

Victoria Park High School



2024/25 Annual Education Results Report

School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



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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	86.8	85.6	84.3	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	79.0	84.4	87.7	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	41.9	32.0	31.7	81.4	80.4	81.4	Very Low	Improved	Issue
	5-year High School Completion	52.4	56.8	57.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	68.8	71.3	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	7.3	8.5	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	93.7	92.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	88.9	88.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	97.0	98.4	95.9	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	88.2	80.0	86.8	80.0	79.5	79.1	Very High	Maintained	Excellent

Areas of success

At Victoria Park High School, we collaborate with students, parents, caregivers, and community agencies to address student needs, maximizing their learning and achievement potential. We celebrate the high levels of citizenship and engagement reflected in our surveys and are committed to continuous improvement.

Education Quality: We take pride in the improvements in education quality, evidenced by our expanded course offerings, diverse teaching practices, and innovative assessment strategies. It is rewarding to witness these efforts leading to student success, in whatever form that might be.

Welcoming Environment: A key focus for us is nurturing a welcoming and safe environment. Our reaffirmed student code of conduct promotes a healthy learning community, benefiting students and families, as well as staff, alike. Students who feel safe and cared for are more likely to reach their full potential, resulting in higher completion and goal achievement rates.

Access to Supports: We pride ourselves on our access to various supports and services. By staying attuned to the evolving needs of our student population, we design individualized support plans. When needs exceed our capacity, we collaborate with community partners to ensure seamless transitions to specialized services. These partnerships enable us to be responsive and timely in meeting student and family needs.

Community Engagement: Over the past few years, we have developed opportunities for students to connect with their local and global communities, understanding that "giving back" enhances self-worth and well-being.

Parental Involvement: In the past three years, we have prioritized increasing parental involvement in their youth's schooling. Acknowledging that many parents and caregivers have faced negative experiences with educational systems, we strive to build trust and demonstrate our commitment to their families. While challenges remain, we are dedicated to this vital work.

Areas for growth

At Victoria Park High School, we recognize that while we celebrate our successes, we also face significant challenges.

Identifying Challenges: In the past three years, we've encountered many parents and caregivers who have reached their limit of frustration, often feeling helpless and angry. This distress can hinder students' ability to maintain hope for a better educational outcome. Therefore, we continue to implement strategies for co-regulation and support for both parents and caregivers. This heightened frustration is often linked to factors such as family substance use, severe medical and socio-economic issues, trauma, and complex needs.

How Challenges Present: These challenges frequently result in low self-esteem, moderate to high anxiety, and increased youth depression. Understanding the realities facing our students and families, we strive to meet the needs of the whole person, collaborating closely with community agencies. We believe it takes a village to raise a child.

Please Note: Additionally, our reported low high school completion rates over 3 and 5 years reflect our role as an Outreach School, welcoming students who have struggled in traditional systems. By the time they connect with us, many have already lost significant educational time and require extra support to earn their high school diploma.

In addition to acknowledging our areas of growth and development, we believe it is important to also pay respect to our commitment to continuous school improvement. We are exceptionally proud of our student and staff reported continuous improvement. Regardless of the comparison with the province's overall statistics (which is a significant percentage difference), we are proud of the fact that we are regularly striving to know better, learn better and do better.

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)

	Victoria Park High					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	135	174	173	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	64.7	73.8	68.8	Very Low	Declined	Concern
Standard of Excellence %	n/a	n/a	13.1	9.8	7.3	Very Low	Maintained	Concern

Insights:

At Victoria Park High School, we recognize that many students have joined us due to previous challenges in their learning experiences. Our priority is to cater to diverse student needs, ensuring they learn optimally.

Improvement Strategies:

1. Focus on varied instructional approaches to meet student needs.
2. Increase efforts to boost student attendance and participation.
3. Ensure students placed midstream receive appropriate streaming and supports.
4. Foster engagement across all curriculums.
5. Work with advisors and wellness team members for tailored programming options, including:
 - a. In-class learning and distributed learning
 - b. Summer School opportunities
 - c. Experiential learning opportunities
 - d. Open Friday support
6. Revise alternative instruction techniques and implement UDL strategies.
7. Encourage self-determination, adjusted timelines, and the development of positive relationships with students and families to enhance the overall learning experience.
8. Increased "You and Your Child" programming for pregnant and parenting teens.

