

Victoria Park High School



www.lasp.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

Students move forward on their individual path, connecting value and purpose to their choices.

School Mission Statement

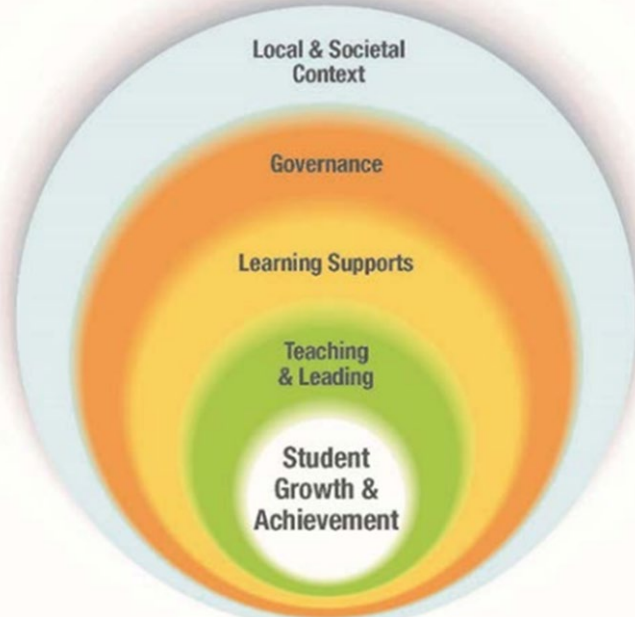
To provide genuine alternative school experiences to support students as they move toward their preferred future.



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- **Learning, Well-being, Respect, Inclusion, and Leadership**



SCHOOL CONTEXT

Description of School:

There are 350+ students enrolled solely in Victoria Park High School in grades 10-12, with another 130 students who are shared/blended with other schools

- We offer flexible in-person and Distributed Learning (DL) programming
- VPHS and Lethbridge Alternative Schools and Programs (off site programs) are combined under one umbrella:
 - CAMP – Chinook Regional Hospital Child and Adolescent Mental Health Program
 - Stafford Ridge Lethbridge Youth Treatment Centre – offering treatment to youth whose lives have been negatively impacted by substance use and gambling
 - Pitawani Youth Treatment Centre – for youth in treatment and at risk to self and/or others and who are often at risk of harm in/to their environmental and familial contexts
 - Harbour House – women and children shelter school
 - DLA – therapeutic school for youth struggling with significant challenges to mental health i.e: anxiety and depression
 - Pathways – program for students challenged by atypical neuro-developmental impacts, most commonly those who demonstrate the severe symptoms of in-utero alcohol and drug exposure
 - challenged with engagement in traditional school settings (grade 9)
 - OCAHS – Off Campus Alternate High School – program for students who have demonstrated a compromised ability to maintain safety for self and others in a larger school setting
 - Stepping Away – program for youth to gain a half year experience in trades such as welding, small engine repair, construction and culinary, combined with a focus on positive mental health development
 - You and Your Child: Young Mom’s Program for pregnant and parenting teens (and burgeoning Young Dad’s Program)
 - Summer School – supporting students throughout Southern Alberta
- We fall under the definition and mandate of an Outreach School according to Alberta Education

School Highlights: 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 to 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.

Strengths: our people, our collective and individualized program design, trauma informed practice, supports in place for youth mental health, substance challenges, food access and housing supports, learning opportunities through experiential classes, individual learning plans/strategies

Challenges: substance use, disengagement/attendance, poverty, behaviours, mental health challenges, physical classroom space and growing student population, aging building, inadequate washroom facilities

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Provide reflection opportunities for understanding individual student needs and perspectives
- Create opportunities for students to be reflected in their schoolwork and school environment
- Reflect on program development and delivery
- Practice openness to trying new ways of engaging learners
- Create and design new exploratory option classes
- Build capacity to use ongoing feedback to reflect continuously on their progress and set new goals for their preferred future
- Engage in meaningful, inquiry-based learning, using the feedback provided throughout the experience to develop a deeper understanding of their learning and how to adjust their skills

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

We will continue to build strong relationships with students to intentionally understand their needs, interests, and passions. We will utilize community-building events, both formal and informal, that enable staff and students to increase personalized interactions. Connections will be explored through the lens of our programming offerings, our advisor system, our wellness team engagement, and any and all other opportunities for relationship building.

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

Staff respond effectively to the unique needs of all learners.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Staff will:
 - Communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.
 - Foster learning environments that enable each student to achieve learning success.
 - Increase student engagement through offering an authentic alternative school experience.
 - Provide unique alternative learning experiences by:
 - Reflecting on program development and delivery
 - Practicing openness to trying new ways of engaging learners
 - Creating and designing new exploratory option classes
 - Work with students to develop an understanding of their own personal health, including how their bodies work, and how to care for and respect themselves. Instruction will focus on:
 - Comprehensive body health
 - Sexual health
 - Self care and respect within relationships
 - Self care and respect within society

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

We will intentionally focus on overall student development for the purpose of optimized learning. This focus will include an exploration of authentic and alternative learning strategies, as well as a focus on helping to develop the health and well-being of all students.

Staff will reflect upon and design authentic learning experiences for the students through the incorporation of as much experiential learning as possible. Staff will also work to incorporate “lessons” on student health, incorporating a variety of learning opportunities to cover comprehensive health and well being.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

To foster the physical, mental and emotional wellness of students to support optimal learning. School communities take action to advance Truth and Reconciliation.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Teach students how to use their voices for self and collective advocacy, learning how to provide healthy feedback.
 - Meet with individual students to gather qualitative feedback about their experiences
 - Create roundtable feedback opportunities to hear student voice

- Teach youth about their personal health, including how their bodies work and how to care for and respect themselves. Focus on the following aspects of health and wellness:
 - Comprehensive health/body
 - Sexual health
 - Self care and respect within relationships
 - Self care and respect within society

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

We will intentionally focus on teaching students about their health and well being in all curricular areas and classes. The aspects we will address will include specific learning and practice in developing student voice/advocacy. We will also address body knowledge and the practice of well-being. This focus will include a purposeful exploration of mental health, physical health, and relational health.

School Domain

Goals:

We endeavour to meet the needs of our youth with regard to three STUDENT REPORTED areas:

- developing student voice – advocacy and expression
- teaching anti-racism and anti-oppression – building understanding and a culture of care
- teaching about the health and wellbeing of student bodies (ie: sexual health, care and respect for the body, within relationships and society)