenship and participation in the world of work. When we prioritize the stats above the well-being of youth, we jeopardize access to our school programming, therefore inflicting damage on individuals and society in a long-range fashion. With this in mind, it is still our intention to improve our “high school completion rate” for the purpose of supporting students with their goals, knowing that this is the final step in their public education experience.

Other School Data

At Victoria Park High School we rely primarily on our direct contact with students and caregivers in collecting feedback on the school experience. This connection occurs on a daily basis with many students and staff communicating in multiple formats including in person conversations, phone calls, texting, Teams messages, and email. We pride ourselves on being able to hear from our population directly, receiving feedback and implementing change “on the fly”. Because of our size and funding model, we are often able to pivot when ideas arise and we count ourselves very fortunate to have a staff that is responsive and open to “trying new things”. Further data and information is also collected through a limited series of student surveys that are conducted throughout the year, but we are finding that we would like to collect more data from our youth and stakeholders.

Knowing this, it is our intention to implement a monthly “We Asked, You Said” feedback loop from the students. We will experiment with different methods of gathering perspective whether it is through in-person, round table discussions or through technology-based strategies.

School Inspiration

- Tell us something inspiring about your school! It does not have to be related to data, just share with us something you are proud of and want us to know.

Through our work at Victoria Park High School and Lethbridge Alternative Schools and Programs, we are currently supporting 300+ students in achieving their preferred futures. Our days include the joys, successes, challenges and heartbreaks that come with supporting human beings in their growth and development. Along the way, we have much to celebrate and are very proud of the learning that our students and staff are engaging in. Some of the highlights include:

- Creating a place to belong and be a part of something larger than the individuals themselves
- Our purposeful reflection and response design to our school-wide on *Building a Culture of Empathy*
- Our school-wide focus on youth health, from physical to relational to financial health, we are exploring!!!
- Because we are constantly working to develop programming that is both responsive and engaging, in an effort to support high school completion and to assist students in finding their preferred futures, we have made a significant focus on increasing our number of high interest/high experience option offerings.

For the last 15 years we have been working together with Save On Foods North to provide Christmas Hampers for families over the holidays. We have been growing steadily in our fund raising with this past year topping off at over \$22,000.00 raised. This has enabled us to ensure that 62 families were well fed and even had some enjoyable treats during the holiday break.

The creation of a Driver Experience Program which will enable students of Victoria Park High School who do not have access to a vehicle, the opportunity to gain driving experience they otherwise would not have available to them. With access to an eventual driver’s license and experience with driving, students’ lives will open up with opportunity in the areas of personal development, independence and the world of work.

- A renewed commitment to getting out of the traditional classroom/building and using nature and the community as our learning space
- As always, the creation of a caring, compassionate, soft place to land, where students are able discover and nurture their own strengths and abilities, connecting to purpose and passion in their education

The realities of supporting people in their growth and development give us cause for constant joy, laughter, worry, and anticipation. Through it all, we make a concerted effort to practice recognition of the determination that it takes to succeed, and to celebrate the forward movement that we see in our students’ lives.