



Harry Collinge High School

Respect Responsibility Compassion

Success for ALL. ALL kids are OUR kids.



Annual Results Report – 2017 – 2018 **School Continuous Growth Plan – 2018 – 2021**



OUR VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

OUR BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

OUR CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Methodology: The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

Our School We provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy
 - Our academic focus for the 2018-19 school year is literacy. Specifically, we will be working to improve reading comprehension and increased vocabulary in our students. We are fortunate this year to have access to our Division Literacy consultant who is working with one-on-one with specific teachers and with entire groups at a variety of PD days over the year. One of the key elements of this work is to communicate not only to students, but also our parents the importance of literacy in all subject areas across every grade. Specific strategies and additional information is provided in the Success for All goal below.
2. Student success through innovative, effective and appropriate uses of educational technologies
 - We continue to phase out the traditional computer “lab” in favour of chromebooks which students can use at the time and location of their (or their teacher’s) choice.
 - Simultaneously, we continue to work with our technology department to provide new and innovative opportunities to our students with technologies such as 3D pens and VR glasses/expeditions.
3. Our school community respects diversity and promotes inclusion
 - We are again supporting a student trip to WE day providing a springboard for a number of projects supporting diversity and inclusion.
 - From this group, we have developed a strong, albeit informal, Gay-Straight Alliance student group. As recently as September this year, the group elected to remain informal but gathers virtually daily.

4. First Nations, Metis and Inuit (Indigenous) student success

- We move into our second year of having an Indigenous Liaison based out of HCHS. The single most visible result is the Legends Room. This is home base for our Indigenous Liaison, but more importantly a place of welcoming support for all students, in particular our Indigenous students. This has been a tremendous support to our students, in particular, but also to our staff.
- As the position evolves and is re-staffed, we look to build additional relationships with all members of our community.
- School administration committed to attending the Indigenous Cultural Camp presented in partnership with the Palisades Centre and the Edmonton Regional Learning Consortium.
- Leveraging the knowledge of our Indigenous Liaison, we incorporate additional learning about Indigenous culture into our staff meetings and PD days with the goal of further welcoming and including our Indigenous students.

5. Excellence in Teaching and School Based Leadership

- The leadership team at HCHS has already spent a great deal of time working on developing our skills as instructional leaders. This will continue in November with additional training on the new Teaching Quality Standards as well as the Leadership Quality Standards.
- The school leadership team is regularly in classrooms and providing feedback to teachers and support staff on the work they do with our students. Specifically, we are regularly engaging staff in generative dialogue regarding their practice.
- The school leadership team is also working to develop the capacity of teachers to conduct their own generative dialogue with students.

School Demographics

- Grade 8 - 12, dual track (English - French Immersion)
- 423 students (September 28)
- 24 teachers
- 10 support staff (Indigenous Liaison, Family School Liaison Counsellor, BEST coach, Educational Assistants)

Principal's Message

Harry Collinge High School is a vibrant place to work and learn. We have an amazing team of people gathered together with the common goal of supporting our students' success. As part of that goal, we continue to participate in the high school redesign initiative which pushes us to improve in nine foundational principles, including "meaningful relationships", "welcoming, caring, respectful and safe" and "educator roles and professional development".

We are very fortunate to be able to have a full-time Family School Liaison Counsellor (FSLC). This person is able to provide one-on-one support to students struggling with social-emotional issues and often works with our Indigenous Liaison, our BEST coach and our Learning Support Teacher to develop and implement the most appropriate and effective support plans. Additional student support for student program planning, course selection, work experience and the Registered Apprenticeship Program (RAP) is provided by our two Guidance Counsellors.

We continue to offer an outstanding variety and depth of programming for students at all levels and interests. For example, we maintain our commitment to the Science 20-30 program as a well-designed and valuable program for a smaller, but nevertheless important, segment of our student population. We have maintained an impressive set of options including drama, shop, communications technologies and highly awarded music program offering both concert band and the "rock band" options.

Our French Immersion program has been a key part of Harry Collinge High School for over 25 years and remains a priority. We are proud of the ongoing commitment to a robust French Immersion programming. In grade 8 and 9, we offer all core courses in French and also Physical Education. HCHS French Immersion students are able to follow their academic programming in French right through to grade 12 with Social Studies 20 and French Language Arts 30 offered.

Flex block reduced to three blocks weekly based on student and staff feedback from the spring of 2018. Although we are happy to observe significantly improved attendance in Flex, we continue to work on approaches that ensure that this flexible learning opportunity contributes to increased learning and improved achievement.

We are excited for the 2018-19 school year and look forward to continued improvement, particularly in the areas of literacy and resiliency.

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

In light of the most recent data available, we have refined our school goals to better reflect the emphasis on school improvement as measured by the accountability pillar data. Success for All is all about student achievement (in our case) as measured by a number of metrics - not the least of which are the provincial exams in grade 9 and 12. Although we have seen some improvement in the number of our students achieving the acceptable standard, we still have some work to do to ensure our high achieving students are doing so on the provincial achievement tests and the diploma exams. A deliberate effort by all of us at HCHS to improve the work both staff and students do in the classroom is required to improve these results and this is reflected in our school goals for the 2018-19 school year.

