



Harry Collinge High School

Respect Responsibility Compassion
Success for ALL. ALL kids are OUR kids.



Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022



VISION

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

MISSION

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

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

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.

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

Harry Collinge High School Demographics

- Grade 8 - 12, dual track (English - French Immersion)
- 420 students (September 30, 2019)
- 24 teachers
- 8 support staff (Indigenous Liaison, Family School Liaison Counsellor, BEST coach, Educational Assistants)

Principal's Message

Harry Collinge High School (HCHS) 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. Students will find a wide variety of learning opportunities including academic, athletic, practical and performing arts as well as many extra-curricular activities. As a small rural school, we are particularly proud of the fact that we have maintained an impressive set of options including drama, shop, communications technologies and a highly awarded music program offering both concert band and the 'rock band' options. Moreover, our Guidance department continues to ensure that students have access to the work experience program and the Registered Apprenticeship Program (RAP).

Our French Immersion program has been a key part of HCHS 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 including 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.

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". As part of our commitment to high school redesign, we continue with our Flex block for the 2019-2020 school year. For this year, we have moved Flex to the afternoon and early indications are that this has been a successful move. We have noted improved attendance and we continue to work on approaches that ensure that this flexible learning opportunity contributes to increased learning and improved achievement.

The development of our school's continuous improvement plan began in the spring of 2019 with the May release of the 2019 Accountability Pillar data. We first considered these data as a staff providing preliminary ideas as to priorities for the 2019-2020 school year. At our May school council meeting we reviewed the 2018-2019 SCIP and then considered the May 2019 data in order to solicit input and potential priorities for the 2019-2020 school year.

This cycle continued into the current school year with school council considering the May data as well as the October data (student achievement data). Staff worked with these data in staff meetings and, in particular, on our October 11, data PD day to elaborate the goals and strategies outlined in this document.

We are more excited than ever for the 2019-2020 school year and are eager to continue to improve in the areas of literacy and now, also, higher order thinking and problem solving.

Alberta Education Reporting Requirements for Schools

Requirements for School Results Reports: Schools must prepare a report of the school's results for the previous school year. Each jurisdiction establishes requirements for the content, process and format for school annual reports as part of its accountability system. Section 13 of the School Councils Regulation requires boards to give school councils the opportunity to provide advice on the development of school annual results reports. Alberta Education does not routinely collect or review the annual results reports prepared by individual schools. It is the responsibility of school jurisdictions to ensure through their accountability system that:

- Each school prepares its education report annually;
- Each school involves the school council in preparing the report; and
- Each school posts its report on the school's or the jurisdiction's website.

Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
 - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
 - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
 - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
 - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
 - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
 - Quality of education in the past three years and the extent of students' pride in their school and willingness to recommend their school to others.

Diploma and Provincial Results

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

Annual Education Results Report - October 2019

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	83.7	77.1	80.3	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	80.4	77.9	80.1	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	82.6	77.3	79.4	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	3.0	2.5	3.0	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	82.0	69.9	69.6	79.1	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	57.8	55.0	51.9	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	8.2	5.6	6.6	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.3	82.6	78.8	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	5.6	9.6	9.5	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	39.6	46.1	40.2	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	64.2	59.7	58.7	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.6	50.4	47.0	59.0	58.7	58.7	Intermediate	Improved	Good
	Work Preparation	70.6	66.2	69.7	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	67.1	63.1	64.1	82.9	83.0	83.5	Low	Maintained	Issue
Parental Involvement	Parental Involvement	75.7	68.9	76.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.4	74.1	76.3	81.0	80.3	81.0	High	Maintained	Good

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)
- Maintained (yellow)
- Improved (green)
- Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

School Data Story

Student Success: Creating Safe Caring Schools

We were very pleased with the results of the May Accountability Pillar survey. In all of the non-academic areas, including education quality, citizenship, life-long learning and safe and caring, HCHS improved significantly. This is due in no small part to an amazing team of people who support students everyday to be their best.

These results are further confirmed by the information provided by the 2018-2019 COMPASS study, in which we have participated for 6 years. In the 2018-2019 version, the reported incidents of bullying dropped by 9% while the number of students reporting that they “feel part of the school” increased by 16%.

This is certainly not an area where we can rest on our successes. We must continue to look for areas to improve and identify strategies allowing us to do so. One of the suggestions coming from our School Council was a more explicit effort to teach students to care for one another. From that suggestion, we have elaborated a new initiative for citizenship centred on community volunteerism.

Student Success: Academic Success

As we did last year, we have again (re)established our school goals with a view to improve student learning as reported in the accountability pillar - most notably, the Provincial Achievement Tests (PATs) and Diploma exams (DIPs). We recognize that there remains room for growth in both of these areas; nevertheless, we are pleased to note improvement virtually across the board in our PAT results from June 2019. Of particular note is the improvement in English Language Arts 9 where we saw an improvement of 10%. We attribute the improvement to a number of factors, not the least of which was our focus on literacy for the 2018-2019 school year. We also recognize that staff professional development was embedded in regular staff meetings, classroom visits by administration and promising practices were shared among all staff.

We will continue to focus on literacy across the curriculum as we work to further improve student achievement in all subjects. For this year, we look to improve our student learning results at the excellence level (80%+) through work on higher order thinking and problem solving.

Student Success: Indigenous Education

The 2019 Accountability Pillar results continue to demonstrate overall strong results for our Indigenous students. The 3-year averages exceed those of the province in most categories. In particular, we see a significantly lower dropout rate than the province as well as a much higher 6 year transition to work rate among our Indigenous students.

Although our Diploma exam results are generally acceptable, we do also note a significant gap in Indigenous student learning at the grade 9 level as measured by the PAT results.

