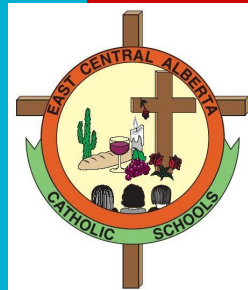




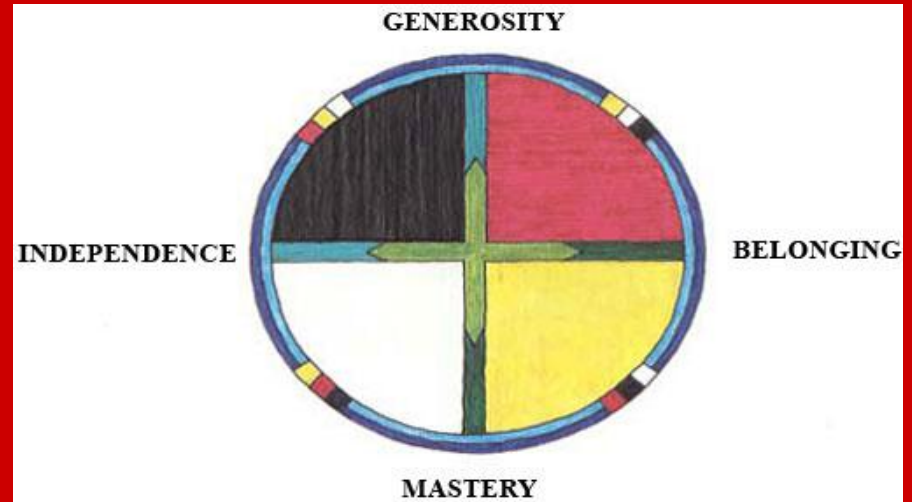
Vermilion Outreach School

**Annual Report (2014/2015)
and Education Plan (2015-
2018)**



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.

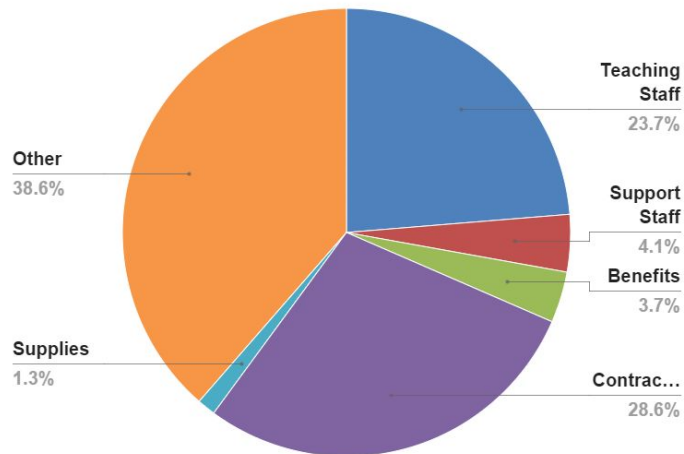
School Profile

Demographics:

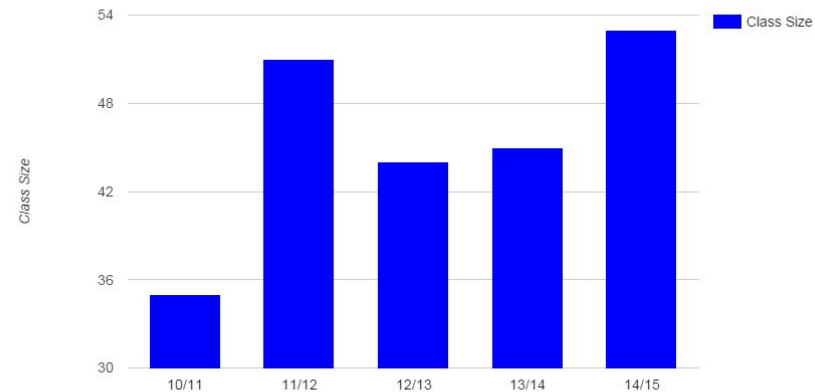
- teaching staff of 2.2 FTE
- support staff of 0.6 FTE
- offer all the core high school courses
- mandatory career exploration courses
- variety of CTS, locally developed courses, Lakeland College and Dual Credit programs
- Mentorship, Community Volunteerism
- Personal and Academic Counselling through FSL, two staff members registered counsellors