This focused approach aims to continuously improve student achievement and foster a supportive learning environment.

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		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	55	44.4	63	39.1	64	23.8	61	32.0	63	41.9	Very Low	Improved	Issue
4 Year Completion	56	39.6	57	56.0	63	51.5	64	48.4	65	46.0	Very Low	Maintained	Concern
5 Year Completion	67	58.3	56	51.2	55	64.6	66	56.8	64	52.4	Very Low	Maintained	Concern

Insights:

Enhancing Programming for Student Success

At Victoria Park High School, we are committed to creating responsive and engaging programming aimed at facilitating high school completion and achievement of student goals. Recognizing that many students join us after time in traditional school environments, we focus on individualized programming to support their growth.

Increased Experiential Offerings: We are continuously reworking and expanding the number of hands-on activities and high-interest options to better engage students and guide them along their paths to success. Really, our goal is to develop alternative learning experiences in both core and elective classes, addressing the unique needs of each student to ultimately increase high school completion and overall goal achievement for our students.

This year, in an effort to engage our students more deeply in their learning, we have developed the following:

- A Niitsitapiisini (Blackfoot language and culture) course
- A drop-in music program
- A gardening course
- A fit and well course
- A media and design course

Assurance Measure: Citizenship

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

	Victoria Park High										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	83	91.0	77	89.8	68	88.8	46	84.4	95	79.0	High	Declined	Acceptable
Parent	1	*	1	*	2	*	3	*	11	61.1	Low	n/a	n/a
Student	73	84.0	68	79.6	57	77.5	33	71.9	70	77.2	Very High	Maintained	Excellent
Teacher	10	98.0	9	100.0	11	100.0	13	96.9	14	98.6	Very High	Maintained	Excellent

Insights:

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
- Niitsitapiisini class
- Leadership and Social Responsibility class
- Workplace Readiness class
- Outdoor Education class
- Gardening class
- Driver Experience Program
- You and Your Child Program
- Drop in Music programming

Our students come to us from other schools, where in most instances, they did not feel like they belonged to a community. From the first meeting with their advisor, it is always emphasized that this school is a place where everyone has a right to be safe and welcomed. We deliberately focus on creating a school community that all staff and students are citizens of and take ownership of. Purposely building a culture of empathy and engaging student voice within the school setting creates a sense of ownership and belonging.

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												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	10	90.0	9	100.0	11	95.5	13	96.2	25	82.8	Very High	Declined	Good
Parent	1	*	1	*	2	*	3	*	11	72.7	High	n/a	n/a
Teacher	10	90.0	9	100.0	11	95.5	13	96.2	14	92.9	Very High	Maintained	Excellent

Insights:

Engagement is the focus at Victoria Park High School. We recognize many of our students have come to our school because of disengagement with other institutions or programs and we believe it is our responsibility to further explore and understand the reasons for the disengagement. A recurring theme that keeps coming up is that students are struggling with their anxiety, and this is contributing to their disengagement. A simple explanation is that many of the students who are struggling to engage are doing so because they experienced COVID during some of their most formative years.

However, perhaps there is another reason for such widespread disengagement. At the beginning of the previous school year, our provincial government gave educators the mandate to restrict phones in school classes. This has also taken place in many locations around the world. Over the last school year, our staff engaged in a study of the book “The Anxious Generation” by Jonathan Haidt. In this book the author takes a comprehensive look at the impact of smart phones or devices on youth since they were invented in 2010. As a result of the book study and professional learning opportunities linked to it, the staff developed a deep understanding of the impact of smart devices on our youth and how great an inhibitor these devices have on their ability to engage. This year, in an attempt to build on the awareness and understanding we have gained from our study of the Haidt work, we hope to take a deep dive into the question: What can we *replace* the time/space lost to the digital world with, developing strategies at our school that reverse some of the negative impacts of smart devices, by implementing healthy activities, experiences and learning instead.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

