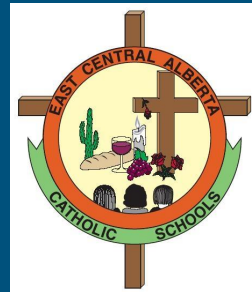




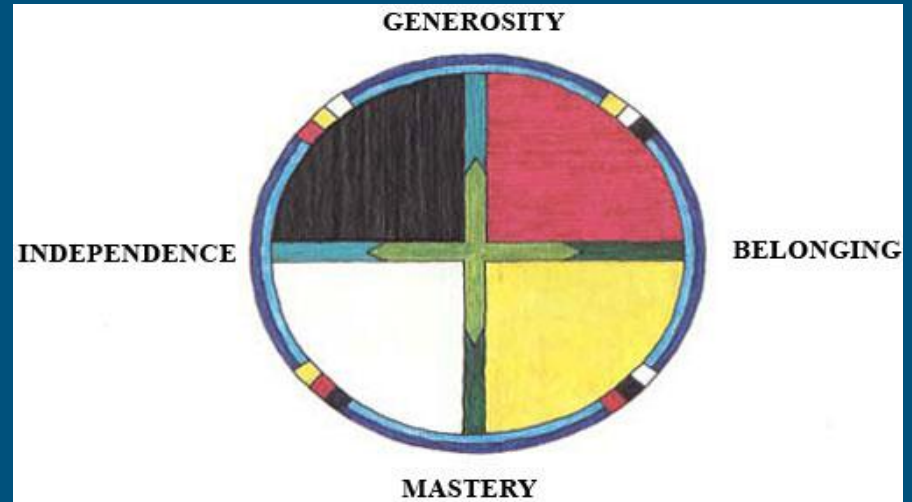
Vermilion Outreach School

Annual Report (2016/2017) and
Education Plan (2017-2020)



Overview

1. Vision, Mission, Mantra
2. School Profile
3. Looking Back: Our Reflections
4. Looking Ahead: Our Goals
5. Our Celebrations



Vision, Mission, Mantra

Vision: To help students succeed in a healthy environment.

Mission: Helping students succeed by creating an environment of hope, building independence, mastery, belonging and generosity.

Mantra: Engaging for Success

School Profile

Vermilion Outreach School is an alternative high school educational program that provides students an opportunity to complete their high school diploma outside of a traditional school setting. We offer two programs with core programming, career counseling, and a variety of options.

Regular High School

- a flexible schedule where students work independently through their courses. Core high school courses are available, strong art program, many options as well as community mentoring programs.

Adult Program

- For students who are over the age of 19 as of Sept. 1 but still need to complete a high school course for diploma requirements, post-secondary opportunities or career reasons we offer programs to help. Cost is dependent on program. The school is open one evening per week to help accommodate different needs.

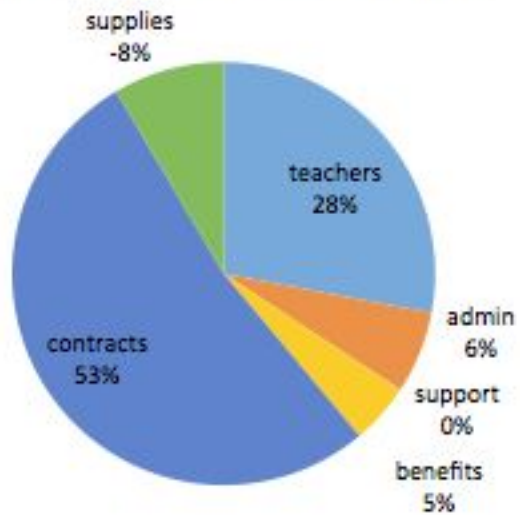
School Profile

Demographics:

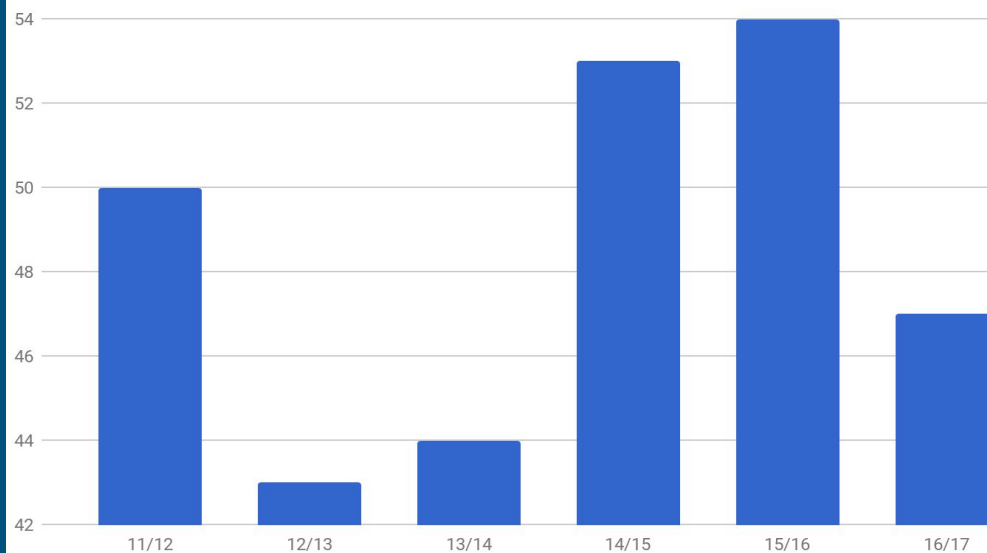
- teaching staff of 2 FTE
- support staff of 0.8 FTE, Art Consultant 0.1 FTE
- offer all the core high school courses
- mandatory career exploration courses
- variety of CTS, locally developed courses, Lakeland College and Dual Credit programs
- Mentorship, Community Volunteerism
- Personal and Academic Counselling through FSL, MHP, one staff member registered counsellor

School Profile

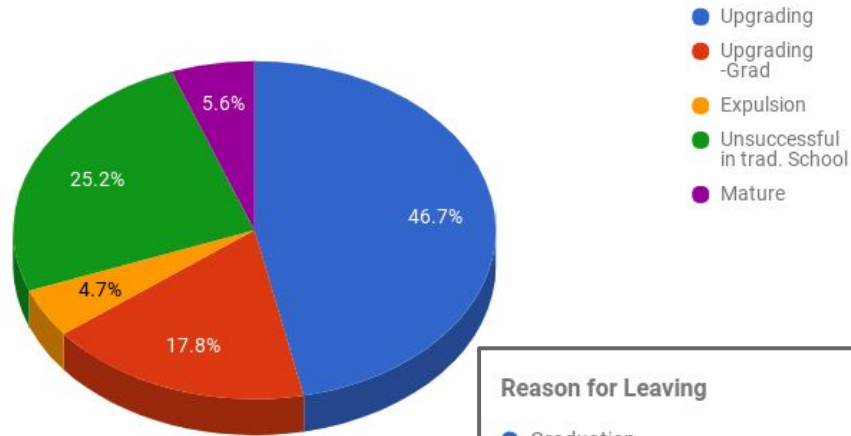
2016-2017
VERMILION OUTREACH SCHOOL BUDGET



