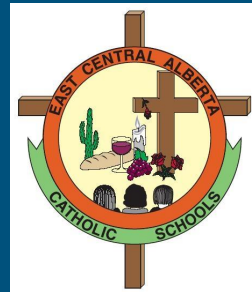




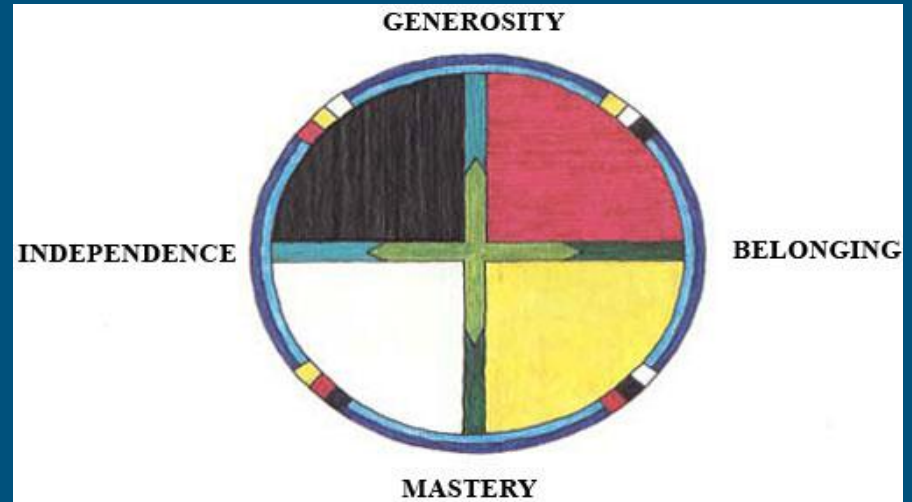
Vermilion Outreach School

Annual Report (2015/2016) and
Education Plan (2016-2019)



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.

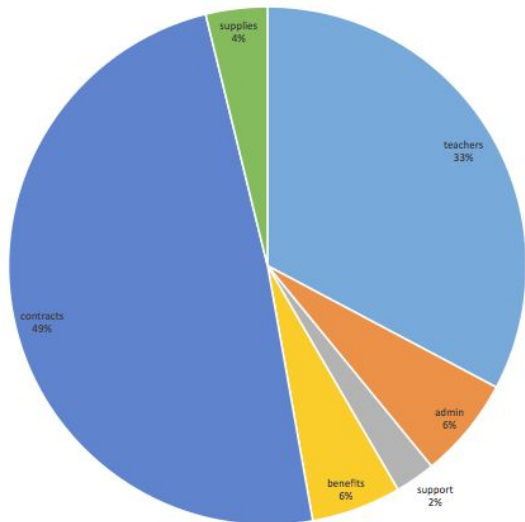
School Profile

Demographics:

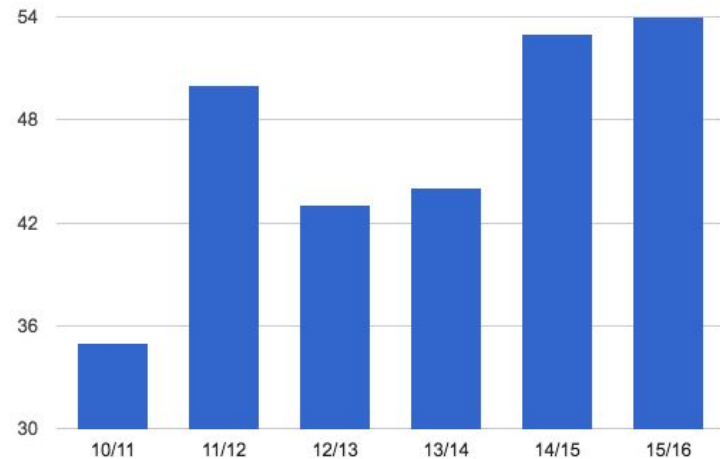
- teaching staff of 2.2 FTE
- support staff of 0.6 FTE
- offer all the core high school courses
- mandatory career exploration courses
- variety of CTS, locally developed courses, Lakeland College and Dual Credit programs
- Mentorship, Community Volunteerism
- Personal and Academic Counselling through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