School Profile

2014-2015 VERMILION OUTREACH SCHOOL BUDGET

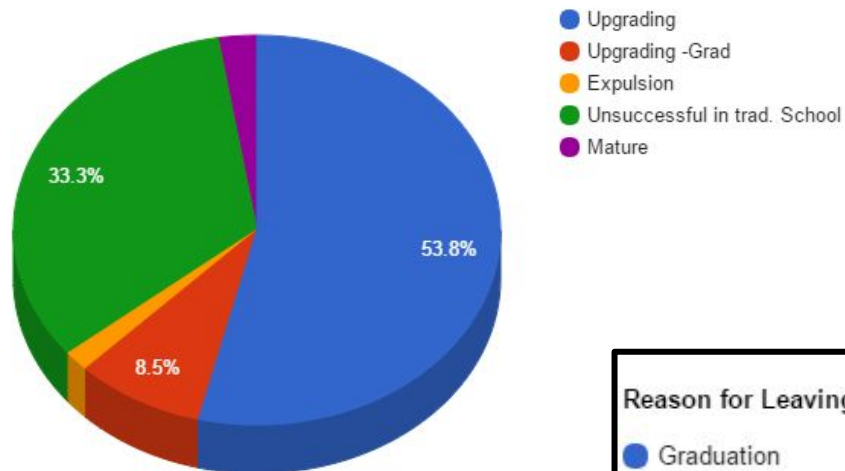


Class Size



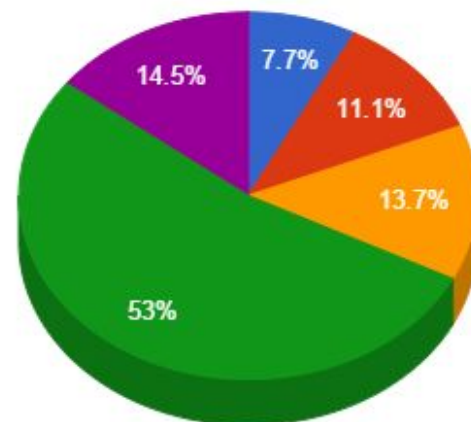
School Profile

Reason for Attending VOS



Reason for Leaving

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



Measure Category	Measure Category Evaluation	Measure	Vermilion Outreach School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	97.0	92.3	92.4	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	64.6	60.7	58.4	81.3	81.3	81.2	Very Low	Maintained	Concern
		Education Quality	92.9	92.9	90.0	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	7.7	6.6	5.7	3.4	3.3	3.3	Low	Maintained	Issue
		High School Completion Rate (3 yr)	44.7	0.0	22.4	76.4	74.9	74.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.0	73.1	73.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.8	18.4	18.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	78.4	77.4	67.8	85.2	85.5	84.6	Low	Maintained	Issue
		Diploma: Excellence	13.5	12.9	6.4	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.9	50.5	54.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	71.4	59.3	57.8	61.2	60.9	61.3	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	13.3	0.0	21.0	59.8	59.2	59.0	Very Low	Maintained	Concern
		Work Preparation	57.1	88.9	77.8	82.0	81.2	80.4	Very Low	Maintained	Concern
		Citizenship	91.8	81.8	84.0	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.0	86.0	69.7	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	97.8	78.1	79.7	79.6	79.8	80.1	Very High	Improved Significantly	Excellent