Sept. 30 Enrollment



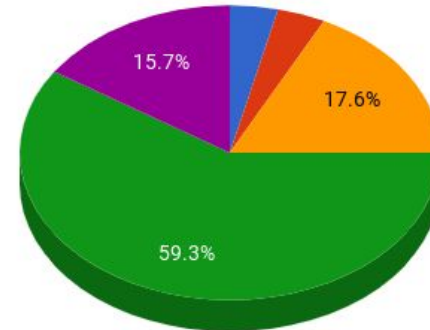
Reason for Attending VOS



School Profile

Reason for Leaving

- Graduation
- Moved
- Disengaged
- Completed Course/Program
- Continuing



Measure Category	Measure	Vermilion Outreach School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.7	89.4	92.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	53.2	60.2	61.9	81.9	81.9	81.5	Very Low	Maintained	Concern
	Education Quality	95.2	84.7	90.2	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.3	12.5	9.1	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	59.8	75.0	38.3	77.9	76.5	76.1	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	55.6	76.4	73.1	83.0	82.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	8.3	3.6	9.0	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	10.0	37.5	12.5	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	79.4	64.9	64.9	62.3	60.8	60.8	n/a	Improved	n/a
	Transition Rate (6 yr)	15.4	41.7	18.3	57.9	59.4	59.3	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	75.0	73.7	82.7	82.6	81.9	n/a	n/a	n/a
	Citizenship	88.6	81.9	85.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	n/a	75.0	82.0	81.2	80.9	80.7	n/a	n/a	n/a
Continuous Improvement	School Improvement	89.3	81.3	85.7	81.4	81.2	80.2	Very High	Maintained	Excellent

Areas of Strength

- Seen as a safe school for students
- Quality Education is provided
- Students develop citizenship skills
- Strive for school improvement

Areas for Growth

- Need to improve perception of Program of Studies
- Continue to help students to prepare for diploma exams

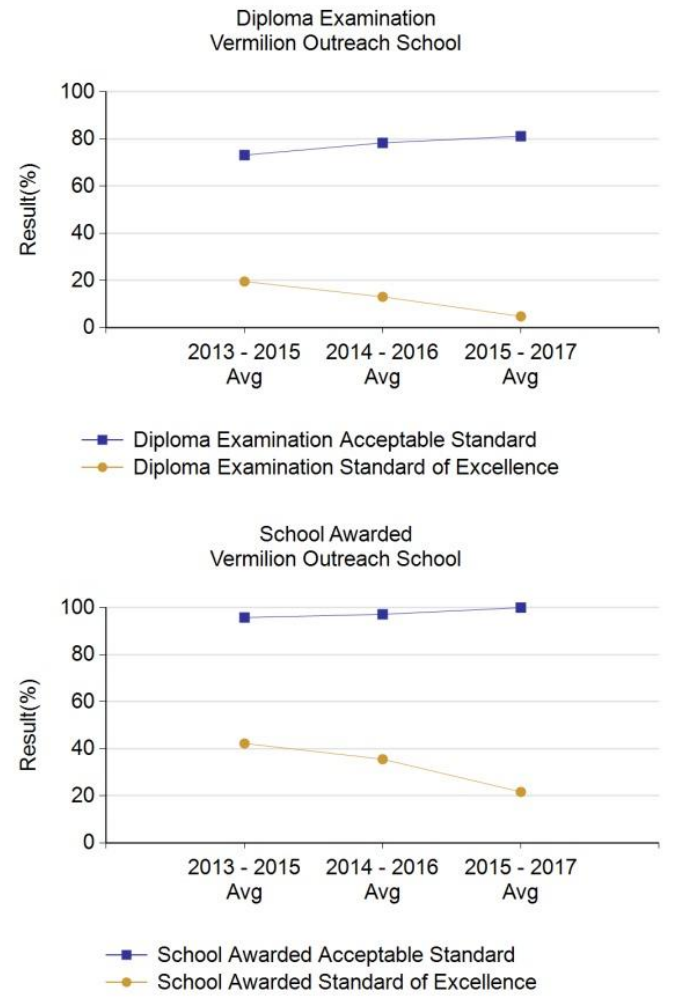
Diploma Exam Trends

Percentage of students achieving at an acceptable level and level of excellence is a concern.