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

	Victoria Park High												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	83	92.5	77	93.3	67	90.9	46	93.7	96	90.7	Very High	Maintained	Excellent
Parent	1	*	1	*	2	*	3	*	11	83.3	High	n/a	n/a
Student	73	90.1	68	88.5	56	83.2	33	91.2	71	91.2	Very High	Maintained	Excellent
Teacher	10	95.0	9	98.1	11	98.5	13	96.2	14	97.6	Very High	Maintained	Excellent

Insights:

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 administrative, cohort, and 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
- Staff engagement in the Inquiry Process
- Collaboration to explore the efficacy of outreach school program design
- Staff-wide collaboration on “What makes an outreach school effective?”
- Staff collaboration to create new learning courses and experiences
- Staff collaboration to create uniquely designed programming to meet the needs of individual youth
- Purposeful design of instructional programming to include core and elective programming

We continue to focus on our reflective question:

To what extent can we increase student engagement through offering an authentic outreach school experience?

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

- In-class learning opportunities
- Outdoor and out-of-classroom experiential learning opportunities
- Distributed Learning (DL)
- Drop in Music Programming
- Summer School
- Academic experiences within a context external to the classroom
- Open Friday classroom learning structure/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												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	83	91.4	77	90.0	68	86.7	46	88.9	96	84.4	Intermediate	Maintained	Acceptable
Parent	1	*	1	*	2	*	3	*	11	72.6	Very Low	n/a	n/a
Student	73	88.5	68	81.6	57	79.9	33	82.2	71	84.8	High	Maintained	Good
Teacher	10	94.3	9	98.4	11	93.4	13	95.6	14	95.9	High	Maintained	Good

Insights:

For effective learning to occur, the learning environment must be welcoming, respectful, caring, and safe. This is one of our core values at Victoria Park High School. Many of our students arrive at our school without having had the experience or perception of safety and care in their previous schooling. We therefore implement specific strategies for making safety, respect and care tangible and noticeable.

When new students arrive for their initial intake, one of the first things we emphasize in the initial meeting is that it is their right to get an education in a place where they feel safe and welcome. It is also their obligation to contribute to creating a space where everyone feels safe and welcome.

We strive to create a respectful environment by giving the students individual program planning strategies, as well as self-determination and autonomy in program design. We believe that success may mean different things for different students, and we work together with our students to create an educational plan that helps them achieve success by their definition.

We focus constantly on making sure that we are making Victoria Park High School a caring place for all their needs. We have a comprehensive advisor program to ensure that students immediately have a connection to a caring adult. Our Wellness Team strives to make connections with all our students. We do our best to assist students with food, clothing, housing insecurities and assist students to access community supports.

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.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and ser-

	Victoria Park High										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	83	95.5	77	93.3	68	95.9	46	98.4	96	97.0	Very High	Maintained	Excellent
Parent	1	*	1	*	2	*	3	*	11	96.3	Very High	n/a	n/a
Student	73	94.9	68	91.0	57	91.7	33	100.0	71	94.7	Very High	Maintained	Excellent
Teacher	10	96.0	9	95.6	11	100.0	13	96.8	14	100.0	n/a	Maintained	n/a

Insights:

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		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	10	77.6	9	93.0	11	87.3	13	80.0	25	88.2	Very High	Maintained	Excellent
Parent	1	*	1	*	2	*	3	*	11	90.7	Very High	n/a	n/a
Teacher	10	77.6	9	93.0	11	87.3	13	80.0	14	85.7	Intermediate	Maintained	Acceptable

Insights:

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 hold conversations with parents, guardians and caregivers during the intake process. This collective endeavour helps to 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 care-givers to participate in the communication process regarding a student's progress. This participation ensures that students and families do not fall through the cracks or repeat past habits that proved unsuccessful. While these are the efforts that we make, it must still be noted that many staff struggle with the lack of parent/caregiver involvement in the school experience. We respect and honour past experiences that have made this our current reality, but continue to strive for increased engagement from caregivers and parents as they are an essential part of our village and know their children like no one else can.

SUPPLEMENTAL MEASURE: DROP OUT RATE

Annual Dropout Rate of Students Aged 14 to 18.

