



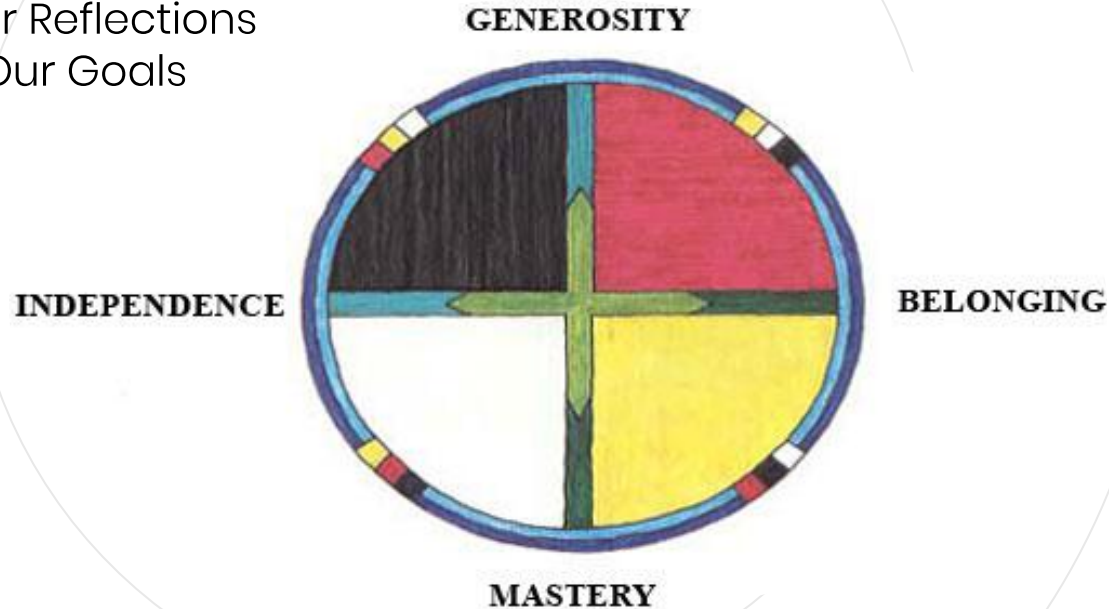
# Vermilion Outreach School

Annual Report (2017/2018)  
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.

## 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.



## Demographics:

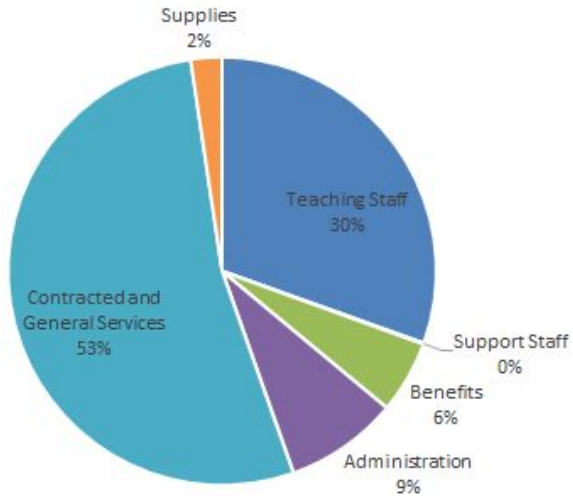
- **teaching staff of 2 FTE**
- **support staff of 0.8 FTE, Art Consultant 0.1 FTE**
- **offer all the core high school courses**
- **mandatory career exploration courses**
- **variety of CTS, locally developed courses, Lakeland College and Dual Credit programs**
- **Mentorship, Community Volunteerism**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