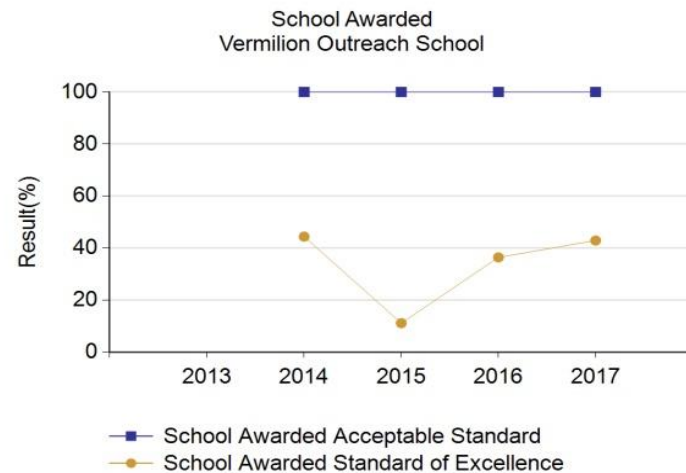
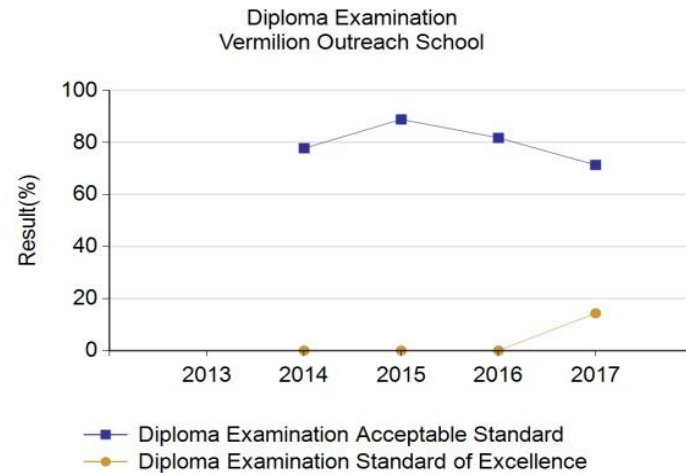
Our focus has been in two areas where most students write diploma exams:

- Social Studies and English in the 30-2 stream
- Mathematics 30-2

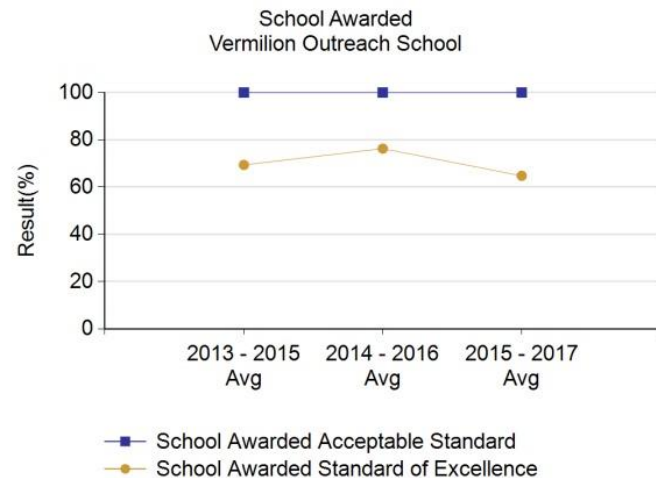
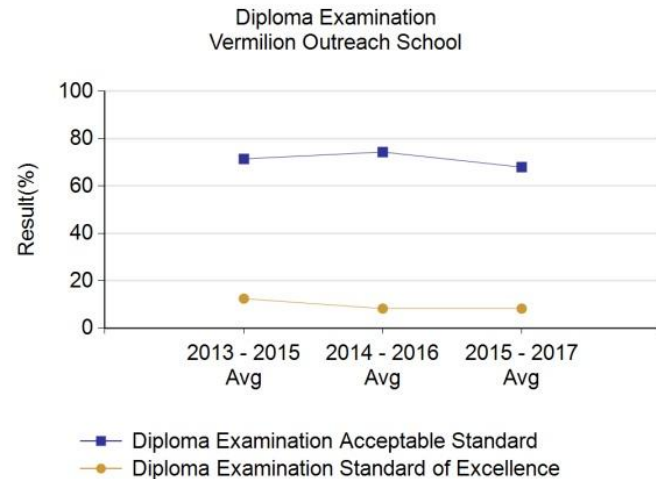
Social 30-2 Three Year Rolling Average