School Profile

2015-2016 VERMILION OUTREACH SCHOOL BUDGET

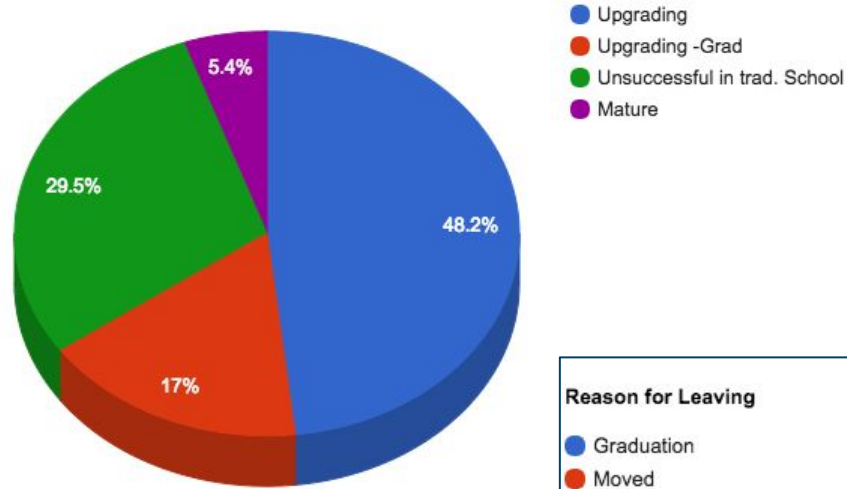


Sept. 30 Enrollment



School Profile

Reason for Attending VOS



Reason for Leaving



Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	89.4	97.0	93.4	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	60.2	64.6	61.2	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	84.7	92.9	90.4	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	12.5	9.5	5.9	3.2	3.5	3.5	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	75.0	40.0	30.0	76.5	76.5	75.5	High	Improved	Good
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)	n/a	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)	37.5	0.0	0.0	54.6	54.4	53.5	Low	Improved	Acceptable
		Rutherford Scholarship Eligibility Rate	64.9	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	41.7	13.2	17.9	59.4	59.7	59.3	Low	Improved	Acceptable
		Work Preparation	75.0	57.1	70.9	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	81.9	91.8	86.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	75.0	85.0	74.8	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	81.3	97.8	80.6	81.2	79.6	80.0	Very High	Maintained	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 improve perception of Program of Studies
- Continue to help students to prepare for diploma exams

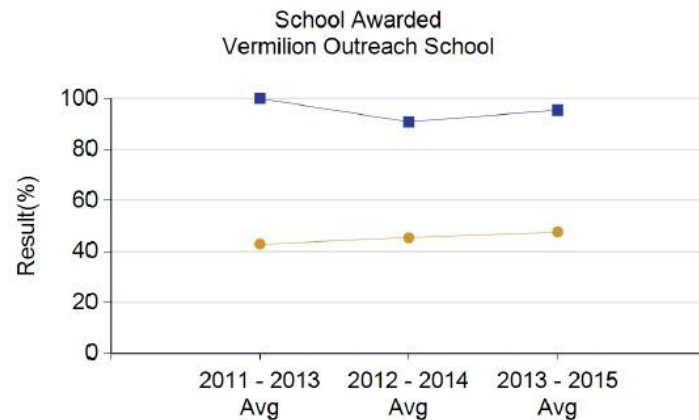
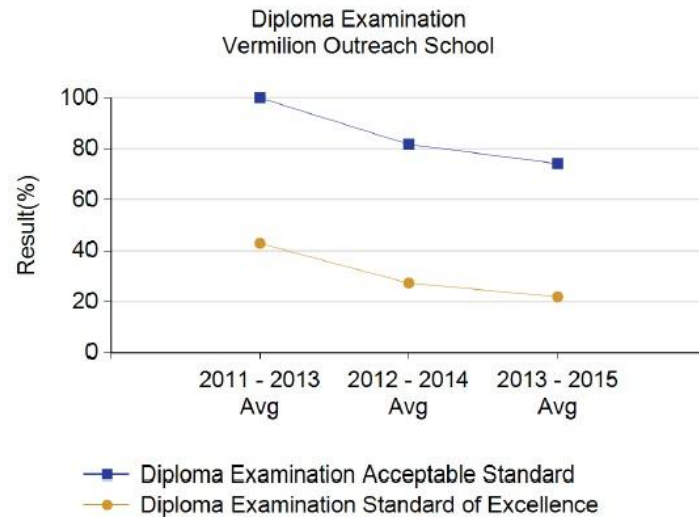
Diploma Exam Trends