Areas of Strength

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

Areas for Growth

- Need to help students achieve acceptable levels on diploma exams.
- Improve perception around preparation for the transition to work

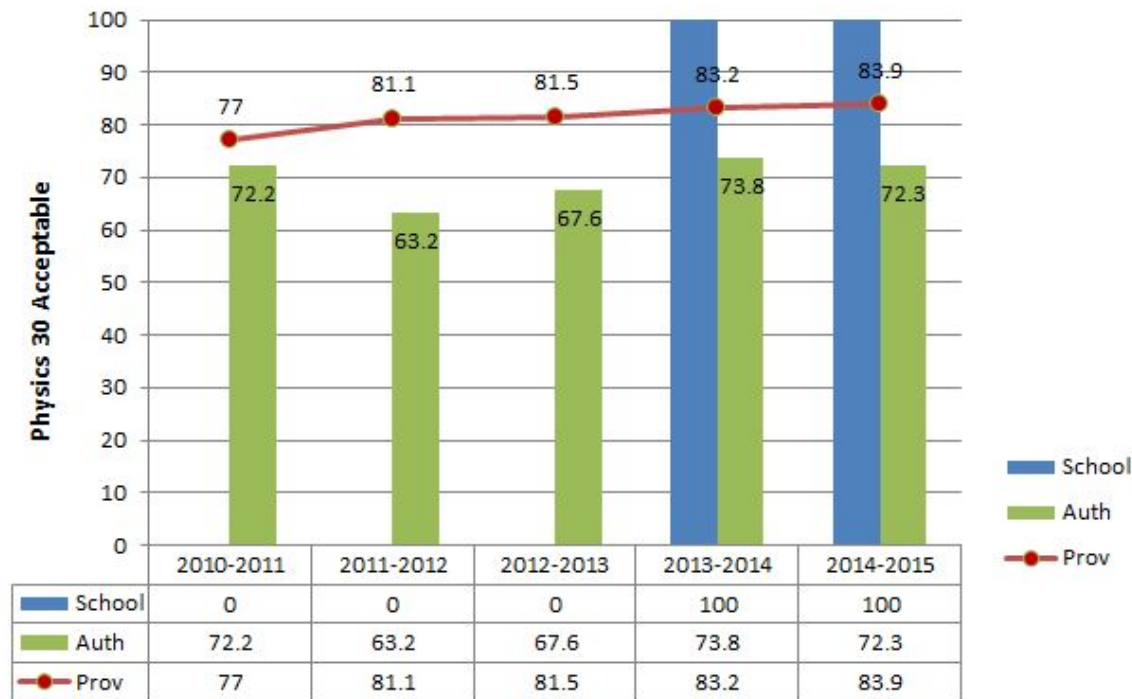
Diploma Exam Trends

We are seeing an increase in percentage of students achieving at the acceptable level and at the Standard of Excellence.