# School Profile

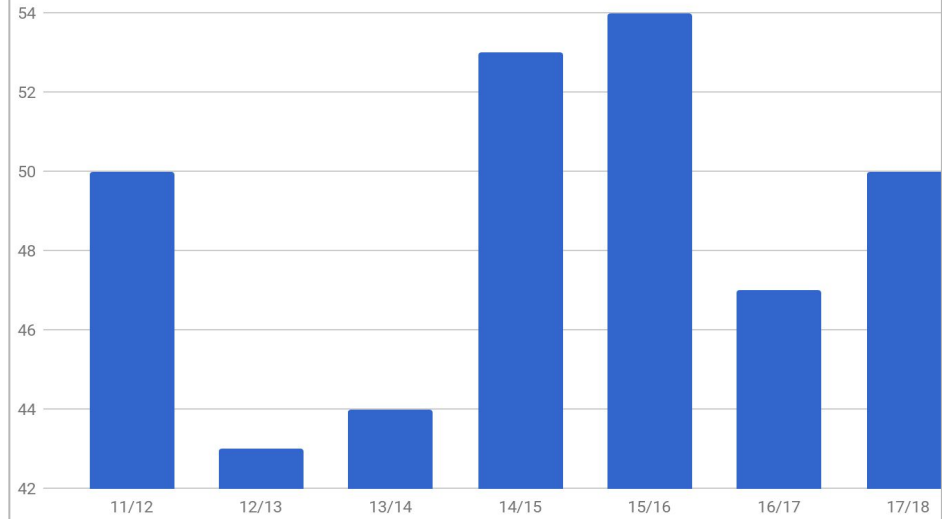


# School Profile

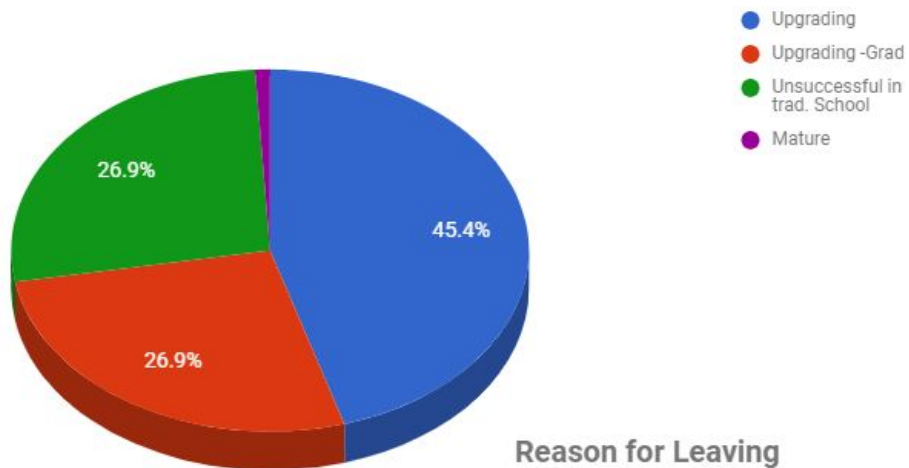
VERMILION OUTREACH SCHOOL 2017-2018



Sept. 30 Enrollment



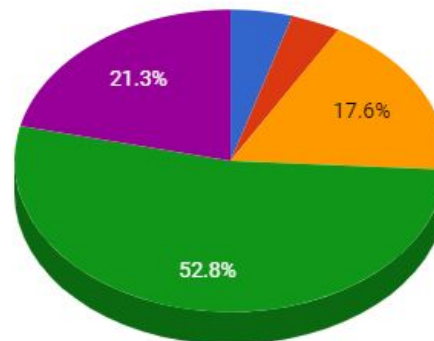
## Reason for Attending VOS



# 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	<a href="#">Safe and Caring</a>	92.0	95.7	94.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	55.0	53.2	59.3	81.8	81.9	81.7	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	85.0	95.2	90.9	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	4.6	1.3	7.8	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	<a href="#">High School Completion Rate (3 yr)</a>	17.5	59.8	58.3	78.0	78.0	77.0	Very Low	Declined	Concern
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	55.6	76.4	73.1	83.0	82.7	83.1	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	8.3	3.6	9.0	22.2	21.2	21.5	Very Low	Maintained	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	10.0	15.8	55.7	54.9	54.7	Very Low	Declined	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	58.1	79.4	72.1	63.4	62.3	61.5	n/a	Declined	n/a
	<a href="#">Transition Rate (6 yr)</a>	33.5	15.4	23.5	58.7	57.9	59.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	n/a	n/a	66.1	82.4	82.7	82.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.0	88.6	87.4	83.0	83.7	83.7	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	n/a	n/a	80.0	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	95.0	89.3	89.5	80.3	81.4	80.7	Very High	Maintained	Excellent