All Kids are Our Kids - last year we experienced a very difficult year with a number of staff and students experiencing significant trauma due to several deaths of young people near to our school community. Although we believe we provided outstanding support for those affected, we acknowledge that this had a negative impact on the reported feelings of safe and caring elements of our school (Accountability Pillar). In particular, a large segment of those most affected were in grade 10 last year. It was those families who responded and, as one may expect, the sense of safe and caring was lower than we would prefer. This is further supported by data available through our participation in the COMPASS research project. The most recent data available (fall 2017) indicates that only 55% of our students “feel they are part of the school”.

Nevertheless, (and in no way a suggestion that it was not a traumatic year for many), we believe that one of the fundamental things the data is suggesting is that our students need to develop greater resiliency both in the classroom and in the greater community. Our data talks about kids feeling safe and cared for, not necessarily whether they are (or not) resilient; however, the Our School Data supports our anecdotal (Learning Support Teacher, Family School Liaison, BEST coach and teacher) evidence that resiliency remains an under-developed skill for many of our students.

Further to the goals outlined below, we continue our journey in redesigning high school. Part of that work requires us to acknowledge and work on the Foundational Principles of High School Redesign. We strive to align our SCGP goals with our work in High School Redesign so as to optimize our improvement efforts.

The High School Redesign principles of “welcoming, caring, respectful and safe” and “meaningful relationships” align with our goal for All Kids are Our Kids. Specifically, the high school redesign element of this goal is supported by our work with the house structure we have implemented over the last three years at HCHS. It is further supported with the Legends Room (Indigenous Liaison) and the Chill Room (BEST coach).

Our Success for All goal is further supported by the High School Redesign Foundational Principle of “educator roles and professional development”. In modeling our school-level professional meeting time after the work principals do at the division level meetings, we will maximize the professional learning opportunities for all staff. With a focus on quality professional development specifically in literacy, we anticipate improved student achievement. We continue to place a strong emphasis on instructional leadership both at the school and division level.

Combined Accountability Pillar Overall Summary

Measure Category	Measure	Harry Collinge High 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	77.1	81.5	80.2	88.0	89.5	89.4	Very Low	Maintained	Concern
Student Learning Opportunities	Program of Studies	77.9	84.5	79.7	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	77.3	83.1	78.9	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	2.5	3.0	2.2	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	69.9	64.8	69.7	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	55.0	56.1	52.1	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	5.6	9.7	6.6	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.6	79.1	77.2	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	9.6	12.9	9.5	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	46.1	28.8	40.5	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	59.7	57.9	58.3	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.4	38.4	48.8	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	66.2	75.9	67.0	82.4	82.7	82.4	Very Low	Maintained	Concern
	Citizenship	63.1	67.5	63.9	83.0	83.7	83.7	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	68.9	80.3	78.2	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	74.1	75.2	75.8	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

<p>School Goal 1: (Safe and Caring) - Building resiliency in our students both in their interpersonal relationships and their ability to focus on achievement in learning.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Establish and communicate a school-wide, common language regarding aggressive behaviors (ex. bullying vs. specific language; isolated incidents vs. ongoing issues) ● All staff to hold students to common expectations whether interpersonal or academic. ● Increase frequency of BEST coach visiting and presenting to classes on topics such as relationships, bullying, self regulation and reporting ● Standing item in parent newsletter on resiliency building 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Decreased reports bullying (per se). ● Increase (short-term) of additional supports such as: Improved Flex use, after school support ● Visible and public statements of expectations in common areas such as Learning Commons and in classrooms.
<p>Evidence of Success:</p> <ul style="list-style-type: none"> ● Improved Accountability Pillar (Safe and Caring) data. ● Improved reporting of belonging (COMPASS, if available). 	

SUCCESS FOR ALL:

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

<p>School Goal 1: Increase achievement on assessment results through a focus on reading comprehension and vocabulary.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Administration will use generative dialogue in conjunction with meaningful instructional coaching specific to literacy. ● Staff to develop and implement school-wide, common literacy strategies around reading comprehension and increased vocabulary. (Accessing also Irene H. (consultant to Division) as a literacy specialist.) Nov and March PD ● Grade 8 and 9 dedicated literacy block (42 minutes on alternate days) specifically targets reading comprehension and vocabulary. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Classroom-focused and school-wide common literacy development strategies. ● Visitors to HCHS will see specific and relevant information supporting literacy. ● Teachers will consistently demonstrate evidence of reading comprehension strategies incorporated into instructional strategies. ● Students use program-specific language appropriately
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Reduced discrepancy between classroom and exam-awarded mark. ● PAT and DIP results indicate an increase in test result scores. We increase the number of students in both the acceptable and the excellent standard ranges 	