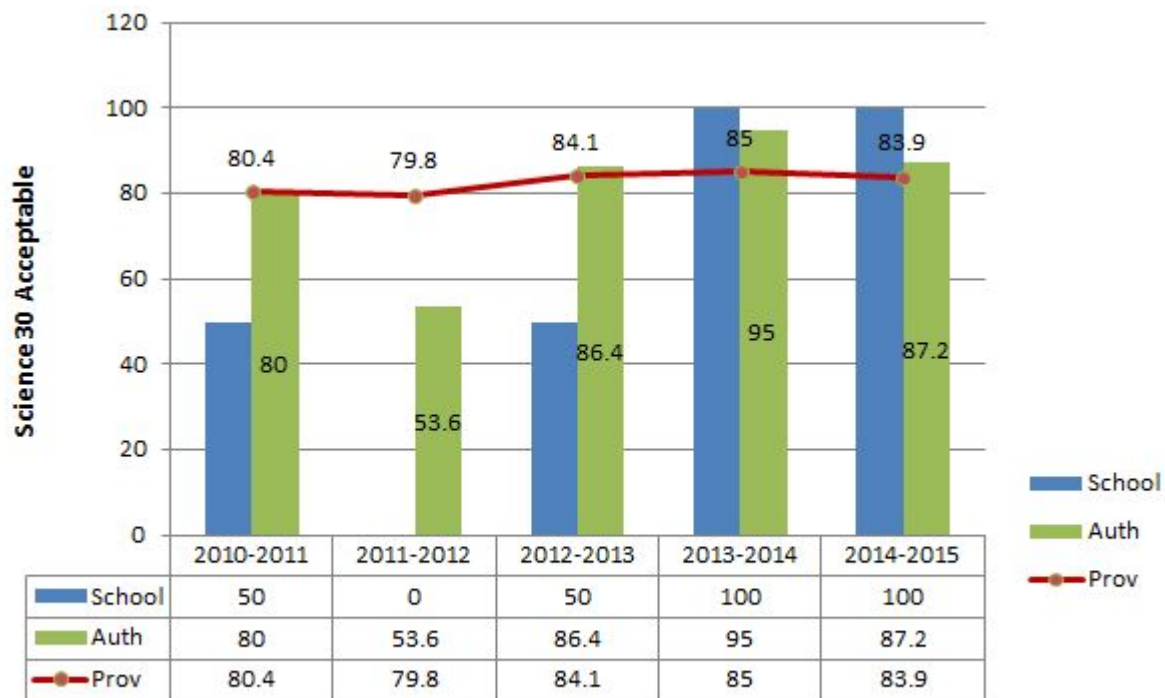
Social Studies 30-2 results are consistently strong.

Mathematics 30-2 results are reporting improvement.