## Areas of Strength

- Seen as a safe school for students
- Quality Education is provided
- Art is a popular option
- 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

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

- Social Studies and English in the 30-2 stream
- Our students do well at Acceptable level but need to improve results.
- Results at Excellence level need to be improved.
- ELA 30-2 is seeing some improvement.

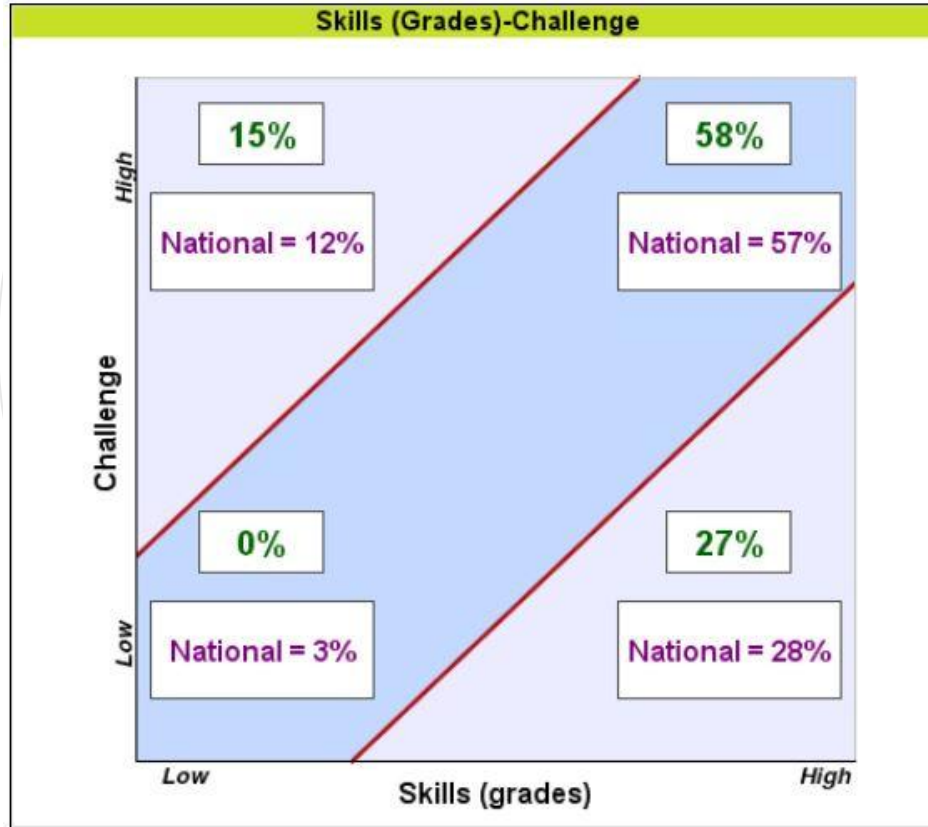
# Social 30-2

<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern

# ELA 30-2

<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good

# Our School Survey



# Our School Survey- Open Ended Responses

“How do you take ownership for your learning? How are you responsible at VOS for your courses and being successful?”

- They try to give us the best possible education
- I try to get everything done on time and I try to keep up with my work.
- It is wholly my responsibility to complete my work on time and take care of school resources. I take ownership by how much effort I put into it.
- Do the work.
- Yes because we are allowed to work at our own pace we are directly responsible to stay on time and complete our work to the best of our ability.
- Do a weekly check to set my course schedule, and see if I kept on schedule last week



# Our School Survey- Open Ended Responses

“How do you know you have learned or understand a topic other than a good mark?”