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

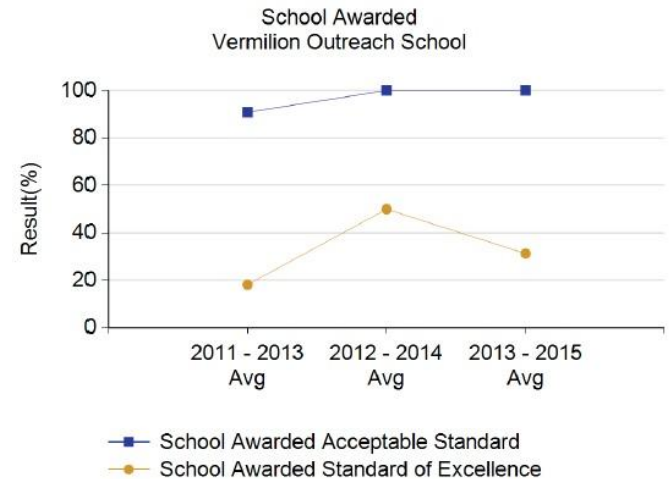
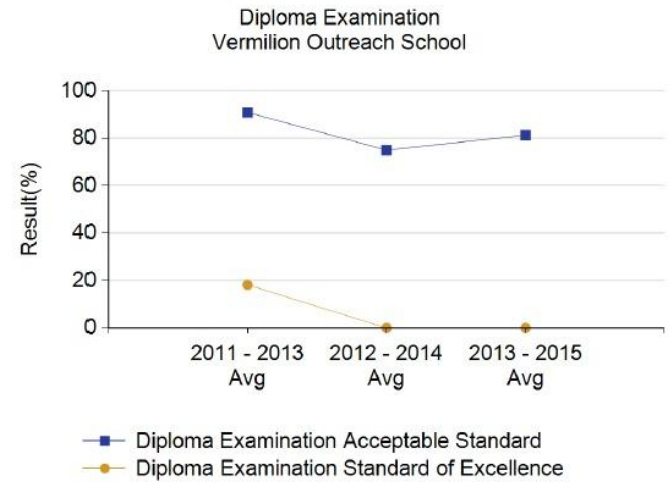
Our focus has been in two areas where most students write diploma exams:

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

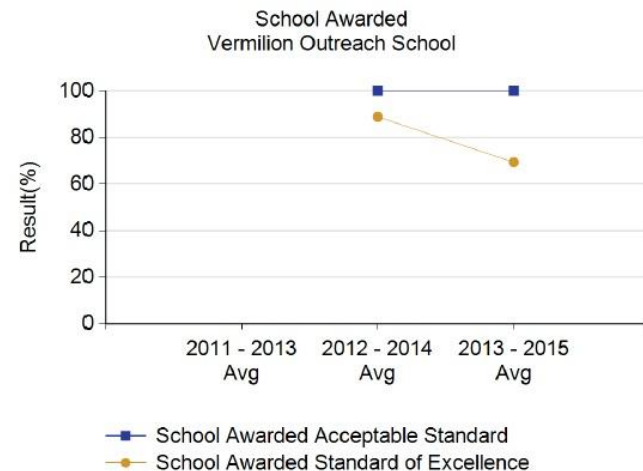
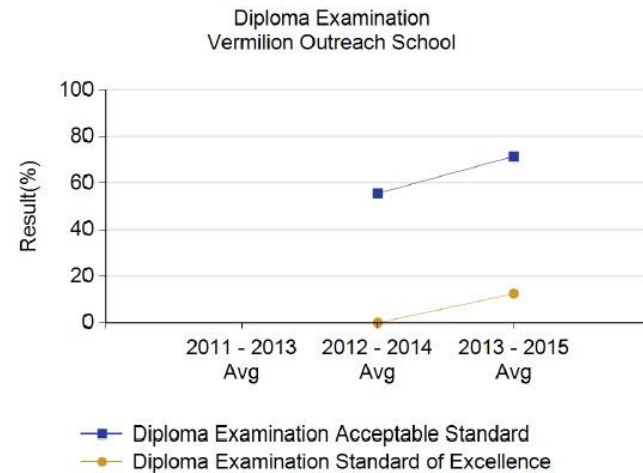
Social 30-2 Three Year Rolling Average