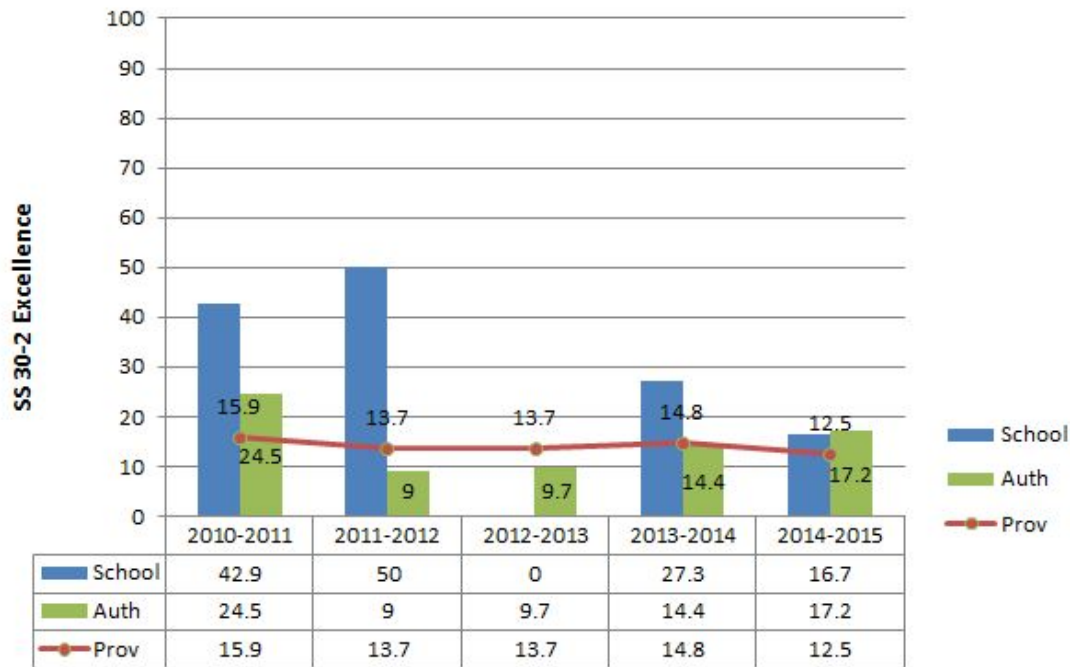
Physics 30 Standard of Excellence



Science 30 Acceptable Standard



Social 30-2 Standard of Excellence

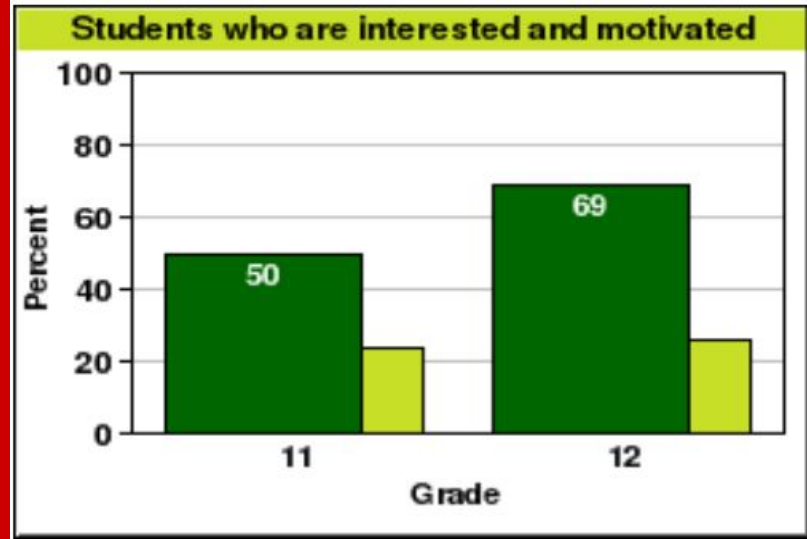
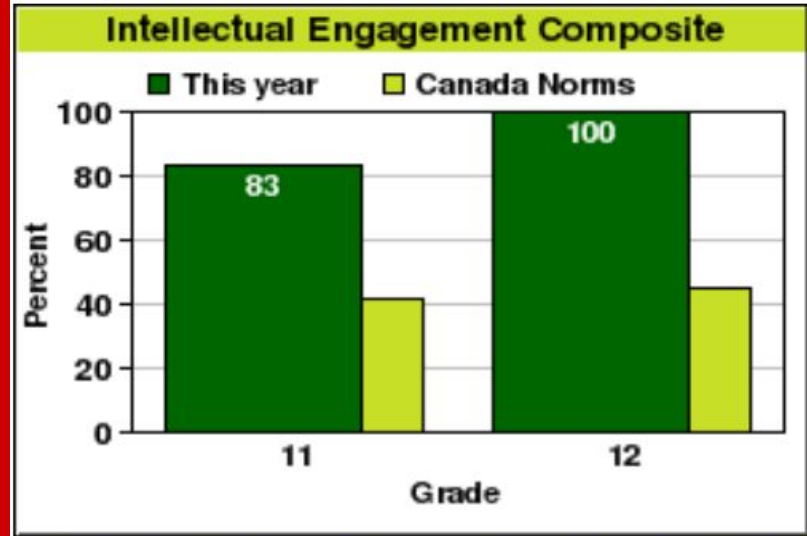


Tell Them From Me

All students in school were asked to respond to the survey in Feb. 2015

Students report that they find learning enjoyable, interesting and relevant.

Our students report feeling much more motivated in school in relation to the Canadian averages.