- When I'm able to use it outside of the classroom or textbook. Such as using what I learned in Social Studies to further expand and explain my views.
- That I'm able to easily answer questions about that subject without a large amount of head scratching or having to consult a textbook.
- I can easily re-explain it to someone else and teach it to them
- I can apply to other ideas or subjects, and that I see the big picture



# 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

How are current and future leaders being developed and supported?

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

How are human and material resources being employed?

How is adequate time being provided for implementation?

How are support services being used effectively?

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

How are stakeholders being engaged?



# 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
- Support instructional design that furthers discipline-based inquiry via Teacher Effectiveness Support Team Days and Peer Instructional Coaches.

# 2017–2020 Strategies

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

## School Strategies:

- Build expertise of professional staff and support 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) and MHP Program
- Family School Liaison to support students at risk (Support Services)
- Utilize Adverse Childhood Experience and Resilience measures in planning supports

# 2017–2020 Strategies

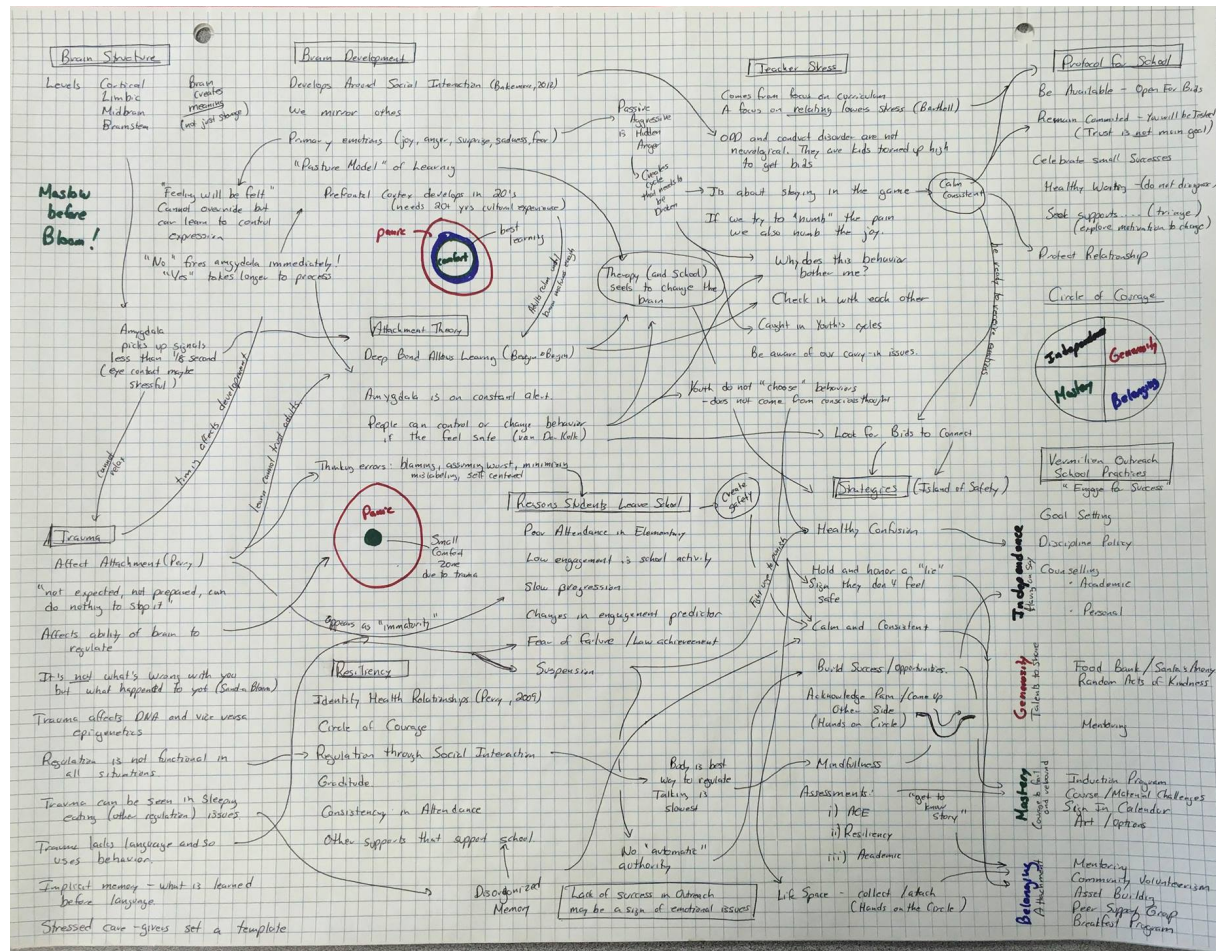
BTPS Goal #3: Positive, high quality learning and working environments