ELA 30-2 Three Year Rolling Average



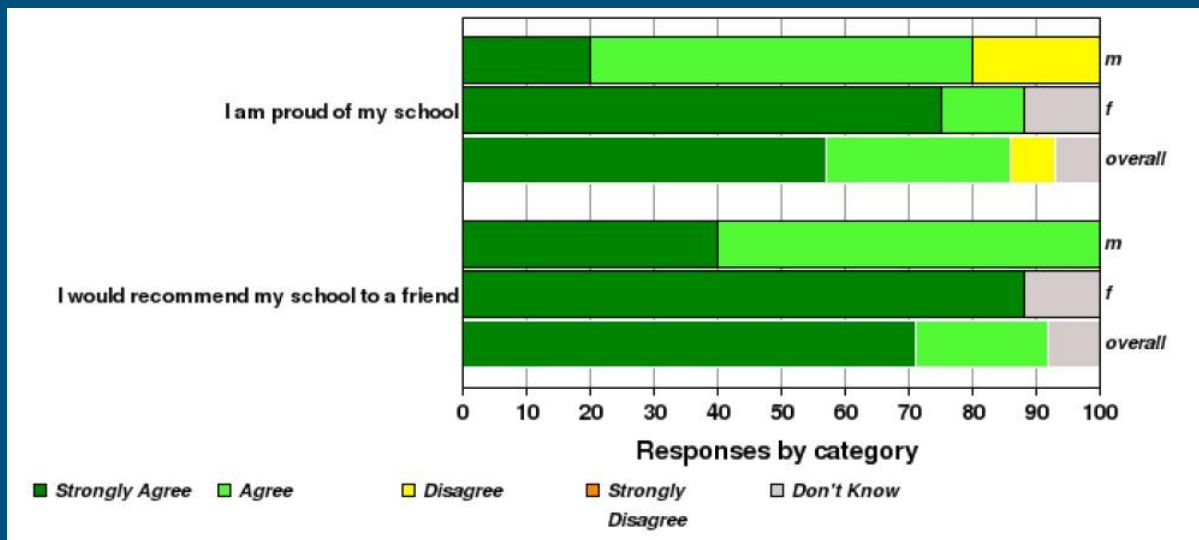
Math 30-2 Three Year Rolling Average



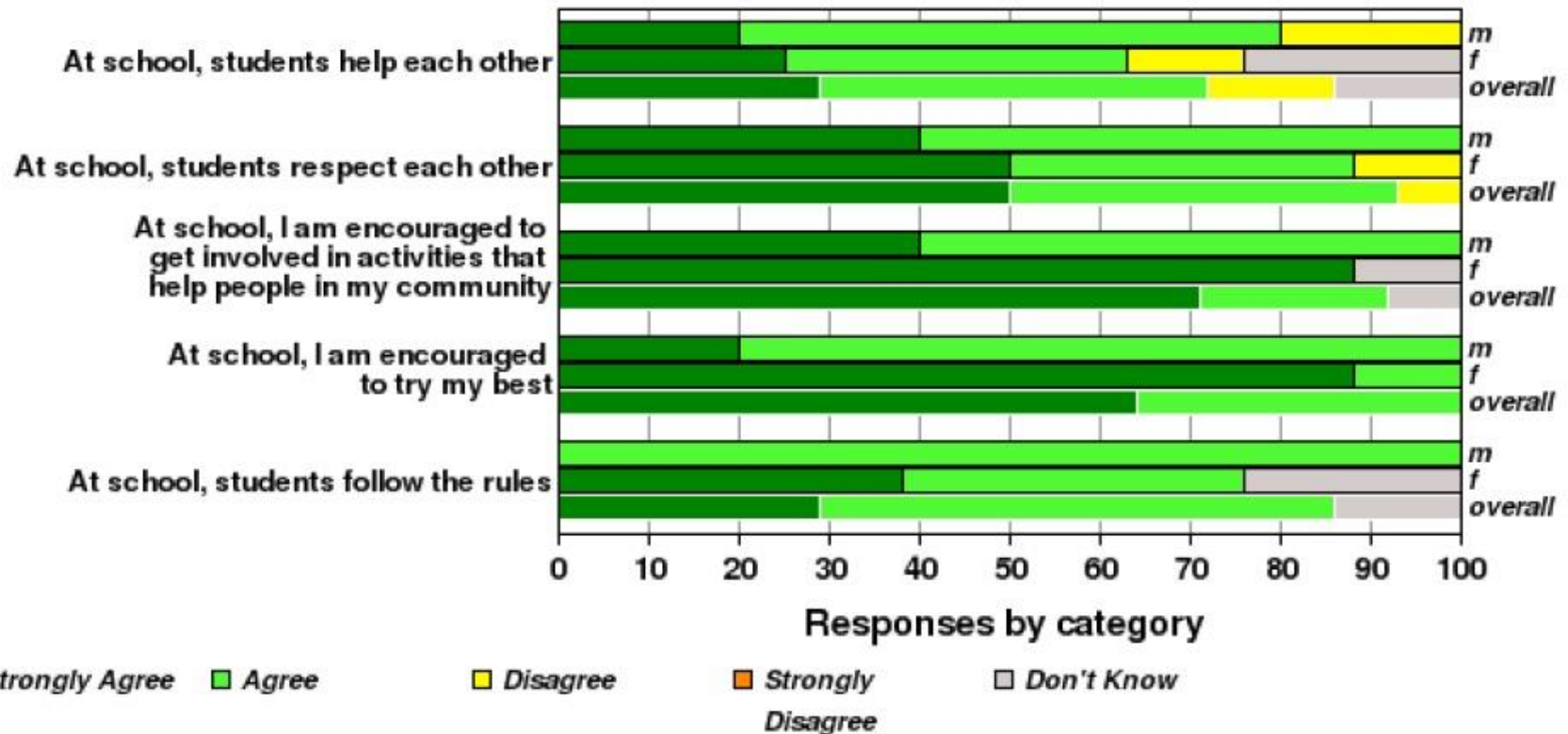
Tell Them From Me

Overall our students are satisfied with the quality of teaching and education.

Some difference in male responses and female responses for 2016-17



Tell Them From Me



Tell Them From Me - Open Ended Responses

Responses to “Please tell us some of the things you really like about your school, or things that would make it even better.”

- I really love that when I am at school, I feel at home. I am comfortable and relaxed. Also, if a student is feeling uncomfortable or anxious Derek, Kim, Tina, and Jodi will do their best to help the student feel more comfortable and to understand what the students special needs are regarding study space or learning strategies. The teachers also do their best to understand students and their tell signs for when they are having a possibly bad day. Teachers express they care and that the students always have someone to talk to if they are in need. The mental health awareness of the staff really impressed me, I had never been to an outreach school before but I have been to many traditional school, no other school compares to Vermilion Outreach School. The students get along with one another very well and help provide one another with assistance and a productive learning environment. As far as things I think the school could improve on, I would like a second language programme such as French. I had been taking French for 9 years until I came here. I wasn't too upset about the lack of second language programmes but I think it may be beneficial if enough students are on board.

Tell Them From Me - Open Ended Responses

“What other support or help you you need at school?”

- I love that the school gives us breakfast because I am often running late and do not have time to eat before school which makes it hard to focus.
- Mindfulness, counselling, breakfast programme, one on one help. I have benefited greatly from all the help offered by the school and taken every opportunity I can to use it to my advantage.
- My teachers are there for me as a friend as well as a teacher. They always encourage me to do the best I can. The vibe I get from them is what helps me continue and motivate me.