	Victoria Park High												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Drop Out Rate	183	15.7	213	9.5	187	10.9	209	15.2	201	14.9	Very Low	Maintained	Concern
Returning Rate	44	9.8	30	3.5	22	5.1	22	9.8	35	22.3	n/a	n/a	n/a

Insights:

While we appreciate the “very low” reported number of students in the annual drop out rate for the school, we can neither celebrate nor grieve this statistic as it is simply not a measure of our students’ experiences. It must be noted that, as an Outreach School under the Outreach mandate of the Province, it is our job to engage with youth and young adults at all of the varying stages of their educational experience. This means that we often enroll students who don’t likely have a chance of graduating, as well as students who will go on to graduate, against all odds. We take chances on students that other institutions have turned away and define and provide supports for others who may never be in pursuit of a high school diploma. Our students do not fit into the tidy age range of 14-18 year olds as we often don’t even meet our youth until they are 16 and 17 years of age, and often even 18. We also do not work to exit students at the age of 18 unless they have met not only their educational goals but their educational potential. The Drop Out and Returning Rates for the Province, in the way that they are measured in the APORI surveys are simply not a match for the complex stories and contexts of our students.

Rather than relying on this survey for our reflection on our success (or lack thereof) with students, we examine each youth or young adult individually, asking ourselves if we have done everything we can to help them reach their potential before having them move on to their next stage of their journey.

These statistics simply do not capture the fact that we often relentlessly pursue students when they have disengaged from school and also that we acknowledge and respect the time in each student’s school experience when they are ready to move on to what the outside world has to offer.

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												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	82	68.4	76	77.6	67	67.3	46	65.0	94	68.1	Low	Maintained	Issue
Parent	1	*	1	*	2	*	3	*	11	65.3	Low	n/a	n/a
Student	72	58.8	67	57.5	56	58.5	33	60.4	69	69.8	Intermediate	Improved	Good
Teacher	10	80.0	9	97.7	11	76.2	13	69.6	14	69.2	Very Low	Maintained	Concern

Insights:

Fostering Engagement through Relationships and Opportunities

At Victoria Park High School, we believe that engagement is fostered through relationships, connections, and opportunities for hands-on experiences. When students see value and purpose in their experiences, they are more likely to stay engaged and make progress in their learning.

While we are proud to offer a wide range of experiences, we acknowledge that, due to our limited physical size and outreach school designation, we cannot provide a complete array of arts and competitive athletic opportunities. We are excited to share that in direct response to the limited access to fine arts, our school will be providing a drop-in music experience, open to all students, with grant-provided musical instruments this year. We have partnered with a professor from the Education Department at the University of Lethbridge to not only provide engagement opportunities on a weekly basis to students, but also to create professional learning opportunities for staff members to learn about music instruction and support. We realize that the music programming opportunity does not address the absence of a greater fine arts or athletic program, so we continue to make efforts to connect students with courses and extracurricular activities at other schools. We are confident that our strong relationships with neighboring city schools will enable our students to enjoy the rich experiences those schools offer.

SUPPLEMENTAL MEASURE: Lifelong Learning

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

	Victoria Park High												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	10	90.0	9	100.0	11	95.5	13	96.2	25	82.8	Very High	Declined	Good
Parent	1	*	1	*	2	*	3	*	11	72.7	High	n/a	n/a
Teacher	10	90.0	9	100.0	11	95.5	13	96.2	14	92.9	Very High	Maintained	Excellent

Insights:

With the arrival of the smart phone in 2010, young people today are doing far less experiential learning, having substituted real life experiences for screen time experiences. We believe it is important that we provide opportunities for our students to engage in experiences in safe and supported environments, thereby giving them the tools they need to keep learning once they move on to adulthood.

One example of this is our Driver Experience program. Students get to practice driving and gain the confidence to take their Driver's License test. Without this program, where students are pushed beyond what they would normally experience, they would just simply assume getting a license was not attainable. Our goal is to encourage students to continually try or do things outside of their comfort zone, thereby realizing that learning new things can be invigorating and stimulating.

School Priority:

To what extent and in what ways does engagement with natural environments help develop key characteristics like resilience, empathy, self-regulation, and perseverance in youth, and how do these traits promote independence?

Performance Measures:

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

We see our Performance Measures within 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