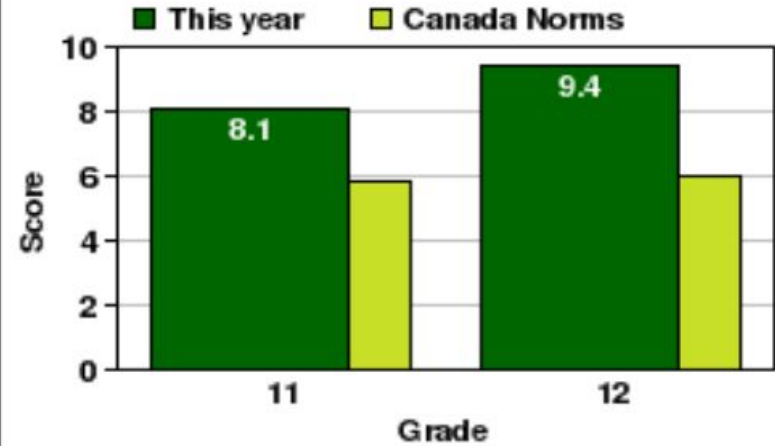


Tell Them From Me

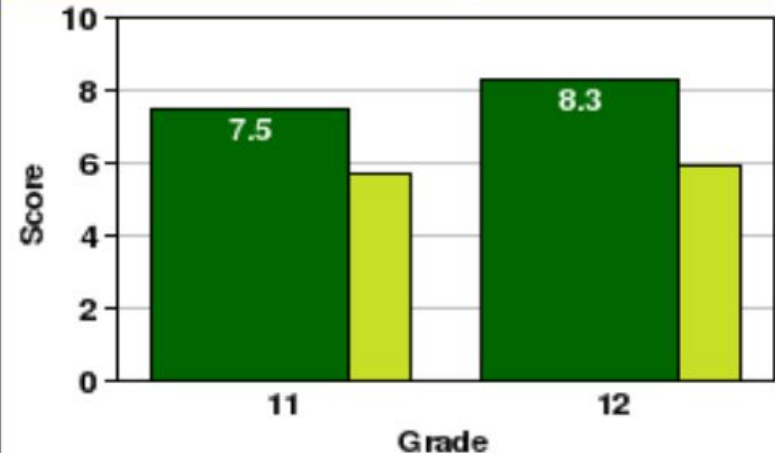
Students feel that our teachers respond to their needs and encourage independence with a democratic approach.

Students also report that they are held to high, school expectations reinforced and rewarded by the staff creating a positive learning climate.

Positive Teacher-Student Relations



Positive learning climate



Tell Them From Me - Open Ended Responses

Responses to “What do you like about your school?”

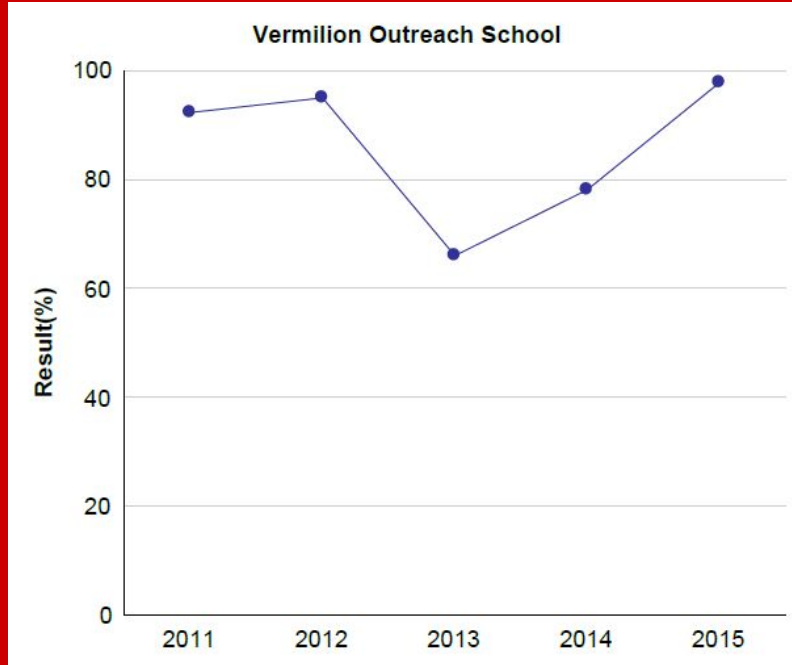
- “Support from both teachers and other students”
- “Teachers who take into account the student’s needs and/or circumstances”
- “No judgement but give feedback and help me with my struggles”
- “Treat us as adults”
- “Develop my hopes, goals and dreams”
- “The teachers interact with the students. I feel I can tell them about most things”
- “No Flex Zone. I don’t have to show off or pretend to be something else”