Overall School Priorities 2017-2020

Program Rigor and Diploma Exam Preparation:

We continually look for methods and materials that allow our students to learn independently and yet have support and feedback. Materials should allow us to give formative and summative feedback to students.

We also are committed to finding ways to help students prepare for exams through practices, student exemplars, and providing instruction in study techniques.

Overall School Priorities 2017-2020

Providing opportunities for connections:

- Continue to build our web of support for our students.
- Using trauma awareness to be proactive in planning for supports for students.
- Provide in school counselling opportunities
- Connect with community resources for mental and physical health
- Connect students to community through mentoring opportunities and community outreach.

Overall School Priorities 2017-2020

Continue to build school program:

- Ensure that new students access “induction program” to help introduce them to program and engage in career planning
- Investigate and share resources with other alternative programs to have a variety of option courses. Help students identify engaging courses beyond core programming.
- Promote school program within community to build awareness among stakeholders.

Essential Conditions

Mission: Buffalo Trail Public Schools is committed to *maximizing student learning*, in a safe and caring environment, supported by a highly effective team.

Essential Conditions:

As a jurisdiction we believe that teacher effectiveness has the greatest direct impact on *maximizing student learning*. BTPS is involved in a number of initiatives therefore, it is vital to our success that we ensure these initiatives support teacher effectiveness. The essential conditions for increasing teacher effectiveness and *maximizing student learning* are shown on the next slide and are indicated as part of our school's strategies.

Essential Conditions

Essential Conditions
for increasing teacher
effectiveness and
maximizing student
learning



Essential Conditions

Leadership: How are current and future leaders being developed and supported?

Research and Evidence: What data, including current research and evidence is being collaboratively and systematically collected and analyzed to inform progress towards targets?

Resources: How are human and material resources being employed?

Time: How is adequate time being provided for implementation?

Support Services: How are support services being used effectively?

Staff Professional Growth: How are the needs of the teacher, school, system and province being addressed through professional learning?

Stakeholder and Community Engagement: How are stakeholders being engaged?



Progress

EVIDENCE OF LEARNING:

(Present evidence/artifacts of what your teachers have accomplished that is increasing their effectiveness in the classroom. This is the section that is targeted for senior admin mid-year meetings, but may also have sections that you decide to share with other stakeholders).

2017-2020 Strategies

BTPS Goal #1: *Students are intellectually engaged in their learning.*

School Strategies:

- Expand opportunities for students to have a voice and take an active role in their learning (Time, Stakeholder and Community Engagement, Leadership)
- Develop a comprehensive distributed learning strategy better utilizing technology. (Time, Leadership, Research and Evidence, Resources, Staff Professional Growth)
- Using the Circle of Courage develop FNMI related programs through courses. (Time, Staff Development, Research and Evidence, Resources)
- Utilize Effective teaching practices in independent work environment. (Research and Evidence, Leadership, Staff Development)

2017-2020 Strategies

BTPS Goal #2: *All learners' needs are met.*

School Strategies:

- **Engaging professional staff to learn how to create universally accessible learning environments. (Leadership, Staff Development, Research and Evidence)**
- **Continue the focus on learning about trauma informed approaches. (Time, Staff Development, Research and Evidence)**
- **Maximized use of Learning Support Team and MHP Program (Leadership, Time, Support Services)**
- **Family School Liaison to support students at risk (Support Services)**
- **Utilize Adverse Childhood Experience and Resilience measures in planning supports (Staff Development, Staff Development)**

2017-2020 Strategies

BTPS Goal #3: Positive, high quality learning and working environments

School Strategies:

- All staff and a group of students engaged in implementing Healthy School Initiative rewriting school policies and practices to fit within the pillars of a Healthy School. (Time, Leadership)
- Continue student lead programs through VIBE and in partnership with AHS such as Gratitude and Peer Support Program. (Support Services)
- Supporting staff through Tuesday “check-ins”. (Leadership, Time)