ELA 30-2 Three Year Rolling Average



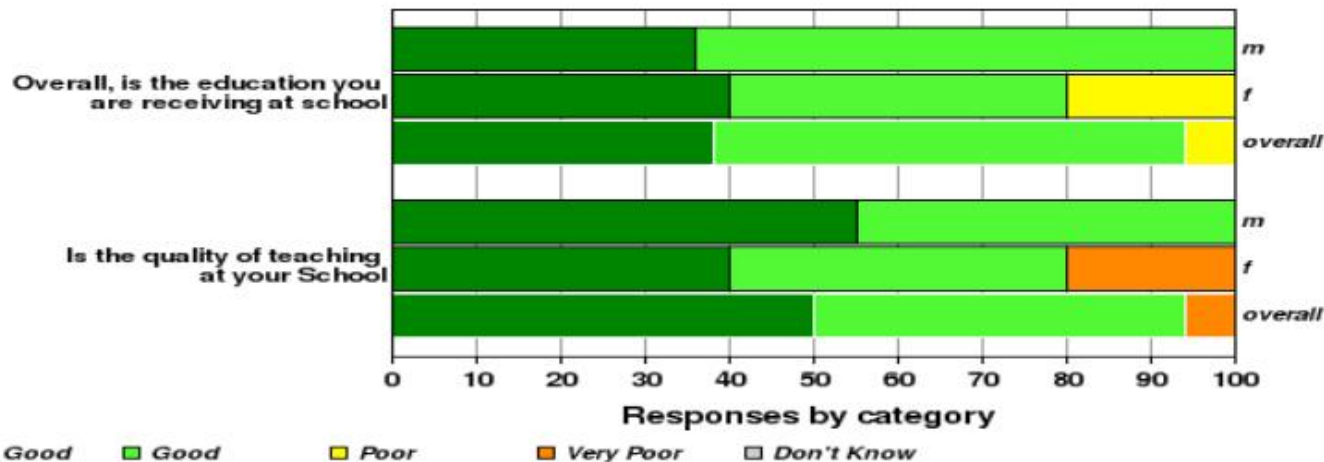
Math 30-2 Three Year Rolling Average



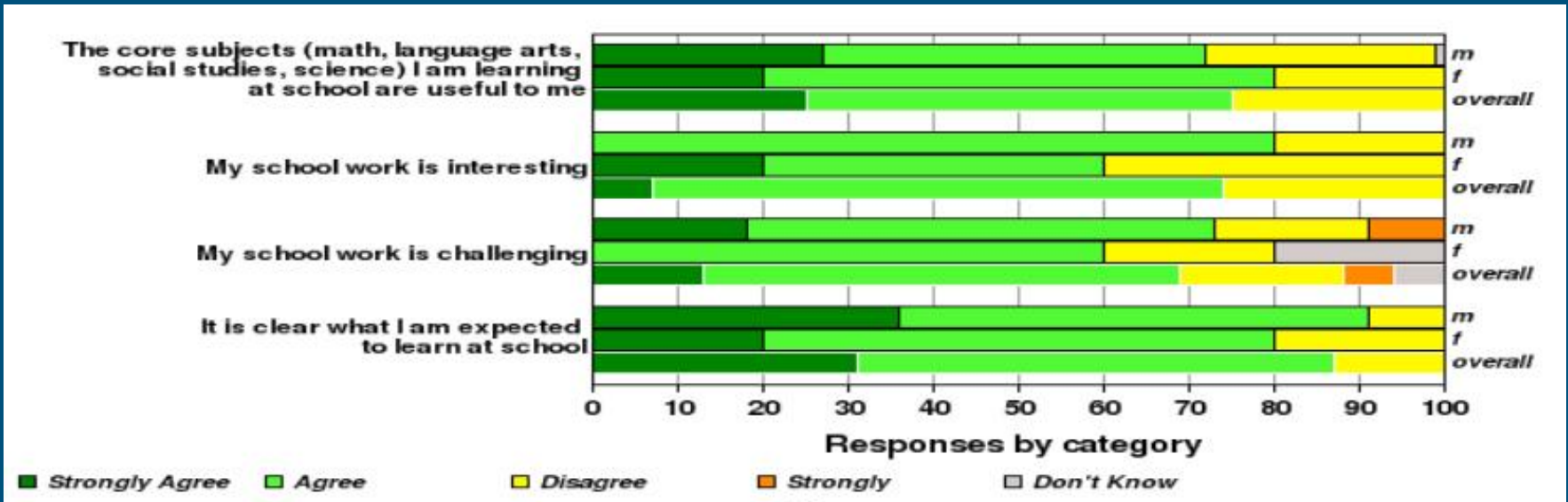
Tell Them From Me

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

Significant difference in male responses and female responses for 2015-16



Tell Them From Me



Tell Them From Me - Open Ended Responses

Responses to “What has changed about your feelings about school since coming to Vermilion Outreach School?”

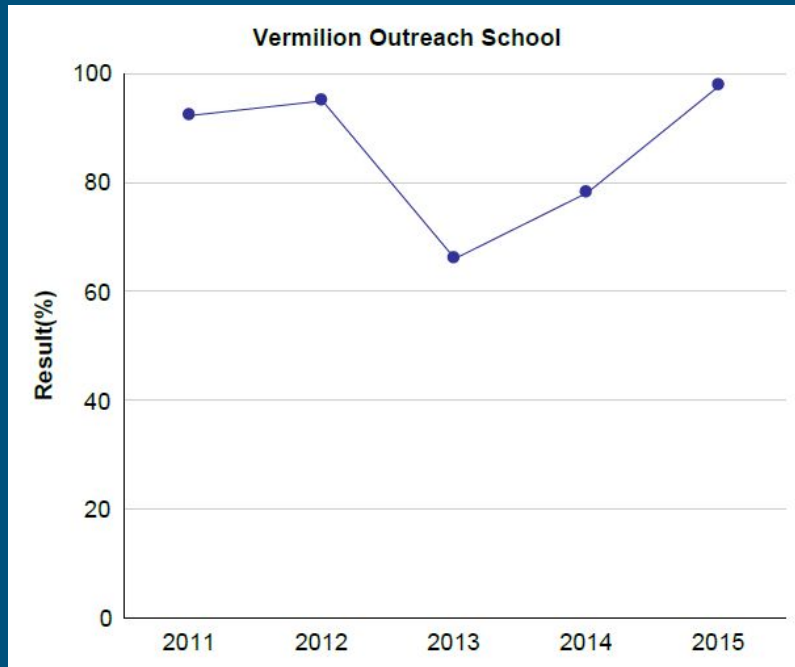
- My outlook on school has changed a lot. I enjoy school a little bit more because our school is very welcoming and were like just one big family here. It's way better then being at a public school.
- I enjoy school now, without significant bullying, and overall increased happiness on my personal experiences, found some real good friends, and have solid relationships with my teachers.
- I like school more because you get to learn about the things you want to learn about as well as what you need to graduate.
- I thought school was going to be hard and difficult to get back into considering i left 2 years ago and didnt have any education during that time. I've noticed that they do there best to make sure you succeed and i actually caught on to things pretty quickly.