Tell Them From Me - Open Ended Responses

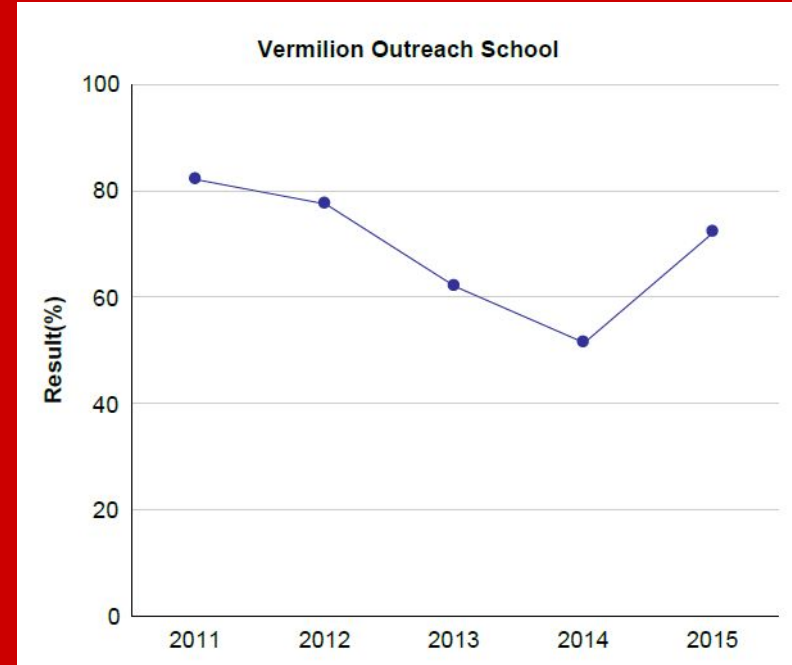
Why did you choose Vermilion Outreach School?

- “There are many supports. I didn’t use them all but it was nice to know they were there”
- “I have moved so much I was falling behind”
- “My busy life and this allowed me to attend school”
- “It’s not as stressful as other high schools”
- “I can work at my own pace”
- “My marks always seem better here because I can take my time because I don’t have a class to compare to”

School Improvement



Program Satisfaction



Overall School Priorities 2015-2018

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 2015-2018

Providing opportunities for connections:

We continue to build our web of support for our students. Building connections to resources for mental and physical health through partnerships with various services and staff professional development based on research in resiliency and implementing Healthy School Initiative.

Continuing to build programs so that students can grow in community engagement through mentoring opportunities and community outreach. Also have a goal to help find adult mentors for our students.

Overall School Priorities 2015-2018

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?



2015-2018 Strategies

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

School Strategies:

- **Create a strong “Induction Program” as students start school building career planning and learning strategies programs**
- **Focus on Circle of Courage using cultural images and worldview for FNMI learners**
- **Staff members attend the Outreach Educator’s conference and a visit to another alternative education site for sharing of practices and resources. (Staff Professional Growth, Time)**

2015-2018 Strategies

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

School Strategies:

- **Implementation of Google Apps for Education (Resources)**
- **Professional Learning Significant 72 - Tom Hierck (Staff Professional Growth)**
- **Maximized use of Learning Support Team (Support Services)**
- **Family School Liaison to support students at risk (Support Services)**
- **Implement WIAT III and continue of Strong and Peirs-Harris assessment**