Celebrations 2016/2017

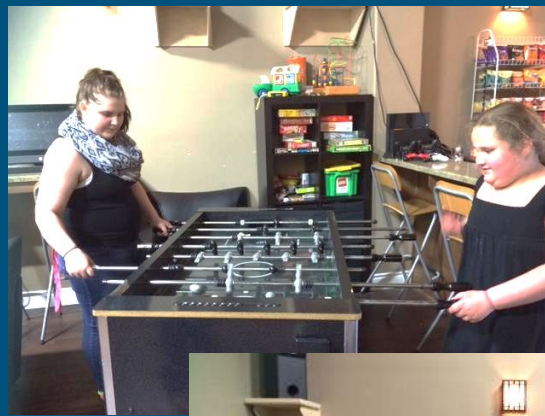
In partnership with VIBE several programs have had tremendous success for students and staff. Mindfulness is seen to be practiced by students during exams. Setting up a “quiet” room for supporting anxiety and stress. Volunteering with Vermilion Food Bank and community services.

Mentorship continues to be successful for both VOS and VES students. Growth in confidence and leadership skills are powerful.

We continue to celebrate the success of our students as they meet their education goals - especially with students who had experienced significant issues.

Graduation 2017



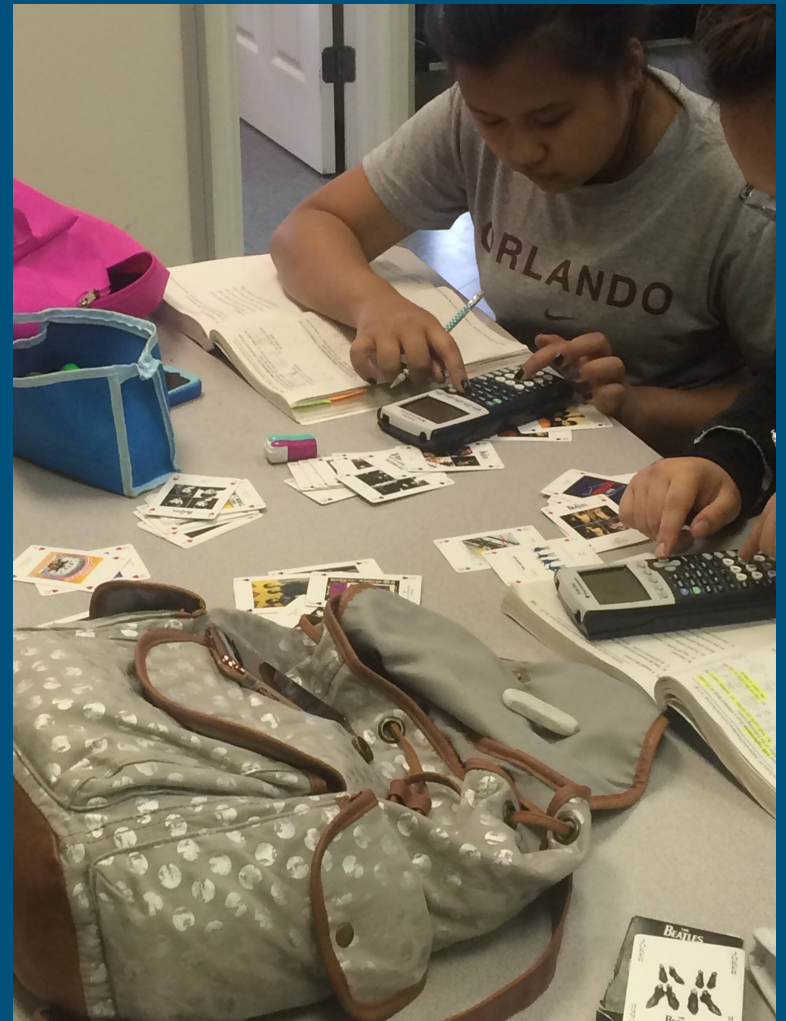


Mentorship

Community Involvement



Learning Environment



Variety of Options