We continue to work with the Division’s Indigenous leaders and remain optimistic that we will be able to find a long-term solution to support an on-site Indigenous Education Coordinator. In the

meantime, we are pleased to have the opportunity to engage with the Hinton Friendship Centre and the Circle of Learning Project lead by their newly appointed Education Navigator.

Teaching and Leadership Excellence

The principal and assistant principals completed the Leadership Quality Standard leadership certification in the spring of 2019. We continue to review and reflect on our progress to exemplary leadership in all 9 competencies. One of the primary means to do so is our monthly Division Leadership Team (DLT) meetings at which all school leaders are provided the opportunity to develop their leadership and improve their practice.

We provide similar opportunities to our teachers at every staff meeting and PD day. We remain committed to the effective use of generative dialogue with all staff members, as well as formal evaluations for those under probationary contracts. We are excited this year to undertake a more formalized version of the ongoing classroom visits using the instructional rounds model to further focus our work ensuring exemplary teaching.

Community Engagement

We continue to engage our community through a variety of means. Our School Council is the primary means by which we involve parents in decision-making; however, we continue to publish a weekly newsletter to parents as was suggested at a School Council meeting in the 2018-19 school year. We regularly publish school events and accomplishments on local radio, Real Country, in their twice weekly segment, School Zone.

We have already offered a community information session (Vaping and Cannabis) and anticipate offering other similar sessions for our entire community.

High School Redesign

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 creating safe and caring schools goal. This year, we have elected to change our focus to developing citizenship and ensuring students care for one another. It is further supported with the Legends Room (Indigenous Liaison) and the Chill Room (BEST Success coach).

Our academic success goals are 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 leadership development at DLT, we hope to 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.

Instructional Focus

As already mentioned, for the 2019-2020 school year, we will continue to work on developing literacy across the curriculum. Obviously, one would expect to see improvements in English language arts; however, we know that literate students are successful students and anticipate improved student achievement in all areas.

New for this year, we will add a focus on higher order thinking and problem solving. In doing so, we hope to see an improvement in our students' achievement at the excellence level on both the Provincial Achievement Tests and Diploma Exams.

School Improvement Goals Student Success

SMARTER GOAL	STRATEGIES
<p>Creating Safe and Caring Schools</p> <ul style="list-style-type: none"> Teaching kids to care for others through volunteerism. 	<ul style="list-style-type: none"> Community hours required (10/yr). Student work displayed in Learning Commons Community service projects (snow shoveling to more involved projects).
<p>Evidence of Success</p> <ul style="list-style-type: none"> Improved Accountability Pillar results. Increase in social media hits Increase in graduation rate 	
<p>Academic Success</p> <ul style="list-style-type: none"> Increase student achievement through a focus on higher order thinking skills. 	<ul style="list-style-type: none"> Concept-based learning strategies and plans Common professional time to develop high level common assessments and activities Generative dialogue focused on higher order thinking skills
<p>Evidence of Success</p> <ul style="list-style-type: none"> Improved student success on PAT and DE In particular increased rates of students achieving at the excellence level Narrower discrepancy between school-awarded and exam mark 	
<p>Indigenous Education</p> <ul style="list-style-type: none"> Indigenous students see themselves and their culture fairly represented in lessons. 	<ul style="list-style-type: none"> Teachers access Indigenous Education Coordinator for knowledge and ideas.
<p>Evidence of Success</p> <ul style="list-style-type: none"> All students regularly recognize the Indigenous perspective in a lesson/activity. 	

Teaching and Leadership Excellence

SMARTER GOAL	STRATEGIES
Leadership Quality Standard <ul style="list-style-type: none"> School leaders demonstrate exemplary leadership. 	<ul style="list-style-type: none"> Weekly meetings to collaborate. Opportunities for all school leaders to develop skills (PD days, staff meetings, etc.)
Evidence of Success <ul style="list-style-type: none"> Exemplary school leadership as evidenced by Accountability Pillar results including student achievement and Safe and Caring data. 	
Teaching Quality Standard <ul style="list-style-type: none"> Teachers demonstrate exemplary instructional practice. 	<ul style="list-style-type: none"> Generative dialogue in daily classroom visits. Instructional rounds include teachers as observers. Staff meetings as PD
Evidence of Success <ul style="list-style-type: none"> Exemplary teaching as evidenced by student achievement. HCHS teachers leading in zone and division PD. 	

Community Engagement

SMARTER GOAL	STRATEGIES
Engaging Students <ul style="list-style-type: none"> Students demonstrate care for others in their community (HCHS and Hinton). 	<ul style="list-style-type: none"> Create expectations for volunteerism. Provide opportunities to volunteer in the community. Invite students to participate in school decision-making (pizza with the principal, ad-hoc focus groups, etc.)
Evidence of Success <ul style="list-style-type: none"> Improved attendance rates Increased sense of safe and caring as measured by COMPASS and Acct. Pillar. 	
Engaging Staff <ul style="list-style-type: none"> Staff have meaningful influence on school priorities and goals. 	<ul style="list-style-type: none"> Focused staff meetings allow for stakeholder input Staff respond to their own interpretation of school data
Evidence of Success <ul style="list-style-type: none"> Improved Accountability Pillar results (Education Quality, Safe and Caring, School Improvement) Volunteer involvement in Instructional Rounds (as both observer and observed) 	

Engaging Parents/Community <ul style="list-style-type: none">• Parents and community play a meaningful role in decision-making at the school	<ul style="list-style-type: none">• School Council meetings as opportunities for parents to provide insight and suggestions.• Community information sessions to educate parents/community
Evidence of Success <ul style="list-style-type: none">• Improved parent attendance at School Council and information sessions	