Tell Them From Me - Open Ended Responses

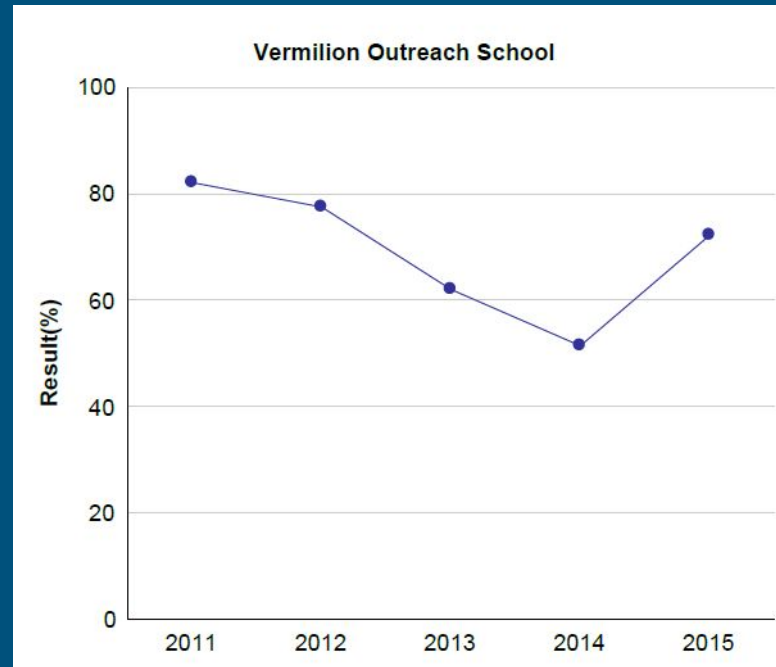
Why did you choose Vermilion Outreach School?

- “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 2016-2019

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 2016-2019

Providing opportunities for connections:

- Continue to build our web of support for our students.
- Building awareness of mental issues such as trauma and its effects so that we can provide support as youth wish to make changes in their lives.
- 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 2016-2019

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 - 2015/2016

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).

2016-2019 Strategies

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

School Strategies:

- **Develop a comprehensive distributed learning strategy better utilizing technology.**
- **Using the Circle of Courage develop FNMI related programs through courses.**
- **Develop a digital component to Art program incorporating FNMI images/topics.**

2016-2019 Strategies

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

School Strategies:

- **Engaging professional staff to learn how to create universally accessible learning environments.**
- **Continue the focus on learning about trauma informed approaches.**
- **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**

2016-2019 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.
- Continue to track students as they work through their educational program(s) as well as student input through Tell Them From Me surveys

Celebrations 2015/2016

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. New approach includes a focus on current brain research around learning and emotional responses.

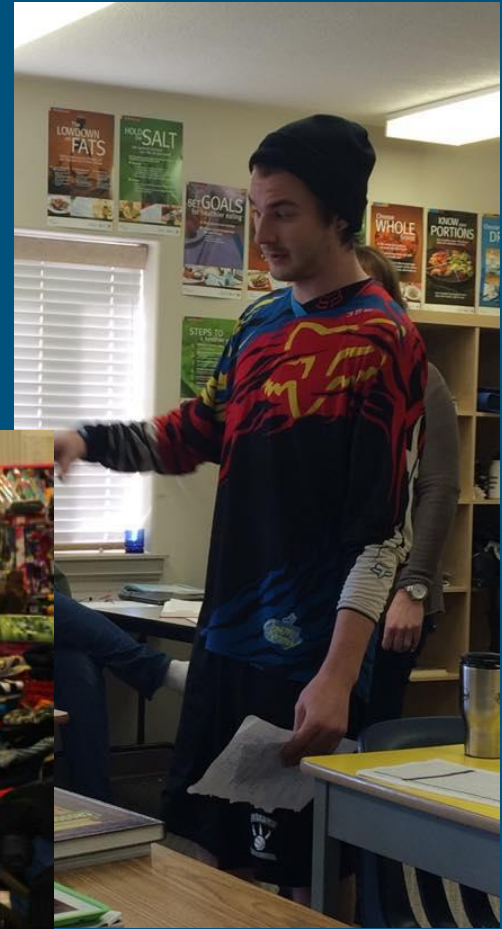
Graduation 2016





Mentorship

Community Involvement



Learning Environment



Variety of Options