2015-2018 Strategies

BTPS Goal #3: *Instructional Design enables students to attain the 21st century competencies*

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.**
- **Working with strategies from Dr. Michael Ungar building resiliency and engaging students exhibiting at-risk behaviors**

Celebrations 2014/2015

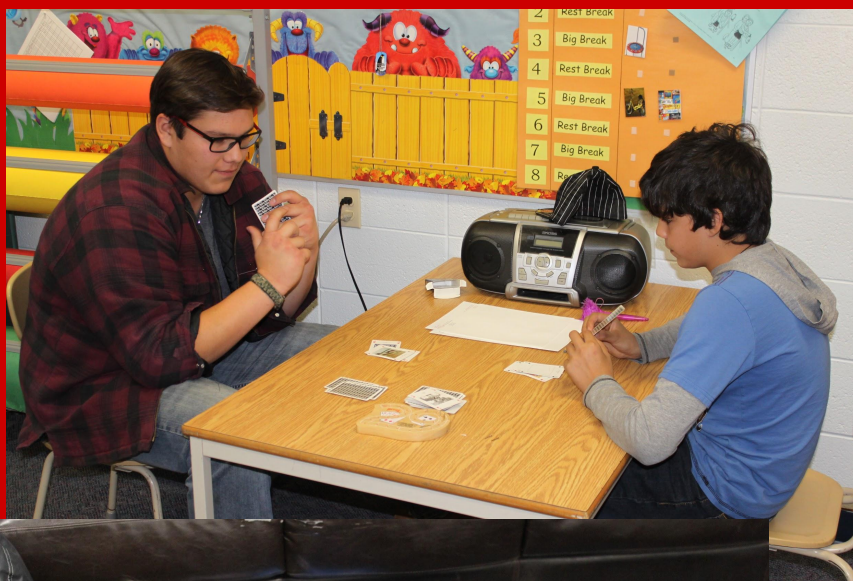
Establishing a “Web of Support” for students to get to meet community members they can turn to for different forms of support - nurses, officers, mental health workers, etc.

Partnership with Alberta Health Services - Addictions to provide a youth support group three times per month.

“Induction Program” allows students to learn about the school, begin career planning and begin experiencing success.

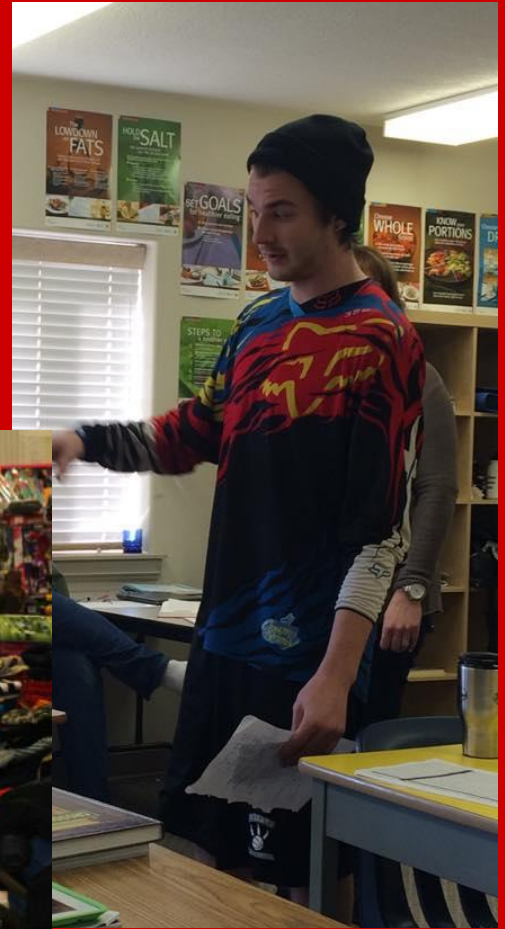
Graduation 2014





Mentorship

Community Involvement



Learning Environment



Variety of Options