## 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.
- Continue student lead programs through VIBE and in partnership with AHS such as “Kindness Blooms” and Peer Support Program.
- Supporting staff through Tuesday Staff Wellness activities

# 2017-2020 Strategies

## Mapping our Professional Development



# Celebrations 2017/2018

The student leadership group, with help of VIBE and other community partners set a theme for their activities throughout the year – “Kindness Blooms”. This began as a partnership with Cornerstone Coop and has expanded to other community activities.

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.



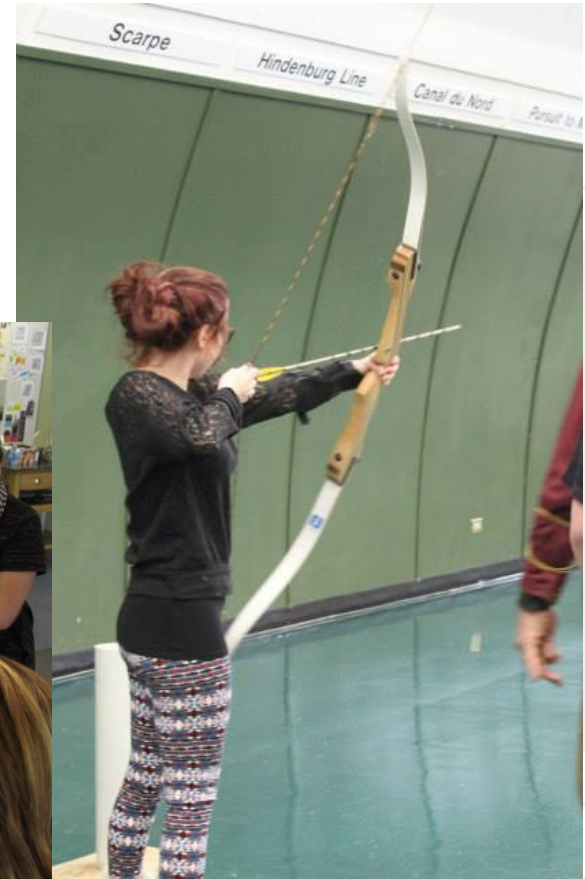


# Graduation 2018





# Variety of Options



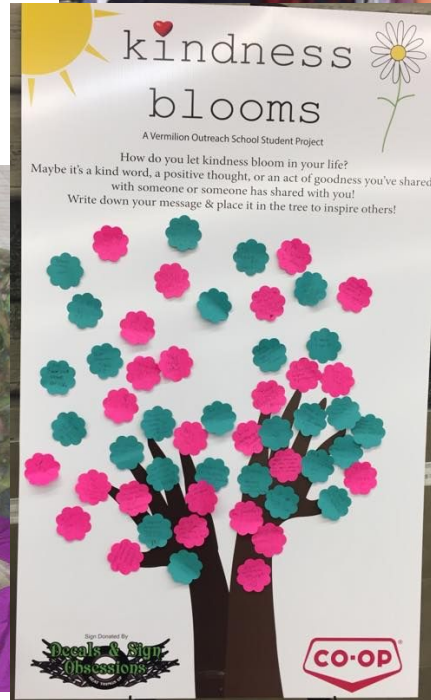


# Mentoring





# Kindness Blooms



# Learning Environment

